



# **Course Information**

**2020-2021**



## 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 Formers 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 is drawn from a very wide area and students 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.

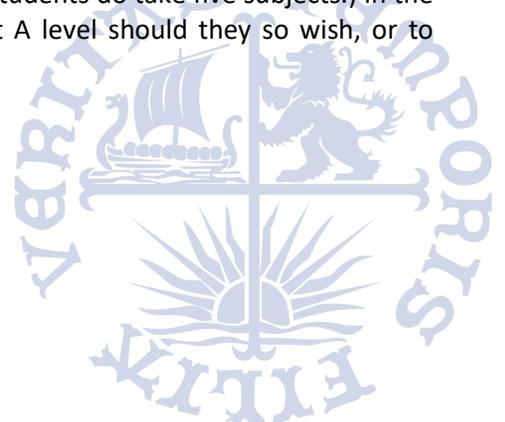
**Philip Hurst: Headteacher**

**Andrew Cann: Head of Sixth Form**

## Advanced Levels 2020

**All new A Levels** are linear, with assessment by examination taking place at the end of two years of study. AS and A levels have been decoupled. The AS level qualification can be taught as part of the full A level qualification but the AS level qualification will not form part of the new full A level qualification. The AS level is a qualification in its own right. The AS level will be examined at a standard that a student could expect to have achieved at the end of one year of Post-16 study, this will be at a lower standard than that of the full A level.

In the case of Thomas Mills Sixth Form, most Advanced Level students follow the equivalent of four AS courses in the Lower Sixth together with a programme of enhancement courses. (Some students do take five subjects.) In the Upper Sixth students will normally be able to continue with four courses at A level should they so wish, or to complete three A level courses.



## Who can join the Sixth Form?

To begin Advanced Level courses we would expect you to have achieved a minimum of 4 GCSEs at Grade 4 or better. For courses leading to AS and/or A Level Qualifications, if you have studied the subject at GCSE, we ask you to have a GCSE Grade 5 in the subject. For some new A Level qualifications, with a significant level of mathematical assessment incorporated within the qualification, a minimum GCSE Grade 5 in mathematics will be required to enable a student to begin the course.

The only general entrance qualification is that we expect you to take the Sixth Form seriously, to want to work and to behave in a responsible way.

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

Students typically take four subjects, occasionally five, in the Lower Sixth which are freely chosen from the available list.

## 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 construct a bespoke timetable based on student choices.

All Advanced Level applicants will be required to follow a **minimum** of three AS/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 achieve a pass grade at AS level will 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 study periods in school and will have to learn how to use them effectively.

Resources will be available for self-study in the School Library and Resource Centre and in the Sixth Form Centre.

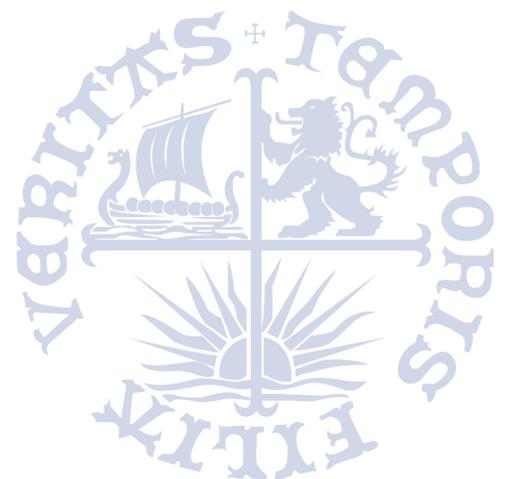
## **Tutorials**

To help students to come to terms with their new study pattern, all subject departments will make available time for individual and small-group advice.

In addition, help will be available on the same basis for students who have problems with handwriting, spelling, essay writing or any other study-related problems.

## **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.



## 2020 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. All AS courses will normally be planned to continue to be available at A Level. Exceptions to this may apply in the case of very small student numbers or where staffing changes prevent this.

<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 Level 3 Certificate in Mathematical Studies (Core Maths)
<b>Scientific and Technological Subjects:</b>	Biology AS and A Level Chemistry AS and A Level Physics AS and A Level Computer Science AS and A Level Design A Level
<b>Mathematical Subjects:</b>	Mathematics AS and A Level Further Mathematics AS and A Level
<b>Modern Languages:</b>	French AS and A Level German AS and A Level
<b>Humanities and Social Sciences:</b>	Business AS and A Level Classical Civilisation AS and A Level Economics AS and A Level English Language AS and A Level English Literature AS and A Level Geography AS and A Level Government and Politics AS and A Level History AS and A Level Physical Education AS and A Level Psychology AS and A Level Religious Studies AS and A Level Sociology AS and A Level
<b>Creative Subjects:</b>	Art & Design A Level Photography AS and A Level Music A Level Drama & Theatre Studies 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*

## APPLIED COURSES

### HEALTH & SOCIAL CARE

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE

Awarding Body: Pearson - Edexcel (601/7193/5 and 601/7197/2)

Health and social care develops understanding of the knowledge and skills required to work in the Health and Social Care sector in society. The course teaches about human development through the lifespan, and about the support that is required for people in health, education, and social needs. The type of support and care that society can provide is studied in detail. The course has 50% coursework and 50% examination requirement.

We Follow the BTEC Level 3 National Extended Certificate in Health and Social Care. This is equivalent to a full A Level.

#### ENTRY TO THE COURSE

There are no specific entry qualifications, beyond having achieved a general level of academic success at GCSE, including 5 GCSEs. It is assumed that very few students will have studied the subject before. It is important that students understand the demands of keeping up with coursework.

#### Unit 1: Human Lifespan development (year 1)

This is an examined unit. Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.

#### Unit 5: Meeting individual care and support needs (year 1)

This is a coursework unit. Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

#### Unit 2: Working in health and social care (Year 2)

This is an examined unit. Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

#### Unit 14: Physiological Disorders (Year 2)

This is a Coursework Unit. Learners study the application of the health and social care sector to individuals with various physiological conditions. They will then devise a treatment plan encompassing all of the details and information they have learnt.

#### CAREERS/FURTHER EDUCATION

The course is particularly suited for those interested in a career working with children and for those who wish to work in the health services, such as nursing, midwifery and various types of therapy. Social Work is another popular choice for those taking this course. Other courses can include; Degree in Education for Early Years and Primary Schools, Degree in Nursing or Midwifery, Healthcare such as Radiography or Occupational Therapy or Dental nurse, Degree in Social Work, Youth Worker.

What can I expect from Health & Social Care at Thomas Mills (current student comments)?

The exam content is very interesting, especially looking at different ways children and older adults develop.

The coursework has case studies in it. These are useful at looking at different types of individuals and the task links to what I might have to do in the future.

It is linked to social aspects in careers in the future. I want to work in the sector now.

## **INFORMATION TECHNOLOGY**

Pearson BTEC Level 3 National Certificate in Information Technology - 180 GLH

Pearson BTEC Level 3 National Extended Certificate in Information Technology - 360 GLH

The Pearson BTEC Level 3 National Certificate in Information Technology is intended as an Applied General qualification covering 180 GLH and equivalent in size to one-half of an A Level. It is designed for learners who are interested in a basic introduction to the study of IT alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Learners will develop a common core of IT knowledge and study areas such as managing and processing data to support business and using IT to communicate and share information.

The Pearson BTEC Level 3 National Extended Certificate in Information Technology is intended as an Applied General qualification covering 360 GLH and equivalent in size to one A Level. It is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

### **ENTRY TO THE COURSE**

No specific knowledge or skills related to the qualification.

### **Certificate in IT – 2 Units**

Unit 2: Creating Systems to Manage Information

Unit 3: Using Social Media in Business

### **Extended Certificate in IT – 4 Units**

Unit 1: Information Technology Systems

Unit 2: Creating Systems to Manage Information

Unit 3: Using Social Media in Business

Unit 5: Data Modelling

### **CAREERS/FURTHER EDUCATION**

When taken alongside other Level 3 qualifications, including BTEC Higher Nationals or A Levels in complementary or contrasting subjects, such as mathematics, physics, science, arts or technology, the qualification gives learners the opportunity to progress to a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous.

