

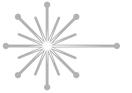
THE PRIORY ACADEMY  
**LSST**

---

SIXTH FORM PROSPECTUS



The Priory Academy LSST Sixth Form is part of The Priory Federation of Academies Trust. The Trust's mission is "To improve the life chances of our students so they become true citizens of the world" through the core values of Wisdom, Curiosity, Generosity, Courage and Passion.



# WELCOME TO THE PRIORY ACADEMY LSST SIXTH FORM

Thank you for expressing an interest in The Priory Academy LSST Sixth Form. Our motto *'Courage and Courtesy'* is clearly evidenced in the way our students commit to their studies and the wider academy community.

The Priory Academy LSST Sixth Form is one of the largest in England, and consequently is able to offer a truly impressive range of courses and enrichment opportunities. Our Sixth Form is set within a stimulating learning environment, with access to specialist staff and state-of-the-art facilities. The Robert de Cheney Boarding House provides an additional dimension, offering full-time exclusive post-16 boarding for 60 students.

While our Sixth Form is unique in many ways and forms its own identity, it is also fully integrated within the ethos of the whole academy. Our academy motto and values are clearly evident throughout our Sixth Form and within our individual students. It is exciting to see our Sixth Form students demonstrating courage and courtesy on a daily basis, while at the same time seeking to be aspirational, inspirational, respectful, resilient and innovative. In so

doing, they develop both academically and socially, and become well-rounded, successful young adults.

We see the Sixth Form as an intensive, exhilarating and life-enhancing time. All our students are fully supported in every area of their academy experience, from course choices and advice on how to study independently to individual guidance through their university applications. Alongside academic support, the emotional well-being of our students is our highest priority. All areas of each student's education, health, safety and security are monitored and enriched within a pastoral, tutorial and academic structure designed to meet each individual's needs.

Students choose our Sixth Form knowing that it is already an established route to successful university application. Oxbridge, Russell Group universities and British medical

schools all feature strongly among the large number of our university destinations.

Our students leave our Sixth Form with excellent qualifications, a greater understanding of how they can contribute to the wider community and a desire to take on the next exciting challenge in their lives.

We look forward to working with you during this important time. We believe that The Priory Academy LSST Sixth Form is a unique and exceptional place to study. We are confident you will agree.

**J Hopkinson**, Headteacher



# THE PRIORY ACADEMY LSST VALUES

## ASPIRATION

**Instilling an attitude of hard work and determination in pursuit of our goals.**

We have a national reputation for academic excellence and our aspirational emphasis helps students progress to the country's top performing universities including Oxbridge and the rest of the Russell Group. There is a genuine emphasis on academic study which is understood and appreciated by our Sixth Formers. Students are expected to study three subjects in the Sixth Form and they also have the opportunity to complete the Priory Baccalaureate, which incorporates the Extended Project Qualification, as well as recognises personal sporting and artistic achievements together with volunteering and work experience. To support our academic ethos all students are expected to undertake two study periods per week in our dedicated, purpose-built study suites.



## INSPIRATION

**Developing an enthusiasm for learning and igniting imagination to become our best.**

We have clear expectations in both teaching and learning in order to give all students the opportunity to fulfil their potential. We embrace new educational ideas and thinking as a means of improving student learning. The majority of our Sixth Form students will progress to Higher Education. The process starts in the Lower Sixth when students have the opportunity to visit universities or join the early entry groups. We also have excellent systems in place to support students and families throughout their Higher Education application.





## RESPECT

**Fostering a tolerant, helpful and polite approach to each other and the environment.**

We encourage our students to hold positions of responsibility and there are many to which our young people can aspire. The highest honour is to represent the Academy as Head Boy or Head Girl. We also offer the Introduction to Teaching scheme, peer mentoring, the role of House Prefect, the Duke of Edinburgh Award and the Combined Cadet Force. Many of our Sixth Form students also complete work with the National Citizenship Service within the county.

The Student Council at the Academy is both active and productive. It informs academy decision-making and its members are called upon to support the work of the Academy in the wider community. This sense of ownership serves to instil in our students a level of respect for their environment and an awareness of the positive impact they can have both on their own lives and within the local community.



## RESILIENCE

### **Encouraging positive well-being and self-esteem.**

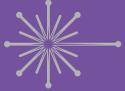
All students have a Form Tutor with whom they meet on a daily basis. With their tutor they cover an Awareness programme that covers health and well-being, relationships and living in the wider world. We aim to equip students to develop a resilience and understanding for the next phase of their education or employment. Students and their Form Tutors are supported by a Head of Year, Sixth Form Manager, Student Pathways Advisor, Attendance Officer, an independent Careers Advisor and a Senior Academic Tutor. The Sixth Form team also develops and maintains close links with the families and carers of our students to assist them in supporting their child to achieve their aspirations.



## INNOVATION

**Nurturing confidence and bravery to embrace new challenges.**

Students are encouraged to participate fully in all that the Academy has to offer. There are many extra-curricular activities to pursue across a wide range of subject areas and for all standards of ability. To support both their curriculum and personal development, there are numerous trips and residential visits in which students can participate. These range from Art experiences in London or Florence, Physics trips to CERN or completing a project abroad with World Challenge.



## THE PRIORY ACADEMY LSST

### ADDRESS

St Katherine's House, Cross O'Cliff Hill,  
Lincoln LN5 8PW

### TELEPHONE

01522 889977

### EMAIL

generalenquiries@priorylsst.co.uk  
boarding@prioryacademies.co.uk

### WEBSITE

[www.priorylsst.co.uk](http://www.priorylsst.co.uk)

### HEADTEACHER

Mrs J Hopkinson

### HEAD OF BOARDING

Mr J Nuttall

### THE PRIORY FEDERATION OF ACADEMIES TRUST CHIEF EXECUTIVE

Mr I Jones  
Priory House, Cross O'Cliff Hill,  
Lincoln LN5 8PW

### THE PRIORY FEDERATION OF ACADEMIES TRUST CHAIR OF TRUSTEES

Mr H Gee  
Priory House, Cross O'Cliff Hill,  
Lincoln LN5 8PW





# THE PRIORY ACADEMY LSST GENERAL INFORMATION

## 16 - 19 BURSARY FUND

There is a small fund of money available to the Academy to assist students who may struggle financially. This money is available if the student fulfils certain criteria which are detailed on the Bursary application form, available during the Autumn term.

## HOLIDAYS

In line with government and whole school policy, we are unable to authorise absence for holidays unless there are exceptional circumstances. Parents/carers who believe their circumstances are exceptional are asked to submit a letter to the Headteacher outlining the reasons for their request.

## SMOKING

The Priory Academy LSST has a no smoking policy which must be respected by all. Students may not smoke on any part of the premises or in the immediate vicinity of the Academy.

## BOARDING

For those students interested in Sixth Form Boarding, further information is provided in the Boarding prospectus and on the Academy website, under "Boarding".

## POLICIES

All policies and further information on life in the Sixth Form can be found on the Academy website.

## THE PRIORY BACCALAUREATE

The purpose of the Baccalaureate is to provide a framework for all students which recognises the full range of their achievements and learning experiences including academic, technical and vocational qualifications and personal development. It is designed to be inclusive and challenging for all. The Priory Baccalaureate is a framework for a range of qualifications and experiences that our students work towards rather than a qualification in itself. It has three key components:

**1. Core Learning** - This would be three or more A Levels or BTEC courses for the Advanced Baccalaureate.

**2. Personal Development Programme** - This is an Academy-devised programme that allows students to develop a range of skills and personal qualities through personal challenge, cultural, community and physical activities involving 150 hours of activity over two years.

**3. A Personal Project** - This is an accredited project (EPQ) that gives students the opportunity to pursue an in-depth study of an area of interest.

We will work with the National Baccalaureate Trust to help establish standards for the depth and quality of each component so that universities and potential employers can see the full range of our students' achievements.



# THE PRIORY ACADEMY LSST DRESS CODE

## STANDARDS OF DRESS FOR SIXTH FORM STUDENTS

One of the core values at The Priory Academy LSST is Aspiration. We instil an attitude of hard work and determination in our students and this is reflected in our professional formal office dress code.

We want to prepare our students for work, present them as role models for the lower school and send them out as ambassadors within the wider Academy community.

**Students and parents choose to attend The Priory Academy LSST in the full knowledge of what our Dress Code requires of Sixth Form students.**

Students should wear a **two-piece business suit** that can consist of:

- Jacket and skirt of knee length.
- Jacket and dress of knee length.
- In addition: Jacket and tailored trousers at ankle length.
- Tailored short or long-sleeved shirt with tie should be worn tucked in.
- Blouses and other smart tops without logos that maintain modesty are suitable for Sixth Form dress.
- Shoes or boots should cover the foot at the front and back.

- Hairstyles should be in accordance with smart business dress. Extreme hairstyles and shaved hair less than a Number 2 cut are not permitted.
- The Academy is responsible for ensuring that jewellery worn does not pose a risk to those on site. Jewellery worn should be kept to a minimum. Rings, studs and stretchers should not be in eyebrows, the tongue, nose, lip or chin.

**The student lanyard should be worn at all times as part of our safeguarding protocols for all those on site.**

If there is debate about an item of clothing, the Headteacher's decision on the matter will be final.



# THE PRIORY ACADEMY LSST

## THE ACADEMY YEAR 2019-2020

<b>Module 1</b>	<p>Wednesday 4<sup>th</sup> September 2019 to Friday 18<sup>th</sup> October 2019  <i>Holiday: Saturday 19<sup>th</sup> October 2019 to Sunday 27<sup>th</sup> October 2019</i>            Please note that pupils will return to school as part of a 'staggered start'</p> <p><b>Wednesday 4<sup>th</sup> September: Years 7 &amp; 12 return</b>  <b>Thursday 5<sup>th</sup> September: Years 8-11 &amp; 13 (along with Years 7 &amp; 12)</b></p>
<b>Module 2</b>	<p>Monday 28<sup>th</sup> October 2019 to Thursday 19<sup>th</sup> December 2019  <i>Holiday: Friday 20<sup>th</sup> December 2019 to Sunday 5<sup>th</sup> January 2020</i>  <i>Includes Public Holidays: 25<sup>th</sup> December (Christmas Day), 26<sup>th</sup> December (Boxing Day), 1<sup>st</sup> January (New Year's Day)</i></p>
<b>Module 3</b>	<p>Tuesday 7<sup>th</sup> January 2020 to Friday 14<sup>th</sup> February 2020  <i>Holiday: Saturday 15<sup>th</sup> February 2020 to Sunday 23<sup>rd</sup> February 2020</i></p>
<b>Module 4</b>	<p>Monday 24<sup>th</sup> February 2020 to Friday 3<sup>rd</sup> April 2020  <i>Holiday: Saturday 4<sup>th</sup> April 2020 to Sunday 19<sup>th</sup> April 2020</i>  <i>Includes 2 Public Holidays: Friday 10<sup>th</sup> April (Good Friday) and Monday 13<sup>th</sup> April (Easter Monday)</i></p>
<b>Module 5</b>	<p>Monday 20<sup>th</sup> April 2020 to Friday 22<sup>nd</sup> May 2020  <i>Includes 1 Public Holiday: Monday 4<sup>th</sup> May - May Day Bank Holiday</i>  <i>Holiday: Saturday 23<sup>rd</sup> May 2020 to Sunday 31<sup>st</sup> May 2020</i>  <i>Includes 1 Public Holiday: Monday 25<sup>th</sup> May - Spring Bank Holiday</i></p>
<b>Module 6</b>	<p>Monday 1<sup>st</sup> June 2020 to Friday 17<sup>th</sup> July 2020</p>



# THE PRIORY ACADEMY LSST SUBJECTS OFFERED

We offer a wide variety of courses, across a full range of curriculum areas. Although the courses appear in the prospectus in alphabetical order, here we show them in their curriculum groups. Please note that these are not option columns but simply show subjects in complementary sub-groups.

