

**BE AMBITIOUS**



**LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM**

Prospectus



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# Introduction from the Headteacher

Our Sixth Form provides:

- A Sixth Form where each student is known and valued as an individual.
- An environment in which our students feel supported, safe and enjoy study.
- A Sixth Form where every student is challenged and nurtured to succeed academically.
- A Sixth Form with a clear, confident and strong identity.

I am delighted to welcome you to this prospectus and introduce you to the East Yorkshire Sixth Form @ Longcroft.

Longcroft School has a long tradition of being at the heart of our local community, and we are proud to serve the market town of Beverley and its surrounding areas. Our location and facilities are truly exceptional. Over 6.5 million pounds has been invested over recent years in our state-of-the-art learning spaces and with extensive grounds boasting fabulous views across the Westwood and Beverley Racecourse, this really is a stunning place to learn.

Our school has a clear vision for exceptional education founded on shared values and an absolute ambition for each and every child. We are a positive, welcoming and inclusive school, where every child is known and cared for as an individual, and where pupils take pride in their achievements and those of our community. We are committed to providing the very best education for our students, and I feel privileged to see the many achievements of our young people each and every day.

Through our motto 'Be Ambitious' we seek to articulate our commitment to educating the whole child and to preparing our young people for the challenges and opportunities that life beyond school will present. We work hard to provide an enriched and holistic school experience, which values the opportunities we are able to provide beyond what is taught in our classrooms. We seek to promote learning and personal development in many and varied ways including our extensive range of visits and performances, leadership opportunities, expeditions, charity and community work, our Duke of Edinburgh Scheme, or representing the school competitively through sport, the arts or literature. We also provide targeted support, tutorials and preparation programmes for students considering future applications to Oxbridge or Medicine, Dentistry and Veterinary Science as well as the Russell Group amongst other education and career pathways.

This is an incredible time to be joining our Sixth Form as demand for places continues to grow rapidly. Alongside reading this prospectus, I would encourage you to speak to our current parents and of course, visit our school to meet our fabulous staff and students. We believe in the capacity for ordinary people to achieve extraordinary things, and welcome applications from those who wish to join us in reimagining what is possible as individuals and as a community.

**MR PERRY**



# A Welcome from the Staff

*Pupils are pleasant, polite and courteous. Around the school they are well behaved and get on well together. They are well mannered and hold doors open for adults. Pupils are proud of their school and enjoy telling visitors how much they enjoy being in the school.*

**Ofsted**

As Heads of Sixth Form, we, together, are committed to ensuring that all students feel valued, supported and known as individuals. We will provide a learning environment where students are engaged and interested in their lessons, where they experience excellent teaching and learning, and where they are challenged and supported to achieve their full potential. We believe that Sixth Form is an opportunity for young people to develop both academically and personally, and we are passionate about giving students the chance to develop a wide range of personal skills through the enrichment and leadership opportunities afforded to them. Our young people are valued as students and as members of the Sixth Form community and the community of the school as a whole. Students at the East Yorkshire Sixth are encouraged to be the example, to have high expectations, and to be ambitious.

Sixth Form College provides exciting opportunities to continue your educational journey, to build upon your GCSE results and progress onto academic qualifications that provide academic rigour and challenge. In addition, the East Yorkshire Sixth provides a wide variety of enrichment opportunities, with students participating in the wonderful range of expeditions, visits, internships and leadership programmes, such as Duke of Edinburgh, in-class support and House, Subject or even 6th Form Ambassadors.

The combination of study and enrichment provides students with academic challenge and professional development opportunities that are highly sought after by universities and employers. A combination of pastoral care, academic rigour and enrichment combine at the East Yorkshire Sixth to provide a strong foundation for further study at university or employment. Sixth Form study is very demanding; you will find A Level and BTEC qualifications challenging compared to GCSEs and students at our Sixth Form are given individualised support and care to make sure this demanding transition happens smoothly. A Level and BTEC courses move very quickly, with a huge amount of content to cover in a short amount of time – each day counts. Pastoral Care, challenge and support are therefore critical to success.

*We promise to provide the very best pastoral care, academic rigour and enrichment to provide a strong foundation for further study at university or employment.*

As a Sixth Form, we will start the transition process before the summer, providing initial studies, to ensure students are prepared, prior to starting courses in September. This will include offering support in the selection of subjects and of course ensuring students have the opportunity to participate in the many enrichment activities that will add to their curriculum vitae and help them distinguish themselves upon application to university or to an employer. Our tutor team will then work closely with subject teachers under the guidance of the Head of Sixth, to support students to ensure they are supported and challenged to achieve.

This is why we believe Heads of our Sixth Form College must know and support every student as an individual. To create a professional, business-like environment where our students can leave school, gain greater independence as young adults, while being aware of their responsibilities and the skills they will need to develop as they prepare for the future. Our tutors will set out a skills programme early in the academic year, we will then launch tutorials for those interested in medicine, veterinary and dentistry or students applying to Oxford, Cambridge or the Russell Group. Programmes that have led to 33% of our students progressing onto Russell Group Universities (five times the national average) and five students attending Oxbridge in the last few years. Students leaving the Sixth Form College also achieve places on the most competitive apprenticeships with organisations such as Nestlé and BAE, due to the excellent programme of support in place.

**MR CHAPMAN**  
**MISS SMITH**



# Guidance from the Heads of Sixth Form

*The most able pupils  
make much better  
progress than similar  
pupils in other schools.*

*Throughout the  
school, pupils' good  
work ethic and the  
high expectations of  
their teachers supports  
the good progress of  
these pupils.*

**Ofsted**

At this stage in your educational journey it is important to consider five key factors.

## Make the decision for the right reasons

As you start to consider your future options you will have discussions with your parents, teaching staff and fellow students. You will be offered a wealth of advice and guidance and at times it can easily become confusing. It is therefore important to remember your parents/guardians will know you well and be acutely aware of your strengths. Your teaching staff will know you through your previous studies and of course can offer a wealth of information about particular courses. It is vital you take time to discuss and listen to the guidance given. Your friends will also be offering advice and of course sharing their preferred options and may even try to persuade you to study subjects alongside them. This is, from my experience, not the right reason for selecting a subject as you are committing to a further two years of intense study to develop your knowledge and skills, and it needs to be right for you as an individual.

## Planning for the future

You are about to start the last and arguably most important part of your educational journey through to employment or university and ultimately onto a career. It is my experience that students at this point can either have a number of future plans, with some able to name a particular career, and others still very uncertain. At this moment in your education either of these two scenarios are completely normal. You should not worry. If you have a clear end point, then do speak to the staff concerned, the Head of Sixth Form and of course research employers and university websites for potential opportunities and entry requirements. If you are uncertain then you need to keep your options broad and balanced, to keep as many routes open as possible for your study at Sixth Form. The key to success here is to seek advice, guidance and speak to as many teachers as possible in the subjects that may interest you or form part of your balanced suite of qualifications.

*Pupils make good progress across the school in a wide range of subjects including English and mathematics. This is because well-planned, interesting tasks motivate pupils to work hard and complete a good amount of high-quality work.*

Ofsted

## Success builds on success

As you start to narrow down your options you will of course consider particular subjects. Do review the areas of study within subjects where you have achieved strong outcomes and those you have found more difficult. Often a subject has a particular examination board and they will specify the areas of study at Sixth Form. I would therefore read the course guidelines with care and do once again speak to the subject teachers. Understand the course content for each subject and it will help you to make a more informed decision.

## Enjoy what you are learning

To be a successful Sixth Form student you will need to be motivated, hard-working, diligent and dedicated to your studies. It is important that you enjoy the subjects that you choose and you are interested in studying them in greater depth. This also needs to be weighed up against any future career aspirations and long-term goals, as well as considering how to achieve a balanced curriculum

## Build a strong foundation

Sixth Form studies are important. Your outcomes will ultimately provide a foundation upon which to continue study. Universities and employers will look at your GCSE grades, A Levels, BTECs, enrichment studies and may use them as part of the entry criteria. It is therefore important you are in the driving seat when making these decisions and do become actively involved in asking the questions, seeking advice and of course searching the appropriate websites. You will be committing to these studies for two years and potentially even longer so, as I know you will, take your time and make an informed decision. When September does arrive your determination, dedication, hard work, and enthusiasm will be critical to your success.

I do wish you the very best in making these decisions. It is an exciting opportunity to start thinking about the future and to start planning your route through education. I am more than happy to see you at any time to discuss your thoughts or plans and I know my fellow teachers will give of their very best to ensure you are in a strong position to make the right choices.

All the best,

**MR CHAPMAN**  
**MISS SMITH**

# A Welcome from our Senior Student Leaders





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# A Welcome

## from our Senior Student Leaders

*Sixth-form pupils are good role models for other pupils. They make a good contribution to the work of the school and mentor younger pupils to support them with their academic studies. Some supervise pupils at lunchtime to support good behaviour.*

### Ofsted

“Educating the mind without educating the heart is no education at all”

Our Sixth Form is committed to providing the best possible education for its students. Students are seen as individuals and Sixth Form life and education is tailored with those beliefs in mind. In Sixth Form class sizes are small, meaning students get as much guidance as they need throughout their time here. We are well supported throughout the UCAS application process, with tutors providing excellent advice and guidance on choosing courses and writing personal statements. As well as this, the school offers a range of opportunities to find out more about apprenticeships and employment, and students moving on from our Sixth Form are successful in gaining their first choice destination.

Our Sixth Form motto “Be Ambitious!” establishes why we offer so many opportunities. Being a student at the Sixth is not only about learning in the classroom, but also being able to grow as a person, develop skills and enhance our ability to succeed at University and in the workplace. These opportunities include the roles of Student Leaders, who organise key events in the school calendar such as our annual whole school Charity Week and end of year prom, and who also represent the school within the wider community. Sixth Form students can also become lunchtime prefects whose role it is to look out for younger pupils in their free time, or become part of the peer mentor programme to provide guidance to children in younger years. For students with a strong interest in a certain subject, they can become subject ambassadors to promote their area of the curriculum and provide in-class support and lunchtime activities.

As well as challenging students academically, our Sixth Form can provide many life-changing opportunities such as the annual overseas expedition, which most recently saw Sixth Form students travel to Vietnam. This is a chance to make amazing memories and to volunteer with people living in less economically developed countries. Students in the Sixth Form also complete enrichment every week, which students use to undertake a range of activities including work experience, volunteering, Duke of Edinburgh, Arts Award, and competing in sports teams. The Sixth Form has always reinforced the importance of community, charity and helping others, which is reflected in our annual whole school Charity Week. This is a week when Sixth Form students work together to co-ordinate fundraising events for the rest of the school, dressing up each day and having a lot of fun in the process of raising money for very worthy causes. This is such an enjoyable week and is one of the many things that makes our Sixth Form so unique. We are very proud of our Sixth Form and look forward to welcoming you here.



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# Ethos



*The behaviour of pupils around the school and in lessons is good. Pupils attend well and say they enjoy their time in the school and are safe.*

Ofsted

Our Sixth Form is a professional learning environment where students are challenged and supported to achieve academically, and to grow personally. It is incredibly important to us that we provide opportunities for our students to develop key transferable skills, fostering independence and a life-long love of learning.

We deliver an excellent standard of teaching and learning in a supported, caring environment, ensuring that all our students achieve their full potential. Our enrichment opportunities are second to none, with an enormous range of activities available to students, from volunteering and work experience placements to in-class support and student mentoring. Our students are proud of the community in which they live and study, and it is very important to them to have the opportunity to give something back; an attitude we strongly encourage. We know that Sixth Form is an opportunity for students to develop their whole self and to grow their aspirations. We believe wholeheartedly in the ability and dedication of our students, and encourage self-belief, confidence and ambition.

## Teaching

As a Sixth Form we are large enough to offer a varied curriculum while at the same time ensuring that every student is known and cared for as an individual by their Head of Sixth Form, Deputy Head of Sixth

Form, Tutor and Teacher. We are a small, community Sixth Form, and we keep our class sizes small, enabling us to personalise our teaching and learning for each individual. At our Sixth Form our teachers use the Learning Cycle to plan each and every lesson. This structure, based on the best national and internal research is proven to deliver pace, challenge and improve academic outcomes for our young people. The cycle provides a framework in which our teaching staff can use their expertise and extensive subject knowledge to plan the very best lessons.

Our structure provides a framework within which our teachers can draw upon their expertise and extensive experience to ensure lessons have academic rigour, a broad range of activities, are exciting, relevant and have challenging content to stretch our students. In addition, we report every lesson on your child's approach to their studies and ensure they receive the recognition they deserve for their hard work and academic progress. Teachers also use the latest data software to ensure every student is on-track and is making the very best academic progress.



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*Information provided by the school shows that pupils' progress is continuing to improve and an even higher proportion of pupils are on track to attain five or more GCSE grades at A\* to C, including English and mathematics.*

### Ofsted

## Care

We aim to foster the development of the whole person, in a supportive and focused working environment which is secure and caring, and within which each student can aim for excellence. Our students are able to take pride in their achievements, and staff work with students as young adults, helping them to grow as learners and individuals.

We are also a relatively small Sixth Form, enabling us to know and care for every student as an individual. This unique knowledge and understanding of each student ensures that all of our young people are able to meet the challenges of post-16 study with confidence and security. We also keep our class sizes low, meaning that teaching is personalised.

The Home School Partnership Communication is central to our relationship with both students and parents. We will always be available to discuss the education and personal development of our students.

Our combined focus on Care and Achievement ensures that in caring for and supporting our young people, we provide the very best environment for them to thrive in academically.

## Academic Performance\*

Our Sixth Form continues to go from strength to strength, with exceptional results again in 2019. With an incredible 97% of students achieving at least one A\*-C grade at A Level or equivalent, you know you are in the best hands to navigate you through the challenges of the next two years.

With some of the highest outcomes in the region at Sixth Form, we are committed to ensuring all of our students grow as individuals, and also succeed academically.

- Top 25% of Sixth Form providers nationally
- 79% of students secured a A\* - B grade or equivalent
- 48% of students secured a grade A\*-A or equivalent

\* Figures reported from Woldgate Sixth Form



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# Community



## Charitable Fundraising

Sixth Form students are passionate about contributing to their community through charitable fundraising activities. Sixth Formers lead the school in our annual Charity Week, organising whole-school fundraising events and raising huge amounts of money for their chosen charities. In addition, tutor groups and Houses participate in charitable fundraising throughout the school year, and Sixth Form students also work directly with local charities through volunteering and community projects.

Our Sixth Form is firmly rooted in its community, and has a strong community identity shaped by the students who study here. Encompassing beautiful countryside and coastline, with its historic buildings, nature reserves and the Yorkshire Wolds Way, the East Riding of Yorkshire is a fantastic place to live and to study. Our Sixth Form is designed to serve this unique area, which we are incredibly proud to be a part of. As a Sixth Form, our warm friendly community provides a welcoming environment where each student is known and cared for as an individual, where our values are lived into being through the care and teaching we provide as a Sixth Form.

## Welcome to our Sixth Form & Community

At our Sixth Form, we believe that every child should be encouraged to aim high and achieve their ambitions. We are an inclusive and welcoming community who, with the support of parents, provides a caring, safe and welcoming environment in which to learn and grow. We are a Sixth Form where your child's individual gifts and talents can flourish. Our partnership with parents is at the heart of our success as a Sixth Form. We believe good communication is essential to ensure you are kept informed. As a parent we want you to feel

part of our community and able to effectively support your child and our school. We will therefore work hard to establish a positive partnership that will support your child and you as a parent. Through our weekly newsletter, Twitter, Instagram and Facebook site, we will also share the many successes, opportunities and events that are available throughout the school year. As a Sixth Form we offer a rich and varied range of enrichment opportunities, outside of the formal curriculum. From our expeditions, leadership opportunities, drama productions, business competitions, sports and Archbishop of York's Leadership Award, our young people have a vast array of choice. As a Sixth Form, we are passionate about providing our students with the opportunities to develop the skills that are highly sought by employers and universities, for instance, leadership, communication, organisation and teamwork.







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# Enrichment

Sixth Form is an opportunity for you to develop both academically and personally, and there are a range of activities for you to take part in to help you develop a wide range of personal skills through the enrichment and leadership opportunities afforded to you.

*Pupils are encouraged to support the work of charities. During the inspection, Year 8 pupils arranged activities for the rest of the school during a citizenship lesson. Pupils enjoyed the activities and donated freely to the charitable collection.*

## Ofsted

Every student in the Sixth Form will have the opportunity to take part in a variety of activities and take on key roles within the Sixth Form and the School, for example:

- Senior Prefects
- Lunchtime Prefects
- In-class support
- Work Experience and Volunteering outside school
- Bus Monitors
- Subject Ambassadors
- Mentors
- House Ambassadors
- Charity Week
- Community Projects
- DofE
- Sports Teams
- Trips and Visits
- Extended Project Qualification
- Crest Award



*Pupils make good progress across the school in a wide range of subjects including English and mathematics.*

*This is because well-planned, interesting tasks motivate pupils to work hard and complete a good amount of high-quality work.*

Ofsted



All students are expected to undertake at least one enrichment activity that is designed to enhance their Sixth Form experience. Activities this year have included:

- Gold Arts Award

**Various sporting activities including:**

- Five-a-side football
- DofE Badminton
- Rugby Coaching

**Work Experience at:**

- Childrens Centre
- Shadowing a Physiotherapist
- Working with teenagers with disabilities
- Swimming Coach
- Higher Education Fair
- UCAS preparation
- Health and Personal Safety

**Volunteering for:**

- Barnardos
- Riding for Disabled
- Oxfam
- Local Care Homes
- Re-training Race Horses

**In-class support with:**

- Drama
- French
- English
- Geography
- Computer Science
- Basketball
- Maths

**Other Activities:**

- Year 7 Numeracy support during Registration
- Duke of Edinburgh Award



*Pupils are keen to learn, follow the instructions of their teachers and enjoy the interesting tasks set for them. They are hardworking and make good progress in their lessons.*

**Ofsted**

## Holistic Education House Captains

We believe that a student's education should be enriched through opportunities beyond the classroom. We aim to provide a broad range of activities, visits and opportunities through our extensive programme. Students can access a wide range of local and international trips and visits that play a vital part in enriching the curriculum and giving our students valuable life experiences that they are sure to recall fondly in future years. Here are some of the Trips and Events that take place during the year for Sixth Form students:

- New York Trip
- Drama Trips to local and national theatres
- Skiing to Italy
- National Apprenticeship Show
- Cambridge University visit
- Taster Days at University of York St John / Hull
- Science visit to York University
- Geography Trip to River Derwent
- Business Studies visit to Coca Cola UK
- National Careers Event
- Sixth Form Charity Week
- The School Musical
- Subject Conferences in York and Beverley
- Maths Inspiration Lecture
- Physics Trip to Jodrell Bank
- UCAS Convention in Sheffield
- Hull-York Medical School visits
- Creative Writing Workshops
- Many more...

