



**THE SIXTH FORM**

AT SOUTHMOOR ACADEMY

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# Welcome

## Why choose this sixth form?

The Sixth Form at Southmoor is committed to providing the highest quality of education and giving young people the personal support, rigour, focus, aspiration and freedom to develop as responsible young adults.

The Sixth Form is very popular across Sunderland and we attract a significant number of students from the MAT and from other schools.

All students are welcomed warmly and we pride ourselves on our induction programmes for new Sixth Form students and the continuing support they receive.

- ▶ *We are committed to our students. They are at the heart of everything we do at the Sixth Form.*
- ▶ *We have more face-to-face teaching time with our students. More contact time, means more success.*
- ▶ *We have many supportive mechanisms in place to tailor academic/pastoral programmes to ensure every student fulfils their individual potential.*

We welcome you!

“

*Students in Years 12 and 13 are making good progress on their chosen courses because teaching is consistently good and members of staff are on hand to support them every step of the way.*

”

**Ofsted report:  
Teaching, Learning  
& Support**



# Academic Record & Progression

Despite some of the alarming national figures following A level results day our students have performed as well as ever with some fantastic destinations and individual achievements.

## 2024 Results

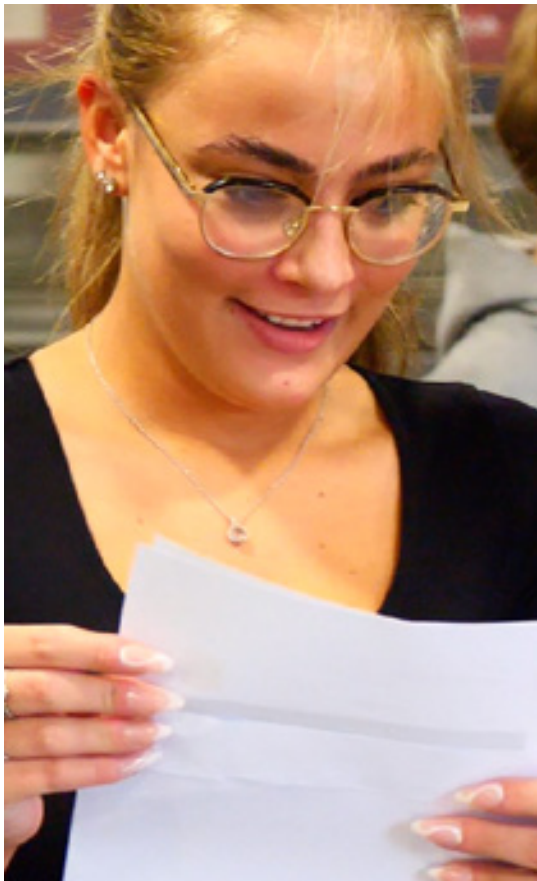
- ▶ *100% pass rate at A level and vocational subjects*
- ▶ *Above regional averages for all headline measures*
- ▶ *76% of our students achieved AAB*
- ▶ *87% our students achieved A\*-C*
- ▶ *73% of our disadvantaged students achieved A\*-C*
- ▶ *85% of our EAL Students achieved A\*-C*

## 2024 Outcomes & Destinations

Our Year 13 students have secured a range of fantastic university places. Charlie Harrison is now studying Mathematics at Emmanuel College, **Cambridge** having achieved A\*A\*A\*A in his A-levels. Several students headed to **Durham University** including Joseph Darby and Luke Rutter to study Accounting and Finance, Rosie Greenwood to study English Literature, Samantha Hope to study Primary Education and Jay Lewis to study Anthropology and Sociology. Eva Grewal headed to **UCL** to study History and Ben Scott went to **Glasgow University** to do Archaeology.

Some students are beginning competitive health care related courses including Holly Murtha who will be studying Pharmacy at Sunderland and Lucy Parker and Madison Jardine who will be studying Paramedic Science, also at **Sunderland University**. A large number of students have secured places at **Newcastle University** for a wide range of courses including Law, Physics, Biochemistry, Sociology, Biomedical Genetics and Chemistry with Medicinal Chemistry.

Three students headed to **York** to study Law (Guy Harris), Physical Geography and Environment (Anneka Liddle) and History (Erin Miller).



## Individual Success Stories



## Destination Data 2024

- ▶ **100% of our students** who applied received university offers
- ▶ **88% of our students** went on to **University**
- ▶ **1 Student** went to study **Mathematics** at **Emmanuel College, Cambridge**
- ▶ **44% of our students** went on to **Russell Group universities**

# Financial Support

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 depending upon personal circumstances.

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

Call us on 0191 594 9991  
or email: [southmoor6th@southmoormat.co.uk](mailto:southmoor6th@southmoormat.co.uk)

## Free School Meals

*Sixth Form students may also be eligible for Free School Meals. Here that would simply mean that your account was automatically and confidentially topped up.*

*To find out more about Free School Meals follow the link below.*

<http://www.direct.gov.uk/en/Parents>

## Transport

*We offer a free bus from Thorney Close directly to the Sixth Form each morning and we are looking to expand our transport provision. If you have any questions regarding this please contact us on:*

**0191 594 9991**

or email: [southmoor6th@southmoormat.co.uk](mailto:southmoor6th@southmoormat.co.uk)



# Life in the Sixth Form

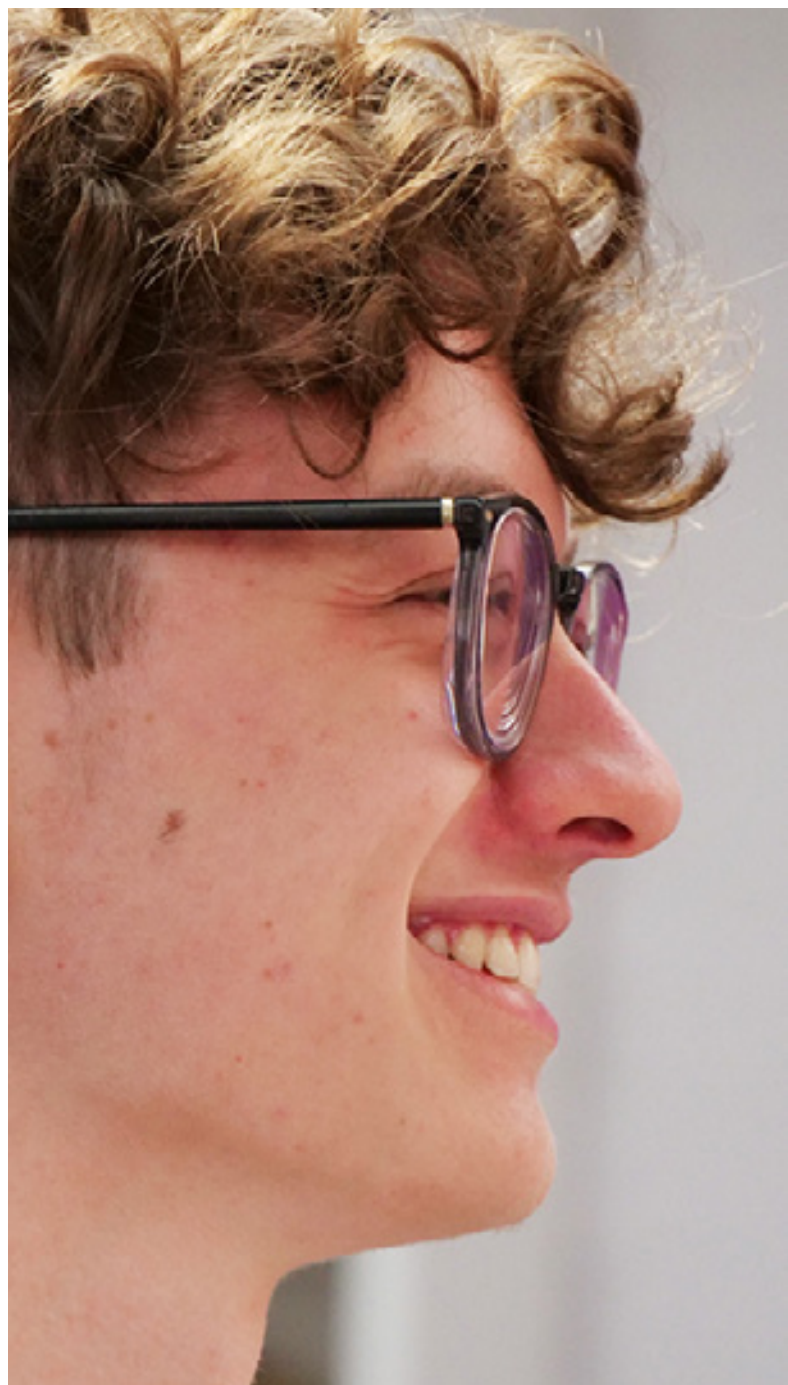
Every student is given a personalised timetable on their first day in Sixth Form. We know that some students may want to change subjects within the first few weeks of Year 12. We will always provide support and encouragement to students - but we will also be honest and realistic and provide students with a programme, which supports them in fulfilling their individual potential.

**Ofsted report:  
Leadership of  
the Sixth Form**

“

*Good leadership and management of the 16 to 19 study programmes ensure that students are placed on suitable courses and that they have every opportunity to succeed.*

”





## How is it organised?

With more face-to-face teaching time with our students - we will ensure your learning is bespoke. We will make sure your learning is underpinned by our six core learning principles.

### Each and every week:

- ▶ You will connect and consolidate prior learning.
- ▶ Your work will be assessed
- ▶ You will complete your individual 'next steps'.
- ▶ You will be given differentiated work in class to consolidate any learning gaps.
- ▶ You will be set personalised homework and independent tasks to complete outside the classroom.
- ▶ Your teacher will help you keep organised by checking and monitoring your learning.

## Monitoring your progress

In order to ensure that students are able to achieve their full potential, the pastoral team and subject teachers will monitor the progress of each Sixth Former, particularly during the first term when Year 12 students are settling in. If we have concerns over effort, deadlines, independent study or other issues then a meeting will be arranged with the student. Teachers and students then agree on an action plan, which may involve extra work to reinforce weak areas, changing a subject, dropping a subject or even repeating the year.

“

*Effective tracking of students' attendance and progress on their courses soon identifies any who fall behind or need extra assistance. Leaders do all they can to ensure that students meet their targets and apply for higher education courses.*

”

**Ofsted report:  
Tracking**



## Support & Guidance

We are here to prepare you to move on to the most suitable pathway for you from the day that you leave us.

