

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

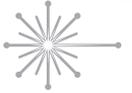


THE PRIORY ACADEMY LSST VALUES

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.

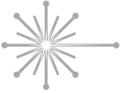


INSPIRATION

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.



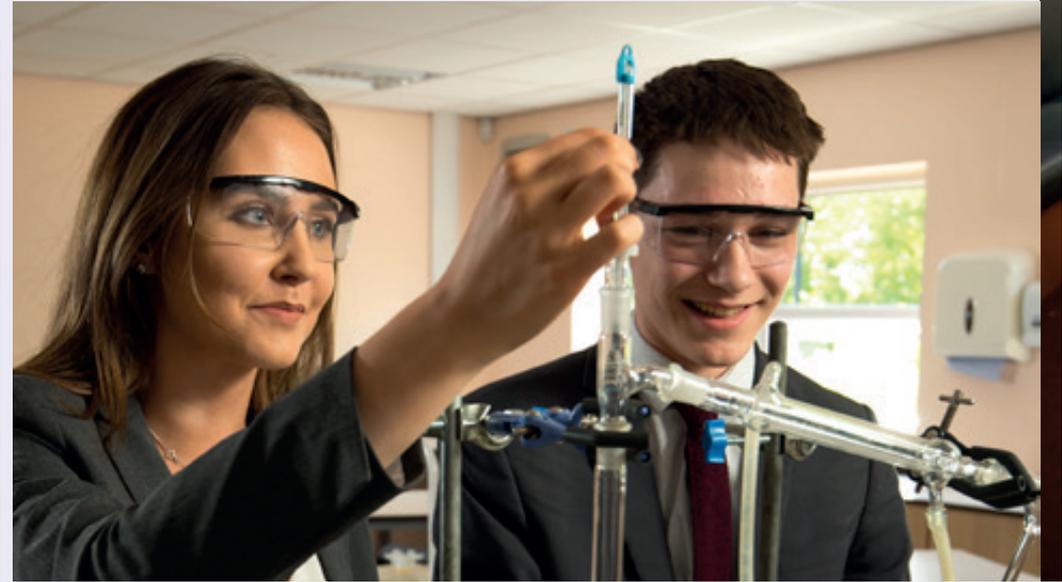


RESPECT

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

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WEBSITE

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HEADTEACHER

Mrs J Hopkinson

HEAD OF BOARDING

Mr J Nuttall

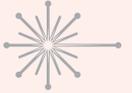
THE PRIORY FEDERATION OF ACADEMIES TRUST CHIEF EXECUTIVE

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

The Priory applies a traditional uniform policy in order to prepare students for the rigours and traditions of working life and, as such, the emphasis is on a smart appearance.

WHAT TO WEAR - MALE STUDENTS:

Male students are expected to wear a traditional suit with matching coloured jacket and trousers, a shirt, a tie and plain, dark-coloured leather shoes. A smart jumper or waistcoat may be added under the jacket as long as the tie is clearly visible. Top buttons should be fastened at all times. Sleeves on shirts can be long or short, but long sleeve shirts may not be rolled up. House badges and lanyards must be worn. Any other badges are to be school badges. Earrings are not to be worn.

WHAT TO WEAR - FEMALE STUDENTS:

Female students are expected to wear a traditional suit with matching coloured jacket and knee length skirt (within 4cm) or full length trousers, and an appropriate shirt/blouse/smart jumper which covers the shoulders. Cardigans may be worn underneath jackets, but only

without the jacket when in a classroom. Tights must be dark coloured and plain. Dark-coloured, plain, leather, low-heeled shoes should be worn to suit smart attire. Boots may be worn only if made from leather or looking like leather. If wearing boots with a skirt, the boots must be knee-length. When considering whether to wear make-up, it must be suitable for attending a place of work or a job interview. House badges and lanyards must be worn. Any other badges are to be school badges. One pair of earrings in the lower earlobe can be worn.

WHAT NOT TO WEAR

Jackets: no short sleeved jackets, or sleeves rolled up; must be longer than the shirt/blouse/top underneath.

Tops for girls: no T-shirts, polo shirts, see through or sheer tops, vest/strappy tops or other T-shirt type or casual looking tops. No exposed midribs, backs, shoulders or low-cut tops.

Trousers: no cropped or three quarter length, skinny, harem, jeans-style, tapered or tight-fitting trousers.

Skirts: do not wear tight fitting, bodycon or stretch skirts, leather, scalloped skirts or skirts with large splits.

Shoes: do not wear shoes which are open at the front or back, canvas or suede shoes, any which have decorative detail (tassels, glitter, sparkles etc) and boots must not have turnovers. Ballet shoes must have a substantial sole.

Decoration: Jewellery is to be kept to a minimum, no earrings in upper parts of the ear, no extreme hairstyles (such as shaved below grade 3) or obviously or brightly dyed/streaked hair, no visible tattoos, no belts worn out of the loops or with very large buckles, piercings anywhere on the face, arms, neck etc, no flowers or decorative hair pieces, no patterned tights. Hats and scarves are not to be worn inside the classrooms.

