

Tapton School

Sixth Form

2025-2026

Darwin Lane
Sheffield
S10 5RG

www.taptonschool.co.uk
Telephone: 0114 267 1414

Contents

2. Welcome
3. Sixth Form on a Page
4. Health & Wellbeing, Behaviour and Expectations, Homework, Directed Study and Study Skills
5. The Sixth Form Curriculum
6. Beyond the Classroom - Extra Curriculum
7. Personal & Social Development, Work Experience, Destinations
8. The Sixth Form Team; How will my day look?
9. Year 12 & Year 13 at a glance
10. 16-19 Bursary
11. AS and A-Level Subjects
12. AS and A-Level Biology
14. AS and A-Level Chemistry
16. AS and A-Level Computer Science
20. AS and A-Level English Literature
24. AS and A-Level Film Studies
27. Level 3 Diploma in Food Science and Nutrition
30. AS and A-Level French
34. AS and A-Level German
38. AS and A-Level Mathematics and Further Mathematics
41. Core Mathematics
43. AS and A-Level Physics
46. AS and A-Level Psychology
49. AS and A-Level Religious Studies
51. AS and A-Level Spanish
56. A-Level Subjects
57. A-Level Art and Design
60. A-Level Business Studies
63. A-Level Design and Technology: Design Engineering
66. A-Level Design and Technology: Product Design
69. A-Level Drama and Theatre Studies
73. A-Level Economics
77. A-Level English Language
79. A-Level Fashion and Textiles
83. A-Level Geography
88. A-Level Government and Politics
92. A-Level History
94. A-Level Music
97. A-Level Physical Education
99. A-Level Sociology

Welcome

Sixth Form is the stage of school where you begin to focus on and develop your academic passions. At Tapton, students can choose three or four subjects from a broad curriculum offer allowing a focus on the subjects that really matter to them in preparation for further study post-18.

Sixth Form is also the final stage of compulsory education before students enter into the adult world. At Tapton we take this seriously. Alongside high expectations for attendance, punctuality and behaviour, all our students experience a personal development programme that prepares them for the challenges of independent living - including a focus on managing mental health and well-being. This complements the pastoral support provided by form tutors and the wider Sixth Form team as our students prepare for adulthood.

Our students are also encouraged to engage in a wide range of super and extra-curricular activities to help them grow as individuals and members of our school community.

Access to independent advice and guidance about careers and post-18 destinations is also essential as students in Sixth Form begin to plan their next steps beyond school. At Tapton, our students experience a wide range of opportunities from guest speakers to external events that support their decision making.

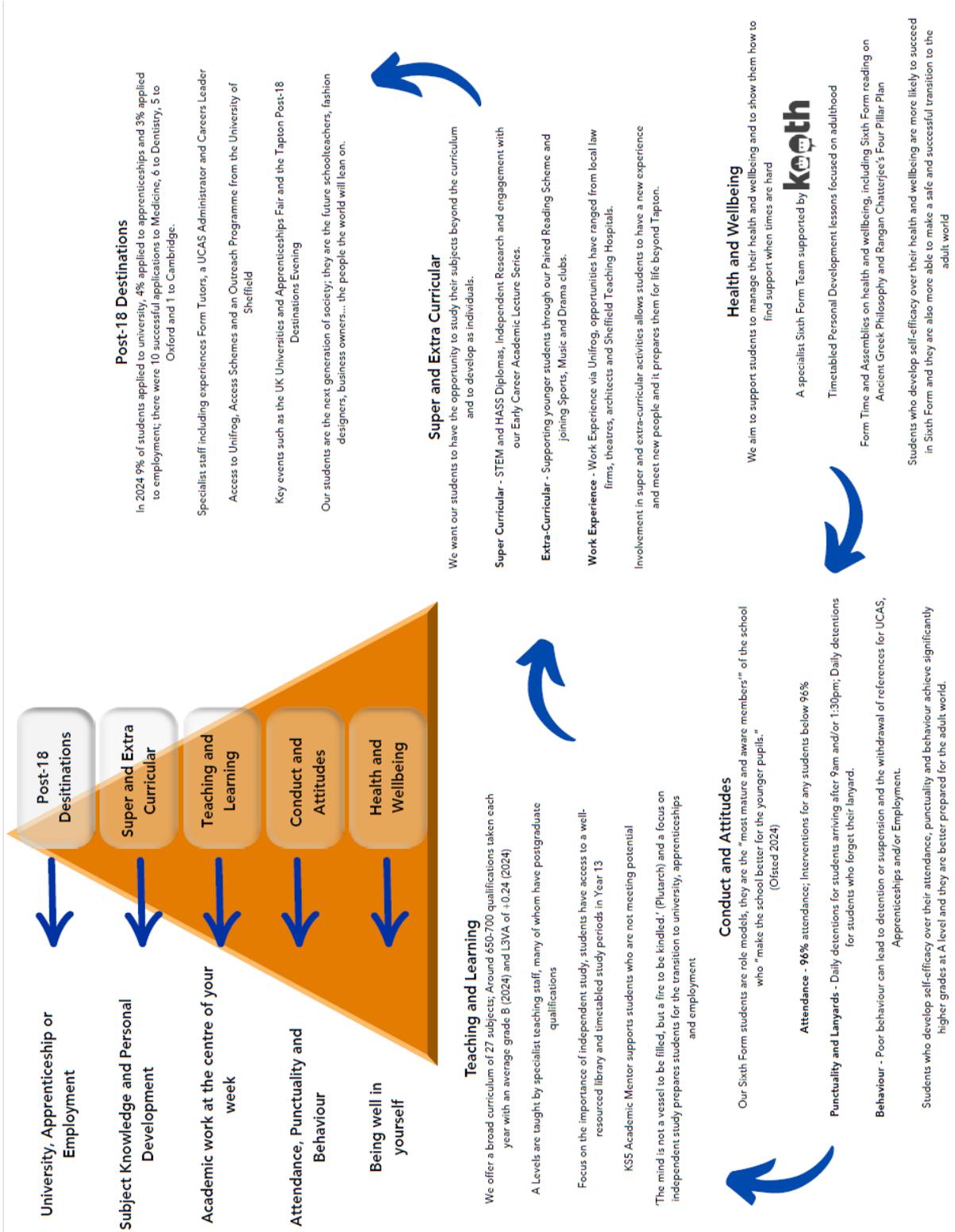
Supported by our broad curriculum, this means that our students can progress to a wide variety of destinations allowing them the opportunity to become who and what they want to be.

Our Sixth Form community is made up not only of students from Tapton, but also of students from over thirty different schools in Sheffield, South Yorkshire and Derbyshire. This makes Tapton a diverse and vibrant community. It also means that we have a clear focus on the importance of transition. We make close ties with the schools that our students join us from and involve them in a transition programme designed to help them to feel part of Tapton before they begin Year 12 in September. Our students thrive when they feel part of Sixth Form.

Andrew Wright
Head of Sixth Form



Sixth Form on a page



Health and Wellbeing

We aim to support students to manage their health and wellbeing and to show them how to find support when times are hard. We have a specialist Sixth Form Team supported by the online support and counselling service, Kooth [Tapton School - Kooth](#). In addition, we have timetabled Personal Development lessons focused on adulthood and form time and assemblies on health and wellbeing, including Sixth Form reading on Ancient Greek Philosophy and Rangan Chatterjee's Four Pillar Plan.

Behaviour and Expectations

Sixth Form students at Tapton are expected to act as role models for the rest of the school, with poor behaviour subject to the sanctions outlined in the school behaviour policy. Although Sixth Form students are not required to wear uniform, they are expected to wear an ID card and lanyard at all times to support the safeguarding of our school community. Students are expected to arrive at school by 9am Monday to Friday for Form Time and Registration. Failure to do so leads to a same day lunchtime detention as outlined in the school behaviour policy.

Homework, Study Skills and Directed Study

Meaningful

Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

Manageable

Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study, revision and working life.

Predictable

At Key Stage Five we expect students to receive weekly homework from each teacher. Homework should take approximately three hours to complete per subject, per week and students should complete an additional two hours of independent study per subject, per week. Homework tasks do not have to be written and could take the form of reading, learning or revision and in mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas.

Homework is set using the online platform Class Charts Homework is shared by class teachers on this system on the day it is set before 5pm. Students should be given a minimum of three nights to complete any homework set. Parents and carers can also access Class Charts to monitor their child's homework and deadlines.

Becoming an Independent Learner (BILs)

The most successful students at Sixth Form are also independent learners. During Year 12 and Year 13 students will focus on the following areas during Form Time:

- Time Management and Organisation
- Note-taking
- Academic Language
- Exam Practice and Understanding
- Non-Examined Assessments, including the use of JSTOR and Academic Journals

In addition, Subject Leaders have provided clear guidance on subject-specific independent learning that students should engage with while at Sixth Form, as they make a successful transition to their Post-18 destination.

Directed Study

To support independent learning, all Year 13 students have a timetabled hour of Directed Study in the Library for each subject that they are taking. Students should use this time to deliberately revise and consolidate their learning from Year 12 as they prepare for their A level exams.

The Sixth Form Curriculum

We are pleased to offer a broad range of subjects for AS and A-Level. However, it is important to note that some subjects are the full two-year course only. This should be taken into consideration, especially if you are choosing to take four subjects. Many students who start with four subjects will drop down to three after a year, having taken an AS Level in their fourth subject.

Can be completed at AS or A-Level	Can be completed only at A-Level
Biology	Art and Design
Chemistry	Business Studies
Computer Science	DT Design Engineering
English Literature	DT Product Design
Film Studies	DT Textiles
Food Science and Nutrition - Level 3 Certificate or Diploma	Economics
French	English Language
Further Maths	Geography
German	Government and Politics
Maths	History
Physics	Music
Psychology	Physical Education
Spanish	Theatre Studies
	Sociology

Beyond the Classroom

As well as enjoying their studies, and getting the qualifications needed for the next step, we also encourage our students to engage with learning outside the classroom. This may be pushing their knowledge further (super curricular) or learning something different to their usual lessons (extra-curricular).

We have a wide range of clubs and groups, and these will develop and change depending on the interests of our students. If there is something you feel is missing, you are welcome to look at starting a new club.

- Film Club
- Paired Reading (supporting younger members of the school by listening to them read)
- KS5 Book Club
- Sixth Form Theatre Company
- Social Sciences Film, Book and Podcast Club
- Science Wednesdays - Motor Neurone Project, Cosmic Mining, DNA Origami, Journal Club
- Tapton Talks - Science Lectures in association with The University of Sheffield
- Music Ensembles - including Senior Orchestra, Brass Band, Choir and more
- Student Cooking on a Budget
- Duke of Edinburgh Gold
- LBGTQ+ Group
- Cultural Newsletter
- Christian Union
- Visually Impaired Running Club and Paired Reading (supporting the Visually Impaired students in our school)
- Medical Society / Dental Society
- PE Activities - including Netball, Football, Badminton, Climbing, Hockey, Gymnastics and Table Tennis
- KS5 STEM and STEM Diploma
- KS5 HASS Diploma
- Extended Project Qualification (EPQ)

Personal and Social Development

Every student in Sixth Form has an hour a week of Personal Development to help transition to adult life and develop the skills, qualities and attributes needed to be healthy, independent and active participants in society. Below is a sample of the curriculum for 2024-25:

Year 12	Year 13
First Aid	Careers
Active Citizenship	Travel
Life Goals	Financial Ventures
Personal Safety	Health
Online Safety	Mental Health
Finance	Drugs
Relationship and Sex Education	Equity, Diversity and Inclusion
Business	Loans and Debt
Equity, Diversity and Inclusion	
Food and Nutrition	

Work Experience

At Tapton School Sixth Form we encourage students from both year 12 and year 13 to build a portfolio of work experience and workplace encounters. As this is a requirement of some Post-18 destinations we particularly encourage this in areas such as healthcare, education and social work etc. Opportunities are shared via Satchel One. If the shared opportunities are not appropriate, it's good practice for students to find and secure their own placements using Unifrog, though we also offer support through the Careers Leader, Mrs Williams. **Our Y12 Work Experience Week begins February 2026.**

Destinations

Our strong links with local and national universities ensure that you will receive exceptional support as you apply for Higher Education and begin the transition into university life. Well over 90% of our students successfully apply to university, with many gaining admission into the most competitive institutions in the country. To support their applications all students at Tapton have access to Unifrog. Furthermore, all students are able to benefit from university outreach and information evenings throughout their two years at Tapton. A small number of students apply to Higher and Degree Apprenticeships or move directly into employment with all students able to access support from our Careers Leader.

The Sixth Form Team

The following people work together, along with a team of experienced Form Tutors and subject teachers, to support our students:

A Wright	Head of Sixth Form awright9@taptonschool.co.uk
N Harris	KS5 Year Leader nharris@taptonschool.co.uk
J Winters	KS5 Year Leader jwinters@taptonschool.co.uk
L Ridal	KS5 Attendance and Inclusion Lead lridal@taptonschool.co.uk
R Moorwood	KS5 Safeguarding (Mon-Wed) ks5safeguarding@taptonschool.co.uk
L Mitchell	KS5 Safeguarding (Wed-Fri) ks5safeguarding@taptonschool.co.uk
J Williams	Sixth Form Administrator jwilliams@taptonschool.co.uk
M Bower	Destinations and UCAS Administrator mbower@taptonschool.co.uk
L Deakin	16-19 Bursary Administrator & KS5 Academic Mentor ldeakin@taptonschool.co.uk
K Hooper	Sixth Form Transition khooper@taptonschool.co.uk
S Rippin	SENDCo srippin@taptonschool.co.uk
C Thomas	Library Manager cthomas@taptonschool.co.uk

How Will My Day Look?

Timings of the day:

9.00-9.20	Registration
9.20-10.20	Period 1
10.20-11.20	Period 2
11.20-11.40	Break
11.40-12.40	Period 3
12.40-1.30	Lunch
1.30-2.30	Period 4
2.30-3.30	Period 5
3.30-4.30	Twilight (these will not be used in all instances and only for some subjects)

For most subjects, students will have five hours of teaching a week which is typically split between two or three teachers.

Year 12 and Year 13 at a Glance

This is what we expect a typical journey through Sixth Form to look like:

YEAR 11	YEAR 13
October Open Evening	September Progress Evening
November Internal applicants 1:1 meetings with a member of the Sixth Form Team	October Early applicant deadline (for Oxbridge, Medicine, Dentistry and Veterinary); Tracking and UCAS Predicted Grade Update
December to January Applications through Sheffield Progress - deadline 31 st January	December Charity Week
April External applicants 1:1 meetings with a member of the Sixth Form Team for all those who have been made an offer	January UCAS deadline for all other applications
June/July Induction, a chance to meet Form Tutor and Subject Teachers.	February Y13 Trial Exams; Tracking
August Results and Formal Enrolment	March Y13 Assessment Week; Tracking
	May/June Study Leave A Level Exams Leaving Party 😊
YEAR 12	
September First day Form Tutor time Freshers' Fair; Form Tutor 1:1s	
October Tracking	
December Y12 Assessment Week; Charity Week	
January Tracking	
February Progress Evening AS Options support for those on 4 subjects	
April Post-18 Destinations Evening	
May/June AS Exams (External exams)	
June/July UCAS Registration; Destinations Day	
Y12 Trial Exams, UCAS Predicted Grades and Reports	

16-19 Bursary

The 16-19 Bursary is used to support students with the cost of studying A-Levels. Students apply through an app called Bursary+ and as a school we manage the payment requests. We do not give anyone money directly, instead payments will be made for essential educational resources, such as textbooks, stationary, calculators, university application fees, public transport costs etc. However, please be aware that the 16-19 Bursary is not an unlimited fund - it is a fixed amount provided to the school on a yearly basis used to support a significant number of students. As a result, it may not be possible to fund all requests made by eligible students. Students who receive Free School Meals are encouraged to apply as are families who receive Working Tax Credit. The 16-19 Bursary policy can be found at www.taptonschool.co.uk >Sixth Form> 16-19 Bursary.

AS and A-Level Subjects

These subjects can be studied for one or two years. At the end of the first year of study students can opt to take the AS Level exam and discontinue their studies after this. Alternatively, they can take the subject for the full two years and take the A-Level exam at the end.

- Biology
- Chemistry
- Computer Science
- English Literature
- Film Studies
- L3 Diploma in Food Science & Nutrition
- French
- German
- Mathematics
- Further Mathematics
- Physics
- Psychology
- Spanish

AS and A-Level Biology

Entry Requirements: Grades 6-6 in Combined Science or 6 in Biology and 6 in another science. Grade 6 in Maths

Exam Board: AQA

Subject Leader: Dr A Naylor anaylor@taptonschool.co.uk

Course Description

Biology is the study of living things and life processes. In A-Level Biology you will look in detail at the functions of cells, organ systems, organisms, populations and ecosystems. Starting with the biological molecules that make up living things, you will explore the delicate balance needed for a healthy, functioning body and the interaction of diverse species in ecological settings.

Main Syllabus Area

At AS Level:

Biological molecules - Carbohydrates, lipids, proteins, nucleic acids. Enzymes. DNA replication. ATP.

Cells - Structure of eukaryotic cells, prokaryotic cells and viruses. Microscopy. Transport across cell membranes. The immune system.

Exchange in living organisms - Surface area to volume ratio. Gas exchange. Digestion and absorption. Blood and circulation. Transport in plants.

Genes and variation - DNA and genes. Protein synthesis. Genetic diversity and adaptation.

Species and taxonomy. Species diversity.

At A-Level:

Energy transfers - Photosynthesis, respiration, energy in ecosystems, nutrient cycles.

Coordination and control - Detecting stimuli, nervous coordination, muscle contraction, homeostasis.

Genetics and populations - Inheritance, population genetics, evolution, speciation, ecosystems.

Gene technology - Regulation of gene expression, cancer, genetic modification, genetic fingerprinting, diagnosis of genetic diseases.

Method of Assessment

At AS level:

Paper 1: 1 hour 30-minute written paper 75 marks 50% of AS Level.

Paper 2: 1 hour 30-minute written paper 75 marks 50% of AS Level.

At A-Level:

Paper 1: 2 hour written paper 91 marks 35% of A-Level.

Paper 2: 2 hour written paper 91 marks 35% of A-Level.

Paper 3: 2 hour written paper 78 marks 30% of A-Level.

Qualities Required

You need to be passionate about science; inquisitive, analytical and inspired by the functions of living organisms. You must be willing to work hard and give time outside of lessons to deepen your understanding. You should have good practical skills and the ability to analyse data to spot trends and give explanations.

Links with other subjects

Good ability in Chemistry is highly desirable. Biology also complements subjects such as Psychology and Sports Studies. Maths skills to a high GCSE grade are essential. A-Level Biology can be studied in combination with any other subject. If you are interested, you can do it.

Career Prospects

Universities in the UK offer a wide range of biological degree courses. Many lead directly to employment, e.g. Veterinary Science, Pharmacology, Medicine, Dentistry, Food and Nutrition. Areas such as Biotechnology, Microbiology, Genetics and Environmental Science are becoming increasingly important in society. A biological degree may lead to jobs in research laboratories, medical diagnosis, ecological fieldwork, patient treatment, teaching, business and sales. Some degree courses in medical fields have tuition fees paid by the Department of Health. If your future career lies outside of science, studying A-Level Biology might help you to develop useful skills and ways of thinking.

Enrichment opportunities

Motor Neurone Disease research project (practical laboratory research)
STEM diploma
Seminar Series - Higher education speakers
Journal Club - developing academic literacy and data analysis.

Reading list

The Cartoon Guide to Biology by Larry Gonick and Dave Wessner
Head Start to A-Level Biology - CGP (free on Amazon as a Kindle edition)
The Body - A Guide for Occupants by Bill Bryson (free on Amazon as an audiobook)
Biology Enrichment Pack:

Independent Learning

- Consolidate your notes using the AQA textbook (available on Kerboodle as well) and produce revision resources such as flashcards.
- Use the green homework booklets to complete glossaries and to RAG rate the specification.
- Complete past paper questions available on the AQA website and in the homework booklets. Use a mark scheme to check answers and produce an action plan for further revision.
- Use PubMed to read journals on related topics.
- Read science journals such as New Scientist.