Our specialist careers team will support you in making decisions and choices for your future. We have a dedicated Careers Hub with a range of careers information, university prospectuses and online resources. Whatever your future plans may be, we have a fully qualified Careers Advisor who is available to discuss your individual career plans. You are guaranteed an individual Careers Guidance interview before you leave the Sixth Form to discuss your progression choices. In addition, we host a number of events throughout your time in Sixth Form to support you to make informed choices about your progression routes:

- ▶ Our Annual Careers Fair, featuring over 45 representatives from Higher Education, Apprenticeship and Training Providers, and local and national employers
- ▶ Specialist seminars and presentations from local and national employers representing different sectors
- ▶ Workshops from ASK (Apprenticeships Support and Knowledge) and local apprenticeship providers
- ▶ In-school and out-of-school Higher education events
- ▶ Trips to universities across the country
- ▶ Visiting speakers from Russell Group universities
- ▶ Opportunities to explore life after Sixth Form through our Personal Development programme
- ▶ A range of talks from inspirational speakers from the world of business, politics, sport and more
- ▶ A range of talks to find out more about Student Finance, gap years, study abroad and more



“

*Good careers advice enables students to make the right decisions about the higher education courses they should apply for.*

”

**Ofsted report  
Careers Advice**

Our tailored programmes include support in the following areas:

## University Entry

Strong links with universities result in a wide range of visits up and down the country to enable students to make choices about courses they believe will be beneficial to them.

Achieving a degree from a good university is one of the best ways to secure a successful future career. The key factors in doing this are:

- ▶ Choosing the right A levels
- ▶ Being ambitious and hard-working
- ▶ Developing independent learning
- ▶ Achieving your full potential
- ▶ Being well informed and supported in applying to university.

**We also offer:**

## OxNet Programme

OxNet is a national access and outreach initiative. Its first North East Hub is based at Southmoor Academy, supported jointly by Oxford and other top universities as part of their commitment to widening participation amongst groups under-represented in higher education. Our Raising Aspirations Coordinator will work with high-achieving students with potential for applying to an OxNet programme as part of the Year 12 Honours Programme. This consists of weekly seminars focused around university-style writing and presenting, critical thinking and constructing and de-constructing complex arguments.

This year-long extra-curricular course for Year 12 pupils will give participants a chance to engage with academics conducting world-leading research, culminating in a week-long residential Summer School at the University of Oxford.

## Raising Aspirations Programme

The Sixth Form provides students with opportunities all year round, from subject-specific workshops to general widening participation schemes. Sessions include, but are not limited to: Anthony Nolan volunteering, a cybercrime workshop from Teesside University, working with an author as part of the Orwell Youth Prize, an Italian Taster Session from Durham University, bridging the gap with Positively MAD, debating BIG questions with Oxplore, a hands-on experience of sound design with the Northern School of Art, and designing race cars with 'F1 Into Schools'.

In terms of Widening Participation, students access university schemes around the country to support their applications in Year 13, including: Durham Supported Progression, Next Step York, NU Entry, Realising Opportunities, The Social Mobility Foundation, Sunderland First Choice, Sutton Trust UK and Teesside Passport. These often include reduced offers, a chance to attend summer schools, and the potential for sector-specific work experience.

## Medical Programme

At Southmoor, we understand that successfully applying for a degree in Medicine or Dentistry is a long-term process, and so we run a weekly 'Med Group' to support students and provide them with the knowledge and experiences to be successful. This is a tailor-made curriculum, which is unique to The Sixth Form at Southmoor - nowhere else do students receive this level of input from a dedicated Aspirations Co-ordinator. 'Med Group' helps students to explore the field, from attending a 'Mini Medical School' lecture series, receiving mentoring through the Sutton Trust, or completing work experience in a healthcare environment. We have regular visits from university speakers and academics, who teach students about current affairs, and how to negotiate ethical scenarios. We provide students with admissions support for both the UCAT and BMAT exams, as well as inviting colleagues from the medical profession

to run mock interviews, and give students a flavour of panel and MMI-style interviews. Our students leave Southmoor equipped with the skills and knowledge ready to face a demanding yet gratifying degree, and are always keen to support younger students on their journey towards healthcare. All the preparation and hard work is worth it, as our alumni have earned places at excellent universities across the country, including Oxford, Cambridge, Newcastle, Birmingham, Liverpool and Sunderland.

## Enrichment

In Sixth Form, you will be encouraged to take advantage of a wide range of additional opportunities that enhance your studies and experience. These will both enrich you as a person and help develop key transferable skills and qualities that are so vital in supporting post-18 applications into higher education, apprenticeship or employment.

Sixth Form students play a leading role in many extra-curricular activities such as debating, drama and sport. The Sixth Form Committee consists of the Head Student team, leading students from clubs, societies, and representatives of each tutor group. It is the main discussion and organising body for student activities. Students with interests in subject/career areas and other committees such as Equality and Amnesty International will join our wide range of dedicated sub-committees.



Ofsted report: Additional Support/Pastoral Support

“

*Leaders do all they can to ensure that students have adequate advice on topics such as personal safety, student finance, sexual relationships and potential threats to their welfare from the internet.*

”



# Transition to Further Education

## Choosing Your Courses

This is a big decision and one, which deserves time and attention. We recommend you choose subjects which you find interesting - as you move from ten subjects to three or four and spend six, lessons and four to five hours homework each week on a course it really helps to want to do it.

Secondly, play to your strengths! Universities will offer places based on grades, so look at your progress and results so far, use teachers' advice and look at what the courses involve.

Finally, be aware of the entry requirements of the courses or careers you may be interested in (websites are good for this) and let us know on your application form so we can include it in your interview.

## Websites for Choosing

UCAS provides a summary on A level choices too:



To look directly at university entry requirements go to:



## Preparing for Your Courses

You will be given guidance on this throughout the year; you should research carefully your choices and review them as you find out more from mock results etc. The best long-term foundation will be built by paying attention to media items linked to your courses and starting to develop your background reading. It is also important to be aware that GCSE results will go on your applications for University/ apprenticeships and for employment and so you should be working hard from now on.

# UCAS



# The Further Education System

## Contrasts with Key Stage 4

A levels are the building blocks between GCSE and university study. You will learn to be more independent and develop your self-directed study skills. We expect you to prepare for lessons, be fully involved in class and to consolidate your learning afterwards. A level work is more demanding, more extended and in most cases develops your decision-making skills, as you have to plan and develop pieces in more depth.

Because you are expected to undertake a weekly average of four hours independent work for each of your subjects in addition to your timetabled lessons, you learn to manage your time. Full time students will therefore not be able to fit in more than 12 hours of paid part-time employment a week. You will take an AS exam at the end of year 12.

“  
*High quality courses on offer:  
School leaders' vision of high-quality  
courses, post 16, to enable pupils from  
the locality, especially the disadvantaged,  
to have a secure route to university and  
careers, is firmly being realised.*  
”

**Ofsted report:  
Teaching &  
Learning**

# Admission & Entry Requirements

At the heart of everything we do at the Sixth Form is personalised learning - we can design individual programmes of study based on different pathway options. We work hard to find you the best courses so you can achieve your full potential and secure the very best destination post 18.

Apply online  
by scanning here!



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Admission Requirements

## The Admissions Process

Applications start after our Open Evening  
in early November.

Applications received by Friday 13th December 2024  
will be processed in January 2025.

Candidates will be invited to an interview in January/February  
to discuss course choices and future plans.

Applications made after Friday 13th December will be  
processed in March 2025.

All students will be expected to take an external exam at the end of Year 12. The pastoral team and subject teachers will monitor the progress of each Sixth Former. Students are given a learning agreement and we will meet with students where we have concerns over effort, deadlines, independent study or other issues to discuss a suitable progression route.

## Non A-Level Entry Requirements

The entry requirements for BTEC/Applied and Technical courses at the Sixth Form Southmoor may differ - please see the specific entry requirements for individual courses in the relevant course section that follows.

Applied/Technical and BTEC - all our technical/vocational subjects are of equivalent value to A level courses.

## A Level Entry Requirements

To study A levels at the Sixth Form - it is recommended that you have a minimum of 5 GCSEs including 3 at Grade 5 and 2 at Grade 4 or better including English Language or Literature and Mathematics.

If this is not the case, a range of Grade 5s or better in other subjects will be considered and there will be an opportunity to resit GCSE English and/or Maths.

Please see guidance in the following course sections for our desired entry requirements - we recommend you work hard to achieve these grades, as they will give you the best possible chance of success at A level.

## A Level Entry Requirements Reference

Subject	Entry Requirements	Subject	Entry Requirements
Biology	Grade 6 in GCSE Biology and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics	German	Grade 6 in GCSE German
Business	Grade 5 GCSE English and Grade 5 GCSE Mathematics	Graphic Communications	Students should have a developed understanding of creative subjects; previous experience of creative cloud products is desirable but not necessary.
Chemistry	Grade 6 in GCSE Chemistry and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics	History	Grade 5 in GCSE History and GCSE English Literature
Computing	Grade 5 in GCSE Mathematics	Law	Grade 5 in GCSE English Language & Literature
Drama	Grade 5 in English Literature	Maths	Grade 6 in GCSE Mathematics
Economics	Grade 5 GCSE English and Grade 6 GCSE Mathematics	Further Maths	Grade 7 in GCSE Mathematics
English Language	Grade 5 in GCSE English Language	Media Studies	Grade 5 in GCSE English Language or GCSE Media Studies
English Literature	Grade 5 in both GCSE English Language and GCSE English Literature	Music	Grade 6 in GCSE Music or a BTEC Music at Level 2 Distinction and ABRSM Practical Exam Grade 5 and play a musical instrument
Environmental Science	Grade 6 in GCSE Biology and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics.	Politics	6 in either English Literature or History/Geography/Sociology
Film Studies	Grade 5 in English Language or GCSE Media Studies	Photography	Grade 5 GCSE Art and/or a portfolio of your work
Fine Art	Grade 5 GCSE Art and/or a portfolio of your work	Physics	Grade 6 in GCSE Physics and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics
French	Grade 6 in GCSE French	Psychology	Grade 6 in GCSE English Language, Grade 5 in GCSE Mathematics and Grade 5 in any GCSE Science
Geography	Grade 5 in GCSE Geography	Sociology	Grade 5 in GCSE English Language

## Non A Level Entry Requirements Reference

Subject	Entry Requirements	Subject	Entry Requirements
Core Maths	Grade 5 in GCSE Mathematics	Health and Social Care <i>(Extended Diploma)</i>	GCSEs at Grade 4 or above preferably including GCSE Mathematics, GCSE English Language and GCSE Science
Engineering <i>(Extended Certificate)</i>	Grade 4 preferably including English Language, Grade 5 in Mathematics and a Grade 5 Product Design or related GCSE	Sport <i>(Extended Certificate)</i>	GCSEs at Grade 4 preferably including GCSE Mathematics, English Language and Science. It is recommended that you have successfully studied GCSE or BTEC PE or equivalent in Key Stage 4 at Grade 4
Health and Social Care <i>(Extended Certificate)</i>	GCSEs at Grade 4 or above preferable including GCSE Mathematics, GCSE English Language and GCSE Science		



# Useful Course Combinations

These are the recommended courses for students to take if they are wishing to study the below courses at degree level.

