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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 60% of grades being A*-B over six 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 welcoming atmosphere, modern facilities, outstanding teaching and excellent results we stand by our REACH values and core purpose - offering excellence for all. We will support you in a successful route to university or employment. Everybody is valued as an individual and treated as one. Whatever your plans and interests we are here to help you to achieve your goals.

Young people who join our Sixth Form benefit from all the opportunities that come from being part of a very large and successful learning community. 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. The Sixth Form is a fresh start for everybody and each year we welcome many students from numerous schools as well as from Harrogate Grammar School main school. Our team of staff and peer mentors help to ensure that everybody settles in.

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.

Lucy Vincent
Director of Sixth Form
Assistant Headteacher

“The Sixth Form at Harrogate Grammar School provides a truly outstanding environment in which to learn and achieve”
Our Core Purpose

Our core purpose is to provide ‘excellence for all’ and we achieve this through the five REACH values that we embody, role model and teach: Respect, Excellence, Adventure, Commitment and Honesty. In practical terms, we have three pillars in our school of focus – a culture of respectful relationships, an aspirational and inclusive curriculum and expert teaching. As a result of our work in these three pillars and our focus on values, we achieve not only our academic outcomes, but a broader set of outcomes in terms of kind, healthy, ambitious, knowledgeable, curious, enterprising, resilient, productive, responsible and reflective young people as they move on from our school community.

Respect

Respect yourself, others and our environment

EXCELLENCE

Be the best you can be

CULTURE

A culture of respectful relationships and exceptionally good behaviour for learning

We all manage our emotions and take responsibility for our choices

Everyone feels safe, well supported and that they belong

All members of our community are given opportunities to develop

Kind | Healthy | Ambitious | Knowledgeable |
ADVENTURE  COMMITMENT  HONESTY
Challenge yourself and keep going  Participate, prepare and be punctual  Ask for help, act on advice and take responsibility

CURRICULUM
An aspirational and inclusive curriculum provides excellence for all, offering experiences which help to develop character

Rich and meaningful experiences, ensure depth in learning through strong subject knowledge and the promotion of essential numeracy, literacy and communication skills

The experiential curriculum offers diverse opportunities for our learners to enjoy the arts, creativity, exercise and sport

A curriculum that develops an understanding of British values

TEACHING & LEARNING
Students build knowledge through expert instruction, coupled with purposeful practice, which leads to transference to long term memory

Lessons offer all students the satisfaction of success by combining challenge with the appropriate level of support

Students and teachers understand that performance can be continually improved

All students make progress over time because teaching and assessment is matched to need

Curious  |  Enterprising  |  Resilient  |  Productive  |  Responsible  |  Reflective
I began my journey at Harrogate Grammar School in Year 7 and after having such a positive experience in lower school I decided to continue into the Sixth Form. I knew this would be the best decision as the school has always provided me with excellent teaching and a positive environment in which to learn. There is a significant jump from GCSEs to A Levels but the passion of the teachers and fantastic pastoral support ensures all students are happy while at Sixth Form.

The Sixth Form constantly encourages all students to strive for excellence and to work hard whilst also making sure there are plenty of extracurricular clubs and activities available for us to enjoy. There truly is something for everyone; music, drama, DoE, rugby, charities, debating and many more which help students to feel part of the friendly school environment. The teachers not only motivate us to achieve highly but also help us generate an enthusiasm for the subjects we study.

When students from other schools join the Sixth Form at Harrogate Grammar, the new atmosphere allows strong friendships to be formed and further adds to the cheerful spirit of the school. Looking back, I am so grateful for all the opportunities which have been granted to me by the school. Many joys have been brought to me through drama productions and exciting problem solving in lessons. I couldn’t have had a happier education.