## **BUSINESS STUDIES**

OCR Level 3 Cambridge Technical Certificate & Extended Certificate in Business

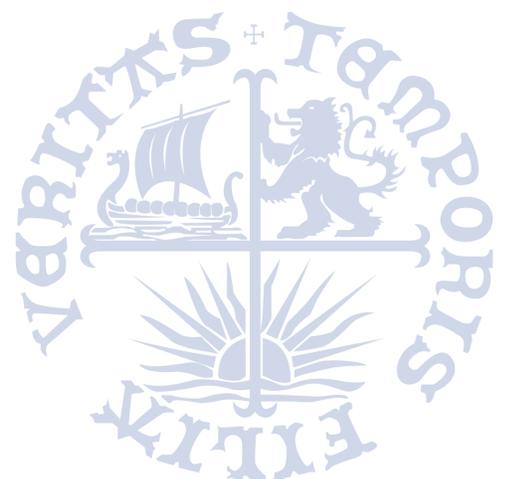
This vocational business qualification is for anyone who wants to develop the skills needed for the work place. With this course we try to encourage students to take ownership for their learning and set tasks and assessments as they would in the workplace. This helps students develop skills such as time management, responding to feedback and using their intuition. We cover key business topics but also look at how these topics apply to specific businesses.

### **What is expected of students?**

It is vital that students are willing and able to meet deadlines and complete coursework to a high standard. Students need to be self-motivated and willing to work hard. What this course does offer is a slightly different approach; the emphasis is on students to take ownership for learning, an excellent skill to have as students start university or enter the workplace.

### **Post 18 Opportunities**

There are numerous career options with this subject such as accountancy, international business management, advertising, banking, marketing and human resources. The Cambridge Technical qualifications are widely accepted at universities across the country.



## **LEVEL 3 MATHEMATICAL STUDIES (CORE MATHS)**

Awarding body AQA 1350

Core Maths is a Level 3 qualification designed for students who want to keep up their valuable mathematics skills but are not planning to take AS or A Level Mathematics. It helps to develop students' mathematical skills and thinking and supports courses such as A Level Psychology, Biology, Chemistry, Physics, Geography, Business Studies, Economics and Computer Science as well as technical and vocational qualifications.

### **ENTRY TO THE COURSE**

The Core Maths qualification is for students who have passed GCSE Mathematics at grade 4 or above but have decided not to study A Level mathematics.

### **COURSE CONTENT**

#### **COMPULSORY CONTENT**

Paper 1: Analysis of data, Maths for Personal Finance and Estimation.

#### **OPTIONAL CONTENT**

Paper 2A: *Critical analysis of given data and models (including spreadsheets and tabular)*, The normal distribution, Probabilities and estimation, Correlation and regression.

or

Paper 2B: *Critical analysis of given data and models (including spreadsheets and tabular)*, Critical path and risk analysis, Expectation and Cost benefit analysis.

or

Paper 2C: *Critical analysis of given data and models (including spreadsheets and tabular)*, Graphical methods, Rates of change, Exponential functions.

The qualification is assessed by final examination consisting of two papers: the compulsory paper 1 and any one of paper 2A, 2B or 2C.

At the end of the course, students will come out with a Level 3 qualification – with equivalent UCAS points to an AS level.

# SCIENTIFIC AND TECHNOLOGICAL SUBJECTS

## BIOLOGY AS AND A LEVEL Awarding Body AQA 7401/7402

Are you:

- \* Interested in the environment?
- \* Concerned about the current ethical problems facing the human race such as gene technology and human embryo research?
- \* Keen to study a subject which is relevant to your own life?
- \* Interested in some of the most rapidly developing areas in contemporary science?

Then A Level biology is the subject for you. This is just a sample of some of the topics and issues which you will study in A Level biology.

### ENTRY TO THE COURSE

Grade 5 or above at GCSE in Biology. You will need to be numerate and have GCSE Maths at grade 5 or above (higher tier).

### TEACHING STYLE

A variety of teaching styles are used including formal teaching, independent research, investigative work, discussion, group presentations and model making. Progress is monitored closely through regular homework and end of unit tests with associated tutorial support.

### Course Content

**Topics 1-4 are covered during the first (AS) year**

#### Topic 1: Biological molecules

Carbohydrate, lipid and protein chemical structure; enzyme function; DNA, RNA and ATP structure and function.

#### Topic 2: Cells

Cell structure, microscopy, mitosis and the cell cycle; cell membrane structure, osmosis, diffusion, active transport and co-transport; cell recognition and the immune system.

#### Topic 3: Organisms exchange substances with their environment

Gas exchange, digestion and absorption; mass transport in mammals and plants.

#### Topic 4: Genetic information, variation and relationships between organisms

DNA, genes and protein synthesis; genetic diversity and biodiversity.

**Topics 5-7 are covered during the second year**

#### Topic 5: Energy transfers in and between organisms

Photosynthesis, respiration, energy and ecosystems.

#### Topic 6: Organisms respond to changes in their internal and external environments

Plant growth factors, reflexes and receptors, nervous coordination and muscles; homeostasis.

#### Topic 7: Genetics, populations, evolution and ecosystems

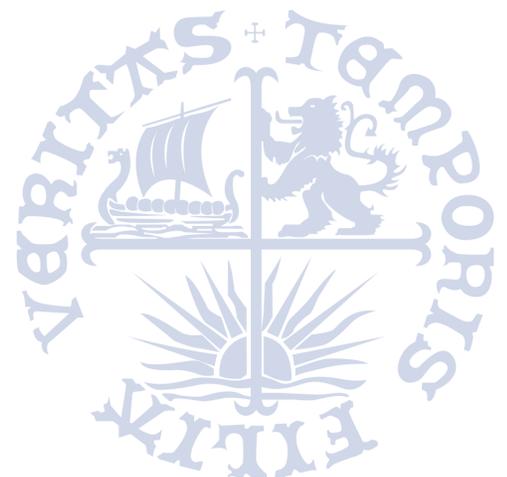
Inheritance, evolution, ecology and ecosystems.

#### Topic 8: The control of gene expression

Stem cells, transcription and translation, genome projects; gene cloning, genetic screening and fingerprinting.

#### Aidan Coe – A Level Biology

“Biology is a really interesting and fascinating subject. It has such varied topics within it and although it can be challenging at times, it is fun and worthwhile.”



## CHEMISTRY AS AND A LEVEL

Awarding Body OCR H032/H432

Chemistry is one of the key sciences. Chemists are fascinated by the materials around them: - how they behave and react under different conditions, and how they can be used for our own purposes. The course involves practical investigation, learning and summarising of information and developing and understanding ideas and theories. In the examination there is a strong emphasis on understanding and application.

**ENTRY TO THE COURSE:** Grade 5 or above in GCSE science, it's preferable that you have studied separate science chemistry (triple science). You will need to be interested in Chemistry. You will need to be numerate, and have GCSE Maths at grade 5 or above.

### COURSE CONTENT:

Module 1 – Development of practical skills

Skills of planning, implementing, analysis and evaluation

Module 2 – Foundations in chemistry

Includes:

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure.

Module 3 – Periodic table and energy

Includes:

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis • Enthalpy changes
- Reaction rates and equilibrium (qualitative).

Module 4 – Core organic chemistry

Includes:

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR, MS).

Module 5 – Physical chemistry and transition elements

Includes:

- Reaction rates and equilibrium (quantitative)
- pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements

Module 6 – Organic chemistry and analysis

Includes:

- Aromatic compounds
- Carbonyl compounds
- Carboxylic acids and esters
- Nitrogen compounds
- Polymers
- Organic synthesis
- Chromatography and spectroscopy (NMR).

### LEARNING STRATEGIES

A variety of styles are used, as appropriate - formal teaching, individual study, practical assignments. Students complete regular assignments.

### CAREERS/FURTHER EDUCATION

Chemistry is essential for certain careers in addition to the Chemical Industry and Research, e.g. Medicine, Veterinary Science, Agricultural Specialists, Pharmacy, Forensic Science, Materials Specialists, etc. and is very useful in other scientific areas. It is also useful for Medical Laboratory Sciences, Radiography and Physiotherapy.

Many Chemistry students enter careers in Finance and Accountancy, Insurance and Law. The rigour and demands of a Chemistry course train students to be resilient and adaptable.

## PHYSICS AS AND A LEVEL

Awarding Body OCR Physics A (H156 and H556)

Physics A Level is one of the most universally accepted qualifications for progression to university. The course content covers the basis of how things work, from the constituent parts of atoms out to the extent of the universe. You will integrate the concepts studied with a range of practical experiments throughout each topic giving the course both an academic and practical focus. You will learn to apply your knowledge of the key concepts to solve problems in a range of different contexts and applications.

Key features:

- OCR Physics A is a well-established course built on many years of experience, covering the knowledge and understanding necessary to progress to STEM degrees and careers.
- Incorporates both Astrophysics and Medical Imaging.
- Physics is one of the top three A Levels in terms of eligibility for degree entry.

### ENTRY TO THE COURSE:

You need to be interested in Physics and in the world around you. Although Mathematics is not necessary there is a significant mathematical component to course at grade 5 GCSE; it is therefore highly recommended that students consider taking A Level Mathematics as both subjects complement each other well. You will need to obtain a grade 5 or above at GCSE Science and Maths.

