



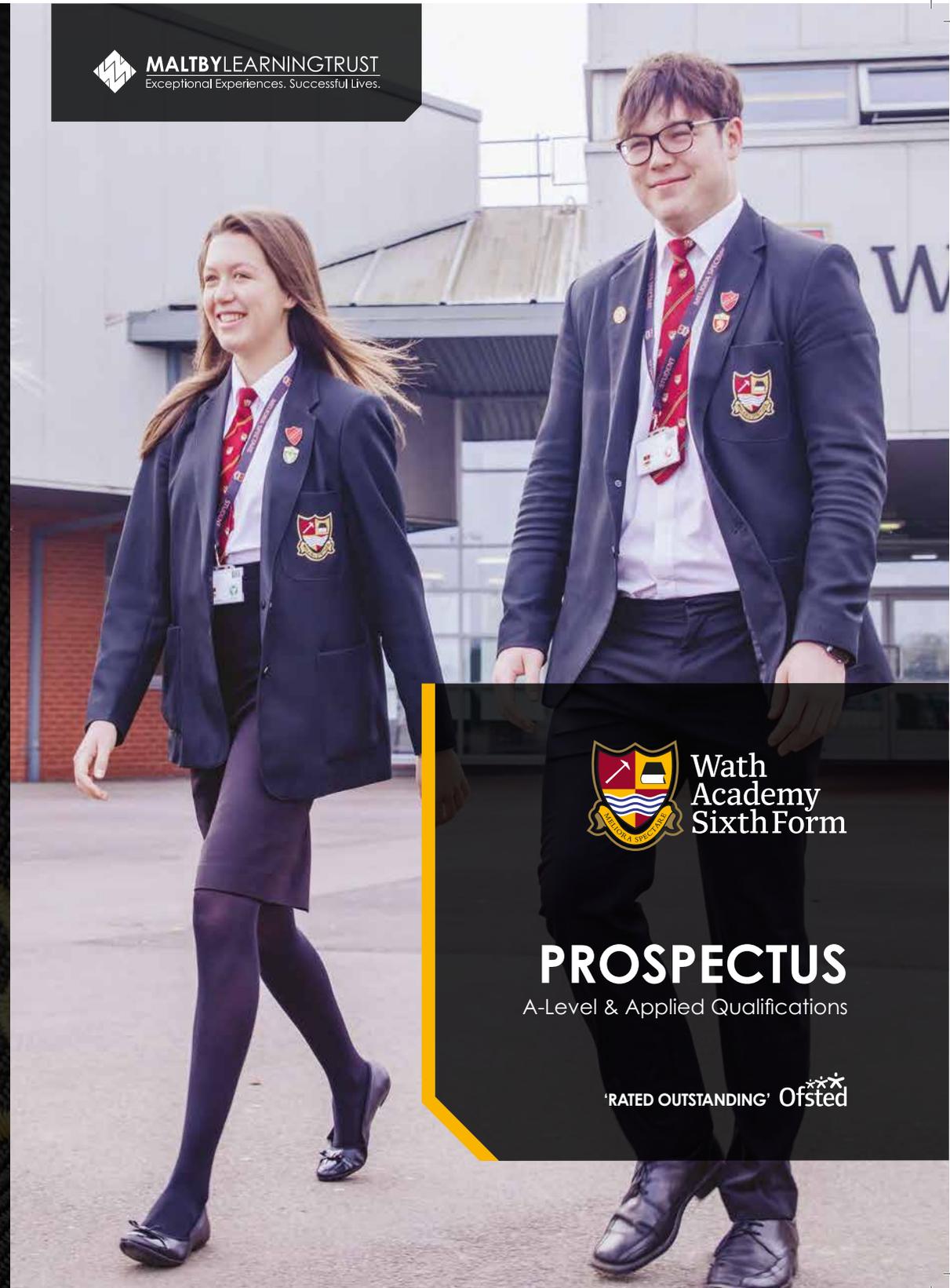
**DELIVERING  
EXCEPTIONAL LEARNING  
EXPERIENCES THAT  
ENABLE ALL YOUNG  
PEOPLE TO THRIVE IN A  
COMPETITIVE WORLD  
AND LEAD SUCCESSFUL  
AND FULFILLING LIVES**



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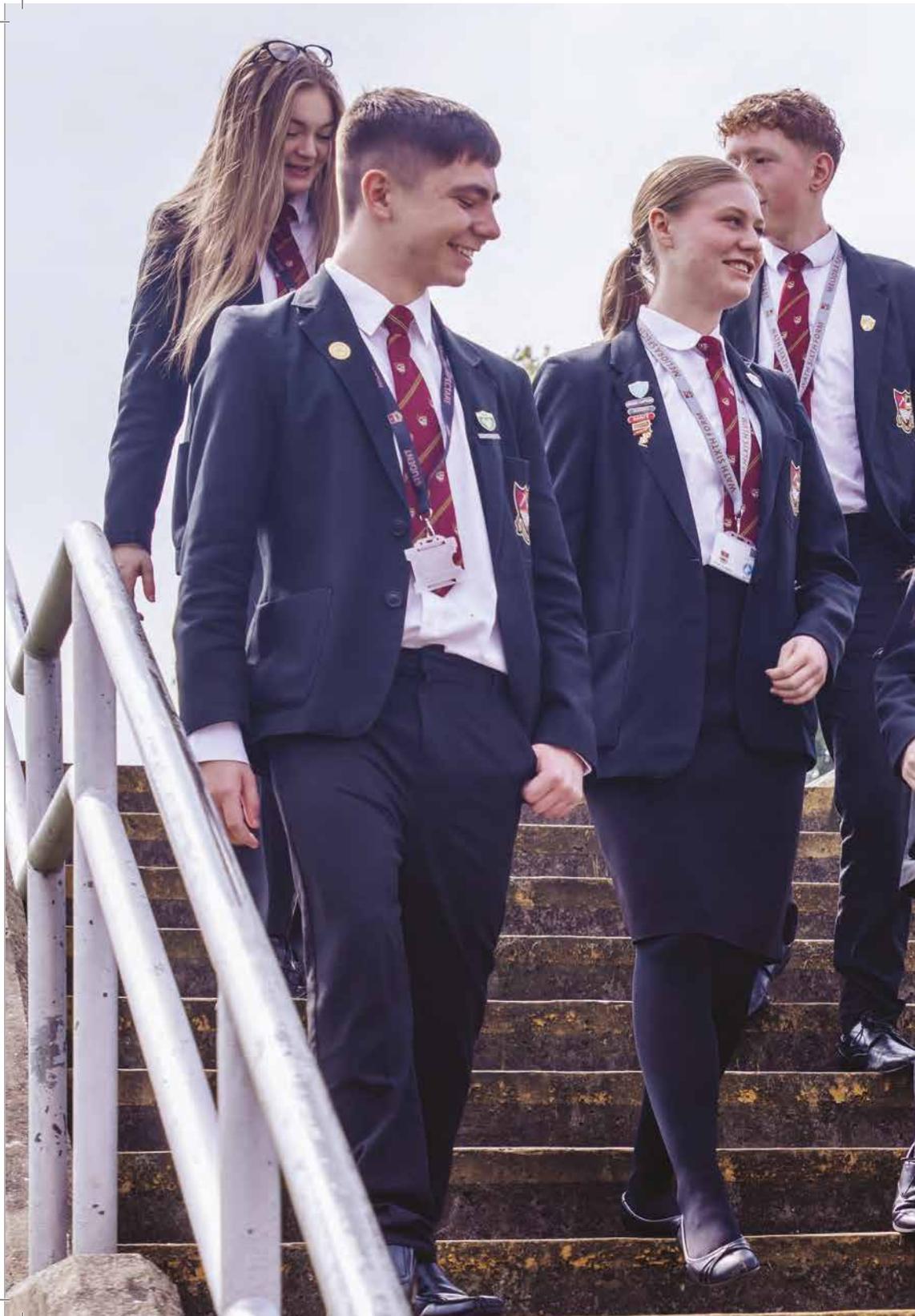


Wath  
Academy  
Sixth Form

**PROSPECTUS**

A-Level & Applied Qualifications

'RATED OUTSTANDING' Ofsted



## Wath Academy Sixth Form Team

Providing advice, guidance and support for all matters relating to your sixth form studies and pastoral care.



**Miss L Slasor**  
Head of Sixth Form



**Mr M Barlow**  
Assistant Head of Sixth Form



**Miss L Lindley**  
Assistant Head of Sixth Form



**Mrs K Lines**  
Y11 and KS5 Study Support  
Co-Ordinator



# Principal's Welcome

**This prospectus gives an insight into the exciting range of experiences available at Wath Academy Sixth Form, from our broad and balanced curriculum, which is delivered via world-class learning, to our extensive extracurricular programme designed to provide enjoyable, enriching and character developing experiences.**

Throughout the following pages, we hope our passion and vision of 'delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives' shines through. The academic outcomes at Wath Academy Sixth Form are consistently strong. Each year, for the last three years, we have achieved our best ever outcomes. We are very proud of the wide range of academic qualifications and applied courses we offer, including our scholarship programmes. As well as our superb academic offer, we truly value experiences beyond the classroom.

Our extensive enrichment programme provides students with the opportunity to broaden their horizons whilst also gaining the knowledge, skills and experiences needed to thrive in later life.

As well as our academic and enrichment offers, we have a dedicated team of staff who will support students through their two year journey. This includes expert support through the UCAS process.

## OUR 7 KEY DRIVERS UNDERPIN EVERYTHING WE DO:

- World-class learning
- Highest expectations
- No excuses
- Growth mindset
- Never give up
- Everyone is valued
- Integrity.

We genuinely believe that when students demonstrate these habits on a daily basis they will develop the characteristics which will allow them to go on and live happy and successful lives.

Our academic and vocational offers, commitment to an enriching experience and our aspirational Key Drivers mean that Wath Academy Sixth Form is an exciting place to continue your studies.



**Mr L Ransome**  
Principal



# Head of Sixth Form

**At Wath Academy Sixth Form we are committed to providing the best possible education for all of our young people. Wath Academy Sixth Form is a place where you will gain first rate qualifications whilst developing exceptional character that, in combination, will enable you to develop, grow and flourish.**

This prospectus gives you details about our full curriculum offer. You will find details of a range of A Level and Applied courses on offer as well as details of our varied enrichment programme that includes many opportunities for extracurricular activities and work experience for all. In our Enrichment block, we also offer a range of qualifications such as Extended Project (EPQ), Core Maths, Further Maths and Esports which are equivalent to an AS-level. However, we also offer non-qualification based opportunities such as in-class support as well as sporting and fitness classes. The aim of our curriculum offer is to produce well-balanced, responsible young adults, fully prepared to take their place in Higher Education and the world of work, including through apprenticeships.

Our friendly and supportive environment is combined with strong academic success and together they make Wath a fantastic place to study. In joining us, we expect you to commit yourself to our high aspirations and expectations and in return, you will become a valued member of our close community, where we will do everything possible to ensure that you thrive and succeed.

As a learning community we celebrate achievement, value individuals and respect diversity. We seek to enrich the experiences of our students and provide learning opportunities which inspire every student to achieve excellence.

At Wath, students will receive the best that a traditional Sixth Form education can offer in an outstanding, modern environment. Whatever your choice of subjects, your choice of career, your interests, you will find Wath a challenging, enjoyable and exciting place to be.



**Miss L Slasor**  
Head of Sixth Form



# General Information

## ENTRANCE TO THE SIXTH FORM

We offer two bands, leading to level 3 qualifications:

### A-Level

Students should have a minimum of a grade 5 in GCSE English Language and Mathematics. You should also have three grade 5s (or equivalent) from three other subjects. Please do also take note of subject specific entry requirements.

### Applied

You should have at least a grade 4 in GCSE English Language and Mathematics.

## ATTENDANCE

Attendance at all lessons is compulsory. Failure to attend a lesson without good reason leads to disciplinary measures being taken.

## TUTOR

Tutor is a compulsory part of the school day. Students must attend their tutor session every single day.

## APPEARANCE

Sixth Formers should be smart at all times, as they set the standard for the whole school. Hair should be a natural colour with no extreme styles and any accessories must be black. Make-up must not be visible (false eyelashes, unnatural looking eyebrows or fake tan are not permitted). One plain and discrete (circular/ball shaped) pair of small silver or gold ear studs worn in ear lobes. The stud must not contain a stone, crystal or diamond. A watch may also be worn. Facial piercing, false nails, nail varnish (except clear), bandanas, badges (except issued by the academy), caps/hats, jewellery,

coloured earrings or visible tattoos are not allowed.

## UNIFORM

Wath Sixth Formers wear uniform.

- Plain black blazer with Sixth Form badge
- Single approved academy skirt. The skirt must be knee length with this bottom of the skirt in line with the top of the student's patella (kneecap). To ensure the skirt meets the minimum expected length for the full academic year, it is advised that a skirt longer than the knee is purchased in September.
- Formal plain black trousers with no pattern or zips
- Plain white collared shirt with no logos
- Sixth Form clip on tie
- All black leather or leather look shoes (No Kickers, no tags, coloured stitching, velcro or zip fastening)
- Black ankle length socks must be worn with all trousers
- Belts, if worn, must be plain black with no patterns or indentations
- Lanyards must be worn at all times in school around the neck.
- A jumper is optional, but when one is worn, it should be a plain black v-neck jumper.
- Outdoor coats must be dark in colour (no hoodies, leather or denim outdoor coats/jackets)

Details of the uniform policy are available on our school website:

**[www.wathacademy.com](http://www.wathacademy.com)**



# General Information

## BEHAVIOUR

Behaviour by Sixth Formers has to be exemplary at all times. Self-discipline is a basic requirement of the school.

## PASTORAL SUPPORT

We have a structure where each student has direct access and constant communication with the Head of Sixth, Assistant Heads of Sixth and the KS5 Study Support Co-Ordinator. These are responsible for students' academic progress and pastoral welfare within the academy. All members of staff within the sixth form team work closely with your tutor to ensure all students are fully supported and encouraged to fulfil their potential. Our receptionists will book meetings with the sixth form team in the first instance, before a meeting can be booked with a Vice Principal or Principal.

## ASSEMBLY

The Sixth Form Assembly takes place once a week and attendance is compulsory

## PRIVATE STUDY

Students' private study time should be spent working in appropriately allocated areas around the school.

## HOLIDAYS

Students should not take holidays in school time. The school will accept no responsibility for a student's poor academic performance in such cases. No holiday during term time will be approved. If a student takes a holiday and this affects their ability to sit and pass their exams, we reserve the right not to enter them.

## EXAMINATIONS

Teachers will set school tests, assessments and exams as frequently as they wish, and at least once every half term. Entrance for public examinations is strictly on merit. Fees for the sitting of exams are paid by the school. Students absent from exams paid for by the school are required to reimburse the school.

Transition from Y12 to Y13 is dependent upon a successful review of progress at the end of Y12. This will include an assessment of internal examination results, conduct, motivation, attendance and punctuality. Exam entries may also be withdrawn for students who have persistent low attendance" at the end

## TARGET SETTING

The Sixth Form runs a target setting scheme for all students. Students are expected to perform as well or better than they did at GCSE; targets are discussed with subject teachers, personal tutors and Heads of Sixth at appropriate times.

## REPORTS

Our reporting and Investment in Learning system is designed to ensure that parents/ carers are quickly aware of any academic problems that their children are having. Reports are sent out to parents regularly during each year.

## REFERENCES

References for Higher Education and jobs are compiled by the Heads of Sixth and a team of Reference Tutors, based on comments from teachers and personal tutors. All references are read and signed by the Principal.