Coats: no leather, fur, faux fur, denim or hoodie-style coats.

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 2018-2019

Module 1	<p>Wednesday 5th September 2018 to Friday 19th October 2018 <i>Holiday: Saturday 20th October 2018 to Sunday 28th October 2018</i> Please note that pupils will return to school as part of a 'staggered start'</p> <p>Wednesday 5th September: Years, 7, 12 & 13 return Thursday 6th September: Years 8-11 (along with Years 7, 12, 13)</p>
Module 2	<p>Monday 29th October 2018 to Thursday 20th December 2018 <i>Holiday: Friday 21st December 2018 to Sunday 6th January 2019</i> <i>Includes Public Holidays: Tuesday 25th December (Christmas Day), Wednesday 26th December (Boxing Day), Tuesday 1st January</i> <i>Academy Closed: Thursday 27th December to Monday 31st December</i></p>
Module 3	<p>Monday 7th January 2019 to Friday 15th February 2019 <i>Holiday: Saturday 16th February 2019 to Sunday 24th February 2019</i></p>
Module 4	<p>Monday 25th February 2019 to Friday 5th April 2019 <i>Holiday: Saturday 6th April 2019 to Monday 22nd April 2019</i> <i>Includes 2 Public Holidays: Friday 19th April (Good Friday) and Monday 22nd April (Easter Monday)</i></p>
Module 5	<p>Tuesday 23rd April 2019 to Friday 24th May 2019 <i>Includes 1 Public Holiday: Monday 6th May - May Day Bank Holiday</i> <i>Holiday: Saturday 25th May 2019 to Sunday 2nd June 2019</i> <i>Includes 1 Public Holiday: Monday 27th May - Spring Bank Holiday</i></p>
Module 6	<p>Monday 3rd June 2019 to Friday 19th July 2019</p>
Staff training days	<p>Monday 3rd, Tuesday 4th September 2018 & Friday 21st December 2018</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

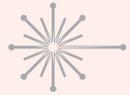
English Literature
English Language
Extended Project

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
Medical Science
Public Services
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:

ENGLISH LITERATURE
HISTORY
GEOGRAPHY
FRENCH

GERMAN
MATHEMATICS
FURTHER MATHEMATICS*
CHEMISTRY

PHYSICS
BIOLOGY

*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



A LEVELS





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

Art Student

COURSE: ART: CRAFT AND DESIGN (AQA)

QUALIFICATION: A LEVEL

ASSESSMENT: EXAMINATION 40% - COURSEWORK 60%

PRE-REQUISITE RECOMMENDATIONS: GCSE Art at 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

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.

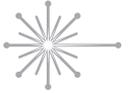
WHY STUDY ART & DESIGN?

The study of Art and Design provides students with a visual literacy and the opportunity to develop their own creative, 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: THREE-DIMENSIONAL DESIGN (AQA)

QUALIFICATION: A LEVEL

ASSESSMENT:
EXAMINATION 40% - COURSEWORK 60%

PRE-REQUISITE RECOMMENDATIONS:
GCSE Art at grade 4 or above.



‘What a fantastic place to spend hours with paint smudges on one’s face!’

Art Student

ART: THREE-DIMENSIONAL DESIGN

DESCRIPTION OF COURSE

Initially students are offered a short foundation course that provides opportunities to develop practical drawing, painting and observational skills. Students are then introduced to a variety of experiences exploring a range of three dimensional media, techniques and processes. They are taught both traditional and new technologies. A level Art: Three-Dimensional Design consists of two projects, which includes component 1 (Coursework 60%) and Component 2, this includes 15 hours of supervised time (Set task 40%).

SKILLS AND TECHNIQUES

Students will be expected to demonstrate skills, in the context of their chosen area(s) of Three-Dimensional Design:

- appreciation of solid, void, form, shape, texture, colour, decoration, surface

treatment, scale, proportion, rhythm and movement in their chosen media

- awareness of the relationship between Three-Dimensional Design and urban, rural or other settings
- appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme, topic or answer a need in the chosen area(s) of Three-Dimensional Design
- the use of a variety of appropriate tools and equipment
- understanding of working methods, such as model-making, constructing and assembling

ENRICHMENT OPPORTUNITIES

The department offers a range of activities including workshops with visiting artists

and designers 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 and museums. A bi-annual residential visit for Year 12 and 13 gives students a broader experience of art, culture, fashion and design. In recent years we have visited Paris, Barcelona and Florence.

WHY THREE-DIMENSIONAL DESIGN?

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

Three-Dimensional Design can lead to many courses and careers within the Art and Design industry. It is suitable for many higher education courses including Fine Art, Architecture and Environmental design, Jewellery Design, Product Design, Theatre Production, Television and Film, Fashion Design, Graphic Design, and many more.