### COURSE CONTENT:

Physics A content is split into six teaching modules: Modules 1 to 4 constitute the stand-alone AS Level qualification; Modules 1 to 6, combined with the Practical Endorsement, constitute the full A Level.

The modules can be summarised as:

- **Module 1:** Development of practical skills (*Including skills of planning, implementing, analysis and evaluation*)
- **Module 2:** Foundations of physics (*Including physical quantities and units, making measurements and analysing data and the nature of quantities*).
- **Module 3:** Forces and motion (*Including motion, forces in action, Work, energy, power, materials, Newton's laws of motion and momentum*)
- **Module 4:** Electrons, waves, and photons (*Including charge and current, energy, power, resistance, electrical circuits, waves and Quantum physics*).
- **Module 5:** Newtonian world and astrophysics (*Including thermal physics, circular motion, oscillations, gravitational fields and astrophysics*).

- **Module 6:** Particles and medical physics (*Including capacitors, electric fields, electromagnetism, nuclear and particle physics and medical imaging*).

The assessment framework is as follows:

#### At AS Level – 1 Year Course:

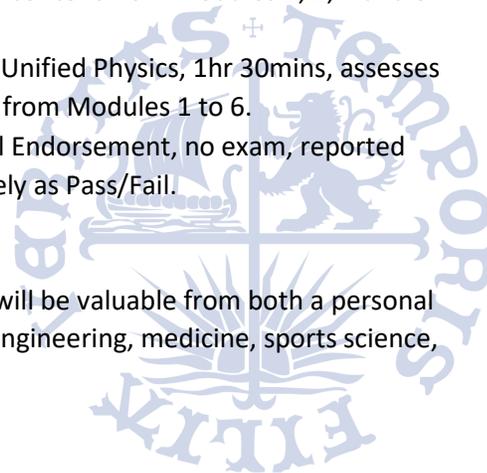
- Paper 1 Breadth in Physics, 1hr 30mins, assesses content from Modules 1 to 4 – 50%
- Paper 2 Depth in Physics, 1hr 30mins, assesses content from Modules 1 to 4 – 50%

#### At A Level- 2 Year Course:

- Paper 1 Modelling Physics, 2hr 15mins, assesses content from Modules 1, 2, 3 and 5 – 37%
- Paper 2 Exploring Physics, 2hr 15mins, assesses content from Modules 1, 2, 4 and 6 - 37%
- Paper 3 Unified Physics, 1hr 30mins, assesses content from Modules 1 to 6.
- Practical Endorsement, no exam, reported separately as Pass/Fail.

### Careers/Further Education:

Physics is valued by both employers and universities. Advanced level physics will be valuable from both a personal and practical point of view, whether you are going to do a degree in physics, engineering, medicine, sports science, or history; physics will give you a good grounding.



# COMPUTER SCIENCE AS AND A LEVEL

Awarding Body AQA 7516 7517

Advances in computing are transforming the way we work and our new Computer Science specifications are changing with the times. We've worked closely with teachers to develop our popular qualifications, refreshing the content where needed but retaining the most popular and effective aspects of the previous specifications. This evolutionary approach has built on strong foundations to deliver flexible, accessible and rigorous qualifications, backed by top quality support, resources and professional development. Without the need for huge changes we're delighted to present up-to-date specifications that focus on the knowledge, understanding and skills students need to progress to higher education or thrive in the workplace.

**ENTRY TO THE COURSE:** Ideally a GCSE in Computer Science at grade C or above.

## AS Level

- 1 Fundamentals of programming
- 2 Fundamentals of data structures
- 3 Systematic approach to problem solving
- 4 Theory of computation
- 5 Fundamentals of data representation
- 6 Fundamentals of computer systems
- 7 Fundamentals of computer organisation and architecture
- 8 Consequences of uses of computing
- 9 Fundamentals of communication and networking

## A2 Level

- 10 Fundamentals of programming
- 11 Fundamentals of data structures
- 12 Fundamentals of algorithms
- 13 Theory of computation
- 14 Fundamentals of data representation
- 15 Fundamentals of computer systems
- 16 Fundamentals of computer organisation and architecture
- 17 Consequences of uses of computing
- 18 Fundamentals of communication and networking
- 19 Fundamentals of databases
- 20 Big Data
- 21 Fundamentals of functional programming
- 22 Systematic approach to problem solving
- 23 Non-exam assessment - the computing practical project

## CAREERS/FURTHER EDUCATION

IT has equal status with other A and AS Levels. It is relevant to modern society and examines all aspects of technology that is used by the current generation. Students will find it a useful companion to many other courses and it will allow students to demonstrate a technological understanding at careers interviews. Modern technology is not restricted to office environments and students will benefit from a good grounding in IT as a precursor to almost any job or career. This course will also allow a progression to more specific degree courses or support job applications where knowledge of technology is an advantage.

## **DT: PRODUCT DESIGN A LEVEL**

Awarding Body EDEXCEL 8DT0/9DT0

Design A Level is taught by experienced staff who have achieved considerable success with students of different backgrounds. Students studying Design in the Sixth Form will have access to an extensive range of workshop facilities, ICT equipment, and computer aided design software.

All man-made artefacts, systems and environments are the products of design and technological activity. Design therefore affects all our lives in many ways. This course offers students a stimulating and challenging opportunity to study design and designing by focusing on the nature of the design process and its interrelationship with the means of manufacture and the user. In this way students develop their own abilities as designers.

### **ENTRY TO THE COURSE**

A GCSE in a design based subject is normally required at grade 5 or above.

### **COURSE CONTENT**

#### **Component 1 - Principles of Design and Technology 9DT0/01**

*Written examination: 2 hours 30 minutes*

*50% of the qualification                      120 marks*

Students will be tested on their application of theoretical knowledge and understanding concerning designing and making products. This exam will also assess the abilities of students to think on their feet and employ immediate design thinking in response to a set problem.

#### **Component 2 - Independent Design and Make Project 9DT0/02**

*Non-examined assessment*

*50% of the qualification                      120 marks*

Students individually and/or in consultation with a client/end user identify a problem and design context. This allows students to research and develop a design path of their own choosing that allows them to explore and use a wide range of Design tools.

### **CAREERS/FURTHER EDUCATION:**

Acceptable to all Universities and Colleges. Past students have progressed onto Higher Education courses and careers in the areas of product design, fashion, architecture, graphic design and engineering.

#### **Woody Armour: A Level Design**

“Having enjoyed DT at GCSE level, studying Design has enabled me to further develop my understanding and practical abilities. The DT department is well equipped, the staff are very experienced and always on hand to provide support and encouragement.”



## MATHEMATICAL SUBJECTS

Mathematics is a subject which has had enormous importance in our history and culture. A subject that deserves study for its own sake as well as for its many applications in the modern world.

### MATHEMATICS AS AND A LEVEL

Awarding Body AQA 7356/7357

#### ENTRY TO THE COURSE

A GCSE grade 6 in Mathematics is desirable but students with a grade 5, plus a recommendation from their previous teacher and a strong work ethic, will be considered. The most important qualification is that of a deep interest in the subject and a desire to learn more. AS and A Level are now stand alone linear assessed subjects.

#### COURSE CONTENT

**AS Level** – Paper 1 – Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials, logarithms, calculus.

Vectors, kinematics, forces, Newton's laws.

Paper 2 – Same as paper 1 plus statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

**A Level** – Paper 1 - Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, calculus, numerical methods.

Paper 2 – Same as paper 1 plus vectors, kinematics, forces, Newton's laws, moments.

Paper 3 - Same as paper 1 plus statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

### FURTHER MATHEMATICS AS AND A LEVEL

Awarding Body AQA 7366/7367

#### ENTRY TO THE COURSE

Further Mathematics is aimed at those students with a very strong interest in the subject who will probably intend to carry on with their studies in courses at Higher Education. This subject is ONLY offered in combination with Mathematics A Level.

#### COURSE CONTENT

**AS Level** – Paper 1 – Complex numbers, matrices, algebra and functions, calculus, vectors, polar coordinates, hyperbolic functions.

Paper 2 – Dimensional analysis, momentum and collisions, work, energy, power, circular motion.

Discrete and continuous random variables, Poisson distribution, errors and testing. Graphs, networks, linear programming, critical path analysis, game theory, binary operations.

**A Level** – Papers 1 and 2 – Proof, complex numbers, matrices, algebra and functions, calculus, vectors, polar coordinates, hyperbolic functions, differential equations, trigonometry, numerical methods, coordinate geometry. Paper 3 - Dimensional analysis, momentum and collisions, work, energy, power, circular motion. Discrete and continuous random variables, Poisson and Exponential distributions, errors and testing, inference. Graphs, networks, linear programming, critical path analysis, game theory, binary operations.

