

STAGS SIXTH FORM

Shaping Tomorrow, Today



“St Albans Girls’ School is a part of Ambition Education Trust, ensuring outstanding educational provision through challenge and the promotion of excellence”

Sixth Form performance is consistently in the top 5% of schools nationally

Your Next Step...



Through our robust provision and exciting enrichment offer, we aim to provide a STAGS Sixth experience that students will never forget. STAGS Sixth Form is more than comprehensive preparation for assessments, but a fantastic opportunity to develop leadership, aspiration and ultimately, dream building. What do you want your next steps to include? Together, we can forge a path for you that prepares you for the world of work through next steps opportunities for your learning and skills acquisition.

Our approach to academic and pastoral balance at STAGS Sixth ensures that students are given the opportunity to develop and demonstrate attributes fundamental to their next steps.

The spacious STAGS Sixth Centre provides a lively yet focussed environment for learning. The Silent Study Area directly complements the common room making sure that students have spaces to collaborate and quietly prepare.

In addition, our new STAGS Sixth Form cafe provides the opportunity to meet other students with similar goals and interests. Through our Blended Learning programme, Students are able to develop 21st century literacies including research, editing, computing and presentation skills across all subjects preparing them for the world of work where all of these skills transcend industries. There are subjects, clubs, groups, enrichment opportunities and trips to engage and ignite the imagination of every Sixth Form student. When we refer to development, we mean the effective progression of every element of STAGS Sixth students. This includes academic skills, pastoral support, wellbeing and health awareness, leadership opportunities and the nurturing of avocation, interests and friendships - as well as a love of learning - that will last a lifetime.

Paul Kershaw
Headteacher



We are very proud to showcase our outstanding Sixth Form and all that it has to offer our students, both existing and new. Our curriculum offer is inclusive and equitable but most importantly, will cement a strong foundation in which to build upon as you enter the wider world. There are lots of opportunities here to both extend your learning and grow as an individual and I am confident STAGS Sixth Form will give you the skills and potential to make a valuable contribution to society.

The STAGS Values run through everything we do across the Sixth Form, as well as across the whole school. Our students have an integral role, being ambassadors for other students, and representing STAGS within our local community. I hope you find the information within this document informative and inspiring and I also hope that STAGS will be the school to shape your Key Stage 5 journey and to best prepare you for a prosperous and joyous future.

Toby Doherty
Assistant Headteacher Key Stage 5



An Emphasis on Excellence...

We provide a supportive learning community that maximises academic potential and develops leadership. Expectations are high at Sixth Form and GCSE success informs Post 16 targets.

Our commitment to you is:

- To provide quality learning opportunities through excellent specialist teaching in diverse environments
- To ensure a wide choice of subjects and courses to meet your individual personalised learning goals giving you every opportunity to become a leader of the future
- To provide comprehensive educational guidance and emotional support at this crucial period of your education
- To ensure diverse and stimulating Sixth Form opportunities and experiences including our well established enrichment programme and Student Leadership
- To arrange a wide variety of opportunities, beyond formal studies, to meet and exchange ideas with other students and adults from the local community
- To ensure that you are aware of the full range of career, apprenticeship and higher education options available to you when you leave STAGS Sixth Form
- To support you in your preparations and planning for university applications, higher apprenticeships and future career opportunities

Step Up Programme

The Step Up Programme focuses on personal development, wellbeing, future steps, financial stability and study skills to benefit both students' experiences of Sixth Form education and to prepare them for their future lives. Students are engaged and inspired through a bespoke Careers programme with external speakers, universities, employers and a wealth of opportunities to meet the developmental needs of all Sixth Formlearners.

Shaping Tomorrow, Today



'Guidance and support is superb, not just for the students but also for the parents too!'

YEAR 13 PARENT

Curriculum Choices

The Year 12 and 13 Curriculum is designed to provide an opportunity for students to deepen and extend their focus on chosen subjects at A Level. Students opt for three A Level subjects with the exception of Further Maths which is taken as a fourth option. The Sixth Form enriches students' experiences and prepares them for the transition into the next phase of their education and lives. Supported Study is timetabled across both year groups to give students the facilities and protected time to undertake independent learning, research and consolidation.

Students also have the option to undertake a Level 3 Maths in Context (Core Maths Level 3) qualification or a Level 3 EPQ project to enhance their A Level offer and research an area of interest, whilst gleaning insight integral to the planning, drafting and implementation of graduate projects and dissertations. It is recommended that students taking Science A Levels or Geography without A Level Mathematics undertake Core Maths to complement their study. The Enrichment Options for students to select in Year 12 include Sports Leadership, Language Leaders, Debating, Forensic Science, Food Skills Arts Award, Fundamentals of Financial Services, Music and many more.

Healthy lifestyles are also promoted including through the Games sessions. As students transition into Year 13, they are given the time and flexibility required to hone their examination skills, read around their subjects and prepare for Post 18 education and options through specialist workshops and 1:1 support.

The Sixth Form intent is to prepare and guide students to their next steps when they leave school for the last time, whether that be to university, apprenticeships, further education college or employment. We support our students so that they can achieve the best grades possible, gain vital employability skills, experience a wide range of enrichment activities, participate in the wider school life through leadership opportunities and to be prepared for life after Sixth Form.

