

# Tapton SCHOOL

## Sixth Form

## 2026 Entry

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Sheffield  
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**Valuing Everyone, Caring for Each Other,  
Achieving Excellence**

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# Welcome

Sixth Form is the stage of school where you begin to focus on and develop your academic passions. At Tapton, students can choose three or four subjects from a broad curriculum offer allowing a focus on the subjects that really matter to them in preparation for further study post-18.

Sixth Form is also the final stage of compulsory education before students enter into the adult world. At Tapton we take this seriously. Alongside high expectations for attendance, punctuality and behaviour, all our students experience a personal development programme that prepares them for the challenges of independent living - including a focus on managing mental health and well-being. This complements the pastoral support provided by form tutors and the wider Sixth Form team as our students prepare for adulthood.

Our students are also encouraged to engage in a wide range of super and extra-curricular activities to help them grow as individuals and members of our school community.

Access to independent advice and guidance about careers and post-18 destinations is also essential as students in Sixth Form begin to plan their next steps beyond school. At Tapton, our students experience a wide range of opportunities from guest speakers to external events that support their decision making.

Supported by our broad curriculum, this means that our students can progress to a wide variety of destinations allowing them the opportunity to become who and what they want to be.

Our Sixth Form community is made up not only of students from Tapton, but also of students from over thirty different schools in Sheffield, South Yorkshire and Derbyshire. This makes Tapton a diverse and vibrant community. It also means that we have a clear focus on the importance of transition. We make close ties with the schools that our students join us from and involve them in a transition programme designed to help them to feel part of Tapton before they begin Year 12 in September. Our students thrive when they feel part of Sixth Form.



## TAPTON SIXTH FORM OPEN EVENING PROGRAMME

| A LEVEL SUBJECT                                            | LOCATION    | PRESENTATIONS AND DROP-INS                                   |
|------------------------------------------------------------|-------------|--------------------------------------------------------------|
| <b>AN INTRODUCTION TO TAPTON SIXTH FORM</b>                | <b>HALL</b> | 6pm, 6.30pm and 7pm (and 7.30pm if needed)                   |
| ART & DESIGN                                               | T11/T12     | Drop in sessions all evening                                 |
| BIOLOGY                                                    | S21 and S22 | Drop in sessions all evening                                 |
| BUSINESS STUDIES                                           | 202         | Drop in sessions all evening                                 |
| CHEMISTRY                                                  | S16         | Drop in sessions all evening                                 |
| COMPUTER SCIENCE                                           | S24         | Drop in sessions all evening                                 |
| CORE MATHS                                                 | 002         | Drop in sessions all evening                                 |
| DESIGN AND TECHNOLOGY: Design Engineering & Product Design | T02         | Drop in sessions all evening                                 |
| DESIGN & TECHNOLOGY; Fashion and Textiles                  | T13         | Drop in sessions all evening                                 |
| ECONOMICS                                                  | 204         | Drop in sessions all evening                                 |
| ENGLISH LANGUAGE                                           | 111 & 108   | Presentations in 111 and Drop in sessions all evening in 108 |
| ENGLISH LITERATURE                                         | 106 & 105   | 106 Presentations in and Drop-in sessions all evening in 106 |
| FILM STUDIES                                               | 107         | Drop in sessions and Q&A opportunity                         |
| FOOD SCIENCE AND NUTRITION                                 | T24         | Drop in sessions all evening                                 |
| FRENCH                                                     | 006         | Drop in sessions all evening                                 |

|                                                         |                                     |                                                                                                                                 |
|---------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| GEOGRAPHY                                               | A101<br>(Building next to car park) | Drop in sessions all evening                                                                                                    |
| GOVERNMENT & POLITICS                                   | 205                                 | Drop in sessions all evening                                                                                                    |
| HISTORY                                                 | 201                                 | Drop in sessions all evening                                                                                                    |
| MATHEMATICS AND FURTHER MATHEMATICS                     | 003, 004, 005                       | Presentations and Q&A 6.00, 6.20, 6.40, 7.00, 7.20, 7.40                                                                        |
| MUSIC                                                   | 118                                 | Drop ins all evening plus student performances in the Main Hall.                                                                |
| PHYSICS                                                 | S01 and S03                         | Drop in sessions all evening                                                                                                    |
| PSYCHOLOGY                                              | New Hall & 6S2                      | Short presentations every 20 minutes in New Hall<br>Drop-in sessions to see resources, ask questions and meet with students 6S2 |
| RELIGIOUS STUDIES specialising in Philosophy and Ethics | 116                                 | Short presentations followed by Q&A                                                                                             |
| SOCIOLOGY                                               | 6S3                                 | Short presentations followed by Q&A                                                                                             |
| SPANISH                                                 | 006                                 | Drop in sessions all evening                                                                                                    |
| PHYSICAL EDUCATION                                      | 001                                 | Drop in sessions all evening                                                                                                    |
| THEATRE STUDIES                                         | 119                                 | Drop in sessions all evening                                                                                                    |

Other Areas:

SIXTH FORM COMMON ROOM (Second Floor)

Pastoral and Health and Wellbeing support – Miss L Ridal

KS5 Safeguarding – Ms L Mitchell and Mrs R Moorwood

Personal Development – Mr S Reed

16-19 Bursary – Miss L Deakin

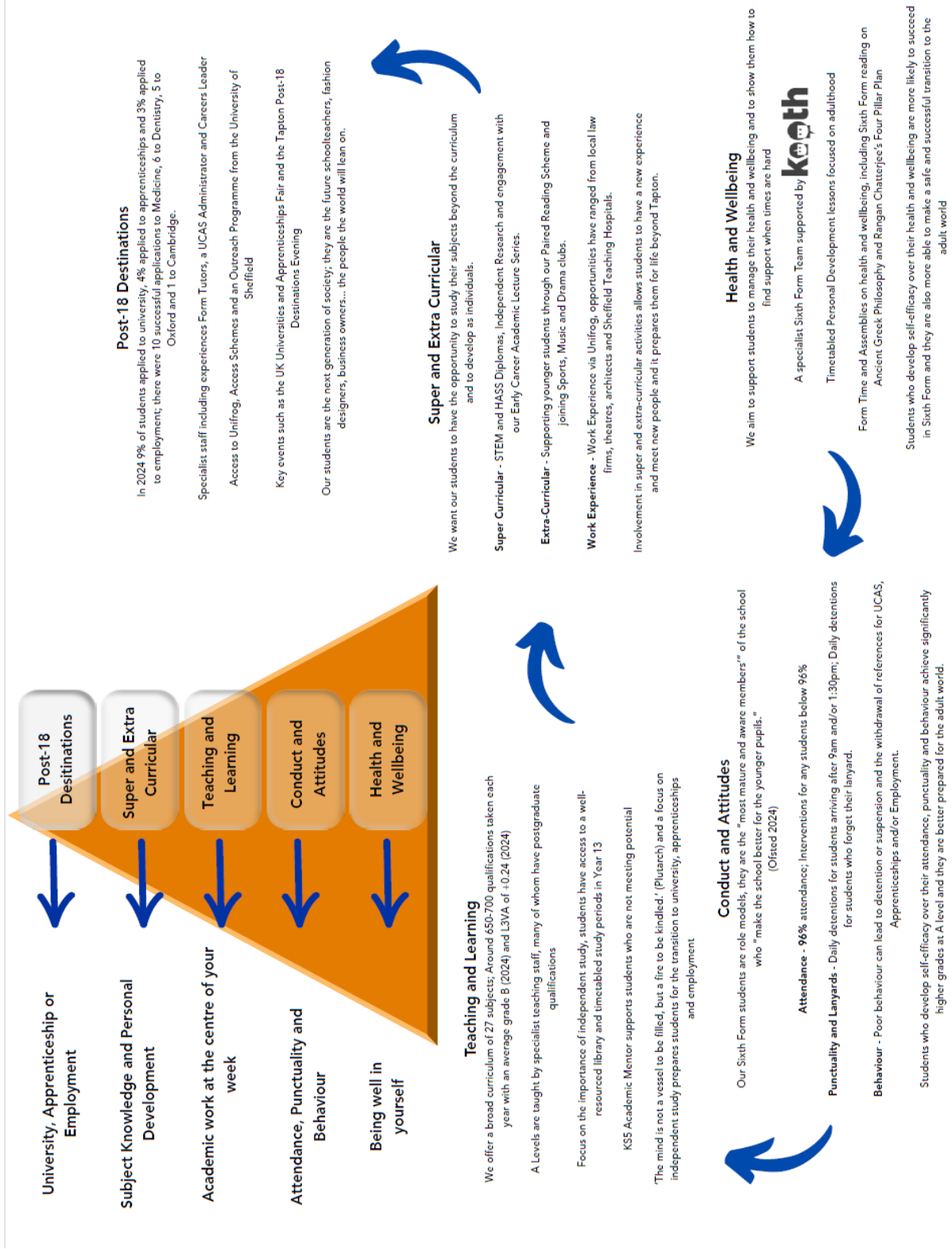
SEND – Mr S Rippin

DINING HALL – Super and Extra Curricular Opportunities (Ground Floor)

LIBRARY – Mrs C Thomas (First Floor)

PRAYER ROOM – 014 – Mr D Sabbagh (Ground Floor)

# Sixth Form on a page



## Health and Wellbeing

We aim to support students to manage their health and wellbeing and to show them how to find support when times are hard. We have a specialist Sixth Form Team supported by the online support and counselling service, Kooth [Tapton School - Kooth](#). In addition, we have timetabled Personal Development lessons focused on adulthood and form time and assemblies on health and wellbeing, including Sixth Form reading on Ancient Greek Philosophy and Rangan Chatterjee's Four Pillar Plan.

## Behaviour and Expectations

Sixth Form students at Tapton are expected to act as role models for the rest of the school, with poor behaviour subject to the sanctions outlined in the school behaviour policy. Although Sixth Form students are not required to wear uniform, they are expected to wear an ID card and lanyard at all times to support the safeguarding of our school community. Students are expected to arrive at school by 9am Monday to Friday for Form Time and Registration. Failure to do so leads to a same day lunchtime detention as outlined in the school behaviour policy.

## Homework, Study Skills and Directed Study

### **Meaningful**

Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

### **Manageable**

Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study, revision and working life.

### **Predictable**

At Key Stage Five we expect students to receive weekly homework from each teacher. Homework should take approximately three hours to complete per subject, per week and students should complete an additional two hours of independent study per subject, per week. Homework tasks do not have to be written and could take the form of reading, learning or revision and in mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas.

Homework is set using the online platform Class Charts Homework is shared by class teachers on this system on the day it is set before 5pm. Students should be given a minimum of three nights to complete any homework set. Parents and carers can also access Class Charts to monitor their child's homework and deadlines.

## **Becoming an Independent Learner (BILs)**

The most successful students at Sixth Form are also independent learners. During Year 12 and Year 13 students will focus on the following areas during Form Time:

- Time Management and Organisation
- Note-taking
- Academic Language
- Exam Practice and Understanding
- Non-Examined Assessments, including the use of JSTOR and Academic Journals

In addition, Subject Leaders have provided clear guidance on subject-specific independent learning that students should engage with while at Sixth Form, as they make a successful transition to their Post-18 destination.

## **Directed Study**

To support independent learning, all Year 13 students have a timetabled hour of Directed Study in the Library for each subject that they are taking. Students should use this time to deliberately revise and consolidate their learning from Year 12 as they prepare for their A level exams.

## 16-19 Bursary

The 16-19 Bursary is used to support students with the cost of studying A-Levels. Students apply through an app called Bursary+ and as a school we manage the payment requests. We do not give anyone money directly, instead payments will be made for essential educational resources, such as textbooks, stationary, calculators, university application fees, public transport costs etc. However, please be aware that the 16-19 Bursary is not an unlimited fund – it is a fixed amount provided to the school on a yearly basis used to support a significant number of students. As a result, it may not be possible to fund all requests made by eligible students. Students who receive Free School Meals are encouraged to apply as are families who receive Working Tax Credit. The 16-19 Bursary policy can be found at [www.taptonschool.co.uk](http://www.taptonschool.co.uk) >Sixth Form> 16-19 Bursary.

## The Sixth Form Curriculum

We are pleased to offer a broad range of subjects for AS and A-Level. However, it is important to note that some subjects are the full two-year course only. This should be taken into consideration, especially if you are choosing to take four subjects. Many students who start with four subjects will drop down to three after a year, having taken an AS Level in their fourth subject.

| <b>Can be completed at AS or A-Level</b>                       | <b>Can be completed only at A-Level</b> |
|----------------------------------------------------------------|-----------------------------------------|
| Biology                                                        | Art and Design                          |
| Chemistry                                                      | Business Studies                        |
| Computer Science                                               | DT Design Engineering                   |
| English Literature                                             | DT Product Design                       |
| Film Studies                                                   | DT Textiles                             |
| Food Science and Nutrition<br>- Level 3 Certificate or Diploma | Economics                               |
| French                                                         | English Language                        |
| Further Maths                                                  | Geography                               |
| Maths                                                          | Government and Politics                 |
| Core Maths                                                     | History                                 |
| Physics                                                        | Music                                   |
| Psychology                                                     | Physical Education                      |
| Religious Studies                                              | Theatre Studies                         |
| Spanish                                                        | Sociology                               |

## Beyond the Classroom

As well as enjoying their studies, and getting the qualifications needed for the next step, we also encourage our students to engage with learning outside the classroom. This may be pushing their knowledge further (super curricular) or learning something different to their usual lessons (extra-curricular).

We have a wide range of clubs and groups, and these will develop and change depending on the interests of our students. If there is something you feel is missing, you are welcome to look at starting a new club.