**CAREERS/FURTHER EDUCATION:** Mathematics provides the tools for many Science and Engineering based subjects in Higher Education. Mathematics complements some A Level courses such as Physics or Chemistry and is especially useful for knowledge of the statistical elements of Geography and Biology. Mathematics is a vital subject for many careers and University courses.

'Mathematics at Thomas Mills is taught in such a way that it no longer feels like a subject; like a chore. The teaching is personalised, and the staff care deeply both about progress and development both of an individual in the classroom and in a wider setting. For this reason, I hold it in the utmost regard, and would recommend it to all!' **Calvin Coe**

## MODERN LANGUAGES

French AS and A Level German AS and A Level

Awarding Body AQA 7661

The study of Modern Foreign Languages leads to easier communication with others and gives insight into one's own language. It also promotes a greater awareness of the culture and civilisation of other countries, especially within Europe. It gives greater opportunities for work, both here and abroad.

**ENTRY TO THE COURSES:** A grade C at GCSE in the subject to be studied

### **COURSE CONTENT: Social issues and trends**

Students must study the following themes and sub-themes in relation to at least one German-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

### **Aspects of German-speaking society**

Students may study all sub-themes in relation to any German-speaking country or countries.

- The changing state of the family (Familie im Wandel)
  - Beziehungen innerhalb der Familie
  - Partnerschaft und Ehe
  - Verschiedene Familienformen
- The digital world (Die digitale Welt)
  - Das Internet
  - Soziale Netzwerke
  - Die Digitalisierung der Gesellschaft
- Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)
  - Mode und Image
  - Die Bedeutung der Musik für Jugendliche
  - Die Rolle des Fernsehens

### **Artistic Culture**

Students must study the following themes and sub-themes in relation to at least one German-speaking country.

Artistic culture in the German-speaking world

Students may study sub-themes Festivals and traditions and Art and architecture in relation to any German-speaking country or countries. Students must study The cultural life of Berlin in relation to Berlin.

- Festivals and traditions (Feste und Traditionen)
  - Feste und Traditionen – ihre Wurzeln und Ursprünge
  - Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute
  - Vielfältige Feste und Traditionen in verschiedenen Regionen
- Art and architecture (Kunst und Architektur)
  - Künstler und Architekten
  - Kunst und Architektur im Alltag
  - Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)
  - Berlin – geprägt durch seine Geschichte
  - Theater, Musik und Museen in Berlin
  - Die Vielfalt innerhalb der Bevölkerung Berlins

### **Rebekah Shoukry A Level French**

“French at A Level, although a step up from GCSE, allows you to develop your language to such a rewarding extent; the challenge is well worth the effort. The breadth of topics is great and the teachers are truly dedicated to furthering your knowledge.”

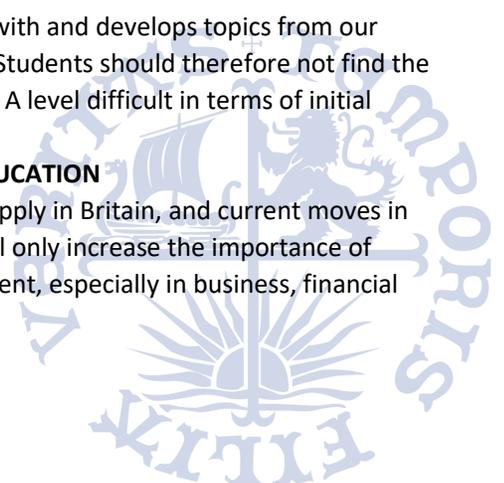
### **Hollie Norman A Level German**

“German is a challenging but rewarding subject; lessons are vibrant and interesting. The work exchange was an invaluable aspect of the course, both in improving knowledge of German society and confidence in the language”

This specification links with and develops topics from our existing GCSE syllabus. Students should therefore not find the transition from GCSE to A level difficult in terms of initial content.

### **CAREERS/FURTHER EDUCATION**

Linguists are in short supply in Britain, and current moves in the European Union will only increase the importance of languages for employment, especially in business, financial and legal work.



# HUMANITIES AND SOCIAL SCIENCES

## BUSINESS AS AND A LEVEL

Awarding Body Edexcel 9BS0

### ENTRY REQUIREMENTS

You are expected to have at least four GCSE's at grade C/4 or above to study the business A Level course.

### COURSE CONTENT

The course aims to give you an holistic understanding of business in a range of different situations. You will develop a critical understanding businesses and how they can be successful.

#### You will also:

- Generate enterprising and creative approaches to business opportunities, problems and issues
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals.
- Gain a range of relevant business skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- Applying numerical skills in a range of business contexts.

#### **There are 2 units at AS, which are:**

- Theme 1: Marketing and people. Learning about the market, how to meet customer needs, marketing, managing people and entrepreneurs.

- Theme 2: Managing business activities. Learning about managing and raising finance, financial planning, managing resources and external influences.

#### **There are a further 2 more units for the full A-Level, which include the AS and in addition:**

- Theme 3: Business decisions and strategy. Learning about business strategy, business growth, decision-making, assessing competitiveness and managing change.
- Theme 4: Global business. Learning globalisation, global markets, global marketing and multinational corporations.

### LEARNING STRATEGIES

You will learn the topics and be assessed on your understanding of them through tasks, worksheets and group work. There will be school trips to see business theory in action, which will help your understanding. We also aim to have external speakers and business owners visit us to share their experiences.

### ASSESSMENT

Throughout the course we will set assessments to check your progress. At the end of the AS year and A-Level year you will sit formal exams. At AS you have 2 90-minute exams. At A-Level you will have 3 2-hour exams.

### CAREERS/FURTHER EDUCATION

The course will prepare you for a wide range of careers in commerce and industry, both in the public and private sector. You may also want to further your business education at university and go on to seek a graduate job.

# CLASSICAL CIVILISATION AS AND A LEVEL

Awarding body OCR

Do you know about the origins of western civilisation and culture? Myth, drama, theatre, politics, philosophy, democracy, architecture, tragedy, and comedy are all words from ancient Greece. To understand our cultural identity, we need to explore its roots. This course offers an excellent introduction to the literature, ideas and visual arts of Greece and the foundation epic of ancient Rome.

## ENTRY REQUIREMENTS

No previous knowledge of classical subjects is needed. You do however need to be a keen reader and open minded. You will be expected to read and prepare for every lesson as well as write essays when appropriate.

## COURSE CONTENT

### Unit 1 The Odyssey

The Cyclops, the Sirens, the faithful Penelope and the return of the wily hero Odysseus after the Trojan War are some of the famous ingredients of the best story ever told. Discussion, analysis and evaluation centre on such themes as the hero, infidelity, fantasy, free will and destiny, and narrative technique.

### Unit 2 Greek theatre

Read the dramatically charged tragedies 'Oedipus the King' and 'Bacchae' as well as the entertaining comedy of Aristophanes 'Frogs' which will make you leave lessons chanting brekekekex koax koax! The unit includes the study of visual material such as the remains of theatres and scenes on vases to consolidate your understanding of how the plays were performed. The combination of literature and art analysis is a great foundation for the study of many subjects.

### Unit 3 Roman Epic: The Aeneid

One of the most influential works in western literature, this tells the story of Aeneas, the origins of the Romans and the forming of their national identity. From the tragedy of war and an abandoned love to final victory (via the Underworld), the epic is studied in the context of society in Virgil's time.

### Unit 4 Greek religion

Study the impact of religion on ancient Greece ranging from the impact on an individual's daily life to its place in political life. Explore the nature of divinity and the immortal's relationships with mortals –especially the surprising character of the gods and goddesses who can sometimes seem less than heavenly! The unit also includes the practicalities of ritual alongside the functions and layout of temples.

## CAREERS/ FURTHER EDUCATION

A Level Classics is very highly valued by universities and employers and is particularly recommended as preparation for degree courses in English Literature, Classics, Ancient History, History of Art, Archaeology, or Philosophy. It is also a good essay based A Level for essential transferable skills in evaluation, organisation, presentation, argument and expression. It includes units that are valuable for the creative and expressive arts.

'Classics is fascinating and vital, and will open you up to ways of thinking and seeing the world that you will never have considered before'. – **Anthony Picton**

'Classics combines History and English in a way that is a lot of fun and you learn lots of different skills, studying everything from Greek art and architecture to epic literature'. – **Adam Blades**

**ECONOMICS AS AND A LEVEL**  
Awarding Body AQA 7135 & 7136

## ENTRY REQUIREMENTS

We expect economics students to have performed very well at GCSE and have an interest in topical issues. A mathematical and analytical mind are well suited to success in this course.