'The Sixth Form here at STAGS is an exciting place to be: lots to do and lots to learn!' - YEAR 13 STUDENT

Supporting Learning

Inspiring and encouraging learners is at the heart of all that we do. We offer an excellent quality of learning from subject specialists who are highly trained across our breadth of subjects and courses. Each learner is stretched and challenged at every step of their individual learning journey, with aspirational yet achievable targets set for all. We offer many fantastic opportunities for all of our students at Post 16, such as visits to Oxbridge and other universities, as well as master classes for particular subjects and a range of external speakers through our Speaker Programme. We welcome into school visitors from a broad range of universities and employers as well as apprenticeship providers. These run alongside our extended enrichment programme and we ensure thatall students are well prepared for application and interview.

We recognise that Post 16 students are maturing into young adults, which is why we involve the student in every stage of their Sixth Form education. Students meet their teachers at least three times a year for a progress review and together set targets and explore how these can be achieved. In addition, there are subject evenings with parents so that progress is monitored and any issues can be quickly remedied. We aim to nurture individuals who are confident, aspirational and proud of who they are, and our positive Post 16 environment encourages this growth. In addition to their chosen subjects, students also participate in the Step Up Programme, which covers a wide range of activities and issues from social, health and citizenship, road safety, resilience and employability skills to personal finance, the vitally important study skills to progress from GCSE to A Level. Personal development is supported by expert form tutors led by a highly expe rie nced pastoral te am.





Student Life...

Students enjoy dedicated Sixth Form social rooms; the Coffee Shop serves a wide array of hot and cold food and drinks during the day and provides a place for students to relax and enjoy eachother's company. The Sixth Form study rooms are supervised and enable a silent area dedicated to independent study and supported by the use of ICT resources. A group study room for more flexible learning is also available. Independent study outside of lessons ensures that the highest academic standards are aspired to and met.

STAGS Sixth Form dress code offers students the flexibility of personal choice within a considered framework. We encourage smart, stylish dress which promotes self-confidence, commitment and pride, setting a positive example to younger learners.

Taking on Responsibilities...

We have a real sense of community and purpose in the Sixth Form and the extensive leadership and enrichment opportunities we offer are very important to us and our students.

We believe that being a Sixth Former is about more than achieving academic success. We want you to develop self-confidence, independence and vital life skills such as leadership, communication, team working, and management of your own learning.

We offer many sporting activities; from membership of sports teams and leading clubs for younger students to the study of Level 3 Sports Leadership. There is the opportunity to fully participate in the Duke of Edinburgh Award, and many of our Post 16 students take part in the expeditions and visits that we run annually to foreign climes.

Alongside our sports, we are very proud of the range of extracurricular and expressive arts opportunities that are available for our Sixth Formers, including many different orchestras and choirs, Dance and Drama productions. For example, involvement in the Young Engineers Scheme, achieving the Gold Crest Award and participating in Young Enterprise offer extensive opportunities to flourish. There are so many varied extra-curricular activities to inspire and aid students to support their chosen career paths.

'Regardless of their different starting points, all students make outstanding progress' OFSTED



'I left my old school for STAGS. I 'm so glad I made the leap! Nice teachers, great lessons and I have made lots of friends too' - YEAR 12 STUDENT

Enrichment Opportunities…

Enrichment subjects enhance a student's chance of acceptance onto a competitive degree course and/or employment. These activities will develop a variety of skills that will benefit students in the future.

Sixth formers have an extensive range of activities to choose from which range from the academic activities with additional qualifications to those opportunities to learn a new life skill. Our choices include; EPQ, Arts Award, Sports Leadership, Language Leaders Award, Financial Studies, Debating, Forensic Science and Food Skills.





Contributing to the Community

We encourage all of our students to make contributions to local, national and international communities and as a result they are regarded as leaders by younger people in the school. All students are encouraged to take on positions of responsibility and become actively involved in whole school events from Open Evening to supporting clubs and extra-curricular activities, to charity fund raising and volunteering. Our students are always active and fully embrace the ethos of the STAGS community.

As young adults, the students choose how to reach their own leadership goals: they may choose to be a House Prefect, House Captain or Head Student. There are numerous roles across the school; for example many students mentor younger people. They can choose to mentor a student who is suffering from emotional, social or behavioural difficulties, or support a student in lessons. Other roles include Sports Captains, Charity Captains, Global Ambassadors and Eco Captains.

In addition, Sixth Formers lead Student Parliament and are actively involved in fundraising, making their own decisions and developing the confidence to take responsibility in a variety of situations and local community events. We are very proud of the various charities that our Post 16 students choose and support every year, as their contributions are always significant.

Teachers have high expectations and know their subjects very well. My child is inspired by the quality of engaging teaching ' PARENT

2026 Sixth Form Destinations

NOBIS CURA FUTURI

Anglia Ruskin University
Biomedical Sciences

Arts University Bournemouth
Fine Art | Fashion

Birmingham City University
Photography | Architecture

Bournemouth University
Sports Coaching

Canterbury Christ Church University
Nursing (adult) with Foundational Year

Cardiff University
History and English

Cardiff Metropolitan University
Events Management

City St George's, University of London
Law | International Politics | Paramedic Science

Durham University
History

Falmouth University
Costume Design

Fashion Retail Academy
Fashion

King's College London
Electrical and Electronic Engineering | International Development | War Studies

Lancaster University
Computer Science

Liverpool John Moores University
Criminal Law and Justice

Loughborough University
Business Management

Manchester Metropolitan University
Business and Marketing | Fashion | History | Physiotherapy

Mississippi State University
PE & Psychology

Newcastle University
Combined Honours

Queen Mary University of London
Economics | Psychology | International Relations

Queens University Belfast
Biomedical Sciences

Royal Holloway, University of London
Management with Accounting x 2 Students | Psychology | Business and Management

