

Sixth Form

King James's School
Knaresborough

INFORMATION BOOKLET

2012 - 2013

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THE SIXTH FORM EXPERIENCE

Years 12 and 13 (the Sixth Form) are in some ways a continuation of Years 7 - 11 but there are many more opportunities open to you if you're prepared.

What are the results like?

Academic results are excellent at King James's. Whatever your course you will expect to make progress and develop your potential. Over the last three years, A level students have achieved an average pass rate of 98%. Results from 2008 (including 2011) place King James's Sixth Form in the top 25% of post-16 providers nationally and in the top 6 of all A level providers in North Yorkshire (ALPS statistics). Virtually all leavers from Year 13 were successful in finding places on degree or HND courses or in permanent employment – over 75% of students going to higher education securing a place at their first choice (some students chose to take a Gap Year before embarking on further study). Fewer than 10% of applicants required Clearing (national average = 40%). Students who followed the One Year Bridging Course last year have either continued in the Sixth Form to follow Advanced courses or were successful in finding employment or college courses.

2011 - Outstanding Results

97% A - E Pass Rate

38 % A - B Pass Rate

How do I know how well I am doing?

The Sixth Form uses target setting data from the ALPS organisation to set targets based on GCSE performance. In addition, staff and students work together to set realistic objectives and to devise strategies for success. There are formal performance reviews (called Learning Cycles) with tutors five times during an academic year. External examinations will normally take place in June of Year 12 and January and June in Year 13. In addition, evenings attended by students and their parents provide an opportunity to discuss an individual student's performance with all teachers. King James's is recognised by universities and employers as providing supportive yet realistic references as a result of the personal interest taken in students by all teaching staff.

How can I develop other talents and interests?

Musicians are well catered for with a wide range of vocal and instrumental groups as well as extensive music technology provision. The opportunities include a senior wind band, chamber choir, Riverside Jazz, numerous rock bands, a saxophone quartet, a string trio and a string ensemble. Opportunities are also arranged to visit events out of school, as observers as well as participants. Each year, the music group visits Grinton Lodge for a music weekend and tours are organised on a regular basis. The senior musicians also undertake a highly successful European tour.

Artists have an outstanding variety of opportunities within the Sixth Form. Life drawing classes are available for two hours per week to boost portfolios and drawing skills. These are particularly important for students entering Art Foundation courses at university. Local drawing trips are organised to such places as Nidd Gorge, York Station and the Yorkshire Sculpture Park. Visits to London galleries including the Tate Modern, the National Gallery and the Tate Britain to help gather research and feed in to the personal study aspect of Advanced Art courses are organised for students. There are also trips abroad, including New York, and other visits have included Paris, Venice, Florence and Barcelona. The fruits of their endeavours are clear to see from the displays around school and at our spring and summer art exhibitions.

Actors perform to a very high standard in a variety of performances. These include most recently, 'Annie', 'A Midsummer Nights Dream', 'Oliver'; Founder's Day; other major school events, namely the Expressive Arts Evening and House Drama Competitions. Theatre visits are organised throughout the year for students to enjoy. Designers are given opportunities to visit a variety of local industries and enjoy strong links with Leeds University. This enables students to become actively involved in the latest industrial developments and to observe new materials being developed. King James's Sixth Form students have been outright winners of the prestigious CITB Airport Challenge.

Many sixth formers also attend the Young Engineers Club. Over the last couple of years this has been involved in the Greenpower Challenge, which is to design, build and race electric powered racing cars in a six-hour marathon. The club has enjoyed much success at national level.



There are regular team fixtures in all the major sports. The sports teams include football, rugby, netball, hockey, basketball and badminton. There is the opportunity to compete in athletics and cross-country or attend aerobics, fitness sessions and the running club. Opportunities are also available to coach teams through the CSLA course. Two gymnasias, a sports hall, fitness rooms, outside courts and fields provide outstanding sports facilities.

Language students participate in annual exchange visits to Privas and Bebra and Language Days at Alliance Française in York. Our visitors from Europe always enjoy their stay even if the wearing of the uniform is a strange concept!

Scientists benefit from field trips and revision days using external expertise including a chief AQA examiner. All students are encouraged to take part in activities based on personal interest. Groups of our Year 12 Science students took the opportunity of a two-day work experience placement with a local company in order to gain an insight into how science is used in the workplace and the different careers available.

Social Science students have the opportunity of attending Social Science Forums. Various speakers are invited to debate with the students on topics relevant to the wide variety of Social Science courses on offer at King James's.

Young Enterprise

The famous Young Enterprise programme has been running for eleven years at King James's. It has provided many of our students with a different perspective on life, as well as helping to shape the entrepreneurs of the future. The scheme offers the opportunity for a team of students to run their own business for the academic year. Creating a successful business in one year is not easy but the Business Department and advisors from local businesses ably support the students. The programme culminates with the presentation evening in Harrogate where our companies compete against those from other schools. The aim is to reach the national finals, although most are satisfied with the profits from their business. Board meetings are part of the students' timetable and the programme is always oversubscribed. King James's has become one of the most successful Young Enterprise Centres within the Harrogate District area. In 2009 King James's won Best Company Presentation, in 2010, best Customer Service and in 2011 won Best Customer Service, Best Report, Best Presentation, Best Team Work and were overall runners up for Best Company.

What are the facilities like?

Sixth Form students have their own professionally designed centre. It contains a variety of specialist study facilities including ICT provision and personal study areas. The accommodation, which is on two floors, incorporates a mezzanine floor and a spiral staircase leading to a dedicated Sixth Form Careers and UCAS library. A café is available for students throughout the day. Four well-furnished classrooms, facilities for the wheelchair access and an administration area complete the centre. As the size of the Sixth Form has grown steadily over the last 5 years, the School's Governors have identified a further expansion and refurbishment of the facilities as a priority within the next few years.

Library

The school Library is situated over three floors and is found at the heart of the school. Easily accessible from the Sixth Form centre, it is open from 8.30-4.00 Monday to Friday with two Librarians available to assist with enquiries, guidance and research.

Resources include circa 13,500 books, magazines and subject-specific periodicals, daily newspapers and well-equipped ICT facilities which are all aimed at supporting the curriculum and encouraging independent research. Sixth Form pupils are also actively encouraged to use the Library for quiet personal study.

What about Careers?

In the Sixth Form you will be making decisions which will influence your future career. Whichever option you choose after Sixth Form, you will get advice and guidance to help you plan ahead. Our aim is to help you make realistic and informed decisions about your future. You will be encouraged to take responsibility for your own decisions.

Our service includes:-

- A dedicated careers and UCAS room in the Sixth Form with up-to-date information on all career options.
- Access to the Internet and careers software including Higher Ideas and E-clips.
- Access to advice and guidance from professional Careers Advisers throughout the week.
- Advice which is confidential, impartial and which promotes equal opportunities.
- Student Support Officer located in the Sixth Form Study Centre.

Sixth Form tutors actively encourage their students to book career appointments. Specific issues which impact on Sixth Formers include UCAS Personal statements, CV's, extended work experience, support with interview techniques, advanced apprenticeships and Higher Education options. Personalised support is key to our school Careers Department.



We have a very active programme of Careers Education and Guidance in the Sixth Form, which looks at all the options. Careers advice is delivered through Enrichment periods by a mixture of specialist staff and visiting speakers.

Our programme includes:-

- Visiting speakers from local universities and gap year organisations
- Employment workshops
- Mock interviews
- Attending the UCAS Higher Education Convention
- Careers Interviews
- Regular Bulletins
- Events and support for applications to medicine, veterinary science and Oxbridge.

Enrichment

There is a dedicated hour per week in which a varied enrichment programme takes place. This includes outside speakers and the opportunity to undertake General Studies, Open University modules or an Extended Project Qualification.

Examples of Enrichment activities are:

- Student finance
- Law, internet and society
- Driving awareness
- Health issues
- Consumer rights
- Citizenship
- Visits by MPs and local councillors

If you choose to go on to Higher Education you will be guided through the complex application procedures and will have plenty of opportunities to acquire the skills needed to manage your own transition from the Sixth Form.

Are there any visits outside school?

There is a vast range of visits throughout the school year and during holidays. Residentials include water sports holidays to France, skiing and snowboarding in the Alps, expeditions to Sri Lanka and most recently Thailand, exchanges to France and Germany, Art visits to international cities and a Tudor Weekend.

Other trips include numerous theatres and cinema visits, an annual visit to the Crown Courts in Leeds and the opportunity to watch international sporting events. Many social trips are organised in subject or form groups including bowling, shopping, Christmas parties or having a meal, often at popular Italian or Mexican restaurants. The annual Leavers' Ball is a tremendous ending to your Sixth Form career.

Is that all?

Only if you choose! Remember, you can get out of the Sixth Form whatever you want - there is always scope for initiative. Younger pupils inevitably look to Sixth Formers as role models and enjoy support from them. Being a prefect or House Leader develops responsibility and caring skills. To help with this prefects are given professional training. Many students also participate in the local 'Learn to Lead' projects. Form groups work together in fundraising and other community activities. Most Sixth Formers help younger pupils as part of School Service in lessons, assist non-teaching staff or run school enterprises. They also edit school publications such as The Chaloner and The King's Chronicle. Some of our students develop their expertise as technicians in the departments.

Elections are held for the Sixth Form Council which organises many social events, including the Leavers' Ball. Representatives of the committee help in the appointment of new staff and meet with Governors to discuss large projects within the Sixth Form. The Council also encourages fundraising. Recent fundraising events have included bucket collections, car washing and fancy dress for Children in Need 2011, a Cake Bake Sale raising money for Macmillan Cancer Research and carol singing at Christmas. Annually students collect money for Barnardos, sell daffodils for the Marie Curie Appeal and poppies for the British Legion. Every year the Sixth Form hosts the towns Senior Citizens for a summer party.



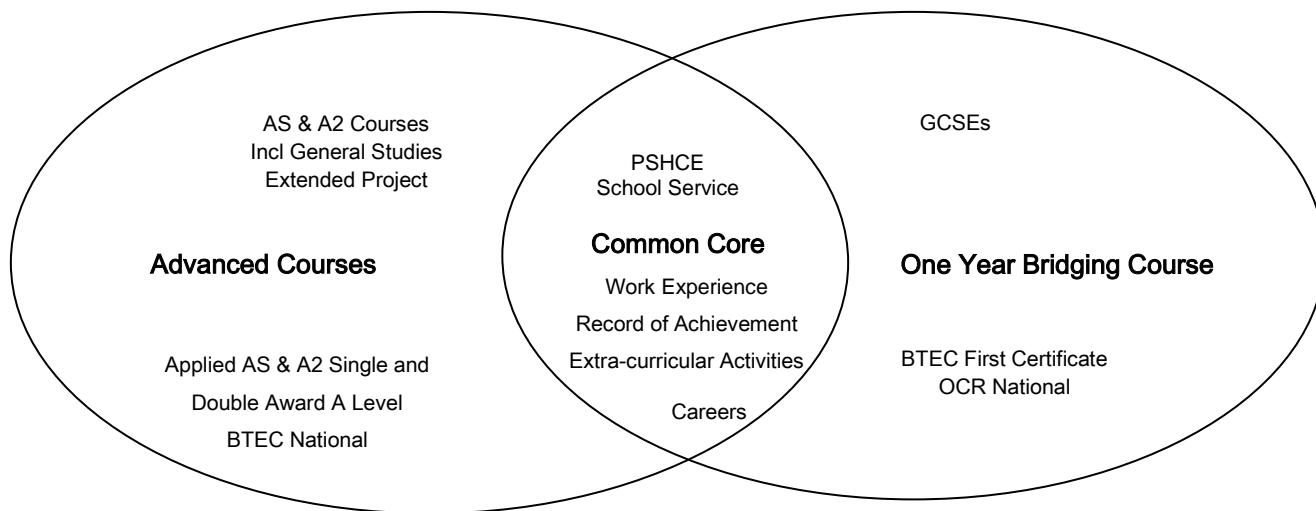
COURSES

What courses are available?

Most of our students follow two-year Advanced courses. We also offer a one year Intermediate course.

The diagram summarises the Sixth Form curriculum at King James's.

Different courses do require different strengths, however, and we have provided information in each course's details as to any recommended qualifications above the basic requirements. Individual consideration is always given and special circumstances will be discussed.



Advanced Courses

Advanced courses at King James's adhere to the guidelines of 'Curriculum 2000' in that a broader curriculum is available for Year 12 students with the option of continuing some or all of it into Year 13. In Year 12 students aim to achieve Advanced Subsidiary (AS) and in Year 13 students then continue with the majority of their courses to achieve A2 qualifications.

Each AS and A2 course will consist of two or three units, which will be assessed in the January or June of the relevant year. Students will be asked to choose four AS subjects in Year 12 and will typically carry three through to Year 13, although some will continue with all four. Please note students will be asked to indicate their A2 preferences when applying for a place in the Sixth Form. Additional opportunities will include a fresh AS course in Year 13. An AS in Year 12 followed by an A2 in the same subject in Year 13 equates to one Advanced level qualification. Both types of Advanced qualifications, i.e. AS & A2, are graded A to E.

King James's is an open access Sixth Form. The basic entry requirements are a Level 2 qualification (equivalent to 5 GCSE's grade C and above) for A Levels or a Level 1 qualification (equivalent to 5 GCSE passes) for the one year intermediate course.

One Year Bridging Course

We offer a one-year course, which provides for students who wish to enhance their GCSE results. The package includes a choice of three double, level 2 qualifications in Business, ICT and Science, together with English Language and Mathematics following a traditional GCSE course, if necessary. This is a useful stepping stone to Advanced Courses either in the Sixth Form or at College as well as to employment. Each level 2 qualification will be equivalent to two traditional GCSEs grade A* to C. To successfully tackle level 2 courses students need to have a minimum of 5 GCSE passes at grades D to G and be ready to work hard. A detailed programme of tutorial support and guidance is an integral part of the course.

Students should make their subject choices from the full range of courses outlined in this prospectus. King James's will endeavour to accommodate these choices. If there is a problem with the provision of a course due to demand, etc a second opportunity to make an alternative choice will be provided.



What are the personal demands of Sixth Form Courses?

Academic work in the Sixth Form will provide you with interest and enjoyment but it will also be hard work. Whichever courses you are taking, there will be a significant increase in the volume and depth of work required. It will be your responsibility, with the aid of your tutors, to plan your use of private study time, both during the school day and at evenings and weekends, to best effect. You will need to look objectively at the amount of time you have available and allocate it in a sensible and mature way to study, to social life and to commitments such as part-time work. We will alert you if we consider that your balance is wrong.

Where do Sixth Form Courses lead?

If you study in the Sixth Form at King James's you are most likely to continue into Higher Education. Typically over 70% of Advanced level students will go on to take degree courses at various universities across the country. Others go straight into employment and many now choose to take a gap year to see the world.

If you choose the bridging course it can provide you with a stepping stone to an Advanced level course at King James's, at college or into employment.

How should I choose?

- You will need to take into account your expected level of performance at GCSE. Our entry requirements for the different types of course are flexible but you need to be confident that you can complete the course successfully.
- Some Advanced level subjects are new (e.g. Government and Politics, Psychology, Sociology) whilst others can be taken without immediate previous study (e.g. Physical Education).
- Universities are strongly recommending that the fourth AS subject should be contrasting e.g. a social science or foreign language with sciences.
- Some Higher Education courses demand specific subjects (e.g. Mathematics for Engineering).
- All decisions should be made on an informed basis. Find out about courses and careers by reading this prospectus, by talking to Sixth Formers and teachers, by using the Careers and Guidance Service, and by coming to the Prospective Sixth Form evening.
- Applied AS and A2 courses have the same value as standard AS and A2.
- If in doubt, choose subjects you enjoy.