## STUDENT BURSARY

A Student Bursary is available for students who are looked after, a care leaver, claiming income support in their own right, or who is disabled and claiming Disability Living Allowance and Employment Support Allowance. Other students, where the family income is less than £30,000 per annum, can also make a claim. Further details are available from the KS5 Student Support Leader to KS5 Study Support Co-Ordinator.

## SIXTH FORM STUDY AREA

During lesson times, those students with study periods can use the Study Area to complete work. This is also a social area for Sixth Formers to use at break and lunchtime.

## LIBRARY

The Library aims to support new ways of learning in a world revolutionised by Information and Communication Technology. All students have their own email address and access to the internet, combined with a wide choice of software options on the school's network. The Library is open to Sixth Form students from 8am to 4pm during the school term.





# Duke of Edinburgh

At Wath Academy, we offer the Silver level Duke of Edinburgh award to our students in Year 12 (who do not need to complete the Bronze award first). It is a brilliant opportunity to get active, learn some new skills and make new friends.

This enrichment rewards commitment: students complete at least an hour per week on each chosen activity and collect evidence (photos, reports, an activity log, videos) to show what they have done and how they have improved, which are uploaded for approval by the DofE charity.

There are four sections to complete for both awards: Physical, Skill, Volunteering and Expedition. A comprehensive list of activities can be found online at [dofe.org/do/ideas](http://dofe.org/do/ideas), but here are a few ideas for inspiration: athletics, football, dance, horse riding, cheerleading, mountain biking (physical activities); playing a musical instrument, cooking, plant growing, learning

to drive, creating a blog, dressmaking (skills activities); charity work, helping in the local/school library, working at an animal rescue centre, helping in a care home, Youth Parliament, conservation or litter picking (volunteering activities).

For the expedition, students spend three days walking in the beautiful Peak District giving them the opportunity to plan their own route, navigate, overcome rain, sun and fatigue and, potentially, figure out where they went wrong to get back on track. The benefits of achieving the DofE Award are endless. So many of our students say it's life-changing. Achieving an award will give students skills, confidence and an edge over others when they apply for university or a job. Beyond their academic achievements, universities want to see evidence of the 'soft skills', such as communication, commitment, leadership and teamwork. The DofE Award is a fantastic way to evidence these skills.





## Enrichment

At Wath Academy Sixth Form, we offer over 70 different extracurricular clubs available for students to participate in during our dedicated enrichment time. We feel it is exceptionally important that students take time away from their studies to develop new and existing hobbies, create positive school memories and improve their overall health and wellbeing.

Our extracurricular opportunities include:

- Art club
- Charity and community work
- Chess
- Dance
- Drama
- Football coaching
- Gardening and horticulture
- Inspiring reading in primary schools
- Law Society
- Medic Society
- Music technology
- Rock and Pop band skills

- Spanish speaking club
- Table Tennis
- Work experience

"When choosing my A Level choices I was torn. For the career I was interested in, I needed to study certain subjects and Performing Arts was not one of them. However, having the enrichment time on a Wednesday afternoon allowed me to continue to pursue my interest in the performing arts whilst still getting the qualifications I needed for my next steps"





# Careers

At Wath Academy Sixth Form, your careers guidance begins at the point of registering an interest. We pride ourselves on our ability to work with students and parents to ensure that all young people make the right Post-16 choices to enable them to secure a positive Post-18 destination.

Through tutor sessions, bulletins, work experience and skills based interventions we ensure all our students are aware of the vast career opportunities available to them and have the skills necessary to be successful in securing such a position. Individualised guidance is also provided through the use of the Unifrog platform, as well as multiple one-

to-one careers meetings with our qualified career advisor throughout your two years in Sixth Form.

We are also aware of the importance of subject based careers information so encourage each subject to include key careers information within their curriculum delivery to enable all students to discover the opportunities available to them within the subjects they enjoy the most.



# Our Sixth Form Culture

**VESPA** is part of the tutor programme at Wath Academy Sixth Form. The aim of **VESPA** is to assist students in the challenging transition from GCSE to A Level study, where there is an increased need for a proactive, resilient and independent approach to study. Each letter of the acronym represents an area that students will develop during their time in the Sixth Form at Wath Academy:

**VISION** is about having a clear goal. A wealth of research highlights that both long-term and short-term goal setting enhances achievement. In simple terms, it is about learners knowing the outcomes they wish to achieve.

**EFFORT** (sometimes called academic perseverance) refers to how much hard work a student does; performance on most tasks depends on effort that is proactive and independent.

**SYSTEMS** is about two things:

1. a system to organise learning so students can make sense of it all;
2. a system to organise their time so students can complete key tasks to meet deadlines.

**PRACTICE** should be considered as distinct from effort – it refers to what learners do with the time they put into their studies. Practice is not the 'how much?' but rather the 'how?'.

**ATTITUDE** has four elements:

1. confidence (in particular, confidence in abilities);
2. emotional control;
3. academic buoyancy;
4. growth mindset.

Research suggests that all students need an element of these five aspects in order to achieve their full potential, meaning they are crucial for success. Through tutor support, assemblies and coaching, we provide students with activities, tools and guidance to support their journey through **VESPA**.

## Curriculum Intent



### All students develop an inner belief and ambition to fulfil their dreams

Students acquire the knowledge, skills and character needed to live happy, healthy and successful lives. All are included and work hard to fulfil their potential regardless of background or starting point

### All students develop a passion for life-long learning

An appetite for acquiring further knowledge, skills and awareness throughout their lives

### All students gain first rate qualifications

Qualifications that ensure all doors remain open, giving our students the platform to compete and thrive on a global stage

### All students develop exceptional character

Character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination; ensuring they are fully prepared to flourish in an ever-changing world

### All students develop high levels of cultural and global awareness

Awareness that develops through diverse experiences that enrich our students, enabling them to engage in, empathise with, challenge and debate current affairs beyond their local community

### All students develop a love of reading

All students become confident, invested readers who see the power of texts in fostering imagination and curiosity; driving their education, personal development and success in life

### All students become responsible citizens

Students that are responsible members of both the school and local community; who grow into grounded and humble adults, making a positive contribution to society

### All students gain an array of positive school memories

Positive school memories which last a lifetime. Memories that are created from students, staff and our community being fully invested in forging exceptional relationships based on trust, care, high expectations and a passion for genuinely making a difference

## Wath Academy

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives



## Our Key Drivers

### World-class learning

World-class learning every lesson, every day

### The highest expectations

Everyone can be successful; always expect the highest standards

### No excuses

Create solutions not excuses; make positive thinking a habit

### Growth mindset

Believe you can improve; work hard and value feedback

### Never give up

Resilience is essential; be relentless in the pursuit of excellence

### Everyone is valued

Diversity is celebrated; see the best in everyone

### Integrity

Be trustworthy and honest; deliver on promises and walk the talk



# Our House System

**The house system dates back to our humble beginnings and it did much in those early years to encourage students to progress.**

New students would join a house rather than a tutor group and they would have a house master or mistress to guide them through their education from the day they started until the day they left school. All games and academic endeavours were celebrated as house, not individual, achievements.

We continue to be passionate about our house system. The aim is to build teamwork, confidence and community through competition. Every student is a member of one of the houses and competes to earn points for their house. Students can earn points for achievements such as attendance, progress, sport, poetry, games

etc. We want every student to develop the character, grit and determination to enable them to compete and experience what it feels like to be part of a successful team as well as getting first hand experiences of camaraderie and team spirit.

House competitions are held every week, usually Friday lunch time. The House Team has developed a series of events, with a focus upon mass participation. The events accommodate the whole school, Sixth Form included. They must be fun and competition based. The winning team gets 600 points for a win, and each contestant gets 5 points for entering. A register is taken at each event to enable the house team to manage participation and reward attendees. House events are vibrant and exciting. They are often fun and promote teamwork and competition.

Sparta

Troy

Rome

Carthage

Athens

Thebes



# Our House System

*Building teamwork, confidence and community through competition.*



## Athens

ASPIRATION | COMPETITIVENESS | LOYALTY | RESPONSIBILITY | WISDOM



**A**thens was the largest and most influential of the Greek city-states. It had many fine buildings and was named after Athena, the goddess of wisdom and warfare. The Athenians invented democracy, a new type of government where every citizen could vote on important issues, such as whether or not to declare war.

prominent philosophers, writers and politicians of the ancient world. It is widely referred to as the cradle of western civilisation, and the birthplace of democracy.

In the classical period, Athens was a centre for arts, learning and philosophy, home of Plato's Academia and Aristotle's Lyceum. Athens was also the birthplace of Socrates, Plato, Pericles, Aristophanes, Sophocles and many other



Parthenon, temple dominating the hill of the Acropolis, Athens.

ASPIRATION | COMPETITIVENESS | LOYALTY | RESPONSIBILITY | WISDOM

*Building teamwork, confidence and community through competition.*



## Carthage

CANDIDNESS | HONESTY | KINDNESS | PERSEVERANCE | STRENGTH



**A**ccording to legend, colonists from modern-day Lebanon, led by Queen Elissa, founded Carthage c. 814 BC. The Carthaginian Empire extended over much of the coast of north west Africa as well as encompassing substantial parts of coastal Iberia and the islands of the western Mediterranean Sea.

against Rome, which were known as the Punic Wars. Hannibal Barca was a general and statesman from ancient Carthage who is widely considered to be one of the greatest military commanders in history.

Carthage settlers were seafaring people known as the Phoenicians. The ancient city of Carthage, located in modern-day Tunisia, in Tunisia, was a major centre of trade and influence in the western Mediterranean. Carthaginians were a formidable warring nation. They fought a series of wars



Ancient ruins of Carthage, Tunisia.

CANDIDNESS | HONESTY | KINDNESS | PERSEVERANCE | STRENGTH



# Our House System

Building teamwork, confidence and community through competition.



## Rome

CONFIDENCE | CREDIBILITY | FAITHFULNESS | RELIABILITY | TRUST



The civilisation began as an Italic settlement in the Italian Peninsula, that grew into the city of Rome and which subsequently gave its name to the empire over which it ruled. The Roman Empire expanded to become one of the largest empires in the ancient world.

Ancient Roman civilisation has contributed to modern language, religion, society, technology, law, politics, government, warfare, art, literature, architecture and engineering. Rome professionalised and expanded its military and created a system of government called res publica, the inspiration for

modern republics such as the United States of America and France. It achieved impressive technological and architectural feats, such as the construction of an extensive system of aqueducts and roads, as well as the construction of large monuments, palaces and public facilities.



Roman Forum, Rome, Italy.

CONFIDENCE | CREDIBILITY | FAITHFULNESS | RELIABILITY | TRUST

Building teamwork, confidence and community through competition.



## Sparta

CONSIDERATION | COURAGE | ENDURANCE | TEAMWORK | VISION



Sparta was a prominent city-state in ancient Greece. Around 650 BC it rose to become a dominant military land-power. It was unique for its social system and constitution, which configured its entire society to maximise military proficiency at all costs, focusing all social institutions on military training and physical development. Spartans underwent the rigorous agoge training and education regimen. This started at the age of 7 and lasted for 11 years.

Spartan women also enjoyed considerably more rights and equality with men than elsewhere in classical society.

Spartan phalanx brigades were widely considered to be among the best in battle. The movie '300' is based on the Battle of Thermopylae, where 300 Spartans held off 100,000 to 150,000 Persians. It is a true story about the victory of a few brave Spartans holding their ground against a larger adversary.



Ancient ruins of Sparta, Greece.

CONSIDERATION | COURAGE | ENDURANCE | TEAMWORK | VISION

Building teamwork, confidence and community through competition.



## Thebes

AMBITION | DETERMINATION | ENTHUSIASM | FOCUS | OPTIMISM



Thebes was a city in Boeotia, central Greece. It played an important role in Greek myths, as the site of the stories of Cadmus, Oedipus, Dionysus and Heracles. Thebes was the largest city of the ancient region of Boeotia and was the leader of the Boeotian confederacy. It was a major rival of ancient Athens, and sided with the Persians during the 480 BC invasion under Xerxes. Thebes was a major force in Greek history, and was the most dominant city-state at the time of the Macedonian conquest of Greece. During the Byzantine period, the city was famous for its silks.

Thebes was, according to legend, the birthplace of the mythological pan-Hellenic hero Hercules. In classical mythology, Hercules is famous for his strength and for his numerous far-ranging adventures.



Ancient Theater in Boeotia, Greece.

AMBITION | DETERMINATION | ENTHUSIASM | FOCUS | OPTIMISM

Building teamwork, confidence and community through competition.



## Troy

CURIOSITY | DEDICATION | INGENUITY | PRUDENCE | TOLERANCE



Troy was a city in the far northwest of the region known in late classical antiquity as Asia Minor, now known as Anatolia in modern Turkey. It was the setting of the famous Trojan war. During the war the city of Troy was besieged for ten years. After the deaths of many heroes, including the Achaeans Achilles and Ajax, and the Trojans Hector and Paris, the city fell to the ruse of the Trojan Horse. Legend states that the Greeks pretended to sail away whilst leaving a large wooden horse as a gift. The horse was dragged into the city by the Trojans, but inside were hidden Greek soldiers. These soldiers let the rest of the army into the city and then the city of Troy

fell. Contrary to popular belief, Homer's "Iliad" does not end with the destruction of Troy but with a temporary truce, after which the fighting continued.

A famous Trojan is Helen of Troy. In Greek legend, she was often described as the most beautiful woman in Greece and the indirect cause of the Trojan War. She was the daughter of the god Zeus.



Ruins of ancient legendary city of Troy in Canakkale, Turkey

CURIOSITY | DEDICATION | INGENUITY | PRUDENCE | TOLERANCE

- 3D Art & Design
- Art & Design
- Biology
- Business
- Chemistry
- Computer Science
- Drama & Theatre Studies
- Economics
- English Language
- English Literature
- Geography
- Graphic Design
- History
- Law
- Mathematics
- Media Studies
- Modern Foreign Languages
- Music
- Photography
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Sociology

# A-LEVEL

## Qualifications



# 3D Art & Design

**This creative and thought-provoking qualification gives you the practical skills and confidence to succeed in a number of design based careers, especially those in the creative industries.**

**You will investigate historical, social, cultural and environmental influences on product design whilst enjoying opportunities to put your learning in to practice by producing products of your choice. You will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.**

## Subject content

The course will comprise of an in-depth investigation, designing and making of a product of your choice, this will form the Non Examined Assessment (NEA). In the February of Year 13, you will choose a topic and form a mini project for the externally set exam.

As a student of 3D Design you will be introduced to a variety of experiences that explore a range of three-dimensional media, processes and techniques. Working with both traditional and new manufacturing techniques.

A variety of methods and media will be used, including computer aided design to produce models and final outcomes. You may use sketchbooks/workbooks/journals to underpin your work, where appropriate. The exploration of relevant images, artefacts and resources that relate to a range of art, craft and design, from both the past and from recent times, including European and non-European examples, will be integral to the designing and making

process. You will respond to these examples through practical and critical activities that demonstrate your understanding of different styles, genres and traditions. You will be required to demonstrate a number of different skills.

## Learning methods

You will learn through lectures, independent research and investigation, designing and practical tasks.

## Assessment

Assessment is 60% NEA and 40% Examination.