Royal Veterinary College, RVC
Animal Biology, Behaviour, Welfare and Ethics

Swansea University
Applied Medical Sciences | Business Management

The Glasgow School of Art
Fine Art

The University of Aberdeen
Medicine

UAL (University of the Arts London)
Fashion Marketing and Content Creation | Advertising

UCL (University College London)
History

UEA (University of East Anglia)
Psychology

University of Bath
Criminology

University of Birmingham
Sport, Exercise and Health Sciences | English and Philosophy | Psychology | Mathematics with Study in Continental Europe

University of Exeter
Biological Sciences with Professional Placement | Geography | Maths | Economics and Politics with Industrial Experience | Business and Laws with Industrial Placement | English Literature

University of Gloucester
Computer Science

University of Hertfordshire
Environmental Management and Ecology | Biomedical Sciences | Business Management | Film and Television Production | Primary Education with QTS x 2 students | Law x 2 students | Business and Marketing | Biological Sciences

University of Leeds
Criminology and Criminal Justice | Modern Languages and International Relations | Fashion Design Innovation

University of Leicester
Biological Sciences (Biochemistry)

University of Liverpool
Medicine

University of Northampton
Biology

University of Nottingham
Pharmaceutical Sciences | Vet Medicine and Surgery | Politics and International Relations | Psychology and Cognitive Neuroscience | Finance, Accounting and Management | Psychology

University of Oxford
English Literature

University of Portsmouth
Modern Languages

University of Reading
Graphic Communication

University of Southampton
Fashion Marketing with Management

University of Surrey
Paediatric Nursing | Sociology

University of Sussex
Psychology with Criminology

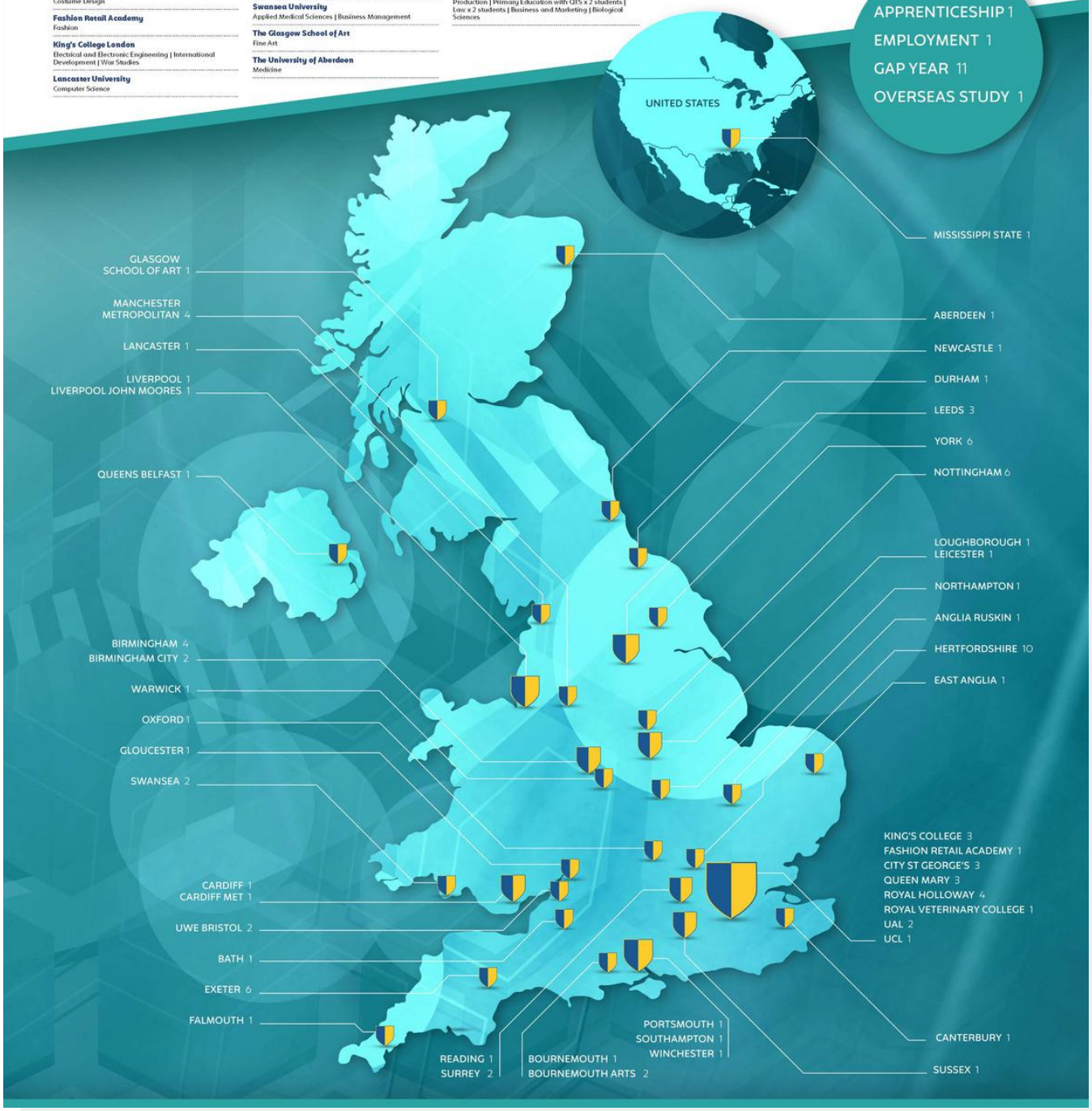
University of the West of England Bristol (UWE Bristol)
Forensic Science | Psychology

University of York
History x 2 Students | Business of the Creative Industries | Psychology | Sociology | Architecture

University of Warwick
Film Studies

University of Winchester
Psychology

APPRENTICESHIP 1
EMPLOYMENT 1
GAP YEAR 11
OVERSEAS STUDY 1



Shaping Tomorrow, Today

How to Apply

Admission to STAGS Sixth Form is by online application form. The deadline for applications i
Monday 1 February 2027.

