Art

Advanced Level

Art is a visual object or experience consciously created through an expression of skill or imagination. The term art encompasses diverse media such as painting, sculpture, printmaking, drawing, decorative arts, photography, and installation. The various visual arts exist within a continuum that ranges from purely aesthetic purposes at one end to purely utilitarian purposes at the other.

Exam Board: OCR

Subject Leader: Hayley Harris

Year 1

Component 1

Personal Investigation

60% of A Level

The Personal Investigation element of the course:

This is a practical unit with written elements (ranging between 1000 and 3000 words) in which you are expected to develop your research on an artist, idea or issue leading towards a final piece. This unit requires first-hand experience of the work of an artist either through a gallery visit, appointment with a curator or an interview with the artist.

Year 2

Component 2

Externally set assignment

40% of A Level

The examination component of the course:

The preparatory work, research and final piece will form a total presentation to meet the assessment criteria. Each question paper will consist of a choice of twelve questions to be used as starting points. Students will be provided with examination papers on 1 February, students are required to select one. Art and preparatory work should be presented on mounted sheets, design sheets, models or consist of maquettes.

Typical lesson activities involve researching your chosen theme, developing your skill base in a range of media, techniques and processes, student presentations and critiques, and analysis of your own (and the work of others) to explore ideas

Progression

Careers that require creative thinking and originality generally require art foundation subjects but can also be accessed directly following A levels. These are architecture, art history, art therapy, advertising and marketing, fashion, fine art, graphics, interior design, illustration, jewellery, landscape architect, occupational therapy, print-making, textiles, theatre design and three-dimensional design.

Visit thomasadams.net for more information

Biology

Advanced Level

Biology is the study of life, playing a crucial role in our everyday existence. Advances in new technologies, such as recombinant DNA and genomics have made this subject more interesting than ever. We study the processes of life from complete organismal functioning, through to the organisation of cells into tissues and organs, and cellular and molecular interaction.

Exam Board: OCR

Subject Leader: Catherine Sheffield-Kelly

Year 1

Module 1 – Development of practical skills in biology

Module 2 – Foundations in biology

Module 3 – Exchange and transport

Module 4 – Biodiversity, evolution and disease

Practical Skills in Biology 1

The teaching of practical skills is integrated with the theoretical topics and assessed as part of the A Level examinations, together with PAG tasks that will be carried out throughout the course.

Biology is a science subject, so practical work is an important part of the course. You will develop essential knowledge and understanding of different areas of Biology and how they relate to each other.

Year 2

Module 5 – Communication, homeostasis and energy

Module 6 – Genetics, evolution and ecosystems

Both units are assessed by formal written examination

Biological processes 2 hours 15 minutes 37% of total A level
Biological diversity 2 hours 15 minutes 37% of total A level
Unified biology 1 hour 30 minutes 26% of total A level

Practical Skills in Biology 2

The teaching of practical skills at A level is integrated with the theoretical topics assessed as part of the A level examinations, together with PAG tasks that will be carried out throughout the year.

Theoretical Biology is supported by practical demonstrations and student practical activities. Students undertake formal practical assessments (PAGs) throughout the course to demonstrate a range of practical skills. Practical activities include the use of microscopes, dissections and even the amplification of DNA using our newly acquired PCR machines, which are an exciting addition to the department. This will enable our students to develop the kind of practical skills that would previously have been limited to those continuing with Biology to degree level and beyond.

Progression

With a qualification in Biology you could go on to Further or Higher Education, studying Biology itself or one of the other sciences or related subjects; or work in science-based industry such as biotechnology, genetic engineering or forensic sciences. Students intending to study biological or environmental sciences at degree level are strongly advised to take A level Biology, and it is essential for those intending to read pharmacy or subjects in the medical field.

Visit thomasadams.net for more information

Business Studies

Advanced Level

"Being good in Business in the most fascinating kind of art. Making money is art and working is art and good Business is the best art." Andy Warhol

An A Level in Business Studies will introduce you to the ever changing world of Business. Over the 2 years you will develop transferrable skills and knowledge which will set you up perfectly to run your own business, work for a large global organisation or progress onto a wide choice of courses at University.

Exam Board: AQA

Subject Leader: Amy Glover

Year 1

Business Opportunities

You will cover what businesses do, their size and legal structure and their objectives; external influences of the market, interest and exchange rates, taxation, technological change and legal, social, cultural, political, environmental, moral and ethical influences.

Business Functions

You will take a more detailed look at aspects of Marketing, Accounting and Finance, Human Resource Managements and Production Techniques. This will allow you to see the complex relationships that can occur within the internal mechanisms of a business.

Year 2

Business Analysis and Strategy

This unit focuses on the techniques used by Businesses to assess and analyse their performance and how this data is used to develop future strategies. You will develop qualitative analytical skills which will be transferable to a whole host of other subjects and careers.

Business in a Changing World

This unit brings together the content learnt on the rest of the course and considers the ever changing, global marketplace in which businesses now operate. This unit will touch upon complex ideas and concepts which can influence the strategy of a business and looks at the strategies used to make key decisions.

In Business Studies you will be taught using a wide range of engaging approaches to learning which are designed to provide an understanding of the topic as well as develop the ability to recognise, analyse and evaluate problems. You will regularly take part in discussion and group work, as well as use a variety of innovative ICT techniques to support your learning.

Progression

Business is all around us. The principles, concepts and skills that will be learnt on this course, will set you up perfectly for a variety of different post 16 pathways. Business related courses are some of the most popular in the UK, and if you're not going onto University, then chances are you will be considering an apprenticeship or job in a business of some description.

Visit thomasadams.net for more information

Chemistry

Advanced Level

Chemistry is the study of the elements and their compounds. It is a science subject, so practical work is an integral and important part of the course. You will develop essential knowledge and understanding of different areas of chemistry and how they relate to each other. The aim is to develop interest in, and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry.

Exam Board: OCR

Subject Leader: Rachel Wycherley

Year 1

Module 1
Development of practical skills in chemistry.
Students experience a wide range of practical skills which contributes towards the Practical Endorsement.

Module 2
Foundations in chemistry.
This module provides students with an understanding of the important chemical ideas that underpin the study of A Level Chemistry.

Module 3
Periodic table and energy.
Inorganic and physical chemistry, the applications of energy use to everyday life and industrial processes, and current environmental concerns associated with sustainability.

Module 4
Core organic chemistry.
Introduces core organic chemistry and its applications to everyday life.

Year 2

Module 5
Physical chemistry and transition elements
This module extends the study of energy, reaction rates, equilibria and the periodic table.

Module 6
Organic chemistry and analysis
This module extends students' knowledge of organic chemistry and introduces modern analytical techniques.

1 exam assesses modules 1,2,3, and 5 (37%)
1 exam assesses modules 1,2,4 and 6 (37%)
1 exam assesses all modules 26%

Students complete a range of practical skills and maintain a lab book for their A level to achieve the practical endorsement

Theoretical chemistry is supported by practical demonstrations and student activities

Progression

With a qualification in Chemistry you could go on to Further or Higher Education, studying Chemistry itself or one of the other sciences or related subjects; or work in science-based industry such as biotechnology, chemical engineering or materials sciences. Students intending to study biological or environmental sciences at degree level are strongly advised to take A level Chemistry, and it is essential for those intending to read pharmacy or subjects in the medical field.

Visit thomasadams.net for more information

Computer Science

Advanced Level

Computer Science is an exciting, new subject which encourages students to think creatively, logically and critically and to develop advanced problem solving skills. Students choose to study Computer Science because they are passionate about computers and want to learn about programming, computer architecture, communications and networking as well as many other areas. Computer Science allows students to develop a working knowledge of the technologies and principles behind modern computer systems.

Exam Board: OCR

Subject Leader: Marc Howlett

Year 1

Component 01: Computer Systems
(40% of the A Level grade)

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also deal with areas such as software development, data types, databases, networks, compression and legal and ethical issues. This unit is assessed through a written paper, sat at the end of Year 13, where students will be tested upon their ability to recall knowledge and understanding of the topics taught.