Many careers employ designers and artists for roles including, fashion Designers, product developers, merchandisers, architects, interior designs, Costume/ wardrobe designers, film and television set developers, sculptures, crafts people etc.

Students may also chose to complete an Art Foundation course before applying for a degree course.



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

QUALIFICATION: A LEVEL

ASSESSMENT: EXAMINATION 40% - COURSEWORK 60%

PRE-REQUISITE RECOMMENDATIONS: GCSE Art and Design preferred (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

CRITICAL AND CONTEXTUAL STUDY OF FILM AND PHOTOGRAPHY

At A level, 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 ART AND DESIGN: PHOTOGRAPHY?

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.

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.



COURSE: ART: TEXTILE DESIGN (AQA)

QUALIFICATION: A LEVEL

ASSESSMENT:
EXAMINATION 40% - COURSEWORK 60%

PRE-REQUISITE RECOMMENDATIONS:
GCSE Art at grade 4 or above.

‘The art teachers go out of their way to help you create something brilliant. The end of year show is spectacular!’

Art Student

ART: TEXTILE DESIGN

DESCRIPTION OF COURSE

Initially students are offered a short foundation course that provides opportunities to develop practical drawing, painting and observational skills.

They will then develop a variety of experiences exploring a range of textile media, techniques and processes. A level Art Textile Design consists of two assessed projects. Coursework forms 60% of the marks and a supervised set task of 15 hours duration. If students continue to study A level Art: Three-Dimensional Design they will complete 2 further projects, this includes Component 1 (Coursework 60%) and Component 2, this includes 15 hours of supervised time (Set task 40%). As this is a linear assessment the AS mark will have no significance to the A2 grade.

SKILLS AND TECHNIQUES

Students will be expected to demonstrate skills, in context of their chosen area(s) of Textile Design;

- awareness of the elements of Textile Design, such as shape, colour, texture, pattern, harmony, contrast and/or repetition
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- understanding of a variety of textile methods, such as fabric printing, tie-dye, batik, spraying, transfer and fabric construction and stitching.

ENRICHMENT OPPORTUNITIES

The department offers a range of activities including workshops with visiting artists and

designers 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 and museums. A bi-annual residential visit for Year 12 and 13 gives students a broader experience of art, culture, fashion and design. In recent years we have visited Paris, Barcelona and Florence.

WHY STUDY TEXTILE DESIGN?

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

Textile Design can lead to many courses and careers within the Art and Design industry. It is suitable for many higher education courses including Fine Art, Textile Design, Costume Design, Theatre Production, Fashion Design, Graphic Design, and many more. Many careers employ Textiles designers for roles including, Conceptual swatch designs, knitwear Designers, fashion Designers, fashion/home ware buyers, visual merchandisers, interior designs, Costume/ wardrobe designers, stylists, print makers, crafts people etc.

Students may also choose to complete an Art Foundation course before applying for a degree course.



‘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:

To attain an overall Grade 6 in Combined Science or GCSE Biology.

BIOLOGY

DESCRIPTION OF COURSE

In Pearson Biology B course, 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

Assessment is in the form of two 105 minute papers which are each worth 30% of the total marks and one 150 minute paper, accounting for 40% of the total marks for A Level. The longer paper is a synoptic paper covering all ten topics studied over the two years.

ENRICHMENT OPPORTUNITIES

An Operation Wallacea conservation expedition is planned to be available in 2019. 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: APPLIED GENERAL BUSINESS (AQA)

QUALIFICATION: APPLIED GENERAL CERTIFICATE

ASSESSMENT: EXAMINATION 50% - COURSEWORK 50%

PRE-REQUISITE RECOMMENDATIONS:

Grade C in GCSE Business Studies would be desirable, if not Grade 5 in GCSE English.



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

Business Studies Student

APPLIED GENERAL 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 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.



COURSE: BUSINESS (AQA)

QUALIFICATION: A LEVEL

ASSESSMENT: 100% EXTERNALLY ASSESSED THROUGH EXAMINATIONS

PRE-REQUISITE RECOMMENDATIONS:

Grade 5 in English and/or B in GCSE Business Studies or Applied Business Studies (desirable but not essential).

‘I like the teachers - they make it fun to learn.’

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: APPLIED GENERAL CERTIFICATE

ASSESSMENT: EXAMINATION - 100%. **Paper 1:** 2 hours - 105 marks (35% of the A Level)
Paper 2: 2 hours - 105 marks (35% of the A Level). **Paper 3:** 2 hours - 90 marks (30% of A Level)

PRE-REQUISITE RECOMMENDATIONS: Grade 7 or above in core and additional science, including grade 7 in the Chemistry Units of Core and Additional Science examinations.

‘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. Examinations are taken in June.

In Year 12, the following topics are studied and will be examined:

- 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 Year 13, the following topics are further studied:

- 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: Grade 6 or above in Mathematics and computer Science is preferred.

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.