Curriculum Entry Requirements

We are proud to offer a wide range of challenging and highly accredited subjects here at STAGS Sixth Form. The minimum academic entry requirements to study A Levels are to have achieved at least 40 GCSE points, calculated as follows (from a student 's best 8 GCSE results):

Grade 9 = 9 points
Grade 8 = 8 points
Grade 7 = 7 points
Grade 6 = 6 points
Grade 5 = 5 points, etc

(see individual subject requirements for entry requirement grades to study that particular A Level or BTEC)

To apply for a place at STAGS Sixth Form, please complete the Application Form by the date specified above.

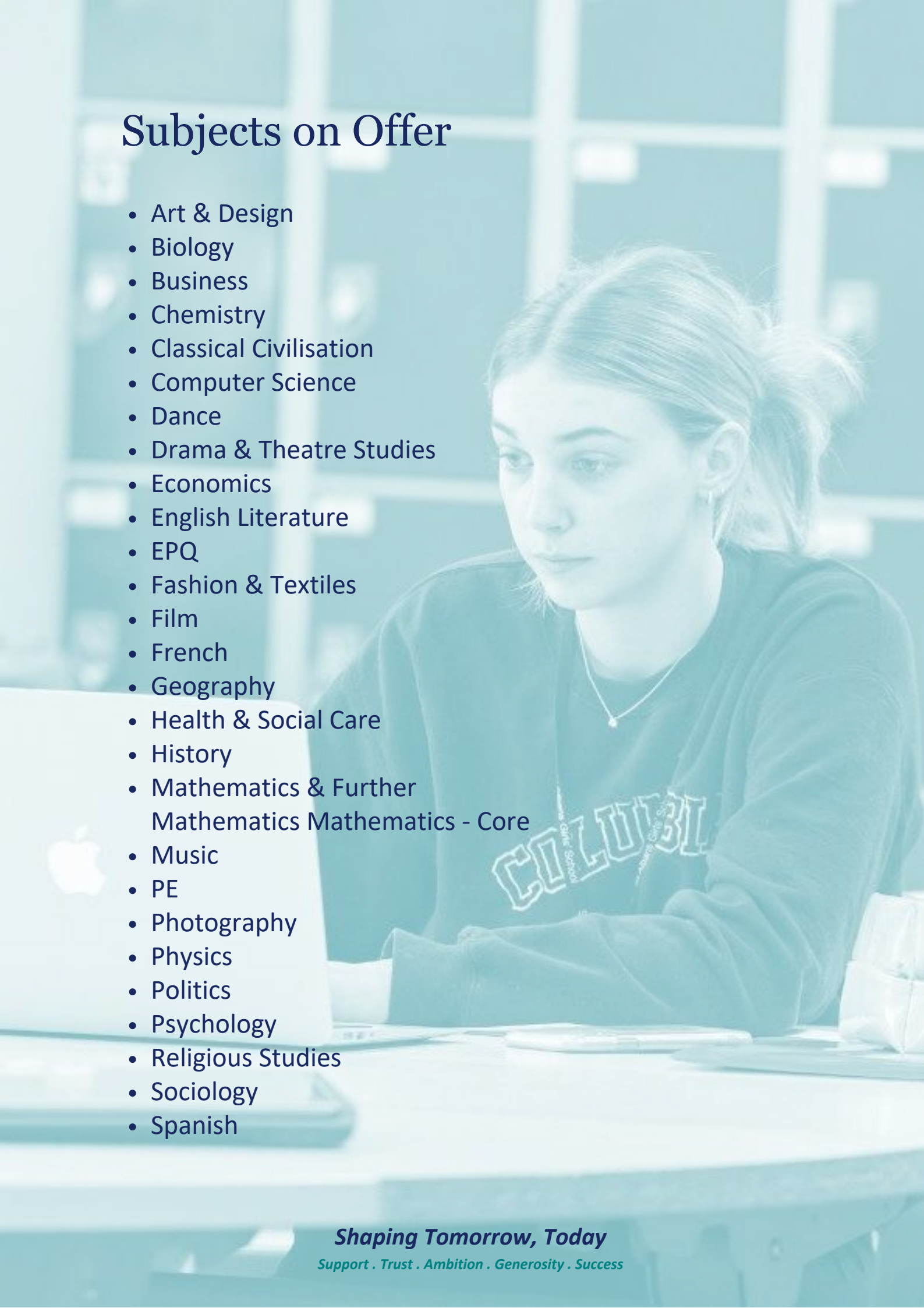
We look forward to hearing from you.



Shaping Tomorrow, Today

Subjects on Offer

- Art & Design
- Biology
- Business
- Chemistry
- Classical Civilisation
- Computer Science
- Dance
- Drama & Theatre Studies
- Economics
- English Literature
- EPQ
- Fashion & Textiles
- Film
- French
- Geography
- Health & Social Care
- History
- Mathematics & Further Mathematics Mathematics - Core
- Music
- PE
- Photography
- Physics
- Politics
- Psychology
- Religious Studies
- Sociology
- Spanish



Art & Design

Board: AQA 7201

INTRODUCTION

This vibrant and dynamic A-Level Art, Craft and Design course builds on the GCSE specification to offer exciting opportunities for higher education and inspire a life-long interest in the enjoyment of the arts, and the promotion of creativity. This is an unendorsed course, which means students can incorporate aspects of fine art, graphic communication, textile design, three-dimensional design and photography into their work.