Our House Captains lead our School Houses and, through House Assemblies, events, competitions and enrichment days, they aim to celebrate the individual talents of each student and to strengthen our community by bringing together students from all of our year groups. Our House Assemblies and Enrichment Days provide access to an enriched curriculum, new experiences and a range of whole school events. Each House is led by a House Captain and our Sixth Form House Ambassadors. Every Sixth Form student is given the opportunity to become a House Ambassador and act as a role model and leader for younger pupil. This experience helps students to build key transferable skills such as teamwork, leadership, problem-solving, communication, organisation, motivation and time-management. Our Sixth Form students also love to be able to give back to the school community and build bonds with pupils in younger years.



## Expeditions

Opportunities exist in the Sixth Form to take part in our expeditions. In July 2019 14 students went on an expedition to Vietnam. They followed a long line of past students who have travelled the world on expeditions from our Sixth Form. We have been to destinations far and wide such as, Morocco, Borneo, Malawi, Tanzania and now Vietnam. Our students had chosen to work with the charity Volunteers for Peace where they spent time supporting a tribal community that are one of many ethnic minorities in Vietnam. They did manual work, building a brick road and taught the local children English. The work they did was incredibly rewarding and the locals were so grateful for the hard work they put in. Expeditions at the Sixth take students into small communities in parts of the world that are not as fortunate as ourselves. Students get the opportunity to develop leadership, independence and teamwork skills while helping communities in need of support. They also take on a difficult personal challenge such as climbing a mountain or trekking through the rainforest. A major part of these expeditions is the organisation, fundraising and team building that students are involved with prior to the expedition taking place. The opportunity for personal development on these expeditions is truly incredible.

*Pupils' spiritual, moral, social and cultural development is good. There are many opportunities for them to engage in sport, including girls' football, visits abroad, school productions and to develop an understanding of other faiths and cultures. The citizenship course that runs throughout the school contributes well to pupils' understanding of democracy and justice, diversity and their rights and responsibilities. These aspects make a strong contribution to the work of the school in fostering good relationships and tackling discrimination, preparing pupils well for life in modern Britain.*

Ofsted

## Performing Arts

The arts occupy an important place within the curriculum structures at our Sixth Form and option courses are hugely valued and popular with the student body. The extended curriculum for the arts offers an extensive programme of activities for all students. There is a thriving culture of performing that pervades the whole Sixth Form and we have an enviable and proud reputation for the delivery of high quality experiences for our students and audiences. There are many visits to the theatre, concert halls and exhibitions both within the region and further afield as well as the opportunity for students to be involved in workshops with professionals. There may be opportunities to take part in events that are run by the Performing Arts department including:

### Musical Events:

- Concerts
- Summer Soiree
- Music ensembles

### Sixth Form Musical, such as:

- Dirty Rotten Scoundrels
- 9 to 5
- The Wiz
- The Wedding Singer
- Grease
- Oklahoma!
- Guys and Dolls

### Visits to:

- Theatre
- Concerts
- London residential



# Progression & Destinations

When it comes to applications to universities, apprenticeships and employers, our students are supported by staff through every step of the process, from beginning to research courses, universities and businesses, to writing their personal statements and curriculum vitae, to preparing for interviews and securing accommodation and student finance.

*Standards of attainment are high. In 2014, the proportion of pupils in Year 11 gaining five or more GCSE grades A\* to C, including English and mathematics, was well above average.*

**Ofsted**

We work with top level universities such as Russell Group universities and Oxbridge to stay on top of the latest developments in university admissions. We have a programme of guest speakers which begins in June and runs throughout the autumn term, including Oxbridge admissions tutors, guidance on writing personal statements and support with interviews and student finance.

We have built up relationships with prestigious and competitive universities and have an excellent understanding of what these universities are looking for in a Personal Statement along with a superb set of experienced Sixth Form tutors who will guide students in achieving the standard of personal statements that these universities are looking for.

For our students who choose not to go to university, we also provide personalised guidance, advice and support. We provide in-depth information about the different types of apprenticeships available post-18, and will support students in researching and applying for apprenticeships. We will also guide students to reputable employers who offer on-the-job training prospects. We have excellent relationships with a number of local companies and organisations, and regularly invite representatives from business and industry in to school to speak to our students.

## Destinations

Our students are achieving fantastic results at A Level and equivalent and their success translates into myriad options to explore higher education, further training or employment. The proportion of young people for example accessing the top Universities and most prestigious courses are significantly above the national average.



### John Aaltio

A\*A\*A\*AA in Maths, Further Maths, Physics, French and EPQ. Studying Mathematics at Aberystwyth.

### Aalish Atkinson

A\*AAB in Biology, Chemistry, Spanish and EPQ. Apprenticeship with Barclays Bank.

### Hannah Brocklehurst

A\*AB in Maths, Further Maths and French. Studying Mathematics at the University of Leeds.

### Matthew Darwin

A\*AB in Maths, Further Maths and Physics. Studying Engineering at the University of Warwick.

### Will Dixon

Distinction\*A\*B in Applied Science, Business Studies and PE. Studying Business and Management with Placement Year at Durham University.

### Will Ella

A\*A\*A\* in Biology, Chemistry and Maths. Studying Medicine at HYMS.

### Emily Ellison

AAA in Biology, Maths and Physics. Studying Physics at the University of Manchester.

### Alicia Fletcher

A\*A\*A\* in Biology, English Language and Maths. Studying Food Science and Nutrition at the University of Leeds.

### Henry Fysh

A\*AA in Biology, Chemistry and History. Studying Chemistry with Medicinal Chemistry (MChem) at Newcastle University.

### Caitlin McAreavey

A\*AA in Drama, English Literature and Sociology. Studying Sociology/Social and Public Policy (SocSci) at the University of Glasgow.

### Tilly Mitchell

A\*A\*AB in Chemistry, English Literature, French and History. Studying Ancient, Medieval and Modern History at Durham University.

### Sam Pratt

A\*AA in Maths, Physics and Product Design. Studying Architectural Engineering at University of Leeds.

### Oliver Stapleton

A\*A\*A\* A in Biology, Geography, Psychology and Chemistry. Reading Medicine at Sheffield.

### Molly Hewett

A\*AA in Math's, History and English Literature. Reading History and Politics at Cambridge.





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# Destinations

Aberystwyth University	Mathematics
Sheffield Hallam University	Primary Education (5-11) with QTS
Newcastle University	Chemistry
Sheffield Hallam University	Physics
Loughborough University	Physics (with placement year)
University of Hull	Law
Liverpool John Moores University	Sport and Exercise Science
Newcastle University	International Business
	Management with Placement
University of Leicester	Physiotherapy with Foundation Year
	English
Queen Mary University of London	Spanish, Portuguese and Latin American Studies
University of Chester	Finance and Investment Management
	Design for Industry
Northumbria University, Newcastle	Fashion Marketing
	Medicine
Northumbria University, Newcastle	Physics
York St John University	Music
Hull York Medical School	Food Science and Nutrition
University of Manchester	Musical Theatre Performance
University of Huddersfield	Chemistry with Medicinal Chemistry (MChem)
University of Leeds	Criminology
University of Chester	Midwifery
Newcastle University	International Relations and Politics
	Acting
York St John University	Mechanical Engineering
University of Leeds	Sociology/Social and Public Policy (SocSci)
Northumbria University, Newcastle	Theatre: Writing, Directing and Performance
	Law
University of Central Lancashire	Ancient, Medieval and Modern History
Loughborough University	Psychology
University of Glasgow	Physics with an Integrated Foundation Year
	Business and Management Foundation Year
University of York	Forensic Psychology
	Design Foundation Year
York St John University	
Durham University	
Newcastle University	
University of Manchester	
Northumbria University, Newcastle	
Manchester Metropolitan University	
Northumbria University, Newcastle	





University of Leeds  
 Newcastle University  
 York St John University  
  
 University of Lincoln  
  
 University of Lincoln  
 University of Bath  
 Northumbria University, Newcastle  
 Newcastle University  
 University of York  
 Newcastle University  
 Newcastle University  
 University of York  
 University of South Wales  
 York St John University  
 Newcastle University  
 University of Hull  
 Northumbria University, Newcastle  
  
 University of Hull  
 Leeds Beckett University  
 Royal Holloway, University of London  
 University of Lincoln  
  
 Leeds Beckett University  
 Leeds Beckett University  
 Leeds Beckett University  
 York St John University  
 University of Hull  
 University of Leeds  
 Nottingham Trent University  
 Northumbria University, Newcastle  
 University of Leeds  
 York St John University  
 Newcastle University  
 University of Hull  
 Leeds Beckett University  
 University for the Creative Arts  
  
 York St John University  
 UCL (University College London)  
  
 Northumbria University, Newcastle  
 Leeds Beckett University  
  
 Northumbria University, Newcastle  
 York St John University  
  
 University of Hull  
 Leeds Beckett University

Architectural Engineering  
 Marketing and Management  
 Sport and Exercise Science with  
 Integrated Masters  
 Chemistry for Drug Discovery and  
 Development  
 History  
 Criminology  
 Film and Television Studies  
 Law  
 Archaeology  
 Physics  
 Mechanical Engineering  
 Bioarchaeology  
 Television & Film Set Design  
 Acting  
 Psychology  
 Physics with Astrophysics  
 Applied Sport and Exercise  
 Science  
 Physiotherapy  
 Architecture  
 English  
 Animal Behaviour and Welfare  
 with Science Foundation Year  
 Law  
 Sport and Exercise Science  
 Counselling and Mental Health  
 History  
 Nursing (Adult)  
 Politics  
 Veterinary Nursing  
 Applied Sciences Foundation Year  
 Politics  
 Fine Art  
 Modern Languages  
 Criminology  
 Criminology  
 Acting and Performance (UCA  
 Farnham)  
 Fine Art  
 Politics, Sociology and East  
 European Studies with a Year  
 Abroad  
 Business with Economics  
 Business Management with  
 Marketing  
 Law/MLaw  
 Education Studies and English  
 Language  
 Marketing  
 Social Care, Justice and Recovery



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

# Sixth Form Life

## Transition to Sixth Form

The transition from GCSE into A Level or BTEC study can be challenging. At the Sixth Form, we work with our students to help them develop as independent learners, ensuring they are able to use their study periods effectively and adjust smoothly to the demands of A Level study.

*Standards of attainment are high. In 2014, the proportion of pupils in Year 11 gaining five or more GCSE grades A\* to C, including English and mathematics, was well above average.*

**Ofsted**

Students have a network of support around them at the Sixth Form, through daily contact with their Form Tutor and through Mrs Bourne and Mrs Winter, the Care and Achievement Co-ordinators, who are based in the Sixth Form study areas, ensuring that students and parents have a member of staff on hand at all times of the school day. Mr Charlton and

Mr Henderson as Heads of Sixth Form are also available to provide advice, guidance and support to students and parents.

This care and investment in our young people ensures that they thrive in their learning environment and are able to transition confidently to Sixth Form study.



# School Awards & Recognition

*Questioning is used consistently well to involve pupils and to assess what they understand. Pupils are given time to explain fully what they have learned and this is supporting the development of their communication skills well. Pupils' responses are used skilfully to develop a deeper understanding of the work for all pupils.*

**Ofsted**

## Rewarding Personal & Academic Success

We aim to create a positive and motivated atmosphere, within which students can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness students are given the opportunity to develop their own sense of success.

In order to promote this aim and to create a positive school community the Sixth Form rewards policy is in place to achieve the following purpose and principles.

- To promote a positive ethos through a culture of praise.
- To motivate and encourage students.
- To develop self-confidence, self-esteem and lead to further personal development.
- To recognise students' effort and achievement.

- To recognise and reward students' contribution and commitment to the school.
- To develop and foster positive working relationships between students, staff and parents.

## Student Recognition

Students receive recognition for their effort, work and attitude to learning every lesson. As a Sixth Form we seek to recognise and celebrate your accomplishments ensuring that students and parents have the opportunity to share in celebrating the accomplishments and achievements of our young people.

*An analysis of pupils' work by inspectors shows that pupils make clear, useful accurate records of what they have been learning to support their understanding.*

**Ofsted**





# Information

*Pupils are punctual to the school and to their lessons. Attendance is above average with very few pupils regularly absent from the school. Very few pupils.*

Ofsted

## Independent Study

As a student in the Sixth Form, your child is making the transition between main school study and university or employment. At our Sixth Form, we believe that the independent study skills students will develop during their two years with us will foster a life-long love of learning in our young people.

Sixth Form students have around 6-8 study periods built into their timetable. These study periods are crucial if students are to meet the rigorous challenges of A Level and BTEC study. Successful A Level students complete at least an hour of study outside the classroom for every hour they spend inside the classroom. Students will develop the ability to complete wider reading to supplement their studies, use online resources effectively and selectively, and regularly review their class work in order to consolidate their learning.

Our teaching staff are always on hand to support students if they should need any extra help. Many departments have dedicated drop-in sessions or will arrange a time when they are not teaching for a student to receive extra help.

It is also important for students to have free time in their schedule. Studying at Sixth Form can be challenging and having time to relax, eating well and exercising will all help to make the pressure more manageable.

## Examinations & Assessment

As of September 2017, all A Level qualifications are linear. Students will sit internal exams at the end of Year 12 and will go on to sit their public examinations at the end of Year 13. Students will complete three A Levels or equivalent.

Under a linear system, it is more important than ever that students are able to develop the ability to review and consolidate their learning. Our experienced Sixth Form teachers will ensure that students' knowledge and understanding is regularly assessed and parents and students will receive regular communication regarding progress and assessment grades in order to thoroughly prepare our young people for the new linear system.

## Professional Dress

Sixth Form is a professional working environment and students are expected to present themselves smartly at all times. On certain days in the Sixth Form students will need to wear business dress. On other days in the Sixth Form, students may wear smart casual wear and follow the dress code at all times.



## Sixth Form

We have a dedicated Sixth Form study room, equipped with a suite of computers, which is supervised throughout the school day to ensure a purposeful study environment. Sixth Form students also have their own common area, which provides extra space to work during Study Periods as well as a relaxation area for breaks and lunchtimes. Sixth Form students are able to access these facilities before and after school, ensuring that there is always a professional working space available to aid them with their studies.

## Communication

At our Sixth Form, we understand the importance of regular communication about students' progress. Students in the Sixth Form receive three Progress Reviews throughout the year, one of which contains a written report. Students and parents are also invited to attend a Parents' Evening during the year, when subject teachers are on hand to celebrate student success, and to offer individualised advice and guidance for students on how to accelerate their progress.

Through our weekly newsletter, L6 Bulletin, Twitter and Facebook site, we will also share the many successes, opportunities and events that are available throughout the school year.

## Facilities

Our location, sports fields and views across to the Wolds ensure that our students are fortunate and enjoy the wonderful countryside that surrounds the school. Our Performing Arts facilities are remarkable and are some of the very best in the region, providing numerous and impressive dance, music, recording and drama studios. Each teacher has their own classroom and will create a warm and welcoming space for your child to learn. This also ensures your son or daughter can always go to see their teacher should they require additional support or guidance.

## Learning Support

We have a whole-school approach to meeting Special Educational Needs and Disabilities (SEND); every teacher is a teacher of students with SEND, and is responsible for the progress and development of all students in their classes.

In addition, the Learning Support Department is available to support Sixth Form students and their teachers at Key Stage 5.

We can offer support in the following ways:

- Accurately identify students with special educational needs and disabilities and ensure that their needs are met as early as possible.
- Advise the teaching staff on a graduated response to student need.
- Specialist assessments and mentoring.
- Ensure exam access arrangements are in place for students with additional needs.
- Referral to and liaison with external agencies and parents.
- Transference of information to Colleges, Universities and other places of Higher Education.
- Offering opportunities for Sixth Form students to enhance their Enrichment Activities through guided support for younger pupils in the wider school community.

For further details please refer to the SEND policy on the our website.





# A Level Subjects





# Accounting

A LEVEL



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SIXTH FORM

#### FURTHER OPPORTUNITIES

You should have achieved five GCSEs at Grades 5 to 9, including a 5 or above in Maths (preferably).

It is not necessary for students to have studied GCSE Accounting before commencing work on this specification and no prior knowledge of accounting is necessary.

#### FURTHER OPPORTUNITIES

Many students who take accounting go on to university and become qualified accountants, working for accountancy practices or within an organisation. With a few years experience, some accountants then decide to start their own practice. But your financial acumen can support a wide number of other careers. For example, you could work in local government if you like politics or for a phone company if you like communications technology. Perhaps you'd like to work in general management, banking, retail or leisure - money is the common denominator. With accounting skills you could end up working in just about any area you choose.

# Accounting

A qualification in accounting will always be helpful – whether it's used professionally or personally. This course helps students to understand the responsibilities of the accountant and the impacts of their recommendations on the business and the wider environment.

#### WHAT WILL I STUDY & LEARN?

A Level Accounting helps students to develop knowledge and understanding of the purposes of accounting and apply this to a variety of accounting problems.

This specification covers financial and management accounting and involves no coursework or controlled assessment. Examples of Topics that will be covered are: An introduction to the role of the accountant in business; Preparing the financial statements of sole traders; Partnerships accounts and Accounting of Limited Companies.

#### HOW WILL I BE ASSESSED?

A Level Accounting helps students to develop knowledge and understanding of the purposes of accounting and apply this to a variety of accounting problems.

This specification covers financial and management accounting and involves no coursework or controlled assessment.

There are two papers. Each paper is 3 hours, 120 marks and has three compulsory sections.

#### Paper 1

- 3 hour examination

#### Paper 2

- 3 hour examination



# Art & Design Fine Art Option A LEVEL



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SIXTH FORM

#### ENTRY REQUIREMENTS

Students will need to have studied Art GCSE and achieved a pass at level 4 to be able to progress to study A Level Art and Design

#### FURTHER OPPORTUNITIES

Many of our students go on to university to study Art and Design, Architecture, Interior design, Jewellery design, Photography, Textiles, Wallpaper design etc others use their time in Art A Level to assist them in their chosen field of work e.g forestry, hairdressing window display, primary school teaching, retail display, garden design.

# Art & Design Fine Art Option

This course is intended to introduce you to a wide range of art processes and materials, giving you the ability to develop your knowledge and skills allowing you to develop your own individual way of working. Throughout the course you will be working to develop your recording and research skills whilst being introduced to a wide range of historical, local and contemporary artists.

#### WHAT WILL I STUDY & LEARN?

Within the first year you will be working towards a given theme developing your artistic practices and research skills while being introduced to a wide selection of both historical and contemporary artists who's work relates to the course topic.

The emphasis within the second year will be on independent study to enhance or develop your own personal work, students will be supported through this section of the A Level. The externally set assignment is released in February by the exam board and takes the form of an overriding theme and a given set of starting points to assist with development of the exam project, students will be supported with identifying their own personal responses to the theme.