Component 02: Algorithms and Programming
(40% of the A Level grade)

This unit relates principally to the problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01. Students will learn to describe what is meant by computational thinking, understand the benefits of applying computational thinking to solving a wide variety of problems, understanding the principles of solving problems by computational methods, be able to use algorithms to describe problems and be able to analyse a problem by identifying its component parts. This unit is assessed through a written paper, sat at the end of Year 13.

Year 2

Students will complete the remaining sub-topics from Components 1 and 2 before commencing the programming project.

Component 03: Programming Project
(20% of the A Level grade)

Students will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking learnt throughout components 01 and 02 to a practical coding problem. This unit is assessed through a written report, completed in Year 13, evidencing the project undertaken by the student. This report is internally marked and then external moderated by OCR.

In Computer Science lessons the learning that takes place will include formal teaching, classroom discussion and practical applications of key skills. In Year 13 a number of the lessons are dedicated to putting into practice the skills learnt in class through the completion of a Computing project.

Progression

The A Level in computer science gives students a wide choice of progression options into further study, training, or relevant employment. Students who successfully complete the qualification will be well equipped to move onto degrees and BTEC Higher National Diplomas in subjects such as Computer Science, Software Engineering, Computer Networking, Computer Games Design and Computer Security. The qualification will also well equip students for careers in areas such as computer programming, web development, database development, network administration/management and Software Engineering.

Visit thomasadams.net for more information

Drama & Theatre Studies

Advanced Level

The A Level Drama and Theatre Studies qualification is designed to enable you to acquire a knowledge and understanding of the language of drama and theatre, as well as develop your performing and analytical skills. In the first year the focus is on developing skills and expanding knowledge in preparation for the two practical examinations and one written paper in Year 2. You will devise your own piece of theatre, study set texts and perform from scripts, testing intellectual, creative and practical skills at a higher level. You must be able to rise to the challenge of advanced skills in practical and written work.

Exam Board: Pearson Edexcel

Subject Leader: Sarah Carter

Component 1: Devising (40% of qualification)

Students use an extract from one text and a practitioner as a stimulus to create a devised performance, rehearsing and refining their performance/design realisations for an assessed performance.
They record and evaluate the exploration and rehearsal process of creating their devised performance, as well as the final performance.

Assessment
Creation of and participation in group devised performance as performer or designer.
Individual portfolio.

Component 2: Text in performance (20% of qualification)

Students prepare through exploration and rehearsal and participate in, as performer or designer, both a monologue/ duologue and a group performance.

Assessment
Participation in monologue/ duologue and group performance.

Component 3: Theatre makers in practice (40% of qualification)

Students are audience members for live theatre performances. They make and refine notes on the Performance, analysing and evaluating the work they have seen. Students practically explore a chosen set text from a selection offered by the examination board. Students practically explore a second set text. For this text, students create a director's concept for a re-imagined production of the play.

Assessment
Written examination:
Section A: Live theatre evaluation
Section B: Page to Stage: Realising a Performance Text
Section C: Interpreting a Performance Text

Students will participate in group and individual practical activities and must have the confidence to perform in front of others. They will also undertake analytical work on texts in group discussion.

Progression

Drama is an excellent spring-board onto many arts-related degree courses, as it develops many transferable skills, as well as subject-specific knowledge and techniques. The skills acquired in the subject, such as communication skills, confidence, teamwork and time management are also essential in nearly every career. Those wishing to continue with the subject can move on to degree courses or BTEC courses in performance at colleges of further education, universities or specialist drama schools.

Visit thomasadams.net for more information

English Language

Advanced Level

In the new English Language specification, we will teach you how to analyse texts, both spoken and written. These will range from texts you come across every day to literature and texts from the past. The skills taught in this A level build on those taught at GCSE English, developing creative and critical approaches. Successful English Language students are curious, independent and enjoy contributing to discussion.

Exam Board: AQA

Subject Leader: Samantha Black

Year 1

In the first year of the course, you will explore different genre conventions, audiences, writers and other contextual factors on the production and reception of texts. Students will also explore language in its wider social and geographical contexts. Students will study varieties of English within the British Isles. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity, such as the impact of social group, gender, occupation and age on language use and attitudes towards language.

Year 2

This course broadens ideas of diversity, and offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wider range of discourses.

Paper 1: Language, the individual and society.
40% of A level
Written exam: 2 hours 30 minutes

Section A – Textual variations and representations
Analysis and comparison of two texts.
Section B – A discursive essay on Child Language development.
This paper introduces students to the study of children's language development.

Paper 2: Language Diversity and Change
40% of A level Written exam: 2 hours 30 minutes
Section A – essay on Diversity or Change
Section B- Language discourses.
Analysis of data linked to topics of Diversity and Change, and a directed writing task linked to the same topics.
Students will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change, and study social attitudes to language diversity and change.

Coursework – Language in action (20% of A level)
Language Investigation
Original Writing and Commentary.

Lessons consist of active approaches, close analysis of data, recording and transcribing spoken texts, workshop approaches to creative writing, analysing your own and others' writing, student presentations and lots of discussion.

Progression

The study of language should support communication on all your A level and university courses. Many of the skills you will learn are transferable to a wide range of career avenues. This course will be especially valuable to a career in: teaching, speech therapy, law, advertising, journalism and the media.

Visit thomasadams.net for more information

English Language

GCSE Level

GCSE English is a one year course which will be delivered in a friendly and encouraging environment. You will be set weekly achievable tasks, with regular feedback letting you know how you are progressing. You will be well supported as try to overcome this often challenging hurdle. Your teacher will discuss this with you and together you will decide your best option to achieve success within the academic year. There will be opportunities to resit in both November and May.

Exam Board: AQA

Subject Leader: Mike Ashley

What will be studied?

GCSE English Language is a one year course during which you will re-cap much of the material covered in secondary school.

The course is 100% examination with 2 papers to be sat.

Paper 1:
Section A assesses reading. A short literacy extract is given with a 4 part question which involves discussion of language techniques, structural ideas and overall understanding of the piece.

Section B assesses writing. A choice of questions are given, asking students to either write a piece of narrative or description.

Paper 2:
Section A again assesses reading, but this time comparatively, with pieces which are modern and written before 1900.

Section B again assesses writing, with a choice of questions that ask students to write persuasively, argumentatively or informatively.

There is great emphasis placed on good spelling, grammar and punctuation.

What attitude is required?

Students taking this course have generally had a knock to their confidence and the main role of the tutors, in the first instance, is to rebuild this.

If you enrol on the course with a Grade 3 from the AQA exam board, you will be given the opportunity to re-take your GCSE English exam in November, so long as you and your tutor feel that you have improved sufficiently to give you a chance of passing with an improved set of exam marks. If this is not the case, or if you have studied another exam board, then you will work towards entry in the summer exam series.

Our expectation is that every lesson will be attended – even if you have attempted the November exam and are awaiting the results to be published.

GCSE English is learnt through a variety of lesson types. Many are discussion based, with written skills a priority. A number of short extracts will be read, but developing writing skills and functional English will form the underpinning of the course.

Progression

GCSE English is essential for your future career prospects and it is a qualification held in high regard by all employers. It is a valuable qualification and if you are intending to go to university to study at degree level, most university courses list it as an entry requirement. If you are thinking of an apprenticeship or a career, then a Grade 4 in GCSE English will certainly improve your future prospects.

Visit thomasadams.net for more information

English Language & Literature

Advanced Level

English language and literature develops your skills as both independent readers, being able to analyse and critique contemporary texts, alongside developing your own creative writing skills. Set texts are modern, relevant and enjoyable. Students must be prepared to read and research independently and give their opinion on a text; write formal and creative essays and analyse conversation and its theories.

Exam Board: AQA

Subject Leader: Helen Jones

Year 1

Paper 1: Telling Stories

Section A: Remembered Places

This section is based on the AQA Anthology 'Paris'. Students will be exploring a wide range of spoken and written texts, analysing the viewpoint of various written pieces and analysing their use of language and structure to inform an audience.
Section B: Imagined Worlds
Analysis based on prose text: 'The Lovely Bones' by Alice Sebold. Students will explore the fantasy genre created by specific narrators, settings and events in a novel.
Section C: Poetic voices
This section is based on a poetry set text - Carol Ann Duffy's 'Mean Time'. Students explore how poetry is used to create people and places within a text and the effect this has on the reader, with particular reference to the view of the poet.