## Future opportunities

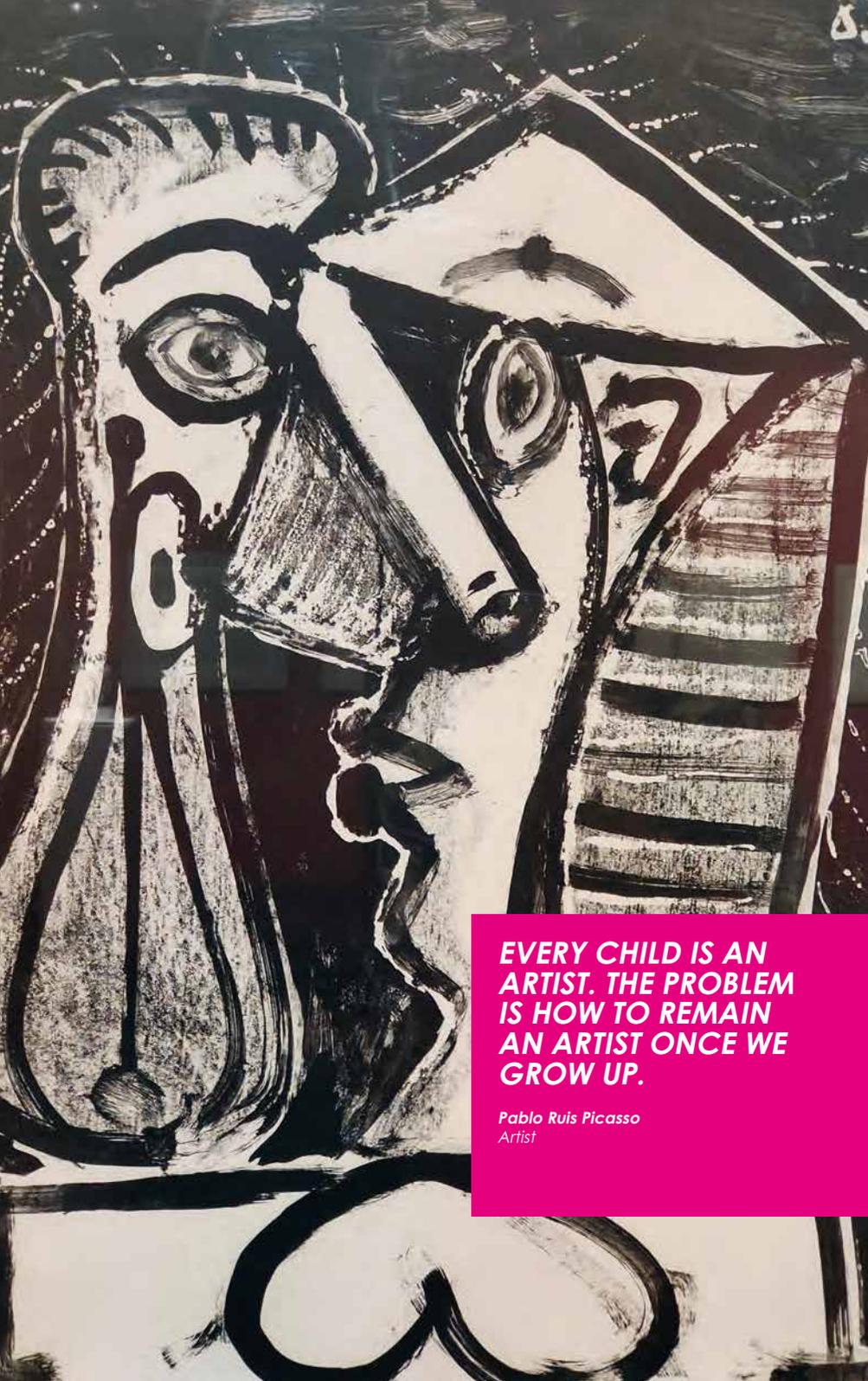
An A-level in Art & Design 3D - Product Design will be a stepping stone to the vast and varied world of design. The career opportunities are endless, students go on to study architecture, graphics, engineering, fashion, automotive design, theatre design, and the many facets of product design.



Photo - Pexels

**'DIFFERENT' AND 'NEW' IS RELATIVELY EASY. DOING SOMETHING THAT'S GENUINELY BETTER IS VERY HARD.**

Sir Jonathan Paul Ive, KBE, HonFREng, RDI  
Apple Chief Designer



Pablo Picasso - Unknown, 1949, Adobe Stock

**EVERY CHILD IS AN ARTIST. THE PROBLEM IS HOW TO REMAIN AN ARTIST ONCE WE GROW UP.**

*Pablo Ruis Picasso*  
Artist



# Art & Design

**The creative industry is one of the fastest growing industries in the UK making it worth £100 billion generating around £10 million per hour. More and more companies are looking for creative employees to reinvent or change their image to a constantly demanding consumer market. The Art and Design A-level course gives students an opportunity to explore and refine their creative skills and create a professional portfolio of work in the process. Unlike other subjects areas, art students have the luxury of compiling a portfolio of their best work that can be used for university interviews or job interviews within the creative sector. We are specifically looking for students who are creative, independent, ambitious, dedicated and passionate about creating exciting artwork.**

## Subject content

In your first year you will commence working your personal investigation that closely examines the work of other artists, but shows a clear development in your own personal style. The primary focus is to discover your skills and strengths through a variety of workshops and by studying the work of other practitioners. Your body of work will include in-depth development and exploration of ideas, though different medias and techniques before realising your intentions in a final piece. The personal investigation will be brought to a conclusion by January of your second year, with a supporting essay explaining the ideas concepts and artists behind your project.

From February, of your second year onwards, you will begin your exam. This will be an external set of questions set by the exam board, similar to GCSE, you will choose one question as a starting point and develop a body of work accordingly before starting your final piece. You will be given 15 hours to complete your final piece in exam conditions.

## Additional entry requirements

Minimum grade 5 in GCSE Art (if previously studied). Students may be considered if their portfolio shows potential and you may be asked to complete an independent drawing exercise.

## Learning methods

You will develop your art skills through specialist workshops, independent research and practical work in class or at home.

## Assessment

Assessment is 50% coursework and 50% exam.

## Future opportunities

Art is a versatile A-level choice and can support other options depending on your future career plans. Higher Education courses include fine art, graphic design, illustration, fashion design, textiles, computer games design, animation, architecture, landscape architecture, product design, ceramics, photography, creative writing, jewellery and metal work, film and media, art and design teaching, set design, performing arts and art history.



# Biology

**Biology is the study of the structure and function of living organisms. In teaching Biology we hope to encourage enthusiasm for the subject alongside an appropriate and relevant foundation of knowledge and skills. As well as studying the principles of Biology, students will learn the way in which scientists work and their contribution to society.**

## Subject content

During the course you will cover a wide range of biological concepts including:

### Biochemistry:

Molecules essential to life, their structure, their formation and their function. Processes; the biochemistry of the Calvin cycle in photosynthesis and the Krebs' cycle in respiration.

### Cell Biology:

The structure of cells, organelles and their function. The process of cell division, specialisation, organisation and cancer.

### Exchange & Transport:

The importance of exchange surfaces and how they vary. The methods of transport and factors affecting them.

### Genes & DNA:

The structure of DNA and process of replication. Transcription and translation of DNA to form proteins. The importance of gene technology, advancements in genome mapping and the control of gene expression.

### Populations & Biodiversity:

The importance of biodiversity, the impact of humans and classification of animals. Demonstrating evolutionary links and the process of evolution. Investigating populations and ecology.

## Communication & Control:

The communication of the nervous system, the hormonal control and bio regulation.

## Practical Endorsement:

12 compulsory practicals in which you must demonstrate competency in various skills. These are linked to many biological concepts throughout the course.

## Additional entry requirements

Minimum of 2 grade 7s in Combined GCSE Science or all three separate GCSE Sciences.

Minimum grade 6 in GCSE Maths.

## Learning methods

You will learn through a variety of methods, including teacher led, research, practical activities, group tasks and independent study.

## Assessment

Assessment is by written examination. There is also a practical endorsement that will be completed and tracked throughout the course.

## Future opportunities

Biology is a versatile course as it demonstrates the ability to learn and retain knowledge and how to apply knowledge to unfamiliar situations. The practical endorsement shows evidence of scientific investigative skills, analytical skills and the ability to use knowledge and data to support conclusions. All of these skills are transferable to many areas of higher education, making Biology a valuable A-level.

**ALTHOUGH NATURE  
NEEDS THOUSANDS OR  
MILLIONS OF YEARS TO  
CREATE A NEW SPECIES,  
MAN NEEDS ONLY A FEW  
DOZEN YEARS TO  
DESTROY ONE.**

Victor Scheffer, 1906 - 2011  
Biologist



# Business

**This is a dynamic and relevant subject for those interested in the world of business and the environment in which businesses operate. You will explore a variety of business aspects such as marketing, human resources, operational and financial performance and how these play a supporting role in the direction of the business as a whole. You will apply theoretical concepts to real business examples to make you more aware of the business arena.**

## Subject content

In the first year of the course a solid foundation is provided to ensure you are equipped to progress to year two. You will investigate a range of businesses and how they are formed. You will develop an understanding of the role of managers and leaders and of how decisions are made in a business. The main focus will be on the functional areas of a business and how their decisions can drive business success. You will also undertake research into actual companies so that you can apply your learning to the real world of business today. The second year topics are a natural progression from year one and involve more complex business scenarios. You will look at businesses from a more strategic perspective and are expected to be evaluative about how companies should operate. In particular, you will focus on a business, analysing its strategic position, choosing a strategic direction, considering how to pursue its strategy and then ensuring the ability to manage the strategic change.

## Learning methods

You will learn through lectures, research projects, group work and presentations.

## Assessment

Assessment will be through examinations taken at the end of the second year, although internal assessments will run throughout the two years.

## Future opportunities

A-level Business allows you to pursue a variety of routes. You could progress on to a BA Hons degree in Business and Management, Accounting and Finance, Marketing, Human Resource Management or Teaching. Higher and degree level apprenticeships are also available. Following this you could enter employment in a variety of roles, for example, in a graduate training programme, as a Trainee Manager or in a senior administrative role.

**YOUR TIME IS LIMITED,  
SO DON'T WASTE IT  
LIVING SOMEONE  
ELSE'S LIFE.**

**Steve Jobs**  
Apple Founder







# Computer Science

Technology is all around us and instead of just absorbing this technology you question it. You have a deeper interest and want to find out more about the underlying fundamentals behind it. What is it made up of? How does it work? Who made it? Why was it made? You wish to learn about the physical components and also the software which controls it allowing it to work as a whole. You want to take things apart and see 'what's in the box' and also learn how to program code yourself. You may also wish to explore other avenues such as the moral, cultural and ethical implications that this technology has globally.

## Subject content

You will gain a 'hands on' understanding of computer components and how they work before being taught how to efficiently use a programming language allowing you to independently complete a programming project to resolve a problem. As you complete the programming task you are expected to evidence all the steps taken on this journey, showing task analysis, design, development and eventual evaluation of your project.

In preparation for the two external examinations you will learn about topics such as the characteristics of contemporary processors, input, output and storage devices, software, data, algorithms, global issues, computational thinking and problem solving and programming.

## Additional entry requirements

We require a minimum grade 6 in GCSE Maths and also Computer Science if previously studied.

## Learning methods

You will learn through teacher led lessons (both practical and theory) and independent research.

## Assessment

The final grade is calculated based upon two external examinations of which each is worth 40% of the course and a programming project which makes up the final 20%.

## Future opportunities

Computer Science is a very highly regarded qualification that opens the door to many future opportunities. Potential roles include a software/games developer, database administrator, computer hardware engineer, computer systems analyst, web developer, information security analyst, computer and information research scientist, systems manager, IT project manager and many more.

**THE ORIGINAL IDEA OF THE WEB WAS THAT IT SHOULD BE A COLLABORATIVE SPACE WHERE YOU CAN COMMUNICATE THROUGH SHARING INFORMATION.**

Sir Timothy John Berners-Lee  
Inventor of the World Wide Web





# Drama & Theatre Studies

**This course is for those who have a background in drama or performing arts, either through the examinations they have already taken, or from an interest they have pursued in their own time. We are looking for those who are prepared to commit themselves to working closely with a group and in developing their own particular skills and understanding of drama and theatre. We follow the Eduqas specification which, gives a good balance between the academic rigour required to follow the subject further into Higher Education, whilst allowing each student the freedom to develop their own skills as an actor.**

## Subject content

You will study a range of dramatic practitioners and use this knowledge to interpret and perform at least 3 set texts and devise your own drama. The main focus is on Stanislavski, Brecht, Artaud and Berkoff. This two year course allows you to study a post and pre-1956 set text, considering characters, rehearsal techniques, technical and design elements that leads to an exam at the end of the course. Although this is a written exam the techniques for studying both plays are very practical. You will study a number of other set texts as starting points for creating your own piece of drama and evidence your progress of this through a creative log. You will have the opportunity to perform a published script in the style of a practitioner and then devise your own piece of drama from a stimulus, set by the board, in a contrasting style to an audience.

## Additional entry requirements

You are reminded that this is a course in which

you will be expected to perform to a range of audiences. There is a requirement to engage in extra rehearsals after school and in a host of extracurricular performances.

## Learning methods

You will learn through group work, lectures, practical work, workshops, theatre visits and research projects.

## Assessment

Assessment is by written examination, creative log, course work and performance examination.

## Future opportunities

Drama is a course that will prepare you for Higher Education opportunities in any performance or media subject. It also supplies you with a whole range of transferable skills such as confidence, public speaking, time management, empathy, the ability to work as part of a team, presentation and decision making, all of which universities and employers highly value.



**WHEN THE LEADERS  
SPEAK OF PEACE,  
THE COMMON FOLK  
KNOW WAR IS  
COMING.**

*Bertold Brecht*  
Director/Playwright/Poet





# English Language

**The course explores the study of English language both as a medium of communication and as a topic in its own right, with an emphasis on developing your ability to pursue lines of enquiry, analyse texts produced by others and debate different views.**

## Subject content

The methods of analysis appropriate to the fields of English language/linguistics underpin all the elements of this course, and these are applied to distinctive topic areas. The aim of 'Language, the Individual and Society' is to introduce you to language study, exploring textual variety. This area of study introduces you to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces you to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language. The aim of 'Language Diversity and Change' is to allow you to explore the diversity of language. You will explore language in its wider social and geographical contexts in studying the impact of sociolects, gender and occupation. You will study varieties of English within the British Isles, and you will explore processes of language change.

## Additional entry requirements

Minimum grade 5 in GCSE English Language.

## Learning methods

We take an interactive and collaborative approach towards our studies in English Language. You will learn through a process of discussions, group and paired work, independent work and lectures.

## Assessment

By examination and coursework at the end of the two years of study. Throughout the two years of study there will be internal assessments.

## Future opportunities

English Language is a versatile A-level choice and is highly regarded by Higher Education establishments. With an English Language A-level you have the expertise to help you in the following fields: marketing, journalism and media, medicine, law, social work, accountancy, management consultancy, English teaching, primary teaching, teaching abroad, the police force, the music/fashion industry, television and film industry, politics and many more!



***I HAVE A HORRIBLE FEELING  
I AM A GREEDY, PERVERTED,  
SELFISH, APATHETIC, CYNICAL,  
DEPRAVED, MORALLY BANKRUPT  
WOMAN WHO CAN'T EVEN CALL  
HERSELF A FEMINIST.***

Phoebe Waller-Bridge  
Quote from Fleabag

Phoebe Waller-Bridge - Writer / Actor (Fleabag / Killing Eve, Series One), Alamy



# English Literature

The course aims to encourage you to develop your interest and enjoyment of literature. You will have the opportunity to read widely and independently, both set texts and others that you have selected for yourself. You will engage creatively with texts and develop how to critically and effectively apply your knowledge of literary analysis and evaluation, whilst exploring the contexts of the texts and others' interpretations.