#### HOW WILL I BE ASSESSED?

First year, second year and independent personal study will be marked as coursework this body of work will form 60% of the overall A Level grade, The exam project including all research and work produced within the timed exam will be marked separately this will constitute 40% of the overall A Level grade.





# Biology

## A LEVEL



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SIXTH FORM

## ENTRY REQUIREMENTS

GCSE Double or Triple Science and Maths at Grade 6 or better.

## FURTHER OPPORTUNITIES

Biologists are in great demand. You can go on to study Biology at University or choose from an enormous range of related subjects. Biology graduates are found in careers ranging from Forensic Science to Food, Leisure to Land Management. Biologists from the Sixth have gone into Medicine, Nursing, Veterinary Medicine Dentistry and Genetic Engineering as well as many other careers.

# Biology

On February 28th 1953, Francis Crick walked into the Eagle pub in Cambridge, England and, as James Watson later recalled, announced “we had found the secret of life”. Actually, they had. That morning, Watson and Crick had figured out the structure of deoxyribonucleic acid, DNA.

## WHAT WILL I STUDY & LEARN?

We might not have found the secret of life but we are not far short of it in this

A Level Course. It is relevant and challenging, and you will develop a wide range of skills.

Biology is the study of living organisms, divided into many specialized fields that cover their morphology, physiology, anatomy, behaviour, origin, and distribution.

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

## HOW WILL I BE ASSESSED?

By a mixture of short and long answer questions, extended response questions, a comprehension question, structured questions including practical techniques, critical analysis of given experimental data and one essay from a choice of two titles in 3 x 2 hour exams.

A Level exams will cover content from Year 1 and Year 2 and will be at higher demand. You will carry out practical activities throughout your course. There are twelve required practicals: six each year.

### Paper 1

- 2 hour examination

### Paper 2

- 2 hour examination

### Paper 3

- 2 hour examination



# Business Studies

A LEVEL



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SIXTH FORM

#### FURTHER OPPORTUNITIES

Many of our student's progress to University to study Business or Economic related Degrees. There are however are other avenues to follow, with students pursuing work related careers or Level 4 Business Apprenticeships with local and national businesses.

# Business Studies

The Edexcel A Level Business qualification is a hybrid course offering choice and variety, with students having an opportunity to study Business and Economics in one qualification.

It is particularly beneficial with the Economic element of the course providing students with contextual knowledge of the larger environment in which businesses operate, whilst the Business component of the course contributes to a student's comprehension and understanding of the world of commerce.

Our Business students have a unique opportunity, as they are automatically enrolled as members of the Peter Jones Enterprise Academy. This enables them to access funding to set up their own business, to enter Flash Challenge competitions against other schools in the PJEA and at the end of the course they graduate as PJEA students at the annual Entfest Event held at the University of Buckingham. This course offers so many possibilities for them throughout the year, perhaps they want to set up a Pop-Up shop or enter the IFS Student Investors Challenge or maybe they would like to help manage and run the School's new stationery shop too.

#### WHAT WILL I STUDY & LEARN?

Students study four themes across the two year course.

##### **Theme 1 – Marketing and People:**

Theme 1 covers a range of introductory topics, but also looks at the role of marketing, human resources as well as covering demand, supply and elasticity.

##### **Theme 2 – Managing Business**

**Activities:** Theme 2 starts to consider the finance involved in businesses, we look at some of the external influences faced by businesses including legislation and the external economic environment.

##### **Theme 3 – Business Strategy and**

**Decisions:** Theme 3 looks at the frameworks that help shape the growth of businesses, these include the Boston and Ansoff Matrix as well as the concepts of organic and inorganic growth. We delve deeper into the understanding of decision making using other management tools such as critical path analysis, decision trees and investment appraisals.

##### **Theme 4 – Global Business:**

The final theme focuses on many of the other issues we have already covered but from a global perspective. We are mainly looking at the role of Multinational Businesses, Trading Blocs and of course the factors that have helped to contribute to Globalisation.

#### HOW WILL I BE ASSESSED?

Students are assessed via three 2 hour examinations. The questions are a mixture of short answers and extended writing and are all based on real life case studies.

##### **Paper 1 – Marketing, People and Global Business: Examines Theme 1 and 4**

- 2 hour examination

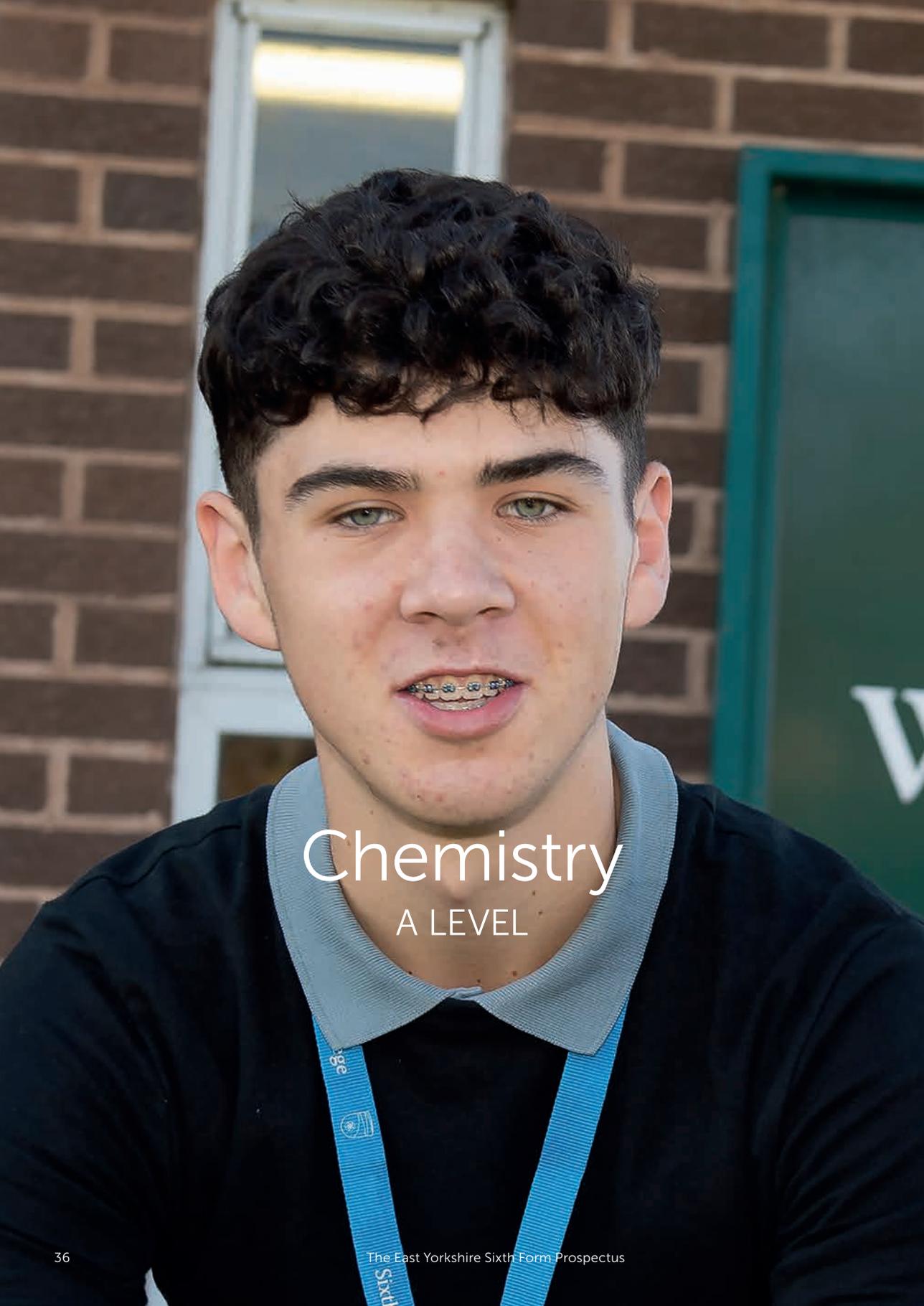
##### **Paper 2 – Business Activities, Decisions and Strategy: Examines Theme 2 and 3**

- 2 hour examination

##### **Paper 3 – Investigating Business in a Competitive Environment: Examines all the Themes**

- 2 hour examination





# Chemistry

A LEVEL



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SIXTH FORM

#### ENTRY REQUIREMENTS

GCSE Double or Triple Science and Maths at Grade 6 or preferably better.

#### FURTHER OPPORTUNITIES

Study Chemistry at University and a wide variety of careers will be open to you – not just careers with a science base. People with degrees in Chemistry are found in Law, Accountancy, Management Consultancy, Personnel, Media and other non-scientific careers.

A Level Chemistry is essential if you want to go on and study Medicine, Dentistry, Pharmacy, Veterinary Science and it is also a requirement for some Archaeology, Engineering, Biology, Biomedical Science and Geology Degree courses. Even if you don't know what you want to do next, Chemistry is a widely valued course and employers and universities value the skills it develops.

# Chemistry

Within the Earth there are an amazing number of different chemicals. Some are locked in rocks and others in living organisms. Humans have manufactured lots more! All chemicals are made from the same type of particles – atoms. If you want to learn more about the chemistry going on around and within you, then Chemistry is for you!

#### WHAT WILL I STUDY & LEARN?

Chemistry is the study of materials and how they react.

##### Year 1

- Physical Chemistry: Atomic Structure, Bonding and Energetics.
- Inorganic Chemistry: Periodicity, Group 7 elements.
- Organic Chemistry: Alkenes, Alcohols and Analytical Chemistry.

##### Year 2

- Further Physical: Kinetics, Equilibria, Acids and Bases.
- Further Inorganic: Periodicity, Transition Metals
- Further Organic: Polymers, Amino acids, Spectroscopy.

#### HOW WILL I BE ASSESSED?

This qualification is linear which means that students will sit all the A Level exams at the end of their A Level course by a mixture of structured long answer and multiple choice questions in 3 x 2 hour exams.

At least 15% of the overall assessment of Chemistry will assess knowledge, skills and understanding in relation to practical work. This will be carried out throughout the course in a series of 12 required practical activities which will have varying levels of choice and independence. These will be maintained in a hard backed laboratory book.

##### Paper 1

- 2 hour examination

##### Paper 2

- 2 hour examination

##### Paper 3

- 2 hour examination



# Classical Civilisation

A LEVEL



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#### ENTRY REQUIREMENTS

Students who study this course should have achieved five GCSE Grades 5 to 9, including Grade 5 or above in English. You do not need to have studied History at GCSE level, but an interest in History would definitely help!

#### FURTHER OPPORTUNITIES

Classical Civilisation is a well-respected course, relevant to careers in law, journalism, teaching, the police, archaeology, and any subject based around the humanities, societies and communication. More than this, Classical Civilisation will help to open your eyes to the true scale of human existence.

# Classical Civilisation

Classical Civilisation is an amazing subject to study. In 20,000 years, we will be thought of as merely living just at the end of the Roman Empire. Through a better knowledge of the ancient world, a world that lasted far longer than ours, we will know ourselves better. You're born, you live and you will die within a space of, at most, 120 years. Why wouldn't you want to know the totality of human experience? The study of the ancient world gives us that totality and is a mirror to better understand the world we currently live in.

#### WHAT WILL I STUDY & LEARN?

##### Paper 1 – The World of the Hero

This compulsory component consists of an in-depth study of Homer's Iliad or Odyssey and Virgil's Aeneid. These works of literature from Ancient Greece & Rome are studied in their English translation and will open your eyes to the full wonder of Classical Civilisation and thought.

##### Paper 2 – Culture & The Arts

This component consists of the study of how the first Roman Emperor Augustus created and manipulated an image of himself and of his rule, opening up questions of the relationship between man and the gods, and providing the defining example of political spin and control of the public through propaganda. Here, history, art, architecture and literature all interweave to create a pageant of Roman power and glory.

##### Paper 3 – Beliefs & Ideas

This component centres on the politics of the later Roman

Republic, investigating how civil strife led to the eruption of civil war and the rise of competing warlords such as Pompey the Great and Julius Caesar. This study is a master-class in statecraft and governance, looking at what holds societies and cultures together, and what happens when they fall apart. Through the study of the works of Cicero, we will investigate some of the most famous events in the whole of human history.

#### HOW WILL I BE ASSESSED?

##### Paper 1 – The World of the Hero

- 2 hour 20 minute examination
- (40% of A Level)

##### Paper 2 – Culture & The Arts

- 1 hour 45 minute examination
- (30% of A Level)

##### Paper 3 – Beliefs & Ideas

- 1 hour 45 minute examination
- (30% of A Level)





# Computer Science

A LEVEL



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#### ENTRY REQUIREMENTS

Students wishing to study Computer Science at A Level should have a Maths GCSE at Grade 6 or above.

It is also recommended that you study A Level Mathematics but if you do not, we require at least Grade 7 in Mathematics at GCSE.

#### FURTHER OPPORTUNITIES

Computing is one of the most rapidly expanding employment areas in the modern world. This course gives you the necessary skills to study Computer Science and related subjects at university, but also ensures that you have a broad range of skills that are necessary and desirable in any discipline. Computer Science students develop excellent critical thinking and analysis skills, and also demonstrate creativity, organisation, and a productive work ethic.

# Computer Science

Over the last century, computers have revolutionised the way we live and work. Computing has relevance to every area of life, and there has never been a better time to develop an understanding of this rapidly growing and evolving discipline. Computer Science is a challenging yet rewarding course that teaches you a range of vital skills while deepening your familiarity with a fascinating and complex area of study.

Throughout this course, you will develop a strong foundation of programming languages, principles and methodologies. This focus will enable you to sharpen your problem solving and critical thinking skills, which in turn will help you to understand and navigate all levels of programming languages. This course aims to teach you many practical skills that can be transferred into the real world; you will be expected to develop fully-functional software solutions to real-life problems following the software development life cycle.

#### WHAT WILL I STUDY & LEARN?

The Computer Science course at the Sixth uses the WJEC EDUQAS specification. The course is divided into three components.

##### Component 1 – Programming and system development

Component 1 focuses on the complexities of software design, giving a deep understanding both of practical programming and the design of complex systems. You will learn to solve problems using algorithms, to write and interpret computer code.

##### Component 2 – Computer architecture, data, communication, and applications

This component is focused on how computers work and communicate with each other. You will learn about the underlying systems and structures that make up modern computers. In addition, this component explores the management and storage of data.

#### HOW WILL I BE ASSESSED?

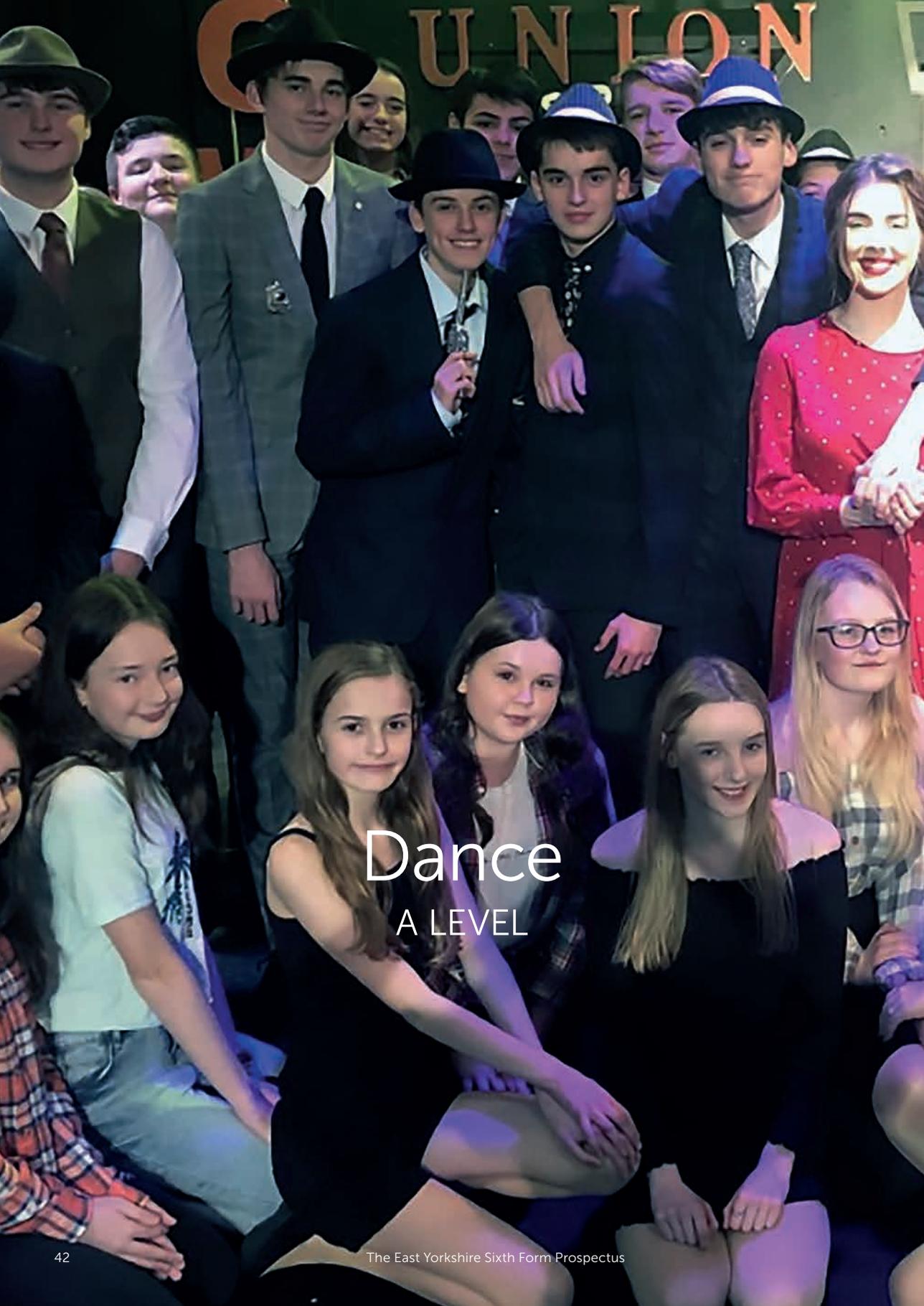
##### Component 1

- 2 hour 45 minute examination
- (50% of A Level)

##### Component 2

- 2 hour 45 minute examination
- (50% of A Level)





# Dance

A LEVEL



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SIXTH FORM

#### ENTRY REQUIREMENTS

A GCSE or BTEC (Level 2) in Dance is desirable (but not essential). Any experience of Dance outside of school (private dance schools, clubs etc.) is also desirable. A keen interest in Dance and the Performing Arts is essential.

#### FURTHER OPPORTUNITIES

A qualification in Dance teaches you many life skills that potential employers look for such as problem solving, team work, creativity and confidence. Many universities across the country offer degree courses in Dance and an A Level in Dance would prepare you for this. Qualifications in Dance can lead to many job opportunities such as teaching (within education or private dance schools), fitness instructor, dance critic/journalist, professional dancer/choreographer, physiotherapist...the list is endless!

