Tapton SCHOOL

Sixth Form Open Evening

2022 Entry

Valuing everyone – Caring for each other – Achieving excellence

Welcome

Tapton Sixth Form is an inspiring, challenging and dynamic environment in which to take your A Levels. We know that this time in a young person's life is pivotal in shaping their future direction and all students are provided with personalised guidance about appropriate subject choice and their likely post-18 destinations to make sure they are best placed for future success. Students are able to study four or three subjects from our broad curriculum offer of 29 courses and, throughout their time at Tapton, students experience outstanding teaching and learning from staff who aim to inspire them in the classroom and prepare them for their A-level examinations.

All students are placed with an experienced form tutor who provides them with academic and pastoral support on a daily basis for the two years of Sixth Form study, backed up by an extensive and effective Sixth Form Team. At Tapton we are proud of the diversity of our students – we have students from a wide variety of educational and social backgrounds, who join us from over 30 schools in Sheffield and beyond. We strive to create a cohesive and inclusive environment, run by a team of dedicated teachers and support staff. A student's full timetable is balanced by opportunities to take part in our super and extra-curricular activities, alongside our Key Stage Five Guidance programme, enabling our students to grow and make a safe and effective transition to adult life.

Tapton's strong links with local and national universities mean that our students receive exceptional support as they apply for Higher Education and begin the transition to university life. Well over 90% of our students successfully apply to university, gaining admission into institutions around the UK and beyond. We are keen to support our students whatever their chosen direction post-18, such as apprenticeships or employment. Our aim is to help all our Sixth Formers to lay the foundations of their successful future lives.

Students can make an application to us through Sheffield Progress (sheffieldprogress.co.uk). Schools in Sheffield will use this platform and will support students through the process. If you live outside of Sheffield, or attend a private school, you are able to register independently. Applications are managed by Sheffield City Council.

When applying to us there are several things you need to consider. If an application doesn't work because of the grades you are predicted or the subject combination you have chosen, we will contact you through Sheffield Progress, so please make sure you check this for messages. This will give you a chance to make your application work.

We hope you enjoy your visit to our school and we look forward to welcoming you in September.

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
V Waddoups – Year Leader
J Winters – Year Leader
R Moorwood – KS5 Learning and Inclusion Co-ordinator (Mon-Wed)
L Mitchell - KS5 Learning and Inclusion Co-ordinator (Wed-Fri)
J Peacock – Sixth Form Administrator
M Bower – Destinations and UCAS Administrator
R Gray – Enrichment and Wellbeing
K Hooper – Sixth Form Transition
L Deakin – Academic Mentor

Who else will support my young person?

There are a range of other important members of staff who may also be involved in supporting your young person.

S Rippin - SENDCo
S Dunn – Careers Leader (Work Experience and Volunteering)
D Simpson – Mental Health, Wellbeing and Resilience Support Worker
K Tabani – Designated Safeguarding Lead

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. The majority of students who start with four subjects will drop down to three after a year, having taken an AS Level in their fourth subject.

Can be completed at AS or A Level	**Can be completed only at A Level**
Biology	Art and Design
Business Studies	DT Engineering
Chemistry	DT Product Design
Computer Science	DT Textiles
Economics	Geography
English Language	Music
English Literature	Physical Education
Film Studies	
Food and Nutrition	
French	
Further Maths	
German	
History	
Maths	
Physics	
Politics	
Psychology	
Religious Studies	
Sociology	
Spanish	
Theatre Studies	

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
November Open Evening	**September** Tracking, including UCAS predicted grades Parents' Evening
December Internal applicants 1:1 meetings with a member of the Sixth Form Team	**October** Early applicant deadline (for Oxbridge, Medicine, Dentistry and Veterinary)
December to January Applications through Sheffield Progress – deadline 31st January	**December** Charity Week
Early March External applicants 1:1 meetings with a member of the Sixth Form Team for all those who have been made an offer	**January** UCAS deadline for all other applications
June/July Induction, (a chance to meet Form Tutor and subject teachers) including NCS programme	**February** Trial Exams Tracking
August Results and Registration	**March** Assessment Week Tracking
	May/June Study Leave A Level Exams Leaving Party 😋
YEAR 12	
September First day Form Tutor time	
Freshers Fair	
October Tracking	
December Charity Week	
January Assessment and Tracking	
February Parents' Evening AS Options support for those on 4 subjects	
May/June AS Exams (External exams)	
June/July UCAS Registration; Post-18 Evening;	
Destinations Day	
End of Year Assessments and Report	

