



**THE SIXTH FORM**  
at Southmoor Academy



**PROSPECTUS 2015/16**

*Sunderland's Only Non-Faith Sixth Form*

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# Message from the Director of Sixth Form

The Sixth Form at Southmoor is unique to Sunderland - we are the only non-faith, school-based sixth form

The Sixth Form at Southmoor is into its second year, and we are going from strength to strength. With 154 students on roll, UCAS applications submitted, and AS results in the bag, it's not just a pipe dream any more. We set out to provide something different, to build an environment that supports students in aspiring to the very best universities and careers, while also providing the care and individual attention that we all need to truly flourish. And I can see every time I turn up for work that we've done it.

I've worked in some of the most successful schools in the country, in London and in Oxfordshire, and I've never experienced the collegiate atmosphere and collective spirit of the Sixth Form at Southmoor. Our students are not always perfect - who is? - but when they slip up, they have shown me time and again they have the character to get back up and try again. And the results are there for all to see. Not just the exam results - although stats like 22% of students gaining more than 3 A-B, 27% A grades in Psychology, or 100% A-C in AS maths don't hurt - but the personal transformations, the lessons learned, the skills developed.

Because that's what we believe Sixth Form education is all about. Academic excellence and high aspirations come as a matter of course, but underlying everything we do is the effort to turn out good people, committed citizens, future leaders. And with applications from outside Southmoor doubling after our first year, we can see that people agree with us.

After all, who you are tomorrow begins with what you do today. And today, we'd like you to join us.



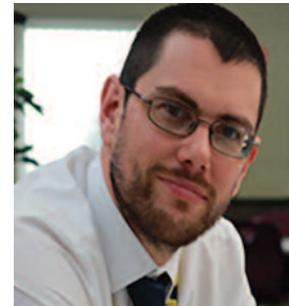
**Sammy Wright**  
Director of Sixth Form





# Support & Guidance

The Sixth Form is led by a Director and three Assistant Directors. Two Post-16 coordinators provide additional support to student well-being and academic progress.



**Mr S. Wright** DIRECTOR

After achieving three grade As at A levels, Mr Wright went on to gain a degree in English literature from the University of Oxford (2:1). He joined us from Fortismere, a large, oversubscribed and outstanding school in London where he was Head of College for the Sixth Form.



**Ms L. Kinnair** ASSISTANT DIRECTOR

Laura Kinnair graduated from Kings College London with a 2:1 in Classics and came into teaching on the Fast Track Program. After holding various roles in school, she has been heavily involved in developing teaching and learning across the whole school and is now bringing that expertise into the 6th form.



**Miss E. Stoddart** SENIOR POST-16 COORDINATOR

Emma has an Honours degree in History (2:1) from the University of Newcastle and joined from the Department for Business Innovation and Skills where she advised schools on UCAS and student finance. Emma leads the mentoring programme for the Sixth Form and works with each student to ensure they progress at the expected level and address any pastoral or educational concerns. Emma also coordinates university trips and open days and ensures that every student attends as many of these opportunities as possible.



**Miss K. Sewell** POST-16 COORDINATOR

Kathryn has an Honours degree in English literature (2:1) from York St. John University. She has a background in banking and is a former Southmoor student. Kathryn administers bursaries for students in need of financial support to ensure that there are no barriers to learning for anyone within the Sixth Form environment. Kathryn also mentors students throughout the Sixth Form and assists with university opportunities.



**Mrs J. Teasdale** ASSISTANT DIRECTOR

Mrs Teasdale has four grade As at A level, and a First Class degree in Biology from the University of Cambridge. With her experience of truly top-flight university education, Mrs Teasdale is perfectly placed to manage students' progression through the UCAS process and support each student individually throughout this demanding development in their educational advancement.



**Mrs E. Saints** ASSISTANT DIRECTOR

With a joint honours degree in English and History (2:1) from the University of Sunderland and over a decade of service to Southmoor, Mrs Saints is one of our most dedicated and long-standing members of staff.

Mrs Saints manages Pastoral Care within the Sixth Form and maintains the tutorial systems for all form groups ensuring that every student has access to the support and guidance on offer.



# Where Next?

## Life beyond the Sixth Form.

While you get on with the hard work and excitement of being a Sixth Former, our job is to make sure you progress to the course or job you want the day you leave us.

We offer the best possible guidance and support, based on your own personal needs.

- Programs including Newcastle Partners Scheme, Durham Supported progression Scheme and Realising Opportunities allow students to attend prestigious summer schools - and gain increased offers for Russell Group Universities
- Use of Durham and Newcastle University libraries
- Specialist advice and support for those applying for Oxbridge, Medicine, law and other competitive courses
- Visiting speakers from Russell Group Universities and day trips to universities across the country
- Opportunities to study beyond the curriculum, through the Extended Project and Global Perspectives, and TEDx Southmoor Academy event



# Nurture & Enrichment

In a highly competitive market, the best career option and the top university place does not always go to the candidate with the highest grades. Employers and universities want much more. They want people who have shown a willingness to embrace a challenge, to go beyond their own experience, to demonstrate achievement and leadership outside of the normal school environment.

## School Service – give something back

Every sixth form student contributes to the wider school – whether by in-lesson support, mentoring younger students, running clubs or participating in the key decisions made by the Sixth Form Management Committee.

## Academic Enrichment - Build your UCAS points and expand your thinking

Academic enrichment is not just about grades and UCAS points. It's about independent thought and the real world skills of lateral thinking, research and the dedication to become not just an exceptional student, but simply exceptional.

## The Extended Project - You choose

Follow your own interests and demonstrate the skills and attitudes attractive to universities and employers. You have a completely free choice in what you do. You might design and build something, research a local issue, create a radio broadcast, write and direct a play... it's up to you! Assessment of the Extended Project is also flexible - write a 5000 word report or present your finished creation.

## Work Experience

We believe experience of the wider world is integral to Sixth Form success. All students complete a six week block during term-time where they spend Wednesdays out on Work Experience.



## TEDx Southmoor Academy at The Sixth Form

Be involved in our annual TEDx conference. Live speakers spark deep discussion and give our students the opportunity to make connections on issues that matter. Check out last year's talks – including by Sixth Form students – by going to [tedxtalks.ted.com](http://tedxtalks.ted.com) and searching Southmoor Academy.