## A Level Combinations for Core Sciences - Biology, Chemistry, Physics

- ▶ Physics, Chemistry, Maths
- ▶ Biology, Chemistry, Maths
- ▶ Physics, Maths, Computer Science

## A Level Combinations for Maths

- ▶ Maths, Further Maths 0, Physics, Chemistry
- ▶ Maths, Further Maths, Physics, Computer Science
- ▶ Maths, Further Maths, Chemistry, Biology
- ▶ Maths, Further Maths, Biology, Psychology
- ▶ Maths, Further Maths, Physics, French

## A Level Combinations for Engineering

- ▶ Maths, Physics, Chemistry
- ▶ Maths, Chemistry, Biology
- ▶ Maths, Physics, Computer Science
- ▶ Maths, Further Maths, Physics, Computer Science

## A Level Combinations for Computer Science

- ▶ Maths, Computer Science, Physics
- ▶ Maths, Computer Science, Chemistry

## A Level Combinations for Psychology

- ▶ Psychology, Biology, Maths
- ▶ Psychology, Sociology, Biology
- ▶ Psychology, Law, English

## A Level Combinations for Architecture

- ▶ Mathematics, Physics, Art & Design
- ▶ Mathematics, Physics, Design & Technology
- ▶ Art & Design, Design & Technology, Mathematics

## A Level Combinations for Medicine

- ▶ Chemistry, Biology, Physics
- ▶ Chemistry, Biology, Maths
- ▶ Chemistry, Biology and one other subject
- ▶ Check the individual medical school's preferences on A level choices and use of either the UCAT or BMAT test

## A Level Combinations for Dentistry

- ▶ Chemistry, Biology, Physics
- ▶ Chemistry, Biology, Maths
- ▶ Chemistry, Biology and one other subject
- ▶ Check the individual dental school's preferences on A level choices

## A Level Combinations for Veterinary

- ▶ Biology, Chemistry, Maths
- ▶ Biology, Chemistry, Physics

## Best A Level Combinations for Arts

- ▶ Art, English, Geography
- ▶ Art, History, a foreign language
- ▶ Fashion & Textiles, Business, English
- ▶ Photography, Geography, and a Science

## Best A Level Combinations for Humanities

### A Level Combinations for History

- ▶ History, English, Politics
- ▶ History, Psychology, English
- ▶ History, English, Sociology

### A Level Combinations for Geography

- ▶ Geography, English, History
- ▶ Geography, Sociology, History
- ▶ Geography, Biology, Maths

### Best A Level Combinations for Law

- ▶ English Literature, History, Politics
- ▶ Law, Business Studies, Mathematics
- ▶ History, Religious Studies, Philosophy

### Best A Level Combinations for Economics, Finance and Business

- ▶ Maths, Economics, Business
- ▶ Maths, Economics or Business, and a science
- ▶ Maths, Economics, Law

### Best A Level Combinations for English

- ▶ English Literature, History, and a foreign language
- ▶ English Language, Sociology, Media Studies
- ▶ English Literature / Language, Law, Psychology

### Best A Level Combinations for Languages

- ▶ French, Business, Maths
- ▶ Spanish, German, Politics
- ▶ Latin, French, History
- ▶ German, English, Business





# A Level Course Information



# Biology

Biology is the science of life. Within the two-year course pupils will study several key biological concepts allowing them to make sense of the world around them. Following modern research methods pupils will develop a deep understanding of the scientific method.

During year 12 pupils will study biological molecules introducing fundamental biochemistry; then moving on to cells where pupils build on their knowledge of cell structure, cell division and the mechanisms behind the immune system. Following this pupils explore how organisms exchange substances with their environment investigating several key taxonomic groups and finally pupils explore genetic information, variation and the relationships between organisms.

Year 13 is designed to further advance pupils understanding of biology begins with studying how energy can be transferred in and between organisms. Pupils are also given opportunities to explore how organisms respond to changes in their external and internal environments and the mechanisms behind genetics, populations, evolution and ecosystems. Finally, pupils discover some of the most recent and exciting developments in biology including the control of gene expression.

## Entry Requirements

Grade 6 in GCSE Biology and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics. You must have maturity, self-discipline, good study skills and the motivation to succeed.

## Assessment Overview

Pupils will sit three 2-hour exams at the end of year 13. Paper 1 will examine topics studied during year 12; Paper 2 covers Year 13 content. Paper 3 includes all content across the 2 years culminating in a 25-mark synoptic essay. This A-Level is 100% exam based with no coursework.

### Year 1 Course 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 this is not assessed

### Year 2 Course Content

Three examinations (2 hours each) ranging across topics 1 - 8. No coursework. Content is 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 Assessed practical work will be integrated throughout topics 1-8. This does not contribute towards your grade.



# Business

A level Business is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a

more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives. This qualification is a relevant foundation for any future career route and has high credibility with universities, often leading on to business related degree programmes or other academic pathways.

## Entry Requirements

Grade 5 GCSE English and Grade 5 GCSE Mathematics

## Assessment Overview

### Theme 1: Marketing & people

Students will develop an understanding of:

- ▶ Meeting customer needs
- ▶ Marketing mix and strategy
- ▶ Managing people
- ▶ Entrepreneurs and leaders
- ▶ Assessing competitiveness

### Theme 2: Managing business activities

Students will develop an understanding of:

- ▶ Raising finance
- ▶ Financial planning
- ▶ Managing finance
- ▶ Resource management
- ▶ External influences

### Theme 3: Decisions & strategy

Students will develop an understanding of:

- ▶ Business objectives and strategy
- ▶ Business growth
- ▶ Decision-making techniques
- ▶ Influences on business decisions
- ▶ Assessing competitiveness and managing change

# Chemistry

A level Chemistry requires 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.

## Entry Requirements

Grade 6 in GCSE Chemistry and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics. You must have maturity, self-discipline, good study skills and the motivation to succeed.

## Assessment Overview

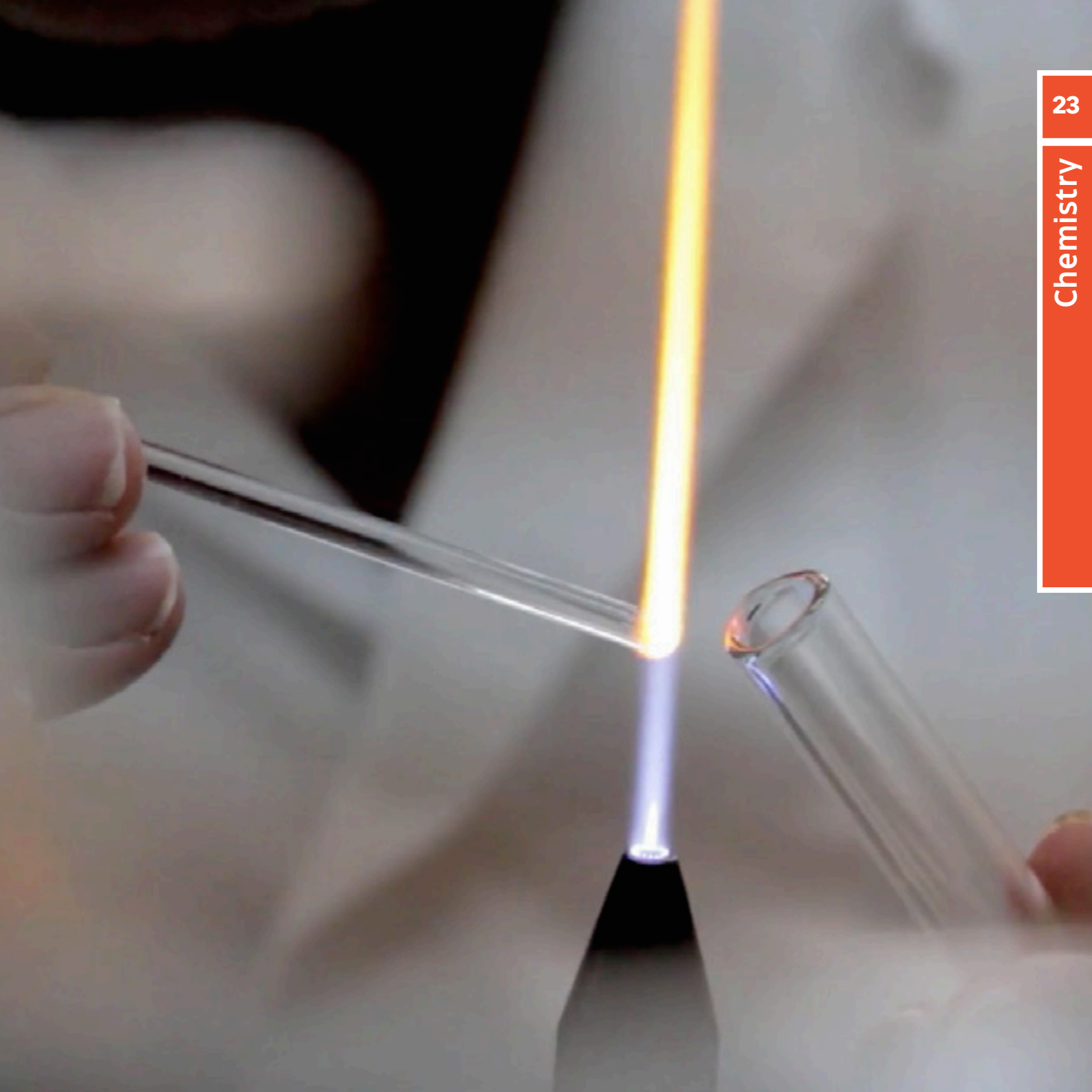
### Year 1 Course Content:

- ▶ 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.

### Year 2 Course Content:

- ▶ Physical Chemistry Including thermodynamics, rate equations, equilibrium constant ( $K_c$ ) for homogeneous 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.





# Computer Science

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.

## Entry Requirements

Grade 5 in GCSE Mathematics.

## Assessment Overview

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

### Unit 3: Programming project - Programming Project

Candidates select their own user-driven problem of an appropriate size and complexity to solve.

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





# Drama

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.