ENTRY REQUIREMENTS

GCSE Art Grade 6

COURSE CONTENT

Component 1 (Portfolio) Development of techniques and understanding the process of Art. Students build up a portfolio of work that links to the assessment objectives and the development of ideas. Students will then start a personal investigation. This is a practical investigation supported by written material. This is an investigation into an idea, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

Component 2 (Externally Set Assignment) This consists of a choice of 8 themes to be used as starting points. Students select ONE. Preparatory Period - Students will then be working on exam prep which can be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Supervised time 15 hours – Following the preparatory period students must complete 15 hours of unaided, supervised time where they complete a final outcome related to their chosen theme.

ASSESSMENT

Component 1 - 60% of A Level
Component 2 - 40% of A Level

CONTACT

For more information please contact

Ms Binns - Curriculum Leader for Art, Design and Technology.
Email: **BinnsJ@stags.aetrust.uk**

Biology

Board: OCR A H420

INTRODUCTION

Biology A level is a challenging but fascinating course which offers an insight into a broad range of topics from human biology, biochemistry, genetics and ecology. Students will complete a series of practicals designed to challenge problem solving and analytical thinking to draw conclusions. Practicals are designed to mirror degree level situations to prepare students for university. The course prepares students for wider study in s diverse range of fields including medicine, physiotherapy and research sciences. Biology A level is taught by expert teachers who themselves have a wide range of scientific backgrounds including NHS research, PHDs in plant bioenergetics and forensic science.

ENTRY REQUIREMENTS

GCSE Combined Science (Trilogy) Grade 6-7 or separate Sciences (667), GCSE Mathematics 6,
English Literature and/or Language Grade 6

COURSE CONTENT

Module 1: Development of practical skills in biology
Module 2: Foundations in biology
Module 3: Exchange and transport
Module 4: Biodiversity, evolution and disease
Module 5: Communication, homeostasis and energy
Module 6: Genetics, evolution and ecosystems

ASSESSMENT

Biological Processes - 37%
Biological Diversity - 37%
Unified Biology - 26%

Alongside this, you will be given a pass or a fail for the practical endorsement, based on assessment of the 16 core practicals throughout the course.

CONTACT:

For more information please contact:
Dr Hamilton - Curriculum Leader for Biology.
Email: **HamiltonM@stags.aetrust.uk**

Business

Board: EDEXCEL

INTRODUCTION

Business A-level is a dynamic, exciting subject in which students will get the opportunity to develop essential skills and knowledge necessary for the world of work. We cover a range of topics including, marketing, finance, management, ethics, e-commerce and global issues. One of the unique features of this course is its real-world relevance. You'll engage in practical case studies, simulations, research and extended writing that mirror the challenges faced by businesses in the real world. This hands-on experience will not only enhance your understanding but also prepare you for a future in business with confidence.

ENTRY REQUIREMENTS

GCSE Business is not a requirement for entry onto this course.
If Business is taken at GCSE - GCSE Business Grade 5, GCSE English Literature or English Language Grade 5, GCSE Mathematics Grade 5.
If Business is not taken at GCSE - GCSE English Literature or English Language Grade 5, GCSE Mathematics Grade 5

COURSE CONTENT

Theme 1 - Marketing and People

Theme 2 - Managing Business Activities

Theme 3 - Business decisions and strategy

Theme 4 - Global Business

ASSESSMENT

100% exams
Paper 1 – Marketing, people and global business (35%)
Paper 2 – Business activities, decisions and strategies (35%)
Paper 3 – Investigating business in a competitive environment (30%)

CONTACT:

For more information please contact:
Mr Brown - Curriculum leader for Business and Economics.
Email: **BrownMi@stags.aetrust.uk**

Chemistry

Board: EDEXCEL

INTRODUCTION

A Level Chemistry is a demanding yet rewarding course that can lead to a number of diverse careers ranging from healthcare to law to research science. The course drills down into fulsome explanations of natural phenomena and industrial processes as we learn everything from how a battery works to how to synthesis paracetamol in the lab. The course is taught by experienced teachers with an emphasis on practical skills and is the perfect choice for anyone interested in a career in STEM.

ENTRY REQUIREMENTS

GCSE Combined Science (Trilogy) Grade 7-7 or all separate Sciences Grade 7, GCSE Mathematics Grade 7. English Literature and/or Language Grade 6.

COURSE CONTENT

Inorganic Chemistry including:

Redox, Equilibria, Transition Metal chemistry

Organic Chemistry including:

Functional Groups, Reaction mechanisms, Synthetic Routes

Physical Chemistry including:

Kinetics and Energetics

ASSESSMENT

A Level outcomes are decided by 3 exams
Paper 1 - Inorganic and Physical Chemistry (30%)
Paper 2 - Organic and Physical Chemistry (30%)
Paper 3 - General Principles of Chemistry (40%)

Alongside this, you will be given a pass or a fail for the practical endorsement, based on assessment of the 16 core practicals throughout the course.