Year 12

- 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

Year 13

- 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 AND PRACTICAL EXAMINATION 50%
PRACTICAL COURSEWORK 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.

Advanced Level award candidates can choose from three areas of study related to the development of modern dance, ballet or jazz dance. The choice of set works reflects the repertoire within these three areas.

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:
Grade C in GCSE Design and Technology is desirable.

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 at A2.

In the A2 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

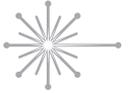
Students who choose GCE Design and Technology have the opportunity to further develop their interest in design by using the department's impressive CAD CAM facilities and apply this to their own coursework projects.

There could be an opportunity for gifted and talented design students to apply for the prestigious Arkwright scholarship to support their AS and A2 studies.

WHY STUDY DESIGN AND TECHNOLOGY: PRODUCT DESIGN?

Students at the academy 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 or fourth 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 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.

At A2 students will employ the skills they have learnt in Year 12 to specialise and develop an independent project. Students will learn to appreciate the complex relations between design, materials, manufacture and marketing.

WHY STUDY TEXTILES?

Textiles is an excellent choice for students 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: Theatre Workshop. Non-exam assessment: internally assessed, externally moderated 20% of qualification. Text in Action. Non-exam assessment: externally assessed by a visiting examiner. 40% of qualification. Written examination: 2 hours 30 minutes 40% of qualification.

PRE-REQUISITE RECOMMENDATIONS: GCSE Drama grade 6; or if not studied, GCSE English at grade 6 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.

Finally, 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: APPLIED GENERAL CERTIFICATE

ASSESSMENT: EXAMINATION 100%.

PRE-REQUISITE RECOMMENDATIONS:

Grade B or above in GCSE Economics,
Business or Grade 6 in English.

*‘ 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 macro-economic 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 who choose to study the full A Level 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 perceive 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:
At least a Grade 6 in English Language.

ENGLISH LANGUAGE

DESCRIPTION OF COURSE

Unit 1: 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.

Unit 2: 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.

Unit 3: 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.

Unit 4: Investigating Language

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 the 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:

At least a Grade 6 in English Literature and Language.



‘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

A Level Literature AQA 7717

80% Examination

20% Non Examined

Paper 1: Literary Genres - 40%

- Option 1A - Aspects of Tragedy
- Option 1B - Aspects of Comedy

Three texts are studied: One Shakespeare, a second drama text and one prose - one of which must be pre 1900.

Paper 2: Texts and Genres - 40%

- Option 2A - Elements of Crime
- Option 2B - Elements of Political Writing

Non Examined: Theory and Independence - 20%

The study of two texts in the critical Anthology.

One Poetry and One Prose.

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: Grade 5 and above English Language or English Literature. 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

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 (4-5 minutes) or a screenplay for a short film (1600-1800 words) and a digitally photographed storyboard of a key section from the screenplay plus an evaluative analysis (1250-1500 words).

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 100 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.

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.



COURSE: FRENCH (AQA)

QUALIFICATION: A LEVEL

ASSESSMENT:
EXAMINATION 100%

PRE-REQUISITE RECOMMENDATIONS:
To attain a GCSE Grade 7 in GCSE French.

‘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) (2 hours 30 minutes)

Written exam: 2 hours 30 minutes, 100 marks (50% of A Level)

Paper 2: Writing (*one text and one film, and grammar*)

Written exam: 2 hours, 80 marks (20% of A Level)

Paper 3: Speaking (stimulus card, and discussion of a research project on an aspect of French speaking society, culture or political life)

Speaking exam: 21-23 minutes (*inc 5 minutes preparation time*), 60 marks (30% of A Level)

ENRICHMENT OPPORTUNITIES

In addition to the requirements of the syllabus, students in Year 12 and Year 13 will be offered an opportunity to take part in a residential visit to an area of interest which ties in with Year 12 and Year 13 studies.

This will be particularly useful for the cultural topic at A2 Level. There may also be opportunities to visit the Federation's Centre des Etoiles, near Bayeux, in Normandy.

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 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 French 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, 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: In order to access the course we ask that students have a minimum of grade 7 or higher at GCSE Mathematics and a desire to extend their 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 Modelling with Algorithms. 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 Mathematics. 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:

Geography grade 6 or above is preferable, plus a grade 6 in GCSE Mathematics and English.

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

Geography Student

GEOGRAPHY

DESCRIPTION OF COURSE

Physical systems - 22%

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 - 22%

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, including the variations in women's rights and strategies used to develop human rights.

Geographical debates - 36%

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 - 20%

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 12/13 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:
To attain a GCSE Grade 6 in German.