Homework, Study Skills and Directed Study

The purpose of homework at Tapton is to enthuse, embed, improve or extend the learning that takes place in the classroom. Tasks will be set as and when they are appropriate and this will differ for each subject area.

Homework can make a big difference to the learning and progress that students make. The most effective homework will be planned and focused, offer different levels of challenge and focus on quality rather than quantity. Homework tasks will therefore vary. Our expectation is that they will fall into one of these 5 main categories:

- Practice
- Preparation
- Revision
- Extension
- Developing Creativity

Across school we are trialling a number of different ways of using homework to support progress. This includes Kerboodle in Science, the use of Intergral software in Maths and regular vocabulary practice in Languages - all of which support subject mastery.
Homework supports the development of learning behaviours - particularly certain Tapton Learner Levels such as resourcefulness, resilience and reflectiveness. Departments and other teams in school work together to ensure all students have every opportunity to access and complete the homework (eg Vision Support Department, SEND team).
All homework will be set on Satchel One: Show My Homework. All students must regularly log onto the Satchel One system to access their Homework.
Non-completion of homework is tackled in the following ways:

- Classroom teachers will deal directly with any non-completion issues
- If homework is still not completed a sanction is put in place by the subject teacher and a notification is put on Bromcom. Students will need to complete the work at the agreed time
- Further non-completion of homework will result in a second notification on Bromcom and an afterschool detention will be set. Students need to attend the detention to prevent the matter from escalating further. During the afterschool detention students will be expected to complete the assigned homework.

Becoming an Independent Learner (BILs)
The most successful students at Sixth Form and beyond are also independent learners.
During Year 12 students will focus on the following areas:

- Time Management and Organisation
- Note-taking
- Super Curricular Activities
- Academic Language
- Exam Practice and Understanding

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.

Beyond the Classroom

As well as enjoying your studies, and getting the qualifications needed for the next step, we really love to see our students having great experiences outside the classroom. This may be pushing your knowledge further (super curricular) or learning something different to your usual lessons (extra-curricular)

We are proud to work alongside the National Citizen Service, and have been awarded Champion School status. We believe the experiences that they offer to young people are incredibly valuable. Indeed, NCS is recognised by UCAS and employers, and is endorsed by the government. NCS promotes team work and independence for young people, whilst building an individual's confidence and leadership skills. Each year, we encourage those joining us in Year 12 to take part in their Summer programme. This supports students with making new friends ahead of starting in September, whilst also taking part in social action and learning key life skills.

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, Guitar Ensemble 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

Personal and Social Development

Guidance and support mornings – All students will take part in 6 guidance and support mornings throughout the year to help students develop the skills, qualities and attributes needed to be healthy, independent and active participants in society.

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. We work in partnership with such as the National Health Service, Uptree and Speaker for Schools who offer work experience and workplace encounters. Opportunities are shared via Satchel One. If the shared opportunities are not for an individual, it's good practice for students to find and secure their own placements though we offer support through the Careers Leader, Mrs Dunn, to contact employers in the area of interest.

How will my day look?

Timings of the day:
9.15-9.30 Registration
9.30-10.30 Period 1
10.30-11.30 Period 2
11.30-11.50 Break
11.50-12.50 Period 3
12.50-1.30 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.

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 9:15am Monday to Friday for Form Time and Registration. Failure to do so leads to a same day lunchtime detention as outlined in the school attendance policy.