## SCIENCE SUBJECTS

Biology  
Chemistry  
Mathematics  
Further Mathematics  
Core Mathematics  
Physics

## TECHNOLOGY SUBJECTS

Product Design  
Textiles

## INFORMATION TECHNOLOGY SUBJECTS

Computer Science

## CREATIVE ARTS SUBJECTS

Art, Craft and Design  
Art and design - 3D design  
Art and design - Photography  
Art - Textile design

Dance  
Music  
Theatre Studies

## BUSINESS AND FINANCE SUBJECTS

Applied General Business  
Business  
Economics

## HEALTH AND SPORT SUBJECTS

Physical Education

## LANGUAGES SUBJECTS

French  
German

## ARTS AND HUMANITIES SUBJECTS

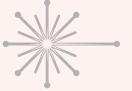
English Literature  
English Language  
Extended Project

Film Studies  
Geography  
Government and Politics  
History  
Philosophy  
Psychology  
Religious Studies  
Sociology

## VOCATIONAL - BTEC AND TECH LEVEL

Applied Science  
Engineering  
Health and Social Care  
Information Technology  
Sport

*Please note that a course may not run if there are insufficient student numbers.*



# THE PRIORY ACADEMY LSST JOINT OFFER

The Priory Federation of Academies boasts excellent post-16 provision in Lincoln. It has Sixth Forms at the Priory Academy LSST, Witham Academy and Lincoln Academy which all offer a mixture of academic and vocational courses. As well as the Sixth Forms, we are able to offer an exciting range of occupational courses through Priory Training.

The close proximity of the academies means that we are able to offer to all students regardless of the Academy at which they are based; thus we are able to increase the options available to all students whilst in the Sixth Form.

In this way we can maximise the range of courses from which a student can choose and introduce further vocational and occupational options.

A student based at the Priory Academy LSST, for example, might study two of their courses at the Priory Academy LSST and another course at one of the other academies.

Students will be notified in advance if the course they have chosen is to be offered on a different site to the academy at which they are based.

The academy will provide transport to and from the site where the course is running for the duration of the course.

The availability of courses will very much be driven by, but also limited by, the demand across all academies and timetabling restrictions, so the offer may vary from what is published here. Parents and students will be informed if a course is to be offered on a different site.



# HOW DO I CHOOSE MY A LEVELS?

Most students opt for three A Levels. It is always advisable to choose subjects that complement each other and demonstrate to universities and employers that you have a range of skills that are relevant to the course/job you are applying for.

## THE SUBJECTS YOU CHOOSE SHOULD REFLECT

- Your interests and subjects that you enjoy
- Any career aspirations you have (*have you researched what the requirements are?*)
- Your best chances of success (*do you prefer all exam based subjects or some subjects with coursework and examinations, such as BTECs?*)

Some subjects are deemed to be facilitating subjects, in that they offer better preparation for students aiming to apply for courses at Oxbridge and Russell Group universities. If students wish to apply to these universities, it is advised that they study at least two of these subjects. The facilitating subjects we offer are:

- |                           |                             |                |
|---------------------------|-----------------------------|----------------|
| <b>ENGLISH LITERATURE</b> | <b>GERMAN</b>               | <b>PHYSICS</b> |
| <b>HISTORY</b>            | <b>MATHEMATICS</b>          | <b>BIOLOGY</b> |
| <b>GEOGRAPHY</b>          | <b>FURTHER MATHEMATICS*</b> |                |
| <b>FRENCH</b>             | <b>CHEMISTRY</b>            |                |

\*Can be done as a fourth subject.  
Some common options are shown below. This list is not exhaustive and university prospectuses are the best places to obtain up to date advice on which combinations of courses to choose.

AREAS OF STUDY	COMBINATION MIGHT FOCUS ON	RUSSELL GROUP PREFERENCES
Medical - Medicine, Veterinary medicine, Dentistry, Biomedical	Chemistry, Biology	Chemistry, Biology
Other Medical - Nursing, Physiotherapy, Pharmacy	Health and Sports/ Science subjects	Biology
Engineering (Civil, Chemical, Mechanical) and Construction	Technology/IT/Science subjects	Mathematics, Further Mathematics, Physics, Chemistry
Business and Finance	Business and Finance/Arts/ science Subjects	Mathematics
Law	Business and Finance/Arts subjects	History, English Literature
Architecture	Technology/IT/Arts subjects	Art, Mathematics
Health and Sport	Health and Sport/Science/ Dance subjects	Biology
Languages	Language subjects	Languages
Theatre, Drama	Creative Arts/Arts/health and Sport subjects	History, English Literature
Art and Design	Creative Arts/Technology subjects	Art subjects
English/Liberal Arts/Humanities	Arts/Business and Finance/ Language subjects	History, Geography, English Literature, Languages



# ENTRY REQUIREMENTS

COURSE	COURSE ENTRY MINIMUM REQUIREMENTS
<b>All A Level courses or Level 3 Applied courses</b>	<b>Grades for the best English result (Literature or Language) and Mathematics must total 9 for all students. Any students with a grade lower than 4 in English Language or Mathematics will need to re-sit the GCSE in Year 12.</b>
<b>Art Craft and Design, 3D Design, Textile Design</b> A Level Examination - 40% Coursework - 60%	<b>GCSE Art grade 4 or above</b> Candidates with strong drawing skills and a keen interest in Art and Design, along with an experimental approach to developing ideas and independent study skills, will also be considered (an interview with a portfolio may be required).
<b>Art and Design Photography</b> A Level Examination - 40% Coursework - 60%	<b>GCSE Art grade 4 or above</b> Candidates with strong creative skills and evidence of a keen interest in Photography and digital image and film making, along with an experimental approach to developing ideas and independent study skills, will also be considered. It is helpful if students have their own cameras.
<b>Biology</b> A Level Examination - 100%	<b>GCSE Biology grade 6 or above</b> <b>GCSE Combined Science grade 6 or above</b>
<b>Business</b> A Level Examination - 100%	<b>GCSE English grade 5 or above</b> Applied Business or Business Studies desired but not essential.
<b>Chemistry</b> A Level Examination - 100%	<b>GCSE Science grade 6 or above</b> Grade 7 in the Chemistry units of Core and Additional Science examinations desirable.
<b>Computer Science</b> A Level Written examination - 40% Practical programming examination - 40% Coursework - 20%	<b>GCSE Mathematics grade 6 or above</b> Computer Science is preferred but not essential.
<b>Dance</b> A Level Written Examination - 50% Practical Coursework Examination - 50%	<b>GCSE English grade 5</b> GCSE Dance, or BTEC in Dance/Performing Arts, preferred but not essential. Experience of performance or dance class highly desirable.



COURSE	COURSE ENTRY MINIMUM REQUIREMENTS
<b>Design and Technology: Product Design</b> A Level Examination - 50% Coursework - 50%	<b>GCSE Design and Technology grade 5</b> is desirable but not essential.
<b>Design and Technology: Fashion and Textiles</b> A Level Examination - 50% Coursework - 50%	<b>GCSE Textiles is desirable.</b>
<b>Drama and Theatre</b> A Level Theatre Workshop Moderation - 20% Text in Action assessed by visiting examiner - 40% Written examination - 40%	<b>GCSE Drama grade 5 or GCSE English grade 5</b> and a strong interest in the world of theatre.
<b>Economics</b> A Level Examination - 100%	<b>GCSE Economics, Business or English grade 6</b> or above.
<b>English Language</b> A Level Examination - 60% Coursework - 40%	<b>GCSE English Language grade 6</b>
<b>English Literature</b> A Level Examination - 80% Coursework - 20%	<b>GCSE English Language or Literature grade 6</b>
<b>Film Studies</b> A Level Examination - 70% Coursework - 30%	<b>GCSE English Language or Literature Grade 5</b> Skills, including analysis of sources/texts, learned from GCSE History would also be beneficial.
<b>French</b> A Level Examination - 100%	<b>GCSE French grade 6</b>
<b>Further Mathematics</b> A Level Examination - 100%	<b>GCSE Mathematics grade 7</b> and a desire to extend your understanding of Mathematics in a wide range of applications.



COURSE	COURSE ENTRY MINIMUM REQUIREMENTS
<b>Geography</b> A Level Examination - 80% Coursework - 20%	<b>GCSE Geography grade 6</b> or above is preferable. A grade 6 in GCSE Mathematics and English is desirable.
<b>German</b> A Level Examination - 100%	<b>GCSE German grade 6</b>
<b>Government and Politics</b> A Level Examination - 100%	<b>GCSE History or English grade 6</b>
<b>History</b> A Level Examination - 80% Coursework - 20%	<b>GCSE History or English grade 6</b>
<b>Mathematics</b> A Level Examination - 100%	<b>GCSE Mathematics grade 7.</b> Some students with a grade 6 who have performed well on key topics in the final examinations may be able to gain a place. Students are advised to work on a summer preparation pack.
<b>Core Mathematics</b> AS Level Examination - 100%	<b>GCSE Mathematics grade 5</b>
<b>Music</b> A Level Examination - 40% Coursework - 60%	<b>Instrumental or vocal ability required,</b> GCSE music preferred but not essential.
<b>Philosophy</b> A Level Examination - 100%	<b>GCSE RE grade 6</b>
<b>Physical Education</b> A Level Examination - 70% Non-Examined Assessment - 30%	<b>GCSE PE and Science grade 6.</b> Students should also have a very keen interest in physical activity and the world of sport. Students should compete to an elite level in their chosen sport or have significant experience of coaching their sport.
<b>Physics</b> A Level Examination - 100%	<b>GCSE Science/Additional Science or Physics and Mathematics grade 6.</b> Grade 7 in the Physics units of Core and Additional Science examinations desirable.



COURSE	COURSE ENTRY MINIMUM REQUIREMENTS
<b>Psychology</b> A Level Examination - 100%	<b>GCSE English grade 6 and GCSE Mathematics grade 5</b>
<b>Religious Studies</b> A Level Examination - 100%	<b>GCSE RE grade 6</b> (full or short course).
<b>Sociology</b> A Level Examination - 100%	<b>GCSE English, History or Geography grade 6</b>
<b>Applied Science</b> BTEC National Extended Certificate External assessment - 60% Coursework - 40%	<b>GCSE Science grade 5 (combined or separate)</b>
<b>Business</b> Applied General Certificate Examination - 50% Coursework - 50%	<b>GCSE English grade 5 or above</b>
<b>Engineering</b> Tech Level Diploma in Mechatronics/Foundation in Engineering Coursework - 75% Examination - 25%	<b>General GCSE English and Mathematics Sixth Form entry criteria</b>
<b>Health and Social Care</b> BTEC National Extended Certificate Examination - 60% Coursework - 40%	<b>General GCSE English and Mathematics Sixth Form entry criteria</b>
<b>IT</b> BTEC Level 3 National Extended Certificate in Information Technology Examination - 50% Coursework - 50%	<b>General GCSE English and Mathematics Sixth Form entry criteria and Level 2 IT</b> qualification such as the Cambridge National Certificate in ICT or ECDL. Some experience of building databases and creating digital multimedia components is desirable.
<b>Sport</b> BTEC National Level 3 Foundation Diploma Externally assessed - 30% Internally assessed - 70%	<b>GCSE PE grade 6 or General GCSE English and Mathematics Sixth Form entry criteria</b>
<b>Extended Project Qualification EPQ</b> 100% moderated course work	Students apply to take this additional qualification upon entering Sixth Form.



# A LEVELS





*‘Never have I been more attentive than in an art class!’*

Art Student

**COURSE:** ART CRAFT AND DESIGN, 3D DESIGN, TEXTILE DESIGN (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 40% - COURSEWORK 60%

**PRE-REQUISITE RECOMMENDATIONS:** GCSE Art grade 4 or above. Candidates with strong drawing skills and a keen interest in Art and Design, along with an experimental approach to developing ideas and independent study skills, will also be considered (an interview with a portfolio may be required).

# ART: CRAFT AND DESIGN 3D DESIGN, TEXTILE DESIGN

## DESCRIPTION OF COURSE

Initially students are offered a short foundation course that provides opportunities to develop practical skills and understanding in:

- Drawing, Painting and Design: pencil, pen & ink, pastel, charcoal, paint and mixed-media,
- 3D Sculpture: construction in clay, plaster/mod roc, wood, card, papiermâché etc,
- Textiles and Printing: screen printing, batik, lino cuts, texture surface printing,
- Photography: digital imagery and manipulation,
- Contextual studies: the study of artists and art movements from ancient art to contemporary art will form an integral part of the practical

course and students are encouraged to develop analytical and evaluative skills through group discussions and written tasks.