## Entry Requirements

Grade 5 in English Literature

## Assessment Overview

### Component: 1 Drama and Theatre

- ▶ 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

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

- ▶ Process of creating devised drama
- ▶ Performance of devised drama (students may contribute as performer, designer or director)

#### How it's assessed

- ▶ Working notebook (40 marks)
- ▶ Devised performance (20 marks)
- ▶ 30% of A-level

### Component 3: Making theatre (practical)

- ▶ Practical exploration and interpretation of three extracts each taken from a different play
- ▶ 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)
- ▶ 30% of A-level



# Economics

A Level Economics develops students' knowledge and understanding of economic problems and the way economists think and work. This course offers a profound understanding of how economic forces shape societies, influences political decisions, and affects everyday life. Throughout this course students will investigate the UK economy and understand the significance of globalisation. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist.

## Year 1:

- ▶ **Theme 1** focuses on microeconomic concepts where students are introduced to markets and market failure along with the strengths and weaknesses of possible government intervention. This theme provides a coherent coverage of microeconomics content with students drawing on local, national and global contexts.
- ▶ **Theme 2** investigates how economic performance is measured and understands when there is economic growth. They will research the UK economy in the last 10 years drawing on local and national contexts.

## Year 2:

- ▶ **Theme 3** builds upon the content of theme 1 and students will explore reasons for business growth or decisions to stay small. This theme also covers microeconomic content, drawing on local, national and global contexts.

In Theme 3 students will understand the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector in a global context. Students will consider the factors influencing the growth and development of emerging and developing countries.

## Entry Requirements

Grade 5 GCSE English and Grade 6 GCSE Mathematics

## Assessment Overview

### Paper 1: Markets & business behaviour

- ▶ **35% of qualification**
- ▶ **Section A:** multiple-choice and short-answer questions
- ▶ **Section B:** one data response question
- ▶ **Section C:** one extended open response question (choice of one from two)

### Paper 2: The national & global economy

- ▶ **35% of qualification**
- ▶ **Section A:** multiple-choice and short-answer questions
- ▶ **Section B:** one data response question
- ▶ **Section C:** one extended open response question (choice of one from two)

### Paper 3: Microeconomics & macroeconomics

- ▶ **30% of qualification**
- ▶ Two data response questions broken down into a number of parts, each including one extended open response question (choice of one from two for extended open response questions)





# English Language

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 A level 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

Grade 5 in English Language and Grade 5 in GCSE English Literature

## Assessment Overview

### 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: one contemporary, one older

**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
- Two pieces of coursework:
- ▶ One original writing and accompanying commentary on linguistic choices
  - ▶ One Language Investigation

# English Literature

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 especially suited to careers in journalism, law, teaching, public relations, and advertising.

## Entry Requirements

Grade 5 in both GCSE English Language and GCSE English Literature

## Assessment Overview

- ▶ Two examined units
- ▶ One coursework unit

### Component 01 Shakespeare and poetry pre-1900

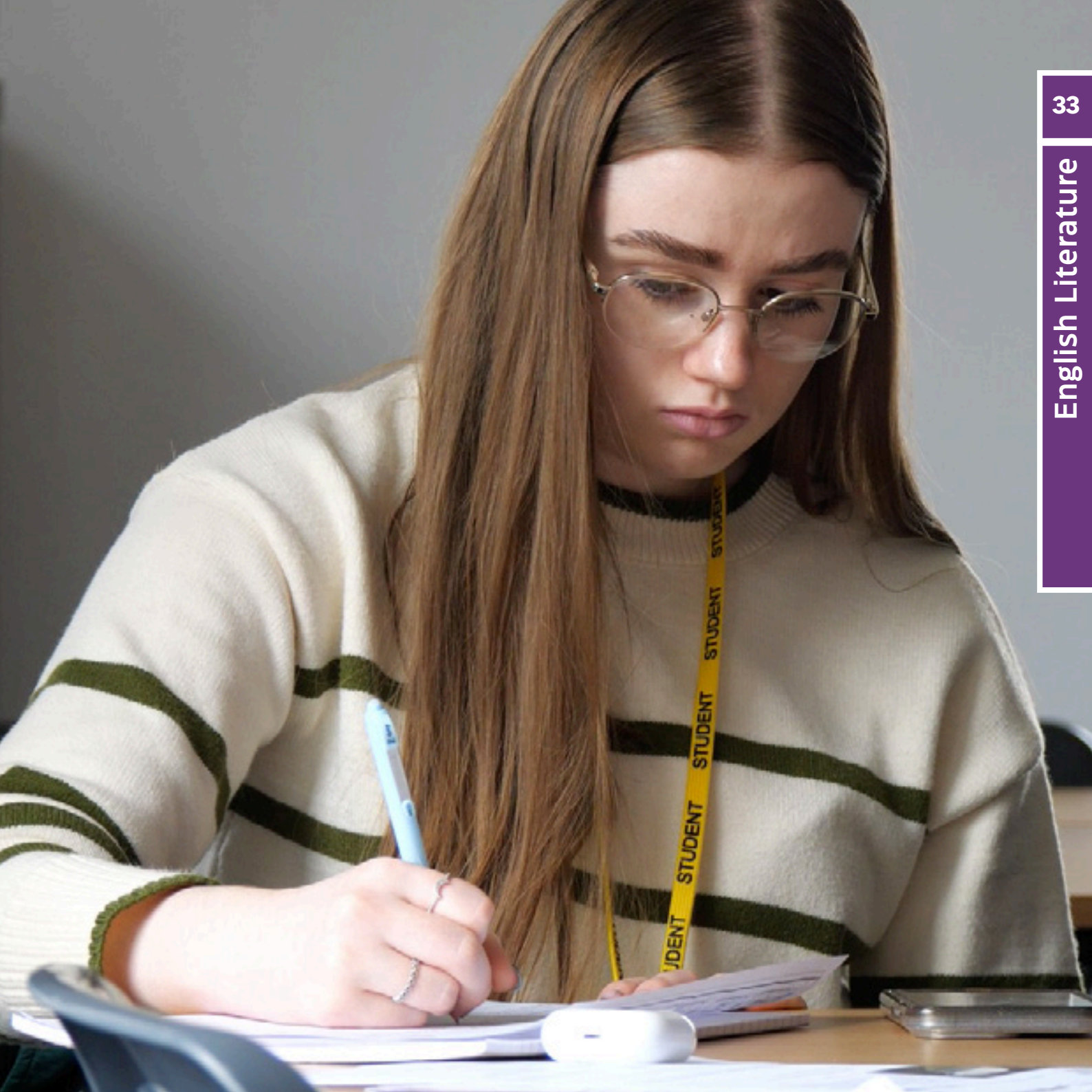
- ▶ Shakespeare, Hamlet
- ▶ Poetry John Milton, Paradise Lost  
Written paper 1 hour 30 minutes  
50% of total AS level

**Written paper 1 hour 30 minutes**  
**50% of total AS level**

### Component 02 Drama and prose post-1900

- ▶ Drama post-1900 Tennessee Williams,  
A Streetcar Named Desire
- ▶ Prose post-1900 Angela Carter,  
The Bloody Chamber

**Written paper 1 hour 45 minutes**  
**50% - total AS level**



# Environmental Science

Environmental Science is relatively new A-Level introduced in 2017 which encompasses a huge range of environmental issues and concepts. Firstly, pupils are introduced to the living environment studying the conditions which make earth suitable for life and the living processes which drive the planet, including conservation of natural biospheres. With the physical environment pupils investigate the physical processes which have created and maintain our planet, as well as they ways these processes can be affected by climate change.

Pupils will evaluate the pollutants being released across the globe and how the effects can be mitigated. Energy resource knowledge will be further developed surrounding renewable and non-renewable energies. Turning focus back to the living environment pupils will study how the planets biological resources are exploited to ensure food security and drive the economy; with focus on sustainably.

## Entry Requirements

Grade 6 in GCSE Biology and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics. You must have maturity, self-discipline, good study skills and the motivation to succeed.

## Assessment Overview

- ▶ Two 3-hour exams each worth 120 marks
- ▶ Mixture of multiple choice, short answer and extended essay writing
- ▶ 100% exam based no coursework





# Film Studies

Films are a popular art form, an international industry, an influential ideological force, and a source of considerable pleasure. Studying films gives an interesting insight into psychology, culture, society, philosophy, politics and economics, as well as being enjoyable.

A Level film studies uses a combination of analysis, research, theory and creative work to study examples from British, American and world cinema, examining their production, form and reception, and relating these to cultural, social and political contexts. It would be of interest to those who enjoy watching and discussing films and is keen to learn more.

## Some of the topics that we study at The Sixth Form are:

- ▶ American film since 2005
- ▶ Hollywood 1930-1990 - Vertigo, Blade runner
- ▶ Documentary film - Amy
- ▶ Global film making perspectives - Pans Labyrinth
- ▶ British film since 1995 - Trainspotting and This is England
- ▶ Film movements - experimental film (1960-2000) - Pulp Fiction

## Entry Requirements

Grade 5 in English Language or GCSE Media Studies

## Assessment Overview

### Film Studies A-Level assessment comprises of:

- ▶ Written examination: 2½ hours
- ▶ Two Written examination: 2½ hours
- ▶ 70% of qualification

### We also undertake a production

- ▶ Non-exam assessment
- ▶ 30% of qualification
- ▶ Learners produce either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay and an evaluative analysis (1250-1500 words)







# Fine Art

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 A level, 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.

## Entry Requirements

It is desirable to have Grade 5 GCSE Art. Students who can demonstrate an intense interest in the subject/show talent and have not studied at GCSE may be considered.

## Assessment Overview

### Component 1: A2 Personal Investigation

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

### Subjects Externally Set Assignment

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



# French

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, and give an insight into cultures, both contemporary and historic, and valuable skills for foreign travel, further education and employment.

During the first year, you will develop your language skills of listening, speaking, reading and writing through the study of a range of contemporary topics such as 'La famille en voie de changement', 'La cyber-société', 'Le rôle du bénévolat' as well as a range of topics that discuss the artistic culture in the French-speaking world such as 'La musique francophone contemporaine'. Your course will include an in-depth study of French grammar with translation to and from the target language. You will also study the French literary text 'Un Sac de Billes' by Joseph Joffo.

In year 2, you will continue to develop your language skills of listening, speaking, reading and writing through the study of a range of topics such as 'Les aspects positifs d'une société diverse' as well as much study and research around aspects of political life in the French-speaking world e.g., 'Les ados, le droit de vote et l'engagement politique' and 'La politique et l'immigration'. You will also continue to study your French literary text as well as the French film 'La Haine'. Activities will include listening to a range of spoken texts and reading a wide variety of texts, in-depth study of more advanced grammar with translation to and from French, pair and class discussion as well as writing critical and analytical essays on the film and the text that you have studied.