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. Over 90% of our students successfully apply to university, with many gaining admission into the most competitive institutions in the country. When you receive an interview from a university, we ask an experienced professional to offer you a trial interview before the real thing. This is a unique opportunity to experience an interview and receive feedback on your performance. Tapton offer a broad range of subjects which will allow you to apply to a wide range of University courses.

Higher and Degree apprenticeships combine time in the workplace, gaining skills, experience and earning a salary, with studying towards a university degree – the same qualification as a full time undergraduate. As with other apprenticeships, the cost of course fees are shared between the government and employers, meaning that you can earn a full bachelors, or even masters degree, without paying any fees. You may choose to go straight into employment after your study. Our Careers Advisor provides advice and support to students that wish to move onto Apprenticeships or employment. Opportunities are regularly promoted and students can attend employer events held at Tapton School.

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.

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: Mr A Bradbury abradbury@taptonschool.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 Business Studies

Entry Requirements: 4 in English Language and 5 in Maths. OR a 4 in English Language and a 4 in Maths, but Core Maths must be studied alongside Business Studies in this instance
Exam Board: Edexcel
Subject Leader: Mrs K Taylor ktaylor@taptonschool.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 competiveness
  - 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.

In 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 2 exam papers at **AS Level**, both lasting 1 hour and 30 minutes each. Each paper is worth 50% of the AS.

Paper 1 consists of 3 sections, the first two sections focuses on theme 1 and the third section requires students to make connections between theme 1 and 2. Paper 2 also consists of 3 sections, the first two sections focuses on theme 2 and the third section requires students to make connections between theme 1 and 2. Both papers consists of 3 case studies and has a mixture of short and longer answer questions.

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.

AS and A Level Chemistry

Entry Requirements: Grades 6 and 6 in Combined Science or 6 in Chemistry and 6 in another science and 6 in Maths.
Exam Board: AQA
Subject Leader: Mrs J Rigby jrigby@taptonschool.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.

Physical chemistry

- Atomic structure
- Amount of substance
- Bonding
- Energetics
- Kinetics
- Chemical equilibria and Le Chatelier's principle
- Oxidation, reduction and redox equations
- **Thermodynamics**
- **Rate Equations**
- **Equilibrium constant Kc for homogeneous systems**
- **Electrode potentials and electrochemical cells**
- **Acids and bases**

Inorganic chemistry

- Periodicity
- Group 2, the alkaline earth metals
- Group 7, the halogens
- **Properties of Period 3 elements and their oxides**
- **Transition metals**
- **Reactions of ions in aqueous solution**

Organic chemistry

- Introduction to organic chemistry
- Alkanes
- Halogenoalkanes
- Alkenes
- Alcohols
- Organic analysis
- **Optical isomerism**
- **Aldehydes and ketones**
- **Carboxylic acids and derivatives**
- **Aromatic chemistry**
- **Amines**
- **Polymers**
- **Amino acids, proteins and DNA**
- **Organic synthesis**
- **Nuclear magnetic resonance spectroscopy**
- **Chromatography**

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

Y12 Visits
Spectroscopy at a local University
Revision Lectures
Various Lectures
Opportunity to attend national R.S.C. competition.
Y13 Visits
Forensic workshop at a local University
Revision Lectures
Various Lectures

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 predicted Grade 6 and above in Maths. Tapton Students who did not take GCSE may also apply with a Grade 6 and above in Maths where they can demonstrate programming experience and a high level of interest in the subject. Students who have not taken GCSE Computer Science will be asked to complete some entry tasks after their GCSE exams and before entry in the September.

Exam Board: OCR H046/ H446
Subject Leader: Mrs S Thomas 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 are 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 Drama and Theatre Studies

Entry Requirements: Grade 5 in GCSE Drama/Expressive Arts or Merits/Distinction at BTEC.
Exam Board: Edquas (WJEC)
Subject Leader: Mrs R Gerrard rgerrard@taptonschool.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 AS course provides students with the opportunity to study plays from the point of view of the director, designers, performers and critic. The full A Level extends this understanding 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.