APPLIED BUSINESS

Course Description

The Applied Business course aims to provide students with a broad introduction to the business sector. It will encourage students to develop skills, knowledge and understanding in realistic business contexts, such as discovering the problems and opportunities faced by local businesses and/or organising an enterprise activity.

There are four courses available:

AS (3 unit)
AS double award (6 unit)
A level single award (6 unit)
A level double award (12 unit)

Advice and Guidance

At least grade C in GCSE Mathematics and English Language would be an advantage, but it is not necessary to have studied Business Studies at GCSE level.

Future Prospects

Each unit is graded. Unit grades are converted into points which are aggregated to produce a grade A-E for the whole qualification. Double Award students achieve 2 grades, e.g. AA, AB. Most students go on to Higher Education courses, such as degrees in Business Studies, Marketing, Public Relations, Advertising or Management. Some students prefer to go into areas of employment such as retail management, business administration or financial sector.

General Comments

Particularly appropriate for students who either perform well on coursework or wish to reduce examination pressure.

The variety of skills developed provide excellent foundations for further study and employment: independent research, group work, data handling, responding to business scenarios, report writing and presentations.

Method of Assessment

As an Applied Business course there is more coursework than other subjects. Units are assessed through portfolio, with Unit 3 being an externally examined unit.

For AS Double students, two of the additional units are externally assessed and one internally.

Exam Board

AQA – 8611, 6613, 8616 and 8619

Students' Comments

"I am really enjoying this course, I'm glad I chose it. The teachers are helpful and friendly. My personal organisation and self-confidence have improved enormously since starting the course." Ellie Deacon

"I find the course interesting as there are many different aspects to it. I have particularly enjoyed Recruitment and Marketing." Callum Ivel

"I really enjoy the visits to local businesses, it makes everything we do in class more relevant." Lauren Pollard

"Business is a great subject to study – I can apply what I learn to work, and it's a great stepping stone for my future career." Georgia Sands

Course Content

Correct at the time of print. Updated specification is due for September 2012.

AS business consists of 3 modules or 6 for the Double award

The AS single award course contains the following units:

Unit 1 – Investigating Business (Portfolio Unit)
Unit 2 – People in Business (Portfolio Unit)
Unit 3 – Financial Planning and Monitoring (Examined Unit)

Double award students will also study the following units:

Unit 4—Meeting Customer Needs (Examined unit)
Unit 5—Business Information and Communication Systems (Examined unit)
Unit 7—Career Planning (Portfolio Unit)

These are extended and further developed at A2.



APPLIED SCIENCE

Available from 2012 subject to demand.

Course Description

The Applied Science AS and A2 course aims to help students develop skills of investigation and problem solving in a vocational context, by applying their knowledge and understanding of scientific ideas and techniques.

Students will develop appropriate scientific skills, knowledge and understanding and apply these where science is used.

Advice and Guidance

GCSEs at grade C or above in Science, or a BTEC Pass or above in Science, plus a grade C or above in English GCSE would be an advantage.

Future Prospects

The course prepares students for further study on a course in science or in a science-related subject or for training in a science-related occupation.

An AS or A2 level in Applied Science will support entry into higher education courses and careers including Nursing, Midwifery, Dental and Veterinary Nursing, Animal Science, Counselling, Occupational Therapy, Sports Science, Psychology and many more!

General Comments

The course is skills based and will help develop practical and research skills. All units include scientific investigations in a vocational context. Students will use skills of primary research, planning, data collection, analysis and evaluation to help them produce a portfolio of their studies. This forms the majority of the assessment, with the remainder being from an external exam.

The course combines Biology, Chemistry and Physics, providing students with the opportunity to cover a broad range of scientific units in just one AS or A2 level.

Method of Assessment

In the AS course Units G620 (Science at Work) and G621 (Analysis at Work) are portfolio based. This portfolio accounts for 66% of the AS qualification, with the other 33% (Unit G622) assessed by an external written exam.

The split is the same in the A2 course. Unit G235 is assessed by the written exam.

Exam Board

OCR

Course Content

Correct at the time of print. Updated specification is due for September 2012.

AS Level

Unit G620: Science at work

The importance of science and health and safety in organisations using science (a brewery study is carried out as part of this unit).

Unit G621: Analysis at work

A practical unit, covering qualitative and quantitative analysis, energy and efficiency.

Unit G622: Monitoring the activity of the human body

A biology unit, covering structure and function of the circulatory and respiratory systems, uses and methods of physiological measurements and medical imaging methods.

A2 Level

Unit G627: Investigating the scientists work

Unit G235: Working Waves

One unit from the following:

Unit G632: The Brain and Mind

Unit G633: Ecology and Managing the Environment

Unit G634: Applications of Biotechnology



ARCHAEOLOGY

Course Description

Archaeology seeks to understand the course of human history through the investigation of the remains of past cultures through time. This course provides the opportunity to understand how archaeological sites are identified and investigated, and how that information can provide us with the means to understand the social, religious and economic dynamics of past societies.

The emphasis within the AS course is two-fold. Firstly, we study how ritual and religion has played such a vital role in society, not only within the development of a particular culture from the past, but also in it's annual activities. Secondly, we look at standard archaeological methodology used in the identification and investigation of archaeological sites, the techniques of excavation and the application of a whole range of post-excavation strategies used to understand recovered data

Using a range of case studies, the A2 course involves the study of varying themes that constitute the spectrum of human existence. From settlement and social organisation to material culture and economics, the course seeks to explore the progress of human development.

NB: The Archaeology course is taught by a visiting lecturer and takes place both within and out of school hours.

Advice and Guidance

English Language and Science GCSEs at grade C or above would be an advantage

Future Prospects

Archaeology A level is considered to be an excellent qualification for use in combination within a range of degree courses. Career choices range from education, forensics and museum work through to science and engineering, industry, commerce and management.

General Comments

Archaeology complements many other subjects extremely well. Students who enjoyed any of the scientific subjects studied at GCSE level would have an initial advantage in studying this subject. Archaeology can also be an excellent choice for students who are looking for something 'new'. It brings together an interest in the past with a unique scientific approach that also allows students practical experience of this fascinating subject through the production of their own coursework.

Method of Assessment

AS

Individual paper of 1 hour 15 minutes for Unit 1
Individual paper of 1 hour 45 minutes for Unit 2

A2

Individual paper of 2 hours for Unit 3; Unit 4 is assessed by coursework.

Exam Board

AQA

Students' Comments

"This course is very different to main stream subjects. It is a very satisfying and enjoyable course to pursue which combines elements of both History and Geography. The course looks at a wide range of interesting and absorbing topics which will add more variety to your studies." Grace Boyd

"If you are an avid Time Team and History documentary watcher then this course is for you. The structure of the course covers many interesting aspects of archaeology and makes sense of all that you see or read, from finding sites to understanding how history can be interpreted from excavated artefacts." Liam Wilson

Course Content

AS

UNIT 1 – The Archaeology of Ritual and Religion
UNIT 2 – Archaeological skills and Methods

A2

UNIT 3 – World Archaeology
UNIT 4 – Archaeological Investigation



Course Description

The syllabus demands a rigorous and challenging approach to developing practical skills and a sound understanding of the theory and history of Art and Design. The starting point for most projects will be drawing from direct observation, from which imaginative and experimental responses to given themes may be developed in a range of media. In Year 12 pupils will follow a diagnostic period exploring various media and approaches to ideas. They can then choose to follow a broad general course or develop more specialist skills in specific areas of Art and Design such as 3D studies.

Advice and Guidance

It would be an advantage to have a GCSE grade C or above in Art but it may be possible to take the AS without having taken GCSE Art (you must consult the Head of Art before opting for this).

Future Prospects

For those wishing to pursue Art-based courses at Higher Education, opportunities can be taken up through History of Art courses and combined degree courses at university. Practical based degree courses can be accessed directly from the A level or through a One Year Foundation course. Portfolios are built up with a variety of coursework and extra curricular work such as life drawing.

General Comments

Sixth formers have their own dedicated studio in the new, purpose-built, Art Department. Students should be highly self-motivated and have a thirst for knowledge. Tuition is intensive and friendly by teachers with a specialist knowledge of Art History and the use of a wide range of media. Homeworks are set once per week. The keeping of vivid and lively sketchbooks is essential - life drawing and trips abroad are organised.

Method of Assessment

Each Unit is assessed separately and examined by teachers. An external moderator will also come in to check the accuracy of marks. The weighting of marks is as indicated in the course content. Deadlines are made clear to students and regular feedback is given.

Exam Board

Edexcel, we offer AS Units under the code 8FA01 and A2 Units under the code 9FA01.

Students' Comments

"Art is a fun but challenging A level choice. It is hard work, however it is enjoyable if you keep to deadlines and manage your time correctly. Overall it is a great A level choice, plus you get hot chocolate and biscuits in lessons." Gaby Crawford

"Art is the most welcoming course I have taken. Ever since Year 7, Art has only made me more confident. The teachers are encouraging and are like my second family at school." "YAY FOR ART!" Amy Roper

"Staff in the Art Department are always willing to give up their time to help any student, no matter if they are talented or just have an enthusiasm for the subject." Georgia Sands

"The Art Department offers a creative haven for students and puts in the time and effort to ensure you achieve an outstanding grade." Imogen Goulding

Course Content

AS level students have to cover 2 units of work.

Unit 1 – One piece of coursework (60% of the AS)
This will consist of a body of work exploring different media and approaches to a set theme. A finished piece, or pieces, of work will be produced. Students will relate their own work to that of other artists.

Unit 2 – Exam (40% of the AS)
This is an eight hour exam based on one given theme taken at the end of the course. Emphasis is on the research but a finished piece of work will be completed in the exam. The exam paper will be given out in January/February.

A2 level students have to cover two units of work following on from the AS course. The A2 is started in the summer term of Year 12.

Unit 3 – Two pieces of coursework (60% of the A2)
This will consist of practical coursework based on given theme(s) and a personal study exploring an artist or artists related closely to the practical work. The personal study is a 3,000 word illustrated piece of research.

Unit 4 – Exam (40% of the A2)
This is a twelve hour exam based on one given theme taken at the end of the course. Research and a finished piece of work have to be produced. The exam paper will be given out in January/February



ART : DIGITAL PHOTOGRAPHY

Course Description

This photography, lens and light based media course is designed to explore light based media through the medium of digital photography. Students will develop skills in digital photography through personal enquiry, experimentation and manipulation within the media.

Students will produce over the duration of the course a portfolio of work journals and finished photographs exploring different themes set by the department which fit the needs of the specification. These will include gaining knowledge and understanding of the use of light, pixels, viewpoint, composition, focus, shutter speed and digital processing. Students will also get a grounding in the basic development of pre digital photography with practical experience of dark room techniques and Cyanotypes.

The work journals will also provide evidence of personal enquiry and expression involving the selection, manipulation of images and show connections with the work of others. Students will be encouraged to use experimental techniques.

The work journals and the outcomes produced from them form the coursework element of both the A/S and A2 Level and will be developed using lesson time and homework. At the end of the course they will take an eight hour exam (for A/S) or a 12 hour exam (for A2) which they will have a number of weeks to prepare for. The theme for the exam is chosen by the exam board. You will have mock exams for both levels.

Advice and Guidance

This is primarily a Fine Art Photography course: whilst technical skills are part and parcel of the course, the main focus is on developing exciting visual images.

It would be an advantage for you have at least a grade B at GCSE level in either Art and Design or Digital Photography before starting the A/S level. Please check with the Art Department for appropriateness of joining this course.

There are some significant costs involved in the printing of good quality large scale photographs, in the purchase of SD cards, SD card readers and high spec memory pens capable of holding a lot of images (at least 4GB is recommended and some photographic paper. Packs of equipment will be for sale. It would be useful, but not essential, if prospective students had their own access to an SLR digital camera. All students, however, should own a digital camera.

Future Prospects

The portfolio built up on this photography course would enhance any application by students for Foundation Art courses, or other design based courses at Higher Education level.

General Comments

Sixth formers would have their own dedicated base for photography with access to specific photographic equipment such as lighting rigs, computers for editing and a range of printers. Students must be highly self motivated, approaching this course from a Fine Art angle. Tuition is intensive and friendly and personalized learning routes will

be developed as you follow the course. Homework will be set once per week, with an emphasis on personal research and photography assignments at home, including looking at and writing about other key photographers in an analytical way that develops your own approach to the practical taking of images. Trips will be organized for both practical and academic research. The keeping of visually exciting and complete work journals is essential. An overall enthusiasm for the subject and desire to understand the world of fashion, documentary, photojournalism, street, landscape and portrait photography is fundamental. Students would be expected to keep a camera with them at all times of the day and night to record images!

Method of Assessment

Each unit is assessed separately and examined by teachers. An external moderator will also come in to check the accuracy of marks. The weighting of the marks is as indicated in the course content. Deadlines are made clear to students and regular feedback is given.

Exam Board

EDEXCEL, we offer A/S units 6PY01 and 6PY02 under the course code 8PY01 and A2 units 6PY03 and 6PY04 under the course code 9PY01 Exam availability is in June of each year only.

Course Content

A/S level students have to cover 2 units of work.

Unit 1 – (60% of the A/S) - a number of pieces of photography combined with preparation in the form of a work journal revealing the development of different themes given by the Art department. The ability to explore a variety of different subjects, use different lighting effects and manipulate images using digital technologies forms the basis of this course. The study of other well known photographers related to your own work is part of this unit.

Unit 2 – Exam (40% of the A/S) – a number of resolutions in photography with preparation based on a theme given by the exam board. You will also be expected to relate your own photography to that of other well known photographers and make a visual/written study about a variety of photographers. This is an 8 hour exam at the end of the course. The exam paper will be given out in February so that you have a number of weeks to prepare for the timed exam.

A2 level students have to cover 2 units of work.

Unit 3 – Coursework (60% of the A2) – A number of resolutions in photography with preparation. You will select a theme to work with as a development from work done on the A/S course (for e.g. 'Fashion'). You will also have to produce a 'Personal Study' exploring a genre of photography or a group of photographers closely related to your own practical work. The personal study is a richly illustrated study with up to 3,000 words.

Unit 4 – Exam (40% of the A2) – This is a 12 hour exam based on one given theme taken at the end of the course. Research and a number of finished photographs have to be produced. Part of the prep for the exam will involve a research visit on location. The exam paper will be given out in February, with the exam at the start of the summer term.



BIOLOGY

Course Description

The Advanced Level Biology enables students to gain a thorough grasp of biological facts, principles and concepts and to extend these into new areas of modern biology. The analytical and interpretation skills acquired in the course complement the detailed knowledge needed and allow students to make and use connections between them.

Advice and Guidance

A grade B in Science at GCSE would be an advantage, and to have done the Additional course.

Future Prospects

Biology combines particularly well with Chemistry for entry into the Pharmaceutical and Biotechnology Industries or the Health Service. Combinations with Geography work well for careers in Environmental Sciences and research trusts. Physical Education can also be a productive combination for careers in Sports Science and in Health.

Method of Assessment

AS – Unit 1 is a 1 hour written exam, Unit 2 is 1 hour and 45 minute written exam and Unit 3 is by internal assessment.

A2 – Unit 4 is a 1 hour written exam, Unit 5 is 1 hour and 45 minute written exam and Unit 6 is by internal Assessment.

There is no coursework component at AS or A2.

Exam Board : OCR

Students' Comments

"Biology is an inspirational subject which is a well-regarded A level to universities or a future employers. We have gained valuable skills and experiences for life." Lucy Skelton and Megan Chalk

"Biology is a really useful subject to have and although challenging, it is satisfying if you work hard." Lydia Hill

"Biology is my favorite subject, its trips and teachers have inspired me to take it one step further". Kate Morris

"Biology is a fun practical subject that challenges you every lesson. If you put the work in, it is very rewarding." Stephanie Cave

"Biology is a fun, rewarding subject and I can't wait to study it at university!" Jess Hardwick

Course Content

AS Unit 1 – Cells, Exchange and Transport

AS Unit 2 – Molecules, Biodiversity and Human Interactions

As Unit 3 – Practical Skills in Biology 1

As Unit 4 – Communication, Homeostasis and Energy

A2 Unit 5 – Control, Genomes and the Environment

A2 Unit - Practical skills in Biology 2



CHEMISTRY (Salters)

Course Description

This course is probably the most modern approach yet to the teaching and learning of Chemistry for the 21st Century. Unlike traditional syllabuses, this conveys the key principles and information through the study of up-to-date topics related to everyday life.