## Entry Requirements

Grade 6 in GCSE French

## Assessment Overview

- ▶ **Paper 1:** Listening, Reading and Writing (mixed skills paper) (50%)
- ▶ **Paper 2:** Writing - a short translation into French and an essay on the novel/play and film (20%)
- ▶ **Paper 3:** Speaking (including an independent research project) (30%)

# Further Maths

Advanced GCE Further Mathematics builds on the skills, knowledge and understanding set out in the whole GCSE subject content for mathematics and the subject content for the Advanced Subsidiary and Advanced GCE Mathematics qualifications.

Problem solving, proof and mathematical modelling will be assessed in further mathematics in the context of the wider knowledge which students taking A level further mathematics will have studied. Students who have a particular flair for Mathematics and enjoy solving problems will find Further Mathematics to be an enjoyable and rewarding 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 applications of decision mathematics, which is not covered in A Level Mathematics.

## Core Pure 1 (worth 50%)

- ▶ Proof
- ▶ Complex Numbers
- ▶ Matrices
- ▶ Algebra and Functions
- ▶ Calculus
- ▶ Vectors

## Mathematics (worth 50%)

- ▶ Algorithms and Graphs
- ▶ Critical Path Analysis
- ▶ Linear Programming
- ▶ Game Theory
- ▶ Recurrence Relations

The course is delivered as a series of 2-hour lectures at Newcastle University and supported by staff in school and undergraduate students at the university where appropriate. Students must be prepared to complete a significant part of the course outside of lectures (with the support detailed above) and so there is a bigger emphasis on independent study than other A level choices.

## Entry Requirements

Grade 8 in GCSE Mathematics although the course is particularly demanding so a grade 8/9 is desirable.

## Assessment Overview

This course is assessed by Four 1.5 hour exams at the end of the two year course:

- ▶ Core Two 1.5 hours
- ▶ Decision One 1.5 hours



# Geography

The Geography A-Level specification will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. Units build upon the knowledge developed at GCSE and encourage students to engage with current global issues. Content is framed by enquiry questions that encourage an investigative and evaluative approach to learning. A holistic understanding of geography will encourage students to make links between different geographical themes, ideas and concepts through synoptic themes embedded in the taught content.

The Geography course is designed to develop your subject knowledge as well as a wide range of skills that universities and employers are look for including data interpretation and analysis, as well as extended writing and informed decision making exercises. Studying the A-Level Geography course will develop you into a well-rounded academic with opportunities to engage and publish work in academic literature and attend international conferences. Fieldwork compliments the taught content and provides an opportunity for students to engage with the world around them. Exams are sat at the end of Year 13.

## Assessment Overview

### AS Level Geography (Year 12)

- ▶ Paper 1 (50 %) - Physical Geography. 90marks. 1 hour 45 mins
- ▶ Paper 2 (50 %) - Human Geography. 90marks. 1 hour 45 mins

### A Level Geography ( Year 13)

- ▶ Paper 1 (30 %) - Physical Geography
- ▶ Paper 2 (30 %) - Human Geography
- ▶ Paper 3 (20 %) - Synoptic Investigation of a Geographical Issues
- ▶ Non-Examined Assessment (20%) - Independent Investigation (coursework, internally-assessed)

### Physical Geography

- ▶ Tectonic Processes and Hazards
- ▶ Glaciated Landscapes and Change
- ▶ The Water Cycle and Water Insecurity
- ▶ The Carbon Cycle and Energy Security

### Human Geography

- ▶ Globalisation
- ▶ Regenerating Places
- ▶ Superpowers
- ▶ Migration, Identity and Sovereignty

## Entry Requirements

To study the course, you will need to have achieved a grade 5 in GCSE Geography. Students who can demonstrate an intense interest in the subject/show talent and have not studied at GCSE may be considered.





Text aus. Die Wörter finden Sie in

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..... des Staats. Er behan  
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# German

Studying German at A-Level enables students to develop the knowledge gained at GCSE, developing a lasting appreciation of language, and language learning. The course focuses on how German-speaking society has been shaped, both socially and culturally, and how it continues to change. It will allow pupils to communicate confidently for a variety of different purposes, and give an insight into cultures, both contemporary and historic, and valuable skills for foreign travel, further education and future employment.

During the first year, you will develop your language skills of listening, speaking, reading and writing through the study of a range of contemporary topics such as 'Familie im Wandel', 'Die digitale Welt', 'Jugendkultur: Mode, Musik und Fernsehen' as well as a range of topics that discuss the artistic culture in the German-speaking world such as 'Feste und Traditionen' and 'Kunst und Architektur'. Your course will include an in-depth study of German grammar with translation to and from the target language. You will also study the German literary text 'Der Besuch der alten Dame' by Bernhard Schlink.

In year 2, you will continue to develop... your language skills of listening, speaking, reading and writing through the study of a range of topics such as 'Einwanderung', 'Integration' and 'Rassismus' as well as much study and research around aspects of political life in the German-speaking world e.g., 'Deutschland und die Europäische Union' and 'Die Politik die Jugend'. You will also continue to study your German literary text as well as the German film 'Das Leben der Anderen'. Activities will include listening to a range of spoken texts and reading a wide variety of texts, in-depth study of more advanced grammar with translation to and from German, pair and class discussion as well as writing critical and analytical essays on the film and the text that you have studied.

## Entry Requirements

Grade 6 in GCSE German

## Assessment Overview

- ▶ **Paper 1:** Listening, Reading and Writing (mixed skills paper) (50%)
- ▶ **Paper 2:** Writing – a short translation into German and an essay on the novel/play and film (20%)
- ▶ **Paper 3:** Speaking (including an independent research project) (30%)



# Graphic Communications

A Level Graphic Communication Students will learn the skills needed to specialize in one or more areas of graphic communication, such as:

- ▶ Interactive Media (Including Web, App, and Game Design)
- ▶ Advertising
- ▶ Packaging Design
- ▶ Design For Print
- ▶ Illustration
- ▶ Communication Graphics
- ▶ Branding
- ▶ Multimedia
- ▶ Motion Graphics and Design for Film and Television

They will have the opportunity to explore overlapping areas and combinations of these areas. Students will demonstrate their skills in the context of their chosen area(s) of graphic communication, including an understanding of meaning, function, style, scale, colour, and content, as well as an awareness of the intended audience or purpose for their chosen area(s).

They should also show their ability to respond to an issue, concept, or idea, while appreciating the relationship of form and function and the appropriate use of typography. Understanding a variety of materials and genres appropriate to their chosen area(s) of graphic communication is also important.

## Entry Requirements

Students should have a developed understanding of creative subjects; previous experience of creative cloud products is desirable but not necessary.

## Assessment Overview

The assessment overview comprises two components:

- ▶ **Part 1:** A2 Personal Investigation, which accounts for 60% of the A-level and involves a personal investigation supported by a written element of 1000-3000 words
- ▶ **Part 2:** Externally Set Assignment, which constitutes 40% of the A-level and includes a preparatory period leading to 15 hours of supervised time. Both components are marked by the centre and moderated by AQA.



# History

A Level at Southmoor History allows students to study fascinating periods of English, German, and American History in a much greater depth than KS3 and GCSE allowed for. This enables students to really gain both a broad sweep and a rich depth of history allowing for the personalities of the periods to be studied and understood in a way that GCSE simply does not allow time for.

The course overall is ideal for students wanting to study pure history, history combined with another subject, or a history related subject at university. The skills in research, analysis, formulation of argument, and communication are perfectly suited for careers in law, the civil service, journalism, marketing, media, and many more. By the end of your two years you will be genuine experts in the units we cover which are:

## ▶ **Module 1) Stuart Britain and the Crisis of Monarchy 1603-1702**

This unit is ideal for any students with an interest in politics. You will learn how Britain became the first parliamentary democracy in the world and how it went from economic turmoil to laying the foundations to become an economic superpower. If you studied GCSE History with us, your knowledge of Elizabeth will make this course

accessible. If you did not, there are summer reading tasks to catch you up, which will be discussed on your return.

## ▶ **Module 2) Democracy and Nazism: Germany, 1918-1945**

This infamous period of history is a must study for students who want to understand the violent nature of the 20th Century. Our KS4 units did not allow for a deep study of Nazi Germany, now students have the chance.

## ▶ **Module 3) NEA: Civil Rights in America 1860-1970**

This piece of coursework allows students to bank 20% of their grade without the pressure of the exams. They get to choose their question, as long as it focuses on Civil Rights within the period, they have the freedom to carry out their own study. Teachers will of course be on hand to support them. This is the ideal unit for students who want to study history at university as the format of the essay is typical of what you will write on a regular basis at undergraduate level.

## Entry Requirements

Grade 5 in GCSE History and GCSE English Literature

## Assessment Overview

### **A Level History (Year 12) Unit 1**

- ▶ Interpretations Q (25 marks) - very similar to the convincing question at AQA GCSE (Q3 of the USA paper for Southmoor and Sandhill View students)
- ▶ Factor Q (25 marks) - very similar to Q4 on both the AQA conflict paper and the health paper)

### **Unit 2:**

- ▶ Source Q (25 marks) - same skills as GCSE usefulness Q Factor Q (see above) 1918-1933

### **Non-examined coursework**

- ▶ 3,500 word essay on a Q of your choosing about Civil Rights over 100 years. Involves reading historians books and primary sources as well as offering your own opinion.

### **A Level History (Year 13)**

#### **Unit 1: Breadth Study**

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

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

- ▶ Democracy and Nazi Germany, 1918-1933

#### **Non-examined coursework**

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

# Law

Studying Law gives students an understanding of the role of Law in today's society and raises their awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision-making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers. 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. The assessment for the A level will come from three external examinations at the end of Year 13

## Entry Requirements

Grade 5 in GCSE English Language & Literature. You do not need to have studied law at GCSE.

## Assessment Overview

### Unit 1: The legal system and criminal

Exam: 2 hrs

- ▶ **Section A:** The legal system focuses on the nature of law, the civil and criminal courts and the legal profession. Students will develop knowledge of the processes and people involved in the law and the changing nature of the legal system.
- ▶ **Section B:** Criminal law focuses on the on the rules and general elements of criminal law and non-fatal offences against the person. It introduces criminal liability. Students will develop knowledge and understanding of criminal law and the skills to apply their legal knowledge to scenario-based situations.