# Dance

An exciting opportunity to learn about key practitioners (past and present) in relation to an area of study, and to develop and apply skills in terms of performance and choreography.

#### WHAT WILL I STUDY & LEARN?

##### Component 1 – Choreography and Performance

For this component you will complete 3 practical assessments: 1) solo performance in the style of a specified practitioner from an area of study you have covered in Component 2; 2) performance in a quartet in a specified dance style; 3) group choreography in response to a question or stimulus from the exam board. Throughout this component you will be marked on your ability to perform and choreograph.

##### Component 2 – Critical Appreciation

For this component you are assessed on your knowledge, understanding and critical appreciation of two professional set works ('Rooster' by Christopher Bruce and 'Sutra' by Sidi Larbi Cherkaoui) and two corresponding areas of study (Rambert Dance Company 1966-2002 and the Independent Contemporary Dance Scene in Britain 2000-current). The final assessment is a written paper (2 hours 30 mins) where you will answer a range of short answer questions and essay questions.

#### HOW WILL I BE ASSESSED?

##### Component 1

- Three practical assessments performed for and assessed by a visiting examiner from AQA in Year 13.

##### Component 2

- Written paper  
2 hours 30 minute examination taken in the summer of Year 13.



# Drama & Theatre

## A LEVEL



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SIXTH FORM

#### FURTHER OPPORTUNITIES

Successful students often go on to study Theatre Studies, Theatre Arts, Acting or Performance Studies at university or Drama school as well as going on to study non-related subjects at degree level. Recent research has shown that Drama appeared high on the list of popular subjects at a range of Russell Group universities<sup>1</sup>. Direct entry to the Performing Arts industry is also possible in a wide range of roles from Acting and Stage Management through to Arts Administration. The creative industries are currently one of the fastest growing industries in the UK. Employers in all sectors value the inherent skills of performing, recognising that they promote commitment, confidence, team work and assertiveness amongst other generic employment skills.

# Drama & Theatre

The media is one of the largest employers in this country offering job opportunities across a wide spectrum of performance related career paths. The skills developed through studying Drama and Theatre Studies are also highly valued by universities and employers as the transferable skills learnt enable students to become successful communicators in both practical and academic fields.

#### WHAT WILL I STUDY & LEARN?

Students practically explore the work of a number of influential directors, theatre companies and other practitioners who have made a significant contribution to theatre practice and apply this understanding to their performance work. Students also study published plays through a variety of practical and theoretical activities, in relation to the ways in which texts can be interpreted through performance. Students look at a range of pre-twentieth century and contemporary plays and are required to understand how each play relates to its historical, social and cultural context.

The Drama and Theatre Studies course is split into the following three components:

#### Component 1 – Drama and Theatre

Open book exam - 40% of A Level

This unit develops student's knowledge and understanding of two plays and the work of live theatre makers.

#### Component 2 – Creating Original Drama

Practical and coursework 30% of A Level. In this unit, students will study the work of companies and practitioners who create their own theatre. They will develop their understanding of the devising process and create a performance based on the methodologies of their chosen practitioner along with a working notebook.

#### Component 3 – Making Theatre

Practical and coursework 30% of A Level. In this final unit, students will practically explore and interpret 3 extracts from a range of plays, applying the methodologies of different theatre makers to each. The performance of all three extracts is also accompanied by a reflective report, analysing and evaluating their theatrical interpretations.

#### HOW WILL I BE ASSESSED?

Students will be assessed through practical performance work and coursework which is moderated and marked by an external examiner. Students will also complete a written examination at the end of the course.





# Economics

A LEVEL



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SIXTH FORM

## ENTRY REQUIREMENTS

The course does contain mathematical content and therefore students opting to study this subject, should have achieved a Grade 5/6 or above in GCSE Mathematics. Many students choose to go onto to study Joint Honour degrees in Economics at University, however most universities will only allow students to study pure Economics if they have also been successful in completing A Level Mathematics.

# Economics

The United Kingdom and indeed the Rest Of the World, is entering into an unprecedented economic phase, some analysts are comparing it to the Global Financial Crisis of 2008 whilst others are using a wartime analogy to emphasise the sheer magnitude and scale of the problem.

Whilst neither seem to be quite appropriate, we can be sure of one thing, a very uncertain future. Studying A Level Economics in this turbulent period, is going to be enlightening, educational and extremely applicable to all of our lives, we are therefore very excited to be offering this option from 2021 to our prospective Year 12 students.

The course content is divided into two parts. The first section introduces students to microeconomics, the study of economics at an individual, group or company level with the second section covering macroeconomics, the study of a national economy as a whole.

## WHAT WILL I STUDY & LEARN?

Students will study 14 topics over the course of two years:

### Microeconomics – Individuals, firms, markets and market failure

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income

and wealth: poverty and inequality

- The market mechanism, market failure and government intervention in markets.

### Macroeconomics – The national and international economy

- The measurement of macroeconomic performance
- How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

## HOW WILL I BE ASSESSED?

Assessment is via three, two-hour external examinations taken at the end of Year 13.

The question types vary across the papers, and include data response, case studies, multiple choice and essays.

### Paper 1 – Markets and Market Failure

- 2 hour examination

### Paper 2 – National and International Economy

- 2 hour examination

### Paper 3 – Economic Principles and Issues

- 2 hour examination





# English Language

A LEVEL



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### FURTHER OPPORTUNITIES

Many English Language students go on to study English at degree level at a range of universities. The subject is useful for those wanting to go into many professions, including journalism, law and teaching, and many consider positions in broadcasting.

# English Language

English Language involves studying the use, varieties and development of language as well as improving your own writing skills. It often takes the form of studying extracts of texts, rather than extended pieces, and places equal emphasis on spoken, written, literary, non-fiction and media texts.

#### WHAT WILL I STUDY & LEARN?

It will give you the opportunity to explore how language functions in different social contexts and to become more skilful and sophisticated in your writing in different genres.

#### Language Paper 1 – The Individual and Society

This unit will introduce you to methods of language analysis to explore concepts of audience, purpose, mode and representation. You will then have the opportunity to apply these methods to a variety of texts. You will also study children's language development, exploring how children learn language and how they are able to understand and express themselves through language. Assessment is by examination, in which you will analyse and compare texts, and write a discursive essay on children's language development.

#### Language Paper 2 – Diversity and Change

The focus of this unit is the exploration of language in its wider social, geographical and temporal contexts. You will explore the processes of language change, as well as studying and debating social attitudes to language diversity and change. Your exploration

will include finding out why language varies and changes, how identity is constructed and how audiences are addressed and positioned. Research skills and effective use of data will be developed, too. Assessment is by examination, which will involve the analysis of how texts are used to present ideas, and an evaluative essay on either language change or diversity.

#### Language in Action – (Coursework)

The final unit is assessed through coursework. You will have the opportunity to carry out your own language investigation and produce a piece of linked original writing.

#### HOW WILL I BE ASSESSED?

##### Paper 1

- (40% of A Level)

##### Paper 2

- (40% of A Level)

##### Coursework Folder

- (20% of A Level)





# English Literature

## A LEVEL



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#### FURTHER OPPORTUNITIES

Every year, several of our English Literature students go on to study English at degree level at a range of universities. Others follow Literature-related courses such as American Studies, Cultural Studies or Communication Studies. The subject is useful

for those wanting to go into many professions, including law, teaching and journalism.

# English Literature

If you enjoy really getting your teeth into whole texts, arguing over the issues and themes, debating the characters, admiring the writers' use of language and developing your own personal interpretations, then A Level English Literature should be just what you're looking for.

Obviously, it involves a lot of reading, but there's much more scope to develop your own tastes and talents at A Level than at GCSE. It combines logical analysis with plenty of emotional involvement and can be a valuable asset for many kinds of degree course or career.

#### WHAT WILL I STUDY & LEARN?

In Year 12, "Love Through the Ages" is the over-arching theme, which includes Shakespeare's magnificent tragedy "Othello", F. Scott Fitzgerald's compelling love story "The Great Gatsby" and the AQA Anthology of Pre-1900 Love Poetry. In addition to these iconic texts, we will also enable our students to evaluate and undertake detailed analysis of Unseen Love Poetry, which is an excellent challenge, especially if considering the study of Literature at University.

Following internally set Year 12 examinations in the summer, students will commence the fantastic Year 13 course, "World War 1 and its Aftermath." Texts will include the incomparable "Regeneration" by Pat Barker, the political drama "The Wipers Times" by David Haig and the heritage collection of War Poetry in "The Oxford Book of War Poetry", edited by John Stallworthy. We will also prepare our students to analyse Unseen Prose texts, written about or during WW1.

The course also includes one NEA, a coursework essay of 2500 words, worth 20% of the overall mark, comparing two texts of your own choice, one of which must have been written pre-1900. This offers the chance for exciting, independent study and one-to-one mentoring sessions, in which students bring to the discussions their own critical perspectives, plus the results from their independent research. These are skills necessary to undertake an Undergraduate course at University. We will prepare our students thoroughly for the next steps in their academic journeys.

#### HOW WILL I BE ASSESSED?

##### Paper 1

- (40% of A Level)

##### Paper 2

- (40% of A Level)

##### Coursework Folder

- (20% of A Level)





# Film Studies

A LEVEL



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## ENTRY REQUIREMENTS

This specification builds on the knowledge, understanding and skills established at GCSE, particularly literacy and Information Technology skills. Some learners may already have gained knowledge, understanding and skills through their study of film in Media Studies, however, this is not a requirement for undertaking the A-level.

## FURTHER OPPORTUNITIES

This WJEC Eduqas specification provides a suitable progression to a range of higher education degree and vocational level courses or to employment.

In addition to these routes, many employers in the media would welcome young people with skills in film.

Jobs directly related to your A Level may include, but are not limited to:

Broadcast presenter  
Film director  
Film/video editor  
Location manager  
Production designer, theatre/television/film  
Programme researcher, broadcasting/film/video  
Television camera operator  
Television/film/video producer  
Television production coordinator  
Advertising art director  
Arts administrator  
Community arts worker  
Concept artist  
Event manager  
Marketing executive  
Public relations officer  
Runner, broadcasting/film/video  
Special effects technician  
Talent agent  
VFX artist

# Film Studies

An exciting opportunity to be part of the first cohort of Film Studies students at our Sixth Form. This new and innovative course will allow you to explore a wide range of film genres, history and styles, taking a wide view of the history and genre of film and an in-depth focus on the craft of film making with the opportunity to create work of your own as part of the course.

## WHAT WILL I STUDY & LEARN?

### Component 1 – Varieties of film and filmmaking

Written examination: 2½ hours  
35% of qualification

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

**Section A:** Hollywood 1930-1990 (comparative study) One question from a choice of two, requiring reference to two Hollywood films, one from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990).

**Section B:** American film since 2005 (two-film study) One question from a choice of two, requiring reference to two American films, one mainstream film and one contemporary independent film. **Section C:** British film since 1995 (two-film study) One question from a choice of two, requiring reference to two British films.

### Component 2 – Global filmmaking perspectives

Written examination: 2½ hours  
35% of qualification

This component assesses knowledge and understanding of five feature-length films (or their equivalent).

**Section A:** Global film (two-film study) One question from a choice of two, requiring reference to two global films: one European and one produced outside Europe.

**Section B:** Documentary film One question from a choice of two, requiring reference to one documentary film.

**Section C:** Film movements – Silent cinema One question from a choice of two, requiring reference to one silent film or group of films.

**Section D:** Film movements – Experimental film (1960-2000) One question from a choice of two, requiring reference to one film option.

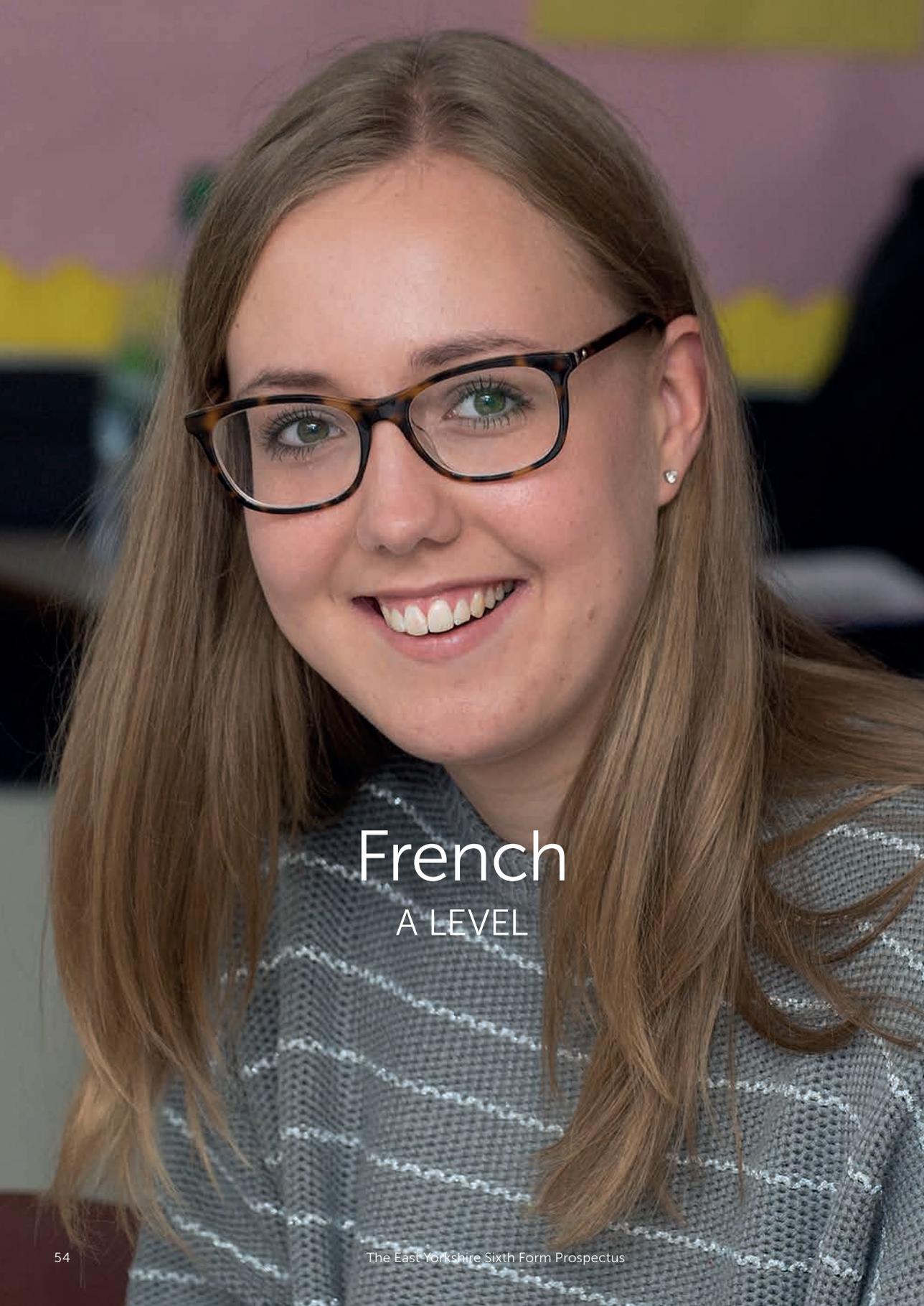
### Component 3 – Production Non-exam assessment

30% of qualification.

This component assesses one production and its evaluative analysis. Learners produce:

- Either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay
- An evaluative analysis (1600 - 1800 words)





# French

A LEVEL



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SIXTH FORM

## ENTRY REQUIREMENTS

French GCSE grade 6 ideally.

- Strong motivation and enjoyment of the process of language learning.
- An ability to work independently and discover language for yourself.
- A willingness to work with others and communicate thoughts and feelings.
- The desire to gain an insight into the contemporary society, cultural background and heritage of countries where the language is spoken.

## FURTHER OPPORTUNITIES

Everywhere! A thorough knowledge of French can lead to many different careers as the world has become so interconnected. French can be studied as a subject on its own or in combination with other subjects such as Business Studies, Law and Tourism. As well as teaching, translating and interpreting, French is an important asset in many other spheres - commerce, industry, fashion, publishing and communications are some examples. Research shows that language graduates have extremely good employment prospects compared with graduates in other areas. Languages are the passport to anywhere you want to go!

# French

An A Level in a Modern Foreign Language is a very valuable part of any subject combination.

By following an Advanced language course you will be able to:

- Stand out from the crowd. Knowledge of languages in the UK has decreased since GCSE languages became optional. This makes YOU very special. It puts you a step ahead of everyone else and makes you very attractive to universities and businesses all over the world.
- Develop your language skills to a high level of competence.
- Increase your knowledge of a wide range of issues, both current and historical, which are also relevant to the other subjects you are studying.
- Get a very valuable qualification leading to Higher Education and future employment.

## WHAT WILL I STUDY & LEARN?

### Year 12

You will start with an introductory phase, bridging the gap between GCSE and Advanced Study. This will lead on to the study of: Social issues and trends (e.g. the 'cyber-society'), Artistic Culture (e.g. cinema), Grammar, and you will study one film or one literary text.

### Year 13

In your second year you will build on the skills acquired during the Year 12 course and further extend your knowledge of a range of topics within Social issues and trends (e.g. a diverse society), Political & Artistic Culture (e.g. demonstrations / strikes) and Grammar. You will also study one film and one literary text, and you will carry out your own research project.

## HOW WILL I BE ASSESSED?

### Paper 1 – Listening, Reading and Writing

- 2 hours 30 minutes written examination
- (50% of A Level)

### Paper 2 – Writing

- 2 hour written examination
- (20% of A Level)

### Paper 3 – Speaking

- 21-23 minute oral examination
- (30% of A Level)





# Geography

A LEVEL



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SIXTH FORM

#### FURTHER OPPORTUNITIES

Geography gives you an edge; as well as combining well with virtually all A Level subjects, the knowledge and skills you will gain mean that you have much to offer an employer or university course tutor:

- Communication skills, written and spoken
- Numerical and graphical skills
- Problem solving and decision making skills
- Teamwork skills
- A balanced and analytical view of important issues.

Research shows that Geography opens doors into many careers, particularly in administration and management, leisure and tourism, marketing, finance, environment and social services.

# Geography

An incredibly flexible and wide-ranging subject, Geography is ideally suited to students who are interested in the many factors which affect our planet and how we live.

#### WHAT WILL I STUDY & LEARN?

It allows us to appreciate how and why both smaller and larger changes occur, and how we need to adapt as a result. Straddling the science and humanities disciplines, the subject allows you to develop an understanding of key scientific, environmental and economic principles and issues.

The course builds on knowledge gained at GCSE, but do not be put off if you haven't done GCSE Geography. Fieldwork is a vital part of the course, and we spend a day studying rivers in the North York Moors during the Autumn term. There are a number of additional one-day visits covering fieldwork based in Leeds and the Yorkshire Coast.