Chemistry is central to modern living; medicines, plastics, agrochemicals, materials, dyes, nano-technology, understanding ozone depletion and global warming are all aspects of life that depend on the skill and knowledge of chemists.

Advice and Guidance

A grade B or above in Additional Science or in the Chemistry component of the triple science higher paper at GCSE and grade B or above in GCSE Mathematics would be an advantage.

Future Prospects

Chemistry is an important and necessary qualification for courses in Medicine, Dentistry, Biology, Physiotherapy, Forensic Science, Environmental Science, Chemical Engineering and Biochemistry

General Comments

This is a thorough preparation for courses in Higher Education, yet it also provides an interesting and satisfying course for those who will take their study of Chemistry no further.

Method of Assessment

AS Unit F331: Chemistry of Life - 30% (exam)
AS Unit F332: Chemistry of Natural Resources - 50% (exam)
AS Unit F333: Chemistry in Practice - 20% (coursework)

At AS students are assessed in five skill areas during coursework: competence, measurement, analysis & evaluation, observation and interpretation.

A2 Unit F334: Chemistry of Materials - 30% (exam)
A2 Unit F335: Chemistry by Design - 40% (exam)
A2 Unit F336: Chemistry Individual Investigation - 30% (coursework)

At A2 students are assessed in eight skill areas during their investigation: chemical ideas, methods, communication, observation & measurements, analysis & interpretation, evaluation, manipulation and demand

Exam Board : OCR

Students' Comments

"They didn't lie at GCSE quite as much as they made out which is a nice surprise." Matt Pybus

"A Level chemistry is challenging but the lessons, especially the practicals are very enjoyable. It has helped me a lot with my other science subjects and my teachers have always been there to support me." Zoe Hatch

"Chemistry is a fun hard-working subject. The practicals are always enjoyable and the subject covers a wide range of all the sciences, so there is something for everyone. The teachers are great and it looks good when applying for university." Alex McVeigh

"Chemistry in Year 12 is enjoyable and interesting, although hard. The teachers provide loads of support and help when needed. It helps back up information learnt in my other subjects and also addresses key topics such as global warming that effects us all." Louisa Moull

Course Content

The Salters Chemistry course consists of 13 modules (5 at AS and 8 at A2) which consider chemistry in the real world. As you learn about each context or storyline you will consider the underlying chemical principles using a variety of activities. The 13 modules divide into six units, three for AS level and three for A2 level. The units examined allow us to study:

AS Unit F331: Chemistry for Life (2 modules)

Elements of Life (EL): elements and compounds in the universe, the solar system and the human body

Developing Fuels (DF): fuels and the contribution that chemists make to the development of better fuels.

AS Unit F332: Chemistry of Natural Resources (3 modules)

Elements from the Sea (ES): the extraction of halogens from minerals in the sea together with a study of the properties and uses of Group 7 elements and their compounds.

Polymer Revolution (PR): the development of addition polymers

Atmosphere (A): important chemical processes occurring in the atmosphere-the ozone layer and the greenhouse effect

A2 Unit F334: Chemistry of Materials (4 modules)

What's in a Medicine (WM): medicines such as aspirin, their development, chemistry and synthesis, illustrating some of the features of the pharmaceutical industry.

Material Revolution (MR): condensation polymers and other modern materials.

Steel Story (SS): the production, properties and uses of steel, with reference to other metals.

Threads of Life (TL): proteins and enzymes, DNA and its use in synthesising proteins.

A2 Unit F335: Chemistry by Design (4 modules)

Agriculture & Industry (AI): how chemists use industrial processes to benefit mankind and how they contribute towards a safe and efficient food supply.

Oceans (O): the role of the oceans in cycling chemicals, including salts and carbon dioxide, and maintaining pH, ie the importance of the oceans to life on Earth.

Colour by Design (CD): the chemical basis of colour in pigments, paints and the use of chemistry to provide colours to order.

Medicines by Design (MD): the way chemical principles and techniques are used to investigate the effect of chemicals on the body, and to design and make pharmaceutical substances to meet specific needs



Course Description

The dynamic world of creative interactive media is fast-moving. It requires a work force that is up-to-date and that can respond quickly to change, growth and innovation.

The qualification aims to:

- develop a knowledge of a range of different software applications
- develop the ability to use different applications effectively to meet a customer's specified requirements
- develop the ability to manage information
- develop the ability to plan and prioritise tasks effectively
- develop the skills and knowledge in contexts that are directly relevant to employment situations.

Advice and Guidance

A C grade or above in ICT at GCSE would be an advantage. If students have not studied ICT before, then they will be judged on their individual merits. We will expect students to be able to show an interest in working creatively with multimedia software.

Future Prospects

The Creative iMedia qualification will attract those interested in working as web designers, graphic artists, multimedia producers, animators and story boarders.

Method of Assessment

Creative iMedia is an e-portfolio only qualification, with all units being centre-assessed and moderated by the examination board. Each unit is marked on a Pass/Fail basis. For each unit passed you will get a certificate to show what you have achieved. Please be aware that this restricts the number of university points available.

Exam Board

OCR

Scheme Code: Certificate : 04311
Diploma : 04312

Students' Comments

"Lots of creative things to do." Dan Rudzinski

"You get to choose how you want your publications to be." Jack Davies

Course Content

Certificate

Unit 301 – Pre-production skills.
Unit 313 - Digital graphics editing.
Unit 311 – Developing an enhanced website.
Unit 312 – Creating a digital animation.

Diploma

Unit 302 – Digital media skills for asset production.
Unit 315 – Game design concepts.
Unit 310 – Interactive multimedia design.



DESIGN & TECHNOLOGY :

PRODUCT DESIGN (3D DESIGN)

Course Description

This course is designed to stimulate students' creativity and innovation through resolving practical problems and using the skills of designing and making which are associated with developing ideas into a tangible form. Design and Technology is concerned with meeting human needs through the application of scientific and other forms of knowledge. An important feature of this course is its practical nature - knowledge and understanding are not therefore acquired for their own sake but as an aid to finding the solutions to problems which arise in everyday life and in industrial and commercial contexts.

The product design course offers students many opportunities to explore and discover the potential designer within themselves – from initial research and investigation through to concept ideas and final working prototypes.

In order to realise their design ideas students are taught to use a range of traditional techniques for designing and making as well as state of the art methods including the use of CAD/CAM in all areas of their work.

An important addition to the course's content is in the use of Solidworks – an industry standard 3D solid modeling program. This powerful piece of software has elevated the standard of students' work and allows them to produce designs involving the kind of detail and quality seen at a professional level.

NB: It cannot be taken with Textiles.

Advice and Guidance

A grade B in Product Design, Resistant Materials, Graphic Products or Textiles at GCSE would be an advantage.

Future Prospects

As an area of study Design and Technology will support those students wishing to pursue Higher Education courses in all branches of Engineering and Technology, Product Design, Architecture, and other design related disciplines. It also supports entry into most other courses and into direct employment.

General Comments

This syllabus allows excellent progression from all of the four GCSE Design & Technology courses mentioned above. There is the facility to follow a broad multi-disciplinary product design course or to specialise in 3D design. Links to the commercial and industrial world are strongly encouraged. This course is an excellent vehicle for developing and demonstrating all six key skills.

Method of Assessment

Unit 1 – Written examination – 2 hours
Weighting – 50% of total AS/25% of total A Level marks

Unit 2 – Coursework – approximately 50 hours
Weighting – 50% of total AS/25% of total A Level marks

Unit 3 – Written examination – 2 hours
Weighting – 25% of total A Level marks

Unit 4 – Coursework – approximately 60 hours
Weighting – 25% of total marks

Exam Board

AQA - AS 5551, AQA - A2 6551

Students' Comments

"Product Design is a challenging but rewarding subject. The teachers help you throughout your project if you require it. I would recommend anyone to take this subject as it has given me great satisfaction throughout the year." Jason Taylor

"Product Design is an amazing subject that allows you to express your creativity. The teachers are friendly and supportive and put the extra time and effort in to help you. The atmosphere is friendly and supportive." Gina Moore

"It's not an easy subject; and a lot of work goes into it. The end result gives you a sense of achievement." Josh Simpson

Course Content

AS Unit 1 - Written Paper - This module is based primarily on Materials and Components: Classification of Materials, Working Properties and Manipulation and Combining.

AS Unit 2 – Coursework - At AS Level students will attempt a wide range of assignments leading to a portfolio of work, including making, which will be internally assessed and externally moderated for the coursework element of the syllabus.

A2 Unit 3 - Written Paper - This paper will assess all the components from the three main sections of the syllabus, namely: Materials and Components, Design and Market Influences and Processes and Manufacture.

A2 Unit 4 - Major Project - (coursework)
A single, integrated coursework project using any material or combination of materials.



DESIGN & TECHNOLOGY : PRODUCT DESIGN (TEXTILES)

Course Description

This course provides a diverse and challenging range of opportunities for students to experience. It encourages a broad view of Design and Technology and develops students' capacity to design and make textile products while appreciating the complex relations between design, materials, manufacture and marketing.

Advice and Guidance

It is an advantage to have studied Textiles Technology at GCSE level and have gained a grade B.

Future Prospects

The course will support entry into Higher Education courses in Textiles Design or Textiles Marketing and Management and most other Design related areas or into direct employment in a modern hi-tech industry.

General Comments

- The course provides excellent progression from GCSE Textiles Technology.
- It stimulates creativity.
- The practical element of the course is a particular feature.
- There is the facility to integrate work-related activities to the commercial world.
- The course is appropriate for demonstrating ICT and other Key Skills.

Method of Assessment

Unit 1 - Written examination – 2 hours

Weighting 50% of total AS 25% of the total A level marks

Unit 2 - Coursework - approximately 50 hours

Weighting 50% of total AS 25% of the total A level marks

Unit 3 - Written examination – 2 hours

Weighting 25% of the total A level marks

Unit 4 - Coursework – approximately 60 hours

Weighting 25% of the total A level marks

Units 2 and 4 are externally moderated.

Exam Board

AQA

Students' Comments

"Textiles is fun and allows your creativity to flow. It is challenging and requires dedication. However, when you see your final products on the catwalk it is rewarding." Emily Hodson

"Textiles requires a lot of dedication but if you are willing to put the work in the rewards are much greater than that of any other subject. It is challenging, creative, requires you to work independently and is very enjoyable." Stephanie Cave

"If you enjoyed GCSE Textiles, you will love A level. You get more freedom, gain new skills and enjoy yourself at the same time. The work is intense but the final product is really rewarding." Rachel Clay

"Textiles is a very enjoyable subject. Teachers give you great support but also allow you to be independent and creative. Even though Textiles is a demanding subject it is all worth it when you see your completed garments." Ellie Deacon

"Textiles is a very rewarding subject. A lot of hard work and commitment is needed. However it definitely pays off at the end of the year. The teachers are supportive and lovely and always push me to do well. Without a doubt one of my favourite subjects." Amy Roper

Course Content

AS Unit 1 – Written Examination

This paper is primarily based on Materials, Components and Applications. Consists of 3 sections:

AS Unit 2 – Coursework

Coursework may take a number of forms; a single Design and make project or two smaller projects and/or a portfolio of work.

A2 Unit 3 – Written Examination

This paper is based primarily on Design and Manufacture. Consists of two sections with a choice of three questions from six.

A2 Unit 4 – Coursework

A single, integrated coursework project using any Material or combination of materials.



DRAMA & THEATRE STUDIES

Course Description

AS/A2 Drama & Theatre Studies offers you the opportunity to study many facets of theatre in a uniquely practical way. The course is written by AQA and is designed for students with a passion for theatre and performance. Much of the course is concerned with discovering how to transform words on the page into words on stage: the process of what happens to the drama text as a group of people get hold of it and begin to fashion a piece of live theatre from it.

This is a subject which requires a hands-on approach; indeed a large percentage of the final result is based on practical work, and you will be required to work closely with the rest of your group in problem-solving and communicating within a team.

The course requires a large commitment from you in terms of contribution both in and out of lessons. Regular theatre visits and practical work supplement the academic studies. The emphasis of the course is very much on putting theory into practice.

Advice and Guidance

A grade C or above in GCSE Drama or a merit/distinction in BTEC Performing Arts would be an advantage if you are considering taking this course. Previous experience of theatre and performing are essential.

Future Prospects

The course equips students for further study in Drama and Theatre but is also a good base for English and Humanities courses. The academic rigour demanded helps with key skills of communication, problem solving and essay writing.

General Comments

The nature of the course demands a lot of practical work in lessons. Theory is covered as far as possible through exercises and students are expected to write up notes in their own time.

Assessments take the form of essays, practical work and group presentations.

Theatre visits will require voluntary contributions to cover costs incurred.

For more information on this course and all KJS Drama Department events visit www.dramadepartment.co.uk

Method of Assessment

Units One and Three are assessed by written examinations, while Units Two and Four are practical modules which are assessed by practical performance and moderated by an external verifier.

Exam Board

AQA – Subject Code 5241/6241

Students' Comments

"Drama is one of the most involving, active subjects you can take. There are opportunities for looking at theory as well as a lot of performing. Definitely a lesson you look forward to." Jo Thompson

"I have found Theatre Studies highly rewarding and enjoyable exploring a wide variety of practitioners and new exciting techniques. Drama is a must!" Craig Simpson

"I've learnt lots of new skills and that's inspired me for my career choice. Drama is a great opportunity for creative people!" Eli Michael

Course Content

The AS Modules

UNIT 1 – Written (60%) "Responding to Live Theatre & Prescribed Play"

UNIT 2 – Practical Performance (40%) "Play in Production"

The A2 Modules

UNIT 3 – Written (60%) "Prescribed Plays"

UNIT 4 – Practical Performance (40%) "Devised Drama"



Course Description

Economics is a social science which will help you to understand how society and the economy work. The headline issues of unemployment, inflation, house prices, the credit crunch and recession international trade, finance, carbon footprints, the environment, and how to manage the economy will all be studied. As citizens, future taxpayers, voters and business managers, an understanding of these topics will prove invaluable.

You will experience a wide range of learning styles, including investigative projects, group work, discussion and presentations. You will use the internet to carry out research, and will be expected to read newspapers and follow current affairs.

Advice & Guidance

GCSEs at grade C or above in English Language and Mathematics would be an advantage.

Future Prospects

Economics is relevant to a wide range of careers, including management, finance, law, media, psychology, engineering, accountancy, environmental sciences and local government. It provides breadth to post 16 programmes of study, which will prove valuable in virtually any career.

General Comments

As an entirely new subject, Economics provides you with an exciting and challenging opportunity. It sits well with any combination of A levels. Current students take Economics alongside Sciences, Modern Languages, Business, Mathematics, Government & Politics, Sociology and History.

Method of Assessment

All units are assessed by exams. Units 1 and 2 are examined in June of Year 12. Units 3 and 4 are examined in June of Year 13.

Exam Board : OCR H061 (AS) and H461 (A2)

Students' Comments

"Economics is a challenging and interesting subject. It touches on everyday aspects of the current world and it is a useful subject for the future."
James Green

"Great class discussions and debates about topics I never thought I would be able to talk about."
Katy Addyman

"Economics – challenging but rewarding."
Daniel Bent

Course Content

Unit 1 - Markets in Action

Considers how markets function to allocate scarce resources through demand and supply, and what happens when markets fail.