## Global Perspectives - For the most sought after career opportunities

A highly prestigious course for the most able students who wish to compete for sought after university and career opportunities. The course carries significant weight with many top universities.

*\*To choose this option you will need five grade As at GCSE.*

## Extra-Curricular Enrichment

Alongside clubs, societies and discussion groups, we offer more formal extra-curricular enrichment

- Sports teams
- Duke of Edinburgh Gold
- Expedition to Nepal



# Life at the Sixth Form

It's not all work, we do fun too.

Learning happens best in an environment where people feel safe, supported and surrounded by friends. Sixth Form is not just about the lessons; it's about feeling welcomed, with plenty of opportunities to let off steam after the intensity of A level work.

- Transition Day Sports competition
- Year 12 Derwent Hill weekend of adventure and team-building (and night-time walks and ghost stories)
- Cinema, theatre and art gallery visits
- Skiing in Andorra
- Summer activity day
- Ice skating and social parties throughout the year
- Christmas party
- Law trips to Paris and London

For more information about upcoming events check our website and social media pages:

 [twitter.com/Southmoor6th](https://twitter.com/Southmoor6th)

 [facebook.com/SixthFormatSouthmoor](https://facebook.com/SixthFormatSouthmoor)

[www.thesixthformatsouthmoor.co.uk](http://www.thesixthformatsouthmoor.co.uk)





## Financial Support



### Opportunity for all to learn.

Moving into Further Education can be a difficult time for anyone, and we want to ensure that everyone has exactly the same opportunities. There should be no barriers to learning, particularly financial barriers, and we help to eliminate these as far as possible. We offer a range of tailored financial support up to £1200 depending upon personal circumstances.

If you are concerned at all about any financial barriers to learning, then please do not hesitate to speak to us and we can discuss eligibility and the level of support that may help you.

Call Kathryn Sewell on 0191 553 7600 or email [Kathryn.sewell@southmoorschool.co.uk](mailto:Kathryn.sewell@southmoorschool.co.uk)



My experience so far has been great. I have found the work challenging but I know I have support to help me. The trips have been a brilliant experience to bond with people in the Sixth Form and have a good time.

**Lucy Walton, Southmoor**

# Curriculum Choice

Who you are tomorrow begins with what you do today.

Our curriculum has been designed to give students the best possible future opportunities. This means offering those qualifications which open most doors with employers and universities, in the vast majority of cases this means A levels.

We ask that students pick four courses to study in year 12, of which they will drop one by the time they get to year 13. An important consideration for students starting in 2015 is that some A levels will have changed to the new linear format. This means there is no AS level grade from the end of year 12, and that all exams are sat in the final year. While this is a real challenge, and makes the study of A levels more demanding in terms of personal organisation, it fits perfectly with our approach. In all courses, linear or not, we aim to build the capability of students as independent learners through supported study in the first year.

Our teaching is geared around supporting students through the difficult early transition from GCSE, but as the course progresses, we look to ensure that students understand the core concepts and skills behind a subject, not just the best approaches to an exam. Above all, we believe that Sixth Form education is about enabling students to achieve whatever they aspire to in adult life.

## Applied Business



### Course Overview

Applied Business is a broad-based qualification that provides the opportunity for students to explore the world of business in a highly practical way. By adopting an investigative approach, students develop a range of skills while discovering the problems and opportunities faced by businesses. Since the emphasis is on realistic business contexts, students develop an understanding of how various business functions such as marketing, finance, human and physical resources work together, as part of a cohesive business.

The course will provide you with a broad-based preparation for careers in management, accountancy, banking, marketing, retail or running your own business.

It is a good base for all Business Management related degrees, and it is also a base for full time employment in many lines of business, and can complement many other vocations.

### AS

**Unit 1:** 33% of AS marks through coursework. Includes aims and objectives of businesses, the needs of their customers, marketing a product, competitors, why individuals and teams are vital to the success of a business.

**Unit 2:** 33% of AS marks through coursework. Includes people in business, roles, responsibilities, training and development, motivation, recruitment, interviewing.

**Unit 3:** 33% of AS marks through an external exam. Includes financial planning and monitoring, sources of finance, calculating costs and revenue, calculating profits.

### Entry Requirements

Students are required to have the standard Sixth Form entry requirements (5 A\*- C Grades including English and Maths). You do not need to have studied Business Studies at GCSE.

### A2

**Unit 4:** 33% Business Planning is a compulsory coursework-based unit.

We then choose two of the following optional modules:

**Units 5 & 6:** Marketing Strategy, Promotional Activities, The Marketing Environment, Managing People, Managing Information, Managing Change and Financial Accounts for Managers.

**Each module is worth 33% of the total A2 marks.**

Teachers are supportive and there's a really nice atmosphere.

Elizabeth Gair, Southmoor

# Applied ICT



## Course Overview

A qualification in Information Technology opens up an incredible world of opportunities for work, not only within the technology industry but also in supporting roles within other industries. Applied ICT students will develop technical skills and knowledge and develop other talents such as the ability to communicate clearly at all levels, plan and manage a project, make decisions and problem-solve.

Applied ICT opens doors to diverse career paths: roles within the games design industry, web and animation development, network management, digital forensics or mobile app development.

## AS

**Unit G040: Using ICT to communicate:** In this coursework unit you will understand different methods for communicating information and the technologies used to support them. You will also use your presentation knowledge and skills to create a portfolio of different communications.

**Unit G041: How organisations use ICT:** In this externally examined unit you will study how organisations collect, disseminate and use information, how they manage the flow of information between sections or departments and the way they use ICT to access and exchange information.

**Unit G042: ICT solutions for individuals and society:** In this coursework unit you will investigate the accessibility of digital information on the World Wide Web and the impact this has on society and the way individuals live their lives.