#### WHAT WILL I STUDY & LEARN?

We currently follow the AQA Specification 7037:

##### Component 1 – Physical Geography

Water and Carbon cycles; Coastal systems and landscapes; Hazards.

##### Component 2 – Human Geography

Global systems and global governance; Changing places; Contemporary urban environments.

##### Component 3 – Geographical Investigation

Students complete an investigation which must include data collected in the field. The individual investigation must be based on a question or issue and developed by the student relating to any part of the specification content.

#### HOW WILL I BE ASSESSED?

##### Component 1

- 2 hours 30 minutes written examination
- (40% of A Level)

##### Component 2

- 2 hours 30 minutes written examination
- Question types: multi-choice, short answer, levels of response and extended prose essay.
- (40% of A Level)

##### Component 3

- 3000 – 4000 words fieldwork submission, marked by teachers and moderated by AQA.
- (20% of A Level)





# Government & Politics

A LEVEL



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SIXTH FORM

#### ENTRY REQUIREMENTS

You should have achieved five GCSEs at Grades 5 to 9 to study this course, including Grade 5 or above in English. In addition, you will need plenty of interest in current affairs and politics!

#### FURTHER OPPORTUNITIES

Politics provides an excellent basis for many areas of Higher Education study and related careers including Journalism, Business, Law, Administration and a wide range of other professions. Your experience gained in research, debating and public speaking will prove invaluable in many future careers. You may even make it in the political world itself!

# Government & Politics

Politics is argument. Politics is debate. Politics is the substance of society. Politics is the force that shapes our lives more than any other. Get a grip on this vital aspect of life.

#### WHAT WILL I STUDY & LEARN?

##### Component 1 – UK Politics

This is a study of politics in the UK, including issues around democracy and participation, political parties, electoral systems, voting behaviour and the media. In addition, students will study the three main ideologies of conservatism, liberalism, socialism.

##### Component 2 – UK Government

This is a study of the way in which government functions in the UK, including the constitution, parliament, the Prime Minister and the executive, and the relationships between the different branches of government. The additional ideology of nationalism is also studied for section 2 of the exam.

##### Component 3 – Comparative Politics

Here, students will study US politics, in order to compare politics in the US with politics in the UK. In particular, we will consider the US Constitution and federalism, Congress, the president, the Supreme Court and civil rights, and democracy and participation in the US.

#### HOW WILL I BE ASSESSED?

##### Paper 1 – UK Politics

2 hours: 33<sup>1</sup>/<sub>3</sub>% of the qualification

##### Paper 2 – UK Government

2 hours: 33<sup>1</sup>/<sub>3</sub>% of the qualification

##### Paper 3 – Comparative

Politics: 2 hours: 33<sup>1</sup>/<sub>3</sub>% of the qualification





# History

A LEVEL



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SIXTH FORM

### ENTRY REQUIREMENTS

It is preferable for you to have already achieved a minimum of a Grade 5 in History at GCSE. Students without a GCSE in History are not excluded and should discuss their situation with the History Department.

### FURTHER OPPORTUNITIES

History is highly regarded by universities as an entry subject and it is a useful and valued subject for the world of work. Historians are sought after for their "thinking skills" - their ability to analyse, evaluate and think critically - and are to be found in Law, Journalism, Politics, Finance, Business, Management, Education and Museum and Archive work. Your ability to think logically, organise data, to solve problems and to clearly explain and justify your opinions will be an asset to any employer.

# History

The History specification gives students the opportunity to study a range of different historical periods and experience different disciplines within the subject, including British and European History.

### WHAT WILL I STUDY & LEARN?

In Year 12, students study Tsarist and Communist Russia, 1855 – 1964 which links well to the depth and world studies that students covered at GCSE level and gives students the opportunity to critically examine the history of one of the world's most intriguing powers. In Year 13, students study The Making of Modern Britain, 1951 – 2007. By being able to critically study Britain's very recent past, it allows students to be fully informed about the Britain that they are currently living in, and, as part of the next generation of voters, our History students are therefore able to fully make objective decisions during future election processes. Also, in Year 13, students produce their own university-style dissertation based on a topic area and question of their choice which forms 20% of their final exam grade. Students really become engrossed and invested in this third element of the A Level course as it allows them to have a degree of expertise in their chosen area of History and gives them ownership of one fifth of their A Level. When History students have gone on to University, they regularly cite this element of their A Level as being particularly useful in helping them to quickly adapt to both work expectations

and standards that Higher Education Institutions demand of them.

### HOW WILL I BE ASSESSED?

All units will be examined at the end of the two year course.

#### Unit 1 – Tsarist and Communist Russia, 1855 – 1964

- 40% of final grade
- 2 hour 30 minute written examination

#### Unit 2 – The Making of Modern Britain, 1951 – 2007

- 40% of final grade
- 2 hour 30 minute written examination

#### Unit 3 – NEA (Non-Examined Assessment)

A written piece of no more than 4500 words on a topic and question of each candidates' own choice. The piece must not significantly overlap the two examined units, must cover a time period of approximately 100 years and must have a starting date of 1807 or earlier.





# Law

A LEVEL



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SIXTH FORM

## ENTRY REQUIREMENTS

There are no entry requirements above those required to enter the Sixth Form. However, it will best suit those with an enquiring mind, and an interest in current affairs and today's society. Some of the examination questions require extended writing, so an ability to write well is helpful.

## FURTHER OPPORTUNITIES

The A Level provides an excellent introduction for students who want to read law at university or start a legal apprenticeship. It also provides an invaluable background for a range of career paths such as journalism, marketing, public relations, teaching, business and government.

# Law

Why do we need law? How are laws made?  
How does the law deal with murder and theft?  
How do judges make decisions?

Law has an impact on all areas of our lives, from the contracts we make when we purchase items to the defences people use when they are accused of a criminal offence and the punishments imposed on people when they break the law. The A Level Law course is an exciting opportunity to explore a range of legal areas and learn more about society from a legal perspective, whilst developing skills of analysis, evaluation and problem solving.

## WHAT WILL I STUDY & LEARN?

### Component 1 – The legal system and criminal law

Section A: The legal system focuses on civil and criminal courts, the legal professions, and access to justice. You will develop knowledge and understanding of the processes and people involved in the law and the changing nature of the legal system. You will gain a critical awareness of the legal system.

Section B: Criminal law focuses on the rules and general elements of criminal law, criminal liability, offences against the person, offences against property and defences. You will develop your understanding of criminal law, apply their legal knowledge to scenario-based situations, and gain a critical awareness of the present state of criminal law.

### Component 2 – Law making and the law of tort

Section A: Law making focuses on law making in England and Wales as well as the European Union. You will develop an

understanding of legal method and reasoning as used by lawyers and the judiciary. You will gain a critical awareness of law making in England and of EU law.

Section B: The law of tort focuses on the rules of tort, liability in negligence, occupiers' liability and remedies. You will develop your understanding of the law of tort, apply their legal knowledge to scenario-based situations, and gain a critical awareness of the present state of the law of tort.

### Component 3 – The nature of law and the law of contract

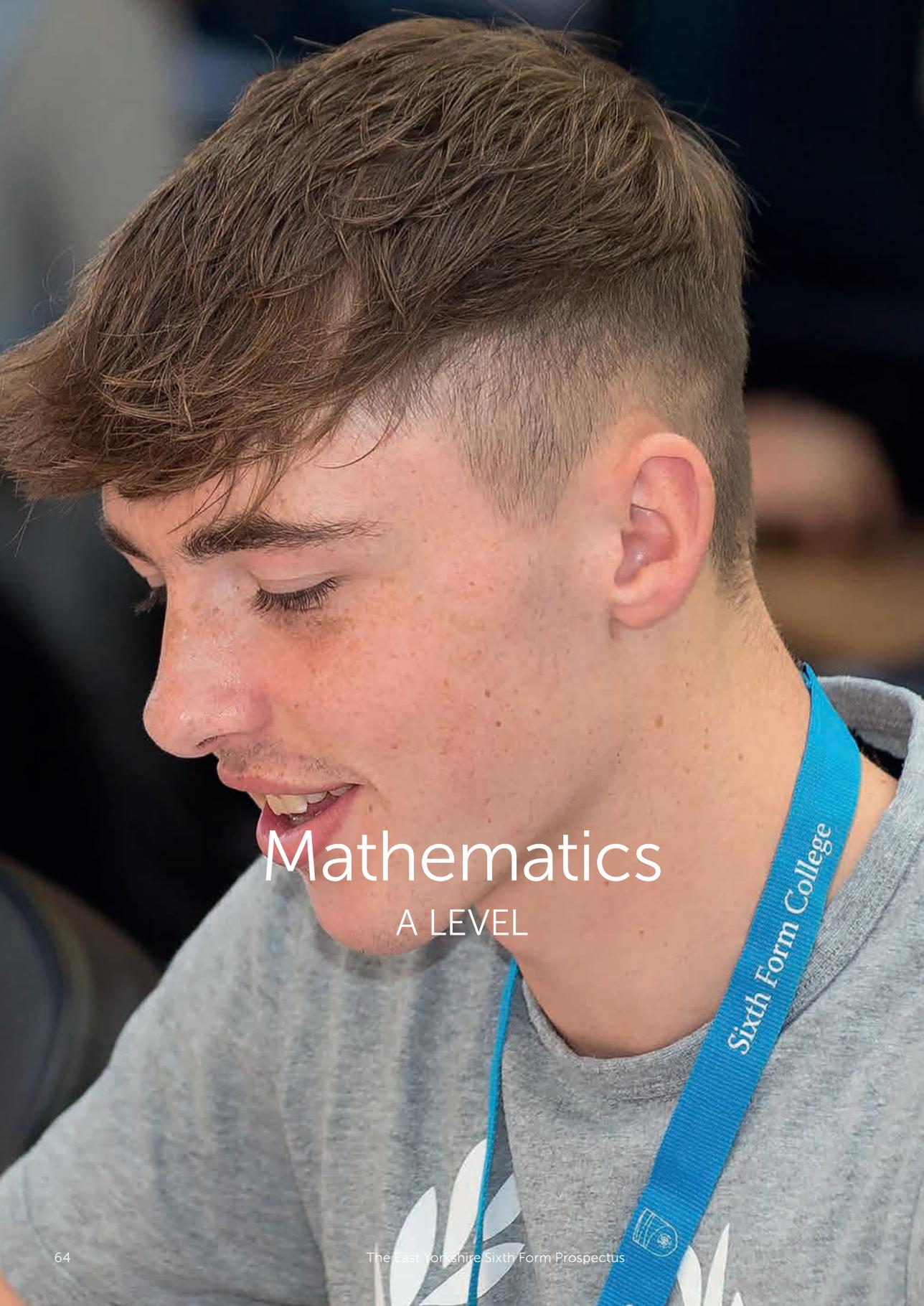
Section A: The nature of law focuses on the nature of law in a wider context and how it interacts with morality, justice and society.

Section B: The law of contract focuses on the central elements of contract law from the formation of contracts to their enforcement. You will develop your knowledge and understanding, the skills to apply your legal knowledge to scenario-based situations and gain a critical awareness of the present state of the law.

## HOW WILL I BE ASSESSED?

There are three exams taken at the end of the course. Each account for one third of your A Level grade. The 3 exams last 2 hours and are worth 100 marks each. The exams consist of a range of questions including short and long essays and questions that require you to apply the law to different scenarios.





# Mathematics

A LEVEL



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## ENTRY REQUIREMENTS

You should have a grade 7, 8 or 9 (previously A or A\*) at GCSE to be well prepared for success in Mathematics. If you have a grade 6 (previously a good B) or even a grade 7 at GCSE, you will need to accept advice from your teachers and work extremely hard to catch up throughout Year 12.

# Mathematics

Mathematics A Level is a highly valued qualification. It is a great first step for a wide variety of careers. It supports success in other subjects, for example, Physics, Chemistry, Biology, Computer Science, Geography and Psychology.

## WHAT WILL I STUDY & LEARN?

You will study aspects of Pure Mathematics, Mechanics and Statistics with an emphasis on problem solving and using mathematics to model real life problems. You will also learn how to use technology (calculators, graphing software and spreadsheets) effectively to help with both pure and applied mathematics.

Pure Mathematics focuses on the key skills to success in the applied modules and other subjects. Topics include calculus (differentiation and integration), algebra, geometry, graphs, series, functions, trigonometry and vectors.

Mechanics studies mathematical modelling, vectors, kinematics, dynamics, statics and moments.

Mechanics is particularly useful to students who are also studying Physics or considering a career in engineering.

Statistics includes work on sampling, probability, correlation, regression, normal distribution, discrete random variables, histograms and hypothesis testing.

## HOW WILL I BE ASSESSED?

- There are three 2 hour exams. Two are on the pure mathematics and the other is split 50% mechanics and 50% statistics.
- There is no coursework.

## WHAT DO STUDENTS SAY?

*"It is difficult but rewarding when I understood it."*

*"Despite difficulties, I have really enjoyed the course."*

*"I knew it was going to be difficult, but it was harder than expected."*

From a student who started with a grade B (now a grade 6) at GCSE.



# Mathematics (Further)

A LEVEL



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#### ENTRY REQUIREMENTS

Further Mathematics is accessible to anyone with a grade 7, 8 or 9 (previously A or A\*) at GCSE.

# Mathematics (Further)

Further Mathematics is an increasingly popular subject. Further Mathematics builds on A Level Mathematics, so students who choose to study Further Mathematics will also have to take the A Level Mathematics course.

It is an enjoyable, interesting and rewarding subject that is highly regarded by universities. It helps to improve your understanding of A Level Mathematics (and other subjects, like the Sciences and Computer Science), resulting in improved grades in the other subjects too.

For more information, visit:

[www.furthermaths.org.uk/whystudyfm](http://www.furthermaths.org.uk/whystudyfm)

#### WHAT WILL I STUDY & LEARN?

You will study some Further Pure Mathematics and there is an element of choice between Further Mechanics, Further Statistics and Decision Mathematics.

Further pure includes the study of complex numbers, matrices, hyperbolic functions and polar coordinates as well as taking the pure topics studied in A Level maths to the next level.

#### HOW WILL I BE ASSESSED?

There are four 90 minutes calculator exams at the end of Year 13. Two are on the Further Pure Mathematics and the other two are on the chosen applied units. There is no coursework.

#### WHAT DO STUDENTS SAY?

*"Further Maths was great. I even like parabolas now!"*

*"Further Maths is mint!"*





# Media Studies

A LEVEL



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SIXTH FORM

### ENTRY REQUIREMENTS

No requirements however a keen interest in all fields of Media and solid English / analysis skills.

### FURTHER OPPORTUNITIES

Media studies students typically enter careers in the media, cultural and creative industries.

Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice.

Employers include:

- Communications Agencies
- The Civil Service
- Further and Higher Education Institutions, such as Colleges and Universities
- Local Government
- Marketing Organisations
- Media Companies
- The Newspaper Industry
- PR Consultancies
- Publishing Companies
- TV and Radio Companies.

# Media Studies

The Media Studies course is designed to enhance your enjoyment, understanding and appreciation of the media and its role in your daily life. Realisation how the media ad associated industries touches all aspects of society and the effects it can have as a result. It is an excellent opportunity to develop both your analytical but also production skills within printed, moving image and electronic forms of media.

### WHAT WILL I STUDY & LEARN?

The course will look at a combination in the understanding of media language, representation, audiences, institutions and contexts (including the influence of politics). The analysis of printed, moving image and electronic media formats create the foundation of exam practice but later individual production for coursework assessment.

### HOW WILL I BE ASSESSED?

#### Component 1:

Media Products, Industries and Audiences.

- Written examination: 2 hours 15 minutes
- 35% of qualification

Section A – Analysing Media Language and Representation.

Section B – Understanding Media Industries and Audiences.

#### Component 2:

Media Forms and Products in Depth.

- Written examination: 2 hours 30 minutes
- 35% of qualification

Section A – Television in the Global Age.

Section B – Magazines: Mainstream and Alternative Media.

Section C – Media in the Online Age.

#### Component 3:

Cross-Media Production

- Non exam assessment
- 30% of qualification

An individual cross-media production based on two forms in response to a choice of briefs set by the exam board.



# Music

## A LEVEL



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SIXTH FORM

#### FURTHER OPPORTUNITIES

Successful students often go on to study Music at degree level or an equivalent. Students have recently gone to the Royal Northern College of Music. Students may choose to enter into the teaching profession to study for a joint teaching degree in Music. Other students have gone straight into professional performing and composing or into arts administration. Students who enter straight into employment will be recognised by employers as being resilient, confident, critical thinkers, promoting positive values and team work.

# Music

Students will study set works taken from the key periods of Music History. They will use these set pieces as an inspiration for their own composition and performance portfolio and consider and use the techniques of recent and past composers. They will be required to relate studied scores to their own creative work and recognise features of genre and period character.

#### WHAT WILL I STUDY & LEARN?

Students will learn how to be creative and explore new techniques of performing and composition. They will expand their analytical skills and score reading in order to increase their understanding and appreciation of wider genres of Music. Students will learn how to think critically about their own work and be able to refine and develop their ideas with reflection on their own research of studied scores and composers. Students will learn how to present their performance work in a recital setting with careful thought about suitable repertoire containing interest and contrast.

#### HOW WILL I BE ASSESSED?

There are 3 units to be assessed:

##### Unit 1 – Appraising Music

- Listening, analysis and contextual understanding.
- 40% of A Level

##### Unit 2 – Performance

- Solo and/or ensemble performing on an instrument or vocalist and/or music production.
- 35% of A Level

##### Unit 3 – Composition

- Composition 1 - composing to a brief set by the examination board.
- Composition 2 - Free choice of composition brief.
- A minimum of four and a half minutes of music in total is required.
- 25% of A Level





# Physical Education

A LEVEL



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SIXTH FORM

#### FURTHER OPPORTUNITIES

The course provides an excellent foundation for students intending to enter the leisure industry, teaching, coaching or recreational management as well as the health and fitness industry.

# Physical Education

The OCR specification provides students with the exciting opportunity to gain a deeper understanding of PE. Stimulating content is at the heart of these engaging qualifications, which will encourage students to immerse themselves in the world of sports and PE.

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance.

Students will have the chance to perform or coach a sport through the non-exam assessment component, and will also develop a wide-ranging knowledge into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study, gain the knowledge to improve yours and others' performance or coaching through application of the theory.

A Level Physical Education studies a range of different contexts and the impact it has on both ours and others' everyday lives becomes clear. Students will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport.