## Subject content

You will study pre and post-1900 prose, poetry and drama from across the English literary canon. You will be further challenged with studying the approaches to unseen texts and a coursework opportunity in the form of a wider reading essay with plenty of scope for you to shape your own area of focus and study.

The range of reading on offer will give you the opportunity to explore ways in which writers use and adapt language, form and structure in texts, and you will develop your ability to synthesise a range of interpretations by different readers and critics. You will learn how texts relate to one another and to broader literary traditions, movements and genres, and you will discover the cultural and contextual influences on readers and writers.

## Additional entry requirements

Minimum grade 6 in GCSE English Literature and a minimum grade 5 in GCSE English Language.

## Learning methods

We take an interactive, collaborative and challenging approach towards our studies in English Literature. You will learn through a process of discussion, group and paired work, independent work and lectures.

## Assessment

By examination and coursework at the end of the two years of study. Throughout the two years of study, there will be internal assessments that link to the final examinations.

## Future opportunities

English Literature is a facilitating subject for Russell Group universities. With an English Literature A-level you have the expertise to succeed a huge range of fields, including writing, publishing, journalism and media, marketing, medicine, law, social work, accountancy, teaching, television and film industry, and politics.



**IN A TOTALLY SANE SOCIETY, MADNESS IS THE ONLY FREEDOM.**

JG Ballard (1930-2009)  
Novelist



Glacier above Smaadland Cove, South Georgia Island, Antarctica, Adobe Stock

# Geography

**Geography at A-level builds on the foundations of Geography at GCSE to challenge perceptions and stimulate investigative and analytical skills. The units of traditional Geography are joined by new contemporary topics that reflect the world around us today. The course will contribute to the knowledge, skills and enthusiasm sought by higher education and employers.**

## Subject content

You will study aspects of both physical and human geography. Topics covered are Hazards, Coastal Systems and Landscapes, Water and Carbon Cycles, Changing Places, Contemporary Urban Environments and Global Systems and Global Governance. The course includes a compulsory residential fieldwork visit. This forms part of the data collection for the independent investigation.

## Additional entry requirements

Minimum grade 5 in GCSE Geography (if previously studied).

## Learning methods

You will learn in a variety of different ways including group work, independent research, geographical questions, class discussion and video clips. Students will be allocated a coursework mentor during Year 13. Students will meet with their mentor to receive support and guidance with their independent study.

## Assessment

At A-level there are two 2 hour 30 minute exams worth 40% each and an individual geographical investigation project worth 20% of the qualification.

## Future opportunities

Geography is a very versatile A-level choice combining well with science or humanities subjects. It is highly regarded by Higher Education establishments and is one of the facilitating subjects Russell Group universities recommend you to study to leave a wide range of doors open for Higher Education. Graduates go on to have a wide range of careers in a number of different sectors including environmental management, international development, area government, business and education.

**YOU SAY YOU LOVE  
YOUR CHILDREN ABOVE  
ALL ELSE AND YET YOU  
ARE STEALING THEIR  
FUTURE IN FRONT OF  
THEIR VERY EYES.**

**Greta Thunberg** (16 years)  
Climate Change Activist



Photo - Adobe Stock.



# Graphic Design

**Evidence of graphic design is almost everywhere you look in today's society. Whether it's the designs in shop windows enticing customers to enter or on website homepages selling products or events, graphic design is a key part of any business. Companies need graphics designers for a wide range of reasons including creating stock photography, videos and presentations, visuals for charts and data or creating completing original artwork for branding. Graphic design is a perfect subject for those who have a passion for the creative arts whilst also having a desire to expand their knowledge of digital skills software and corporate branding. The course is hugely varied and allows students to choose their own specialisms. This can be anything from painting, drawing or printmaking to digital techniques and software such as Photoshop, Illustrator, although most choose a combination of multiple forms of media.**

## Subject content

In your first year, you will begin with a small project aimed to teach basic skills in digital software for anyone who did not study Graphics at GCSE. For those students who did study Graphics in Y11, there will be opportunities for you to enhance your existing skills and practice working towards a brief. The topic the first project will be based on is chosen from a list of starting points, similar to the graphics exam. We will then work our way through multiple skills and forms of media in a workshop structure. You will then move onto your main coursework project, the personal investigation. This is completely student led and you have complete choice over themes, artists and designers as well as media and software. This project is designed

to allow students to explore their own creative processes. In February of your second year, you will begin an exam project that follows the same structure as the main coursework project. You will choose from a list of starting points and create a project that concludes in a 15hr exam at the end of the year.

## Additional entry requirements

Minimum grade 5 in GCSE Art or Graphics (if previously studied). Students may be considered if their portfolio shows potential and you may be asked to complete an independent piece of creative work.

## Learning methods

You will develop your graphic design skills through specialist workshops, independent research and practical work in class or at home.

## Assessment

Assessment is 50% coursework and 50% exam.

## Future opportunities

The graphics industry is continuously expanding and is extremely versatile. An A-level in Graphic Design could lead to a career in the following areas advertising, art director, animator, artworker, concept artist, creative director, graphic designer, illustrator. The main employers of graphic designers, include advertising firms, branding specialists, design consultancies and studios, PR agencies and publishing companies. In the public sector, you could also find employment with museums, local authorities, schools, colleges, and hospitals. Some graduates set up their own studios and work as exhibiting artists or work as part of a studio collective.

**IF YOU HAVE A COMPUTER NAMED AFTER A PIECE OF FRUIT, MAYBE THE IMAGE SHOULD LOOK LIKE THE FRUIT.**

**Rob Janoff**  
Designed the Apple logo, 1977



Photo - Adobe Stock

**MANKIND MUST PUT AN END TO WAR BEFORE WAR PUTS AN END TO MANKIND.**  
**John F. Kennedy** (1917-1963)  
35th U.S. President (1961-1963)



# History

**Want to know why the USA is one of the most powerful countries in the world? Interested in how court gossip contributed to the crisis of the French crown? Fascinated by the debate surrounding Margaret Thatcher and her impact on the local area? Then History is the A-level for you!**

### Subject content

The course comprises of three separate elements, chosen to give variety both geographically and across time periods. The breadth study focuses on the birth of the American nation, from the Civil War to its development into a Superpower. The depth study examines Britain between 1951 and 2007, looking at the extent of political, economic and social change. The final part of the course will ask students to consider the complexity of causation and ultimately ask them to reach a decision as to why the French executed their King in 1792.

### Additional entry requirements

Minimum grade 5 in GCSE History (if previously studied).

### Learning methods

A variety of learning methods are used to prepare you for further study and the demands of the work place. These include: collaborative learning, lectures, reading, seminar discussions and presentations. These methods allow you to develop the critical, communication and debate skills that the most successful historians possess. In addition, the department aims to bring the History course to life through visiting historical sites, where applicable.

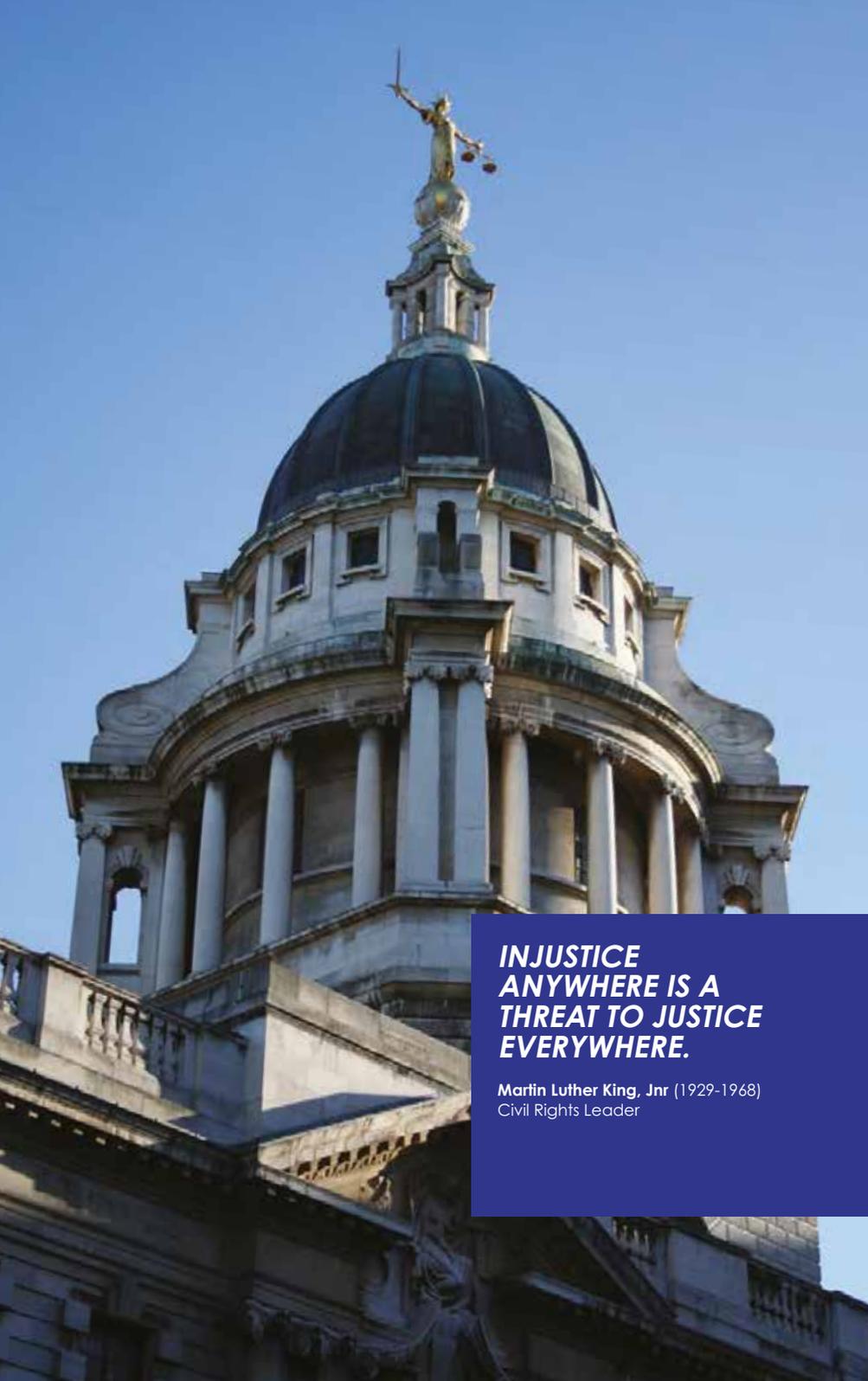
### Assessment

A-level History is examined through 2 examination papers of 2 hour and 30 minutes containing either source or interpretation style questions, as well as traditional essays. In addition, students will complete a personal study of approximately 3500 words.

### Future opportunities

History is held in very high esteem by both employees and universities for being a rigorous subject which requires its students to think and argue. That is why History students can be found in careers as diverse as law, journalism and accountancy. The Russell Group of leading universities values History as a facilitating subject, usually these universities require two facilitating subjects for entry to their courses.





Old Bailey, Criminal Court Building, London, England, Shutterstock

**INJUSTICE  
ANYWHERE IS A  
THREAT TO JUSTICE  
EVERYWHERE.**

**Martin Luther King, Jr** (1929-1968)  
Civil Rights Leader



# Law

**Law plays a vital role in society. It provides a means to recognise rights and duties, solve problems and resolve disputes without resorting to violence. A-level Law encourages you to develop the skills necessary to analyse and solve problems by applying rules and to develop the ability to communicate arguments and conclusions clearly and concise. It will help you validate arguments and develop an enquiring and critical mind.**

## Subject content

During the course you will cover the following:

### The Nature of Law and the English Legal System:

The differences between criminal and civil law, the meaning and importance of fault, the relationship between law and morality, Parliamentary law making, judges interpreting this law, judge-made law, the criminal and civil courts, magistrates and juries, etc.

### Criminal Law:

The general principles of criminal law, fatal and non-fatal offences against the person, property offences and various defences such as intoxication, insanity, self-defence, etc.

### Tort:

Theory of Tort Law, liability in negligence, occupiers' liability, nuisance and the escape of dangerous things, defences, remedies, etc.

### Contract:

Rules on formation of contract, consumer rights, exclusion clauses, breach of contract, damages, etc.

## Additional entry requirements

We require a minimum grade 6 in English Language or English Literature.

## Learning methods

You will learn through a variety of methods including teacher led, research projects, group tasks and independent study.

## Assessment

There will be regular tests and exam question practice. Assessment is by examination.

## Future opportunities

Law provides an excellent background for university and careers not only in law, but also in journalism, local and central government, public relations, teaching, and a range of management and business areas.





Apollo 11, looking back at Earth, NASA



# Mathematics

**Mathematics aims to develop the students' understanding of mathematical processes in a way that promotes confidence and fosters enjoyment. It aims to extend their range of skills and use them in more difficult, unstructured problems.**

## Subject content

In A-level Mathematics you will study for papers in Pure Mathematics, Statistics and Mechanics.

### Pure Mathematics

Will include topics on proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, vectors and numerical methods.

### Statistics

Will include topics on statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing

### Mechanics

Will include topics on quantities and units in mechanics, kinematics, forces and Newton's laws and moments.

### Additional entry requirements

It is essential that students have achieved a minimum grade 7 in GCSE Maths. Students will also be required to pass a Maths Skills Assessment before starting the course.

### Learning methods

You will learn through direct teaching, discussion, independent work and group work.

### Assessment

Assessment is by 3 written examinations at the end of Year 13. Two of these focus on the Pure Mathematics content and the third one both Statistics and Mechanics. All questions must be answered and calculators are permitted in all 3 examinations.

### Future opportunities

Mathematics is a versatile A-level choice and is highly regarded by Higher Education establishments. Mathematics is a key component of many degree courses, including computer science, engineering, natural sciences, economics, medicine, geography, architecture and of course, mathematics itself. Graduates go on to have a wide range of careers in any job where logical thought and problem solving are required such as business, accountancy or computing.

**YOU TELL ME WHEN YOU WANT IT AND WHERE YOU WANT IT TO LAND, AND I'LL DO IT BACKWARDS AND TELL YOU WHEN TO TAKE OFF.**

**Katherine Johnson** (Aged 101)  
American Mathematician - Orbital Mechanics, NASA





# Media Studies

**You have already engaged with many different forms of media today – be it listening to music, watching TV or communicating online. If you want to explore why, take A-level Media Studies. You will need strong analytical skills and good essay writing abilities to succeed at this subject. You will also need some creative skills, but this is primarily an academic course.**

## Subject content

The four key components of Media Studies are analysing media products, considering how the media represents the world around us, investigating how audiences respond to media products and discovering the industry behind the media.

Areas of study include television, film, radio, music, online media, videogames, newspapers, magazines and advertising/marketing. To cover these, we analyse, in-depth, a number of products from each media form (for example, an episode of a television drama, a particular music video, a specific website etc.). While many of these will be mainstream, others will be less familiar, such as historical or foreign products.

Practical work, which makes up the non-examination assessment, forms a minority of the course. Here, you make your own audio-visual and/or print-based productions, with plenty of support in lessons.

## Additional entry requirements

Minimum grade 5 in GCSE English Language and/or GCSE English Literature. There is no requirement to have taken Media Studies before.

## Learning methods

You will learn through class discussions, group work, presentations, independent research, screenings and by completing practical work.

## Assessment

Assessment is 70% examination and 30% non-examination assessment (coursework).