- Film Club
- Paired Reading (supporting younger members of the school by listening to them read)
- KS5 Book Club
- Sixth Form Theatre Company
- Social Sciences Film, Book and Podcast Club
- Science Wednesdays - Motor Neurone Project, Cosmic Mining, DNA Origami, Journal Club
- Tapton Talks - Science Lectures in association with The University of Sheffield
- Music Ensembles - including Senior Orchestra, Brass Band, Choir and more
- Student Cooking on a Budget
- Duke of Edinburgh Gold
- LBGTQ+ Group
- Cultural Newsletter
- Christian Union
- Visually Impaired Running Club and Paired Reading (supporting the Visually Impaired students in our school)
- Medical Society / Dental Society
- PE Activities - including Netball, Football, Badminton, Climbing, Hockey, Gymnastics and Table Tennis
- KS5 STEM and STEM Diploma
- KS5 HASS Diploma
- Extended Project Qualification (EPQ)

## Personal and Social Development

Every student in Sixth Form has an hour a week of Personal Development to help transition to adult life and develop the skills, qualities and attributes needed to be healthy, independent and active participants in society. Below is a sample of the curriculum for 2024-25:

| <b>Year 12</b>                  | <b>Year 13</b>                  |
|---------------------------------|---------------------------------|
| First Aid                       | Careers                         |
| Active Citizenship              | Travel                          |
| Life Goals                      | Financial Ventures              |
| Personal Safety                 | Health                          |
| Online Safety                   | Mental Health                   |
| Finance                         | Drugs                           |
| Relationship and Sex Education  | Equity, Diversity and Inclusion |
| Business                        | Loans and Debt                  |
| Equity, Diversity and Inclusion |                                 |
| Food and Nutrition              |                                 |

## Work Experience

At Tapton School Sixth Form we encourage students from both year 12 and year 13 to build a portfolio of work experience and workplace encounters. As this is a requirement of some Post-18 destinations we particularly encourage this in areas such as healthcare, education and social work etc. Opportunities are shared via Satchel One. If the shared opportunities are not appropriate, it's good practice for students to find and secure their own placements using Unifrog, though we also offer support through the Careers Leader, Mr Sabbagh. **Our Y12 Work Experience Week begins February 2027.**

## Destinations

Our strong links with local and national universities ensure that you will receive exceptional support as you apply for Higher Education and begin the transition into university life. Well over 90% of our students successfully apply to university, with many gaining admission into the most competitive institutions in the country. To support their applications all students at Tapton have access to Unifrog. Furthermore, all students are able to benefit from university outreach and information evenings throughout their two years at Tapton. A small number of students apply to Higher and Degree Apprenticeships or move directly into employment with all students able to access support from our Careers Leader.

## The Sixth Form Team

The following people work together, along with a team of experienced Form Tutors and subject teachers, to support our students:

|            |                                                     |
|------------|-----------------------------------------------------|
| A Wright   | Head of Sixth Form                                  |
| N Harris   | KS5 Year Leader                                     |
| J Winters  | KS5 Year Leader                                     |
| L Ridal    | KS5 Learning and Inclusion Co-Ordinator             |
| R Moorwood | KS5 Safeguarding (Mon-Wed)                          |
| L Mitchell | KS5 Safeguarding (Wed-Fri)                          |
| J Williams | Sixth Form Administrator                            |
| M Bower    | Destinations and UCAS Administrator                 |
| L Deakin   | 16-19 Bursary Administrator and KS5 Academic Mentor |
| K Hooper   | Sixth Form Transition                               |
| S Rippin   | SENDCo                                              |
| C Thomas   | Library Manager                                     |

## How will my day look?

Timings of the day:

|             |                                                                               |
|-------------|-------------------------------------------------------------------------------|
| 9.00-9.20   | Registration                                                                  |
| 9.20-10.20  | Period 1                                                                      |
| 10.20-11.20 | Period 2                                                                      |
| 11.20-11.40 | Break                                                                         |
| 11.40-12.40 | Period 3                                                                      |
| 12.40-1.30  | Lunch                                                                         |
| 1.30-2.30   | Period 4                                                                      |
| 2.30-3.30   | Period 5                                                                      |
| 3.30-4.30   | Twilight (these will not be used in all instances and only for some subjects) |

For most subjects students will have five hours of teaching a week which is typically split between two or three teachers.

# Year 12 and Year 13 at a Glance

This is what we expect a typical journey through Sixth Form to look like

| YEAR 11                                                                                                                      | YEAR 13                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>October</b> Open Evening                                                                                                  | <b>September</b> Progress Evening                                                                                                    |
| <b>November</b> Internal applicants 1:1 meetings with a member of the Sixth Form Team                                        | <b>October</b> Early applicant deadline (for Oxbridge, Medicine, Dentistry and Veterinary); Tracking and UCAS Predicted Grade Update |
| <b>December to January</b> Applications through Sheffield Progress - deadline 31 <sup>st</sup> January                       | <b>December</b> Charity Week                                                                                                         |
| <b>April</b> External applicants 1:1 meetings with a member of the Sixth Form Team for all those who have been made an offer | <b>January</b> UCAS deadline for all other applications                                                                              |
| <b>June/July</b> Induction, a chance to meet Form Tutor and Subject Teachers.                                                | <b>February</b> Y13 Trial Exams; Tracking                                                                                            |
| <b>August</b> Results and Formal Enrolment                                                                                   | <b>March</b><br>Y13 Assessment Week; Tracking                                                                                        |
|                                                                                                                              | <b>May/June</b><br>Study Leave<br>A Level Exams<br>Leaving Party 😊                                                                   |
|                                                                                                                              |                                                                                                                                      |
| <b>YEAR 12</b>                                                                                                               |                                                                                                                                      |
| <b>September</b> First day Form Tutor time<br>Freshers' Fair; Form Tutor 1:1s                                                |                                                                                                                                      |
| <b>October</b> Tracking                                                                                                      |                                                                                                                                      |
| <b>December</b> Y12 Assessment Week; Charity Week                                                                            |                                                                                                                                      |
| <b>January</b> Tracking                                                                                                      |                                                                                                                                      |
| <b>February</b><br>Progress Evening<br>AS Options support for those on 4 subjects<br>Work Experience                         |                                                                                                                                      |
| <b>April</b> Post-18 Destinations Evening                                                                                    |                                                                                                                                      |
| <b>May/June</b> AS Exams (External exams)                                                                                    |                                                                                                                                      |
| <b>June/July</b> UCAS Registration;<br>Destinations Day                                                                      |                                                                                                                                      |
| Y12 Trial Exams, UCAS Predicted Grades and Reports                                                                           |                                                                                                                                      |

# **AS and A Level Subjects**

These subjects can be studied for one or two years. At the end of the first year of study students can opt to take the AS Level exam and discontinue their studies after this. Alternatively, they can take the subject for the full two years and take the A level exam at the end.

- Biology
- Chemistry
- Computer Science
- English Literature
- Film Studies
- L3 Diploma in Food Science & Nutrition
- French
- German
- Mathematics
- Further Mathematics
- Physics
- Psychology
- Spanish

# AS and A Level Biology

**Entry Requirements:** Grades 6 and 6 in Combined Science or 6 in Biology and 6 in another science. Grade 6 in Maths

**Exam Board:** AQA

**Subject Leader:** Dr A Naylor [anaylor@taptonschoool.co.uk](mailto:anaylor@taptonschoool.co.uk)

## **Course Description**

Biology is the study of living things and life processes. In A level Biology you will look in detail at the functions of cells, organ systems, organisms, populations and ecosystems. Starting with the biological molecules that make up living things, you will explore the delicate balance needed for a healthy, functioning body and the interaction of diverse species in ecological settings.

## **Main Syllabus Area**

### **At AS Level:**

Biological molecules – Carbohydrates, lipids, proteins, nucleic acids. Enzymes. DNA replication. ATP.

Cells – Structure of eukaryotic cells, prokaryotic cells and viruses. Microscopy. Transport across cell membranes. The immune system.

Exchange in living organisms – Surface area to volume ratio. Gas exchange. Digestion and absorption. Blood and circulation. Transport in plants.

Genes and variation – DNA and genes. Protein synthesis. Genetic diversity and adaptation. Species and taxonomy. Species diversity.

### **At A Level:**

Energy transfers – Photosynthesis, respiration, energy in ecosystems, nutrient cycles.

Coordination and control – Detecting stimuli, nervous coordination, muscle contraction, homeostasis.

Genetics and populations – Inheritance, population genetics, evolution, speciation, ecosystems.

Gene technology – Regulation of gene expression, cancer, genetic modification, genetic fingerprinting, diagnosis of genetic diseases.

## **Method of Assessment**

### **At AS level:**

|                                         |          |                  |
|-----------------------------------------|----------|------------------|
| Paper 1: 1 hour 30 minute written paper | 75 marks | 50% of AS Level. |
|-----------------------------------------|----------|------------------|

|                                         |          |                  |
|-----------------------------------------|----------|------------------|
| Paper 2: 1 hour 30 minute written paper | 75 marks | 50% of AS Level. |
|-----------------------------------------|----------|------------------|

### **At A Level:**

|                               |          |                 |
|-------------------------------|----------|-----------------|
| Paper 1: 2 hour written paper | 91 marks | 35% of A Level. |
|-------------------------------|----------|-----------------|

|                               |          |                 |
|-------------------------------|----------|-----------------|
| Paper 2: 2 hour written paper | 91 marks | 35% of A Level. |
|-------------------------------|----------|-----------------|

|                               |          |                 |
|-------------------------------|----------|-----------------|
| Paper 3: 2 hour written paper | 78 marks | 30% of A Level. |
|-------------------------------|----------|-----------------|

### **Qualities Required**

You need to be passionate about science; inquisitive, analytical and inspired by the functions of living organisms. You must be willing to work hard and give time outside of

lessons to deepen your understanding. You should have good practical skills and the ability to analyse data to spot trends and give explanations.

### **Links with other subjects**

Good ability in Chemistry is highly desirable. Biology also complements subjects such as Psychology and Sports Studies. Maths skills to a high GCSE grade are essential. A level Biology can be studied in combination with any other subject. If you are interested, you can do it.

### **Career Prospects**

Universities in the UK offer a wide range of biological degree courses. Many lead directly to employment, e.g. Veterinary Science, Pharmacology, Medicine, Dentistry, Food and Nutrition. Areas such as Biotechnology, Microbiology, Genetics and Environmental Science are becoming increasingly important in society. A biological degree may lead to jobs in research laboratories, medical diagnosis, ecological fieldwork, patient treatment, teaching, business and sales. Some degree courses in medical fields have tuition fees paid by the Department of Health. If your future career lies outside of science, studying A level Biology might help you to develop useful skills and ways of thinking.

### **Enrichment opportunities**

Motor Neurone Disease research project (practical laboratory research)

STEM diploma

Seminar Series - Higher education speakers

Journal Club - developing academic literacy and data analysis.

# AS and A Level Chemistry

**Entry Requirements:** Grades 6-6 in Combined Science or 6 in Chemistry and 6 in another science and 6 in Maths.

**Exam Board:** AQA

Subject Leader: Miss J Rigby [jrigby@taptonschoool.co.uk](mailto:jrigby@taptonschoool.co.uk)

## **Main Syllabus Area**

AS and A Level Chemistry will inspire students, nurture their passion for chemistry and lay the foundations for further study. It covers the three main areas of chemistry; physical, inorganic and organic. Subjects in **bold** are studied at A Level.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical chemistry</b> <ul style="list-style-type: none"><li>• Atomic structure</li><li>• Amount of substance</li><li>• Bonding</li><li>• Energetics</li><li>• Kinetics</li><li>• Chemical equilibria and Le Chatelier's principle</li><li>• Oxidation, reduction and redox equations</li><li>• <b>Thermodynamics</b></li><li>• <b>Rate Equations</b></li><li>• <b>Equilibrium constant K<sub>c</sub> for homogeneous systems</b></li><li>• <b>Electrode potentials and electrochemical cells</b></li><li>• <b>Acids and bases</b></li></ul> | <b>Organic chemistry</b> <ul style="list-style-type: none"><li>• Introduction to organic chemistry</li><li>• Alkanes</li><li>• Halogenoalkanes</li><li>• Alkenes</li><li>• Alcohols</li><li>• Organic analysis</li><li>• <b>Optical isomerism</b></li><li>• <b>Aldehydes and ketones</b></li><li>• <b>Carboxylic acids and derivatives</b></li><li>• <b>Aromatic chemistry</b></li><li>• <b>Amines</b></li><li>• <b>Polymers</b></li><li>• <b>Amino acids, proteins and DNA</b></li><li>• <b>Organic synthesis</b></li><li>• <b>Nuclear magnetic resonance spectroscopy</b></li><li>• <b>Chromatography</b></li></ul> |
| <b>Inorganic chemistry</b> <ul style="list-style-type: none"><li>• Periodicity</li><li>• Group 2, the alkaline earth metals</li><li>• Group 7, the halogens</li><li>• <b>Properties of Period 3 elements and their oxides</b></li><li>• <b>Transition metals</b></li><li>• <b>Reactions of ions in aqueous solution</b></li></ul>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

### **Method of Assessment**

#### **AS Level:**

Paper 1 – 1.5 hours – 50%

Paper 2 – 1.5 hours – 50%

#### **A Level:**

Paper 1 – 2 hours – 35%

Paper 2 – 2 hours – 35%

Paper 3 – 2 hours – 30%

### **Qualities Required**

High levels of interest, commitment and organisation; good mathematical skills; enthusiasm for practicals; enjoyment of science.

### **Links with other subjects**

Chemistry links well with Physics and Biology, and also Mathematics and Geography to a lesser extent.

### **Career Prospects**

Very good observation, logical analysis, numeracy and practical skills are developed with the ability to write clear reports, all of which are desirable to future employers and institutions. Possible careers include Chemical Research, Chemical Engineering, Medicine, Veterinary Science, Dentistry, Teaching, Physiotherapy, Pharmacology, Physiology, Forensics, Biochemistry, Biotechnology etc.

### **Extension and enrichment opportunities**

Medical Society

Opportunity to take part in the University of Cambridge Chemistry Olympiad

Opportunity to attend national R.S.C. competitions.

# AS and A Level Computer Science

## **Entry Requirements:**

GCSE Grade 6 in Computer Science/Computing/Computer Studies **and** GCSE 6 in Maths. For students from schools where Computer Science GCSE is **not delivered**, students may apply with a Grade 6 in GCSE Maths and with a grade 6 in GCSE Physics, or where students completed Combined Science with a Grade 6 in GCSE Maths and a Grade 6-6 in GCSE Combined Science. Tapton students who did not take GCSE Computer Science may also apply with this entry requirement.

**Exam Board:** OCR H046/ H446

**Subject Leader:** Mrs S Thomas [sthomas@taptonschool.co.uk](mailto:sthomas@taptonschool.co.uk)

**Main Syllabus Area:** The OCR Specification has three components

<https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/>

The content of this **AS Level** in Computer Science and the **first year of the course** are divided into two components:

- **AS Level (H046/01) Computing Principles Component (01)** 50% of marks (70) - contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.
- **AS Level (H046/02) Algorithms and Problem-Solving Component (02)** 50% of marks (70) - relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in the Computing principles component.
- This specification has been designed to be co-teachable with the stand-alone A Level in Computer Science.
- **Mathematical skills** are embedded throughout the content of the two components and assessed in the written papers where appropriate. The quality of extended responses is assessed in the written papers where indicated by an asterisk.