Non-exam assessment: Making Connections
A coursework folder consisting of a personal investigation that explores a specific technique or theme in both literary and non-literary texts. (2500-3000 words).

Year 2

Paper 2: Exploring Conflict

Section A: Writing about society

Recreative task based on a character from the 'The Kiterunner' by Khaled Hosseini, reading and understanding characters and being to convey characters from the novel through their own writing.

Section B: Dramatic Encounters

Analysis of the way conflict is portrayed through the use of language and speech in 'A Streetcar Named Desire'. Students will read and analyse the text as a conversational text.

2½ hour exam. 40% A level.

Paper 1 Revision: Telling Stories

3 hour exam. 40% A level.

You can expect a variety of learning opportunities: some teacher led, a lot of class and small group discussion and individual work. Most work is text based but contextual work is explored through media clips and individual research.

Progression

Many Combined students continue into higher education and the qualification provides a firm foundation for many degree courses. Specific English Combined careers include journalism, law, teaching, publishing, theatre, advertising and marketing, among many others. English Combined plays an important part in everyday life and encourages empathy and understanding of other cultures and beliefs.

Visit thomasadams.net for more information

English Literature

Advanced Level

If you: have enjoyed English lessons in the past; read for pleasure; would welcome a course that allows for a lot of flexibility and individual drive; like the idea of active involvement in lessons that are lively, informal and discussion-based. If you want to join a course which achieves excellent results year after year, then you should consider taking English Literature at A level.

Exam Board: AQA

Subject Leader: Mike Ashley

During the two years, you will study the Literature of Love through the Ages and the Literature of World War I

At the end of the course you will sit TWO written examinations:

Paper 1 : Shakespeare & Poetry

This is a 3 hour, closed book exam worth 40% of the total marks. You will be asked to answer three questions: one passage-based question on ONE set Shakespeare text; one question based on a poem taken from an anthology of Love Poetry provided by the exam board and a choice of prose texts; and a comparative unseen poetry question. Shakespeare texts include: *Othello & Measure for Measure* whilst the poetry is written by a variety of poets writing before 1900. The prose texts include *Wuthering Heights* and *The Great Gatsby.*

Paper 2 : Texts in Context

This will be a 2½ hour, open book examination on World War I and its Aftermath. You will answer three questions: one on a set text such as Journey's End or Oh What a Lovely War; one question on an extract from an unseen text; and one question linking two texts such as Elton's *First Casualty* and the poetry of Wilfred Owen. This is worth another 40% of the A Level.

Coursework

To complete your studies, there is a piece of comparative coursework based on two texts, with a reasonably free student choice. This should be 2,500 words long and is worth 20% of the A Level. Although you will have a broad range of texts to choose from, one of the texts must have been written pre-1900 and both texts must be seen as possessing 'literary merit'.

In English Literature lessons, you can expect a range of approaches, including formal teaching, discussion, debate, individual and group work, oral presentations and practical investigation. Use will also be made of media clips and the internet.

Progression

Many Literature students continue into higher education and the qualification provides a firm foundation for all English degree courses, as well as many other, non-subject-specific courses. English careers include teaching, research work, librarianship, journalism, the media, and writing. In addition, it is recognised that English Literature has a valuable part to play in the social and cultural life of society and is an invaluable foundation for future life.

Visit thomasadams.net for more information

EPQ Extended Project Qualification

Advanced Level

The Extended Project Qualification is a student-driven qualification, giving you the freedom and responsibility to select your own topic. It takes one year to do and can be completed in Year 12 or 13. The project requires 120 hours study time. 30 of these are 'guided learning hours' (GLH) which we deliver as lessons. You will learn techniques in researching, critical thinking, planning, time-management, writing and problem-solving and public speaking.

Exam Board: WJEC

Subject Leader: Tom Cuthbert

You will follow a clearly structured process, during which you plan, research your topic and create a product.

The project can be in one of three formats:

- a research-based written
- report (approximately 5,000 words)
- a production (e.g. charity event, fashion show, sports event,
- website or video)
- an artefact (e.g. a piece of art, a computer game, a realised design)

For both the production and artefact, a 1,000 word essay is required to justify what you have made and the processes that you have been through in order to make it.

Why do an EPQ?

The EPQ is excellent preparation for university courses as it teaches you the basics of independent academic research. It also allows you to indulge your passions. Universities respect the qualification both in terms of offering UCAS points for successful completion and for the skills and abilities you can demonstrate by having done it. It is an AS qualification offering more UCAS points than a traditional AS subject. It is superb content for your university application.

For both Year 12 and 13

You will:

- Choose an area of interest outside your current A level programme of study
- Draft a project title and questions
- Agree with your project supervisor which topic you will investigate
- Plan what research you will need to do
- Perhaps undertake a research trip
- Complete preliminary reading

Then you will:

- Keep records of what research you have planned to do and actually done
- Research your chosen topic
- Plan your essay or create your artefact
- Interview primary sources and consult secondary sources
- Write your report (5,000 words or 1,000 for an artefact or production)
- Prepare and deliver a presentation on your research to a non-specialist audience

We deliver 30 guided learning hours to cover such things as

- time and project management
- research and evaluating
- resources
- report writing and avoiding
- plagiarism
- referencing and creating a bibliography
- presentation skills

You are expected to spend a further 90 hours working on your project – reading, making notes, planning and writing up your production log and essay. This is about two hours a week.

UCAS

Benefits of an EPQ

- It is an AS qualification assessed at A Level
- It can count as part of a University offer
- University admission tutors value the skills and independent approach to learning that it requires
- It enriches your A Level studies
- You can explore an area of study totally different from your other A levels

Visit thomasadams.net for more information

Film Studies

Advanced Level

Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a medium of representation and as an aesthetic medium.

Exam Board: Eduqas

Subject Leader: Dan Haycocks

Studying film: core study areas

Learners will study all of their chosen films (eleven films in total) in relation to the following core study areas:

The key elements of film form: cinematography, mise-en-scène, editing, sound and performance
Meaning and response: how film functions as both a medium of representation and as an aesthetic medium

The contexts of film: social, cultural, political, historical and institutional, including production.

Component 1: Varieties of film and filmmaking

Written examination: 2½ hours
35% of qualification

This component assesses knowledge and understanding of six feature-length films.

Hollywood 1930-1990 (comparative study)
American film since 2005 (two-film study)
British film since 1995 (two-film study)

Component 2: Global filmmaking perspectives

Written examination: 2½ hours
35% of qualification

This component assesses knowledge and understanding of five feature-length films.

Global film (two-film study)
Documentary film
Film movements – Silent cinema
Film movements – Experimental film (1960-2000)

Component 3: Production

Non-exam assessment
30% of qualification

This component assesses one screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay
an evaluative analysis
(1600 - 1800 words).

Production work is a crucial part of the course and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own screenwriting (and possibly filmmaking). This is intended to enable learners to create high quality screenplay (and possibly film) work as well as provide an informed filmmaker's perspective on their own study of film.

We use a wide range of approaches to teaching and learning. This includes individual and group work, practical production work, presentations and research. Online presentation is used consistently for the portfolio work, as it allows learners to demonstrate all their work in one place, by using variety of online applications.

Progression

Students with Film Studies A level have gone on to higher education to study a range of related degrees: Film, Media, Photography, Graphics, Radio Production, Journalism, Illustration, Animation, Creative Writing, Games Design. Other students have gone on to study other degrees from Law to Psychology, History to Maths. Some students have been lucky enough to go straight into the industry. Film Studies teaches a wide range of skills, not least the creative use of ICT, which are valued by many employers.

Visit thomasadams.net for more information

Food Science & Nutrition

Level 3 Diploma

This course is designed to allow students to develop a wider understanding of our global and constantly evolving food industry. You will be expected to complete regular focused practical cooking tasks, and explore a range of topical food issues facing the UK today. Please note this is not a professional catering qualification. During the course you will be required to sit three units, assessment will include written formal exams, portfolio coursework and practical cooking.