AS Level:

Component 1: Performance Workshop. 60%of Qualification. Internally Assessed

- Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of:
    - 1. an extract from a text of the learner's choice (monologue/duologue)
    - 2. a piece of theatre based on a ***reinterpretation*** of a second extract from a text from a different social, historical or cultural context using the techniques and working methods of either a theatre practitioner or theatre company
- All learners must produce: • a realisation of both performances or designs • a creative log for each performance/design • an evaluation of the process of creating and realising the reinterpreted extract only

Component 2: Text in Context. 40% of Qualification. Written Exam

A one hour and thirty minute written paper. Open book: Clean copies (no annotation) of the set text chosen must be taken into the examination

A Level:

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 pre1956 and one written post-1956. Pre-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 other be other Enrichment Opportunities, working with practitioners currently in the business from touring companies.

AS Level and A Level Economics

Entry Requirements: 5 in English Language and 5 in Maths, or a 6 in Economics.
Exam Board: AQA
Subject Leader: Mrs K Taylor ktaylor@taptonschool.co.uk

Main Syllabus Area

Economics is the study of how society allocates it 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.

At AS 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

The main topics for A-level course include all the AS topic and those listed below

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 AS Course students will sit 2 written exams, both last for 1hr30. Each Paper makes up 50% of the AS Qualification.

- Paper 1: Component of markets and Market Failure. This paper includes multiple choice questions, and 1 data response question from a choice of 2.
- Paper 2: The national economy in a global context. This paper includes multiple choice questions and 1 data response question from a choice of 2.

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.

AS Level and A Level English Language

Entry Requirements: GCSE 5 or above in English Language and 5 in English Literature.
Exam Board: AQA
Subject Leader: Mrs S Reece **sreece@taptonschool.co.uk**

Main Syllabus Area:
At AS, students will focus two areas of language study; Language and the Individual and Language Varieties. Within these topics they will cover a range of data and a variety of extracts. Text types could include; magazines, social media, text messaging and adverts.
At A Level, 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
At AS Level: Students will be assessed by two written examinations, each worth 50% of the final AS grade. Each examination lasts for 1hour and 30 minutes.

At A Level: 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 work load.

Links with other subjects
English Language provides an excellent complement to Arts, Performing Arts and Social Sciences. It is frequently studies together with Mathematics. 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 our 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 English Literature

Entry Requirements: GCSE 5 or above in English Language and 5 in English Literature.
Exam Board: AQA
Subject Leader: Mrs S Reece **sreece@taptonschool.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 Social and Political Protest writing. Students will study *A Doll's House* or *Henry IV part 1*, Harrison'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

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

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, Performing Arts and Social Sciences. It is frequently studied together with Mathematics. It provides a refreshing contrast with 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 4 in both GCSE English Language and GCSE English Literature. **Students require a D grade in the AS Level or in their end of year exam to progress from Year 12 to Year 13.**
Exam Board: WJEC
Teachers: R Criticos, R. Gray

AS in the first year consists of three components:

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.

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 ***Winter's Bone***

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***

A Level in the second year consists of three components:

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.

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 ***Winter's Bone*** and ***No Country for Old Men***
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 ***Pulp Fiction***

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, story-boarding and filmmaking options.

Method of Assessment

Students will be assessed by a combination of coursework (30%) and examination (70%). Success at AS in Year 12 will lead to A Level in Year 13.

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 visibilty.

Extension and Enrichment Opportunities

Cinema screenings; conferences; visiting speakers and workshops.

Level 3 Diploma in Food and Science Nutrition

Entry Requirements: GCSE grade 4 in a Science and English Language, and an interest in food related studies.
Exam Board: **WJEC**
Subject Leader: Mr T Walker twalker@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 15th 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 15th 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@taptonschool.co.uk
Subject Leader for French: Mrs K Wood kwood@taptonschool.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 7th 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
Kiffe Kiffe Demain
La Haine Mathieu Kassovitz

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

	Objective	Weighting (A Level)	Weighting (AS)
A01	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%
A02	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%
A03	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%	30%
A04	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%
A04 (A Level)	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, a cinema club, a book club and access to authentic materials.