The content of the **A Level** in Computer Science and the second year of the course is divided into three components:

- **A Level (H446/01) Computer Systems Component (01)** 40% of marks (140) - contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.
- **A Level (H446/02) Algorithms and Programming Component (02)** 40% of marks (140) - relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01.
- **A Level (H446/03 or 04) Programming Project Component (03 or 04)** 20% of marks (70) - is a practical portfolio-based assessment with a task that is marked using levels of response style mark schemes and in the Evaluation section of the Programming project component.

### **Method of Assessment**

- Throughout the course students will take part in peer-group and self-assessment in order to familiarise themselves with the Assessment Objectives and become more objective in their skills of critique.
- Each half term students have a formal assessment, which is marked and then fed back on in the lesson.
- Staff review work with students on a one-to-one basis regularly, giving support, feedback, and set targets for improvement and progression.
- Students who take the AS exams at the end of the first year are externally assessed.
- Students who take the end of year exam in June have 2 internally marked and moderated AS exams in Component 1 and Component 2. These are taken in full exam conditions, (see above)
- All A level exams are externally assessed.
- The A level coursework unit is marked by the teacher and marks are moderated by an assessor from OCR.

### **Qualities Required**

You are enthusiastic, open-minded and willing to learn new skills and techniques. You are inquisitive and enjoy Computer Programming from designing and creating Websites to creating Apps and Programs. You enjoy working as part of a group but can work independently. You are determined and will work to ensure you succeed. You understand the need for resilience and always wanting to learn more by putting in the time and effort, coaching lower school students and getting involved in Computer Science Projects within the school.

### **Links with other subjects**

Computer Science involves many transferable skills, not least problem solving, communicating ideas and concepts, developing creative ideas, refining and testing ideas and realising those ideas. In addition, an A Level in Computer Science ties in well with all the STEM subjects but can also be combined with Arts, Social Sciences and the Humanities.

### **Career Prospects**

As more and more companies and organisations undergo digital transformation, as automation and machine learning develop at an exponential rate the demand for tech workers continues to grow at a pace unmatched in other industries. An A Level in Computer Science gives students essential knowledge, problem solving skills and skills in demand across all sectors. Specific computer based roles that's students can aim towards are Applications developer, Cyber security analyst, Data analyst, Database administrator, Forensic computer analyst, Game designer/developer, Information systems manager, IT consultant, Machine learning engineer, Multimedia programmer, Penetration tester, SEO specialist, Software engineer, Systems analyst, UX designer and IOT engineer and designer and let's not forget research and development in universities and of course teaching.

Computer programming is quickly becoming an expected 21st century literacy, but coding is no longer limited to the realms of computer and information sciences. Technology can be used to solve problems across a range of fields.

**Extension and Enrichment Opportunities:** Our key enrichment activity is to connect our students with employers and industry, through work experience opportunities, talks, digital events, hackathons, trips and workshops. We are also keen for students to support learning in Lower School Computer Science Classes, help at Computing Clubs and taking part in any Computer Science events or projects.

# AS Level and A Level English Literature

**Entry Requirements:** GCSE 6 or above in English Literature and 5 in English Language.

**Exam Board:** AQA

**Subject Leader:** Mrs C Law [claw@taptonschoo.co.uk](mailto:claw@taptonschoo.co.uk)

## **Main Syllabus Area**

**At AS**, students will focus on Literary Genres, studying Aspects of Tragedy. Four texts must be studied: one Shakespeare play, one other drama text, one prose text and one selection of poetry. All texts will be selected from a prescribed list.

**At A level**, students will study Literary Genres; students at Tapton are studying Aspects of Tragedy. Students will write about *Othello*, *Death of a Salesman* and selected poems from Keats. The second paper is Text and Genres and students will be studying Political and Social Protest writing. Students will study *A Doll's House*, Blake's poetry and *The Kite Runner*. The NEA comprises of two essays linking to the Critical Anthology - one essay looking at a poetry text and one prose. These texts can be the student's own choice of texts.

## **Method of Assessment**

**AS Level:** Students will be assessed by two written examinations, each worth 50% of the final AS grade. Each examination lasts for 1 hour and 30 minutes and comprises of two distinct tasks.

**A Level:** Students will be assessed by two written examinations, each worth 40% of the final A level grade and a Non-Examined Assessment component worth 20%. The first examination is 2 hours 30 minutes and comprises three distinct tasks. The second examination is 3 hours and again there are three distinct tasks.

## **Qualities Required**

You must enjoy reading and have a genuine interest in literature of all styles and periods, with a willingness to extend and develop your range. You will need well established writing skills, an open mind and a willingness to enter into debate and discussion. You will need to be able to manage a demanding workload.

## **Links with other subjects**

English Literature provides an excellent complement to Arts, the Performing Arts, Humanities and Social Sciences. It provides a refreshing contrast with maths and science-based subjects. As a discipline which demands rigorous analytical and fluent communicative skills, it enhances all Post 16 study.

**Career Prospects**

This course is particularly suitable for those students who wish to study English, Linguistics or English Studies in Higher Education. It offers a wide range of options with or without a degree: Law, Accountancy, Media, Banking, Local Government, Civil Service, Personnel / Human Resources, Journalism – and Teaching.

**Extension and enrichment opportunities**

Conferences, Lectures, University Master Classes, Visiting Speakers, Workshops, Theatre visits.

# AS Level and A Level Film Studies

**Entry Requirements:** Grade 5 in GCSE English Language or GCSE English Literature

**Exam Board:** WJEC

**Teachers:** R Criticos, and D Stewart

## **AS in the first year consists of three components:**

### **Component 1: American Film (35%) -**

This is an externally assessed exam of 1.5 hours divided into two sections with a choice of questions. **Section A** explores two examples of Hollywood cinema ***Casablanca*** and ***Bonnie and Clyde***

**Section B** explores a single example of contemporary American Independent cinema ***Captain Fantastic***

### **Component 2: European Film (35%)**

This is an externally assessed exam of 1.5 hours divided into two sections with a choice of questions. **Section A** explores two examples of recent UK film ***Trainspotting*** and ***Fish Tank***  
**Section B** explores a contemporary European film ***Pan's Labyrinth***

### **NEA: Exploring Film Form (30%)**

The NEA (Non-Examined Assessment or coursework component) is composed of a creative/practical project (screenwriting) that will draw upon the skills developed in the analysis, plus an evaluation of the project.

## **A Level in the second year consists of three components:**

### **Component 1: Filmmaking and Spectatorship (35%) -**

This is an externally assessed exam of 2.5 hours divided into four sections with a choice of questions. **Section A** explores two examples of Hollywood cinema ***Casablanca*** and ***Bonnie and Clyde***

**Section B** explores two examples of contemporary American cinema ***Captain Fantastic*** and ***Nomadland***

**Section C** explores two examples of recent UK Filmmaking ***Trainspotting*** and ***Fish Tank***

### **Component 2: Varieties of Global Film (35%) -**

This is an externally assessed exam of 2.5 hours divided into four sections with a choice of questions. **Section A** explores two examples of contemporary European and World cinema ***Pan's Labyrinth*** and ***City of God***

**Section B** explores an example of a contemporary documentary film ***Amy***

**Section C** explores an example of early silent film ***Sunrise***

**Section D** explores an example of experimental film ***Cleo from 5 to 7***

### **NEA: Exploring Film Form (30%)**

The NEA (Non-Examined Assessment or coursework component) is composed of a creative / practical project (screenwriting or film making) that will draw upon the skills developed in the analysis, plus an evaluation of the project.

### **Main Syllabus Area:**

This course introduces students to the systematic study of film as an art form. British, American and World Cinema will be studied from the 1920s to the present. The course provides students with opportunities to study film within historical, social and cultural contexts, encouraging them to develop a variety of interpretations. Analysis of the filmmakers' art and craft will provide them with a powerful and critical understanding of the moving image. The course also provides the possibilities to translate theory into practice with screenwriting, storyboarding and filmmaking options.

### **Method of Assessment**

Students will be assessed by a combination of coursework (30%) and examination (70%).

### **Qualities Required**

You will have an interest in film and a willingness to extend and develop the range and styles of films that you view. A film text is so difficult to explain because it is so easy to understand; therefore, you need an open and enquiring mind, established writing skills and a willingness to enter debate and discussion.

### **Links with other subjects**

Film Studies provides an excellent complement to the arts, performing arts and social sciences. As a discipline that requires rigorous analysis, independent research and reflective observation it will complement all A Level study and in particular sociology, psychology, history and any of the English courses.

### **Career Prospects**

The skills developed during the course link with a range of subjects at Higher Education and a wide range of vocations available without a degree: film, media, journalism, marketing, research, advertising, arts administration, museum and archivist work. Future prospects in these areas are encouraging and this course provides students with an understanding of a form that has prominent cultural significance and visibility, as the creative industries now annually contribute over £84 billion to the UK economy.

### **Extension and Enrichment Opportunities**

Cinema screenings; conferences; visiting speakers and workshops.

# Level 3 Diploma in Food and Science

## Nutrition

**Entry Requirements:** GCSE grade 5 in a Science Biology or Chemistry or Combined Science and grade 5 in English Language, and an interest in food related studies. If Food Preparation and Nutrition has been studied, students need to have achieved a 5 or above. If students have studied Hospitality and Catering then they need a L2M or above.

**Exam Board:** WJEC

**Subject Leader:** Mrs T Stafford [tstafford@taptonschool.co.uk](mailto:tstafford@taptonschool.co.uk)

### **Main Syllabus Area**

#### **Y12 Level 3 Certificate outline:**

##### **Unit 1 Meeting Nutritional Needs of Specific Groups**

This unit focuses on the importance of food safety, properties of nutrients, the relationship between nutrients and the human body and being able to plan nutritional requirements. All learners will be expected to create a coursework portfolio, which is to be used as a revision resource.

##### **Assessment:**

50% External assessment - Set by the Examination Board one 90-minute external examination graded Level 3 Pass, Merit and Distinction.

50% Internal assessment - The outcomes of internal assessment will be externally moderated.

Success at Y12 Level 3 Certificate could lead to further study at Y13 Level 3 Diploma.

#### **Y13 Level 3 Diploma outline:**

**Three** units must be completed over the **two-year** programme (unit one completed in Y12)

##### **Unit 2 - Ensuring Food is Safe to Eat**

This is a mandatory unit and will be externally assessed but completed in 8 hours of lesson time under exam conditions (approximately around May/June). Candidates will have to respond to a scenario set by the exam board, through a written report and practical application.

##### **Unit 3 - Experimenting to Solve Food Production Problems**

This is an optional unit which is internally assessed but completed in 12 hours of lesson time under exam conditions (work sample to be submitted for moderation by 15<sup>th</sup> May). Candidates will have to respond to tasks set by the exam board through written and practical application.

##### **Unit 4 - Current Issues in Food Science and Nutrition**

This is an optional unit which is internally assessed but completed in 14 hours of lesson time under exam conditions (work to be submitted for moderation by 15<sup>th</sup> May).

Candidates will have to investigate current consumer food choices through either independent or group project work.

### **Method of Assessment**

#### **Examination:**

Three units must be completed over the two-year programme. There are two external assessments and two internal assessments. Both assessments for Unit 1 must be completed in year 12 if learners want to cash in for a certificate and not continue to Year 13. The examination taken in year 12 can be a resit in year 13 if required. Unit record sheets must accompany work and teacher annotation is needed to confirm marking.

#### **Internal progress monitoring:**

Throughout the course learners will take part in peer-group and self-assessment in order to familiarise themselves with the assessment objectives and become more competent in their understanding. Staff review work with learners on a one-to-one.

### **Qualities Required**

You need to enjoy coursework and practical activities, be capable of working as part of a group and independently. Enthusiasm and determination will help you ensure success.

### **Links with other subjects**

An excellent complement to Biology, Chemistry, Social Sciences and Hospitality. This subject can be studied as both a means of developing a range of transferrable skills or as a distinct route to higher education courses as highlighted below.

### **Prospects**

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. Learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

# AS Level and A Level French

**Entry Requirements:** GCSE Grade 6 in French.

**Exam Board:** AQA

**Director of MFL:** Ms J Askew [jaskew@taptonschoool.co.uk](mailto:jaskew@taptonschoool.co.uk)

**Subject Leader for French:** Mrs K Wood [kwood@taptonschoool.co.uk](mailto:kwood@taptonschoool.co.uk)

## **Main Syllabus Area:**

### **Social Issues and Trends**

Aspects of Francophone Society: Current trends

The changing nature of family

The 'cyber-society'

The place of voluntary work

Positive features of a diverse society

Life for the marginalised

How criminals are treated

### **Grammar**

Key verb tenses, moods and voices

Nouns, articles and gender

Adjectives and adverbs

Prepositions

Negation

Conjunction and discourse markers

Questions, quantifiers and intensifiers

### **Political and Artistic Culture**

A culture proud of its heritage

Contemporary francophone music

Cinema: the 7<sup>th</sup> art form

Teenagers; the right to vote and political commitment

Demonstrations and Strikes; who holds the power?

Politics and immigration

### **Works: Literary texts and films**

L'étranger Albert Camus

La Haine Mathieu Kassovitz

### **Qualities Required**

A genuine love of languages, an enquiring mind, good time management, hard work and resilience.

|                      | <b>Objective</b>                                                                                                                                                                     | <b>Weighting (A Level)</b> | <b>Weighting (AS)</b> |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------|
| <b>A01</b>           | Understand and respond: in speech to spoken language including face-to-face interaction and in writing to spoken language drawn from a variety of sources.                           | 20%                        | 20%                   |
| <b>A02</b>           | Understand and respond: in speech to written language drawn from a variety of sources and in writing to written language drawn from a variety of sources.                            | 30%                        | 30%                   |
| <b>A03</b>           | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.                                                                               | 30%                        | 30%                   |
| <b>A04</b>           | Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.                  | N/A                        | 20%                   |
| <b>A04 (A Level)</b> | Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. | 20%                        | N/A                   |

**Links with other subjects** - Languages combine well with any subject, but especially English, Economics, Geography, Politics, Sociology and History. They also make an excellent contrast with Mathematics and Science based subjects.

**Career Prospects** - Languages are a good foundation subject for many degree courses across a wide range of subjects including Law, Business Studies, Economics, Social Policy, Philosophy, Social Sciences and Educational Studies. A languages degree is good preparation for a wide range of occupations; for example, journalism, marketing, personnel, public service, law, advertising, insurance or teaching.

**Extension and Enrichment Opportunities** - Possible trips of a cultural and linguistic nature, opportunities to support younger students through in class support, a mentoring programme with GCSE students and access to authentic materials.

