

The  
**SIXTH  
FIRM**  
at Thomas Mills High School

**COURSE INFORMATION  
2021-2022**





## **Dear Students and Parents,**

This booklet contains information about our Sixth Form, its courses and application procedures. We hope that it will encourage you to find out more about the opportunities that we offer. Although it may be some time yet before you make the transfer, you will already be giving careful thought to whether the Sixth Form is the right next step for you and, if so, what kind of course will best suit your interests and needs.

We are proud of the achievements of our Sixth Form and in particular of the very positive contribution which sixth form students make to the life of the school as a whole. We do hope that you will wish to continue this tradition. Education is not only about enriching yourself, it is also about sharing the benefits of your education with others.

We are also pleased that the standards achieved by our Sixth Form have proved to be firm foundations for success in later life, both in higher and further education and the world of work.

Our Sixth Form students are drawn from a very wide area and come to us with a variety of abilities and aspirations. Any booklet can only give a general impression of the opportunities in such a busy and complex institution and you may have specific questions which are left unanswered. We do assure you that we will be pleased to answer any such questions either within the application and interview process or by means of a telephone call or appointment.

We are confident that your bright future starts here.

We look forward to meeting you at one of our Sixth Form Open Evenings.

**Philip Hurst: Headteacher**

**Andrew Cann: Head of Sixth Form**

## **Who can join the Sixth Form?**

To begin Advanced Level courses, we would expect students to have achieved a minimum of 4 GCSEs at Grade 4 or better. For courses leading to A Level qualifications, if students have studied the subject at GCSE, we ask them to have at least a GCSE Grade 5 in the subject. For some A Level qualifications, with a significant level of mathematical assessment incorporated within the qualification, a minimum GCSE grade may be specified.

Students will also take enhancement courses to provide a broader educational experience and preparation for higher and further education, employment and citizenship.

## Sixth Form Staff Team

Mr. Cann, as Head of Sixth Form, leads a team of staff whose principal responsibility is to help ensure that each student fulfils his/her potential. Mrs Goodwin and Mr Chittock, Deputy Heads of Sixth Form, assist Mr Cann in his general responsibilities. In addition, every student will be assigned to a Sixth Form Tutor. Students will work with their tutors to ensure that their course is proceeding satisfactorily.

Tutors will:

- help students to monitor their skills and experiences
- help students make the transition from GCSE
- offer general advice, as necessary
- deliver careers, higher and further education advice

## How does the system work?

Each student makes an initial choice of subjects or courses during Year 11, and revises it after GCSE results are known. The Sixth Form Team constructs a bespoke timetable based on student choices.

All Advanced Level applicants will be required to follow a **minimum** of three A Level courses in the LVI. **Most students will be required to follow four courses. Opportunities do exist for some students to follow five courses.** On the application form students will be asked to prioritise their choices. Priority will be given to the first three choices when constructing the sixth form timetable. The fourth choice will only be possible subject to combinations working and the resourcing being available to staff and fund the extra course. Students who do not attain a suitable standard in the first year may not be allowed to begin the second year of A level study in a subject.

Progress is reviewed regularly, with the assistance of the student's tutor.

## Study in the Sixth Form

Sixth form study will differ in a number of ways from what students have been used to. The main difference will be the greater individual responsibility of students to organise their own work. Students will have some supervised study periods in school in order to learn how to use study time effectively. Resources will be available for self-study in the school library and resource centre and in the Sixth Form Centre.

## Reports

Academic progress, approach towards work and contribution to the wider life of the school are regularly reported to parents. Parents' Evenings are also held to discuss student progress.

## 2021 PLANNED SIXTH FORM COURSES

All courses are offered subject to sufficient demand, resources, and the school having the necessary staffing and accreditation to offer them.

<b>Applied Courses:</b>	BTEC Level 3 National Certificate & Extended Certificate in Health & Social Care BTEC Level 3 National Certificate & Extended Certificate in Information Technology Level 3 Cambridge Technical Certificate & Extended Certificate in Business
<b>Scientific and Technological Subjects:</b>	Biology A Level Chemistry A Level Computer Science A Level Design & Technology – Product Design A Level Physics A Level
<b>Mathematical Subjects:</b>	Mathematics A Level Further Mathematics A Level
<b>Modern Languages:</b>	French A Level German A Level
<b>Humanities and Social Sciences:</b>	Business A Level Classical Civilisation A Level Economics A Level English Language A Level English Literature A Level Geography A Level History A Level Philosophy, Ethics & Theology A Level Physical Education A Level Politics A Level Psychology A Level Sociology A Level
<b>Creative Subjects:</b>	Art & Design A Level Art & Design - Photography A Level Drama & Theatre A Level Music A Level
<b>GCSE</b>	Mathematics and English Language

Further details may be found at [www.ocr.org.uk](http://www.ocr.org.uk) [www.edexcel.org.uk](http://www.edexcel.org.uk) [www.aqa.org.uk](http://www.aqa.org.uk)

*All course information correct at the time of printing*

# ART & DESIGN

To be successful at A Level, students will learn how to draw from observation and record, paint, print, sculpt and use film to create images by using their ideas and by researching the work of great artists.

## Course content:

### Year 12

Students will learn how to explore and develop new skills in drawing, painting, photography, sculpture and moving images. The focus is predominantly 2 dimensional. They will be introduced to a host of different experiences, techniques and processes including: diverse approaches to drawing and painting, printmaking, collage and photo/mixed media. Using new and traditional technologies students will explore images and artefacts, from practical methods to conceptual processes. The portfolio of realised outcomes developed during the course is used to produce key evidence for Foundation and Degree level course applications to prestigious Art Colleges. Frequent enrichment trips to national and European collections underpin this highly successful course in a thriving department.

### Year 13

Personal study (60%) – Students select artists' styles and approaches which reflect their own strengths. The personal project is an in-depth study which enables students to work from initial starting points to a final outcome. Students will learn to make creative decisions, clarify the focus of the study and demonstrate critical understanding of contextual and other sources.

**Practical work** – this unit extends the opportunity for creative development.

**Externally Set Assignment** ESA (40%) - A theme is set by the exam board as a starting point for students' own ideas. A body of work is generated and presented in A3/A2 sketchbooks, with a final outcome produced in 3 x 5-hour exams. All units are assessed by the centre and externally moderated by a visiting moderator.

## Assessment criteria:

60% Personal Study Unit (coursework)

40% Exam (ESA)

## Type of Qualification:

A Level

## Course entry requirements:

Art, Textiles or Graphic Design GCSE  
Grade 5

## Head of Department/course leader:

Mrs N Sholl

## Are you interested in:

Visual arts?  
Graphic design?  
Architecture?  
Media?  
Film?  
Advertising?  
Journalism?  
Travel?

## Leading to a career in:

Architecture, web design, film, advertising, set design, illustration, teaching, restoration, costume design, fashion, marketing

## The subject goes well with:

Photography  
Design  
English  
Music  
Geography  
History  
Classics

## Exam Board: Edexcel

## Course code: 9AD0

*"In A Level Art we have been able to develop new skills and styles as well as understand what we enjoy and want to produce. We have been able to explore new techniques, media and scales in work. The teachers express their different opinions while also being supportive, helping us to be confident in our work and giving criticism we can work with. We have produced work we can proudly use in a portfolio or present to friends and family."*

Mollie, Megan and Kaitlin  
Leverington

# ART & DESIGN - PHOTOGRAPHY

**Type of Qualification:**

A level

**Course entry requirements:**

Art GCSE Level 5 is an advantage. Otherwise submit a small portfolio of photos before the start of the term in September.

**Head of Department/course leader:**

Mrs N Sholl/Mr M Watson

**Are you interested in:**

Creating images?

Combining practical work with research?

Discovering photographic processes?

**Leading to a career in:**

Visual arts, graphic design, communication, journalism

**The subject goes well with:**

Art

English

Science

Computing

**Exam Board:** Edexcel**Course code:** 9ADO/9PYO

Students learn how to use a camera, computer, film and darkroom to create images by using their own ideas and by researching the work of great photographers.

