

# PROSPECTUS

## 2024-2025

Creativity | Respect | Excellence



Determination | Independence | Teamwork



**Richmond Sixth Form College**

Being the best we can be

A member of

**Areté**   
Learning Trust

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*"A huge thank you for all your support, guidance and nurturing of our precious son. You have gone over and above what anyone would expect from a teacher, not only in mentoring, but passing on your experience and wisdom. The world would be a much better place if everyone had the same commitment and passion for their working and professional life.*

Parent

# Welcome

I am delighted that you are considering our Sixth Form College as a potential place to spend the next phase of your education. I am confident that you will have a challenging and very positive experience and enjoy excellent outcomes.

Our results demonstrate that we provide high-quality Sixth Form education. In 2022, Ofsted judged that our Sixth Form provision was extremely strong. We are, of course, not complacent and we continue to focus on our aim to be regarded as the best Sixth Form College in the North of England.

Our positive ethos is underpinned by our six CREDIT Values: Creativity, Respect, Excellence, Determination, Independence and Teamwork. We consider these to be integral to our students' success and wellbeing.

Alongside a commitment to focusing on academic study, students are expected and encouraged to become fully involved in the life of the College. We have an active Student Leadership Team, consisting of Head Students, their deputies and student leaders. A wealth of opportunities exist to be part of a wide range of extra-curricular activities, including dance, debating, drama, music, sport and travel.

Our personalised approach and rich curricular and extra-curricular offer make Richmond a supportive and very positive place to learn. We really hope you choose to study with us and look forward to welcoming you to the Sixth Form.



Jenna Potter, Headteacher

As a College, our vision statement **Being the best we can be** drives all that we do. Its beauty is in its simplicity and it can be applied to everyone involved with the College across a wide range of situations. Underpinning our vision statement, we have a set of six core CREDIT Values that we live by and aim to develop in all our students, staff and other stakeholders. We know that such values are highly regarded in the world of work and in society as a whole. We strive to ensure our students are supported to demonstrate these values so that they can be positive and successful contributors at a local, national and international level. These CREDIT Values are:

## OUR VALUES



## CREDIT



The values are central to our College and are developed and reinforced in a number of ways:

- Our programme of assemblies and tutor sessions focuses regularly on the values, using case studies, stories, learning activities and input from visiting speakers to reinforce their importance.
- A weekly Headteacher's Values Award is made to the student who has demonstrated the values to an exceptional level.
- Our teaching, learning and staff development programme ensures that our teachers use methods to engage students in developing the values so that they become resilient, creative, respectful, independent learners who are good team players and constantly strive for excellence.



# Head Students & Student Leadership Team

When considering our next steps after GCSEs, it became apparent that Richmond Sixth Form College was the perfect fit. The college presents a nurturing, welcoming environment encouraging each individual to reach their full potential, with excellent facilities and a fantastic body of staff to help you achieve this.

Whatever your academic pursuits, Richmond Sixth Form College has something for everyone. A host of subjects are on offer, including a mix of A-Levels and technical qualifications, some of which are only available here in the area. Furthermore, you can undertake the Extended Project Qualification, researching for and completing a project in an area completely of your choosing. Whether you are continuing with your favourites from GCSE or taking on a new subject, the teaching staff are brilliant in every sense of the word and can take your studies to the next level.

Here at the Sixth Form, staff are committed to helping students find and achieve their aspirations and you will receive excellent support for your future, regardless of which post-18 route you choose - as well as visits to universities, you will also undertake work experience and can explore apprenticeship opportunities, with assistance at every step of the way. In this way, staff are dedicated to ensuring your transitions both into and out of the Sixth Form are as successful as possible.

One major aspect of your transition to Sixth Form life is the addition of study periods in your timetable, which will be spent in the fully equipped Study Centre, giving you an element of control in your work during the school day. This is just one of the ways in which your Sixth Form studies build independence, responsibility and time management skills.

With a wide array of extracurricular activities available, the Sixth Form provides enriching experiences beyond the classroom. Alongside opportunities for sport, creativity and leadership there is a vast range of trips, competitions and ways to engage with the wider school and community, giving you a fully rounded Sixth Form experience.

We cannot recommend Richmond Sixth Form College highly enough, and hope that you too will come and experience everything it has to offer!

**Jake Percival and Sophia O'Callaghan, Head Students**



If you are interested in developing your leadership skills, and enhancing your Sixth Form experience, why not become a Sixth Form Student Leader? We have an active body of Student Leaders, led by the Head Students and their deputies. Our Student Leaders work as ambassadors for the School and Sixth Form and have a variety of roles, giving our students a voice in decision making.

The Student Leaders' work allows them to learn how to effect positive change and take on roles of responsibility to prepare them for life beyond College. There is a host of opportunities that you can be part of, including discussing issues concerning the Sixth Form such as learning, sustainability and healthy eating. One day you could find yourself as a guide at an open evening, the next you could be leading an assembly. We also have student committees to coordinate the student mentoring programme, organise inter-tutor competitions, arrange activities to raise money for charity and plan events both in and out of College.

You will be working alongside like-minded individuals and you'll find you develop your own enrichment, learning transferable life skills and creating experiences and memories that will be valuable for years to come. There is plenty for you to get involved in.

**The Student Leadership Team**



# Transition to Sixth Form College

We offer a comprehensive and interactive transition programme for all students applying to join the Sixth Form. This starts in Year 10, when staff meet with students and explain what our Sixth Form has to offer.

The Sixth Form Open Evening, in October, provides opportunities to talk to staff and student ambassadors to become familiar with the college environment. Once applicants have applied they will be invited to an informal meeting to discuss their subject choices and any other questions they may have. Applicants will then be offered a place subject to them meeting the entry requirements for their chosen courses.

In June, applicants are invited to attend two taster days. These are an opportunity to experience life in the Sixth Form. In August, after GCSE results, students who have met the entry requirements enrol and meet with staff to discuss options, if necessary.

Individual tours of the Sixth Form can also be arranged at any time.



Getting the measure of things



Great teamwork in the Lego challenge



All fired up for Chemistry



Having fun on the Astroturf



In step for Sixth Form



Easy on-line application

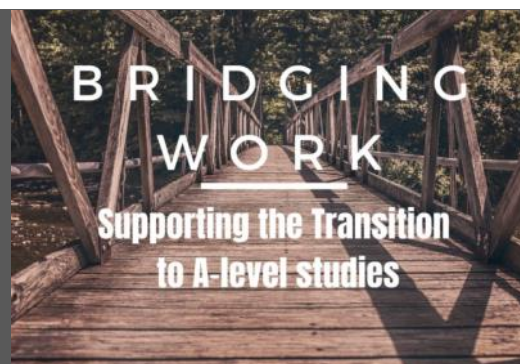
*"I just wanted to thank you for taking the time to show us around the Sixth Form—it was very much appreciated. We were really impressed with the facilities and our son is very enthused about the prospect of studying at Richmond."* Parent of Year 11 Student



# Transition to Sixth Form College

We offer a comprehensive Bridging Work Programme for our students who are planning to join us in Sixth Form. The programme 'bridges the gap' between Year 11 and post-16 study and gives students a flavour of the type of work they will be covering.

The transition from Year 11 to post-16 study can be a challenging one, and we want to provide students with as much support as we can. The study skills required of a successful student are varied, and involve students taking an active role in their progression and development. We firmly believe that getting off to a good start will aid students on their journey to success, allowing them to develop into independent and responsible learners. When studies commence in September, students will be expected to have completed the Bridging Work in each of the subjects they have chosen to study.



Completing the Bridging Work prepares students for those subjects that they have chosen so they can start positively and 'hit the ground running'. Each department offers a range of tasks to complete prior to students starting their chosen courses. These vary in nature from course to course. It might involve learning some basics, reviewing some fundamental Level 2 ideas, some reading or some research. This should be undertaken with diligence and an open mind, as the first step in the new post-16 journey.

Our aim is to support students to further develop all of our six core CREDIT values - Creativity, Respect, Excellence, Determination, Independence and Teamwork. The Bridging Work Programme is an important part of this.



**Sandra Johnson, Leader of Sixth Form Transition, said:** "We are delighted with the exceptional Bridging Work that our Year 11 students produce, ahead of joining our Sixth Form. They are really engaging with subject tasks and tackle them with great enthusiasm. They not only deliver excellent work, but also demonstrate how they embrace independent learning which is so important for post-16 study. It really impresses us how they become involved with the activities and their feedback highlights how valuable they find the work and the fun they have doing it.

"By completing the tasks that have been set by different subject areas, Year 11s should be much better informed about what studying a subject might be like and also be better prepared to continue their studies, having had the opportunity to develop study skills and discover strengths and interests relevant to Sixth Form"



**Peter Longstaff explains why he found the bridging work so valuable:** "I feel the bridging work was beneficial for a number of reasons; it allowed me to get an understanding for the subjects that I had chosen and offered vital insight into what they involved, helping me to make my mind up.

"The work itself increases your interest in the subjects and gives you key critical thinking skills that help hugely when studies start in September."

For further information about Bridging Work, please email Sandra Johnson at [sjohnson@arete.uk](mailto:sjohnson@arete.uk)

*If I could have imagined the best start ever for Katie's Sixth Form journey her actual start has far exceeded what I could have hoped for. Parent*

# Facilities & Teaching

## FABULOUS FACILITIES

Our students are fortunate to have a spacious, light-filled, supervised Study Centre where they can work quietly. Staffed by an Academic Mentor, equipped with 60 computer stations, plus many work desks, there is always plenty of room for students to get their all-important assignments done. There is also a second, unsupervised, study facility with 26 computer stations. Both rooms are exclusively for Sixth Form students so there is always a computer available when you want one, be it during your timetabled study periods or in your free time. There is no complicated booking system - just call in and a workstation will be available.

Richmond Sixth Form also has purpose-built specialist facilities for particular subjects. Our Science labs are large and modern with state-of-the-art equipment. We also have dedicated rooms for Art, Drama, Dance and Music. Many of our facilities rival university standard so this gives our Sixth Form students an excellent foundation for further education.

## TEACHING EXPERTISE

We are extremely proud of our teaching teams in the Sixth Form. Our highly-qualified teachers have extensive experience of 16-19 study programmes and are passionate about the subjects they teach. Furthermore, our dedicated staff ensure that all students are challenged and make good progress in their studies. Student grades and attitude to learning are tracked via our Aiming High system of reporting, and parents/carers are regularly informed of progress. In order to offer a broad curriculum, some subjects may be offered as a blended learning programme, in conjunction with the other schools in the Areté Learning Trust.

This means that students are assured of in-depth knowledge and focussed skills, helping them to foster their ongoing development of independent learning. This is a vital life skill which will help to develop a strong work ethic in our young people to carry forward to their future careers. Through careful monitoring, evaluation and quality assurance, students receive targeted support and very effective teaching to enable them to make excellent progress.

## STAFF & STUDENT RELATIONSHIPS

We are passionate about providing high-quality care for our students and our staff get to know every individual student well. We aim to provide class sizes which are much smaller than GCSE classes. This means that staff can interact with students on an individual basis, get to know them really well and fully understand any gaps in learning they may have. In this way, intervention and support can be tailored to a student's needs, leading to the best-possible outcomes.

We take great pride in the strong working relationships our staff form with their students which enable students to flourish. These relationships are often commented on by students, parents and other visitors to the College.