Phoebe Kyriakopoulos
Head Student

Having studied at Harrogate Grammar School since Year 7, my progression into the Sixth Form was a choice which came easily to me. The huge variety of opportunities, both academic and extra-curricular, have made my time at Harrogate Grammar School incredibly enjoyable and fulfilling. Throughout my time here the standard of teaching has been excellent, and I felt that continuing to benefit from this in the Sixth Form would allow me to realise my full potential.

When I started my time in the Sixth Form, the extent of the excellence on offer quickly became clear to me. Alongside the brilliant academic support and teaching, the pastoral care and friendly environment created here makes this Sixth Form truly world class. The range of opportunities available for students is incredible, we have numerous sports teams, drama productions, bands and choirs as well as language opportunities and international school trips.

Our student community is key to the positive environment created for students and for me is one of the best aspects of the school. Students new to the school quickly become integral members of the community and new friendships are made almost instantaneously, resulting in a tight-knit student body.

The discussion of options beyond Sixth Form is really insightful and covers all options from university to apprenticeships. Progression sessions are also very beneficial, with people from industry visiting the school to explain their field and their experiences, as well as offering advice to students. I have found that this has given me a much better idea of what I want to do after Sixth Form, and the options available to me have become much clearer over the last year.

Studying here has allowed me to grow both as a person and in my academic ability, and I have also had a great time in the process. From travelling to unbelievable places on school trips to representing the school playing rugby, I have lots of memories to thank Harrogate Grammar School for.

Joe Nichols
Head Student
The Sixth Form community

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

The Director of Sixth Form, Deputy 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 compliments 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.
A Level, BTEC and Cambridge Technicals are Level 3 qualifications that take you beyond the Level 2 qualifications studied at GCSE. With 37 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
At A Level your final grade will be based on examinations taken at the end of a two year course.

BTEC & Cambridge Technicals
The BTEC and Cambridge Technical Qualifications are equivalent to one A Level. Two years of study must be completed to obtain accreditation.

Your course
You will be advised about choosing 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:

Course selections

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<th>A Level/BTEC</th>
<th>Plus one from the choices below</th>
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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 lead lecturers and support from the University of Leeds to provide a real experience of university style learning.

Students also undertake an online MOOC course developed by the University of Southampton.

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 qualification, established in 2014, 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 is studied 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.
Progression

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 the UNIFROG destinations 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, apprenticeships and work placements
• Volunteering opportunities
• Package talks from leading professionals
• A Higher Education and Finance Information Evening
• Scholars’ Programme

Quality in Careers Standard Award

Harrogate Grammar School were awarded the prestigious Quality in Careers Standard Award for its Careers Education Information and Guidance programme in 2017. The Quality in Careers Standard is a nationally recognised award and is one of the highest accolades a school can receive for excellence in this area of school life.

The school had to pass three stages to receive the full award; they included demonstrating its commitment to providing outstanding impartial, independent careers education, information, advice and guidance for all young people. The external assessors complimented the quality of the Careers programme by stating, “it was improving students’ awareness of opportunities as well as raising their aspirations”. They also commented on, “how well the school worked with all students to ensure they achieve their full potential”.

There is a wide range of Careers Education related activities on offer such as; Careers themed Big Picture Days, annual Careers Fair, Careers curriculum delivered by Form Tutors, Sixth Form Careers Package programme, Work Experience programme for students in Years 11 and 12 and also Careers presentations which take place throughout the year. In addition, students have access to an external fully qualified careers adviser, which was also complimented in the final report.
## 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 UCAS Clearing/Adjustment 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 application 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 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. We also hold regular ‘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 joining the Sixth Form at Harrogate Grammar School, your first step 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 options meeting. 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.
Courses

Project-based element

- Art & Design
- Art & Design: Fine Art
- Art & Design: Textiles
- Business BTEC
- Digital Media Cambridge Technical
- Extended Project Qualification (EPQ)
- Food Science & Nutrition Diploma
- Graphics
- Music BTEC
- Performing Arts BTEC
- Photography
- Product Design
- Sport BTEC