## COURSE CONTENT

Economics is a subject about the fundamental forces which affect peoples' lives such as employment, prices, international trade and poverty. Students will learn about some of the theories economists have constructed to explain these issues. Students will discuss and debate questions such as 'are house prices too high?', and 'how are we affected by China's economy?'. A Level Economics involves skills in logical analysis, research and communication.

### There are 2 units at AS, which are:

- The operation of markets and market failure. Learning about price determination, the economic problem, the market mechanism, market failure and government intervention.
- The national economy in a global context. Learning about how to measure macroeconomic performance, circular flow of income, AD/AS analysis, macroeconomic policy.

### There are a further 2 more units for the full A Level, which include the AS and in addition:

- Individuals, firms, markets and market failure. Learning about production, costs and revenue, the labour market, the distribution of wealth and income, economic methodology.
- The national and international economy. Learning about economic performance, financial markets and monetary policy, fiscal and monetary policy and the international economy.

## LEARNING STRATEGIES

You will learn the topics and be assessed on your understanding of them through tasks, worksheets and group work. There will be school economics trips to help your understanding.

## ASSESSMENT

Throughout the course we will set assessments to check your progress. At the end of the AS year and A Level year you will sit formal exams. At AS you have 2 90-minute exams. At A Level you will have 3 2-hour exams.

## CAREERS/FURTHER EDUCATION

Economics combines well with mathematics, politics, geography and history, but can be taken with most subjects at A Level. Economics A Level is a good preparation for studying economics at university, and also for studying business, finance, law and politics.

## ENGLISH LANGUAGE AS AND A LEVEL

Awarding Body OCR H070/H470

We are surrounded by language from birth, much of which we take for granted. Have you ever considered what the rules are for having a conversation? Would you like to learn how to analyse anything from an advertisement to a literary text? This course encourages students to think more carefully about the language around them in an analytical way. As well as studying the theory, students will be given opportunities to develop their own writing skills.

### ENTRY TO THE COURSE

English Language GCSE Grade 5

### COURSE CONTENT

#### AS Level

There are two examined components, worth 50% each. The first component is an exploration and analysis of language allowing students to evaluate the language features of varying modes of text. The second component focuses on texts and contexts, in particular the exploration of language in the contexts of power and gender, giving the students an opportunity to develop a critical understanding of concepts and issues relating to these contexts. This component in particular allows teachers to lay the foundations for the study of media texts at A Level.

#### A Level

There are two examined components and one non-examined assessment component. The two exams are equally weighted and offer opportunities for candidates to provide extended exploratory responses. The first component offers candidates the opportunity to develop their ability to apply the analytical tools to texts in varying modes, as well as to engage with current debates around language use. The second component explores language use in particular contexts across time and place. The non-examined assessment component allows students to pursue an independent language investigation and go on to show their creative and presentation abilities in the academic poster – developing the skills most valued by HE and employers.

### LEARNING STRATEGIES

The course will utilise a range of teaching and learning styles including: practical work, discussion, role play, research, teacher-led and student-led presentations. There will also be the opportunity for pair and small group work. When possible, outside speakers in fields such as journalism are invited into school to speak about their work.

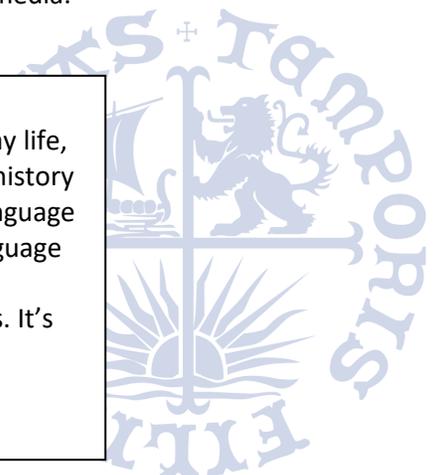
### CAREERS/FURTHER EDUCATION

A Level English Language is a versatile academic qualification which is extremely useful in a wide range of careers and higher education institutions. It is of particular use to students intending to follow an arts course at University or College or to anyone intending to pursue a career in teaching, journalism or the media.

#### A student's perspective

English Language is a fantastic subject; learning about our own speech in day to day life, how children learn to talk and how the English language has changed throughout history is fascinating. It was also fascinating to see theories behind sexist language and language to determine power, and how old ideas and concepts still influence our use of language today. I have enjoyed every lesson of English Language, never being afraid to ask questions on topics that interest me and always getting a discussion from the class. It's really refreshing to study a subject where everyone, including the teachers, are all equally as enthusiastic and passionate.

**Emily Ellerby-Hunt**



# ENGLISH LITERATURE AS AND A LEVEL

Awarding Body OCR H072/H472

English Literature is a popular and successful A Level subject, the principal aim of which is to encourage and develop students' love of Literature while developing their ability to become close, critical readers of texts, able to express their ideas through informed critical response. We cover a wide range of classic and modern texts in the three genres of prose, poetry and drama.

## ENTRY TO THE COURSE

English Literature GCSE grade 5

## COURSE CONTENT

### AS Level

There are two examined components and no non-examined assessment as AS Level. The first examined component focuses on Shakespeare and poetry pre-1900 and the second component explores literature post-1900, both drama and prose.

### A Level

There are two examined components and one non-exam assessment component. The two exams are equally weighted. The first exam component, 'Drama and poetry pre-1900', offers students the opportunity to engage in close reading and pay attention to Shakespeare's use of language. In section 1, students will answer a two-part question: the first part will focus on an extract from their chosen Shakespeare play (enabling us to elicit close textual analysis despite this being a closed text exam) and the second part will be an essay question which

will assess their wider knowledge of the play as a whole.

In the second section of this exam students apply a combination of one drama text and one poetry text to a set of non-text specific but literary questions. The second component, 'Comparative and contextual study'. Consists of a close reading (unseen) exercise and a comparative essay. The paper will be split into different topic areas. For the first part of this exam, student will approach an unseen prose extract from within their chosen topic area. The second part of the exam will offer students a choice of three questions of which they must answer one question on the set texts they have studied in their chosen topic area.

The non-exam assessment component requires students to study three texts from across the genres of poetry, drama and prose. Task one offers a choice between a critical piece or a recreative piece with a 'linked texts' essay focusing on connections between two texts.

## CAREERS/FURTHER EDUCATION

The above qualities enable students to gain a qualification which opens many doors in employment and higher education. It is of particular use to students intending to follow an arts course (including Law) at university, or college, or to anyone intending to pursue a career in teaching, journalism, the media or performing arts.

### A student's Perspective

### A Level English Literature

"English Literature is a great subject for reading and studying texts from a wide range of periods, placing them in their historical context and understanding the effect they had. I love discussing texts from all viewpoints and being able to argue your own opinions whichever angle you agree with. The teachers are passionate and committed."

## GEOGRAPHY AS AND A LEVEL

Awarding Body OCR

Geographers seek to make sense of their surroundings. The subject looks at different environments (e.g., a coastal environment, urban and rural environments,) and then asks questions as to why the environment is like it is, and what are the implications for people and the landscape within that environment.

Some current questions we look at are: Why are there so many large superstores opening up at the edge of towns? Why is so much housing being built within rural Suffolk? Is the greenhouse effect actually happening? Why should we protect our coastline? Can we control the hazard of volcanoes and earthquakes?

### ENTRY TO THE COURSE

Geography grade C if it has been studied at GCSE. However, it is sometimes possible for students who have not studied Geography at GCSE level to choose the subject.

### COURSE CONTENT

#### AS Level

Human Geography – The study of interactions between human beings and their environment.

Landscape Systems

Changing Spaces: Making Places

Study 1 of 5 of the following:

Climate Change

Disease Dilemmas

Exploring Oceans

Future of Food

Hazardous Earth

#### A Level

Physical Geography – The study of physical features of the Earth's surface.

Landscape Systems

Earth's Support Systems

Changing Spaces: Making Places

Global Connections

Study 2 of 5 of the following:

Climate Change

Disease Dilemmas

Exploring Oceans

Future of Food

Hazardous Earth

Investigative Geography – students are required to undertake at least two days of fieldwork in the first year looking at both human and physical topics. In the second year students will plan, develop, conduct and report their own fieldwork investigations on a geographical topic of interest.

