

THE THOMAS HARDYE SIXTH FORM



2024

Notes

For any questions relating to the information in this prospectus, please contact:

sixthformteam@thomas-hardye.net

tel: 01305 756801 or 01305 266064

www.thomas-hardye.net/sixthform

 @thomashardyesixthform

 @thssixthform

 @THSsixthform

THE THOMAS HARDYE SCHOOL QUEENS AVENUE DORCHESTER DT1 2ET

Welcome

Welcome to the sixth form prospectus. This is an important stage in your education when you will be making key decisions about your future. You will want to ensure that you are in the best possible position to make the right choices, and at Thomas Hardy you will have the opportunity to do just that. We have an outstanding track record of success that enables students to take up their first choice of university or career, whatever that might be. We offer the broadest range of subjects to meet individual needs alongside excellent support and guidance provided by experienced staff who understand how to make the most of your abilities and talents.



The sixth form should be a period of enrichment when you supplement your academic studies with other activities that broaden your mind and your circle of friends. We place high importance on sports, music, clubs and activities, travel and community involvement. We expect you to get involved and contribute.

The Sixth Form is an exciting time in your life and Thomas Hardy will provide you with everything you need for future success.

Thank you for your interest in our work.
I look forward to meeting you in person.

Nick Rutherford
HEADTEACHER

Intellectual

CURRICULUM

Successful students joining The Thomas Hardy Sixth Form have a thirst for knowledge, a wish to develop their interests and skills and are open to new ways of thinking. There is an exciting and wide range of subjects and qualifications on offer which enables students to select and thrive on the most suitable programme of study for them.

The advanced level pathway allows students to study three GCE A Level courses with external examinations at the end of the two years. Students can expect a series of internal assessments throughout the two years including formal mock examinations at the end of year 12.

The professional pathway allows students to select more vocational qualifications with external assessments throughout the two years. Some of these qualifications can be studied alongside A Level courses.

Detailed information is available in the Courses & Guidelines section of the prospectus.

EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification (EPQ) is an additional qualification which enables students to further their learning and abilities beyond normal sixth form study. Students choose an area of interest, then plan, research and carry out a project. Students will also deliver a presentation and provide evidence of all stages of project development and production.

The skills acquired whilst completing the EPQ prepares students for university or their future career. A number of universities are including the EPQ in their offers to students as the qualification is worth more than half an A-level; it can be used to earn extra UCAS points. Students can start the EPQ after they have enrolled.

GUEST SPEAKERS

To broaden students' educational experience there is a full and diverse programme of guest speakers. Past speakers include human rights lawyer Sir Clive Stafford Smith and BBC World News correspondent Kate Adie; whilst subjects such as the Syrian refugee crisis, civil rights and climate change have been covered.

curiosity

TUTOR TIME PROGRAMME

The tutor programme is an important part of enriching students time in the sixth form. It includes Guided Independent Learning which will equip students with the knowledge and skills needed to develop into an independent learner. Tutors also cover a wide range of topics and activities which include careers guidance, current affairs, wellbeing and more.

All students can request friends to be in their new tutor group, but are also encouraged to make new friendships.

CORE MATHS STUDIES

Core Maths is a Level 3 course for students who have achieved a good pass at GCSE mathematics. It has been designed to better prepare students for the mathematical demands of work, study and life. The course was developed with input from employers, universities and professional bodies to be a valuable preparation for higher education and employment. It would be especially useful for students studying A-levels with some mathematical content. Students can start Core Maths in the autumn term of year 12.



Excellence

Students at The Thomas Hardy Sixth Form make outstanding progress in all subjects because the variety of courses on offer matches the range of students' needs and prepares them extremely well for their futures. Results have consistently placed the sixth form in the top 10% of schools nationally and the school is proud of its long-standing track record of success.

Teachers have very strong subject knowledge and communicate a real passion for learning to students. As a result, students demonstrate a thirst for knowledge and achievement is exceptionally high.

Ofsted



Leadership

The sixth form challenges students to be self-motivated and to become independent learners. Leadership qualities such as vision, integrity and humility are developed through the wealth of enrichment activities on offer whilst skills in communication, taking responsibility and organisation continue to grow.

The Student Union forms an active part of the sixth form; they organise social, sporting and charity fund-raising events as well as representing the views of the wider student body. Presidents are elected each summer and they lead a wider team of Student Union Ambassadors who all contribute to an active and vibrant sixth form.

Some students have also enjoyed competitive recognition of their enrichment activities with students being successful in maths (Ritangle), engineering (Landrover 4x4), languages (UK Linguistics Olympiad), photography (Saatchi Schools), art (Royal Academy Summer Show), food science (Young Chef) and picking up a number of prizes at national Model UN conferences and Oxford Debating.

A highly active PE department provides an opportunity for students to continue with their sports. In past years, the first XI football team have reached the County Final and the rugby team has played in a national 7-side competition at Rosslyn Park.

There are numerous opportunities for the performing arts; particular highlights include a biannual musical, a variety of concerts and the choir singing in Westminster Abbey. The Student Rep Gig caters for many different musical genres and is organised by the students.

Students benefit from an exceptional range of enrichment activities. They are very well prepared for life in modern Britain.

Ofsted

& enrichment

Global



We now live in a fast-changing and global society and it is important that the sixth form reflects this. Students foster a global perspective by stepping out of their comfort zone and experiencing different cultures and societies.

We welcome visiting students from abroad who come to study here along with department-based trips to Iceland, France, Spain and Germany*.

Student learning and preparation for being successful in a globalised society has been enhanced with trips to the European Council for Nuclear Research (CERN) in Geneva, whilst conservation projects have been at the heart of some students' plans for their gap years after sixth form. *Trips are launched throughout the year and can differ from year to year.

perspective

Making a difference

Becoming a member of the sixth form is part of a much wider community and it is important that all students make a contribution, leaving behind a legacy. This could be through charitable events and volunteering. There are a number of opportunities available to mentor students in the lower school and local middle schools. The Student Union invites residents of local care homes into the sixth form for an annual tea party, they run environmental campaigns to increase recycling, including the Clothes Swap and also produce their own newspaper, 'The Cold Hardy Truth'. In recent years, students have held many successful fundraising events to support charities such as Macmillan, and for Ukrainian refugees.

Students make outstanding progress in all subjects because the variety of courses on offer matches the range of students' needs and prepares them extremely well for their futures.

Ofsted



Wellbeing



We are committed to both students' academic success and personal wellbeing; helping them to flourish into well-informed and mindful adults. Students also have daily contact with their tutor who oversees their time in sixth form. Being aware of the pressures students face, the sixth form team are supported by our mentoring team, Miss Tinsley and Miss Canning.

We are able to offer appointments with a counsellor on

the school site; we also have the support of other agencies including Reach, Mind and various health agencies.

The 16-19 Bursary Fund aims to help young people facing financial hardship to stay on in full-time education. Students may use bursary payments for transport, educational visits and equipment.

To find out more information, please visit

www.thomas-hardye.net/sixthform

& support

Futures

Thomas Hardye Sixth Form students have a full programme of support towards their post-sixth form transition to university, apprenticeships or employment. All students will learn about the different pathways available to them from a wide range of external stakeholders and former students. All students are challenged to have high aspirations in their individual post-18 routes.

The impact of advice and careers guidance is exceptional. Students are helped to make informed choices about the next steps in their education.

Ofsted

Our advice and guidance is extensive and includes:

- Subject-based discussion groups for those wishing to apply to leading universities.
- A two-year mentoring programme for Oxbridge and early applicants.
- An apprenticeship fair; meeting local providers and a dedicated professional pathways co-ordinator.
- Workshops and mock interviews for all with local employers and business people.
- CV and personal statement writing workshops.
- Work experience and many opportunities for voluntary work.



Exceptional

environment

The Sixth Form Centre is at the heart of the community including study facilities and the Hardye Café.

It is a quiet place to work in addition to the Learning Resources Centre which is purpose-built with sixth form study in mind.

The school also has a newly renovated theatre, new dance and drama studios, sports fields and sports halls, a fitness centre, swimming pool and a 3G all-weather pitch.

Thomas Hardye students are also entitled to a discounted membership at 1610 Leisure and Sports Centre.

The art studios, recording studio, electronics laboratory and computer suites are all popular facilities. Students have access to the school wi-fi and are encouraged to partake in

the Bring Your Own Device scheme. All departments offer lunchtime and after-school revision clubs and are equipped with their own computer suites or laptops for lessons.

Students are highly respectful of difference, exceptionally welcoming and supportive of others.

Ofsted

Alumni

Testament to our excellence and high standards is the continued support we receive from our alumni, many of whom return to share their experiences to inspire current students as part of the Futures Programme. Former students share their experiences of making applications, offering advice for interviews and talking about the work they complete in their careers or university courses.

The sixth form welcomes students from across Dorset and the country; each making their own contributions to sixth form life. Many new life-long friendships are fostered with the shared experience of being part of an outstanding sixth form.



Courses

& Guidelines

SUBMIT ONLINE
APPLICATION

by 19th January 2024

Applications will still
be accepted after this
deadline.

1

DISCUSS APPLICATION

February & March 2024

Visit and discuss the
application with a Sixth Form
Team member or tutor.

2

ENROLMENT DAY

1st September 2024

After results are published,
final choices are made on
Enrolment Day.

3

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PATHWAYS

Pathway	Entry requirements	Two year study programme
Advanced Level	5 × grades 9 - 5 Ideally including English and Maths with individual course requirements	3 × GCE Advanced Level course
Professional	5 × grades 9 - 4 Ideally including English and Maths with individual course requirements	Level 3 BTEC courses Level 3 Cambridge Technical course Level 3 WJEC Diploma

Students can select to follow the advanced level or professional pathway. For the advanced level pathway, each subject is a single option and students will select three courses. Each course must come from a different option pool: information about the option pools can be found on our website.

Students with exceptionally high performance at GCSE could consider a two year study programme consisting of 4 GCE Advanced Level courses.

For the professional pathway, each subject is a single option, equivalent to an A Level, but assessed throughout

the two years. Some professional courses can be combined with A Level courses, subject to individual entry requirements and option pools.

Students that have not yet achieved a grade 4 in either GCSE English and/or Maths will be required to continue their study in the sixth form.

Please note: the school reserves the right to change the option pools, depending on demand for courses.

APPLICATION PROCESS

There is a long history of students joining the sixth form from other schools, often forming over a quarter of each cohort. Applications are warmly welcomed from those not currently at the school. Online applications are made through the school website:

www.thomas-hardye.net/sixthform

Ideally, applications should be submitted by:
19th January 2024

Applications submitted after this date will be considered.

All applicants will receive an Information and Guidance meeting. These discussions will include the suitability of the course selection and an opportunity to ask any questions that applicants may still have. Conditional offers based upon entry requirements are then made in writing.