AS Level and A Level German

Entry Requirements: GCSE Grade 6 in German.
Exam Board: AQA
Director of MFL: Ms J Askew jaskew@taptonschool.co.uk
Subject Leader: Mr G Driver gdriver@taptonschool.co.uk

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

Grammar	Aspects of German-speaking society	Political and artistic culture
Key verb tenses Nouns and determiners Adjectives and adverbs Prepositions Negation Model particles and discourse markers Clause structure and word order	The changing state of the family The digital world Youth culture: Fashion and trends, music and television	Festivals and traditions Art and architecture Cultural life in Berlin past and present
Works: Literary texts and films	**Aspects of Political Life in the German-Speaking World**	**Multiculturalism in German Speaking Society**
Böll Die verlorene Ehre der Katharina Blum Brecht Mutter Courage und ihre Kinder Dürrenmatt Der Besuch der alten Dame Good bye Lenin!	**Germany and the European Union** **Politics and Youth** **German reunification and its consequences**	**Immigration** **Integration** **Racism**

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

Method of Assessment

	Objective	Weighting (A Level)	Weighting (AS)
A01	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%
A02	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%

A03	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%	30%
A04	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%
A04 (A Level)	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 makes 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, a cinema club, a book club and access to authentic materials.

AS Level and A Level Government and Politics

Entry Requirements: 5 in an English Language or Literature GCSE.
Exam Board: Edexcel
Subject Leader: Mr A Boutle 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:

British 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.

AS Level and A Level History

Entry Requirements: History GCSE Grade 5 or above if studied at GCSE. If not, students can still do A Level History if they have obtained a 5 in GCSE in English Language.
Exam Board: OCR
Subject Leader: Mr A McAuley amcauley@taptonschool.co.uk

Main Syllabus Area
At AS Level students will study:
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

At A level students will study:

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
AS Level:
Paper 1 – 50% (1 hour 30 minutes exam)
Paper 2 – 50% (1 hour 30 exam)
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.

AS Level and A Level Mathematics and Further Mathematics

Entry Requirements: Grade 6 GCSE for AS and A Level Maths courses. Grade 7 GCSE for Further Mathematics courses.
Exam Board: OCR
Subject Leader: Mrs P Leon pleon@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 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
Core and Statistics – Geography, Economics, Biology, Sports Studies, Psychology, Sociology.
Core and Mechanics – Physics, Chemistry, Technology.
Core and Discrete – Computer Studies.
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 Maths B

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

Entry Requirements: GCSE 4 in Maths and above
Exam Board: OCR (MEI)
Subject Leader: Mrs P Leon pleon@taptonschool.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%)

What is Core Maths?

Core Maths B is a new Level 3 qualification for students with a GCSE grade 4 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

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@taptonschool.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
Students should be numerate and have good organisational skills. They should have commitment, prior interest and enjoy the subject.

Links with other subjects

Physics is a very versatile subject. It obviously goes well with Maths, the other Sciences, DT and ICT yet students also successfully combine Physics with a language, music or humanities subject. ***Students studying A Level Physics are strongly recommended to also study A Level Mathematics.***

Career Prospects

Physics is at the heart of everything and by definition is the study of the study of matter, energy, and the interaction between them. It is in fact the study of the entire universe from the very small to the incredibly large and can lead to many varied future careers. The word 'physics' on your application form for a job or place at college or university immediately says important things about you. You are logical, you can deal with practical things, you can work with other people to solve problems, you can write clear explanations and you can understand when things are explained to you. You can communicate, are numerate and can analyse data. For an employer these things are essential.

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. Currently students are working with data from the Science and Technology Facilities Council's (STFC) UK Astronomy Technology Centre (UKATC) with the aim of identifying potential targets for the James Webb Space Telescope, which will be launched before the end of this year. 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, 4 in Maths and one 4 in a science (this could be combined or single sciences).
Exam Board: AQA
Subject Leader: Ms B Walker bwalker@taptonschool.co.uk

Main Syllabus Area
Students study material which is examined in three papers:

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, such as the impact upon the child of attending nursery) and psychopathology (which covers the application of psychological theory to the explanation and treatment of mental health problems).