AS and A-Level Chemistry

Entry Requirements: Grades 6-6 in Combined Science or 6 in Chemistry and 6 in another science and 6 in Maths.

Exam Board: AQA

Subject Leader: Miss J Rigby jrigby@taptonschool.co.uk

Main Syllabus Area

AS and A-Level Chemistry will inspire students, nurture their passion for chemistry and lay the foundations for further study. It covers the three main areas of chemistry: physical, inorganic and organic. Subjects in **bold** are studied at A-Level.

Physical chemistry <ul style="list-style-type: none">• Atomic structure• Amount of substance• Bonding• Energetics• Kinetics• Chemical equilibria and Le Chatelier's principle• Oxidation, reduction and redox equations• Thermodynamics• Rate Equations• Equilibrium constant K_c for homogeneous systems• Electrode potentials and electrochemical cells• Acids and bases	Organic chemistry <ul style="list-style-type: none">• Introduction to organic chemistry• Alkanes• Halogenoalkanes• Alkenes• Alcohols• Organic analysis• Optical isomerism• Aldehydes and ketones• Carboxylic acids and derivatives• Aromatic chemistry• Amines• Polymers• Amino acids, proteins and DNA• Organic synthesis• Nuclear magnetic resonance spectroscopy• Chromatography
Inorganic chemistry <ul style="list-style-type: none">• Periodicity• Group 2, the alkaline earth metals• Group 7, the halogens• Properties of Period 3 elements and their oxides• Transition metals• Reactions of ions in aqueous solution	

Method of Assessment

AS Level:

Paper 1 - 1.5 hours - 50%

Paper 2 - 1.5 hours - 50%

A-Level:

Paper 1 - 2 hours - 35%

Paper 2 - 2 hours - 35%

Paper 3 - 2 hours - 30%

Qualities Required

High levels of interest, commitment and organisation; good mathematical skills; enthusiasm for practical's; enjoyment of science.

Links with other subjects

Chemistry links well with Physics and Biology, and also Mathematics and Geography to a lesser extent.

Career Prospects

Very good observation, logical analysis, numeracy and practical skills are developed with the ability to write clear reports, all of which are desirable to future employers and institutions. Possible careers include Chemical Research, Chemical Engineering, Medicine, Veterinary Science, Dentistry, Teaching, Physiotherapy, Pharmacology, Physiology, Forensics, Biochemistry, Biotechnology etc.

Extension and enrichment opportunities

Medical Society

Opportunity to take part in the University of Cambridge Chemistry Olympiad

Opportunity to attend national R.S.C. competitions.

Reading list

For Y11s looking to continue their studies at KS5

- The Disappearing Spoon by Sam Kean
- Periodic Tales: The Curious Lives of the Elements by Hugh Aldersey- Williams
- Stuff Matters by Mark Miodownik

For Y13s looking to continue their studies at degree level

- Marie Curie: The Life and Legacy of the Legendary Scientist Who Became the First Woman to Win a Noble Prize
- Molecules of Murder by John Emsley
- Oxygen: The Molecule that Made the World by Nick Lane
- Oxford Chemistry Primers (series of short books on a range of topics)

Independent study

- Consolidate class notes after every lesson using the Course Textbook provided.
- Complete and mark the topic summary questions in the course textbook provided.
- Complete and mark the chapter practice questions in the course textbook provided.
- Complete and mark past papers using resources from the learning platform and AQA website.

AS and A-Level Computer Science

Entry Requirements:

GCSE Grade 6 in Computer Science/Computing/Computer Studies **and** GCSE 6 in Maths. For students from schools where Computer Science GCSE is **not delivered**, students may apply with a Grade 6 in GCSE Maths and with a grade 6 in GCSE Physics, or where students completed Combined Science with a Grade 6 in GCSE Maths and a Grade 6-6 in GCSE Combined Science. Tapton students who did not take GCSE Computer Science may also apply with this entry requirement.

Exam Board: OCR H046/ H446

Subject Leader: Mrs S Thomas stomas@taptonschool.co.uk

Main Syllabus Area: The OCR Specification has three components

<https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/>

The content of the **AS Level** in Computer Science and the **first year of the course** are divided into two components:

- **AS Level (H046/01) Computing Principles Component (01)** 50% of marks (70) - contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.
- **AS Level (H046/02) Algorithms and Problem-Solving Component (02)** 50% of marks (70) - relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in the Computing principles component.
- This specification has been designed to be co-teachable with the stand-alone A-Level in Computer Science.
- **Mathematical skills** are embedded throughout the content of the two components and assessed in the written papers where appropriate. The quality of extended responses is assessed in the written papers where indicated by an asterisk.

The content of the **A-Level** in Computer Science and the second year of the course is divided into three components:

- **A-Level (H446/01) Computer Systems Component (01)** 40% of marks (140) - contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.
- **A-Level (H446/02) Algorithms and Programming Component (02)** 40% of marks (140) - relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01.
- **A-Level (H446/03 or 04) Programming Project Component (03 or 04)** 20% of marks (70) - is a practical portfolio-based assessment with a task that is marked. using levels of response style mark schemes and in the Evaluation section of the Programming project component.

Method of Assessment

- Throughout the course students will take part in peer-group and self-assessment in order to familiarise themselves with the Assessment Objectives and become more objective in their skills of critique.
- Each half term students have a formal assessment, which is marked and then fed back on in the lesson.
- Staff review work with students on a one-to-one basis regularly, giving support, feedback, and set targets for improvement and progression.
- Students who take the AS exams at the end of the first year are externally assessed.
- Students who take the end of year exam in June have 2 internally marked and moderated AS exams in Component 1 and Component 2. These are taken in full exam conditions, (see above)
- All A-Level exams are externally assessed.
- The A-Level coursework unit is marked by the teacher and marks are moderated by an assessor from OCR.

Qualities Required

You are enthusiastic, open-minded and willing to learn new skills and techniques. You are inquisitive and enjoy computer programming from designing and creating websites to creating apps and programs. You enjoy working as part of a group but can work independently. You are determined and will work to ensure you succeed. You understand the need for resilience and always wanting to learn more by putting in the time and effort, coaching lower school students and getting involved in Computer Science projects within the school.

Links with other subjects

Computer Science involves many **transferable skills**, not least problem solving, communicating ideas and concepts, developing creative ideas, refining and testing ideas and realising those ideas. In addition, an A-Level in Computer Science ties in well with all the STEM subjects but can also be combined with Arts, Social Sciences and the Humanities.

Career Prospects

As more and more companies and organisations undergo digital transformation, as automation and machine learning develop at an exponential rate, the demand for tech workers continues to grow at a pace unmatched in other industries. An A-Level in Computer Science gives students essential knowledge, problem solving skills and skills in demand across all sectors. Specific computer-based roles that students can aim towards are Applications Developer, Cyber Security Analyst, Data Analyst, Database Administrator, Forensic computer analyst, Game designer/developer, Information systems manager, IT Consultant, Machine Learning Engineer, Multimedia Programmer, Penetration Tester, SEO Specialist, Software Engineer, Systems Analyst, UX Designer and IOT Engineer and

Designer and let's not forget research and development in universities and of course teaching.

Computer programming is quickly becoming an expected 21st Century literacy, but coding is no longer limited to the realms of computer and information sciences. Technology can be used to solve problems across a range of fields.

Extension and Enrichment Opportunities: Our key enrichment activity is to connect our students with employers and industry, through work experience opportunities, talks, digital events, hackathons, trips and workshops. We are also keen for students to support learning in Lower School Computer Science Classes, help at Computing Clubs and taking part in any Computer Science events or projects.

Reading List Year 11 - Preparing for Sixth Form Computer Science

By far the best way to prepare for Year 12 Computer Science is to develop your confidence as a programmer in Python or JavaScript using an online resource such as Code Academy or W3C see below. A great understanding of computer architecture will also help and "How Do It Know" is a clear and accessible way to develop your knowledge in this area. A great book for practical coding in python, from beginner to intermediate level, is Learning to Program in Python - it takes you right through the basics. We have some copies in the department so get in touch with me and it may be possible to post one out.

Learning to Program in Python by PM Heathcote. PG Online

<https://www.pgonline.co.uk/resources/computer-science/gcse-aqa/learning-to-program-in-python/>

I have also looked for some books that are fun and inspirational. Hopefully, they will prompt you to read around the subject and remind you why you have chosen to study this fascinating, beautiful subject that impacts every area of our lives, especially at the moment.

- **Computational Fairy Tales** by Jeremy Kubica. ISBN: 978-1477550298:
"A romp through the principles of computational thinking, illustrating high-level computer science concepts, the motivation behind them, and their application via the medium of a fairy tale. Aimed at secondary school students. "Bonkers, but very enjoyable."
- **Python Crash Course, 2nd Edition:** A Hands-On, Project-Based Introduction to Programming Paperback - May 3, 2019, by Eric Matthes (Author) ISBN-10: 1593279280 *The best-selling Python book in the world. A fast-paced, no-nonsense guide to programming in Python. This book teaches beginners the basics of programming in Python with a focus on real projects.*

- **But How Do It Know? - The Basic Principles of Computers for Everyone** Clark Scott (Author) ISBN- 10: 0615303765 *But How Do It Know?* really explains how computers work. They are far simpler than anyone has ever permitted you to believe. It contains everything you need to know, and nothing you don't need to know. No technical background of any kind is required. <http://www.buthowdoitknow.com/>
- **The Code Book: The Secrets Behind Codebreaking**, By Simon Singh, Category: Teen & Young Adult Nonfiction ISBN-10: 0385730624 In his first book since the bestselling Fermat's Enigma, Simon Singh offers the first sweeping history of encryption, tracing its evolution and revealing the dramatic effects codes have had on wars, nations, and individual lives. From Mary, Queen of Scots, trapped by her own code, to the Navajo Code Talkers who helped the Allies win World War II, to the incredible (and incredibly simple) logistical breakthrough that made Internet commerce secure, The Code Book tells the story
- **How to Think Like a Computer Scientist by** Peter Wentworth, Jeffrey Elkner, Allen B. Downey, and Chris Meyers
<http://openbookproject.net/thinkcs/python/english3e/>
- **Learn Python or a SECOND LANGUAGE using a structured online course or book** Languages: Code Academy <https://www.codecademy.com/>

C++, Java script etc.

Independent Study

1. **CODE:** Develop programming techniques by independent coding using any of the numerous coding websites such as time2code and w3c.org and the <https://www.raspberrypi.org/>
Even better if you start a coding project such as a game or APP.
2. **CORNELL NOTES:** Consolidating Cornell notes using the Course Textbook and Isaac Computing
3. **PAST PAPERS:** Complete and mark past papers using resources from the exam board websites at OCR.org.uk
4. **Read:** BBC technology, Wired,
5. **Listen:**
 - a. MIT Open podcasts: <https://news.mit.edu/podcasts>
 - b. Wired Podcasts www.wired.com > podcasts WIRED Podcasts
 - c. The Machine: A computer science education podcast
<https://creators.spotify.com/pod/profile/the-machine/>

AS Level and A-Level English Literature

Entry Requirements: GCSE 6 or above in English Literature and 5 in English Language.

Exam Board: AQA

Subject Leader: Mrs C Law claw@taptonschool.co.uk

Main Syllabus Area

At AS Level, students will focus on Literary Genres, studying Aspects of Tragedy. Four texts must be studied: one Shakespeare play, one other drama text, one prose text and one selection of poetry. All texts will be selected from a prescribed list.

At A-Level, students will study Literary Genres; students at Tapton are studying Aspects of Tragedy. Students will write about *Othello*, *Death of a Salesman* and selected poems from Keats. The second paper is Text and Genres and students will be studying Political and Social Protest writing. Students will study *A Doll's House*, Blake's poetry and *The Kite Runner*. The NEA comprises of two essays linking to the Critical Anthology - one essay looking at a poetry text and one prose. These texts can be the student's own choice of texts.

Method of Assessment

AS-Level: Students will be assessed by two written examinations, each worth 50% of the final AS grade. Each examination lasts for 1 hour and 30 minutes and comprises of two distinct tasks.

A-Level: Students will be assessed by two written examinations, each worth 40% of the final A-level grade and a Non-Examined Assessment component worth 20%. The first examination is 2 hours 30 minutes and comprises three distinct tasks. The second examination is 3 hours and again there are three distinct tasks.

Qualities Required

You must enjoy reading and have a genuine interest in literature of all styles and periods, with a willingness to extend and develop your range. You will need well established writing skills, an open mind and a willingness to enter into debate and discussion. You will need to be able to manage a demanding workload.

Links with other subjects

English Literature provides an excellent complement to Arts, the Performing Arts, Humanities and Social Sciences. It provides a refreshing contrast with maths and science-based subjects. As a discipline which demands rigorous analytical and fluent communicative skills, it enhances all Post 16 study.

Career Prospects

This course is particularly suitable for those students who wish to study English, Linguistics or English Studies in Higher Education. It offers a wide range of options with or without a degree: Law, Accountancy, Media, Banking, Local Government, Civil Service, Personnel / Human Resources, Journalism - and Teaching.

Extension and enrichment opportunities

Conferences, Lectures, University Master Classes, Visiting Speakers, Workshops, Theatre visits.

English Literature reading list:

Reading (contemporary):

A Thousand Splendid Suns by Khalid Hosseini
The Mountains Echoed by Khalid Hosseini
The Book Thief by Marcus Zusak
Eleanor Oliphant is Completely Fine by Gail Honeyman
Americanah by Chimamanda Ngozi Adichie
Where the Crawdads Sing by Delia Owens
Miss Benson's Beetle by Rachel Joyce
The 100-Year-Old Man Who Climbed Out Of The Window And Was Never Seen Again by Jonas Jonasson
Anxious People by Fredrik Backman
The Time Traveller's Wife by Audrey Niffenegger
The Unlikely Pilgrimage of Harold Fry by Rachel Joyce
The Rosie Project by Graeme Simsion
Oryx and Crake (series) by Margaret Atwood
Lessons in Chemistry by Bonnie Garmus
Circe by Madeline Miller
I Am Pilgrim by Terry Hayes
Captain Corelli's Mandolin by Louis de Bernieres
The Satsuma Complex by Bob Mortimer
A Fine Balance by Rohinton Mistry
The Seven Deaths of Evelyn Hardcastle by Stuart Turton
Small Things Like These by Claire Keegan
Generosity by Richard Powers
One Day by David Nicholls
Sweet Sorrow by David Nicholls
Starter for Ten by David Nicholls
Clara and the Sun by Kazuo Ishiguru
We're All Completely Beside Ourselves by Karen Joy Fowler
All The Light We Cannot See by Anthony Doerr
The Dictionary of Lost Words by Pip Williams
Small Island by Andrea Levy
Time's Arrow by M Amis
The Handmaid's Tale by Margaret Atwood
Regeneration by P Barker
Double Indemnity by J. M Cain
In Cold Blood by T Capote
The True History of the Kelly Gang by P Carey
What a Carve Up by J Coe
Underworld by Don DeLillo

Birdsong by Sebastian Faulks
Fever Pitch by Nick Hornby
The Road by C McCarthy
White Teeth by Zadie Smith

Reading (Classics):

Rebecca by Daphne Du Maurier
Dracula by Bram Stoker
Frankenstein by Mary Shelley
Pride and Prejudice by Jane Austin
Emma by Jane Austin
Northanger Abbey by Jane Austin
Wuthering Heights by Emily Bronte
Saturday Night, Sunday Morning by Alan Sillitoe
Katherine Mansfield short stories
The Colour Purple by Alice Walker
A Clockwork Orange by Anthony Burgess
Things Fall Apart by Chinua Achebe
Beloved by Toni Morrison
The Bloody Chamber by Angela Carter
The Heart of Darkness by J Conrad
Invisible Man by R Ellison
The Great Gatsby by F. S. Fitzgerald
A Passage to India by E. M. Forster
One Flew Over the Cuckoo's Nest by K Kessey
Enduring Love by Ian McEwan
Atonement by Ian McEwan
The Bell Jar by Sylvia Plath
Picture of Dorian Grey by Oscar Wilde
Tess of the D'Ubervilles by Thomas Hardy
The Beginning of Spring by Penelope Fitzgerald
Room With A View by E. M. Forster
A Single Man by Christopher Isherwood

Non-fiction:

The Penguin Lessons by Tom Michell
A Short History of Nearly Everything by Bill Bryson
The Long Walk to Freedom by Nelson Mandela
Green Lights by Matthew McConaughey
Straight Outta Crawley by Romesh Ranganathan
How to be a Woman by Caitlin Moran
What About Men? by Caitlin Moran
I'm Glad My Mom Died by Jeanette McCurdy
Oranges Are Not The Only Fruit by J Winterson
The Billion Dollar Spy by David E. Hoffman
The Escape Artist: The Man Who Broke Out of Auschwitz to Warn The World by Jonathan Freedland
Why I'm No Longer Talking To White People About Race by Reni Eddo-Lodge

Stuart: A Life Backwards by Alexander Masters
A Year Living Biblically by A. J. Jacobs
Are You Dave Gorman? By Dave Gorman

Y12

'A Little History of English Literature ' John Sutherland

Y13

'Tragedy' and / or 'Sweet Violence: the Idea of the Tragic' both by Terry Eagleton

Independent Study

Complete and mark past papers using resources from the exam board

websites:<https://www.aqa.org.uk/subjects/english/a-level/english-7717/assessment-resources?secondaryResourceType=Question+papers%3BMark+schemes>

English and Media Magazine

<https://www.englishandmedia.co.uk/e-magazine/emag-login>

Username: TaptonEnglish Password: Darwin

Listening: list of recommended regular podcasts, programmes

<https://www.bbc.co.uk/programmes/articles/598SVYJ2smP8qJlpH29y7Vj/podcasts>

AS Level and A-Level Film Studies

Entry Requirements: Grade 5 in GCSE English Language or GCSE English Literature

Exam Board: WJEC

Teachers: R Criticos, and D Stewart

AS in the first year consists of three components:

Component 1: American Film (35%)

This is an externally assessed exam of 1.5 hours divided into two sections with a choice of questions. **Section A** explores two examples of Hollywood cinema ***Casablanca*** and ***Bonnie and Clyde***

Section B explores a single example of contemporary American Independent cinema ***Captain Fantastic***

Component 2: European Film (35%)

This is an externally assessed exam of 1.5 hours divided into two sections with a choice of questions. **Section A** explores two examples of recent UK film ***Trainspotting*** and ***Fish Tank***

Section B explores a contemporary European film ***Pan's Labyrinth***

NEA: Exploring Film Form (30%)

The NEA (Non-Examined Assessment or coursework component) is composed of a creative/practical project (screenwriting) that will draw upon the skills developed in the analysis, plus an evaluation of the project.

A-Level in the second year consists of three components:

Component 1: Filmmaking and Spectatorship (35%) -

This is an externally assessed exam of 2.5 hours divided into four sections with a choice of questions. **Section A** explores two examples of Hollywood cinema ***Casablanca*** and ***Bonnie and Clyde***

Section B explores two examples of contemporary American cinema ***Captain Fantastic*** and ***Nomadland***

Section C explores two examples of recent UK Filmmaking ***Trainspotting*** and ***Fish Tank***

Component 2: Varieties of Global Film (35%)

This is an externally assessed exam of 2.5 hours divided into four sections with a choice of questions.

Section A explores two examples of contemporary European and World cinema ***Pan's Labyrinth*** and ***City of God***

Section B explores an example of a contemporary documentary film *Amy*

Section C explores an example of early silent film *Sunrise*

Section D explores an example of experimental film *Cleo from 5 to 7*

NEA: Exploring Film Form (30%)

The NEA (Non-Examined Assessment or coursework component) is composed of a creative / practical project (screenwriting or film making) that will draw upon the skills developed in the analysis, plus an evaluation of the project.