- Coursework forms 60% of the assessment, while examined units have set times of 15 hours for A Level.

## ENRICHMENT OPPORTUNITIES

The department offers a range of activities including workshops with visiting artists within and outside school. Studios are available after school for independent practical work.

Students visit the London galleries annually and make interim visits to local galleries. A bi-annual

residential visit for Year 12 and 13 gives students a broader experience of art and culture. In recent years we have visited Paris, Barcelona and Florence.

## WHY STUDY ART?

The study of Art and Design provides students with a visual literacy and the opportunity to develop their own creativity, practical, analytical and independent learning skills. Personal and social issues are expressed through the Arts and students are encouraged to articulate their ideas verbally and visually.

Art and Design can lead to higher education courses and careers in fine art, graphic design,

textiles / fashion, 3D / product design, advertising and marketing, leisure industries, planning, arts promotion / administration, galleries, community arts and education, architecture, art history, computer graphics, film / TV / audio visual, illustration, industrial design, interior design, photography, ceramics, theatre / wardrobe / stage design, etc.

Please be aware that students work may be kept by the Academy to be used as exemplar material or to be placed on display after the course has been completed.



**COURSE:** ART AND DESIGN: PHOTOGRAPHY: LENS BASED AND LIGHT-BASED MEDIA (AGA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 40% - COURSEWORK 60%

**PRE-REQUISITE RECOMMENDATIONS:** GCSE Art grade 4 or above. Candidates with strong creative skills and evidence of a keen interest in Photography and digital image and film making, along with an experimental approach to developing ideas and independent study skills will also be considered. It is helpful if students have their own cameras.

*‘ I love how we explore different techniques and artists, there is so much more to this subject than just taking photos. ’*

**Art Student**

# ART: PHOTOGRAPHY

## DESCRIPTION OF COURSE

Critical and contextual study of Film and Photography is explored in this A Level. The study of Photography: lens based media, provides students with a broad cultural experience and the opportunity to develop their own creativity and practical skills using photographic and digital media. Personal and social issues are expressed through the Arts and students are encouraged to articulate their ideas verbally and visually. Coursework forms 60% of the assessment, while examined units have set times of 15 hours for A Level.

## ENRICHMENT OPPORTUNITIES

The department offers a range of activities including workshops with visiting film / animation artists within and outside school. Studios and the ICT Suite are available after school for independent practical work. Students visit the London galleries annually and make interim visits to local galleries. A bi-annual residential visit for Year 12 and 13 gives students a broader experience of art and culture. In recent years we have visited Paris, Barcelona and Florence.

## WHY STUDY PHOTOGRAPHY?

Art and Design can lead to higher education courses and careers in Photography, graphic design, fashion, journalism, advertising and marketing, leisure industries, planning, arts promotion / administration, galleries, community arts and education, computer graphics, film / TV / audio visual, illustration.

Please be aware that students work may be kept by the school to be used as exemplar material or to be placed on display after the course has been completed.



*‘There are fantastic learning facilities, and very enthusiastic teachers!’*

**Biology Student**

**COURSE:** BIOLOGY (PEARSON BIOLOGY B)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE Biology grade 6 or above

GCSE Combined Science grade 6 or above

# BIOLOGY

## DESCRIPTION OF COURSE

In the first year, students will study the following modules:

- Topic 1: Biological Molecules
- Topic 2: Cells, Viruses and Reproduction of Living Things
- Topic 3: Classification and Biodiversity
- Topic 4: Exchange and Transport

In the second year, students will study;

- Topic 5: Energy for Biological Processes
- Topic 6: Microbiology and Pathogens
- Topic 7: Modern Genetics
- Topic 8: Origins of Genetic Variation
- Topic 9: Control Systems
- Topic 10: Ecosystems

## ENRICHMENT OPPORTUNITIES

Tutoring is available for the Biomedical Admission Test (BMAT) and UK Clinical Aptitude Test (UKCAT).

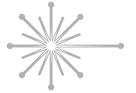
## WHY STUDY BIOLOGY?

Saving threatened species, studying microbes, growing organic plants for food, curing diseases: the 21st Century offers many challenges to a biologist. Which ones are you interested in?

New knowledge in areas such as genetics, molecular biology, the environment and marine science have effects on human society and the environment all over the planet. The world moves quickly. In order to move with it and participate fully, people need to be “in the know”.

Studying Biology gives you the skills and opportunities to advance human knowledge and understanding in today’s world, in order to make a difference to tomorrow’s world.

If you are thinking about a career which follows up an interest in Biology, the choice is extensive and there is something to suit everyone whether you prefer working indoors or outdoors, on your own or as part of a team, with plants, animals, or people, or with a mixture of all these.



**COURSE:** BUSINESS (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE English grade 5 or above

Applied Business or Business Studies desired but not essential



*‘Involves a lot of team work and we get on really well with the teachers’*

**Business Studies Student**

# BUSINESS

## DESCRIPTION OF COURSE

The course encourages candidates to develop a critical understanding of the internal functions of businesses, external factors, decision making, choosing strategies and stakeholder perspectives.

Topics studied include:

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance

- Decision making to improve financial performance
- Decision making to improve human resource performance
- Analysing the strategic position of a business (A Level only)
- Choosing strategic direction (A Level only)
- Strategic methods: how to pursue strategies (A Level only)
- Managing strategic change (A Level only)  
Students sit three external examinations at the end of two years of study. Each examination has equal weighting.

## ENRICHMENT OPPORTUNITIES

Students may have the opportunity to meet visiting speakers and to work with real businesses to ensure a full and real insight into business operations.

## WHY STUDY BUSINESS?

The skills of this course are in demand and are greatly valued by universities and employers. The coverage of topical events equips students with a greater understanding of key issues. The course leads to a broad base of further courses and careers including accounting, management, sales, marketing and retail.



**COURSE:** CHEMISTRY (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION - 100%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE Science grade 6 or above  
Grade 7 in the Chemistry units of Core and Additional Science examinations desirable

*‘ A wide range of real life applications; it is so useful for the real world. It is really practical based and engaging. ’*

**Chemistry Student**

# CHEMISTRY

## DESCRIPTION OF COURSE

The course is tailored to follow on from GCSE Science, developing knowledge and understanding to provide a pathway to further study in many areas.

In the first year students study;

- Atomic structure; amount of substance; bonding; energetics; kinetics; equilibria and Le Chatelier's principle; REDOX; periodicity; Group II Metals; the Halogens; introduction to organic chemistry; alkanes; haloalkanes; alkenes; alcohols; organic analysis.

In the second year student Study;

- Thermodynamics; rate equations, equilibrium constant,  $K_c$ ; electrode potentials; acids and bases; properties of the Period 3 elements

and their oxides; transition metals; reactions of ions in aqueous solution; optical isomerism; aldehydes and ketones, carboxylic acids and their derivatives; aromatics; amines; polymers; amino acids, organic synthesis; nuclear magnetic resonance and chromatography.

There are a minimum of 12 practical exercises that must be carried out during the course and these will be examined in the three end of course examinations.

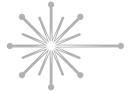
## ENRICHMENT OPPORTUNITIES

The Chemistry Olympiad, from the Royal Society, is carried out with the Sixth Form. Tutoring is available for the Biomedical Admissions Test (BMAT) and UK Cogitative Ability Test (UKCAT).

## WHY STUDY CHEMISTRY?

Chemistry is the central science and impacts on all facets of our lives. An understanding of Chemistry is necessary to all other sciences from astronomy to zoology. Chemistry is concerned with all aspects of molecules, their physical and chemical properties, their composition and structure, their synthesis and use in the 21st century. A Chemistry-based degree gives you an excellent qualification for a wide career choice within science, industry or commerce. A Chemistry graduate is numerate, analytical, and practical and has good problem solving, presentation and communication skills.

Jobs are to be found in small, medium and multinational chemical companies as well as in business, banking, accountancy, marketing, advertising, teaching, and the IT sector.



*‘I enjoy Computer Science because it is very heavily based on problem solving. We also learn in detail about what the essence of computing is. To me, computing is fun.’*

Computer Science Student

**COURSE:** COMPUTER SCIENCE (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** WRITTEN EXAMINATION 40%  
PRACTICAL PROGRAMMING EXAMINATION 40%  
COURSEWORK 20%

**PRE-REQUISITE RECOMMENDATIONS:** GCSE Mathematics grade 6 or above. Computer Science is preferred but not essential.

# COMPUTER SCIENCE

## DESCRIPTION OF COURSE

This is a technical course which focuses on problem solving using various software tools as well as studying the underlying principles of computer systems.

In the first year students study;

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems

- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking

In the second year students study;

- Fundamentals of databases
- Big Data
- Fundamentals of functional programming
- Systematic approach to problem solving
- Non-exam assessment - the computing practical project

## WHY STUDY COMPUTER SCIENCE?

The course is an excellent chance to learn or extend programming and problem solving skills. Learn to create useful applications and games.

A Level Computer Science is good preparation for many university courses including Computer Science, Software Engineering, Computer Games Design and Business Computing. It can also lead to careers in programming and technical support.



**COURSE:** DANCE (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**

WRITTEN EXAMINATION - 50%

PRACTICAL COURSEWORK EXAMINATION - 50%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE Dance, or BTEC in Dance/Performing Arts



*‘ It is not just classical ballet, it has a great balance between practical and theory. You learn about the history and its relationship to the modern day. ’*

**Dance Student**

# DANCE

## DESCRIPTION OF COURSE

This Advanced Level course is designed to give students the opportunity to explore a wide range of Dance styles in both practical and theoretical contexts. It encourages candidates to broaden their knowledge and understanding of dance, by looking at a range of dance works and choreographers from a variety of genres and styles, in order to inform their own work and their appreciation of dance as an art form.

Study at Advanced level provides the opportunity to gain in-depth knowledge of specific study areas and professional works, as well as connecting

areas of practice with their own developing skills and theoretical understanding. This provides a suitable foundation for study in higher education and for employment.

Students will study;

- Rambert Dance Company
- The Independent Contemporary Dance Scene in the UK
- Rooster by Bruce and Sutra by Cherkaoui
- Group choreography
- Performance as a soloist and within a quartet

## ENRICHMENT OPPORTUNITIES

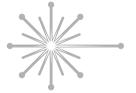
Participation in a number of performances and dance shows both in and out of school. Dance leadership awards. Dance mentoring.

## WHY STUDY DANCE?

There are many reasons to consider studying Dance - the diversity of opportunities for Dance graduates is growing continually. Studying Dance not only helps to increase your skills and knowledge of dancing, but also helps you to develop your range of creative, interactive, negotiating, presentation, team-building, decision making and entrepreneurial skills.

Research has demonstrated that the arts provide a unique form of learning which enhances life skills and builds confidence.

Dance is an exciting and challenging art form - as an arts graduate you will be invaluable, not only to the arts, but to all activities in society. The content allows candidates to study a subject which can be extended through higher education and promotes a healthy lifestyle, through awareness of the importance of exercise and training.



*‘It is focused around problem solving which I find quite a lot of fun.’*

Product Design Student

**COURSE:** DESIGN AND TECHNOLOGY:  
PRODUCT DESIGN (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**  
EXAMINATION - 50% COURSEWORK - 50%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE Design and Technology grade 5 is desirable but not essential.

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN

## DESCRIPTION OF COURSE

Advanced Level Design and Technology provides an opportunity for students to engage in practical problem solving activities, combining theoretical understanding of materials and manufacturing processes with designing quality products. The first year involves a product investigation, and a designing and making assignment.

The course allows students to develop a range of skills and outcomes in the first year which demonstrate their creativity and then apply these

to a design in order to create a commercially viable project. In the second year, the students focus on developing their knowledge and understanding of a range of modern design and manufacturing processes and contemporary design issues. The students are required to design and make a product of their choice supported by a design folder.

## ENRICHMENT OPPORTUNITIES

Students who choose GCE Design and Technology have the opportunity to further

develop their interest in design by using the department's impressive CAD CAM facilities and apply this to their own coursework projects. There could be an opportunity for gifted and talented design students to apply for the prestigious Arkwright scholarship to support their studies.