Exam Board: WJEC

Subject Leader: Hannah Lloyd

Year 1

Throughout this year you will study "Meeting Nutritional Needs of specific groups". The assessment will be both through both an exam (25%) and coursework unit (25%). The coursework unit will involve practical cooking. If required, you will have the opportunity to re sit this exam in year 2.

Year 2

During year 2 you will develop the skills needed to plan, carry out and present a research project (25%) on current issues linked to issues related to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policymaking perspective.

During the final unit you will complete "Ensuring Food is Safe to Eat." This will be assessed as timed coursework portfolio (25%) which can only be completed when the context is released by the exam board on 1st May.

In your lessons you can expect a range of approaches, including formal teaching, discussion, individual and group work. You will be expected to complete focused practical cooking tasks on a weekly basis and to provide your own ingredients, but assistance with this may be available through the bursary scheme. Group and individual presentations will regularly form part of your learning

Progression

The food industry is a growing employment sector with many opportunities. This course can provide a firm foundation for many different degree courses: Dietetics, Nutrition, New Food Product Development, Food Safety, Buyer or Teaching. Other students have pursued environmental health or trading standards work. The food industry is a very lucrative industry full of opportunities. In the current market typically food undergraduates can have the pick of the jobs upon completing their degrees so it is career path worth serious consideration.

Visit thomasadams.net for more information

French

Advanced Level

Learning French to an advanced level will not only give you highly marketable communication skills and an intellectual understanding of current affairs, but it will also develop your critical thinking skills in a relaxed and enjoyable environment. Over the 2 year course, you will be required to develop the ability to write and speak French with accurate grammar and syntax. We offer personalised tuition in small groups and deliver good results for our hard-working and committed students.

Exam Board: Pearson Edexcel

Subject Leader: Veronique Geslin

Year 1 - Themes

Changes in French society

- Family Structures
- Education
- The World of Work

Popular Culture

- Media
- Music
- Festivals and Traditions

Year 2 - Themes

Immigration and Multicultural French Society

- Immigration
- Integration
- Public Opinion

Occupation and Resistance

- Occupation France
- The Vichy Regime
- The Resistance

You will also complete an independent research project for the spoken examination. This will be based on a question or statement of your choice, relating to the culture or society of a francophone country.

Assessment consists of:

Paper 1 - Listening / Reading / Translation exam (2hrs)

Paper 2 - Writing / Translation exam (2hrs 40mins)

Paper 3 - Speaking exam (21 - 23mins)

In lessons, you can expect a variety of activities, mainly delivered in the target language. These will include formal teaching, discussions, debates and role plays, individual and group work, and exposure to current authentic materials, including literature, films, music, articles, video clips and websites.

Progression

The study of French will support the development of your learning skills on all of your A level and university courses. Many of the skills you will learn are transferable to a wide range of career choices. This course will be especially valuable to a career in translation work, interpreting, law, politics, advertising, journalism, the media and teaching.

Languages are a skill for life!

Visit thomasadams.net for more information

Further Mathematics

Advanced Level

A level Further Mathematics is designed to broaden and deepen the mathematical knowledge and skills developed in A level Mathematics. Subtle, new techniques such as complex numbers and polar functions are met during the course, with the opportunity to study the full range of applied units. Sophisticated and elegant, Further Mathematics is a perfect challenge for those who love Maths.

Exam Board: AQA

Subject Leader: Bryan Warr

Students embarking on an A level in Further Maths will encounter these new areas of Mathematics:

Proof, Complex numbers, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic functions, Differential equations, Trigonometry and Coordinate geometry.

Two extra topics will be studied in depth and assessed in the external exams. There is a choice, so that individual strengths can be developed.

The applications fall into three strands:

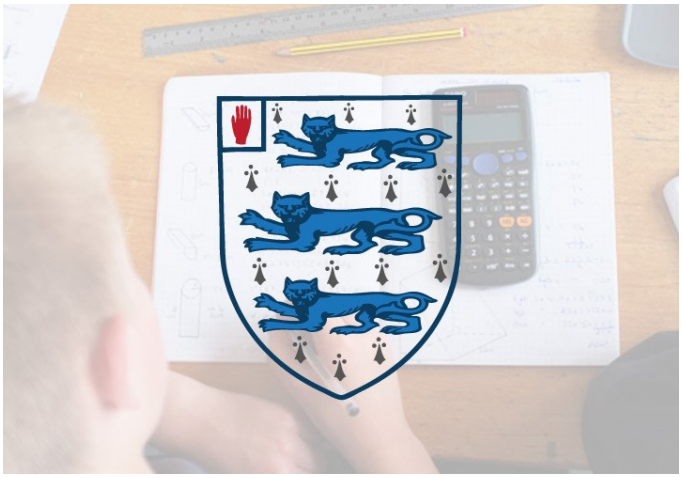
Decision
Networks, algorithms, sorting, linear programming, mathematical modelling.

Mechanics
Forces, energy, motion, kinematics, projectiles, mathematical modelling, moments, collisions and stability.

Statistics
Probability, data handling, probability distributions, correlation and regression, hypothesis testing.

Further details of the modules are available.

Further Maths is learnt by discussion and analysis of new topics. Reinforced by diligent individual and paired work guided by your teacher, you will gain confidence in techniques. Graphical programs, online and kinaesthetic resources aid student progress.



Progression

The subject is very satisfying, as well as being an extremely worthwhile qualification for any potential engineer. Studying both A level Mathematics and Further Mathematics provides a foundation for further studies in any Science or Maths-based course, ranging from Computer Science, Medical Sciences and Psychology to Statistics, Management and Actuarial Science. Anyone who is considering science or engineering at Cambridge or Oxford is recommended to take Further Mathematics.

Visit thomasadams.net for more information

Geography

Advanced Level

Geography is the study of Earth's landscapes, peoples, places and environments; quite simply it is about the world in which we live. Geography is unique in bridging the social sciences (human geography), with the natural sciences (physical geography). Reading around the subject and keeping up to date with current geographical issues are essential for this ever-changing subject. You will also be required to write formal essays, undertake fieldwork, conduct individual research and deliver presentations.

Exam Board: Pearson Edexcel

Subject Leader: Oliver Stokes

Year 1

The first year has four topics within two broad areas of study.

Area of study 1 focuses on physical geography.

Topic 1: Tectonic Processes and Hazards.
Topic 2: Landscape Systems, Processes and Change including the Coastal Landscapes and Change option.

Area of study 2 looks at human geography.

Topic 3: Globalisation.
Topic 4: Shaping Places including the option on Regeneration Places.

Year 2

The second year also has four topics within two broad areas of study.

Area of study 3 looks at physical geography.

Topic 5: The Water Cycle and Water Insecurity.
Topic 6: The Carbon Cycle and Energy Security.

Area of study 4 will focus on human geography.

Topic 7: Superpowers.
Topic 8: Global Development and Connections including the Migration, Identity and Sovereignty option.

Assessment:
3 externally assessed written examinations and 1 independent investigation.
Paper 1 covers the physical geography options (topics 1, 2, 5 and 6).
Paper 2 covers the human geography (topics 3, 4, 7 and 8).
Paper 3 is a synoptic investigation based on a geographical issue within a place-based context.
The independent investigation is a written report of 3000-4000 words.

Geography lessons are taught using a wide range of active learning approaches, including personal enquiry, group activities and fieldwork, as well as formal classroom based activities. Media clips, the internet, and external speakers including Chief Examiners are also used along with our on-going collaboration with the Geographical Association who put on additional after school lectures held at Shrewsbury School.

Progression

Geography students frequently continue to pursue the subject at undergraduate level and a Geographical background provides a solid starting point for many degree courses. Related careers within the discipline include meteorologist, emergency management, climatologist, urban planner, cartographer, GIS specialist, transport manager, surveyor, environmental officer, demographer, researcher, teacher/lecturer, Foreign Service worker and outdoor education. Geography A level is recognised as a science by most Universities including the Russell Group.