Main Syllabus Area:

This course introduces students to the systematic study of film as an art form. British, American and World Cinema will be studied from the 1920s to the present. The course provides students with opportunities to study film within historical, social and cultural contexts, encouraging them to develop a variety of interpretations. Analysis of the filmmakers' art and craft will provide them with a powerful and critical understanding of the moving image. The course also provides the possibilities to translate theory into practice with screenwriting, storyboarding and filmmaking options.

Method of Assessment

Students will be assessed by a combination of coursework (30%) and examination (70%).

Qualities Required

You will have an interest in film and a willingness to extend and develop the range and styles of films that you view. A film text is so difficult to explain because it is so easy to understand; therefore, you need an open and enquiring mind, established writing skills and a willingness to enter debate and discussion.

Links with other subjects

Film Studies provides an excellent complement to the arts, performing arts and social sciences. As a discipline that requires rigorous analysis, independent research and reflective observation it will complement all A-Level study and in particular sociology, psychology, history and any of the English courses.

Career Prospects

The skills developed during the course link with a range of subjects at Higher Education and a wide range of vocations available without a degree: film, media, journalism, marketing, research, advertising, arts administration, museum and archivist work. Future prospects in these areas are encouraging and this course provides students with an understanding of a form that has prominent cultural significance and visibility, as the creative industries now annually contribute over £84 billion to the UK economy.

Extension and Enrichment Opportunities

Cinema screenings; conferences; visiting speakers and workshops.

Reading List

<https://nofilmschool.com/>

Year 12

'Easy Riders, Raging Bulls' Peter Biskind

'Film History' Kristin Thompson

'An Introduction to Film Analysis: Technique and Meaning in Narrative Film' Michael Ryan and Melissa Lenos

'It's Only A Movie ' Mark Kermode

Year 13

'Film Art' Bordwell and Thompson

Laura Marcus, F. W. Murnau's Sunrise In: 'A Modernist Cinema'. Edited by: Scott W. Klein and Michael Valdez Moses, Oxford University Press

'Cleo de 5 a 7' (BFI Film Classics) by Steven Ungar

'Sunrise: A Song of Two Humans' (BFI Film Classics) by Lucy Fischer (Author)

Independent Study

- Consolidating notes using the Course Textbook available in the Library (note that you cannot borrow this so you can complete this in the Library)
- Complete and mark past papers using resources from the exam board websites:
https://www.eduqas.co.uk/qualifications/film-studies-asa-level/#tab_pastpapers
- Listening: list of recommended regular podcasts, programmes
<https://www.youtube.com/@StudioBinder>
<https://nofilmschool.com/podcast>
<https://www.filmspotting.net/>
<https://www.kermodeandmayo.com/>

Level 3 Diploma in Food and Science Nutrition

Entry Requirements: GCSE grade 5 in a Science Biology or Chemistry or Combined Science and grade 5 in English Language, and an interest in food related studies. If Food Preparation and Nutrition has been studied, students need to have achieved a 5 or above. If students have studied Hospitality and Catering then they need a L2M or above.

Exam Board: WJEC

Subject Leader: Mrs T Stafford tstafford@taptonschool.co.uk

Main Syllabus Area

Y12 Level 3 Certificate outline:

Unit 1 Meeting Nutritional Needs of Specific Groups

This unit focuses on the importance of food safety, properties of nutrients, the relationship between nutrients and the human body and being able to plan nutritional requirements. All learners will be expected to create a coursework portfolio, which is to be used as a revision resource.

Assessment:

50% External assessment - Set by the Examination Board one 90-minute external examination graded Level 3 Pass, Merit and Distinction.

50% Internal assessment - The outcomes of internal assessment will be externally moderated.

Success at Y12 Level 3 Certificate could lead to further study at Y13 Level 3 Diploma.

Y13 Level 3 Diploma outline:

Three units must be completed over the **two-year** programme (unit one completed in Y12)

Unit 2 - Ensuring Food is Safe to Eat

This is a mandatory unit and will be externally assessed but completed in 8 hours of lesson time under exam conditions (approximately around May/June). Candidates will have to respond to a scenario set by the exam board, through a written report and practical application.

Unit 3 - Experimenting to Solve Food Production Problems

This is an optional unit which is internally assessed but completed in 12 hours of lesson time under exam conditions (work sample to be submitted for moderation by 15th May). Candidates will have to respond to tasks set by the exam board through written and practical application.

Unit 4 - Current Issues in Food Science and Nutrition

This is an optional unit which is internally assessed but completed in 14 hours of lesson time under exam conditions (work to be submitted for moderation by 15th May).

Candidates will have to investigate current consumer food choices through either independent or group project work.

Method of Assessment

Examination:

Three units must be completed over the two-year programme. There are two external assessments and two internal assessments. Both assessments for Unit 1 must be completed in year 12 if learners want to cash in for a certificate and not continue to Year 13. The examination taken in year 12 can be a resit in year 13 if required. Unit record sheets must accompany work and teacher annotation is needed to confirm marking.

Internal progress monitoring:

Throughout the course learners will take part in peer-group and self-assessment in order to familiarise themselves with the assessment objectives and become more competent in their understanding. Staff review work with learners on a one-to-one.

Qualities Required

You need to enjoy coursework and practical activities, be capable of working as part of a group and independently. Enthusiasm and determination will help you ensure success.

Links with other subjects

An excellent complement to Biology, Chemistry, Social Sciences and Hospitality. This subject can be studied as both a means of developing a range of transferrable skills or as a distinct route to higher education courses as highlighted below.

Prospects

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. Learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

Reading list

<https://www.illuminate.digital/aqafood/>

Student Username: STAPTON3

Student Password: STUDENT3

For information on how to use this book:

<https://taptonfood.wixsite.com/mysite/post/how-to-use-the-online-textbook>

Chapter 1 & 2 (especially if you didn't do Food preparation and nutrition at GCSE)

Chapter 5 & 6

(Please note this is a GCSE book but these 4 chapters are a great foundation for Level 3 learning)

Certificate in Food Science and Nutrition (WJEC Level 3) This is the book we will be using in Y12, any reading from this book would be fantastic. (However, it is super expensive so do not worry if you do not want to buy it).

Independent Study

- Consolidate class notes and add information to the notes using the textbook for more detail.
- Complete past paper questions from the Learning Platform and self-mark.
- Read the magazines and cookbooks provided in T22 and plan recipes for the practical exam.
- Watch 'Masterchef' for presentation ideas for the practical exam.
- Listen to the following Pod casts - 'A Thorough Examination' - Drs Chris and Xand Van Tulleken, 'Feel Better, Live More' - Dr Chatterjee - S7 E414
- Use the online textbook for revision on macro and micro-nutrients.

<https://www.illuminate.digital/aqafood/>

Student Username: STAPTON3

Student Password: STUDENT3

AS Level and A-Level French

Entry Requirements: GCSE Grade 6 in French.

Exam Board: AQA

Director of MFL: Ms J Askew jaskew@taptonschool.co.uk

Subject Leader for French: Mrs K Wood kwood@taptonschool.co.uk

Main Syllabus Area:

Social Issues and Trends

Aspects of Francophone Society: Current trends
The changing nature of family
The 'cyber-society'
The place of voluntary work
Positive features of a diverse society
Life for the marginalised
How criminals are treated

Grammar

Key verb tenses, moods and voices
Nouns, articles and gender
Adjectives and adverbs
Prepositions
Negation
Conjunction and discourse markers
Questions, quantifiers and intensifiers

Political and Artistic Culture

A culture proud of its heritage
Contemporary francophone music
Cinema: the 7th art form
Teenagers; the right to vote and political commitment
Demonstrations and Strikes; who holds the power?
Politics and immigration

Works: Literary texts and films

L'étranger Albert Camus
La Haine Mathieu Kassovitz

Qualities Required

A genuine love of languages, an enquiring mind, good time management, hard work and resilience.

	Objective	Weighting (A-Level)	Weighting (AS)
A01	Understand and respond: in speech to spoken language including face-to-face interaction and in writing to spoken language drawn from a variety of sources.	20%	20%
A02	Understand and respond: in speech to written language drawn from a variety of sources and in writing to written language drawn from a variety of sources.	30%	30%
A03	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%	30%
A04	Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.	N/A	20%
A04 (A-Level)	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	20%	N/A

Links with other subjects - Languages combine well with any subject, but especially English, Economics, Geography, Politics, Sociology and History. They also make an excellent contrast with Mathematics and Science based subjects.

Career Prospects - Languages are a good foundation subject for many degree courses across a wide range of subjects including Law, Business Studies, Economics, Social Policy, Philosophy, Social Sciences and Educational Studies. A languages degree is good preparation for a wide range of occupations, for example, journalism, marketing, personnel, public service, law, advertising, insurance or teaching.

Extension and Enrichment Opportunities - Possible trips of a cultural and linguistic nature, opportunities to support younger students through in class support, a mentoring programme with GCSE students and access to authentic materials.

Reading list

Kiffe Kiffe Demain - by Faiza Guene

Kiffe Kiffe Demain was the first novel by Faïza Guène, who was only 19 when the book was published in 2004. The book was embraced and celebrated in France as reflecting the authentic voice of working-class young people, especially those of North-African descent growing up in the rundown suburban housing projects outside of Paris. *Kiffe Kiffe Demain* describes a year in the life of Doria, a teenager who lives with her Moroccan immigrant mother. The novel, which is in the form of a diary describes the struggles Doria experiences after her father abandons the family. Doria negotiates puberty, a budding romance, and changes in the lives of her family and friends while reflecting on her own position on the margins of society.

[Kiffe Kiffe Demain](#)

Le Petit Prince by Antoine de Saint-Exupery.

Le Petit Prince is the most read and most translated French book. It was first published in 1943.

It tells the story of a pilot stranded in the desert after his plane crashes. He meets a mysterious young boy, who is full of questions and is from another planet. The book addresses the themes of loneliness, friendship, love and loss.

The book features the original watercolour paintings of the author and is full of poetry to make you laugh, cry and think.

[The Little Prince French English](#)

No et Moi by Delphine de Vigan

Lou Bertignac has an IQ of 160 and a good friend in class rebel Lucas. At home her father puts a brave face on things but cries in secret in the bathroom, while her mother rarely speaks and hardly ever leaves the house. To escape this desolate world, Lou goes often to Gare d'Austerlitz to see the big emotions in the smiles and tears of arrival and departure. But there she also sees the homeless, meets a girl called No, only a few years older than herself, and decides to make homelessness the topic of her class presentation. Bit by bit, Lou and No become friends until, the project over, No disappears. Heartbroken, Lou asks her parents the unaskable question and her parents say: Yes, No can come to live with them.

[No Et Moi](#)

French Grammar Book - by Caroline Tracey

A comprehensive Grammar Guide is an essential tool of French AS study. We will cover all grammar points and verb tenses on the course again but it is so useful to have a grammar guide to refer to at home and use for extra practice.

This edition is set at an AS standard and has both explanation and practice activities to reinforce what you have been taught in the classroom.

Other grammar guides are out there - **just try to stick to an AQA edition.**

[Essential French Grammar](#)

Modern Languages Study Guides: La Haine by Karine Harrington

La Haine is the film that we study during the AS course.

This study guide is a comprehensive manual of all of the key aspects of the film (characters, plot, themes, context etc.)

It contains key information presented in both French and English, vocabulary lists, scene analysis and example essay titles.

It is a must have for the AS/A2 course.

[Modern Languages Study Guides: La haine](#)

An A-Level vocabulary book

A vocabulary book will help you to develop your topic specific vocabulary so that you can successfully discuss the topics that we will study on the AS course.

We recommend *Mot à Mot* (**ensure you choose the AQA edition**). This book breaks the vocabulary down into the 12 units covered on the AS/A2 course. It has both the French and English translations.

It also has a useful section for essay and research phrases as well as conversational French - ideal for your speaking sessions.

[Mot French Vocabulary for AQA A Level](#)

Independent Study

The AQA course book provided details all topics covered and materials are available on Kerboodle to support learning.

Set texts and films - use all study guides and handouts from staff. Research further using selected websites. Re-watch the film and re-watch the film.

Grammar guides/workbooks - practise the exercises to reinforce what you do in class.

Keep up to date with current affairs in the Target language country.

Listen to the radio/podcasts, watch TV and films in the target language.

AS Level and A-Level German

Entry Requirements: GCSE Grade 6 in German.

Exam Board: AQA

Director of MFL: Ms J Askew jaskew@taptonschool.co.uk

Subject Leader: Mr G Driver gdriver@taptonschool.co.uk

Main Syllabus Area (subjects in bold are studied at A-Level):

Grammar

Key verb tenses
Nouns and determiners
Adjectives and adverbs
Prepositions
Negation
Model particles and
discourse markers
Clause structure and
word order

Aspects of German- speaking society

The changing state of the
family
The digital world
Youth culture: Fashion and
trends, music and television

Political and artistic culture

Festivals and traditions
Art and architecture
Cultural life in Berlin past and
present

Works: Literary texts and films

Böll Die verlorene Ehre
der Katharina Blum
Brecht Mutter Courage
und ihre Kinder
Dürrenmatt Der Besuch
der alten Dame
Good Bye Lenin!

Aspects of Political Life in the German-Speaking Wo

**Germany and the
European Union
Politics and Youth
German reunification and
its consequences**

Multiculturalism in German Speaking Society

**Immigration
Integration
Racism**

Qualities Required - A genuine love of languages, an enquiring mind, good time management, hard work and resilience.

Method of Assessment

	Objective	Weighting (A-Level)	Weighting (AS)
A01	Understand and respond: in speech to spoken language including face-to-face interaction and in writing to spoken language drawn from a variety of sources.	20%	20%
A02	Understand and respond: in speech to written language drawn from a variety of sources and in writing to written language drawn from a variety of sources.	30%	30%
A03	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%	30%
A04	Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.	N/A	20%
A04 (A-Level)	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	20%	N/A

Links with other subjects - Languages combine well with any subject, but especially English, Economics, Geography, Politics, Sociology and History. They also make an excellent contrast with Mathematics and Science based subjects.

Career Prospects - Languages are a good foundation subject for many degree courses across a wide range of subjects including Law, Business Studies, Economics, Social Policy, Philosophy, Social Sciences and Educational Studies. A languages degree is good preparation for a wide range of occupations; for example, journalism, marketing, personnel, public service, law, advertising, insurance or teaching.

Extension and Enrichment Opportunities - Possible trips of a cultural and linguistic nature, opportunities to support younger students through in class support, a mentoring programme with GCSE students, a cinema club and access to authentic materials.

Reading list

Der Besuch der alten Dame by Friedrich Dürrenmatt

Der Besuch der alten Dame is the book we study at AS. It is a [tragi-comic](#) play written by Swiss dramatist [Friedrich Dürrenmatt](#) in 1956. The play is a cutting satire on consumer society and is still as relevant today as it was in its criticisms of post-war Europe 6 decades ago. The plot is straightforward - an enormously wealthy older woman returns to her former hometown with a dreadful bargain: She wants the townspeople to kill the man who got her pregnant, then jilted her before she was driven from her town in shame. In exchange, she will provide enough money to revitalize the decrepit town. The townspeople eventually agree. „Der Besuch“ is

intended first and foremost as a [comedy](#). However, it is difficult to ignore the serious, dark points being made about human nature throughout the play.

[Der Besuch der alten Dame paperback](#)

Oh wie schön ist Panama by Janosch

Oh wie schön ist Panama is one of the most read and most loved German books by author Janosch. It was first published in 1978 and has won many awards. Although a children's book it is enjoyed as much by adults as children and is seen to contain many themes, especially of love and friendship. It is also a super level at which to engage with the German language!

The story revolves around 2 great friends **der kleine Tiger** and **der kleine Bär**, who live happily together in a little house near a river. Bear is a passionate fisher and Tiger collects mushrooms. They pull along a small wooden yellow & black duck („Tiger-Ente“). One day the little bear 'catches' a chest that smells of bananas and is marked 'Panama' and he decides this must be the land of his dreams. This is the story of their adventure to discover Panama and all the emotions this voyage brings with it.

As Janosch himself said: „Everyone lives in their own paradise. They just don't realise it“.

[Oh, wie schön ist Panama paperback](#)

A German Grammar Guide

A comprehensive Grammar Guide is an essential tool of German AS/A-Level study. We will cover all grammar points and verb tenses on the course again but it is so useful to have a grammar guide to refer to at home and use for extra practice. This particular edition is set at an AS & A-Level standard and has both explanation and practice activities to reinforce what you have been taught in the classroom.

Other grammar guides are out there - **just try to stick to an AQA edition.**

Modern Languages Study Guides: Film Study Guide for AS/A-Level German **Good Bye, Lenin!** is the film that we study during the AS course.

This study guide is a comprehensive manual of all of the key aspects of the film (characters, plot, themes, context etc.)

It contains key information presented in both German and English, vocabulary lists, scene analysis and example essay titles.

It is a must have for the AS/A2 course.

[Modern Languages Study Guides: Good Bye, Lenin!](#)

An A-Level Vocabulary Book

A vocabulary book will help you to develop your topic specific vocabulary so that you can successfully discuss the topics that we will study on the AS course.

We recommend **Wort für Wort (ensure you choose the AQA edition)**. This book breaks the vocabulary down into the 12 units covered on the AS/A2 course. It has both the German and English translations.

It also has a useful section for essay and research phrases as well as conversational German - ideal for your speaking classes.

[Wort für Wort German Vocabulary](#)

Other ideas to give background and inform:

Parallel Texts : short stories in both languages

Deutsche Welle : a website which deals with politics, social issues, music, art , technology, science, culture and history - in both German AND English!

Memories of a Nation Podcasts on BBC Radio 4 : a series of 30 podcasts each 15 minutes long, which take you on a journey through the history of Germany(book also available).

Witness History - Podcasts BBC Radio : A huge archive of 10 minute podcasts, each of which deals with moments in history and/or key figures in history (this is not just relevant to German!)e.g. "East Germany's Punks" /"The Leipzig demonstrations".

Independent Study

The AQA course book provided details all topics covered and materials are available on Kerboodle to support learning

Set texts and films - use all study guides and handouts from staff. Research further using selected websites. Re-watch the film and re-watch the film.

Grammar guides/workbooks - practise the exercises to reinforce what you do in class

Keep up to date with current affairs in the Target language country

Listen to the radio/podcasts, watch TV and films in the target language

AS Level and A-Level Mathematics and Further Mathematics

Entry Requirements: Grade 7 GCSE for AS and A-Level Maths courses. Grade 8 GCSE for Further Mathematics courses.

Exam Board: OCR Syllabus A

Subject Leader: Mr P Webb pwebb@taptonschool.co.uk

Main Syllabus Area

AS Mathematics: Students will study 3 components: Pure Mathematics, Statistics and Mechanics.

A-Level Mathematics: Students will complete further study of the 3 components: Pure Mathematics, Statistics and Mechanics.

AS Further Mathematics: Students will study a core component of Further Pure Maths alongside Further Statistics and Further Mechanics.

A-Level Further Mathematics: Students will complete further study of the 3 components of AS Further Mathematics.

Method of Assessment

AS Mathematics will comprise of 2 assessed papers – Pure & Statistics, Pure & Mechanics. The papers are taken in May /June of Y12.

A-Level Mathematics will assess the whole 2-year course and will comprise of 3 papers – Pure Maths, Pure & Statistics, Pure & Mechanics. This will be assessed in June of Y13. For AS and A2 Further Mathematics, modules will be assessed in May/June of Y12 and Y13.

Further Mathematics is equivalent to taking 2 A-Levels. Students completing this course will be awarded A-Levels in Mathematics and Further Mathematics.

Qualities Required

Students should have a keen interest in Mathematics and a possible desire to study Mathematics at University though this is not essential. All courses require a commitment to hard work outside the classroom, at least as many hours private study as you have lessons, and willingness to talk to your teachers and seek help when you know you need it.

“Maths is a highly enjoyable and rewarding subject. It is very demanding but there is a high sense of achievement when it comes to problem solving. All the teachers are very approachable about anything and are always willing to help.”

Links with other subjects

Pure and Statistics – Geography, Economics, Biology, PE, Psychology, Sociology, Computer Science

Pure and Mechanics – Physics, Chemistry, Design Technology.