## A2

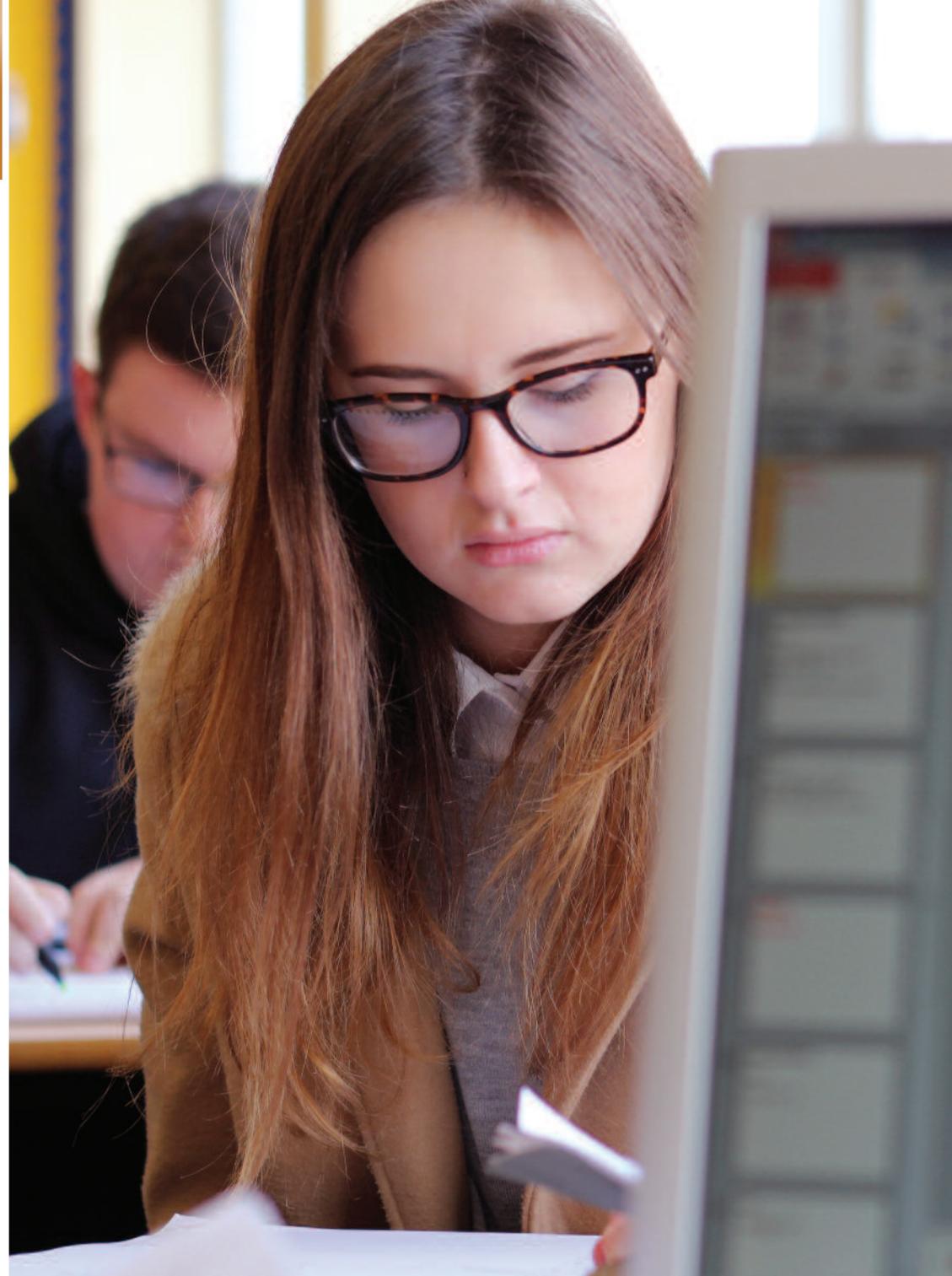
**Unit G050: Interactive Multimedia Products:** In this coursework unit you will research multimedia products and provide a critical analysis in order to prepare you for designing and creating your own interactive multimedia product.

**Unit G052: Artwork and Imaging:** This coursework unit will allow you to use your art skills alongside your ICT skills. You will use a variety of graphics software to develop a portfolio of artwork samples for a client.

**Unit G053: Developing and creating websites:** You will evaluate the design of commercial websites to aid the design of your own website. You will use specialist web authoring software and gain an understanding of HTML in the implementation of your website.

## Entry requirements

Students are required to have the standard Sixth Form entry requirements (5 A\*- C Grades including English and Maths). You do not need to have studied ICT at GCSE.





## Course Overview

A level Fine Art provides students with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms.

This four-unit specification, two at AS level and two at A2, requires students to develop their ability to show a range of skills. These include:

- Developing your own ideas leading to individual responses and outcomes
- Working with a range of media, including traditional and new media
- An awareness of different roles, functions, audiences and consumers of art and design
- Researching the work of artists / analyse and evaluate
- Ability to draw and use art media
- Creative experimentation and development

The Art and photography department is a lively and friendly teaching and learning environment where individual ideas, experimentation and risk-taking will be encouraged. As A level students you will be introduced to a variety of experiences exploring a range of fine art media, techniques and processes. This will include both traditional and new technologies. As a subject it stimulates and develops the imagination and critical thinking as well as strengthening problem-solving and critical-thinking skills which adds to overall academic achievement and school success.



## AS Level

### Component 1: Portfolio of work

- 60% of AS
- No time limit
- Marked by the centre and moderated by AQA

### Component 2: AS Externally Set Assignment

- 40% of AS
- Preparatory period leading to 10 hours supervised time
- Marked by the centre and moderated by AQA

## A2 Level

### Component 1: A2 Personal Investigation

- 60% of A level
- No time limit
- Personal investigation supported by written element of 1000-3000 words
- Marked by the centre and moderated by AQA

### Component 2: Externally Set Assignment

- 40% of A level
- Preparatory period leading to 15 hours supervised time
- Marked by the centre and moderated by AQA

## Entry Requirements

Pupils should have studied GCSE Art or photography at KS4 and to have achieved at least a 'B' grade in either subject.

Students who can demonstrate an intense interest in the subject/show talent and not studied at GCSE may be considered for interview.

Definitely the right option as colleges just don't offer the same support and you will easily lag behind whereas Sixth Form I think will help me achieve the grades I hope for.