*"Teachers and students have excellent relationships in the Sixth Form, which leads to a positive environment for learning." Ofsted*



*Teachers have strong subject knowledge and use this to motivate and inspire students. Students have a thirst for knowledge." Ofsted*



*I would also like to take the opportunity to thank all the staff for all the support and encouragement you have shown our daughter during her time at Richmond School and Sixth Form College. She has grown and developed greatly and I really am thankful to you all. Parent*

# Support & Keeping In Touch

*"Just to say a massive thank you for all the support you put in place to help my son succeed. I cannot believe how well he has done and I can't get over how he has chosen to do English of all subjects being severely dyslexic. He is a testament to how well supported children like himself are at Richmond School and Sixth Form College and I am so grateful for it. In my darker days, when he was around six years old, I could never have imagined we would be where we are today so thank you again."*

Parent

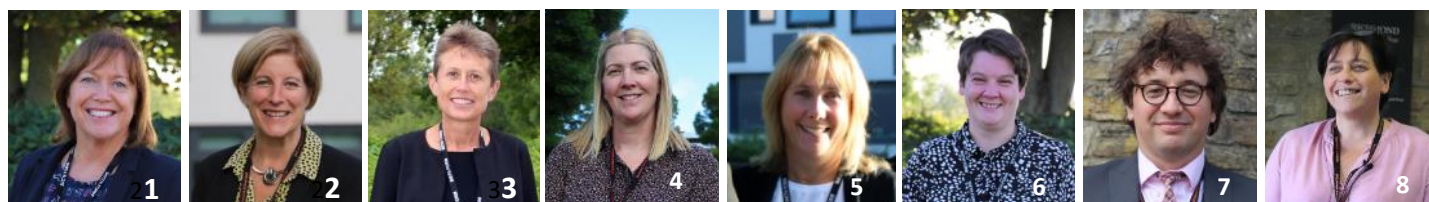
## STUDENT SUPPORT

Students joining any Sixth Form can find the transition from Year 11 to Level 3 study difficult to cope with. The increase in workload and expectation that students do a considerable amount of independent learning, can be a challenge for some. We aim to ease this transition by having a team of dedicated professionals to support students.

**The Head of Sixth Form** and **Head of Year** monitor the progress of all students and keep them on track. We also have an **Academic Mentor**, based in the Sixth Form Study Centre, who is available to assist students on a one-to-one basis, or in groups. This might take the form of assistance with time-management and organisational skills, essay-writing, revision or exam preparation.

Every student who joins us will be allocated a **Tutor** for their time in Sixth Form. The tutor is the "go-to" person who will support and guide students through their studies and their chosen progression route. Students and tutors meet each other on a regular basis and form a special working relationship.

Pastoral support is available for any students to discuss concerns about their College or home life. They will always get a friendly response and, if necessary, the Sixth Form Team can refer students to a network of professionals or support organisations, trained to meet their needs.



## WHO'S WHO

- |   |  |
|---|--|
| 1. Leslie Richardson (Assistant Headteacher, Sixth Form)            | 6. Kate Pierce (Academic Mentor)                             |
| 2. Jenna Potter (Headteacher, Richmond School & Sixth Form College) | 7. Pete Hedley (Associate Assistant Headteacher, Sixth Form) |
| 3. Sandra Johnson (Assistant Headteacher, Transition)               | 8. Carys Macey (Home School Liaison)                         |
| 4. Ruth Hamer (Careers Adviser)                                     |  |
| 5. Sally Byrom (Head of Year)                                       |  |

## KEEPING IN TOUCH

It is important students, parents and carers know who they can contact and the different types of communication available. We actively encourage a three-way partnership, a commitment from each party to work together and keep in touch. Parents and carers are welcome to contact us by email or telephone and we are happy to arrange face-to-face meetings as required. Expect to receive information from us in the form of our half-termly newsletter and correspondence by email. We regularly review progress so students, parents and carers should always know how students are working and if any additional support is identified, then this will be provided.



# Enrichment, Extra-curricular & Leadership

## EXCEPTIONAL ENRICHMENT

We recognise the importance of students developing personal qualities alongside their academic studies and offer a wide range of enrichment opportunities for students to participate in. Working outside of the classroom really enhances a student's learning experience.



We are delighted to be re-establishing our wide range of trips and visits such as the Economics trip to the Houses of Parliament, History visits to Auschwitz and to historic sites in London, theatre visits through both Drama and English, fieldwork in Geography and Biology and study visits in Media Studies and the Sciences.

Our students have had the opportunity to take part in first aid training, learning vital skills for life. We also encourage students to consider the Extended Project Qualification (EPQ), which is highly regarded by universities and employers alike. Please refer to page 11 for further details of how we can support you with this.

If competitions are of interest to you, we take part in national Chemistry, Physics, Maths and Computer Science challenges as well as competitive essay projects in English and Humanities.

There is also the weekly in-house tutor quiz! Additionally, you could join our Debate Club where topical discussion takes place or the Russell Group or Chess Club.



## TAKING THE LEAD

Being a good role model is an important part of being a sixth former. Our students are given the opportunity to develop their leadership skills and embody our School and Sixth Form values in many ways. Alongside their academic studies, students can become involved in activities which help to develop their communication and teamwork skills, as well as helping to embed resilience and independence.

One of our strengths is that our Sixth Form is part of a wider school community and students have the opportunity to be a subject ambassador supporting staff and students in the school. This involves mentoring younger students in lessons or after school clubs or helping them with their reading. Sixth Form students run dance and drama workshops, homework club, sports teams, debating club and many more.

Student Leaders organise fundraising events for national charitable organisations but students also regularly support charities in the local community. Student Leaders also plan team building and fun events with their peers. We hope that you will become involved.



# Enrichment, Extra-curricular & Leadership

## ON YOUR MARKS!

Our College is well regarded for its sporting prowess and students regularly triumph in multiple disciplines. There are many opportunities to take part in sports, either for fun or on a competitive level. Being involved in a sport not only develops a sense of camaraderie and enhances your team-working skills but also keeps you fit and healthy. You will have a very warm welcome at the following clubs and teams:

**Basketball | Cross-country running | Football | Hockey | Rounders | Running Club | Yoga**



## PERFORMING ARTS

Dance and Drama are key elements of our creative arts expertise and our students have a wealth of opportunities to be involved in clubs and productions throughout the year. From contemporary dance to dramatic performances at the Georgian Theatre and shows at College, whether you want to be in the limelight or doing a great support role back stage, there's something for everyone. There are opportunities to be a leader in the Evolution Dance company or be a key member of the Sixth Form Theatre Company.

On the music front there are many ensembles across all genres, from classical and choral to jazz and rock. Groups perform locally, as well as in national competitions, in respected venues, such as the The Glasshouse International Centre for Music, Gateshead. Find out below how taking part in performing arts led to a career for former student Matt Hoss.



## SHARING SKILLS

The local branch of Soroptimists has successfully run a 'Sharing Our Skills programme', in conjunction with us for the past four years. The girls selected have the opportunity to learn from the work of the group and are mentored in their community work by senior members of the club.



## FREE GYM MEMBERSHIP

Sixth form students have access to a superbly equipped fitness suite which contains a variety of free weights, a range of multigym machines, treadmills, battle ropes and a free exercise space. After the induction process, ensuring the equipment is used safely, students are free to use the suite unsupervised.





## CAREERS EDUCATION

Our students receive outstanding careers education, information, advice and guidance. We have a very active programme of Careers Education and Guidance which offers:

- Close working links with the universities of Durham, York, Leeds, Newcastle, Leeds Beckett, and Teesside
- Visiting speakers from local universities, gap year organisations and “Speakers for Schools”
- Mock interviews
- Attending UCAS Higher Education Conventions
- Events and support for applicants for degrees in Medicine, Veterinary Science and Nursing
- Support for Oxbridge and Russell Group university applications
- Support for Degree Apprenticeships

We are delighted to have been awarded the prestigious Quality in Careers Standard for the fourth consecutive year. One of the first providers in the country to receive the accolade, the standard demands meeting rigorous criteria to support students. The college fulfils this through delivering a wide range of careers initiatives, including exciting STEM careers events and an impressive work experience programme, designed to reach and engage all students.

## SIXTH FORM GUIDANCE

In the Sixth Form you will be making decisions which will influence your future career. Whichever option you choose after Sixth Form, you will get advice and guidance to help you plan ahead. Our aim is to help you make realistic and informed decisions about your future. You will be encouraged to take responsibility for your own decisions.

Our comprehensive support services include:

- Dedicated teams of staff to support progression to chosen careers and university
- Web-based careers software, including Unifrog
- Access to face-to face advice and guidance from professional Careers Advisers
- Advice which is confidential, impartial and promotes equality
- Work Skills - CV and letter-writing support
- Sixth Form tutors actively encourage their students to book career appointments. Support for UCAS Personal statements, CV writing, extended work experience, support with interview techniques, degree and advanced apprenticeships, and higher education options. Personalised support is key.
- A dedicated Careers Facebook page, regularly communicating careers focused information and opportunities to students and parents.



## EXTENDED PROJECT QUALIFICATION (EPQ)



Alongside their A-level courses a number of students complete an EPQ. This qualification allows students to develop and extend an area of personal interest, preparing them for university-style learning. The EPQ is worth half an A-level and up to 28 UCAS points. Modelled on university-style learning, the EPQ develops independent communication and research skills that are valued by universities and employers alike. Students can either choose to write a 5,000 word written report or create an artefact plus a 1,000-word report. A great example of an EPQ artefact is Chloe Woods' theatre project, 'A Country Called', shown opposite.

*"I would recommend the UCAS Discovery Day for next year as it helped me to understand the overall requirements and what I need to do to get in to university, for example an interview and an audition, and I also gained an understanding of accommodation and finance." Year13 Student*



# Work Experience

## WE ARE WITH YOU EVERY STEP OF THE WAY

Preparation for university and employment is an integral and key part of the Sixth Form programme. We give our students the opportunity to complete a week of work experience, and gain a deeper knowledge of the subjects and careers they are considering. We have developed strong and valuable partnerships with a number of organisations and are members of the Richmond Business Networking Organisation. This helps to build relationships and provide high-quality placements that are tailored to students' requirements.

### PLACEMENTS

The timing of the placements varies depending on the needs of the student. It may be part-time over a number of weeks or as part of a block placement during the summer term. What is important is that it is related to students' university or career plans.

Where possible, students are encouraged to find their own work placements and take personal responsibility for researching their higher education and career path. We will provide support throughout the process through tutor guidance and will include information on how to find and approach potential employers. We will also give guidance on CV writing, as well as supplying a list of employers who have taken our students in the past.

Online 'virtual' placements are also possible through our partnerships with UPTREE and Speakers for Schools.

### EMPLOYABILITY

Students are also supported by a number of external guest speakers through our employability and life skills programme which supports students to understand the world of work, develop confidence, and improve their employability skills. We partner with 'Ivy House' for leadership and life skills.

Employability or work-readiness is becoming increasingly important to universities and employers. By gaining work experience in relevant sectors, our students achieve a real advantage when applying for university or work. During work experience, students will be able to talk with and observe skilled and qualified people who can give them hands-on advice and a more relevant overview of what their job involves. It is a great opportunity to network and find contacts.



*"Leaders ensure that all Sixth Form students have high-quality careers advice and work experience to support their future aspirations." Ofsted*



# A Taste Of Working Life

## Joe Clark

**A Levels:** Maths, ICT, Product Design



### Work Experience:

Joe was highly motivated to go into a career as an architect. He completed work experience at Evolve Architecture and then worked hard to complete a stunning portfolio which was required for his degree course applications. Armed with this, he performed very well at interview as he was able to demonstrate his skills and creativity.

**Joe is studying for a degree in Architecture at Leeds Beckett University.**

## Emma Creer

**A Levels:** Theatre Studies, Media Studies, English Language



### Work Experience:

Emma spent a week at Melsonby Primary School where she enjoyed supporting pupils with their literacy. She was also able to develop her creative side when helping to devise classroom activities. Melsonby Primary School is one of a number of primary schools that Richmond Sixth Form College has strong links with.

**Emma is studying Media Production, Film and Television at York St John University.**

## Emily Wood

**A Levels:** Maths, Biology, Chemistry



### Work Experience:

Emily has always been interested in a medical career and chose to complete work experience at MediPro, a professional organisation that provides clinical education for people already in, or looking to join the medical profession.

Emily was also able to demonstrate her leadership skills as Head Girl in Year 13.

**Emily is studying Chemistry at the University of Newcastle.**

## Daniel Neale

**A Levels:** Maths, Further Maths and Computer Science



### Work Experience:

Daniel did work experience at North Yorkshire County Council where he worked in the Technology and Change Department in Northallerton.

