



Richmond School & Sixth Form College

Sixth Form Prospectus 2025 - 2026



Contents

Welcome	1
Head Students and Student Leadership Team	2
Transition to Sixth Form College	4
Facilities and Teaching	6
Support and Keeping in Touch	7
Enrichment, Extra-curricular and Leadership	8
Careers and Higher Education	10
Work Experience	11
Student Destinations	13
Alumni and Friends	14
Having the Time of Your Life	15
Entry Information and the Application Process	16

Subjects

Art and Design	17	German	30
Biology	18	Health and Social Care	31
Business Studies	19	History	32
Chemistry	20	Information Technology	33
Classical Civilisation	21	Mathematics	34
Computer Science	22	Maths and Further Maths	35
Dance	23	Media Studies	36
Drama and Theatre	24	Music	37
Economics	25	Philosophy	38
English Language	26	Physics	39
English Literature	27	Psychology	40
French	28	Sport and Physical Activity	41
Geography	29	Trust Opportunities	42

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.



Jenna Potter, Headteacher

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.

As a College, our vision statement 'Striving for Excellence' 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.



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 determined, creative, respectful, independent learners who are good team players and constantly strive for excellence.

A message from our Head Students

For us, Richmond Sixth Form College was an easy choice after our GCSEs. Not only is the college a familiar sight for returning students, but it is also a welcoming learning environment for all students less familiar with Richmond. The facilities in the college are perfect for all methods of learning and we hope they serve you as well as they do us.

Our staff's availability and readiness to assist is something that sets Richmond aside from the rest. With a variety of available subjects and a range of enthusiastic teachers, it is guaranteed that each student gets the help and support they need. By the end of their time at college, students will be equipped with the education they need to go on to meaningful further education, training or work and a successful future.

At Richmond Sixth Form College, no door is closed; studying A-levels and CTECs means that students get the qualifications they need to take their future in any direction. With excellent UCAS and careers support throughout their time here, students will be sure to have the best chance to get into their first choice of university. As apprenticeships become more popular as a post-18 choice, our college has adapted to allow students to have the best possible chance to get to where they need to be to flourish as a young adult.

Our study centre is a multi-functional hub for education and will become a central part of Sixth Form life. Not only does the centre house the Sixth Form Academic Mentor, Miss Pierce, who can help students with revision methods and folder organisation, it allows for a quiet space for all types of work to be done throughout your two years at the college.

There are many extracurricular activities available in the college that allow our students to grow as individuals. From multiple sports clubs including running, tennis, football and rugby, to our creative aspects, such as arts, drama and music, our Sixth Form can help students realise their hidden talents!

We hope you will consider joining us in studying here at Richmond Sixth Form College next year and experience everything we have to offer!

Cameron Smith and Hannah Slater, Head Students.



The Student Leadership Team

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.

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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 into Year 12, whether students are joining us from our school or other secondary schools in the area. For our students, the link with Sixth Form is something they will start experiencing from Year 7, as the college shares the site with the school. They will get to know many of the Sixth Form students as they see them around school, especially those who are student ambassadors and mentors, helping at sporting, performing arts and charity events. Our students also benefit from already knowing the teachers, so have formed relationships with them, making the academic transition to A-levels and other Level 3 courses a smooth one.

In Years 10 and 11, our staff speak to our own students and visit students from other secondary schools in the area, to explain what our Sixth Form has to offer. Subsequent to this, prospective students and parents are invited to attend our Sixth Form Open Evening in October. This provides opportunities to meet our teaching staff and student ambassadors; enabling applicants to become familiarised with the Sixth Form community

The application process commences during the Autumn Term, with all applicants receiving a reply confirming their application with details of entry requirements.

In the Spring Term, guided tours of the Sixth Form facilities are available upon request. In June, applicants are invited to two taster days. These are an opportunity to further experience life as part of the Sixth Form community. In August, after GCSE results, students who have met the entry requirements enrol and meet with staff to discuss options if necessary.



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 GCSE and post-16 study to give students a flavour of the type of work they will be covering.

The transition from GCSE 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 GCSE 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 in Sixth Form 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.



Peter Hedley, Associate Assistant Headteacher, said: "We are delighted with the exceptional work that our future students produce ahead of joining the Sixth Form. They actively engage with subject tasks; tackling them with great enthusiasm. Students embrace independent learning; a skill which is so important for post-16 study."

"By completing the tasks that have been set, Year 11s are much better informed about the subjects they choose to study by having had the opportunity to develop study skills and discover strengths and interests"

Cameron Smith explains why he found the bridging work so valuable: "The bridging work over the summer allowed for me to get a feeling for college work whilst also gaining an understanding about my chosen subject and made me look forward to learn more. It also allowed for the huge step into A-levels to be lessened as I got a basic understanding of the work I would be studying in September."

For further information about Bridging Work, please email Peter Hedley at phedley@richmond-alt.uk



Facilities and 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 and equipped with 60 computer stations, a bank of laptops 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.

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



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.



All of 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.

"I would like to thank all the staff for 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

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.

"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

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?

Leslie Richardson (Assistant Headteacher, Sixth Form)

Vic Sellars (Administration - Sixth Form)

Ruth Hamer (Careers Adviser)

Sally Byrom (Head of Year)

Kate Pierce (Academic Mentor)

Pete Hedley (Associate Assistant Headteacher, Sixth Form)

Mark Millman (SENCO)

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 requirement is identified, then this will be provided.

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, study visits in Business and Media to Disneyland, Paris and university lectures in the Sciences.

We also encourage students to consider the Extended Project Qualification (EPQ), which is highly regarded by universities and employers alike. Please refer to page 10 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 or the Russell Group where topical discussion takes place.



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, Independent Learning 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.

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 a range of clubs and teams which run according to the interests of students.



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 backstage, 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.



FREE GYM MEMBERSHIP

Sixth form students have access to a superbly equipped fitness suite which contains a variety of free weights, a range of multi-gym 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 and Higher 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 many universities including York, Leeds, Northumbria and Teesside
- Annual Careers Fair with over 30 employers, apprenticeship providers, Further and Higher education establishments
- Visiting speakers from local and national employers, universities, apprenticeship and training providers.
- Mock interviews and interview preparation workshops
- Attending UCAS Higher Education Conventions and University taster events
- Events and support for applicants for degrees in Medicine, Veterinary Science and Nursing
- Support for university applications including specific support for Oxbridge applications
- Support for apprenticeship applications including degree apprenticeships



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
- One week of in-person work experience during Year 12
- Mock interviews for all Year 13 students supported by local employers
- Work Skills – CV, letter-writing and interview skills workshops
- Sixth Form tutors actively encourage their students to book career appointments. We provide personalised support for UCAS Personal statements, CV writing, extended work experience, improving interview techniques, applying for degree and advanced apprenticeships, and higher education options.
- A dedicated Careers Facebook page and year-specific MS Team channel, regularly communicating careers focused information and opportunities to students and parents.
- There is a dedicated lesson per week in which a varied enrichment programme takes place. Examples of enrichment activities are student finance, volunteering and gap years

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." Year 13 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 which helps to build relationships and support high-quality placements that are tailored to students' requirements.

PLACEMENTS

Students will undertake a 5 day block placement in Summer Term. Some students placements dates may vary depending on the needs of the student including half days or part time over a number of weeks. 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. Online 'virtual' placements are also possible through the growing number of work experience platforms.



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

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. 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 gain contacts for future success.



Noah Edwards

A Levels: English Literature, Media Studies, Theatre Studies
Work Experience: Georgian Theatre Royal, Richmond

Noah is striving for a career within theatre and performing arts. He completed work experience at The Georgian Theatre in Richmond where he had the opportunity to develop a variety of skills in the different departments such as creative thinking, communication of ideals, independence, teamwork and adaptability, as well as industry specific skills such as lighting and sound design and teaching youth theatre classes.



"I am most proud of my time working with the youth theatre. The setting up and preparing for the lessons were very stressful due to limited time, however it felt great seeing the children enjoy the lesson I had planned"

Scarlet Storrie

A Levels: Business Studies, Health and Social, Media Studies
Work Experience: Leeds Magistrates Court

Keen to work within the criminal justice system, Scarlett secured a fantastic opportunity to shadow a district judge during her work experience week. She was able to experience court cases first hand and gain a view into the workings of the legal system.



"It's made me realise that I do want to study something to do with the criminal justice system and I'm mostly looking to do something with law at university."

Jack Hankin

A Levels: History, Sports Science
Work Experience: Physio 42, Richmond

Jack secured a fantastic placement with local physiotherapy business Physio42 in Richmond. Jack was able to learn more about the different routes into physiotherapy and gain an understanding of all areas of the professions.



"It gave me a great insight into how to get into physiotherapy and has definitely made me more determined to get into the profession through university and hopefully progress in the profession. I plan on staying in touch with Alex and Louise in the future with regards to any queries about physiotherapy in the future as they were very friendly and welcoming."

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 have recently followed.

“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 were 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. 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. **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 community who are very much part of our family. Their legacy stays with us 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 being an intrinsic part of the wider life of the school community.

Alumni and Friends are invited to become part of our community by registering at the ['Alumni and Friends'](#) page of the school website.



Will is the Artistic Director of Life and Limb Puppets. He gained experience at the Georgian Theatre Royal before studying Drama and Scriptwriting at Northumbria University. Since he graduated he has a fascinating array of jobs and experiences, from working as a security guard in Newcastle to training with some of the most well known puppeteers in the UK, to directing his own touring show.

Hannah is Delivery Suite Coordinator in the Maternity Unit at Sunderland Royal Hospital. She attended night class to gain her Biology qualifications, then attended Northumbria University, graduating with First-Class Honours. She was inspired by a midwife she trained with on a placement in Denmark and recently inspired our students as guest of honour at Presentation Evening.



Pippa is one of the UK's youngest female commercial helicopter pilots. She has recently finished her advanced training and taken up her role working for an offshore company in Aberdeen. Her job involves taking crew to and from rigs and boats, picking up injured or stranded persons which might one day open doors into Air Ambulance and Search and Rescue.

Kathryn runs a private Psychotherapy and Counselling service in Northallerton. She has delivered mental health and psychological support for Help for Heroes, the NSPCC and national charity Young Minds. She has a BA in Childhood Studies and a Master's in Social Work from Durham University. Her advice: "Always know you are enough - no one has all the answers."



Tom is a business leader and entrepreneur. He left Richmond School at 16 then travelled extensively, visiting 64 countries in four years. His main jobs have included sales, personal training and recruitment. Recently he sold his first business for an eight figure sum. He's not even 30! His advice? School is your life foundation - this is where you find your core values.

Chris runs Open Door Art, a community interest art company delivering art programmes to communities, schools and charities. He's travelled extensively, working with young people as far away as India. Chris has a long history of sport, playing cricket for Richmond first team and being one of the original members of the Richmond Mavericks.



Having the Time of Your Life

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

"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



"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 and 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

KEY DATES:

Early October	Prospectus and Course Information Online
Thursday 24th October	Open Evening
Monday 16th December	Initial Deadline for Online Applications
Monday 23rd, Tuesday 24th June	Introductory Days
Thursday 21st August	GCSE Results Day & Enrolment Confirmation Meetings
Wednesday 3rd September	Start of Term

"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



We can't wait to see you in September!

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.



Student Profile

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



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 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.



Student Profile

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



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.



Student Profile

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

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

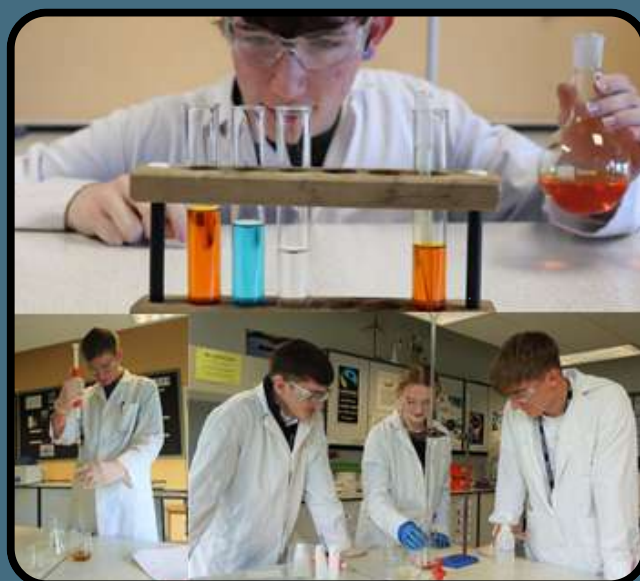
You will sit three terminal exams. These encompass both subject content and practical skills met during the two-year course.

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.

**Student Profile**

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



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.