**Course content:****Year 12**

Students will learn how to use the camera and image manipulation software, composition techniques, lighting, creative use of the camera, shooting film and using the darkroom to process and print. They will research key photographers - both historical and contemporary - and learn how to analyse photos to develop their own work, developing a book of their research and experiments.

**Year 13**

Students will make a book of work on a personal project chosen by them. They will write an essay (approx. 2,000 words) on a topic of their choice that links to their personal project.

**Assessment criteria:**

50% coursework / 50% exam

From February, students will develop a body of work on a theme issued by the exam board. In May, they will spend 3 5-hour sessions in exam conditions making a final outcome that showcases the skills and knowledge personally gained during the course.

# BIOLOGY

## Type of Qualification:

A Level

## Course entry requirements:

Biology GCSE Grade 6 (or Combined Science GCSE Grade 6-6) and Maths GCSE Grade 6

## Head of Department/course leader:

Dr N Flores

## Are you interested in:

The environment?

Ethical problems like gene technology and embryo research?

A subject which is relevant to your own life?

Rapidly developing areas in contemporary science?

## Leading to a career in:

Medicine, nursing, veterinary sciences, biomedical and paramedic science, physiotherapy, botany, radiography, biochemistry, zoology, pharmacy, marine biology, and many more.

e.g. public services  
the media  
museum work

## The subject goes well with:

Chemistry  
Psychology  
Geography  
Physical Education

## Exam Board: AQA

## Course code: 7402

*"Biology has always fascinated me. The reward of understanding more about the world we live in, from sub-cellular to whole organism physiology, and ecosystems, is extremely gratifying."*

Ruby Bolton

A Level Biology is a facilitating subject that expands on the principles taught at GCSE and allows students to increase their knowledge and understanding of different topics through detail and use of relevant mathematical techniques and calculations.

## Course content:

### Year 12

Focuses on the structure, function and interaction of biological molecules, and moves on to study cells and their organelles. This is extended to cover transport of substances across cell membranes and the way the immune system works. Following this, the mechanisms through which organisms exchange substances with their environment are examined. There is a lead into ecology by considering variation, genetic information and relationships between organisms which continues in the second year.

### Year 13

Addresses how energy transfers in and between organisms and how organisms respond to changes in their environment. This is followed by study of genetics, populations, evolution and ecosystems. The course finishes with a look at recent developments in gene technology and the control of gene expression.

## Assessment criteria:

Three two-hour exams, each of approximately equal weighting and covering topics from the whole course (Paper 1 – Year 1 content, Paper 2 – Year 2 content, Paper 3 – whole content) as short and long answer, extended response, comprehension and questions on practical techniques, critical analysis of experimental data and an essay (Paper 3).

10% of marks assess mathematical skills at higher tier GCSE level, 15% are for practical knowledge and understanding. Students also have to successfully complete the Practical Endorsement via the 12 required practical activities over the two-year A Level course.

# BUSINESS

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE and Maths  
GCSE Grade 5

## Head of Department/course leader:

Mrs L Ewing

## Are you interested in:

Setting up your own business?  
Global business and how it  
operates?  
How great businesses are run?

## Leading to a career in:

International business, marketing,  
human resources, finance

## The subject goes well with:

Geography  
Sociology  
Politics  
History  
Economics

## Exam Board: Edexcel

## Course code: 9BS0

*"I really enjoy A Level business  
because it's interesting to learn how  
businesses are run and turned into a  
success."*

Jessie Evans-Hendrick

Business is a study of what we buy, how we consume, the choices we make in terms of purchasing, where we buy our goods from and how we make those decisions; all concepts we explore in Business A level.

## Course content:

### Year 12

What are customer needs and how are they met?  
What is a market and why does a business need to understand its own market? What are entrepreneurs?  
How do businesses start up and how do they raise finance?  
What impact does the outside world have on a business and what can a business do about it?

### Year 13

What is international business and why is it important? Why are the things we buy from Amazon cheaper than the local shop? How does a business grow? What is business strategy and how does that impact upon the success of a business?

## Assessment criteria:

A-Level

Paper 1: Marketing, people and global businesses, 100 marks

120-minute duration exam worth 35% of the grade.

Paper 2: Business activities, decisions and strategy, 100 marks

120-minute duration exam worth 35% of the grade.

Paper 3: Investigating business in a competitive environment, 100 marks

120-minute duration exam worth 30% of the grade.

# LEVEL 3 BUSINESS

## (Cambridge Technical)

The Cambridge Technical qualification in Business develops students' core skills and understanding of the business sector. Students gain hands-on experience and have the opportunity to focus on specific topics such as human resources, marketing and business communication.

### Course content:

#### Year 12

##### Unit 1 The Business Environment

In this unit students will develop an understanding of how and why businesses operate in the way they do.

##### Unit 4 Customers and Communication

In this unit students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations.

#### Year 13

##### Unit 2 Working in Business

This unit covers the skills and understanding needed to work effectively within a business environment.

##### Unit 5 Marketing and Market Research

The unit has particular emphasis on the role of market research, how it contributes to marketing decision-making, and the actions a business may take.

##### Unit 8 Human Resource Management

In this unit, students will gain an overview of the HR function and learn about factors affecting human resources planning.

### Assessment criteria:

(Five units – out of a choice of 8 – are studied:)

Internal assessment (coursework)

Unit 4 Customers and Communication

Unit 5 Marketing and Market Research

Unit 8 Human Resource Management

External assessment (exam)

Unit 1 Exam – End of Year 12

90 mark, 120 minute exam worth 66% of the grade.

Unit 2 Exam – Jan in Year 13

60 mark, 90 minute exam worth 33% of the grade

### Type of Qualification:

Level 3 vocational qualification

### Course entry requirements:

Four GCSE passes at Grade 4 or above

### Head of Department/course leader:

Mrs L Ewing

### Are you interested in:

How businesses function?

How customers and business work together?

Marketing and human resources?

### Leading to a career in:

Marketing, human resources, finance

### The subject goes well with:

IT Level 3

Health and Social Care

### Exam Board: (AQA) Cambridge

Technical

### Course code: 05835

*"I found that studying business as a subject can allow you to study whatever you choose at a later stage; a business qualification opens you up to any job as all jobs are involved within a business."*

Josh Leatherdale

# CHEMISTRY

A Level Chemistry is a challenging but rewarding course, looking at the world around us in depth.

## Course content:

### Year 12

Beginning with some topics familiar from GCSE– atomic structure and electron arrangement – students will quickly learn that the ideas they met in Year 11 are the merest tip of the iceberg. Chemistry is divided into three broad areas: **physical chemistry**, covering energy changes and the behaviour of matter at an atomic level; **organic chemistry**, focusing on the element carbon and how it can form materials as diverse as nerve agents, food flavourings, pharmaceutical drugs and everything in between, and finally **inorganic chemistry**, looking in depth at the periodic table and the elements.

### Year 13

Building on the content from the first year of the course, students will meet new and even more exciting concepts. As they develop their practical skills they can handle more hazardous materials and use equipment not seen in earlier years. A Level Chemistry prepares students for further study of science and engineering courses at university. It also provides students with skills that are valued by all employers, whether they wear a white coat or not.

## Assessment criteria:

Chemistry is an exam-based course. Students will sit 3 exams at the end of Year 13:

Paper 1 – Physical and inorganic chemistry

Paper 2 – Organic and analytical chemistry

Paper 3 – Unified concepts – a synoptic look at wide areas of chemistry knowledge.

Throughout the course students will complete several pieces of formal practical work. These are used to award the 'Practical Accreditation', certifying students as competent practical workers.

## Type of Qualification:

A Level

## Course entry requirements:

Chemistry GCSE Grade 6 or  
Combined Science GCSE Grade 6-6,  
Maths GCSE Grade 5

## Head of Department/course leader:

Mr A Warren

## Are you interested in:

STEM/  
Medicine/veterinary science?  
Finance/Business/Law?

## Leading to a career in:

Research, forensics, finance

## The subject goes well with:

Maths  
Biology  
Physics

## Exam Board: OCR

**Course code:** Chemistry A H432

# CLASSICAL CIVILISATION

Classical Civilisation explores the world of ancient Greece and Rome through literature, art and archaeology - attempting to understand the society and beliefs of these civilisations.