Daniel said: "I really enjoyed learning about how a large IT Department works and I experienced the challenge of supporting staff on different sites."

**Daniel is studying for a degree in Accounting and Financial Management and Mathematics at the University of Sheffield.**

*"Your help has been invaluable. You went above and beyond what most ordinary teachers would dream of doing, sitting with me for several hours to ensure that my personal statement and UCAS application were stellar, a factor which helped me to secure my offer from LSE, which I firmly believe I could not have done without your support."* Year 13 Student



# Student Destinations

Year on year, we are delighted with the excellent progression of our students. Many go on to study at university, across a wide range of subject areas, with a large proportion securing places at Russell Group universities. Students also enjoy success in the field of work, with higher apprenticeships and management schemes. This is testament not only to the exceptional teaching at our College, but also the focus our staff place on mentoring students, helping them with the application process and interview practice. Our enrichment programme also plays a key role in nurturing students so they can offer universities and employers a great balance of academic success coupled with the personal qualities that will ensure they succeed at degree level and in the workplace. Below are great examples of the paths some of our students



"After my A-levels in Maths, Economics and Geography, I was delighted to secure a degree apprenticeship as a trainee quantity surveyor with Tom Willoughby Ltd, studying for my degree at Northumbria University. With a degree apprenticeship, the demands of combining working with studying is challenging, however I feel this is the most productive way for me to further myself academically whilst training on the job."

**Megan Lightfoot**

"I studied A-level IT, Business and Psychology. I was already down the path of going to university, but after learning more about apprenticeships, I decided to see if there was any on offer in the area. I was excited to find an opportunity at Purple Creative, working in the IT industry. I had always enjoyed this subject so it seemed perfect for me. It gave me the chance to learn in a hands-on environment and experience what it's like to work in a fast-paced business. This led to a full-time position doing something I love."

**James Rice**



"After A-levels in Design Technology, Dance and Classics, I attended the University of Northumbria, gaining a First Class Honours Degree in Fashion Design specialising in Textiles and specifically knitwear. Whilst at university, I received the Mulberry Prize, involving a three-month placement at Mulberry HQ. I have since worked at River Island, progressing through three promotions to Womenswear Knitwear Designer. Richmond Sixth Form College helped shape the person I am today and it will always be a special place for me. It is where I made so many friends who I still have today. I have many fond memories of all the experiences we shared."

**Naomi Robertson**



I studied Maths, Physics and Business A-Levels. Overall it was an incredible experience at Sixth Form, one that I am truly thankful for. You supported me in getting my place at The University of Sheffield, both academically and with the guidance needed for my personal statement. I studied a MEng Integrated Masters in Civil Engineering, graduating with a first-class honours. I now work for Vinci Construction, a world-leading firm, as a graduate engineer. I continue to enjoy hockey and skiing, hobbies that I started at Richmond School.

**Dan Bowie**



***Well done everyone! Really proud of you all. Thank you also to the leadership of the college - having taught in a number of schools, I was impressed with how well they know the students and the effort they make to stretch you.***

***Every one of you did your best and some pulled off university-standard work in Year 12. Respect.***

**Sam Rushworth, Brilliant Club**



# Our Alumni and Friends Community

You'll always be a part of Richmond Sixth Form College and Richmond Sixth Form College will always be a part of you! Diverse, dynamic, illustrious, inspiring and impressive, we are fortunate to have a rich and hugely-supportive Alumni and Friends of Richmond School & Sixth Form College who are very much part of our family. Their legacy stays with us (students have included a Prime Minister and a well-loved children's author) and we are immensely proud of the strong links we have with our former students and friends, and we really value their support.

Our Alumni and Friends make a significant contribution to the life of the school and college in so many ways, including: giving inspirational talks, conducting mock interviews, offering work experience and informal guidance to students and generally continuing to be an intrinsic part of the wider life of the school community. So much so, that 32 of our former students are very involved with the school and college. They contribute each day as members of staff. Alumni and Friends are invited to become part of our community by registering at:

[www.richmondschool.net/alumni-community-and-friends-of-richmond-school/](http://www.richmondschool.net/alumni-community-and-friends-of-richmond-school/)



**Rt. Hon. The Baroness Hale of Richmond DBE** was the UK's first female President of the Supreme Court. Following her retirement, Baroness Hale is a current member of the House of Lords.



After his A-levels, Ed Batchelor read Applied Theatre and Community Drama at Liverpool Institute for Performing Arts, graduating with a 1st. He has returned to Richmond and is the Youth Theatre Officer at the Georgian Theatre Royal.



Jason Burt became the Executive Editor of The Independent when he was just 30 years old. With a passion for football, he loves his current role as Chief Football Correspondent for The Telegraph.



Laura Smith never gave up on her dream to become a midwife, in spite of facing a number of challenges. She is now a midwife at Doncaster's Women's hospital and is loving every minute.



Prof. Sarah Hainsworth OBE is one of the world's leading Forensics experts. She is the Pro-Vice Chancellor (Research) at Bath University. Sarah was responsible for establishing how King Richard 111 died.



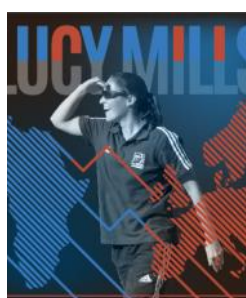
Tom Barningham is a project manager for the British Antarctic Survey and leads the Halley Automation project which enables continuous monitoring of the ozone hole over Antarctica.



Graeme Newton is the MD and owner of Randall Orchard Construction. He has nurtured over 30 apprentices from Richmond School and takes on more students each year.



Alice Dawes graduated with a First in English Literature with Creative Writing and forged a fascinating career as an Editorial Assistant at Walker Books. Walkers publish for authors such as Michael Morpurgo.



Since completing her Honours Degree in International Development, Lucy Mills has held senior roles in the field of sport, using football to promote social development. Lucy is the Programme Manager at FC Barcelona.



Richard Sargent's work as a video journalist with Sky and BBC has taken him to some amazing countries to cover incredible stories. He has hung up his camera to make a career change and become a teacher.



# Having The Time Of Your Life



*"Sixth Form really is the time of your life - we are just waiting to see what you can do."*

**Les Richardson,  
Head of  
Sixth Form**

College is the place where many people make friends for life and Richmond Sixth Form is no exception. Students tell us that not only do they study hard but they also create many happy and lasting memories along the way. Just ask your parents, or even your grandparents, and the chances are they will still be in touch with their friends from College.

With our community feel, you will not only be able to get a first-rate education here, but you'll also find out things about yourself you may not have known.

You could discover that you have a flair for project-management because you helped backstage with a Performing Arts production, or you could find out that you can stick to deadlines because you organised a social event for your peers.

There are many opportunities for students to plan fun events such as Christmas Jumper Day and culminating in the wonderful Prom at the end of Year 13 which is always such a lovely celebration of our time together.

*"You won't change a thing... despite the essays, assemblies, decisions and deadlines, the two years you spend in college you'll spend having the time of your life, so make the most of it. But don't be sad for it to end, university is just around the corner, and you can do it all over again!"*

**Former Student**



*"Thank you for all that you have done for me over the last two years, I wouldn't have had the silver lining of my grades to get me through today if it hadn't been for the support from my teachers. I have been extremely fortunate to have had such fantastic staff around me and I will always be grateful. I will miss the teacher-student relationship I had in Sixth Form."* **Former student**

# Entry Information & Application Process

## ENTRY REQUIREMENTS

You will need a minimum of six GCSEs at grade 4 or above, including English Language. Please note that grade 5 or better in English and Maths may be required by some universities. In addition, you may be required to have a Grade 6 or better in the subject or related subjects you wish to study at Level 3. Please see the individual subject listings for details.

## YOUR CHOICE OF COURSE

Students study three Level 3 courses to develop a broad and deep knowledge of those subjects. Students who choose Further Maths may study four subjects. You can study a combination of A-levels and vocational subjects. Our students leave Richmond Sixth Form College with a minimum of three good A-levels or equivalent. We would advise you to choose subjects which:

- you enjoy
- you are good at
- will make a good combination for future courses and careers
- will keep your options open

<b>Early October</b>	<b>Prospectus and Course Information Online</b>
<b>Thursday 26th October</b>	<b>Open Evening</b>
<b>October onwards</b>	<b>Application Review Meetings</b>
<b>Monday 18th December</b>	<b>Initial Deadline for Online Applications</b>
<b>Monday 24th, Tuesday 25th June</b>	<b>Introductory Days</b>
<b>Thursday 22nd August</b>	<b>GCSE Results Day &amp; Enrolment Confirmation Meetings</b>
<b>Wednesday 4th September</b>	<b>Start of Term</b>

**We can't wait to see you in September!**

*"I can't praise Richmond Sixth Form College enough. My son took his A-levels with you and last year he finished his Masters Degree in Astrophysics at the University of York. He now has a very good job and we are immensely proud."*

Parent of a former student





# Art & Design: A-level (Awarding Body WJEC)

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Art.

## CONTENT

### First Year

#### **Unit One: Thematic Unit.**

Following an induction period of three weeks, students develop their ideas and respond in a range of materials to the theme set. Observational work is a key feature of developing skills in various media.

#### **Unit Two: Internal Exam**

An internal exam theme is set allowing at least 10 weeks of preparatory work prior to an exam in May. Students are expected to produce final outcomes within the exam time frame of 15 hours.

### Second Year:

#### **Unit One Personal Investigation**

The personal investigation is worth 60% of the A-level and is a unit of work supported by a written document of between 1,000 and 3,000 words. The investigation should be self-directed and explore a theme, idea or concept through practical and written work.

#### **Unit Two External Exam**

A range of topics and themes set by WJEC. The practical exam allows 15 hours to complete a final outcome(s) supported by preparatory work.

## PROGRESSION

Most of our students progress to foundation courses and degree courses in Art and Design or other related degrees in Architecture, Fashion and Textiles, Photography, Film and Animation, Costume Design, Art Restoration, Graphic Design and many more.



## GENERAL COMMENTS

This is a challenging and highly-rewarding A-level, providing students with the opportunity to develop a personal response to themes and ideas, while exploring and refining their skills and techniques in a range of disciplines. The course aims to develop a broad range of skills in Painting, Photography, Ceramics, Printmaking, Textiles and Mixed Media. Study trips to galleries are organised to enrich the development of students' critical abilities in Art and Design and to enable students to experience Art first hand.



I chose to study Art at Richmond Sixth Form College as it has always been a subject I really liked at GCSE. Despite coming from a different secondary school, I've found it easy to make friends in Art to share and develop ideas with and there have been many opportunities available to us; for example we attended an online lecture where we received a talk from Grayson Perry. The Art department have really encouraged and helped me pursue any ideas I have to develop my work. It is also fantastic to work in a department which has such a wide range of equipment available to students to pursue a range of techniques, such as ceramics and printmaking.

I am excited to continue Art as a subject in the future knowing that Richmond Sixth Form has given me a great foundation for higher level study.

**MERLE BUTCHER**



# Biology: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

We expect students to have a grade 6 or better in GCSE Biology or GCSE Combined Science. We require students to have at least a grade 5 in GCSE English Language and at least a grade 6 in GCSE Maths.

## CONTENT

### First Year

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

### Second Year

- Energy transfers in and between organisms
- Genetics, population, evolution and ecosystems
- The control of gene expression

You will sit three exams at the end of Year 13. These exams will assess subject content from all eight topics and include questions on the practical tasks embedded across the two years.

Through the course you will be assessed on your experimental technique through 12 required practicals which take place in normal lesson time. These will contribute to your Practical Endorsement certificate which you receive at the end of your course.

## PROGRESSION

Biology is a great subject choice for people who wish to pursue a career in Health and Clinical professions, such as Medicine, Dentistry, Veterinary Science, Physiotherapy, Pharmacy, Optometry, Nursing, Zoology, Marine Biology or Forensic Science.