All students will attend a Taster Day which provides an excellent opportunity to sample learning in the sixth form and to help students make final decisions about course selection.

In light of examination results, course choices can be finalised and students enrolled on to their programme of study on **1st September 2024**. There will be an opportunity for further discussions with a member of the team, especially as we know some students may wish to alter their initial choices.

Students are asked to complete Summer Tasks for each of their courses. These are preparation tasks for each subject that should take around 3-4 hours to complete. If students are unsure what to study in the sixth form then these tasks may also help them to make decisions. Summer tasks will be published on the sixth form website after the GCSE exams.

Course offer

A LEVELS

Art & Design	French	Photography
Biology	Geography	Physical Education
Business Studies	Film Studies	Physics
Chemistry	History of Art	Politics
Classical Civilisation	History, Early Modern	Product Design
Computer Science	History, Modern	Psychology
Dance	Law	Religious Studies
Economics	Mathematics	Sociology
Electronics	Mathematics, Further	Spanish
English Language	Media Studies	Theatre Studies
English Literature	Music	
Fashion & Textiles	Music Technology	

LEVEL 3 PROFESSIONAL

BTEC Extended Certificate Applied Science

BTEC Extended Certificate Business

BTEC Extended Certificate Law

BTEC Extended Certificate Sport

Cambridge Tech Extended Certificate Health & Social Care

Cambridge Tech Extended Certificate Performing Arts

WJEC Diploma Food Science & Nutrition

LEVEL 2

GCSE English retake

GCSE Mathematics retake

Level 2

English Language GCSE

It is a government requirement that all students must have achieved a minimum of grade 4 for GCSE English Language and therefore this course is compulsory for any student who has not attained this level. It is necessary for students to have passed this course to access most further education courses and apprenticeships. Students taking the GCSE in the sixth form are taught in their own groups and the qualification is timetabled to ensure that every student can attend lessons with one teacher.

YEAR 1

Students will develop skills including reading for meaning and writing for different audiences. They will analyse a range of texts including fiction, 19th Century non-fiction and modern non-fiction. They will increase their ability to write coherently and to compare the language features of texts. Students will be taught in English sessions for five lessons a fortnight and will prepare to retake the English Language GCSE in November. Students who do not achieve a grade 4 will remain in lessons and retake again in the summer.

YEAR 2

Students will continue to improve their English skills and may take the GCSE again in the second year of sixth form if they still need to obtain a grade 4.

ASSESSMENT METHOD

Two exams for all students. Variations dependent on the exam board students took their initial exams with.

FUTURE OPPORTUNITIES AND CAREERS

English Language GCSE is an essential qualification for many courses at college and university and is also required for some apprenticeships and jobs.

HEAD OF DEPARTMENT

Miss D King

Mathematics GCSE

It is a government requirement that all students must continue studying mathematics at school until they achieve a minimum of GCSE grade 4, and this course is compulsory for any student who has not already attained this level of qualification. It is necessary for students to have passed this course or an equivalent to access most further education courses and apprenticeships. Students taking the GCSE in the sixth form are taught in their own group, separately from year 11. Students who have previously achieved a grade 1 or grade 2 may take a functional skills qualification instead of, or as well as the GCSE.

YEAR 1

The content of the GCSE is the same as that covered in Year 11. Students will be taught for five lessons a fortnight. Those who were just a few marks short of grade 4 will prepare to retake the Maths GCSE in November and if they do not achieve grade 4, will remain in lessons and retake again in the summer.

Functional skills qualifications can be taken at different times of the year, when the student is ready.

YEAR 2

Students will continue to improve their maths skills and may take GCSE again in the second year of sixth form if they still need to obtain a grade 4 or above. They will attend classes to continue to improve their knowledge and understanding.

ASSESSMENT METHOD

The GCSE consists of three exams, one without a calculator; each lasting one and a half hours.

FUTURE OPPORTUNITIES AND CAREERS

Mathematics GCSE is an essential qualification for many courses at college and university and also required for some apprenticeships and jobs.

HEAD OF DEPARTMENT

Miss C Tanner

Design

Art & Design GCE ADVANCED LEVEL

Art is an exciting and creative course where students are encouraged to be ambitious and take creative risks. The course will build upon skills gained at GCSE and enable the students to develop conceptual rigour. Students will respond to the work of other artists and designers both contemporary and traditional from across the world. Drawing is a key part of the course and students will be encouraged to experiment with a variety of drawing methods. The course is designed to offer a wide range of experiences that inspire and generate sophisticated portfolios suitable for the most demanding university courses.

YEAR 1

In the first year students will learn to develop painting skills using oil and acrylic, they will be taught to carve, construct and assemble in 3D and will make work in both intaglio and relief methods of printmaking. Students are encouraged to produce work on a range of scale and make work which is both figurative and abstract. In the summer term, students will be taught to make their own hand stitched sketchbooks.

YEAR 2

The first component, a personal investigation, will give students the opportunity to make a significant body of coursework that is developed by an issue, concept or theme. This component opens

up opportunities for a sustained line of enquiry from an initial starting point to a final realisation. This practical investigation is supported by an extended essay. The second component is an externally set question paper providing eight potential starting points from which the student chooses one to explore fully; a comprehensive body of work is built in response that reflects research and development of ideas. There is a 15 hour (three day) practical exam at the end of the component.

ASSESSMENT METHOD

The personal investigation is worth 60% of the mark and the externally set assignment is worth 40%. Both components are assessed internally but AQA moderated.

FUTURE OPPORTUNITIES AND CAREERS

Many exciting careers can start with a degree in a specialist art area. It is possible to work freelance or in industry. Some of the most popular choices that our students have explored are; architecture, jewellery design, animation, film, theatre design, illustration, graphic design, millinery, costume design, web based work, model making and fine art.

HEAD OF DEPARTMENT

Ms A Davies

Electronics GCE ADVANCED LEVEL

This course combines well with maths and physics for students wishing to pursue further study or employment in engineering and computer science. No prior knowledge of electronics is required but some students will have previously studied GCSE Electronics. All theory teaching is done using worksheets that include student exercises and past exam questions. There are also significant opportunities to model circuits using CAD software and build practical circuits in our well-equipped classroom. We have a full range of test equipment and components for students to use.

YEAR 1

The first year covers core concepts, combinational logic systems, timing circuits, semiconductor components, sequential logic, operational amplifiers, signal conversion, microcontrollers (assembly programming), AC circuits, communication systems, wireless transmission, optical communications (fibre optics and lasers), further semiconductors and instrumentation systems. All students gain experience of breadboarding practical circuits including the design and programming of a microcontroller based system. Students learn how to code and debug projects written in low-level assembly language using MPLAB X IDE. We also make extensive use of CAD/simulation software.

YEAR 2

The second year covers audio systems (design of filters, mixers and amplifiers), mains power supply systems, high power switching systems, further sequential logic systems, and digital communications. All students conduct their own independent research, design and build analogue and digital circuits. Students make extensive use of hardware programmers, multimeters, oscilloscopes, function generators and other test equipment.

ASSESSMENT METHOD

80% exams and 20% coursework: task 1 (6%) design, build and program a microcontroller system and task 2 (14%) research, design and build a substantial electronic system including analogue and digital subsystems.

FUTURE OPPORTUNITIES AND CAREERS

Most students go on to university to study electronic and/or electrical engineering, mechanical engineering, computer science and related courses at degree level. When combined with maths and physics, there is a wide range of opportunities for further study and rewarding careers.

HEAD OF DEPARTMENT

Mr B. Pizzey

Design

Fashion & Textiles

GCE ADVANCED LEVEL

Students will develop knowledge and understanding of the core technical, designing and making principles for fashion and textiles. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by manufacturing products of their choice. They will explore, design, create and evaluate innovative solutions in response to realistic design contexts. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

YEAR 1

Students will study the areas in Fashion and Textiles relating to research, product development, design methods and processes in order to complete an innovative and creative design and make task with the context set by the school. Students will also develop knowledge and understanding of a wide range of materials, design illustration, Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), pattern drafting, history of dress, design movements and designers.

YEAR 2

Students will further their knowledge on topics from year 1 to include learning about enterprise and marketing within the fashion industry, fashion cycles, socio-economic influences, developments in fibre and material technology. They will complete a substantial design and make task to include a prototype product. The context of the task will be set by the student.

ASSESSMENT METHOD

There are two exams, each two hours long on technical, designing and making principles and specialist knowledge. These are worth 50% of the A level. Students will also complete a 40 hour non-exam assessment (NEA) consisting of a single substantial design and make task worth 50% of the A level.

FUTURE OPPORTUNITIES AND CAREERS

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. These include fashion or textile designer, fashion marketing, buying, retailing, merchandising or manufacturing. Students can also pursue careers in a more technical field to include research and development in textiles, product development and textile conservation.

HEAD OF DEPARTMENT

Mrs H Greening

Food Science & Nutrition

WJEC LEVEL 3 DIPLOMA

This course is ideal for those who wish to pursue any type of career in the food industry, as students will gain a wealth of knowledge about the food and nutrition. Students will learn about the relationship between the human body and food, as well as numerous practical skills for preparing, cooking, and presenting food for different occasions and events. The diploma has been designed with flexible choices, enabling students to specialise in individual areas of interest, with a strong emphasis on practical work. Student learning will mirror many work activities in the food and nutrition industry, through a range of contexts, enabling them to extend their learning outside the classroom.

YEAR 1

Students will complete two units of study in the first year. In the first unit students learn the basic science of nutrition, as well as how to make food safe to eat, in a wide range of contexts, gaining practical skills to produce quality food for a range of different people. The second unit focuses on the understanding of the science of food safety and hygiene, supported by practical sessions.

YEAR 2

Students will study one of two optional units, focusing on subjects of particular interest or relevance to them, building on previous

learning. These optional units involve either experimenting to solve food production problems or investigating current issues in food science and nutrition.

ASSESSMENT METHOD

The first mandatory unit, based on meeting the nutritional needs of specific groups, is both internally and externally assessed, with the second unit on ensuring food is safe to eat, being externally assessed. Both optional units are internally assessed through one assignment. There is one exam which is one and a half hours long at the end of the first year. The exam includes short and extended answer questions, as well as a case study. If students only complete the first year, they will gain a Level 3 Certificate in Food Science and Nutrition, gaining a Diploma if they complete the second year. Students will achieve a pass, merit, distinction or distinction* for this qualification.

FUTURE OPPORTUNITIES AND CAREERS

This is an ideal course for those wishing to pursue any career in food science or food production industry, or to become a chef. Together with other relevant qualifications, students will gain the required knowledge to support entry into higher education courses at university, such as BSc Food and Nutrition, BSc Human Nutrition, and BSc (Hons) Food Science and Nutrition.