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:

The course will cover:

- 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) (2 hours 30 minutes)

Written exam: 2 hours 30 minutes
100 marks (50% of A Level)

Paper 2: Writing (one text and one film, and grammar)

Written exam: 2 hours, 80 marks
(20% of A Level)

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

Oral exam: 21-23 minutes (inc 5 minutes preparation time)
60 marks (30% of A Level)

ENRICHMENT OPPORTUNITIES

In addition to the requirements of the syllabus, students in Year 12 and Year 13 may be offered an opportunity to take part in a residential visit to an area of interest which ties in with Year 12 and Year 13 studies. This will be particularly useful for the cultural topic at A2 level.

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:
At least a grade 6 in English or grade 6 in History.

‘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 2017 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. We look at 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:

Attain a grade 6 in History and grade 5 in English.

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. The unit is assessed at the end of Year 13 by a single written exam lasting 2 hours 30 minutes, and worth 40% of the History A Level.

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. The unit is assessed at the end of Year 13 by a single written exam lasting 2 hours 30 minutes, and worth 40% of the History A Level.

Unit 3: consists of a single piece of coursework considering the causes of the Peasants’ Revolt of 1381. 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. The coursework element of the course is worth 20% of the History A Level.

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 puts 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:

In order to access the course we ask that students have a minimum of grade 7 at GCSE. 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, Algorithms and Statistics. There are 4 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 Mathematics 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.

WHAT EXACTLY DOES MATHEMATICS LEAD TO?

This is not an easy question to answer, because the range of careers open to Mathematics 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:

Have a minimum of a grade 5 at GCSE.

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 13 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 Mathematics is a brand new course for those who want to keep their valuable Mathematics skills but are not planning to take AS or 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 Mathematics has been designed to maintain and develop real-life Mathematics 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 Mathematics 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 Mathematics 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 many different sectors are firmly behind the Core Mathematics qualification. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Mathematics will be a useful tool in equipping 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

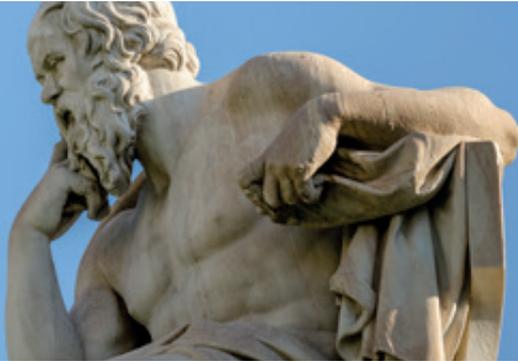
The academy offers a variety of music resources freely available for use by students. There are opportunities to join the many music clubs and activities taking place within the academy, often leading to performance and other creative possibilities.

WHY STUDY MUSIC?

The A Level course is 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:

At least a Grade 6 at GCSE in RE.

PHILOSOPHY

DESCRIPTION OF COURSE

Section 1: Epistemology

What can we know?

Section 2: Moral Philosophy

How do we make moral decisions?

Section 3: Metaphysics of God

Can the existence of God be proved?

Section 4: Metaphysics of Mind

Are my mind and body separate?

ENRICHMENT OPPORTUNITIES

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.

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: It is recommended that a grade B on the theory paper at GCSE or above will be achieved in GCSE Physical Education and Science for prospective students. 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 at AS and A2 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.

A Level Written Exam: Factors Affecting Performance in Physical Activity and Sport
Students are assessed in two, two hour written exams worth 35% each of the A Level. There are three units assessed; Applied anatomy and physiology, Skill acquisition and Sport and society. The question format is a combination of multiple choice, short answer and extended writing. The course will teach you how to improve your own and others' performances and will link all of the theoretical aspects of this course into a practical and tangible format.

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. This part of the course is worth 30% of the A Level.

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 school 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:

A minimum of grade 7 in Science/Additional Science or Physics (if separate sciences were studied) and grade 6 in Mathematics.

PHYSICS

DESCRIPTION OF COURSE

The AQA A level Physics 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.

Paper 1 will examine Sections 1 to 5 and part of section 6 with 85 marks available and will contribute 34% of the final A Level mark. Paper 2 will cover the remainder of section 6 along with sections 7 and 8. This will also have 85 marks available and contribute 34% to the final A Level mark.

Both papers will consist of 60 marks of short and long answer questions and 25 multiple choice questions. The final paper will have 2 sections. Section A will test understanding of practical skills and data analysis, whereas Section B will test knowledge and understanding from the optional topic.

Having a total of 80 marks, worth 32% of the final A Level mark, paper 3 will have 45 marks of short and long answer questions on practical

experiments and data analysis and 35 marks of short and long answer questions on the optional topic.

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. Students have also the opportunity to visit CERN in Geneva.

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:

No prior knowledge of the subject is required, but candidates must have at least a grade 6 in English and grade 5 in Mathematics.

‘ 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

A Level 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 & whistle-blowing). 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 A Level 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 (EDUGAS)

QUALIFICATION: A LEVEL

ASSESSMENT: EXAMINATION 100%

PRE-REQUISITE RECOMMENDATIONS:

At least a grade 6 at GCSE in RE.
(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 free will 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.