## GENERAL COMMENTS

At the end of Year 12 we go on a residential field trip to the North Yorkshire coast to carry out fieldwork. This forms part of the Unit 7 work. In Year 13 we visit LifeLab in Newcastle to study advanced techniques in DNA technology. Biology involves a lot of practical work to enable you to develop good scientific techniques. There are also many classroom-based lessons to help you develop independent learning.



A-level Biology is really useful especially if you are planning to study courses in medicine, zoology, veterinary or pharmacy, giving you a wide range of options. Throughout the course, you get to go on field trips and carry out practicals, such as fish dissections, making algae balls and cloning cauliflower.

I was also part of the Biology book club in Year 12, where we read books about Victorian Surgery, wildlife populations, and genes, which really helps in the essay aspect of paper 3 where further reading is required to get the top marks.

I chose Biology with the aim to study Veterinary Medicine at university and I have enjoyed every part of the course.

**FLORENCE QUINTON-BOTTLEY**



# Business: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

Grade 4 in both English and Mathematics (GCSE in Business not required).

## CONTENT

The course provides students with a thorough appreciation of the workings of business and the issues they face. We use practical, real-life business examples in the classroom and investigate a range of different businesses and industries.

### First Year

Students will examine the nature of businesses and the environments in which they operate, they will investigate the decision-making process necessary for success in each of the areas below:

- Finance
- Human Resources
- Marketing
- Operations

### Second Year

As students progress into the second year of study, the focus of the course shifts towards the strategic position and direction of larger businesses. They will consider:

- Financial strategies and accounts, measuring performance, making financial decisions
- The impact of technology on strategic decision-making
- The influences of corporate social responsibility, and ethical and environmental issues on strategic decisions
- Assessing feasibility and risk
- The impact on stakeholders

Assessment is by three examinations.

## PROGRESSION

Most students taking Business A-level carry on their studies at university and many of these choose a business-related course. Students have also been successful in being appointed to higher apprenticeships in business administration, accountancy and banking.

## GENERAL COMMENTS

There is a strong emphasis in lessons and in examinations on the analysis of real-life businesses. This requires looking at what's in the news, approaches to business problem-solving and business decision-making so an interest in current affairs in relation to business is important. The course aims to make candidates think about business situations in a critical manner, examining favourable and unfavourable aspects and being able to identify strategies that can be employed in order to improve the performance of businesses.



I chose to study Business at A-level as I was not sure on which career avenue I would want to go down and it is a subject that can be relevant to many job roles.

It can be useful in a number of career paths and university courses, developing many transferable skills so it was a sensible decision for me.

Many aspects of the course can be applied to everyday life such as the case studies used to apply to the exam style questions, which is interesting as it shows how real businesses operate. I really enjoy Business Studies and have found the support and knowledge of my teachers invaluable.



**MATT MACEY**



# Chemistry: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

We expect students to have a grade 6 or better in GCSE Chemistry or GCSE Combined Science. We require students to have at least a grade 5 in GCSE English Language and at least a grade 6 in GCSE Maths.

## CONTENT

### First Year

- Physical Chemistry
- Atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria
- Inorganic Chemistry
- Periodicity, Group 2 and Group 7
- Organic Chemistry
- Alkanes, halogenoalkanes, alkenes, alcohols, organic analysis

### Second Year

- Physical Chemistry
- Thermodynamics, rate equations, the equilibrium constant ( $K_p$ ), electrode potentials and electrochemical cells, acids and bases
- Inorganic Chemistry
- Period 3 oxides, transition metals
- Organic Chemistry
- Isomerism, carbonyl compounds, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography

You will sit three terminal exams. These encompass both subject content and practical skills met during the two-year course.

## PROGRESSION

Chemistry is a great subject choice if you wish to pursue a career in Health and Clinical professions, such as Medicine, Nursing, Biochemistry, Dentistry or Forensic Science. It will also equip you for a career in industry, for example in the Petrochemical or Pharmaceutical industries.

## GENERAL COMMENTS

Chemistry is the basis of everything we see. The materials that make our phones work, the energy we get from food, the pollution in our rivers and the starlight in the sky. All of these things and more are products of Chemistry. Studying Chemistry is challenging, but rewarding. It encourages logical thinking, deductive skills, analytical processing and a mathematical mind. If you are interested in the world around you, what it is made of and how it works, then Chemistry is for you.

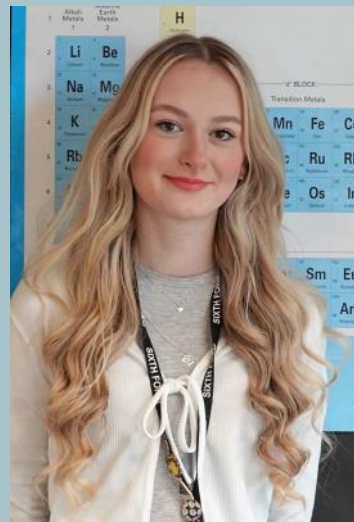


During my time at Richmond Sixth Form College, Chemistry was most definitely my favourite subject.

From the variety of topics we have studied during the course, I have particularly enjoyed shapes of molecules. I found it interesting to discover what the molecules that we can't normally see look like in 3D and how this influences their reactions.

I looked forward to every lesson and I made close new friends. Even the parts of Chemistry that I found challenging were still enjoyable as I was fully supported by my teachers throughout. The teachers are always there to help which is extremely beneficial, especially during revision.

**MEGAN COOPER**



# Classical Civilisation: A-level (Awarding Body OCR)

## ENTRY REQUIREMENTS

GCSE English at grade 5 or better is required. Previous study of the subject is not required.

## CONTENT

### The World of the Hero: 40%

This module introduces you to two key works of Classical literature: Homer's *Odyssey* and Virgil's *Aeneid*.

### Culture & the Arts: 30% - Greek Theatre

You study three plays: two tragedies and a comedy. You also study the original context in which the plays were performed and what the archaeological evidence from ancient Athens adds to our understanding of the texts.

### Beliefs & Ideas: 30% - Greek Religion

This topic introduces you to how Greek religion worked in practice. You study sanctuaries at Athens, Delphi and Olympia, as well as festivals, mystery cults and oracles, considering the role of religion in individual and community life. Evidence is drawn from vase paintings and sculptures, as well as the remains at the archaeological sites.

## PROGRESSION

Classics students regularly go on to study Classics or a related subject such as Ancient History or Archaeology at university. These subjects can lead to a wide variety of careers in areas as diverse as Law, Publishing, Retail, Marketing, Finance and Politics, as well as Teaching or further academic study.

## GENERAL COMMENTS

Classical Civilisation at A-level is based on the study of Greek and Roman literature in English translation. In order to understand these works, we also look at the politics, religion and society of their time. Material culture (such as buildings, sculpture, vase paintings and archaeological remains) is also a key part of the A-level course.

Studying Classics will develop your skills in essay-writing, critical thinking and analysis. It will give you a fascinating insight into another world and a unique perspective into your own.



The inclusion of history, involving religion and archaeology, along with literature and aspects of ancient drama sparked my interest in Classical Civilisation as many different subjects are incorporated. My interest in pursuing this subject at a higher level has been inspired by its diversity and I hope to continue this at Durham University.

My experience of moving from a different area to Richmond was greatly improved by Mrs Byrom and the welcoming environment of the lessons, making them enjoyable and engaging.

**ROWANNE HOLMES**





# Computer Science: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

We expect students to have a grade 6 or better in GCSE Computer Science. We require students to have at least a grade 6 in Maths.

Note – This subject can be studied alongside the IT Level 3 Cambridge Technical Introductory Diploma

## CONTENT

### Paper 1: 40% of A-level

- Programming fundamentals
- Theory of computation
- Algorithms and measuring algorithmic complexity
- Programming data structures
- Object-orientated programming

### Paper 2: 40% of A-level

- Representation of data
- Computer hardware and software
- Computer architecture
- Regular languages
- Networking and the Internet
- Databases and SQL
- Functional programming

### Non-Exam Assessment: 20% of A-level

- Programming project or investigation

## PROGRESSION

Studying Computer Science lays a solid foundation for higher education in subjects relating to computing or data analytics. It will also serve as a good basis for apprenticeships and employment in software development.

## GENERAL COMMENTS

The most important part of Computer Science is problem-solving, an essential life skill which can be applied in all subjects. It is a rapidly changing and expanding field which drives innovation in Science, Engineering, Entertainment and Education, and can empower people to make a real positive difference in the world. The course is challenging and demanding but offers a lot to students with an interest in computing and an inquisitive mind.



*"A computer would deserve to be called intelligent if it could deceive a human into believing that it was human"*  
**Alan Turing**



With technology advancing exponentially every day and becoming vital in daily life, it made choosing Computer Science a no-brainer for me.

The course not only looks at how the CPU, a small square of mostly silicone, can process billions of actions a second, but also how the internet connects the world and is possible even with the millions of devices worldwide. In addition, the course gave me invaluable skills, like problem-solving and the ability to logically break down a problem into its separate parts, which are essential for any career path.

Computer Science is used everywhere, opening many doors from coding to medicine, accounting to physics, making it an absolute must for any A-level combination.



**BECKY POTTS**

# Dance: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

A minimum of GCSE English at grade 5 or above. GCSE Dance at grade 5 or above is preferable, but not essential. However, previous experience in dance training is essential as practical expectations are very high on this course. It is important that you are open to working in new styles, and have a keen interest in critically studying dance history and repertoires in depth. Students must be prepared to perform within lessons and to a wider audience in both a group and as a solo.

## CONTENT

### Component 1 - Performance & Choreography:

(Three practical exam performances - 50% of A-level)

- Solo performance linked to a specified practitioner within an area of study
- Performance in a quartet
- Group choreography (created and directed by the student)

### Component 2 – Critical Engagement:

(Written exam - 2 hours 30 minutes - 50% of A-level)

Knowledge, understanding and critical appreciation of two set works:

- One compulsory set work (Rooster by Christopher Bruce, 1991) within the compulsory area of study (Rambert Dance Company 1966 - 2002)
- One optional set work (Singin' in the Rain by Stanley Donen & Gene Kelly, 1952) within the corresponding area of study (American Jazz Dance 1940 - 1975).

## PROGRESSION

A-level Dance is a respected qualification within the Performing Arts industry and equally, shows admissions tutors and employers in any field that you have creativity, communication skills, discipline and confidence. We have a large legacy of students who have gone on to study Dance at leading Higher Education establishments such as Middlesex University, Dance City (Newcastle) Northern Ballet and Northern School of Contemporary Dance. Many of our alumni have successfully carved out careers in the Arts in roles within performance, choreography and teaching and remain in contact with our Sixth Form.

## GENERAL COMMENTS

A-level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career. The A-level reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for dance.

We have excellent dance facilities at Richmond Sixth Form: a purpose-built dance studio, plus other large rehearsal/ performance spaces and access to the Georgian Theatre. We are able to offer professional workshops, artists-in-residence, participation in festivals, trips to a variety of live performances, audition support and vocational training opportunities.



A-level Dance helped me massively in pursuing my goals for university and beyond. The dance training I received was key to my success in auditions and helped me to get accepted into several universities and conservatoires.

The course itself is very helpful in preparing you for a university way of studying as it teaches you to balance your training, theory work and taking care of yourself both mentally and physically.

I really enjoyed the two years I spent studying A-level, it gave me my first opportunity to be fully creative and express myself in ways I have always wanted to. I could not recommend it more!

**BRANDON SUTHERLAND-PARKER**  
(Alumnus 2017-2019, graduated from Dance Performance course at Middlesex University in 2022)





# Drama and Theatre: A-level (Awarding Body Edexcel)

## ENTRY REQUIREMENTS

A minimum of GCSE English at grade 5 or above. GCSE Drama at grade 5 or above is preferable but not essential. An interest in the subject is essential. Students must be prepared to perform within lessons and to a wider audience.