CONTACT:

For more information please contact:

Mrs M Fitzgerald - Curriculum Leader for Chemistry.
Email: **FitzgeraldM@stags.aetrust.uk**

Classical Civilisation

Board: OCR (H408)

INTRODUCTION

Classical Civilisation A Level is designed to challenge all students by immersing them in the ancient world through a variety of perspectives. There is an ambitious curriculum with cross-curricular ties and the breadth of skills required from various subjects such as English, Geography, History, Politics, Philosophy, Art and Sociology. The accrual of cultural capital is supported through the careful choice of options chosen and topics linked to contemporary debates and concepts such as LGBTQ+ rights, gender equality, dictatorships, rhetoric, relationships, identity and morality.

ENTRY REQUIREMENTS

GCSE English Literature 6 or above.
If GCSE History or Religion, Ethics & Philosophy taken at GCSE, Grade 5

COURSE CONTENT

Over the two years of A level students will study 3 modules:

- **Greek Religion:** Studying the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes, will make this component tangible for learners and help develop their sense of the central role religion played in the life of everyday people.
- **The World of the Hero (Odyssey and Aeneid):** This component provides learners with the opportunity to appreciate the lasting legacy of the Homeric world and the work of Virgil, cornerstones of Western literature and to explore their attitudes and values.
- **Imperial Image:** The idea of a politician 'spinning' their public image is one which is very familiar from our contemporary media; and so this exploration of a Roman politician and his successful propaganda campaign is both highly relevant and engaging.

ASSESSMENT

100% Exam Based. One exam per module studied.
World of the Hero: 100 marks. 2 hours and 20 minutes
Greek Religion and Imperial Image: 75 marks. 1 hour and 45 minutes

CONTACT:

For more information please contact:
Miss M Warner Smith.
Email: **WarnersmithM@stags.aetrust.uk**

Computer Science

Board: OCR (H446)

INTRODUCTION

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

ENTRY REQUIREMENTS

GCSE Computer Science Grade 6. If not taken at GCSE then GCSE Mathematics Grade 7

COURSE CONTENT

Component 01 – Computer Systems

- The characteristics of contemporary processors, input, output and storage devices. Software and software development. Exchanging data, data types, data structures and algorithms. Legal, moral, cultural and ethical issues.

Component 02 – Algorithms and Programming

- Elements of computational thinking. Problem solving and programming. Algorithms to solve problems and standard algorithms.

Component 03 - Programming Project

- Students will choose a computing problem to work through, commonly an arcade game, board game, simulation or business idea. Project stages include: analysis, design, developing the coded solution, testing and evaluation.

ASSESSMENT

1. **Computer systems paper,** 140 marks,2 hours 30 minutes(40% of total A Level)
2. **Algorithms and programming paper,** 140 marks,2 hours 30 minutes(40% of total A Level
3. **Programming project,** 70 marks, Non-exam assessment (20% of total A Level)

CONTACT:

For more information please contact:

Mr A Holmes, Curriculum Leader Computer Science.
Email: **HolmesA@stags.aetrust.uk**

Dance

Board: AQA (7237)

INTRODUCTION

A Level Dance is an academic course designed to allow students to further and deepen their knowledge and understanding of dance as an art form. Students need to have a deep love for the subject and be prepared to work hard to achieve the top grades. There are 3 main strands which lead on perfectly from GCSE Dance which are Performance, Choreography and Critical appreciation. The main difference at A level is the level of understanding required of the content and the contextual information needed to fully appreciate the works we study as well as the strength, fitness and ability required to dance at this level.

ENTRY REQUIREMENTS

GCSE Dance Grade 6 or equivalent dance experience including contemporary and choreographic experience. GCSE English Literature or English Language Grade 6

COURSE CONTENT

Component 1- Choreography and Performance 50%

Performance 1. Solo performance linked to a specified practitioner 25% 2. Performance in a Quartet - 25%

Choreography Group choreography of a group of 2 or more dancers in response to a given stimulus.

Component 2- Critical appreciation 50% - 2 1/2 hour written paper

Demonstrate knowledge , understanding and critical appreciation of 2 set works.

In depth knowledge understanding and critical appreciation of 2 areas of study.

ASSESSMENT

Component 1 - External exam, a visiting examiner will visit the school, the exam runs like a performance with the examiner marking live in the room.

Component 2- Written Exam 150 mins . The paper is made up of a set of short answer questions =25 marks and 3x 25 mark answers.

CONTACT:

For more information please contact:

Mrs S Gamester - Curriculum Leader Performing Arts/Dance.

Email: GamesterS@stags.aetrust.uk

Drama & Theatre Studies

Board: AQA Drama and Theatre (7262)

INTRODUCTION

Students are expected to have a genuine passion for Theatre and Performance. As an A Level Drama student you will be showing your potential communication and collaboration skills to prospective universities and employers as well as developing your confidence, research skills and ability to creatively express yourself.

ENTRY REQUIREMENTS

GCSE Drama Grade 6 or above.

If Drama is not taken at GCSE; GCSE English Language or English Literature, Grade 6 or above.

COURSE CONTENT

The A Level is taught over two years and consists of three components:

Component 1: Drama and Theatre (3 hour, open book, written exam) 40% of the qualification
Students are examined on the creation of theatre alongside practicioner methods on two set texts and a live theatre evaluation. Students will answer from the perspective of a performer, director and designer.

Component 2: Creating original drama (assessed internally and moderated by AQA) 30% of the qualification
Students devise an original performance piece using a student led stimuli and a theatre practicioner. Students are marked on both the performance itself and the documentation of the process in the form of a portfolio.

Component 3: Making theatre (assessed by an external examiner) 30% of the qualification
Students undertake a practical exploration of 3 extracts taken from 3 different texts. Students bring one extract to realisation for a visiting examiner, applying the methodology of a prescribed practitioner.