Visit thomasadams.net for more information

Graphics
(art and design)

Advanced Level

Graphics is a part of our daily life. From humble things like sweet wrappers to huge things like billboards to your favourite T-shirt. Graphics inform, persuade, organise, stimulate, locate, identify and provide pleasure. You must be interested in the subject and conduct contextual analyses of related artefacts, research practitioners and processes. A willingness to work consistently and independently with sketchbooks and photography outside of lesson times would aid enjoyment of the course.

Exam Board: Eduqas

Subject Leader: Dan Haycocks

Year 1
During the first year, you will study many entry-level skills in both traditional and digital media.

Foundation Stage
During this 15 week period you will be engaged in a range of workshop -based activities to build up a reliable and broad skills base. The course at this stage is relatively structured in terms of output and process. However, subject matter is often left to your choice. The second element of the foundation stage focuses on researching relevant practitioners and utilising their processes. The work completed during this stage is assessed internally but does not count towards the A level presentation. Rather, it gives you an understanding of the standard required for a successful component of work.

Personal Investigation – Component 1
Throughout Component 1, you will work to a personal brief set by yourself in conjunction with your tutor. This could be anything from digital illustration to screen printing to painting and sculpture. The form might be gig posters, magazines, small press zines, children's picture books, design for music - it's up to you!

Year 2
During the second year, you will embark on a written and practical personal study together with a final exam.

Personal Investigation – Component 1
Research, Written Study and Personal Practical Assignment
The 3000-word written study and integral practical production form the most substantial component of work in this qualification. From June through to February you will embark on an in-depth study of a graphic product, process and era. The investigation can be very broad indeed as you are encouraged to research texts and artefacts outside of the visual arts alongside those within your chosen focus. This investigation will complement the production of your personal artefact.

Component 1 is worth 60% of the A Level course.

Externally Set Assignment - Component 2
In February, following the completion of component 1, you will be set a topic by the exam board. You will then begin to research, design, experiment and develop a final piece that has developed from the original topic idea. The exam duration is 15 hours.

Component 2 is worth 40% of the A Level course.

In lessons you can expect a range of approaches to teaching and learning. This includes teacher-led and online tutorials, individual / group work and practical investigation. Use of sketchbooks for the presentation of work is utilised together with the exploitation of online research, organisation and research tools such as Pinterest and YouTube.

Progression

Many Graphics students continue into higher education. The qualification provides an excellent springboard for many courses within the arts. The practical skills and evidence accrued during the course can lead to the production of a very broad, adventurous and exciting portfolio that could be used when applying for and attending foundation or degree level courses. Potential pathways could include illustration, graphic design, animation, architecture, art history, advertising, self-publishing, fine art and games design to name but a few.

Visit thomasadams.net for more information

Health & Social Care

Cambridge TEC Level 3

Health and Social Care is a study of some of the key features met with when working with people in a health and social care setting, for example a hospital or residential home. You will look at case histories, research, take part in role plays and discuss many complex and sensitive issues.

Exam Board: OCR

Subject Leader: Jamie Daniels

Year 1 : Certificate in Health & Social Care

Developing effective communication in Health and Social Care

A key feature of effective care is effective communication and you will study its use in depth. You will look at theories and how they may be used in practice. This is also an opportunity to put knowledge into practice through role play. Coursework.

Health, safety and security in Health and Social Care

A wide-ranging topic looking at regulations, risk assessments and what to do in an emergency. Exam

Equality, diversity and rights in Health and Social Care

An incredibly important topic when dealing with people in vulnerable situations, this unit looks at the rights people have, why they have them and how they can be maintained. Exam.

Year 2 : Extended Certificate

Anatomy and physiology for Health and Social Care

Gaining an understanding of the structure and function of the major body systems, and developing an appreciation of how they can be affected by lifestyle. Exam

Infection control

A good way to get a solid understanding of an essential skill set, especially when dealing with people in a care setting. Coursework.

Public health

A fascinating topic looking at the development of Public Health and the different ways these policies affect our lives today. Coursework.

All units are either assessed by coursework or by exam; those students doing the two year course will do 50% exam and 50% coursework.

A wide range of activities will be encountered. A willingness to talk in front of other will be highly beneficial. Written reports, research, discussion and role play are all used within the course.

Progression

Many students use this course to access higher education and study related subjects at university; it is particularly useful in preparing students interested in nursing and other health related topics. A number of students have gone straight into working in the health and social care sector after taking this course, and found it to be highly relevant.

Visit thomasadams.net for more information

History

Advanced Level

The course offers a chance to look at how our world today has been shaped by events over the last 200 years. We make every effort to make the subject studied accessible and interesting while maintaining an academic approach. You will be encouraged to act and think like a historian. The department is extremely well-resourced, lessons are vibrant and stimulating and the subject is popular.

Exam Board: AQA

Subject Leader: Lee Williams

Students will study totalitarian ideology and how this has been put into practice by Joseph Stalin. We also examine the impact of leaders such as Margaret Thatcher and Tony Blair, and this gives students a great insight into the shape of the world today.

Unit 1H – Tsarist and Communist Russia, 1855-1964

This option allows students to study in breadth issues of change, continuity, cause and consequence. The key issues investigated include the rule of the Tsars, the growth of unrest and the emergence of opposition, Lenin's Russia, Stalin's dictatorship, Khrushchev's time as leader and the condition of the Soviet Union by 1964.

Unit assessment: 2 hours 30 minutes (40% of final A level)

Unit 2S – The Making of Modern Britain, 1951-2007

This option provides the opportunity to study a period of major change in depth. The key issues covered include the emergence of the 'teenager' and youth culture and Britain's decline as a world power, the impact of Thatcherism, the situation in Northern Ireland and Tony Blair's time as Prime Minister.

Unit assessment: 2 hours 30 minutes (40% of final A level)

Historical Investigation

This will be an independent historical investigation and makes up the remaining 20% of the final A level. Students will choose one of the following topics: the collapse of the Roman Empire or demands for Irish independence between the years 1800 and 1922.

We adopt a range of teaching approaches, including formal teaching, power points, group work, kinaesthetic learning, individual research and discussion. You are also expected to carry out independent research to reinforce your understanding of the subject matter.

Progression

Each year many students go on to university to continue their study of History.

This qualification is useful for a number of careers, including: law, teaching, journalism, archaeology and broadcasting.

Visit thomasadams.net for more information

Information Technology

BTEC Level 3

The course aims to produce effective ICT users who can select and use appropriate ICT tools and techniques to help them carry out investigations, capture and handle data, solve problems, present and communicate information and make decisions. The new BTEC Nationals has been developed in collaboration with employers and representatives from higher education and relevant professional bodies helping ensures that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the IT sector.

Exam Board: Pearson Edexcel
Subject Leader: Marc Howlett

Year 1

Creating Systems to Manage Information
In order to produce information to support many business processes as well as our social lives, relational databases are widely used to manage and process data. You will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure that it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution. This unit is externally assessed through a set task will be completed under supervised conditions for 10 hours in a one-week period. The set task will assess learners' ability to design, create, test and evaluate a relational database system to manage information

Using Social Media in Business
Social media websites are a popular way for people to communicate and share information with friends and family. People spend a lot of time on social media websites and they give businesses opportunities to interact with people, for example to promote their business, to encourage people to visit their e-commerce site and buy, to provide customer service. You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts. The assessment for this unit is internally assessed.

Year 2

Information Technology Systems
Information technology (IT) systems have a significant role in the world around us and play a part in almost everything we do. Having a sound understanding of how to effectively select and use appropriate IT systems will benefit you personally and professionally. You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. This unit is externally assessed through a written examination which is two hours in length. Students will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations.

Website Development
Increasingly, organisations rely on websites to serve customers and, in some cases, to generate revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative and desirable is important. As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems. In this unit, you will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as (HTML, CSS and JavaScript. Finally, you will reflect on the website design and functionality using a testing and review process. The assessment for this unit is internally assessed.

In ICT lessons the learning that takes place will include formal teaching, classroom discussion and practical demonstrations. A large number of lessons are also dedicated to putting into practice what you have learnt by making progress with the coursework elements of the BTEC course.