## CONTENT

### A-level Component 1: Practitioner in Practice (40% A-level).

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Performer or designer routes available

### Component 2: Exploring and Performing Texts (20% of A-level).

- A group performance/design realisation of one key extract from a performance text
- A monologue or duologue performance/design realisation from one key extract from a different performance text

### Component 3: Analysing Performance (40% of A Level).

- Live theatre evaluation
- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimaged for a contemporary audience

## PROGRESSION

In the past, students have gone on to study drama, set design, stage management and acting at university. Equally, a large number of students have gone on to study non-performance subjects such as Sciences, English, Psychology and Law. Theatre Studies provides cultural awareness and soft skills which are equally as desirable as A-level grades.

## GENERAL COMMENTS

A-Level Drama & Theatre Studies is a uniquely challenging course which combines practical exploration and performance with written analysis and research. It aims to deepen understanding and appreciation of theatre and enhance acting and stagecraft skills, while drawing on students' creativity and communication skills. Thanks to our link with the Georgian Theatre Royal, in both years, you will perform in a unique and historic professional theatre. A-level students have the opportunity to contribute to the Sixth Form Theatre Company and to lead workshops to younger years. Technical options such as lighting, sound, set or costume design are offered within the A-level. We pride ourselves on giving A-level Drama students ongoing one-to-one guidance and support. You will see live theatre productions throughout the course. This is a course that requires serious commitment and enthusiasm and the willingness to perform to an audience, both as an individual and as part of an ensemble.



I chose to study at Richmond Sixth Form College because of the amazing facilities, resources and opportunities available in the drama department.

During the course, you develop the ability to study, analyse and appreciate plays from multiple perspectives including those of the performer, the designer and the director. As well as this, the course allows you to explore your own creativity and grow as performers/creators of theatre. Taking the course will allow you to benefit from many transferable skills, such as critical thinking, teamwork, negotiation and collaboration. Studying Drama and Theatre Studies gave me the opportunity to engage in practical workshops led by current performing artists and perform our own work at the Georgian Theatre Royal.

**CALLUM WILSON**  
(Alumnus 2017-2019)



# Economics: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

Grade 4 in English and grade 5 in Mathematics.

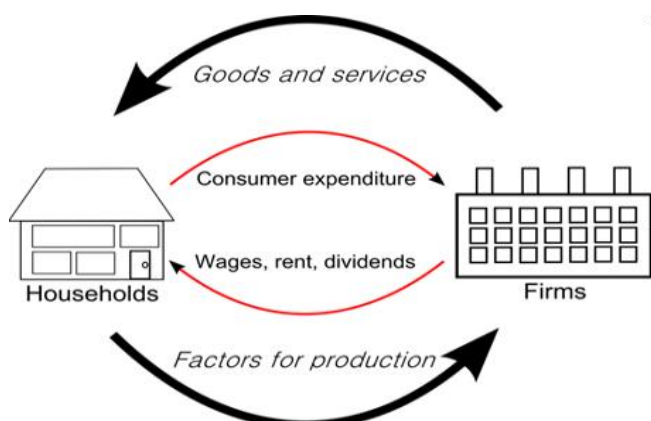
## CONTENT

There has seldom been a more exciting time to study this subject. National and international events are changing at great pace, and the economic changes that have been taking place worldwide are amongst the most dramatic in living memory. Students of Economics examine the ways in which scarce resources are allocated in order to raise the standards of living of households. A-level Economics is divided into Microeconomics and Macroeconomics. Microeconomics looks at individual markets and how they can fail so we look at how the government intervenes in individual markets such as the housing market to ensure we all have access to housing whereas Macroeconomics looks at the management of the whole economy and so deals with issues such as taxation, government spending, trade and development.

Assessment is by three exam papers, which will include a mixture of multiple choice, data response and essay questions.

## PROGRESSION

Many students of Economics continue to study either Economics or Finance-related degrees at university with a view to working in Accountancy, Finance or Banking. Students have also progressed to degrees in Politics and also higher apprenticeships in Accountancy.



## GENERAL COMMENTS

Economics seeks to explain in rational terms the economic behaviour of individuals, firms and the economy as a whole and to propose ways to improve the performance of the economy. An interest in current affairs is essential as there is a strong emphasis in lessons on the analysis of economic events. The course will improve your understanding and appreciation of the controversies over economic policy, e.g. Brexit, unemployment, trade, inflation, public and private ownership, the structure of UK industry, the developing world and environmental issues.



I chose to study Economics because I'm really interested in how the world functions and what factors affect the way it works. Economics works well with my other subjects, Geography and Business Studies, as some modules link together with Economics.



Although some of the concepts we learnt were difficult at first, I found reading up further on current affairs made it easier to learn terminology in lessons and understand what we were learning about.

By studying Economics I now understand more about the government and how the country works more than I ever have.

**ANYA VICKERS**



# English Language: A-level (Awarding Body Edexcel)

## ENTRY REQUIREMENTS

GCSE grade 6 in both English Language and English Literature are minimum requirements to start this course; students with Grade 5 may be considered, with the support of their English teacher.

## CONTENT

### Component 1: Language Variation

You will explore:

- how language varies depending on mode, field, function and audience
- how language choices can create personal identities
- language variation in English from c1550 to the present day

### Component 2: Child Language

You will explore:

- spoken language acquisition and how children learn to write from birth to eight years old
- the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading
- appropriate theories of children's language development

### Component 3: Investigating Language

You will:

- select a research focus from one of five topic areas
- develop your research and investigation skills
- develop your personal language specialism

### Coursework Component

You will:

- write two pieces of original writing from the same genre, differentiated by function and/or audience
- demonstrate your skills as writers, crafting texts for different audiences and/or purposes
- reflect on your research and writing in an accompanying commentary

## GENERAL COMMENTS

In this course you are encouraged to enjoy and investigate language. We expect students to have an interest in current developments in language. We analyse in depth the structures and functions of English, examining its variety and charting its development over time. We also seek to develop your writing skills, and you will be encouraged to write with growing sophistication for different audiences and purposes. We aim to instil in our students a life-long curiosity about the power of language.



Professor David Crystal



I chose English Language A-level as, looking at the content of the course, there were some topics that appeared really interesting. They were completely different to areas that we had looked at for GCSE.

I have found child language acquisition, exploring accents and dialect, and how language can be used to exert power and influence over others particularly engaging.



REX TOPPING

## PROGRESSION

Students may progress to a number of careers, including Advertising, Media, Journalism, Publishing, Teaching and Management.

# English Literature: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

GCSE grade 6 in both English Language and English Literature are minimum requirements; students with Grade 5 may be considered, with the support of their English teacher.

## CONTENT

### Paper 1: Love through the Ages

Section A: Shakespeare

One passage-based question with linked essay - *Othello*

Section B: Unseen poetry

Compulsory essay question on two unseen poems

Section C: Comparing texts

One essay question linking two texts - *Jane Eyre* and the AQA Anthology: *love poetry through the ages*

### Paper 2: WW1 and its aftermath

Section A: Set texts - Drama

One essay question on a set text - *Journey's End*

Section B: Contextual linking - Poetry and Prose

- One compulsory question on an unseen extract

- One essay question linking two texts - *Life*

*Class* and a selection of poems by *Wilfred Owen*

### Non-Examination Assessment

Comparative critical study

One extended comparative critical study of 2500 words, referring to two texts, at least one of which must have been written pre-1900. Texts may include poetry, prose and drama and are chosen by your class teachers.

## PROGRESSION

Students may progress to a number of careers, including Advertising, Media, Journalism, Publishing, Law, Teaching and Management.

## GENERAL COMMENTS

English Literature is the ideal choice of A-level for someone who enjoys reading and talking about literature. Lessons are discussion-based and require students to share and develop informed personal responses and criticism of literary texts. The department regularly runs visits to theatres in order to give students the opportunity to see performances of plays they are studying. English Literature is a long-established, academically-rigorous qualification which is highly regarded by the competitive Oxbridge and Russell Group universities.



Coming to Richmond Sixth Form College after relocating from the South of England, I have found English Literature to be an enthralling subject, going into increased depth compared to the GCSE. Every lesson consists of high-level discussions and ideas that facilitate the development of my writing skills and critical analysis. Whether we are looking at war poetry, or Shakespeare, we constantly work together in the class in order to build on each other's ideas and interpretations of a text. The subject has the perfect balance of challenge, complexity and passion that makes me a better student every day.

I chose A-level English Literature as a result of my interest in journalism, which I hope to combine with my love for sport, to pursue a prosperous career in each respective field.

**BENEDICT SIMPSON-ALEXANDER**





## ENTRY REQUIREMENTS

Grade 6 or above (Grade 7 preferred) in GCSE French. Students should have a sound knowledge of grammar and be able to manipulate verbs in a range of tenses. They should also have a desire to immerse themselves in the French culture. The A-level French course is likely to be taught as a joint Areté Learning Trust class in conjunction with Stokesley and Northallerton Sixth Form Colleges.

## CONTENT

### First Year

#### **Aspects of French-speaking society: current trends**

- the changing nature of family
- the cyber-society
- the place of voluntary work

#### **Artistic culture in the French-speaking world**

- a culture proud of its heritage
- contemporary francophone music
- cinema: the 7<sup>th</sup> art form

### **Grammar**

### Second Year

#### **Aspects of French-speaking society: current issues**

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

#### **Aspects of political life in the French-speaking world**

- Teenagers, the right to vote and political commitment
- Demonstrations and strikes – who holds the power?
- Politics and immigration

### **Grammar**

You will sit three exams at the end of Year 13. These exams will assess subject contents from all AS and A-level topics and will focus on the following linguistic skills:

- Listening/Reading/Translations (Paper 1)
- Writing (Paper 2)
- Speaking (Paper 3)

## PROGRESSION

Students can progress to a wide variety of sectors such as Business, The Civil Service, The Foreign Office, Interpreting, Bilingual PA work, Teaching, Journalism, Law and Engineering.

## GENERAL COMMENTS

With the expansion of the European Union, international communication has always been and will remain a very important issue. The study of A-level French can provide you with an excellent basis for further study: it will complement all other A-level subjects. It also equips you with invaluable skills that can open doors in the world of work, as well as an insight into cultures and ways of life, in countries such as Canada, North Africa and of course France itself.



I chose to study A-level French, as I have always loved how learning a language is not just about being able to speak it, but also having an understanding of another country's culture and history.

The way French is taught here incorporates A-level content with current affairs, and complex grammar all into one. This is extremely useful, and ensures that lessons are continuously engaging. The atmosphere in lessons is always friendly and having small classes is very beneficial, as it means teachers are able to provide one-on-one support.

As I applied to Oxford University to study French and Russian, my teachers were able to give me lots of valuable advice on my application, and helped me with any extra work I had to do as part of the process. For me, the aspect of the A-level course I enjoyed the most would be the study of the book and film. This is because writing is my favourite part of the subject, due to its flexibility and freedom.

**IZZY LUNDBERG**



# Geography: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

We expect students to have attained grade 6 or higher in GCSE Geography (although this is not essential if you have not studied the subject at GCSE). In addition, it is ideal if students have attained a grade 6 in both GCSE English and Maths.

## CONTENT

### First Year

- **Water and Carbon Cycles:** This unit focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic relationships associated with them
- **Global Systems and Governance:** A unit analysing global trade systems and the governance of different nations
- **Hazards:** A unit focusing on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion
- **Geographical Fieldwork:** A residential study visit over four days

### Second Year

- **Coastal Systems:** A unit focusing on the processes, landforms and management of coastal environments
- **People and the Environment:** A unit analysing the environmental context for human population characteristics and change
- **Changing Places:** A study of two contrasting places within modern society
- **Non Examined Assessment:** An individual coursework project worth 20% of the overall grade

## PROGRESSION

Geography is a facilitating subject for people wishing to pursue a wide range of careers including: Meteorology, Environmental Engineering or Management, Marine Biology, Education, Tourism, Politics, Economics or Geography.

## GENERAL COMMENTS

Geography is a dynamic subject which holds the key to our future in the 21st Century and beyond.