ASSESSMENT

The course is approached practically in lessons combined with research and theory applied in study time. Students are marked both practically either as a performer or designer and complete written coursework to support both practical elements. The two years culminate in a 40% written examination.

CONTACT:

For more information please contact:
Mrs Georges - Curriculum Leader of Drama.
Email: **GeorgesN@stags.aetrust.uk**

Economics

Board: EDEXCEL

INTRODUCTION

Economics is designed to foster analytical thinking, research skills, and an awareness of contemporary economic challenges. It offers a solid foundation for further studies in economics, business, and related fields, as well as providing valuable insights for students interested in understanding the complex economic forces that shape our world today. We cover the two broad strands of economic theory; microeconomics and macroeconomics, allowing students to explore the intricate workings of markets, government policies, and the global economy. Throughout the course, students will learn to critically assess economic data, develop problem-solving skills, and gain a holistic understanding of economic concepts.

ENTRY REQUIREMENTS

GCSE Economics or Business is not a requirement for entry onto this course.
GCSE Business Grade 6, GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 5. If Business is not taken at GCSE; GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 5.

COURSE CONTENT

Theme 1: An introduction to markets and market failure
Theme 2: The UK economy; performance and policies
Theme 3: Business behaviour and the labour market
Theme 4: A global perspective

ASSESSMENT

100% exam based
Paper 1 - Markets and business behaviour
Paper 2 - The national and global economy
Paper 3 - Macroeconomic and microeconomics

CONTACT:

For more information please contact:

Mr Brown - Curriculum leader for Business and Economics.
Email: **BrownMi@stags.aetrust.uk**
or
Miss Lambert - Deputy Headteacher Link for Business and Economics
Email: **LambertT@stags.aetrust.uk**

English Literature

Board: OCR (H472)

INTRODUCTION

An A Level in English Literature offers a rigorous, stimulating and challenging qualification which allows learners to deepen their appreciation and understanding of literature, including its changing traditions. Students are encouraged to read widely, engage critically while developing both their oracy and written responses. They will gain knowledge and skills of literary analysis and evaluation, and explore the contexts of the texts they are reading and others' interpretations of them.

ENTRY REQUIREMENTS

GCSE English Language Grade 5 and GCSE English Literature Grade 6.

COURSE CONTENT

Component One:Drama and Poetry Pre-1900
A Shakespeare play: *Hamlet, William Shakespeare*
A collection of pre-1900 poetry:*The Merchant's Prologue and Tale, Geoffrey Chaucer compared with A pre-1900 drama text: The Duchess of Malfi, John Webster*

Component Two: Comparative and Contextual Study
Two post-1900 prose texts: Dystopia
The Handmaid's Tale, Margaret Atwood and 1984, George Orwell

Component Three: Literature Post-1900
Atonement by Ian McEwan, Journey's End by R. C. Sherriff and the war poetry of Wilfred Owen to be studied for coursework

ASSESSMENT

A range of Assessment Objectives are covered across the three components:

AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
AO2	Analyse ways in which meanings are shaped in literary texts.
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary text are written and received.
A04	Explore connections across literary texts.
A05	Explore literary texts informed by different interpretations.

Component 1:*2 hours 30 minutes exam: closed text (40% A level grade)*
a close analysis of a passage from *Shakespeare and an analytical essay on the same play*
a comparative essay
Component 2:*2 hours 30 minutes exam: closed text (40% A level grade)*
a critical appreciation of an unseen passage (close reading)
a comparative essay
Component 3: Non-exam Assessment: Coursework is made up of two tasks: *(20% A level grade)*
a close reading response (1000 words)
a comparative essay (2000 words)

CONTACT:

For more information please contact:

Mrs Mathurin - Lead Practicioner of KS5. Email: **MathurinL@stags.aetrust.uk**

Fashion & Textiles

Board: AQA 7562

INTRODUCTION

Students are expected to have an interest in Fashion and Textiles and the role of past and present fashion designers. A desire to explore materials, techniques and processes, new ideas and communicate them effectively.

ENTRY REQUIREMENTS

GCSE Art/Textiles/Photography or Design & Technology Grade 6

COURSE CONTENT

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influence on design and technology, whilst enjoying opportunities to put their learning into practice by producing a prototype of their choice.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.

The programme of learning is structured around a series of thematic projects that enable you to experience a broad-range of disciplines that are involved in fashion design, communication, production and marketing, pattern construction and development.

ASSESSMENT

50% NEA Coursework Project
30% Exam Paper 1: Technical Principles
20% Exam Paper 2: Designing and Making Principles

CONTACT:

For more information please contact:

Mrs Draper – ADT Associate Curriculum Leader.
Email**: DraperA@stags.aetrust.uk**

Film

Board: EDUQAS 603/1147/2

INTRODUCTION

A Level Film Studies is a vibrant course of study that challenges and inspires students with critical thinking and practical skills that teach the foundations of film language whilst having the opportunity to engage with production technology in order to create original short films.

Students who are able to build an argument, sustain a line of reasoning and deconstruct the micro (Film Form - cinematography, mise-en-scene, editing, sound, lighting, performance / Meaning and Response) and macro (Aesthetics, Representation, Specialist Study Areas, Context) features of a film, thrive in this course.

We celebrate a student's journey at building their Film and Media cultural capital beyond set texts in the syllabus and give an eclectic range of set texts across the history of cinema as a catalyst for extended study.