#### WHAT WILL I STUDY & LEARN?

##### Component 1 – Physiological Factors Affecting Performance

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

##### Component 2 – Physiological Factors Affecting Performance

- Skill acquisition
- Sports psychology

##### Component 3 – Sociocultural Issues in physical Activity and Sport

- Sport and society
- Contemporary issues in physical activity and sport

##### Component 4 – Performance in Physical Education

- Performance or coaching
- Evaluation and analysis of performance for improvement (EAPI)

#### HOW WILL I BE ASSESSED?

**Component 1** – 30% of A Level

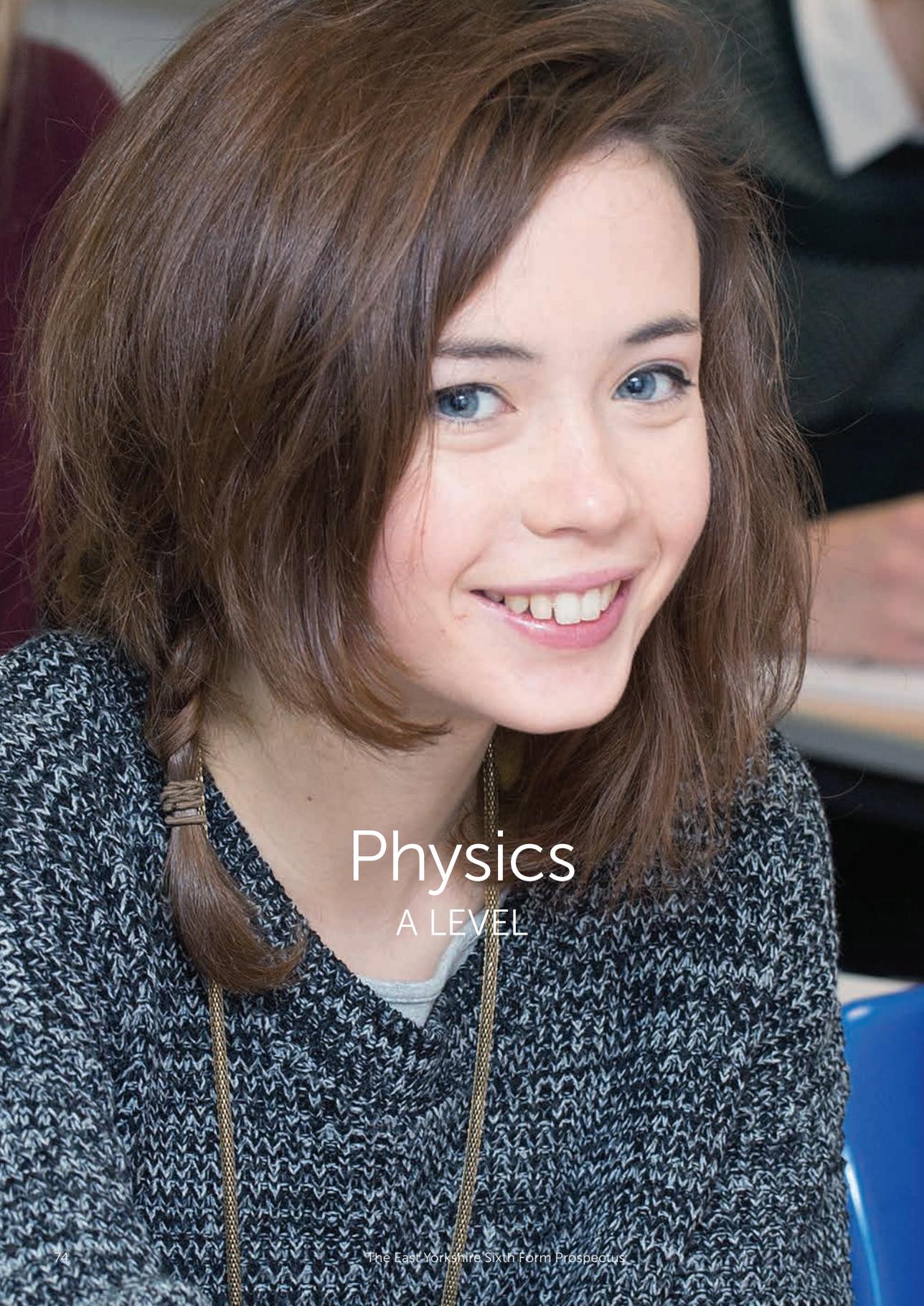
**Component 2** – 20% of A Level

**Component 3** – 20% of A Level

**Component 4** – 30% of A Level

We can also offer BTEC Level Extended Certificate in Sport when appropriate for the cohort.





# Physics

A LEVEL



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SIXTH FORM

## ENTRY REQUIREMENTS

GCSE Double Science at Grade 6 or better. It is also recommended that you study A Level Mathematics but if you do not, we require at least a Grade 7 in Mathematics at GCSE (students achieving a 6 in Maths may be considered alongside strong ATL grades).

## FURTHER OPPORTUNITIES

Physics is not only a fascinating subject to study at this level, it is also very highly regarded by universities and employers who recognise that studying Physics develops practical analytical and logical problem solving skills. A Level Physics is essential or highly desirable in many different careers and professions. These include: Civil Engineering, Mechanical Engineering, Electrical Engineering, Systems Engineering, Architecture, Geology, Geophysics, Medicine, Veterinary science.

# Physics

What are Quarks, Leptons and Neutrinos and how do they interact with the fundamental laws of the Universe? How did the work of Einstein, Newton and Faraday change our world? How light can behave as both a particle and a wave.

If you want the chance to investigate and understand some of the fundamental laws of the Universe and find out many real-life applications of physics theory then A Level Physics is the course for you.

## WHAT WILL I STUDY & LEARN?

### Year 1 is split into 5 sections:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

### Year 2 is split into 4 sections:

- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics
- Engineering physics

## HOW WILL I BE ASSESSED?

This qualification is linear which means that students will sit all the exams at the end of their course, by a mixture of short and long answer questions, multiple choice questions and structured questions including practical techniques in 3 x 2 hour exams.

A Level exams will cover content from Year 1 and Year 2 and will be at higher demand. You will carry out practical activities throughout your course. There are twelve required practicals: six from Year 1 and six from Year 2.



# Product Design 3D

## A LEVEL



LONGCROFT  
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SIXTH FORM

#### FURTHER OPPORTUNITIES

A Level Product Design can lead to a wide range of creative University courses including Product Design, Industrial Design, Engineering and Architecture. An Art Foundation Diploma after A Level and prior to University can enhance students' opportunities, but is not essential. A Level Product Design can equip students with an impressive portfolio to present at University, college or apprentice interviews.

# Product Design 3D

This creative & thought provoking course allows students to use practical exploration & experimentation to develop and produce innovative, sophisticated design solutions to given briefs.

Students will learn how to develop a broad range of skills and apply their expanding knowledge to problems which may be focussed on design, technical development or manufacturing of products. This will be demonstrated through practical and written application of knowledge. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

#### WHAT WILL I STUDY & LEARN?

During the first year of the course, students will complete a range of design & make projects, allowing them to build their skills and confidence through working with a range of materials. This work will culminate in a portfolio of research & design work and a number of prototype products. Alongside this, they will build their theoretical knowledge in Technical Principles, and Designing & Making Principles covering topics which include Materials, Finishes, Digital design & manufacture, Enterprise & marketing, Modern manufacturing systems and Responsible design.

In Year 13, each will complete their individual NEA portfolio and product based on a design brief developed by the student. Alongside this, they will further refine their knowledge of Technical and Designing and making principles in preparation for their written exams.

#### HOW WILL I BE ASSESSED?

The Non Examined Assessment is completed in Year 13 and focuses on one substantial piece of coursework; an individual design & make task. Students will demonstrate and be assessed on practical application of technical principles and specialist knowledge. They will be encouraged to develop creative thought and to work outside their comfort zone. Each will submit a design portfolio and final prototype. This will account for 50% of the A Level mark.

There will be 2 written exams in Year 13:

##### **Paper 1 – (30%)**

Assesses knowledge of Core Technical Principles and Core Designing and Making principles.

##### **Paper 2 – (20%)**

Assesses specialist knowledge, technical and designing and making principles.





# Psychology

A LEVEL



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SIXTH FORM

## ENTRY REQUIREMENTS

You do not need GCSE Psychology to take A Level. You will need GCSE English, Maths and Science at Grade 5 or above.

## FURTHER OPPORTUNITIES

Psychology is a valued subject for any occupation which deals directly with people or which requires its employees to engage with each other at higher levels of communication. A BPS recognised degree in Psychology is required for a number of specific occupations: Clinical Psychologist, Educational Psychologist, Occupational Psychologist, Forensic Psychologist, and Psychology Lecturer / Teacher. All of these require further study, for most of them a Ph.D. is required.

# Psychology

Psychology is the scientific study of human mind and behaviour. There is a great amount of new subject knowledge required. As well as understanding of the key concepts in psychology you need to be able to criticize and evaluate.

Psychology is a science and involves understanding research methods, human biology and mathematics. It is a fascinating subject but takes motivation and dedication to achieve good grades.

## WHAT WILL I STUDY & LEARN?

The Psychology A Level is a two year course that provides students with a stimulating choice of diverse materials. The individual unit titles that we study are listed below:

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches
- Biopsychology
- Research Methods
- Issues and Debates
- Relationships
- Schizophrenia
- Aggression

## HOW WILL I BE ASSESSED?

Papers 1, 2 and 3 are all 2 hour written exams. Each exam is 33.3% of the total A Level. In all papers there is a combination of short questions and essay questions (at least two A4 pages).

There are three Assessment Objectives (AO):

### AO1

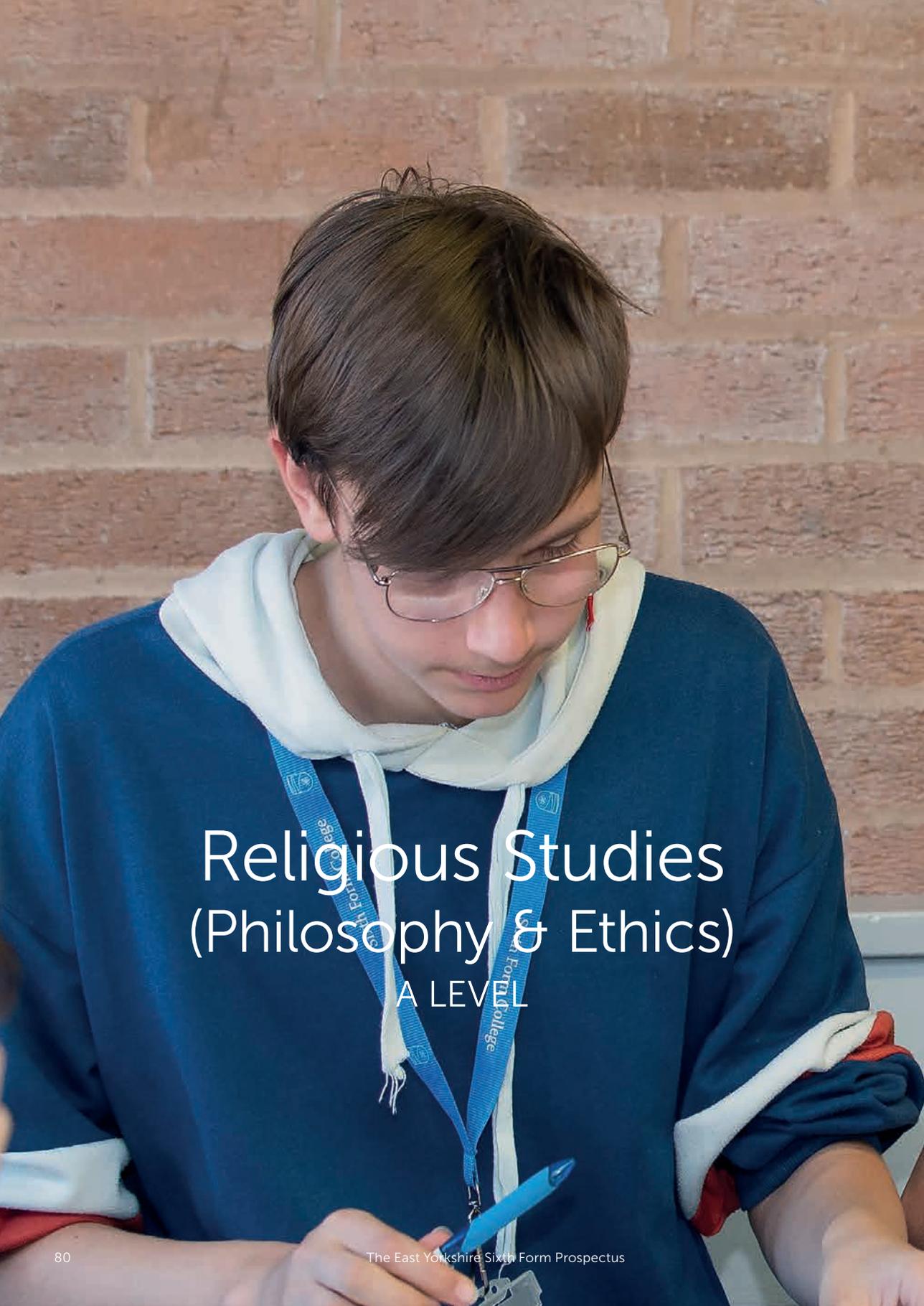
Knowledge and Understanding of scientific ideas, processes, techniques and procedures.

### AO2

Applying AO1 to theoretical context, practical context, handling qualitative and quantitative data.

### AO3

Analyse, interpret and evaluate scientific information, ideas and evidence including in relation to: make judgements and reach conclusions and also develop and refine practical design and procedures.



# Religious Studies (Philosophy & Ethics)

A LEVEL



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#### FURTHER OPPORTUNITIES

The skills that you will learn in Religious Studies will be useful in any number of careers; teaching, youth work, journalism, civil service or government to name a few. If you're thinking of a career in Law or Medicine then a Religious Studies A Level is looked upon favourably for undergraduate courses too. Some pupils who have followed the course at the Sixth have gone on to study Philosophy or Theology at university.

# Religious Studies (Philosophy & Ethics)

Religious Studies is an inclusive subject, designed for people of any faith and people who have no faith. A desire to find out more about religion and the big questions in life is more important.

Religious Studies is one of the fastest growing subjects. This is partly because it is compatible with, and has a similar skills base to, subjects such as English, Sociology, Psychology, History and Politics.

#### WHAT WILL I STUDY & LEARN?

The course is divided in to three areas:

##### Philosophy of Religion

- What is Philosophy and who were the ancient Philosophers?
- What is the soul?
- Does God exist?
- What is a religious experience?
- Why is there evil in the world?
- What is God like?
- What is religious language?

##### Religion and Ethics

- What is Normative ethics?
- Looking at ethical issues e.g. abortion and euthanasia
- What is ethical language and thought like?
- What is the conscience?
- What is sexual ethics?

##### Developments in Christian thought

- What were religious beliefs, values and teachings like in the past compared to the modern world?

- Where does Christianity get its sources of wisdom and authority from?
- Practices which shape and express religious identity, and how these vary within a tradition
- How has religion developed in social and historical ways
- What is the relationship between religion and society?

You will develop the skills of investigation, analysis, interpretation, evaluation, communication and debate.

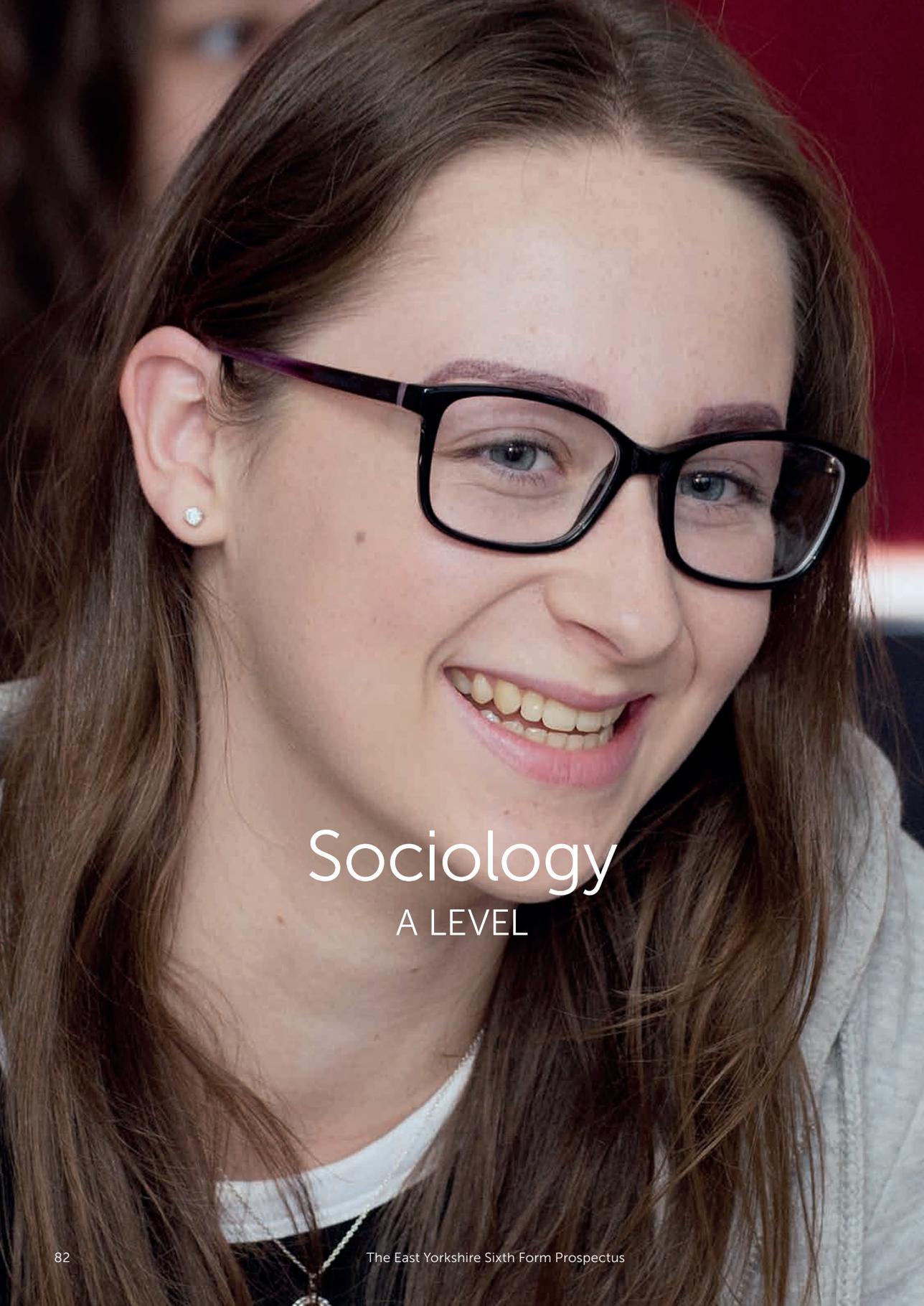
This course encourages pupils to:

- Develop their interest in a study of religion and its relation to the wider world
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop their own values, opinions and attitudes

#### HOW WILL I BE ASSESSED?

Pupils will sit three examination papers at the end of Year 13. Each paper will be two hours long.