Further Mathematics – This course links with all of the above.

Career Prospects

Career prospects are infinite. Mathematics opens up the possibility of careers in medicine, banking and insurance, commerce, marketing, accountancy, engineering, research and design, education, government and public services, research statisticians, managers, administrators, manufacturing, industry and the armed forces to name but a few. Naturally, A-Level Mathematics is a very highly valued subject in the eyes of universities and other institutes of Higher Education.

Extension and Enrichment Opportunities

University Master classes

National Maths Challenges

Sheffield University Y12 and Y13 Advanced Problem Solving and pre-STEP tuition.

Reading list

Y11s preparing for KS5 Mathematics

Look out for Mathswatch task called "2key skills for AS maths" as well as the maths summer homework.

Free on Kindle is the CGP Nead start to AS maths [Head Start to A Level Maths](#)

Y13s preparing for a degree in mathematics

How to Study for a Mathematics Degree (2012) by Lara Alcock

Numbers and Proofs (1997) by Reg Allenby

Towards Higher Mathematics: A Companion (2017) by Richard Earl

A Concise Introduction to Pure Mathematics (2000)

<https://nrich.maths.org/university>

- [Prepare for university - pure mathematics | NRICH](#)
- [Prepare for university - applied mathematics | NRICH](#)
- [Interactive workout - Mathmo | NRICH](#)
- [Maths in the Undergraduate Physical Sciences | NRICH](#)
- [Mathematical preparation for the Cambridge Natural Sciences Tripos | NRICH](#)
- [Advanced STEM | NRICH](#)
- [Prepare for university - mathematical physics | NRICH](#)
- [Prepare for university - engineering | NRICH](#)
- [Prepare for university - mathematical chemistry | NRICH](#)
- [Prepare for university - mathematical biology | NRICH](#)

Independent Study

A-Level Maths is a continuation of GCSE in that you learn new mathematical concepts in class and have the opportunity to practise new skills, develop fluency in those skills and ultimately learn to solve problems.

We do not have time to do all of this in class, and much of this practice must be done by you independently, using the course textbook and other resources.

We expect you to complete any unfinished questions from the textbook exercises following each lesson. You may fall behind if you fail to do this.

You will be given an Exercise Completion Tracker to keep track of which exercises you have done, and any problems you need to sort out.

Your teachers will check that you are completing the exercises by collecting in your folder on a regular basis.

We expect you to spend up to 5 hours per week outside lesson time to consolidate and master the new skills learned. It is vitally important that you get into good habits and invest this time from day one.

Having problems with understanding?

- If you leave a lesson a little unclear, **go back and speak to your teacher or ask your colleagues from your class**. Clearing up misconceptions and seeking advice is the simplest form of taking responsibility for your own learning and progress. You could also visit the lunchtime support sessions in 002.
- **Get hold of a textbook**, read the content again and work through the worked examples, and add any details to your notes.
- **Visit recommended websites** such as **Integral** or **TLMaths**, containing videos and worked examples of every concept. Look on the **Learning Platform** for extra practice questions, such as the **ZigZag Topic Tests**.
This is a habit developed by students who get the A/B grades.

Core Mathematics

Please note that this is a one year course to be studied alongside three other subjects

What is Core Maths?

Core Maths B is a Level 3 qualification for students with a GCSE grade 5 and above who want to continue to studying maths but not at AS/A Level. The course emphasises and encourages these key outcomes:

- Sound understanding of mathematical concepts, skills and techniques from GCSE and beyond
- Competency in interpreting and explaining solutions to problems in context
- Confidence in applying mathematical and statistical thinking and reasoning in a range of new and unfamiliar contexts to solve real-life problems
- Fluency in procedural skills, common problem-solving skills and strategies

Entry Requirements: GCSE 5 in Maths and above

Exam Board: OCR (MEI)

Subject Leader: Mr P Webb - pwebb@taptonschool.co.uk

Main Syllabus Area

- Modelling
- Statistics for data analysis
- Statistical problem solving (SPS)
- Finance
- Risk
- Estimation Skills
- The use of technology - in particular, using spreadsheets

Method of Assessment

There are two components:

- Paper 1 - Introduction to Quantitative Reasoning - 2 hour written paper (50%), and
- Paper 2 - Statistical Problem Solving - 2 hour written paper (50%)

Should I do Core Maths?

The course has been designed to maintain and develop real-life skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and the course will include a financial maths element. It is designed to help with other A-level subjects - in particular with Science, Geography, Business Studies, Psychology and Economics.

The skills developed in the study of mathematics are increasingly important in the workplace and in higher education; Core Maths will help you keep up with these essential skills. On average, students who study maths after GCSE improve their career choices and increase their earning prospects.

Will it be recognised by universities and employers?

This qualification is designed to support post-16 learners with the mathematical and statistical needs of their further study of other subjects, as well as for employment and everyday life. Universities have come out in strong support of it. Even subjects like history now recognise the importance of statistics and so this qualification will help you hit the ground running at university. The course will carry the same number of UCAS points as an AS qualification.

Employers from all different sectors are also firmly behind the Core Maths qualification. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Maths will be a useful tool in equipping you with these skills.

Why haven't I heard of it?

Core Maths is a relatively new course and is a part of a wider initiative to improve maths in England - and you could be a part of it. Forward-thinking sixth forms (like Tapton) and colleges pioneered the qualification in September 2014 and it has been available to all schools and colleges since September 2015.

Links with other subjects

Science, Geography, Business Studies, Psychology, Economics, History amongst many others.

For Further Information visit:

- <https://www.ocr.org.uk/qualifications/core-maths/b-mei-level-3-certificate-h869/>
- <http://www.core-maths.org/>

AS Level and A-Level Physics

Entry Requirements: A grade 6 in Physics and grade 6 in either Biology or Chemistry, or grades 6-6 in Combined Science, and a minimum of a grade 6 in Mathematics.

Exam Board: OCR

Subject Leader: Mr J O'Neill joneill1@taptonschoool.co.uk

Course Description

The **OCR A-Level in Physics A** course provides learners with the opportunity to develop experimental methods and practical techniques for producing empirical data. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills, transferable to any future career path. The important conventions, systems and concepts that permeate the fabric of physics and engineering are embedded.

During the first year of study students will develop and extend the basics that they studied at GCSE. Areas studied include how we model the motion of objects using mathematics, understand the effect forces on objects, learn about the important connection between force and energy, appreciate how forces cause deformation and understand the importance of Newton's laws of motion. Electricity is also studied in depth although with many aspects of waves. This then leads to the introduction of the key ideas of quantum physics.

In the final year (A-Level) of the course students are shown the impact Newtonian mechanics has on physics. The microscopic motion of atoms can be modelled using Newton's laws and hence provide us with an understanding of macroscopic quantities such as pressure and temperature. Newton's law of gravitation can be used to predict the motion of planets and distant galaxies and the expansion of the Universe is studied by analysing the electromagnetic radiation from space. Other topics covered include capacitors, electric fields, electromagnetism, nuclear physics, particle physics and medical imaging.

Main Syllabus Area

AS Level: Development of practical skills in Physics; Foundations of Physics (2 sub modules); Forces and Motion (5 sub modules); Electrons, Waves and Photons (5 sub modules).

A-Level (*in addition to the AS Level topics*): Newtonian World and Astrophysics (5 sub modules); Particles and medical physics (5 sub modules).

Method of Assessment

AS Level: Paper 1 "Breadth in physics" 1 hr 30 mins. Multiple choice and structured questions
Paper 2 "Depth in physics" 1 hr 30 mins Structured and extended response questions

A-Level: Paper 1 "Modelling physics" 2 hr 15 mins. Multiple choice and structured questions.
Paper 2 "Exploring physics" 2 hr 15 mins. Multiple choice and structured questions.
Paper 3 "Unified physics" 1 hr 30 mins.
Structured and extended response questions
Teacher-assessed "Practical endorsement for physics"

Qualities Required

Studying Physics at A-level demands a combination of qualities that contribute to academic success and personal growth. Key traits include curiosity to explore and question the fundamental aspects of the universe, perseverance to tackle complex problems and concepts, analytical thinking for understanding and applying theories, adaptability to grasp new ideas and approaches, and effective communication to articulate understanding and collaborate with peers. Together, these qualities enable students to excel in A-level Physics while fostering a passion for lifelong learning in the field.

Links with other subjects

Choosing subjects that complement a Physics A-level can lead to a well-rounded education and open up various career paths. Mathematics is usually an essential companion subject, as it provides the necessary quantitative skills to understand and solve complex physics problems. Further Mathematics can also be beneficial, particularly for those interested in pursuing physics at the university level. Chemistry is another natural choice, as it shares many fundamental concepts with physics and helps develop a deeper understanding of the physical world. For students considering engineering, Design and Technology or Computer Science can be useful additions. Additionally, choosing a contrasting subject like English, History, or a modern language can help develop important communication, analytical, and critical thinking skills that are valuable in any field, including physics. Ultimately, selecting subjects that align with individual interests and strengths will provide the best foundation for success in Physics A-level and beyond.

Career Prospects

A-level Physics provides an excellent foundation for a variety of career paths, offering numerous opportunities across multiple industries. Students who study Physics at this level develop strong analytical, problem-solving, and critical thinking skills, which are highly valued by employers. Graduates can pursue careers in engineering, technology, research and development, medicine, finance, and education, among others. Additionally, A-level Physics prepares students for further academic pursuits, such as obtaining a bachelor's, master's, or doctoral degree in Physics or related fields. Overall, the career prospects for those with an A-level Physics qualification are vast, promising, and adaptable to individual interests and goals.

Reading list

Y11s looking to study Physics at KS5

Six Easy Pieces: Essentials of Physics Explained by Its Most Brilliant Teacher by Richard P. Feynman

The Physics Book: Big Ideas Simply Explained by DK

Storm in a Teacup: The Physics of Everyday Life by Helen Czerski

Human Universe Paperback by Professor Brian Cox

Thing Explainer: Complicated Stuff in Simple Words by Randall Munroe

Y13s looking to study Physics at degree level:

Six Not-So-Easy Pieces: Einstein's Relativity, Symmetry and Space-Time by Richard P. Feynman

The Elegant Universe: Superstrings, Hidden Dimensions and the Quest for the Ultimate Theory by Brian Greene

Physics of the Impossible: A Scientific Exploration of the World of Phasers, Force Fields, Teleportation and Time Travel by Michio Kaku

Quantum: Einstein, Bohr and the Great Debate About Nature of Reality by Manjot Kumar
Seven Brief Lessons of Physics by Carlo Rovelli

Independent Study

Reading ahead prior to lessons and consolidation of notes using the course textbook.

Complete and mark questions using the archive of resources on the Tapton SharePoint.

Watch videos and work through learning resources available from

[A-Level Physics Online](#) and [Physics & Maths Tutor](#)

Utilise PhET simulations to support visualisation and understanding at phet.colorado.edu

[PhET: Free online physics, chemistry, biology, earth science and math simulations](#)

AS and A-Level Psychology

Entry Requirements: 5 in English Language, 5 in Maths and 5 in a Science.

Exam Board: AQA

Subject Leader: Ms B Walker bwalker@taptonschool.co.uk

Main Syllabus Area

Students study material which is examined in two papers at AS level and three papers at A-Level:

At AS Level students will study:

- **Paper 1: Introductory Topics in Psychology**

This covers four of the major areas of psychology, namely social influence (which covers topics such as obedience and conformity), memory, attachment (which covers the relationship between a child, its mother and other caregivers, as well as the consequences of being separated from caregivers early in childhood) and clinical psychology and mental health (which covers the application of psychological theory to the explanation and treatment of mental health problems - OCD, phobias and depression).

- **Paper 2: Psychology in Context**

This covers the major approaches in psychology (for example the work of the behaviourists, cognitive neuroscience and Freudian psychology, etc). It also covers the importance of bio-psychological ideas to explaining human behaviour. The research methods commonly used in psychology is also a focus of this paper, although students should note that the theme of research runs through all areas of the course.

At A-Level students will study:

- **Paper 3: Issues and Options in Psychology**

This covers issues and debates in psychology, such as the nature v nurture debate and the gender/cultural biases present in psychological research and theory. It also covers three options, one from each of three categories; In September 2025 we will be covering gender, schizophrenia and forensic psychology (although this is dependent on staff expertise, so is subject to change).

Method of Assessment

At AS Level, both examination papers are 1hr 30mins in duration and use a range of question styles, including multiple choice, short answer questions and extended writing.

At A-Level, all three examination papers are 2 hours in duration and use a range of question styles, including multiple choice, short answer questions and extended writing.

Qualities Required

You will need to be able to work independently and be willing to enter into class discussions. You will need to develop the ability to present ideas, supported by evidence, in structured, effective essays and you will need good time management skills. **It is also important that you have a good understanding of the scientific process and an appreciation that psychology is a science A-Level.**

Links with other subjects

Psychology is compatible with most other A-Levels. It works well with both science and arts subjects.

Most frequent combinations include Sociology, Biology, Geography, Film Studies and Sport. There are no prohibited combinations.

Career Prospects

A Psychology qualification is preparation for many careers; due to the fact that it involves both literacy and numeracy skills as well as enabling students to develop the skill of scientific enquiry.

Some students work as professional psychologists in the clinical, criminal, educational or occupational fields. Many others use their skills and knowledge in a variety of careers, such as physiotherapy, education, advertising, social work or personnel work.

Extra-Curricular Activities

We run a very well attended social science discussion group, where students can lead discussions about contemporary social science research through books, podcasts and documentaries. We also seek opportunities for students to visit universities, take part in psychology experiments and attend lectures and talks by researchers, authors and other professionals.

Reading List

The Bell Jar by Sylvia Plath - A novel outlining one woman's experience of depression.

Girl, Interrupted by Susanna Kaysen - A novel outlining the experiences of a woman in a mental health asylum in the sixties.

Room by Emma Donaghy - A novel exploring experiences of a child in captivity.

Running with scissors by Augusten Burroughs - a novel based on the experiences of having a father as a therapist.

A Beautiful Mind by Sylvia Nasar - based on the true story of a world-renowned mathematician who suffered from schizophrenia. (Also, a film).

A Million Little Pieces by James Frey - a Novel based on the true story of an addict's recovery. (Also, a film).

We Need to Talk about Kevin (by Lionel Shriver) - a novel exploring whether violence is in our nature or is nurtured by our environment. (Also, a film)

One Flew Over the Cuckoo's Nest by Ken Kesey - a novel exploring the experiences of being in a mental health hospital in the sixties. (Also, a film)

The Man who Mistook his Wife for a Hat by Oliver Sacks - a set of true stories of patients with neurological disorders affecting their perception of the world.

The Neuroscientist who Lost her Mind by Barbara Lipska - the true story of a neuroscientist who suffered a neurological condition herself.

The Wave by Morton Rhu - A novel exploring the power of social groups and how this can create fear in society.

Invisible Women: Exposing Data Bias in a World Designed for Men by Caroline Criado Perez - a non-fiction text exploring issues such as clinical drug trials and how data bias affects women's life experiences.

The Lucifer Effect: Understanding How Good People Turn Evil by Phillip Zimbardo
- a book exploring whether social roles in society can create evil.

Descartes' Error: Emotion, Reason and the Human Brain by Antonio Damasio - a non-fiction text discussing whether emotion can really be separated from the brain.

Independent Study

Suggested Podcasts:

Mind Changers (BBC Sounds) - excellent summaries of key pieces of psychological research.

All in the Mind (BBC Sounds) - radio show with up-to-date information about recent psychological research.

Bad People (BBC Sounds) - podcast discussing criminal cases and what they reveal about the psychology of crime.

AS & A-Level Religious Studies

Entry Requirements: 5 in English Language and a 5 in GCSE Religious Studies if studied.

Exam Board: OCR

Subject Leader: Miss K Molyneux kmolyneux@taptonschool.co.uk

Main Syllabus Area

This is essentially a Philosophy and Ethics course leading to a qualification in Religious Studies. The two year course is made up of three modules. The modules chosen build on knowledge gained at GCSE Level, both Full and Short courses, but is not dependent on previous experience.

Subjects in bold are studied at A Level.

Philosophy of religion

- Ancient Greek influences on philosophy of religion, specifically looking at Plato and Aristotle.
- The nature of the soul mind and body.
- Arguments for the existence or non-existence of God.
- Issues in religious language
- The nature and impact of religious experience.
- The problem of evil and suffering and its challenge to belief.
- **Ideas about the nature and attributes of God.**
- **Issues in religious language**

Religion and Ethics

- Normative ethical theories such as Kantian ethics, natural law and situation ethics.
- The application of ethical theory to euthanasia and business ethics.
- **Ethical language and thought.**
- **Debates surrounding conscience and free will.**
- **Sexual ethics and the influence of ethical thought on developments in religious belief**

Developments in religious thought

- Beliefs, teachings and ideas about human life, the world and ultimate reality: Augustine's teaching on human nature; Death and the afterlife
- The origins and development of Christianity, and the sources of wisdom on which it is based: knowledge of God's existence; the person of Jesus
- Christian moral principles; Christian moral action
- **Gender and society; gender and theology**
- **The challenge of secularism; liberation theology**

Method of Assessment

Assessment is entirely by written examination, both at the end of AS Level and at the end of the A Level course. There is one paper per unit each comprising 33.3% of the total marks. Students are required to answer two, one part exam questions from a choice of three at AS level and three, one part exam questions from a choice of four at A level.

Qualities Required

An open and enquiring mind and a willingness to examine issues in a rigorous and logical fashion.

Links with other subjects

A Level Religious Studies is an academic discipline which aims to promote an enquiring, critical and sympathetic approach to the study of religious, philosophical and ethical issues. It combines well with both arts and science A Levels and is highly regarded by universities and College Admissions Tutors. It is not considered to be a soft option; rather it features on the Russell Group Universities higher tier of preferred subjects at A Level. The only difference between Religious Studies and facilitator subjects is that it may be studied without prior knowledge while others may not.

Career Prospects

A Level Religious Studies and in particular the Philosophy and Ethics options places emphasis on problem solving and a rigorous examination of evidence together with the development of sustained and well supported arguments. While it is a perfect choice for students hoping to pursue degrees in Philosophy, Theology or Religious Studies, it is also particularly useful for students considering careers in medicine, social work, personnel management, education, public relations, the police force, journalism and the legal professions.

Extension and Enrichment Opportunities

Trips to conferences organised by examinations boards and Higher Education Providers are offered to students as and when they are available.

Reading Lists:

The Philosophy Files, Steven Law, Orion, 2002
Philosophy a Graphic Guide, Judy Groves and Dave Robinson, Icon books, 1998
The Puzzle of Ethics, Peter Vardy, SCM, 1999
The Pig that Wants to be Eaten, Julian Baggini, 2005
Sophie's world, Jostein Gaarder Phoenix House 1995
You Kant Make it Up, Gary Hayden, One World publications, 2005
101 Ethical Dilemmas, Martin Cohen, Routledge, 2003
The Philosophy Gym, Steven Law, Orion, 2004 Christian Theology, Alister McGrath
The Sage Train, Nicky Hansell, Troubadour, 2016

AS Level and A-Level Spanish

Entry Requirements: GCSE Grade 6 in Spanish.

Exam Board: AQA

Subject Leader: Ms J Askew jaskew@taptonschool.co.uk

Main Syllabus Area (subjects in bold are studied at A-Level):

Aspects of Hispanic society

Modern and traditional values

Cyber Space

Equal Rights

Artistic Culture in the Hispanic World

Modern Day Idols

Spanish Regional Identity

Cultural heritage and cultural landscape

Multiculturalism in Hispanic Society

Immigration, Racism, Integration of cultures

Aspects of political life in the Hispanic World

Today's youth, tomorrow's citizens

Monarchies, republics and dictatorships

Popular movements

Grammar

Key verb tenses, moods and voices

Nouns, articles and gender

Adjectives and adverbs

Prepositions

Negation

Conjunctions and discourse markers

Questions, qualifiers and intensifiers

Works: Literary texts and films

La casa de Bernarda Alba - Federico García Lorca

El laberinto del fauno - Guillermo Del Toro

Qualities Required - A genuine love of languages, an enquiring mind, good time management, hard work and resilience.