Progression

The BTEC in Information Technology gives students a wide choice of progression options into further study, training, or relevant employment. Students who successfully complete the qualification will be well equipped to move onto degrees and BTEC Higher National Diplomas in related subjects such as ICT, Computer Science, Information Systems, Multimedia, Web Design, Software Engineering, Computer Networking, e-Business and Information Management.

BTEC

Visit thomasadams.net for more information

Mathematics

Advanced Level

Mathematics deals with the logical application of thought to abstract and real problems. Maths is ubiquitous; everything we do is guided by it, including medicine, architecture (ancient and modern), science, money, engineering, and even sports. There is considerable beauty found in elegant solutions and since the beginning of recorded history, mathematical discovery has been at the forefront of every civilized society. You will receive fantastic support as you engage with the mathematical community by learning the powerful techniques of Sir Isaac Newton, Dijkstra, Gauss and de Moivre.

Exam Board: AQA

Subject Leader: Bryan Warr

Year 1

Pure Maths makes up two-thirds of the Year 12 course; providing the techniques in algebra, geometry, trigonometry and calculus that are the fundamental building blocks of the subject. These skills are assessed in all three exam papers while the applied sections are assessed in only two of the papers at the end of Year 12.

Mathematical applications make up the remaining third of the qualification and students will need to become fluent in solving problems in these contexts. The applications fall into two distinct strands:

- Mechanics – forces, energy, motion
- Statistics – probability, data handling, testing hypotheses.

Year 2

The second year builds on the topics encountered during Year 12. You will study higher level algebra, geometry, calculus and trigonometry and deepen your understanding of the applied units introduced in the first year.

Throughout the two year Mathematics programme, you are encouraged to think logically and analytically. There is an increased focus on problem solving in the new A level, and more un-scaffolded problems will be encountered than in the previous A level. These fundamental Maths skills are useful across all disciplines and careers. To ensure the best grades, students are encouraged to attend extra workshops and booster sessions where possible.

Additionally, each year a number of our students take part in the UKMT Mathematics Challenges and have the opportunity to progress to Nationals. These are competitive amongst our students, relying on students' natural ability and powers of insight to solve puzzles.

A level Maths is learnt through whole-group discussion of content; led by the tutor. This is reinforced by personal and paired work to gain confidence in techniques. Online and kinaesthetic resources aid student progress, while diligent practice is the key to success.

Progression

A level Mathematics is a good choice for students considering higher education in any Science or Maths-based course, ranging from Biochemical Sciences, Natural Sciences, Engineering, Medical Science and Psychology to Philosophy or Economics. The subject also complements diverse interests such as Language and Music. Career opportunities for students who study Mathematics further include: Scientist, Stock-broker, Economist, Computer Programmer, Engineer, Teacher, Doctor, and Architect.

Mathematics

GCSE Level

GCSE Mathematics is a one year course delivered in a friendly and supportive environment. Weekly achievable tasks improve your confidence and regular feedback lets you know how you are progressing. The Maths department provides extensive help as you try to overcome this often challenging hurdle, especially when you start the course having experienced a disappointment on Results Day. We are on your side, so that you can flourish and become successful.

Exam Board: AQA

Subject Leader: Bryan Warr

What will be studied?

GCSE Mathematics is a one year course during which you will recap and become more fluent with all of the material covered at secondary school.

You will revise skills such as calculating percentages, working out areas, finding time differences, reading and constructing graphs, simplifying algebraic expressions and other familiar topics from lessons at school.

There will be regular assessments so that you know how you are getting on at all stages in the year and help is always available if you wish to have more practice. Half of the course is designed to be answered using a calculator and the other half without.

Don't worry - this is not as scary as it sounds! You will be well guided through each section of work, with plenty of time for revision at the end of the course.

What attitude is required?

Students taking this course have generally had a knock to their confidence and the main role of the tutors, in the first instance, is to rebuild this.

The expectation is that every lesson will be attended – even after an exam attempt and while waiting for results to be published. Attendance is often a stumbling block which reduces students' chances of success.

Turn up… and be positive!

GCSE Mathematics is learnt through discussion and analysis of topics. This is reinforced by diligent individual and paired work to gain confidence in techniques. Graphical programs, online and kinaesthetic resources aid student progress. Exam preparation is crucial.

Progression

GCSE Mathematics is essential for your future career prospects and it is held in high regard by all employers. Maths is a valuable qualification and if you are intending to go to university to study at degree level, many university courses list it as an entry requirement. If you are thinking of an apprenticeship or a career, then a Grade 5 in GCSE Mathematics will certainly improve your future prospects.

Visit thomasadams.net for more information

Music

Advanced Level

We offer excellent tuition and resources as well as a track record of success with students at Thomas Adams Sixth Form. Past students have progressed on to the top music colleges and universities including the Royal Northern College of Music, Royal Welsh College of Music, Leeds College of Music, Durham and Birmingham Universities. Sixth Form students have been finalists in the Shropshire Young Musician of year and made applications to National youth ensembles. Those undertaking Music at Thomas Adams will have the opportunity to be part of several extra-curricular groups, including: 'Adjazz', Choirs, Orchestra and student led groups. Performance opportunities include Concerts, Evening recitals, Music Residential and Festivals. We also have Composition workshops with visiting composers to the department.

Exam Board: Eduqas

Subject Leader: Rebecca Heywood

Component 1: Performing

Option A: 10-12 minutes and must consist of a minimum of three pieces.
Option A: 35% of qualification
Option B: 6-8 minutes and must consist of a minimum of two pieces.

25% of qualification

Non-exam assessment: externally assessed by a visiting examiner

Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes
Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. The second composition is a free composition.

25% of qualification

Option B: Total duration of compositions: 8-10 minutes
Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. The second composition must reflect the musical characteristics of one different area of study, while the third composition is a free composition.

35% of qualification

Non-exam assessment: externally assessed by WJEC

Component 3: Appraising

Written examination: 2 hours 15 minutes
Three areas of study:
Area of study A: The Western Classical Tradition.
The Development of the Symphony (1750-1900)
Area of study C: Musical Theatre.
Area of study E: Into the Twentieth Century

40% of qualification

Typical lesson activities involve listening, composing and performing.

Progression

Music is a multi-billion-pound industry in Britain with excellent career prospects for well-qualified musicians. The music business falls into two strands: on the one hand there are the performers and composers, on the other the administrators, publishers, record companies, instrument manufacturers, teachers, librarians, broadcasters and journalists. Musical training is available in the nine major conservatories in the UK and at universities and colleges.

Visit thomasadams.net for more information

Politics

Advanced Level

Politics has been designed to enable students to develop a wide range of skills including the ability to comprehend, synthesize and interpret political information; identify connections, similarities and differences between topics such as UK democracy, group politics, voting behaviour, political parties and ideologies during year 12 and global governance, human rights, power and globalisation in year 13. The course offers opportunities to further improve evaluative skills in both verbal and written communication with the view to construct and communicate arguments clearly and coherently using appropriate political vocabulary.

Exam Board: Pearson Edexcel

Subject Leader: Paula Edwards

Year 1

Focus is on Government in the UK

Democracy, participation, electoral systems, Political parties and voting behaviour - this includes impact of minority parties, case studies of 2 elections, differing pressure groups and influences on policy and power in the UK.

Spring term concentrates on the constitution, parliament, the prime minister and relations between these institutions, including devolution.

The summer term is all about Ideologies - Liberalism, Conservatism, socialism and an option choice from nationalism, feminism, anarchism, multiculturalism. The core principles and how they relate to human nature, the state and the economy including any tensions between and within ideologies.

Year 2

Global Politics

Comparative theories, realism, liberalism and society of states as well as key concepts, structures and contemporary issues such as poverty, conflict, human rights and the environment.

The role of NATO, UN, IMF, WTO and NGOs in addressing these issues

Key developments in global politics: systems of government, power, changing world order and spread of liberalism

Globalisation: implications for national sovereignty and nation states & the significance of EU

All units are assessed by formal written examination

Lessons offer opportunities to debate topics and relevant issues, research, individual and group work. Develop creative analytical and evaluative thinking. The use of google classroom, internet, media and relevant articles will also be integrated into teaching strategies.