Unit 2 - The National and International Economy

Investigates how you measure economic Performance and how to manage an economy.

A2 contains 2 modules:

Unit 3 - The Economics of Work and Leisure

In this unit you study how wages are determined, How and why the nature of work has changed, and the role of The government in the labour market You will also Investigate market structures in the leisure markets.

Unit 4 - The Global Economy

Provides the opportunity to compare the economic performance of the UK to other leading economies, and to consider the impact of globalisation, development and environmental sustainability.



Course Description

This course encourages students to develop interest in and understanding of the English Language - its structures, functions, variety and development.

The course will allow you to examine language in all its forms. A few examples of areas covered are: spoken and written varieties of language; language in the media; the development of language in children; gender differences in language usage. You will be actively involved in research, collecting data and reporting upon your findings. You will also produce your own portfolio of varied styles of writing.

Advice and Guidance

It would be an advantage to have a grade B or above in GCSE English Language and a grade C or above in GCSE English Literature.

Future Prospects

The skills you will develop through studying English Language will prove invaluable whatever you do after leaving school, whether employment or further study. Obvious degree courses where an English Language A-Level is useful would be Linguistics, Law, Journalism, Speech Therapy and Language and most Arts and Humanities subjects.

General Comments

English Language has been a very popular A-Level subject for several years. The course allows you to be both analytical and creative in your approaches to the study of language. If you have a keen interest in English and are self-motivated and willing to debate issues relating to language study, you will enjoy this course and be an asset to it.

Method of Assessment

Continuous formative assessment through written work and contributions to discussions. Formal assessment through examination tasks (Modules 1 and 3) and through coursework (Modules 2 and 4).

Exam Board

AQA (Specification B)

Students' Comments

Choose English Language 'A' Level if you:

"Enjoy being creative and producing your own writing ..." Ellie Mawson

"Are interested in the media and want an insight into Journalism ..." Ryan Dickie

"Want to develop an understanding of how language works ..." Katie Jones

Course Content

The AS course is divided into two modules:

Unit 1 : Categorising Texts—This module requires the study and analysis of spoken and written language varieties, and the study of language and social contexts, covering such topics as Language and Gender, Language and Technology and Language and Power.

Unit 2 : Creating Texts—For this module students will produce a folder of work demonstrating their ability to write for different purposes and audiences.

The A2 course is divided into a further two modules:

Unit 3 : Developing Language—For Unit 3 students will learn about the way the English Language has changed over time, and children's acquisition of speech, reading and writing.

Unit 4 : Investigating Language—This coursework Unit comprises two elements: the production of an independent research project on an aspect of language use which students themselves have chosen, and the writing of a media text (for example a magazine or newspaper article) about this chosen topic, intended for the non-specialist reader.



Course Description

This course is designed to appeal to students who enjoy exploring the ways in which feelings, meanings and ideas are expressed in texts. Throughout the course, you will read a wide range of poetry, prose and drama from modern and historical periods and selected from a diversity of cultural fields. The course will allow you to examine the contexts in which texts are produced and will enable you to recognise the functions of literature - its social, political and philosophical concerns. You will develop skills of close, critical analysis and will be increasingly able to make meaningful links between texts.

Advice and Guidance

It would be an advantage to have a grade B or above in GCSE English Literature and a grade C or above in GCSE English Language.

Future Prospects

English Literature equips you for any course or career where you will be required to think independently, evaluate material and communicate your ideas to others. More specifically, it provides a useful and valuable preparation for most degree courses, especially in the Arts or Humanities.

General Comments

If you enjoy reflecting upon and discussing ideas explored in texts you will be well suited to this course. More than the basic academic requirements listed above, important assets are a genuine love of literature and a willingness to share thoughts about texts. This course will allow you to develop more assurance in communication skills and will accelerate your thinking skills to an almost superhuman level!

Method of Assessment

Continuous formative assessment through written assignments and contributions to group activities. Formal assessment through examinations (Modules 1 and 3) and through coursework (Modules 2 and 4).

Exam Board

AQA (Specification B)

Students' Comments

"In AS Literature, it's interesting how small parts of poetry or prose open doors to rooms full of ideas."

"Literature isn't about the author. It's about your own views and experiences giving new life and meaning to a text."

"Literature allows your instincts and feelings to flourish into intellectual debate and sparkling conversation!"

"Literature questions what you believe and asks you about your identity."

Course Content

There are two modules at AS and two at A2.

AS

Unit One – Aspects of Narrative—Involves the study of four texts. Two novels (at least one post 1990). Two poetry (1800-1945)

Unit Two – Dramatic Genres—Minimum two texts for study within dramatic genre of tragedy. (One Shakespeare and any other tragedy).

A2

Unit Three – Texts and Genres—Minimum three texts for study including at least one 1300-1800. Two topics : Elements of Gothic
Elements of Pastoral

Unit Four – Further and Independent Reading—A portfolio of two pieces of written coursework.



Course Description

The AS and A2 course aims to build upon the confidence and competence in the language gained at GCSE. Ideas and attitudes on a range of topics are developed. Students explore their own interests through the medium of French, and are offered insights into the culture and civilisation of French speaking countries as well as the nature of language itself.

Advice and Guidance

It would be an advantage to have grade B in French at GCSE level for success in this subject.

Future Prospects

Many students go on to study French in Higher Education as a single subject or combined with others such as Law, a second language or Business. As an academic discipline it is a widely acceptable qualification for many careers and the ability to communicate successfully in French is of life-long benefit.

General Comments

Prospective students should also have a genuine interest in and proven commitment to the subject. Students are encouraged to spend some time in France during their holidays or as part of the school exchange to Privas in the Ardèche. Lessons are lively, interactive and provide enjoyment and intellectual stimulation for the motivated learner. Students have access to satellite TV and other authentic materials at all times.

Method of Assessment

AS

Unit 1 - Listening, Reading, Writing

(70% of AS, 35% of A Level mark)

Unit 2 – Speaking (30% of AS, 15% of A Level mark)

A2

Unit 3 - Listening, Reading, Writing

(35% of A Level mark)

Unit 4 - Speaking (15% of A Level mark)

Exam Board

AQA AS 5651

AQA A2 6651

Students' Comments

"It opens so many more doors and new experiences that give you a great advantage over others. I really enjoy every lesson and I am so glad I took it! C'est chouette!" Laura Bishop

"Why take a language? To learn a language is a fantastic skill! It really makes you stand out from the crowd and broadens your horizons for the future. So make the right choice and take French!" Jonathan Bell

"Its worth taking French for the impressed look you get when you say you speak another language. Also, if you're planning on taking a gap year or travelling in the future it'll be so useful." Imogen Ing-Simmons

Course Content

AS Topics

For all four AS topics, the sub-topics must be studied.

Media , Popular Culture, Healthy Living/Lifestyle and Family/Relationships

A2 Topics

For A2, candidates must study two of five Cultural Topics, together with the remaining three topics, ie Environment, the Multicultural Society and Contemporary Social Issues.



Course Description

Geography is a contemporary subject that looks at the relationship of human populations to each other over space and time and their relationship with their physical environment at a variety of scales from local to the global. The units studied, offer opportunities for candidates to consider their own values and attitudes to themes and issues discussed, as well as those of the decision makers. It also encourages the acquisition of a broad range of skills including the ability to deal with statistics and analyse maps and other kinds of data. Some GCSE topics will be touched on but there are many new ones to learn about. There's a lot more depth in the ones you think you know all about!

Advice and Guidance

A grade B or above in Geography is would be an advantage.

Future Prospects

Because of the wide range of skills you will gain, you will be well equipped to enter a variety of jobs and degree courses including environmental and recreation management, pollution science, global futures, transport studies, geology and oceanography. Geography graduates are highly sought after and post-graduate unemployment is low.

General Comments

Fieldwork plays a vital part in this course. Visits to the coast and to Leeds have proved very successful in the past and we have updated our fieldwork for the new specification.

The department runs a residential trip to Helmsley in Year 13 to improve revision skills in preparation for the A2 exam.

Method of Assessment

Unit 1 – 2 hour exam in two sections.
Unit 2 - 1 hour exam comprising two compulsory questions.
Unit 3 - 2½ hour exam in three sections, two structured questions and one essay.
Unit 4 - 1½ hour exam based on advanced information booklet.

Exam Board

AQA Specification

Students' Comments

"I enjoy Geography because it effectively combines the scientific elements and explaining geographical processes with the social elements of discussing the impacts of Geograpy on everyday life. It is a fascinating insight into the way the world works and the fieldwork is great.." Al Riddell

"Why I think Geography is a good subject to do at A-level. Geography gives you skills that employers strive for in employees, it looks great on a CV!" Katie Houldershaw

"I enjoy the range of areas we study in Geography, with the human and physical side, and the different topics within them. It is a good A-level to have due to the variety of skills used within the course. Maths, Science and analytical skills are combined within the subject. The course is fun as well as interesting." Andy Bannister

Course Content

AS

Unit 1 - Physical and Human Geography
Core Physical unit = Rivers, Floods and Management
Optional Physical unit = Coastal Environments
Core Human unit = Population Change
Optional Human Unit = Health Issues

Unit 2 - Geographical skills

A2

Unit 3 – World Cities/Ecosystems/Plate Tectonics

A2 Unit 4B - Geographical Issue Evaluation



Course Description

This is a stimulating and challenging course built on the foundations laid at GCSE. It is designed to develop further the ability to use German effectively by fostering skills in listening, speaking, reading and writing. Students are offered insight into the language and culture of German-speaking countries.

AS and A2 students have three lessons per week plus one with the German-speaking assistant.

In the first term all pupils follow an intensive grammar course which provides the necessary tools for success in German.

Students are encouraged to watch satellite television and use the internet to find up-to-date materials.

Advice and Guidance

It would be an advantage to have grade B in GCSE German.

Future Prospects

A level German opens the door to a wide range of courses in Higher Education. A German degree either in combination with another foreign language or for example with Business Studies is much valued. It is a highly desirable qualification for entry into a range of professions because so many skills are acquired.

General Comments

The course will appeal to all who have a genuine interest in the German language and who have shown commitment to the subject.

All students following the course are encouraged to take part in the Bebra exchange.

Method of Assessment

Assessment at AS is by final examination in June of Year 12 in reading, writing, listening and speaking.

Assessment at A2 is by final examination in June of Year 13 in reading, writing, listening and speaking

Exam Board

AQA - 2660

Students' Comments

"AS Level German is great because it is a fun language to learn and when you know an extra language to learn other things easier and quicker, it also helps to get you into university. There's also the trip to Germany which is a fantastic experience."
James Lunn

German's pretty hard, but it's good because you get taught in small classes. Also the exchange is amazing!" Beth Balla

Course Content

AS Modules:

Media
Popular Culture
Health
Family

A2 Modules:

Environment
Multicultural Society
Contemporary Social Issues
Two of five Cultural Topics



GOVERNMENT & POLITICS

Course Description

A lively course for those who wish to study the bigger questions in society: Who runs the country? How democratic is Britain? Are all mainstream political parties the same? What do we really mean by Liberalism, Conservatism and Socialism?

This course demands analytical thought and independence of mind. It is dynamic, as world events change day by day and should be chosen by those who ask questions not expecting clear answers. Politics requires an interest in current affairs, reading and satire.

Advice & Guidance

GCSE English at grade C would be an advantage. A high level of communication skills are needed at A2 level.

Future Prospects

The A2 subject equips students who choose degree courses involving detailed interpretation and analysis of human behaviour and conflict, such as Economics, History and Law.

General Comments

Government and Politics complements several other advanced subjects. Economics, History and Sociology combine particularly well, but it accompanies human and natural sciences equally well. It is a particularly good preparation for a Law degree.

Students are actively encouraged to attend the Sixth Form Debating Group and attend and participate in debates with other Harrogate schools. Meetings and talks are arranged with the local MP and members of the House of Lords. Staff and students eagerly seize all opportunities given them to participate in discussion and debate.

Students debate vigorously, read voraciously and argue (constructively) a lot!

Method of Assessment

AS Unit 1 in January of Year 12, with Unit 2 in June.

A2 Unit 3 is examined in January of Year 13, with the final units being taken in June.

Exam Board : AQA

Students' Comments

"In Politics everyone's opinions are valued and encouraged." Frances Tinsley

"Politics gives you a platform to argue, a rounded view and the skills to decide on your own opinions. A great subject for debates and a keystone subject for Higher Education." Luke Longmuir

"Politics is for the strong-minded. Argue your point and get involved in political debates. Learn how the country is run. Politics is fun!" Tom Naylor

Course Content

AS incorporates two modules:

People, Politics and Participation

This unit explores the electoral system in the UK including the reason why people choose to participate/not participate in politics, the role of political parties and pressure groups.

Governing Modern Britain

This includes developing knowledge and understanding of the British constitution, the legislature (parliament), the executive as well as devolved government and the European Union.

At A2 level:

Ideologies

This includes exploring the origins, core ideas and development of the conservative, liberal, socialist and fascist ideological traditions. This will provide the basis to enable students to understand contemporary debates in politics.

Political Issues

This unit will look at how Ideologies translate into political action and policy. In particular students will look at politics and the environment, education, the economy and ethnicity and gender.



HEALTH & SOCIAL CARE (single award)

Course Description

This applied A level provides an introduction to the wide arena of Health and Social Care, introducing topics with central relevance to careers in health, social work, early years care and education. Key areas addressed include psychology relating to professional communication techniques used when dealing with people from different client groups (e.g. children, those receiving care for mental/ physical illness) and the nature and provision of services within the UK, including screening and illness prevention. The AS course covers the psychology of communication techniques, the varied services operating within UK Health and Social Care provision, and day-to-day dealings with clients with health/ care-related issues. The A2 course further develops the themes and topics of the AS course.

Advice and Guidance

It would be an advantage to have at least a grade C at GCSE level in English, and 4 other GCSEs at grade C or above, or equivalent.

Future Prospects

A level Health and Social Care is considered to be an excellent qualification for a wide range of careers, including Nursing, Paramedic Science, Radiography, Physiotherapy, Occupational Therapy, Health Promotion, Youth Work, Play Work, Social Work, and many varied roles working with health and social care clients in the fields of elderly/mental health care and early years care/ education. Universities will welcome an A level in Health and Social Care from students wishing to access courses in health studies, nursing, social work, social policy and childhood studies.

General Comments

Students who typically do well in A level Health and Social Care are those with career aspirations to work with the general public, in a very wide variety of roles. An interest in psychology would also be of benefit, given the large amount of psychological content present in both the AS and A2 specifications. It is also largely assessed by coursework and portfolio, which will increase its attractiveness to those who dislike exam-based assessment. It should have particular appeal for those who are natural 'communicators' and wish to further develop these skills in preparation for future 'people oriented' careers.

Method of Assessment

Module 1 is examined in summer of the AS year; the remaining two Modules are assessed by coursework undertaken at regular intervals during the AS year. The A2 Module 4 portfolio is undertaken over the late summer/early autumn terms and submitted in summer of the A2 year. Module 5 is examined in summer of the A2 year and the Module 6 project will be submitted in the summer term.

Exam Board : AQA (specification) - AS 8621
- A2 8626

Students' Comments

"The course is very interesting and rewarding. The coursework requires a lot of attention and should not be taken lightly. The subject is fun but is still a serious, valued course and will prove worthy in the future." Leigh Riley

"Health & Social Care is a very enjoyable subject, it gives you so much opportunity for jobs in the health sector, the Teachers are very helpful and lovely." Rachael Blakey

"I found the lessons very interesting. The modules are both challenging and interesting. The Teachers are very helpful and it is a subject I enjoy learning about." Amanda Coles

"Health & Social Care is a very interesting subject. It can open opportunities for many different careers in Health & Social Care. The teachers are helpful and make the lessons enjoyable and interesting." Victoria Moon

"I enjoy the different types of lessons we participate in and I think it will help me reach my goals in the future." Kirsty Black

Course Content

Correct at the time of print. Updated specification is due for September 2012.