Method of Assessment

	Objective	Weighting (A-Level)	Weighting (AS)
A01	Understand and respond: in speech to spoken language including face-to-face interaction and in writing to spoken language drawn from a variety of sources.	20%	20%
A02	Understand and respond: in speech to written language drawn from a variety of sources and in writing to written language drawn from a variety of sources.	30%	30%
A03	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%	30%
A04	Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.	N/A	20%
A04 (A-Level)	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	20%	N/A

Links with other subjects - Languages combine well with any subject, but especially English, Economics, Geography, Politics, Sociology and History. They also make an excellent contrast with Mathematics and Science based subjects.

Career Prospects - Languages are a good foundation subject for many degree courses across a wide range of subjects including Law, Business Studies, Economics, Social Policy, Philosophy, Social Sciences and Educational Studies. A languages degree is good preparation for a wide range of occupations; for example, journalism, marketing, personnel, public service, law, advertising, insurance or teaching.

Extension and Enrichment Opportunities - Possible trips of a cultural and linguistic nature, opportunities to support younger students through in class support, a mentoring programme with GCSE students and access to authentic materials.

Reading list

La casa de Bernarda Alba by Federico Garcia Lorca:

The house of Bernarda Alba is the play we study in Y13. It consists of three acts and is about a family of women in 1930s Spain. It explores the relationships between the characters, focusing on the role of the dominant mother figure – Bernarda Alba and her five daughters, the youngest of which Adela passionately desires her freedom. The play touches upon some key themes of the time, repression of women, repression of emotion, the role of class and an obsession with honour and reputation. It is set at an interesting time in Spanish politics, as the power of the second Republic is dwindling and fascism is rising.

The play is the third in a trilogy by this very revered Spanish playwright Federico Garcia Lorca and reading Bodas de sangre (Blood wedding) and Yerma (this is the name of the title character) is a way of introducing yourself to the key ideas of probably the most renowned playwright in the history of Spanish literature.

Often if there is a production locally we will organize a trip to see it, be it in Spanish or in English. The National Theatre website has links to some past productions.

<https://www.nationaltheatre.org.uk/productions/the-house-of-bernarda-alba/>

<https://www.bing.com/alink/link?>

[astarspanish - LCDBA](#)

El otro árbol de Guernica - Luis de Castresana

This is an easy and interesting read. It features Santi, a boy from the Basque country a region in Northern Spain who has to leave his homeland during the Spanish civil war. He is evacuated to England with some of his peers and his sister to live in an unfamiliar community and the story follows his life as he tries to adapt but never wanting to lose his regional identity. The book looks at the effects of the Spanish civil war on the lives of young innocent people and the consequences they suffer.

<https://resources-legacy.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2500>

<https://quizlet.com/gb/647314314/el-otro-arbol-de-guernica-flash-cards/>

<https://www.zigzageducation.co.uk/support/languages/7457>

El laberinto del fauno - Guillermo de Toro

Pan's labyrinth (El laberinto del fauno) is the film we study in Y12 and in Y13. It's the historical backdrop of the Post war period following the Spanish civil war. It follows a young girl, Ofelia and her mother who move to live with Mum's new husband, Captain Vidal, a fascist general serving in Franco's fascist regime. It follows her trials and tribulations as she grows up in such a brutal period in Spanish history and sees her create a fantasy world in her mind to which she escapes as life becomes more challenging.

Guillermo del Toro is a famous Mexican film director who has produced many films in this genre - El espinazo del diablo, Cronos, Hellboy, the shape of water etc.

[Guillermo del Toro | Biography, Films, Awards, & Facts | Britannica](#)

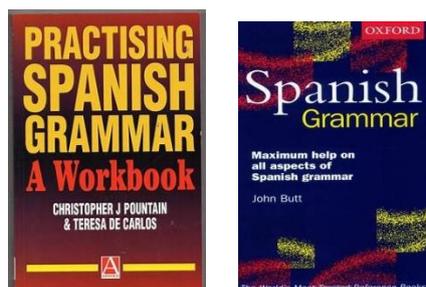
[Guillermo del Toro - Wikipedia, la enciclopedia libre](#)

[El laberinto del fauno - Wikipedia, la enciclopedia libre](#)

A Spanish Grammar Guide

A comprehensive Grammar Guide is an essential tool of Spanish AS study. We will cover all grammar points and verb tenses on the course again, but it is so useful to have a grammar guide to refer to at home and use for extra practice.

There are lots of guides out there. The best ones to get are those which have both explanation and practice activities to reinforce what you have been taught in the classroom. Other grammar guides are out there - just try to stick to an AQA edition.



Modern Languages Study Guides: La casa de Bernarda Alba + El laberinto del fauno - Hodder

These are study guides for the play and the film we study during the AS and A-Level course. This study guide is a comprehensive manual of all of the key aspects of the film (characters, plot, themes, context etc.)

It contains key information presented in both Spanish and English, vocabulary lists, scene analysis and example essay titles.

It is a must have for the AS/A2 course.

[Modern Languages Study Guides: La casa de Bernarda Alba](#)

[Modern Languages Study Guides: El laberinto del fauno](#)

An A-Level vocabulary book

A vocabulary book will help you to develop your topic specific vocabulary so that you can successfully discuss the topics that we will study on the AS course.

We recommend Palabra por palabra (ensure you choose the AQA edition). This book breaks the vocabulary down into the units covered on the AS/A2 course. It has both the Spanish and English translations.

It also has a useful section for essay and research phrases as well as conversational Spanish - ideal for your speaking classes.

[Palabra por Palabra Sixth Edition: Spanish Vocabulary for AQA A-level](#)

Independent Study

The AQA course book provided details all topics covered and materials are available on Kerboodle to support learning.

Set texts and films - use all study guides and handouts from staff. Research further using selected websites. Re-watch the film and re-watch the film.

Grammar guides/workbooks - practise the exercises to reinforce what you do in class.

Keep up to date with current affairs in the Target language country.

Listen to the radio/podcasts, watch TV and films in the target language.

A-Level Subjects

These subjects are studied for two years and students do not have the option of taking the AS exam in these subjects.

- Art & Design
- Business Studies
- Design & technology: Design Engineering
- Design & Technology: Product Design
- Drama & Theatre Studies
- Economics
- English Language
- Fashion & Textiles
- Geography
- Government & Politics
- History
- Music
- Physical Education
- Sociology

A-Level Art and Design

Entry Requirements: 5 in Art and Design or a visual portfolio demonstrating artwork of a GCSE grade 5 standard.

Exam Board: AQA

Subject Lead: Mrs K Pilarek kpilarek@taptonschool.co.uk

Timetable Organisation: 5 periods per week in Y12, 5 periods in Y13, three teachers offering a range of art and design specialisms.

Main Syllabus Area

- **Skills Workshops:**
- **Fine Art:** Drawing and painting using a range of techniques and styles. You will use a range of mediums, including oil, chalk pastel, charcoal, pencil, acrylics, mono-printing, etching, water colours.
- **Textiles:** Batik, screen-printing, felt-making, silk painting, weaving, free machine embroidery, mixed media, digital printing.
- **Sculpture:** Clay, card, wire construction, plaster, Modroc.
- **ICT:** use of Adobe Photoshop, digital camera, graphics tablet and digital art.
- **Design:** Aspects of design e.g. architecture, graphics, text, posters, packaging, animation, fashion design.
- **Research:** As part of the programme of study, students must research and learn from investigations into the work of other artists, crafts persons and designers.

COMPONENT 1: Personal Investigation: 60% of marks This is a practical investigation supported by written material. Students are required to produce in depth investigations into an idea, issue, theme or concept of their choosing. This will be supported by a written response of 3000 words max of continuous prose.

COMPONENT 2: Externally set Examination: 40% of marks: Set by the board, a series of starting points distributed 1st February. A lead-in or preparation time, followed by a supervised exam of 15 hours where students work unaided to produce a finished outcome. Preparation work must stop at the beginning of the first session and be stored securely with the exam officer between exam sessions.

Students at Tapton invariably follow a very individual course of study, using the initial workshops to extend, develop skills and techniques, and support the development of ideas. Contextual studies are at the core of our teaching in a very practical way.

We encourage all students to visit galleries, and offer trips to Derbyshire, London or Liverpool to visit Tate Britain and Tate Modern or Tate Liverpool; and a residential trip to Paris in Y12 where we visit 5 major galleries including the Louvre, the Pompidou Centre, the Musee D'Orsay, L'Orangerie; and also, Monet's legendary garden at Giverny. Students are able to develop work from this trip to support Component 1 as well as build wider contextual and cultural understanding.

So why study at Tapton? Students are able to grow as artists and designers, achieving excellent results which have been sustained over time. We work hard to ensure you get the best result you are capable of, and ensure you have a rigorous learning experience.

"Come and join us and see what you can do!" Students regularly progress onto Fine Art, Architecture, Fashion and Design etc. at the best universities and colleges, including Russell group universities.

Method of Assessment

- Throughout the course students will take part in peer-group and self-assessment in order to familiarise themselves with the Assessment Objectives and become more objective in their skills of critique.
- Staff review work with students on a one-to-one basis regularly, giving support, feedback, and set targets for improvement and progression.
- Both units are internally assessed at the end of the course, and marks are moderated by a visiting assessor from AQA.

Qualities Required

You are enthusiastic, open-minded and willing to learn new skills and techniques. You are inquisitive and enjoy looking at Artwork from all periods and styles. You enjoy working as part of a group but can work independently. You are determined and will work to ensure you succeed. You understand the need for resilience and want to learn.

Links with other subjects

Art involves many transferable skills, not least problem solving, communicating ideas and concepts, developing creative ideas, refining and testing ideas and realising those ideas.

Career Prospects

Consider the world you live in. So much has been through the hands of someone trained in one of the numerous areas of Art & Design. It offers many areas of employment and is growing, from Architecture to Fashion, Product Design or Interior Design, Textile Design, Theatre and Stage Design, Makeup, Advertising, Film, the list is long and growing.

Extension and Enrichment Opportunities

The Art department is open to students every evening after school, free classrooms are also available for Sixth Form students during the day.

Support learning in Lower School Art Classes, produce costume/props/sets for school productions, help at Art Club. There may also be other Enrichment Opportunities, producing costumes and sets, working with visiting artists, community days, visiting Art Galleries in Paris and London. There's always something going on - come and join in!

Reading list

https://www.tate.org.uk/documents/93/charman_looking.pdf

Websites:

Tate Gallery: <https://www.tate.org.uk/>

Museum of Modern Art: <https://www.moma.org/>

National Portrait Gallery: <https://npg.org.uk>

Manchester Art Gallery: <https://manchesterartgallery.org/>

White Cube: <https://www.whitecube.com/>

Saatchi Gallery: <https://www.saatchigallery.com/>

Louvre: <https://www.louvre.fr/en>

Local Galleries:

Site Gallery

The Millenium Gallery

Bloc Projects

Weston Park Museum

The Yorkshire Sculpture Park

The Hepworth Wakefield

Manchester Art Gallery

The Whitworth Gallery (Manchester)

1853 Gallery (Saltaire)

York Art Gallery

Independent Study

Attend Life Drawing classes to develop your understanding of human figure and form. These can be found at Kelham Island www.kiac-sheffield.org

Use social media to aid your understanding of the Art world by following gallery, artist and designer pages on Instagram and Tik Tok. You must visit galleries to ensure you are exposed to a wide range of contemporary, modern and traditional ways of working.

A-Level Business Studies

Entry Requirements: 5 in English Language and 5 in Maths.

Exam Board: Edexcel

Subject Leader: Mr C Mehat cmehat@taptonschool.co.uk

- **Theme 1: Marketing and People**
 - Meeting customers' needs
 - The market
 - Marketing mix and strategy
 - Managing people
 - Entrepreneurs and leaders
- **Theme 2: Managing business activities**
 - Raising finance
 - Financial planning
 - Managing finance
 - Resource management
 - External influences
- **Theme 3: Business decisions and strategy**
 - Business objectives and strategy
 - Business growth
 - Decision making techniques
 - Influences of business decisions
 - Assessing competitiveness
 - Managing change
- **Theme 4: Global business**
 - Globalisation
 - Global markets and expansion
 - Global marketing
 - Global industries and companies

Main Syllabus Area

A-Level Business is a very relevant and interesting subject, which covers a range of topical concerns to students who are consumers, will in the future be employees (and employers!) and to those who are interested in the welfare of society generally. Business organisations vary in size, ownership, objectives and most certainly in how they go about achieving those objectives. The business environment, in which firms operate, is increasingly complex and fiercely competitive, having a huge effect on us all - sometimes for the better, sometimes for the worse! The course helps students understand the background to the business decision making process, encouraging them to establish informed opinions and views.

Theme 1 students develop an understanding of how businesses identify opportunities and they will explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment.

This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders. Theme 3

moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues.

Theme 2 enables students to develop an understanding of raising and managing finance and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors. Study gives students the opportunity to develop a range of skills including analysing, problem solving, decision making and interpreting data in a variety of formats. In Theme 4, Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.

Study gives students the opportunity to develop a range of skills including analysing, problem solving, decision making and interpreting data in a variety of formats.

Method of Assessment

There are 3 exam papers at **A-Level**, all lasting 2 hours each.

- Paper 1 worth 35% of the A-Level. It assesses theme 1 and 4 and includes two case studies with a mixture of short and longer answer questions.
- Paper 2, worth 35% of the A-Level. It assesses theme 2 and 3 and includes two case studies with a mixture of short and longer answer questions.
- Paper 3, worth 30% of the A-Level. It assesses all 4 themes and includes a pre-released context with data response questions and two extended questions.

Qualities Required

- An interest in/awareness of current affairs
- A desire to engage in regular background reading.
- An inquisitive mind
- A willingness and ability to work independently, showing initiative, organisation and perseverance.
- An ability to communicate effectively.
- An ability to use and interpret data with some confidence.

Links with other subjects

As with Economics, the subject complements study of other Humanities (Geography, Politics, Sociology) or Mathematics and is increasingly a good combination with a Foreign Language.

Career Prospects

The subject is a useful background course for study in a variety of areas and of course offers bright prospects for employment across a breadth of opportunities e.g. sales, accounting, management, public relations etc. For students likely to be considering self-employment, the subject would be particularly useful and the combination with a modern foreign language could open opportunities across the EU.

Extension and enrichment opportunities

The subject offers opportunities for students to explore the real business world by visiting organisations. We are keen to exploit the development of the subject by inviting business practitioners into school, building on links with the business community and giving students the possibility of actively engaging in business activity themselves.

Reading list

- Tutor2u reference website <https://tutor2u.net/business/reference>
- Tutor2u blog <https://www.tutor2u.net/business/blog>
- BBC Business <https://www.bbc.co.uk/news/business>
- AS/A-level Business revision guide - [AS/A Level Business Revision Guide and Workbook](#)
- Tutor2u knowledge book <https://www.tutor2u.net/business/store/edexcel-a-level-business-knowledge-book>
- Tutor2u calculation practice book <https://www.tutor2u.net/business/store/edexcel-a-level-business-calculation-practice-book>
- The Entrepreneur's Book of Checklists: 1000 tips to help you start and grow your business (Robert Ashton) [Brilliant Checklists for Entrepreneurs](#)
- Freakonomics - [Freakonomics Revised and Expanded Edition](#)
- The Upstarts [The Upstarts](#)
- Inside the factory <https://www.bbc.co.uk/programmes/b07mddqk>
- Panorama: Amazon, what they know about us <https://www.bbc.co.uk/programmes/m000fjdz>
- The Founder
- The Big Short
- Smartest Men in the Room
- Dirty Money
- Four Horseman
- Broken

A-Level Design and Technology: Design Engineering

Entry Requirements 5 in a GCSE Technology, 6 in GCSE Maths and 5 in GCSE Physics

Exam Board: OCR

Subject Leader: Mr T Priest tpriest@taptonschool.co.uk

'The UK government has flagged a healthy engineering sector as being vital to its economic and environmental goals, making it absolutely crucial to the country as a whole. Unfortunately, there is currently a huge surplus of vacancies, over 173,000.' New Civil Engineer - 10 Jan 2023.

'Manufacturing is more than just putting parts together. It's coming up with ideas, testing principles and perfecting the engineering, as well as final assembly.' James Dyson

Main Syllabus Area:

Design Engineering is all about learning to be the person that designs the engineered product, be it a computer, satellite, phone, games console, washing machine, vehicle, aircraft, or any other engineered product. It is focused towards engineered mechanical and electronic products and systems. Students completing the course successfully will have taken design risks, gained technical understanding of programming, electronics, mechanics and structures and shown innovation whilst considering their role as responsible designers and citizens. They will have worked collaboratively through both CAD and with real life experimentation to develop and refine their ideas. They will gain an insight into engineering industries (particularly Electronic, Mechanical and Structural Engineering), developed the capacity to think logically and systematically, innovatively and critically and become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations.

Assessment:

Exam: 26.7% of A-Level (1hr 30 minutes - written paper)

Analyse existing products

Demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques.

Demonstrate applied mathematical skills.

Demonstrate their understanding of wider social, moral and environmental issues that impact on design/manufacturing industries.

Problem Solving: 23.3% of A-level (1hr 45 minutes - written paper)

Apply their knowledge, understanding and skills of designing and manufacturing prototypes and products.

Demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

Iterative Design Project: 50% of A-level (Approx. 65 hrs Non-Examined Assessment)

- The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate.
- Learners identify a design opportunity or problem from a context of their own choice and create a portfolio of evidence in real time through the project to demonstrate their competence.

Method of Assessment

Exams: 50% Externally Assessed **Iterative Design Project: 50%** Internally Assessed

Qualities Required

A passion for solving problems and designing and making functional products or systems. An interest in electronics and/or mechanics is a huge advantage. This must be an interest that you are keen to take beyond merely theoretical knowledge that you could gain elsewhere, but to realise that knowledge into actual products that work. You should enjoy understanding how things work, taking things apart, building things, fixing them and analysing a problem.

Links with other subjects

Design Engineering, most obviously, is part of a suite with STEM subjects, Maths and Physics for anyone interested in the vast majority of strands of engineering and should be seriously considered by anyone looking to pursue engineering at a higher level after sixth form.

Career Prospects

A wide variety of possible careers stem from this course, that could include many kinds of engineering and technical careers such as electrical/electronic engineer, special effects, animatronics, computer programming, microcontroller programming, music technology, lighting engineer, games programmer, robotics, control engineer, motor vehicle engineering, aviation/aeronautical engineering or designing any electronic product from mobile phones to spacecraft etc. There is no shortage of jobs within Engineering. Destinations for A-Level Engineering students have, in the past, included Engineering degrees at Cambridge University, University of Sheffield, Leeds University other institutions, on courses including Engineering, Electrical and Electronic Engineering, Mechatronic and Robotic Engineering, Aerospace Engineering, Design for Industry and Civil and Structural Engineering.

Extension and Enrichment Opportunities

Actively getting involved in design and development of any **electronic, mechanical** and/or **structural** project will give the very best basis for an informed, enjoyable and successful participation in the A-level.

Reading list

Year 11

PCB Manufacture: [How circuit boards are made #electronics #manufacturing #circuitboard - YouTube](#)

Manufacturing: [What do Manufacturing Engineers do?](#)

Mechanisms: [Mechanical Mechanisms - YouTube](#)

Year 13

The Design of Everyday Things - By Donald Norman - It explains why things are designed the way they are and how to make products that are useful.

The Existential Pleasures of Engineering - Celebrating the fact that engineering is almost a primal instinct and that engineers build things with humanity in mind

Built: The Hidden Stories Behind Our Structures - Built is a breezy and digestible read that interweaves science, history, illustrations, and personal stories to explore how engineering has developed from the mud huts of our ancestors, to skyscrapers of steel that tower over our cities.