HEAD OF DEPARTMENT

Mrs S Voss

Design

Health & Social Care CAMBRIDGE TECHNICAL LEVEL 3 EXTENDED CERTIFICATE

This is a diverse course for students who want to study health science, social care or child studies. Students will develop transferable skills such as communication, research, planning and organisation. They will cover a range of specialist knowledge, skills and understanding looking at different environments and settings where care takes place, the importance of effective communication, legislation in health and social care and how to deliver a "person-centred approach" to care, physiology, public health, sexual health and reproduction.

YEAR 1

Students will learn about equality, diversity and rights in a wide range of health & social care settings. Students must learn about anatomy & physiology and understand the function of body systems, diseases and disorders. They must know how to assess body systems and compare results to expected health measures. Students will investigate public health & well-being, looking at current public health strategies and initiatives. Students will also be expected to participate in work experience in the summer term (or fortnightly if space on student timetable) to enhance their knowledge of work environments.

YEAR 2

Students will study how to build positive relationships in health & social care, where they will focus on patient centred care, communication skills and factors affecting relationships. They will understand sexual health, reproduction & early developmental stages. Students must know how to maintain health, safety and security in health and social care environments and how to respond to incidents and emergencies.

ASSESSMENT METHOD

There are three exams and three internally assessed units, which all need to be passed. Exams will be taken both during the first and second year of the course and can be re-sat once. This qualification is graded pass, merit, distinction, distinction*.

FUTURE OPPORTUNITIES AND CAREERS

This qualification prepares students for the skills needed at university. This will enable students to progress to a degree programme from a range of areas linked to the health and social care sector, such as health science, nursing, midwifery, social care, social work, speech therapy, health and social care, teaching & youth work or early childhood studies. For health-related courses, many universities expect a biological science. The qualification has UCAS points recognised by higher education institutions and can be taken alongside, for example, A-levels in biology (or BTEC applied science) and psychology.

HEAD OF DEPARTMENT

Mrs S Archer

Photography GCE ADVANCED LEVEL

Photography is an exciting and creative course where students will learn to develop the skills to make conceptually challenging and ambitious photographic images. Both traditional and digital methods of capture will be explored alongside studio and location work. Students will consider the work of European and non-European contemporary and traditional photographers or artists to gain inspiration and ideas for their own work. Trips are held throughout the year to London galleries to see high quality work first-hand. The course is designed to offer a wide range of experiences that inspire and generate sophisticated portfolios suitable for the most demanding university courses.

YEAR 1

Students will produce work that exemplifies aspects of their developing knowledge and understanding, they will produce photographic images that reflect emerging technical skills, development of ideas and an increased critical and contextual understanding. Students will explore traditional methods of image making through photograms, using a single lens reflex camera, film processing and wet printing. Digital capture and post production will be taught alongside analogue photography. Students will explore a range of photographic approaches including landscape/environment, portraiture, still life and experimental techniques. Students will learn advanced studio and location lighting.

YEAR 2

The first component is a personal investigation. Students have the opportunity to make a significant body of coursework that is developed by an issue, concept or theme. This component opens up opportunities for a sustained line of enquiry from an initial starting point to a final realisation. This practical investigation is supported by a linked 1000-3000 word essay. The second component is an externally set assignment. The students are given an externally set question paper providing eight potential starting points from which the student chooses one to explore fully, a comprehensive body of work is built in response that reflects research and development of ideas. There is a 15 hour (three day) practical exam at the end of the component.

ASSESSMENT METHOD

The personal investigation is worth 60%. The externally set assignment is worth 40%. All components are assessed internally but AQA moderated.

FUTURE OPPORTUNITIES AND CAREERS

Photographer (advertising, editorial, fashion, sports, documentary, fine art, medical, scientific, and general commercial), processing lab technician, studio manager, post-production technician, graphic designer, set builder, art director, picture library editor, curator.

HEAD OF DEPARTMENT

Mrs R Bewley

Design

Product Design GCE ADVANCED LEVEL

Studying Product Design enables students to design and make products and appreciate the complex relations between design, materials, manufacture and marketing. It will enable students to develop their understanding of the physical and mechanical properties of a range of materials. Students will study how materials are manufactured into products and increase knowledge of broader issues for design such as sustainability, ergonomics and anthropometrics, inclusive design and consumer safety. Students will apply their knowledge of the subject content to design and make their own product.

YEAR 1

Students will learn about the following topics: materials and their application; material properties; product development and improvement; inclusive design; ergonomics and anthropometrics; design illustration and communication; CAD/CAM; efficient use of materials; health and safety; feasibility studies; design for manufacturing, maintenance and repair; intellectual properties; enterprise and marketing; design methods and processes; design theory; how technology and cultural changes can impact on the work of designers; design processes; critical analysis and evaluation; selecting appropriate specialist tools, techniques and processes; accuracy in design and manufacture; how to evaluate products, taking into account the views of potential users; responsible design; approaches to project management; design for manufacture; national and international standards in product design, the use of

adhesives and fixings; finishes and coatings; forming, redistribution and addition processes; industrial and commercial practices; modern manufacturing systems.

YEAR 2

Students will be involved in designing and making a product. Students will have to produce a written design portfolio and a manufactured outcome (45 hours). The coursework will be internally assessed.

ASSESSMENT METHOD

There are two externally assessed exams taken at the end of year 2, which together are worth 50% of the final grade. The first exam is one and a half hours and will be a mixture of short and longer answer questions based on technical principles. The second exam paper is two and a half hours and will be a mixture of short and longer questions based on designing and making principles. Mathematical and science skills in a product design context will also be examined as part of these papers. The design portfolio and manufacture is worth 50% of the final grade and will be internally assessed at the end of year 2.

FUTURE OPPORTUNITIES AND CAREERS

Product design could take you into a number of exciting career paths such as product design, industrial design, engineering, automotive design, architecture, teaching, manufacturing, CAD technician.

HEAD OF DEPARTMENT

Mr S Patel

English

Classical Civilisation

GCE ADVANCED LEVEL

Classical Civilisation is ideal for students who are fascinated by mythology and have an interest in the ancient world of the Greeks and Romans. Students will read plays and stories in English translation, explore the work of historians and philosophers, and study ancient art and architecture. The course will introduce students to many different aspects of the classical world, from the gods and heroes of the Trojan War to the representation and status of women. By the end of the course students will understand why the classical world continues to have such an influence on modern culture and society.

YEAR 1

Students will study Homer's *Odyssey*, which tells the story of Odysseus and his eventful and turbulent journey home after the Trojan War. Students will also study Greek theatre. They will study two tragedies, *Oedipus the King* and *the Bacchae*, and one comedy, *Frogs*, as well as selection of visual sources.

YEAR 2

Students will focus closely on the Roman world. They will study Virgil's *Aeneid*, an epic story written to celebrate Augustus, the first Roman Emperor. Students will also study the poetry

of Sappho and Ovid in order to understand how ancient writers wrote about love and relationships. They will explore the status and representation of men and women in Greek and Roman society.

ASSESSMENT METHOD

There are three exams; one is two hours and twenty minutes and two are one hour and forty-five minutes long. The examinations cover each of the topics and include questions that require extended writing using an essay style format.

FUTURE OPPORTUNITIES AND CAREERS

Many students who have taken Classical Civilisation in the past have found it a useful qualification of similar value to other humanities and English subjects such as History or English Literature. Some have gone on to study Classical Studies at university, or as part of other combined degrees. Students have ended up in careers as varied as theatre management, archaeology, insurance and banking, and teaching. Classical Civilisation is a valuable subject that complements many options and career routes.

HEAD OF DEPARTMENT

Mr T Ayre

English Language

GCE ADVANCED LEVEL

This is a modern and vibrant course which gives students the practical 'tools' to become independent, critical readers of real-world language use in the 21st century. Building upon earlier study, students will be taught how English is constructed, so that they can identify how the constituent parts of language enable speakers and writers to exert influence and construct identities. Students will engage with current language debates about the changing nature and status of the English language and its place in a global society; the use of technology and its impact upon the pace of language change is an exciting element. As linguists, students will become collectors of language and will learn how to sample, research and investigate language concepts and varieties.

YEAR 1

Students will learn the skills every linguist needs to explore the language system, including grammar and the construction of meaning, and the differences between spoken and written language. Students will then be equipped to examine a wide range of texts to establish how speakers and writers can create identities, exert power and represent gender. They will learn how to write persuasively to showcase their knowledge of current language debates, whilst offering a critical perspective.

YEAR 2

Students will undertake their own choice of investigation based upon their particular area of interest. They will also study the process of children's language acquisition, how current technologies are impacting upon the development of language and how the English language has changed over time. Students will also study the language of the media and how it has shaped and is shaped by society.

ASSESSMENT METHOD

There are two exams, each two and a half hours long. They are equally weighted and offer opportunities for students to provide extended exploratory responses. The coursework component (worth 20%) allows students to pursue an independent language investigation, developing the skills most valued by higher education and employers.

FUTURE OPPORTUNITIES AND CAREERS

The excellent communication skills which students acquire make them suitable for a wide range of careers such as journalism, marketing, education, the legal profession and careers in the public sector. Some of our students have read language and linguistics at university and have trained as speech and language therapists. Lexicography and publishing are also options for our students.

HEAD OF DEPARTMENT

Mrs H Roser

English

English Literature GCE ADVANCED LEVEL

English Literature is a stimulating and thought provoking subject; it develops the ability to engage with the world and enhances written and oral skills. In studying literature, students learn about diverse times and different genres, and the new A level includes exciting contemporary texts as well as the classics. English Literature is exceptionally well respected by universities and employers because it enables students to construct arguments and articulate their ideas with clarity. Poetry, prose, plays and literary criticism are studied, and theatre trips, live broadcasts of plays and film adaptations bring the texts to life.

YEAR 1

Two prose texts are chosen from one of the following topic areas: the gothic, American literature 1880 – 1940, women in literature and dystopian fiction. Students will complete one piece of coursework this year which is a close reading of an extract of a text, and begin studying for the second comparative coursework essay. All texts chosen for coursework are published post-1900 with at least one published post-2000.

YEAR 2

In year 2, the second piece of coursework will be completed. Students will study a Shakespeare play, a selection of poetry and another piece of drama. They will engage in greater detail with literary criticism and will use a variety of perspectives about texts to enhance their own arguments. Throughout the course, independent research and reading will be integral to their learning.

ASSESSMENT METHOD

There are two exams, each two and a half hours long. The first exam covers drama and poetry pre-1900. The second exam covers comparative and contextual study. The coursework folder is worth 20%.