AS

Module 1 – Effective Caring (exam)
Module 2 – Effective Communication
Module 3 – Health, Illness and Disease

A2

Module 4 – Working in Health and Social Care
Module 5 – Human Development: Factors and Theories (exam)
Module 6 – Research Methods and Perspectives



Course Description

The course looks to develop existing knowledge and broaden students' awareness of historical periods.

Advice and Guidance

GCSE at grade B or above in English Language will be an advantage.

Future Prospects

Most students go onto university reading degrees in a wide range of areas, both in Science and Humanities. Law and History are two popular options. In recent years several students have entered Oxbridge reading history-related courses. King James's History graduates enter diverse careers such as finance and retailing sectors. Several have completed conversion courses to train as solicitors; two are working in freelance journalism.

General Comments

Students need to be committed; full attendance and meeting deadlines are crucial. Staff look to study with our students not for them! There is a wide range of source material in the department.

Method of Assessment

AS—Two 1½ hour papers, one on each unit.

A2—Unit 3 – One 1½ hour paper.
Personal investigation is marked in school and moderated by AQA.

Exam Board

AQA. Options J and N

Students' Comments

"A lot of writing – good for people – who like reading stuff that happened a long time ago." Elizabeth

"Its hard – cool Russian names Ordzhonikidze. Make you think accurately and concisely." Rachel

"Lots of bad people – sound company!" Lucy

"History at AS – different from GCSE – you're not looking at stuff you have looked at before." Stephanie

Course Content

AS

Unit 1—Britain 1483-1529

Looking at the development of the Tudor Dynasty focussing on Henry VIII and the early part of Henry VIII's reign.

Unit 2—There are two pathways -

Either : Hitler and the German People 1919-1942.
Or : The Impact of Stalin's Leadership in the USSR 1928-1941.

A2

Unit 3 - The Triumph of Elizabethan Britain 1541-1603.

Unit 4 - A personal investigation of 3,500 words. The investigation to be based on the origins of the Holocaust.



INFORMATION & COMMUNICATION TECHNOLOGY

Course Description

ICT is transforming our lives. At school, college, university, at home, in industry and in business ICT is becoming more and more important. Whatever career is considered, a sound knowledge of ICT will be useful, beneficial and most likely, essential. To meet this need the ICT department is offering a course to help develop students' ICT skills beyond GCSE. By following the AS/A2 GCE in ICT you will develop:

- Problem-solving skills through the practical application of Information and Communication Technology.
- The ability to analyse, appraise and make critical judgements about the use of Information and Communication Technology systems
- Interpersonal skills necessary for communicating with others.
- An understanding of the nature of information, its structure, application and implications of its use.
- An awareness of the role of Information Technology in the management, manipulation and dissemination of information.
- A broad and balanced view of the range of applications and information systems, an understanding of the capabilities and limitations, and the implications for their use.
- An understanding of the role of people, technology and systems in organisations.
- An awareness of the economic, social and ethical implications of the use of Information Technology systems.

Advice and Guidance

It would be an advantage to have a C grade or above at GCSE IT, Mathematics and English Language. If students have not studied ICT before, then they will be judged on their individual merits.

Future Prospects

The course is good preparation for further studies in Information and Communication Technology or Computing. It provides a sound academic environment for progression to University or develops skills, knowledge and understanding that will support other disciplines and a widening range of occupations.

Method of Assessment

The course is taught in modules and is assessed in units.

AS Assessment Units

Unit 1 – written paper – 2 hours – 60% of total AS mark (30% of total A2 mark)

Unit 2 – coursework project – internally assessed – 40% of total AS mark (20% of A2 mark)

Unit 3 – written paper – 60% of total AS mark (30% of A2 mark)

Unit 4 – coursework project – internally assessed – 40% of total As mark (20% of GCE mark)

Units 1 and 3 are examinations marked by the board.

The coursework units 2 and 4 are marked internally and moderated by the board.

Exam Board

OCR AS – H117 A2 – H517

Students' Comments

"ICT is always changing and we need to keep up to date with this diverse technology. We undertake general modules or theory and a challenging coursework project; however if you do not like a lot of work forget taking ICT." Gemma Hewick

"ICT at A Level is for people that like a challenge and enjoy making ICT systems work that they have created. The ICT teachers are all excellent at their jobs and do everything in their power to help and assist people who are struggling." Laura Palazzo

Course Content

Unit 1 – Information, systems and applications
Unit 2 – Structured ICT tasks

A2

Unit 3 – ICT systems, applications and implications
Unit 4 – ICT project



Course Description

This course is designed for those students who wish to gain a critical understanding of the workings of our English legal system and how it impacts on society and everyday life. An interest in current affairs and politics would be advantageous! Perhaps you might combine this with a study of AS Politics? In any event, you must have an open, enquiring mind and not be swayed by your emotions.

- Ever wondered what you would do if you were involved in a car accident and someone was injured? Who would you turn to? A solicitor? The Citizens' Advice Bureau? How would your case be dealt with by the legal profession and the courts? How much would it cost? Would you be entitled to Legal Aid?
- Want to know about police powers of 'Stop and search' and 'detention'? Do they impact on your Human Rights? A completely relevant issue given the new anti-terrorism legislation passed through Parliament.
- Have you ever been the victim of a crime, or know someone who has? Then find out about the principles of sentencing, its aims, purpose and effect. Find out what types of sentences an offender might receive. Do these laws protect the victim or the offender?
- Do you think that prison sentences should be set by the judiciary or by politicians? The death of Myra Hindley has raised important issues over sentencing powers. Find out the facts and the issues involved and make up your own mind.
- Have an opinion about what laws we should have? Should we be prepared to sacrifice some of our civil liberties if it can help secure public safety? Then find out how law is made. Maybe you can make a difference?
- The government is attempting to make sweeping changes to the Criminal Justice System, such as doing away with the 'double jeopardy' rule and the right to trial by jury. Find out more about it and offer an informed opinion.

This course is challenging but offers great rewards.

Advice and Guidance

A Grade C in GCSE English Language would be an advantage.

Future Prospects

The choice is enviable! This course is just as relevant for the student wishing to go to university as to the student who wants to try their luck in the real world. Anyone who has the intellect, discipline and the staying power to do this course will be an employer's dream! Thought about a career in Banking, Accounting or Law – as para-legal or legal executive? Fancy working for the Civil Service? Desperately want to become a politician? Then this is the course for you! See you in September!

General Comments

Law is a subject which is becoming increasingly popular and is a well sought-after discipline in schools. It combines well especially with Politics, History and Economics but does not preclude you from taking a Language. Law A2 was available 2008/2009, however, this is only possible if numbers allow it to continue.

Method of Assessment

Assessment is by examination and modules can be taken in January or June. These comprise of 2 examinations

Exam Board

OCR

Students' Comments

"It provides an intriguing introduction to the English Legal System and current cases." Z. Smalley

"It's surprising how little we know about our laws and rights. It should be a compulsory subject." G. Bishop

AS Course Content

There are 2 modules:

English Legal System –

Its content includes structure of the court system, the workings of criminal and civil court cases and police powers. This module also covers the roles and responsibility of key people involved in the legal system from the Lord Chancellor to non-legally trained advice.

Sources of Law –

This is examined in June. Students will learn how legislation is passed and how judges interpret those laws



Course Description

Mathematics is not only a beautiful and exciting subject in its own right, but underpins many other branches of learning. The course has been designed to increase accessibility in Year 12, while continuing to make it interesting and relevant. Mathematics is needed by a wide range of students, from those intending to read the subject at university to those needing particular techniques to support other subjects or chosen careers. The overriding aim of the teachers is to develop students' understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.

Advice and Guidance

A grade B in Maths would be an advantage for students intending to study AS Mathematics.

Future Prospects

A level Mathematics provides very good support for a wide variety of higher education courses including Engineering, Chemistry, Medicine, Business Studies, Law and Accountancy. It is also a very stimulating subject to study in its own right, opening the door to many employment opportunities.

General Comments

Mathematics at A level is a very challenging and satisfying course. The willingness to attempt problems with enthusiasm will lead to a better understanding of topics. Students are expected to ask staff for help when they need it; though a mentoring system is available for those finding the subject really hard

Mathematical Quote :

"The aim of Mathematics is to understand (such) questions by stripping away the inessentials and penetrating to the core of the problem. It is not just a question of getting the right answer; more a matter of understanding why we can get an answer at all, and why it takes the form that it does."

Ian Stewart: From Here to Infinity – A Guide to Today's Mathematics

Method of Assessment

The Mathematics AS is assessed by three 90-minute Examinations; D1 in January and C1 and C2 in June. Students wanting to continue to A2 level will need an overall pass. Each A2 module is assessed by a 90-minute examination with Mechanics 1 being sat in January and C3 and C4 in June.

Exam Board

Edexcel

Students' Comments

"Maths broadens your horizons." G Allott

"Maths is a challenging subject but very rewarding. The teachers provide lots of support and the atmosphere is positive". L Wellacot

Course Content

There are three modules to complete for the AS qualification and six for the full A level. Two out of three units in each year are Pure Mathematics, with the third being an applied module.

AS Modules C1 and C2

These Pure Mathematics modules start to develop the basic techniques and language of algebra that the study of Advanced Mathematics requires. The course, now redesigned, follows smoothly on from Higher GCSE Mathematics.

AS Decision and Discrete Mathematics 1

This module introduces the use and analysis of algorithms. The subjects covered include graphs and networks, critical path analysis, and linear programming.

A2 Modules C3 and C4

These Pure Mathematics modules continue to develop the skills needed for the study of the numerate disciplines at University. The material extends the work covered in the Year 12 Pure modules.

A2 Module Mechanics 1

Students will use the Mathematical techniques developed in Year 12 to model the physical world.



MATHEMATICS (FURTHER)

Course Description

AS Further Mathematics, while previously seen as an elite qualification, is now a valuable addition for all those going on to degrees related to Mathematics (such as the Sciences, Engineering and so on). The course extends the topics covered in Mathematics AS and introduces key concepts that are applied in many different disciplines. The full Further Mathematics A level is an attractive qualification for those going on to Degrees in Mathematics in general, and subjects related to Mathematics at the best universities.

Advice and Guidance

An A or A* at GCSE and studying AS/A2 Mathematics.

Future Prospects

A level Further Mathematics is ideal for any student wishing to study a degree course with a high Mathematical content. Many students comment that the first year of their Mathematics degree is made much easier and in many ways is revision from the work covered in Further Mathematics.

General Comments

This course will suit the able student who enjoys Mathematics and wishes to understand it in more depth. Desirable qualities include initiative and independence of learning as the subjects covered are diverse. Mathematics has been described as 'The Queen of the Sciences' and has applications in many fields of learning.

Mathematical Quotes :

"Mathematics is the tool specially suited for dealing with abstract concepts of any kind and there is no limit to its power in this field." Paul Dirac

"Good Mathematics has an air of economy and an element of surprise. But, above all, it has significance." Ian Stewart

Method of Assessment

Each module is assessed by a 90 minute examination.

Exam Board

Edexcel

Students' Comments

"Further Maths is great because it teaches the skills and methods you need to solve problems you previously thought impossible!" J Green

"For anyone who is willing to work hard and give everything they have it's definitely rewarding." L Pender

Course Content

The AS course consists of three modules:

AS Further Pure Mathematics 1

This extends the material covered in the Mathematics modules C1 and C2. It also includes new topics, which have many applications in a wide range of disciplines. The topics covered include Complex Numbers, Matrices and Proof.

AS Module Statistics 1

This module develops ideas in analysing and presenting data that were studied at GCSE. The study of probability formalises a lot of the processes studied at GCSE and extends them into Binomial Theory and Hypothesis Testing.

AS Module Mechanics 1

This module introduces students to the concepts of motion under constant and variable acceleration. In addition, students will begin to use Newton's laws to solve physical problems involving forces.

Three more modules are required for the full A level:

A2 Further Pure Mathematics 2

This work extends the material studied in A2 Mathematics and AS Further Mathematics while again introducing some new topics. The areas of work include Polar Co-ordinates, Calculus, MacLaurin Series, with an optional subject such as Geometry or Hyperbolic Functions.

There is flexibility in the choice of the 5th and 6th modules. Students generally choose to extend their knowledge of some of the applied modules studied in Year 12.

The above modules are in addition to the modules studied in Mathematics.



Course Description

Media Studies aims to create 'media literate' students who are able to interpret a diversity of texts with critical confidence.

The subject gives students a set of analytical skills that will help them to deconstruct the world around them. Individuals with searching, investigative minds will be highly suited to this course.

Advice and Guidance

It would be an advantage to have a grade B in GCSE English Language.

Future Prospects

Media Studies is a pathway into many Communication based subjects such as Journalism, Film Studies or Social/Cultural Studies.

General Comments

Media Studies is an exciting, stimulating subject which suits students with a passion for exploration. It is centred on the analysis of fresh, modern texts and it requires students to think independently. The subject allows students to express their creativity and experiment with adventurous ideas.

Method of Assessment

See details of course content.

Exam Board : AQA

Students' Comments

"Media Studies is a challenging subject, but an amazing one! You learn so much and the teachers help you all the way. Media lessons brighten up my day". Katie Ibbetson – Year 12

"Media is a great subject. It lets you be creative and the teachers make the lessons enjoyable."
Marcus Gentle – Year 13

"A unique challenge that ticks all the boxes."
Craig De Vere – Year 13

Course Content

AS Media Studies consists of 2 units:

At AS, candidates will investigate the media in order to reach an understanding and basic evaluation of how meanings and responses are created. The contemporary media landscape and its changing contexts will be studied in terms of products, platforms and technologies.

The AS specification has 2 units:

Unit 1: Investigating Media—This is an introductory unit in which you will learn the key ideas, issues and debates associated with the study of contemporary Media.

Weighting: 50% of total AS / 25% of total A Level marks

Unit 2: Creating Media—This is a practical and Creative unit of study that allows you to create two original media products of your own design.

Weighting: 50% of total AS / 25% of total A Level marks

A2 outline

At A2, candidates are encouraged to examine the media in a less formulaic way and demonstrate, develop and formulate their understanding of the media and its influential role in today's society as well as debating major contemporary media issues.

The A2 specification has 2 units:

Unit 3: Media: Critical Perspectives—Study a range of Media concepts in greater depth, such as how people and places are represented and what the impact of new digital media has been.

Weighting: 50% of A2 / 25% of total A Level marks

Unit 4: Media: Research and Production

Another practical unit which requires detailed research and critical investigation of a current media text or theme.

Weighting: 50% of A2 / 25% of total A Level marks.



Course Description

This course aims to cultivate a multi-faceted musician. It allows you to develop skills learned at GCSE and gain a greater insight into a variety of styles and a wide selection of composers. The course emphasises the need for balance between composition, aural perception and analysis, research and practical musicianship.

Advice and Guidance

GCSE Music, an advantage to have grade B, but anyone with an enthusiasm for music and with good practical skills will enjoy this.

Future Prospects

Music at this level is certainly a challenging and very rewarding academic discipline. It is not all about playing an instrument or composing. Indeed, there are many areas that lend themselves to personal research and interests that are not explored at GCSE. It is an obvious choice for those wishing to enter professional studies at music college and university, or for those interested in media studies and arts courses in general. It is also just great for those who simply enjoy music.

General Comments

The new units of work allows a more flexible approach than those in the old syllabus, as we are able choose topics based on the candidates interests and abilities. The problem of students wishing to go on to read music at university without a background of Bach chorale writing is now solved. Music Technology is now an essential element!

Key Skills are included in all aspects of the work and evidence of these skills can be submitted for assessment purposes. You can perform your compositions.

We have a superb style of Apple Mac computers and use Logic Studio for compositions.