Jade Forster, Thornhill

# Biology



## Course Overview

Biology is the science of life. Biologists study the structure, function, growth, origin, evolution and distribution of living organisms. The study of Biology allows us to understand the living things in the world around us, and how they interact.

This course also considers how modern research and development contribute to our understanding of living processes and ultimately help to improve our lives.

## AS and A level Year 1

- Two examinations (of 1 and a half hours), both on topics 1-4
- No coursework
- All topics fit with A level, so students can start with one and continue to the other

### Content

Topic 1: Biological molecules

Topic 2: Cells

Topic 3: Organisms exchange substances with their environment

Topic 4: Genetic information, variation and relationships between organisms, practical work will be integrated throughout topics 1-4 but not assessed.

## A level

- Three examinations ranging across topics 1 to 8 and practical skills
- No coursework

### Content is as AS (Topics 1-4) plus:

Topic 5: Energy transfers in and between organisms

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

Topic 7: Genetics, populations, evolution and ecosystems

Topic 8: The control of gene expression

Practical work will be integrated throughout topics 1-8 and assessed by an examination which does not contribute towards your grade.

## Entry requirements

- A\*/A recommended in all science subjects taken at GCSE, including Maths
- Minimum B grades in core and additional science, Maths and English
- Minimum B grades in Biology in all science subjects

You must have maturity, self-discipline, good study skills and the motivation to succeed.



# Chemistry



## Course Overview

A level chemistry has changed from modular to linear assessment. The AS is now a standalone qualification, which does not contribute to the overall A level grade. 20% of the A level marks require the use of higher GCSE maths skills. All of the assessment for the A level will come from 3 external examinations at the end of year 13.

## AS & A level Year 1

### Physical Chemistry

Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelliers.

### Inorganic Chemistry

Including periodicity, group 2 the alkaline earth metals, group 7, the halogens.

### Organic Chemistry

Including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols and organic analysis.

## A level Year 2

### Physical Chemistry

Including thermodynamics, rate equations, equilibrium constant ( $K_c$ ) for homogenous systems, electrode potentials and electrochemical cells.

### Inorganic Chemistry

Including properties of period 3 elements and their oxides, transition metals and reactions of ions in aqueous solution.

### Organic Chemistry

Including optical isomerism, aldehydes and ketones, carboxylic acids and their derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography.

## Entry requirements

- A\*/A recommended in all science subjects taken at GCSE, including Maths
- Minimum B grades in core and additional science, Maths and English
- Minimum B grades in Chemistry in all science subjects

You must have maturity, self-discipline, good study skills and the motivation to succeed.

I thoroughly enjoy the time that I am here.

Katie Brooks, Southmoor

# Computer Science



## Course Overview

Pupils develop the capacity to think creatively, innovatively, analytically, logically and critically. It includes more computer science than traditional ICT.

A level Computer Science is excellent preparation for students looking to take computing studies at degree level, or for anyone considering any kind of career in computing. Complimentary subjects are the more logical and technical subjects such as Maths and Science.

## A level

### Unit 1: Computer Systems – Examined Unit

It will cover the characteristics of contemporary systems architecture and other areas including the following:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

### Unit 2: Algorithms and Programming – Examined Unit

This unit consists of two sections, sections A and B that cover the following:

- Elements of computational thinking
- What is meant by computational thinking
- Problem solving and programming
- How computers are used to solve problems and programs can be written to solve them
- Algorithms
- The use of algorithms to describe problems and standard algorithms

### Unit 3: Programming Project

Candidates and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Through coursework, students gain an understanding of definition, investigation and analysis, system design, software development and testing, documentation, evaluation and how to produce written reports covering these topics.

## Entry requirements

Minimum grade B in GCSE Maths and grade C in IT, or, at least a grade C in Computing.



## Course Overview

Core Maths is a brand new qualification aimed at students who want to keep up their valuable maths skills but are not planning to take AS or A level Mathematics. At the end of the course, you will come out with a Level 3 Qualification in either Quantitative Problem Solving or Quantitative Reasoning, which is assessed by final examination, and is similar to an AS level.

Core Maths has been designed to maintain and develop real-life maths skills. The material studied is not purely theoretical or abstract but can be applied on a day-to-day basis in work, study or life. It will also help with other A level subjects, in particular Science, Geography, Business Studies, Psychology and Economics.

Core Maths would be the perfect qualification for students with a grade B at GCSE, who will struggle with the pace of A level maths, but will relish the opportunity to continue to develop their mathematical skills and knowledge and learn more of their applications to everyday life.

Some of the topics covered will include modelling, statistics, finance, working with exponentials, gradients, geometry and measures, risk, statistical problem solving and the use of technology.

### Quantitative Problem Solving

- Introduction to Quantitative Reasoning – 72 marks – 2 hour written paper (worth 50% of overall grade)
- Statistical Problem Solving – 60 marks – 2 hour written paper (worth 50% of overall grade)

### Quantitative Reasoning

- Introduction to Quantitative Reasoning – 72 marks – 2 hour written paper (worth 50% of overall grade)
- Critical Maths – 60 marks – 2 hour written paper (worth 50% of overall grade).

## Entry requirements

Students must have followed Higher Tier at GCSE. Minimum grade C required, grade B would be recommended.



## Course Overview

Drama and Theatre offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention. To do this, student will create, perform and respond to drama and theatre. The course consists of:

### A level

#### Component 1: Drama and Theatre

What's assessed?

- Knowledge and understanding of drama and theatre
- Study of two set plays
- Analysis and evaluation of the work of a live performance

How it's assessed

- Written exam: 3 hours (80 marks)
- 40% of A level

#### Component 2: Creating Original Drama (practical)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director). Devised piece must be influenced by the work and methodologies of one prescribed practitioner

How it's assessed

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of A level

#### Component 3: Making theatre (practical)

What's assessed?

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play. Methodology of a prescribed practitioner must be applied to Extract 3 Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts

How it's assessed

- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total
- 30% of A level

## Entry requirements

Minimum is a Grade B at GCSE.



## Course Overview

We use language - written, spoken and electronic all of the time, but do we stop to consider HOW language is used and question it? Effective study of language requires curiosity, a keen eye and ear, a questioning approach and awareness of key concepts. The AS and A2 units will provide you with the opportunity to explore contemporary language, branching out from your own language use to wider social implications.