### Unit 2: Law making and the law of tort

Exam: 2 hrs

- ▶ **Section A:** Focuses on law making in England and Wales as well as the EU. Students will study law making methods and concepts. They will develop an understanding of legal method and reasoning as used by lawyers and judiciary.
- ▶ **Section B:** Focuses on the rules of tort, liability in negligence, occupiers' liability and remedies. It introduces civil liability. Learners will develop knowledge of the law of tort and the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of the law of tort.

### Unit 3: The nature of law and Human rights

Exam: 2 hrs

- ▶ **Section A:** focuses on law in a wider context and how it interacts with morality, justice and society.
- ▶ **Section B:** Focuses on the protection of human rights and freedoms, key provisions of the European convention on human rights and the restrictions and enforcement of human rights law. Students will develop their knowledge and understanding, the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of the law.



# Maths

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!

The A level will allow students to apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general. It will also allow students to use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.

## Pure Mathematics

- ▶ Proof
- ▶ Algebra and Functions
- ▶ Sequences and series
- ▶ Trigonometry
- ▶ Exponentials and Logarithms
- ▶ Differentiation
- ▶ Integration
- ▶ Numerical Methods
- ▶ Vectors

## Statistics

- ▶ Statistical sampling
- ▶ Data presentation and interpretation
- ▶ Probability
- ▶ Statistical distributions
- ▶ Statistical hypothesis testing

## Mechanics

- ▶ Quantities and units in mechanics
- ▶ Kinematics
- ▶ Forces and Newton's laws
- ▶ Moments

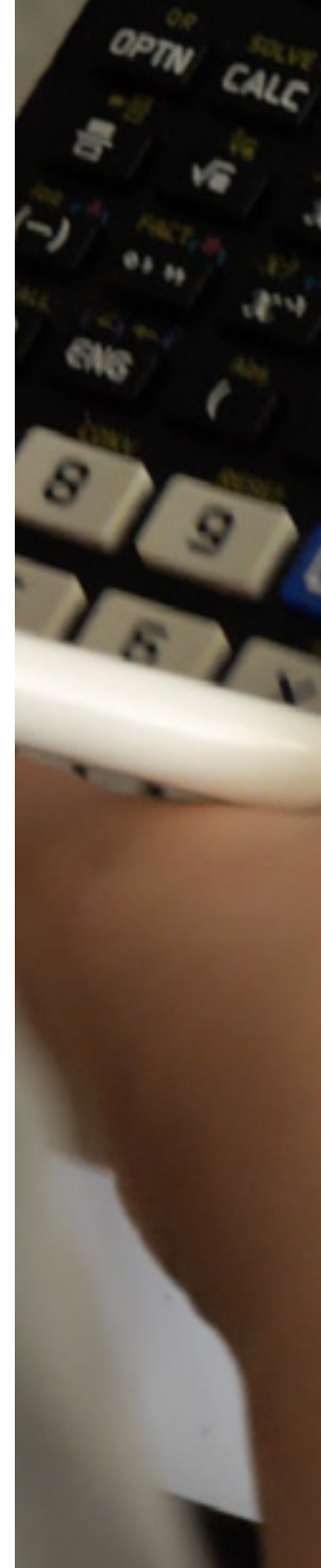
## Entry Requirements

Grade 6 in GCSE Mathematics although the course is particularly demanding so a grade 7+ is desirable.

## Assessment Overview

**This course is assessed by three 2hour exams at the end of the two year course**

- ▶ Pure Two 2 hours exam
- ▶ Statistics & Mechanics one 2 hours exam









# Media Studies

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.

**Some of the topics that we study at The Sixth Form are:**

- ▶ Advertising and Marketing
- ▶ News in the Online Age
- ▶ Film Industries - from Wales to Hollywood
- ▶ Television in the Global Age
- ▶ Mainstream and Alternative Media
- ▶ Media in the Digital Age - Video Games

## Entry Requirements

Grade 5 in GCSE English Language or GCSE Media Studies.

## Assessment Overview

**Two Written examination:** 2½ & 2.15 hours

- ▶ 70% of qualification
- ▶ We also undertake a production
- ▶ Non-exam assessment
- ▶ 30% of qualification

**Unit 4: Creating a Cross-Media Production.**

Non-exam assessment

A cross-media production, including individual investigative research and development, in response to a choice of briefs set by Eduqas and applying knowledge and understanding of key concepts and digital convergence, plus an individual critical analysis of the production



# Music

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 will give students a life-long enjoyment and understanding of music as a listener or performer, at any level.

## Entry Requirements

Grade 6 in GCSE Music or a BTEC Music at Level 2 Distinction and ABRSM Practical Exam Grade 5 and play a musical instrument

## Assessment Overview

### Component 1: Appraising Music 40%

**Section A:** Listening

**Section B:** Analysis

This section is based on the compulsory set works.

#### Areas of Study 1:

- ▶ Western Classical Tradition 1650-1910
- ▶ Baroque Solo Concerto
- ▶ The Operas of Mozart
- ▶ Romantic Piano Music of Chopin, Brahms and Grieg

**Component 2: Performance 35%**

**Component 3: Composition 25%**

# Photography

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 in year one and two in year two. 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.

## Entry Requirements

It is desirable but not essential to have 5 at GCSE Photography. Students who can demonstrate an intense interest in the subject/show talent and have not studied at GCSE may be considered.

## Assessment Overview

### Component 1: A2 Personal Investigation

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

### Subjects Externally Set Assignment

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



# Physics

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.

## Entry Requirements

Grade 6 in GCSE Physics and one other GCSE science or Grade 6-6 in Science (Combined) and Grade 6 at GCSE Mathematics. You must have maturity, self-discipline, good study skills and the motivation to succeed.

## Assessment Overview

The course is assessed by three written paper exams, 2 hours each, that are sat in the Summer exam series at the end of Year 13

- ▶ **Paper 1:** Particles and Radiation, Waves, Mechanics, Electricity and Further Mechanics
- ▶ **Paper 2:** Thermal Physics, Fields and Consequences and Nuclear Physics
- ▶ **Paper 3A:** Practical skills and problem solving (Including required practicals)
- ▶ **Paper 3B:** Option unit - Astrophysics
- ▶ **Practical investigations:**

The practical elements are continually assessed over the two years of the course through completion of 12 required practicals. The methods and skills are also assessed through examination in paper 3A.





# Politics

The Sixth Form at Southmoor Academy are delighted to offer politics as an A Level for the first time. This subject is ideal for students interested in careers in social sciences, media, marketing, data, law, research and, of course, politics. As a degree politics can be studied on its own or goes well with subjects such as history, languages, and many more. It is a highly respected degree

offered by all red brick universities. The subject is ideal for students who want to be more well-informed citizens who like to be aware of current national and global affairs. Now more than ever we find ourselves in a divided society and A Level Politics will give you the ability and the platform to participate constructively in your community and workplace, wherever that may be.

The modules you will study will be:

- ▶ **Module 1** A) UK Politics. Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system including parties, voters, and the media.
  - B) Core political ideas. This section allows students to explore the three traditional political ideas of conservatism, liberalism and socialism.
- ▶ **Module 2** A) UK Government. This component is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. This includes looking at the Prime Minister, the constitution, and Parliament.
  - B) Non-core political ideas. Feminism: Core ideas and principles of feminism and how they relate to human nature, the state, society and the economy
- ▶ **Module 3** A) Comparative Politics: Government and Politics of the USA. Students will study the role of the President, the Constitution, and Congress. Southmoor students who studied GCSE History with us will have some foundational knowledge here.
  - B) Global politics. Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity.

## Entry Requirements

Grade 6 in either English Literature or History/  
Geography/Sociology.

## Assessment Overview

- ▶ **No coursework**
- ▶ **2 hour exam on Module 1**) choice of two 30 mark essays then a choice of two 24 mark essays. 33% of overall grade
- ▶ **2 hour exam on Module 2** same format as Module 1
- ▶ **2 hour exam on Module 3** with a choice from two 12 mark essays, then a compulsory 12 mark essay, and then a choice of two 30 mark essays





# Psychology

A level Psychology develops an awareness of the variety and complexity of the human mind, human behaviour and human relationships. 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.

Studying Psychology at A Level opens up a plethora of career opportunities including forensic and pathology work, marketing, nursing, teaching, therapist, accountancy and clinical Psychology to name a few. Students will also acquire valuable transferable skills such as critical reasoning, data analysis and the ability to conduct scientific investigations, allowing them to better navigate the post 16 world.

As part of our A Level Psychology course here at The Sixth Form we encourage the independence of our learners through super curricular tasks and project packs. Additionally we provide a range of support mechanisms including after school

revision and weekly academic intervention hours. To enhance our young Psychologists learning experience we organise academic trips to Leeds, London and the local area, such as exam booster conferences.

As part of our psychology course, students will have the unique opportunity to participate in a brain dissection, allowing them to explore the intricate structures of the brain firsthand. This hands-on experience enhances their understanding of neuroanatomy and its relevance to behaviour, fostering a deeper appreciation for the biological foundations of psychology.

## Entry Requirements

Grade 6 in GCSE English Language, Grade 5 in GCSE Mathematics and Grade 5 in any GCSE Science

## Assessment Overview

We cover the AQA Psychology A Level specification which is assessed through 3 written exam papers. Each paper is worth 33.33% of the overall A Level qualification and the timing of each paper is 2 hours.

**Paper 1:** 33.3% of total grade assessed by a 2-hour exam

- ▶ Social Influence
- ▶ Memory
- ▶ Attachment
- ▶ Psychopathology

**Paper 2:** 33.3% of total grade assessed by a 2-hour exam

- ▶ Approaches in Psychology
- ▶ Bio Psychology
- ▶ Research Methods

**Paper 3:** 33.3% of total grade assessed by a 2-hour exam

- ▶ Issues and Debates
- ▶ Relationships
- ▶ Forensic Psychology
- ▶ Schizophrenia



# Sociology

The study of Sociology focuses on contemporary society and fosters the development of critical and reflective thinking with a respect for social diversity. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

Studying sociology can lead to degree-level study in social sciences, psychology, education and social work. Key skills developed include writing, critical thinking, and argument.