## Course content:

### Year 12

Students will read about the adventures of Odysseus as he returns from Troy in Homer's *Odyssey*. They will be learning how to analyse ancient literature and write confidently about key characters and issues in the book. They will also explore how ancient Greek theatre was performed by studying visual remains and reading the dramatically-charged tragedies *Oedipus Rex* and *Bacchae* alongside the entertaining comedy *Frogs* by Aristophanes. Through a blend of literary and visual evidence, students work on using and assessing all kinds of evidence.

### Year 13

Students examine one of the most influential works in western literature, *The Aeneid*. It tells the story of Aeneas, the origins of the Romans and the forming of their national identity. As they read, students will develop the ability to apply context to derive a deeper meaning from the book. Students also enquire into Greek religion, trying to understand what the Greeks thought about the gods and how they worshipped them. Students will learn how to structure sophisticated answers to questions on the society and culture of the Greeks.

## Assessment criteria:

Classical Civilisation is assessed by 3 external exams:  
The World of the Hero (*Odyssey* and *Aeneid*): 2 hours 20 minutes  
Greek Theatre: 1 hour 45 minutes  
Greek Religion: 1 hour 45 minutes

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5

## Head of Department/course leader:

Miss A Flint and Dr C Rozier

## Are you interested in:

History?  
Literature?  
Archaeology?  
Politics?  
Religion/philosophy?  
Debating?

## Leading to a career in:

Museum/gallery curation, archives, law, civil service, politics, journalism, teaching

## The subject goes well with:

English literature  
R.S.  
History  
Politics

## Exam Board: OCR

## Course code: H408

*"I find Classics very enjoyable, not just because you are learning some fascinating historical facts and read old plays but because you have a chance to learn more about ancient culture. You get to understand the traditions, life-style, beliefs and values of Greek and Roman times that differ so much from what we have now!"*

Varya Belova

# COMPUTER SCIENCE

**Type of Qualification:**

A Level

**Course entry requirements:**

Maths GCSE Grade 6

**Head of Department/course leader:**

Mr A Foster-Green

**Are you interested in:**

Computer programming?

Problem solving?

The Internet?

**Leading to a career in:**

Video game development, software engineering

**The subject goes well with:**

Mathematics

Physics

**Exam Board:** AQA**Course code:** 7517

*"The computer science course is enthusiastically taught and incredibly well rounded, not only setting me up for a career, but giving me a lifelong passion for computing along the way."*

Sam Bell

This course is designed for students who wish to further their knowledge of computer science. It is designed to teach students logical problem solving and develop their practical programming skills.

**Course content:****Year 12**

Students will study the following six units:

Unit 1 – Fundamentals of Programming

Unit 2 – Problem Solving and Theory of Computation

Unit 3 – Data Representation

Unit 4 – Hardware and Software

Unit 5 – Computer Organisation and Architecture

Unit 6 – Communication: Technology and Consequences

**Year 13**

Students will study the following six units:

Unit 7 – Data Structures

Unit 8 – Algorithms

Unit 9 – Regular Languages

Unit 10 – The Internet

Unit 11 – Databases and Software Development

Unit 12 – OOP and Functional Programming

Students also undertake a coursework project of their choosing.

**Assessment criteria:**

2 externally-assessed written papers worth 40% each (one of which is a practical programming paper completed on computer) and a coursework project worth 20%

# DESIGN TECHNOLOGY: PRODUCT DESIGN

Design Technology: Product Design is an exciting A Level course that allows students to combine knowledge of science, technology and mathematics with individual artistic creative flare to both design and manufacture products.

## Course content:

This course will combine modern technologies such as computer-aided design and manufacture with the traditional design and manufacture techniques to equip students with the skills, knowledge and understanding required for our designers and engineers of the future.

## Year 12

Students will complete various different design and practical work elements to build their skills.

There will be a theory-based element to further knowledge and understanding of Design and Technology in preparation for the final exam in Year 13.

Students will complete a mini project to help develop design and manufacture skills ready for the NEA coursework in Year 13.

## Year 13

Students will complete their NEA coursework which involves thinking of a problem, researching it, designing and manufacturing a solution and then evaluating it. This will be presented as an A3 portfolio.

Students will complete the theory requirements of the course and prepare for the final exam

## Assessment criteria:

50% NEA coursework - 50% one final exam

## Type of Qualification:

A Level

## Course entry requirements:

GCSE Grade 5 or equivalent in a creative subject

## Head of Department/course leader:

Mr S Sparkes

## Are you interested in:

Design?

Technology?

Engineering?

CAD?

Making things?

Finding out how things work?

Sketching?

## Leading to a career in:

Design, engineering, construction, architecture/building design

## The subject goes well with:

Mathematics

Sciences

Art

## Exam Board: Edexcel

## Course code: 9DT0

*"Product Design is the perfect combination of creative thinking and engineering principles. I really enjoy the fact that it allows for the development of research skills alongside the practical skills which are incredibly helpful both in school and in the workplace."*

Elizabeth Morris

# DRAMA & THEATRE

## Type of Qualification:

A Level

## Course entry requirements:

Drama GCSE Grade 5

## Head of Department/course leader:

Mrs L Peters

## Are you interested in:

Learning about different approaches to theatre?

Extending your knowledge about theatre practitioners?

Exploring a variety of play texts?

Working creatively in a team?

Performing to an audience?

Taking a practical subject to complement your curriculum choices?

## Leading to a career in:

Hospitality, retail sales and customer services, broadcast media and the performing arts. Such as:  
theatrical producer,  
primary/secondary teacher, arts administrator, wedding planner

## The subject goes well with:

English Language

English Literature

Classics

## Exam Board: Edexcel

## Course code: 9DRO

This course is suited to individuals interested in developing their understanding of theatre. As part of this course students will take on the role of director, actor, researcher and scriptwriter in their exploration of bringing texts to life or creating their own devised work.

## Course content:

### Year 12

Students develop and build upon key skills in the first term in preparation for meeting the demands required for component one.

Students will begin their introduction to live theatre, visiting productions in the first instance and reviewing digital live theatre in lessons to develop key skills required for ideas ready for component one (Year 12) and component three (Year 13).

### Component One: Devising: 40% of qualification

Students use an extract from a text and the work of a practitioner as a stimulus to create a devised performance, rehearsing and refining their performance/design realisations for an assessed performance.

### Introduction to set text

Students are introduced to the set text and explore practically the world of the play. Mock exam questions are set at the end of the year to aid understanding and preparation for component three in Year 13.

### Year 13

### Component Two: Text in performance: 20% of qualification.

Students create a group performance from a text, rehearsing and refining their performance/design realisations for an assessed performance.

They also create a monologue or duologue from another text, rehearsing and refining their performance/design realisations for an assessed performance.

### Component Three: Theatre makers in practice: 40% of qualification

Written examination:

Section A: Live theatre evaluation (students can take in 500 words of notes)

Section B: Page to Stage: Realising a Performance Text

Section C: Interpreting a Performance Text

In preparation for their written exam, students will explore the play texts practically, enabling them to develop the key skills required in the written exam.

# ECONOMICS

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. An economic way of thinking can help you make better choices.

## Course content:

### Year 12

The course introduces students to the operation of markets and market failure, learning about price determination, the economic problem, the market mechanism, market failure and government intervention. It also examines the national economy in a global context, learning about how to measure macro-economic performance, circular flow of income, AD/AS analysis, macro-economic policy.

### Year 13

Students will build upon the concepts and ideas introduced in Year 12 by looking at the areas in more depth as well as exploring the labour market, distribution of income and wealth, the national and international economy, financial markets, fiscal and monetary policy.

*"It's a great subject for those with questioning minds, curious about what goes on around them. And what's more, it's fun!"*

Lucy Rock, News Editor, *The Observer*

## Assessment criteria:

Paper 1 – 80 mark, 120 minute duration exam worth 33.3% of the grade.

Paper 2 – 80 mark, 120 minute duration exam worth 33.3% of the grade.

Paper 3 – 80 mark, 120 minute duration exam worth 33.3% of the grade.

Questions include multiple-choice, short answer, data interpretation, use of diagrams and essays.

Quantitative skills are an important part of the course and the ability to think in a logical, analytical and evaluative way is essential.

## Type of Qualification:

A Level

## Course entry requirements:

Maths GCSE Grade 5

## Head of Department/course leader:

Mrs L Ewing

## Are you interested in:

Current affairs & politics?

The economic impact of pandemics such as Covid-19?

Equality, poverty and the redistribution of wealth?

## Leading to a career in:

Finance, economic analysis, business & management, Civil Service

## The subject goes well with:

Mathematics

Politics

Geography

History

## Exam Board: AQA

## Course code: 7136

*"Economics is an excellent course to study - it will not only help you to understand markets, but come away with strong analytical and problem-solving skills which can be used to understand the world around you."*

Shaun Jones

# ENGLISH LANGUAGE

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5

## Head of Department/course leader:

Mrs A Constanti

## Are you interested in:

The way language is used to

influence how we think?

How language changes over time?

How we learnt to speak?

## Leading to a career in:

Journalism and the media, teaching,

publishing, advertising, the legal

profession

## The subject goes well with:

English Literature

Psychology

History

## Exam Board: OCR

## Course code: H470

*“English Language at A Level really opens your eyes to the words and phrases we use on a daily basis. The course allows you to explore language in a variety of contexts, from advertising to casual conversations. I would really recommend it to anyone who is curious about how and why we all use language differently.”*

Will Evans

The course will enable students to analyse a range of texts in a variety of contexts, taking into consideration a range of theories and ideas about the English language. Through the written element of the course, students will develop their own editorial skills.

## Course content:

### Year 12

The first examined unit, *Exploring Language*, assesses students' ability to analyse 'real-world' texts – looking in detail at their lexical and grammatical choices in relation to contextual factors. Students will learn how to identify patterns in texts and to explore their effects on readers. This unit also involves students writing about topical language issues, such as how technology impacts on language, or how gender influences speech. Students also learn to compare and contrast texts from different non-fiction genres – including spoken transcripts featuring different accents and dialects.

### Year 13

The second unit, *Dimensions of Linguistic Variation*, leads to students investigating how children acquire language, how language is used in the media and how language has changed over the course of time. This analytical unit is also examined externally. The coursework unit *Independent Language Research* is a fantastic opportunity for students to explore a topic of their own choice through their own collection of linguistic data. Topics might range from 'The Language of Barack Obama' to 'The Language of game shows'. This is a rewarding and motivating experience for students, as they transcribe and then analyse their own data. The project is accompanied by an academic poster of the student's findings in their research.

## Assessment criteria:

80% external examination (2 papers)

20% NEA (coursework)

# ENGLISH LITERATURE

Throughout the two-year course, students will study a range of poetry, prose and drama and will have the opportunity to pursue their own literary interests through the non-examined assessment component.

## Course content:

### Year 12

For English Literature, students will follow AQA specification A. This includes study of a range of literary genre. In the first year of the course, students will prepare for Paper 1, *Love through the Ages*. This includes the study of a collection of pre-1900 poetry alongside F Scott Fitzgerald's *The Great Gatsby*. Students will also study one of Shakespeare's most popular plays, *Othello*. In preparation for the unseen element of the examinations, students will study a range of prose fiction extracts and poetry. At the end of the year, students will begin preparing for their independent coursework study (NEA).

### Year 13

In year 13, students will complete their NEA and prepare for Paper 2 – Texts in shared contexts – Option 2b *Modern times: (1945 to the present day)*. The course embeds plenty of Paper 1 revision opportunities.

Students will study:

- *The Handmaid's Tale* – Margaret Atwood
- *A Streetcar Named Desire* – Tennessee Williams
- *Feminine Gospels* – Carol Ann Duffy

Students will be encouraged to become independent learners in preparation for university courses, further study and the world of work.

## Assessment criteria:

- 80% external examination (2 papers)
- 20% NEA (coursework)

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5

English Literature GCSE Grade 5

## Head of Department/course leader:

Mrs A Constanti

## Are you interested in:

Reading great literature from a range of genre?

## Leading to a career in:

Journalism and the media, teaching, publishing, advertising, the legal profession

## The subject goes well with:

English Language

French

History

## Exam Board: AQA

## Course code: 7712

*"I can discuss and dissect some of my favourite texts with people just as passionate about English as I am. Whether you're studying poetry, Shakespeare or Modern Literature, the course enables you to take an individual approach to your learning, allowing you to express your thoughts and views through your writing and class discussions. It's a fantastic option choice."*

Florrie Hulbert

# FRENCH

## Type of Qualification:

A Level

## Course entry requirements:

French GCSE Grade 5

## Head of Department/course leader:

Mrs S Capjon

## Are you interested in:

Francophone countries?  
Regional culture and heritage?  
Cinema, music and literature?  
Politics and immigration?  
Democratic rights?

## Leading to a career in:

Journalism, translation, hospitality  
and tourism, diplomacy

## The subject goes well with:

English  
Sociology  
Politics  
Business and Economics

## Exam Board: AQA

## Course code: 7652

*'I've really enjoyed taking French this year, as you get to learn the language while also learning about the culture there and in other French-speaking countries, which is fascinating! It feels really nice to be in a class where everyone wants to learn because the course is so interesting, and the resources and support the teachers have given have been really helpful.'*

Grace Lloyd

The French course constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity.

## Course content:

### Year 12

The A Level French specification builds on the knowledge, understanding and skills gained at GCSE.

Students will develop their understanding of the Francophone world through studying various themes such as family, cyber-society, volunteering, heritage, music and cinema. They will be using authentic spoken and written sources.

Students will study a film (currently *La Haine*) and they will respond critically in writing to the work studied.

### Year 13

In addition to the skills they have gained in Year 12, students will further develop their knowledge of the French speaking world as a whole. They will explore themes such as: criminality, politics, democratic rights, immigration, the marginalised. Students will study a book (currently *No et Moi*) and will respond critically in writing to the work studied. Students will also complete their Individual Research Project, where they will have the opportunity to research and explore a theme of their choice related to a Francophone country.

By the end of the A Level course, students will have a detailed understanding of contemporary French life and will be able to converse confidently in French.

## Assessment criteria:

### 3 exams as follows:

**Listening, Reading and Writing:** Students will listen to spoken passages from a range of contexts and sources, covering different registers. There will be questions in French for both listening and reading.

**Writing:** Two essays on the film and book studied and a translation.

**Speaking:** Role play, presentation and discussion of the Individual Research Project.

# GEOGRAPHY

OCR A Level Geography aims to encourage students to develop a range of essential skills for Higher Education and the world of work through content which is relevant to any citizen of the planet in the 21st century.

## Course content:

### Year 12

Students will study *Hazardous Earth* (plate tectonics, earthquakes, volcanoes), *Changing Spaces; Making Places* (urban and rural geography), Coastal environments and geographical skills and fieldwork. A number of fieldtrips are undertaken to rural and urban areas and the coastal environment.

### Year 13

*Global Connections* (power and borders - geopolitics, trade in a contemporary world), *Climate Change, Earth's Life Support Systems* (carbon and water cycle) geographical skills and independent investigation (coursework is 20% of the A Level and may cover any topic on the syllabus).

## Assessment criteria:

- 22% Physical systems exam
- 22% Human interactions exam
- 36% Geographical debates exam
- 20% Independent investigation

## Type of Qualification:

A Level

## Course entry requirements:

Geography GCSE Grade 5

## Head of Department/course leader:

Mr R Giffin

## Are you interested in:

Earthquakes?  
Plate tectonics?  
Volcanoes?  
Climate change?  
Travel?  
Cultures?  
People?  
Global issues?  
The global economy?

## Leading to a career in:

Management, planning, working with the environment, journalism

## The subject goes well with:

History  
Economics  
Politics  
Business  
All sciences  
PE  
Computing  
Maths

## Exam Board: OCR

## Course code: H481

*"It's fascinating to see how the world links together. I've really enjoyed the topics that I've studied this year!"*

Lily Strehlow

# GERMAN

Students will develop their command of the German language with an Advanced Level qualification. They can expect to achieve greater fluency, accuracy and confidence in the use of the German language.