# AS Level and A Level Mathematics and Further Mathematics

**Entry Requirements:** Grade 7 GCSE for AS and A Level Maths courses. Grade 8 GCSE for Further Mathematics courses.

**Exam Board:** OCR Syllabus A

**Subject Leader:** Mr P Webb [pwebb@taptonschool.co.uk](mailto:pwebb@taptonschool.co.uk)

## **Main Syllabus Area**

**AS Mathematics:** Students will study 3 components: Pure Mathematics, Statistics and Mechanics.

**A Level Mathematics:** Students will complete further study of the 3 components: Pure Mathematics, Statistics and Mechanics.

**AS Further Mathematics:** Students will study a core component of Further Pure Maths alongside 2 optional components from Statistics, Mechanics, Discrete Maths and Additional Pure Maths.

**A Level Further Mathematics:** Students will complete further study of the 3 components of AS Further Mathematics.

## **Method of Assessment**

AS Mathematics will comprise of 2 assessed papers – Pure & Statistics, Pure & Mechanics. The papers are taken in June of Y12.

A Level Mathematics will assess the whole 2-year course and will comprise of 3 papers – Pure Maths, Pure & Statistics, Pure & Mechanics. This will be assessed in June of Y13. For AS and A2 Further Mathematics, modules will be assessed in May/June of Y12 and Y13.

Further Mathematics is equivalent to taking 2 A Levels. Students completing this course will be awarded A Levels in Mathematics and Further Mathematics.

## **Qualities Required**

Students should have a keen interest in Mathematics and a possible desire to study Mathematics at University though this is not essential. All courses require a commitment to hard work outside the classroom, at least as many hours private study as you have lessons, and willingness to talk to your teachers and seek help when you know you need it.

"Maths is a highly enjoyable and rewarding subject. It is very demanding but there is a high sense of achievement when it comes to problem solving. All the teachers are very approachable about anything and are always willing to help."

## **Links with other subjects**

**Pure and Statistics** – Geography, Economics, Biology, PE, Psychology, Sociology, Computer Science

**Pure and Mechanics** – Physics, Chemistry, Design Technology.

**Further Mathematics** – This course links with all of the above.

**Career Prospects**

Career prospects are infinite. Mathematics opens up the possibility of careers in medicine, banking and insurance, commerce, marketing, accountancy, engineering, research and design, education, government and public services, research statisticians, managers, administrators, manufacturing, industry and the armed forces to name but a few. Naturally, A Level Mathematics is a very highly valued subject in the eyes of universities and other institutes of Higher Education.

**Extension and Enrichment Opportunities**

University Master classes

National Maths Challenges

Sheffield University Y12 and Y13 Advanced Problem Solving and pre-STEP tuition.

# Core Mathematics

*Please note that this is a one year course to be studied alongside three other subjects*

## **What is Core Maths?**

Core Maths B is a Level 3 qualification for students with a GCSE grade 5 and above who want to continue to studying maths but not at AS/A Level. The course emphasises and encourages these key outcomes:

- Sound understanding of mathematical concepts, skills and techniques from GCSE and beyond
- Competency in interpreting and explaining solutions to problems in context
- Confidence in applying mathematical and statistical thinking and reasoning in a range of new and unfamiliar contexts to solve real-life problems
- Fluency in procedural skills, common problem-solving skills and strategies

**Entry Requirements:** GCSE 5 in Maths and above

**Exam Board:** OCR (MEI)

**Subject Leader:** Mr P Webb – pwebb@taptonschoool.co.uk

## **Main Syllabus Area**

- Modelling
- Statistics for data analysis
- Statistical problem solving (SPS)
- Finance
- Risk
- Estimation Skills
- The use of technology – in particular, using spreadsheets

## **Method of Assessment**

There are two components:

- Paper 1 - Introduction to Quantitative Reasoning – 2 hour written paper (50%), and
- Paper 2 - Statistical Problem Solving – 2 hour written paper (50%)

## **Should I do Core Maths?**

The course has been designed to maintain and develop real-life skills. What you 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 will include a financial maths element. It is designed to 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; Core Maths will help you keep up with these essential skills. On average, students who study maths after GCSE improve their career choices and increase their earning prospects.

### **Will it be recognised by universities and employers?**

This qualification is designed to support post-16 learners with the mathematical and statistical needs of their further study of other subjects, as well as for employment and everyday life. Universities have come out in strong support of it. Even subjects like history now recognise the importance of statistics and so this qualification will help you hit the ground running at university. The course will carry the same number of UCAS points as an AS qualification.

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

### **Why haven't I heard of it?**

Core Maths is a relatively new course and is a part of a wider initiative to improve maths in England – and you could be a part of it. Forward-thinking sixth forms (like Tapton) and colleges pioneered the qualification in September 2014 and it has been available to all schools and colleges since September 2015.

### **Links with other subjects**

Science, Geography, Business Studies, Psychology, Economics, History amongst many others.

For Further Information visit:

- <https://www.ocr.org.uk/qualifications/core-maths/b-mei-level-3-certificate-h869/>
- <http://www.core-maths.org/>

# AS Level and A Level Physics

**Entry Requirements:** A grade 6 in Physics and grade 6 in either Biology or Chemistry, or grades 6-6 in Combined Science, and a minimum of a grade 6 in Mathematics.

**Exam Board:** OCR

**Subject Leader:** Mr J O'Neill [joneill1@taptonschoo.co.uk](mailto:joneill1@taptonschoo.co.uk)

## **Course Description**

The **OCR A Level in Physics A** course provides learners with the opportunity to develop experimental methods and practical techniques for producing empirical data. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills, transferable to any future career path. The important conventions, systems and concepts that permeate the fabric of physics and engineering are embedded.

During the first year of study students will develop and extend the basics that they studied at GCSE. Areas studied include how we model the motion of objects using mathematics, understand the effect forces on objects, learn about the important connection between force and energy, appreciate how forces cause deformation and understand the importance of Newton's laws of motion. Electricity is also studied in depth although with many aspects of waves. This then leads to the introduction of the key ideas of quantum physics.

In the final year (A Level) of the course students are shown the impact Newtonian mechanics has on physics. The microscopic motion of atoms can be modelled using Newton's laws and hence provide us with an understanding of macroscopic quantities such as pressure and temperature. Newton's law of gravitation can be used to predict the motion of planets and distant galaxies and the expansion of the Universe is studied by analysing the electromagnetic radiation from space. Other topics covered include capacitors, electric fields, electromagnetism, nuclear physics, particle physics and medical imaging.

## **Main Syllabus Area**

*AS Level:* Development of practical skills in Physics; Foundations of Physics (2 sub modules); Forces and Motion (5 sub modules); Electrons, Waves and Photons (5 sub modules).

*A Level (in addition to the AS Level topics):* Newtonian World and Astrophysics (5 sub modules); Particles and medical physics (5 sub modules).

## **Method of Assessment**

**AS Level:** Paper 1 "Breadth in physics" 1 hr 30 mins. Multiple choice and structured questions  
Paper 2 "Depth in physics" 1 hr 30 mins  
Structured and extended response questions

**A Level:**      Paper 1 "Modelling physics" 2 hr 15 mins. Multiple choice and structured questions.  
                 Paper 2 "Exploring physics" 2 hr 15 mins. Multiple choice and structured questions.  
                 Paper 3 "Unified physics" 1 hr 30 mins.  
                 Structured and extended response questions  
                 Teacher-assessed "Practical endorsement for physics"

### **Qualities Required**

Studying Physics at A-level demands a combination of qualities that contribute to academic success and personal growth. Key traits include curiosity to explore and question the fundamental aspects of the universe, perseverance to tackle complex problems and concepts, analytical thinking for understanding and applying theories, adaptability to grasp new ideas and approaches, and effective communication to articulate understanding and collaborate with peers. Together, these qualities enable students to excel in A-level Physics while fostering a passion for lifelong learning in the field.

### **Links with other subjects**

Choosing subjects that complement a Physics A-level can lead to a well-rounded education and open up various career paths. Mathematics is usually an essential companion subject, as it provides the necessary quantitative skills to understand and solve complex physics problems. Further Mathematics can also be beneficial, particularly for those interested in pursuing physics at the university level. Chemistry is another natural choice, as it shares many fundamental concepts with physics and helps develop a deeper understanding of the physical world. For students considering engineering, Design and Technology or Computer Science can be useful additions. Additionally, choosing a contrasting subject like English, History, or a modern language can help develop important communication, analytical, and critical thinking skills that are valuable in any field, including physics. Ultimately, selecting subjects that align with individual interests and strengths will provide the best foundation for success in Physics A-level and beyond.

### **Career Prospects**

A-level Physics provides an excellent foundation for a variety of career paths, offering numerous opportunities across multiple industries. Students who study Physics at this level develop strong analytical, problem-solving, and critical thinking skills, which are highly valued by employers. Graduates can pursue careers in engineering, technology, research and development, medicine, finance, and education, among others. Additionally, A-level Physics prepares students for further academic pursuits, such as obtaining a bachelor's, master's, or doctoral degree in Physics or related fields. Overall, the career prospects for those with an A-level Physics qualification are vast, promising, and adaptable to individual interests and goals.

**Enrichment Opportunities**

Tapton School is the Northern Hub for the Institute of Research In Schools (IRIS). Students will have the opportunity to take part in real scientific research as part of our super-curricular offering. Students are also encouraged to participate in activities such as the Physics Olympiad exams and projects such as the European Space Agency CanSAT project.

# AS and A Level Psychology

**Entry Requirements:** 5 in English Language, 5 in Maths and 5 in a science.

**Exam Board:** AQA

**Subject Leader:** Ms B Walker [bwalker@taptonschoool.co.uk](mailto:bwalker@taptonschoool.co.uk)

## **Main Syllabus Area**

Students study material which is examined in two papers at AS level and three papers at A-Level:

### **At AS Level students will study:**

- **Paper 1: Introductory Topics in Psychology**

This covers four of the major areas of psychology, namely social influence (which covers topics such as obedience and conformity), memory, attachment (which covers the relationship between a child, its mother and other caregivers, as well as the consequences of being separated from caregivers early in childhood) and psychopathology (which covers the application of psychological theory to the explanation and treatment of mental health problems – OCD, phobias and depression).

- **Paper 2: Psychology in Context**

This covers the major approaches in psychology (for example the work of the behaviourists, cognitive neuroscience and Freudian psychology, etc). It also covers the importance of bio-psychological ideas to explaining human behaviour. The research methods commonly used in psychology is also a focus of this paper, although students should note that the theme of research runs through all areas of the course.

### **At A Level students will study:**

- **Paper 3: Issues and Options in Psychology**

This covers issues and debates in psychology, such as the nature v nurture debate and the gender/cultural biases present in psychological research and theory. It also covers three options, one from each of three categories; from 2022 we will be covering gender, schizophrenia and forensic psychology (although this is dependent on staff expertise, so is subject to change).

## **Method of Assessment**

At AS Level, both examination papers are 1hr 30mins in duration and use a range of question styles, including multiple choice, short answer questions and extended writing. At A Level, all three examination papers are 2 hours in duration and use a range of question styles, including multiple choice, short answer questions and extended writing.

## **Qualities Required**

You will need to be able to work independently and be willing to enter into class discussions. You will need to develop the ability to present ideas, supported by evidence, in structured, effective essays and you will need good time management skills. **It is also**

**important that you have a good understanding of the scientific process and an appreciation that psychology is a science A Level.**

### **Links with other subjects**

Psychology is compatible with most other A levels. It works well with both science and arts subjects.

Most frequent combinations include Sociology, Biology, Geography, Film Studies and Sport. There are no prohibited combinations.

### **Career Prospects**

A Psychology qualification is preparation for many careers; due to the fact that it involves both literacy and numeracy skills as well as enabling students to develop the skill of scientific enquiry.

Some students work as professional psychologists in the clinical, criminal, educational or occupational fields. Many others use their skills and knowledge in a variety of careers, such as physiotherapy, education, advertising, social work or personnel work.

### **Extra-Curricular Activities**

We run a very well attended social science discussion group, where students can lead discussions about contemporary social science research through books, podcasts and documentaries. We also seek opportunities for students to visit universities, take part in psychology experiments and attend lectures and talks by researchers, authors and other professionals.

# AS & A-Level Religious Studies

**Entry Requirements:** 5 in English Language and a 5 in GCSE Religious Studies if studied.

**Exam Board:** OCR

**Subject Leader:** Miss K Molyneux [kmolyneux@taptonschoool.co.uk](mailto:kmolyneux@taptonschoool.co.uk)

## **Main Syllabus Area**

This is essentially a Philosophy and Ethics course leading to a qualification in Religious Studies. The two year course is made up of three modules. The modules chosen build on knowledge gained at GCSE Level, both Full and Short courses, but is not dependent on previous experience.

**Subjects in bold are studied at A Level.**

### Philosophy of religion

- Ancient Greek influences on philosophy of religion, specifically looking at Plato and Aristotle.
- The nature of the soul mind and body.
- Arguments for the existence or non-existence of God.
- Issues in religious language
- The nature and impact of religious experience.
- The problem of evil and suffering and its challenge to belief.
- **Ideas about the nature and attributes of God.**
- **Issues in religious language**

### Religion and Ethics

- Normative ethical theories such as Kantian ethics, natural law and situation ethics.
- The application of ethical theory to euthanasia and business ethics.
- **Ethical language and thought.**
- **Debates surrounding conscience and free will.**
- **Sexual ethics and the influence of ethical thought on developments in religious belief**

### Developments in religious thought

- Beliefs, teachings and ideas about human life, the world and ultimate reality: Augustine's teaching on human nature; Death and the afterlife

- The origins and development of Christianity, and the sources of wisdom on which it is based: knowledge of God's existence; the person of Jesus
- Christian moral principles; Christian moral action
- **Gender and society; gender and theology**
- **The challenge of secularism; liberation theology**

### **Method of Assessment**

Assessment is entirely by written examination, both at the end of AS Level and at the end of the A Level course. There is one paper per unit each comprising 33.3% of the total marks. Students are required to answer two, one part exam questions from a choice of three at AS level and three, one part exam questions from a choice of four at A level.

### **Qualities Required**

An open and enquiring mind and a willingness to examine issues in a rigorous and logical fashion.

### **Links with other subjects**

A Level Religious Studies is an academic discipline which aims to promote an enquiring, critical and sympathetic approach to the study of religious, philosophical and ethical issues. It combines well with both arts and science A Levels and is highly regarded by universities and College Admissions Tutors. It is not considered to be a soft option; rather it features on the Russell Group Universities higher tier of preferred subjects at A Level. The only difference between Religious Studies and facilitator subjects is that it may be studied without prior knowledge while others may not.