## Future opportunities

Most students of A-level Media Studies go on to university, undertaking a variety of degrees. The analytical skills enhanced by Media Studies are useful for courses such as English, business, communications or the humanities; the practical skills developed can help in courses such as film, art, design or photography. Many careers - such as journalism, marketing, filmmaking, broadcasting, graphic design and public relations - have links to Media Studies.



**NEVER LET THE TRUTH GET IN THE WAY OF A GOOD STORY.**

Mark Twain (1835 - 1910)  
American Writer



La Tomatina, Buñol, Spain, Adobe Stock

# Modern Foreign Languages

**You will immerse yourself in the culture and traditions of other countries, opening your eyes to opportunities beyond South Yorkshire. You will develop skills such as confidence, spontaneity, adaptability, resourcefulness and tenacity. You will also learn to embrace challenge! You will better understand not only words, but people, appreciating how identity affects behaviours, developing mutual respect. In short, the ability to speak and understand other languages will open up a whole new world to you. "You don't just learn a language, you fall in love with it".**

### Subject content

You will study a variety of themes including media and technology, traditional and modern aspects of life, immigration and youth culture.

You will have the opportunity to study a range of films, produced in a variety of different eras and contexts. You will read novels in the target language to develop an appreciation of the sophistication of the language and to also understand them within their cultural and social context.

### Additional entry requirements

Minimum grade 7 in the language you wish to study.

### Learning methods

You will learn through group work, lectures, practical work, research projects and film screenings. You will have lessons with

native speakers each week. Students have enjoyed trips and work experience visits to Riesa (Germany), Seville (Spain) and St. Etienne (France).

### Assessment

Assessment is by examination. There are 3 examinations at the end of Y13: Paper 1 – listening, reading and writing. Paper 2: essay paper (film and novel) Paper 3: speaking examination (independent research project)

### Future opportunities

We are proud of the many students who go on to study languages further, often together with subjects such as international business and law. Some choose to work for international companies or teach English abroad. We have ex-Wath students all over the world!



**IN ANY REGION OF ANY COUNTRY OF ANY CONTINENT, THERE ARE ALWAYS GREAT STORIES THAT MOVE US.**

**Javier Bardem**  
Academy Award winning Spanish Actor.



Photo - Adobe Stock

# Music

**Studying Music at A Level allows students to actively engage in the process of music study. Students will develop an understanding of musical elements, style, sense of continuity, interpretation and expression. Throughout the course students will develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions. This course is designed for students who would like to broaden their musical experience and interests as well as develop the imagination and creativity needed to communicate effectively as musician.**

## Subject content

A Level Music consists of three units:

**Component 1:** Performing. This makes up 30% of the qualification and requires students to complete a live performance as a recital as part of either a solo or an ensemble.

**Component 2:** Composing. Also making up 30% of the qualification, this component allows students to appreciate the process of creating music through developing the technical and expressive skills needed by a composer.

**Component 3:** Appraising. This component makes up 40% of the qualification and gives students the opportunity to reflect on, analyse and evaluate music in either aural or written form.

## Entry requirements

Students will need to have achieved their grade 5 practical in order to study this course.

## Learning methods

You will learn through lectures, individual and group work as well as research projects.

## Assessment

Assessment consists of a six minute performance for ensemble and solo, a portfolio of two compositions and a formal written exam based on knowledge of set works and aural skills. All work is assessed in Year 13.

## Future opportunities

This course is perfect for those looking to secure a career within musical performing including making applications to conservatoires.

**I PLANT THE KIND OF  
KISS THAT WOULDN'T  
WAKE A BABY.**

Elbow (Mirrorball)  
Band from Hull, Yorkshire





Photo - Adobe Stock

# Photography

**If you own a smartphone or an iPhone are you a photographer? How many photos do you take in a day? Do you Instagram everything? Why even study photography A-Level? What is there to gain? These are some of the questions we will explore if you choose to study Photography at Wath Academy. Through your creative journey you will also learn and discover the skills and techniques used in the Industry.**

## Subject content

If you choose Photography A-Level you will be introduced to a variety of experiences that explore diverse approaches to photographic media, techniques and processes. You will be given the opportunity to investigate your photography both off site and in the photography studio. You will use sketchbooks/workbooks/journals either hand-on or digitally to underpin your creative process and outcomes. You may wish to develop your drawing/digital skills in order to produce storyboards, thumbnail sketches and/or diagrams. The course focuses upon the use of digital photography. You may explore overlapping and combinations of areas such as: Portraiture, landscape photography (working from the urban, rural and/or coastal environment), still life photography (working from objects or from the natural world, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation, skills and techniques and composition.

## Additional entry requirements

Minimum grade 5 in GCSE Art or Graphics (if previously studied). Students may be considered if their portfolio shows potential and you may be asked to complete an independent piece of creative work.

## Learning methods

You will develop your photography skills through specialist workshops, independent research and practical work in class or at home. This course is assessed through a range of course work, personal investigation and a controlled assignment. It is designed for you to be creative and discover your photography style.

## Assessment

Assessment is 50% coursework and 50% exam.

## Future opportunities

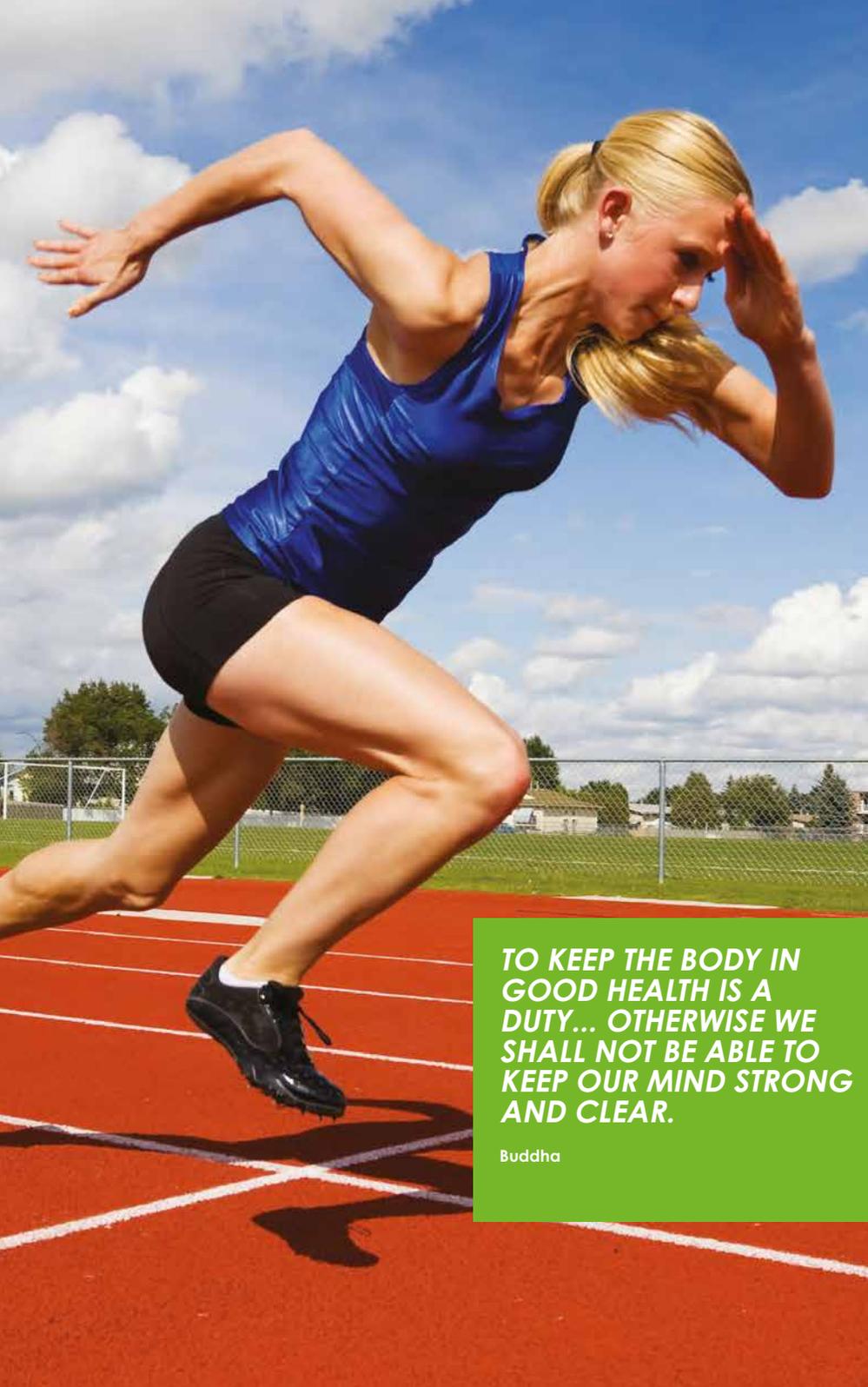
An A-level in Photography could lead to a career in the following areas, Advertising art director, Film/video editor, Graphic designer, Magazine features editor, Medical illustrator, Photographer, Press photographer, Television camera operator. Relevant employers can depend on your specialist area, which may cover; architectural, commercial advertising, documentary, fashion, fine arts, landscape, portrait, press, scientific and medical, sports, wildlife and wedding. In the public sector, you could also find employment with museums, local authorities, schools, colleges, and hospitals. Some graduates set up their own studios and work as exhibiting artists or work as part of a studio collective.

**THE BEST THING ABOUT  
A PICTURE IS THAT IT  
NEVER CHANGES,  
EVEN WHEN THE  
PEOPLE IN IT DO.**

Andy Warhol  
American Pop Artist



Photo - Adobe Stock



**TO KEEP THE BODY IN GOOD HEALTH IS A DUTY... OTHERWISE WE SHALL NOT BE ABLE TO KEEP OUR MIND STRONG AND CLEAR.**

Buddha

# Physical Education

The content has been designed to allow you to study Physical Education and Sport in an academic setting, enabling you to evaluate and analyse physical performance and develop your knowledge and understanding of the subject. The specification has an increased emphasis on the scientific study of sport, to reflect the increasingly scientific approach to sport today.

## Subject content

The A-level comprises of Anatomy and Exercise Physiology, including an examination of body systems (skeletal, cardiovascular, respiratory and energy systems), and Biomechanics. You will develop theoretical knowledge of the scientific factors that underpin physical activity/sport, such as fitness and training. You will also study sport psychology and contemporary issues in sport, developing an understanding of the factors that influence people's involvement in physical activity and sport, and the role of technology in sport. Practically, you will develop skills/ techniques, improve performance using tactics, strategies and/or compositional ideas, and develop your ability to analyse and evaluate to improve performance.

## Additional entry requirements

Minimum of 2 grade 5s in GCSE Combined Science or all three separate GCSE Sciences. You must be actively participating in sport at a competitive level for a team other than a school one.

## Learning methods

You will learn through both classroom and practical work including individual research and group work.

## Assessment

Assessment is by externally assessed theory examinations (70%), and an externally moderated practical unit, which includes an oral examination and performance in one activity (30%).

## Future opportunities

Students often go on to further study in sport related degrees. However, this qualification is suitable for learners intending to pursue any career for which an understanding of the human body or human behaviour is desirable. Avenues of progression for candidates include careers in: medicine, sport and physical activity, PE teaching, physiotherapy, personal trainer, sports coach, and careers in the services (RAF/ Police).

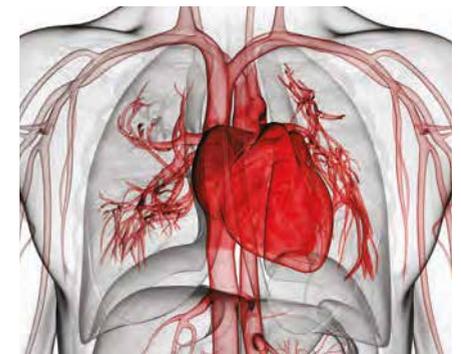


Photo - Shutterstock



Tantulus Nebula - Hubble Telescope, Nasa

**THE BRIGHT SUN WAS  
EXTINGUISH'D, AND  
THE STARS DID WANDER  
DARKLING IN THE  
ETERNAL SPACE.**

Lord Byron (George Gordon)  
Poet



# Physics

**Why is the universe the way it is? Physics asks questions about the fundamental forces and interactions that shape our lives. It seeks to explain how nature behaves by understanding the mechanisms that explain natural phenomena.**

### Subject content

The course studies topics ranging from modern particle physics through classical mechanics and motion, electricity and magnetism, waves, fields and nuclear reactions.

**Measurements and their Errors:** Use in practical work and awareness of measurements and their uncertainties.

**Particles and Radiation:** Properties of matter, electromagnetic radiation and quantum phenomena, including sub-atomic particles, anti-particles and photons.

**Waves:** Characteristics, properties and applications of travelling waves and stationary waves, concepts of refraction, diffraction, superposition and interference.

**Mechanics and Materials:** How forces energy and momentum are related, along with bulk properties of materials.

**Electricity:** The nature of electricity. Simple circuits and applications of electricity are analysed.

**Further Mechanics and Thermal Physics:** Circular and simple harmonic motion, the thermal properties of materials and the properties and nature of ideal gases.

**Fields and their Consequences:** Gravitational and electromagnetic fields. Practical applications such as satellite orbits, capacitors in circuits and electromagnetic induction.

**Nuclear Physics:** The properties of atomic

nuclei, energy and mass and the production of nuclear power.

**Option:** Astrophysics or turning points in physics.

**Practical Endorsement:** 12 practicals, in which you must demonstrate competency in various skills. These are linked to concepts throughout the course.

### Additional entry requirements

Minimum of 2 grade 7s in Combined GCSE Science or all three separate GCSE sciences. Minimum grade 7 in GCSE Maths. The study of Maths beyond GCSE is strongly recommended and ideally compliments this course.

### Learning methods

You will learn through a variety of methods, including teacher led, research, practical activities, group tasks and independent study.

### Assessment

Assessment is by written examination. There is also a practical endorsement that will be completed and tracked throughout the course.

### Future opportunities

Physics is excellent preparation for most Higher Education courses in a science or engineering subject. It is valued by employers that require good mathematical and analytical skills. Future career opportunities range from technicians through all branches of engineering to financial analysts. You will develop the skills, understanding and knowledge that employers across a wide spectrum of industries are looking for.



# Politics

**One of the defining characteristics of the subject is that it is dynamic and contemporary. You will learn to understand the political system by studying developments as they happen. This sheds further light on the theory studied in class and gives a great sense of the importance of Politics. It is this unfolding narrative which helps to make the subject so interesting to the vast majority of students who study it. If you are interested in current affairs, such as Brexit, the UK General elections, and the rise of Donald Trump, then you will thoroughly enjoy the A-level Politics course.**

## Subject content

The course is divided into 3 equally weighted sections. The first section focuses on the British political system. Here you will learn about the various ways in which people can participate, how government is run and how laws are passed. You will start to understand how such processes work and then start to judge for yourself whether or not the UK is sufficiently democratic. The second section aims to broaden your understanding through the study of American Politics, comparing this to the UK and reaching a judgement about which system works best. Finally, you will look at the politics of ideas; at socialism, nationalism, feminism and anarchism amongst others.

## Additional entry requirements

Minimum Grade 6 in English Language and/or History.

## Learning methods

You will be taught through a variety of methods but a great focus in class will be on debate and discussion. In addition, there is an expectation that students will keep abreast of current affairs.

## Assessment

A-level Politics is examined through three 2 hour papers, one on each section of the course. All exam papers contain a mixture of short response, extract based and essay style questions.