Independent Study

- Consolidating notes using the Course Textbook
- Complete and mark past papers using resources from the exam board websites
- Disassemble old or obsolete engineered products and, with the help of the internet, identify what each of the component parts does, how it is joined and how it might have been manufactured.
- Spot any time someone has a difficulty or something that could be improved for them and do a quick sketch or block diagram of a potential solution.

A-Level Design and Technology: Product Design

Entry Requirements: 5 in the relevant Design Technology and 5 in Mathematics

Exam Board: OCR

Subject Leader: Mr Fulson jfulson@taptonschool.co.uk

"If you think good design is expensive, you should look at the cost of bad design." Ralf Speth, CEO of Jaguar Land Rover

All objects/items that you have used today including the screen you are staring at, have been designed by someone. The reason that you will use them without thinking is due to good design. A designer holds one of the most influential roles in society as their products have an unmatched impact on users' lives. Especially in today's climate, Product Designers have the task of solving some of the world's greatest problems. By designing products, that will help to solve the [17 Sustainable Development Goals](#).

If you love innovation and you are not afraid to fail on your journey to excellence, then this is the course for you.

Main Syllabus Area

Product Design is focused towards consumer products and applications; their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices of product development.

At A-Level:

Exam: 26.7% of A-Level (1hr 30 minutes - written paper)

- Analyse existing products
- Demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques
- Demonstrate applied mathematical skills
- Demonstrate their understanding of wider social, moral and environmental issues that impact on design/manufacturing industries.

Problem Solving: 23.3% of A-level (1hr 45 minutes - written paper)

- Apply their knowledge, understanding and skills of designing and manufacturing prototypes and products
- Demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

Iterative Design Project: 50% of A-level (Approx. 65 hrs Non-Examined Assessment)

- The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate.

- Learners identify a design opportunity or problem from a context of their own choice and create a portfolio of evidence in real time through the project to demonstrate their competence.

Method of Assessment

Exams: 50% Externally Assessed **Iterative Design Project: 50%** Internally Assessed

Qualities Required

You should be passionate about designing and making creative products. You need to enjoy coursework and the problem-solving processes in reaching a Final Design. Exploring a range of possible solutions using rigorous, analytical and fluent communication skills to propose the most viable conclusion should be one of your targets.

Links with other subjects

Product Design is an excellent choice in any combination of other subjects as it promotes problem solving/creativity in a commercially realistic setting. Particularly strong vocational combinations might include Business, Physics, Mathematics, Art or Computer Science.

Career Prospects

Includes:

- Any career within design including Graphic Design, Interior Design, 3-D Design, Product Design, Industrial Design, Marketing, Product Development and Production, Sports Equipment Developer, Illustration, Trend Predictor, Advertising, Pattern Cutter amongst hosts of others.
- Also, many kinds of engineering and technical careers including Design Engineer, Special Effects, Animatronics, Music Technology, Automotive Design or designing any product from a Bicycle to a Formula one race car.

Destinations for A-Level Product Design students have, in the past, included - Product Design/Architecture/Civil Engineering/Fashion Design/Building Surveying degrees at Loughborough, University of Sheffield, Liverpool John Moores, Leeds University, and a number of other Russell Group institutions.

Extension and Enrichment Opportunities

Visits to places of industrial interest are vital to the understanding of Product Design. Many links exist between our department and outside agencies, and professional help is often sought for project work, involving state of the art processes.

Reading list

- Core Textbooks:
 - OCR A-Level Design and Technology: Product Design - Dave Sumpner & Will Potts (Hodder)
 - Design and Technology - my revision notes - Simon Arnold
- Recommended Design Books:
 - The Design of Everyday Things - Don Norman
 - Cradle to Cradle - William McDonough & Michael Braungart
 - Design as Art - Bruno Munari
- Magazines & Journals:
 - Dezeen - <https://www.dezeen.com/>
 - Design Week
 - Creative Review
 - E&T Magazine (Engineering & Technology)

Independent Study

1 Consolidate Class Notes:

- Review and summarise notes after each lesson using the **OCR A-Level Product Design** textbook (Dave Sumpner & Will Potts).
- Create visual summaries such as mind maps, timelines, or flashcards using Quizlet
- Listen to podcasts made from ppts on the walk home (coming soon)
- Complete the Microsoft form quizzes for each section

2 Practice Exam Technique:

- Access and complete past papers via the OCR website:
<https://www.ocr.org.uk/qualifications/as-and-a-level/design-and-technology-h004-h006-h404-h406-from-2017/assessment/>
- Use the official mark schemes and examiner reports to self-assess and identify areas for improvement.

3 Listening and Watching:

- Podcasts:
 - 99% Invisible - Stories behind design and architecture
 - Design Matters with Debbie Millman
 - The Honest Designers Show
- **Documentaries/TV Programmes:**
 - Abstract: The Art of Design - Netflix
 - The Genius of Design - BBC
 - Big Life Fix - BBC
 - How It's Made - Discovery/YouTube

4 Engaging with Design Outside the Classroom:

- Maintain a personal sketchbook and portfolio of ideas
- Visit museums and exhibitions (Design Museum, V&A, etc.)
- Follow major design competitions and events (e.g. James Dyson Award)

A-Level Drama and Theatre Studies

Entry Requirements: GCSE Grade 5 in Drama or Grade 5 in English Language and English Literature.

Exam Board: Edquas (WJEC)

Subject Leader: Mrs R Gerrard rgerrard@taptonschool.co.uk

Main Syllabus Area

Students completing the course successfully will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others. The Drama A-Level provides students with the opportunity to study plays from the point of view of the director, designers, performers and critic; this knowledge extends throughout the course and enables students to apply it to their own creative work. The course provides opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meanings are communicated to an audience through a choice of form, style and convention.

Component 1: Theatre Workshop. 20% of Qualification. Internally assessed. Externally Moderated.

- Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a **reinterpretation** of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.
- Learners must produce:
 - a realisation of the performance or design
 - a creative log.

Component 2: Text in Action. 40% of Qualification. Externally Assessed

- Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:
 - A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
 - An extract from a text in a different style chosen by the learner.
- Learners must perform live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner.
- Learners produce a process and evaluation report within one week of completion of the practical work.

Component 3: Performance In Text. 40% of Qualification. Externally Assessed.

A one written exam paper, two hours and thirty minutes in length. Will contain 3 Sections:

- Sections A and B Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts, one written pre-1956 and one written post-1956.
- Section C: A question based on a specified extract from: *The Book of Dust La Belle Sauvage*, Philip Pullman, adapted by Bryony Lavery. Details of the 10-15minute extract will be released during the first week of March, in the year in which the examination is to be taken.

Qualities Required

First and foremost, you must have a real enthusiasm for drama and theatre and a willingness to extend and develop your knowledge through wider reading, theatre visits, workshops and rehearsals outside of lesson time. You must have the skills to work as a supportive member of a team.

Links with other subjects

Drama and Theatre Studies provides an excellent complement to Music, Art, English Literature and Social Sciences. However, as a subject which encourages a highly creative approach to work, develops communication skills and builds confidence it enhances student learning across the whole Post 16 curriculum.

Career Prospects

The emphasis on communication skills, confidence building and teamwork ensures our subject has links with a wide range of subjects in Higher Education. A significant number of students apply to Drama School or study Drama and Theatre based courses at University. Some pursue a career in teaching. The skills developed are transferable to any chosen career.

Extension and Enrichment Opportunities

Theatre trips to theatres in Sheffield and across the northern theatres, residentials, involvement in the school productions either on stage or backstage, theatre workshops, working with students lower down the school in Theatre Company and Musical Theatre Company. Additionally, there is a Sixth Form Theatre Company and the opportunity to be involved in the annual school play. There also may be other Enrichment Opportunities, working with practitioners currently in the business from touring companies.

Reading list

A-Level Drama & Theatre Studies

Stanislavski & the Actor by Jean Benedetti ISBN 0-413-71 160-9

Brecht on Theatre by Bertolt Brecht & John Willet ISBN 978-0413388001

Machinal by Sophie Treadwell ISBN 978-1-85459-211-8

Theatre in Practice: A Student's Handbook by Nick O'Brien, Annie Sutton
ISBN 978-1138289062

The Book of Dust adapted by Bryony Lavery **ISBN-13** : 978-1839040306

Home, I'm Darling by Laura Wade **ISBN-13**: 978-1786824097

Blood Wedding by Federico Lorca **ISBN-13**: 978-1848426320

Degree in Drama or Theatre Studies

An Actor Prepares by Constantin Stanislavski ISBN 978-0878300013

Building a Character by Constantin Stanislavski ISBN 978-04134477606

Brecht on Theatre by Bertolt Brecht & John Willet ISBN 978-0413388001

About Acting by Peter Barkworth ISBN 978-0413661104

Independent Study

Studying A-level Drama requires a flair and creativity when devising, generating and developing creative ideas which will only be developed by working independently beyond your lessons. Sometimes you will be guided by your class teacher into specific areas of study. However, there is an expectation, that individually, you fuel your own passion for the subject by exploring, researching and seeking out opportunities to extend, hone and consolidate your learning. The most successful A-level students are those that don't wait to be guided but take responsibility for their own independent study.

What counts as independent study?

1. Go experience **live theatre**: "You can't make good theatre without experiencing good theatre"
 - We run very regular theatre trips throughout the year; these trips are not all compulsory, but there is an expectation that as an A-level student you engage with all these opportunities and will want to experience new theatre to continue to inspire your creative ideas.
 - Sheffield theatres have a programme called the IGNITE scheme for students studying Drama & Theatre Studies. You can get a free ticket, and a second at £5, for Sheffield Theatres productions in the Crucible Theatre. To become eligible to book your free IGNITE ticket email supervisors@sheffieldtheatre.co.uk letting the theatre know you are studying Drama A-level at Tapton and we can provide you with a letter confirming this.

- We have two online platforms for you to stream live theatre; you can explore these at your leisure to independently generate creative ideas and build your understanding of theatre. The details are below:

The National Theatre site is: <http://www.dramaonlinelibrary.com/> when you get to the main page enter

Username: 5Wx+6Oh*j*

Password: 5Vl*5Cp+i{

Digital Theatre Plus is: <https://edu.digitaltheatreplus.com>

Username: user.tapton

Password: distant@5096

2. Attend additional **rehearsals**. To refine your performance work, you must spend time beyond the lessons with your group to develop and refine your performance work ready for examinations.
3. If you have misunderstood something from a lesson or are unsure about any key concepts or content from a lesson, seek out your class **teacher** to ask for clarification and use their expertise to support any misconceptions and to seek additional support.
4. You will have **resources/booklets** provided for you from your class teachers either on the set text that you are studying or on the performance unit that you are working on. Work on tasks in these booklets to generate your creative ideas.
5. If you misunderstand the content/context/style of a set text - then **re-read the text**. By reading the content again and adding any details you find to be missing to your own notes you will be supporting your preparation for the examination. You could use a different coloured pen in your notes to evidence that you have independently worked through your misunderstanding and found the answer from re-reading and engaging with a text more deeply.
6. Testing your knowledge. Use **past papers** and model exam questions whenever you can. Use the mark schemes to self-assess but also show them to your teacher to check you're on the right track.

How should you evidence your independent study?

We expect you to log your independent study. You should have a separate folder or tab in your ring binder that holds all your independent notes on content. You should also have independent notes on live theatre that you have seen. Logging the live theatre analysis and evaluation notes is very important for the C3 examination as we will not always go through these shows in the lessons, there is a requirement that you record and log your own notes.

A-Level Economics

Entry Requirements: 6 in GCSE English Language and 6 in GCSE Maths, and a 6 in Economics if studied.

Exam Board: AQA

Subject Leader: Mr C Mehat cmehat@taptonschool.co.uk

Main Syllabus Area

Economics is the study of how society allocates its scarce resources between competing uses. For instance, how is our access to fresh water managed? It is a vital resource which certainly creates benefits for all consumers; however, it seems our demand exceeds supply available at times and is often rationed. Another issue of concern could be the management of transport. Free Access to roads in this country is an integral part of our society, but it generates considerable problems, pollution, congestion, health issues etc. Economics may suggest the free market is the answer to both problems, charge people for what they use and they would be more careful! But what would the effect be for those on low incomes for instance.

A-level Economics develops an understanding in students, which allows them to explore how markets work, and how they fail, both on a local level and at a national and international level, and how Governments can or could take a role.

- How to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.
- How to apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real world phenomena.
- How to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within.
- How to participate effectively in society as a citizen, producer and consumer.

The main topics include:

- The operation of markets and market failure
 - Economic methodology and the economic problem
 - Price determination in a competitive market
 - Production, costs and revenue
 - Competitive and concentrated markets
 - The market mechanism, market failure and government intervention in markets
- The national economy in a global context
 - The measurement of macroeconomic performance
 - How the macro economy works: the circular flow of income, AD/AS analysis, and related concepts
 - Economic performance
 - Macroeconomic policy
- Individuals, firms, markets and market failure

- The economic problem and methodology
 - Individual economic decision making
 - Price determination in a competitive market
 - Production, costs and revenue
 - Perfect Competition, imperfectly competitive markets and monopoly
 - The Labour market
 - The distribution of income and wealth: poverty and inequality
 - The market mechanism, market failure and government intervention in markets
- The national and international economy
 - The measurement of economic performance
 - How the macro-economy works: circular flow of income, aggregate demand/ aggregate supply analysis
 - Economic performance
 - Financial markets and monetary policy
 - Fiscal policy and supply side policies
 - The international economy

Method of Assessment

For the A-level course students will sit 3 exams, both last for 2 hours. Each paper makes up 33.3% of the total A-level.

- Paper 1: Component of market and Market Failure. This paper includes 1 data response question from a choice of 2 and 1 essay from a choice of 3.
- Paper 2: National and international economy. This paper includes 1 data response question from a choice of 2 and 1 essay from a choice of 3.
- Paper 3: Economic principles and issues: This paper includes multiple choice questions and 1 case study with questions.

Qualities Required

- An interest in/awareness of current affairs
- A logical, coherent approach to problem solving
- A desire to engage in regular background reading
- An inquisitive mind
- A willingness and ability to work independently, showing initiative, organisation and perseverance
- An ability to communicate effectively
- Some mathematical ability in using and interpreting data

Links with other subjects

Frequently studied alongside Mathematics, Geography and English, but increasingly with a wide spread of other subjects. Economics is becoming an essential element of study in a variety of HE courses from Law to Engineering, including of course Business/Management.

Career Prospects

Economics is a useful background subject for further study in a variety of areas, e.g. journalism, law, but is also a key element of subjects such as marketing, finance, accounting and insurance as well as courses including retail or sports management, and urban

planning. Of course, the subject remains a key area of knowledge and understanding for all future citizens, consumers and producers.

Extension and enrichment opportunities

Economics is a lively subject; study usually involves opportunities to participate in visits to conferences, visits to the City of London, competitions, individual and group presentations and access to the local business community.

Reading list

23 Things They Don't Tell You About Capitalism (Ha-Joon Chang) - challenges conventional thinking

Age of Discovery: Navigating the Risks and Rewards of Our New Renaissance: (Ian Goldin & Chris Kutarna)

Alibaba: The House that Jack Ma Built (Duncan Clark) - The rise of the Chinese corporate giant

Almighty Dollar (Dharshini David) - follows the journey of a single \$ to show how the global economy works

Capitalism Without Capital: The Rise of the Intangible Economy (Haskel and Westlake)

Capitalism: 50 Ideas You Really Need to Know (Jonathan Portes) - compact and excellent reference material

Choice Factory (Richard Shotton) - a story of 25 behavioural biases that influence what we buy

Doughnut Economics (Kate Raworth) - challenges much of orthodox thinking in the subject
Drunkard's Walk (Leonard Mlodinow) - a brilliant history of Maths with lots of relevant applications

Economics for the Common Good (Jean Tirole) - applied micro from a recent Nobel prize winner

GDP: A Brief but Affectionate History (Professor Diane Coyle) - really good on the GDP / well-being debate

Grave New World: (Stephen King) - Former head of Econ at HSBC looks at the fracturing global economy

Great Economists: How Their Ideas Can Help Us Today (Linda Yueh) - perspectives on contemporary issues

Growth Delusion: The Wealth and Well-Being of Nations (David Pilling) - antidote to gospel of GDP

Inequality (Anthony Atkinson) - a superb book on one of the defining economic/political issues of the age

Inner Lives of Markets: How People Shape Them—And They Shape Us (Sharman and Fishman)

Limits of the Market: The Pendulum Between Government and the Market (Paul De Grauwe)

Misbehaving: The Making of Behavioural Economics (Richard Thaler) - a truly superb biography

Plundered Planet: How to Reconcile Prosperity with Nature: (Professor Paul Collier) - development classic

Poor Economics: Rethinking Ways to Fight Global Poverty (Banerjee & Duflo) - development economics

Positive Linking - Networks and Nudges (Paul Ormerod) - good introduction to network economics

Rise and Fall of Nations: Ten Rules of Change in the Post-Crisis World (Richir Sharma)

Risk Savvy - How to make good decisions (Gerd Gigerenzer) - the world of heuristics and risk management

Ten Great Economists (Philip Thornton) - biographical background, well worth a read

The Box - How the Shipping Container Made the World Smaller and the World Economy Bigger, (Levinson)

The Everything Store: Jeff Bezos and the Age of Amazon (Brad Stone) - a great business page turner

The Great Divide (Professor Joseph Stiglitz) - one of the classic critiques of globalisation

The Great Escape (Professor Angus Deaton) - a broad sweep of economic history and poverty reduction

The Undoing Project: (Michael Lewis) - Tracks the birth of behavioural economics, Kahneman and Tversky

Thinking Fast and Thinking Slow: (Professor Daniel Kahneman) - the classic Kahneman epic on psychology

Upstarts: How Uber and Airbnb are changing the world (Brad Stone) Follow up to his work on Amazon

What Money Can't Buy: The Moral Limits of Markets (Michael Sandel) - Pure PPE bliss

Who Gets What - And Why: Understand the Choices You Have; Improve the Choices You Make (Al Roth)

Why Information Grows: The Evolution of Order, from Atoms to Economies (Cesar Hidalgo) - challenging

World of Three Zeroes (Muhammad Yunus) - new book from founder of the Grameen Bank

Independent Study

Consolidating notes using the knowledge books

Complete and mark past papers using resources from the exam board websites

Reading: See updated reading lists

Microsoft Teams: Comprehensive set of resources which includes past papers, mark schemes, knowledge books and quizzes

Websites

www.tutor2u.com, www.economicsonline.co.uk and www.economicshelp.org are free one stop economics information gateways for students and teachers. In particular, they contain a considerable amount of economic data relating to a large number of countries as well as extensive theory and revision notes.

Other Useful Websites

The following websites are excellent for up-to-date articles and economic data.

BBC - www.bbc.co.uk

UK Treasury - www.hm.treasury.gov.uk

The Bank of England - www.bankofengland.co.uk

The Office for National Statistics - www.ons.gov.uk/welcome.htm

A-Level English Language

Entry Requirements: GCSE 6 or above in English Language and 5 in English Literature.

Exam Board: AQA

Subject Leader: Mrs C Law claw@taptonschool.co.uk

Main Syllabus Area:

Students will focus on three areas of language study; Language, the Individual and Society, Language Varieties and Change and Language in action. Within these topics they cover a range of data and a variety of extracts. Text types could include magazines, social media, text messaging and adverts. They will also complete a Language Investigation.

Method of Assessment

Students will be assessed by two written examinations, each worth 40% of the final A-Level grade and an Investigation worth 20%.

Qualities Required

You must enjoy reading and have a genuine interest in the use of English in a variety of contexts and genres, with a willingness to extend and develop your range. You will need well established writing skills, an open mind and a willingness to enter into debate and discussion. You will need to be able to manage a demanding workload.

Links with other subjects

English Language provides an excellent complement to Arts, Performing Arts and Social Sciences. As a discipline which demands rigorous analytical and fluent communicative skills, it enhances all Post 16 study.