- **Paper 2: Psychology in Context**

This covers the major approaches in psychology (for example the work of the behaviourists, 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 Addiction. (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 though 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 Level and A Level Religious Studies

Entry Requirements: 5 in English Language or a 5 in Religious Studies at GCSE.
Exam Board: OCR
Subject Leader: Mrs H Bower hbower@taptonschool.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.

AS Level and A Level Sociology

Entry Requirements: 4 in English Language.
Exam Board: AQA
Subject Leader: Miss B Walker bwalker@taptonschool.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 and how in turn, people interact and shape their societies. You will also have the chance to consider your own experience of the world around you and develop the knowledge and skills needed to play a part within the community.

Topics covered at AS:

Unit 1 Education and Methods in Context
Key questions include – Do schools create social mobility?

Unit 2 Research Methods and Families and Households
Key questions include – Is family breakdown now the norm?

Topics covered at A level:

Unit 1 Education with Theory and Methods
Key questions include – Is human action a consequence of society?

Unit 2 Families and Households and Beliefs in Society
Key questions include – Is family breakdown now the norm? Will religious fundamentalism transform secular societies?

Unit 3 Crime and Deviance with Theory and Methods
Key questions include – Why do individuals break the law?

Method of Assessment

AS Level: Unit 1 Education and Methods in Context: 1hr 30min Exam

Unit 2 Research Methods and Families and Households: 1hr 30min Exam

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 and enquiring mind, an interest in current affairs and the social issues of today.

Links with other subjects

Sociology is a Social Science and therefore combines well with both Science and Arts based subjects. For example, students have combined Maths, Chemistry and Sociology or English, History and Sociology, along with various other permutations.

Career Prospects

Many students go on to Higher Education and have followed diverse ranges of degrees, Maths, Social Sciences, Law, Business, Medicine, Media, English, Criminology, Education, Biology, etc.

Students are better equipped to express their views, present balanced arguments and have an analytical, evaluative mind. Other students who have pursued a career at 18 have gone to work in Insurance, Law, Administration, 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 though books, podcasts and documentaries. We also seek opportunities for students to visit universities and attend lectures and talks by researchers, authors and other professionals.

AS Level and A Level Spanish

Entry Requirements: GCSE Grade 6 in Spanish.
Exam Board: AQA
Subject Leader: Ms J Askew jaskew@taptonschool.co.uk

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

Social Issues and Trends
Aspects of Hispanic Society
Modern traditional values
Cyber Space
Equal Rights
Multiculturalism in Hispanic Society
Immigration, Integration and Racism

Grammar
Key verb tenses, moods and voices
Nouns, articles and gender
Adjectives and adverbs
Prepositions
Negation
Conjunctions and discourse markers
Questions, qualifiers and intensifiers

Artistic Culture in the Hispanic World
Modern Day Idols
Spanish Regional Identity
Cultural heritage and cultural landscape
Aspects of political life in the Hispanic World
Today's youth, tomorrow's citizens
Monarchies, republics and dictatorships
Popular movements

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

	Objective	Weighting (A Level)	Weighting (AS)
A01	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%
A02	Understand and respond: in speech to written language drawn from a variety of sources and in writing to	30%	30%

	written language drawn from a variety of sources.		
A03	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%	30%
A04	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%
A04 (A Level)	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, a cinema club, a book club 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.

A Level Art

Entry Requirements: 5 in Art or a portfolio of body of work shown for students who do not have a prior art qualification.
Exam Board: AQA
Subject Lead: Mr J B Fogg jfogg@taptonschool.co.uk Miss K Pilarek kpilarek@taptonschool.co.uk

Timetable Organisation: 5 periods per week in Y12, 5 periods Y13, 2 teachers. Yearly planners are distributed with weekly activities and homework tasks, and coursework.

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 1st 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 who took part in the Paris trip will develop this work to support Component 1.