Progression

Government and Politics is often the first step to further study in specialisms such as political science, public policy, international relations, law and journalism. It can also offer excellent foundation in the direction of business, careers in local, central and international governance, management especially in lobbyist organisations and charities.

Visit thomasadams.net for more information

Physics

Advanced Level

Ever since Sir Isaac Newton published his book Principia Mathematica in the 1600's, people have undertaken to study modern Physics. But throughout recorded history, people have always wondered about how to explain our place in the universe and the phenomena that we observe. In its broadest sense, Physics studies the Physical, seeking to explain all of nature's mechanisms. Since Newton, the genius of Einstein and the Quantum Physicists of the 20th Century have revolutionised our lives. For the thinking, intuitive person, A level Physics presents challenges and rewards in equal measure.

Exam Board: OCR

Subject Leader: Tom Cuthbert

Year 1

Module 1 – Practical Skills in Physics
A written exam assesses your practical ability

Module 2 – Foundations in Physics
This module teaches you to take accurate measurements and how to describe and analyse the data you have collected.

Module 3 – Forces and Motion
This module explores how Isaac Newton explained motion in terms of forces. It covers some materials science and considers the role energy plays in the manipulation of objects.

Module 4 – Electrons, Waves and Photons
This module will take you through some fundamental principles of electricity and the operation of circuits. It will describe how classical wave dynamics have impacted on the modern quantum world

There will be an internal mock exam assessment of this knowledge.

Year 2

Module 5 – The Newtonian World and Astrophysics
This module will teach more of Newton's ideas regarding the motion of objects in a circle and oscillations. We will discuss aspects of thermal physics and the behaviour of gases before giving consideration to the universal issues of gravity and Astrophysics.

Module 6 – Particles and Medical Physics
Recent discoveries in the fields of particle Physics have changed our concept of the atom. We will explore what these changes are and how they have implications in the development of medical technologies.

1 exam assesses modules 1,2,3 and 5 (37%)
1 exam assesses modules 1,2,4, and 6 (37%)
1 exam assesses all modules. (26%)

There is also a practical endorsement to the qualification.

In Physics lessons you can expect theoretical and mathematical training together with practical demonstration. You will undertake experiments designed to improve your understanding of concepts and your ability to succeed at the practical examination element of the course.

Progression

The subject of Physics is of prime importance to any student planning a career in Engineering or a Science related degree, Medicine or Veterinary science. It is also a qualification that would provide an excellent demonstration of your mental skills for any subject of Higher Education. It is highly respected by many universities and employers. It is a demanding subject, but we hope, a rewarding one.

Visit thomasadams.net for more information

Product Design

Advanced Level

The course is designed to encourage you to take a broad view of design and technology and to develop a capacity to design and make new products. You will learn how to appreciate the complex relations between design, materials, manufacture and marketing. The coursework element will provide you with the opportunity to design and make a prototype for a specific design issue. The work for the exam units will be taught throughout the program but specifically in year 2.

Exam Board: AQA

Subject Leader: Josh Allen

Year 1

During the first year you will build your core knowledge and understanding of materials, the properties of the materials and how to design with them. You will build your practical workshop skills in order to develop and test a range of prototype designs. You will apply your designing and making skills to investigate and provide a selection of solutions for specific design need. This will form the coursework element of their assessment, which is 50% of your final grade.

Year 2

You will use this year to prepare for the final written exam. The paper will assess your knowledge and understanding of the core technical and design principles. You will be expected to explain the properties of a variety of materials and justify how they can be used when making different products. You will learn about comparative tests used in industry to the mechanical material properties. You will study existing designers and their work and consider how this has influenced other designers work.

Typical lessons include developing your design skills both by hand and using computer software. Exploring the function and properties of specific materials and considering how these can be used when design prototypes for design issues. This may be done via practical tasks, classroom presentations and teacher led activities. You will be expected to develop and improve your practical skills in the workshop and awareness of materials properties. Building prototypes and working safely and independently in the workshop will be expected throughout the course. Group task and presentations will form part of your learning for the written exam in addition to more formal theory lessons.

Progression

Students may continue their studies at university or work based apprenticeships. Careers include product designer, engineer, architect, teacher, computer aided designer, manufacturing consultant and business management.

Visit thomasadams.net for more information

Psychology

Advanced Level

Psychology is defined as the science of mind and behaviour. It attempts to understand, explain, predict and modify human behaviour, using scientific methodologies. Students must be prepared to read around the subject, write formal essays, conduct statistical analyses of research and critically appraise theory and research in both class discussions and written assessments.

Exam Board: Pearson Edexcel
Subject Leader: Kate Betts

Year 1

During the first year, you will study the foundations of Psychology, along with the relevant methodological issues:

Social Psychology - how other people in society influence our behaviour, e.g. prejudice, obedience.

Cognitive Psychology - how we process information, e.g. memory, dyslexia, dementia.

Learning Psychology - how we are influenced by environmental processes, such as conditioning, reinforcements and imitation, e.g. phobias, media violence, anorexia nervosa.

Biological Psychology - how we are influenced by our nervous system and our genetic inheritance, e.g. brain structure and function, drug treatments, twin studies, fMRI and PET scans.

Psychological Skills - the methodology and issues involved in psychological enquiry, including statistical analysis.

Students will complete practical work, including their own psychological investigations, however all assessment is by formal, written examination.

Year 2

During the second year, you will study two applications, along with the relevant methodological issues:

Criminological Psychology - theories of criminality, rehabilitation techniques, factors affecting eyewitness testimony and jury decision making.

Clinical Psychology - definitions of abnormality and classification systems, symptoms, explanations and treatments for schizophrenia and unipolar depression.

Psychological Skills – application of the skills covered in Year 1 to the concepts covered in Year 2, in addition to over-arching issues, such as the nature-nurture debate, the scientific nature of Psychology, methodological issues, cultural differences, issues of social control and ethical issues.

Assessment consists of three 2-hour examinations: the Foundations of Psychology covered in Year 1 (35%), the Applications of Psychology covered in Year 2 (35%) and Psychological Skills covered over the duration of the whole course (30%).

In Psychology lessons you can expect a range of approaches, including formal teaching, discussion, debate, individual and group work and practical investigation. Use will also be made of the internet, media clips and contemporary literature.

Progression

Many Psychology students continue into higher education and the qualification provides a firm foundation for many degree courses. Specific Psychology careers include clinical psychology, forensic psychology, educational psychology and sport psychology. In addition, as it is recognised that Psychology has a valuable part to play in everyday life, it would also be useful in careers such as nursing, law, social work, management, advertising, teaching or anything involving people!

Visit thomasadams.net for more information

Religious Studies

Advanced Level

Religious Studies involves studying Philosophy, Ethics and Theology. Philosophy literally means 'The love of wisdom' and during this part of the course you will consider 'Ultimate Questions' that have puzzled thinkers for thousands of years. For example: 'What is real?' 'Where does the world come from?'; 'What is the problem of evil?' Theology involves studying the beliefs, values, teachings and practices of a religion and its response to social and historical developments. Ethics is about moral choices. It is about dilemmas of life, death, sex, violence and money. It explores human virtues and vices, rights and duties. To be interested in ethics is to be interested in life! This is an interesting, challenging and engaging course that looks at issues that are relevant to you and to the world that we live in. It will appeal to anyone with an enquiring mind, who dares to ask questions to which there may not be answers……

Exam Board: OCR

Subject Leader: Elizabeth Badger

Component 1: Philosophy of Religion

You will consider philosophical questions such as:
What is real?
What is the nature of God?
Where does the world come from?
Has the world been designed by God?
What is the problem of evil?
Why does God allow suffering?
What is a religious experience?
Is religion meaningful or meaning-less?
What is the soul?
Is there an afterlife?