## Course content:

### Year 12

The A Level German specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and society.

Students will develop their understanding of themes relating to the society and culture of the countries where German is spoken, and their language skills; they will do this by using authentic spoken and written sources in German. Students must also study one book or film from the lists in the specification. They must know, understand and be able to respond critically in writing in German to the work they have studied.

### Year 13

In addition to the skills gained in Year 12, students will further develop their knowledge of German speaking society as a whole. Students will explore topics such as: cultural identity, migration, discrimination and diversity. There is also an extended individual research project, in which students have the opportunity to research and explore a theme of their choice related to a German speaking country. By the end of the A Level course, students will have a detailed understanding of contemporary German life and will be able to converse confidently in the language.

## Assessment criteria:

**Listening, Reading and Writing:** Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. There will be questions in German for both Listening and Reading.

**Writing:** Two essays on the literary themes and a translation.

**Speaking:** Role play and discussion of the Individual Research Project.

## Type of Qualification:

A Level

## Course entry requirements:

German GCSE Grade 5

## Head of Department/course leader:

Mr M Heath

## Are you interested in:

Family and citizenship?  
Youth trends and personal identity?  
Education and employment opportunities?  
Regional culture and heritage, media, art, film and music?  
Migration and integration?  
Cultural difference and celebrating difference?

## Leading to a career in:

Publishing, journalism, hospitality

## The subject goes well with:

English  
Psychology  
Business  
Science

## Exam Board: AQA

## Course code: 7662

*"I could not recommend this course more highly for anyone with a passion for discovery and language."*  
Lawrence King

*"German was my favourite subject at A Level, because the course was so diverse. The small class size creates a sense of teamwork, unique to learning a language."*  
Darla Sullivan

*"It gives you transferable skills outside of school, where languages are increasingly sought after and it is very enjoyable."*  
Tilly White

# HEALTH & SOCIAL CARE

**Type of Qualification:**  
BTEC National Level 3 Extended  
Certificate

**Course entry requirements:**  
English Language GCSE Grade 4  
Maths GCSE Grade 4

**Head of Department/course leader:**  
Mrs A Evans

**Are you interested in:**  
Developing an understanding of  
various illnesses?  
The policies that underpin the health  
sector?  
The development of people through  
the lifespan?

**Leading to a career in:**  
Health services/sciences, such as  
nursing, midwifery, early years and  
primary schools; healthcare such as  
radiography or occupational therapy  
or dentistry; social work; youth work

**The subject goes well with:**  
Psychology  
Biology  
English Language

**Exam Board:** Edexcel

**Course code:** BDKV6

Health and Social Care is designed to encourage and inspire students into developing a career in the health sector, by gaining a broad understanding of issues faced in the health, early years, education and social care sectors. This course is equivalent to a full A Level.

## **Course content:**

### **Year 12**

- **Human Lifespan development:** This is an examined unit. Students will study development across the human lifespan, and the factors affecting development and the effects of ageing.
- **Meeting individual care and support needs:** This is a coursework unit. Students will focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

### **Year 13**

- **Working in Health and Social Care:** This is an examined unit. Students will explore what it is like to work in the health and social care sector.
- **Physiological disorders:** This is a coursework unit. Students will complete a detailed analysis of two different physiological disorders and then complete a care plan for a case study of their choice.

## **Assessment criteria:**

Health and Social Care is assessed by two 2-hour examinations and 2 pieces of coursework. There are opportunities to take the examinations in January and May.

# HISTORY

History plays a fundamental role in providing individuals with an appreciation of culture, the past and an understanding of how this can shape the present. The study of A Level History is a brilliant opportunity to learn about some of the most fascinating periods while also developing essential and highly-valued transferable skills.

## Course content:

### Year 12

Unit 1: England 1485–1558: The Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)

Unit 2: The French Revolution and the rule of Napoleon 1774–1815

### Year 13

Unit 3: Russia and its Rulers 1855–1964

Unit 4: Topic-based essay on a student-chosen topic

## Assessment criteria:

Unit 1: Examination of 1 hour 30 minutes (25%)

Unit 2: Examination of 1 hour (15%)

Unit 3: Examination of 2 hours 30 minutes (40%)

Unit 4: Coursework (20%)

## Type of Qualification:

A Level

## Course entry requirements:

History GCSE Grade 5

## Head of Department/course leader:

Mr A Pope

## Are you interested in:

Analysing information?

Discussion and debate?

Independent reading?

Evaluating evidence?

Forming written arguments?

## Leading to a career in:

Law, management consultancy, business, government, media, public sector

## The subject goes well with:

English Literature

Politics

Classics

Economics

## Exam Board: OCR

## Course code: H505

*“Exploring societal structures and events in history leads to interesting insights about patterns and progress through time, to the modern day.”*

Ellie Gaylard

# INFORMATION TECHNOLOGY

This course is designed for students who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study.

## Course content:

### Year 12

Students will study the following two units:

#### Unit 2: *Creating Systems to Manage Information*

Students will learn the concept of normalised databases and how to build them, using Microsoft Access.

#### Unit 3: *Social Media in Business*

Students will explore the ways in which businesses use social media platforms and will carry out their own social media campaign.

### Year 13

Students will study the following two units:

#### Unit 1: *Information Technology Systems*

In this unit, students will learn the fundamentals of computing including cyber security and the laws surrounding computing.

#### Unit 5: *Data Modelling*

In this unit, students will learn about financial modelling using Microsoft Excel.

## Assessment criteria:

The assessment is a combination of externally-assessed examinations and teacher-marked coursework assignments.

## Type of Qualification:

Level 3 BTEC National Extended Certificate

## Course entry requirements:

English Language and Maths GCSEs at Grade 4 or above

## Head of Department/course leader:

Mr A Foster-Green

## Are you interested in:

Social media?

Databases?

Spreadsheets?

## Leading to a career in:

Customer relations, project management, network administration

## The subject goes well with:

Mathematics

Business

## Exam Board: Edexcel

## Course code: BDK7

*"BTEC IT for me was hugely beneficial as it allowed me to show my skills through coursework and not just a seated exam, which I believe is the best way to truly show a person's understanding of the subject. I also really enjoyed the teaching methods used in BTEC IT as it was more practical and visual and not just theory work from a book, and the scenarios used in the coursework and in the practical exam really sets students up for real-world problems that they may be faced with in the future. Lastly, the fact that you can retake your written exams and have a second chance is another factor as to why I enjoyed BTEC IT so much, as you can get a real indicator as to how you are progressing and it relieves the exam stress which I know many students suffer from, but at the same time it shows students when they need to work harder in certain areas and gives them the best chance of succeeding in the next exam."*

Shannon Curtis

# MATHEMATICS

**Type of Qualification:**

A Level

**Course entry requirements:**

Maths GCSE Grade 6

**Head of Department/course leader:**

Mr T Mawson

**Are you interested in:**

Solving complex problems?

Modelling real-life situations  
mathematically?

Understanding how statistics inform  
decisions?

**Leading to a career in:**

Engineering, finance, architecture,  
data analysis

**The subject goes well with:**

Physics

Chemistry

Computer Science

Biology

**Exam Board:** AQA**Course code:** 7357

*“At Thomas Mills High School, the support the Mathematics Department gives is second to none. I have developed a passion for maths and I wouldn’t have been able to do it without the help of my teachers.”*

Alice Evans-Hendrick

Mathematics is an important subject that deserves study for its own sake, as well as for its many applications in the modern world. The Mathematics A Level takes some of the harder topics that have been learnt at GCSE and builds upon them, whilst introducing new content such as calculus and advanced statistics.

**Course content:****Year 12**

Students will study algebra, coordinate geometry, polynomials, trigonometry, calculus, exponentials, vectors and elements of the two applied areas of statistics and mechanics.

**Year 13**

Many topics taught in Year 12 will be studied further and new topics will include: sequences and series, trigonometric identities, differential equations and numerical methods.

**Assessment criteria:**

At the end of the course there are three two-hour exams.