We integrate many aspects of current affairs into geographical learning, as well as embracing the scientific skills needed to understand the physical environment. This will deepen your understanding of the physical and human world around us and enable you to develop many transferable skills including evaluation, practical fieldwork, ICT and data handling - all skills that are desirable to employers and university admission tutors.



If you have a passion for learning about the world around you, then taking A-level Geography should be an absolute priority. On the course, you are taught to utilise your knowledge of physical and human environments whilst connecting with your peers and teachers about how sustainable practices can support the future of the planet. My favourite aspect of the course is learning the case studies, where you can follow up the taught lessons with your own self-conducted study about how Geography relates to the real world. There is also a selection of field trips featured at the end of the year which perfectly rounds off the Year 12 course, as well as being an opportunity to spend time with your friends and amazing teachers. On the trips, you collect data which then helps you to decide what title to do for your NEA coursework - something which massively helps you in preparation for the challenge of studying at university



**MADDY HAW**



# German: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

GCSE in German at grade 6, although grade 7 or higher is preferred. You should have an ability to manipulate verbs in a variety of tenses.

## CONTENT

The A-level course builds on the knowledge, understanding and skills gained at GCSE, with a focus on language, culture and society. The A-level German course will possibly be taught as a joint Areté Learning Trust class in conjunction with Stokesley Sixth Form College.

Students will learn about the culture and history of German-speaking countries and will acquire an understanding of everyday life, as well as the key events that have shaped these countries. Students will study a wide range of popular, culturally-rich topics including current affairs and politics.

The key components of the course will be:

- Spontaneous conversation. Asking and answering questions, expressing opinions, developing ideas/arguments and presenting viewpoints. The speaking element of the course will be 30%
- Listening to and responding to a range of spoken passages
- Reading and responding to a range of authentic texts
- Translation of passages from German to English and from English to German
- The study of two literary works comprising one film and one novel/play/selection of poems.
- The development of independent research skills on a topic of personal interest

## PROGRESSION

Whatever your plans for the future, knowledge of German can increase your options. On successfully completing an A-level, students are well prepared to embark on a degree in German and the department has a successful record of sending students to further study and work abroad.

Fluency in a language is a practical skill for life that can be applied to careers in Business, Science and Research, Media and Information Technology, as well as the Travel, Tourism and Hospitality industries.

## GENERAL COMMENTS

A foreign language is a key skill and an attractive asset for prospective employers. Germany is the most economically-successful European country and the UK's main trading partner in Europe. There is a national shortage of British employees who can speak German. In a changing European Union the demand for professionals who can speak more than one language is continuing to increase.



I chose to study German at Richmond Sixth Form College because of the support and content of the course.

Regular speaking of German in a small class size has allowed for a significant development in my communication skills. Gaining a deeper understanding of a culture and its population



is vital for learning languages, and the German course does this by blending aspects of modern German life, the history of Germany and other areas of interest, such as technology, literature and film. Having a second language has enabled me to look at a variety of paths for university and beyond .

**PATRICK CARLTON**

# Health & Social Care:

## ENTRY REQUIREMENTS

We expect you to have GCSE English grade 5 or above. It would be helpful but not essential to have studied GCSE Health and Social Care.

## CONTENT

### Extended Certificate: Equivalent of one A-level

#### First Year

- Unit 02 - Equality, diversity and rights in health and social care (examined)
- Unit 04 - Anatomy and physiology for health and social care (examined)
- Unit 10 Nutrition for health (portfolio)

#### Second Year

- Unit 01 - Building positive relationships in health and social care (portfolio)
- Unit 03 - Health, safety and security in health and social care (examined)
- Unit 14 - The impact of long-term physiological conditions (portfolio)

## PROGRESSION

The CTEC Extended Certificate gives students a greater awareness of current issues and prepares them for higher education or the world of work, opening up career opportunities in the fields of Health, Social Care, Community Justice, Children and Young People's Services.

Past students have progressed to further studies in Nursing, Midwifery, Operating Department Practice, Paramedic Science, Psychology, Early Years and Childhood Studies and Primary Education, Criminology, Social Work, Podiatry and Occupational Therapy. Others have embarked on apprenticeships as Paramedics and Dental Therapists.

## GENERAL COMMENTS

Health & Social Care gives students the opportunity to explore current issues in a contemporary society, and their impact on people's lives, in a supportive environment. The subject combines well with Biology, English, Psychology, Sport and Business Studies. It provides a sound basis for higher education courses and careers. We have links with a local university as well as health, early years' education and social care providers. We encourage students to be involved in the local community. This subject is relevant to life out there! 1.7 million People in the UK are employed in the NHS alone!



I have studied Health and Social Care, Geography and Economics. Uncertain about my career path, I chose Health and Social Care knowing that it would be beneficial, even if I didn't pursue it beyond sixth form. The fact that I had come from Saint Francis Xavier and hadn't studied this subject at GCSE didn't put me at a disadvantage. The structure of this course is a balance of course work units and examined units, which I found preferable to the 100% examination structure of my other sixth form subjects.

Studying Health and Social Care helped me to discover different career paths I had not considered before. I am now planning to train to be an Occupational Therapist through a degree apprenticeship route. Many healthcare courses (whether that be a degree apprenticeship or university degree) prefer to see level 3 study in Health and Social Care, and this course has been so beneficial. It has also given me knowledge for interviews, as well as developing transferable skills such as communication and research. Mrs Dawson is very approachable and keen to provide extra support, even beyond the course content, as well as having an extensive knowledge of the subject.

**LYDIA COOPER**





# History: A-level (Awarding Body Edexcel)

## ENTRY REQUIREMENTS

Grade 6 or above in History GCSE is useful but not essential.  
GCSE English at grade 5 or better.

## CONTENT

### First Year

#### **Unit 1 - Russia, 1917–91: from Lenin to Yeltsin**

Students will study the key themes of political, economic, control and social change between 1917-85 and also Gorbachev and the fall of the USSR 1985-91.

#### **Unit 2 - Mao's China 1949-1976 – Depth Study**

Students will study four key topics of establishing Communist rule, economic change, the Cultural Revolution and social change.

### Second Year

#### **Unit 3 - Rebellion and disorder under the Tudors, 1485 - 1603**

Students will study changes the Tudors brought, the impact of their rule as well as rebellions and revolts such as Kett's rebellion and the revolt of the Northern Earls.

Assessment is through three exams and students are given a choice of questions and required to write essays and source-based answers.

#### **Unit 4 : Coursework Option**

This unit looks at the struggle for civil rights in America, including the role of Martin Luther King. The students choose the focus of their coursework and it accounts for 20% of their final mark.

## PROGRESSION

History is a great subject choice for students who wish to pursue a career in Law, Journalism, Teaching, Medicine and Accountancy as well as the Civil Service and the Heritage Industry. Many students go on to study the subject at university before embarking on a specific career.

History A-level is highly regarded as a facilitating subject, which means that universities and employers prefer it as a qualification and it enables students to get on to a degree course of their choice. History would help keep options open when choosing a degree or career path.

## GENERAL COMMENTS

A-level History is a brilliant opportunity to learn about some of the most fascinating periods in History and acquire and develop essential and transferable skills. Students are taught by committed and enthusiastic teachers who encourage debate and discussion in class as well as motivating students to think independently. A-level History will enable students to develop important skills such as information-handling, analysis and clear presentation of ideas. It will also develop students' understanding of the world we live in as well as contributing to a balanced understanding of world politics.



A-level History is by far one of the most engaging and interesting of all subjects. The course allows each lesson to be as exciting and absorbing as the next. To discover events of the past in a much deeper, detailed variety of learning, and applying this extended knowledge to current affairs to gain a greater insight of the influence that the past has on the present is both fascinating and enthralling.

Not only has the choice to study History furthered my understanding of previous happenings, it has also aided my general essay writing and analytical skills - contributing to improvement in other classes. Gaining the confidence to debate conflicting viewpoints objectively is one of the many valuable skills provided with this course of study.

The teachers in particular are extremely enthusiastic about the subject which is shown by their engaging teaching methods, approachable nature and ongoing encouragement and support.

**AMELIA BROWN**



## ENTRY REQUIREMENTS

We expect all students to have attained at least a grade 4 in both GCSE English and Maths. It would be helpful, but not essential, to have studied either IT or Computer Science at GCSE.

## CONTENT

### First Year

**Fundamentals of IT:** This unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

**Global Information:** Studying this unit will provide you with a greater understanding of how organisations use information sources, different types of information and how data is stored and processed.

### Second Year

**Cyber Security:** You will gain knowledge and understanding of the range of threats, vulnerabilities and risks that can impact on both individuals and organisations, in addition to the solutions that be can used to prevent or deal with cyber security incidents.

**Application Design:** Students will explore potential ideas for a new application and develop the fundamental design for it. You will then develop the designs for an application and how users will interact with it.

**Website Design and Prototyping:** A very practical and creative unit; you will research , design and produce an interactive and responsive website that is specific to a client's needs.

## PROGRESSION

This course is designed to give students a range of specialist knowledge and transferable skills in the context of applied IT. Students progress onto apprenticeships, employment or study a range of subjects at university, including IT.

## GENERAL COMMENTS

This qualification is not just about being able to use computers.

Employers tell us that they need people who are able to help them develop their systems or the systems for their customers, using IT as a tool to analyse data and develop applications.

Students study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector.



I chose to study IT because regardless of where I want to go, or what I would like to do, I'll be using IT.

Being made up of two coursework units and three examined units, you need to be able to manage your time wisely throughout.

The course offers so many transferable skills that I have been able to apply in other subjects and extra-curricular activities.

The teachers have been very supportive, not only with coursework, class work and exam preparation, but also with planning ahead - helping secure work experience placements, looking for the right university courses and weighing up options if I went for an apprenticeship.

**KIERAN HODGSON**





# Mathematics: A-level (Awarding Body OCR)

## ENTRY REQUIREMENTS

A typical student studying A-level Maths will have attained a Grade 7 or above in their GCSE Maths. We also have some students taking the course having attained a Grade 6 in their GCSE and we strive to put in place a suitable support programme with such students before the start of the course in September

## CONTENT

### First Year

In Year 1 we aim to cover all the necessary work by the beginning of May. This makes up 40% of the work required for the full course.

We look again at some of the new topics from Year 11 and study them in greater depth. This includes the greater focus on Algebra to increase students' confidence in this area.

We also introduce the new area of Calculus which deals with gradients of curves within the bigger topic of rates of change.

### Second Year

Year 2 begins before the summer break. The remaining 60% of the work must be covered before the two exam papers at the end of the course.

We develop further the ideas started in Year 1 and work on them in greater depth.

In both years students also work on their Applied Maths by studying areas of Statistics and Mechanics.

## PROGRESSION

The aim of the course is for students to attain high grades in a course that will give them a skill-set that more than prepares them for the challenges faced both in industry and further education.

A good grade in A-level Maths is one of the most-useful qualifications when choosing options beyond Sixth Form.

## GENERAL COMMENTS

A-level Maths is desired by the widest range of employers and by those in Further Education. "Demand for jobs with Science, Engineering and Technology skills is set to grow by 2.4 million and all these jobs require Maths skills. Highly numerate disciplines are in great demand from employers and young people with Maths qualifications will find that their degrees can open doors to exciting and rewarding careers."

**Susan Anderson, Director HR Policy: CBI.**



Whilst A-level Maths can sound quite daunting, I can assure you that this is definitely not the case. I chose to study A-level Maths after thoroughly enjoying Maths at GCSE and I knew that my passion for it couldn't stop after Year 11. Despite loving the subject, I always felt nervous about making mistakes and getting things wrong. However, due to the small class sizes and our supportive teachers, I now feel more confident in my Maths abilities than I ever have before.

The learning environment at Sixth Form creates a haven for fellow mathematicians where we can thoroughly discuss any problems or queries we have. I have also found that Maths is a subject which works well with many other subjects. For example, I have discovered that Maths has facilitated my transition to A-level Biology and Chemistry, as well as History!

Therefore, my advice would be that if you have a passion for Maths then A-level Maths is the right choice for you.