Exam-based

- Biology
- Business
- Chemistry
- Chinese GCSE
- Computer Science
- Drama and Theatre Studies
- Economics
- English Language
- English Literature
- French
- Geography
- German
- Government & Politics
- History
- Mathematical Studies (Core Maths)
- Mathematics AS Level
- Mathematics A Level
- Mathematics (Further)
- Music
- Physics
- Psychology
- Religious Studies
- Sociology
- Spanish

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. GCSEs are 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:

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<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Students have full choice of any course, subject to course requirements.</td>
</tr>
<tr>
<td>30-35</td>
<td>Students select 1 project-based element qualification.</td>
</tr>
<tr>
<td>24-29</td>
<td>Students select 1-2 project-based element qualifications.</td>
</tr>
<tr>
<td>Special consideration</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

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

February
- Online Application Closes

Ongoing
- Options Meeting & Offer Letter

July
- Summer Welcome Afternoon
  New students to Harrogate Grammar School

July
- Summer Induction Day

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 have the opportunity to be involved in productions at professional venues as a performer or 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, 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. Trips to see live performances and a 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.

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.
STUDENT LEADERSHIP ROLES

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 Wellbeing, Medical, Rounders, Pride, Debating, STEM, True Crime, Cyber-Security and Run Crew.

Transition Leaders

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

Reading Prefects

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 and drop-in service every lunchtime for different 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.

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.

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.
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 and Spanish 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 three 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.
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 £540 to £760 (2019-2020) dependent on which service is required.
Courses & Further Information
A LEVEL

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 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

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.
Art & Design: Fine Art

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.

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

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.
**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
and Grade 5 in Maths.

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

Course Content

YEAR 12

Unit 1: Biological molecules
You will study the biochemistry of important biological molecules including carbohydrates, lipids, proteins, ATP and DNA.

Unit 2: Cells
In the unit you will study 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
You will study 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
You will study 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
You will study 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
In the unit you will study 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
You will study 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.

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.

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.

ENTRY REQUIREMENTS

Grade 6 in GCSE Biology and Chemistry
or Grade 6-6 in GCSE Combined Science
and Grade 5 in Maths.

Please note, students are recommended to study Mathematical Studies or AS Maths/ A Level Maths.
BTEC Level 3 Extended Certificate

Course Content

This course will give you the equivalent of one A level over two years of study.

You will develop your skills of independent learning, research, problem solving and organisation. Analysing data and communicating using written, numerical, visual and verbal methods are all part of the course. Before and throughout the course students are encouraged to read up on businesses (brands, sports clubs, festivals, cars etc) that they are interested in. Students are also expected to take an interest in current business news so that they can begin to understand the causes and effects of consumer, business and Government behaviour.

Unit 1: Exploring Business (Coursework)

In this introductory unit, learners study the purposes of different businesses, the interests of business stakeholders, business structure, the effect of the external environment, and how businesses need to be dynamic and innovative to survive.

Unit 2: Developing a Marketing Campaign (Externally examined)

Learners examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants. You will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake.

Unit 3: Personal and Business Finance (Externally examined)

This unit introduces learners to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require you to prepare and analyse statements of comprehensive income and statements of financial position.

Unit 14: Investigating Customer Service (Coursework)

This unit will help you develop communication and interpersonal skills when dealing with customers, and to understand the importance of having good product or service knowledge. You will explore how a business builds effective relationships with customers through identifying and confirming the customer's needs. You will examine how businesses monitor and evaluate their level of customer service provision through obtaining feedback and see how this helps inform improvements to the level of service provided.

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 Business, the level of which will be determined by the number of Pass, Merit, Distinction and Distinction* awards achieved in each of the individual units.

Two units are assessed internally, and the remaining two by external examination.

Entry Requirements

Grade 4 in GCSE English and GCSE Maths.

Students who do not study A Level Maths are encouraged to study Mathematical Studies (Core Maths). Previous study of Business is not essential.