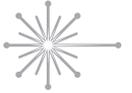
WHY STUDY RELIGIOUS STUDIES?

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 concept of good and bad behaviour. From theory, we pass to practice, applying what has been learnt to ethical dilemmas. What could be more important in life than that!

Universities accept Religious Studies A Level as being of the same academic value as any other A Level. 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:

At least a grade 6 in English Literature GCSE
or grade 6 in History/Geography.

‘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. In Y13 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. For the full A level, there are 3 papers, each worth one third of the final grade.

Paper 1: Education with Research Methods.
Paper 2: Families and Global Development.
Paper 3: Crime and Deviance with Sociological Theory.

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 is scheduled.

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. *Die Besuche* und *Die Besuche*. Dazu kommen, offenbar als Randfiguren, die Sonstigen und Die



*‘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:
Grade 6 in combined or separate Sciences.

BTEC APPLIED SCIENCE

DESCRIPTION OF COURSE

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

Unit 1: Principles and Applications of Science I (written exam)

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

Unit 2: Practical Scientific Techniques (internally assessed)

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

Unit 3: Science Investigation Skills (Task set by exam board - externally assessed)

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

Unit 8: Physiology of human body systems (internally assessed)

In this unit students will learn in detail about the body's 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

All four units need to be completed to at least a pass level in order to gain a pass, merit or distinction.

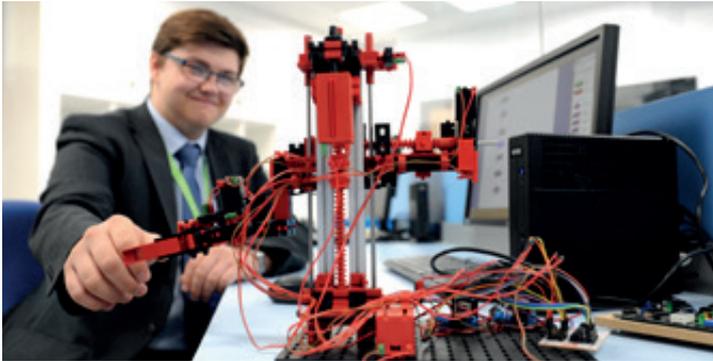
ENRICHMENT OPPORTUNITIES

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: AQA TECH LEVEL DIPLOMA IN MECHATRONICS/FOUNDATION IN ENGINEERING

ASSESSMENT: EXAMINATION 25% - COURSEWORK 75%

PRE-REQUISITE RECOMMENDATIONS: 5 A*-C at GCSE (grade 5 for English and Mathematics) are desirable including Mathematics, Science and a Technological subject.

‘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 an Advanced (Level 3) 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.

This qualification is for learners who wish to specialise or progress into a Engineering through advanced/higher apprenticeships, further study at university or employment.

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: L3 BTEC NATIONAL HEALTH AND SOCIAL CARE

QUALIFICATION: BTEC NATIONAL EXTENDED CERTIFICATE

ASSESSMENT:

EXAMINATION 60% - COURSEWORK 40%

PRE-REQUISITE RECOMMENDATIONS:

Grade 6 in English and Mathematics.

L3 BTEC NATIONAL 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 and is made up of four units; two of which are assessed by external examinations, each 1 hour and 30 minutes in length.

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 academy, 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:

Unit 1: Human Lifespan Development (External Examination).

Unit 6: Meeting Individual Care and Support Needs.

The following units will be studied in Year 13:

Unit 2: Working in Health and Social Care (External Examination).

Unit 18: 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 IN INFORMATION TECHNOLOGY

ASSESSMENT: EXAMINATION 50% (EXTERNALLY ASSESSED) COURSEWORK 50% (INTERNALLY ASSESSED)

PRE-REQUISITE RECOMMENDATIONS: Successful students in this subject are likely to have studied a Level 2 IT qualification such as the Cambridge National Certificate in ICT or ECDL and have some experience of building databases and creating digital multimedia components. However, this is by no means essential.

BTEC LEVEL 3 IT

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:

Unit 1: Information Technology Systems
(Externally assessed)

Unit 2: Creating Systems to Manage Information
(Externally assessed)

Unit 3: Using Social Media in Business
(Internally assessed)

Unit 6: Website development
(Internally assessed)

Units 1, 2 and 3 are mandatory. Unit 6 is the academy's selected optional unit.

WHY STUDY BTEC LEVEL 3 IT?

This is a chance to develop further 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 for those wishing to prepare for specialist university courses in this subject area.