FUTURE OPPORTUNITIES AND CAREERS

English Literature is an excellent course for entry into a wide range of careers including: journalism and media related courses, advertising and marketing, teaching, the law, marketing, human resources, accountancy and the public sector. It is a subject that employers and universities hold in high esteem.

HEAD OF DEPARTMENT

Miss D King

Film Studies GCE ADVANCED LEVEL

Students will engage with film's broad, cultural and historical heritage and gain an understanding of how meaning has been created through film from the silent era to the present day. They will explore how film represents different cultures and societies and investigate the ideologies that shape film in the 20th century. Students will develop analytical, discursive writing skills and become confident readers of film in terms of key concepts such as narrative, genre, aesthetics, spectatorship and representation. They will investigate and explore various critical debates ranging from film poetics to the Auteur and realism to expressionism. They will explore texts in a theoretical and practical manner in order for them to develop analytical and practical production skills. It will also develop and stretch their writing skills as they assimilate a new level of vocabulary required to discuss increasingly complex ideas.

YEAR 1

The students will develop their understanding of film language in US cinema from the Silent Era to 1990 and the history of European cinema. They will analyse a range of films for the micro-elements of film form, aesthetics, spectatorship and critical debates around film poetics including film narrative and claims of naturalism and realism as against the expressive.

YEAR 2

Students will analyse critical approaches to contemporary British and US Film, documentary and ideology in film. They will explore the significance of digital technology in film and the new possibilities for cinema. They will develop their understanding of the generic conventions of documentary filmmaking and critique a range of filmmakers' theories of film in order to evaluate the validity of ideology as a critical approach in film. Learners will be required to produce either an individual short film or an equivalent screenplay with a digitally photographed storyboard. Students will carry out an evaluation of their production in relation to the set short films they have studied in preparation.

ASSESSMENT METHOD

There are two exams. The first is two hours long and covers film form in US Cinema from the Silent Era to 1990 and European Cinema History. The second, also two hours, covers Critical Approaches to Film. The portfolio of production coursework is worth 30%.

FUTURE OPPORTUNITIES AND CAREERS

Film Studies can lead to further study in film and communication studies, scriptwriting, animation, advertising and film and television production. Former students have gone on to work for advertising agencies, public relations departments and film production.

HEAD OF DEPARTMENT

Mr R Jehu

English

History of Art

GCE ADVANCED LEVEL

History of Art is for any student who is a curious, independent thinker, and wants to engage with and explore paintings, sculpture and architecture. Students will be inspired by a broad range of works from western culture and beyond; experience the challenge of questioning ideas about beauty, identity, and the presentation of the human body; and gain insights into the social, political and economic perspectives which lend meaning to art. Students will enjoy trips to galleries and develop their understanding of issues surrounding exhibition and curation. Studying History of Art will help you to develop skills of visual analysis, research and communication as well as build an empathy, tolerance and respect for world cultures.

YEAR 1

In the first year, students establish the skills required to describe and analyse formal elements of works of art and architecture, whilst encountering a diverse sweep of works across time and themes. They will study a range of different movements, including classical sculpture and architecture, and the social and intellectual conditions which gave rise to the iconic works of the Italian Renaissance. A diverse range of artists is explored from Jacques David to Jeremy Deller, Pablo Picasso to Grayson Perry, and Christopher Wren to Edwin Lutyens.

YEAR 2

Students will learn to critically assess more recent periods, such as the 19th century British and French avant-garde, and how the spirit of the 1848 rebellions infused their work, leading to the art of modernism, minimalism and pop art. Students undertake close visual study of works of art and architecture by artists such as Zaha Hadid, Hokusai, Frida Kahlo, Andy Warhol and Claude Monet. They will learn to read artworks in a critical manner; researching artists and critics in depth, and creating their own clearly reasoned, fluent arguments in well-structured essays.

ASSESSMENT METHOD

There are two exams, each three hours long. They are equally weighted and require extended writing using essay formats.

FUTURE OPPORTUNITIES AND CAREERS

History of Art is a prestigious course, well-respected by universities. It can lead to employment in any area which requires combinations of visual and verbal skills, such as publishing, advertising, design, fashion, film and TV, marketing and web-based media, museum curation and heritage management, as well as the wide range of professions available to all humanities graduates. It can lead to employment in any area which requires combinations of visual and verbal skills, such as publishing, advertising, design, fashion, film and TV, marketing and web-based media, museum curation and heritage management.

HEAD OF DEPARTMENT

Ms J Waterfall & Mrs K Morgan

Media Studies

GCE ADVANCED LEVEL

Students will explore and analyse a wide range of media texts, studying the structures of advertisements, newspapers and magazines, television programmes and the impact of new technology and formats like social media and the internet. The course will develop their skills of enquiry, critical understanding and analysis of the media through engagement with media products and concepts and through the creative application of practical skills. Students will look at structure, genre, audience positioning and targeting, narrative and representation and the conceptual contexts in which media texts are constructed, interpreted and understood. Students will discuss their own interpretations and those in critical texts.

YEAR 1

The students will develop their understanding of media language and representation in relation to a number of media forms including advertising, marketing, music video or newspapers. They will then analyse a range of texts for audience response and theoretical positions. This understanding will be developed and enhanced through practical planning and construction of media texts. Students will be given their production coursework brief (an individual cross-media production based on two forms in

response to a choice of briefs set by EDUQAS) and will complete during the summer term.

YEAR 2

Students will be analysing the role of the television industry in the global age, magazines, mainstream and alternative media and media in the online age. This will involve close analysis of a number of case studies within a wider theoretical and industrial framework.

ASSESSMENT METHOD

There are two exams. The first is two hours and fifteen minutes long and covers media language and representation and includes analysis of unseen texts. The second exam is two and a half hours long and covers media forms and products in depth. The portfolio of production coursework is worth 30%.

FUTURE OPPORTUNITIES AND CAREERS

Media Studies can lead to further study in media and communication studies, scriptwriting, animation, advertising and film and television production. Former students have gone on to work for advertising agencies, public relations departments and film production.

HEAD OF DEPARTMENT

Mr R Jehu

Humanities

Geography

GCE ADVANCED LEVEL

Geography is a diverse, contemporary and ever-changing subject which develops students' understanding of the world around them, alongside an ability to analyse the key human and physical processes and interactions which shape it. Geography is well regarded by employers and universities alike because of the broad range of skills it develops. Students will study a variety of physical and human aspects of geography and the subject integrates well with a range of science, humanities and arts based subjects. Learning is brought to life with a focus on contemporary events and is supported by fieldwork in the local area.

YEAR 1

Students will study physical topics on water and carbon cycles; two fundamental life-support systems for our planet, as well as 'natural hazards' which develops students understanding of earthquakes, volcanic activity and atmospheric hazards such as hurricanes. Students will also study changing places to appreciate people's experience of places and the qualities they ascribe to them as well as how places change over time. Local fieldwork in a variety of settings will support the learning.

YEAR 2

Students will study 'global systems and governance' which focuses on globalisation – the economic, political and social changes associated with technological and other driving forces. They will also study 'population and the environment' in order to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Physical geography will focus on 'coastal systems and landscapes' where students will develop their existing knowledge of the processes which shape our coastlines. Time will also be given to work on an independent geographical investigation.

ASSESSMENT METHOD

There are two exams, each two and a half hours long, and an independent investigation of approximately 4,000 words, worth 20%.

FUTURE OPPORTUNITIES AND CAREERS

Many career paths can develop from studying geography, because of the diverse nature of the subject and the fact it deals with many of society's biggest issues. Students interested in careers connected with the environment, law, politics, tourism, resources and economics can be well supported by an A-Level in Geography.

HEAD OF DEPARTMENT

Mrs N Bramley

Early Modern History

GCE ADVANCED LEVEL

History is an important and engaging subject that offers students the opportunity to develop their conceptual analysis of change, continuity and causation as well as analytical skills of analysis and judgement. The course will enable students to evaluate weight of varying historical arguments and interpretations of events as well as to express themselves in an informed and persuasive manner through their written work. The exciting Early Modern syllabus focuses on the major events which shaped the society of Britain and Europe between the 16th and 18th centuries.

YEAR 1

The British unit focusses on Stuart Britain up to 1649, the personality and rule of James I and Charles I, and how their relationships with Parliament broke down resulting in the English Civil War and the execution of the king. The European unit is the story of how the ideas of the Enlightenment and price of bread led to a popular revolution, removal of the monarchy and finishes with the country in turmoil at the height of a wave of denunciations and executions called the Terror. Students will also start their personal investigation into the nature of the European witch-hunts 1550-1680 by examining primary sources and interpretations on the themes of misogyny and social control.

YEAR 2

In the second year, students will finish their personal investigation. On the British side, students will then explore the aftermath of the execution of the king on the state including emerging ideas about political authority and religious conformity under Cromwell, Charles II and James II, culminating in the establishment of our constitutional monarchy under William III. The European unit follows the story of the revolution from conservative reaction under the Directory to Napoleon's seizure of power and ends by considering his impact on France and Europe before his eventual fall.

ASSESSMENT METHOD

There are two exams, each two and a half hours long; one for the British unit and one for the European unit. Each paper will be 40% of the final assessment. The personal investigation accounts for the other 20%.

FUTURE OPPORTUNITIES AND CAREERS

The skills and discipline learned through studying History are valued by universities and employers alike. The nature of the subject in developing students' understanding of the world around them makes it useful to a whole array of careers including law, the public sector, journalism, teaching, marketing and heritage.

HEAD OF DEPARTMENT

Mrs C Roper-Brown

Humanities

Modern History

GCE ADVANCED LEVEL

History is an important and engaging subject that offers students the opportunity to develop their conceptual awareness of change, continuity and causation as well as analytical skills of analysis and judgement. The course will enable students to evaluate the weight of varying historical arguments and interpretations of events as well as to express themselves in an informed and persuasive manner through their written work. The exciting Modern course focuses on major events which shaped German history from unification in 1871, through Weimar, Nazi and Cold War Germany up to reunification in 1991. The British side of the course looks at the changes to British state and society in the context of the two world wars.

YEAR 1

In the British unit, students study key developments from 1906-1929 including Liberal welfare reforms, the campaign for women's suffrage, the First World War and the conflict in Ireland. In the Germany unit, students explore Bismarck's chancellorship from 1871, the Kaiserreich from 1888 and the impact of WWI on Germany, culminating in the ill-fated Weimar Republic. At the end of the year, students will begin their personal investigation by examining primary sources and historians' interpretations about the abolition of the transatlantic slave trade 1730 - 1830.

YEAR 2

Students will finish their personal investigation. They will then continue their study of British history exploring the legacy of the Depression, the effects of WWII and also the impact of post-war reconstruction on British politics, the economy and society in the years up to 1957. In the Germany unit, students will examine the methods used to establish and maintain the Nazi dictatorship as well as assessing the impact of resistance and the effects of the Second World War. They will go on to explore key developments under Allied occupation from 1945 before studying the history of West Germany from 1949 through the Cold War to reunification in 1990.