General entry requirements.

Career Opportunities

Most of our Business students successfully apply for higher and further education on a range of subjects.

This subject can take you in many different career directions such as Marketing, Finance, HR, Logistics and Retail. It provides an insight into functions that are relevant to all sectors of the economy and employment routes. Whatever your skill set, there is a role within a business to suit you, from customer facing roles to financial analysis. The skills you gain on these courses will allow you to make a valuable contribution to a business in the future.
“The learning environment created here is truly enriched and world class, with a vast range of opportunities available.”
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.
Chemistry

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.

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.
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 18.
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 (Core Maths).
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.

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.
Drama & Theatre Studies

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 text extract. You will perform it and complete a portfolio 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 and be formally assessed or examined in Year 12 and 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 and to the first set text ‘Hedda Gabler’.

YEAR 13 TOPICS

Following on from the experience gained in Year 12, you create, develop and prepare two pieces of performances for a practical exam (this can be as an actor or as a designer). 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: Written Examination

• Written examination: 2 hours 30 minutes
• 40% of the qualification

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 mean 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.
A LEVEL

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.

Macroeconomic models such as Comparative Advantage, the Money Transmission Mechanism and the Phillips Curve are investigated, with emphasis on evaluating national and international economic performance. Macroeconomics looks into the structure of markets and the potential effects of this on the aims and behaviour of firms, as well as a detailed analysis of the labour market, where wage determination, discrimination and effects on the distribution of income are key issues.

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 Business Behaviour: 2 hours
• 35% of the total A Level

Paper 2: The National and Global Economy: 2 hours
• 15% of the total A Level

Paper 3: Microeconomics and Macroeconomics: 2 hours
• 50% 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.

Further Information

You will have the opportunity to develop your interest further through a planned Social Sciences visit to New York, along with entry to the Royal Economics Society essay competition. You could also be part of the team chosen for the Target 2.0 competition organised by the Treasury, in which you develop economic policy to meet the Government’s inflation target.
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.

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

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

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.
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.
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 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 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?
- Is there a glass ceiling in the legal professions?
- Is the widening income distribution gap as negative to society as it appears?

Assessment

The EPQ is assessed holistically 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 (maximum 5000 words)/ artefact. If you choose to create an artefact an additional written report (minimum 1000 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.
Food Science & Nutrition
Level 3 Certificate & Diploma

ENTRY REQUIREMENTS

- Grade 4 in Food preparation and Nutrition at GCSE.
- A keen interest in practical cooking and nutrition.

Career Opportunities

Together with other relevant qualifications at Level 3, you will gain the required knowledge to be able to use the qualification to support entry to Higher Education courses such as: Food and Nutrition, Human Nutrition, Public Health Nutrition, Food Science and Technology. Alternatively, direct entry into the Health care profession, Catering and Hospitality industry and Food retailing.

Course Content

This course will develop the understanding of food science and nutrition and its impact on the lives of individuals in society today. You will gain a sound understanding of how to identify and minimise risks when producing food to meet the nutritional needs of specific groups. You will develop detailed knowledge of the different properties of nutrients, how the body processes nutrients and how nutritional needs change over time. You will use your understanding and knowledge to plan complex dishes and dietary plans to meet the nutrition needs of specific individuals.

You will carry out practical tasks (including experimental work), competently and confidently demonstrating flair and precision and analyse results and draw sound conclusions from your findings.

You will be able to use a range of generic skills e.g. research, identification of key factors, analysis, planning and evaluation independently and with ease and accuracy, in order to address food safety scenarios in a range of environments, and/or to produce a research project on a chosen issue within food science and nutrition.

Assessment

2 compulsory units and one Optional from a choice of two.