‘ I have developed my leadership skills and become far more confident since taking this course. The teachers are really helpful and make sure you understand what to do. ’

BTEC Public Services Student

COURSE: PUBLIC SERVICES QCF (PEARSON)

QUALIFICATION: BTEC LEVEL 3 SUBSIDIARY DIPLOMA

ASSESSMENT: COURSEWORK 100%

PRE-REQUISITE RECOMMENDATIONS:

4 GCSEs at grade A* - C including English & Mathematics at grade 4

PUBLIC SERVICES

DESCRIPTION OF COURSE

The BTEC qualifications in this course are:

- Pearson BTEC Level 3 60 - credit Subsidiary Diploma in Public Services (1 A 'Level)

This Public Services BTEC National Diploma Level 3 course is designed to equip students with a practical and theoretical foundation for careers in the uniformed or non-uniformed public services. Students will gain an understanding of this industry in general and an insight into the various career options available to them. The course uses links with the Police Force, Fire Service, Military and other public sector organisations.

Students will also take part in practical team building exercises and leadership activities, which include visits to the Services.

The content provides a range of subject material including; Legal Advice, Coaching, Teaching and Instructing, Outdoor education, Development Training and Recreation, Management and Leadership, Custodial Care, Youth Justice Service, Policing, Business and Administration, Emergency Fire Services Control Operations, Instructing Physical Activity and Exercise, Achieving Excellence in Sports and Performance, Sports Development, Sport, Recreation and Allied Occupations.

Each level of qualification will be assessed through individual unit criteria, some being purely theoretical, whilst others combine a practical and theoretical element. The grading criteria allows for achievement of a pass, merit or distinction.

ENRICHMENT OPPORTUNITIES

The students will have the opportunity to engage with businesses on a managerial level, understanding their practices and company culture / ethos. There is an opportunity to join the Combined Cadet Force 6th form accelerated programme, gaining additional qualifications such as Emergency First Aid at Work, ILM Level 3 in Leadership & Management.

WHY STUDY THIS COURSE?

The programme is designed to enable students to gain both academic and practical experience in preparation for service life, or employment in the public service sector (government provided services ie: Military, Health, Police, Fire, Law, Council led Fitness and Recreation, Environmental, Education, Town Planning) although many of the skills gained are transferable, for example team building and leadership.



COURSE: SPORT (PEARSON)

QUALIFICATION: BTEC NATIONAL LEVEL 3: FOUNDATION DIPLOMA

ASSESSMENT: 30% EXTERNALLY ASSESSED - 70% INTERNALLY ASSESSED

PRE-REQUISITE RECOMMENDATIONS: 5 A* - C at GCSE
(grade 5 for English and Mathematics) are desirable including Mathematics, Science and a Technological subject.



‘ 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

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.

Externally assessed Units are:

Unit 1 Anatomy and Physiology
Unit 2 Fitness Training and Programming for health, sport and well-being.

The internally assessed Units are:

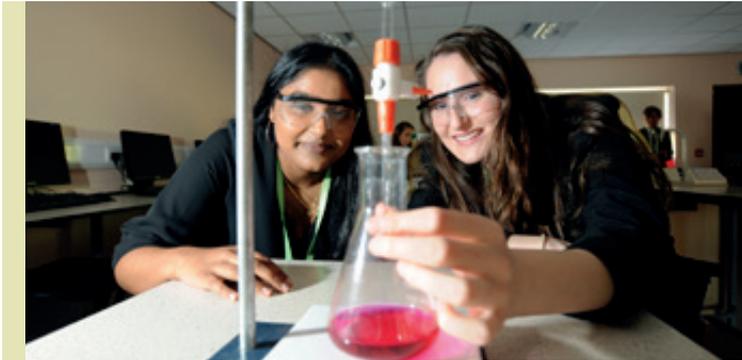
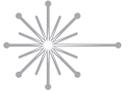
Unit 3 Professional Development in the Sports industry
Unit 4 Sports Leadership
Unit 5 Application of Fitness Testing
Unit 7 Practical Sports Performance
Unit 8 Coaching for Performance

ENRICHMENT OPPORTUNITIES

BTEC Sport 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 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.



‘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:

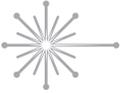
- Have a significant input to the choice and design of an Extended Project, and take responsibility either for an individual task or for a defined task within a group project
- Develop and improve their own learning and performance as critical, reflective and independent learners
- Develop and apply 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.