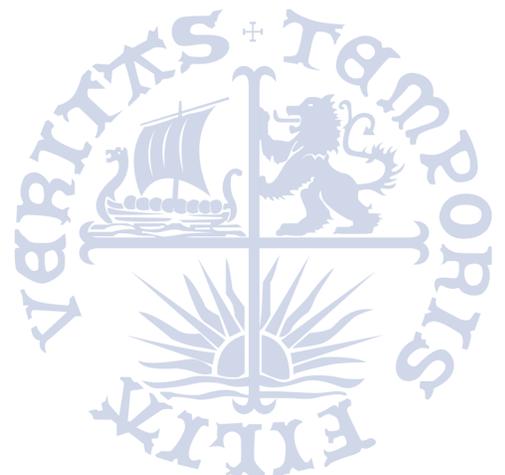
### CAREERS/HIGHER EDUCATION

A good general qualification, geographical skills are valued by a wide variety of employers. Some students continue the subject to degree level or use it as an introduction to town planning, surveying or environmental development.

Many Geography graduates go into commerce and management.

Taking geography at A Level was undoubtedly the best decision I made in my school career. The sheer scope that the course covers is amazing, as well as a wide range and variety of interesting field trips. I genuinely don't think there are teachers more passionate or willing to help. If you're willing to put in the hours and learn your stuff, whilst having a great time in the process then I can guarantee you Geography will be the lesson you look forward to every week. Plus, by the end of the year you'll have the grades to prove it.

**Christian Trash, now studying to become a paramedic**



# GOVERNMENT & POLITICS AS AND A LEVEL

Awarding Body Edexcel (8PLO) and (9PLO)

Government and Politics AS and A Level enables students to develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes. Students will acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and how these may differ from those of other political systems and will develop an informed understanding of the rights and responsibilities of the individual. It will be of interest to any student who wishes to broaden the range of their A Level choices and who has a general interest in current domestic and international affairs. The subject combines well with other social science and arts subjects.

## ENTRY TO THE COURSE

There are no specific entry requirements beyond having achieved a general level of success at GCSE. As an indicator it is useful to look at how pupils have performed in other humanities subjects.

## COURSE CONTENT

AS course consists of Unit 1 and 2. A2 course consists of all units.

### Unit 1: People and Politics

- Democracy and Political Participation
- Party Policies and Ideas
- Election systems and voting behaviour
- Role of the Media

### Unit 2: UK Government

- Constitution
- Parliament
- PM and executive
- Relationship between the branches

### Unit 3: US Politics

- Constitution and federalism
- US Congress
- US Presidency
- US Supreme Court and Civil rights
- Democracy and Participation

### Unit 4: Core Political Ideas

- Conservatism
- Liberalism
- Socialism

### And a Non-core political idea either:

Anarchism, Ecologism, Feminism, multiculturalism, nationalism.

## Assessment

A variety of modes of assessment will be used, including short-answer questions, stimulus response, extended writing and essays.

## Careers/Further Education

The subject combines well with other social science and arts subjects. It is valued by universities for the detailed knowledge and breadth of understanding that it develops. The subject may be studied at university in its' own right or combined with many other subjects.

## **HISTORY AS and A LEVEL**

Awarding Body OCR H105/H505

History is about reconstructing and understanding the past on the basis of evidence. However, History is not just a study of the past. When we study our ancestors we are also investigating human behaviour and learning more about ourselves.

A wide range of sources will be used, including local fieldwork, film, photographs, portraits and documents. TMHS History students have achieved outstanding success for many years with a substantial proportion of high grades each year. Many students have continued to read the subject at university. The course is enjoyable and also of great practical benefit for a wide variety of careers in law, journalism, business or the media. History is highly regarded by employers who recognise that the skills learned are directly transferable to the world of work.

### **ENTRY TO THE COURSE**

Previous study of the subject at GCSE is desirable but not essential. Students entering the course without GCSE History should have a GCSE grade C in English.

### **COURSE CONTENT**

AS course consists of Unit 1 and 2. A2 course consists of all units.

#### **Unit 1 European Period Study:**

French Revolution and Napoleon 1774-1815

#### **Unit 2 British Depth Study:**

England 1485–1558: the Early Tudors including an enquiry topic of the Mid Tudor Crises

#### **Unit 3 Thematic study and historical interpretations**

Russia and its Rulers 1855-1964

#### **Unit 4 Topic based essay of the student's choice**

### **THE BENEFITS OF HISTORICAL STUDY**

History develops a number of different skills of great value in any future career, including the ability to assess and understand attitudes, values and beliefs different from those of today, develop critical faculties through the evaluation of historical evidence, organise data, and present concise and logical argument in a verbal and written form.

**Andrew Carter**

**A Level History**

“ The course is excellent both in terms of teaching and content, it complements any combination of subjects. The methods of research, analysis and evaluation are fascinating and are taught very well”



## **PHYSICAL EDUCATION AS and A LEVEL**

Awarding Body Edexcel 9PEO

This course embraces the study of sport and P.E. in a wide context. In addition to studying exercise physiology the course considers short and long term preparation to improve performance as well as historical and contemporary sporting issues. Sports psychology and the identification and development of elite performers together with the use of science and technology are important areas of study. These areas are studied and assessed through practical performance, research tasks, coursework assignments and written examination.

### **ENTRY TO THE COURSE**

A background in GCSE PE helps, but is not essential. However, it is vital you enjoy being physically active and cope well in a competitive and challenging environment. An interest in anatomy and physiology and how the human body responds to exercise is vital. There is also a strong expectation that students participate in one or more sports at school and club level. Above all it is important for students studying A Level P.E. to have a positive work ethic and seek to improve their understanding of all aspects of the subject.

### **COURSE CONTENT**

Component 1: The Scientific Principles of Physical Education

Component 2: Psychological and Social Principles of Physical Education

Component 3: Practical Performance

Component 4: Performance Analysis and Development Programme

### **CAREERS/FURTHER EDUCATION**

Physical Education A Level offers a unique combination of practical skills and science based theoretical work that can provide a firm foundation for the further study of Physical Education, and for Sports Science and Leisure and Recreation courses in Further and Higher education. The course also offers valuable experience for students considering careers in physiotherapy, the police and the armed forces.

The course was demanding and interesting in equal measure. All the teachers were approachable and provided lots of helpful resources, especially in the run up to exams.

**Carl Mayhew**

I enjoyed the course which was interesting and covered a range of topics. The teachers were fun but expected us to work hard.

**Olivia Forder**

**PSYCHOLOGY AS and A LEVEL**  
**Awarding Body AQA AS – 7182 Full A Level 7182**

Psychology is the science of our mind and behaviour. In A Level Psychology we learn about aspects of brain science, memory, child psychology, mental disorders and social psychology. Psychology is a science and contains an element of mathematics. We carry out small-scale research projects to develop skills in analysing psychological data. There is no coursework in Psychology.

**ENTRY TO THE COURSE**

There are no specific entry qualifications, beyond having achieved a general level of academic success at GCSE, including a grade 4 in English and Maths. It is assumed that very few students will have studied the subject before. It is important that students have an interest in people and an enjoyment of research, including practical research.

**COURSE CONTENT**

**AS Level**

**Paper 1: Introductory topics**

Memory, social influence, attachment and research methods

Assessed via a 90 minute examination

**Paper 2: Psychology in context**

Biopsychology, approaches in Psychology, Psychopathology and Research methods

Assessed via a 90 minute examination

**Full A Level (2 hour exams containing all AS plus)**

**Paper 3: Issues and Options in Psychology Forensics,**

Gender, Schizophrenia, issues & Debates, and research methods

Assessed via a 2 hour examination

**CAREERS/FURTHER EDUCATION**

Health Sector, especially Mental Health, Education, Child Assessment and care, Administration, Management and Human Resources, Marketing and Business management, Social Work and Community work, Occupational Therapy and other therapies, Sports Psychology, Police and Forensic work.

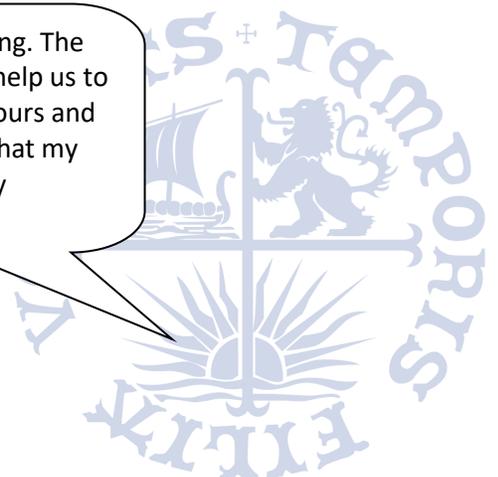
**Here's what the University of Kent says:**

“Our Psychology students gain key transferable skills in communication, numeracy, IT, problem solving, behavioural assessment and team-working. Six months after graduating from Kent, 90% of our Psychology graduates were either working or in further study, 71% of them in professional or managerial jobs”.