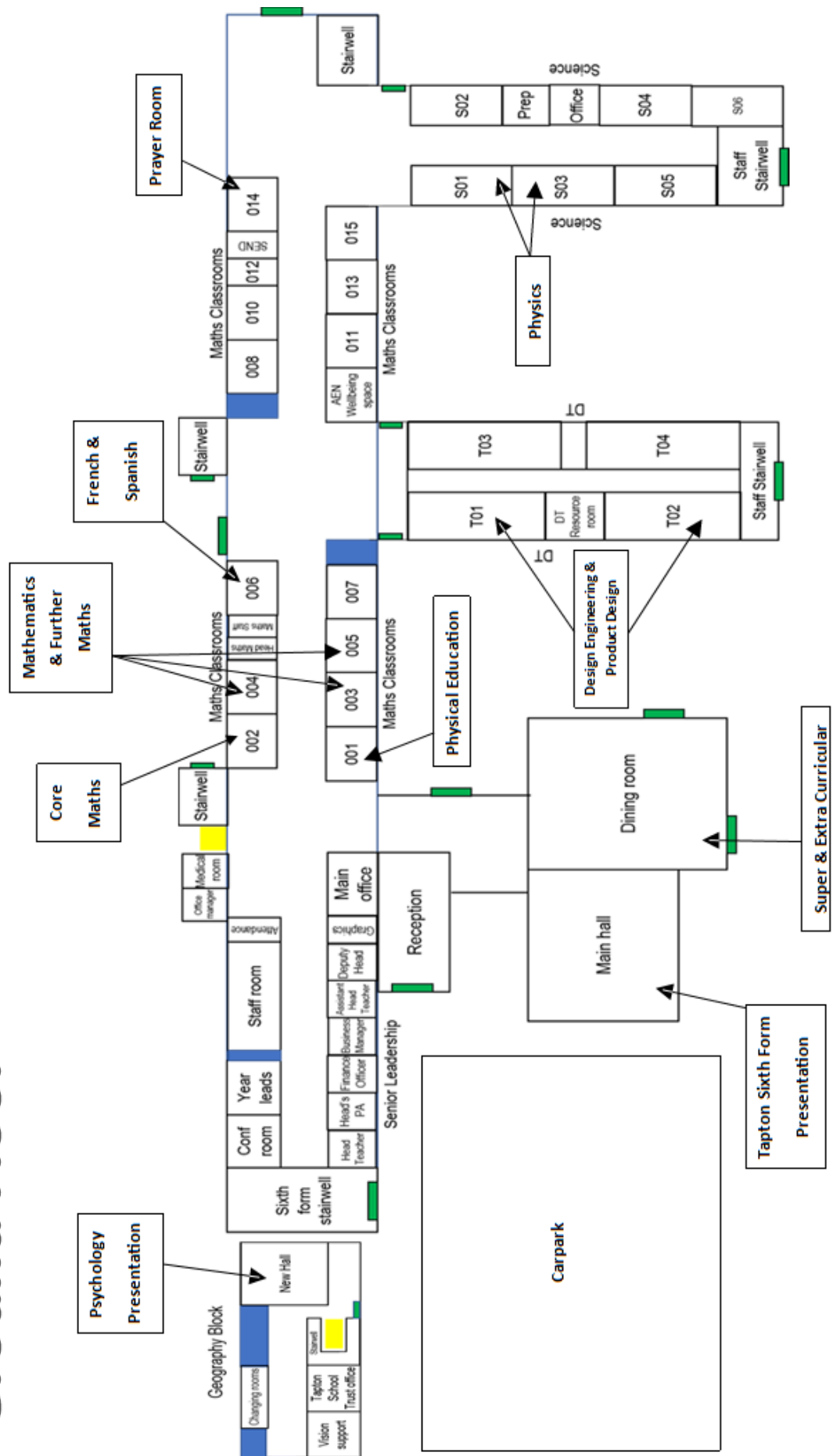
### **Career Prospects**

A Level Religious Studies and in particular the Philosophy and Ethics options places emphasis on problem solving and a rigorous examination of evidence together with the development of sustained and well supported arguments. While it is a perfect choice for students hoping to pursue degrees in Philosophy, Theology or Religious Studies, it is also particularly useful for students considering careers in medicine, social work, personnel management, education, public relations, the police force, journalism and the legal professions.

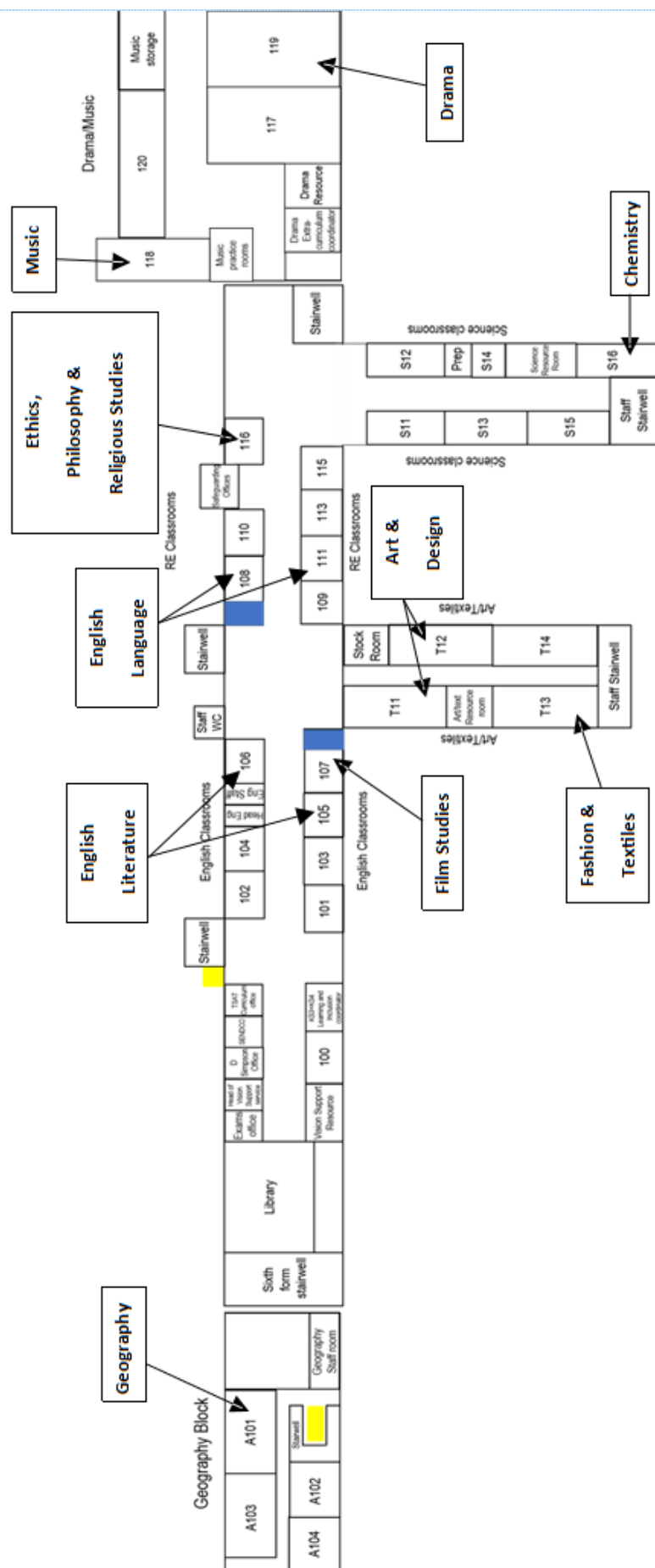
### **Extension and Enrichment Opportunities**

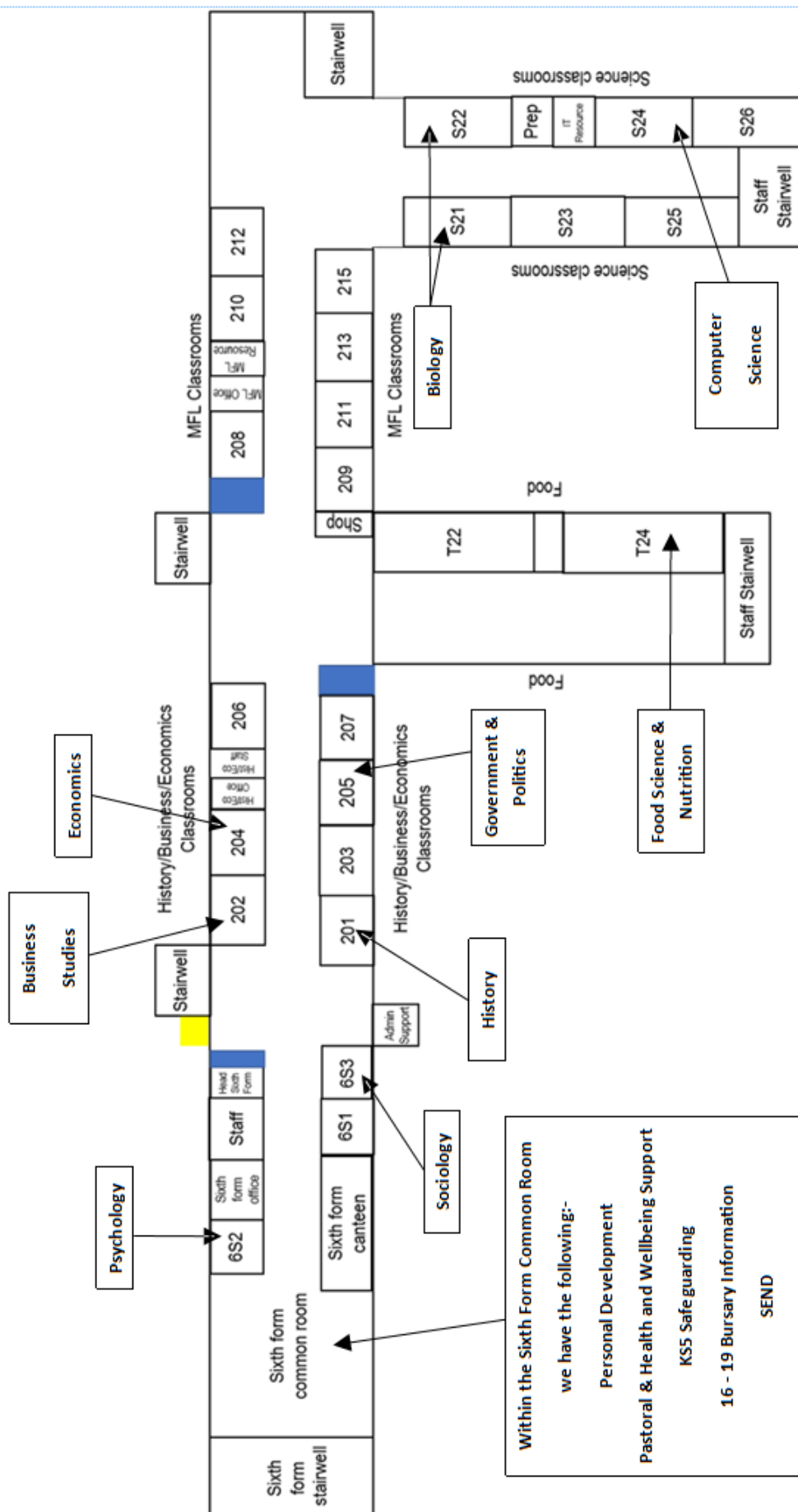
Trips to conferences organised by examinations boards and Higher Education Providers are offered to students as and when they are available.

# Ground Floor



# First Floor





## Second Floor

# AS Level and A Level Spanish

**Entry Requirements:** GCSE Grade 6 in Spanish.

**Exam Board:** AQA

**Subject Leader:** Ms J Askew [jaskew@taptonschoool.co.uk](mailto:jaskew@taptonschoool.co.uk)

## **Main Syllabus Area (subjects in bold are studied at A Level):**

Aspects of Hispanic society -

Modern and traditional values

Cyber Space

Equal Rights

Artistic Culture in the Hispanic World -

Modern Day Idols

Spanish Regional Identity

Cultural heritage and cultural landscape

### **Multiculturalism in Hispanic Society**

Immigration, Racism, Integration of cultures

### **Aspects of political life in the Hispanic World**

Today's youth, tomorrow's citizens

Monarchies, republics and dictatorships

Popular movements

### **Grammar**

Key verb tenses, moods and voices

Nouns, articles and gender

Adjectives and adverbs

Prepositions

Negation

Conjunctions and discourse markers

Questions, qualifiers and intensifiers

### **Works: Literary texts and films**

*La casa de Bernarda Alba* - Federico García Lorca

*El laberinto del fauno* - Guillermo Del Toro

**Qualities Required** - A genuine love of languages, an enquiring mind, good time management, hard work and resilience.

### **Method of Assessment**

|                      | <b>Objective</b>                                                                                                                                                                     | <b>Weighting (A Level)</b> | <b>Weighting (AS)</b> |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------|
| <b>A01</b>           | Understand and respond: in speech to spoken language including face-to-face interaction and in writing to spoken language drawn from a variety of sources.                           | 20%                        | 20%                   |
| <b>A02</b>           | Understand and respond: in speech to written language drawn from a variety of sources and in writing to written language drawn from a variety of sources.                            | 30%                        | 30%                   |
| <b>A03</b>           | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.                                                                               | 30%                        | 30%                   |
| <b>A04</b>           | Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.                  | N/A                        | 20%                   |
| <b>A04 (A Level)</b> | Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. | 20%                        | N/A                   |

**Links with other subjects** - Languages combine well with any subject, but especially English, Economics, Geography, Politics, Sociology and History. They also make an excellent contrast with Mathematics and Science based subjects.

**Career Prospects** - Languages are a good foundation subject for many degree courses across a wide range of subjects including Law, Business Studies, Economics, Social Policy, Philosophy, Social Sciences and Educational Studies. A languages degree is good preparation for a wide range of occupations; for example, journalism, marketing, personnel, public service, law, advertising, insurance or teaching.

**Extension and Enrichment Opportunities** - Possible trips of a cultural and linguistic nature, opportunities to support younger students through in class support, a mentoring programme with GCSE students and access to authentic materials.

# **A Level Subjects**

These subjects are studied for two years and students do not have the option of taking the AS exam in these subjects.