**ANNABEL GORMAN**



# Mathematics & Further Mathematics: A-level (Awarding Body OCR)

## ENTRY REQUIREMENTS

A typical student studying A-level Further Maths will have attained a Grade 8 or 9 in their GCSE Maths. Students must also have chosen A-level Maths and this typically means that they are taking four A-levels at the start of Year 12.

## CONTENT

### First Year

In Year 1 we aim to cover all the necessary work by the beginning of May. This makes up 40% of the work required for the full course.

We advise that all students opting for Further Maths do so with the clear intention of completing the full two years of the course. It is possible, however, to attain an AS in Further Maths at the end of Year 12, should this prove to be necessary.

We look at some of the topics from A-level Maths but at a greater depth. We also study some topics that do not appear in A-level Maths. This includes Complex Numbers.

### Second Year

Year 2 begins before the summer break, at the end of Year 12, and the remaining 60% of the work must be covered before the five exam papers at the end of the course.

We develop further the ideas started in Year 1 and work on them in greater depth and detail.

In both years students also complete further work on their Applied Maths by studying areas of Statistics and Mechanics.

## PROGRESSION

A-level Further Mathematics is recognised as the hardest A-level to study. It attracts the strongest Mathematicians and is highly recommended by Russell Group universities for students applying for STEM degrees.

## GENERAL COMMENTS

**Students who study Further Maths stand out to universities and employers.**

“When students begin a STEM course with a Further Maths qualification, whether at A-level or AS, we find they are significantly better prepared to manage their studies.”



Since the beginning of GCSEs, I always found myself enjoying Maths more than any other subject. It was for this reason that I chose Further Maths when picking my A-level options, and from my position now, I could not be more glad that I did. One of the things I find most appealing about the subject is its infamous challenges - the frequency of setbacks and frustrations, eventually overcome by resilience and new perspective that provides great satisfaction. In the face of these setbacks, the tight-knit nature of the group that forms year after year, coupled with the support always available from teachers, provides a massive boost in the learning curve, where help is always present.

Many may feel they may not be 'smart enough' to take on Further Maths, however provided you share that interest in the subject and are prepared to face a host of challenges, there is no reason as to why it cannot be the subject for you.

**ALEX NIMMO**





# Media Studies: A-level (Awarding Body OCR)

## ENTRY REQUIREMENTS

This course requires at least a grade 5 in GCSE English or GCSE Media Studies. There is no requirement to have taken GCSE Media Studies.

## CONTENT

The course has two papers, both two-hours long and both totalling 35% of the overall A-level, with the final 30% being made up of a non-exam assessment.

### Paper 1

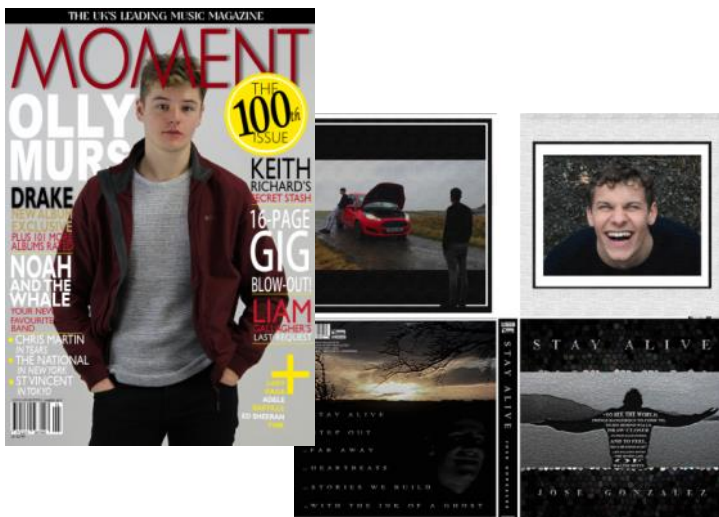
You will study the news, both online and offline in the UK, with an in-depth analysis of The Guardian and Daily Mail news brands. You will also explore how the media represents different groups and individuals in a range of products including advertising, music videos, and magazines.

### Paper 2

You will study how media industries function and how they reach their audiences through analysis of the video games, radio, and film industries. You will also conduct an in-depth study of television drama, which will investigate how TV dramas are made, how they make money, and how they attract their audiences.

## PROGRESSION

Many students choose to continue to study media at university. Also, there are a number of opportunities for apprenticeships at media institutions such as ITV, Channel 4 and the BBC, as well as in graphic design and journalism.



## GENERAL COMMENTS

Studying the media is an exciting opportunity for students to delve deeper into the world of 21<sup>st</sup> Century communication. It is an up-to-the-minute subject which means we will often analyse how events are communicated as they happen by looking at the day's papers, the hour's website, or the minute's Twitter feed. Students will think beyond the surface of their daily consumption of the media. It also enables students to build the technical and creative skills needed to be able to create their own media products.



Students visiting The Guardian in London



I took Media for A-Level because the course excited me and had aspects that are really interesting to learn about.

In the future, I would like to pursue a career which involves making things which Media revolves around. I really enjoy it now because you can have a lot of fun with Media while being academic at the same time.

I value the creative independence which gives me control over my work. The teachers are supportive and help guide your work to the best that it can be.



SUJAN PARIYAR

## ENTRY REQUIREMENTS

Grade 6 or above at GCSE Music.

Grade 5 ABRSM equivalent Music Theory preferable but not essential.

## CONTENT

### First Year

Component one: Performing (35%) - Working towards a performance consisting of a minimum of three pieces for internal assessment at ABRSM/RSL Grade 6 equivalent or above.

Component 2: Composing (25%) - Working towards a composition in the Western Classical Tradition (Baroque to Pop) for completion and internal moderation in Year one.

Component 3: Appraising (40%) - Appraisal research of three areas of study:

Area of study A: The Western Classical Tradition  
(The Development of the Symphony 1750-1900)

A choice of one area of study from:

- Area of study B: Rock and Pop
- Area of study C: Musical Theatre
- Area of study D: Jazz

Then a further choice between these two areas of study:

- Area of study E: Into the Twentieth Century
- Area of study F: Into the Twenty-first Century

### Second Year

Component one: Performing (35%) - Final Performances  
Non-exam assessment: externally assessed by a visiting examiner

Component 2: Composing (25%) - Submission of First year 'free' composition with a composition to a brief released in September of Y13. Non-exam assessment: externally assessed by WJEC

Component 3: Appraising (40%) - As above with summative written examination: 2 hours 15 minutes (approximately)

## PROGRESSION

***'Music graduates are more employable than you might think' - The Guardian.***

Following an A-Level in Music, students go on to both conservatoires and universities to study Music but also with an incredibly adaptable skillset, musicians are more and more sought after in general FE and employment.

## GENERAL COMMENTS

During the course you will:

- Develop your instrumental/vocal techniques and explore how they are applied in a wide range of repertoire
- Develop knowledge and understanding of advanced harmony, theoretical analysis and appraisal of the greatest music throughout the ages
- Plan and apply developing knowledge in two compositions for your portfolio
- Perform music to the highest of standards in a supportive, exciting, encouraging and challenging environment



A-level Music has really helped me to develop and extend my knowledge of performance, theory and appraising in music. I did well in my GCSE and taking A-level Music was an obvious option for me. There are lots of extra-curricular opportunities in Music across a diverse range of genres.

I love singing in the choir and our wonderful cake Friday listening to and analysing music! This course has developed my fundamental musical knowledge and the practical skills which in turn has led to me wanting a career on stage in musical theatre!

**GEORGIE O'REILLY**





# Philosophy: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

Grade 5 or above in GCSE English or GCSE Theology and Philosophy (Religious Studies).

## CONTENT

Paper 1: 50% of A-level

## Unit 1: Epistemology

## Unit 2: Moral Philosophy

Paper 2: 50% of A-level

Unit 3: Metaphysics of God

## Unit 4: Metaphysics of Mind

Teaching Programme:

Year 1: Moral Philosophy &amp; Metaphysics of God

## Year 2: Epistemology & Metaphysics of Mind

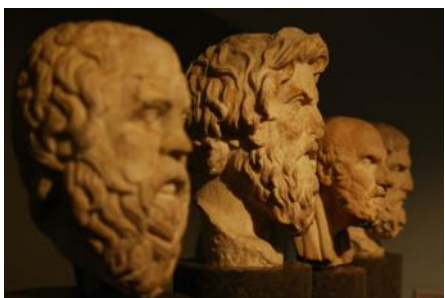
## Final Assessment

You will answer five questions on each unit in the exam (20 in total). Questions range from those requiring short, precise responses to those requiring longer essay-style responses. Both papers are each three hours in length.

## PROGRESSION

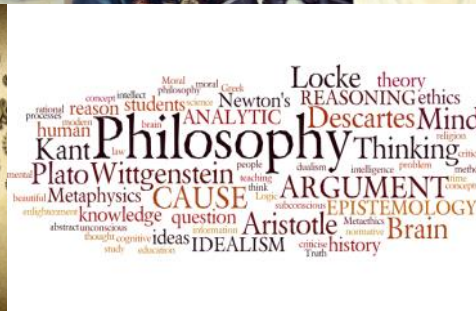
Philosophy leads to a range of higher education and career opportunities including:

- Undergraduate courses in the Arts or Sciences
- Careers in Politics, Medicine, Law, Banking
- Opportunities in Marketing, Psychotherapy, Social Work and the Armed Forces
- Desired in Recruitment, Stockbroking, Engineering
- Critical Thinking Skills for the Civil Service, Teaching, Journalism, Police Force and the Diplomatic Corps



## GENERAL COMMENTS

Philosophy seeks to ask fundamental questions about life, the universe, and everything. It is an opportunity to study the methods of great thinkers who have tried to answer questions of ultimate importance to human existence. We learn methods to approach these ultimate questions ourselves. Extracts are considered from the great Western Philosophical Tradition: Plato, Aristotle, Aquinas, Locke, Hume, Descartes, Kant, etc. Philosophy requires a willingness to study independently, think deeply, and strive to express yourself cogently both in speech and writing.



THOMAS GREER



# Physics: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

We expect students to have a grade 6 or better in GCSE Physics or GCSE Combined Science. We require students to have at least a grade 5 in GCSE English Language and at least a grade 6 in GCSE Maths.

It is desirable for students studying A-level Physics to also study A-level Mathematics.

## CONTENT

### First Year

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and energy
- Electricity

### Second Year

- Further Mechanics
- Thermal Physics
- Fields and their consequences
- Nuclear Physics
- Option Topic: Astrophysics

You will sit three exams at the end of Year 13. Paper 1 covers the first-year topics and Further Mechanics. Paper 2 covers content from the second year with an expected knowledge of the first-year topics. Paper 3 will assess your application of knowledge to practical tasks and content from the option topic.

## PROGRESSION

Physics is a great choice of subject for students who want a career in Technology, Engineering, Architecture, Materials Science, Medicine and Veterinary Science. It is also good preparation for a wide range of careers such as Research And Development, Business, Law, Education and Environmental Science. By studying A-level Physics it keeps the door open to just about anything!

## GENERAL COMMENTS

Physics has no limits – everything in your life, on this planet, other planets, to the far reaches of the universe and beyond is in a Physics job description. A physicist invented the World Wide Web and it's hard to imagine a world without it. Physicists are constantly finding new things – this makes it a very interesting and challenging subject.



Having enjoyed Physics at GCSE level, it was a natural decision for me to continue studying the subject at A-level. I find Physics fascinating and believe it provides a wealth of real-world applications, fuelling my natural intuition into how the world works.

The course gives a great insight into cutting-edge Physics, developing ideas from the GCSE syllabus, as well as introducing new ones, frequently sparking engaging discussions about concepts up to and beyond degree-level Physics. After Sixth Form, I would like to study Engineering, furthering my knowledge of Physics and enabling me to apply this knowledge to have a positive impact on the world.

UCHENNA ANYADIEGWU





# Psychology: A-level (Awarding Body AQA)

## ENTRY REQUIREMENTS

GCSE English Language grade 5, GCSE Biology grade 5 and GCSE Maths Grade 5.