You will develop your skills as a writer for different audiences and purposes - a rewarding and valuable skill, and build up your skills to research, plan, select and shape materials. You will learn to read as writers and to write as readers, developing an enquiring and open mind. Language will never be the same again!

Language investigation plus original writing and a commentary.

## Entry requirements

Minimum is a Grade B at GCSE. For more information discuss with Miss Kinnair.



## AS

### Paper 1: Language and the Individual

- 50% of AS
- Written exam: 1 hour 30 minutes
- Textual Variations and Representations
- Two linked texts; 3 questions

**Section A:** Discursive essay on language diversity

**Section B:** A directed writing task on attitudes to language

### Paper 2: Language Varieties

- 50% of AS
- Written exam: 1 hour 30 minutes

## A2

### Paper 1: Language, the Individual and Society

- 40% of A level
- Written exam: 2 hours 30 minutes

**Section A:** Textual Varieties and Representations - two linked texts

**Section B:** Children's Language Development - A discursive essay on language development with a choice of two questions

### Paper 2: Language Diversity and Change

- 40% of A level
- Written exam: 2 hours 30 minutes

**Section A:** Diversity and Change - An evaluative essay on either diversity or change

**Section B:** Language Discourses - One analytical question and one writing question, both linked to diversity and change

### Coursework - Language in Action

- 20% of A level

Enough great support to have made the transition as easy as possible.

Josephine Scott, Southmoor



## Course Overview

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The study of literature provides a fascinating insight into questions that don't necessarily have fixed answers. It is a study of interpretations, of shaded and ambiguous meanings. Most of all, it is a chance to read and understand a variety of wonderful works of literature from a wide range of periods.

English literature is a highly regarded, traditional A level which is accepted for most degree courses. It is valued by institutions such as banks, industries and retailers, and is especially suited to careers in journalism, law, teaching, public relations, and advertising.

## AS

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- Two examined units
- No coursework
- All units will fit with A2, so students can start with one and continue to the other

The first examined component focuses on Shakespeare and poetry pre-1900 and the second component explores literature post-1900, both drama and prose. This enables candidates to explore individual works of literature, relationships between texts and significant cultural and contextual influences. The simple structure is easy to navigate and reflects that of the A level English literature qualification.

## A2

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- Two examined units
- One coursework unit

The first exam 'Drama and poetry pre-1900' is in two parts. In the first section, the topic is Shakespeare's use of language. In the second section candidates answer on a combination of one drama text and one poetry text.

The second exam 'Comparative and Contextual Study' will consist of a close reading (unseen exercise) and a comparative essay. Students will have free choice of texts (from a list of core set texts and suggested set texts) from within their chosen topic area.

The coursework component requires candidates to study three texts from across the genres of poetry, drama and prose.

## Entry requirements

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Minimum is a Grade B at GCSE. For more information discuss with Miss Kinnair.





# Film Studies



## Course Overview

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Film Studies is designed to deepen students' understanding, appreciation and enjoyment of film, the major art form of the twentieth century, and one developing new modes of expression and exhibition in the first decades of the twenty-first century.

Students will study film deriving from a variety of production contexts and experienced in a variety of viewing situations. They will also engage with a wide range of different kinds of films, developing skills of observation, critical analysis and personal reflection, as well as developing their creativity and practical skills, either in audio-visual or written form.

## AS

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### Unit 1: FM1

- 20% (40%) Internal Assessment
- One analysis of how the micro aspects of a chosen extract from a film of candidate's choice produce meanings and responses (1500 words) (30)
- One creative project based on a film sequence or short film (50: sequence or short film [40]/reflective analysis [10])

### Unit 2: FM2 30% (60%)

- External Assessment 2½ hours written paper - British and American Film
- **Section A:** Response to stimulus material set by Awarding Body based on producers and audiences of film (40), **Section B:** Topics in British Film (40), **Section C:** US Film - Comparative study of two films (40)

## A2

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### Unit 3: FM3 25% Internal Assessment

- Film Research and Creative Projects
- A small-scale research project (40), creative project (60 - 45 product/15 reflective analysis)

### Unit 4: FM4 25% External Assessment:

- 2 hour written paper
- Varieties of Film Experience: Issues and Debates
- **Section A:** World Cinema topics (35), **Section B:** Spectatorship topics (35), **Section C:** Single Film - Critical Study (30)

## Entry requirements

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Entry requirements: Grade C in GCSE English or English language. A genuine interest in and enthusiasm for all aspects of the media would be a distinct advantage.



## Course Overview

Choosing A level French offers you the opportunity to develop your command of a language, bringing you in close contact with the culture and heritage of the French speaking world. Pupils have the opportunity to develop a lasting appreciation of language, and language learning, with an ability to understand it in a wide range of contexts. It will allow pupils to communicate confidently for a variety of purposes, plus give an insight into cultures, both contemporary and historic, and valuable skills for foreign travel, further education and employment.

## French AS

- **Unit 1: Listening, Reading and Writing examination worth 70%**
- **Unit 2: Speaking examination worth 30%**

Four areas are covered: media, popular culture, healthy living/lifestyle and family/relationships.

## French A2

A listening, reading and writing examination worth 35%, and a speaking exam worth 15%.

Areas of study at A2 level are: the environment, the multicultural society, contemporary social issues and two cultural topics, such as a French director, author or dramatist.

## Entry requirements

Students should have achieved a grade B or above in GCSE French.



## Course Overview

Students who have a particular flair for Mathematics and enjoy solving problems will find Further Mathematics to be an enjoyable and rewarding AS or A level subject. The course is specifically designed for the most able mathematicians, allowing them to advance their knowledge of algebra, calculus and other areas of pure mathematics as well as studying further applications of mechanics, statistics and decision mathematics.

## AS

### Further Pure 1

- Complex numbers
- Numerical methods
- Coordinate systems
- Matrix algebra

### Statistics 2

- Binomial and Poisson distribution
- Continuous random variables
- Hypothesis testing

### Mechanics 1

- Kinematics
- Dynamics and statics of a particle
- Moments
- Vectors

## A2

### Further Pure 2 or 3

Further development of more complex areas of pure mathematics (topics studied depends on module choice).