# Sociology

A LEVEL



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## FURTHER OPPORTUNITIES

The specification provides a smooth transition from a wide range of GCSE subjects and lays an appropriate foundation for further study of Sociology and related subjects in higher education.

In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning. Equally, material studied would be useful for candidates intending to pursue careers in the field of Social Sciences, including Teaching, Medical Practice and Social Work.

# Sociology

Sociology is a rigorous academic subject that is also rooted in the real world. Sociology is the study of how society is organized and how we experience life. It has been taught in British universities since the very beginning of the twentieth century. Studying A Level Sociology enables you to develop critical thinking skills, to analyse and interpret the world around you.

## WHAT WILL I STUDY & LEARN?

A Level Sociology offers students the opportunity to develop the essential knowledge and understanding of central aspects of sociological thought and methods. It is designed to encourage students to demonstrate the application of a range of skills and consider the integration of sociological themes, they are as follows: Socialisation, Culture and Identity. Social Differentiation, Power and Stratification.

### Unit 1 – Families and Households

Students will consider the changing nature of families including whether or not the nuclear family is and should be the norm, the relationships between the family and the state, for example, what roles family perform, the nature of childhood and power relationships within families.

### Unit 2 – Education with Research Methods; Health with Research Methods

Students will consider issues such as whether or not the education system is fair, the educational achievement of different social groups and the impact of policies and pupils' experiences of school. The strengths and weaknesses of different research methods will be examined in isolation and in the context of education.

### Unit 3 – Beliefs in Society

Students will examine belief systems and ideologies in society. In this unit there is a strong, though not totally exclusive, focus upon the study of religion along with an exploration of the debate about whether or not there has been a decline in religiosity. Students will also explore the changing nature of religious beliefs and practices and the increasing number of diverse religious organisations in today's society.

### Unit 4 – Crime and Deviance with Theory and Methods

Students will consider the social distribution of crime and deviance, globalisation and crime including human rights and state crime, crime control, prevention and punishment and the sociological study of suicide. Examination of research methods will be in more depth than in Year 1 and include the consideration of the extent to which sociology can be regarded as scientific. There is no coursework on the course, the assessment being external examination.

## HOW WILL I BE ASSESSED?

Paper 1: Education and Methods  
- 2 hour exam  
Paper 2: Topics in Sociology  
- 2 hour exam  
Paper 3: Crime and Deviance with Theory and Methods - 2 hour exam





# Spanish

A LEVEL



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

## ENTRY REQUIREMENTS

Spanish GCSE grade 6 ideally.

- Strong motivation and enjoyment of the process of language learning.
- An ability to work independently and discover language for yourself.
- A willingness to work with others and communicate thoughts and feelings.
- The desire to gain an insight into the contemporary society, cultural background and heritage of countries where the language is spoken.

## FURTHER OPPORTUNITIES

Everywhere! A thorough knowledge of Spanish can lead to many different careers as the world has become so interconnected. Spanish can be studied as a subject on its own or in combination with other subjects such as Business Studies, Law and Tourism. As well as teaching, translating and interpreting, Spanish is an important asset in many other spheres - commerce, industry, fashion, publishing and communications are some examples. Research shows that language graduates have extremely good employment prospects compared with graduates in other areas. Languages are the passport to anywhere you want to go!

# Spanish

An exciting opportunity to explore the culture, language and customs of not just Spain but the wider Spanish speaking world. You will learn Spanish to a level where you can communicate with Spanish speakers worldwide.

An A Level in a Modern Foreign Language is a very valuable part of any subject combination. By following an Advanced language course you will be able to:

- Stand out from the crowd. Knowledge of languages in the UK has decreased since GCSE languages became optional. This makes you very special. It puts you a step ahead of everyone else and makes you very attractive to universities and businesses all over the world.
- Develop your language skills to a high level of competence.
- Increase your knowledge of a wide range of issues, both current and historical, which are also relevant to the other subjects you are studying.
- Get a very valuable qualification leading to Higher Education and future employment.

## WHAT WILL I STUDY & LEARN?

### Year 12

You will start with an introductory phase, bridging the gap between GCSE and Advanced Study. This will lead on to the study of:

Social issues and trends (e.g. 'cyberspace'), Artistic Culture (e.g. modern day idols), Grammar, and you will study one film or one literary text.

### Year 13

In your second year you will build on the skills acquired during the Year 12 course and further extend your knowledge of a range of topics within Social issues and trends (e.g. Immigration), Political & Artistic Culture (e.g. today's youth, tomorrow's citizens) and Grammar. You will also study one film and one literary text, and you will carry out your own research project.

## HOW WILL I BE ASSESSED?

### Paper 1 – Listening, Reading and Writing

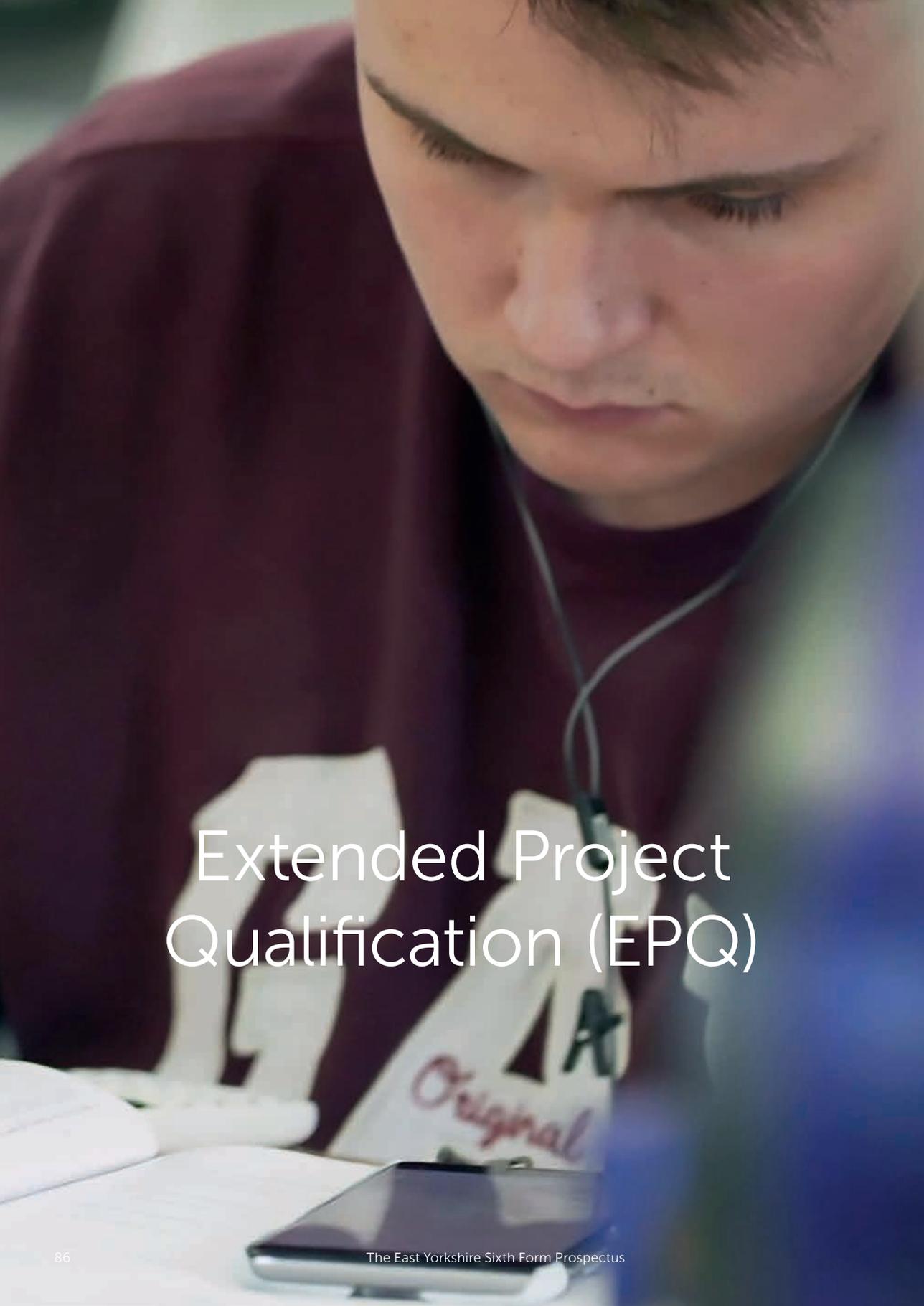
- 2 hours 30 minutes written exam
- 50% of A Level

### Paper 2 – Writing

- 2 hour written exam
- 20% of A Level

### Paper 3 – Speaking

- 21-23 minute oral exam
- 30% of A Level



# Extended Project Qualification (EPQ)



# Extended Project Qualification (EPQ)

The Extended Project Qualification (also known as the EPQ) is an independent research project completed in Y12 as a compulsory part of the student's enrichment programme. The completed project is equivalent to  $\frac{1}{2}$  an A Level in terms of UCAS points. It is highly regarded by universities as it eases the transition from Sixth Form to degree level study. In fact, many prestigious universities will take it into account when deciding between applicants of equal academic standing.

For the award of an EPQ a student has to complete a research project of their own choosing, give a presentation and keep a production log. To enable our Sixth Formers to do this effectively, students are taught a range of research, referencing, presentation, report writing and resource and time management skills. Many students will choose a project that links to a university course or career that they wish to follow in the future. Each student is provided with a supervisor who will monitor their progress by regular individual tutorials.

*"We encourage students to complete an EPQ, where possible, as we value the development of skills in independent study and research which an EPQ can offer. An EPQ in a subject that is related to the course or discipline you wish to progress into may be taken into account by admissions tutors when making decisions between applicants of equal academic standing."*

**The University of Sheffield**







LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

# Applied Subjects

APPLIED





# Applied Science

BTEC LEVEL 3 EXTENDED CERTIFICATE



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### ENTRY REQUIREMENTS

5 x GCSEs at Grades 5 or above

Including 1 x GCSE Science at Grade 5 or better.

# Applied Science

The BTEC Level 3 National in Applied Science is a two year course designed to provide you with the skills and knowledge underpinning all aspects of science. It does this in a work-related context in order to help you progress in your chosen career or onto higher education. It can help you to obtain the grades to go onto university in a wide range of science-related subjects.

#### These may include:

- Forensic science
- Chemical engineering
- Biomedical science
- Human physiology
- Other biology, chemistry, physics or environmental-related degrees

#### WHAT WILL I STUDY & LEARN?

- Principles and Applications of Science (Exam)
- Practical Scientific Procedures and Techniques (Coursework)
- Science Investigation Skills (Practical Exam)
- Physiology of Human Body Systems (Coursework)

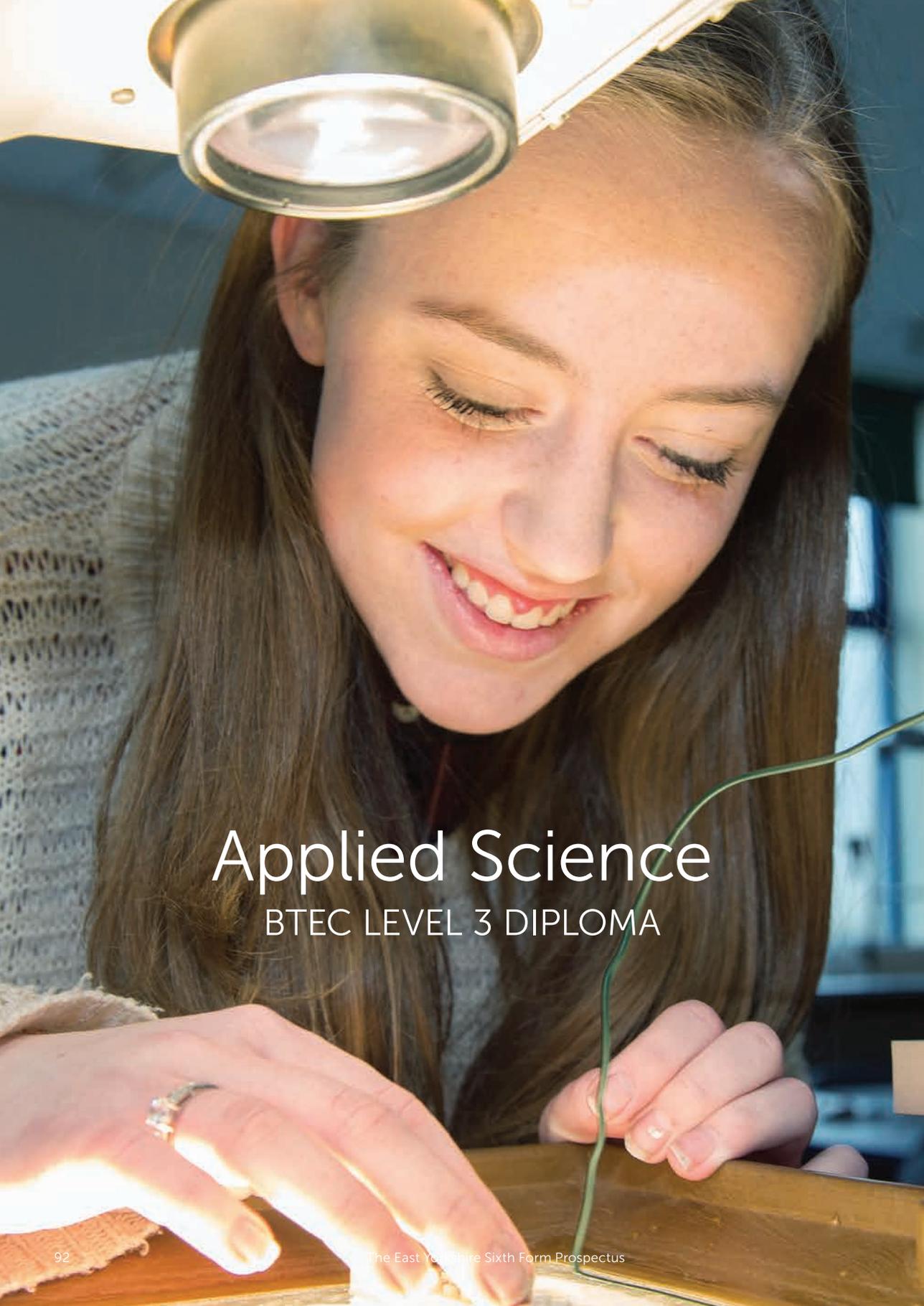
You will learn about the basic principles underlying the application of biological, chemical, environmental and physical areas of science and how they are used in a work based environment. You will be able to develop your practical skills in science as well as your English, Maths and ICT skills in a scientific setting. You will also have the opportunity

to develop your time management and independent learning skills as alongside the 4 hours of guided learning time each week you will be expected to match this with 4 hours of private study in order to get the most out of the course.

#### HOW WILL I BE ASSESSED?

The course is split into internally marked coursework units (see above) and externally marked examined units. Each Unit can be awarded at Pass, Merit or Distinction, according to the specified assessment and grading criteria. The final award contains one grade based upon a combination of the 4 units completed over two years.





# Applied Science

## BTEC LEVEL 3 DIPLOMA



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### ENTRY REQUIREMENTS

5 x GCSEs at Grades 5 or better

Including 1 x GCSE Science at Grade 5 or better.

# Applied Science

The BTEC Level 3 National in Applied Science is a two year course designed to provide you with the skills and knowledge underpinning all aspects of science. It does this in a work-related context in order to help you progress in your chosen career or onto higher education. It can help you to obtain the grades to go onto university in a wide range of science-related subjects.

#### These may include:

- Forensic science
- Chemical engineering
- Biomedical science
- Human physiology
- Other biology, chemistry, physics or environmental-related degrees

#### WHAT WILL I STUDY & LEARN?

- Principles and Applications of Science (Exam)
- Practical Scientific Procedures and Techniques (Coursework)
- Science Investigation Skills (Practical Exam)
- Laboratory Techniques and their Application (Coursework)
- Principles and Applications of Science (Exam)
- Investigative Project (Coursework)
- Physiology of Human Body Systems (Coursework)
- Genetics and Genetic Engineering (Coursework)

You will learn about the basic principles underlying the application of biological, chemical, environmental and physical areas of science and how they are used in a work based environment. You will be able to develop your practical skills in science as well as your English, Maths and ICT skills in a scientific setting. You will also have the opportunity to develop your time management and independent learning skills as alongside the 8 hours of guided learning time each week you will be expected to match this with 8 hours of private study in order to get the most out of the course.

#### HOW WILL I BE ASSESSED?

The course is split into internally marked coursework units (see above) and externally marked examined units. Each Unit can be awarded at Pass, Merit or Distinction, according to the specified assessment and grading criteria. The final award contains one grade based upon a combination of the 8 units completed over two years.





# Criminology

LEVEL 3 APPLIED DIPLOMA



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### ENTRY REQUIREMENTS

5 x GCSEs at Grades 4 or higher.

#### FURTHER OPPORTUNITIES

If you have aspirations to work in the Police Force, legal profession or forensic sciences, or have a keen interest in crime and criminal behaviour, then this course could be perfect for you.

# Criminology

Ever wondered why different people commit crimes? Or what happens during a criminal investigation? Who decides which laws to make and how does the media influence our perception of crime? Are you interested in a career in the police force, legal professions or forensic sciences? Maybe you want to know more about the new exciting subject of Criminology? If any of these apply, then maybe Criminology is the course for you. Criminology is the scientific study of crime and criminals and combines elements of psychology, law and sociology.

## WHAT WILL I STUDY & LEARN?

### Unit 1 – Changing Awareness of Crime

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and social implications of crimes and criminality. You will also practise creating a crime-focused media campaign of your own.

### Unit 2 – Criminological Theories

How do we decide what behaviour is criminal? How do we explain why people commit crime? Criminologists have produced theoretical explanations of why people commit crime and in this unit you will explore them and assess which are the most useful.

### Unit 3 – Crime Scene to Courtroom

In this unit you will discover the investigative techniques available to investigators to help identify the culprit in a crime. You will examine the many stages of the criminal trial process and learn about the roles of people involved. You will develop a clear insight into what happens from when a crime is detected to a guilty or non-guilty verdict being delivered.

### Unit 4 – Crime and Punishment

For this unit you will explore how and why societies punish people. You will learn about the criminal justice system in England and Wales and how it operates to achieve social control.

## HOW WILL I BE ASSESSED?

Units 2 and 4 are assessed through external exams. Units 1 and 3 are internally assessed. Each unit is worth 25% of the overall grade.





Dance  
(Performing Arts)  
BTEC LEVEL 3 EXTENDED CERTIFICATE



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### ENTRY REQUIREMENTS

A GCSE or BTEC (Level 2) in Dance is desirable (but not essential). Any experience of Dance outside of school (private dance schools, clubs etc.) is also desirable. A keen interest in Dance and the Performing Arts is essential.