Unit 1 Meeting Nutritional needs of specific groups. (Compulsory) 50% of the course
- 50% Exam (Externally assessed)
- 50% coursework (Internally assessed)

Unit 2 Ensuring food is safe to eat. (Compulsory) 25% of the course
- Controlled assessment – produced under controlled conditions in school (Externally assessed)

Unit 3 Experimenting to solve Food production problems. (Optional) or

Unit 4 Current issues in food science and nutrition. (Optional)

Studying one of the two optional units will allow you the opportunity to study subjects of particular interest, building on previous learning and experiences. 25% of the course

The course is accredited with Pass, Merit, Distinction and Distinction*.

FURTHER INFORMATION

To support this subject, there will be opportunities to work with professionals in the food industry, food establishments and further education.
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 18.
Geography

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

ENTRY REQUIREMENTS

Grade 6 in GCSE Geography, Grade 5 in GCSE English and Grades 5/6 or 6/5 in GCSE Maths and Science.
**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.

**Grade 7 in GCSE German.**

**ENTRY REQUIREMENTS**

Please see our Centre of Excellence for Language Provision on page 18.
Government & Politics

A LEVEL

ENTRY REQUIREMENTS

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

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:

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.

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.

Assessment

Component 1: UK Politics and Core Ideologies: Written exam paper: 2 hours

• 33.3% of the total A Level

Component 2: UK Government and Non-Core Ideologies: Written exam paper: 2 hours

• 33.3% of the total A Level

Component 3: Comparative Politics: Written exam paper: 2 hours

• 33.3% of the total A Level

Career Opportunities

Many students go on to careers in Law, Journalism or the Media. Students also go on to become Teachers or work in the Civil Service.

FURTHER INFORMATION

Students will also have the opportunity to meet and engage with their representatives, from the local council to MP, and potential to explore the way the USA is governed from first-hand experience through a trip to Washington DC.
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.
**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.
Mathematical Studies (Core Maths)

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 and is proving popular with four Year 12 groups scheduled for 2019-2020.

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 is studied over 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.
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 and is studied over 2 years.

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 allow hundreds of vehicles to cross the Humber bridge safely?

**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’.

**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.

**ENTRY REQUIREMENTS**

Grade 6 in GCSE Maths.

**Assessment**

**AS LEVEL (2 YEAR COURSE)**

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
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 allow hundreds of vehicles to cross the Humber bridge safely?

**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
**Course Content**

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, velocities, 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?

**Assessment**

**A LEVEL (2 YEAR COURSE)**

4 written exams:

- Unit 1: Core Pure Maths 1: 1½ hours  
  • 25% of the total A Level
- Unit 2: Core 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: 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 Jazz, Musical Theatre and Western Classical Music. 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 Baroque concertos, Mozart operas and Romantic pianists as well as jazz artists from Louis Armstrong to Pat Metheny. 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 begin study on a range of musical theatre composers. You will also 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

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.

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.

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 Performance

BTEC Level 3 Extended Certificate

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.

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 practical application of music theory, solo and ensemble skills.

Assessment

Using a variety of written, video, oral and recorded methods, you are assessed internally twice with two external assessments.

Unit 1: Practical Music Theory and Harmony (90)

This unit strengthens your ability to arrange music for ensembles and compose chord patterns and melodies.

Unit 2: Professional Practice in the Music Industry (90) Externally assessed

You will explore what it is that makes someone a professional in the music industry, crucial to your future employment, and how to put forward a bid for work.

Unit 3: Ensemble Music Performance (120) Externally assessed

You will develop your skills as an instrumentalist in several different styles. There are opportunities to perform as part of the BTEC gig.

Unit 5: Music Performance Session Styles (60)

You will explore the role of a modern session musician, improve your instrumental and vocal skills across a range of genres and perform in several different scenarios.

All units must be passed to achieve the BTEC Level 3 Extended Certificate in Music, the level of which will be determined by the number of Pass, Merit, Distinction and Distinction* awards achieved in each of the individual units.

Two units are assessed internally, and the remaining two by external examination.