Another 2 modules of Statistics, Mechanics or Decision mathematics need to be studied in addition to those already studied as part of A level Mathematics and AS level Further Mathematics.

Choice of modules is flexible depending on the strengths of the students in the class.

## Entry requirements

Grade A\* required in GCSE Mathematics.

The Sixth Form makes you feel welcome, even when you're from a school other than Southmoor.

Ashlyn Liddle, Sandhill View



## Course Overview

The course is designed to address key challenges and issues in the world today, such as climate change, globalization, urban regeneration and management of the world's resources. It also aims to provide a knowledge and understanding of physical processes and human behavior. Throughout the course you will develop an understanding of the major problems facing humans and the environment, as well as developing key skills such as extended writing, problem solving and critical thinking.

## AS

### Unit 1: Physical and Human Geography

Students cover a core topic from each discipline and one other choice as decided by the specialist teacher. There is one exam based on the content of Unit 1 in May/June of Year 12.

#### Core Topics:

- Physical Geography: Rivers, Floods and Management
- Human Geography: Population Change

### Unit 2: Geographical Skills

Students will develop a variety of basic, investigative, cartographic, graphical, applied ICT and statistical skills. These skills are to be taught as an integral part of Unit 1, Physical and Human Geography, and not as a separate unit.

## A2

### Unit 3: Contemporary Geographical Issues

Students will study three topics including one physical and one human option. These include Plate tectonics, Weather and Climate, Ecosystems, World Cities, Development and Conflicts and Change.

There is one exam based on the content of Unit 3 in May/June of Year 13

### Unit 4: Geographical Fieldwork Investigation or Geographical Issue Evaluation

This will be decided at the end of AS level. Both Units focus on developing the skills from Unit 2 further. The Geographical Issue Evaluation allows students to work with pre-released material before completing an issue based exam.

## Entry requirements

A minimum of C grade at GCSE Geography for students who did not study Geography, Grade B English and a meeting with the course leader to discuss suitability.



## Course Overview

Choosing A level German offers you the opportunity to develop your command of a language, bringing you in close contact with the culture and heritage of the German speaking world. Pupils have the opportunity to develop a lasting appreciation of language, and language learning, with an ability to understand it in a wide range of contexts. It will allow pupils to communicate confidently for a variety of purposes, plus give an insight into cultures, both contemporary and historic, and valuable skills for foreign travel, further education and employment.

## German AS

- Unit 1: Listening, Reading and Writing
- Unit 2: Speaking

#### Course content:

- Media - TV, advertising, communication technology
- Popular culture - cinema, music, fashion and trends
- Healthy living/lifestyle - sport/exercise, health and well-being, holidays
- Family/Relationships - relationships within the family, friendships, marriage/partnerships

## German A2

- Unit 1: Listening, Reading and Writing
- Unit 2: Speaking

#### Course content:

- Environment - pollution, energy, protecting the planet
- The multicultural society - immigration, integration, racism
- Contemporary social issues - wealth and poverty, law and order, impact of scientific and technological progress
- Cultural topics (2): a region/community, a period of 20th century history, an author, a dramatist, a director, architect, musician or painter

## Entry requirements

Students should have achieved a grade B or above in GCSE German.

# Health & Social Care

AS AN APPLIED A LEVEL



## Course Overview

Health and Social Care is an applied vocational qualification that encompasses academic study with practical work experience in a Health and Social Care setting. Students can develop and sustain an interest in health, early years (care and education), social care and issues affecting the care sector. Study of the A level enables the student to acquire knowledge and understanding of health, early years (care and education) and issues affecting the care sector. They will develop skills that enable them to make an effective contribution to the care sector, including skills of research, evaluation and problem-solving in a work-related context.

Students will be expected to find their own work placement over the summer holidays and bring the details with them in September. They will also be expected to attend their placement every week during term time October - May for a minimum of 2 hours. This will help them complete their coursework and provide valuable experience in a working Health and Social Care setting.

## AS

- **Unit 1: Human Growth and Development (1 hour 30 mins exam)**
- **Unit 2: Communication and Values (coursework)**
- **Unit 3: Positive Care Environment (coursework)**
- 50% of the total Advanced A level marks

## A2

- **Unit 7: Meeting individual needs (1 hour 30 mins exam)**
- **Unit 8: Promoting health and well-being (coursework)**
- **Unit 9: Investigating disease (coursework)**
- 50 % of the total Advanced A level marks

## Entry requirements

The A level is 75% coursework, therefore you must have at least a C grade in GCSE English. You must also have good essay writing and time management skills.





# History



## Course Overview

History A level encourages you to understand and think intelligently about aspects of modern history. Topics are covered at much greater detail than at GCSE level, however, what most students find most rewarding is the attempt to understand, evaluate and analyse the past. Questions at AS/A level are designed to make you think critically about the material and to formulate your own assessments. You will learn to make judgements about the policies of individual leaders and nations, or to analyse the causes of a particular event and evaluate the importance of different factors and write well-organised and clearly explained essays giving your answer.

History is a highly valued and respected subject. Progression to a History or History related degree (for example politics, Archaeology or American Studies) can lead to broad career opportunities, for example, law, television, research, politics journalism, publishing, business and management.

The content for each unit is divided into two parts. The first part i.e. what should be covered in the first year of a two year course is also the AS level content. In light of the forthcoming changes to GCSE History in 2016, the topics studied are likely to be as follows:

## AS

### Unit 1: Breadth Study

- Stuart Britain and the Crisis of Monarchy, 1603-1649

### Unit 2: Depth Study

- Democracy and Nazi Germany, 1918-1933

## A2

A2 units cover all contents from AS plus:

### Unit 1: Breadth Study

- Stuart Britain and the Crisis of Monarchy, 1649-1703

### Unit 2: Depth Study

- Democracy and Nazi Germany, 1933-1945

### Unit 3: Non-examined coursework

- This unit focuses on the Civil Rights Movement in the USA, 1860-1970

## Entry requirements

The specific requirements needed to enrol on the course is B or above at GCSE English and GCSE History. If you have not studied History at GCSE please see Mr Ireland.