## Future opportunities

A-level Politics is useful if you wish to study History or any social science, such as Economics, Business, Philosophy etc. at university. It is particularly useful for those interested in careers in the civil service, law, journalism and, of course, politics.



**NATIONALISATION  
OF INDUSTRY IS THE  
DOOM OF TRADE  
UNIONISM.**

Winston Churchill  
Prime Minister (1940-1945, 1951-1955)



# Psychology

**Psychology is the scientific study of the mind and behaviour that aims to explain how individuals and groups think, feel and act. This course will further your understanding of how conscious and unconscious forces guide our behaviour and enhance your knowledge of how and why mental illness may develop including how certain treatments look to overcome these issues.**

## Subject content

During your first year of study you will develop an understanding of the fundamental aspects of psychology including the different perspectives and approaches Psychologists might take to explain behaviour as well different methods of carrying out research. In addition to this, you will look at some other key areas within psychology including social psychology, memory, psychopathology and attachment.

The second year of study will allow you to apply the principles of psychology from year one to topics such as addiction, schizophrenia and gender. During this year you will consider how a range of approaches explain these key topics and critically analyse using key debates and supporting and conflicting evidence. Psychology is a fascinating yet complex discipline that will require a commitment to independent study.

## Additional entry requirements

Minimum of two grade 5s in GCSE Combined Science or all three separate Sciences. Minimum of grade 5 in GCSE English and Maths.

## Learning methods

You will learn through lectures, group work, independent reading and research projects

## Assessment

Assessment of both year 1 and year 2 content is by linear examination at the end of year 2. Additional assessments including internal examinations will be completed at regular intervals throughout the duration of the course.

## Future opportunities

Psychology is a popular A-level choice and a subject that is much sought after by employers due to its multifaceted nature and its wide range of application. Psychology students have the ability to understand human behaviour and as a result have very successful careers in a wide range of industries, including business, management, human resources, teaching, social work and the legal system. The combination of analytical and evaluative skills combined with its high Science and Mathematical content make Psychology a respected A-level option among some of the UK's best higher education establishments. Some universities will allow A-level Psychology to contribute towards the minimum required science A-levels necessary for some courses.

**THE MEETING OF TWO PERSONALITIES IS LIKE THE CONTACT OF TWO CHEMICAL SUBSTANCES: IF THERE IS ANY REACTION, BOTH ARE TRANSFORMED.**

Carl Jung  
Swiss Psychiatrist



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# Religious Studies

**A-level Religious Studies is designed to enable learners to develop an interest in, and enthusiasm for, a study of religion and its place in the wider world. You will follow the EDUQAS A-level specification which contains three components. These include a wide range of topics for consideration, including an in-depth and broad study of one of the six major world religions, philosophy of religion, religion and ethics. You will develop knowledge and understanding of one religion, develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies. You will also adopt an enquiring, critical and reflective approach to the study of religion, reflect on and develop your own values, opinions and attitudes.**

## Subject content

During the course, component one is the study of one religion. There will be four themes: Religious Figures and Sacred Texts; Religious Concepts and Religious Life; Significant Social and Historical Developments; Religious Practices. Component two is Philosophy of Religion. Within this unit there will be four themes: Arguments for the Existence of God; Challenges to Religious Belief; Religious Experience; Religious Language. The final component is Religion and Ethics. The themes are: Ethical Thought; Deontological Ethics; Teleological Ethics; Determinism and Free Will.

## Additional entry requirements

Minimum grade 5 in GCSE RS (if previously studied).

## Learning methods

You will learn through group work, lectures, seminars, essays, reading and research.

## Assessment

Assessment is by examination at the end of the two year course.

## Future opportunities

Previously, students following on from Religious Studies have gone onto university to study Theology & Religious Studies, Philosophy & Ethics, History and the Social Sciences (Psychology, Sociology, Criminology). Many graduates enter careers such as entering the Police Force and other public services, management, lecturing and teaching. The Russell Group of top universities has made it clear that A-level Religious Studies provides 'suitable preparation for university generally' and students are highly regarded in their applications.



**SEEK NOT GREATER WEALTH, BUT SIMPLER PLEASURE; NOT HIGHER FORTUNE, BUT DEEPER FELICITY.**

**Mahatma Gandhi**  
Indian lawyer and anti-colonial nationalist



Photo - Adobe Stock

# Sociology

**Sociology is the study of society and is about understanding how and why society changes. This involves investigating topics as varied as the family, education, belief systems and crime. If you are interested in finding out why society is the way it is then this is the course for you!**

## Subject content

In Year 12 you will study the Sociology of Education where you will evaluate the impact a students' class, gender, ethnicity and their teachers can have on their educational attainment. You will also study 'Families and Households'. Key issues which are considered include whether husbands and wives are equal today in comparison to the past? How have patterns in marriage, divorce and cohabitation changed over time? In addition to these topics, you will also study how sociologists conduct sociological research and the strengths and weaknesses of research methods. Year 13 concentrates on 'Crime and Deviance' where you will examine who commits crime as well as investigating reasons why they do so. You will also study 'Beliefs in Society' where you will evaluate reasons for the decline in religion and why people may choose to join religious movements such as sects and cults.

## Additional entry requirements

Minimum grade 5 in GCSE English Language and/or GCSE English Literature. There is no requirement to have studied Sociology before.

## Learning methods

You will learn through group work, discussions, debates, lectures and research projects.

## Assessment

You will be assessed by three 2 hour exams which are worth 33.3% of the final grade.

## Future opportunities

Sociology is a popular A-level choice and can lead to students completing degree courses in a variety of subject areas including Criminology, English, Law, Psychology and Sociology itself. Sociology is relevant to a wide range of careers, particularly careers where analytical and evaluation skills are required such as journalism, social work, teaching and the law.

**ONE PERSON WITH A BELIEF IS EQUAL TO A FORCE OF NINETY-NINE WHO HAVE ONLY INTERESTS.**

J.S. Mill  
Social Philosopher



- Business
- Computing
- Criminology
- Dance
- Health & Social Care (BTEC & AAQ)
- IT (BTEC & AAQ)
- Music
- Protective Services
- Science Medical (BTEC & AAQ)
- Sport
- Travel & Tourism

# APPLIED

## Qualifications





# Computing (AAQ)

**You have an interest in IT but are looking for a course that develops your knowledge of using data management software more effectively rather than make the software itself. This qualification is not just about being able to use computers, it is designed to give you a range of specialist knowledge and transferable skills, preparing you for employment within or further studying of IT. You will also be keen to work on a series of tasks relating to real-life scenarios showing how software is successfully used by businesses to predict change and model finances on a daily basis around the world. The 'OCR IT: Data Analytics (Extended Certificate)' is one of the new AAQ qualifications which offer the same UCAS points as a traditional A-Level.**

## Subject content

The course has two 75 minute examinations, these cover the 'Fundamentals of Data Analytics' and 'Big Data and Machine Learning'. The examinations account for 40% of the course whilst the other 60% is made up of three coursework units which follow set tasks from the exam board. The coursework units are 'Spreadsheet and Data Modelling', 'Data and the Internet of Everything' and 'Data and Digital Marketing'. Each piece of coursework is completed independently in a set number of hours in class once the necessary skills have been developed.

This course will give you a far greater understanding of the importance of data and how it's gathered and used effectively whilst following many specific legal requirements in a large number of business scenarios.

## Additional entry requirements

Must have an IT related qualification of at least Level 2 Merit or GCSE grade 5.

## Learning methods

You will learn through group work, taught lessons, research projects and practical activities involving a range of software.

## Assessment

The course consists of five units: two are external examinations (75 minutes in length) and three are coursework tasks based scenarios from the exam board. The qualification is graded at Distinction\*, Distinction, Merit or Pass.

## Future opportunities

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed through these units, will help you progress to further study in related areas such as Business Analytics, Information Technology, Digital Marketing.



**THE GOAL IS TO TURN  
DATA INTO INFORMATION  
AND INFORMATION  
INTO INSIGHT.**

**Carly Fiorina**  
Former CEO, Hewlett Packard

Photo - Adobe Stock



# Criminology

**Criminology is the study of crime from a social perspective and therefore looks at the causes of crime, the social impact of crime and the criminals involved in the crime. Criminologists study these in an attempt to understand why criminals commit crime as well as finding out why people react in certain ways to crimes. If you are interested in finding out more about how we are aware of crime along with finding out about why people may commit crime, how crimes are punished and how crimes end up in court rooms, then this is the course for you!**

## Subject content

In Year 12, you will study the '**Changing Awareness of Crime**' unit where you will assess whether we can trust statistics on crime, as well as investigating reasons for why some crimes are underreported. You will also investigate the impact the media has on our understanding of crimes within society. You will also study the unit '**Criminological Theories**'. Key issues which are considered, include questioning whether criminals are born or made. To investigate this topic you will study biological, sociological and psychological theories of criminality. You will also study ways in which crime can be prevented in society.

Year 13 concentrates on the unit '**Crime Scene to Courtroom**'. You will examine how crimes are investigated within society as well as exploring how evidence is processed and used in criminal cases. You will also study the unit '**Crime and Punishment**' where you will study the role of punishment in the criminal justice system. As part of this topic you will investigate what the aims of punishment are as well as studying the types of punishment and why they are used.

## Additional entry requirements

Minimum grade 4 in GCSE English Language.

## Learning methods

You will learn through a variety of methods, including teacher led lessons, research, group tasks and independent study.

## Assessment

Assessment is by examination and controlled assessment. Students will complete two controlled assessment units, which are taken under supervised conditions and two external exams. All units are worth 25% of the final grade.

## Future opportunities

Criminology is a popular and ever growing qualification, which can lead to students completing degree courses in a variety of related subject areas, such as Sociology, English, Law, Psychology and Criminology itself. Criminology is relevant to a wide range of careers, particularly careers where analytical and evaluative skills are required, such as journalism, teaching and the law.

**THE TEST OF POLICE EFFICIENCY IS THE ABSENCE OF CRIME AND DISORDER, NOT THE VISIBLE EVIDENCE OF POLICE ACTION.**

**Sir Robert Peel**  
Former British Prime Minister





# Dance

**This course will equip you with skills and experiences, which will help broaden your repertoire, theoretical knowledge and performance experience. You will study a variety of dance styles, professional dance works, practitioners and choreographers, which includes working with many professional artists. Rehearsals and performances are a huge part of the dance courses and will compliment your curriculum studies. There will be opportunities to attend audition workshops, create your show reel and obtain professional head shots and images for your professional portfolio.**

## Subject content

Students enrolled the Extended Diploma in Performing Arts: Dance (equivalent to 3 A-levels) will study a range of dance styles including Contemporary, Theatrical Jazz, Lyrical Jazz, Ballet and Tap Dance as well as strength and conditioning. All these elements will incorporate technique classes, performance pieces, choreography and theoretical appreciation of professional practitioners within each area. Your assessment within these units will include both practical and theory tasks and will be on going throughout the unit. You will work both individually and as an active member of a group, creating movement and developing pieces to create professional performances of the highest standard. There is also the option to study the Foundation Diploma-Dance (equivalent to 1 A-level). This option is great if you would also like to explore various other subjects whilst studying at Wath.

## Entry requirements

This is a course in which you will be expected to perform in front of a variety of audiences, therefore you must be willing to participate in additional rehearsals and performances after the school day.

## Learning methods

You will learn through practical technique, performance and choreography lessons as well as theory lessons. You will take part in group, paired and individual tasks and will work with a range of people.

## Assessment

Assessments are practical technique, performance or choreography, controlled assessments and written assignments. There are further opportunities for additional performances and audition preparation if you choose to undertake Dance enrichment.

## Future opportunities

This course will give you the opportunities and experiences to help you apply to a variety of Dance courses and become successful during independent auditions. Many of our dance students go on to study dance professionally. Dance gives you many transferrable skills that have enabled many of our previous students to go onto to study and work within numerous different sectors such as Nursing and Journalism.

**THE MAIN THING IS DANCING, AND BEFORE IT WITHERS AWAY FROM MY BODY, I WILL KEEP DANCING TILL THE LAST MOMENT, THE LAST DROP.**

**Rudolf Nureyev**  
Ballet Dancer



Photo - Shutterstock

**THE NHS WILL LAST AS LONG AS THERE ARE FOLK LEFT WITH THE FAITH TO FIGHT FOR IT.**

**Aneurin Bevan**  
Founder of the NHS



# Health & Social Care (BTEC)

**The Health and Social sector is a major employer, employing almost four million people across the UK. The health care sector includes examples such as hospital activities, medical nursing homes and GP services. The social care sector relates to residential nursing care, residential nursing facilities, residential care facilities, domiciliary care and social work.**

**The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care is equivalent in size to one A-level. It is for students interested in learning about the health and social care sector alongside other fields of study.**

**The Pearson BTEC Level 3 National Diploma in Health and Social Care is equivalent in size to 2 A-levels and is for students wanting to progress directly into work in the health care sector, on achieving the qualification.**

### Subject content

Everyone taking either qualification will study three mandatory units, covering the following content areas: Human Lifespan Development (Exam), Working in Health and Social Care (Exam), Meeting Individual Care and Support Needs (Coursework) and Physiological Disorders (Coursework). Diploma students will also cover Enquiries into Current Research in Health and Social Care (Externally set task), Principles of Safe Practice in Health and Social Care (Coursework), Promoting Public Health (Coursework) and Supporting Individuals

with Additional Needs (Coursework).

### Learning methods

Students will learn through paired and group work, presentations and role play using a range of scenarios to apply theory to practice.

### Assessment

Assessment is by examination and coursework. Students will take up to three external assessments depending on the course they follow. Students must pass all external assessments to achieve their final Level 3 grade.

### Future opportunities

The qualification is intended to carry UCAS points and is recognised by Higher Education providers as contributing to meeting admission requirements to many relevant courses. Students are able to progress into work in the sector through degree programmes, such as nursing, midwifery, social work, physiotherapy, occupational therapy and pharmacy. There are more than 300 distinct career paths in this sector.



# Health & Social Care (AAQ)

**The Health and Social sector is a major employer, employing almost four million people across the UK. The health care sector includes examples such as hospital activities, medical nursing homes and GP services. The social care sector relates to residential nursing care, residential nursing facilities, residential care facilities, domiciliary care and social work. The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (AAQ) is equivalent in size to one A-level. It is for students interested in learning about the health and social care sector alongside other fields of study.**

## Subject content

Students will study three mandatory units, covering the following content areas: Human Lifespan Development, Human Biology and Health, Principles of Health and Social Care Practice, Safe Environments in Health and Social Care.

Through studying Health and Social Care you will develop key knowledge needed to work in the health and social care sector. You will develop your understanding of the physical, intellectual, emotional and social development that occurs throughout each life stage, including the factors affecting these. You will also develop your understanding of key body systems and body processes, including disorders that can occur within these systems. Finally, you will learn about key organisations and responsibilities of these organisations,

including the need to follow all relevant legislation.

## Learning methods

Students will learn through paired and group work, presentations and role play using a range of scenarios to apply theory to practice.

## Assessment

Assessment is by examination and coursework. Students will take up to three external assessments depending on the course they follow. Students must pass all external assessments to achieve their final Level 3 grade.

## Future opportunities

The qualification is intended to carry UCAS points and is recognised by Higher Education providers as contributing to meeting admission requirements to many relevant courses. Students are able to progress into work in the sector through degree programmes, such as nursing, midwifery, social work, physiotherapy, occupational therapy and pharmacy. There are more than 300 distinct career paths in this sector.