Career Prospects

This course is particularly suitable for those students who wish to study English, Linguistics or English Studies in Higher Education. It offers a wide range of options with or without a degree: Law, Accountancy, Media, Banking, Local Government, Civil Service, Personnel / Human Resources, Journalism - and Teaching.

Extension and Enrichment Opportunities

Conferences, Lectures, Visiting Speakers, Workshops.

Reading List

Y11s preparing for A-Level:

Into the Woods: How Stories Work and Why We Tell Them by John Yorke
A Little Book of Language by David Crystal
How Language Works by David Crystal
English Accents and Dialects by Hughes, Trudhill and Watt
Teentalk - The Language of Adolescents by Taglimonte
Radio 4 Word of Mouth podcasts

Autobiography:

The Long Walk to Freedom by Nelson Mandela

Wild Swans by Jung Chang

Y13s preparing for degree Level:

Begin brushing up on general grammar rules (e.g. knowing tenses, being able to classify words easily). This is an expectation of most courses.

Contemporary Stylistics: Language, Cognition, Interpretation (Edinburgh Textbooks on the English Language - Advanced) (paperback) by Alison Gibbons (Author), Sara Whiteley (Author)

Anything by Fairclough / M.A.K Halliday / David Crystal

Do consider browsing the recently released resources from Eton College that will prepare you well for further study in English <https://etonx.com/uk-schools>

Independent Study

AQA Website for past papers and mark schemes:

<https://www.aqa.org.uk/subjects/english/a-level/english-7702/assessment-resources?secondaryResourceType=Question+papers%3BMark+schemes>

David Crystal: Stories of English (and other David Crystal books in library)

Bill Bryson: Mother Tongue

YouTube channel: 'Sprouts' for Ao2 concepts and ideas

TED Talks: Lera Boroditsky, Jassa Ahluwalia

BBC Sounds podcast: The Language Doctor

Spotify podcast: An Overview of English Literature

A-Level Fashion and Textiles

Entry Requirements: 5 in Textiles or Art and Design or a visual portfolio demonstrating textile or artwork of a GCSE grade 5 standard, and a grade 5 in GCSE Maths.

Exam Board: AQA

Subject Leader: Mrs K Pilarek kpilarek@taptonschool.co.uk

Fashion and Textiles inspires students to solve realistic design problems in a creative and independent way, and in doing so gain an in-depth knowledge of what constitutes both the function and aesthetics of a Fashion garment or Textile product.

This course provides students with an understanding of the economic, social, aesthetic and political issues of fashion and design and how these affect Textile products and Fashion trends both today and over the last 130 years on design.

Year 12:

Theory and technical understanding:

Students will spend 2-3 hours a week learning technical theory which will be assessed during the A-Level examinations in year 13, as well as in the NEA coursework.

Year 12 learning includes:

- The properties of fibres and fabrics
- Components and trimmings
- Testing of fibres and fabrics
- Target markets and the marketing of Fashion products
- Ergonomics and anthropometrics
- Product Analysis
- Fashion illustration and communication
- CAD/CAM
- History of Fashion and History of Design
- An understanding of how socio-economic trends, such as music or film impact fashion and costume design.
- Application of colour
- E-Textiles and Smart materials
- Sustainability and the environmental and social impact of textiles

Coursework in Year 12:

Students will spend 2-3 hours of lesson time a week working on coursework and project-based work, developing skills for Year 13 NEA.

These projects include:

- Children's partywear with an emphasis on creativity and decorative techniques.
- Corsetry deepening knowledge of pattern cutting and development as well as garment construction.

A-Level Specification Content:

Paper 1 Technical Principles 2 1/2 hours

2-hour exam on technical, design and making principles.

To include

- Testing of Textile Products

- . Further design and illustration methods
- Use and representation of data
- CAD/CAM
- Efficient use of materials and waste minimisation
- Health and Safety
- Sustainability
- Copyright and Patent
- Marketing and Promotion
- Fashion cycles
- Designers and design movements from 20 and 21st century
- Fashion and trends
- Product analysis
- Accuracy and the use of mathematics in industry
- The work of BSI and ESO

Paper 2 Designing and Making Principles 1 ½ hours

- Yarn production
- Knitted fabrics and garments
- Blending of fibres
- Construction methods
- Fastenings
- Weaves
- Finishes
- Technical and smart textiles
- Production methods
- Pattern drafting and prototypes

NEA (Non-Exam Assessment-coursework) worth 50% of A-Level mark

To be produced as a portfolio of written or digital evidence, of a product of your choosing. Students explore a context of their choice to solve a real-life design problem through an iterative design project.

Past projects have included:

- Japanese design and the influence on modern day outerwear
- Royal wedding dresses, rules and modern-day trends.
- Botanicals and their continued revival in fashion over the last 50 years.

Qualities Required

An interest in fashion design, current trends, historical fashion, and an eye for design. You need to enjoy coursework and the success of creating useful and beautiful pieces of design, this may be a fashion piece or other textile item. Sketching and construction skills are important and numeracy skills are essential. A good understanding of science is also helpful but will be developed over the two-year course.

Links with other subjects

An excellent complement to Arts, Sciences and Business-related subjects. These subjects can be studied both as a means of developing a whole range of transferable skills or as a distinct route to the professions mentioned below.

Career Prospects

Fashion Buyer; Fashion Journalist; Garment Technologist; Fashion Designer; Trend Predictor; Style Consultant; Fashion Illustrator; Stylist; Interior Designer; Print Designer, Pattern Cutter, Costume designer, Historical fashion re-construction, other design careers such as architecture.

Skills in Textiles compliment the science, Dentistry and Medicine.

Extension and Enrichment Opportunities

London visit - Gallery and museum visit to support History of Fashion knowledge and design theory.

Paris Residential - a 4-day residential to Paris at the end of year 12, this trip supports Primary research for A-Level coursework, visiting a range of Art Galleries, Museums and other tourist destinations.

Visits to exhibitions and places of industrial interest are vital to the understanding of product design. Many links exist between our department and outside agencies and professional help is often sought for project work involving state of the art industrial processes.

Reading List

Textbook: AQAAS/A-Level Design and Technology: Fashion and Textiles Paperback - 23 Feb. 2018 by Amanda Dick (Author), Denise Davies (Author), Pauline Treuherz (Author)

Revision guide: My Revision Notes: AQA A-Level Design and Technology: Fashion and Textiles Paperback - 29 Mar. 2019 by Julie Drake (Author), Kate Bush (Author)

Pattern Development Books

Metric Pattern Cutting for Women's Wear, 6th Edition by Winifred Aldrich • Pattern Magic by Tomoko Nakamichi

- Pattern Magic 2: (Part of the Best-Selling Japanese Inspired Pattern Magic Series) by Tomoko Nakamichi
- Pattern Magic 3: The Latest Addition to the Cult Japanese Pattern Magic Series (Dressmaking, Pattern Design, Sewing, Fashion) by Tomoko Nakamichi

Magazines

- Vogue
- Elle
- Harper's Bazaar
- Films & Documentaries
- McQueen (2018)
- High & Low - John Galliano (2023)
- Westwood: Punk, Icon, Activist (2018)
- Dior and I (2024)
- Alexia Chung: The Future of Fashion (2015)

- The True Cost (2015)
- Period dramas such as Call the Midwife (BBC), Downton Abbey, The Crown - provides historical and contextual references to extend your knowledge.

Independent Study

- Build an interest in fashion, history and the wider world around you by visiting exhibitions, keeping up with the fashion cycles each year, viewing runway shows and making decisions about what you like and dislike within the fashion world and textiles industry.
- Make note of fashion cycles and trend changes in shops and online, as well as using social media to aid your understanding of the textile world by following fashion house pages on Instagram and Tik Tok.

A-Level Geography

Entry Requirements: GCSE Grade 6 in Geography, GCSE Grade 6 in English Language OR Literature, and GCSE Grade 6 in a GCSE Science.

Exam Board: OCR

Subject Lead: Mr A Kennedy akennedy@taptonschool.co.uk

Main Syllabus Areas:

Changing Spaces; Making places: People are at the heart of places, living their lives, forming attachments and making connections. Places are dynamic, multi-layered and the history and culture of a nation can be found in their buildings, public spaces and towns and cities. Our environment includes a wide variety of places, from rural to urban, small streets to megacities and diversity exists not only between but also within all of these places. Changing Spaces; Making Places allows students to look through a local lens to understand regional, national and global issues.

Earth's Life Support Systems: Water and carbon support life on Earth. 71% of the Earth's surface is covered in water however 68% of the freshwater is locked in ice and glaciers. Water is moved and stored beneath our feet and this 30% is critically important to life on Earth. Forests, soils, oceans and the atmosphere all store carbon and yet they are threatened and altered by human activity. This will be examined in detail through the Tropical Rainforest and the Arctic Tundra case studies as well as at a global scale.

Disease Dilemmas: Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them. The causes of disease are often complex and the impacts even more so especially when dealing with these at epidemic and pandemic levels. Continued research into diseases and developments in pharmaceuticals and 'our' understanding of diseases offers opportunities to combat diseases, however unequal access to drugs and information has implications for communities and countries.

Hazardous Earth: Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations. As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated.

Global Connections: Through two overarching themes of global systems and global governance, students will investigate how these shape relationships between citizens, states and organisations around the world. Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability,

growth and development, but which can also be the cause of inequalities, conflicts and injustice.

Landscape Systems: This topic introduces students to the integrated study of earth surface processes, landforms and resultant landscapes. Students will explore how a glacial landscape can be viewed as system; how glacial landforms develop within this landscape and the influences of both climate and human activity on the landscape. As part of our study, we will visit the Lake District for a short residential where we will carry out quantitative and qualitative fieldwork to support the learning in this unit and the fieldwork assessment in the exam.

Method of Assessment

A-Level - all examined papers taken at the end of Year 13

There are three exams at the end of the A-Level course and the independent investigation (coursework).

The topics studied in Y12 as well as those in Y13 will be assessed.

- Physical Systems: 1 hour 45 minutes (24% of the A-Level)
- Human Systems: 1 hour 45 minutes (24% of the A-Level)
- Geographical Debates: 2 hours 30 minutes (32% of the A-Level)
- Independent investigation: (20% of the A-Level – submitted in November of Y13)

Qualities Required

The OCR A-Level Geography course favours an enquiry-based approach which poses challenging questions about the world we live in. Students should demonstrate a keen interest in how places are changed and moulded by the humans which use them and a fascination with the processes and landforms found in the natural world. We also expect our student's to:

- communicate effectively by learning and using technical vocabulary
- commit to independent research and reading around topics
- carry out practical fieldwork in urban and physical settings
- present, analyse and evaluate a range of geographical data

Links with other subjects

Geography combines well with most subjects. Past and present students have combined Geography with a diverse range of other subjects which include the Sciences, Mathematics, English Language, Economics, Languages, History, Psychology and Sociology amongst others.

Career Prospects

The diversity of Geography as an academic subject is one of its great strengths. The Russell Group of universities consider Geography to be a facilitating subject which allows access to a wide range of degree courses. Past students have gone on to study popular degrees such as Medicine, Law, Economics, Architecture, Engineering as well as specialising in the

Sciences. Those who enjoy the Geography AS Level may continue to study the subject at university, perhaps later specialising in either the human or physical strands, or they may opt for a related degree such as Geology, Environmental Science or Geopolitics amongst others.

Beyond university business leaders today value employees who have a wide array of skills, similar to the qualities developed in Geography, but they also seek to appoint people who can understand the global dimension of business in our globalised economy. Geo-located data is now at the centre of many economic decisions so people who understand the spatial extent of data and its applications are highly sought after. See our display board for ideas of a range of possible careers.

Extension and Enrichment Opportunities

As you would expect we offer a range of fieldwork opportunities which include day trips in the local region, a residential in North Wales and for students who wish to attend we arrange a study visit to Iceland every two years. We also have good links with the Geographical Association and have access to their local events and meetings.

Reading List

There is no Planet B: A Handbook for the Make-or-Break Years - Mike Berners-Lee
Feeding the world, climate change, biodiversity, antibiotics, plastics - the list of concerns seems endless. But what is most pressing, what are the knock-on effects of our actions, and what should we do first? Do we all need to become vegetarian? How can we fly in a low-carbon world? Should we frack? How can we take control of technology? Does it all come down to the population? And, given the global nature of the challenges we now face, what on earth can any of us do?

Fortunately, Mike Berners-Lee has crunched the numbers and plotted a course of action that is practical and even enjoyable. 'There is no Planet B' maps it out in an accessible and entertaining way, filled with astonishing facts and analysis.

Factfulness: Ten Reasons We're Wrong About the World- and Why Things are Better Than You Think - Hans Rosling

When asked simple questions about global trends - why the world's population is increasing; how many young women go to school; how many of us live in poverty - we systematically get the answers wrong. So wrong that a chimpanzee choosing answers at random will consistently outguess journalists, Nobel laureates, and investment bankers. In Factfulness, Professor of International Health and a man who can make data sing, Hans Rosling, together with his two long-time collaborators Anna and Ola, offers a radical new explanation of why this happens, and reveals the ten instincts that distort our perspective. It turns out that the world, for all its imperfections, is in a much better state than we might think. But when we worry about everything all the time instead of embracing a worldview based on facts, we can lose our ability to focus on the things that threaten us most. Inspiring and revelatory, filled with lively anecdotes and moving stories, Factfulness is an urgent and essential book that will change the way you see the world.

Beyond the Map: Unruly Enclaves, Ghostly Places, Emerging Lands and our Search for New Utopias - Alistair Bonnett

Geography is getting stranger. Out there, fleets of new islands are under construction and micro-nations are struggling into the light. As new borders and boundaries ebb and flow with increasing speed, it feels as if our old maps are being discarded, redrawn or torn up. Alistair Bonnett uncovers the stories of thirty-nine extraordinary places, each of which challenges us to re-imagine the world around us. From emerging islands, disruptive enclaves and bold utopian visions to uncanny ruins, ghostly tunnels and hidden landscapes - these are destinations that lie beyond ordinary coordinates. A follow on from the critically acclaimed *Off the Map*, this is a timely and fascinating discussion of place, ownership and ideas of state.

The Making of the British Landscape: From the Ice Age to the Present- Nicholas Crane
How much do we really know about the place we call 'home'? In this sweeping, timely book, Nicholas Crane tells the story of Britain. The British landscape has been continuously occupied by humans for 12,000 years, from the end of the Ice Age to the twenty first century. It has been transformed from a European peninsula of glacier and tundra to an island of glittering cities and exquisite countryside. In this geographical journey through time, we discover the ancient relationship between people and place and the deep-rooted tensions between town and countryside. The twin drivers of landscape change - climate and population - have arguably wielded as much influence on our habitat as monarchs and politics. From tsunamis and farming to Roman debacles and industrial cataclysms, from Stonehenge to high-rise and hamlet to metropolis, this is a book about change and adaptation. As Britain lurches from an exploitative past towards a more sustainable future, this is the story of our age.

Adventures in the Anthropocene: A journey to the Heart of the Planet We Made Gaia Vince
We live in epoch-making times. The changes we humans have made in recent decades have altered our world beyond anything it has experienced in its 4.6-billion-year history. As a result, our planet is said to be crossing into the Anthropocene - the Age of Humans. Gaia Vince decided to travel the world at the start of this new age to see what life is really like for the people on the frontline of the planet we've made. From artificial glaciers in the Himalayas to painted mountains in Peru, electrified reefs in the Maldives to garbage islands in the Caribbean, Gaia found people doing the most extraordinary things to solve the problems that we ourselves have created. These stories show what the Anthropocene means for all of us - and they illuminate how we might engineer Earth for our future.

Don't Go There: From Chernobyl to North Korea - One Man's Quest to Lose Himself and Find Everyone Else in the World's Strangest Places - Adam Fletcher

They shouldn't have tear-gassed best-selling author Adam Fletcher. It made him mad. And it made him curious... In this unusual, hilarious travel memoir he sets out on a quest to visit some of the strangest places in the world. There's something he wants to know. Something no-one is telling him. To get the answer he'll enter a Chinese blizzard armed with only a pack of biscuits, ponder the apocalypse in Chernobyl, be chased down by the Croatian police on his way to the newest country in the world, meet the Devil incarnate on a night

bus in Moldova, ruin a socialist mass dance, and come face-to-face with two (dead) dictators in North Korea. But this quest to understand the world (and himself) will also threaten his sanity, safety and relationship to his eccentric girlfriend. Will it be worth it? Don't Go There is packed full of interesting characters, uncomfortable moments, unusual destinations, and British humour from one of the most promising new travel writers of his generation

Independent Study

Now you are an A-Level student it is expected that you will work beyond lessons. Sometimes this will be guided, and specific work will be set by your teacher. Other times you will be guided to further resources and expected to make use of them to extend or consolidate your notes. The best students will not wait to be guided but take responsibility for their own independent study. **At university you are expected to work this way.**

What counts as independent study?

- Left the lesson a little unsure of something? **Go back and speak to your teacher.** Clearing up misconceptions and seeking advice is the simplest form of taking responsibility for your own learning and progress.
- Do you think your class notes are a bit brief? **Get hold of a textbook**, read the content again and add any details you find to be missing to your own notes (some people chose to redraft their notes or type them up). Using a different coloured pen can be a good way to evidence this to your teacher.
- **Visit the websites** recommended by your teacher where you may find additional information which will offer more complexity and depth of detail. This is a habit developed by students who get the A/B grades.
- Often sites like **YouTube** have videos explaining some key concepts and ideas studied in class. Do be careful of them as you may not know the source of the information and sometimes it is not always accurate.
- Are you generally interested in the subject? Then **widen your reading list** to include subscription magazines such as Geography Review (available in the library), Geographical Magazine (published by the Royal Geographical Society), and National Geographic Magazine (Can be a bit science based but often has interesting articles).
- Do you want to test your knowledge? Then **practice past papers** and model exam questions whenever you can. Use the mark schemes to self-assess but also show them to you teacher to check you're on the right track.

How should you evidence your independent study?

We expect you to keep a log of independent study undertaken. You can do so by adding notes to the specification document to illustrate what you have done in relation to each of the subject criteria. We will check here, and we will check the section of the folder where you may include print outs or photocopies of information you have accessed and used. You may also include extra exam questions practiced out of lesson time.

A-Level Government and Politics

Entry Requirements: 5 in an GCSE English Language.

Exam Board: Edexcel

Subject Leader: Mr A Boutle aboutle@taptonschool.co.uk

Main Syllabus Area:

This is a highly relevant course which deals with issues which affect everyone. The course is broken down into three main areas:

UK Politics

Students will gain an insight into the ways in which the British political system works and how politics affects all aspects of our daily lives.

Areas of study include:

- Parliament - is it just a lot of shouting?
- Prime Minister and Cabinet - who runs the country?
- Elections - do they really change anything?
- Constitutional Reform - does the system need changing?
- Participation - why do (or don't) people vote?
- Political parties - what do they believe in?
- Democracy - is it important?
- The United Kingdom - how united is it?

American Politics

Students will gain an insight into how the US political system operates. This will enable students to make a direct comparison with the UK political system.

- Congress - what's the difference between the House and the Senate?
- The President - how powerful is he?
- The Supreme Court - will it abolish the death penalty?
- Elections - why did Trump win and Clinton lose?
- US Civil Rights - how well protected are the rights of US citizens?
- Constitution and Federalism - what powers do the States have?
- Pressure Groups - enhancing or destroying democracy?
- Political Parties - do they mean anything in the USA?

Political Ideas

Students will explore the three traditional political ideas of conservatism, liberalism, socialism and feminism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

Method of Assessment

A-Level - three exam papers

1. UK Politics and Core Political Ideas (2 hours)
2. UK Government and Optional Political Ideas (2 hours)
3. Comparative Politics - USA (2 hours)

Qualities Required

Students do not need to have studied politics before but an interest in current affairs is essential. Students also need to be willing to join in discussion and to keep up to date with contemporary political developments.

Links with other subjects

Politics complements and combines well with History, English, Sociology, Economics, Geography and Psychology but many students also choose it to provide a contrast to A-Levels in Mathematics and Science.