# FURTHER MATHEMATICS

Further Maths must be taken alongside regular A Level Mathematics and develops some of the topics taught in that course, whilst introducing further ideas. It is particularly useful for those planning to study mathematics at degree level.

## Course content:

### Year 12

Students will study various complex topics including: matrices, complex numbers, polynomial roots, conics, hyperbolics and further calculus, alongside challenging elements of statistics and mechanics.

### Year 13

Much of year 13 is spent developing and deepening the ideas taught in Year 12, whilst introducing first and second order differential equations, new statistical models, centres of mass and moments.

## Assessment criteria:

At the end of the course there are three two-hour exams covering all content taught.

## Type of Qualification:

A Level

## Course entry requirements:

Mathematics GCSE Grade 7

## Head of Department/course leader:

Mr T Mawson

## Are you interested in:

Solving complex problems?

Modelling real-life situations mathematically?

Understanding how statistics inform decisions?

## Leading to a career in:

Engineering, finance, architecture, data analysis

## The subject goes well with:

Physics

Chemistry

Computing

Biology

## Exam Board: AQA

## Course code: 7367

*"If you are curious about the depths of mathematics, then there is no better choice than Further Maths! The wide range of material you study helps give an insight to the many hidden connections between topics you otherwise may not have found. The Maths Department at Thomas Mills is always ready to offer support, whether you are stuck on a question or can't grasp a concept. If you are willing to work hard, there is no more rewarding A-level!"*

Louis Strehlow

# MUSIC

Students will compose, perform and analyse music with the aim of broadening their understanding of how music works. All students on this course are expected to fully engage with the extensive performance opportunities in the Department and play an instrument or sing.

## **Course content:**

### **Year 12**

Throughout Year 12 students will be taught how to develop creative composition ideas using a range of software, including Logic, Sibelius and GarageBand, in a specialist music technology suite. This work will lead to the submission of a free composition at the end of Year 12. Students will have an opportunity to develop and refine their performance skills in preparation for an end-of-year recital. The final component of this year is the study of set works from a range of styles and genres including classical instrumental and vocal music, popular music, jazz and fusions. Alongside this study, students will be taught how to analyse unfamiliar pieces of music and develop their aural skills.

### **Year 13**

Composition in Year 13 involves composing in a particular style to a brief set by the exam board. Skills in the various compositional techniques are taught throughout Year 13, with the piece being completed under supervision at the end of the course. Students will work to prepare a recital to be performed to an invited audience and also complete their study of the set works, and related listening and appraising skills, begun in Year 12.

The Department has a strong record, over many years, of successfully preparing students for further musical study at conservatoires or prestigious universities, including Oxbridge.

## **Assessment criteria:**

Students will present an 8-minute recital on their own instrument or voice and submit 2 compositions, one of which will be to a set brief, and other will be a free composition. The acquired knowledge of set works will be assessed in a 2-hour listening and appraising examination.

## **Type of Qualification:**

A level

## **Course entry requirements:**

Music GCSE Grade 5 and minimum Grade 5 standard on an instrument or in singing. Grade 5 theory would be an advantage, but is not essential.

## **Head of Department/course leader:**

Mr R Hanley

## **Are you interested in:**

Performing music and creating your own musical ideas?

Do you enjoy listening to a wide variety of different music?

## **Leading to a career in:**

Performance, composition, teaching, arts administration, recording/music production

## **The subject goes well with:**

Arts subjects such as History or English and equally well with subjects such as Maths or Physics

## **Exam Board:** Edexcel

## **Course code:** 9Mu0

*"The breadth of music you are required to study for A Level Music at Thomas Mills High School enables students to gain beneficial musical knowledge by covering a wide range of musical styles and periods in more depth than at GCSE Level."*

Florrie Hulbert

# PHYSICAL EDUCATION

A Level Physical Education will give students a fantastic insight into the amazing world of sports performance, studying wide-ranging topics focused on the how and why of physical activity and sport.

## Course content:

The syllabus is multi-disciplinary and is comprised of four components:

- Component 1 – Applied anatomy and exercise physiology
- Component 2 – Skill acquisition and sports psychology, and historical and contemporary studies
- Component 3 – Practical performance
- Component 4 – Performance analysis and performance development programme (coursework)

The content builds on the understanding developed at GCSE, increasing breadth whilst avoiding unnecessary repetition.

## Assessment criteria:

- 70% Written exams
- 30% NEA (15% practical, 15% coursework)

## Type of Qualification:

A Level

## Course entry requirements:

Physical Education GCSE Grade 4

## Head of Department/course leader:

Mr M Harding

## Are you interested in:

- Sport?
- Health?
- Fitness?
- Factors that affect performance?

## Leading to a career in:

Physiotherapy, fitness/personal training, PE teaching, sports analysis, services

## The subject goes well with:

- Biology
- Psychology
- Physics
- Sociology

**Exam Board:** Edexcel

**Course code:** 9PE0

*“With A-Level P.E. there is content tailored for everyone, from the neuromuscular system, to the depths of sports psychology. Every lesson is brimming with value and support in edifying the curriculum for students.”*

Ethan Turner

# PHILOSOPHY, ETHICS & THEOLOGY

**Type of Qualification:**

A Level

**Course entry requirements:**

Religious Studies GCSE Grade 4

**Head of Department/course leader:**

Miss H Lambert

**Are you interested in:**

Ethics, ultimate questions, Greek philosophers, religion, religious views, arguments against religion, real life issues such as euthanasia, business ethics and sexuality, as well as debating.

**Leading to a career in:**

Anthropology, philosophy, politics, theology, education, the media and healthcare.

**The subject goes well with:**

History  
Psychology  
Sociology  
English Language  
English Literature  
Classical Civilisation

**Exam Board:** OCR**Course code:** H573

*“There is so much variety in RS that there is something for everyone to enjoy and because of this all of the lessons feel different, so it is never repetitive. Due to the nature of what we learn, essays feel like the actual debates that we have in class and the content that is taught by our passionate teachers is both relevant in and outside of the classroom.”*

Jo Duffy

Philosophy, Ethics and Theology is an excellent A Level choice. It is varied, challenging and enlightening and will undoubtedly be useful in a student's future endeavours.

**Course content:****Year 12**

Will give students an insight into the investigation of ultimate questions such as what happens when we die, does God exist and what is good? The problem of evil, Greek philosophers and the nature of reality are also studied. The course provides opportunities for the deep investigation of current ethical issues such as euthanasia, as well as business ethics.

**Year 13**

Delves into both traditional and modern concepts within Christianity such as feminism, pluralism, secularism and even Marxism. It also investigates the notion of conscience, critically analyses the characteristics of God and considers the complex issues within sexual ethics.

**Assessment criteria:**

There are three exams, one for each module and no coursework.

# PHYSICS

Physics A Level is an exciting theoretical and practically-based problem-solving subject which at its core looks at how the world works, from the constituent parts of atoms to the evolution of the universe.

## Course content:

### Year 12

In this first year students will start to develop practical skills (including planning, implementing, analysis and evaluation) and work on the foundations of physics (including physical quantities and units, making measurements, analysing data and the nature of quantities). Students' study will build on previous knowledge about forces and motion (including forces in action, work, energy, power, materials, Newton's laws of motion and momentum). More challenging concepts are explored such as electrons, waves, and photons (including charge and current, energy, power, resistance, electrical circuits, waves and quantum physics).

### Year 13

Students will start to engage with more complex ideas, the Newtonian world and astrophysics (thermal physics, circular motion, oscillations, gravitational fields and astrophysics). Finally, the course finishes by reviewing some of the most thought-provoking concepts such as particle and medical physics (including capacitors, electric fields, electromagnetism, nuclear and particle physics and medical imaging).

## Assessment criteria:

Three written exam papers are taken at the end of the two-year course and a Practical Endorsement award based on the student's competency in the laboratory setting.

## Type of Qualification:

A Level

## Course entry requirements:

Maths GCSE Grade 6  
Physics GCSE Grade 6 (OR  
Combined Science GCSE Grade 6-6)

## Head of Department/course leader:

Mr D Halls

## Are you interested in:

Studying a STEM subject?  
The fundamentals of our world?  
Problem solving?