Exam Board

AQA

Students' Comments

"The course gives you a good balance between practical and theory." Hannah Bruce

"As the course is 40% performance, I can use my practical skills to help get an A Level." Megan Hooson

Course Content

AS course: AQA 5271

Unit 1 – Influences on Music - The Western Classical tradition (compulsory)

Section A: structured listening questions using CD of musical examples

Section B: a study of 1 "set work" (Beethoven Symphony No 1 (Movts i and ii)

Section C: Musical Theatre 1940 – 1980. (West Side Story, Oliver and Sweeney Todd).

Unit 2 – Coursework - Composing: creating musical ideas 1 composition from a choice of 3 briefs.

20 hours maximum time allowed

Briefs to include: Harmonisation of a 16 bar melody And writing for 2 melodic instruments.

Free composition or pastiche responding to one of Four given genres.

Arranging a given folk song and text

Total time between 3 and 6 minutes.

Unit 3 – Performing - Two performances 5 – 8 minutes each

Choice of 2 from: Solo on an instrument. Solo on a 2nd instrument, Ensemble, Technology based sequencing, Technology based: multi-track/close microphone Recording.

A level course: AQA 6271

Unit 4 – Music in Context - The Western Classical Tradition:

Section A: structured listening questions using CD of musical examples

Section B: Set work: Mahler symphony no.4 - 1 essay

Section C: Historical study: 1 essay from a choice of: English Choral Music in the 20th Century

Unit 5 – Composing - Creating Musical Ideas

Respond to 1 brief from a choice of 3

20 hours maximum time allowed.

Briefs to include:

Harmonisation of a Bach Chorale melody and writing for a string quartet. Free composition or pastiche responding to one of four given genres. Arrange a

piece of popular classical music in a recognised pop, rock or jazz style.

Total time for the composition is between 5 and 8 minutes.

Unit 6 – Performing – Two or more contrasting performances

Total time between 10 and 15 minutes.

Choice of 2 or more from:

Solo acoustic (with or without accompanist/backing track small group of other players. Technology based: sequencing, multi-track/close microphone recording (6 parts minimum) 1 x solo and 1 x technology based.



MUSIC TECHNOLOGY

Course Description

This course aims to equip the student with the necessary skills to produce and manage sound to a professional standard using up-to-the minute digital recording techniques. It also gives the student a sense of perspective and historical understanding as to the developments of music technology through analogue and digital recording techniques. Students also will gain the skills to manipulate tunes and act as a producer/sound engineer for existing pieces of music. Students will learn the importance of correct microphone placement and the differences between types of microphones and microphone fields. A large emphasis is placed on practical application and live recording.

Advice and Guidance

GCSE music is not essential but students should have a good grounding in musical notation, basic keyboard skills and a good sense of rhythm. Students should also be competent in using the logic sequencing package. The main prerequisite is a keen interest in all types of popular music and digital music technology.

Future Prospects

This course is a great choice for anyone wishing to enter any of the industries relating to music or sound production. It is a course that will provide students with the necessary skills to make professional quality recordings and manage sound in many data formats. Everywhere you go, the music or sounds you hear are digitally mastered by a recording engineer. This is big business!

General Comments

We have a dedicated recording studio with Logic Studio and a suite of Apple Mac computers which are used for coursework.

This course is aimed at a very 'hands on' approach to music. It will equip students with a good understanding and knowledge of the technology currently used in recording studios and for music production. The course strikes a good balance between knowledge and practical application, utilising both sequencing software and recording hardware. Technophobes need not apply!

Method of Assessment

AS	Unit 1—Externally assessed coursework
	Unit 2—Externally assessed coursework
	Unit 3—Formal examination—2 hours
A2	Unit 1—Externally assessed coursework
	Unit 2—Externally assessed coursework
	Unit 3—Formal examination—2 hours

Exam Board

EDEXCEL – AS – 8MT1 A2 – 9MT1

Students' Comments

"The course gives me a great opportunity to experiment with different sounds and take the role of a music producer." Ryan Woodlands-Mooney

"I can use the skills I learn to record my band professionally." Sam McAvoy

Course Content

AS Level Course

Unit 1: Music Technology Portfolio 1 (70% of the AS marks) - This unit consists of three tasks which will show a variety of musical skills in manipulating sounds, creating arrangements and recording.

Task 1A : Sequenced Realised Performance – students will recreate a piece of existing music set by the board using computers and produce it on a CD.

Task 1B : Multi-track Recording – a multi-track recording of a popular song using live capture.

Task 1C : Creative Sequenced Arrangement – Students will be given a short extract of music to develop into a full piece using computers.

Unit 2: Listening and Analysing I (30% of the AS marks)

This comprises a listening examination. Students study 'The Development of Music Technology' and 'Popular Music and Jazz'. Students will also study two focus styles of popular music. An individual CD is given to each student, which can be listened to as many times as necessary in the 2-hour examination.

A2 Level Course

Unit 3: Music Technology Portfolio 2 (60% of the A2 marks)

This unit consists of three tasks where students will integrate the two areas of computer music with live recording.

Task 3A : Sequenced Integrated Performance – students will create a backing track of a piece of music set by the board and will add live audio to create a professional mix.

Task 3B : Multi-Track Recording – a multi-track recording using at least 12 tracks and using live capture.

Task 3C : Composing Using Music Technology – students must compose a piece of original music to one of three sets of briefs by the board with a focus on the implementation of music technology and professional quality mixdown.

Unit 4: Analysing and Producing (40% of the A2 marks)

This is a two hour formal examination where students will be given an audio CD and will have to manipulate the data on the CD using computer software and answer questions on various technological processes.



PERFORMING ARTS (Acting)

BTEC National Diploma

Course Description

The BTEC National Diploma in Performing Arts (Acting) is equivalent to 2 A Levels. This course is designed to equip you with the ideal skills needed for a career in a performing arts related context.

The course covers a wide spectrum of skills and techniques in order for you to experience every aspect of drama and theatre. You will develop the technical and interpretative skills necessary to work in acting. You will explore the means and processes of characterisation, interpret texts, develop material for performance through rehearsal and take part in performances of rehearsed material. Although the emphasis is on practical work to develop and expand vocal skills, improvisation and technical understanding, it does contain elements of theory and written work.

The course is perfect for anyone who enjoys the practical aspects of acting, dancing and singing and is an excellent foundation for those wishing to consider a future career in the Performing Arts industry. You will be expected to take an active part in all KJS productions and events, including House Drama and the annual full-school production. You need to be passionate about performance and have a good knowledge of theatre and acting to fully engage with this rigorous and enjoyable course as it requires a considerable commitment in terms of time and energy. We believe strongly in providing you with a realistic experience of what it is like to work within the world of Performing Arts.

Advice and Guidance

You need to possess a great deal of energy, enthusiasm and commitment to succeed on this course, combined with a willingness to develop as a performer across a range of practical skills, in the disciplines of acting, singing and dancing, together with the motivation to meet regular coursework deadlines.

Experience of GCSE Drama or a BTEC First Certificate in Performing Arts would be a distinct advantage, together with some experience of acting, dancing and vocal skills.

Future Prospects

The National Diploma in Performing Arts is accepted by all universities for a wide range of courses. Students often progress to careers in the performing arts, media and entertainment industries.

Method of Assessment

The BTEC National Diploma in Performing Arts is 100% coursework based, with no formal examinations. You will learn by completing assignments that are based on realistic project and performance situations and will need to show full commitment during any rehearsals and productions that you are involved in. You are continually assessed by project and practical work over the two years

The course is divided into 12 units, and you must achieve at least a pass in every unit in order to be awarded the qualification.

Exam Board

Edexcel Level 3 National Diploma.

Students' Comments

"I am in my second year of A'level PArts and I can easily say it is my favourite lesson on my time table. All of the teachers are outstanding and the lessons are always fun, practical and engaging. Taking this course is one of the best choices I ever made.'
Devon Lowndes

"I really enjoy Drama, the lessons are always engaging, fun and active. It has built my confidence and taught me different ways of acting."
Abi Williamson

"The lessons are amazing and the teachers are always there to help you achieve your best. Thoroughly recommend it as it helps you build on skills and confidence, it's brilliant!" Adam Smith

Course Content

In Year One you will study:

- Devising
- Contemporary Theatre Performance
- Principles of Acting
- The Performing Arts Industry

In Year Two you will study:

- Storytelling as Performance – Developing and Applying Physical Theatre
- Musical Theatre
- Performing to an audience
- The Performing Arts Industry



Course Description

Philosophy means 'the love of wisdom' or the 'study of the truth about life and morals'; it is a way of thinking and deals with the development of argument and ideas, based on the Western tradition. This course will enable students to develop a grounding in the key philosophical concepts, themes, texts and techniques. By looking at the writings of some of the famous philosophers in one of the four modules, students will develop their abilities to analyse and assess philosophical writings and to reason, form their own judgements, express themselves coherently and to contribute to the process of debate.

We also try to visit one of the Sixth Form study days run by university departments in the spring term. Topics covered have been helpful for AS revision. Durham and Lancaster have been successful visits in the recent past. This has also helped several students to decide to study Philosophy at university.

Advice and Guidance

GCSE English Language or English Literature at grade B would be an advantage. GCSE RS is helpful but not essential.

Key Skills

Communication, ICT, Working with others, Improving one's own performance.

Future Prospects

This subject will equip the student with transferable skills which can be applied to any academic subject. It lays a foundation for further study in Philosophy, English, History, Theology or related subjects in Higher Education and provides a worthwhile course for candidates from diverse backgrounds in terms of general education and life-long learning.

General Comments

A high level use of English is required to access some of the texts but no prior knowledge of Philosophy is necessary for candidates to undertake this course. It will complement several other AS subjects. English or History combine particularly well with the subject but it could also accompany Languages or the Sciences. Philosophy is a necessary part of the Baccalaureate in France and is a popular subject in Germany.

Method of Assessment

Unit 1 – Written paper 1½ hours
Unit 2 – Written paper 1½ hours
50% of total As marks, 25% of total A Level marks, available in January and June.
Unit 3 – Written paper 2 hours
30% of total A Level marks
Unit 4 – Written paper 1½ hours
20% of total A Level marks, available in June.

Exam Board

AQA

Students' Comments

"I chose Philosophy to further my quest to understand the universe in which we live and everything in it." Al Riddell

"I decided to choose Philosophy as I have a desire to explore my mind and its complexities, and this subject wholly satisfies this." Harriet Renard

"I wanted to understand why everything is that it is and how it came to be?" Eamon Allison

"I chose Philosophy to explore philosophical ideas and delve deeper into unanswered questions." Anna Cooley

Course Content

Unit 1 – An introduction to Philosophy
- Reason and Experience
- Persons
Unit 2 – An Introduction to Philosophy
- Knowledge of the External World
- God and the World
Unit 3 – Key Themes in Philosophy
- Philosophy of Mind
- Philosophy of Religion
Unit 4 – Philosophical Problems
- Descartes—Meditations



PHYSICAL EDUCATION

Course Description

The course has theoretical and practical elements and you will have the opportunity to be examined on your own sports performance.

Advice and Guidance

If you have studied GCSE Physical Education it would be an advantage to have a grade B. It is not essential to have studied it to complete the course.

Future Prospects

The course is a particularly useful grounding for both degree level study in Physical Education and a range of other subjects. It is also useful for other work options, such as a career in the leisure industry, or recreation and sports, or even such things as physiotherapy!

General Comments

If you've ever wondered what it takes to become an Olympic champion, why some players 'lose it' during a match, or even why Physical Education is compulsory in schools, then this is the course for you!

Method of Assessment

AS level: One written paper in the summer. Teacher assessed practical coursework and an oral observation of a live performance.

A2 level: Two written papers in the summer. Teacher assessed practical coursework including an oral observation of a live performance.

Exam Board

OCR—AS level –H154, A2 level – H554

Students' Comments

"PE is a challenging, yet very rewarding subject which explores many aspects of sport combining theory with practical activities." Emily Grafton

"It gives a fantastic insight into all aspects of PE in all sports. The theory lessons are challenging but very rewarding and the practical lessons are excellent as you get to try out sports other than your own. Any subject that allows you to get marks for golf and horse riding is amazing!" Jess Hardwick and Jason Taylor

"PE is extremely interesting and fun. It is challenging because you learn about a lot of different aspects of sport each containing its own intricacies and surprises. You have to be dedicated both inside and outside of school but the rewards are worth it." Tom Elliott

Course Content

AS level:

An Introduction to Physical Education

Anatomy and Physiology
Acquiring Movement Skills
Socio-cultural Studies Relating to Participation in Physical Activity

Acquiring, Developing and Evaluating Practical Skills in Physical Education

A2 Level:

Principles and Concepts Across Different Areas of Physical Education

Sport Psychology
Historical Studies
Exercise and Sport Physiology

Improvement of Effective Performance and Critical Evaluation of Practical Activities in Physical Education



PHYSICS

Course Description

AQA's Physics A specification retains a popular, traditional approach to Physics. It covers both modern and classical Physics in a clear and lively manner. Theoretical aspects make up 80% of the course, with the remaining 20% devoted to developing experimental skills.

Advice and Guidance

It would be an advantage to have grade B at both GCSE Physics and Maths.

Future Prospects

Physics is essential for degree courses in the physical sciences, engineering and architecture; it is also well regarded for courses in medicine and veterinary sciences. Physics is a well respected subject in its own right and physics graduates can be found in a variety of fields from law and accountancy to I.T. and research posts.

General Comments

The AS course provides a satisfying experience for the candidate who chooses to take Advancing Physics, in conjunction with the Institute of Physics. All units are relevant to students taking this as an end point, but also to those wishing to study beyond AS/A2.

Method of Assessment

Unit 1 – PHYA1 Particles, quantum phenomena and electricity

Written Examination 1¼ hours 40% of the total AS marks

Unit 2 – PHYA2 Mechanics, materials and waves

Written Examination 1¼ hours 40% of the total AS marks

Unit 3 Investigative and practical skills

Practical Skills Assignment (PSA)
Investigative Skills Assignment (ISA)
20% of the total AS marks

Exam Board

AQA Physics A

Students' Comments

"If you enjoyed Physics at GCSE, then you will enjoy A level. To clear up the myth; it's not a boy's subject! The best lesson of the week, interesting and upbeat!" A. Crosby

"Most enjoyable course goes down real smooth with a variety of other courses. You can't have a more supple qualification than a science." D. Howard

"Without sounding cheesy. Physics is the most tremendous subject in all the land." A. Mason

Course Content

Unit 1 Particles, Quantum Phenomena and Electricity

Starting with modern particle physics and quantum mechanics really captures the imagination in these times of the Large Hadron Collider.

Unit 2 Mechanics, Materials and Waves

Getting back to where the science of Physics really began, the work of Isaac Newton is covered. It enabled us to put a man on the Moon and could even improve your golfing handicap!

Unit 3 Investigating and Practical Skills

Working in the laboratory to make 'better' measurements to prove or even disprove the pillars holding up our scientific world.



Course Description

The AS course provides an interesting and varied introduction to psychology by focusing on a wide range of different topic areas. Key theories and pieces of research are studied and students will be taught to critically examine theories that have been developed by a number of well-known psychologists including; Freud, Bowlby, Skinner and Zimbardo. The AS course covers a wide range of different types of human behaviour and thought. The A2 course further develops the themes and topics of the AS course whilst incorporating Psychological Research & The Scientific Method and investigating an area of Psychopathology.

Advice and Guidance

A grade B at GCSE level in English and Mathematics would be an advantage. Students who have achieved a grade B, or above, in GCSE Statistics, will be particularly well prepared for this course.