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, such as the school musical production.
**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 devised 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 (Acting), the level of which will be determined by the number of Pass, Merit, Distinction and Distinction* awards achieved in each of the individual units.

Two units are assessed internally, and the remaining two by external examination.

**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 ensures that you have a rounded appreciation of a range of productions.
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

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

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.

**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.

**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.

Entry Requirements
Grade 6 in GCSE Design & Technology (Product Design, Resistant Materials, Graphic Products).
Voluntary workshop fee of approx. £40 per year.

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

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 Mathematical Studies (Core Maths).

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.

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
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 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 five 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 Language and GCSE English Literature.

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

Sociology is the study of society. Sociologists study patterns of human behaviour and belief, investigating how this affects people’s identity, opportunities and behaviour. It investigates relationships between people, their social groups and institutions around them. It explores key themes such as how social class, gender and ethnicity impact upon people and how we are influenced by family, school and religious beliefs. Sociologists try to understand and answer questions on the world around us. There are a broad range of perspectives which offer different explanations of how society is organised, which will be evaluated through the course.

YEAR 12 TOPICS

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

Education – Discuss the factors that influence people’s achievement levels; is it our IQ or our social class, gender or ethnicity that mostly influences how we perform? What is the purpose of the education system for society and how successful have attempts been to improve education?

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 – Address the impact religion has on modern society; is religion declining or growing in importance? Research different classifications of religious belief and the types of people who may be attracted to them.

Crime and Deviance – Consider the validity of crime statistics; do they tell us about the reality of crime, or simply tell us what the priorities of the justice system are? Do people commit crime because they are naturally selfish or because of factors beyond their control.

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
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
- Todays youth, tomorrows 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.
Course Content

Within this 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 a 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: Students are given 6-8 hours to prepare for an assessment on their ability to interpret lifestyle factors and health screening data.

- The other two units are internally assessed.
- Units are graded Pass, Merit and Distinction.
- The overall qualification is accredited with Pass, Merit, Distinction and Distinction*.
- There is no practical assessment in this course.
Student Destinations 2019

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<tr>
<th>Destination</th>
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**Anglia Ruskin University**

- Biomedical Sciences
- Biomedical Sciences
- Biomedical Sciences

**Arts Educational Schools London**

- Acting

**Askham Bryan College**

- Veterinary Nursing

**Bangor University**

- Heritage, Archaeology and History

**University of Bath**

- Economics
- Accounting and Finance

**BIMM (British & Irish Modern Music Institute)**

- Popular Music Performance

**University of Birmingham**

- Economics
- Philosophy, Religion and Ethics
- English and Philosophy

**University of Bradford**

- Computer Science with Cyber Security

**University of Bristol**

- History
- Mechanical Engineering
- Criminology

**Bristol, University of the West of England**

- Aerospace Engineering
- Filmmaking

**University of Buckingham**

- Philosophy, Politics and Economics

**Canterbury Christ Church University**

- Primary Education

**Coventry University**

- Architecture

**Durham University**

- Business and Management
- Primary Education
- Philosophy, Politics and Economics
- General Engineering
- Natural Sciences
Student Destinations 2019

**Edinburgh Napier University**
Social Sciences

**University of Edinburgh**
Law
Ancient History
English Literature
Biological Sciences
Fine Art

**Fashion Retail Academy, London**
Buying & Merchandising for Fashion

**Harvard University, USA**
Biomedical Sciences

**University of Huddersfield**
Business and Economics

**Hull York Medical School**
Medicine
Medicine

**Imperial College London**
Mechanical Engineering

**Keele University**
Accounting and Mathematics
Neuroscience
Psychology

**Kingston University**
Pharmacy
Economics

**Lancaster University**
Drama, Theatre and Performance
Mathematics
Accounting and Finance

**Leeds Arts University**
Foundation Art & Design
Foundation Art & Design
Art Foundation
Popular Music Performance

**Leeds Beckett University**
Events Management
Criminology
Counselling and Mental Health
Criminology with Psychology
Criminology
Filmmaking
Events Management
Physical Education
Biomedical Sciences
Marketing Management
Criminology
Graphic Design
Performing Arts
Sports Coaching
Music Performance and Production