## Leading to a career in:

Engineering, astrophysics, scientific research, medicine, finance

## The subject goes well with:

Mathematics  
Further Mathematics  
Biology  
Chemistry

## Exam Board: OCR

## Course code: H556

*"Extremely enjoyable and definitely not at the expense of learning - quite the opposite in fact!"*

Hector Selby

*"The physics teachers have a genuine passion for the subject which means they are happy to answer in depth about topics, making the lessons genuinely fascinating."*

Patrick Stennett

# POLITICS

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5

## Head of Department/course leader:

Mr A Pope

## Are you interested in:

Current affairs and politics?

Law?

Civil Service?

Local government?

Media?

## Leading to a career in:

Finance, media, international relations, politics, civil service, local government and planning

## The subject goes well with:

History

Geography

Economics

**Exam Board:** Edexcel

**Course code:** 9PLO

*"Studying politics has helped me to understand the processes which govern our society - how they work, and how they don't."*

Conan Barja-Lock

This is a very exciting time to study both British and international politics, with highly controversial issues, people and debates often dominating the news headlines. If students are intrigued, excited or worried about the changes that are happening in the world today, and how to develop analytical skills, this is the ideal course.

## Course content:

### Year 12

Unit 1, part A: **UK Politics** – including democracy and participation, political parties, electoral systems and voting behaviour.

Unit 2, part A: **UK Government** – including the constitution, parliament, Prime Minister and executive.

### Year 13

Unit 1, part B: **Core political ideas** – conservatism, liberalism and socialism

Unit 2, part B: **Non-core political ideas** – currently feminism and nationalism

Unit 3: **USA politics** – including the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories

## Assessment criteria:

Unit 1: Examination of 2 hours (33%)

Unit 2: Examination of 2 hours (33%)

Unit 3: Examination of 2 hours (33%)

# PSYCHOLOGY

## Type of Qualification:

A Level

## Course entry requirements:

Biology GCSE Grade 5

## Head of Department/course leader:

Mrs A Evans

## Are you interested in:

Human behaviour?

Mental Illness?

Why people obey?

How childhood can affect our future self?

## Leading to a career in:

Mental health, education, child assessment and care, management and human resources, marketing and business management, social work, occupational therapy, sports psychology, forensic work

## The subject goes well with:

Biology

Health and Social Care

Sociology

## Exam Board: AQA

## Course code: 7182

Psychology is the study of the human mind and behaviour. The course aims to develop an understanding of psychology through a study of the different ways that psychology has developed and is practised.

## Course content:

### Year 12

- Approaches in psychology
- Biopsychology
- Attachment
- Social influence
- Psychopathology
- Memory
- Research methods in psychology

### Year 13

- Issues and debates in psychology
- Schizophrenia
- Gender
- Aggression

## Assessment Criteria:

Psychology is assessed by three 2-hour written exams. There is a combination of short-answer questions and extended essays. There is no coursework.

# SOCIOLOGY

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 4

## Head of Department/course leader:

Mrs A Evans

## Are you interested in:

People?

Understanding society?

Social groups?

Inequality?

Current affairs?

## Leading to a career in:

Social work, health sector, education, management and human resources, marketing, police and forensic work, advice work, community development work, international aid/development work

## The subject goes well with:

Psychology

Health and Social Care

History

Politics

## Exam Board: AQA

## Course code: 7192

Sociology is the study of society, focusing on the different social groups to which people belong (e.g. social class, gender, ethnicity, sexuality) and the impact that membership of these groups has on our life chances.

### Course content:

#### Year 12

**Families and Households:** Students will study changes in the British family over the last century, focussing on issues such as divorce, childhood and domestic violence.

**Education:** They will study inequalities in the British education system; namely gender, ethnicity and social class differences in achievement.

**Research Methods** will introduce students to an understanding of how sociologists conduct research.

#### Year 13

**Beliefs in Society:** Students will learn about the role of religion in modern society, considering the role and impact of secularisation, fundamentalism and multiculturalism.

**Crime and Deviance:** They will study what causes crime, the impact of crime and different solutions to criminal behaviour in society.

**Theories and Methods** will introduce students to the evolution of sociological theories and big debates in the subject.

### Assessment Criteria:

Sociology is assessed by three 2-hour written exams. There is a combination of short-answer questions and extended essays. There is no coursework.

## **ENHANCEMENT COURSES**

In addition to their main courses, students have the opportunity to study and experience a wide range of other enhancement courses. They will want to select courses which are interesting and which combine with other options to give a broad, balanced and coherent programme of study. The following notes give some idea of the range of activities available. The courses are added to timetables after main A Level choices are made and cannot be guaranteed to be available to all students.

### **PHYSICAL EDUCATION**

P.E. courses and facilities are available to all students to experience and enjoy. There is a wide range of optional activities available: rugby, hockey, football, basketball, volleyball, netball, badminton, tennis, table tennis, trampolining, indoor hockey, athletics and fitness training.

### **SPORTS LEADER AWARD**

This course will help to train students to lead physical education groups by developing the necessary skills: community involvement, initiative and leadership qualities, understanding of personal fitness and organisational methods.

### **EXTENDED PROJECT QUALIFICATION**

The opportunity exists for some students to complete an Extended Project; this qualification is considered to be attractive by a number of leading universities.

### **GCSE ENGLISH LANGUAGE & MATHEMATICS**

All students who have not achieved a grade 4 at GCSE in English Language and/or Mathematics must follow a level 2 course in that subject in the Sixth Form. GCSE re-sit opportunities are planned to be available in November and June of each year. Students will be expected to attend lessons in these subjects, as required, to enable them to reach the required GCSE standard. For students achieving a grade 4 in English Language and/or Mathematics there is a possibility for them to retake the qualification in order to improve their grade.

### **INFORMATION AND COMMUNICATION TECHNOLOGY IN THE SIXTH FORM**

Students have access to multi-media and Internet and e-mail resources both in the Sixth Form Centre and in the main school. They can use the facilities throughout the day, before and after school and during most holiday periods

- for specific modules such as word processing/information retrieval and spreadsheet applications
- for completion of students' Higher Education and employment applications
- as a tool for personal study
- for interest/leisure uses

## **THE COMMUNITY PROGRAMME**

Students have the opportunity to become involved in a wide range of community activities. These can help to develop interests, widen experience and give a greater awareness of the needs of others. There are a number of such activities within school:

### **ASSISTED MATHS AND READING SCHEMES**

Students help and support pupils in years 7-11 who have learning difficulties.

### **PREFECT SYSTEM**

Prefects within the school perform a variety of duties. These include helping tutors in years 7 to 9 with form business, helping to organise and run House events and contributing generally to a whole range of school activities.

### **THE HOUSE SYSTEM**

The Sixth Form organise and run House events such as assemblies, sports teams and charity fund-raising.

### **PEER MENTORING**

Students have the opportunity to be trained as mentors to students in the main school.

### **SIXTH FORM OFFICIALS**

The Sixth Form, as a student body, is represented by school officials. They are responsible for the running of the Sixth Form Centre and its resources areas, the organisation of social events and the raising of finance for charity events and sixth form activities.

### **SIXTH FORM FORUM**

This is a council made up of elected School Officials and volunteers to discuss issues relating to the Sixth Form, which meets 6 times a year.

### **PRIMARY SCHOOL SUPPORT**

We arrange for students to go into local primary schools to provide general help or to organise PE/Sports-related activities. There is a strong link with Sir Robert Hitcham's CEVAP School, allowing students consistent work experience placements.

### **CHARITY EVENTS**

The Sixth Form is involved in a number of charity events and fund-raising activities within the community (e.g. the Harvest Parcel distribution and collecting for the Poppy Appeal).

### **WORK PLACEMENTS**

All students have the opportunity to undertake some sort of work-related activity. This may take several different forms such as a week during a holiday or regular day or half-day placements.

Other Enhancement Courses may involve a work placement (e.g. Community Sports Leader). Some Advanced Courses involve experience of working environments.

Many elements of the Community Programme are, in fact, work experience under another name (e.g. visiting primary schools or old people's homes).