## WHY STUDY DESIGN AND TECHNOLOGY: PRODUCT DESIGN?

Students at the school have studied Design and Technology to follow careers in Product and Graphic Design, Architecture, and a range

of Engineering disciplines. Students sometimes choose Design and Technology as a third A Level in their combination to demonstrate their problem solving, creativity and communication skills.



**COURSE:** DESIGN AND TECHNOLOGY:  
FASHION AND TEXTILES (OCR)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**  
EXAMINATION 50% - COURSEWORK 50%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE Textiles is desirable.



*‘ I love Textiles because there is a lot of freedom in the products you get to create. It is not just fashion, and it includes interior design, costume and accessories. ’*

**Fashion and Textiles Student**

# DESIGN AND TECHNOLOGY: FASHION AND TEXTILES

## DESCRIPTION OF COURSE

A Level Fashion and Textiles provides an excellent opportunity for students to carry out research and develop their own designs to create exciting products. Students will gain a wide range of specialist textiles skills such as sublimation printing, stencil and silkscreen printing, appliqué, embroidery, free machine embroidery, embellishment and felt making to name a few, resulting in a fashion or interior based end product. In the second year students will employ

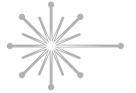
the skills they have learnt in the first year to specialise and develop an independent project. Students will learn to appreciate the complex relations between design, materials, manufacture and marketing.

## WHY STUDY FASHION AND TEXTILES?

Textiles is an excellent choice for student interested in Fashion Design, Interior Design, Textile Art, Fashion Journalism, Styling, Fashion Retailing, Costume Design for Theatre and Film and/or

Fashion Illustration. While many students do go on to follow design related courses in higher education, this course is by no means only for students wishing to pursue a career in fashion or textiles.

The course offers a wide range of opportunities to enhance and develop aesthetic awareness together with creative thinking, enhancing the practical skills that can be used on a personal basis.



**COURSE:** DRAMA AND THEATRE (EDUQAS)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** A Level Theatre Workshop

Moderation - 20%

Text in Action assessed by visiting examiner - 40% Written examination - 40%

**PRE-REQUISITE RECOMMENDATIONS:** GCSE Drama grade 5 or GCSE English grade 5 and a strong interest in the world of theatre.

*‘ You get a lot of freedom in the way you get to perform scripts. There is a lot of group work and exploring ideas. ’*

**Drama Student**

# DRAMA & THEATRE STUDIES

## DESCRIPTION OF COURSE

Drama and Theatre Studies places demands on a diversity of skills, both academic and practical. It is an academic course that covers a range of practical and theoretical aspects of theatre. The course offers a practical and challenging course of study, encouraging learners to develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre.

They will develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre as well as looking at the practices used in twenty-first century theatre making.

There will be a range of opportunities to create theatre, both published text-based and devised work. The course is divided into three areas:

Theatre Workshop, where learners participate in the creation, development and performance of a reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company.

Text in Action: Learners participate in the creation, development and performance of one devised piece using the working methods and techniques of a second different influential theatre practitioner or recognised theatre company and one extract from a text in a contrasting style to the devised performance.

Text in Performance: Learners explore two complete performance texts from different historical periods and one extract from a third contrasting text.

## ENRICHMENT OPPORTUNITIES

- Participation in a number of performances,
- A key part of the course is visiting the theatre; you will experience new and unusual productions, as well as the more conventional. The ideas encountered here will help you develop in the rest of the course.
- Drama mentoring scheme with KS3
- Theatrical Visits
- Workshops

## WHY STUDY DRAMA?

Whilst the course is creative and rewarding, it offers a genuine academic challenge that includes essay-writing skills, and so supports university applications in not only drama, but a wide range of subjects.

Whilst independence, confidence and critical thinking skills are acquired, by working as part of a team on multi-disciplinary projects, students learn the organisation and communication skills to get the best out of others and meet deadlines.



**COURSE:** ECONOMICS (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%.

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE Economics, Business or English grade 6 or above

*‘ One of the most useful subjects as it has wider applications for life and it is one of the subjects everyone should study! ’*

**Economics Student**



# ECONOMICS

## DESCRIPTION OF COURSE

This course is designed to encourage candidates to develop an understanding of current economic issues that affect everyday life and apply economic concepts and theories in a range of contexts.

Topics studied include:

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly

- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets
- The measurement of macroeconomic performance
- How the macro economy works: the circular flow of income, AD/AS analysis, and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

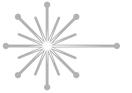
Students complete three external examinations at the end of two years of study.

## ENRICHMENT OPPORTUNITIES

Students may have the opportunity to attend conferences relating the economic theory to current economic trends.

## WHY STUDY ECONOMICS?

It enables students to relate how government policy and market mechanisms impact upon them as individuals. Students are equipped with technical and analytical skills to prepare them for a related course in further education and/or a career in finance and business management.



‘ Exploring work in depth is really challenging but I have such a deep understanding now compared to GCSE. ’

English Student

**COURSE:** ENGLISH LANGUAGE (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**

EXAMINATION 60% - COURSEWORK 40%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE English Language grade 6

# ENGLISH LANGUAGE

## DESCRIPTION OF COURSE

### Language and the individual

The aim of this part of the course is to introduce students to language study, exploring textual variety. It introduces students to methods of language analysis and to explore concepts of audience, purpose, genre, mode and representation.

### Language varieties

This part of the course allows students to explore language variety. Students will explore the use of language in the wider social and geographical contexts, particularly in the context of the British Isles.

A focus of the course will be attitudes towards language and current debates surrounding issues of language diversity.

### Developing Language - language acquisition

The nature and functions of language acquisition and social development of children from 0 to 11 years; language change - historical and contemporary changes in the English Language from Late Modern English (1700+) to the present day.

### Investigating Language

This is coursework exploring and analysing language data; data collection methodology; analysis and interpretation of data using

appropriate linguistic methods and techniques; evaluation and investigative conclusions.

## ENRICHMENT OPPORTUNITIES

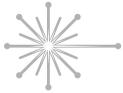
- Visiting primary schools to explore children’s language acquisition if the opportunity arises
- Opportunities to write for the School Blog and newspaper

## WHY STUDY ENGLISH LANGUAGE?

This subject is for those who wish to explore the nature and functions of language in a scientific way. Students explore the fundamental structures and purposes of writing, speech and conversation and how language functions in different social contexts. Opportunities following study of English

Language at Advanced Level include a range of journalism and media areas, law, administration, personnel and academic study.

English Language students are equipped with presentational and analytical skills that are easily transferable between different disciplines. Students may go on to study courses in Higher Education such as Media Studies, English Studies, American Studies, Creative/Imaginative writing, Teacher Training & Education Studies, Linguistics (Sociolinguistics & Psycholinguistics) and Modern Foreign Languages & European Studies.



**COURSE:** ENGLISH LITERATURE (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**

EXAMINATION 80% - COURSEWORK 20%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE English Language or Literature grade 6



*‘The depth of the books we study is really interesting because you learn so much about other people’s perspectives.’*

English Student

# ENGLISH LITERATURE

## DESCRIPTION OF COURSE

Literary Genres - 40%

- Option 1A - Aspects of Tragedy  
Three texts are studied: One Shakespeare, a second drama text and a collection of poetry which must be pre 1900.

Texts and Genres - 40%

- Option 2A - Elements of Crime  
Three texts are studied: One Shakespeare, a novel and a collection of poetry which must be pre 1900.

Non Exam Assessed - Theory and Independence - 20%

- The study of two texts one poetry and one prose these both use the theory from the critical anthology.

## ENRICHMENT OPPORTUNITIES

- Theatre visits and drama workshops
- Experience of a range of theatrical/cinematic productions
- Conferences should the opportunity arise
- Reading groups

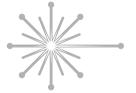
## WHY STUDY ENGLISH LITERATURE?

English Literature is one of the most highly regarded qualifications at this level and is considered a ‘facilitating subject’ for entry to top Russell Group universities. Students develop analytical skills that are highly sought after by employers, and gain a nuanced understanding of the ways in which language is used.

These are skills that are easily transferable between disciplines, and as a result students go on to take courses in a wide variety of fields

including English and Media Studies, Law, History, Philosophy, Cultural Studies, Journalism and Education to name but a few.

The course builds upon skills developed in GCSE English Literature. An enthusiasm for reading novels, stories, poetry and plays is vital, and it is an expectation that students will read widely and independently. If you have a passion for books, then this is the course for you.



**COURSE:** FILM STUDIES (WJEC)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 70% - COURSEWORK 30%

**PRE-REQUISITE RECOMMENDATIONS:** GCSE English Language or Literature Grade 5. Skills, including analysis of sources/texts, learned from GCSE History would also be beneficial.

*‘ I never knew the hidden meanings in films, but now all I do is analyse what I watch! It gives you such a good understanding of why directors choose to create films. ’*

**Film Studies Student**

# FILM STUDIES

## DESCRIPTION OF COURSE

Production work is a crucial part of the course and is integral to students' study of film and filming techniques. Studying a diverse range of films from a variety of contexts gives students the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting.

This is intended to enable students to create high quality films or screenplays, as well as provide an informed filmmaker's perspective on their own study of film. The study of film includes gaining a knowledge and understanding of the cultural, historical and political context in which the films were made.

Component 1: American and British film, including classic Hollywood and contemporary independent film. Films studied may include: Casablanca, Vertigo, La La Land, Boyhood, The Diving Bell and the Butterfly, and Moon.

Component 2: History of film-making, including the study of world cinema (Taxi Tehran), Buster Keaton's silent films, documentary film, experimental film and a variety of short films.

Component 3: Production (coursework component) Students have a choice of either a short film or a screenplay for a short film and a digitally photographed storyboard of a key section from the screenplay plus an evaluative analysis.

## ENRICHMENT OPPORTUNITIES

Visit to Harry Potter Film Studies and the British Film Institute in London

## WHY STUDY FILM STUDIES?

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective.

Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium.



**COURSE:** FRENCH (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**  
EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE French grade 6

*‘Not only are you learning a language but immersing yourself in a culture.’*

**French Student**

# FRENCH

## DESCRIPTION OF COURSE

This is a two-year course that will develop your ability to communicate in French at a higher level and includes the following content:

- Social Issues and Trends in the Francophone World
- Political and Artistic culture in Francophone countries
- An in depth study of French Grammar
- The study of a film (Les 400 Coups-François Truffaut) and a book (No et Moi-Delphine de Vigan)

It is assessed by final examination at the end of Year 13 through:

- Paper 1: Listening, Reading and Writing (including translation and grammar)
- Paper 2: Writing (essays on one literary text and one film)
- Paper 3: Speaking (stimulus card, and discussion of a personal research project on an aspect of French speaking society, culture or political life.)

## ENRICHMENT OPPORTUNITIES

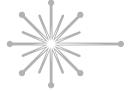
In addition to the requirements of the specification, students in Years 12 and Year 13 are encouraged to take part in a residential visit to a French speaking country. We also encourage students to make use of our French ciné club.

## WHY STUDY FRENCH?

If you are interested in language and communication, and you enjoy learning about other cultures, this course is for you. Whether you are interested in business, travel and tourism, literature, journalism and the media, or if you want to pursue a language for leisure, French is an excellent way to achieve your goals.

At university, you may choose single or joint honours degree courses in languages, or pursue a course which includes a subsidiary language option. It is also possible to continue studies in French and combine these with a language which you have not studied before - what is important is your level of aptitude for language, which has already been proven at A Level.

As well as single / joint honours degree courses in languages, French combines successfully with many other courses offering practical outcomes, for example: History, Law / European Law, Business, Finance, Accountancy, Journalism, Engineering and Teaching, to name but a few.



**COURSE:** FURTHER MATHEMATICS (OCR)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:** GCSE Mathematics grade 7 and a desire to extend your understanding of Mathematics in a wide range of applications.