- Art & Design
- Business Studies
- Design & technology: Design Engineering
- Design & Technology: Product Design
- Drama & Theatre Studies
- Economics
- English Language
- Fashion & Textiles
- Geography
- Government & Politics
- History
- Music
- Physical Education
- Sociology

# A Level Art and Design

**Entry Requirements:** 5 in Art and Design or a visual portfolio demonstrating artwork of a GCSE grade 5 standard.

**Exam Board:** AQA

**Subject Lead:** Mrs K Pilarek [kpilarek@taptonschoool.co.uk](mailto:kpilarek@taptonschoool.co.uk)

**Timetable Organisation:** 5 periods per week in Y12, 5 periods in Y13, 3 teachers offering a range of art and design specialisms.

## **Main Syllabus Area**

- **Skills Workshops:**
- **Fine Art:** Drawing and painting using a range of techniques and styles. You will use a range of mediums, including oil, chalk pastel, charcoal, pencil, acrylics, mono-printing, etching, water colours.
- **Textiles:** Batik, screen-printing, felt-making, silk painting, weaving, free machine embroidery.
- **Sculpture:** Clay, card, wire construction, plaster.
- **ICT:** use of Adobe Photoshop, digital camera.
- **Design:** Aspects of design e.g. architecture, graphics, text, posters, packaging, related ICT.
- **Research:** As part of the programme of study, students must research and learn from investigations into the work of other artists, crafts persons and designers.

**COMPONENT 1: Personal Investigation: 60% of marks** This is a practical investigation supported by written material. Students are required to produce in depth investigations into an idea, issue, theme or concept of their choosing. This will be supported by a written response of 3000 words max of continuous prose.

**COMPONENT 2: Externally set Examination: 40% of marks:** Set by the board, a series of starting points distributed 1<sup>st</sup> February. A lead-in or preparation time, followed by a supervised exam of 15 hours where students work unaided to produce a finished outcome. Preparation work must stop at the beginning of the first session and be stored securely with the exam officer between exam sessions.

Students at Tapton invariably follow a very individual course of study, using the initial workshops to extend, develop skills and techniques, and support the development of idea. Contextual studies are at the core of our teaching in a very practical way.

We encourage all students to visit galleries, and offer trips to Derbyshire, London or Liverpool to visit Tate Britain and Tate Modern or Tate Liverpool; and a residential trip to Paris in Y12 where we visit 5 major galleries including the Louvre, the Pompidou Centre, the Musee D'Orsay, L'Orangerie; and also, Monet's legendary garden at Giverny. Students are able to develop work from this trip to support Component 1 as well as build wider contextual and cultural understanding.

**So why study at Tapton?** Students are able to grow as artists and designers, achieving excellent results which have been sustained over time. We work hard to ensure you get the best result you are capable of, and ensure you have a rigorous learning experience. **"Come and join us and see what you can do!"** Students regularly progress onto Architecture, Art, Fashion and Design etc. at the best universities and colleges; including Russell group universities.

### **Method of Assessment**

- Throughout the course students will take part in **peer-group** and **self-assessment** in order to familiarise themselves with the **Assessment Objectives** and become more objective in their skills of critique.
- Staff **review** work with students on a **one-to-one** basis regularly, giving **support**, feedback, and set **targets** for **improvement** and **progression**.
- Both units are **internally assessed** at the end of the course, and marks are **moderated** by a visiting assessor from **AQA**.

### **Qualities Required**

You are **enthusiastic, open-minded** and willing to **learn** new **skills** and **techniques**. You are **inquisitive** and enjoy **looking at Artwork** from all **periods and styles**. You enjoy working as part of a **group but** can work **independently**. You are **determined** and **will work** to ensure you **succeed**. You understand the need for resilience and **want to learn**.

### **Links with other subjects**

Art involves many **transferable skills**, not least problem solving, communicating ideas and concepts, developing creative ideas, refining and testing ideas and realising those ideas.

### **Career Prospects**

Consider the world you live in. So much has been through the hands of someone trained in one of the numerous areas of Art & Design. It offers many areas of employment and is growing, from Architecture to Fashion, Product Design or Interior Design, Textile Design, Theatre and Stage Design, Makeup, Advertising, Film, the list is long and growing.

### **Extension and Enrichment Opportunities**

The Art department is open to students every evening after school, free classrooms are also available for Sixth Form students during the day.

Support learning in **Lower School Art Classes**, produce costume/props/sets for **school productions**, help at **Art Club**. There may also be other Enrichment Opportunities, producing costumes and sets, working with visiting artists, community days, visiting Art Galleries in **Paris and London**. **There's always something going on - come and join in!**

# A Level Business Studies

**Entry Requirements:** 5 in English Language and 5 in Maths.

**Exam Board:** Edexcel

**Subject Leader:** Mr C Mehat [cmehat@taptonschoool.co.uk](mailto:cmehat@taptonschoool.co.uk)

- **Theme 1: Marketing and People**
  - Meeting customers' needs
  - The market
  - Marketing mix and strategy
  - Managing people
  - Entrepreneurs and leaders
- **Theme 2: Managing business activities**
  - Raising finance
  - Financial planning
  - Managing finance
  - Resource management
  - External influences
- **Theme 3: Business decisions and strategy**
  - Business objectives and strategy
  - Business growth
  - Decision making techniques
  - Influences of business decisions
  - Assessing competitiveness
  - Managing change
- **Theme 4: Global business**
  - Globalisation
  - Global markets and expansion
  - Global marketing
  - Global industries and companies

## **Main Syllabus Area**

A-Level Business is a very relevant and interesting subject, which covers a range of topical concerns to students who are consumers, will in the future be employees (and employers!) and to those who are interested in the welfare of society generally. Business organisations vary in size, ownership, objectives and most certainly in how they go about achieving those objectives. The business environment, in which firms operate, is increasingly complex and fiercely competitive, having a huge effect on us all - sometimes for the better, sometimes for the worse! The course helps students understand the background to the business decision making process, encouraging them to establish informed opinions and views.

**Theme 1** students develop an understanding of how businesses identify opportunities and they will explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment.

This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders. Theme 3

moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues.

**Theme 2** enables students to develop an understanding of raising and managing finance and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors. Study gives students the opportunity to develop a range of skills including analysing, problem solving, decision making and interpreting data in a variety of formats. In Theme 4, Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.

Study gives students the opportunity to develop a range of skills including analysing, problem solving, decision making and interpreting data in a variety of formats.

### **Method of Assessment**

There are 3 exam papers at **A Level**, all lasting 2 hours each.

- Paper 1 worth 35% of the A level. It assesses theme 1 and 4 and includes two case studies with a mixture of short and longer answer questions.
- Paper 2, worth 35% of the A level. It assesses theme 2 and 3 and includes two case studies with a mixture of short and longer answer questions.
- Paper 3, worth 30% of the A level. It assesses all 4 themes and includes a pre-released context with data response questions and two extended questions.

### **Qualities Required**

- An interest in/awareness of current affairs
- A desire to engage in regular background reading
- An inquisitive mind
- A willingness and ability to work independently, showing initiative, organisation and perseverance
- An ability to communicate effectively
- An ability to use and interpret data with some confidence

### **Links with other subjects**

As with Economics, the subject complements study of other Humanities (Geography, Politics, Sociology) or Mathematics and is increasingly a good combination with a Foreign Language.

**Career Prospects**

The subject is a useful background course for study in a variety of areas and of course offers bright prospects for employment across a breadth of opportunities e.g. sales, accounting, management, public relations etc. For students likely to be considering self-employment, the subject would be particularly useful and the combination with a modern foreign language could open opportunities across the EU.

**Extension and enrichment opportunities**

The subject offers opportunities for students to explore the real business world by visiting organisations. We are keen to exploit the development of the subject by inviting business practitioners into school, building on links with the business community and giving students the possibility of actively engaging in business activity themselves.

# A Level Design and Technology: Design Engineering

**Entry Requirements:** 5 in a GCSE Technology, 6 in GCSE Maths and 5 in GCSE Physics

**Exam Board:** OCR

**Subject Leader:** Mr T Priest [tpriest@taptonschool.co.uk](mailto:tpriest@taptonschool.co.uk)

*'The UK government has flagged a healthy engineering sector as being vital to its economic and environmental goals, making it absolutely crucial to the country as a whole. Unfortunately, there is currently a huge surplus of vacancies, over 173,000.'* New Civil Engineer - 10 Jan 2023.

*'Manufacturing is more than just putting parts together. It's coming up with ideas, testing principles and perfecting the engineering, as well as final assembly'.* James Dyson

## **Main Syllabus Area:**

Design Engineering is all about learning to be the person that designs the engineered product, be it a computer, satellite, phone, games console, washing machine, vehicle, aircraft, or any other engineered product. It is focused towards engineered mechanical and electronic products and systems. Students completing the course successfully will have taken design risks, gained technical understanding of programming, electronics, mechanics and structures and shown innovation whilst considering their role as responsible designers and citizens. They will have worked collaboratively through both CAD and with real life experimentation to develop and refine their ideas. They will gain an insight into engineering industries (particularly Electronic, Mechanical and Structural Engineering), developed the capacity to think logically and systematically, innovatively and critically and become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations.

## **Assessment:**

**Exam: 26.7% of A-Level** (1hr 30 minutes - written paper)

Analyse existing products

Demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques

Demonstrate applied mathematical skills

Demonstrate their understanding of wider social, moral and environmental issues that impact on design/manufacturing industries.

**Problem Solving: 23.3% of A-level** (1hr 45 minutes - written paper)

Apply their knowledge, understanding and skills of designing and manufacturing prototypes and products

Demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

**Iterative Design Project: 50% of A-level** (Approx. 65 hrs Non-Examined Assessment)

- The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate.
- Learners identify a design opportunity or problem from a context of their own choice and create a portfolio of evidence in real time through the project to demonstrate their competence.

**Method of Assessment**

**Exams: 50%** Externally Assessed    **Iterative Design Project: 50%** Internally Assessed

**Qualities Required**

A passion for solving problems and designing and making functional products or systems. An interest in electronics and/or mechanics is a huge advantage. This must be an interest that you are keen to take beyond merely theoretical knowledge that you could gain elsewhere, but to realise that knowledge into actual products that work. You should enjoy understanding how things work, taking things apart, building things, fixing them and analysing a problem.

**Links with other subjects**

Design Engineering, most obviously, is part of a suite with STEM subjects, Maths and Physics for anyone interested in the vast majority of strands of engineering and should be seriously considered by anyone looking to pursue engineering at a higher level after sixth form.

**Career Prospects**

A wide variety of possible careers stem from this course, that could include many kinds of engineering and technical careers such as electrical/electronic engineer, special effects, animatronics, computer programming, microcontroller programming, music technology, lighting engineer, games programmer, robotics, control engineer, motor vehicle engineering, aviation/aeronautical engineering or designing any electronic product from mobile phones to spacecraft etc. There is no shortage of jobs within Engineering. Destinations for A-Level Engineering students have, in the past, included Engineering degrees at Cambridge University, University of Sheffield, Leeds University other institutions, on courses including Engineering, Electrical and Electronic Engineering, Mechatronic and Robotic Engineering, Aerospace Engineering, Design for Industry and Civil and Structural Engineering.

**Extension and Enrichment Opportunities**

Actively getting involved in design and development of any **electronic, mechanical** and/or **structural** project will give the very best basis for an informed, enjoyable and successful participation in the A-level.

# A Level Design and Technology:

## Product Design

**Entry Requirements:** 5 in the relevant Design Technology and 5 in Mathematics

**Exam Board:** OCR

**Subject Leader:** Mr Fulson [jfulson@taptonschoool.co.uk](mailto:jfulson@taptonschoool.co.uk)

"If you think good design is expensive, you should look at the cost of bad design." Ralf Speth, CEO of Jaguar Land Rover

All objects/items that you have used today including the screen you are staring at, have been designed by someone. The reason that you will use them without thinking is due to good design. A designer holds one of the most influential roles in society as their products have an unmatched impact on users lives. Especially in today's climate, Product Designers have the task of solving some of the world's greatest problems. By designing products, that will help to solve the [17 Sustainable Development Goals](#).

If you love innovation and you are not afraid to fail on your journey to excellence, then this is the course for you.

### **Main Syllabus Area**

Product Design is focused towards consumer products and applications; their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices of product development.

### **At A-Level:**

**Exam: 26.7% of A-Level** (1hr 30 minutes - written paper)

- Analyse existing products
- Demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques
- Demonstrate applied mathematical skills
- Demonstrate their understanding of wider social, moral and environmental issues that impact on design/manufacturing industries.

**Problem Solving: 23.3% of A-level** (1hr 45 minutes - written paper)

- Apply their knowledge, understanding and skills of designing and manufacturing prototypes and products
- Demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

**Iterative Design Project: 50% of A-level** (Approx. 65 hrs Non-Examined Assessment)

- The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate.

- Learners identify a design opportunity or problem from a context of their own choice and create a portfolio of evidence in real time through the project to demonstrate their competence.

### **Method of Assessment**

**Exams:** 50% Externally Assessed     **Iterative Design Project:** 50% Internally Assessed

### **Qualities Required**

You should be passionate about designing and making creative products. You need to enjoy coursework and the problem-solving processes in reaching a Final Design.

Exploring a range of possible solutions using rigorous, analytical and fluent communication skills to propose the most viable conclusion should be one of your targets.

### **Links with other subjects**

Product Design is an excellent choice in any combination of other subjects as it promotes problem solving/creativity in a commercially realistic setting. Particularly strong vocational combinations might include Business, Physics, Mathematics, Art or Computer Science

### **Career Prospects**

Includes:

- Any career within design including Graphic Design, Interior Design, 3-D Design, Product Design, Industrial Design, Marketing, Product Development and Production, Sports Equipment Developer, Illustration, Trend Predictor, Advertising, Pattern Cutter amongst hosts of others.
- Also, many kinds of engineering and technical careers including Design Engineer, Special Effects, Animatronics, Music Technology, Automotive Design or designing any product from a Bicycle to a Formula one race car.

**Destinations for A-Level Product Design students have**, in the past, included - Product Design/Architecture/Civil Engineering/Fashion Design/Building Surveying degrees at Loughborough, University of Sheffield, Liverpool John Moores, Leeds University, and a number of other Russell Group institutions.

### **Extension and Enrichment Opportunities**

Visits to places of industrial interest are vital to the understanding of Product Design.

Many links exist between our department and outside agencies, and professional help is often sought for project work, involving state of the art processes.

# A Level Drama and Theatre Studies

**Entry Requirements:** GCSE Grade 5 in Drama or Grade 5 in English Language and English Literature.

**Exam Board:** Edquas (WJEC)

**Subject Leader:** Mrs R Gerrard [rgerrard@taptonschoool.co.uk](mailto:rgerrard@taptonschoool.co.uk)

## **Main Syllabus Area**

Students completing the course successfully will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others. The Drama A-Level provides students with the opportunity to study plays from the point of view of the director, designers, performers and critic; this knowledge extends throughout the course and enables students to apply it to their own creative work. The course provides opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meanings are communicated to an audience through a choice of form, style and convention.