Student Profile

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



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 OCR Level 3 AAQ Cambridge Advanced National in IT: Data Analytics

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

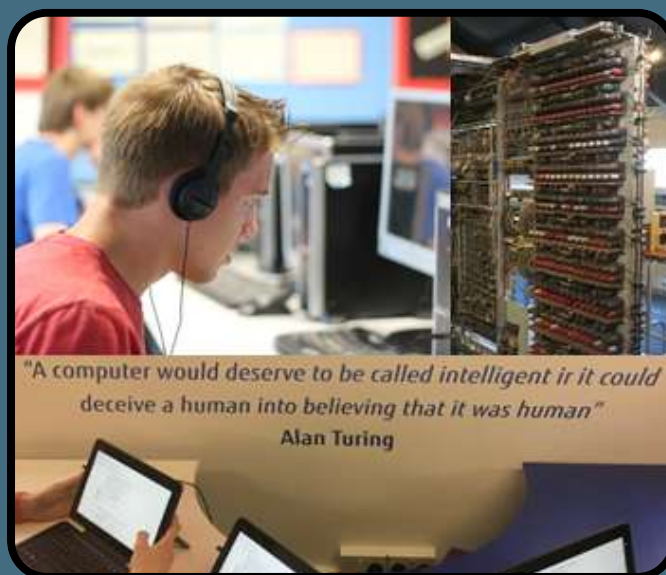


Progression

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.



Student Profile

I really enjoyed STEM subjects at GCSE, so when choosing my A-Levels I wanted to go down that route. In the Sixth Form taster sessions I had in the summer before starting, I really enjoyed the coding and logic tasks we were given and I wanted to improve on both of those skills. I love Maths, so learning how much Maths ties into Computer Science is very interesting.

Another thing I find interesting is how applicable everything we learn is to the real world- everything we learnt about networking, computer architecture, or the methods programmers use to solve different problems has all been relevant in my life outside of the classroom and Sixth Form

NATALIE MUXWORTHY



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 Dance City, Middlesex University, 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.

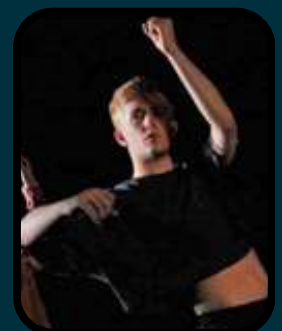


Student Profile

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.

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



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:

Component 1: Practitioner in Practice

(40% of the 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 the 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 the 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 Classics, 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 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. It aims to deepen understanding and appreciation of theatre and enhance acting and stagecraft skills, while drawing on students' creativity and communication ability. Technical options such as lighting, sound, set or costume design are also offered within the A-level. Thanks to our link with the Georgian Theatre Royal, you will have the opportunity to perform in a unique and historic professional theatre and will see live theatre productions throughout the course. We pride ourselves on giving A-level Drama students ongoing one-to-one guidance and support for both the practical and theoretical aspects of the course.



Student Profile

Deciding to choose this subject was an easy decision for me as it was my favourite subject in GCSE and continued to be in A-Level. The teachers are what make this subject so special as they make the effort to form a one-one relationship with you in order to understand what will make you successful in this A-Level. I also love the creativity this subject brings out in me, as well as the teamwork that you have to maintain through the two years.

This subject provided me with the skills to be successful in my auditions for my universities as both my teachers and classmates have been more than willing to take time out of their day to help and coach me.
MAISIE FORBES



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.

**Student Profile**

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



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

Progression

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

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

Student Profile

I chose English Language A-level as it appeared rather different to what we had covered in GCSE, with the new topics, such as how language changes over time, looking very interesting.

I have found the topic around Identity - exploring how writers present themselves - particularly fascinating. Seeing how people employ language to influence others, or how gender has affected language use has been really engaging.

English language helps to open up a variety of careers, as well as improving communication and analytical skills.
SETH MARSHALL



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 - The Great Gatsby 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, 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.



Student Profile

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 7th 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.



Student Profile

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



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
- **Changing Places:** A study of two contrasting places within modern society
- **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
- **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.



Student Profile

If you have an interest in better understanding the world around you, then you should definitely consider taking geography. The course covers a variety of different topics of both human and physical, ranging from physical landscapes, in many different shapes and forms, to global trade. The teachers deliver taught sessions that are honestly never boring, and with the smaller class sizes at A level, you get to know the other students in your class well, so it's easy to make new friends and have fun whilst you're learning.