**University of Leeds**
Chemistry
Medicine
Psychology
Arabic and Chinese
Nursing
Languages and Cultures
Medicine

**University of Lincoln**
Law

**Liverpool John Moores University**
Animal Behaviour
Adult Nursing

**University of Liverpool**
Music and Technology
Theoretical Physics
### Student Destinations 2019

**Loughborough University**
- Industrial Design and Technology

**Manchester Metropolitan University**
- Law
- Human Geography
- Spanish Studies
- Business Management
- Law
- Chemistry

**University of Manchester**
- Aerospace Engineering
- Sociology and Philosophy
- French and Italian
- Biosciences
- Drama and English Literature
- Materials Science and Engineering
- Physics with Study in Europe
- Politics, Philosophy and Economics
- Biosciences
- Pharmacy
- Engineering

**Newcastle University**
- Biology
- Marketing
- Geography
- Psychology
- Geography
- History
- Environmental Sciences
- Law
- Sociology
- Sociology
- History
- Psychology
- English Literature with Creative Writing

**Northumbria University**
- Social Sciences
- Social Sciences

**Northumbria University, Newcastle**
- Business with Marketing Management
- Fashion Design and Marketing
- Business with Marketing Management
- Criminology and Sociology
- Geography and Environmental Sciences
- Engineering
- Tourism and Events Management
- Finance and Investment Management
- Graphic Design
- Business with Management
- Sport Development and Management
- Business Management
- Finance and Investment Management
- Law
- Design
- Computer Science
- Finance and Investment Management
- Geography
- Psychology
- Psychology
- Business with Marketing Management
- Sport Management

**Nottingham Trent University**
- Economics
- Politics
- Fashion Communication and Promotion
- Building Surveying
- Psychology
- Real Estate
- Criminology
- Broadcast Journalism
Student Destinations 2019

University of Nottingham
- Computer Science
- Biology
- Liberal Arts
- Music and Philosophy
- English Language and Literature
- Classics and English

University of Oxford
- English Language and Literature
- Geography
- Economics and Management

Queen’s University Belfast
- Sociology

Royal Academy of Music, London
- Music

Royal Agricultural University, Cirencester
- Applied Equine Science and Business

Royal Holloway, University of London
- Physics

University of Salford
- Physiotherapy
- Journalism with Public Relations

Sheffield Hallam University
- Journalism
- Business Studies
- Accounting and Finance
- Education with Psychology and Counselling
- Biomedical Sciences

Solent University, Southampton
- Fashion Journalism

University of Southampton
- History

University of Stirling
- Psychology

University of Sussex
- English
- Social Sciences

Teeside University
- Biomedical Sciences
- Operating Department Practice Studies

University of Warwick
- English and French
- International Management

University of West London
- Airline and Airport Management

York St John University
- Media
- Creative Writing and English Literature
- Computer Science
- Psychology
- Primary Education (5-11)
- Photography
- Computer Science
- Fine Art
- Professional Policing

University of York
- Linguistics
- Philosophy
- Politics with International Relations
- Computer Science
- Physics
- History and Politics
# Year 13 Examination Results 2019

Record breaking exam success with 60% of A Level grades being A*-B over six consecutive years.

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Equality Statement

Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explanation of things over the phone; a discussion with a school colleague of the same gender. We have a comprehensive Equality Policy, which appears on the school’s website. If you require a hard copy, this can be requested from Reception.

www.harrogategrammar.co.uk

iPads For Learning

All students benefit from using an iPad; both within lessons and at home. The iPads afford 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 they are learning. The iPad is an educational device that utilises our own bespoke Apps.

Red Kite Alliance

The Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people. This school-led approach brings benefits to all the schools involved and helps Harrogate Grammar School continue to develop and improve.