**IT IS NOT HOW MUCH YOU DO, BUT HOW MUCH LOVE YOU PUT IN THE DOING.**

Saint Mother Teresa  
Roman Catholic nun



## IT (BTEC)

**You have an interest in IT and want to learn about software, hardware and how IT is used globally to increase productivity and share information. You will also have an interest in virtual and augmented reality. This qualification is not just about being able to use computers, it is designed to give you a range of specialist knowledge and transferable skills, preparing you for employment within or further studying of IT.**

### Subject content

In Year 12 you will initially research the 'Fundamentals of IT' gaining a solid understanding of software, hardware, networks, the ethical use of computers and how businesses use IT. In January you will then sit an external examination. Your second task will be to explore information in the public domain, in the cloud and across the internet and how it is used by individuals and organisations. You will discover that good management of both data and information is essential in order to give an organisation a competitive edge, you will then sit the 'Global Information' paper in May of Year 12. Over the course of this year you will also complete a coursework unit on 'The Internet of Everything' looking at how the Internet is impacting on people and society within the home, businesses and cities around the world. You will research, plan and present a proposal for a new device utilising this connectivity.

In January of Y13 you will be given the opportunity to re-sit both examinations and will then complete two more units based around virtual and augmented reality, exploring simulated and enhanced

environments, leading to you creating your own augmented reality program. Alongside this unit you will plan your product and evidence its production.

### Additional entry requirements

Must have an IT related qualification at level 2 of at least a Merit/GCSE grade 5.

### Learning methods

You will learn through group work: taught lessons, research projects and practical activities involving software and hardware.

### Assessment

The course consists of five units, two are external examinations, and three are coursework. The qualification is graded Distinction\*, Distinction, Merit or Pass.

### Future opportunities

Typical job roles within this pathway include Junior Digital Content Developer, 3D Graphics Technician, Virtual Reality Software Technician, Software Development, Digital Identity Planners or Digital Content Developer.

**PEOPLE WHO ARE CRAZY ENOUGH TO THINK THEY CAN CHANGE THE WORLD ARE THE ONES WHO DO.**

**Steve Jobs**  
Founder of Apple

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IT (BTEC)



## IT (AAQ)

Technology is all around us and instead of just absorbing this technology you question it. You have a deeper interest and want to find out more about the underlying fundamentals behind it. What is it made up of? How does it work? Who made it? Why was it made? You wish to learn about the physical components and also the software which controls it allowing it to work as a whole. You want to take things apart and see 'what's in the box' and also learn how to program code yourself. You may also wish to explore other avenues such as the moral, cultural and ethical implications that this technology has globally.

If you have an interest in Computer Science and want to develop key knowledge, understanding and transferable skills within the subject area but want more variety than the A-Level course offers and would rather take shorter exams with more coursework units, then this course is for you. The 'OCR Computing: Application Development (Extended Certificate)' offers the same UCAS points as a traditional A-Level but with a focus on replicating real-life scenarios through set tasks.

### Subject content

The course has two 75 minute examinations, these cover the 'Fundamentals of Application Development' and 'Developing Application Software'. The examinations account for 40% of the course whilst the other 60% is made up of three coursework units which follow set tasks from the exam board. The coursework units are 'Designing and Communicating User Experience/User Interface Solutions', 'Game Development'

and 'Software Development'. Each piece of coursework is completed independently in a set number of hours in class once the necessary skills have been developed.

This course will give you experience of many of the different stages that developers go through to produce a working software application. You will learn about how data is used and shared. You will explore user requirements and what makes a good user interface. You will also further develop any pre-existing programming skills through the creation of a short computer game.

### Additional entry requirements

Must have an IT related qualification of at least Level 2 Merit or GCSE grade 5.

### Learning methods

You will learn through group work, taught lessons, research projects and practical activities involving software and hardware.

### Assessment

The course consists of five units, two are external examinations (75 minutes in length) and three are coursework tasks based scenarios from the exam board. The qualification is graded at Distinction\*, Distinction, Merit or Pass.

### Future opportunities

Studying this subject will help you progress to further study in related areas such as: Computer Science, Computer Games Development, Creative Computing, Web and Mobile Development, Web and User Experience Design.

**ANY SCIENCE OR TECHNOLOGY WHICH IS SUFFICIENTLY ADVANCED IS INDISTINGUISHABLE FROM MAGIC.**

Arthur C. Clarke, CBE  
Science Fiction Writer



# Music

This course is designed to provide you with a deeper insight and understanding of a wide range of scientific concepts linked to the medical profession. This qualification gives students the opportunity to develop their biological knowledge and skills to facilitate a move into a career in medical science or further study. It will allow you to develop new practical skills using specialist scientific equipment and allow you to analyse results, draw conclusions from data and evaluate techniques. The course encourages the development of transferable skills such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

## Subject content

We offer two applied courses.

### 1. Music Performance

This qualification is aimed at learners with an interest in developing their rehearsal and performance skills. It includes units such as:

- Ensemble Music Performance
- Practical Music Theory and Harmony
- Solo Performance
- Professional Practise in the Music Industry

### 2. Sound Engineering

The mandatory content provides a balance of breadth and depth ensuring that all learners have a strong basis for developing technical skills required in the sector.

Learners are then offered the opportunity to develop a range of technical skills and attributes expected by employers. The course consists of several units which include:

- Live Sound
- Studio Recording Techniques
- Mixing and mastering Techniques
- Working and Developing as a Production Team
- DAW Production

## Entry requirements

Students will ideally have some experience in performing, composing or editing music, although this is not compulsory. Students should have a keen interest in music and be willing to learn.

## Learning methods

You will learn through whole class lessons which will include individual and small group work.

## Assessment

Assessment for both of these applied routes consists of internal coursework and an externally marked exam.

## Future opportunities

Studying any of the music courses will equip you with specialist knowledge and skills, enabling entry to employment or progression to a related higher education course. Examples of occupations include: performance, songwriter, session musician, live music production, recording, promotion and organisation, amongst many other careers and freelance options.

## IN A TIME OF CHIMPANZEES I WAS A MONKEY.

Beck (Loser lyric)  
Singer / Songwriter



# Protective Services

**This course will be an introduction to the uniformed Protective Services sector: such as the police service, fire service, armed services and prison service. The qualification supports progression to higher education and a possible future career in the public sector. Through successful completion of 4 units; Behaviour & Discipline, Introduction to Criminology, Police Powers and the Law, and Teamwork, Leadership and Communication in the Protective Services, students will be prepared in terms of skills and knowledge to continue their pathway to a career in the Protective Services.**

## Subject content

### Unit 2: Behaviour and Discipline in the Uniformed Protective Services

Learners investigate factors that can affect behaviour and their impact on the discipline of individuals and groups in the uniformed protective services. Students must understand that the relationship between performance, behaviour and discipline is key to improving the experience and effectiveness of those serving in the uniformed protective services.

### Unit 5: Teamwork, Leadership and Communication

This unit gives learners the opportunity to study the dynamics of team building and team leadership, participate in team-building activities, as well as learning the key methods of communication utilised by the uniformed protective services.

### Unit 13: Introduction to Criminology

Learners explore the theories of criminology used to explain, measure and tackle crime and criminal behaviour in England and Wales, and their influence on the uniformed

protective services. In this unit, you will study the theories of the causes of criminal behaviour, investigate the various sets of crime statistics that explain the extent of crime and the overall impact of crime on society.

### Unit 15: Police Powers and the Law

Learners explore key elements of the legal system relating to the criminal trial process. They will look at the legal personnel involved as well as investigating police powers and their limitations. Students will develop an understanding of the criminal justice system, understand why certain offenders receive specific sentences, and you explore the different types of sentencing, along with the aims of sentencing.

## Learning methods

You will learn through group work, seminars, practical activities, independent research projects

## Assessment

The assessment methods are through examination (33%) and coursework (67%).

## Future opportunities

Following on from studying Protective Services, students have gone on to university to study courses such as Policing, Law and Criminology. Some students have taken up a Higher Degree Apprenticeship with South Yorkshire Police, whilst others have joined the Royal Navy, Royal Air Force or the Police Specials to gain experience before becoming a paid member of the force.

**JUSTICE WILL NOT BE SERVED UNTIL THOSE WHO ARE UNAFFECTED ARE AS OUTRAGED AS THOSE WHO ARE.**

**Benjamin Franklin**  
Founding Father of the United States

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# Science (BTEC)

**This course is designed to provide you with a deeper insight and understanding of a wide range of scientific concepts. It will allow you to develop new practical skills using specialist scientific equipment and allow you to analyse results, draw conclusions from data and evaluate techniques. The course encourages the development of transferable skills such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.**

## Subject content

The course covers many areas of science across all three disciplines.

In Biology, you will learn more about cell biology, the role of the different organelles and about tissues. In Chemistry, you will cover titrations and mole calculations, atomic structure and bonding.

In Physics, you will cover waves, their different forms and their uses. You will also learn about energy transfers including research into and the presentation of cooling curves.

The topic areas covered in unit 1 include animal and plant cells, atomic structure and bonding, and waves and their application in communications. For unit 3, learners will have to independently plan investigations; collecting and presenting data and clearly communicating their findings. There is a final unit that will cover the cause and treatment of infectious diseases and the role the immune system plays in defending our bodies from pathogens.

## Additional entry requirements

Minimum of 2 grade 5s in GCSE Combined Science and ideally a minimum grade 5 in GCSE Maths.

## Learning methods

You will learn through teacher led activities, group work and independent study to complete assignments and prepare for the external exam.

## Assessment

Assessment is by examination for Unit 1 and synoptic assessment for Unit 3 of your qualification along with two units assessed purely by assignment.

## Future opportunities

Level 3 Applied Science will help students develop practical skills such as the use of scientific equipment, planning investigations, risk assessment and presentation of data. In addition, students will be taught to analyse data appropriately and to research and analyse written information in a variety of forms and contexts. As a result, it is a good grounding for many Higher Education courses as these skills are transferable to other areas of study.



**THE SCIENCE OF TODAY  
IS THE TECHNOLOGY  
OF TOMORROW.**

Edward Teller  
American-Hungarian Physicist

Aurora from orbiting satellite - Nasa



# Science-Medical (AAQ)

**This course is designed to provide you with a deeper insight and understanding of a wide range of scientific concepts linked to the medical profession. This qualification gives students the opportunity to develop their biological knowledge and skills to facilitate a move into a career in medical science or further study. It will allow you to develop new practical skills using specialist scientific equipment and allow you to analyse results, draw conclusions from data and evaluate techniques. The course encourages the development of transferable skills such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.**

## Subject content

The course contains three mandatory units which will involve students learning more about human body systems, processes and how substances are transported around the body. Students will also learn about scientific reporting including the validity and reliability of information used in health reports as well as studying a unit on microbiology and infectious diseases. In addition to these mandatory units, students will also study one of the following units:

- Diseases, Disorders, Treatments and Therapies - Principles of physiological diseases and disorders and their associated drug and medicine development
- Biomedical Science - Biomedical science techniques and their clinical application

- Human Reproduction and Fertility - Reproductive science including causes of infertility and associated impacts on health and well-being

## Additional entry requirements

Minimum of 2 grade 5s in GCSE Combined Science and ideally a minimum grade 5 in GCSE Maths.

## Learning methods

You will learn through teacher led activities, group work and independent study to complete assignments and prepare for the external exam.

## Assessment

Assessment is by a combination of external examination as well as internal coursework units.

## Future opportunities

Medical Science will help students develop practical skills such as the use of scientific equipment, planning investigations, risk assessment and presentation of data. In addition, students will be taught to analyse data appropriately and to research and analyse written information in a variety of forms and contexts. As a result, it is a good grounding for many higher education courses as these skills are transferable to other areas of study.

**IF I HAVE SEEN FURTHER  
IT IS BY STANDING ON  
THE SHOULDERS OF  
GIANTS.**

**Issac Newton**  
Physicist and mathematician



Photo - Adobe Stock

# Sport

The BTEC Sport course is a versatile, recognised UCAS qualification that has helped lots of students at Wath move on to higher education to study a sport based course at university. You will learn through a combination of physical activity sessions, classroom based lessons and work based experience. Be prepared for hard work, including report based assignments, but be ready for an enjoyable course that does allow you to learn the skills needed in the sports industry.

## Subject content

Over 2 years you will study 9 units for the Diploma (worth 2 A-levels) and 4 units for the Extended Certificate (worth 1 A-level). Both courses cover areas from Anatomy and Physiology, Sports Leadership to a Work Experience based project. Unit 1 is an examination unit where you will have to apply the knowledge you have learnt about the body in a 2 hour examination. You will also be assessed in Year 13 by a synoptic question paper. For this you will receive a case study before the examination, which you will use to prepare for questions that will take knowledge from the whole course. You must receive at least a Pass grade in units 1 and 2 to be able to pass the course overall. All the other units are coursework based, where you will complete tasks and assignments to meet the unit criteria. These other units include a selection from Practical Sport, The Sports Industry, Application of Fitness Testing, Sports Leadership, Sport Psychology, Coaching for Performance, Work Experience and Sports Performance Analysis.

## Additional entry requirements

Experience of GCSE PE or BTEC Sport would be a good advantage to students taking the course, but are not essential.

## Learning methods

You will learn through group work, lectures, practical work, research projects and practical sport experience.

## Assessment

Assessment is by examination for unit 1 and 2 (and Unit 22 if studying the Diploma). The rest of the course is assessed through coursework.

## Future opportunities

Students can use BTEC Sport to access jobs in the leisure industry. While others use the UCAS points alongside other BTEC's or A-levels to go to university to study a sport course.

**DON'T DREAM OF WINNING, TRAIN FOR IT.**

*Mohamed Farah  
Olympic Champion*





# Travel & Tourism

**This qualification gives a broad introduction to those students who are interested in learning about the travel and tourism industry. There is an emphasis on core knowledge and fundamental skills that are transferable across other sectors and qualifications.**

## Subject content

**Unit 1** is designed to give you a broad overview of the World of Travel and Tourism and provides a foundation for your studies. You will look at how the industry is organised, its key components, the roles of organisations as well as how those organisations fit together to benefit customers. You will also look at the factors that are influencing the industry today.

**Unit 2** looks closely at Global Destinations, giving you a good understanding of the geographical features that affect the travel and tourism industry, looking at why and how they appeal to different customers. You will also look at the advantages and disadvantages of different travel and transport options.

**Unit 3** is all about understanding how to provide high quality customer service, and investigating the different methods used to monitor and improve that customer service. You will develop practical skills and use feedback to evaluate your own performance.

**Unit 4** is focused on Visitor Attractions. These are an important part of the Travel and Tourism industry, and you will examine their appeal and popularity. You will research, collate data and make decisions about the importance and effectiveness of visitor attractions.

## Learning methods

You will learn through teacher led activities, group work and independent research and study tasks, in order to complete a range of assignments and prepare for the examination.

## Assessment

Assessment is an examination for Unit 1 (The World of Travel and Tourism) and a pre-release examination for Unit 2 (Global Destinations). Unit 3 (Managing the Customer Experience) and Unit 4 (Visitor Attractions) are both internally assessed components.

## Future opportunities

On successful completion, you may go onto Higher Education or into employment. Past students have secured vocational training such as Air Cabin Crew and working as Tour Representatives with respected travel organisations, in addition to a much wider range of degrees courses.