## **Component 1: Theatre Workshop. 20% of Qualification. Internally assessed. Externally Moderated.**

- Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a **reinterpretation** of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.
- Learners must produce:
  - a realisation of the performance or design
  - a creative log.

## **Component 2: Text in Action. 40% of Qualification. Externally Assessed**

- Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:
  - 1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
  - 2. an extract from a text in a different style chosen by the learner.
- Learners must perform live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner.
- Learners produce a process and evaluation report within one week of completion of the practical work.

### **Component 3: Performance In Text. 40% of Qualification. Externally Assessed.**

A one written exam paper, two hours and thirty minutes in length. Will contain 3 Sections:

- Sections A and B Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts, one written pre-1956 and one written post-1956.
- Section C: A question based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens. Details of the 10-15 minute extract will be released during the first week of March, in the year in which the examination is to be taken.

### **Qualities Required**

First and foremost, you must have a real enthusiasm for drama and theatre and a willingness to extend and develop your knowledge through wider reading, theatre visits, workshops and rehearsals outside of lesson time. You must have the skills to work as a supportive member of a team.

### **Links with other subjects**

Drama and Theatre Studies provides an excellent complement to Music, Art, English Literature and Social Sciences. However, as a subject which encourages a highly creative approach to work, develops communication skills and builds confidence it enhances student learning across the whole Post 16 curriculum.

### **Career Prospects**

The emphasis on communication skills, confidence building and teamwork ensures our subject has links with a wide range of subjects in Higher Education. A significant number of students apply to Drama School or study Drama and Theatre based courses at University. Some pursue a career in teaching. The skills developed are transferable to any chosen career.

### **Extension and Enrichment Opportunities**

Theatre trips to theatres in Sheffield and across the northern theatres, residentials, involvement in the school productions either on stage or backstage, theatre workshops, working with students lower down the school in Theatre Company and Musical Theatre Company. Additionally, there is a Sixth Form Theatre Company and the opportunity to be involved in the annual school play. There also may be other Enrichment Opportunities, working with practitioners currently in the business from touring companies.

# A Level Economics

**Entry Requirements:** 6 in GCSE English Language and 6 in GCSE Maths, and a 6 in Economics if studied.

**Exam Board:** AQA

**Subject Leader:** Mr C Mehat [cmehat@taptonschool.co.uk](mailto:cmehat@taptonschool.co.uk)

## **Main Syllabus Area**

Economics is the study of how society allocates its scarce resources between competing uses. For instance, how is our access to fresh water managed? It is a vital resource which certainly creates benefits for all consumers, however it seems our demand exceeds supply available at times and is often rationed. Another issue of concern could be the management of transport. Free Access to roads in this country is an integral part of our society, but it generates considerable problems, pollution, congestion, health issues etc. Economics may suggest the free market is the answer to both problems, charge people for what they use and they would be more careful! But what would the effect be for those on low incomes for instance. A-level Economics develops an understanding in students, which allows them to explore how markets work, and how they fail, both on a local level and at a national and international level, and how Governments can or could take a role.

- How to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.
- How to apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real world phenomena.
- How to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within.
- How to participate effectively in society as a citizen, producer and consumer.

The main topics include:

- The operation of markets and market failure
  - Economic methodology and the economic problem
  - Price determination in a competitive market
  - Production, costs and revenue
  - Competitive and concentrated markets
  - The market mechanism, market failure and government intervention in markets
- The national economy in a global context
  - The measurement of macroeconomic performance
  - How the macro economy works: the circular flow of income, AD/AS analysis, and related concepts
  - Economic performance
  - Macroeconomic policy
- Individuals, firms, markets and market failure
  - The economic problem and methodology
  - 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 national and international economy
  - The measurement of economic performance
  - How the macro-economy works: circular flow of income, aggregate demand/ aggregate supply analysis
  - Economic performance
  - Financial markets and monetary policy
  - Fiscal policy and supply side policies
  - The international economy

### **Method of Assessment**

For the A-level course students will sit 3 exams, both last for 2 hours. Each paper makes up 33.3% of the total A-level.

- Paper 1: Component of market and Market Failure. This paper includes 1 data response question from a choice of 2 and 1 essay from a choice of 3.
- Paper 2: National and international economy. This paper includes 1 data response question from a choice of 2 and 1 essay from a choice of 3.
- Paper 3: Economic principles and issues: This paper includes multiple choice questions and 1 case study with questions.

### **Qualities Required**

- An interest in/awareness of current affairs
- A logical, coherent approach to problem solving
- A desire to engage in regular background reading
- An inquisitive mind
- A willingness and ability to work independently, showing initiative, organisation and perseverance
- An ability to communicate effectively
- Some mathematical ability in using and interpreting data

### **Links with other subjects**

Frequently studied alongside Mathematics, Geography and English, but increasingly with a wide spread of other subjects. Economics is becoming an essential element of study in a variety of HE courses from Law to Engineering, including of course Business/Management

### **Career Prospects**

Economics is a useful background subject for further study in a variety of areas, e.g. journalism, law, but is also a key element of subjects such as marketing, finance, accounting and insurance as well as courses including retail or sports management, and urban planning. Of course, the subject remains a key area of knowledge and understanding for all future citizens, consumers and producers.

### **Extension and enrichment opportunities**

Economics is a lively subject; study usually involves opportunities to participate in visits to conferences, visits to the City of London, competitions, individual and group presentations and access to the local business community.

# A Level English Language

**Entry Requirements:** GCSE 6 or above in English Language and 5 in English Literature.

**Exam Board:** AQA

**Subject Leader:** Mrs C Law [claw@taptonschool.co.uk](mailto:claw@taptonschool.co.uk)

## **Main Syllabus Area:**

Students will focus on three areas of language study; Language, the Individual and Society, Language Varieties and Change and Language in action. Within these topics they cover a range of data and a variety of extracts. Text types could include; magazines, social media, text messaging and adverts. They will also complete a Language Investigation.

## **Method of Assessment**

Students will be assessed by two written examinations, each worth 40% of the final A Level grade and an Investigation worth 20%.

## **Qualities Required**

You must enjoy reading and have a genuine interest in the use of English in a variety of contexts and genres, with a willingness to extend and develop your range. You will need well established writing skills, an open mind and a willingness to enter into debate and discussion. You will need to be able to manage a demanding workload.

## **Links with other subjects**

English Language provides an excellent complement to Arts, Performing Arts and Social Sciences. As a discipline which demands rigorous analytical and fluent communicative skills, it enhances all Post 16 study.

## **Career Prospects**

This course is particularly suitable for those students who wish to study English, Linguistics or English Studies in Higher Education. It offers a wide range of options with or without

a degree: Law, Accountancy, Media, Banking, Local Government, Civil Service, Personnel/Human Resources, Journalism – and Teaching.

## **Extension and Enrichment Opportunities**

Conferences, Lectures, Visiting Speakers, Workshops.

# A Level Fashion and Textiles

**Entry Requirements:** 5 in Textiles or Art and Design or a visual portfolio demonstrating textile or artwork of a GCSE grade 5 standard, and a grade 5 in GCSE Maths.

**Exam Board:** AQA

**Subject Leader:** Mrs K Pilarek [kpilarek@taptonschool.co.uk](mailto:kpilarek@taptonschool.co.uk)

Fashion and Textiles inspires students to solve realistic design problems in a creative and independent way, and in doing so gain an in-depth knowledge of what constitutes both the function and aesthetics of a Fashion garment or Textile product.

This course provides students with an understanding of the economic, social, aesthetic and political issues of fashion and design and how these affect Textile products and Fashion trends both today and over the last 130 years on design.

## **Year 12:**

### Theory and technical understanding:

Students will spend 2-3 hours a week learning technical theory which will be assessed during the A Level examinations in year 13, as well as in the NEA coursework.

### Year 12 learning includes:

- The properties of fibres and fabrics
- Components and trimmings
- Testing of fibres and fabrics
- Target markets and the marketing of Fashion products
- Ergonomics and anthropometrics
- Product Analysis
- Fashion illustration and communication
- CAD/CAM
- History of Fashion and History of Design
- An understanding of how socio-economic trends, such as music or film impact fashion and costume design.
- Application of colour
- E-Textiles and Smart materials
- Sustainability and the environmental and social impact of textiles

### Coursework in Year 12:

Students will spend 2-3 hours of lesson time a week working on coursework and project-based work, developing skills for Year 13 NEA.

These projects include:

- Children's partywear with an emphasis on creativity and decorative techniques.
- Corsetry deepening knowledge of pattern cutting and development as well as garment construction.

## **A Level Specification Content:**

### Paper 1 Technical Principles 2 1/2 hours

2-hour exam on technical, design and making principles.

To include

- Testing of Textile Products

- Further design and illustration methods
- Use and representation of data
- CAD/CAM
- Efficient use of materials and waste minimisation
- Health and Safety
- Sustainability
- Copyright and Patent
- Marketing and Promotion
- Fashion cycles
- Designers and design movements from 20 and 21st century
- Fashion and trends
- Product analysis
- Accuracy and the use of mathematics in industry
- The work of BSI and ESO

### **Paper 2 Designing and Making Principles 1 ½ hours**

- Yarn production
- Knitted fabrics and garments
- Blending of fibres
- Construction methods
- Fastenings
- Weaves
- Finishes
- Technical and smart textiles
- Production methods
- Pattern drafting and prototypes

### **NEA (Non-Exam Assessment-coursework) worth 50% of A-Level mark**

To be produced as a portfolio of written or digital evidence, of a product of your choosing. Students explore a context of their choice to solve a real-life design problem through an iterative design project.

Past projects have included:

- Japanese design and the influence on modern day outerwear
- Royal wedding dresses, rules and modern-day trends.
- Botanicals and their continued revival in fashion over the last 50 years.

### **Qualities Required**

An interest in fashion design, current trends, historical fashion, and an eye for design. You need to enjoy coursework and the success of creating useful and beautiful pieces of design, this may be a fashion piece or other textile item. Sketching and construction skills are important and numeracy skills are essential. A good understanding of science is also helpful but will be developed over the two-year course.

### **Links with other subjects**

An excellent complement to Arts, Sciences and Business related subjects. These subjects can be studied both as a means of developing a whole range of transferable skills or as a distinct route to the professions mentioned below.

### **Career Prospects**

Fashion Buyer; Fashion Journalist; Garment Technologist; Fashion Designer; Trend Predictor; Style Consultant; Fashion Illustrator; Stylist; Interior Designer; Print Designer,

Pattern Cutter, Costume designer, Historical fashion re-construction, other design careers such as architecture.

Skills in Textiles compliment the science, Dentistry and Medicine.

### **Extension and Enrichment Opportunities**

London visit – Gallery and museum visit to support History of Fashion knowledge and design theory.

Paris Residential – a 4-day residential to Paris at the end of year 12, this trip supports Primary research for A-Level coursework, visiting a range of Art Galleries, Museums and other tourist destinations.

Visits to exhibitions and places of industrial interest are vital to the understanding of product design. Many links exist between our department and outside agencies and professional help is often sought for project work involving state of the art industrial processes.

# A Level Geography

**Entry Requirements:** GCSE Grade 6 in Geography, GCSE Grade 6 in English Language OR Literature, and GCSE Grade 5 in a GCSE Science.

**Exam Board:** OCR

**Subject Lead:** Mr A Kennedy [akennedy@taptonschoool.co.uk](mailto:akennedy@taptonschoool.co.uk)

## **Main Syllabus Areas:**

**Changing Spaces; Making places:** People are at the heart of places, living their lives, forming attachments and making connections. Places are dynamic, multi-layered and the history and culture of a nation can be found in their buildings, public spaces and towns and cities. Our environment includes a wide variety of places, from rural to urban, small streets to megacities and diversity exists not only between but also within all of these places. Changing Spaces; Making Places allows students to look through a local lens to understand regional, national and global issues.

**Earth's Life Support Systems:** Water and carbon support life on Earth. 71% of the Earth's surface is covered in water however 68% of the freshwater is locked in ice and glaciers. Water is moved and stored beneath our feet and this 30% is critically important to life on Earth. Forests, soils, oceans and the atmosphere all store carbon and yet they are threatened and altered by human activity. This will be examined in detail through the Tropical Rainforest and the Arctic Tundra case studies as well as at a global scale.

**Disease Dilemmas:** Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them. The causes of disease are often complex and the impacts even more so especially when dealing with these at epidemic and pandemic levels. Continued research into diseases and developments in pharmaceuticals and 'our' understanding of diseases offers opportunities to combat diseases, however unequal access to drugs and information has implications for communities and countries.

**Hazardous Earth:** Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations. As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated.

**Global Connections:** Through two overarching themes of global systems and global governance, students will investigate how these shape relationships between citizens, states and organisations around the world. Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability,

growth and development, but which can also be the cause of inequalities, conflicts and injustice.

**Landscape Systems:** This topic introduces students to the integrated study of earth surface processes, landforms and resultant landscapes. Students will explore how a glacial landscape can be viewed as system; how glacial landforms develop within this landscape and the influences of both climate and human activity on the landscape. As part of our study, we will visit the Lake District for a short residential where we will carry out quantitative and qualitative fieldwork to support the learning in this unit and the fieldwork assessment in the exam.

### **Method of Assessment**

#### **A Level - all examined papers taken at the end of Year 13**

There are three exams at the end of the A Level course and the independent investigation (coursework).

The topics studied in Y12 as well as those in Y13 will be assessed.

- Physical Systems: 1 hour 45 minutes (24% of the A Level)
- Human Systems: 1 hour 45 minutes (24% of the A Level)
- Geographical Debates: 2 hours 30 minutes (32% of the A Level)
- Independent investigation: (20% of the A Level – submitted in November of Y13)

### **Qualities Required**

The OCR A Level Geography course favours an enquiry-based approach which poses challenging questions about the world we live in. Students should demonstrate a keen interest in how places are changed and moulded by the humans which use them and a fascination with the processes and landforms found in the natural world. We also expect our student's to:

- communicate effectively by learning and using technical vocabulary
- commit to independent research and reading around topics
- carry out practical fieldwork in urban and physical settings
- present, analyse and evaluate a range of geographical data

### **Links with other subjects**

Geography combines well with most subjects. Past and present students have combined Geography with a diverse range of other subjects which include the Sciences, Mathematics, English Language, Economics, Languages, History, Psychology and Sociology amongst others.