## Over the course, you will:

- ▶ Acquire knowledge and a critical understanding of contemporary social processes and social changes
- ▶ Appreciate the significance of theoretical and conceptual issues in sociological debate
- ▶ Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- ▶ Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- ▶ Develop a lifelong interest in social issues

## Entry Requirements

Grade 5 in GCSE English Language

## Assessment Overview

**Paper 1:** Education with Theory and Methods

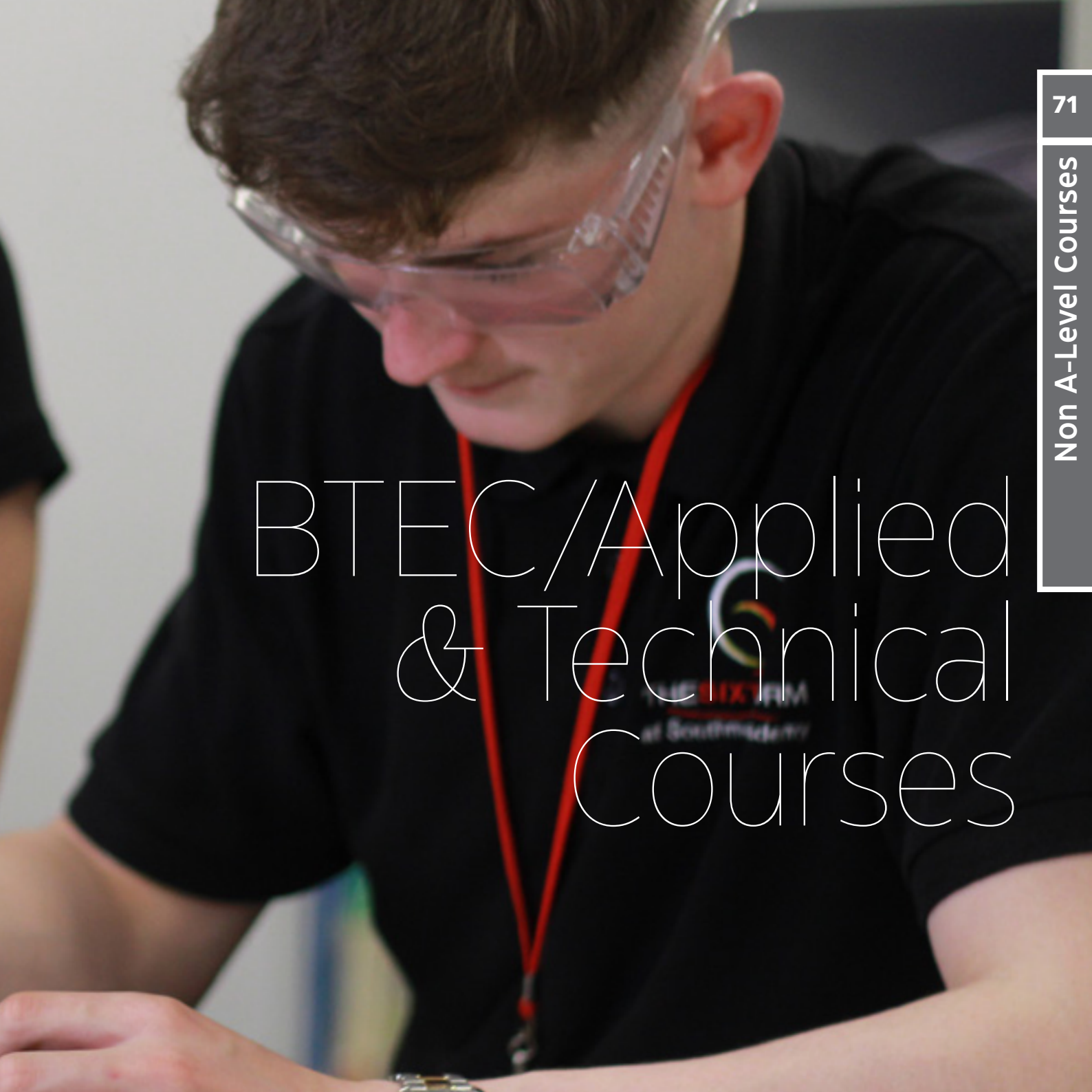
**Paper 2:** Topics in Sociology

**Paper 3:** Crime and Deviance with Theory and Methods Units

The assessment for the A level will come from 3 external examinations at the end of Year 13.





A young man with short brown hair, wearing clear safety glasses and a black t-shirt, is looking down intently at his work. He has a red lanyard around his neck. The t-shirt features a logo with a stylized 'S' and the text 'THE SIXTH FORM at Southmead'. The background is a plain, light-colored wall.

# BTEC/Applied & Technical Courses

# Core Maths

This Level 3 Certificate Mathematical Studies (Core Maths) qualification will consolidate students' mathematical understanding, build their confidence and competence in applying mathematical techniques to solve a range of problems and introduce them to new techniques and concepts that will prepare them for further study and future employment within a broad range of academic, professional and technical fields.

Mathematical Studies aims to prepare students for the mathematical demands of higher education and work where there is a distinct mathematical or statistical element, but where the mathematical demands do not stretch to a requirement for A-level mathematics.

A course of study leading to this qualification should enable students to study a mathematics

curriculum that is integrated with other areas of their study, work or interest leading to the application of mathematics in these areas. It will develop mathematical modelling, evaluating and reasoning skills, solve problems some of which will not be well defined and may not have a unique solution and solve substantial and real life problems encountered by adults.

## Compulsory Content

### Paper 1

- ▶ Analysis of data
- ▶ Maths for personal finance
- ▶ Estimation

### Paper 2

- ▶ Critical analysis of given data and models

## Entry Requirements

Grade 5 in GCSE Mathematics

## Optional content

### Paper 2A

- ▶ 3.5 The normal distribution
- ▶ 3.6 Probabilities and estimation
- ▶ 3.7 Correlation and regression

### Paper 2B

- ▶ 3.8 Critical path and risk analysis
- ▶ 3.9 Expectation
- ▶ 3.10 Cost benefit analysis

### Paper 2C

- ▶ 3.11 Graphical methods
- ▶ 3.12 Rates of change
- ▶ 3.13 Exponential functions

## Assessment Overview

- ▶ This course is assessed by two 1.5-hour exams at the end of the two-year course.
- ▶ Paper 1 is taken by all candidates, then all students will take one of Paper 2A/2B/2C.





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(Total 13 marks)

MARKS)

# Engineering

Engineering is the branch of science and technology concerned with the design, building, and use of engines, machines, and structures. It involves the use of techniques and processes used to engineer a solution to a particular problem.

## Entry Requirements

Grade 4 preferably including English Language, Grade 5 in Mathematics and a Grade 5 Product Design or related GCSE

## Assessment Overview

### Unit 1: Engineering Principles

- ▶ Apply mathematical and physical science principles to solve electrical-, electronic- and mechanical-based engineering problems. Two hour externally set written exam.

### Unit 2: Delivery of Engineering Processes Safely as a Team

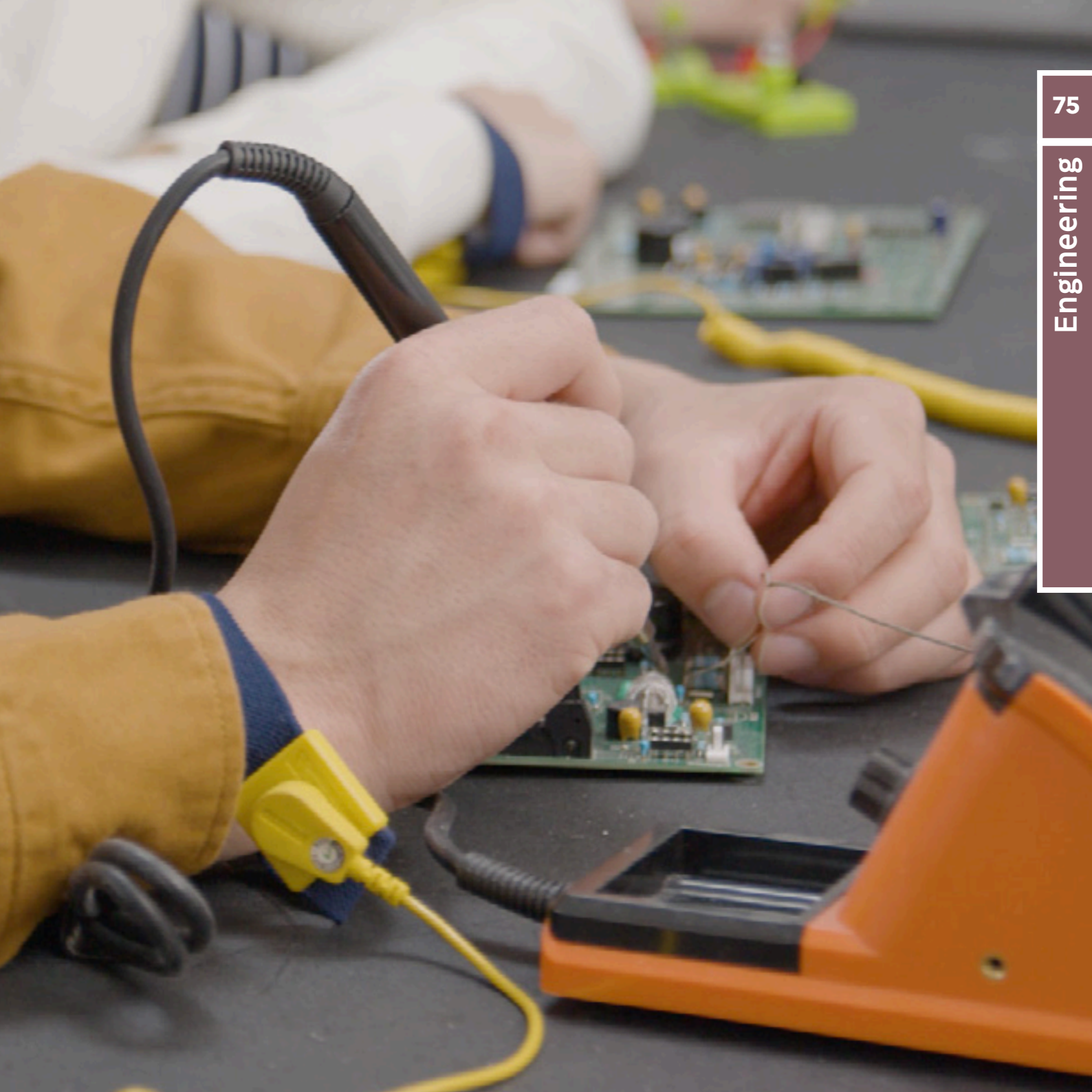
- ▶ Explore how processes are undertaken by teams to create engineered products or to deliver engineering services safely. Internally set series of tasks.

### Unit 3: Engineering Product Design and Manufacture.

- ▶ A task externally set and marked, and completed under supervised conditions.

### Optional Unit.

- ▶ Internally set series of tasks.



# Health & Social Care Technical Extended Certificate

Health and Social Care represents one of the biggest sectors for potential employment in the North East, and with 100% Distinction/Distinction\* (equivalent to A/A\*) last year, our students are perfectly placed to take advantage of this.