Eva Darron - Unsplash

**THERE IS SOMETHING ABOUT THE MOMENTUM OF TRAVEL THAT MAKES YOU WANT TO JUST KEEP MOVING, TO NEVER STOP.**

**Bill Bryson**  
Author / Travel Journalist

Extended Project Qualification (EPQ)

Football

Golf

Netball

Maths

Rugby

# ENRICHMENT

Opportunities

ENRICHMENT - Opportunities



# Extended Project Qualification (EPQ)

**This course is designed to deepen your understanding of a topic entirely of your own choice. Your chosen topic can be linked to a personal interest, a subject you enjoy, or a course you plan to study at degree level. Under the supervision of your Extended Project teacher, you will design and shape your project into an end product, which could take the form of an essay, an investigation or an artefact. You will then present this to a non-specialist audience. This course is perfect if you enjoy working creatively within your own time limits to create an independent project.**

## Subject content

You will be taught a wide range of skills relating to research methodologies during 30 hours of taught lessons. These will include skills in planning and designing a project, such as formulating clear aims and hypotheses. You will also learn about research and referencing, such as how to reference using the Harvard system. In addition, you will develop skills in problem solving, synthesising and evaluating information and time management. There is also a presentation element to the course, in which you will learn valuable skills in speaking and listening. In addition to the 30 hours of taught lessons, you will also have regular meetings with your Extended Project teacher, where you will discuss your project and receive advice and guidance about how to shape and develop your project. Essay or investigation projects have a word count of 5,000 words. Artefact products must produce something,

such as a piece of artwork, and have an accompanying report of at least 1,000 words.

## Additional entry requirements

Minimum grade 5 in GCSE English Language.

## Learning methods

You will learn through lectures, group work and discussion, individual meetings with your teacher, and through independent research.

## Assessment

Assessment is by coursework.

## Future opportunities

The Extended Project is an extremely versatile AS-level choice and is highly regarded by Higher Education establishments, because it teaches skills in creativity, problem solving and independence. It can be tailored to fit with any future degree choice.



Alexis Brown, Unsplash

**I FIND THAT THE HARDER I WORK, THE MORE LUCK I SEEM TO HAVE.**

**Thomas Jefferson**  
3rd U.S. President (1801 - 1809)



# Football

**An outstanding football experience which offers a unique opportunity for highly talented, male and female footballers aged 16-18, to further develop their football education, in addition to their academic studies. The scholarship provides access to UEFA A and B Licenced coaching in both outfield and goalkeeping provisions.**

### Subject content

All players on the Wath Academy Football Scholarship will undertake A-levels or Applied qualifications alongside their football programme. The scholarship will provide students with the following:

- Work based qualifications including either an Introduction to Coaching Football Qualification or Referee's Qualification
- Five days contact time, including match days and training
- Strength and conditioning sessions
- Player and match analysis with the use of Veo and Playertek software
- Players will find relevant pathways to continue their football post sixth form
- Enrichment opportunities, including visits and tours
- Work experience opportunities

### Additional entry requirements

Players will be offered a chance to trial during half term sessions throughout the academic year. Dates are announced on a termly basis, to those players who have registered an interest on the school website. Once the trial is over, players are welcome to access the training until the start of their sixth form education.

**YOU CAN OVERCOME ANYTHING, IF AND ONLY IF YOU LOVE SOMETHING ENOUGH.**

*Lionel Messi  
Footballer*





Thomas Ward, Pexels

# Golf

**An outstanding golf experience which offers a unique opportunity for highly talented 16-18 year old golfers to further develop their golf education in addition to their academic studies. The scholarship provides access to elite level practice facilities via Waterfront Golf and lessons from PGA qualified coaches.**

**Subject content**

All those enrolled onto the scholarship programme will undertake A-levels or Applied qualifications alongside their golf programme. The scholarship will provide students with the following:

- A personalised golf coaching programme (8 hours per week), individually or in small groups, developed and delivered by PGA qualified coaches
- Access to state of the art practice facilities including floodlight driving range and short game area
- The use of TrackMan and FlightScope technology
- Access to club competitions and college matches within the British Schools and Colleges League
- Golf Membership provided, meaning full use of the course all year round
- Work experience opportunities

**Additional entry requirements**

Places are subject to level of handicap (18 and below for males, 28 and below for females).

**ACHIEVEMENT IS  
LARGELY THE PRODUCT  
OF STEADILY RAISING  
ONE'S LEVEL OF  
ASPIRATION AND  
EXPECTATION.**

*Jack Nicklaus  
Professional Golfer, winner of 18 majors*



Golf



# Netball

**Wath Academy Netball Scholarship aims to ensure the delivery of world class coaching which inspires every scholar to achieve netballing excellence. Our mission is to ensure the students develop in nine key areas that focuses their development both on and off the netball court.**

### Subject content

All players on the Wath Academy Netball Scholarship will undertake A-levels or Applied qualifications alongside their Netball programme. The scholarship will provide students with the following:

- A netball coaching programme delivered by Level 3 netball coaches
- Training 5 days a week, including match analysis strength and conditioning, rehab and recovery and technical / tactical sessions

- Veo camera technology recording all games
- PlayerTek GPS software throughout the programme
- Access to state-of-the-art facilities including a wood and outdoor court
- A comprehensive league and competition structure on Wednesday afternoons
- Scholarship pathways in Australia/New Zealand
- Opportunities to participate in overseas tours
- Work experience opportunities

### Additional entry requirements

Players will be offered a chance to undertake a trial during half term sessions throughout the academic year. Dates are announced on a termly basis to those players who have registered an interest on the school website. Once the trial is over, players are welcome to access the training until the start of their sixth form education.

**IT DOESN'T MATTER HOW FIT OR WHAT SIZE YOU ARE. NETBALL IS FOR ANYBODY.**

Helen Housby  
England





# Maths

## LEVEL 3 CERTIFICATE - CORE MATHS

Using mathematics creatively to address authentic problems, communicating, thinking clearly and evaluating quantitative statements are features of this qualification.

### Subject content

The qualification is equivalent to an AS-level and taken over 2 years. It will give learners the mathematical skills to tackle problems in a range of authentic situations. Learners will strengthen their mathematical knowledge and skills, which they learnt at GCSE, and apply them to problems which they will come across. The use of technology – in particular, spreadsheets – is an integral part of the course.

### Additional entry requirements

It is essential that students have achieved a grade 5 in GCSE Maths.

### Learning methods

You will learn through teaching, discussions, independent work and group work.

### Assessment

Assessment is by 2 written examinations with pre-release material.

### Future opportunities

Core Maths 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. The course is valuable to learners preparing for a variety of technical and professional roles, as they learn about mathematical modelling, costing, risk and the use of spreadsheets.

## AS-LEVEL - FURTHER MATHS

If you love Mathematics, enjoy the challenge of making the connections between a range of topic areas and find algebra fascinating, this course is for you!

### Subject content

You will study topics in Pure Mathematics, Statistics and Mechanics that build on from your A-level Maths studies. Initially the course gives a breadth of study, learning further algebraic techniques and proof alongside mathematical modelling of real world situations. Later, students focus much more on extending their repertoire of analytical methods and developing their knowledge and understanding of pure mathematics.

### Additional entry requirements

You need to be studying A-level Maths and have a minimum grade 8 in GCSE Maths.

### Learning methods

You will learn through direct teaching, discussion, independent work and group work.

### Assessment

Assessment is by written examinations at the end of the course.

### Future opportunities

AS-level Further Maths is an additional qualification, ideal if you are intending to study Maths, Sciences or Engineering at university. Graduates go on to have a wide range of careers in any job where logical thought and problem solving are required such as business, accountancy or computing.

**IT'S NOT A BORING PLACE TO BE, THE MATHEMATICAL WORLD. IT'S AN EXTRAORDINARY PLACE; IT'S WORTH SPENDING TIME THERE.**

*Marcus du Sautoy*  
Mathematician



# Rugby Union

**An outstanding rugby experience which offers a unique opportunity for highly talented, male and female rugby union players aged 16-18, to further develop their rugby education, in addition to their academic studies. The scholarship provides access to experienced coaching staff and current professional players.**

## Subject content

All those enrolled onto the scholarship programme undertake A Levels or applied qualifications alongside their rugby union programme: The scholarship provides students with:

- Training through the week, including match analysis, strength and conditioning, rehab and recovery and technical/ tactical sessions
- Veo camera technology, recording games
- PlayerTek GPS software throughout the programme
- Access to state-of-the-art training facilities, including floodlit 3G pitch to support winter training
- A comprehensive league and competition structure on Wednesday afternoons
- Opportunities to participate in overseas tours
- Work experience opportunities

## Additional entry requirements

Players will be offered a chance to trial during half term sessions throughout the academic year. Dates are announced on a termly basis, to those players who have registered an interest on the school website. Once the trial is over, players are welcome to access the training until the start of their sixth form education.



**PLAYING THE GAME,  
REPRESENTING THE  
TEAM, GIVING MY ALL  
AND NEVER LETTING  
GO HAS MEANT  
EVERYTHING TO ME.**

*Jonny Wilkinson  
Rugby Union, World Cup Winner*



# Alumni:

## Mark Alexander Rogers

Mark graduated with an English degree from Leeds University, and is now an Officer and Pilot in the Army Air Corps.

**Studied:**

A-LEVEL - Drama  
A-LEVEL - English Language  
A-LEVEL - Music  
A-LEVEL - General Studies



**"YOU'RE A PRODUCT OF YOUR DECISIONS, NOT YOUR CIRCUMSTANCES; YOU CAN HAVE RESULTS OR EXCUSES, NOT BOTH. "**

# Alumni:

## Luke Sanders

Luke achieved First Class Honours Degree in Digital Media Production at Sheffield Hallam University.

**Studied:**

BTEC - IT  
A-LEVEL - Media Studies  
BTEC - Travel and Tourism



**"IF YOU WANT TO DO SOMETHING AND YOU GENUINELY THINK IT'S A GOOD IDEA, DO IT".**

# Alumni:

## Shaun Stone-Riley

Shaun studied Filmmaking and Media Studies at Sheffield University, producing in his final year the multi-award winning Short film "Only Looking Forward". He now works in the Media industry as a Director/Producer for Film and TV.

**Studied:**

A-LEVEL - Drama, A  
 A-LEVEL - ART, A\*  
 BTEC - ART, Distinction\*  
 A-LEVEL - General Studies, A  
 A-Level - Sociology, A



**"MAKE ACHIEVING GOALS YOUR PASSION, PRIORITIZE THE FUTURE AND ENJOY THE PRESENT".**

# Alumni:

## Kate Oliver

Kate studied politics and international relations at Bradford University, and now works for an international development NGO as a policy and advocacy manager.

**Studied:**

A-LEVEL - Drama  
 A-LEVEL - English Literature  
 A-LEVEL - History  
 A-LEVEL - General Studies



**"POLITICS ISN'T JUST FOR BECOMING A POLITICIAN - YOU CAN CHANGE THE WORLD IN OTHER WAYS TOO".**

# Alumni:

## Camille Oxberry

Camille achieved a First Class Honours Degree in Interior Architecture at Sheffield Hallam University and is currently working as an Interior Designer.

**Studied:**

A-LEVEL - Art  
A-LEVEL - German  
A-LEVEL - Psychology



**"CREATE SOLUTIONS  
NOT EXCUSES".**

# Alumni:

## James Dorlin

James is now working as a professional racing driver and driver coach for McLaren.

**Studied:**

A-LEVEL - Maths  
A-LEVEL - Physics  
A-LEVEL - Business  
AS-LEVEL - Geography



**"I'M SO THANKFUL I  
HAD ENCOURAGEMENT  
FROM EVERYONE AT  
WATH".**



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## Wath Academy Sixth Form Team

Providing advice, guidance and support for all matters relating to your sixth form studies and pastoral care.



**Miss L Slasor**  
Head of Sixth Form



**Mr M Barlow**  
Assistant Head of Sixth Form



**Miss L Lindley**  
Assistant Head of Sixth Form



**Mrs K Lines**  
Y11 and KS5 Study Support  
Co-Ordinator



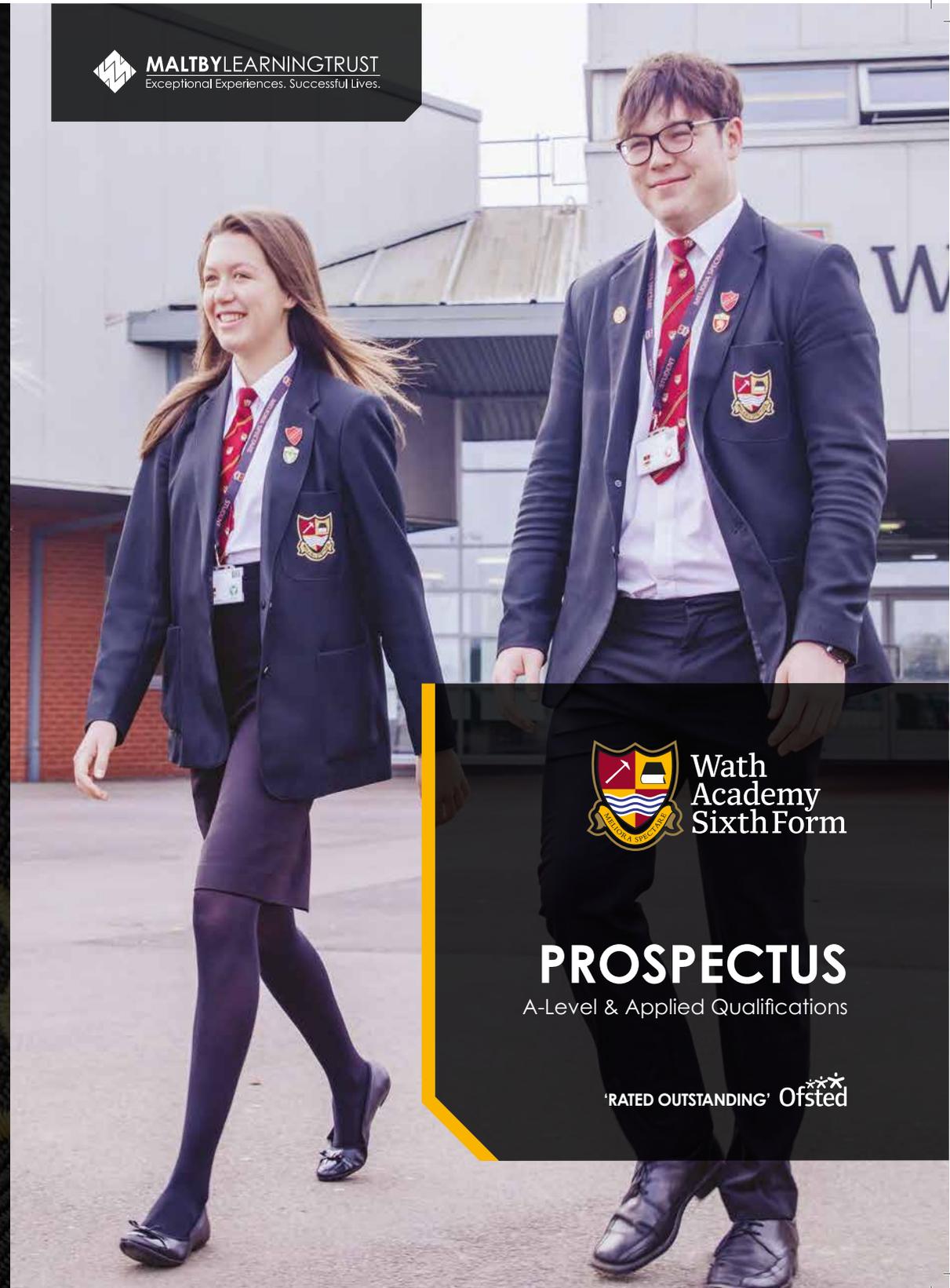
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