There is also the opportunity to go on field trips at the end of year 12 to collect data and put the knowledge you learned over the first year to use.



FEARN WHEATLEY

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.



Student Profile

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

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

- Principles of health and social care (examined)
- Anatomy and physiology for health and social care (examined)
- Supporting healthy nutrition and lifestyles (NEA)

Second Year

- Person-centred approach to care (NEA)
- Supporting people with mental health conditions (examined)
- Supporting people in relation to sexual health, pregnancy and postnatal health (NEA)

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!



Student Profile

I have studied Health and Social Care, Geography and Economics. I was uncertain about my career path, so I chose Health and Social Care knowing that it would be beneficial, even if I didn't pursue it beyond sixth form. The structure of this course is a balance of coursework 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 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.

LYDIA COOPER



Progression

The Advanced National 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, young people and family 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.

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.



Student Profile

A-level History is by far one of the most engaging and interesting of all subjects. 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 fascinating.

Not only has the choice to study History furthered my understanding of previous happenings, it has also aided my 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



Cambridge Advanced National in IT: Data Analytics Extended Certificate (Awarding Body OCR)

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 data analytics: In this unit you will learn about the fundamental knowledge required for a career working in data-related occupations such as managing data, legal considerations and how data can be accessed and managed across platforms

Spreadsheet data modelling: Studying this unit you will learn the principles of data modelling with spreadsheets and the knowledge and skills required to plan, design, create, test and review a spreadsheet modelling solution that meets the needs of a specific client.

Second Year

Big data and machine learning: In this unit you will learn about the challenges of managing big data and the role of artificial intelligence and machine learning in data science.

Relational database design: Studying this unit you will learn the principles of relational database design and the knowledge and skills required to plan, design, create, test and review a relational database design solution that meets the needs of a specific client.

Data and the Internet of Everything (IoE): Students will gain knowledge of the principles of the Internet of Everything (IoE), and the knowledge and skills required to plan, design and present an IoE solution that meets the needs of a specific client.

Progression

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

General Comments

The Extended Certificate in IT: Data Analytics will equip students with the confidence to use knowledge and skills relevant for progression to undergraduate study in IT or data-related fields. It covers the fundamentals of data analytics, Big Data, data modelling with spreadsheets and databases, the Internet of Everything and digital marketing.

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.



Student Profile

Note: As this is a new course, there will be a student profile next year!

Entry Requirements

A student studying A-level Maths will have attained a Grade 7 or above in their GCSE Maths.

Content:

First Year

In the first year 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.

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

Second Year

Second year 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 the previous year and work on them in greater depth.

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

General Comments

A-level Maths will push capable Mathematicians; only those with a high level of talent and diligence should take the A level.



Student Profile

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 wouldn't stop at 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.

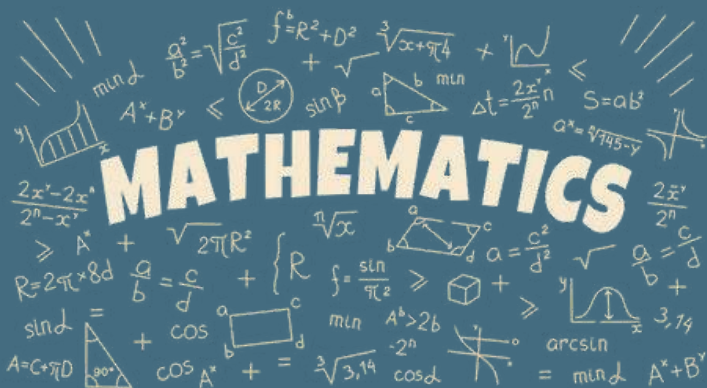


ANNABEL GORMAN

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.



Entry Requirements

A 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.

General Comments

An A level only for the most capable and enthusiastic Mathematicians.

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.



Student Profile

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



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.

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 21st 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



Student Profile

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:

A: The Western Classical Tradition

(The Development of the Symphony 1750-1900)

A choice of one area of study from:

B: Rock and Pop

C: Musical Theatre

D: Jazz

Then a further choice between these two areas of study:

E: Into the Twentieth Century

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 'free' composition with a composition to a brief released in September of Year 13. Final submissions in April of year 13. Non-exam assessment: externally assessed by WJEC

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

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



Student Profile

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



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 & 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.