ASSESSMENT METHOD

There are two exams, each two and a half hours long; one for the British unit and one for the European unit. Each paper will be 40% of the final assessment. The personal investigation accounts for the other 20%.

FUTURE OPPORTUNITIES AND CAREERS

The skills and discipline learned through studying History are valued by universities and employers alike. The nature of the subject in developing students' understanding of the world around them makes it useful to a whole array of careers including law, the public sector, journalism, teaching, marketing and heritage.

HEAD OF DEPARTMENT

Mrs C Roper-Brown

Politics

GCE ADVANCED LEVEL

Studying politics creates passionate, informed individuals. It is ideal for students interested in the news, that debate with friends and family and that show a keen interest in life beyond their own surroundings. Politics students think it matters to understand who has power, why they have it and what they do with it; and the course enables them to tackle such issues. Students will study both UK politics and global politics. Politics can be combined with science for contrast, or with other humanities subjects for depth.

YEAR 1

In the first year students focus on UK politics. They will be studying democracy and discussing key questions such as how democratic is the UK and is it becoming more or less so? They will also be studying the different voting systems used in the UK and whether they would work in the House of Commons. In addition, they will also be looking at political parties and how have these changed in recent years. As well as core political ideas such as liberalism, conservatism and socialism. Students will also study the governing of the UK. This focuses on the UK constitution, Parliament and how it has developed in particular since 1979. As well as the Prime Minister and Cabinet, students will also cover one additional political theory based on feminism.

YEAR 2

In the second year students focus on global politics and will gain

an understanding on how the United Nations works but also why it is significant. Students will discuss the International Monetary Fund (IMF), World Bank, World Trade Organisation (WTO), the EEC and look at the impact they have on countries and nation states; as well as gaining knowledge on global sovereignty and power; with a specific link to developments since 9/11, including issues to do with the so-called 'war on terror'. They will then look at the significance of human rights in global politics and investigate to what extent human rights are protected by international law.

ASSESSMENT METHOD

There are three exams, each two hours long. The examinations are split into two examinations on UK politics & one examination on global politics. The examinations consist of questions that require extended writing using an essay style format.

FUTURE OPPORTUNITIES AND CAREERS

Students who have studied this politics course find it provides them with excellent written and oral communication skills. Politics students go on to a wide variety of careers such as journalism, law, teaching and work in the NGO sector of charities and pressure groups. It is a long established, academically rigorous subject respected by all universities.

HEAD OF DEPARTMENT

Dr E Vest

Humanities

Religious Studies

GCE ADVANCED LEVEL

Religious Studies is an exciting, interesting and challenging course aimed at developing knowledge and understanding in three key areas of study; philosophy, ethics and Buddhism. This course provides students with the ability to reason, critically analyse and formulate their own arguments based on philosophical and ethical theories. Students will enjoy exploring and contrasting the ideas of both western philosophers and the eastern philosophy of Buddhism. In ethics, students will engage in critical discussions of ethical theories and apply these to pertinent ethical issues within today's society, such as euthanasia, business and sexual ethics.

YEAR 1

Within philosophy, students will study philosophical language and thought, arguments for the existence of God, religious experience and the problem of evil. In ethics, students are able to explore their own ethical stance on topical issues, whilst learning about other ethicist viewpoints. Students will start by looking at the ethical theories of natural law, situation ethics, Kantian ethics and utilitarianism and then apply these to the ethical issues of euthanasia and business ethics. Buddhism offers a fascinating contrast to the remainder of the course and students enjoy studying this eastern philosophy. Whilst studying Buddhism,

students will begin by looking at the life of the Buddha, and will then address key philosophical issues raised by the teachings of the Buddha, such as why there is so much suffering and impermanence in the world.

YEAR 2

In the second year students gain a more in-depth knowledge, building on their previous learning. Philosophy will focus on exploring the philosophical ideas surrounding the nature of God and religious language. In ethics, students will apply previously learnt theories to the issues surrounding sexual ethics. Students will also complete ethical analysis of meta-ethics, as well as the conscience. The Buddhism element will focus on the development of eastern and western Buddhism. Furthermore, engaged Buddhism and activism, as well as gender issues will be explored.

ASSESSMENT METHOD

There are three exams, each two hours long on philosophy, ethics and Buddhism. The exams consists of questions that require extended writing using an essay style format.

FUTURE OPPORTUNITIES AND CAREERS

Medicine, law, social work, work with worldwide NGOs, teaching and journalism to name a few.

HEAD OF DEPARTMENT

Miss D Samways

ICT

Computer Science

GCE ADVANCED LEVEL

Advances in technology and computing have massive impacts on our society and the way we work and live. Computer Science is at the forefront of these advances and is a discipline that offers reward and challenge to a wide range of people regardless of their interests. Computer Science is well established in all major disciplines and will link to all other A Level options and beyond. Computer Science requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns. It is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. It is also an intensely creative subject that combines invention and critical thinking, key skills for your future career.

YEAR 1

Students will cover a variety of topics, which include programming, data structures, the theory of computation, data representation, computer systems and architecture, communication and networking, and consequences of computing.

YEAR 2

Students will continue with topics from year 1 to a greater depth, whilst also starting to cover topics which include algorithms,

databases, big data, and systematic approaches to problem solving. The NEA practical programming project forms a major part of the year. Students choose an appropriate project to research, design, implement and test. They can choose a programming language for this beyond those learnt on the course and create a coded solution and accompanying documentation.

ASSESSMENT METHOD

There are two exams, each two and a half hours long. Paper 1 on Programming and Algorithms is completed on screens, whilst the Computing Theory is a written exam. The practical programming project (NEA) is worth 20% of the final grade.

FUTURE OPPORTUNITIES AND CAREERS

Many of our students progress onto Computer Science degrees, both general and more specialist (e.g. Cyber Security), however, with the far reaching nature of the subject, this qualification will combine well with many of the options for students beyond A Level. The demand for computer scientists creates excellent graduate prospects, with computer science students being in the top five highest paid professions.

HEAD OF DEPARTMENT

Mr F Price

Mathematics

Mathematics

GCE ADVANCED LEVEL

Mathematics is a popular course at Thomas Hardy School. As well as traditional areas of study the new specification includes working with a large data set to reflect common uses of mathematics and research. Studying involves discussion, individual work, note-taking and independent research. Practice and perseverance are essential. Success in this course depends as much on hard work as ability and a high degree of self-motivation is required.

YEAR 1

Students will study pure maths, which includes algebra, trigonometry and calculus; these are essential skills for all areas of mathematics. The applied topics are divided into statistics and mechanics. Statistics is a major part of the course and involves drawing conclusions about real life by gathering and analysing information. It supports subjects such as biology, economics and business studies. Mechanics is the mathematics of structures and movement. It supports other subjects such as physics and design and technology and includes topics such as forces and Newton's laws of motion.

YEAR 2

Students will develop their knowledge of all the above areas; in pure maths they will solve problems which bring together several

techniques and will learn to prove results that they have been using. In statistics they will develop their knowledge of hypothesis testing, calculating whether or not there is evidence that a change in conditions or situation suggests that a probability or mean has changed. In mechanics students will apply methods from pure maths, such as calculus and vectors, to work with more complicated models of situations.

ASSESSMENT METHOD

There are three exams, each two hours long. The exams are Pure Mathematics 1, Pure Mathematics 2 and Statistics and Mechanics.

FUTURE OPPORTUNITIES AND CAREERS

Mathematics is a highly regarded subject and opens up unlimited career possibilities. There is statistical evidence that people with mathematics A level earn significantly more than those without it. Mathematics degrees contain a broad range of disciplines; other related degrees are statistics, computing and combinations of these. Mathematics is a useful qualification to have if you want to study accounting, sciences, engineering, economics, business studies, medicine, architecture etc. Several of our students have gone straight into engineering apprenticeships and the armed forces.

HEAD OF DEPARTMENT

Miss CTanner

Further Mathematics

GCE ADVANCED LEVEL

This course provides a high level of challenge to students and it is appropriate for any student who is interested in studying mathematics or a related subject beyond school. There are about 40 students taking further mathematics at Thomas Hardy School, and many of our successful Oxbridge candidates, across a range of subjects, have studied further mathematics. Students who study further mathematics must also complete the mathematics course and study two other A Level courses. Universities cannot specify that A Level further mathematics is required for a course as not all schools and colleges can offer it, but it will give students an advantage in a range of degree courses.

YEAR 1

The content of the mathematics and further mathematics A Levels will be taught together, with most of the mathematics topics being taught in the first year. Further pure mathematics topics include abstract concepts such as complex numbers and matrices where the focus of study is on how these behave as well as their applications.

YEAR 2

As well as completing the study of further pure mathematics, students can learn decision mathematics. This will include algorithms for solving problems based on networks of roads and investigating methods for maximising and minimising multi-variable models. Students will also choose to extend their learning of either mechanics or statistics.

ASSESSMENT METHOD

There are four exams, each one and a half hours long. The exams are Core Pure Mathematics 1, Core Pure Mathematics 2 and two papers covering a wide range of options.

FUTURE OPPORTUNITIES AND CAREERS

In year 13 we have enrichment lessons for further mathematics students to help with preparation for university entrance exams and interviews. We will also teach other pure mathematics topics which will be both interesting and useful.

HEAD OF DEPARTMENT

Miss CTanner

Modern Foreign Languages

French | Spanish

GCE ADVANCED LEVEL

The study of a modern foreign language is a pathway to broader horizons. The course is an ideal complement to a range of subjects offering the potential for real breadth of study, whilst remaining a rigorous and highly respected qualification. Students will learn to speak the foreign language with a good degree of fluency, will develop real insight into cultures and will have the opportunity to study authentic literature and film, as well as undertaking an independent research project. In short they will learn much more than a language.

YEAR 1

Students will study two themes and one work of film. The themes relate to aspects of society in French/Spanish speaking countries and to artistic culture in those countries. Sub-topics include the changing nature of the family, the 'cyber society' and contemporary music and cinema.

YEAR 2

In the second year the remaining two themes will be covered along with a work of literature. The broad and stimulating themes focus on current issues in countries where the language is spoken

as well as aspects of political life. Examples include immigration, diversity, political engagement and the right to vote. Students will also undertake an independent research project on any topic of their choice, related to a country where the language is spoken. This will be presented and discussed in the speaking test.

ASSESSMENT METHOD

There are three exams. Paper 1 is a listening, reading and writing test which also includes translation from and into the language of study. Paper 2 is an essay paper where students will be required to respond in writing in the foreign language to questions set on the works of film and literature that they have studied. Paper 3 is a speaking test which involves a general discussion of some of the themes studied as well as the presentation and discussion of their independent research project.