# CONTENT

A-Level Psychology is a two-year course assessed via three external examinations

## Paper 1

Introductory Topics in Psychology: social influence, memory, attachment and psychopathology

- How do parents influence our adult relationships?
- Why do people obey authority, even if that order is to kill another human being?

## Paper 2

Psychology in context: approaches in psychology, biopsychology and research methods.

- Can we explain human behaviour through our biology or is it a result of the environment that we are exposed to?
- What happens when we go to sleep?
- What happens if we sever the link between the two hemispheres of the brain?

## Paper 3

Issues and options in Psychology: issues and debates, relationships, schizophrenia and forensic Psychology.

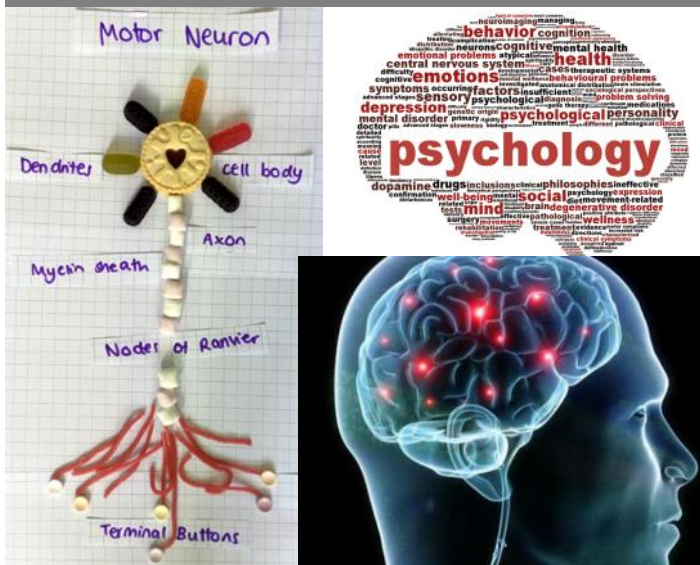
- Are we in control of our behaviour?
- Do birds of a feather flock together or do opposites attract?
- How reliable is our current diagnosis of schizophrenia?
- Is there a gene for criminality?

## PROGRESSION

Many of our students continue their psychological studies beyond A-level, either via Psychology or in subjects that are likely to have psychological content such as Criminology, Forensic Science, Cognitive Neuroscience, Primary Teaching, Nursing and Sports Science.


## GENERAL COMMENTS

Psychology is the scientific study of the human mind and behaviour. It concerns itself with how and why people act the way they do. This course will give you a insight into key psychological studies and the varying psychological approaches to explain human behaviour. It will also provide a grounding in the workings of scientific research. Psychology is a great facilitating subject which develops a wide range of skills that are transferable to higher-level study and employment.



As it is a content-heavy A-level, you are required to develop a solid understanding of aspects such as research methods and in-depth explanations of human behaviour. I personally really enjoyed learning of elements such as the theories of attachment or explanations for the development of mental disorders such as schizophrenia. Because of this, I feel confident that the skills I've acquired will apply effectively as I go on to study Psychology as a degree at university.

**LAUREN BASTOW**

A portrait of Lauren Bastow, a young woman with long, light brown hair, smiling. She is wearing a black jacket over a black shirt. The background is a blurred outdoor setting with green grass and a brick wall.

### Sport & Physical Activity:

#### ENTRY REQUIREMENTS

At least a grade 4 in GCSE English Language and Maths. A good PE qualification is also helpful e.g. grade 5 or higher in GCSE PE or Distinction grade in Level 2 BTEC Sport.

#### CONTENT

We offer two course pathways: **Extended Certificate** (worth the equivalent of one A-level) and **Diploma** (worth two A-levels). All courses are assessed through written exams (33%) and coursework units (67%). Written exams are sat in January and June throughout the course.

##### Single course: OCR Level 3 Cambridge Technical Extended Certificate in Sport & Physical Activity

- Body systems and the effects of physical activity (exam)
- Sports organisation and development (exam)
- Sports coaching and activity leadership
- Sports injuries and rehabilitation
- Sport and exercise psychology

##### Double course: OCR Level 3 Cambridge Technical Diploma in Sport & Physical Activity

This includes the five units from the single course above plus:

- Working safely in sport, exercise, health and leisure (exam)
- Performance analysis in sport and exercise
- Organisation of sports events
- Physical activity for specific groups
- Health and fitness testing for sport and exercise
- Practical skills in sport and physical activities\*

*\*includes a residential outdoor activities visit to Low Mill Outdoor Centre and a trip to Saltburn Surf School*



#### PROGRESSION

The CTEC Sport courses are a great choice for students wishing to develop sports industry skills alongside academic qualifications. Progression routes include Physiotherapy, Sports Coaching, Teaching, Sports Marketing, Strength and Conditioning, Personal Training, and The Armed Forces.

#### GENERAL COMMENTS

The course is much more practical than A-level PE but is still widely recognised by universities as a good course offering a broad range of academic sport and exercise areas. We work closely with North Yorkshire Sport, local primary schools, sports facilities, sports coaches and other industry practitioners to offer students a wide range of additional experiences. Our students really enjoy learning what it is like to be a personal trainer, sports coach and physiotherapist.



I knew that I wanted to focus on Sports studies on leaving my previous school, and when visiting Richmond I was impressed by both the facilities and the structure that the course offered me to continue my pursuit of a sport-related qualification. The tutors were extremely supportive and structured the course to make sure that coursework flowed to enable me to submit work at timely intervals and to concentrate on exam revision at the appropriate times. The practical elements were well organised to allow me to gain 'hands-on' experience through working with local primary schools and students from Richmond School. This was both challenging and rewarding and I enjoyed sharing my love of sport with others.

**JOSH NEWELL**



#### BENEFITS & OPPORTUNITIES

Studying CTEC Sport at Richmond Sixth Form College enables you to be part of the CTEC Sport Academy. In addition to supporting your academic studies through an excellent CTEC Sport course, we believe it is important to provide you with additional opportunities and benefits that will enhance your application to higher education and prospective employers and make you stand out from the rest.

As part of the Academy you will benefit from regular access to our outstanding facilities. This includes the 6-badminton court sports hall, full-sized Astroturf, fully-equipped fitness suite and our brand-new 3G pitch.



## Trust Opportunities—Online Learning

Being part of the Areté Trust has made it possible to collaborate with the other schools to widen our curriculum offer by having courses delivered across more than one school. The pandemic has taught us a great deal about delivering high quality lessons online, and we've used what we learnt worked best to design a delivery method that ensures these lessons are taught in the same way they would be face to face, using the technology available to support this. This has allowed us to run courses that wouldn't be viable in the traditional sense and give a broader choice to our students.

The courses currently on offer across the trust include Product Design (delivered in conjunction with Northallerton College), Politics, Sociology (delivered by Stokesley College) and MFL (jointly delivered by Richmond and Stokesley Colleges).

These blended learning courses are delivered using a range of strategies, including students in the host school attending the lesson in the room with the teacher while students in the other schools join the lesson remotely using a Chromebook or similar device. Students will have cameras on throughout the lessons and they are expected to be an active part of any discussion. Some courses will blend this strategy with other lessons delivered by specialist staff in a more traditional onsite classroom setting. Work will be set using Google Classroom, with completed work uploaded so teachers can give feedback and help students improve.

These courses will be offered subject to student demand, staff availability and timetabling constraints.

Excerpts from the relevant Colleges' prospectuses follow...

## COURSES HOSTED BY STOKELEY SIXTH FORM COLLEGE

A LEVEL

### POLITICS



#### ENTRY REQUIREMENTS:

Applicants must have at least 5 GCSE passes at grade 4 and above, including English Language/Literature. Although it is not essential a Grade 5 / 6 in a Humanity subject is desirable.

#### AIMS OF THE COURSE

The course is designed to have a balance between the politics and government of today while understanding the historical context that brought us here both within the UK and globally. You will develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes; as well as an informed understanding of the influences and interests which have an impact on decisions in government and politics. We will explore the rights and responsibilities of individuals and groups within politics and the factors that influence voters in elections.

We want you to be able to critically analyse, interpret and evaluate political information to form arguments and make judgements.

#### CONTENT

- 1. UK Politics** – You will study political behaviour e.g Voting Behaviour, Pressure Groups and Voting Systems
- 2. UK Government** – You will study the institutions of UK Government e.g Parliament, The Executive and the Constitution and how they interact
- 3. Political Ideologies** – You will study elements of political thought through Conservatism, Liberalism, Socialism and feminism
- 4. Global Politics** – You will study Politics around the world, focusing on relationships between different countries and the role of international organisations.

#### ASSESSMENT

UK Government and Ideologies – 2 Hours

UK Politics and Ideologies – 2 Hours

Global Politics – 2 Hours

#### PROGRESSION

The course provides a variety of transferable skills such as report writing, independent research, and can be of benefit to anyone wishing to pursue a

career which involves working with people. Studying Politics will develop your understanding of structures of authority and power, how political systems differ, and enable you to interpret, evaluate and comment on the nature of politics and government. You will also develop a range of transferable analytical, debating and communication skills - all of which are valuable in a wide range of careers. It provides an excellent background for careers in law, journalism, the caring professions, teaching, and a range of management and business areas.

A LEVEL

### SOCIOLOGY

#### ENTRY REQUIREMENTS:

Applicants must have at least 5 GCSE passes at grade 4 and above. A grade 5 or above in GCSE English Language would be advantageous.

#### AIMS OF THE COURSE

Sociology is the scientific study of human behaviour, social groups and society. The study of sociology helps us to look more objectively at problems that confront our society, and enriches students with the skills and knowledge needed for future employment within an increasingly diverse world. It also helps develop a wide range of skills that can be taken into future academic study, including the ability to conduct research, to think critically, and present arguments.

#### CONTENT

Year 1:

- Education
- Research Methods with Methods in context
- Families and Households

Year 2:

- The Media
- Crime and Deviance
- Theory and Methods

#### ASSESSMENT

There are three written exams, each 2 hours long. These contain a combination of short answer questions and extended writing.

Paper 1: Education with Theory and Methods - 33.3% of A level

Paper 2: Topics in Sociology - 33.3% of A level

Paper 3: Crime and Deviance with Theory and Methods - 33.3% of A level

#### PROGRESSION

Sociology provides an excellent basis to study a range of subjects such as social sciences, history, humanities, politics, geography, psychology at university. It also offers a sound basis for career paths including Law, politics, criminology (including police work and probation), social research, youth work, social work, nursing and teaching, to name but a few.



## HOSTED BY NORTHALLERTON SIXTH FORM COLLEGE:

### Product Design Edexcel

Contact for further information  
dthompson@arete.uk

SCAN ME



#### Why study Product Design?

Creating and imagination are key for product design students. During the design process they will develop, modify and make prototypes that solve real world problems using their own needs, the needs of other and aspirational products as a starting point for their design. Students acquire subject knowledge in design and technology. This includes how a product can be developed through the stages of prototyping, the realisation of their product, testing the prototype and finally to adjusting them for commercial manufacture.

#### What does the course consist of?

The course involves discussion and independent study, practice work, process experience with CAD and CAM, problem-solving, research activities, visits, presentations, interactive board work and virtual design.

#### How is the course assessed?

The course is split into two components:

##### Component 1

A written examination lasting 2 hours 30 minutes on the Principles of Design and Technology; this is worth 50%.

##### Component 2

Non-examined assessment and involves an Independent Design and Make project, this makes up the other 50%.

#### What are the entry requirements?

Minimum grade 4 in maths and science and grade 4 or above in technology or art subjects with an aptitude to model and handle software at this level.

#### What might this course lead to?

Product design combines well with mathematics, art and physics and can lead to degrees and careers in engineering, architecture, industrial and product design. Students who have combined A Level design and technology with other A Levels have gone onto degrees and Higher National Diplomas in architecture, computer studies, business studies, teaching, civil engineering, quantity surveying, furniture manufacture and other areas unconnected with technology.



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This prospectus may be subject to changes at any time



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