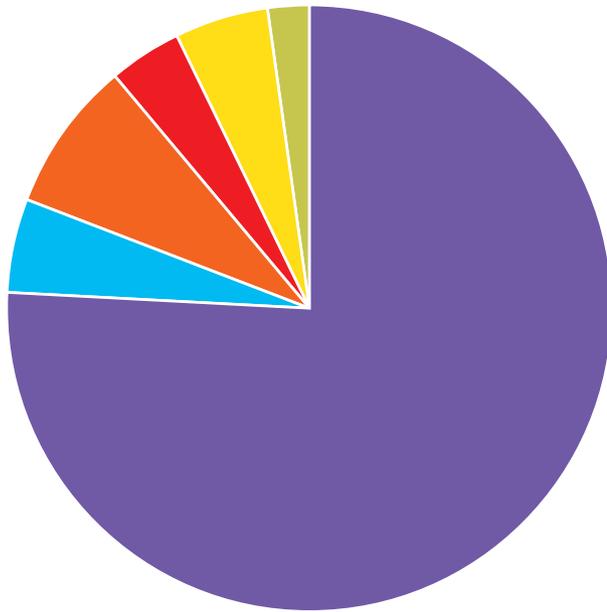
RESULTS 2016/17

SUBJECT	A*	A	B	C	D	E	F	TOTAL	A* - B
Arabic	0	1	0	0	0	0	0	1	100%
Accounts	0	3	2	4	2	1	0	12	42%
Applied Business	2	1	2	2	1	0	0	8	63%
Applied Single Award ICT	0	0	0	2	3	1	3	9	0%
Art	12	4	7	2	0	0	0	25	92%
Art - Photography & Film Studies	1	1	3	4	2	0	0	11	45%
Biology	3	9	12	14	13	3	0	54	44%
Business Studies	2	9	13	11	6	2	0	43	56%
Chemistry	4	5	4	9	6	2	0	30	43%
Chinese	0	4	2	0	0	0	0	6	100%
Communication Studies	0	2	3	4	3	0	0	12	42%
Computing	0	1	0	1	1	0	0	3	33%
Creative Writing	1	2	0	1	1	1	0	6	50%
Dance	1	1	0	0	0	0	0	2	100%
Economics	0	4	5	8	0	0	0	17	53%
Electronics	0	1	1	2	1	1	0	6	33%
English Language	0	0	7	6	4	0	0	17	41%
English Literature	0	1	7	8	6	2	0	24	36%
Food Technology	0	0	1	0	0	0	0	1	100%
French	1	4	4	0	0	2	0	11	82%

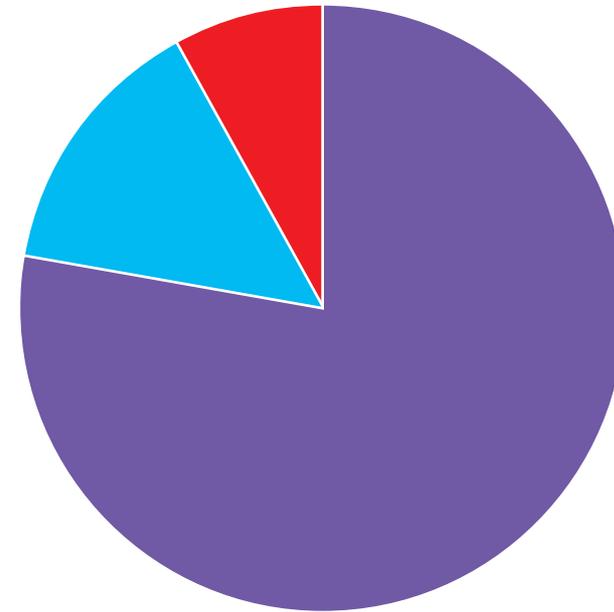
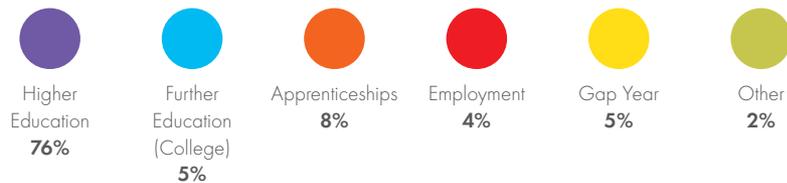
SUBJECT	A*	A	B	C	D	E	F	TOTAL	A* - B
Geography	4	8	16	11	5	1	0	45	62%
General Studies	0	1	0	0	0	0	0	1	100%
German	0	4	2	0	0	0	0	6	100%
Government & Politics	0	2	3	2	0	1	1	10	60%
History	6	10	25	19	8	1	0	69	59%
Law	0	4	5	5	4	1	0	19	47%
Mathematics	20	14	13	17	3	2	1	70	67%
Mathematics (Further)	1	4	4	2	1	0	0	12	75%
Music	0	0	0	1	0	0	0	1	0%
Philosophy	0	0	1	0	0	0	0	1	100%
Physical Education	1	0	0	1	2	1	0	5	20%
Physics	3	4	9	9	5	3	1	34	47%
Product Design	1	2	2	0	4	1	0	10	50%
Psychology	1	2	15	15	8	3	0	46	43%
Religious Studies	0	3	3	0	0	0	0	6	100%
Sociology	1	3	17	12	5	1	0	39	54%
Spanish	0	2	0	0	0	0	0	2	100%
Textiles	0	0	1	2	0	2	2	7	14%
Theatre Studies	0	0	1	3	0	0	0	4	25%



UNIVERSITY DESTINATIONS



The chart above highlights the destinations of our Year 13 students from the last academic year 2016/17



The chart above highlights the destinations of our Year 13 University Applicants from the last academic year 2016/17



So **81%** go on to Higher/Further Education • **39%** secured places at Russell group universities • **92%** First or second choice • **8%** Clearing



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’



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