Future Prospects

Psychology A level is considered to be an excellent entry qualification for a wide range of degree courses and graduate careers. Clinical Psychology, Sports Psychology, Occupational Psychology and Forensic Psychology are all becoming increasingly popular graduate career choices. An A level in Psychology may be welcomed by a huge variety of university departments, for example Business Studies, Humanities, the Biological Sciences and all the Social Sciences. It should be noted that an A level in Psychology demonstrates that you are a “good all rounder” as you must be able to execute scientific investigations, discuss and evaluate research in essays and complete data analysis. These skills give psychology students a wealth of transferable skills which is essential in today’s changing employment market

General Comments

Students who typically do well in ‘A’ level Psychology are those who possess strong academic skills, aspiring to a very wide variety of higher education pathways. It is very important that students enter the course with sound literacy and numeracy skills and the ability to think scientifically. From the beginning of their AS year, they will be expected to fully engage with material that requires a basic knowledge of the experimental method, basic ability to use statistical analysis techniques (e.g., mean, median, mode and correlation) and the English language skills to design and reverse the meaning of items in a questionnaire. Students have to be flexible and critical in their thinking, and they also need to have a natural tendency to enjoy a debate!

Method of Assessment

Both AS psychology modules are examined in the summer of the AS year. During the A2 year Module 3 is examined in January and Module 4 is examined at the end of the A2 year.

All Modules are equally weighted in both the AS and A2 award with a value of 25% each.

Exam Board

AQA (spec A) - AS 5181, A2 6181

Students’ Comments

“Psychology is a really great subject to take, it’s interesting in its application to the world around us. Hard work, but very rewarding.” Lucy MacEwan

“Psychology is amazing! It gives you an insight to how the world works and what happens inside the mind. Rewarding!” Lauren Pollard

“Psychology is very eye opening to the way that the human mind works.” Karen Lofthouse

“Psychology gives great insight into how and why certain things work around us, and answered many of my unanswered questions.” Megan Chalk

“Psychology helps us understand how we are as people and why people do certain things. It makes you think that what you’re doing is because of your mind, free will or how you were brought up. Very interesting.” Jack Bulmer

Course Content

AS

Module 1 – Cognitive Psychology, Developmental Psychology and Research Methods.

Module 2 - Physiological Psychology, Social Psychology and Individual Differences

A2

Module 3 - Topics in Psychology (Biological Rhythms and Sleep, Relationships and Cognition and Development)

Module 4 – Psychopathology (Depression), Psychology in Action (Addiction) and Psychological Research and The Scientific Method.



SOCIOLOGY

Course Description

This course helps you to gain a critical understanding of the society in which you live. You learn how society shapes people's ideas, social behaviour and cultures. Also, you will explore how people interact together and shape their societies.

The course gives you a good sense of what sociology is about and provides a sound basis for progression to higher education or to employment and future training.

Advice and Guidance

A grade C or above in GCSE English Language would be an advantage plus an interest in current affairs, people and society.

Future Prospects

Sociology provides an excellent basis to go on and study a range of subjects such as social sciences, history, humanities, politics, geography, psychology at university. It also offers an excellent basis for many career paths including law, politics, criminology (including police work and probation), social research, youth work, social work, nursing and teaching to name but a few.

General Comments

In addition to the subject content the course will enable students to develop a series of key and critical skills that are transferable. In particular the course will give students the opportunity to think critically about the world in which they live and to become independent learners.

Method of Assessment

Sociology is assessed by examination. Students will sit both the AS units in June of Year 12. For A2, unit 3 is completed in January and Unit 4 in the summer. Students will have the opportunity to improve AS modules in January.

Exam Board

AQA

Students' Comments

"Sociology is an interesting subject as it challenges your views on the different problems in today's society." Hannah Owen

"Sociology is a very interesting subject that I have really enjoyed and would highly recommend." Craig Simpson

"If you want a subject that you can get your teeth into and gain a true understanding of society and how we, as parts of the society, fit into it, Sociology is for you." John Smythe

Course Content

The two AS units introduce the key concepts and theories associated with a sociological understanding of human behaviour. The aim is to begin to explore the relationship between individuals and social structures.

AS Unit 1; Culture and Identity; The Family

The core theme of culture and identity is explored through the study of the family. The course explores the relationship between the family and broader society. We also examine how the family is evolving in terms of changing family structures, gender roles, domestic labour and the status of children.

AS Unit 2: Education and Research Methods

The unit explores the role and purpose of education in contemporary society. We will study relationships and processes in schools and the significance of education policy, including government policy. Students will be expected to also develop a theoretical and practical knowledge of research methods and how they apply to the study of education.

A2 Units build on the topics studied in AS and extends them.

A2 Unit 3; The Mass Media

This course will examine the significance of the media in terms of shaping ideas, particularly in relation to the representation of class, gender and ethnicity. The students will explore in detail the relationship between the media and the audience.

A2 Unit 4: Crime and Deviance and Theory and Methods

This element of the course will examine different theories of crime, deviance, social order and social control. The students will also demonstrate at this stage that they have developed a good understanding of general sociological theory and of research.



SPANISH

Course Description

This is a new and exciting course built on the foundations laid at GCSE. It is designed to develop further the ability to use Spanish effectively by fostering skills in listening, speaking, reading and writing. Students are offered insight into the language and culture of Spanish-speaking countries.

AS and A2 students have between two and four lessons per week plus one with the Spanish-speaking assistant.

In the first term all pupils follow an intensive grammar course which provides the necessary tools for success in Spanish.

Students are encouraged to watch satellite television and use the internet to find up-to-date materials.

Advice and Guidance

A grade B at GCSE Spanish would be an advantage.

Future Prospects

A level Spanish opens the door to a wide range of courses in Higher Education. A Spanish degree either in combination with another foreign language or for example with Business Studies is much valued. It is a highly desirable qualification for entry into a range of professions because so many skills are acquired.

General Comments

The course will appeal to all who have a genuine interest in the Spanish language and who have shown commitment to the subject.

All students following the course are encouraged to take part in the Córdoba exchange.

Method of Assessment

Assessment at AS is by final examination in June of Year 12 in reading, writing, listening and speaking.

Assessment at A2 is by final examination in June of Year 13 in reading, writing, listening and speaking

Exam Board

AQA

Students' Comments

"Having studied Spanish at AS and A2, it has given me the opportunity to learn one of the most largely spoken languages. The course is great, and one of the highlights has got to be the exchange in sunny Cordoba! Spanish is a great language to learn and it's a good challenge after GCSE." E Backhouse

"I would love to travel, so learning Spanish has been a fantastic chance for me to develop my skills which will help me to communicate and enjoy myself when in Spain and many other places around the world. The exchange that I took part in at GCSE is one of the best things I have done; when in Cordoba I made friendships that will last for many years to come. Now studying AS level, I can't wait for many opportunities to improve my skills and to speak more Spanish with Spanish people. I really have learnt a lot and enjoyed myself at the same time." A Johnson

"Learning Spanish is a useful skill to have, it is one of the most widely spoken languages. I chose to study A level Spanish because I enjoyed the subject at GCSE and I like the challenge of learning languages. For me the best part of the course is the exchange trips to Cordoba where you can experience Spanish culture and make long lasting friendships." P Hamey

Course Content

AS Modules:

Media
Popular Culture
Health
Family

A2 Modules:

Environment
Multicultural Society
Contemporary Social Issues
Two of five Cultural Topics



ONE YEAR BRIDGING COURSE

Course Description

This is a "bridging" year for those students wishing to develop their skills before progressing to advanced courses or employment. The structure of the course will provide some flexibility to meet the needs of the students.

The core of the year will be made up of a choice of TWO out of the THREE vocational subjects:

BTEC First Certificate in Business, Applied Science and Creative iMedia (ICT).

Each of these qualifications is equivalent to TWO traditional GCSEs. The emphasis of the courses is "learning through doing". The work tends to be investigative and allows for greater flexibility and opportunity for initiative. The vocational nature requires the students to develop their abilities in planning and organising to meet deadlines.

It is also possible to provide the opportunity for students to undertake a work experience placement.

Employers and admissions tutors for advanced courses at Sixth Form or college place considerable importance on the achievement of GCSE English Language and Mathematics at a minimum of a C grade. As a result of this, there will be an opportunity for students to take these subjects as required.

The aim is for the students to achieve Level 2 standard (5 A*-C GCSE grades or equivalent). As a result students need to have a minimum of 5 GCSE passes, grades A*-G, to enter the One Year course.

The intermediate level course has had great success over the years and the students have gained a great deal as full members of the Sixth Form at King James's.

BTEC First Certificate in Business

The course is suitable for those who have not studied business before as well as offering a new approach to those who have.

It is assessed through six coursework assignments.

The six units of study provide a broad overview of business activities including the roles performed by marketing, finance, human resources and other specialists in organisations.

The students are awarded a grade of Pass, Merit or Distinction which are equivalent to CC, BB, AA and up to A*A*, at GCSE level, respectively.

BTEC Extended Certificate in Applied Science

- This level 2 course can give the equivalent of two GCSE's in Science at grade C (Pass), B (Merit) or A (Distinction).
- There are three mandatory units in Biology, Chemistry and Physics and also 3 other units which extend those aspects of the previous units that have a particular vocational element.
- All assessment is assignment based and requires **all** of the assignments in every unit to be completed to have the pass criteria accredited. There are **no** external exams.
- The course is available to those students who may wish to continue to BTEC Level 3 Diploma at a further education institute.

Creative iMedia Level 2 Certificate

This qualification in ICT is equivalent to 2 GCSEs at grade B. The aim of OCR's Creative iMedia qualifications is to recognise the application of a range of creative media user skills, knowledge and understanding.

Benefits:

- Develop your knowledge of the sector.
- Develop your ability to manage information and data in a variety of applications.
- Develop your ability to plan and prioritise tasks effectively.
- Develop your ability to accurately test and evaluate your own work.
- Encourage progression by assisting in the development of skills and knowledge that you will need to undertake further study.

This course requires students to complete a range of units of work, these include:

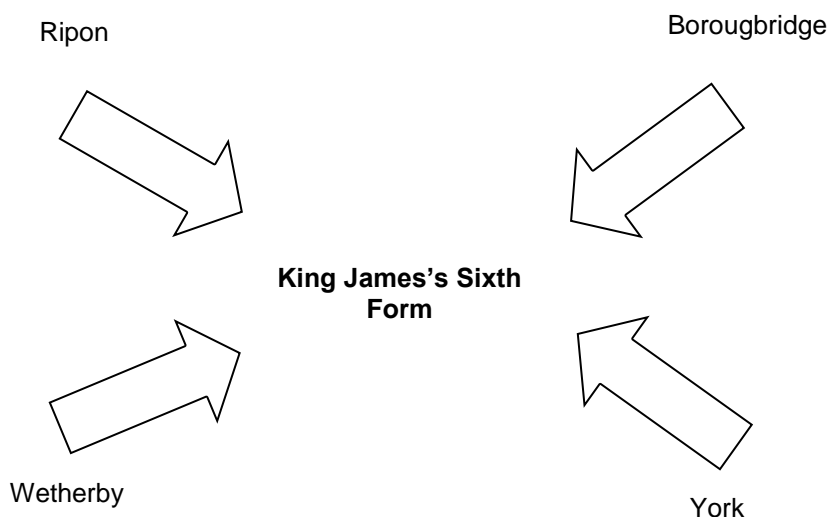
- Creating digital animations
- Creating multimedia web pages
- Digital photograph and manipulation
- Pre-production skills
- Game design concepts
- Developing digital games

Skills learnt during the course will ready students to progress to the Level 3 Creative iMedia qualification, other courses in school or to the wider world of Media.

The course is marked digitally, work is submitted via an electronic portfolio and is grade Pass or Fail.



Where do our students come from and how do they travel?



King James's School is conveniently located close to Knaresborough town centre alongside the A59 route to York and the A1.

Transport to King James's School covers many towns and villages as far away as Wetherby, Arkendale, Whixley, Bilton, Long Marston, Burton Leonard, Nidd and Spofforth

For students travelling a greater distance to school, there may be financial help available. Please contact NYCC for information regarding transportation.

King James's School is a five-minute walk from Knaresborough Bus Station which provides regular services to most areas and is used by many of our students, in particular those students travelling from Harrogate, Ripon and Boroughbridge.

Travelling by train is another popular mode of transport as the station is only a 15-minute walk away and is on the Leeds–Harrogate–York line. This is the form of transport used by our students who travel from York and Poppleton.



Examination Results 2011

YEAR 13 ADVANCED LEVEL

	Average point score per student (A & AS)	Grades A-E pass rate %	Grades A-B pass rate %
2004	329	97	43
2005	349	100	46
2006	320	97	37
2007	332	99	36
2008	334	99	44
2009	326	100	40
2010	319	97	42
2011	315	97	38

ADVANCED LEVEL – PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	Entry	A*	A	B	C	D	E	U/X	A*-B	A*-E
Art	23	26	22	22	22	9	0	0	70	100
Biology	16	19	13	13	38	13	0	6	45	94
Business Studies (Single)	16	6	6	31	31	25	0	0	43	100
Business Studies	11	18	27	18	36	0	0	0	45	100
Chemistry	13	15	23	23	8	23	8	0	61	100
Drama	6	0	50	33	17	0	0	0	83	100
Economics	22	9	14	36	18	14	9	0	59	100
English Language	31	10	20	35	15	20	0	0	65	100
English Literature	20	0	6	35	45	13	0	0	41	100
Extended Project (half	5	0	20	0	20	20	40	0	20	100
French	8	0	0	13	38	38	13	0	13	100
Further Mathematics	6	0	0	50	33	0	17	0	50	100
General Studies	43	0	2	7	30	30	28	2	9	98
Geography	7	0	14	14	57	14	0	0	28	100
German	1	0	0	0	0	100	0	0	0	100
Government & Politics	11	9	18	27	27	9	0	9	54	91
Health & Social Care	8	0	0	13	25	50	0	13	13	87
History	29	0	0	21	34	28	17	0	21	100
Information Technology	14	7	7	0	29	29	14	14	14	86
Mathematics	25	12	12	32	24	12	8	0	56	100
Media Studies	12	0	0	17	50	25	0	8	17	92
Music	3	0	0	67	33	0	0	0	67	100
Music Technology	3	0	33	0	33	0	0	33	33	100
Philosophy	14	0	0	0	14	50	29	7	0	93
Physical Education	12	0	8	8	33	33	8	8	16	92
Physics	12	0	8	17	42	8	0	25	25	75
Product Design	13	8	46	15	15	15	0	0	69	100
Psychology	14	0	0	21	36	43	0	0	21	100
Sociology	19	0	5	26	21	16	11	21	31	79
Spanish	1	0	0	0	0	0	100	0	0	100
Textiles	7	0	0	57	14	14	14	0	57	100

OTHER YEAR 13 QUALIFICATIONS - PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	Entry	Pass	%
i-Media Diploma (A level "D")	10	10	100
i-Media Certificate (A level "E")	8	8	100



Examination Results 2011

YEAR 12 AS LEVEL – PERCENTAGE OF ENTRIES AT EACH GRADE

Subject	Entry	A	B	C	D	E	U/X	A-B	A-E
Art	27	41	11	19	30	0	0	52	100
Biology	39	13	0	28	21	21	18	13	82
Business Studies (Single)	29	7	28	34	17	14	0	34	100
Business Studies (Double)	2	0	0	0	2	0	0	0	100
Chemistry	22	0	14	23	5	18	41	14	59
Drama	7	14	29	57	0	0	0	43	100
Economics	23	9	35	22	13	9	13	43	87
English Language	42	0	24	50	19	2	2	24	95
English Literature	23	13	35	17	13	17	4	48	96
French	9	0	11	33	11	33	11	11	89
Further Mathematics	5	40	40	0	0	20	0	80	100
General Studies	1	0	1	0	0	0	0	100	100
Geography	25	20	36	16	12	12	4	56	96
Government & Politics	16	0	13	13	13	6	50	13	44
Health & Social Care	12	0	8	33	42	17	0	8	100
History	55	4	20	33	27	7	9	24	91
Information Technology	7	0	14	0	14	43	29	14	71
Law	13	0	8	15	8	38	31	8	69
Mathematics	37	14	24	19	14	14	16	38	84
Media Studies	20	15	5	25	45	0	10	20	90
Music	4	25	50	25	0	0	0	75	100
Music Technology	9	0	22	33	33	11	0	22	100
Philosophy	22	9	9	9	18	23	27	18	68
Physical Education	28	21	21	36	7	11	4	43	96
Physics	28	4	18	14	18	11	36	21	64
Product Design	18	17	17	33	11	6	17	33	83
Psychology	55	9	13	18	11	13	36	22	64
Sociology	41	12	5	17	22	10	34	17	66
Spanish	2	0	0	100	0	0	0	0	100
Textiles	7	14	14	29	14	14	14	29	86

All examination results are correct as of August 2011.