So why study at Tapton? Our exam results are amazing and are 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 Art** work 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**, **Photoshop society**. There may also be other Enrichment Opportunities, producing costumes and sets, working with visiting artists, community days, visiting Art Galleries in **Paris, London, and the Yorkshire Sculpture Park**. **There's always something going on - come and join in!**

A Level Design and Technology: Design Engineering

Entry Requirements
Grade 5 or above in a DT GCSE or level 2 equivalent and grade 6 or above in **Maths. A good Physics grade is preferred.**
Exam Board: OCR
Subject Leader: Mr T Priest tpriest@taptonschool.co.uk

'EngineeringUK' has recently said the country needs **1.8 million new engineers and technicians by 2025**

'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 subject, 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: **Grade 5** or above in a DT GCSE or a Level 2 equivalent, and a 5 in Maths. A good Physics GCSE is preferred.
Exam Board: OCR
Subject Leader: Mr Fulson jfulson@taptonschool.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 Physics, Mathematics, Art and 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 Fashion and Textiles

Entry Requirements: Grade 5 or above in GCSE Design and Technology, or Grade 5 above in Art . We will accept students without either if they show promise, evidenced in a portfolio of work. Candidates will need to have a good understanding of the theory side of Textiles, and Science is very helpful. Students must be able to use a sewing machine. Students must have a good understanding of Maths to access the mathematical parts of the exam paper.
Exam Board: AQA
Subject Leader: Mrs K Pilarek kpilarek@taptonschool.co.uk

Fashion and Textiles inspires students to solve design problems, and in doing so they 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 the day and how these affect Textile products and Fashion trends.
At A level this course provides students with a level of knowledge equivalent to first year degree level. This means that the vast majority of our students have been accepted directly into the top Fashion courses in the UK.

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 on Fashion and 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. Students pick their own theme for this project, it may include costume design, historical references, or a textile art-based theme.
· Costume design – as part of the school performance students design and construct garments for main cast characters and chorus groups. This involves industrial practice and garment construction skills.

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 hourrs
Fibres and Fabrics
· 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.

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 compliment 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 – 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: Geography GCSE Grade 5 or above if studied at GCSE.
Exam Board: OCR
Subject Lead: Mr A Kennedy akennedy@taptonschool.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 Earths 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 December 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 the Lake District 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 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

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 the highest levels. We offer a thorough traditional grounding in theory and 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 you achieve your best. We run a number of trips throughout the course, including a performing residential, we have a huge number of extra-curricular ensembles you can join, we have an extensive concert programme with a wide range of opportunities for you to be involved, and our students regularly progress to studying music performance, music production and music composition at top conservatoires and 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.
- 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 and techniques. 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 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 ideas and concepts, discipline and self-motivation, team work, developing creative audio ideas and realising those ideas.

Career Prospects

Music is a language and the skills you learn through studying music are relevant to all careers. Universities value and recognise that musical training has huge benefits for achieving success in other subjects. Music offers many areas of employment and is continually growing and changing, from performing, sound production or music engineering, to musical theatre, music in advertising and composing for film, TV and game, as well as arranging.

Extension and Enrichment Opportunities

Supporting learning in lower school music classes or ensembles, performing within one of our many ensembles, such as Senior Orchestra, Jazz Band, Brass Band, Wind Band, String Groups, Staff/Student Choir, Guitar Group, Flute Choir, Clarinet 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, working with visiting musicians, community days, and the A Level performance weekend at Thornbridge Lodge.

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 Gpage@taptonschool.co.uk .

A Level Physical Education

Entry Requirements Level 5 or above in Mathematics and in English Language, and a strong and significant level of sporting performance and regular participation in competitive fixtures or equivalent.
Exam Board: AQA
Subject Leader: Mrs R Becks rbecks@taptonschool.co.uk

Overview of the Course:
Examination assessment

At AS level the following topics will be taught with each one being developed in more detail if students continue to A Level.

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. It is 70% of students total A level mark.
- 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

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. 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 amount of jobs available in these fields.

For the full specification please go to the following link:
http://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF