



Stoke Newington School  
& Sixth Form

# INSPIRING CREATIVITY & LEARNING

**ACHIEVING EXCELLENCE TOGETHER**

SIXTH FORM PROSPECTUS & COURSE DIRECTORY 2020/21

Thank you for considering taking up a place with us at Stoke Newington School and Sixth Form.

We are proud to have a sixth form where our students achieve highly, enjoy learning and develop collectively, and as individuals.

We have a great track record of achievement and progression – and this record is improving year on year. Last summer, we had record-breaking A level results with 30% at A\*/A grades. We are pleased our comprehensive and inclusive intake have achieved an overall 98% A\*- E pass rate. Our students perform well because we care deeply and deliver rigorously. We are committed to ensuring that all our students get the best possible teaching, the highest quality of support and that they achieve well together: both with their peer group and with our dedicated staff team.

We offer a high quality education for all students who meet the criteria to start our courses. We accept a range of students onto our courses, from those with multiple A\*/9/8/7 grades to those with C/5/4 grades. What we do expect from every one of our students is a hard working approach, a determination to succeed and a wish to work with others. We have a strong focus on creativity. We believe everyone has creative capacities and know that creativity is the skill of the future. We have strong partnerships with the world of work and higher education establishments which allow for exciting opportunities to enrich and extend learning. Our students have successfully achieved places at Russell Group universities including Oxbridge and leading Art schools and high quality apprenticeships.

We look forward to welcoming you to our sixth form.

Best wishes



Zehra Jaffer

Headteacher



Zehra Jaffer Headteacher



# WELCOME FROM THE DIRECTOR OF SIXTH FORM



**Shane Bell-Nevin** Director of Sixth Form

Welcome to Stoke Newington School & Sixth Form's sixth form prospectus and course directory. We have a large, hardworking and welcoming sixth form that is often oversubscribed. Stoke Newington Sixth Form offers a positive, creative and purposeful environment with high aspirations for all our students.

Whether you are new to our school or the area or have come to us from our own Year 11, we look forward to working with you during these crucial two years to enable you to realise your ambitions.

At Stoke Newington Sixth Form we aim to ensure that every student leaves us with the skills and motivation required to be successful in whatever they choose to do. Although we pride ourselves on our excellent outcomes, our unwavering support for every individual to progress and meet their full potential is at the core of everything we do. We aim to do this by empowering and enabling every individual to continue on to the best that higher education, training, or the world of work has to offer.

This is achieved through:

- Excellent teaching and learning.
- A comprehensive pastoral support network.
- Outstanding progress made by all students who attend.
- Personalised support and guidance for the duration of their journey with us at Stoke Newington Sixth Form

A handwritten signature in black ink, appearing to read 'Shane'.

Shane Bell-Nevin  
Director of Sixth Form





# EXCELLENT TEACHING & LEARNING

**“STAFF FEEL SUPPORTED TO DEVELOP THEIR SKILLS AND TEACH ENRICHING LESSONS THAT ENABLE PUPILS TO MAKE GOOD OR BETTER PROGRESS, PARTICULARLY IN THE SIXTH FORM”** [OFSTED 2017](#)

Academic excellence is key to our students' success. Our curriculum offer includes a wide range of A levels and our highly rated BTEC courses. The courses we run reflect our academic and creative school ethos: ranging from English, the Sciences and Maths through to subjects such as Photography, Drama, Music and Art, as well as new subjects such as Psychology, Sociology and Economics.

Our sixth form teachers are passionate about their subjects and use innovative and engaging lessons that challenge our students intellectually, develop lifelong independent learners and make the most of the school's excellent facilities. Students are set ambitious targets and then given the support and constructive feedback they need to achieve them. Our teachers are committed to all students

achieving these targets and our school systems are geared to support this. We ensure that our staff are extremely well trained in teaching and assessing the courses they deliver.

We review our offer annually to ensure that it is up-to-date, appropriate and relevant.

Key to excellent teaching and learning is an excellent learning environment with high quality resources. We have a custom built Sixth Form block providing students with a purposeful environment in which to relax and study. It houses a large study area, 60 desktop computers, a dedicated café and the offices of the sixth form team.

The school has a large network of computers and a range of high-specification electronic resources. By utilising

professional/industry standard equipment and software we are able to help equip students for the transition to higher education or work.

Students are able to use whole school facilities including:



**12 FULLY-EQUIPPED  
SCIENCE LABS**



**2 MEDIA SUITES WITH  
MAC DESKTOPS AND  
ACCOMPANYING SLR  
DIGITAL CAMERAS**



**2 MUSIC TECHNOLOGY  
SUITES**



**MUSIC STUDIO,  
FULLY EQUIPPED FOR  
RECORDING AND  
MIXING LIVE MUSIC**



**FIVE-BAY  
PHOTOGRAPHIC  
DARKROOM**



**TELEVISION  
STUDIO WITH  
POST PRODUCTION  
EQUIPMENT**



**MODERN THEATRE  
SEATING 220**



**DANCE STUDIO**



**SIXTH FORM  
ART STUDIO**



**GYMS, SPORTS HALL  
AND CLISSOLD LEISURE  
CENTRE**



# OUTSTANDING ACADEMIC OUTCOMES



**“LEADERS ARE RIGHTLY PROUD OF THE SUCCESS THAT STUDENTS ENJOY IN THE SIXTH FORM AND AFTERWARDS AS THEY NOW MOVE ON TO UNIVERSITY COURSES AND OTHER CAREER ROUTES.” OFSTED 2017**

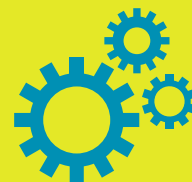
Students make outstanding progress at Stoke Newington School. Art, Photography, Biology, Chemistry, Citizenship, Graphics, English, Economics, Geography, Film Studies, French, History, IT, Maths, Further Maths, Media, Music, Physics, Sociology, Spanish and Turkish have been rated as being in the top 25% or higher nationally in the last 4 years.

**“It’s incredibly rewarding to see the progress our pupils make and the enjoyment they have getting there.” Teacher**

As a result of this our students are able to progress on to a wide range of courses at some of the UK’s most prestigious universities. Our students have gone on to study at Oxford and Cambridge, Harvard and other Russell Group universities, as well as top Art colleges across the country. Students have also moved on to apprenticeships after SNS Sixth Form: these have ranged from software engineering to working in the city with international firms such as KPMG.



**OF SIXTH FORMS  
FOR VALUE ADDED**



**APPRENTICESHIPS  
AND WORK**



**TOP UNIVERSITIES  
AND ART SCHOOLS**



**OUTSTANDING  
RESULTS**  
ALPS SCORE 2016,  
2017 & 2018



**STUDENTS RECEIVE HIGHLY EFFECTIVE PASTORAL SUPPORT AND GUIDANCE  
THROUGHOUT THEIR TIME IN THE SIXTH FORM” OFSTED 2017**



# **PERSONALISED GUIDANCE & SUPPORT**



**We have a very strong sixth form team at SNS. The student experience is centred on an effective pastoral and tutor system. Every student is assigned to a form teacher who will provide personalised one-to-one tuition throughout the two years. The student-tutor relationship is crucial to a successful Sixth Form experience and we seek to form strong bonds of trust and cooperation.**

We arrange for representatives from Higher Education providers, Apprenticeship Schemes and other external agencies to come in and provide support and guidance to our students. We have strong links with Clare College Cambridge and Goldsmith's University as well as business links with international companies such as KPMG and MITIE.

At SNS Sixth Form we recognise that young people thrive best when they feel nurtured and supported as well as academically challenged. The two years of Sixth Form can be a demanding time for students and we are always on-hand to provide support. Our school counsellors, including one dedicated sixth form councillor, are available to help students to manage stress and other emotional problems.

The first week of the school is an important time for all students – including external applicants, who make up 40% of our intake. We have a strong induction programme which includes team building, setting of expectations and understanding the journey ahead.

The programme includes an outdoor activity trip and talks from ex-students and university admissions tutors. We set a reading and summer task list for students to complete in advance of their start with us so they arrive at school prepared for the start of their studies.



**INDUCTION  
TRIP**



**SCHOOL  
COUNSELLORS**



**FORM TUTORS**





# A HIGH QUALITY OF ENRICHMENT FOR ALL

Enrichment is an important part of the sixth form experience. These activities are vital for students' personal development and progression to university and employment. We offer a wide range of enrichment activities, both linked to lessons and beyond the curriculum. These take the form of weekly timetabled classes of lectures delivered by teachers and experts from outside school, sporting activities and teams (using the excellent sporting facilities), language classes, drama performances, Duke of Edinburgh Awards and debating clubs; as well as the two-yearly art and photography trips to New York, the science trip to CERN and the classics trips to Rome and Athens.



Journalist Gary Younge speaking to students



### **Leadership and community work - 20 hours**

Students in Year 12 must complete a course of 20 hours of volunteering/community work/ charity work by the end of the year. This could take the form of mentoring younger students, working with departments, being a form representative, working on the school council, acting as an ambassador for an academic subject, working towards fundraising for our chosen charity (this year it is Save the Children), working in an area outside of school closely linked to the student's career ambition or volunteering outside of school. This is monitored and signed off by the tutor and head of year.

### **Pastoral, social, health and religious education**

Students in Year 12 and 13 will have a fortnightly PSHRE lesson with their tutors. These sessions are designed to help students by providing advice, information and discussion on topics that are relevant to young people studying A levels. These include; healthy relationships, substance misuse, applying to university/apprenticeships/ work, PREVENT, internet use, mental health etc. The school also has two creative days where the curriculum is suspended for the day. We use these days to focus on key topics for longer periods of time.

### **Work experience**

In Year 12, students undertake a two week period of work experience during the last two weeks of the school year. Students can also use their 20 hours of volunteering to visit places of work and learn more about their career options. Both these and the end of year placements should reflect the career interests of the students. This is a compulsory part of the Year 12 curriculum as it is a significant experience which can form a vital part of the UCAS application or route into employment after sixth form.

### **Post-18 progression week**

During July we have a week dedicated to investigating options after leaving SNS sixth form. Each student will have a one-to-one meeting with either a careers advisor or member of the sixth form team to discuss their plans for either University, work or apprenticeships. There are a range of talks from outside agencies, as well as ex-students, about the experiences of university life, how to apply through UCAS, student finance, interview technique, medical applications and Oxbridge applications. We run trips to local universities and to the UCAS fair. It is advisable for students who want to go into higher education to attend open days.

### **Supervised study**

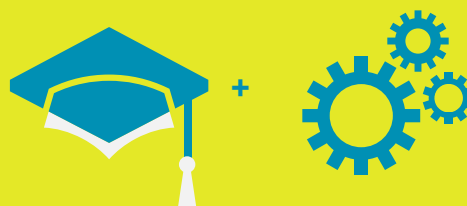
We have a dedicated study officer who works with each Year 13 student for two hours a week, supporting them with their academic writing, applications to university and specific issues relating to their subjects.



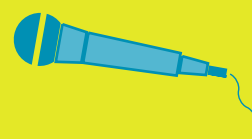
**WORK EXPERIENCE**



**INTERNATIONAL TRIPS**



**UNIVERSITY &  
APPRENTICESHIP  
VISITS**



**VISITING SPEAKERS**

## A LEVEL COURSES

ART	01
BIOLOGY	01
CHEMISTRY	02
CLASSIC CIVILISATION	02
COMPUTER SCIENCE	02
DRAMA AND THEATRE STUDIES	03
ECONOMICS	04
ENGLISH LITERATURE	04
FILM STUDIES	04
FRENCH	05
GEOGRAPHY	05
GRAPHICS - PRODUCT DESIGN	06
HISTORY	06
MATHEMATICS	06
FURTHER MATHEMATICS	07
MUSIC	07
PE	08
PHOTOGRAPHY	08
PHYSICS	09
POLITICS	09
PSYCHOLOGY	10
SOCIOLOGY	10
SPANISH	10
TEXTILES - ART & DESIGN	11

## BTECS AND OTHERS COURSES

DIGITAL GAMES PRODUCTION	11
URBAN MEDIA	12
SPORT	12
BUSINESS	12
CORE MATHEMATICS	13
EXTENDED PROJECT QUALIFICATION	13
GCSE RESITS	13

## APPLICATION PROCESS

PATHWAYS & BLOCKS	14
INTERVIEWS AND INDUCTION DAYS	14
KEY DATES	15
CONTACT US	15





# **COURSE DIRECTORY**

# ENTRY REQUIREMENTS

Throughout this booklet you will see the entry requirements for each of the subjects. Our entry requirements should be taken as a guide. It is possible we may raise or lower them slightly when the results come out in August or as we get more information. The final decision on entry requirements will be made by the senior leadership team and head of department. English grades at 4.5 or 5.5 mean that out of the two English exams (Literature and Language) students should achieve an average of this e.g. a student getting a 5 in English literature and a 6 in English Language would be getting an average of 5.5.

Students will be required to choose three A levels for which the external exams will take place at the end of the second year. Alongside these three A levels they will also sit the Extended Project Qualification (EPQ) during their first year.

Our course directory is subject to change. Please follow our website for any updates.

Subject	Entry requirements
Art	4 in Art and 4.5 English
Biology	6 in Biology and at least a 5 in one of the other 2 Sciences (or at least a 6-5 in Combined Sciences) 5 in Maths and 5 English
Chemistry	6 in Chemistry and at least a 5 in one of the other 2 Sciences (or at least a 6-5 in Combined Sciences) 6 in Maths and 4.5 English
Classical Civilisation	4.5 in English and 5 in a Humanities subject.
Computer Science	5 in Maths - 4 in Computer Science if studied at GCSE
Drama & Theatre Studies	5 in Drama
Economics	5 in Maths and 4.5 in English
English Literature	5.5 in English Literature and 5.5 in English Language
Film Studies	5 in English Literature or 5 in Media if studied at GCSE
French	5 (preferably a 6) in French
Geography	5 grade in Geography and 4.5 in English
Graphics - Product Design -	5 in Art, Photography, Graphics, Resistant Materials or Textiles
History	6 in History - if History has not been studied, at least a 5 in English
Maths	High 6 (UMS must be in top 50%) in Maths
Further Maths	7 in Maths
Music	5 in Music and a highly competent performer on an instrument or singing
PE	Two 5 grades in Sciences or 5.5 in Combined Science – 5 in Maths and 4.5 in English. 5 in PE (if studied at GCSE) or Distinction in BTEC level 2 (if studied)
Photography	4 in Art, Photography, Graphics or Textiles – 4.5 in English
Physics	6 in Physics and at least a 5 in one of the other 2 or 5.5 in Combined Sciences, 6 in Maths and 5.5 English
Politics	Preferred 4.5 in English
Psychology	4 in Maths, Science and 4.5 in English Language
Sociology	4.5 in English Language and preferably a 5 in a Humanities subject
Spanish	5 (preferably a 6) in Spanish
Textiles	5 in Graphics, Resistant Materials or Textiles – 4.5 in English
BTEC - Digital Games Production	4 or above in Maths. 4 in Media Studies if studied.
BTEC - Urban Media	4 or above in English Language. 4 in Media Studies if studied.
BTEC - Business	4 in Maths and 4 average in English is required.
BTEC - Sport	You must have studied PE or BTEC level 2 – preferably 4s in Science and 4.5 in English
Core Maths	5 in Maths



# COURSES

## A Levels

### Art

#### Entry requirements

For A level Art you will need at least a grade 4 at GCSE in Art and a 4.5 average in English. To succeed you will need to be able to plan and develop ideas in a creative way and be able to finish your work for display at the end of the course. Students will also need to demonstrate an interest in and a commitment to the subject and complete a summer assignment.

#### Overview

Over the two year linear course you will complete a range of workshops and projects in the first year and a half, which will come together to form your coursework which is Component 1. You will then produce a further unit, Component 2, in response to the exam theme in the spring term of the final year. Component 1: Practical work, Supporting Studies and Personal Study (60%) The course allows you the opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine your ideas towards producing personal resolved outcome(s). Supporting Studies and Practical Work will comprise of a portfolio of development work and outcomes based on themes and ideas developed from both given and personal starting points. We deliver structured workshops at the start of the course to build skills and confidence in the formal elements of drawing, painting, print making, digital media and sculpture. The strength of our

course is linking to professional practice and the wide range of independence and creative skills that students demonstrate. We also expect students to attend exhibitions in their own time and offer the opportunity of a trip to New York during the two year course. The Personal Study will be evidenced through critical written communication showing contextual research and understanding of between 1000 and 3000 words of continuous prose. The Personal Study comprises 18% of the total qualification.

Component 2: Externally Set Assignment (40%) This Component represents the culmination of the A level course. There are two major elements: Preparatory studies and the 15-hour period of sustained focus. This assignment will be externally set and consists of one broad-based theme and suggested starting points, released on 1st February of the second year. Students have from the 1st February until the commencement of the final 15- hour period of sustained focus to develop preparatory studies into a finished outcome or series of outcomes using the skills and knowledge they have gained through Component 1.

#### The future

Many of our students go on to Art Foundation courses at the major art schools and we can assist students with advice on portfolio preparation to support this progression. Following this they take up places on degree courses. There are many careers in art, craft and design including advertising, marketing, design, architecture, publishing, media, conservation, restoration, illustration, web design, sculpture, painting

and print making and other professions looking for creative people. The Art Department has very high expectations and believes that everyone can be an artist and that every student has the potential to produce work of the highest standard.

### Biology

#### Entry Requirements

You will need at least a 6 in Biology and at least a 5 in one of the other 2 sciences (or at least a 6-5 in Combined Sciences), 5 in Maths and a 5 average in English

#### Overview

You will be studying biology in a very successful department; we have consistently achieved excellent results and have been recognised as a leading school in the borough. Biology A level is not easy, but through outstanding teaching, support and intervention, we ensure no student is left behind. We do not simply teach students to pass exams, we inspire them to develop a lifelong interest in biology.

The course is very wide-ranging, covering topics such as heart disease, forensic science, brain function and genetic engineering. There are several core practicals including field work techniques for which we travel to a local eco-park. Much of the course relates to 'real world' science and we frequently draw on current news stories to engage and inspire students.

Biology is a very popular A level and many of our students go on to study related courses at university. In the last few years our students have gained places on medicine, dentistry and veterinary science courses.

Beyond the traditional routes, we ensure students are aware of other opportunities in science such as research or alternative clinical careers. We have many links with London universities and organise regular visits and speakers.

## Chemistry

### Entry Requirements

6 in Chemistry and at least a 5 in one of the other 2 sciences (or at least a 6-5 in Combined Sciences), 6 in Maths and 4.5 average in English.

### Overview

Our Chemistry department has a track record of excellence with Hackney leading results. Our average value added over the last 3 years is the 4th best in the South East of England and we are listed in the Alps A Level Directory of Curricular Excellence. Chemistry looks to explain how and why we exist. By the end of your A-level in chemistry you will have made a battery, synthesised aspirin from tree sap and begin to truly understand reactions of everyday life.

### The future

Each year we send our chemists to a large variety of university courses. We have a strong support program for those wishing to study medicine, dentistry, veterinary science and our students have secured places in each of those subjects over the last two years.

Chemistry is essential for entry to medicine, dentistry and veterinary science. chemical engineering, pure and applied chemistry, and in many other areas, such as biotechnology, genetics, biochemistry, biological sciences, environmental sciences and geology. It is also essential for entry to degree courses in chemistry combined with other subjects, such as law, business management, languages, materials, food science or forensic science.

## Classical Civilisation

### Entry requirements

4.5 average in English and a 5 in a Humanities subject.

### Overview

Classical Civilisation is the study of the literature and of the civilisations of ancient Greece and Rome. Students will explore the religion, art, philosophy and politics of the two civilisations which - more than any others - have defined the identity and consciousness of Western society through a variety of literary genres and visual/ material culture and acquire an understanding of their social, historical and cultural contexts.

This course consists of four modules, covering ancient epic at its core as well as culture & the arts and beliefs & ideas. In the first year students will read Homer's *Odyssey* and a selection of Greek drama. In the second year the focus will move to Rome with the study of Virgil's *Aeneid* along with looking at both Greek and Roman philosophical ideas about love.

The World of the Hero core modules will be assessed by one 140 minute exam and be worth 40% of the qualification.

### Homer's Odyssey

The works of Homer were considered by the Greeks themselves to be the foundation of Greek culture, standing as they do at the beginning of the Western literary canon. You will study the epic poem *The Odyssey*, written in the 8th Century BC narrating the voyage and adventures of the mythical King Odysseus. You will also explore the historical basis for the poem and the broader cultural impact on the Ancient Greek world.

### Virgil's Aeneid

Virgil's *Aeneid* is a cornerstone and landmark in Western literature. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil explored what it

was to be a hero in the Roman world and created a work which has proven enduringly popular. You will be able to respond critically to the text, considering how the author expresses values and attitudes as well as critically explore and explain a variety audience responses in both the modern and ancient worlds. Culture and the Arts will be assessed by one 105 minute exam and be worth 30% of the qualification.

### Greek Theatre

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide-reaching influence on modern culture. You will use a range of material and literary sources to understand the socio-political and religious contexts that gave rise to the creation of formal theatrical festivals in Ancient Athens. Beliefs and ideas will be assessed by one 105 minute exam and be worth the remaining 30% of the qualification.

### Love and Relationships

Ideas about love and relationships are key aspects of the literature, thoughts, and ethics of any society. You will recognise and relate to the passions, frustrations and delights of love in the ancient world. The ethical questions raised by these ideas continue to be wrestled over and will provide you with opportunities to discuss love, desire, sex, sexuality and the institution of marriage.

## Computer Science

### Entry requirements

5 in Maths and a 4 in Computer Science if studied at GCSE.

### Overview

Over two years, you will learn the object-oriented properties of Python or any other high-level language (You must self-teach yourself) alongside theoretical investigation into internal workings of the central



processing unit (CPU), the exchange of data, software development, data types and legal and ethical issues. You will also know the details of computer network, database, web technologies. You will learn a bit on SQL data manipulation.

The course is divided into three components:

Component 01: Content of computer systems.

- The characteristics of processor, memory and storage
- Software and software development
- Exchanging data
- Data types and data structure
- Legal, moral, cultural and ethical issues

Component 02: Content of algorithms and programming.

- Elements of computational thinking: abstraction, decomposition, pattern recognition and algorithm
- Problem solving, programming techniques
- Searching and sorting algorithms

Component 03: Non-exam assessment Programming project. The practical project will be your chance to produce a program which solves a real-life problem. Some examples of the types of problem to solve or investigate are:

- A simulation for a business
- Content management system/Online Database management system
- A solution to a data processing problem for an organisation
- The solution of an optimisation problem, such as production of a rota
- Computer games with a background database
- An app for a mobile phone or tablet

Assessment is by:

One exam on computer systems worth 40%

2nd exam on computational thinking and programming techniques worth 40%

One non-exam assessment (computing practical project) worth 20%

## The future

This course will give you a deeper understanding of programming and support your mathematic foundation to write software to an intermediate professional standard. An A level in computer science will help you go on to higher level qualification such as an honours degree, or alternatively, can take you straight into work or into an internship. A level computer science can prepare you for a range of jobs such as a database administrator, games developer, information systems manager, IT consultant, systems analyst, multimedia programmer, network engineer, software developer, tester and many more.

## Drama and Theatre Studies

### Entry requirements

5 or above in Drama at GCSE.

### Overview

This is a challenging and engaging course that allows students to work collaboratively creating new devised work as well as encouraging individual research skills. It is a chance to explore the history of theatre and develop an understanding of how theatre makers communicate to an audience. The course will allow students to perform, create, design and evaluate whilst exploring the work of established practitioners such as Brecht, Stanislavski, Artaud, Complicite and many more. Students will also have an opportunity to apply the skills and understanding they have learnt to creating their own original work.

Component 1: Devising (40% of overall A level): Students will work in collaboration to create an original performance and can either explore performative or design elements working from given stimulus in light of a chosen practitioner (for example Artaud or Brecht).

This component is assessed internally based on practical performance and a log of the devising process.

Component 2: Text in performance (20%): You will explore a scripted text and in it you will perform one key extract from a given text as well as performing a monologue/ duologue from a different text. These two performances are marked by an external examiner.

Component 3: Theatre makers in practice (2hr 30 min written exam - 40%): It is a written exam but the content is delivered practically. The exam will explore the roles of directors and designers as well as considering different approaches to interpretation of a set text. This unit explores different approaches to drama and theatre and explores theatrical movements through history and the approaches of a variety of different theatre practitioners.

The exam is made up of three sections:

A is an evaluation of a live production that the students have seen; B is an extended response to a performance text they have studied considering it from the perspective of a performer and designer and; C is an extended response to a performance text from a director's perspective in light of a chosen theatre practitioner.

### The future

A level drama is recognised for entry into many degree courses. It is useful for those pursuing any career in the arts, from creative to administrative positions, and, importantly, for many other careers. The highly effective communication skills you will develop are extremely useful in management positions and in areas such as journalism, the media, events management, publishing, teaching, public relations and business in general.

## Economics

### Entry requirements

Grade 5 in Maths and 4.5 average in English.

### Overview

Economics explores how markets work; it looks at how supply and demand interact to allocate resources in local, national and international markets. This will involve looking at decision making using traditional theories but also looking at a new field in economics: behavioural economics. Students will develop an understanding of why markets fail and consider the strengths and weaknesses of possible government intervention to remedy these market failures.

During their course of study, students will develop an understanding of recent UK economic performance as well as trends in the global economy over the past 25 years. This includes looking at the causes and consequences of the 2008 global recession and comparing the events to the Great Depression. Students will be required to assess the impact and effectiveness of current government policies to deal with these problems, as well as considering alternative policies and approaches. To develop their skills, knowledge and understanding in economics, students will need to be competent in relevant quantitative skills.

### What's assessed?

Paper 1: Markets and business behaviour

- 2 hour written exam
- 100 marks
- 35% of A-level

Paper 2: The national and Global economy

- 2 hour written exam
- 100 marks
- 35% of A-level

Paper 3: Microeconomics and Macroeconomics

- 2 hour written exam
- 100 marks
- 30% of A-level

## English Literature

### Entry requirements

5.5 average in English.

### Overview

English will be taught following the full A level curriculum across two years, rather than following the AS level and then the A level course. This means that students will not sit an AS qualification at the end of the first year. Despite this, student performance will be assessed with internal examinations and coursework grades at the end of the first year as a means of determining whether students will be allowed to continue with the course in the second year.

### A level

Across the two years, students will study eight set texts across two exam modules: Shakespeare and poetry pre-1900 and Comparative contextual study and one coursework module. The coursework module will be focused on three texts, a play and two novels, published after 1900 and will account for 20% of the overall grade. Both exams are closed text and account for 40% of the final grade for each. For the comparative contextual study, students will study two texts linked by the theme of The Gothic. At present these texts are *The Bloody Chamber & Other Stories* by Angela Carter and *Frankenstein* by Mary Shelley. For the Shakespeare and Poetry pre-1900 module, students will study *Hamlet* as well as *The Duchess of Malfi* by John Webster and *Paradise Lost*, books IX and X, by John Milton.

Wider reading is a key feature of the new English literature A level, and you will need to read independently as part of your course, as well as studying particular texts in detail for examination and coursework.

### The future

English Literature A level is a well-respected qualification leading to many degree courses,

and valuable for careers in journalism, education, law, business or any other profession that values the knowledge, understanding and insight appropriate to literary study, and accurate and coherent writing.

## Film Studies

### Entry requirements

For this course you should have at least a 5 in Media Studies or English Literature at GCSE.

### Overview

Assessment is through coursework (30%) and written exam (70%).

### Component 1:

You will study film as a form of art, making critical commentaries and constructing your own practical explorations of film art. You will develop knowledge of how to read and interpret film, from the silent era through to classic Hollywood, film noir and realism. You will learn specialist terminology to explore narrative structure, genre and style. The exams consider different periods and movements in film history, including British and American film.

You will be taught how to write and edit a professional film script for your coursework in Y12; you will film it in Y13.

### Component 2

You will look in more depth at specialist innovations in cinema and study a specific text set by the exam board. You will explore artistic movements, stylistic and formalistic structures, moral and philosophical concepts, and the different way in which documentary film addresses audiences.

For your practical coursework you will make your own short film based on the script you wrote in Y12. Your advanced portfolio will include your research, presentation and production, providing an excellent showcase of your

skills to present at university and job interviews.

### **The future**

This is a highly academic course that combines theoretical analysis with practical production. It can lead to a variety of degree, or vocational courses, including film, media studies, or film production.

## **French**

### **Entry requirements**

You will need at least a 5 (preferably 6) in French at GCSE.

### **Overview**

The A level course is designed to provide you with an extensive knowledge of French society and culture as well as enhancing your ability in the French language. It will enable you to understand and communicate in a variety of contexts and to a range of audiences and will allow students to develop an advanced level of knowledge and understanding of language and culture. The A level qualification will also help to prepare students for higher education.

**Paper 1 (40%):** This paper involves listening, reading and translation into English. It draws on vocabulary and structures across all themes studied. Students will be required to respond appropriately to texts and listening passages from a variety of sources and contexts.

**Paper 2 (30%):** This paper involves another translation element, and two essays on either two literary texts, or one literary text and one film. The literary texts range from classic and contemporary novels to short stories and plays. The films studied are feature length.

**Paper 3 (30%):** This paper is the spoken element of the A level qualification. Students will be asked to complete two tasks; a discussion on a theme from the specification, and a presentation and discussion of

independent research. Students will be assessed on their ability to interact and communicate effectively, and on their ability to summarise and analyse sources relating to their research subject.

### **The future**

You can continue to use and further develop your language skills by taking a language degree course, or a degree course with a language element, such as a BA in European Studies, a BSc in Computing Science with French or a BA in Media Studies with French.

## **Geography**

### **Entry requirements**

5 in Geography and 4.5 average in English.

### **Overview**

The Geography A level course is linear, meaning that students who start the course in year 12 will not be sitting the AS exams at the end of the first year of the course and are expected to continue to sit the exams at the end of year 13. The course is designed to make students more aware of their position as global citizens and to give all students a wide knowledge of current global environmental, geopolitical, social and demographic issues.

In order to be successful students will need to be interested in current geographical issues and will need to build their own portfolios of knowledge about current events around the world. Students will also be required to be independent in their learning; most importantly when it comes to completing their 4000 word independent coursework investigation for which they will have to create their own investigation title, devise their own investigation methodology and then analyse and interpret their findings in order to draw conclusions independently. Geography students will also be required to be able to use a

range of statistical, graphical and interpretive skills so an enjoyment of maths is beneficial for students.

**Paper 1 (30%):**

Section A: Tectonic processes and hazards

Section B: Landscape systems, processes and change (glaciers OR coasts)

Section C: The water cycle and water insecurity

Section D: The carbon cycle and energy security

**Paper 2 (30%):**

Section A: Globalisation

Section B: Regenerating places and diverse places

Section C: Superpowers

Section D: Health, human rights and intervention; migration, identity and sovereignty

**Paper 3 (20%):** Synoptic examination on geographical issues based on a pre-release document.

**Paper 4 (20%):** Teacher assessed independent investigation – 4000 words

### **The future**

Because Geography develops so many skills, geographers are very attractive to employers. Geography's use of facts, figures, maps, ideas, views and values makes it ideal for decision making at work. Geographers go into education, professional and social services, such as environmental management, environmental health, information services, business and finance, market research, banking, management, civil service, sports management, travel.

Aside from potential future careers geography aims to make students more aware of their role as global citizens and aims to make students more empathetic towards the plight of disadvantaged people in countries at all different stages of development.



## Graphics (Product Design)

### Entry requirements

Grade 5 or above at GCSE level in Art, Media Studies or a Design and Technology subject.

### Overview

In the first term, we introduce students to a range of mark making skills, graphic communication techniques and CAD skills. These will start to build up a design portfolio of practical outcomes.

The second half of year 12 will expand on skills and practices developed and students begin Component 1: Personal investigation: this is a coursework unit where students will develop a personal investigation, produce a design portfolio and final piece based on an idea, issue, concept or era, supported by 1,000-3,000 word essay or written report. This counts for 60% of A level marks and we will work on this till January in year 13.

Component 2: we begin this in February of year 13. An externally set practical coursework assignment (exam) with 15 hours' supervised time, plus preparation. This makes up 40% of A level marks.

Students are required to work in one or more area(s) of graphic communication, such as those listed below. They may explore overlapping areas and combinations of areas:

- advertising
- packaging design
- design for print
- illustration
- communication graphics
- interactive media
- branding
- multimedia
- architecture & the built environment
- design for film and television

You will be introduced to a variety of experiences that explore a range of graphic

communication media, processes and techniques. You will learn about both traditional and new media and will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. You will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, which will be integral to the investigating and making processes. Responses to these examples must be shown through practical and critical activities that demonstrate your understanding of different styles, genres and traditions.

### The future

Graphics offers pathways into many areas of the creative and media industries: advertising, television production, magazine design, web and multimedia design, architecture, product design. It also leads into higher education, through being an excellent basis for entering a foundation course, which in turn leads to degree courses.

## History

### Entry requirements

You need a level 5 or above in History at GCSE. If you did not take History at GCSE, you need to have a 5 in GCSE English.

### Overview

Year 12  
You will study two units, each assessed by an exam in Year 13: Unit 1: Russia 1917-91: from Lenin to Yeltsin, Unit 2: Mao's China 1949-76.

The main skill tested in the exams for this course is extended writing. Each paper requires some form of essay. Unit 1 is a breadth study looking at historical interpretations. Unit 2 is a depth study. Students should have a good understanding of how to analyse historical events and should be able to express themselves well in developed historical arguments. Students should

also be confident using source material.

### Year 13

This course is composed of one new examination unit and one coursework unit: Unit 3: Ireland and the Union and Unit 4: Coursework: Causes of the Russian revolution.

The coursework represents 20% of the final grade. The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The coursework is an essay of approximately 3000 words.

The A level course requires more developed answers, essay writing skills, the evaluation of interpretations, and the independent use of sources to construct the coursework assignment. At the end of Year 13 you will take three exams covering the work from Year 12 and Year 13.

### The future

History A level prepares students for a multitude of careers and it is a highly respected academic A level. Journalism, law, education, finance and management are all popular areas for students to further their study as undergraduates or to develop as a career.

## Mathematics

### Entry requirements

You will need a high grade 6 (UMS must be in top 50%) GCSE Mathematics to study at A level Mathematics. Those with a 6 must also attend supplementary maths lesson after school each week throughout Year 12.

### Overview

For the A level you will study two pure mathematics modules,

in which GCSE topics such as algebra, trigonometry and coordinate geometry are explored at a higher level. New topics such as calculus will also be introduced. Many of the topics in pure mathematics are interesting in their own right but they are also an important foundation for other branches of mathematics.

You will also study one 'applied' module which involves the study of both mechanics and statistics. Mechanics applies mathematics to physical problems and examines topics such as the motion of objects and they respond to the action of forces. You will learn the technique of mathematical modelling which turns a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods. Statistics is about the collection, presentation, analysis and interpretation of data. You will also look at probability that can be used, for example, to demonstrate why most gambling games are a very poor bet. You will also formulate, test and evaluate hypotheses.

The Mathematics A level will be assessed on three 2 hour (two pure and one applied including statistics and mechanics) exams all of which will be weighted as 33.3% in the calculation of the final grade awarded.

### **The future**

If you wish to go on to study a degree in engineering, physics or economics, most universities will expect you to have studied A level mathematics. If you wish to study one of these subjects at a top university or do a mathematics degree, studying A level further mathematics will increase your chances (see below).

## **Further Mathematics**

### **Entry requirements**

You will need to have achieved at least a grade 7 in GCSE Mathematics to study A level Further Mathematics. You must also study A level Mathematics in order to choose this subject.

### **Overview**

A level Further Mathematics is a second full A level so you will spend double the amount of time studying mathematics at sixth form. Students who choose Further Mathematics will be allowed to take this as a fourth A level in place of the EPQ. You will need to complete four examinations to complete your Further Maths A level. You are required to do two 'further pure' maths modules plus a choice of one of the four additional modules from: further maths 3 and 4, further mechanics 1 and 2, further statistics 1 and 2 or decision maths 1 and 2.

In further pure maths you will encounter new and more recent mathematical developments such as complex numbers, polar coordinates and matrices. You will also explore some of the more philosophical aspects of maths. The statistics and mechanics units will further develop the work from statistics and mechanics you have studied for the A level. Decision maths is about solving real-world problems in an efficient manner. You will learn to optimise resources to maximise profit, plan delivery routes to conserve fuel and organise projects to make the best use of your time.

The Further Mathematics A level is assessed entirely on the four 90 minute examinations at the end of the course. Each of the four topics will be given an equal weighting of 25% in the calculation of the final grade

awarded.

### **The future**

Most good universities will expect you to have done Further Maths if you wish to enrol on a Mathematics degree course, but this A level will also improve your chances of getting onto degree courses subjects such as engineering, physics and economics.

## **Music**

### **Entry requirements**

5 or above at GCSE Music. You must also be a highly competent performer on an instrument (or as a singer) and have an interest in creating and composing your own music. You must also have an understanding of music theory and you must be able to read music. This is not just a 'classical' music course - musicians from any genre are welcome.

### **Overview**

Appraising music (40%)  
The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.

Area of study 1: Western classical tradition 1650–1910 (compulsory) For the purpose of this specification western classical tradition is defined as art music of (or growing out of) the European tradition, normally notated, and normally intended for public performance. There are two strands of music represented which cover two key genres:

- Baroque: the solo concerto
- Classical: the operas of Mozart.

Area of study 2: Pop music. For the purpose of this specification, pop music is defined as popular mainstream music derived from and including a number of musical genres including rock, funk and R&B from 1960 to the present.



Performance (35%). Students must be able to perform music using one or both of the following ways:

- Instrumental/vocal: as a soloist, and/or as part of an ensemble
- Production via technology.
- Students must perform for a minimum of ten minutes.

Students must be able to interpret relevant musical elements specified in subject content, using resources (eg microphones) and techniques (eg pizzicato) as appropriate, to communicate musical ideas with technical and expressive control. Through their performance students must also demonstrate understanding of context, including the chosen style or genre of the music being performed and the composer's purpose and intention.

Composition (25%). Students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (composition 1) and the other a free composition (composition 2). The combined duration of the compositions must be a minimum of four and a half minutes. Compositions must demonstrate technical control in the use of appropriate musical elements and how they are combined to make sense as a whole.

Students must be able to compose music in one or both of the following formats:

- Instrumental/vocal: produce notated score, written accounts and/or lead sheet by traditional means or by using music software as appropriate
- Production: generated entirely digitally, by using music software, without notated score but with accompanying annotation.

Students must be able to make creative use of the musical elements appropriate to their chosen style or genre of music.

## PE

### Entry requirements

Two 5s in Sciences or 5.5 in Combined Science – 5 in Maths and 4.5 in English. 5 in PE (if studied at GCSE) or Distinction in BTEC level 2 (if studied)

### Overview

The course consists of four units:

1. Physiological factors affecting performance (30%).
2. Psychological factors affecting in performance (20%).
3. Socio-cultural issues in physical activity and sport (20%).
4. Performance in physical education (30%).

These units will develop further your understanding of participation and performance in physical activity as part of a balanced, active and healthy lifestyle. The first looks at more in depth applied exercise physiology and biomechanics. The second is divided into skill acquisition and sports psychology. The third looks at sport and society, including contemporary issues in sport, such as the use of performance enhancing drugs. The fourth unit features performance – specifically the improvement and critical evaluation of performance.

The course is assessed by:

- written exams - 70%
- practical performance and evaluation - 30%.

### The future

The PE A level will allow you to go on and study the subject at degree level. It is essential for those students wishing to study a sport science, sport education, sport studies, or sport and exercise science degree. It is also very useful to those seeking

to study at degree level to pursue a career in a particular niche within the sports industry, such as coaching, sports psychology, sports rehabilitation, physiotherapy, sports journalism and PE teaching.

## Photography

### Entry requirements

For A level Photography you will need at least a grade 4 at GCSE in Art, Photography or Graphics and a 4.5 average in English. It is also possible to gain admission with a portfolio of work that shows a good understanding of photography. Students will also need to demonstrate an interest in and a commitment to the subject and complete a summer assignment.

### Overview

Over the two-year linear course you will develop a working knowledge and an understanding of both traditional and digital photography. You will investigate and learn about:

- the use of light as the most important element in photography.
- viewpoints, composition and depth of field.
- darkroom techniques including the recognition of appropriate paper types, developing and printing, emulsions, exposure, tone and contrast.
- manipulation of the image through electronic and mechanical means, using Adobe Photoshop CC.
- the importance and influence of a range of different photographers and artists.
- how to be critical and analytical of both your own work and the work of practicing photographers and artists.

Component 1: Personal investigation (60%) - The course begins with practical workshops and investigations based around a given Theme.

During the project, you will learn the key skills and techniques necessary to complete the course and will investigate the methods used by practicing photographers when developing their own concepts. You will learn how to develop and explain your ideas, both visually and in written form. You will then move on to develop your own in-depth personal investigations based on an idea, concept or Theme of your own choice, leading to a final outcome. This will demonstrate your ability to sustain work from an initial starting point through to a considered conclusion. This is a practical component supported by written material of between 1000 and 3000 words of continuous prose.

**Component 2: Externally set assignment (40%)** – In this component the awarding body (AQA) will provide you with a number of possible Themes to be used as starting points. You will select one theme and, using the skills and knowledge you have gained through the Personal Investigation component, you will produce a body of work exploring your chosen focus. At the end of the preparation period you will complete 15 hours of supervised time under exam conditions and you will present a clearly defined selection of work leading to a finished outcome or series of outcomes.

### **The future**

There are many careers in photography within the creative industries framework of art and design, fine art, graphics and illustration where A Level Photography is useful including journalism, advertising, marketing, design, architecture and publishing or any profession looking for creative people! Some students choose to go on to a one-year foundation course before specialising and some go straight into to a Photography degree. We can assist students with advice on portfolio presentation to support this progression. Our sixth form has

a 100% success rate in placing students who want to go on to study photography and art in art colleges.

## **Physics**

### **Entry requirements**

You will need at least a 6 in Physics if you do separate sciences. For Combined Science you will need at least a 6-5. You will also need at least 6 in Maths and 4.5 average in English.

### **Overview**

The oldest and most fundamental of the sciences, A level Physics explores the limits of our Universe. From the smallest possible lengths and times within the quantum realm to the vast expanse of space-time that continuously stretches out before us. Topics such as particle physics, classical mechanics and field theory probe the very nature of reality itself, what are dimensions? Is time travel possible? What is energy? We deliver the astrophysics option and provide a suite of extra-curricular activities with trips to University College London (UCL) lectures, Greenwich observatory and an annual visit to the World's largest machine: the particle accelerator at CERN in Geneva, Switzerland for a chance to experience the cutting edge of experimental and theoretical physics. We also offer work experience placements within the UCL Department of Physics and Astronomy.

### **The future**

In a world of increasing complexity, the problem solving skills acquired during Physics A-Level are crucial for a variety of university degrees and careers. Whatever you want to do in the future having advanced mathematical and problem-solving skills, the ability to apply knowledge to unfamiliar situations and express ideas logically and clearly is invaluable.

## **Politics**

### **Entry requirements**

4.5 average in English.

### **Overview**

The aims and objectives of this qualification are to enable students to develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom and globally. Students will develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. Students will acquire knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics. They will develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups. Overall students will develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.

**Component 1: UK Politics and core political ideas:** This looks at the arrangements for ensuring representative democracy and participation in the UK and students will study liberalism, conservatism and socialism. **Component 2: UK Government and non-core political ideas:** This encourages students to develop a critical understanding of the institutions in the UK's governing system and students will study feminism. **Component 3: Global politics** gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives them the opportunity to explore the political issues that affect all of us. Students will gain



understanding of abstract political concepts through grounding them in contemporary real world examples and case studies that will develop an international awareness and knowledge of multiple perspectives. The course is examined through 3 two hour written examinations which include a range of source based and essay style questions.

### The future

Politics is well suited to a wide range of careers and university courses. It develops students' analytical skills and critical awareness and is highly valued by higher education institutions. Its study is a useful preparation for degrees in law, philosophy, politics and economics, international relations, social sciences and business studies.

## Psychology

### Entry requirements

4 in Maths, 5 in one science - or 4-4 in Combined Science - and 4.5 average in English.

### Overview

Students will be expected to demonstrate in A level:

- Psychological knowledge and understanding of concepts, theories, research studies, research methods and ethical issues in relation to the specific content
- Be able to apply psychological knowledge and understanding of specific content in a range of contexts in society
- Interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specific content
- Evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- Demonstrate biological

knowledge as some areas of the course is heavily scientific

- Statistics are used in research and so numeracy is a necessary requirement also, 10% of the Psychology examination will be maths centred
- Reading various books and articles and writing essays, therefore literacy skills are crucial

### Course structure:

The A2 will be examined with three exam papers, lasting two hours each. All papers will comprise of multiple choice, short answer and extended writing questions.

Paper 1 will consist of: Social psychology, memory, attachment and psychopathology.

Paper 2 will consist of: Approaches, biopsychology and research methods.

Paper 3 will consist of: Issues and debates, schizophrenia, aggression and relationships.

### The future

Many students go on to study psychology at degree level and you will find that psychology complements the sciences as well as the humanities. Psychologists find themselves working in all areas of life: forensic psychology, health care such as clinical psychology, occupational psychology, education and many other jobs where an understanding of human behaviour is relevant.

## Sociology

### Entry requirements

4.5 average in English, and a 5 in History, Geography or other Humanities subject.

### Overview

The course will focus on contemporary society using appropriate comparative and historical materials. You will gain a deeper understanding of the connections between the nature of sociological thought, methods of sociological enquiry and

substantive sociological topics. You will also learn to write about them in a detailed, coherent and sophisticated fashion.

Unit 1: Education with theory and methods

Unit 2: Families & households and Media

Unit 3: Crime and deviance with theory and methods

Assessment

Each exam is worth 33% of the overall grade, and last 2 hours each. Paper 1 and 3 comprise of short mark questions and essay questions, whereas Paper 2 comprises entirely of essay questions.

### The future

Sociology A level teaches students about society and encourages you to evaluate research methods. Students wanting to take the subject further at degree level can either study sociology as a single degree or combine it with many other areas of study, including politics, psychology or philosophy. It is useful for any career which involves working with people. Previous students have gone on to study subjects ranging from anthropology to criminology at university and have taken up a variety of careers from law to teaching.

## Spanish

### Entry requirements

You will need at least a 5 (preferably 6) in Spanish at GCSE.

### Overview

The A level course is designed to provide you with an extensive knowledge of Spanish society and culture as well as enhancing your ability in the Spanish language. It will enable you to understand and communicate in a variety of contexts and to a range of audiences and will allow students to develop an advanced level of knowledge and understanding of language and culture. The A level qualification will also help to prepare students for higher education.

**Paper 1 (40%):** This paper involves listening, reading and translation into English. It draws on vocabulary and structures across all themes studied. Students will be required to respond appropriately to texts and listening passages from a variety of sources and contexts.

**Paper 2 (30%):** This paper involves another translation element, and two essays on either two literary texts, or one literary text and one film. The literary texts range from classic and contemporary novels to short stories and plays. The films studied are feature length.

**Paper 3 (30%):** This paper is the spoken element of the A level qualification. Students will be asked to complete two tasks; a discussion on a theme from the specification, and a presentation and discussion of independent research. Students will be assessed on their ability to interact and communicate effectively, and on their ability to summarise and analyse sources relating to their research subject.

### **The future**

Having an AS or A level in Spanish will greatly increase your employability and enhance your social interaction. You can continue to use and further develop your language skills by taking a language degree course, or a degree course with a language element, such as a BA in European Studies, a BSc in Computing Science with Spanish or a BA in Media Studies with Spanish.

## **Textiles - Art & Design**

### **Entry requirements**

5 or above at GCSE level in Design and Technology, Textiles or Art, and a 4.5 average in English.

### **Overview**

Year 12: In the first term we introduce students to a range of textile skills and techniques and build up a design portfolio and

practical made fashion or textile outcomes. The second half of year 12 will expand on skills and practices developed.

**Component 1: Personal investigation:** this is a coursework unit where students will develop a personal investigation, produce a design portfolio and final piece based on an idea, issue, concept or era, supported by 1,000-3,000 word essay or written report. This counts for 60% of A level marks and we will work on this till January in year 13.

**Component 2:** we begin this in February of year 13. An externally set practical coursework assignment (exam) with 15 hours' supervised time, plus preparation. This makes up 40% of A level marks.

Students are required to work in one or more area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas:

- fashion design
- fashion textiles
- costume design
- digital textiles
- printed and/or dyed fabric and materials
- domestic textiles and wallpaper
- interior design
- constructed textiles
- art textiles
- installed textiles

You will be introduced to a variety of experiences exploring a range of textile media, techniques and processes. You will learn about both traditional and new technologies in textile and fashion design. This will include investigation of a range of resources relating fashion and textiles from the past and from recent times.

Your creative responses to your research will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions in fashion and textile design.

### **The future**

The fashion and textiles industry is a growing industry with many career opportunities in design, styling, marketing and management. A level Textiles Design will support applications to higher education, university and art college foundation/degree courses, including fashion design, textile design, costume design, interior design, fine art, fashion business, fashion marketing and fashion management, and apprenticeships. Graduates from these courses enjoy careers in the textiles industry as designers, stylists, pattern cutters, product developers, buyers, merchandisers/marketers, journalists, retail managers and consultants.

## **BTECs and other courses**

### **BTEC Level 3 Digital Games Production**

#### **Entry requirements**

A 4 or above in Maths is required (as you will be working with numbers in 3D space). If you studied Media Studies at GCSE level, you should have at least a 4, though it is not required. It would also be helpful if you have studied ICT, art or a design course.

#### **Overview**

Digital Games Production gives students the opportunity to create 3D models and environments, learn 3D animation techniques and build whole levels in a 3D computer game engine. A controlled assessment in Year 13 will allow students to practice these skills in response to an unseen brief issued by the exam board. This response will be tackled over the course of a 30-hour production window spanning several days. As it focuses on the design aspects of games production, this course does not require any



coding knowledge (though this is of course welcome).

As this course is taught almost entirely on computers, students who take it should feel comfortable using a computer for work purposes. Digital Games Production is a Level 3 BTEC, equivalent to 1 A level.

### **The future**

This is a vocational pathway that focuses on business-orientated, practical production skills. It can lead to a variety of post-study options, including university degrees on courses such as Animation, Games Design or Visual Effects. As students are highly encouraged to keep a portfolio of their production work, it can also lead directly into the workplace.

## **BTEC Level 3 Urban Media**

### **Entry requirements**

A grade 4 or above in English Language is required (required to evaluate production work) If you studied Media Studies at GCSE level, you should have at least a 4, though it is not required. It would also be helpful if you have studied ICT, art or a design course.

### **Overview**

Urban Media takes the requirements of the BTEC Digital Film and Video Production and gives them an inner-city-twist. Combining filming and editing techniques, students will have the opportunity to make music videos, storyboard advertisements and produce short British Realist films about life in London. A controlled assessment in Year 13 will allow students to practice these skills in response to an unseen brief issued by the exam board. This response will be tackled over the course of a 30-hour production window spanning several days.

As this course is taught almost entirely through technology (cameras, computers, etc.),

students who take it should feel comfortable using technology for work purposes. Urban Media is a Level 3 BTEC, equivalent to 1 A level.

### **The future**

This is a vocational pathway that focuses on business-orientated, practical production skills. It can lead to a variety of post-study options, including university degrees on courses such as Media Production, Television Production or Film and Television Production. As students are highly encouraged to keep a portfolio of their production work, it can also lead directly into the workplace.

## **BTEC Level 3 National Extended Diploma in Sport**

### **Entry requirements**

You should have studied PE at GCSE or sport at BTEC level 2. You should ideally have a 4 in English and sciences, although we will consider applicants with other grades.

### **Overview**

You will be expected to participate in extracurricular activities and take leadership roles in school sports events throughout the course. The course is equivalent to three A Levels.

You will develop knowledge, understanding, practical skills and appreciation of the context in which sports activity takes place. You will study topics such as anatomy and physiology, fitness training and programming for health, sport and well-being, sports leadership, sports event organisation, development and provision of sport and physical activity, coaching for performance, professional development in the sports industry, sports psychology, practical sports performance, application of fitness testing, rules and regulations,

investigating business in sport, skill acquisition and research methods.

### **The future**

This course is suitable for students wanting to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the sports sector. The qualification carries UCAS points and is recognised by higher education providers as meeting, or contributing to, admission requirements for many relevant courses. Learners can progress to higher education on full degree single or combined courses, for example:

- BA (Hons) in Sports Development and Management
- BSc (Hons) Sport and Leisure Management
- BSc (Hons) Sports Science (Outdoor Activities)
- BSc (Hons) in Exercise, Health and Fitness
- BSc (Hons) in Sport and Exercise Psychology

## **BTEC Level 3 National Extended Diploma in Business**

### **Entry requirements**

A 4 in Maths and 4 average in English is required.

### **Overview**

This qualification gives learners experience of the breadth and depth of the sector that will prepare them for further study or training. This includes the opportunity for learners to choose several topics from a selection of options reflecting the progression pathways in business.

The learning programme covers the following content areas:

- business environments
- finance
- marketing
- international business

- management
- human resources
- accounting
- financial services
- marketing
- law
- retail.

Students will also learn and develop employability skills such as cognitive and problem-solving skills, intrapersonal skills and interpersonal skills.

### The future

This course meets entry requirements in its own right for learners who want to progress to higher education courses in business areas before entering employment. It can also support learners who want to progress directly to employment in job roles in business or business management and Higher Apprenticeships in the business sector.

## Core Mathematics

### Entry requirements

Grade 5 in GCSE Mathematics.

### Overview

Core Mathematics refers to a level 3 maths qualification that can be taken alongside A levels or other qualifications. It is developed with support from employers and higher education, and is designed to:

- Consolidate and build on mathematical understanding
- Foster the ability to think mathematically and apply mathematical techniques in unfamiliar situations with confidence
- Support students' learning in other subject areas they are studying
- Prepare students for the range of real-life mathematical demands of further study and employment

It is aimed at students with a Grade 5 or above in GCSE Mathematics, who wish to continue studying the subject post 16 but who do not want to take A level Mathematics. It carries the same UCAS points as an AS level and is graded A-E.

Core Maths is taken alongside three A Levels in place of the EPQ or a fourth A Level. It would be particularly useful to supplement the mathematical learning in subjects such as Physics, Chemistry, Biology, Psychology, Geography, Computer Science and Economics.

Students are assessed on 2 papers: a Comprehension paper (Paper 1) counting for 40% of the marks and an Applications paper (Paper 2) counting for the remaining 60%. Content includes applications of statistics, probability, linear programming, sequences and growth.

### The future

Many leading universities have endorsed the Core Mathematics qualification as it provides students with important mathematical skills that are required for many degree courses including social sciences and humanities.

## Extended Project Qualification

### Entry requirements

This is part of our core offer and all students complete this qualification in Year 12. The qualification is equivalent to half an A-Level.

### Overview

The Extended Project Qualification (EPQ) is a major piece of individual project work, graded on an A\*-E scale. It is the chance to become an expert in a topic or project of your choosing.

Projects can be in one of the following forms:

- dissertation: an extended essay around 6,000 words in which you plan, research, analyse information and then evaluate and review the project. Example dissertations have ranged from "How have women been portrayed within advertising during the past 50 years?" "Should smokers

be treated on the NHS?" to "What extent would legalisation of euthanasia affect the medical profession?"

- Artefact: an extended creative project in which you create something with an accompanying 3,000 words. You plan, research, analyse, develop and evaluate the production of the artefact. Example artefacts have ranged from: Designing a skyscraper (Architectural portfolio) to The influence of the 60's on fashion today (Documentary) and The use of make-up in film (Portfolio)

Completing the EPQ will allow you to strengthen your independence, self-motivation, organisation and problem solving skills.

### The future

The extended project is highly regarded by top universities and is a chance to explore a topic in real depth, as well as develop research and project management skills, all of which are of great use in higher education and beyond.

## GCSE resits

It is now a legal requirement that all students achieving a 3 or below in English and maths GCSE must resit. Currently a 4 is a 'standard' pass, this may not be enough to get you on to specific university courses so we also offer the chance for students with a 4 to resit to try and achieve a 5.

Unfortunately, if you have a 3 or below in both of these subjects we will only be able to provide resits in either English or Maths.

# APPLICATION PROCESS

On this page you will find all the information you need to apply for entry into our sixth form, including key dates and deadlines, information on interviews, how offers are made and when induction days will take place.

We offer four different pathways for sixth form students, shown in the table below. At SNS all students should sit the equivalent of 3.5 A levels over the two years:

Pathway	Courses	Requirements
Applied	BTEC Sport plus EPQ	4 GCSEs or BTECS grades 9-4 including English (4) and a science
Core 1	3 A levels levels plus EPQ	GCSE average of 6-6.7 5 GCSEs grades 9-4 including English or Maths (4)
Core 2	4 A levels. All 4 subjects need to be completed in Year 13	GCSE average of 6.7 5 GCSEs grades 9-4 inc English and Maths (4)
Supported	3 A levels and GCSE resit (in either English or maths)	GCSE average of at least 5.5 5 GCSEs grades 9-4 including English or Maths below 4

## Oversubscription

We aim to allocate 67% of our places to our own internal applicants and reserve the remaining 33% for external applicants. In case of oversubscription to the sixth form please refer to the oversubscription criteria available on our website: [www.stokenewingtonschool.co.uk](http://www.stokenewingtonschool.co.uk)

## Initial interviews

These will take place from January to March. This is your opportunity to discuss your provisional subject choices and receive advice on the impact these will have on your higher education options. Conditional offers are made at this stage but subject choices are not final. You will need to confirm that you are accepting your offer in order to take up places on your chosen courses. All offers made are subject to students achieving the entry requirements for the school and each course. In the case of oversubscription please see the 'Oversubscription Policy' on the website.

## Induction day – Tuesday 30 June

This is a key day for you. You will have introductory lessons in your chosen subjects and receive information about summer assignments. If you have any final decisions to make about your course choices this is when you will receive final advice.

## Placement interviews

After receiving your GCSE results in August you will confirm your final decisions about course choices, decide on your enrichment options and check all the paper work.

## Option blocks

We will put the option blocks up on the school website by the end of November.



# KEY DATES



Sixth Form Open Evening and applications open.



Deadline for Stoke Newington students' applications.



Week beginning 27th January: initial interviews for Stoke Newington students and conditional offers made.



Deadline for external students' applications.



Week beginning 9th March: initial interviews for external students – conditional offers made.



Sixth Form Induction Day (compulsory).

# CONTACT US

If you require any additional information regarding our course offer or the application process, please contact our sixth form administrator:



020 7241 9620



sixthform@sns.hackney.sch.uk

The application form and further information can be found on our website:



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









# TOP UNIVERSITY DESTINATIONS

Over the last two years, amongst others, students have gone on to:

**Bristol:** Maths, Chemistry, Engineering, Physics, Psychology

**Birmingham:** English

**Cambridge:** Architecture

**Canterbury Christ Church:** Sport Coaching Science

**Durham:** Archaeology

**Goldsmiths:** English, History, Criminology

**Glasgow:** Psychology, English, Classics

**Imperial:** Maths, Chemistry

**King's College London:** Pharmacy

**Kingston:** Art Foundation

**Leeds:** Philosophy and Politics, Biology, English, International History and Politics, Economics, Natural Sciences

**Manchester:** Medicine, English, Biology, Social Anthropology, Mechanical Engineering, Astrophysics

**Newcastle:** Computer Science, Maths

**Oxford:** History and Politics

**Queen Mary's:** Dentistry, Medicine, Biology, Biomedical Sciences

**Ravensbourne:** Art

**Sheffield:** Zoology, Biology, Journalism, Criminology, Politics

**SOAS:** Law

**Sussex:** Anthropology, Law, English and Film

**LCF:** Fashion Textiles

**Edinburgh:** Geography

**UEA:** American & English Literature, Natural Sciences, Pharmaceutical Science

**LCC:** Graphic Design, Photography, Sound Arts & Design, Games Design

**Warwick:** Psychology

**Westminster:** Architecture, Photography





# Stoke Newington School & Sixth Form

Stoke Newington School

& Sixth Form

Clissold Road

London

N16 9EX

T: 020 7241 9600

email: [admin@sns.hackney.sch.uk](mailto:admin@sns.hackney.sch.uk)

[www.sns.hackney.sch.uk](http://www.sns.hackney.sch.uk)

[@stokeyschool](https://twitter.com/stokeyschool)

Headteacher: Zehra Jaffer

Director of Sixth Form: Shane Bell-Nevin



Artsmark  
Platinum Award  
Awarded by Arts  
Council England

SSAT

Improve  
schools  
improve  
impact



INVESTORS  
IN PEOPLE



Google



KPMG