As a Teaching School, we have a lead role in the Alliance and work with other schools to train and develop new teachers. We provide continuing professional learning for school staff at every stage of their careers, including a full range of school leadership development opportunities. Our young people benefit from the Alliance’s work as it impacts directly on the quality of teaching they receive. The Red Kite Alliance is run by schools for schools’ to help ensure all our young people have the opportunity to achieve their potential.

www.redkitealliance.co.uk

Red Kite Teacher Training

Red Kite Teacher Training offers school-based routes into teaching through a large partnership of Primary, Secondary and Special Schools based in and around Leeds, Harrogate and Skipton. We work with the University of Leeds to deliver excellent Initial Teacher Training programmes tailored to individual needs and aspirations.

With a proven track record of supporting and bringing new talented teachers into the profession, our experienced practitioners deliver outstanding training in schools within our partnership.

We offer several different routes into teaching. School Centred Initial Teacher Training (SCITT) is available for Primary and Secondary and our School Direct (unsalaried) courses are available for Primary. We offer an Assessment Only route for professionals already employed in a school and are a Regional Training Centre for the Future Teaching Scholars programme, a new and exciting route in to teaching for those entering their first year at University.

www.redkiteteachertraining.co.uk
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 share administrative functions and gain from economies of scale in purchasing. More importantly, it provides many opportunities for the schools 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 Red Kite Learning Trust was founded to provide a supportive structure for schools working in partnership to help ensure that all their young people can achieve success. The Trust was formed in 2015 by three founding schools: Harrogate Grammar School; Oatlands Junior School and Western Primary School; whose aim is to work together to ensure Excellence for All. The Trust was delighted to subsequently welcome Rossett Acre Primary School who joined in November 2016, Crawshaw Academy who joined in March 2017 and Coppice Valley Primary School who joined us in August 2017. Autumn 2018 proved a busy yet exciting time for RKLT with another seven schools joining the Trust. We welcomed Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Templenewsam Halton Primary, Temple Learning Academy and Meadowfield Primary Schools.

www.rklt.co.uk

The Yorkshire Ridings Maths Hub

The core purpose of Maths Hubs is to help schools and colleges lead improvement in mathematics education. Working with maths leaders and other experts within an area, they aim to develop and spread excellent practice for the benefit of all pupils and students. They are part of the wider development of school-led system leadership in England.

There are 37 Maths Hubs that together serve all the regions of England. Each Maths Hub is a partnership, led locally by an outstanding school or college. The Yorkshire Ridings Maths Hub is based at Harrogate Grammar School and works with schools in the North Yorkshire, York and East Riding Local Authority Districts.

We were selected to become a lead school for the Maths Hub through a rigorous process run by the Department for Education (DfE), the National College for Teaching and Leadership (NCTL), and the National Centre for Excellence in the Teaching of Mathematics (NCETM). The selection process identified schools that demonstrated the credibility, capacity and commitment to lead a Maths Hub. It is a great privilege to be recognised in such a way.

www.yorkshireridingsmathshub.co.uk

Computer Hub

Harrogate Grammar School has successfully been awarded official Computing Hub status by the National Centre for Computing Education (NCCE). The NCCE was set up in November 2018, by the Department for Education (DfE), to increase the number of pupils in schools and colleges who study computer science.

We are now part of a network of Computing Hubs across England and will be a focal point for computing education, providing support and training for primary and secondary computing teachers across North Yorkshire, Leeds and Wakefield.

It is vitally important that young people at all Key Stages should have equal access to study computing, so that they are equipped with the necessary skills for the future. Our Hub will provide teachers with the confidence, knowledge, and skills to teach computing effectively, in order to have the best possible impact on students’ learning and lifelong outcomes.

www.yorkshireridingsmathshub.co.uk
For further information please visit the Sixth Form section on the website:

harrogategrammar.co.uk/sixthform