#### FURTHER OPPORTUNITIES

A qualification in Dance teaches you many life skills that potential employers look for such as problem solving, team work, creativity and confidence. Many universities across the country offer degree courses in Dance and a BTEC in Dance would prepare you for this. Qualifications in Dance can lead to many job opportunities such as teaching (within education or private dance schools), fitness instructor, dance critic/journalist, professional dancer/choreographer, physiotherapist...the list is endless!

# Dance (Performing Arts)

An exciting opportunity to learn about the role of a professional dancer and dance practitioners (past & present), develop skills and techniques for live performance and develop choreography skills in a response to a stimulus.

#### WHAT WILL I STUDY & LEARN?

##### Unit 1 – Investigating Practitioners’ Work

You will study a minimum of 2 dance practitioners and a selection of dance works that they have created, you will then respond to questions from the exam board using your knowledge and understanding of these practitioners

##### Unit 2 – Developing Skills & Techniques for Live Performance

You will learn about the role and skills of professional dancers, develop skills in two contrasting dance styles (Contemporary and Jazz) and perform a piece of professional repertoire in these two styles)

##### Unit 3 – Group Performance Workshop

As part of a group, you will choreograph and perform a dance in response to a stimulus provided by Pearson

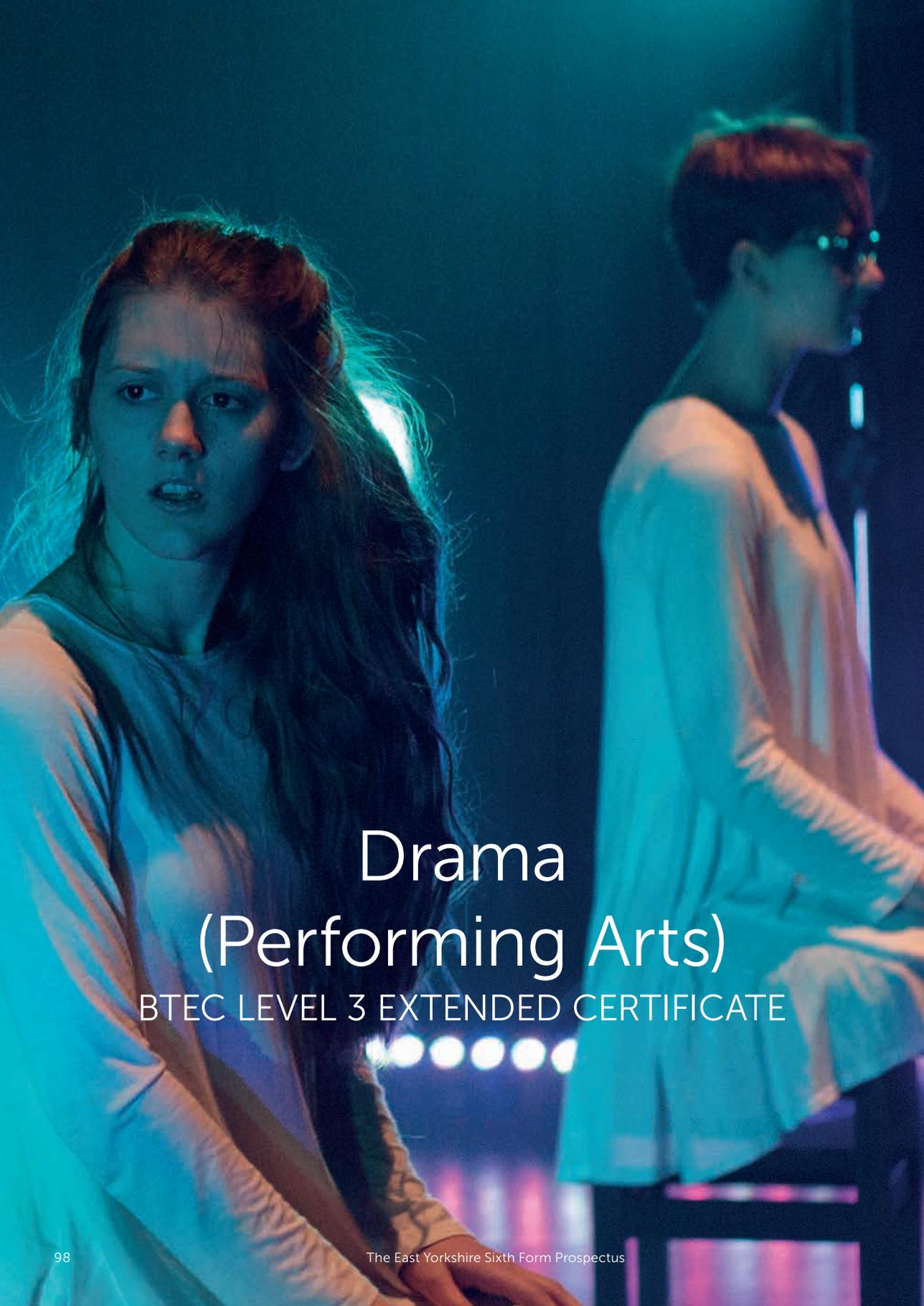
##### Unit 12 – Contemporary Dance Technique

You will gain an understanding of the development of contemporary dance, develop skills needed for this style, apply these skills in a performance in the contemporary style and review your development/progress throughout this unit

#### HOW WILL I BE ASSESSED?

Two units are internally assessed (unit 2 and unit 12) and two units are externally assessed by the exam board (unit 1 and unit 3). You will complete two units in Year 12 and two units in Year 13.





# Drama (Performing Arts)

BTEC LEVEL 3 EXTENDED CERTIFICATE



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### ENTRY REQUIREMENTS

5 x GCSEs at Grades 4 or better.

#### FURTHER OPPORTUNITIES

Learners will understand different audiences in different environments and you will learn to adapt a performance to engage the target audience. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved to confirm that the content is appropriate and consistent with current practice for students who may choose to enter employment.

# Drama (Performing Arts)

The BTEC Level 3 National Extended Certificate in Performing Arts is a two year course designed to provide you with the skills and knowledge underpinning all aspects of performing arts. Learners develop practical skills which are underpinned by knowledge and understanding of the performance industries.

This qualification gives a broad introduction to the performing arts sector with an emphasis on core knowledge and fundamental skills which are transferable across other sectors (including communication, presentation, physical and creative skills). It does this in a work-related context in order to help you progress to your chosen career or onto higher education. In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

#### WHAT WILL I STUDY & LEARN?

- Investigating Practitioners' Work
- Developing Skills and Techniques for Live Performance
- Group Performance Workshop

Learners will also study a fourth optional unit in an area of acting, or musical theatre. There are three mandatory units, which focus on: Research, critical analysis and extended writing skills that aim to support learners' progression to higher education. You will gain a good understanding of the work of influential practitioners to inform your own work and practice. An introduction to the performing arts where you will develop the appropriate skills and techniques in various performance disciplines such as acting, musical theatre and physical theatre. Group performance, where you will develop the essential practical and industry skills essential for the performing arts. You will develop physical techniques as well as wider transferable skills.

#### HOW WILL I BE ASSESSED?

The course is split into internally marked coursework units and externally marked examined units. Each Unit can be awarded at Pass, Merit or Distinction, according to the specified assessment and grading criteria. The final award contains one grade based upon a combination of the 4 units completed over two years.





# Information Technology

BTEC L3 EXTENDED CERTIFICATE



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### ENTRY REQUIREMENTS

5 x GCSEs at Grades 4 or better.

# Information Technology

The BTEC Level 3 National Extended Certificate in IT, is a 2-year course designed to give a broad basis of study of the Information Technology industry. It is designed for learners who are interested in a basic introduction to the study of IT alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Learners will develop a common core of IT knowledge and study areas such as managing and processing data to support business and using IT to communicate and share information.

The qualification provides transferable and employability skills, such as:

- Cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions
- Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.

#### WHAT WILL I STUDY & LEARN?

- Information Technology Systems
- Creative Systems to Manage Information
- Using Social Media in Business

Learners will also study a fourth optional unit.

There are three mandatory units, which focus on:

#### Unit 1 – Information Technology Systems

You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system.

#### Unit 2 – Creative Systems to Manage Information

In order to produce information to support many business processes as well as our social lives, relational databases are widely used to manage and process data.

#### Unit 2 – Using Social Media in Business

You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives.

The content of this qualification has been developed in consultation with higher education providers to ensure that it supports this progression.

In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice.

#### HOW WILL I BE ASSESSED?

The course is split into internally marked coursework units and externally marked examined units. Each Unit can be awarded at Pass, Merit or Distinction, according to the specified assessment and grading criteria. The final award contains one grade based upon a combination of the 4 units completed over two years.





# Health & Social Care

## BTEC EXTENDED CERTIFICATE



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

#### ENTRY REQUIREMENTS

GCSE passes at Grade 4 or above in English Language and Science.

#### FURTHER OPPORTUNITIES

As well as the specific subject knowledge gained from studying this course, you'll develop many transferable and work-related skills that are highly valued by employers and which will increase your employability. For Health and Social Care students the employability skills you will develop include the ability to: draw together, analyse and critically evaluate information; communicate effectively with individuals, groups and organisations; think logically and propose reasoned solutions; manage time, learn independently and use ICT effectively; write concisely, clearly and accurately; interpret, use and evaluate various types of data and relate knowledge gained to situations in health and social care. These transferable skills are applicable to a wide range of careers and courses in Higher Education both within and outside the Health and Social Care sector.

# Health & Social Care

Health and Social Care provides students with the opportunity to learn about themselves and others, to understand needs and behaviours and to develop highly desirable skills and qualities.

#### WHAT WILL I STUDY & LEARN?

You will study four units: Human Lifespan Development; Working in Health and Social Care; Meeting Individual Care and Support Needs and Psychological Perspectives. Human lifespan development: students cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.

Working in health and social care: students explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

Meeting individual care and support needs: students focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. Psychological perspectives: students explore key theoretical perspectives that have been put forward on psychological and physical development and how they are applied in different health and social care settings.

#### HOW WILL I BE ASSESSED?

Two x 90 minutes examinations taken at the end of Year 12 and two pieces of coursework which are completed during Year 13.





# Uniformed Protective Services

LEVEL 3 EXTENDED CERTIFICATE



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

### ENTRY REQUIREMENTS

5 x GCSEs at Grades 4 or better.

### FURTHER OPPORTUNITIES

The Fire and Rescue Service

The Police Service

The Paramedic Service

The Royal Marines

The Royal Navy

The Army

The Royal Air Force.

The Immigration and Customs Services

The Prison Service

In addition, completion of the programme would allow learners to progress to further study at university.

This could open up new opportunities to join the services at a higher level.

# Uniformed Protective Services

The BTEC Level 3 Extended Certificate in Uniformed Protective Services is designed for learners who are interested in a career in any of the military or emergency service organisations.

### WHAT WILL I STUDY & LEARN?

To achieve the Extended Certificate, learners will complete four units, which may include aspects of the following;

Government, Policies and the Protective Services, Leadership and Teamwork in the Protective Services, Citizenship, Diversity and the Protective Services, Understanding Discipline in the Uniformed Protective Services, Physical Preparation, Health and Lifestyle for the Protective Services, Fitness Testing and Training for the Uniformed Protective Services, International Institutions and Human Rights, Understand the Impact of War, Conflict and Terrorism on Protective Services, Outdoor and Adventurous Expeditions, Crime and its Effects on Society, Command and Control in the Uniformed Protective Services, Responding to Emergency Service Incidents, Planning and Management of Major Incidents, Police Powers in the Protective Services, Communication and Technology in the Uniformed Protective Services, Legal System and Law-making Process, Current and Media Affairs in Protective Services, Security Procedures in the Protective Services, Practical Team Sports, Exercise, Health and Lifestyle and Instructing Physical Activity and Exercise.

The course provides the opportunity to learn about the diverse areas of Uniformed Protective Service work. This includes an understanding of the demands of the different services and their organisational structures. You will learn a range of key skills to ?

By studying this course you will learn the relevant skills to work in the following roles:

- Police Officer
- Police Special Constable (Volunteer)
- Police Community Support Officer
- Armed Forces
- Other emergency service careers
- Security Industry staff
- Prison and Criminal Justice roles
- Events Manager
- Youth Leader

### HOW WILL I BE ASSESSED?

The course is split into internally marked coursework units and externally marked examined units. Each Unit can be awarded at Pass, Merit or Distinction, according to the specified assessment and grading criteria. The final award contains one grade based upon a combination of the 4 units completed over two years.





# Travel & Tourism

BTEC L3 EXTENDED CERTIFICATE



## ENTRY REQUIREMENTS

5 x GCSEs at Grades 4 or better.

# Travel & Tourism

The BTEC Level 3 National Extended Certificate in Travel and Tourism, is a 2 year course designed to give a broad basis of study for the travel and tourism industry, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors.

It is designed for post-16 learners with an interest in travel and tourism who want to continue their education through applied learning, and who aim to progress to higher education or employment. The qualification provides transferable and employability skills, such as:

- Cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions
- Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.

## WHAT WILL I STUDY & LEARN?

- The World of Travel and Tourism
- Global Destinations
- Principles of Marketing in Travel and Tourism

Learners will also study a fourth optional unit.

There are three mandatory units, which focus on:

### Unit 1 – The travel and tourism industry

The travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety

of statistics that measure the importance of tourism to the UK.

### Unit 2 – Different types of destinations and their importance

Learners will investigate the features and appeal of global destinations.

### Unit 3 – Principles of marketing in travel and tourism

Learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

Learners select one optional unit to support their progression to travel and tourism and other courses in higher education.

The content of this qualification has been developed in consultation with higher education providers to ensure that it supports this progression. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice.

### HOW WILL I BE ASSESSED?

The course is split into internally marked coursework units and externally marked examined units. Each Unit can be awarded at Pass, Merit or Distinction, according to the specified assessment and grading criteria. The final award contains one grade based upon a combination of the 4 units completed over two years.





# Personal Finance

## CERTIFICATE IN FINANCIAL STUDIES



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

### ENTRY REQUIREMENTS

There are no specific entry requirements for this course.

### FURTHER OPPORTUNITIES

The financially related content of this qualification provides a foundation for continued study within the finance sector and a wide range of other business-related disciplines; many students go on to study subjects such as accounting, business, finance and banking at university or through further vocational training.

# Personal Finance

As an Applied General qualification, the Certificate in Financial Studies (CeFS) provides a comprehensive introduction to personal finance. Its purpose is to prepare students for further study through the development of the core skills of critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.

CeFS develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual's circumstances and attitudes.

### WHAT WILL I STUDY & LEARN?

There are two compulsory units that must be taken to achieve the qualification:

#### Unit 1 – Financial Capability for the Immediate and Short Term

This unit highlights the importance of financial capability in meeting immediate and short-term financial needs. It introduces students to the financial services industry by focusing on the interaction between money, personal finance and the financial services market place. Students will gain an understanding of cash flow to meet immediate and short-term financial needs through balancing income against expenditure and will also gain an appreciation of the differentiation of financial products for savings and the key features of interest and charges on borrowing.

#### Unit 2 – Financial Capability for the Medium and Long Term

This unit highlights the importance of planning for medium- and long-term financial needs, with particular reference to the importance of the need to budget for future aspirations and life events. It introduces students to the features of risks and reward in managing personal finances. Students will understand the features of different types of financial services product, how to make informed choices about these financial services products, and when, where and how they can get financial help and advice whilst gaining an appreciation of the differentiation of financial products for investment and borrowing, and the charges attached to them.

### HOW WILL I BE ASSESSED?

Both units are assessed by written exam with a combination of multiple choice questions and longer written responses. The written paper for each unit synoptically assesses the students' ability to integrate the skills, concepts and knowledge from the unit.

The overall qualification will be graded A\* – E. To achieve a pass, students must achieve a mark of 40% of the UMS in both units.





# Collaboration



# Collaboration

We are delighted to extend the choices we offer our young people by expanding the range of qualifications available to our students. We will maintain our own unique identity and Sixth Form community, whilst providing opportunities for students to study qualifications across both centres if they wish to do so.

We are excited to be able to offer a mixture of A level and Applied qualifications in Law, Criminology, Film Studies, French, Spanish, Economics, Accounting, Business, Classical Civilisations, Dance, Drama, Politics, and many more. This is an opportunity to follow courses that prepare more directly for a future in a range of exciting fields. As with all subjects offered, course viability is subject to uptake, and we will be offering independent subject advice and guidance to Year 11 students as they move through the application and transition process. Our unique collaboration will enable students to access a tailor-made curriculum, as it responds to the needs of our pupils and an ever-changing jobs market. Students will be able to choose which Sixth Form Centre they are based at, but will be provided with transport to attend lessons and study at both sites. This means our students are able to benefit from a huge range of courses, alongside the care and support provided by a small Sixth Form, giving our students the best of both worlds.









# Applying for a Place

## Admissions

Pupils in Year 11 will receive support throughout the year in order to ensure the smooth transition into Sixth Form. Pupils will receive Independent Advice and Guidance (IAG) through interview with a senior member of staff and will participate in our Sixth Form Taster Day, when they will be able to experience A Level lessons across a range of different subjects of their own choosing.

Pupils will then be invited to meet our Sixth Form students for breakfast in the Study Room and ask any questions about what it is like to be a part of our Sixth Form community. Application forms will need to be submitted no later than 8th February and pupils will receive a formal written offer which will be confirmed in August when they receive their GCSE results. Pupils are welcomed in to our Sixth Form at the Induction Day in June, and receive continuous support as they progress into Year 12 through the outstanding pastoral care we provide.

## External Admissions

We welcome pupils from across the locality and wider region, and provide all our young people with a programme of study and enrichment activities that enables them to develop key skills for university, apprenticeship or employment. External pupils will initially be invited into the Sixth Form to meet with the Head of Sixth Form, at which point you will receive advice and guidance about their future aspirations and discuss the subjects they wish to continue studying. Pupils will be welcomed to our Sixth Form Taster Day and Induction Day prior to joining us in the September. Places will be confirmed following GCSE results day and upon joining the Sixth Form, students will be provided with a student mentor who will support you in making your transition from your current school to our Sixth Form.

**Admissions should be made to the Sixth Form directly. To receive a copy of the Sixth Form application pack, then please either visit our reception or alternatively download the document from the school website.**

**Qualifications offered may be altered; subjects require a viable number of students to run and will not be able to run if there are insufficient student numbers.**

**If something your child has chosen cannot be timetabled then the Head of Sixth Form will speak to them and they will be supported in selecting an alternative course.**



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

BE AMBITIOUS



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**LONGCROFT SIXTH FORM CENTRE**

Burton Road

Beverley

HU17 7EJ

**CONTACT**

[school@longcroft.eriding.net](mailto:school@longcroft.eriding.net)

01482 862171