Even though it is a new subject, it was easy to pick up, because some parts are based upon things you have done in other subjects.

Lessons are interesting and fun. We do games to help us learn the research methods.

I find it really interesting. The different approaches help us to understand all behaviours and mental health issues that my friends and family may experience.



## RELIGIOUS STUDIES AS AND A LEVEL

(Philosophy, Ethics and Developments in Christian thought)  
Awarding Body OCR H173 and H573

This subject extends the knowledge and understanding of religious and non-religious perspectives built on the knowledge and skills from GCSE. The course requires a genuine interest in the varied beliefs and values held by others and a desire to analyse ultimate questions. The skills and knowledge provide an excellent grounding for university study and the course as a whole provides an opportunity for students to assess and develop their ideologies.

### ENTRY TO THE COURSE

A background in GCSE Religious Studies helps, but it is not essential and a number of students without the GCSE have achieved very highly. The course does not assume a personal commitment to a religion, but a lively interest in questions posed by human existence are essential. All students will study the three modules: Philosophy, Ethics and Developments in Christian Thought.

**Module 1: Philosophy** - This provides the opportunity to study at AS Level a wide variety of complex issues such as the relationship between the body and soul, Greek philosophers, arguments that try to prove the existence of God, religious experience and the problem of evil. These are then dealt with in greater detail at A level with the addition of exploring the nature and attributes of God, religious language and twentieth century philosophical perspectives.

**Module 2: Ethics** - At AS Level the students will study a range of normative ethical theories including natural law, situation ethics, Kantian ethics and

utilitarianism. These are then used to investigate and analyse applied ethical issues such as euthanasia business ethics. At A Level they will look more deeply at Meta ethics - the language used in ethical statements as well as conscience and sexual ethics.

**Module 3: Developments in Christian Thought** – At AS Level students are given the opportunity to investigate theological ideas such as original sin, human relationships with God before and after the Fall, God's revelation through Christ and the authority of the bible. At A Level, students will look more deeply into topics such as religious pluralism, gender and society and liberation theology.

### CAREERS/FURTHER EDUCATION

A Level Religious Studies has equal status with all advanced levels. It is becoming increasingly popular and is highly regarded as a subject by universities. It is useful in a wide variety of fields but is of particular benefit to those wanting to work with people. The subject provides and enhances skills that enable one to think logically and present arguments in a reasoned and coherent manner.

## SOCIOLOGY AS and A LEVEL

Awarding Body - AQA AS 7191

Sociology is the science of society, social institutions, and social relationships; specifically, the study of the development and collective behaviour of organised groups. In A Level Sociology we learn about Education, Families, Crime and Beliefs in society. We have a lot of discussion based activities as well as applying our knowledge to current world news. We carry out small-scale research projects to develop skills in Research methods. There is no coursework in Sociology.

### AS Level

**Education** - policies, class structure, subcultures

**Methods** - applying sociological theory to education and families

**Research methods** - how sociologists conduct research, links to social policy, data analysis

**Family's & Households** - social structure, changing patterns in households, nature of childhood

Examined through two 1½ hour exams in the summer term

### Full A Level

**All of the AS content plus -**

**Crime and Deviance** - globalisation of crime, prevention, social distribution of crime

**Theories and methods** - Practical considerations in research, positivism, nature of sociology as a science

**Beliefs in Society** - ideology, religious organisations, cults, sects, new age movements

Examined through three 2 hour exams in the summer term

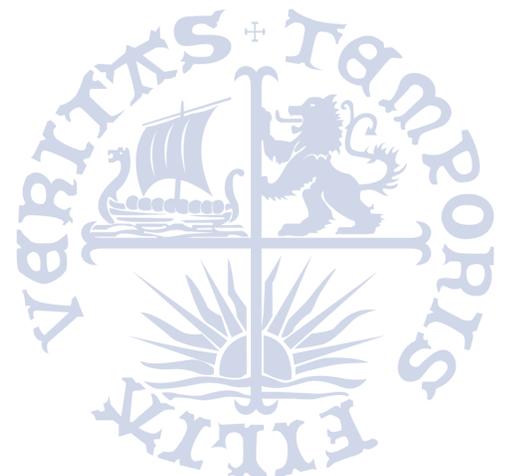
### What can I expect from Sociology at Thomas mills?

Sociology is a brand new course at Thomas Mills. It has been brought in to complement the other Social Sciences at this centre. It will be taught by qualified specialists of Social Science. All students will get up to date research, key resources and experienced taught lessons to ensure the best outcome for every student on this course.

### What kinds of jobs do Sociology students get after University?

Social Work and Community work, Health Sector, Education, Administration, Management and Human Resources , Marketing and Business management, Police and Forensic work, Advice worker, Community development worker, Family support worker, International aid/development worker, Social researcher.

Here's what a Cambridge University graduate says about studying Sociology – Sociology offers a breadth of subject matter that any other field in the sciences or humanities will struggle to match. Once you graduate, you'll be able to be your own supervisor because, after critique and critique, you'll have learnt how to think.



# CREATIVE SUBJECTS

## ART and DESIGN A LEVEL

Awarding Body Edexcel 8AD01/9AD01

The Art course stimulates interest in, and awareness of, the natural and manufactured environment, helping to develop skills of observation, analysis and criticism. It encourages independent thought and the ability to explore, experiment and innovate, providing students with experience of a wide range of media through which to express their observations and ideas. As well as being an enriching experience in itself, it provides a pathway to numerous further and higher education courses, leading to careers in various aspects of design.

### ENTRY TO THE COURSE

A GCSE grade 5 in Art is normally required.

### A Level Component 1 (60%)

1. Personal Study – Students select artists styles and approaches which reflect their own strengths and weaknesses. The investigation is an in-depth study that demonstrates your ability to work from initial starting points to a final outcome. You will confirm your understanding of the creative decisions, clarifying the focus of your study and demonstrate critical understanding of contextual and other sources.

2. Practical work- This unit extends the opportunity for supported creative development. This coursework frequently forms the basis for foundation/ an degree course applications.

### A Level Component 2

#### Externally Set Assignment ESA (40%)

A theme is given out 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 a 15 hour exam.

All units will be assessed by the Centre and externally moderated by the visiting moderator.

### CAREERS/FURTHER EDUCATION

Vocational and degree courses are offered at a large number of centres in subjects which include fine art; graphic design; theatre design; textiles; fashion and industrial design. Foundation courses lead to degree/non-degree courses.

#### **Ann Mary Mathew**

'A Level Art has allowed us to experiment with a range of unconventional mediums and explore our interests and ideas. The course is well structured and flexible which accommodates everyone's style of art.'

## PHOTOGRAPHY AS and A LEVEL

Awarding Body Edexcel 8PY01/9PY01

The Photography course stimulates interest in, and awareness of, the natural and manufactured environment, helping to develop skills of observation, analysis and criticism. It encourages independent thought and the ability to explore, experiment and innovate, providing students with experience of a range of lens based media through which to express their observations and ideas. As well as being an enriching experience in itself, it provides a pathway to numerous further and higher education courses, leading to careers in various aspects of art and design.

### ENTRY TO THE COURSE

A GCSE grade 4 in Art is required, or a portfolio of photographs taken by the student.

### COURSE CONTENT

The Photography AS/A Level comprises 4 modules

#### AS LEVEL

##### 50% Component 1 Course work

Students will learn how to use a camera on a manual function, a range of lighting, how to edit photographs using Photoshop and Light Room. They will experiment with traditional darkroom image making. They will study and work in different genres, and be introduced to a broad range of photographers across time and place.

##### 50% Component 2 Externally Set Assignment

This unit allows students to demonstrate evidence of their development of in:

- generating a range of ideas
- appropriate research into sources and contexts
- primary recording and analysis of sources and contexts
- sensitive selection and exploration of media and processes

It will involve a preparation period followed by a 10-hour examination.

#### A2 LEVEL

##### Component 1 Coursework

This unit incorporates two linked elements:

##### 60% a Practical work

This provides opportunities for students to pursue their own creative, visual ideas in an area of their choice. Students will learn how to resolve issues and ideas that emerge as an inevitable part of the process of creating photographic work. Students will develop their practical, creative ideas in the light of their chosen focus for the personal study.