## DAY TO DAY REGULATIONS

### THE DRESS CODE

Sixth form students should be presentable and exhibit an acceptable appearance to members of the upper and main school and any visitors to the school.

Dress should be such that it is not designed to be startling but comfortable and appropriate for a school environment where all students in school years seven to eleven are dressed in a formal school uniform.

***Students must understand that the school reserves the right to require sixth form students to modify their dress if it is felt that it is not suitable for a school environment. It may be the case that it is not what is being worn but how it is being worn that requires modification.***

### ATTENDANCE

Sixth form students have an obligation to attend school every day. The only exception to this is that if a student has no timetabled lessons on a particular day they may negotiate 'study leave' with a member of the Sixth Form Team. Lower Sixth students require parental letters to account for absences. In the Upper Sixth they may write their own.

Students who do not have a satisfactory record of attendance at school, and lessons, will not be entered by the school for public examinations.

### PARENTS

Parents are always welcome to come into school and may make appointments to do so at any time. Members of the team are always happy to talk to parents in person or on the telephone in or out of school hours in the case of any concerns.

## APPLICATION PROCEDURES

**Applications are completed online.**

Please go to: - <https://www.thomasmills.suffolk.sch.uk/sixth-form/open-evenings-applications>

Click on the link 'Applications for September 2021 Entry' – this will open an application form. At the end of the form click the 'submit' button. Your completed application form will be sent direct to the Sixth Form for processing.

Alternatively, please scan the QR code below (there are many free QR reader apps), which will allow you to complete the form on a smart phone or tablet.



FOR ALL APPLICANTS THIS WILL LEAD AUTOMATICALLY TO:

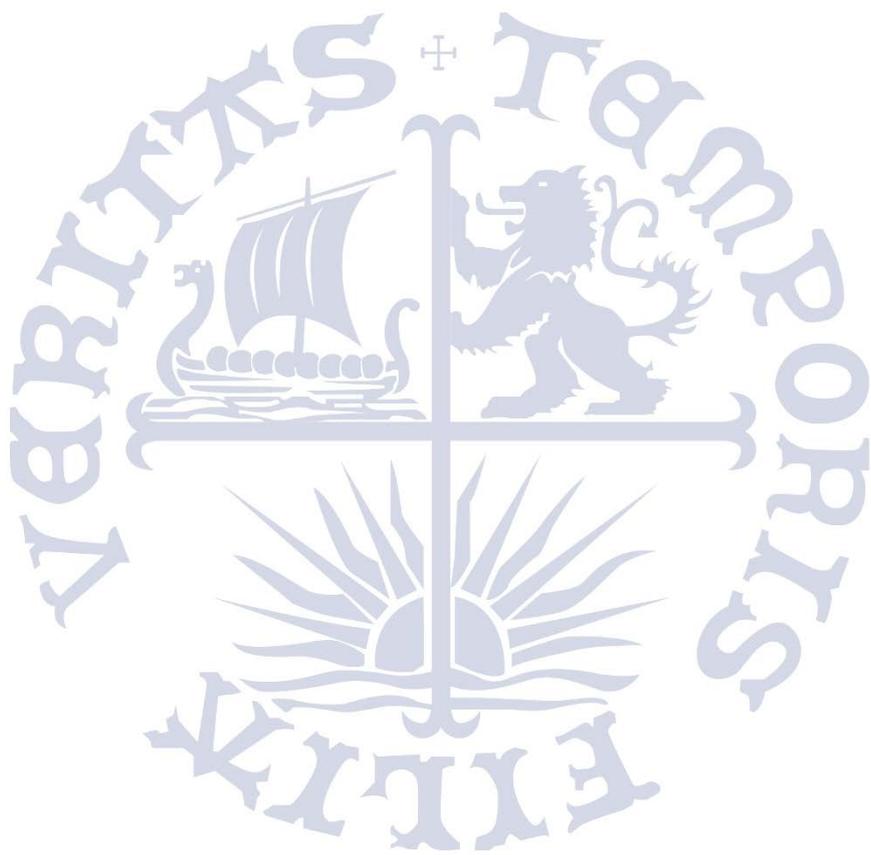
- AN INTERVIEW WITH SIXTH FORM STAFF
- CHOICES BEING FED INTO THE OPTIONS PATTERN
- A LETTER BEING SENT TO STUDENTS AFTER EASTER, TELLING THEM AND THEIR PARENTS WHAT HAPPENS NEXT

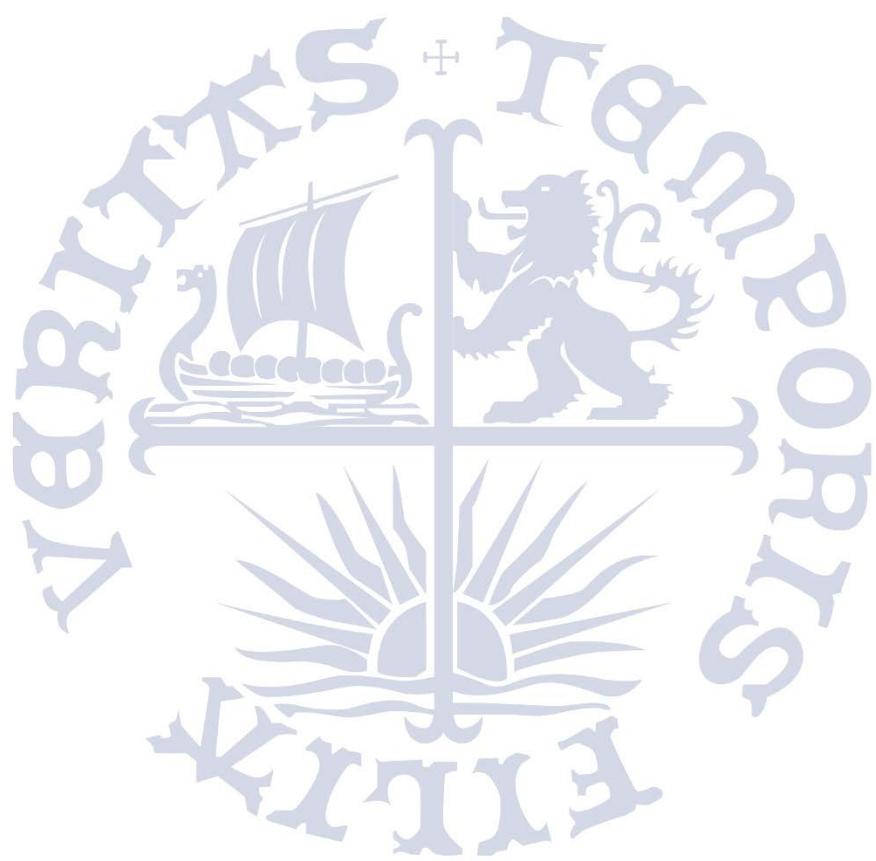
Students who have a Statement of Special Educational Needs or have special arrangements for public examinations - it is useful if they or their parents could discuss their needs with us at an early date.

**16-19 Bursary applications** – once enrolled, students may be eligible to apply for financial support towards the cost of education, depending upon personal/family circumstances. For more information about eligibility and how and when to apply, please refer to the Sixth Form section on the Thomas Mills High School website.

We hope that any questions which you may have will be answered by the information in this prospectus. However, if you do need to get in touch with a specific query please email [sixthform@thomasmills.suffolk.sch.uk](mailto:sixthform@thomasmills.suffolk.sch.uk)

# NOTES







**THOMAS MILLS HIGH SCHOOL SIXTH FORM**

**Headteacher: Philip Hurst BA, MA, MBA, NPQH**

**Head of Sixth Form: Andrew Cann BA**

**Thomas Mills High School**

**Saxtead Road, Framlingham,**

**Woodbridge, Suffolk IP13 9HE**

**Tel: 01728 723493**

**Email: [sixthform@thomasmills.suffolk.sch.uk](mailto:sixthform@thomasmills.suffolk.sch.uk)**

**Website: [www.thomasmills.suffolk.sch.uk](http://www.thomasmills.suffolk.sch.uk)**