FUTURE OPPORTUNITIES AND CAREERS

Advanced level qualifications in foreign languages are highly valued by universities and can open doors into career paths as diverse as business, law, academia and education, journalism and media, the charitable sector, politics or tourism.

HEAD OF DEPARTMENT

Mr R Davison

Performing Arts

Dance

GCE ADVANCED LEVEL

Dance is a dynamic course which encourages students to develop their creative and performance ability and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help students to stand out in the workplace whatever their choice of career. The course includes participation in technique classes to improve performance skills and choreographic workshops alongside the study of professional dance works. There is a clear link to the GCSE course, however it is not essential for students to have studied dance at GCSE level. There are several performance opportunities and workshops with professionals and theatre trips are an integral part of the course.

YEAR 1

In practical lessons, students participate in technique classes in a range of styles including Contemporary and Jazz to further their performance skills and choreographic workshops to develop their creative skills and ability to structure dances. They also learn and perform dances in a range of dance styles. Theoretical learning involves the study of the Rambert Dance Company 1966 – 2002, and American Jazz dance 1940 – 1975, and key choreographers and works from these areas.

YEAR 2

In practical lessons students develop their performance and creative skills focusing on the Jazz and Contemporary styles. They also develop choreography skills focusing on working with groups of dancers. Theoretical study involves the analysis of two works from the two areas of study, Rooster by Christopher Bruce and Singin' in the Rain by Donen and Kelly.

ASSESSMENT METHOD

The practical assessment is worth 50%. Students will perform a solo, dance in a quartet and choreograph a group dance. The written exam consists of short answer questions and essay questions on the areas of study and set works.

FUTURE OPPORTUNITIES AND CAREERS

Dance is an ideal course for anyone wanting to pursue a course or career in the performing arts; for example, as a performer, choreographer, teacher, or dance therapist. It also provides an excellent background for any work in the arts, arts management, fitness and physical education. Skills developed such as team working, communication and problem solving are transferable and relevant to a wide range of careers.

HEAD OF DEPARTMENT

Mrs E Ncube

Performing Arts

Music

GCE ADVANCED LEVEL

Music students will study performance, composition, theory & harmony, and discover a wide range of music from across the globe. The balance between academic and practical study is fundamental to the course. Students will be able to develop their creativity through study of a range of composers across a wide variety of genres, implementing the theories and methods learnt in their own compositions. Students will have the opportunity to perform in a wide range of venues, as well as taking lead roles in school ensembles.

YEAR 1

Students will complete their free composition, studying techniques and spending time analysing exemplar student work. They will also be studying the methodology of Bach's Chorales, and work towards ABRSM Grade 6 theory to support their composition. Students will study works by J S Bach, Debussy, Danny Elfman, Stravinsky, Saariaho and others. They will be learning about their musical contexts and language and learn to make critical judgements about the music. Students will perform public recitals in and around Dorchester.

YEAR 2

Students will study pieces by Vaughan Williams, Bernard Hermann, The Beatles, Courtney Pine, Kate Bush and others. They will continue to develop their evaluative and comparative skills. The coursework, based on Bach's Chorales, will be completed and students will work towards ABRSM Grade 7 theory. Students will perform their final recital in Dorchester.

ASSESSMENT METHOD

There is one exam which is two hours long worth 40%. The examination includes listening questions, dictation, and two essay questions. The coursework consists of a recital of at least 8 minutes, a 4 minute composition and two completed chorales in the style of J.S. Bach. The coursework is worth 60%.

FUTURE OPPORTUNITIES AND CAREERS

Music A-level is recognised and highly respected by all universities for degrees in all subjects due to the wide range of transferable skills learnt through studying music. A level music provides students with full preparation for any music or music-related degree course. Music specific careers include: solo performer; orchestral musician, composer; arts management, teacher; radio or TV presenter or broadcaster; music publisher.

HEAD OF DEPARTMENT

Mr B Trevorrow

Music Technology

GCE ADVANCED LEVEL

Music Technology is a highly interesting course aimed at developing the skills, knowledge and understanding of recording, production and composition required to succeed in the modern music industry. It offers an alternative pathway to the traditional study of music with a clearer emphasis on music technology and the popular music scene, with less emphasis on music theory. This course will equip students with a broad range of skills for undergraduate study in music technology, sound production, sound engineering and other courses requiring a similar skill set.

YEAR 1

Students capture sound through use of microphones and a sound desk. They learn to use a digital audio workstation (DAW) to edit, process and mix sounds and also to sequence and compose music through the use of virtual instruments, samples and synthesis. Students will study the development of music technology throughout history, developing an understanding of genre, instrumental use and production methods, and be able to reflect on this through listening activities.

YEAR 2

Students will use their accumulated skills and knowledge to

produce a portfolio of two pieces of work. Task one is to record and produce a multi-track recording based on a choice of ten artists provided by the exam board. Task two is to create and compose a technology-based composition from a choice of three provided commissions. Students will continue to work towards their final examinations.

ASSESSMENT METHOD

There are two examinations. In the listening and analysing exam (worth 25%) students aurally analyse the application of production techniques and the development of recording and technology. In the producing and analysing exam (worth 35%) students process a mixture of audio and MIDI files to produce a completed mix whilst answering questions on the understanding required. The practical portfolio is worth 40%.

FUTURE OPPORTUNITIES AND CAREERS

Music Technology is useful for those wishing to pursue a career in the popular music industry. It is highly suited to progression into courses in creative music technology, sound production, sound engineering, or courses in contemporary composing or performing.

HEAD OF DEPARTMENT

Mr B Trevorrow

Performing Arts

Performing Arts CAMBRIDGE TECHNICAL LEVEL 3 EXTENDED CERTIFICATE

This is primarily a musical theatre course, aimed at students with a passion for performing. This course is perfect for students who enjoy expressive arts or are looking for careers in performing arts or creative industries. Performing arts is a creative and complex sector, with an ever changing array of opportunities. This course puts performing arts in its wider context by offering students strategies for progression in education or freelance careers. Students respond to scenarios through project-based learning, working together in small companies to devise original work as well as perform from existing repertoire.

YEAR 1

Students will complete three group projects; Combined Arts, Performing Repertoire and Response to a Commission. They study a large range of practitioners and performance companies including Steven Sondheim, Bob Fosse, Frantic Assembly and Splendid Theatre; which will inspire them to devise their own work. They will integrate multiple art forms, re-imagining repertoire and develop specialist skills in a series of performances. Students will also work in marketing and designing roles of their productions. Each of these units are accompanied with a twelve page logbook and 1000 word written research documents.

YEAR 2

Students will complete three projects; Proposal for a

Commissioning Brief, Preparation for Work in the Performing Arts Sector and Influential Performance Practice. These are all solo units and students will develop survival skills for sustaining a career in industry and also begin to understand the expectations of employers in a fiercely competitive environment. Students will cultivate research skills as they study the ways important social/cultural events impact art. Study will include, but is not limited to, the work of Brecht, Shakespeare and Stephen Schwartz.

ASSESSMENT METHOD

This is a synoptic project-based course with no written examination. Students complete five assessed units over the two years, all of which involve them preparing detailed portfolios of evidence alongside practical work. The three units in year 2 are completed as 1500 word written coursework assessments that are externally marked.

FUTURE OPPORTUNITIES AND CAREERS

This course provides students with full preparation for any career in both the on-stage and production pathways. The course addresses the skills required for those with the ambition of entering this competitive and highly flexible industry. It enables students to progress onto a higher education performing arts programme or specialist performance degree. This course is specifically designed for those seeking to continue in the industry or with an interest in performing.

HEAD OF DEPARTMENT

Miss G Higgins

Theatre Studies GCE ADVANCED LEVEL

This qualification emphasises practical creativity alongside research and theoretical understanding. Each exam paper is designed to allow students to demonstrate their creativity and imagination in interpreting set texts and apply independent thinking as they evaluate a live theatre production. There is also a great focus on student performance, with 60% attributed to the practical units. Students learn through experience: seeing theatre, reading texts and making theatre for themselves. Students will gain many invaluable skills, both theatrical, technical and transferable, to expand their horizons.

YEAR 1

The practical component for the year requires students to devise theatre which has been inspired by a famous practitioner. This will be performed in front of an audience. Students will also study two set texts; Much Ado About Nothing by William Shakespeare and Metamorphosis by Steven Berkoff. They will learn how to direct these plays and will be required to answer exam questions on their directorial ideas. The final component of the first year of the course involves a number of theatre trips. Students will watch and review each piece.

YEAR 2

Students will begin the year by revising their study of the set texts. Students complete a practical unit in which they explore and perform extracts from three different plays. The final extract is showcased to an audience and is externally assessed. The year culminates with the final written exam.

ASSESSMENT METHOD

There is one three hour long exam worth 40%. Two practical performances, one accompanied by a logbook, one by a reflection, make up 60%.

FUTURE OPPORTUNITIES AND CAREERS

Whatever the future holds, students of theatre emerge with a toolkit of transferable skills (including collaborative ability, analytical thinking, confidence, independence and objective evaluation) preparing them for their next steps. The course particularly gives an excellent foundation for pursuing a career in the arts; preparing them for drama school, a degree or auditions. It also offers opportunity for directing, working backstage or writing for theatre. Many students have also gone on to pursue careers in education, law, journalism and politics.

HEAD OF DEPARTMENT

Miss G Higgins

Physical Education

Physical Education

GCE ADVANCED LEVEL

This is a stand alone qualification and is suitable for students wishing to study a multidisciplinary subject which incorporates modules from human and physical sciences, historical aspects and contemporary approaches in relation to the sports performer. Students will benefit from a range of visits including Bath University's Sports Village and the Real Tennis Centre in Bridport. It is expected that candidates will have a specialist background in at least one sport.

YEAR 1

Students learn the foundations of sports psychology, goal setting, group and team dynamics, stages of learning, transfer and personality. In the sport and society module they will study the emergence and evolution of modern sport, sport in the twentieth century and global sporting events. In the physiology section they will study anatomical systems, diet and nutrition, applied biomechanics and training methods. Students will also start working towards the practical section of the course.

YEAR 2

Students build on the foundations established in year 1 and study how human physiology adapts to altitude training, energy systems in sport and sports injuries. The history module includes ethics, commercialism and technology in sport. The biomechanics module explores how we can influence the movement of projectiles, fluid mechanics and linear motion. In the practical section the students will be assessed on their performance in one sport. In addition students will need to evaluate a live performance giving coaching points and an action plan to improve the performance.

ASSESSMENT METHOD

There are three exams, one lasting for two hours (30%) and two lasting for one hour (20% each). Questions will include a synoptic element which will require an extended writing style which includes answers drawn from across different modules. The practical section, NEA, is worth 30%.

FUTURE OPPORTUNITIES AND CAREERS

As well as being a course which supports a wide range of career paths and university entry, it is also an important subject for students wishing to specialise in a career based in the sports/leisure industry, medical disciplines such as physiotherapy and the armed forces.

HEAD OF DEPARTMENT

Mr G Hughes

Sport

BTEC LEVEL 3 EXTENDED CERTIFICATE

The sports industry is undergoing a revolution and there are many opportunities for young people to combine their love of sport with a successful career; whether it is as a physiotherapist, a strength and conditioning coach, an analyst, a skills coach or any number of other exciting opportunities this BTEC is a great starting point. The award is worth the equivalent of one A-Level and will be taught across 9 lessons a fortnight. The structure of the BTEC allows students to be assessed in a variety of ways without compromise on academic rigour.

YEAR 1

The first year will look at two units of work, the first being anatomy and physiology which will focus on the skeletal, muscular, cardio-vascular, respiratory and energy systems. This work underpins many jobs in the sports industry and will be assessed via an exam lasting one and a half hours. The second unit is 'practical sports performance' where students will produce coursework to demonstrate their ability to perform and analyse sporting performance in their preferred sport.

YEAR 2

Year two will consist of a further two units with the first being 'fitness training and programming for health, sport and well being'. The work consists of the ability to assess, discuss, design and implement a health and fitness plan for a case study. This unit will bring together a large amount of theory content and requires students to prepare in detail a suitable lifestyle plan. The second unit will focus on professional development in the sports industry which will involve students researching and preparing for a future in the sports industry.

ASSESSMENT METHOD

There is a variety of assessment methods, including written exams, supervised assessment sessions and project-based assessments. Students will be able to use different media sources to support their project work including performance videos, recorded interviews, and images.

FUTURE OPPORTUNITIES AND CAREERS

This course enables students to plan a potential career in the sports industry which could include degree courses, coaching, sports science, sports performance, sports development, leisure management, education and sports journalism.

HEAD OF DEPARTMENT

Mr G Hughes

Social Science

Business

LEVEL 3 BTEC EXTENDED CERTIFICATE

This exciting qualification is equivalent to one A Level and has been designed as a two-year programme. It is a varied and demanding course that requires students to complete a range of units, be organised, complete coursework to deadlines and sit external examinations.

YEAR 1

Students will complete the first unit of coursework Unit 1- exploring business, this looks at business ownership, organisational structures, aims and objectives and business strategies. Students will also study Unit 3 - personal and business finance, which is formally assessed via an exam at the end of year 12. In this unit students will learn about the importance of accountancy and complete a variety of financial documents along with several important calculations and ratios.

YEAR 2

The coursework in the second year looks at Unit 8- recruitment and selection in business, this involves assessing why businesses need workers, advertising for vacancies and the interview and selection process. Students will participate in mock interviews

in the role of both the interviewer and the interviewee. The externally assessed module in year 13 is Unit 2 - developing a marketing campaign.

ASSESSMENT METHOD

Students will be assessed by a range of assessment types and styles suited to vocational qualifications which will include a combination of internally set and marked coursework, externally set examinations and two controlled assessments.

FUTURE OPPORTUNITIES AND CAREERS

This qualification is designed primarily to support progression to employment after further study at university. However, it also supports students who choose to progress directly to employment, as the transferable knowledge, understanding and skills will give successful students an advantage in applying for a range of entry level roles, industry training programmes and apprenticeships in areas such as business administration, marketing, accounting, sales or enterprise.

HEAD OF DEPARTMENT

Mrs G Allner

Business Studies

GCE ADVANCED LEVEL

Business enables students to investigate different types and sizes of organisations in various business sectors and environments, drawing on local, national and global contexts. Students will develop a holistic understanding of business and enterprise and be aware of the opportunities and threats of operating in a global marketplace. Students will be expected to be familiar with current issues in business and be able to investigate, analyse and evaluate contemporary business opportunities and problems. Students will gain an understanding of the important role played by small businesses.

YEAR 1

The first theme, on marketing and people, focuses on studying the characteristics of the markets within which firms operate. Students will investigate the importance of meeting customer needs using the marketing mix and effective strategy in order to change consumer behaviour. Students will study people management and explore the methods used to recruit, motivate, lead and monitor staff as well as developing entrepreneurship and leadership. Managing business activities makes up the second theme consisting of raising, planning and managing finance for businesses. A range of financial accounts will be studied and analysed using performance ratios to determine profitability, liquidity and efficiency for a firm. The importance of effective resource management and awareness of external influences is investigated.

YEAR 2

Theme three focuses on business decisions and strategy starting with overall objectives for a firm and identifying functional actions that will achieve these for the firm. Methods of business growth including mergers and takeovers of businesses as well as organic growth are studied. Assessing competitiveness and managing change for business is covered and evaluated to allow students to make recommendations for future strategy. Theme four is on global business. Students will investigate a range of global markets, marketing techniques, industries and companies. As well as analysing the techniques used by international firms and recognising the external influences on international consumers.

ASSESSMENT METHOD

There are three examinations, each two hours long. Paper 1 will be focussed on the content from theme 1 and 3. Paper 2 is focused on the content from themes 2 and 4. Paper 3 includes questions from all themes covered, this paper includes a pre-release content to enable students to investigate an industry or market in which business operate.

FUTURE OPPORTUNITIES AND CAREERS

The course will be valuable for students who are considering a career in business, finance or marketing. It will also be useful for those considering starting up their own business

HEAD OF DEPARTMENT

Mrs G Allner

Social Science

Economics

GCE ADVANCED LEVEL

Economics attempts to make sense of the world we live in. It is the study of how individuals, firms, governments and other organisations make choices and how these choices determine the way in which resources are used. For example, why did the government decide that students have to pay for university education? Economics is continually evolving, making it the perfect choice for students with intellectual curiosity and passion for discussion. Students will get the opportunity to develop their knowledge and understanding of some of the key economic theories and concepts and apply them to a range of real world situations.

YEAR 1

The microeconomics unit focuses on concepts including demand and supply analysis, and its application to real world situations, market failure and government intervention. The macroeconomics unit includes the aggregate demand/aggregate supply model, government policies and direct controls to improve an economy's performance and the investigation of economic events over the past ten years.

YEAR 2

The second year builds on the knowledge gained in the first year. The microeconomics unit examines how the number and size of market participants, and the level of contestability, affect the pricing and nature of competition among firms. The labour market is also studied. The macroeconomic unit includes the significance of globalisation, international trade, exchange rates, macroeconomic policies and the financial sector. Emerging and developing countries will also be studied and students will develop an awareness of trends in the global economy over the last 25 years.

ASSESSMENT METHOD

There are three exams, each two hours long; one macroeconomics, one microeconomics and a combined paper. The exams comprise of a selection of multiple choice, data response and short essays.

FUTURE OPPORTUNITIES AND CAREERS

This course will open doors in many professional areas, especially in banking, finance and accounting. It is also valued in marketing, consultancy, politics, the civil service and teaching.

HEAD OF DEPARTMENT

Mrs G Allner

Law

GCE ADVANCED LEVEL

Why do we have the laws that we do? Is it a problem that there is only one female judge in the Supreme Court? How do you prevent juries using social media to research the defendant? Should the law treat an intoxicated defendant more leniently or more harshly? Is it ever reasonable to kill someone? These are just some of the questions that students will try to answer as they study two years of A level law. If students enjoy asking questions and trying to make sense of the idea of justice and its relationship to law, then A level law might be for them.

YEAR 1

Students will begin by learning about the English legal system, including the rule of law, law making and dispute solving measures. Students will study aspects of criminal law as it relates to fatal and non-fatal offences, the property offences of theft and robbery and the law in relation to attempts and defences relating to capacity and necessity. They will also develop their knowledge of the law of tort, including negligence, occupiers liability, torts related to land, vicarious liability and defences and remedies. They will develop their skills of evaluation and application of the law to case study problems.

YEAR 2

Students will study human rights law, including the history of the legal protection of human rights, specific human rights provisions and the restrictions and enforcement of human rights law. Students will also study the relationship between law and morality, law and justice, law and society and how the law is attempting to tackle the advancements of new technologies.

ASSESSMENT METHOD

There are three exams, each two hours long.

FUTURE OPPORTUNITIES AND CAREERS

Law is an excellent basis for further study at university, both of law and of other subjects. It develops high-level thinking skills, the ability to formulate arguments within a rigid structure and a disciplined and logical thought process, as well as essay writing and research skills. It is often the first step towards entering the legal profession as a solicitor, barrister or legal executive. It can also provide a solid basis for careers with the police service, local authorities, businesses and banking. Law develops many of the skills which employers from all industries value: critical thinking, research skills and advocacy.

HEAD OF DEPARTMENT

Mrs J Josic

Social Science

Law

LEVEL 3 BTEC EXTENDED CERTIFICATE

Equivalent to one A-Level, this is an exciting new course which allows students to study similar areas of English Law to those that are covered in the A-level course. The course is assessed primarily through coursework and externally marked assessments. These are undertaken within normal timetabled lessons, whilst using previously released materials to prepare for the assessments. The course allows for students to develop their practical legal skills including negotiation skills, how to prepare a legal case and legal documents. All of which are vital for those students who want to continue their career in law

YEAR 1

Students will complete mandatory units on dispute solving in civil law and investigating aspects of the criminal legal system. They will learn how to build a legal case and advise a client as well as applying the law to a number of criminal and civil scenarios. Students will also be given the opportunity to investigate current issues in the criminal legal system.

YEAR 2

In the second year students will be given the opportunity to further develop their legal skills focusing specifically on how to apply the law to criminal scenarios as well as investigating certain Police Powers of stop and search, powers of arrest and rules on handling DNA samples and evidence. They will also be able to investigate aspects of consumer or family law and produce advice for a client.

ASSESSMENT METHOD

The units are assessed through a variety of methods including the production of coursework portfolios. They will also undertake externally marked assessments based on case materials which are provided before the exam.

FUTURE OPPORTUNITIES AND CAREERS

This course enables students to plan a potential career in law. Students can continue on to complete a degree in either law or a work-based apprenticeship. Both of these routes can lead to the qualifications required to become a solicitor, barrister or legal executive. Other popular careers include the police, probation service, teaching, social work, business and accounting.

HEAD OF DEPARTMENT

Mrs J Josic

Psychology

GCE ADVANCED LEVEL

Psychology is the scientific study of people, the mind and behaviour. Studying psychology will give students an understanding of the scientific way in which behaviour is studied using a variety of approaches. Students will gain knowledge and understanding of research methods, practical research and mathematical skills. Students will learn how to analyse arguments and evidence, test hypotheses and make informed judgments as well as developing communication and problem solving skills.