Destination of School Leavers 2011

Surname	Firstname	Destination	Course
Adams	Matthew	University of Kent	Economics & Politics
Akroyd	Rebecca	Gap Year	
Alder	John-Reece	University of Huddersfield	Sociology
Allison	Eamonn	University of Hull	Media, Culture & Society
Alloway	Michael	Manchester Metropolitan University	Business Economics
Backhouse	Ellen	Leeds Metropolitan University	Language Studies
Bain	Hannah	Lancaster University	Criminology
Bain	Grant	Birmingham Conservatoire	Music Technology
Baker	Alexandra	York College	Art & Design Foundation Diploma
Balla	Bethany	Studying in the USA	
Banister	Andrew	Gap Year	
Barker	Kristina	University of Lincoln	Adult Nursing
Barnes	Peter	Lancaster University	Business Studies
Bell	Lilian	Swansea University	English
Bennett	Alice	University of Greenwich	Media & Communication
Bevan	Jamie	Started own business	
Bewell	Fiona	Gap Year	
Booth	Steven	Newcastle University	Chemistry
Bowe	Joseph	Employment	
Branton	Naomi	Modern Apprenticeship	
Buck	Sasha	Royal Veterinary College	Veterinary Medicine
Bulmer	Liam	Hull College	Business & Management
Burdett	James	York College	Business
Carroll	Nicola	York College of Art & Design	Art Foundation
Chadwick	Amy	University of Exeter	Biological Sciences
Chambers	Samuel	Employment	
Chapman	Mary	University of Huddersfield	Fashion Design with Marketing & Production
Clark	Christopher	Swansea University	History
Collinson	Matthew	University of Sheffield	Aerospace Engineering
Cooley	Anna	Cliff College	Theology
Cooper	Gabriella	University of Salford	Counselling Studies & Psychotherapy
Crofts	Hannah	To be confirmed	
Crossley	Zoe	Leeds College of Art	Art Foundation
Dalby	Eleanor	York College of Art & Design	Art Foundation
Dalby	Jessica	Edinburgh Napier University	Business Studies
Dawes	Philip	Leeds Trinity University College	History
De Jonge	Brandon	Employment	
De Vere	Craig	Northumbria University	Communication & Public Relations
Dean	Artem	Employment	
Dickinson	Sarah	Glyndwr University	Creative Writing & History
East	Matthew	Employment	
Fallow	James	York College	A Levels
Gaertner	Lorenzo	Gap Year	
Gair	Joshua	Leeds Metropolitan University	Global Development & Peace Studies
Gannaway	Charlotte	Leeds Trinity University College	Working with Children & Young People
Gentle	Marcus	Northumbria University	English Language Studies
Gilbert	Thomas	Leeds Trinity University College	Sports Journalism
Girling	David	Yorkshire County Cricket	

Gordon	Gareth	Gap Year	
Grant	Emily	Anglia Ruskin University	Psychology
Gray	Georgia	University of Bradford (deferred 2012)	Nursing
Gray	Molly	The Glasgow School of Art	Architecture
Hall	Mary	Teesside University	Business Management
Hamilton	Ryan	Leeds Metropolitan University	Business Studies
Harding	Rebecca	Leeds Metropolitan University	Business & Management
Hartley	Jessica	Royal Agricultural College	Food Production & Supply Management
Harvey	Keir	University of Sheffield	Civil & Structural Engineering
Hatch	Zoe	University of Leeds	Midwifery
Hewick	Gemma	King James's School	A Levels
Hewitt	James	Employment	
Hindle	Matthew	Employment	
Hirst	Richard	To be confirmed	
Ing-Simmons	Alexander	University of Edinburgh	Applied Sports Science
Ingleby	Thomas	Teesside University	Computing
Jackson	Christopher	Leeds Academy	Personal Training
Jackson	Sophie	To be confirmed	
Jones	Matthew	Northumbria University	Business with Marketing
Jupp	Jack	Employment	
Kelshaw	Rowan	Leeds Metropolitan University	Sport Business Management
Kennerley	Ross	York College	Creative Media (Film & TV)
Kilmartin	James	Gap Year	
King	Thomas	Northumbria University	Drama
Larwood	Emily	University of Glamorgan	Film & Television Set Design
Leigh	Edward	Liverpool Institute for Performing Arts	Acting
Limb	Joseph	Gap Year	
Linfoot	Sarah	Leeds College	Production Hair, Make-Up & Costume
Lodge	Kirsty	The University of Huddersfield	Childhood Studies
Long	Francesca	York College of Art & Design	Art Foundation
Lucking	Oliver	Liverpool John Moore University	Business Studies
Macintosh	Philippa	Bishop Burton College	Equine Business Management
Mangion	Harry	University of Manchester	Mathematics
Martin	Jack	University of Lincoln	Business & Management
Mayer	Brandon	Employment	
McFarlane	Kieran	Sheffield Hallam University	History
McKenzie	Patrick	University of Salford	Popular Music & Recording
McMillan	Amy	Leeds Metropolitan University	Events Management
McVeigh	Alexander	Northumbria University	Product Design Technology
Miller	Lise	University of Lincoln	Business Studies
Minikin	Lawrence	Employment	
Mitchelson	Tammy	Sheffield College	Performing Arts
Moloney	James	Northumbria University	History & Politics
Moull	Louisa	University of Manchester	Medicine
Odle	Holly	University of Leeds	Economics
Palmer	Darren	University of Winchester	Accounting & Finance
Pearson	James	King James's School	A Levels
Petty	Benjamin	Gap Year	
Pickering	Lynette	Bird College	Dance & Theatre Performance
Pickles	Alix	Newcastle University	Politics & History
Plummer	Kerri	Modern Apprenticeship	
Powell	Brynmor	Sheffield Hallam University	Psychology
Pybus	Matthew	Oxford University	Engineering
Ramplin	Jessica	University of Hull	Economics
Renard	Harriette	Employment	
Richards	Ailsa	Leeds & Craven Aviation College	Ground & Air Staff
Riddell	Alistair	University of York	Philosophy/Linguistics

Risdhianto	Aurello	University of Westminster	Biological Sciences
Roberts	Jasmine	Glyndwr University	Broadcasting, Journalism & Media
Rodgers	Clare	York St John University	Occupational Therapy
Rolph	Eleanor	Employment	
Rumbold	Anna	Bishop Burton	Equine Business Management
Russell	Benjamin	Employment	
Shewan	Adam	Harrogate College	Art
Shutt	Benjamin	To be confirmed	
Smith	Alexander	To be confirmed	
Smith	Amy	University of Sheffield	Biological Chemistry
Smith	Katherine	York College of Art & Design	Art Foundation
Sonley	Daniel	Teesside University	Computer Games Art
Steele	Isaac	To be confirmed	
Stirling	Ruairi	Northumbria University	Business with Finance
Tait	Sophie	Loughborough University	Drama
Taylor	Georgina	Teesside University	Sociology
Taylor-Scaife	Rebecca	York St John University	Film Studies & Media
Thompson	Samantha	Liverpool Hope University	Primary Teaching with English Language
Tillett	Elizabeth	York College of Art & Design	Art Foundation
Topps	Maximilian	King James's School	A Levels
Triano	Thomas	Employment	
Triano	Jamie	Employment	
Umpleby	James	Leeds Trinity University College	Sports Journalism
Wainwright	Emma	Edge Hill University	Biology
Wakeham	James	Leeds City College	Business Management
Westerman	Katie	Northumbria University	Marketing Management
Whiteley	Joshua	York College of Art & Design	Foundation Art
Whitman	Samantha	To be confirmed	
Wilkinson	Isabel	York St John University	English Literature & History
Williams	Miles	Sheffield Hallam University	Marketing
Williamson	Rian	Hull College	Business & Management
Wills	Thomas	Northumbria University	History & Politics
Wood	Joseph	Employment	
Wood	Danny	Employment	
Woodlands-Mooney	Ryan	University of Huddersfield	Creative Music Technology
Wrigley	Hannah	The University of York	Sociology
Wynn	Robyn	Employment	
Yeadon	Gemma	York College of Art & Design	Art Foundation
Yeates	Emily	Modern Apprenticeship	

One Year Sixth Leavers

Baker	Lauren	Employment	
Baronovsky	Lee	Harrogate College	ICT
Chapman	Mollie	York College	Business Administration
Dean	Jack	To be confirmed	
Fennell	Jade	Employment	
Garner	Georgina	Intuitions	Hairdressing
Goodsall	Benjamin	Harrogate College	Mechanics
Hatfield	Joshua	To be confirmed	
McBride	Daisy	Employment	Hairdressing
Nagle	Luke	To be confirmed	
Naseem	Anees	York College	IT (Software Development)
Pawson	Jamie	To be confirmed	
Richards	Junior	To be confirmed	
Salt	Jordan	To be confirmed	
Seabela	Gregory	To be confirmed	
Stringer	Rebecca	York College	Travel & Tourism
Wilkenson	Benjamin	To be confirmed	



DRESS CODE

King James's students, parents, staff and governors are proud of the school's dress code. Sixth Formers are asked to support the main school by wearing uniform smartly and in the spirit of a business environment. As Sixth Formers are role models for younger pupils, for example as helpers in lessons, House Captains and Prefects, the spirit in which students dress is very important to the whole school.

The basics are:

Either

Plain business trouser suit (black, dark grey or navy blue)
 Sixth Form tie for boys or Royal Stewart dress tartan cravat for girls
 Plain white, grey, blue or black shirt or blouse, suitable for wearing with the Sixth Form tie or cravat
 Plain flat black shoes (not boots)

Or

Royal Stewart Dress Tartan kilt
 A plain sweater or cardigan that should be fine knitted, in a round, V or polo neck, in black, cream, red or grey.
 Plain white shirt or blouse with collar to be worn with round or V-neck sweater
 Plain black tights
 Plain flat black shoes (not boots)

Our official school wear and school sportswear stockists are:

Rawcliffes Limited
 Rawcliffes Corner
 East Parade
 Harrogate.
 Tel: 01423 504130

And

Broadbank and Empson
 3 Chapel Street
 Knaresborough
 Tel: 01423 860447

As well as school wear and associated items such as lab coats, a wide range of sports equipment and clothing is also available for Sixth Form students from Rawcliffes. This includes trainers, tracksuits, football boots, kit bags and other sports items such as tennis rackets, cricket bats, footballs and associated protective gear.



JOINING THE SIXTH FORM

How Do I Join the Sixth Form?

When you join the Sixth Form at King James's you will be joining a community of around 360 students. By Winter in Year 11 you will be thinking seriously about deciding your Post-16 options - subjects and course level. Whether you are already at King James's or are new to the school we will provide you with a carefully planned, step-by-step induction programme which will ensure that you are fully briefed to make the best possible choices. Through the citizenship programme and in discussions and interviews with your Form Tutor, Careers Tutor and other staff, you have had and will have, every opportunity to look at your strengths and to decide upon the most suitable option for you.

Significant dates in the Induction Programme are as follows:

Autumn/Spring Term

On Wednesday 14 December 2011 there will be an evening meeting for you and your parents. This will consist of a presentation in the School Hall and an opportunity for individual discussion with subject staff and current Year 12 and 13 students. We ask you to submit an application form by the end of January if possible. This assists us greatly in planning the timetable. If any aspect of your application is inappropriate you will be advised at this time. Also in the event of a course being very unpopular we do reserve the right to withdraw it at this stage. Should this be the case you would be informed as soon as possible. Here again, the emphasis is on consultation and negotiation. You should try to get advice whenever possible. Later applications are accepted but as time goes on the timetable becomes less flexible and therefore options will be reduced.

Spring/Summer Terms

If you are new to the school, you and your parents will be welcome to have an individual interview with a member of the Sixth Form team to discuss your application in detail. You will also be invited to a New Student Induction Day after your GCSE examinations have finished. Existing members of the school will have an interview with their tutor, Head of Year or senior member of staff. The Careers Managers are also there to provide information on course options and to help with final preparations for the GCSE examinations. There is also a final induction day after the GCSE's for all potential Sixth Formers.

August

After the GCSE results are published on Thursday 23 August, you will be asked to reaffirm your choices. At this stage it is still possible to alter them at an individual meeting with a member of the Sixth Form team and we would recommend that you ask for help if you are at all unsure. Sixth Form staff will also be available in school on GCSE results day to begin registering you. Specific details will be issued later.

September

Enrolment and Induction will take place during the first week in September (full details will be issued later). You will be introduced to your Form Tutor and given further helpful information about the courses and the Sixth Form in general. This is the time when you make the final decision about your courses. Your individual timetable will also be finalised and the teaching of all courses will then commence, although a few issues may still need to be resolved.

Finally, choosing a post-16 course is hard work if done properly and so the wider your sources of advice/information the better - older students, brothers and sisters, careers advisers, Form Tutors and, of course, your subject teachers. Individual meetings with the Sixth Form team are available on request.



KING JAMES'S SCHOOL SIXTH FORM

APPLICATION FORM SEPTEMBER 2012

Surname:	Date of Birth:
Forename(s):	
Student Email Address:	Student Mobile No:
Address:	
Post Code:	Home Telephone No:
Parent Mobile Number:	Parent Email Address:
Name of Current School:	Head of Year:
Address:	Telephone No:

I wish to apply to join the course(s) listed below and understand that a place will be available to me subject to my obtaining the necessary entry requirements.

Either: One Year Bridging Course Or: Advanced Courses
(Please complete the preferred choices section below)

Preferred Choices:

*** For the One Year Bridging Course**

- Please indicate two out of the three Vocational Courses which you would prefer to study.

BTEC First Certificate in Business	
Creative iMedia (ICT) Level 2 Certificate	
BTEC Extended Certificate in Applied Science	

***For Advanced Courses**

- Please indicate 4 AS choices in Year 12 and 3 A2 choices for study in Year 13.
- A Double Award is equivalent to 2 AS and 2 A2 qualifications - this must be studied for the full two years.
- You can only follow an A2 course if you have opted for the AS in Year 12 in that subject.
- You must only indicate one course that is only available in Year 12 if you intend to continue studying in Year 13.

Subject	Yr 12	Yr 13	Subject	Yr 12	Yr 13
Applied Business Single Award			Government & Politics		
Applied Business Double Award			Health & Social Care		
Applied Science			History		
Archaeology			ICT		
Art			Law		
Art : Digital Photography			Mathematics		
Biology			Mathematics (Further)		
Chemistry			Media Studies		
Creative iMedia			Music		
D&T: Product Design (3D Design)			Music Technology		
D&T: Product Design (Textiles)			Performing Arts (Acting)		
Drama & Theatre Studies			Philosophy		
Economics			Physical Education		
English Language			Physics		
English Literature			Psychology		
French			Sociology		
Geography			Spanish		
German					

Signed:(Student)(Parent) Date:

Please return to: Sixth Form Office, King James's School, King James Road, Knaresborough, North Yorkshire, HG5 8EB
 Tel: 01423 798704 Fax: 01423 861189
 Email enquiries to: sixthform@king-james.n-yorks.sch.uk