This qualification isn't just about caring for babies or the elderly and the ill; it will provide learners with the skills, knowledge and

understanding to progress into Higher Education on a health and social care-related programme. You will learn a huge range of skills, and equip yourself for degree level study in fields ranging from Nursing, Social work, Midwifery to Primary Education.

The Extended Certificate is the equivalent of an A-level, and should be taken alongside two other subjects. You will follow a combination internally coursework assessed units and external examined units.

## Entry Requirements

GCSEs at Grade 4 or above preferably including GCSE Mathematics, GCSE English Language and GCSE Science

## Assessment Overview

Learners will take six units made up of 4 mandatory and 2 optional units.

**Everybody will study the following mandatory units:**

- ▶ Building positive relationships in health and social care
- ▶ Equality, diversity and rights in health and social care
- ▶ Health, safety and security in health and social care
- ▶ Anatomy and physiology for health and social care

These units will give learners an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given. Learners will also develop transferable skills such as communication, research, planning and organisation.



# Health & Social Care Technical Extended Diploma

Health and Social Care represents one of the biggest sectors for potential employment in the North East, and with 100% Triple Distinction/Distinction\* (equivalent to AAA/A\*A\*A\*) last year, our students are perfectly placed to take advantage of this.

This qualification isn't just about caring for babies or the elderly and the ill; it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme. You will learn a huge range of skills, and equip yourself for degree level study in fields

ranging from Nursing, Social work, Midwifery to Primary Education.

The Extended Diploma is the equivalent of 3 A levels, and is taken on its own. You will follow a combination internally coursework assessed units and external examined units.

## Entry Requirements

GCSEs at Grade 4 or above preferably including GCSE Mathematics, GCSE English Language and GCSE Science

## Assessment Overview

Learners will take 17 or 18 units, made up of 10 mandatory and 7/8 optional units.

### Everybody will study the following mandatory units:

- ▶ Building positive relationships in health and social care
- ▶ Equality, diversity and rights in health and social care
- ▶ Health, safety and security in health and social care
- ▶ Anatomy and physiology for health and social care
- ▶ Infection control
- ▶ Personalisation and a person-centred approach to care
- ▶ Safeguarding
- ▶ Promote positive behaviour
- ▶ The impact of long-term physiological conditions
- ▶ Research methods in health, social care and childcare

These units will give learners an understanding of health and social care within the wider contexts of different environments and settings where care takes place, the different individuals that learners might meet and care for or support, the importance of effective communication in health and social care, the importance of legislation in health and social care and the principles behind the person-centred approach to care and how this is applied in the workplace. Learners will also develop transferable skills such as communication skills, research and investigative skills, planning and organisation.

Learners will then select additional units from a range of 15 optional units. These optional units will give learners an appreciation of workplace practices and an understanding of how to promote and support a healthy and active lifestyle.







# Sport

This qualification builds on the student's experience from Key Stage 4 who have an interest in studying sport, leisure or fitness. The course content is designed to follow on from GCSE Physical Education or an equivalent vocational qualification enabling a smooth transition from one to the other, although it is not a requirement to have studied physical education or sport at Key Stage 4. This qualification is not just about being able to play sport; it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management.

Students will gain an understanding of sport in the wider contexts of coaching and leadership, anatomy and physiology, the body's short - and long-term responses to physical activity and the framework of sport in the UK and the organisations involved.

## Entry Requirements

GCSEs at Grade 4 preferably including GCSE Mathematics, English Language and Science. It is recommended that you have successfully studied GCSE or BTEC PE or equivalent in Key Stage 4 at Grade 4.

## Assessment Overview

- ▶ **Unit 1:** Body systems & the effects of physical activity
- ▶ **Unit 2:** Sports coaching and activity leadership
- ▶ **Unit 3:** Sports organisation and development
- ▶ **Unit 8:** Organisation of Sports Events
- ▶ **Unit 17:** Sports injuries and rehabilitation

# Yr12

## Your Aspire Learning Journey

Have an independent and impartial careers guidance interview

Living in the Wider World: trade unions, UK tax system, mobile banking, P45+P60, types of debt, income sources, insurance

Take part in widening participation activities with universities, such as summer schools.

RSE & Health: dealing with depression, stress, Athletes and Performance, dealing with Anxiety, Paranoia, Fear and Anxiety, Sleep Hygiene and Mental Health, Promoting Emotional Wellbeing, Resilience and Growing Up, Healthy Eating

Learn about OxNet

Listen to a range of guest speakers looking at careers such as employability skills, CV writing, interview skills

Careers & Aspirations: Work Experience, CV writing, post-18 options, planning for the future, interview prep

Complete a week-long work placement

Subject lectures from internal and external speakers

Living in the Wider World: LGBT, Toxic Masculinity, Anger, Cancer, Ethics, Immunization

Complete an EPQ project

# Yr13

RSE & Health: fertility, alcohol, sexual health, contraception, porn, respect, STIs

Careers & Aspirations: Personal Statements, UCAS, Apprenticeship applications, employment

Attend the UCAS fair

Go to university to enhance your studies and get a degree

Start a degree level apprenticeship

Take a gap year, travel the world and embrace new cultures

Confirm and accept your future pathways offer

Revise for and sit public A2 and vocational examinations

Careers & Aspirations: Personal branding, online reputation, time management, stress and anxiety

Continued support to complete your applications through UCAS

Continue your lifelong love of learning and aspiration

Living in the Wider World: inflation, value for money, foreign currency, budgets, borrowing and debt

Complete a mock interview

Living in the Wider World: drugs education

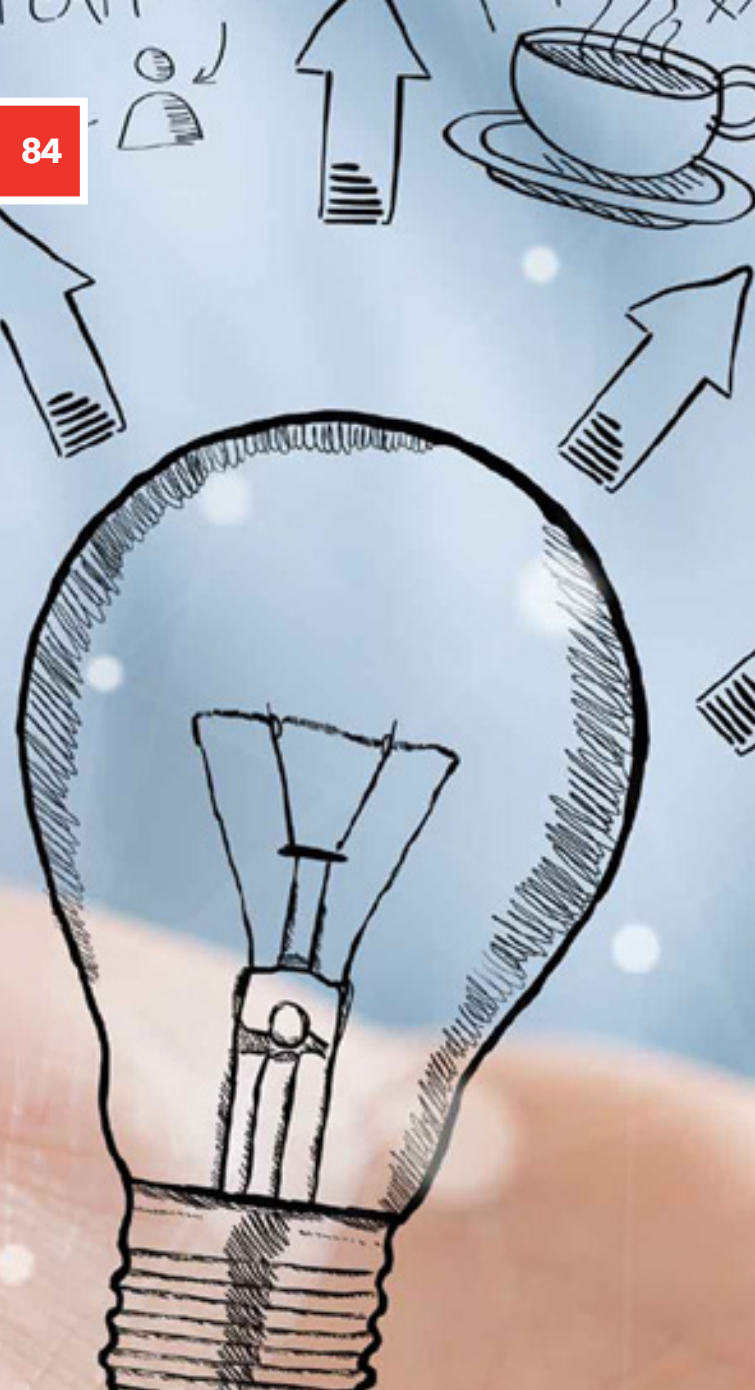
Become a member of Southmoor Alumni

# Aspire



Aspire is a key aspect of Sixth Form life which allows students to continue to develop wider skills and knowledge than what is taught in A Level subjects. Students will receive a weekly lesson which follows the same spiralled curriculum that is taught in lower school. This curriculum covers three main topics, these are: Relationship and Sex Education and Health Education, Living in the Wider World, and Careers and Aspirations. Within these, students will cover topics such as pornography, the UK tax system, personal branding, toxic masculinity and many more.

These sessions offer students the chance to discuss issues in a safe and supportive environment with a trusted member of staff alongside learning from experts in the field with a range of external organisations delivering information where appropriate. Students will be expected to engage in debates, group presentations and written work to demonstrate their comprehension and skills in the subject. Aspire supports to prepare students for future studies and for their lives as citizens in modern Britain and beyond



# The Extended Project Qualification

EPO (Extended Project Qualification) is an independent project that some students opt to take during year 12, which will earn a qualification upon completion.

The project involves either writing a 5000 word essay or producing an 'artefact', a log/diary of how the project was approached then a final presentation.

Students studying EPO are supported with weekly lessons, providing guidance and support for the successful completion of the project.

Top grades in EPO can be worth half an A-level in UCAS points and also provide students with useful research, essay writing and presentation skills.



# A Final Message from the Team

More than anything else, our passion lies in customising the Sixth Form experience for every student. It is such a crucial stage, and it is no good expecting everyone to follow the same path. At the Sixth Form, we believe in a flexible, individual approach, listening to students and engaging them with one to one support.

We are a real community, and the heart of that community is our staff's commitment to helping every student meet life's situations. We give them the strength, resilience and tools to face the challenges ahead - building the future they aspire to.

# THE SIXTH FORM

**The Sixth Form at Southmoor Academy**

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