*‘The teachers are so passionate and so kind, they give you help whenever you need it!’*

**Mathematics Student**

# FURTHER MATHEMATICS

## DESCRIPTION OF COURSE

A linear structure comprising 50% Further Pure Mathematics and then a combination of Statistics, Mechanics and Numerical Methods. All students will be loaned a textbook for the year and also have free access to MEI’s distance learning website; this gives students the opportunity to access from home, as well as in school, revision materials, study plans, on-line self-assessment tests, detailed worked examples and model answers to selected questions.

## ENRICHMENT OPPORTUNITIES

Some students choose to study additional units above the normal, both in extra lessons and by studying independently, including Differential Equations and Further Pure with Technology. This allows students to follow a particular interest or prepare for a university course and in some cases, leads to an extra AS Level in Additional Further Maths. Provision is also made to prepare students for STEP or AEA examinations, if required for their university entry.

## WHY STUDY FURTHER MATHEMATICS?

This is a course for students who have a very high interest in Mathematics, who are already reading around the subject and desire more. Studying Further Mathematics is excellent preparation for university, especially if you wish to study any mathematics-related subject such as Engineering, Sciences, Computing or Technology, as well as Mathematics itself. While many courses do not specify Further Mathematics explicitly, students

with Further Mathematics qualifications are strongly welcomed on any mathematics-related course and often receive preferential offers because of this.



**COURSE:** GEOGRAPHY (OCR)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 80% - COURSEWORK 20%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE Geography grade 6 or above is preferable.

A grade 6 in GCSE Mathematics and English is desirable.

*‘It is really good for expanding your knowledge of the world outside the classroom.’*

**Geography Student**

# GEOGRAPHY

## DESCRIPTION OF COURSE

### Physical systems

Coastal landscapes - Looking at factors affecting landscapes, landform development, influence of climate change and human activity. Earth’s life support systems - looking at the importance of water and carbon to life on earth, case studies of the Tropical Rainforest and Arctic Tundra to look at changes over time and the interdependence between the cycles.

### Human interactions

Changing spaces; Making Places - investigating two contrasting areas looking at how place is understood and represented, economic change and social inequality and place making processes in creating place. Global connections-looking

at Global Migration studying migration flows and the issues associated with the unequal flow of migrants using examples from a range of countries. Human Rights is also studied studying the variations in women’s rights and strategies used to develop human rights.

### Geographical debates

You will study topical issues and look into a range of points associated with the content. The debates will focus upon Disease dilemmas and Hazardous Earth.

### Investigative Geography

An independent investigation into a topic you have chosen which involves background research and the use of primary and secondary data.

### Fieldwork

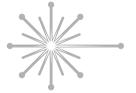
Over the course of the two years you will undertake 4 days of Fieldwork.

### ENRICHMENT OPPORTUNITIES

Students will visit Norfolk for a 3 day residential to develop their knowledge of coasts and to prepare them for their own course work which is worth 20% of the A Level mark. They will also visit urban localities to develop an appreciation of changes in contrasting areas. In Year 12 or 13 students will have the opportunity to visit Iceland to support their work in the Geographical debates part of the course. To develop the breadth of their interest in Geography they will be able to attend talks from the Lincolnshire Geographical Association and subscribe to relevant journals.

### WHY STUDY GEOGRAPHY?

Geography is very popular and can be combined at university with a range of other subjects. The subject offers a challenge to students to learn about our changing world and the knowledge and skills involved mean that geographers are highly employable in a range of jobs. Students who study Geography are those who are equipped to take on the challenges of an ever changing world and workplace.



*‘I like how the staff go through your grammar first; we get a good understanding of the topics.’*

German Student

**COURSE:** GERMAN (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**  
EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE German grade 6

# GERMAN

## DESCRIPTION OF COURSE

This is a two-year course that will develop your ability to communicate in German at a higher level and includes the following content:

Social issues and trends in German speaking countries

- Political and artistic culture in German speaking countries
- An in depth study of German Grammar
- The study of a film (Goodbye Lenin-Wolfgang Becker) and a play (Der Besuch der Alten Dame-Friedrich Dürrenmatt)

It is assessed by final examination at the end of Year 13 through:

Paper 1: Listening, Reading and Writing (including translation and grammar)

Paper 2: Writing (essays on one literary text and one film)

Paper 3: Speaking exam (stimulus card, and personal research project on an aspect of German speaking society, culture or political life)

## ENRICHMENT OPPORTUNITIES

In addition to the requirements of the specification, students in Year 12 and Year 13 are encouraged to take part in a residential visit to a German speaking country.

## WHY STUDY GERMAN?

If you are interested in language and communication, and you enjoy learning about other cultures, this course is for you. Whether you are interested in business, travel and tourism,

literature, journalism and the media, or if you want to pursue a language for leisure, German at AS or A2 is an excellent way to achieve your goals. At university, you may choose single or joint honours degree courses in languages, or pursue a course which includes a subsidiary language option. It is also possible to continue studies in German and combine these with a language which you have not studied before (ab initio) - what is important is your level of aptitude for language, which has already been proven at A Level.

As well as single / joint honours degree courses in languages, German combines successfully with many other courses offering practical outcomes, for example: History, Law / European Law, Business, Finance, Accountancy, Journalism, Engineering and Teaching, to name but a few.



**COURSE:** GOVERNMENT AND POLITICS (PEARSON)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**  
EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE History or English grade 6

*‘ A Level Politics will give you the skills to think critically, construct a coherent argument and write in an academically rigorous style.’*

**Government and Politics Student**



# GOVERNMENT & POLITICS

## DESCRIPTION OF COURSE

The specification covers the main features of the British system of government which includes the powers and effectiveness of Parliament, the role of the Supreme Court and the ability of the Prime Minister to deliver on manifesto promises.

Also covered is the way in which political participation has changed, including how the right to vote has changed over time and the different electoral systems in the UK. Two significant election campaigns will be analysed and the reasons for the outcomes will be discussed. A new topic of voter behaviour has been introduced which investigates the motives that people have and the links between class, gender, age and political preferences.

The key thinkers and ideas of Liberalism, Conservatism and Socialism and Feminism will be studied in detail. The Comparative Politics option that we will study in depth will be The Government and Politics of the USA. The course takes a rigorous look at American institutions and processes. Students will be expected to compare and contrast the US system with that of the UK.

For example, both countries now have a Supreme Court, but the US system gives judges greater powers. The powers of the US President will be assessed and contrasted with those of the UK Prime Minister. The course has lots of new content and is academically rigorous with no coursework. Students taking this option should enjoy reading, discussing, presenting, debating and extended

writing. The specification is clear about the need for coherent arguments that are clearly expressed and supported with well-selected evidence.

## ENRICHMENT OPPORTUNITIES

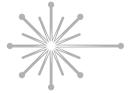
Students interview Members of Parliament and are encouraged to visit top academic institutions such as The London School of Economics and Political Science. There is also a plan to visit Whitehall.

## WHY STUDY GOVERNMENT AND POLITICS?

The study of Government and Politics develops the ability to communicate complex ideas and formulate clear arguments by deploying a range of theoretical concepts and practical examples. This subject also helps to establish a greater understanding of many of the complex issues

facing the governments and economists of today that have a direct impact on students' daily lives. A Level Government and Politics is a rigorous and versatile qualification that demonstrates to universities and employers the valuable ability to express ideas clearly and to make links between strands of thought and undertake sophisticated evaluations.

The A Level Government and Politics qualification is exceedingly well thought-of and is recognised by all universities. An A Level in Politics can lead to all kinds of possible careers including law, the media, banking, advertising, journalism, social work, teaching and many other professions.



*‘The teachers provide so many resources and are kind and knowledgeable. The teachers put the time and effort in to help you.’*

History Student

**COURSE:** HISTORY (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**

EXAMINATION 80% - COURSEWORK 20%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE History or English grade 6

# HISTORY

## DESCRIPTION OF COURSE

**Unit 1** examines Tudor England from the ascension of Henry VII in 1485 to the death of Elizabeth I in 1603. The themes explored include the establishment of the Tudor state under Henry VII, and the extension of political power during the reigns of Henry VIII and Elizabeth I in particular. The roles played by the monarchs themselves are considered, as is the nature of their interaction with the nobility, councils and parliaments of the era. Religious change, encompassing the Reformation, policies of ‘Bloody’ Mary and the Religious Settlement of Elizabeth I are also scrutinised, as are international relations and England’s growing prominence as a European and world power.

**Unit 2** examines Russia from 1917 to 1953. This turbulent period of history takes in the causes and immediate consequences of the Russian Revolution in October 1917; an event which established the

world’s first communist government under Lenin and the Bolsheviks.

The early trials faced by this new regime during the Civil War that followed - particularly the increasing brutality and centralisation of government - are considered, before students explore the impact of Lenin’s death in 1924 and the reasons for the subsequent rise of Josef Stalin thereafter. The transformation of the Russian state under Stalin during the 1930s is then examined, including the impact of the policies of Collectivisation and the Five Year Plans, as well as the Great Terror. Russia’s rise to prominence as a global power - a position consolidated by the ‘Great Patriotic War’ against Nazi Germany - is also explored, as is the position and reputation of Stalin up to his death in 1953.

**Unit 3** consists of a single piece of coursework. Although guidance is offered by staff, students are

required to undertake a considerable amount of independent research into the issues and produce a piece of written work of no more than 3,500 words.

## ENRICHMENT OPPORTUNITIES

In Year 12 and 13 there are opportunities to attend one-day conferences at leading universities where students get the chance to hear papers delivered by the top Historians at leading universities for the topics they study. The department also put on additional events in house investigating a wide range of ideas, methodologies and issues. Year 12 also get the opportunity of a Tudor trip to London.

## WHY STUDY HISTORY?

The study of History develops the ability to communicate complex ideas and formulate clear arguments that rely on a combination of evidence and personal opinion. The study of the past leads

to an understanding of the complex links between politics, religion, ideas, economic events, social structure and international relations. It has often been reiterated by universities that a sound History qualification will be regarded with favour by admissions staff.

History, either A Level or degree level, is a tremendously versatile qualification as many of the main professions recognise the value of the skills developed, including accountancy, teaching, local/national government, the legal profession, media and publishing, museum services, banking and research posts within universities and television.



**COURSE:** MATHEMATICS (OCR)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:** GCSE Mathematics grade 7. Some students with a grade 6 who have performed well on key topics in the final examinations may be able to gain a place. Students are advised to work on a summer preparation pack.



*‘The course is designed for industry - it is a nice mixture of different types of Mathematics. It is such a nice atmosphere in Mathematics.’*

**Mathematics Student**

# MATHEMATICS

## DESCRIPTION OF COURSE

A linear structure, comprising Pure Mathematics, Mechanics, and Statistics. There are 3 examinations, which take place at the end of Year 13 and Pure Mathematics comprises 50% of the examination content. All students will have access to MEI's distance learning website; this gives students the opportunity to access from home, as well as in school, revision materials, study plans, on-line self assessment tests, detailed worked examples and model answers to selected questions.

## ENRICHMENT OPPORTUNITIES

We offer Sixth Form students the chance to participate in the National Maths Challenge, held in association with Leeds University. We have direct links with the Engineering departments in several universities and take students to several Open Days during the year.

## WHY STUDY MATHEMATICS?

This is a course for students who have an interest in Mathematics. An A Level in Mathematics is a

valuable and flexible qualification for entry to Higher Education but the work studied will also be useful in a variety of other curriculum areas.

Degree courses that can follow from an A Level in Mathematics are numerous and include: Mathematics, Mathematical Sciences, Computing, Engineering (all disciplines), Business Studies, Technology, Environmental Studies, Geosciences, Sciences, Physical Science.

The range of careers open to maths-related graduates is very broad indeed. From Formula One race car engineer or computer game designer to finance and banking or oceanographer, it is all there - take your pick!



*‘ We explore finance and this is going to be really important once we leave sixth form. ’*

Core Mathematics Student

**COURSE:** CORE MATHEMATICS (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**  
EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE Mathematics grade 5

# CORE MATHEMATICS

## DESCRIPTION OF COURSE

A linear structure, comprising Pure Mathematics, Mechanics and Statistics. There are three examinations which take place at the end of Year 12 and Pure Mathematics comprises two thirds of the examination content. All students will have access to MEI's distance learning website; this gives students the opportunity to access from home, as well as in school, revision materials, study plans, on-line self assessment tests, detailed worked examples and model answers to selected questions.

## WHY STUDY THIS COURSE?

Core Maths is a course for those who want to keep their valuable Mathematics skills but are not planning to take A Level Mathematics. At the end

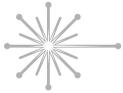
of the one-year course, students will come out with a level 3 qualification with the same UCAS tariff points as an AS-level.

The qualification is assessed by final examination. Core Maths has been designed to maintain and develop real-life maths skills. What students study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and the course we follow will include a financial maths element. It will also help with other A Level subjects - in particular with Science, Geography, Business Studies, Psychology and Economics.

The skills developed in the study of Mathematics are increasingly important in the workplace and

in higher education; studying Core Maths will help students keep up these essential skills. Most students who study Mathematics after GCSE improve their career choices and increase their potential.

Employers from all different sectors are firmly behind the Core Maths qualification. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Maths will be a useful tool in equipping students with these skills.



*‘A universal language that allows you to be creative and logical!’*

Music Student

**COURSE:** MUSIC (EDEXCEL)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 40% - COURSEWORK 60%

**PRE-REQUISITE RECOMMENDATIONS:**

Instrumental or vocal ability required, GCSE music preferred but not essential



# MUSIC

## DESCRIPTION OF COURSE

Students experience all three main musical disciplines through Edexcel’s Music course, which covers composing, performing and listening with understanding, to provide an excellent basis for lifelong learning and for higher education courses in music. Students will develop performance skills (solo and/or ensemble), compose music and develop their knowledge and understanding of musical elements, contexts and language.

They will build on their aural and analytical skills by studying a selection of works from six areas of study including vocal music, instrumental music, music from films, popular music and jazz.

## ENRICHMENT OPPORTUNITIES

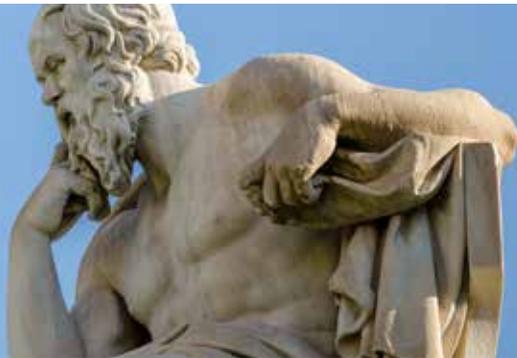
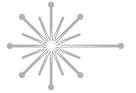
The school offers a variety of music resources freely available for use by students. There are opportunities to join the many music clubs and activities taking place within the school, often leading to performance and other creative possibilities.

## WHY STUDY MUSIC?

The A Level course courses are excellent preparation for higher education courses in music, but are equally valuable for non-specialists as a second or third area of study. Music offers a kaleidoscope of career and study opportunities, not only for those who wish to perform.

Whatever area you may wish to pursue, although highly competitive, music is an extremely challenging and worthwhile career and offers a high level of job satisfaction.

Some of the career opportunities open to you through studying Music may include: Performing - Record - Companies - Broadcasting - Composing - Music Therapy - Copying - Arts Administration - Libraries and - Museums - Publishing - Instrument manufacture and technology - Journalism.



*‘You are continually being supported by teachers with an incredible depth of knowledge.’*

Philosophy Student

**COURSE:** PHILOSOPHY (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE RE grade 6

# PHILOSOPHY

## DESCRIPTION OF COURSE

The course develops initiative, ideas, independence of mind, an ability to examine problems and investigative skills, through:

- taking part in discussions and identifying the philosophical aspects of contemporary issues;
- exploring philosophical texts and researching philosophical problems;
- writing assignments and presenting and analysing arguments and ideas.

## Students will study the following topics:

Epistemology: What can we know?

Moral Philosophy: How do we make moral decisions?

Metaphysics of God: Can the existence of God be proved?

Metaphysics of Mind: Are my mind and body separate?

## ENRICHMENT OPPORTUNITIES

As part of the Enrichment programme, students may elect to do a Philosophy based EPQ. The department also runs a Philosophy Club to stretch and challenge students.

## WHY STUDY PHILOSOPHY?

Philosophy is suitable for anyone with skills in the general arts or science subjects, who enjoys discussing topical issues and is prepared to

think through their own views on life. It is an academically rigorous and stretching course that develops an incisive and rational mind and provides a thorough grounding in key philosophical concepts, themes, texts and techniques.

Students learn the ability to reason, form their own judgements, express themselves coherently and contribute to the process of debate. The skills needed for A Level Philosophy will prove useful in further education courses at university. Philosophy would be a relevant qualification for careers in law, politics, computer science, education, the police force and the civil service.

Every university in the country accepts Philosophy A Level as being of the same academic value as any other ‘Literary’ A Level. Candidates use Philosophy A Level as part of their academic portfolio to go on to read a range of subjects at top universities, including English, History, Medicine, Law, Science, Theology and Languages.



*‘I have found the study of anatomy really interesting. The science of sport goes way beyond the practical application.’*

PE Student

**COURSE:** PHYSICAL EDUCATION (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 70% - NON-EXAMINED ASSESSMENT 30%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE PE and Science grade 6. Students should also have a very keen interest in physical activity and the world of sport. Students should compete to an elite level in their chosen sport or have significant experience of coaching their sport.

# PHYSICAL EDUCATION

## DESCRIPTION OF COURSE

This course offers a wide range of theoretical aspects in Physical Education and Sport. The qualification is linear and students will sit all their exams and submit all their non-exam assessment at the end of the course. Students are either assessed as a performer or coach in the full sided version of one activity and will need to provide extensive video evidence of this activity. In addition they will complete a written analysis of performance.

The demands on the practical performer are extremely high and students are expected to be able to perform at an exceptionally high standard in at least one sporting activity and have previous experience of coaching.

**Written Exam:** Factors Affecting Performance in Physical Activity and Sport. Applied anatomy and physiology, Skill acquisition and Sport and society.

**Non Exam Assessment (NEA):** Factors Affecting Optimal Performance in Physical Activity and Sport Students are assessed as a performer or coach in the full sided version of one activity against a list of advanced skills. In addition they will complete a written analysis of performance. The NEA is assessed internally and moderated externally.

## ENRICHMENT OPPORTUNITIES

Physical Education students will be able to try a range of practical activities and will be given the opportunity to coach and lead junior sports

players. They will also be able to officiate at cross-Federation sporting events.

## WHY STUDY PHYSICAL EDUCATION?

Physical Education provides the perfect balance between theory and practice. It allows its students to challenge misconceptions that have been held by society for years and prepare themselves for changes within the worldwide community.

Physical Education A Level will allow you to leave Sixth Form and either embark on a career in Sport, whether that be coaching, sports development or sports facility management, or to go into higher education to gain a degree in the multitude of courses that are available in

sport, such as: teaching, physiotherapy and sports science. Remember, Sport, Physical Education and Leisure are part of the fastest growing industry in the world. Being part of this industry will allow you to change the way that people think, act and live.



*‘Physics is an enjoyable subject and has so many applications outside of lessons. Mechanics is just so interesting and useful for helping to understand how the world works.’*

Physics Student

**COURSE:** PHYSICS (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE Science/Additional Science or Physics and Mathematics grade 6. Grade 7 in the Physics units of Core and Additional Science examinations desirable

# PHYSICS

## DESCRIPTION OF COURSE

The course follows a linear model which means that all assessments are taken at the end of Year 13. The course is split into 8 core sections which are:

- 1) Measurements and their errors.
- 2) Particles and radiation.
- 3) Waves.
- 4) Mechanics and materials.
- 5) Electricity.
- 6) Further mechanics and thermal physics.
- 7) Fields and their consequences.
- 8) Nuclear Physics.
- 9) Engineering Physics

Assessment is in the form of 3 written papers all of which are 2 hours in duration.

## ENRICHMENT OPPORTUNITIES

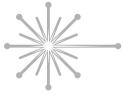
In previous years, A Level Physics students have received lectures from visiting speakers on the subjects of Particle Physics and Medical Physics. In addition, they have attended laboratory sessions at Nottingham University.

## WHY STUDY PHYSICS?

Physics is the fundamental science. It is central to our understanding of the nature of matter and the Universe around us and the basis of all developments in high technology and engineering. Physicists tackle problems at the frontiers of knowledge, looking for new phenomena and insights into the workings of nature.

They also work on challenges arising in the application of physical ideas to industrial problems. You will develop numerical, analytical, and practical skills that are highly sought after by employers.

There is no industry, commercial activity, medical treatment, communications system, or form of entertainment that does not depend on the application of physical principles. The modern world is rapidly changing and the study of Physics can give you the skills needed to meet these new challenges and the inspiration to contribute to further innovations in modern technology.



**COURSE:** PSYCHOLOGY (OCR)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:**  
EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE English grade 6 and GCSE Mathematics grade 5

*‘ We learn about social psychology and cognitive psychology and we get to do our own experiments which is great fun! ’*

**Psychology Student**



# PSYCHOLOGY

## DESCRIPTION OF COURSE

For component 1 (Research Methods) students will be required to carry out their own small scale practical activities in the areas of self report, experiment, observation and correlation. They will be required to produce a research portfolio which will involve recording and analysing their data, as well as writing a scientific report.

For component 2 (Psychological themes through Core Studies) Social, Cognitive, developmental and biological psychology will be studied, including a classic and a contemporary study for each theme.

## Studies include

- Social Psychology - Responses to people in authority (obedience, disobedience & whistleblowing). People in need (helping behaviour and cross-cultural altruism).
- Cognitive Psychology - Memory (eye witness testimony and context dependent memory). Attention (auditory and visual attention).
- Developmental Psychology - External influences on children’s behaviour (aggression and rewards). Moral development (stages of moral development and lying and truth telling).
- Biological Psychology - Regions of the brain and their functions, and brain plasticity.

- Individual Differences - Understanding Disorders (phobias and autism). Measuring differences (IQ testing and the language of psychopaths). Component 3 consists of a compulsory unit in Mental Health plus two further options chosen from Forensic, Environmental, Child and Sports Psychology.

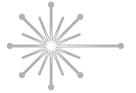
The Psychology department will decide upon the options that are taught. This will result in a further 15 studies (35 studies for the whole course).

## ENRICHMENT OPPORTUNITIES

The course will engage students in a wide variety of practical activities as well as some role play, discussion and presentation work. There will be a visit into Lincoln City Centre during the first year of the course to undertake practical research, and during the second year a visit to the Galleries of Justice Museum in Nottingham is planned.

## WHY STUDY PSYCHOLOGY?

The course is useful to anyone intending to pursue a career in which understanding human behaviour is needed. It is a diverse and fascinating subject where students enjoy learning about themselves and others.



*‘There is a lot of debate and it is really interesting to hear all the different ideas.’*

Philosophy Student

**COURSE:** RELIGIOUS STUDIES (EDUQAS)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE RE grade 6 (full or short course)

# RELIGIOUS STUDIES

## DESCRIPTION OF COURSE

### Component 1: The study of a religion

This component provides learners with the opportunity to undertake an in-depth and broad study into one religion covering themes ranging from religious figures and sacred texts to practices that shape religious identity.

### Component 2: Philosophy of Religion

This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the use of religious language.

### Component 3: Religion and Ethics

This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental ethical themes, ranging from ethical language and thought to freewill and determinism.

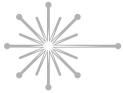
## ENRICHMENT OPPORTUNITIES

There is an annual Religious Studies A Level trip to hear leading national speakers on a range of philosophical and ethical issues and a weekly Philosophy club where students can engage in topical debate on a range of moral, social, philosophical and educational issues.

## WHY STUDY RELIGIOUS STUDIES?

The primary reason for studying Religious Studies is that it is enjoyable and life enhancing. The Philosophy of Religion examines responses through the ages to some of the most profound questions that humankind has asked. The world of ethics asks us how people establish their concepts of good and bad behaviour. From theory, we pass to practice, applying what has been learnt to ethical dilemmas. Universities accept Religious Studies A Level as being of the same academic value as any other A Level subject.

Students use Religious Studies as part of their academic portfolio to go on to read a range of subjects at top universities, including English and Law. Careers in teaching, law, finance, social work, marketing, journalism, local and national government are examples of the employment sectors in which Theology graduates traditionally work. Students develop key transferable skills in critical analysis, argumentation and communication that are indispensable in a wide variety of occupations.



**COURSE:** SOCIOLOGY (AQA)

**QUALIFICATION:** A LEVEL

**ASSESSMENT:** EXAMINATION 100%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE English Literature, History or Geography grade 6

*‘The teachers have real in-depth knowledge and we get to apply our knowledge to what is happening in the world today.’*

**Sociology Student**



# SOCIOLOGY

## DESCRIPTION OF COURSE

Sociology, the study of society, is linked to history and human geography. There are similarities to psychology, although sociologists are normally interested in large scale or global patterns rather than the individual mind.

Advanced Level Sociology is a two year course that investigates questions such as why some schools appear to be far more successful than others.

Controversial issues such as the consequences that high divorce rates may have on society are studied. Students move on to evaluate the merits of sociological theory and research methods.

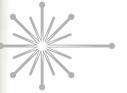
Questions such as why some countries are getting poorer will be posed. Solutions such as ‘fair trade’ shall be debated. Crime and Deviance is the other major part of the course. How we can reduce crime and the causes of crime are the key focus questions.

## ENRICHMENT OPPORTUNITIES

Students are encouraged to attend sessions at The London School of Economics that are run by leading academics and highlight current research into issues such as knife crime. A visit from prison officers explaining their work.

## WHY STUDY SOCIOLOGY?

The subject integrates very well with other subjects such as History, Geography and Politics. It allows students to develop evaluation skills that employers and universities desire. The content itself is often controversial and an understanding of the key debates is directly useful for careers such as journalism, management and criminology.



# VOCATIONAL SUBJECTS

Schon in dem Personenverzeichnis, das Dürrenmatt dem Text vorangestellt hat, wird deutlich, dass im folgenden zwei Hauptgruppen die Handlung des Stückes tragen werden. Neutral und scheinbar harmlos werden. Neutral und scheinbar harmlos nennt sie der Autor. Dazu kommen, offenbar als Randfiguren, die Sanstgen und Die



*'I like the teachers - they make it fun to learn.'*

Business Studies Student

**COURSE:** BUSINESS

**QUALIFICATION:** APPLIED GENERAL CERTIFICATE

**ASSESSMENT:** EXAMINATION 50% - COURSEWORK 50%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE English grade 5 or above

# BUSINESS

## DESCRIPTION OF COURSE

The course encourages students to apply their knowledge of business to a variety of scenarios and real life examples. Students will visit businesses and meet business owners during their studies which will help give them a practical introduction to business. In the qualification, the learner will cover topics such as:

- The role of finance in planning an enterprise, analysing and making financial decisions.
- How business organisations use the human, physical and financial resources at their disposal to achieve their dynamic goals.

- The nature of enterprising behaviour and how this can be personally utilised to best exploit entrepreneurial opportunities within specific market conditions.
- How managers organise, motivate and lead employees through change to achieve business objectives.
- The skills and processes required to develop, present and evaluate a business proposal.
- The skills and processes required to develop an e-business proposal for a new business.
- The planning, coordination and management of a one-off event to support a business proposal.

- The development of a marketing communications mix for a business proposal and a schedule of marketing communications.

This course comprises of 3 Units to complete the certificate (1 year) and 6 Units to complete the extended certificate (2 years). The grading is completed on a Pass, Merit, Distinction and Distinction\* basis.

## ENRICHMENT OPPORTUNITIES

Students will have the opportunity to meet visiting speakers and to work with real businesses

to ensure a full and real insight into business operations.

## WHY STUDY APPLIED GENERAL BUSINESS?

This qualification supports entry to a range of business and enterprise associated higher education courses and careers, such as management, finance, entrepreneurship, economics when taken alongside other qualifications and has the support of a number of universities.



*‘It is problem solving  
and it is fun to discover  
how the world works.’*

BTEC Applied Science Student

**COURSE:** BTEC APPLIED SCIENCE

**QUALIFICATION:** BTEC NATIONAL EXTENDED CERTIFICATE

**ASSESSMENT:** EXTERNAL ASSESSMENT 60% - COURSEWORK 40%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE Science grade 5 (combined or separate)

# BTEC APPLIED SCIENCE

## DESCRIPTION OF COURSE

Over the two years of the course students will study the following units:

### Principles and Applications of Science

This unit covers a wide range of key biological, chemical and physical concepts which will underpin the other units in the course.

### Practical Scientific Techniques

This unit is practically based. Students will become proficient in the use of a wide range of laboratory equipment and standard laboratory techniques.

### Science Investigation Skills

Students will carry out an in-depth study into a scientific area chosen by the exam board each year.

## Physiology of human body systems

In this unit students will learn in detail about the bodies various organ systems and how they work together.

The course requires you to:

- Complete 360 guided hours of learning
- Carry out independent research work
- Complete practical work such as titrations, colorimetry and centrifugation

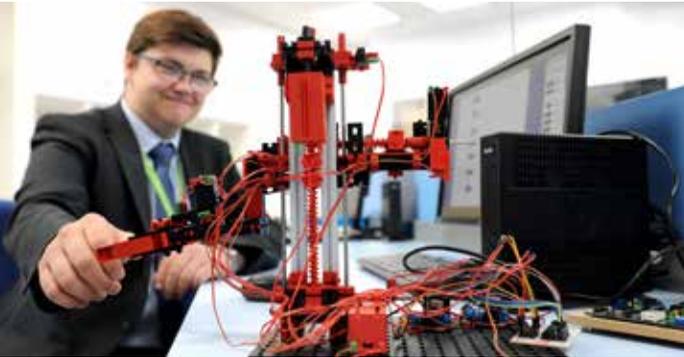
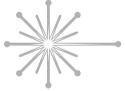
## ENRICHMENT OPPORTUNITIES

We will visit Lincoln university and other Scientific enterprises looking at how science is applied in industry.

## WHY STUDY THIS COURSE?

The Award gives UCAS points towards University entrance. This is a vocational award providing a good foundation for those wishing to enter science based employment or further training, ie Science technicians, nursing, paramedics etc.

Pupils will use cutting-edge genetic techniques such as gel electrophoresis and the amplification of DNA to enhance their understanding of genetic engineering.



**COURSE:** ENGINEERING (AQA)

**QUALIFICATION:** TECH LEVEL DIPLOMA IN MECHATRONICS/FOUNDATION IN ENGINEERING

**ASSESSMENT:**  
EXAMINATION 25% - COURSEWORK 75%

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE English and Mathematics grade 5

*‘The teachers are more than happy to help with what you need. The facilities are excellent and the equipment and materials we have enable you to create anything you want.’*

**Engineering Student**

# ENGINEERING

## DESCRIPTION OF COURSE

This qualification is a Technical qualification, on a par with A Levels, and has been built in close collaboration with employers and professional bodies which ensures they will not only recognise it, but value it. The Diploma in Mechatronics is fully equivalent to two A Levels and the Foundation in Engineering is equivalent to one A Level.

The course is broken down into a series of either four or eight distinct units covering a range of areas of Engineering. The unit assignments are practical in nature that involve problem solving and design. This allows you to become increasingly aware of the world of manufacturing engineering and the various roles in it. There

are two or four units in Year 12 of which one is assessed by examination.

There are also two or four units in Year 13 of which one is also assessed by examination. All assignments and the examinations can be reattempted once during the course. The Mechatronics units include projects involving the design, manufacture and programming of robotic devices using the state of the art facilities and use of the new robotics lab.

## ENRICHMENT OPPORTUNITIES

Students who choose BTEC Subsidiary Diploma in Engineering have the opportunity to further develop their interests in engineering tasks and

how engineering products are designed and made. There will be opportunity for gifted and talented students to take part in prestigious competitions such as Vex Robotics Events and Sumo Robots to support their project work and studies.

## WHY STUDY ENGINEERING?

Those that are drawn to an engineering course will find enjoyment and satisfaction throughout their career. It's an area that is guaranteed to continue to change and evolve so that, in a way, even experienced professionals are continually learning and refreshing their knowledge.

Engineering students develop skills that are transferable to most industries such as problem

solving, decision making, innovation, project management, team working and communication.

They will also have the knowledge that they are contributing to a rapidly changing technological environment. Engineering graduates are in very high demand, creating attractive starting salaries and a secure employment in the UK or abroad.



*‘The department is really helpful and you can go anytime and ask them anything and they will help!’*

BTEC Health & Social Care Student

**COURSE:** BTEC HEALTH AND SOCIAL CARE

**QUALIFICATION:** BTEC NATIONAL EXTENDED CERTIFICATE

**ASSESSMENT:**

EXAMINATION 60% - COURSEWORK 40%

**PRE-REQUISITE RECOMMENDATIONS:**

GCSE English and Mathematics grade 5

# BTEC HEALTH AND SOCIAL CARE

## DESCRIPTION OF COURSE

This course offers a broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The course is equivalent to one A Level.

## WHY STUDY HEALTH AND SOCIAL CARE?

The study of Health and Social Care relates directly to life today. It is a vocational course which enables students to experience some of the career opportunities available. Students at the school, who have studied Health and Social Care, have continued their study at university, training

for careers in nursing and midwifery. Others go on to train for careers in childcare, teaching, paramedics, social work and counselling. This course can be the foundation for many careers in the care professions. The following units will be studied in Year 12: Human Lifespan Development and Meeting Individual Care and Support Needs.

The following units will be studied in Year 13: Working in Health and Social Care and Physiological Disorders and their Care.



*‘Creating solutions to complex questions and working with practical applications is helping me understand the importance of IT for the business world.’*

**BTEC IT Student**

**COURSE:** BTEC LEVEL 3 IT (PEARSON)

**QUALIFICATION:** BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE

**ASSESSMENT:**

EXAMINATION 50% COURSEWORK 50%

**PRE-REQUISITE RECOMMENDATIONS:** Level 2 IT qualification such as the Cambridge National Certificate in ICT or ECDL and some experience of building databases and creating digital multimedia components is desirable.

# BTEC INFORMATION TECHNOLOGY

## DESCRIPTION OF COURSE

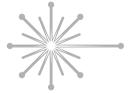
This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

The course comprises four units of work:

- Information Technology Systems
- Creating Systems to Manage Information
- Using Social Media in Business
- Website development

## WHY STUDY BTEC LEVEL 3 IT?

This is a chance to further develop your IT skills and gain expertise in database design, social media, web design and multimedia. The course covers the essential ICT skills required by many commercial businesses and is a good choice those wishing to prepare for specialist university courses in this subject area.



**COURSE:** SPORT

**QUALIFICATION:** BTEC NATIONAL LEVEL 3 FOUNDATION DIPLOMA

**ASSESSMENT:** 30% EXTERNALLY ASSESSED  
70% INTERNALLY ASSESSED

**PRE-REQUISITE RECOMMENDATIONS:**  
GCSE PE grade 6



*‘I have enjoyed the coursework element and got to choose my sport which meant I could play to my strengths of coaching football.’*

**BTEC Sport Student**

# BTEC SPORT

## DESCRIPTION OF COURSE

The course is broken down into a series of distinct units covering a range of areas of sport and physical activity. Students are externally assessed on the anatomy and physiology element of the course.

The unit assignments are internally assessed and are written from the angle of a sports provider i.e a sports centre manager or sports coach. This allows you to become increasingly aware of the world of sport and the various roles in it.

There are additional opportunities to learn about the fitness environment and personal training.

This course also allows preparation for elite sports performance for those who are working towards an apprenticeship in this area, preparing learners with the knowledge and understanding related to elite performance or similar careers.

### The units studied are:

- Anatomy and Physiology
- Fitness Training and Programming for health, sport and well-being
- Professional Development in the Sports industry
- Sports Leadership
- Application of Fitness Testing
- Practical Sports Performance
- Coaching for Performance

## ENRICHMENT OPPORTUNITIES

BTEC Sport students will be able to try arrange of practical activities and will be given the opportunity to coach and lead junior sports players. They will also be given the opportunity to officiate at cross-Federation sporting events.

## WHY STUDY SPORT?

BTEC Sport provides the perfect balance between theory and practice. The course allows you to experience a variety of roles in a wide range of sports and activities.



**COURSE:** EXTENDED PROJECT QUALIFICATION

**QUALIFICATION:** EPQ

**ASSESSMENT:**  
100% MODERATED COURSE WORK

**PRE-REQUISITE RECOMMENDATIONS:**  
Students apply to take this additional qualification upon entering 6th Form

*‘A really good opportunity to go deeper into the subject you enjoy. Allows you to be more independent as the teacher takes a step back.’*

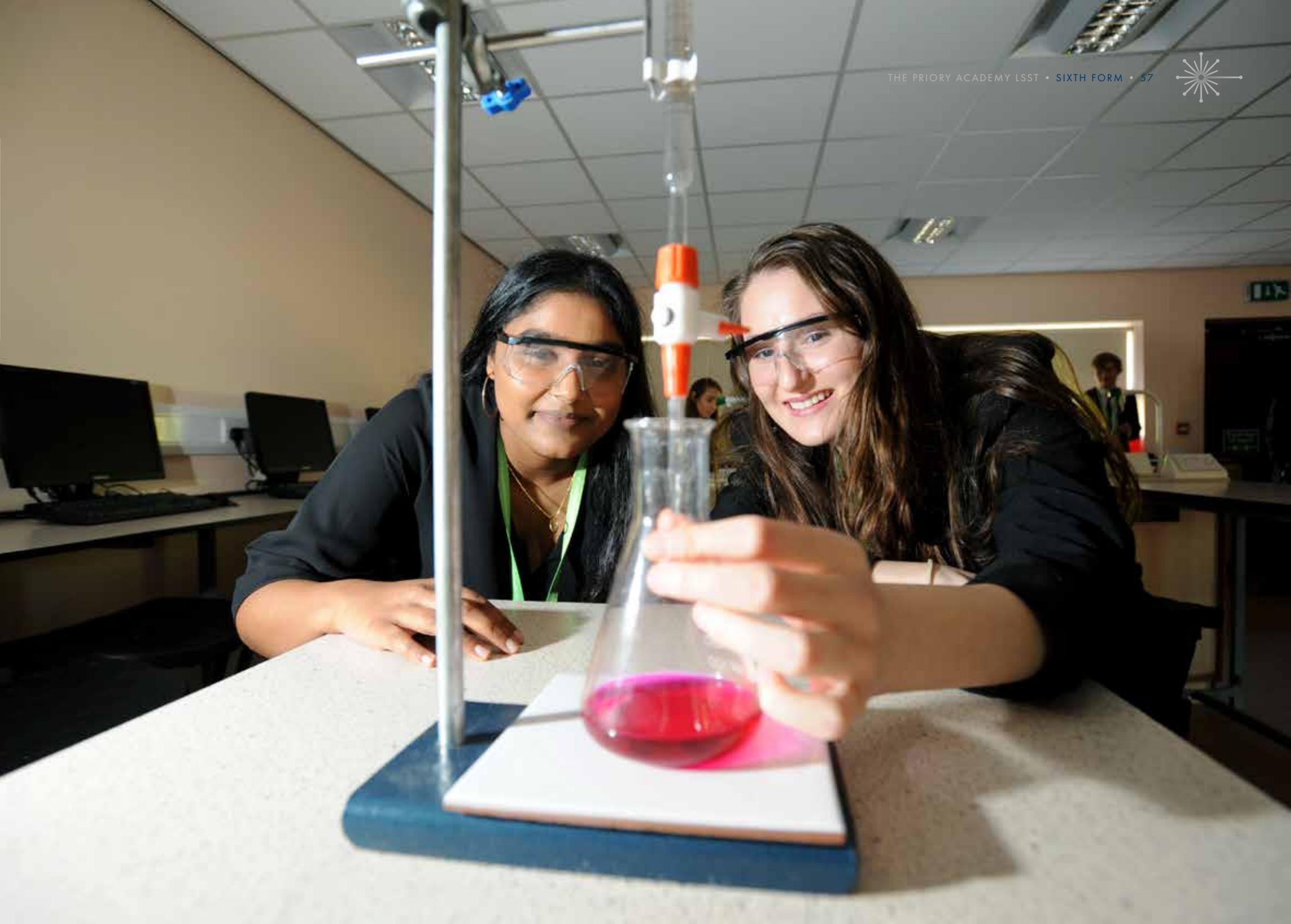
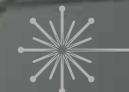
**EPQ Student**

# EXTENDED PROJECT QUALIFICATION

## DESCRIPTION OF COURSE

The Extended Project at Level 3 encourages students to:

- Have a significant input to the choice and design of an Extended Project, and take responsibility either for an individual task or for a defined task within a group project
- Develop and improve their own learning and performance as critical, reflective and independent learners
- Develop and apply decision-making and problem-solving skills
- Extend their skills in planning, research, critical thinking, analysis, synthesis, evaluation and presentation
- Become confident users of study-related technologies
- Develop and apply skills creatively, demonstrating initiative and enterprise.

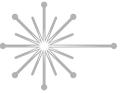




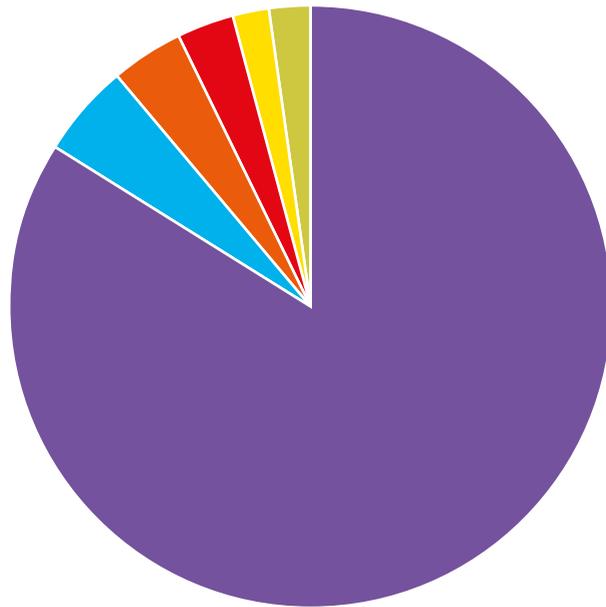
# RESULTS 2018

SUBJECT	A*	A*A	A*B	A*C	A*D	A*E
Accounting ADV	1	3	4	7	8	8
Art & Des ADV (Art Craft & Des)	4	4	5	8	9	9
Art & Des Photography	1	3	6	8	11	11
Biology B	3	25	40	56	69	75
Business ADV	0	6	20	27	33	35
Chemistry ADV	2	12	23	32	40	48
Communication & Cult ADV	0	1	3	11	12	13
Comp Sci ADV (VB.Net)	0	2	3	4	6	6
Dance ADV	1	2	2	2	2	2
Economics ADV	0	2	9	14	15	16
Electronics ADV	1	2	2	3	4	6
English Language ADV	0	0	1	3	10	10
English Lit B ADV	2	8	14	15	18	19
French ADV	1	4	6	9	11	11
Further Mathematics (Mei)	5	9	17	19	19	19
Geography-Postal Moderation	1	4	12	29	34	36
German ADV	0	0	1	2	2	2
Government & Politics	2	6	11	16	18	18
History ADV Option CN	3	18	43	60	72	74
Law	0	0	9	13	17	19
Mathematics (Mei)	23	39	52	67	75	81
Music	0	1	3	4	4	4

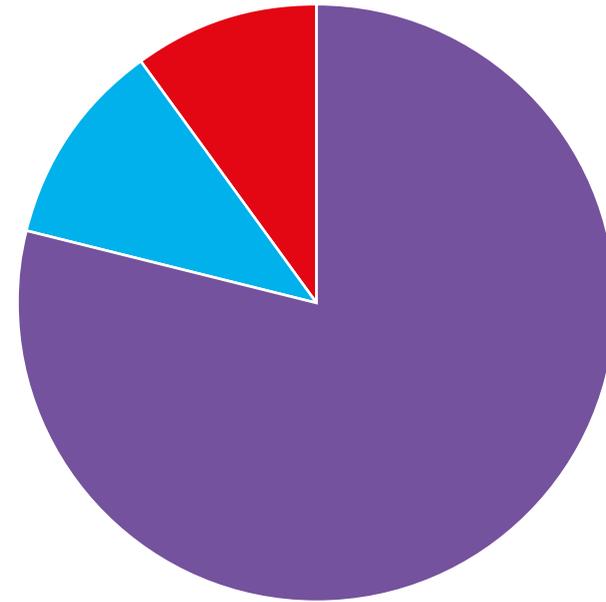
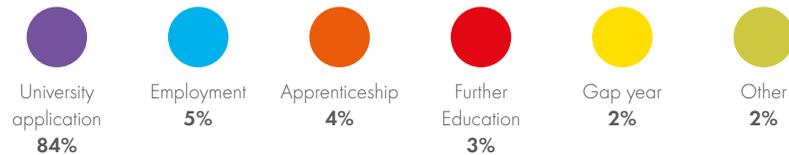
SUBJECT	A*	A*A	A*B	A*C	A*D	A*E
Philosophy ADV	0	2	3	3	3	3
Physical Education ADV	0	1	1	5	6	6
Physics ADV	5	13	17	21	23	27
Product Des (3-D) ADV	0	2	5	9	11	13
Prod Des Textiles ADV	0	0	0	0	1	1
Psychology	2	10	21	32	40	42
Sociology ADV	0	4	12	17	22	23
Religious Studies	0	1	2	3	4	5
Engineering Tech L3	2	2	2	5	5	5
EPQ	0	0	2	3	3	3
AQA Applied Business	0	2	0	5	0	5
BTEC Applied Science	0	1	0	5	0	7
BTEC H&SC	0	0	0	6	0	8
BTEC IT	1	4	0	4	0	4
BTEC Public Services	1	2	0	2	0	4
BTEC Sports Studies	1	2	0	5	0	7
Arabic	0	1	1	1	1	1
Chinese	0	0	5	6	6	6
Italian	0	1	2	2	2	2
Polish ADV	0	1	1	1	1	1
Spanish ADV	0	0	0	1	1	1
Core Maths	0	2	6	14	20	25



# DESTINATIONS



The chart above highlights the destinations of our Year 13 students from the last academic year 2017/18



The chart above highlights the destinations of our Year 13 University Applicants from the last academic year 2017/18





# ROBERT DE CHENEY SIXTH FORM BOARDING

The Robert de Cheney Boarding House is our Sixth Form boarding facility. It is designed to ensure a smooth transition from school to university and adult life. It is a place where young people gain their first taste of independence; but within a pastoral structure that is highly supportive of both students and their families.

We work to ensure that our boarders have the best of both worlds: they are educated at a successful Academy and they live in first-class accommodation.

Robert de Cheney House is positioned within the Academy grounds alongside the sports centre and Newton Centre. The house provides accommodation for up to 60 male and female Sixth Form students. All rooms are single en-suite study bedrooms with internet connection.

Accommodation is arranged on separate floors for male and female students, and there is a full-time resident member of staff with living quarters

on each of the three house levels. The house also has a common room on each floor as well as a kitchen, dining area, a further common room and laundry on the ground floor.

The Academy has a wide range of modern leisure facilities available to boarders including badminton courts, a 60m indoor running track, a climbing wall, fitness suite, dance studio, an outside 400m synthetic running track, a rifle range and a swimming pool.

During weekends, in addition to the on-site facilities, boarders are able to take part in a wide range of trips and activities, social events

and house competitions. They also have Lincoln on their doorstep for shopping and cinema and theatre trips.

Boarders are also encouraged to become involved in the local community and we have links with various sports clubs and volunteer projects.

We would be delighted to arrange a visit for anyone interested in a boarding place.



*‘Our extra-curricular programme is designed to provide a rich and diverse range of opportunities’*



**The Priory Academy LSST**, Cross O'Cliff Hill, Lincoln, LN5 8PW  
**Tel:** 01522 889977 **Email:** [generalenquiries@priorylsst.co.uk](mailto:generalenquiries@priorylsst.co.uk)

[www.priorylsst.co.uk](http://www.priorylsst.co.uk)