YEAR 1

Students will be expected to analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the areas covered. Topics include social influence, memory, attachment, approaches such as biological explanations of behaviour and psychopathology including OCD, phobias and depression.

YEAR 2

In the second year students will learn about the issues and debates in psychology, such as freewill vs determinism and ethical implications of research studies and theory, including reference to social sensitivity. They will use these skills to evaluate and compare explanations of behaviour. Students will also study the following options; schizophrenia, aggression and cognition and development.

ASSESSMENT METHOD

There are three exams, each two hours long. Each examination will consist of shorter questions as well as longer style questions which require extended writing using an essay style format.

FUTURE OPPORTUNITIES AND CAREERS

A qualification in psychology is valuable to students considering a wide variety of careers, such as medicine, business, health and social care professions, sports management, education, the legal profession, industry and marketing. It is also ideal preparation for a degree in psychology which can lead to careers such as educational psychology, counselling, or clinical psychology.

HEAD OF DEPARTMENT

Miss K Loveless

Social Science

Sociology GCE ADVANCED LEVEL

Sociology is the study of human society. It analyses institutions such as the family, the education system and the role of religion in society. It observes the day to day experiences of people in groups, for example workers, gangs and students. It charts trends which may help us understand modern life, for example changes in the family, changing patterns of crime, changes in religious belief and church attendance. Students will learn about different sociological theories and the research methods needed to study society. They will also investigate the structures and cultures of different societies and consider cross-cultural and historical differences.

YEAR 1

Students will study units on education with research methods and families and households. They will consider issues such as how class, gender and ethnicity can impact educational attainment. The role of education in society and the impact of government policies on education is studied. They will explore the reasons for changing patterns of marriage, divorce, cohabitation and parenthood. Students also study the different methods sociologists use to collect information about society.

YEAR 2

Students study units on belief in society and crime and deviance with theory and methods. They will consider issues such as; the relationship between religious beliefs and social change, and the nature and extent of secularisation. They will look at different theories of crime, deviance, social order and control, globalisation, green crime, state crime and human rights. Students will also consider the nature of science, and debates about objectivity and value freedom.

ASSESSMENT METHOD

There are three exams, each two hours long. The exams include questions that require extended writing using an essay-style format.

FUTURE OPPORTUNITIES AND CAREERS

Many sociology graduates take up business management, marketing and advertising positions. Sociology graduates carry out research in many areas such as for charities, civil service, local authorities, and universities. National and local governments use sociologists to look at the effects of new legislation and the impact of government activity. Sociology is also useful for careers in teaching, social work, the police force, nursing, probation and journalism.

HEAD OF DEPARTMENT

Mrs S Hedgecox

Science

Applied Science BTEC LEVEL 3 EXTENDED CERTIFICATE

There are almost 5.8 million people employed in applied science occupations in the UK, equating to approximately 20% of the workforce. This BTEC National qualification is equivalent to an A level and will provide specialist, work-related learning to help students become occupationally ready to take up employment or to further their education in the applied science sector. It is designed for learners who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of higher education courses. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A-levels.

YEAR 1

Students will complete the Level 3 Certificate in Applied Science (equivalent to 0.5 of an A level). This consists of two units. Unit 1 covers principles and applications of science. This unit is externally examined and covers some of the key concepts at level 3 in biology (cells and tissue structure and function), chemistry (periodicity and properties of elements and their uses) and physics (waves in communication). Unit 2 is on practical scientific procedures and techniques. This unit is internally assessed and is an introduction to the use of standard laboratory equipment and techniques.

YEAR 2

Students will study two further units and complete the Level 3 Extended Certificate in Applied Science (equivalent to one A-level). Unit 3 covers science investigation skills. Students will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate. This is externally assessed. Unit 4 is on genetics and genetic engineering, a fascinating area of biology where massive advances have occurred in the last 30 years. Students will study the basis of life, DNA, cell division and how characteristics are inherited. This is internally assessed.

ASSESSMENT METHOD

The BTEC National Certificate is made up of 50% external examination and 50% internal assessments. The BTEC National Extended Certificate is made up of 58% external examination and assessment and 42% internal assessments. This qualification is graded – ungraded, near pass, pass, merit, distinction, distinction*.

FUTURE OPPORTUNITIES AND CAREERS

BTEC Nationals are highly regarded by universities, further education colleges and employers. Students can progress to or within employment or continue their learning within the same or related areas of study such as higher education, degree and professional development programmes such as apprenticeships. Possible career opportunities could include radiographer, forensic scientist, nurse, environmental scientist, physiotherapist, research scientist, engineer.

HEAD OF DEPARTMENT

Mr J Bruchez

Biology GCE ADVANCED LEVEL

Biology is an exciting and varied subject, covering a broad range of topics and issues that are up-to-date, relevant and challenging. The course includes a mixture of theory and practical lessons developing a wide range of scientific thinking skills with an increased emphasis on developing relevant mathematical and practical skills. Students will all complete six required practicals in year 12 and a further six in year 13, which will be assessed in the written papers.

YEAR 1

Students will learn about the building blocks of life, covering the biological molecules carbohydrates, lipids, proteins, DNA and ATP. At the same time, we study microscopes and how they can be used, learning about organelles and how cell structure relates to function. This will lead on to the ways in which tissues and organ systems exchange and transport substances and interact with their environment. Genetic inheritance, variation and immunity are also covered, combined with a range of practical and mathematical skills. We then look at plant productivity and follow the transfer of energy between organisms in ecosystems and the ways in which vital nutrients are cycled. The year finishes with sampling ecosystems, the use of statistics to interpret data and a required practical investigation into animal behaviour.

YEAR 2

The term begins with a recap of succession and environmental study techniques in preparation for a field trip to Studland. Lessons then focus on how living organisms harness energy through photosynthesis and respiration. Students move on to learn about genetics, genetic crosses, populations, evolution and speciation. Genetic analysis and the use of DNA technologies is discussed and evaluated. We then look at the ways in which organisms respond to changes in their internal and external environments including nervous and hormonal control and explain, in detail, the processes involved in muscle contraction. Time is also spent developing essay planning and writing skills in preparation for the exams.

ASSESSMENT METHOD

There are three exams, each two hours. The first covers any content from topics from year 1 while the second paper incorporates topics from year 2 work. The third paper can include questions on any content from both years including the analysis of given experimental data and a 25 mark synoptic essay on key themes taken from both years of the course.

FUTURE OPPORTUNITIES AND CAREERS

Biology supports a very wide range of career paths including business, public sector and industry. There are also many Bioscience degree related research and employment fields including: biology, bioinformatics, botany, biochemistry, conservation, dentistry, environmental science, genetics, medicine, microbiology, NHS careers (various), pharmacology, physiology, physiotherapy, veterinary science and zoology.

HEAD OF DEPARTMENT

Dr J Rowe

Science

Chemistry

GCE ADVANCED LEVEL

Chemistry is a rigorous, challenging and ultimately rewarding course that develops students' scientific skills and knowledge. The course subject content is relevant to real world experiences and will show students the value of chemistry to society and how it may be used responsibly in social, economic, environmental and technological applications. Students will develop their skills in laboratory procedures and techniques and assess the uses and limitations of these procedures. Chemistry will foster imagination and critical thinking as well as the acquisition of knowledge and intellectual discipline. It is recommended that students study maths A-level alongside chemistry or core maths.

YEAR 1

The skills studied during this chemistry qualification (logical thinking, communication, creativity, analysis, data handling and observation skills) are highly desirable to employers in all sorts of sectors. Students will study physical, inorganic and organic chemistry. Some examples of topics include: atomic structure, amount of substance, bonding, energetics, kinetics and equilibria (physical), periodicity and group chemistry (inorganic) and isomerism, alkanes, alkenes, alcohols, mechanisms and organic synthesis (organic). There will also be six required practical assignments to complete.

YEAR 2

In the second year further topics in physical, inorganic and organic chemistry will be studied. Some examples of topics include: thermodynamics, rate equations, equilibrium constants, electrode potentials, acids and bases (physical), transition metals, reactions of ions in aqueous solutions (inorganic) and aldehydes, ketones, carboxylic acids, aromatic chemistry, amines, polymers, amino acids, organic synthesis, NMR and chromatography (organic). There will also be a further six required practical assignments to complete.

ASSESSMENT METHOD

There are three exams, each two hours long. Paper 1 is 35% and covers inorganic and physical chemistry. Paper 2 is 35% and covers organic and physical chemistry. Paper 3, worth 30% covers synoptic and practical skills. Required practical endorsement – internal assessment of all 12 required practical assignments.

FUTURE OPPORTUNITIES AND CAREERS

Possible careers include nanotechnology, environmental science, sustainability, product development, forensics, drug discovery, biotechnology, marine chemistry, sales and marketing, consultancy, central and local government, business and finance, law, publishing, journalism and information technology. Chemistry is an essential course for medicine.

HEAD OF DEPARTMENT

Miss K Lewis

Physics

GCE ADVANCED LEVEL

Physics allows students to appreciate how fundamental science works and to study optional topics that particularly interest them. There are eight units in the specification – five in the first year and three in the second year. All of the units are assessed by exam. The students are also required to obtain a practical endorsement based on skills exhibited during twelve required practical assignments. A-level physics builds on the concepts and skills developed in the physics GCSE and is particularly suitable for students who have the skills and knowledge associated with GCSE physics or equivalent. Students are required to be highly numerate and must relish the challenge of undertaking one of the most academically demanding and challenging A-levels. It is recommended that students study maths alongside physics.

YEAR 1

During the first year the students will study: measurements and their errors, particles and radiation, waves, mechanics and materials, electricity, and six required practical assignments are completed for part one of the practical endorsement.

YEAR 2

During the second year of the course, students will study: further mechanics and thermal physics, fields and their consequences, nuclear physics and the final six practical activities completed as part two of the practical endorsement. In addition, the students study the astrophysics option topic.

ASSESSMENT METHOD

There are three exams, each two hours long. Paper 1 assesses the first year topics plus periodic motion. Paper 2 assesses the second year content, not including periodic motion. Paper 3 assesses the practical skills aspect of the course, and the astrophysics option. The practical endorsement, assessed by teaching staff, is judged against the five competencies criteria, which are assessed in the twelve required practical assignments.

FUTURE OPPORTUNITIES AND CAREERS

Physicists continue to be employed in a wide range of professions. They are particularly attractive to employers due to their high level of numeracy and their well developed problem solving skills. Possible careers paths could be: research scientist, engineering, banking, physics teacher. In fact, most professions value the numeracy and cognitive reasoning skills of a successful physics student.

HEAD OF DEPARTMENT

Dr T Rand

Sixth Form