## Course Overview

Law has an impact on everyone on a daily basis and is an essential part of society. Studying law at A level will give you an excellent grounding in the legal system, how rules are made and how they change over time. It will also inform you as to your rights and responsibilities as an individual and to enforce these. It develops your analytical and problem-solving skills and your ability to construct and communicate arguments effectively, all essential for higher education, as well as providing a great foundation for a legal or business career.

Apart from the obvious careers of solicitor or barrister, law students are well liked by industry, commerce and local government and can be found working in retail management, publishing, journalism, the police force, social services and teaching.

## AS

### Unit 1: Law Making and the Legal System

50% of AS, 25% of A level - Externally-assessed examination

- The way law is made by parliament and other bodies
- Roles of the different people within the legal system
- How judges interpret Acts of parliament
- Judges, judicial precedent and delegated legislation

### Unit 2: The Concept of Liability

50% of AS, 25% of A level - Externally-assessed examination

- Introduction to Criminal liability, offences and sentencing
- An introduction to negligence and the compensation a claimant may receive

## A2

### Unit 3: Criminal Law (Offences against the person)

25% of A level - Externally-assessed examination

- The offences of murder, manslaughter and defences which could be raised.
- An evaluation of the law and possible reform.

### Unit 4: Criminal Law (Offences against property) & Concepts of Law

25% of A level - Externally-assessed examination

- Offences and defences.
- An examination of morality, justice and fault in our legal system

## Entry requirements

Students are required to have the standard Sixth Form entry requirements (5 A\*- C Grades) plus English language at grade B or above. You do not need to have studied law at GCSE.



## Course Overview

Students who achieved highly and enjoyed Mathematics at GCSE will relish the new challenges this subject can offer at A level. The course allows students to broaden their mathematical skills and understanding in different areas of the subject and see how this applies to the real world. A level Mathematics is focused on solving problems, and will require a lot of perseverance but can offer great rewards for those who are prepared to work hard!

## AS

### Core 1

- Algebra and functions
- Coordinate geometry in 2-D
- Sequences and series
- Basic differentiation and integration

### Statistics 1

- Representing data
- Probability and random variables
- Correlation and regression
- The normal distribution

### Core 2

- Exponentials and logarithms
- Binomial expansion
- Radians and trigonometry
- More differentiation and integration

## A2

### Core 3

- Algebraic functions
- Graph transformations
- Trigonometric identities

### Decision 1

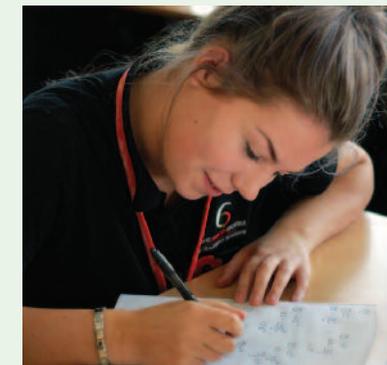
- Algorithms and networks
- Critical path analysis
- Linear programming

### Core 4

- Partial fractions
- Parametric equations
- Further differentiation and integration vectors

## Entry requirements

Grade A in GCSE Mathematics recommended. With a minimum of Grade B.





## Course Overview

The media are at the heart of the modern world; studying and understanding them is both fascinating and important. This course will allow you to develop a critical and analytical approach to different types of media texts as well as the media institutions which create and circulate them.

You will explore all aspects of today's media world, including newspapers, magazines, TV, film, radio, advertising and the internet. You will also consider the changes and debates surrounding the rise and development of digital media.

## AS

**Module 1:** You will learn the key concepts that you will apply in various ways throughout the course, with a particular focus on representation, audience and media language.

**Module 2:** In this unit you will be given the opportunity to demonstrate the knowledge, understanding and skills used in media production processes through the production of your own practical pieces.

## A2

**Module 3:** Media Investigation and production. This is the coursework module. In negotiation with your teacher, you will choose your own media text (or texts) to investigate. From your research, you will produce the following:

- a research investigation of 1400 to 1800 words
- practical production that is linked to your area of research
- brief evaluation of 500 to 700 words

**Module 4:** In this examined module you will study the relationship between media texts, their audiences and the industries which produce and distribute them. In this wide-ranging module you will examine a broad range of texts from the following industries:

- |              |             |                  |
|--------------|-------------|------------------|
| • Television | • Music     | • Advertising    |
| • Radio      | • Newspaper | • Computer Games |
| • Film       | • Magazine  |                  |

## Entry requirements

Grade C in GCSE English or English language. A genuine interest in, and enthusiasm for, all aspects of the media would be a distinct advantage.



## Course Overview

A level Music will provide students with the knowledge and experience required for all forms of further and higher education. It will give them understanding and encourage appreciation of all music genres in all contexts. Our revised GCSE Music specification enables students to choose a path best suited to their needs, this could be within the music industry, academic study or for interest. It will give them a life-long enjoyment and understanding of music as a listener or performer, at any level.

## AS

### Unit 1: MUSC1

- Influences on Music
- 30% of AS, 15% of A level
- 1 hour 45 minutes written examination

### Unit 2: MUSC2

- Composing: Creating Musical Ideas
- 30% of AS, 15% of A level
- Externally Assessed Coursework

### Unit 3: MUSC3

- Performing: Interpreting Musical Ideas
- 40% of AS, 20% of A level
- 10 - 16 minutes
- Internally Assessed

## A2

### Unit 4: MUSC4

- Music in Context
- 20% of A level
- 2 hours 15 minutes written examination

### Unit 5: MUSC5

- Composing: Developing Musical Ideas
- 15% of A level
- Externally Assessed Coursework

### Unit 6: MUSC6

- Performing: A Musical Performance
- 15% of A level
- 10 - 15 minutes
- Externally Assessed

## Entry requirements

Students should have achieved a grade B or above in GCSE Music.



# Photography



## Course Overview

A level photography provides students with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms. As a subject it stimulates and develops the imagination and critical thinking as well as strengthening problem-solving skills.

This is a four component specification, two at AS level and two at A2.

Students need to:

- Research the work of photographers as a source of inspiration and ideas / annotate and analyse
- Developing your own ideas leading to individual responses and outcomes
- Gain an ability to understand the formal elements of composition / the craft of taking a photograph
- Be willing to experiment and try out ideas to develop their own work
- Be very willing to work independently of school throughout the course.