##### 40% b Personal study

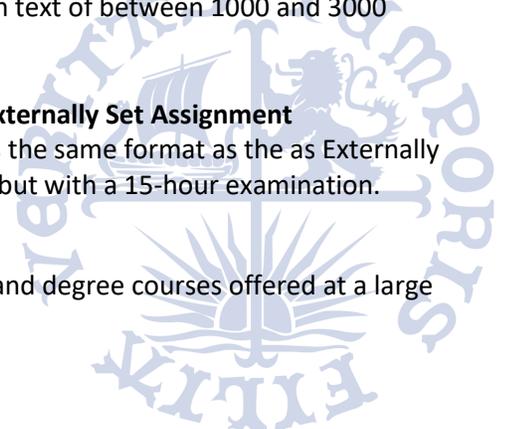
Work for this element requires students to produce an illustrated dissertation on a selected aspect of others' photographic work. Students are required to research, evaluate, analyse and establish coherent and sustainable links between their own practical work for this unit, with that of historical and contemporary references. Students will become aware of some of the methods employed by critics and art historians in achieving an understanding of photographic practices and analysing the imagery and meaning of the work produced. The study will include a written text of between 1000 and 3000 words.

##### Component 2 Externally Set Assignment

This unit follows the same format as the as Externally Set Assignment but with a 15-hour examination.

### CAREERS/FURTHER EDUCATION

Photography A Level will link well with Art A Level and vocational foundation and degree courses offered at a large number of centres. Equally it will be considered as a subject in its own right.



## **MUSIC A LEVEL**

Awarding body Edexcel 9MUO

This is a broadly balanced course which seeks to incorporate all elements of music: performance, composition, history and analysis and aural work. You need to play an instrument or sing to at least grade 5 standard and grade 5 theory is essential.

### **A Level Music**

#### **Module 4 Performing**

You will need to perform as a soloist or as part of an ensemble for 8 minutes with half the marks available for the difficulty of the pieces.

#### **Module 5 Composing**

You will need to compose one free or free choice brief piece lasting a minimum of 4 minutes and one brief assessing harmonic stylistic techniques lasting 1 minute.

#### **Module 6 Appraising**

There are 6 areas of study with 3 set works in each covering a variety of musical periods and styles. This is assessed by examination.

### **CAREERS/FURTHER EDUCATION**

A Level music is essential for further study of Music at University, College or Conservatoire. It is also a subject that will, either combine well with a science or arts-based university course, or be accepted as a subject for entry to any career.

#### **Jack Heydon A Level Music**

A Level Music allowed me to experiment with three aspects of music, whilst impressively not restricting the artistic and imaginative element of the subject. It made me realise the fascinating capabilities of analysing classical music as well as making it possible for me to express my creativity within composition and performance; all of which was aided hugely by inspiring and personal teaching.

## DRAMA AND THEATRE STUDIES A LEVEL

Awarding Body EDEXCEL

Studying Drama develops practical, creative and communication skills. You will extend your ability to create drama and theatre. You will be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in performances, as well as studying drama texts. You will also have the opportunity to see live theatre.

It is important you are interested in gaining a greater understanding of how theatre and plays work, that you enjoy working as part of a team and are keen to be involved with performances.

### A LEVEL COURSE

#### **Component One: Devising**

*Non-examination assessment*

*40% of the qualification 80 marks*

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.

#### **Component Two: Text in Performance**

*Non-examination assessment*

*20% of the qualification 60 marks*

Students create a group performance from a text, rehearsing and refining their performance/design realisations for an assessed performance. In addition to this, Students perform a monologue or duologue performance/design realisation from one key extract from a different performance text.

#### **Component Three: Theatre Makers in Practice**

Written examination: 2 hours 30 minutes

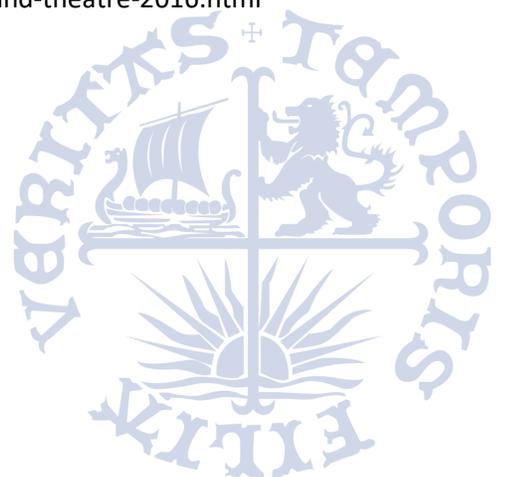
40% of the qualification 80 marks

Students are audience members for a live performance.

Students practically explore a chosen set text from List A, focusing on performance and design aspects. Students practically explore a second text (this one from List B) in the light of a practitioner. For this text, students create a director's concept for re-imagined production of the play.

#### **For further course information:**

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html>



## **ENHANCEMENT COURSES**

In addition to your main courses, you have the opportunity to study and experience a wide range of other enhancement courses. You will want to select courses which are interesting and which combine with your other options to give you 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 are 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 you to lead physical education groups by developing the necessary skills: community involvement, initiative and leadership qualities, understanding of personal fitness and organisational methods.

### **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.

### **EXTENDED PROJECT AQA**

The opportunity exists for some students to compete 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.**

## THE COMMUNITY PROGRAMME

You have the opportunity to become involved in a wide range of community activities. These can help you to develop your interests, widen your experience and give you 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 Society**

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

### **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 are involved in a number of charity events and fund-raising activities within the community, e.g. collecting for the Red Cross, the Harvest Parcel distribution, parties for the blind and partially sighted.

### **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 Formers 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 Formers 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 Formers have an obligation to attend school every day the only exception to this is 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 real problems.

## APPLICATION PROCEDURES

Students at present attending Thomas Mills High School:

FILL IN THE ONLINE APPLICATION FORM.

This can be found on our website – <http://www.thomasmills.suffolk.sch.uk/sixth-form/open-evenings-applications>

Alternatively, please email [sixthform@thomasmills.suffolk.sch.uk](mailto:sixthform@thomasmills.suffolk.sch.uk) and we will email the link to the application form.

Students at present attending any other school should use the same method for applying.

FOR ALL STUDENTS THIS WILL LEAD AUTOMATICALLY TO

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

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

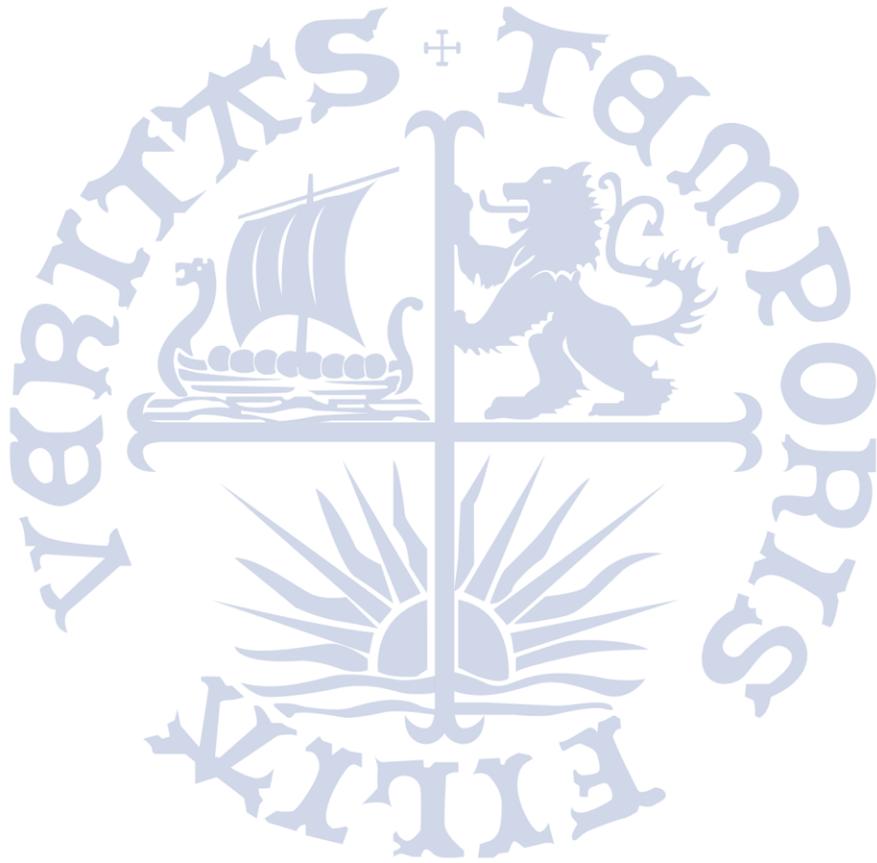
We hope that many questions which you may have will be answered by the information in this prospectus. Further information will be available at our Sixth Form Open Evenings.

**Thursday 14 November for Thomas Mills High School students**  
**Thursday 21 November for students new to the school**

We look forward to seeing you then.



NOTES







THOMAS MILLS HIGH SCHOOL SIXTH FORM

Headteacher: Philip Hurst BA, MA, MBA, NPQH

Head of Sixth Form: Andrew Cann BA

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