Component 2: Ethics

The study of normative and ethical theories e.g. Situation ethics and Kantian ethics
Applied ethics: These theories are applied to topics such as: the sanctity of life; the quality of life; the right to euthanasia; business and sexual ethics
The use of ethical language e.g. meta-ethics
Developments in ethical thought e.g. the role of the conscience

Component 3: Developments in Religious Thought:

The study of a religion, looking at issues such as:
Beliefs, values and teachings e.g. the knowledge of God's existence
Sources of wisdom and authority e.g. the Person of Christ
Religious practices which shape and express religious identity e.g. religious pluralism
Significant social and historical developments in theology and thinking e.g. feminist and liberation theology

Each of the components comprises 33.3% of the total A Level. Students are assessed by a formal written examination of two hours for each component.

In Philosophy, Theology and Ethics lessons you can expect a range of approaches, including formal teaching, discussion, debate, individual and group work. Use will also be made of the internet, media clips and films.

Progression

This highly academic qualification is recognised and valued by universities and employers alike, as it encourages students to think for themselves and to express their ideas with clarity and reason. Those interested in careers such as law, the police, teaching, social work, the armed forces, media or medicine will find Philosophy, Theology and Ethics particularly useful.

Visit thomasadams.net for more information

Sociology

Advanced Level

Sociology A Level has been designed to foster reflective thinking, develop respect for social diversity and recognise the global influence on modern UK society. It offers the opportunity to explore culture, how we create identity and the role of youth culture in contemporary Britain. It encourages individuals to appreciate the significance of theoretical and conceptual issues in sociological debate on inequality, understand and evaluate sociological methodology within the research process.

Exam Board: OCR

Subject Leader: Paula Edwards

Year 1

Exploring socialisation, culture and identity

What is culture and how is it formed? Exploration of global cultures and cross cultural comparisons.
Whether we create our identity based on class, gender, ethnicity and age or whether it is predetermined by nature or structural forces such as education, family and peers. How identities have changed and intersect.
The Sociology of Youth
How and why youth cultures are formed, including comparisons of different types of subcultures and theoretical perspectives (Functionalism, Marxism, Neo-Marxism and Feminism).
The impact that gender, age, class and ethnicity have on youth and emerging new hybrid cultures
Why young people participate in deviant subcultures (gangs, anti-school subcultures…) and the impact of gender, class and ethnicity on deviant behaviour.
Theoretical views on criminality and the role of the media in creating deviance.

Researching and understanding social inequalities
Examining range of research methods, data and theory in the study of social inequalities.
Key research terms, the research process and the relationship between research and social policy.
Identification of main trends in inequality related to income and wealth, social mobility, poverty and employment related to class, gender, age and ethnicity in the UK and on a global scale.
Theoretical explanations for trends including Weber, Marx, feminism, Functionalist and post-modernism.

Year 2

The relationship between globalisation and digital forms of communication

Key developments in digital revolution, media convergence, virtual communities and social networks.
Theoretical explanations and interpretations of the effect of globalisation on UK and on global scale, both positive and negative implications.
The impact of digital forms on identity, relationships, cultures and inequality

Crime and Deviance:
Measurement & definitions, victim surveys (CSEW), ONS, self-report, social construction of crime
What are patterns and trends in crime, class, gender, age and ethnicity, also includes green crime and global organised crime, cyber criminality.
How can criminality be explained from different theoretical perspectives
The reduction of crime, policies, prevention, control and punishment.

Sociology lessons offer opportunities to debate topics and relevant issues, research, individual/ group work and presentation skills and develop creative, analytical and evaluative thinking. The use of VLE, internet, media and relevant articles will also be integrated into teaching strategies.

Progression

Sociology can provide a sound foundation for a wider range of disciplines, these can include further study, criminology, social justice, journalism, law, social policy, youth work, and business. Skills learned are directly transferable to employment, training or education.

Visit thomasadams.net for more information

Sport

BTEC Level 3

The Pearson BTEC National Extended Certificate in Sport is an Applied General qualification for post-16 learners, who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level, and it has been designed as a full two-programme when studied alongside a further Level 3 qualification.

Exam Board: Pearson

Subject Leader: Ceri Kempster

Year 1

Unit 1: Anatomy and Physiology (Mandatory Unit - 120 GLH)

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Your knowledge and understanding will be assessed by an 80 mark, 1 hour and 30-minute exam. The exam paper will consist of short and long answer questions. You will sit this exam at the end of Year 1 and be able to re-sit this exam at the end of Year 2.

Unit 2: Fitness Training & Programming for Health, Sport and Well-Being (Mandatory Unit - 120 GLH)

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing.

This unit will be assessed by a 60 mark, 2 hours 30-minute exam. The task will assess learners' ability to research and interpret data from a scenario creating investigative notes that can be used to complete the written task. You will sit this exam at the end of Year 1 and be able to re-sit this exam at the end of Year 2.

Year 2

Unit 3: Professional Development in the Sports Industry (Mandatory Unit - 60 GLH)
Learners explore the knowledge and skills required for different career pathways in the sports I ndustry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities. This unit will be assessed by means of an assignment with no formal exam.

Optional Unit
To complete the course, learners' will have the opportunity to complete one unit from the options below, (all of which will be assessed through the completion of an assignment with no formal exam)

Unit 4: - Sports Leadership (60 GLH)
Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

Unit 5: - Application of Fitness Testing (60 GLH)
Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.

Year 2 cont...

Unit 6: - Sports Psychology (60 GLH)
This unit covers the psychological dimensions of sport, and introduces psychological techniques that can be used to enhance performance.

Unit 7: - Practical Sports Performance (60 GLH)
Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

Sport lessons will incorporate visual, auditory and kinaesthetic learning opportunities. We aim to provide students with 80% theory driven and 20% practical application to embed learning.

Progression

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses, if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines.

BTEC

Visit thomasadams.net for more information

Textile Design

Advanced Level

Textile Design is an exciting, experimental, and highly creative subject where you will develop your ideas through a range of research processes. Drawing on your own individual interests, you will create your own textile designs to include fabrics for fashion, interiors, and sculptural pieces. A focus on creativity and technique ensures that you can expect to develop excellent portfolios and final outcomes.

Exam Board: Eduqas

Subject Leader: Kate Mead

Year 1
Coursework Portfolio, 100%

During term one you will complete an introductory project. During this period, practical workshops will take place every week within which you will develop a huge range of techniques to draw on during the course. You will investigate a specified initial theme, and produce your own sketchbooks and research boards of textile techniques and contextual studies looking at the work of artists and designers. You will learn drawing techniques and CAD skills including the use of Photoshop. You will explore a range of textile techniques and create a final 'finished outcome.' This may be a sculpture, garment, interiors item, textile art, or any other relevant piece!

During term two, you will select your own theme and apply the techniques you have been taught to this. You will also work with drawing and photographic techniques in order to develop your ability to communicate your design and observational skills. You will summarise this project with a major final outcome of your choice.

Year 2
Personal Investigation, 60%

During the Personal Investigation you will select a research topic, which inspires you; for example 'Vivienne Westwood,' or 'Fashion Inspired by Architecture.' A 1000 – 3000 word dissertation, supported by tutorials with subject tutors, will provide the basis for a sketchbook of visual research focusing on 6 key artefacts and relevant cultural aspects, for example, Art Nouveau. This project will culminate in a final made outcome, which can take any form and should bring together the most successful elements of research. The Personal Investigation forms the bulk of a successful university portfolio.

Externally Set Assignment, 40%

During the exam unit, you will choose a design brief from the list provided by the exam board. There will be an 8 week research and development programme which will culminate in a final 15 hour exam during which you will create a complete final made outcome.

In Textiles you can expect to work in a well-resourced workshop with access to a wide range of materials and equipment. Practical focused tasks will be the basis of all lessons supported with formal teaching and regular personal meetings with the teacher. Students will be expected to purchase a significant amount of the materials required for their work, but assistance with this may be available through the bursary scheme.

Progression

Textile Design can lead into further study areas such as fashion retail management, buying, visual merchandising, fashion/interior journalism, trend forecasting, fashion design, textile print design, Art Textiles, and many other options. Former students have successfully gained direct entry to universities including Nottingham Trent, Leeds University, University of the Arts London, Manchester Metropolitan and Manchester University due to the high quality of portfolio work completed during this course.

Visit thomasadams.net for more information