Career Prospects

Politics develops the skills of enquiry and analysis as well as the ability to debate an issue and construct a balanced argument. These skills provide an excellent foundation for a wide range of careers, for example law, journalism, the media, administration and management.

Extension and Enrichment Opportunities

- Political Hustings.
- Debating Opportunities and competitions with other schools
- Workshops with University of Sheffield's Department of Politics
- Trip to Houses of Parliament.

Reading List

There isn't an easy set of reading suggestions, as Government and Politics changes rapidly and things become out of date straight away. If you want an overview of all of the topics we cover, the Edexcel textbook from 2019 is an excellent overview of the knowledge you need: **"Pearson Edexcel A-Level Politics", edited by Sarra Jenkins, John Jeffries and David Tuck.**

If you want to really go above and beyond, here are a few suggested titles to read around different areas of politics we study or may interest you:

UK Politics:

How Westminster Works (and why it doesn't) by Ian Dunt

Why Politics Fails by Ben Ansell

Held in Contempt by Hannah White

The Prime Ministers edited by Iain Dale

Code of Conduct by Chris Bryant MP

Politics on the Edge by Rory Stewart

The Prime Ministers: Reflections on Leadership from Wilson to May - Steve Richards

The Making of Modern Britain - Andrew Marr

US Politics:

American Caesars - Nigel Hamilton

The People's History of the United States - Howard Zinn

The Nine: Inside the Secret World of the Supreme Court - Jeffrey Toobin

Political Ideas:

The Communist Manifesto - Karl Marx and Friedrich Engels

Reflections on the Revolution in France - Edmund Burke

On Liberty - J S Mill

World Politics:

State of Africa - Martin Meredith

Prisoners of Geography - Tim Marshall

Guns, Germs and Steel - Jared Diamond

Modern China: A Very Short Introduction - Rana Mitter

TV and Film Recommendations:

The West Wing

Madam Secretary

Designated Survivor

Yes Minister/Yes Prime Minister

The Thick of It

In the Loop

House of Cards

Last Week Tonight with John Oliver

Have I Got News for You

The Mash Report

Scandal

All the President's Men

Independent Study

Below are some of my recommendations for ways to keep up to date with politics:

Websites	Podcasts	Email updates
<p>News apps - BBC, Sky and Guardian all have excellent free news apps.</p> <p>Broadsheet newspapers are all worth reading regularly - Times, Telegraph, Guardian, Independent, New York Times (some have paywalls).</p> <p>There are also good news websites from political magazines, like the New Statesman, the Spectator, the Atlantic and Foreign Affairs.</p> <p>There are some other good news websites, like Buzzfeed, Huffington Post or Slate. All of these are also available in print form.</p>	<p>The Rest is Politics Electoral Disfunction Not Another One New Statesman Politics Times Red Box Inside Briefing The Edition (Spectator Radio) Guardian Politics</p> <p>Pod Save America SlowBurn Throughline</p> <p>Political Thinking</p> <p>Today in Focus</p>	<p>There are a number of places where you can sign up to email newsletters - these are an excellent way of following the news. They will give you a summary of the key news, along with links to some of the best writing that day. My personal favourites are:</p> <p>London Playbook by Politico</p> <p>Morning Call by the New Statesman Evening Blend by the Spectator</p> <p>On Politics by the New York Times Atlantic Daily by the Atlantic Red Box by the Times Inews Daily by The i Paper.</p> <p>There are also a number of excellent political substacks available, such as Political Calculus, Comment is Freed or The Swingometer.</p>

A-Level History

Entry Requirements: History GCSE Grade 6 and 5 in GCSE English Language.

Exam Board: OCR

Subject Leader: Mr A McAuley amcauley@taptonschool.co.uk

Main Syllabus Area

Unit 1 - England 1547-1603: the later Tudors

Enquiry topic: Mid Tudor Crisis, 1547-1558

- The stability of the monarchy - Edward VI and Mary
- Religious changes
- Rebellion and unrest

British period study

- Elizabeth and religion
- The nature of Elizabethan monarchy; Government and Parliament
- Elizabeth's management of financial, economic and social affairs
- Elizabeth's later years, 1588-1603

Unit 2: Non-British Period Study

Democracy and Dictatorships in Germany 1919-1963

- The establishment and development of the Weimar Republic: 1919-Jan 1933
- The establishment of the Nazi Dictatorship and its domestic policies Feb 1933-1939
- The impact of war and defeat on Germany: 1939-1949
- Divided Germany: The Federal Republic and the DDR 1949-1963

Unit 3: Thematic Study and historical interpretations

Civil Rights in the USA 1865-1992

Key topics

- African Americans
- Trade Union and Labour rights
- Native American Indians
- Women

Depth Studies

- Civil rights in the 'Gilded Age' c.1875-c.1895
- The New Deal and civil rights
- Malcolm X and Black Power

Method of Assessment

A-Level -all examined papers taken at the end of Year 13

Paper 1 - 25% (1 hour 30-minute exam)

Paper 2 - 15% (1 hour exam)

Paper 3 - 40% (2-hour 30 exam)

Topic based essay (coursework) - 20% (completed during Year 13)

Qualities Required

A genuine love of History, an enquiring mind and good literacy skills.

Links with other subjects

History combines well with any subject, but especially English, Economics, Geography, Politics, Sociology and Languages. It also makes an excellent contrast with Mathematics and Science subjects.

Career Prospects

History is a good foundation subject for many degree courses across a wide range of subjects including Law, Business Studies, Economics, Social Policy, Philosophy, Social Sciences and Educational Studies. A History degree is good preparation for a wide range of occupations, for example, journalism, marketing, personnel, public service, law, advertising, insurance, teaching or museum work.

Extension and Enrichment Opportunities

We have good links to the University's History Department and this allows us to engage with a range of enrichment activities through them. We offer a study visit to Berlin in the summer term of Year 12.

Reading List

Thinking of continuing to KS5:

The Tudors : A Very Short Introduction - John Guy

OCR A-Level History England 1485-1603 - Nicholas Fellows & Mary Dicken

OCR A-Level History Democracy & Dictatorships in Germany 1919-1963 -Nicholas Fellows

Access to History: Democracy & Dictatorships in Germany 1919-1963 for OCR 2nd Edition
- Geoff Layton

Access to History: Civil Rights in the USA 1865-1992 for OCR 2nd Edition - Nicholas Fellows
& Mike Wells

OCR A-Level History Civil Rights in the USA 1865 - 1992 - David Paterson

Y13

History: A Very Short Introduction (2000)- John Arnold

Common People: The History of an English Family (2015) - Alison Light

The Making of the English Landscape (1955) - W.G. Hoskins

The Return of Martin Guerre (1983) - Natalie Zemon Davis

Independent Study

Blog Post

<https://manyheadedmonster.wordpress.com/2017/06/15/what-should-prospective-history-students-read-over-the-summer/>

Two essays (freely available online): An Image of Africa - Racism in Conrad's Heart of Darkness - Chinua Achebe

How to Write About Africa - Binyavanga Wainaina

A-Level Music

Entry Requirements:

- Route 1: GCSE grade 6 in Music
- Route 2: To have passed both Grade 5 Theory AND Grade 5 in an instrument/voice.

Exam Board: AQA

Subject Leader: Mrs G Threlfall gthrelfall@taptonschool.co.uk

Overview

The Music course is designed to encourage students to study all styles and genres of music through developing the skills of performing, composing and appraising.

Tapton music department is a vibrant, busy and exciting place to immerse yourself in the subject and gain expert tuition, whilst mixing with like-minded people. Our lessons are taught in fun, engaging and practical ways, and we challenge our pupils to achieve at the highest level. We offer a thorough traditional grounding in music theory and compositional techniques and believe in preparing our pupils for the advanced skills required to study music in further education. We are passionate about music - come and join us!

Specification

The AQA specification has three components:

- **Component 1: Appraising Music** (40%) - An exam comprising of three sections: listening (56 marks); analysis (34 marks); essay (30 marks). At Tapton we focus on the following areas of study: Baroque Solo Concerto, Romantic Piano Music, Music for Theatre, and 20th Century Art Music.
- **Component 2: Performance** (35%) - Solo and/or ensemble performing on an instrument, voice or through the use of music technology. Pupils record a total of 10-12 minutes' worth of music.
- **Component 3: Composition** (25%) - Pupils complete 2 compositions. Composition 1 is a composition to a brief and at Tapton we explore advanced harmonic techniques through the study of Bach Chorales, and composition 2 is a free composition.

Why study music at Tapton?

Music is part of the fabric of the school and we have hundreds of musicians having lessons and taking part in our weekly ensembles. We have proven exam success, and we work hard to deliver a rigorous learning experience and ensure all pupils achieve their best. We run a number of trips throughout the course, we have a large number of extra-curricular ensembles you can join, and we have an extensive concert programme with a wide range of opportunities for you to be involved. Our students regularly progress to studying music at top conservatoires and universities.

Method of Assessment

- Throughout the course students will take part in peer and self-assessment in order to familiarise themselves with the assessment objectives.

- Staff review work with students on a one-to-one basis regularly, giving support, feedback, and set targets for improvement and progression.
- All units are externally assessed at the end of the course.

Qualities Required

You are passionate about music, enthusiastic, open-minded and willing to learn new skills. You are inquisitive and enjoy listening to and playing music from all eras and genres. You enjoy working as part of a group but can work independently. You are self-motivated, determined and will work hard to ensure you succeed. You understand the need for resilience and have high aspirations.

Links with other subjects

Music involves many transferable skills, not least problem solving, communicating complex ideas and concepts, discipline and self-motivation, teamwork, developing and realising creative audio ideas.

Career Prospects

Each year we have pupils going on to study music in higher education, many at top universities and conservatoires. Music is a language and the skills you learn through studying music are also relevant to all careers. Universities value and recognise that musical training has huge benefits for achieving success in other subjects too. Music offers many areas of employment and is continually growing and changing, from performing, sound production, teaching, musical theatre, music in advertising and composing for film, TV and game, as well as arranging.

Extension and Enrichment Opportunities

Performing within one of our many high-quality ensembles, such as Senior Orchestra, Jazz Band, Brass Band, Wind Band, String Groups, Staff/Student Choir, or engaging in accompanying opportunities. There are also other enrichment opportunities, such as performing in musical productions, either as an actor, singer, or as part of the band/orchestra.

Follow the sound - come and be part of the rich musical heritage that is Tapton Music! If you have any queries, please do not hesitate to contact me at gthrelfall@taptonschool.co.uk

Reading List

Advanced Harmony, Melody & Composition Paperback - 1986 by Paul Sturman
Sturman/dp/0582354412 Grout, D. J., Burkholder, J. P., & Palisca C. V. (2014).

A History of Western Music New York: Harmony in Practice (this is a great exercise book for you to work through). Butterworth/dp/1854728334

Levitin, D. J. (2006) *This is Your Brain on Music: The Science of a Human Obsession*. New York: N.Y., Dutton

<https://www.amazon.co.uk/This-Your-Brain-Music-Understanding/dp/1843547163>

Ross, A. (2009) *The Rest is Noise: Listening to the Twentieth Century*. <https://www.amazon.co.uk/Rest-Noise-Listening-Twentieth-Century/dp/1841154768> Rink, J. (2002) *Musical Performance: A Guide to Understanding*. Cambridge: Cambridge University Press <https://www.amazon.co.uk/Musical-Performance-Understanding-John-Rink/dp/0521788625>

Rink, J. (2002) *Musical Performance: A Guide to Understanding*. Cambridge: Cambridge University Press

Rink, J. (2008) *The Practice of Performance: Studies in Musical Interpretation*. Cambridge: Cambridge University Press.

Grout, D. J., Burkholder, J. P., & Palisca C. V. (2014) *A History of Western Music*. New York: Norton.

Independent Study

- Listen to / watch the following musicals:
Oklahoma
Carousel
Into The Woods
Sweeny Todd
Last Five Years
Parade
Threepenny Opera
Les Misérables
Miss Saigon
(or anything by Rodgers , Sondheim, Kurt Weill, Schoenberg, Jason Robert Brown)
- Keep on top of practicing your instrument and have a go at another composition for fun (you can't practice this enough). **You can download Sibelius First or Musescore for free**

A-Level Physical Education

Entry Requirements Grade 5 or above in Biology or Combined Science, Maths and English Language. Also, a significant level of sporting performance and regular participation in competitive fixtures or competitions.

Exam Board: AQA

Subject Leader: Mrs R Becks rbecks@taptonschool.co.uk

Overview of the Course:

Examination assessment

The following topics will form the examination at the end of Year 13:

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Biomechanical movement
5. Sport psychology
6. Sport and society and the role of technology in physical activity and sport

Non-examination assessment

Pupils will produce a video with their practical/ coaching performance which must show the skills specified by the examination board. They must film a number of competitions/ matches that shows consistency in their performance and ensure the video does their sporting/ coaching ability justice as only what is on the video can be marked.

Pupils will produce a piece of coursework focusing on detailed analysis of themselves as a performer and design an action plan to improve any weaknesses they find. This will be delivered in lesson time and completed at home and be submitted before the examination period begins.

Method of assessment

- Paper 1 and paper 2 will be sat at the end of Year 13 and are both 2-hour examinations. They make up 70% of students total A-Level mark.
- The NEA which includes practical/coaching performance and coursework make up 30% and will be assessed throughout the course with a final deadline of Christmas in Y13.

Qualities Required

Students should be passionate about Sport and PE, enthusiastic and willing to learn new skills and techniques. They should be self-motivated, determined and will work to ensure they succeed.

Academic Qualities

The A-Level course is 85% theory based (examination - 70%, coursework -15%) and students must realise this is a very academic course. Students should have a love for sport and exercise and be interested in all aspects of sport and physical education. They need to be well organised and be willing to work hard outside of lessons.

Sporting Performance and Participation

It is essential students are regularly training/competing/coaching in a sport of their choice. Students will be expected to independently gather video evidence against the practical coursework assessment criteria to support their mark. All video evidence must show students showcasing a number of skills in a full competitive situation.

Links with Other Subjects

Biology, Physics, Psychology, Food Technology, Sociology and History.

Career Prospects

Due to the diverse and high academic nature of the course, A-Level PE is a fantastic option to take for many career paths including physiotherapy, biomedical science, sports science courses as well as coaching and teaching degrees. Sport, physical education, health and wellbeing and fitness are all large growth areas and there are a huge number of jobs available in these fields.

Reading List

AQA PE for A-Level - Carl Atherton and Symond Burrows
AQA PE for A-Level Book - Carl Atherton and Symond Burrows
AQA AS Physical Education (2008) P Bevis & M Murray
Revise PE for AQA (2010) D Roscoe, B David, J Roscoe
AQA Physical Education (2009) K Bizley

Independent Study

Journals:

- Journal of Sports Sciences
- Journal of Sport & Social Issues
- All sports magazine will offer a view on performing, coaching, science, current issues or history of sports

Websites:

- YouTube - Sports biographies and 'Day in the Life of...' programmes give an excellent insight into the world of the elite athlete
- www.mypeexam.com
- www.sportengland.org
- www.brianmac.co.uk
- NGB websites e.g. The FA www.thefa.com ,The RFU www.rfu.com etc

A-Level Sociology

Entry Requirements: 5 in English Language

Exam Board: AQA

Subject Leader: Miss B Walker bwalker@taptonschool.co.uk

Why Study Sociology?

Sociology is about the study of societies: how they work and how they change. You will learn how societies shape people's ideas and behaviour, as well as the ways in which people can shape their societies. You will have the chance to reflect on your own experience of the world around you through the thought-provoking topics we explore and via regular class discussion. Sociology helps you to develop a number of important skills which will help prepare you for further study and/or a career.

Topics Covered at A-Level:

Unit 1: Education, Methods in Context, Theory and Methods

Key questions include: To what extent does education reduce or reproduce social class, gender, and racial inequality? How do processes within school impact student experience and identity? What methods can sociologists use to research society and more specifically, the education system?

Unit 2: Families and Households, Beliefs in Society

Key questions include: What functions does the family perform? Are gender roles within the family equal in our current society? Is religion on the increase or decrease? What is the difference between denominations, sects, and cults?

Unit 3: Crime and Deviance, Theory and Methods

Key questions include: Why do individuals break the law? How successful is the criminal justice system in preventing and punishing crime? Is human action a consequence of society? To what extent is sociology a science?

Method of Assessment

A-Level: Unit 1 Education, Methods in Context, Theory and Methods: 2hr Exam

Unit 2 Families and Households, Beliefs in Society: 2hr Exam

Unit 3 Crime and Deviance, Theory and Methods: 2hr Exam

Qualities Required

Students need an open mind, a curiosity about current social issues, and an ability to critically question the world around them.

Links with Other Subjects

Sociology is a Social Science and therefore combines especially well with other Social Sciences, Arts and Humanities subjects. For example, students often combine Sociology with: Psychology, Politics, English, History, Geography, Art, Business, and Economics.

Career Prospects

This course provides students with a number of transferable skills which equip them for a very wide range of degrees and careers; students are better able to express their views, present balanced arguments, and draw meaningful conclusions.

Many of our students go on to Higher Education to study a diverse range of degrees, from Sociology itself, to Criminology, Psychology, Geography, Law, Business, Media, English, Education, Social Policy, Social Work, etc.

Other students who have pursued a career at 18 have gone to work in Insurance, Law, Administration, the Police, etc.

Extension and Enrichment Opportunities

We run a very well attended social science discussion group, where students can lead discussions about contemporary social science research through books, podcasts and documentaries. We also seek opportunities for students to visit universities and attend lectures and talks by researchers, authors and other professionals.

Suggested Reading for Sociology:

- *Sociology: A Very Short Introduction* (1999) by Steve Bruce. This is a small and manageable introduction to the subject.
- *The Sociology Book: Big Ideas Simply Explained* (2015) published by Penguin Random House. This is a visual and bitesize summary of the key theories, concepts, and thinkers within Sociology.
- *Natives: Race and Class in the Ruins of Empire* (2018) by hip-hop artist Akala. This explores how racism and class inequality shape life in Britain.
- *Toxic Childhood: How the Modern World is Damaging Our Children and What We Can Do About It* (2006) by Sue Palmer. This explores the ways in which technology, fast-food, and celebrity culture have impacted childhood today.
- *Everyday Sexism* (2014) by Laura Bates. This assesses the extent of gender inequality in many areas of today's society, from the media, to politics, education, and parenthood.
- *'Chavs: The Demonization of the Working-Class'* (2020 edition) by Owen Jones. This is a critical exploration of the ways in which the working-class are presented in both media and politics.

- *'Gang Leader for a Day'* (2008) by Sudhir Venkatesh. This study of criminal networks in Chicago shows how sociologists can choose to immerse themselves in the lives of their participants to better understand their behaviours.
- *It's Not About the Burqa* (2020) edited by Mariam Khan. This is a book of essays written by Muslim women to challenge islamophobia and misogyny.
- *The Communist Manifesto* (1848) by Karl Marx. This is a classic text which examines class struggle within the capitalist system, providing readers with a solid introduction to Marxist theory.
- *AQA A-Level Sociology Books One and Two* (2022) by Webb, Westergaard, Trobe and Townend. These are the two main textbooks we use throughout A-Level Sociology.

Independent Study

Suggested Podcasts for Sociology:

- *Antisocial* with Adam Flemming on BBC Radio 4. This explores divisive social issues through a respectful dialogue between individuals with opposing views on a given topic.
- *Thinking Allowed* with former Sociology professor Laurie Taylor on BBC Radio 4. This delves into new social science research to help us understand how society functions.

Suggested Documentaries for Sociology:

- *Grenfell: Uncovered* on Netflix.
- *Swiped: The School that Banned iPhones* on All4.
- *The Most Hated Family in America* with Louix Theroux on BBC iPlayer.
- *Stacey Dooley Sleeps Over: Open Marriage* on BBC iPlayer.
- *Jonestown Paradise Lost* on YouTube.
- *The Shipman Files: A Very British Crime Story* on BBC iPlayer.

Content Warning: Please be aware of the potentially sensitive nature of many of these books, podcasts, and documentaries.