### **Career Prospects**

The diversity of Geography as an academic subject is one of its great strengths. The Russell Group of universities consider Geography to be a facilitating subject which allows access to a wide range of degree courses. Past students have gone on to study popular degrees such as Medicine, Law, Economics, Architecture, Engineering as well as specialising in the Sciences. Those who enjoy the Geography AS Level may continue to study the subject at university, perhaps later specialising in either the human or physical

strands, or they may opt for a related degree such as Geology, Environmental Science or Geopolitics amongst others.

Beyond university business leaders today value employees who have a wide array of skills, similar to the qualities developed in Geography, but they also seek to appoint people who can understand the global dimension of business in our globalised economy. Geo-located data is now at the centre of many economic decisions so people who understand the spatial extent of data and its applications are highly sought after. See our display board for ideas of a range of possible careers.

### **Extension and Enrichment Opportunities**

As you would expect we offer a range of fieldwork opportunities which include day trips in the local region, a residential in North Wales and for students who wish to attend we arrange a study visit to Iceland every two years. We also have good links with the Geographical Association and have access to their local events and meetings.

# A Level Government and Politics

**Entry Requirements:** 6 in an GCSE English Language.

**Exam Board:** Edexcel

**Subject Leader:** Mr A Boutle [aboutle@taptonschool.co.uk](mailto:aboutle@taptonschool.co.uk)

## **Main Syllabus Area:**

This is a highly relevant course which deals with issues which affect everyone. The course is broken down into three main areas:

### **UK Politics**

Students will gain an insight into the ways in which the British political system works and how politics affects all aspects of our daily lives.

Areas of study include:

- Parliament – is it just a lot of shouting?
- Prime Minister and Cabinet – who runs the country?
- Elections – do they really change anything?
- Constitutional Reform – does the system need changing?
- Participation – why do (or don't) people vote?
- Political parties – what do they believe in?
- Democracy – is it important?
- The United Kingdom – how united is it?

### **American Politics**

Students will gain an insight into how the US political system operates. This will enable students to make a direct comparison with the UK political system.

- Congress – what's the difference between the House and the Senate?
- The President – how powerful is he?
- The Supreme Court – will it abolish the death penalty?
- Elections – why did Trump win and Clinton lose?
- US Civil Rights – how well protected are the rights of US citizens?
- Constitution and Federalism – what powers do the States have?
- Pressure Groups – enhancing or destroying democracy?
- Political Parties – do they mean anything in the USA?

### **Political Ideas**

Students will explore the three traditional political ideas of conservatism, liberalism, socialism and feminism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

### **Method of Assessment**

#### **A Level – three exam papers**

1. UK Politics and Core Political Ideas (2 hours)
2. UK Government and Optional Political Ideas (2 hours)
3. Comparative Politics – USA (2 hours)

### **Qualities Required**

Students do not need to have studied politics before but an interest in current affairs is essential. Students also need to be willing to join in discussion and to keep up to date with contemporary political developments.

### **Links with other subjects**

Politics complements and combines well with History, English, Sociology, Economics, Geography and Psychology but many students also choose it to provide a contrast to A Levels in Mathematics and Science.

### **Career Prospects**

Politics develops the skills of enquiry and analysis as well as the ability to debate an issue and construct a balanced argument. These skills provide an excellent foundation for a wide range of careers, for example law, journalism, the media, administration and management.

### **Extension and Enrichment Opportunities**

- Political Hustings
- Debating Opportunities and competitions with other schools
- Workshops with University of Sheffield's Department of Politics
- Trip to Houses of Parliament.

# A Level History

**Entry Requirements:** History GCSE Grade 6 and 5 in GCSE English Language.

**Exam Board:** OCR

**Subject Leader:** Mr A McAuley [amcauley@taptonschoool.co.uk](mailto:amcauley@taptonschoool.co.uk)

## **Main Syllabus Area**

### **Unit 1 - England 1547-1603: the later Tudors**

#### **Enquiry topic: Mid Tudor Crisis, 1547-1558**

- The stability of the monarchy - Edward VI and Mary
- Religious changes
- Rebellion and unrest

#### **British period study**

- Elizabeth and religion
- The nature of Elizabethan monarchy; Government and Parliament
- Elizabeth's management of financial, economic and social affairs
- Elizabeth's later years, 1588-1603

### **Unit 2: Non-British Period Study**

#### **Democracy and Dictatorships in Germany 1919-1963**

- The establishment and development of the Weimar Republic: 1919-Jan 1933
- The establishment of the Nazi Dictatorship and its domestic policies Feb 1933-1939
- The impact of war and defeat on Germany: 1939-1949
- Divided Germany: The Federal Republic and the DDR 1949-1963

### **Unit 3: Thematic Study and historical interpretations**

#### **Civil Rights in the USA 1865-1992**

##### **Key topics**

- African Americans
- Trade Union and Labour rights
- Native American Indians
- Women

##### **Depth Studies**

- Civil rights in the 'Gilded Age' c.1875-c.1895
- The New Deal and civil rights
- Malcolm X and Black Power

## **Method of Assessment**

### **A Level -all examined papers taken at the end of Year 13**

Paper 1 - 25% (1 hour 30 minute exam)

Paper 2 - 15% (1 hour exam)

Paper 3 - 40% (2 hour 30 exam)

Topic based essay (coursework) - 20% (completed during Year 13)

## **Qualities Required**

A genuine love of History, an enquiring mind and good literacy skills.

**Links with other subjects**

History combines well with any subject, but especially English, Economics, Geography, Politics, Sociology and Languages. It also makes an excellent contrast with Mathematics and Science subjects.

**Career Prospects**

History is a good foundation subject for many degree courses across a wide range of subjects including Law, Business Studies, Economics, Social Policy, Philosophy, Social Sciences and Educational Studies. A History degree is good preparation for a wide range of occupations; for example, journalism, marketing, personnel, public service, law, advertising, insurance, teaching or museum work.

**Extension and Enrichment Opportunities**

We have good links to the University's History Department and this allows us to engage with a range of enrichment activities through them. We offer a study visit to Berlin in the summer term of Year 12.

# A Level Music

## **Entry Requirements:**

- Route 1: GCSE grade 6 in Music
- Route 2: To have passed both Grade 5 Theory AND Grade 5 in an instrument/voice.

**Exam Board:** AQA

**Subject Leader:** Mrs G Page [gpage@taptonschoool.co.uk](mailto:gpage@taptonschoool.co.uk)

## **Overview**

The Music course is designed to encourage students to study all styles and genres of music through developing the skills of performing, composing and appraising.

Tapton music department is a vibrant, busy and exciting place to immerse yourself in the subject and gain expert tuition, whilst mixing with like-minded people. Our lessons are taught in fun, engaging and practical ways, and we challenge our pupils to achieve at the highest level. We offer a thorough traditional grounding in music theory and compositional techniques and believe in preparing our pupils for the advanced skills required to study music in further education. We are passionate about music - come and join us!

## **Specification**

The AQA specification has three components:

- **Component 1: Appraising Music** (40%) - An exam comprising of three sections: listening (56 marks); analysis (34 marks); essay (30 marks). At Tapton we focus on the following areas of study: Baroque Solo Concerto, Romantic Piano Music, Music for Theatre, and 20th Century Art Music.
- **Component 2: Performance** (35%) - Solo and/or ensemble performing on an instrument, voice or through the use of music technology. Pupils record a total of 10-12 minutes' worth of music.
- **Component 3: Composition** (25%) - Pupils complete 2 compositions. Composition 1 is a composition to a brief and at Tapton we explore advanced harmonic techniques through the study of Bach Chorales, and composition 2 is a free composition.

## **Why study music at Tapton?**

Music is part of the fabric of the school and we have hundreds of musicians having lessons and taking part in our weekly ensembles. We have proven exam success, and we work hard to deliver a rigorous learning experience and ensure all pupils achieve their best. We run a number of trips throughout the course, we have a large number of extra-curricular ensembles you can join, and we have an extensive concert programme with a wide range of opportunities for you to be involved. Our students regularly progress to studying music at top conservatoires and universities.

## **Method of Assessment**

- Throughout the course students will take part in peer and self-assessment in order to familiarise themselves with the assessment objectives.

- Staff review work with students on a one-to-one basis regularly, giving support, feedback, and set targets for improvement and progression.
- All units are externally assessed at the end of the course.

### **Qualities Required**

You are passionate about music, enthusiastic, open-minded and willing to learn new skills. You are inquisitive and enjoy listening to and playing music from all eras and genres. You enjoy working as part of a group, but can work independently. You are self-motivated, determined and will work hard to ensure you succeed. You understand the need for resilience and have high aspirations.

### **Links with other subjects**

Music involves many transferable skills, not least problem solving, communicating complex ideas and concepts, discipline and self-motivation, teamwork, developing and realising creative audio ideas.

### **Career Prospects**

Each year we have pupils going on to study music in higher education, many at top universities and conservatoires. Music is a language and the skills you learn through studying music are also relevant to all careers. Universities value and recognise that musical training has huge benefits for achieving success in other subjects too. Music offers many areas of employment and is continually growing and changing, from performing, sound production, teaching, musical theatre, music in advertising and composing for film, TV and game, as well as arranging.

### **Extension and Enrichment Opportunities**

Performing within one of our many high-quality ensembles, such as Senior Orchestra, Jazz Band, Brass Band, Wind Band, String Groups, Staff/Student Choir, or engaging in accompanying opportunities. There are also other enrichment opportunities, such as performing in musical productions, either as an actor, singer, or as part of the band/orchestra.

Follow the sound – come and be part of the rich musical heritage that is Tapton Music! If you have any queries, please do not hesitate to contact me at [gthrelfall@taptonschoool.co.uk](mailto:gthrelfall@taptonschoool.co.uk)

# A Level Physical Education

**Entry Requirements** Grade 5 or above in Biology or Combined Science, Maths and English Language. Also, a significant level of sporting performance and regular participation in competitive fixtures or competitions.

**Exam Board:** AQA

**Subject Leader:** Mrs R Becks [rbecks@taptonschool.co.uk](mailto:rbecks@taptonschool.co.uk)

## **Overview of the Course:**

### Examination assessment

The following topics will form the examination at the end of Year 13:

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Biomechanical movement
5. Sport psychology
6. Sport and society and the role of technology in physical activity and sport

### Non-examination assessment

Pupils will produce a video with their practical/ coaching performance which must show the skills specified by the examination board. They must film a number of competitions/ matches that shows consistency in their performance and ensure the video does their sporting/ coaching ability justice as only what is on the video can be marked.

Pupils will produce a piece of coursework focusing on detailed analysis of themselves as a performer and design an action plan to improve any weaknesses they find. This will be delivered in lesson time and completed at home and be submitted before the examination period begins.

## **Method of assessment**

- Paper 1 and paper 2 will be sat at the end of Year 13 and are both 2 hour examinations. They make up 70% of students total A level mark.
- The NEA which includes practical/coaching performance and coursework make up 30% and will be assessed throughout the course with a final deadline of Christmas in Y13.

## **Qualities Required**

Students should be passionate about Sport and PE, enthusiastic and willing to learn new skills and techniques. They should be self-motivated, determined and will work to ensure they succeed.

**Academic Qualities**

The A level course is 85% theory based (examination – 70%, coursework –15%) and students must realise this is a very academic course. Students should have a love for sport and exercise and be interested in all aspects of sport and physical education. They need to be well organised and be willing to work hard outside of lessons.

**Sporting Performance and Participation**

It is essential students are regularly training/competing/coaching in a sport of their choice. Students will be expected to independently gather video evidence against the practical coursework assessment criteria to support their mark. All video evidence must show students showcasing a number of skills in a full competitive situation.

**Links with Other Subjects**

Biology, Physics, Psychology, Food Technology, Sociology and History.

**Career Prospects**

Due to the diverse and high academic nature of the course, A Level PE is a fantastic option to take for many career paths including physiotherapy, biomedical science, sports science courses as well as coaching and teaching degrees. Sport, physical education, health and wellbeing and fitness are all large growth areas and there are a huge number of jobs available in these fields.

# A Level Sociology

**Entry Requirements:** 5 in English Language.

**Exam Board:** AQA

**Subject Leader:** Miss B Walker [bwalker@taptonschoo.co.uk](mailto:bwalker@taptonschoo.co.uk)

## **Main Syllabus Area**

### **Why Study Sociology?**

Sociology is about the study of societies: how they work and how they change. You will learn how societies shape people's ideas and behaviour, as well as the ways in which people can shape their societies. You will have the chance to reflect on your own experience of the world around you through the thought-provoking topics we explore and via regular class discussion. Sociology helps you to develop a number of important skills which will help prepare you for further study and/or a career.

### **Topics Covered at A-Level:**

Unit 1: Education, Methods in Context, Theory and Methods

Key questions include: To what extent does education reduce or reproduce social class, gender, and racial inequality? How do processes within school impact student experience and identity? What methods can sociologists use to research society and more specifically, the education system?

Unit 2: Families and Households, Beliefs in Society

Key questions include: What functions does the family perform? Are gender roles within the family equal in our current society? Is religion on the increase or decrease? What is the difference between denominations, sects, and cults?

Unit 3: Crime and Deviance, Theory and Methods

Key questions include: Why do individuals break the law? How successful is the criminal justice system in preventing and punishing crime? Is human action a consequence of society? To what extent is sociology a science?

### **Method of Assessment**

**A Level:** Unit 1 Education with Theory and Methods: 2hr Exam

Unit 2 Families and Households and Beliefs in Society: 2hr Exam

Unit 3 Crime and Deviance with Theory and Methods: 2hr Exam

### **Qualities Required**

Students need an open mind, a curiosity about current social issues, and an ability to critically question the world around them.

### **Links with other subjects**

Sociology is a Social Science and therefore combines especially well with other Social Sciences, Arts and Humanities subjects. For example, students often combine Sociology with: Psychology, Politics, English, History, Geography, Art, Business, and Economics.

### **Career Prospects**

This course provides students with a number of transferable skills which equip them for a very wide range of degrees and careers; students are better able to express their views, present balanced arguments, and draw meaningful conclusions.

Many of our students go on to Higher Education to study a diverse range of degrees, from Sociology itself, to Criminology, Psychology, Geography, Law, Business, Media, English, Education, Social Policy, Social Work, etc.

Other students who have pursued a career at 18 have gone to work in Insurance, Law, Administration, the Police, etc.

### **Extension and Enrichment Opportunities**

We run a very well attended social science discussion group, where students can lead discussions about contemporary social science research through books, podcasts and documentaries. We also seek opportunities for students to visit universities and attend lectures and talks by researchers, authors and other professionals.