Student Profile

I chose to study philosophy in order to develop my critical thinking skills, as well as explore fundamental philosophical questions and understand the human condition. I love grappling with complex ethical dilemmas that challenge my perspective as well as offering new insights previously unconsidered. Furthermore, in lessons as a class we are able to have philosophical discussions, enabling us to share our view as well as hear the views of others. The most challenging aspect is that there is no definitive answer to many philosophical questions. Often you're left with such an array of diverse perspectives to philosophical questions it's impossible to find which you agree with!

Philosophy has taught me to approach problems from multiple angles, while also expanding my capacity for independent thought and creative thinking, traits I'm sure employers will be looking for. If you're thinking about studying philosophy, the best advice I can give is to engage in the lessons.

Unlike in many subjects, you will often be given the opportunity to engage in philosophical discussion, use these opportunities to discuss your perspective as well as listening to others and ask questions, as this is vital to developing a philosophical mind.

LOUIS HUMBLE-JONES



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.

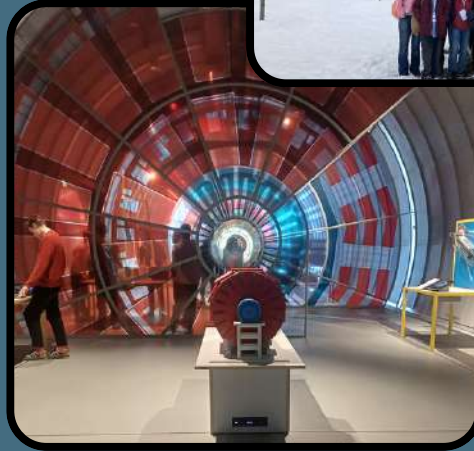


Progression

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.



Student Profile

I chose to study Physics because finding out how things work and understanding the world around us, from the vast scale of stars and galaxies to the very small scale of subatomic particles and their interactions, really interests me.

If you are considering Physics A level, be prepared for it to be difficult and that it will take time to grasp some concepts.

But the teachers will always be there to help and support you throughout, as well as your classmates, so my main piece of advice would be to not be afraid to ask for help when you need it!

NIAMH HYMAN



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 early attachments influence later relationships?
- Why do people obey authority, even if that order is to kill another human being?

Paper 2

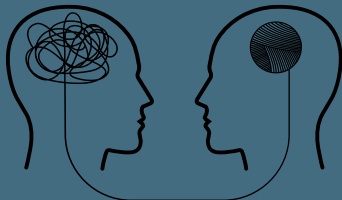
Psychology in context: approaches in psychology, biopsychology and research methods.

- 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?

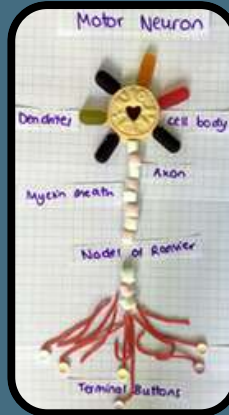


Progression

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.



Student Profile

I've always been intrigued by the causes of human behaviour and wanted to explore a subject that was completely fresh and new following on from GCSEs. Psychology lessons are always so interesting and I leave with a full understanding of the subject as my teacher is very supportive and ensures everyone is confident in what we've been taught. The extra support that's given allows us to acknowledge our own individual improvements and keep track of our progress.

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



Cambridge Technical (CTEC) in Sport & Physical Activity

Extended Certificate, Diploma (Awarding Body OCR)

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



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. You will also have the chance to develop sports coaching, officiating and activity leadership skills at events across the two years.



Student Profile

I have always been a passionate sports player, and recently I have taken a greater interest in the science behind sport. I have found this course really interesting; it has provided many opportunities and has resulted in me choosing to study Sport and Exercise Science at University next year.

There are a wide range of transferable skills which you are be able to gain from doing this course such as problem solving, communication and professional writing, all of which are important for any job you may have in the future.

The teachers are very helpful and knowledgeable about the subject, with years of experience and a good sense of humour that will help your classroom experience be enjoyable, as well as insightful.

JAKE PERCIVAL



Trust Opportunities - Online Learning

Being part of the Areté Learning 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. These lessons are taught in the same way they would be face to face, using the technology available to support this.

The courses currently on offer across the trust are 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 Microsoft Teams, 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.

The relevant excerpt from Stokesley Sixth Form College's prospectus is below:

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:

- Beliefs in Society
- 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.