Pupils must have a DSLR camera of their own for the start of the A level course.

## AS

### Component 1: Portfolio of work

- 60% of AS
- No time limit
- Marked by the centre and moderated by AQA

### Component 2:

#### AS Externally Set Assignment

- 40% of AS
- Preparatory period leading to 10 hours supervised time
- Marked by the centre and moderated by AQA

## Entry requirements

Pupils should have studied GCSE photography at KS4. They would need to have achieved at least a 'B' grade. Students who can demonstrate a keen interest in the subject /show talent, and may have missed out on doing GCSE could be considered for the course with an interview.

## A2

### Component 1:

#### A2 Personal Investigation

- 60% of A level
- No time limit
- Personal investigation supported by written element of 1000-3000 words
- Marked by the centre and moderated by AQA

### Component 2:

#### Externally Set Assignment

- 40% of A level
- Preparatory period leading to 15 hours supervised time
- Marked by the centre and moderated by AQA



# Physical Education



## Course Overview

This course builds on the student's experience from Key Stage 4 to enhance knowledge and understanding of the factors that affect performance and participation in physical education. It offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer and leader.

The course will address current contemporary topics such as sport and society and technology in sport but also key topics such as skill acquisition, applied anatomy and physiology, biomechanical movement, exercise physiology and sports psychology.

The course content is designed to follow on from GCSE physical Education, enabling a smooth transition from one to the other, although it is not a requirement to have studied physical Education at GCSE level.

Activity list which students will be assessed in one of the following sports:

Team Sports / Activities			Individual Sports / Activities		
Association football	Badminton	Basketball	Amateur Boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic Football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock Climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table Tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table Tennis	Tennis	Trampolining

## AS

**Written Assessment:** (70% of the overall mark). One, 2 hour examination paper.

**Practical Coursework:** Assessment in one practical activity as a performer or coach (15% of the overall grade).

Analysis and Evaluation of performance (15% of the overall grade)

## Entry requirements

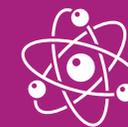
GCSE grade B or above is desirable. The ability to perform at high level in at least one sport/ activity (listed above) is **essential**.

## A2

**Written Assessment:** (70% of the overall mark). Two 2 hour examination papers: Paper 1 and Paper 2.

**Practical Coursework:** (30% of the overall grade). Assessment in one practical activity/sport as a performer or coach (15% of the overall grade)  
Written analysis of performance (15% of the overall grade)

# Physics



## Course Overview

Physics is a traditional A level subject. The skills acquired are in great demand in a wide variety of jobs. It is a solid choice for students considering a career in Medicine, Veterinary Science, Dentistry, Computing, Chemistry, Biology, Mathematics, Engineering, Electronics sectors and Environmental Science.

Physics allows students to appreciate how fundamental Science works. Humans strive to understand the physical world around us, amongst many others, how things move, what electricity is, what happens inside atoms and how we communicate by sound, students can study optional topics that particularly interest them.

A level physics builds on the concepts and skills developed at GCSE level and is particularly suitable for students who have the skills and knowledge associated with a GCSE Additional Science course or equivalent and provides a seamless transition from GCSE to university courses in physics and physics-related disciplines.

## AS

- Two written exams - 1 hour 30 minutes each
- Mixture of short and long answer questions

## A2

- Three written exams - 2 hours each
- Mixture of short and long answer questions and multiple choice.

## Entry requirements

- A\*/A recommended in all science subjects taken at GCSE, including Maths
- Minimum B grades in core and additional science, Maths and English
- Minimum B grades in Physics in all science subjects

You must have maturity, self-discipline, good study skills and the motivation to succeed.





## Government and Politics A level Course Overview

Government and Politics allows students to explore key political structures and ideologies, bringing them to an understanding of the ways power works and is manipulated in the modern world. It can be used as a route on to studying at degree level, and works well when paired with History, English language or literature, or Geography. Students should be engaged in current affairs, with an interest in following the news.

The AS level requires students to complete two units which consist of two written exams. This can be a standalone qualification or be progressed to A2. The A level requires the students to complete two units which consist of two written exams.

### AS

#### Unit 1: People, Politics and Participation

50% of AS, 25% of A level

1 hour 30 minutes written examination

Two structured source-based topics from a choice of four.

#### Unit 2: Governing Modern Britain

50% of AS, 25% of A level

1 hour 30 minutes written examination

### Entry requirements

Minimum B in English language,  
B in History if taken at GCSE.

### A2

#### Unit 3: The Politics of the USA or Ideologies

25% of A level

1 hour 30 minutes written examination

#### Unit 4: The Government of the USA or Ideologies in Action

25% of A level

1 hour 30 minutes written examination



## Course Overview

A level psychology develops an awareness of the variety and complexity of the human mind, human behaviour and human relationships. It will promote understanding of self, other people, moral behaviour and thought as well as cultural differences/similarities. psychology is seen as a science, and studying psychology will give you a real understanding of 'how science works' and will enable you to investigate the causes of human behaviour using various scientific methods and psychological approaches. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

Studying psychology can lead to a wide range of career prospects.

At AS, the specification offers a broad range of topics, with research methods in context.

At A2, there is a range of topic-based options which bring together explanations from different approaches and engage students in issues and debates in contemporary psychology.

### AS

**Paper 1:** Social Influence, Memory and Attachment

**Paper 2:** Approaches in psychology, psychopathology and Research Methods

Each unit is worth 25% of AS level

### A2

**Paper 1:** Social Influence, Memory, Attachment and Psychopathology

**Paper 2:** Approaches in Psychopathology, Biopsychology and Research Methods

**Paper 3:** Issues and Debates, Relationships, Stress and Addiction

Each unit is worth 33.3% of A2 level

### Entry requirements

Candidates need at least grade B at GCSE level in English and Maths.

Psychology GCSE is not essential, but if taken, should be at grade B.

The Sixth Form is a relaxed,  
fun and friendly place.

Faith Osayi-Cochrain, Ireland



**THE SIXTH FORM**  
at Southmoor Academy

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