ENTRY REQUIREMENTS

GCSE Media Studies Grade 6. If Media Studies is not taken at GCSE; GCSE English Literature Grade 6

COURSE CONTENT / ASSESSMENT

Component 1: Varieties of film and filmmaking

(Written examination: 2½ hours / 35% of qualification)

- Section A: Hollywood 1930-1990 (comparative study)

Classical Hollywood (1930-1960): Vertigo // New Hollywood (1961-1990): Do The Right Thing

-Section B: American film since 2005 /2012 (two-film study)

Mainstream Film: La La Land // Contemporary Independent Film: Promising Young Woman

- Section C: British film since 1995 (two-film study)

Fish Tank and This is England

Component 2: Global filmmaking perspectives

(Written examination: 2½ hours / 35% of qualification)

Section A: Global film (two-film study)

European Film: Portrait of a Lady on Fire // Global Film: Parasite (or House of Flying Daggers)

Section B: Documentary film

Amy (or Stories We Tell)

Section C: Film movements – Silent cinema

The Man With A Movie Camera or Sunrise

Section D: Film movements – Experimental film (1960-2001)

Daisies and Saute ma Ville (or Mulholland Drive)

Film (cont'd)

Component 3: Production

(Non-exam assessment / 30% of qualification)

- Either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words)
- Screenplay option includes a digitally photographed storyboard of a key section from the screenplay
- Both options require an evaluative analysis (1600-1800 words)

The WJEC Eduqas A level in Film Studies aims to enable learners to demonstrate knowledge and understanding of:

- a diverse range of film, including documentary, film from the silent era, experimental film and short film
- the significance of film and film practice in national, global and historical contexts
- film and its key contexts (including social, cultural, political, historical and technological contexts)
- how films generate meanings and responses
- film as an aesthetic medium
- the different ways in which spectators respond to film

It also aims to enable learners to:

- apply critical approaches to film and
- apply knowledge and understanding of film through either filmmaking or screenwriting.

CONTACT:

For more information please contact

Miss Bews - Film Specialist Teacher.
Email: **BewsA@stags.aetrust.uk**

Miss Hall - Curriculum Leader of English, Film and Media.
Email**: HallM@stags.aetrust.uk**

French

Board: EDEXCEL

INTRODUCTION

Studying a foreign language enables you to develop key life skills such as the ability to communicate effectively, work well in a team and have an understanding and appreciation of other cultures. These are skills which are highly regarded by Universities and future employers. During the course you will develop your fluency, spontaneity and accuracy in speaking and writing another language. You will also deepen your understanding of social, cultural and political aspects of the countries where the language you are studying is spoken.

ENTRY REQUIREMENTS

GCSE French Grade 6.
Minimum of Grade 6 in Speaking and Writing papers.

COURSE CONTENT

There are four broad themes:

- Changes in French society
- Culture in the francophone World
- Immigraotin in France
- The Occupation of France; Vichy government; Resistance

Additionally you will study:

- A French film: 'Au revoir les enfants' directed by Louis Malle
- A French novel: 'No et moi' by Delphine de Vigan

ASSESSMENT

100% exam based. Students will sit three papers at the end of the course.
Paper 1 - Listening, Reading, Translation into English (40%)
Paper 2 - Essay on works and Translation into French (30%)
Paper 3 - Speaking Exam (30%)

CONTACT:

For more information please contact:

Mrs D Buckley - Curriculum Leader for Languages
Email: **BuckleyD@stags.aetrust.uk**

Geography

Board: EDEXCEL

INTRODUCTION

The course is designed to develop sound knowledge and understanding of geographical issues and to develop and use geographical skills. There is a balance between physical and human geography, covering some topics already studied at GCSE. Topical issues such as the challenges surrounding key resources e.g. water and the changing dynamics of global geo-politics are also investigated.
The use of statistical methods and the collection and analysis of data is an integral part of the course and a four dayfieldwork residential is organised for Year 12 students to complete their NEA. In addition, the department runs a bi-annual international visit to places such as Iceland and Naples.

ENTRY REQUIREMENTS

GCSE Geography Grade 6, GCSE English Literature Grade 6.

If Geography is not taken at GCSE; GCSE English Literature or English Language Grade 6; GCSE Mathematics Grade 6.

COURSE CONTENT

Paper 1: Physical Geography:

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

Paper 2: Human Geography:

- Globalisation
- Regenerating Places
- Superpowers
- Health, Human Rights and Intervention

ASSESSMENT

Paper 1: 2 hours 15 minutes, 30% of the qualification, 105 marks
Paper 2: 2 hours 15 minutes, 30% of the qualification, 105 marks
Paper 3: 2 hours 15 minutes, 20% of the qualification, 70 marks
NEA: Independent Investigation, 3000-4000 words, 20% of the qualification, 70 marks

CONTACT:

For more information please contact:

Mrs J Isolda - Curriculum Leader for Geography
Email: **IsoldaJ@stags.aetrust.uk**

BTEC Level 3
Extended Certificate
Health & Social Care

Board: PEARSON EDEXCEL

INTRODUCTION

This course provides students with the opportunity to explore a combined vocational and academic pathway, ensuring they have a breadth of knowledge within differing roles and career routes within the sector. The study of human biology and the different health care services supports our learners for higher education or to develop transferable employability skills ready for a role within the healthcare environment. It is equivalent in size to one A Level.

ENTRY REQUIREMENTS

GCSE English Literature or English Language Grade 5 in addition to Grade 5 or higher in GCSE Biology or Combined Science.

COURSE CONTENT

Learners must complete three mandatory units and one optional unit:

- Unit 1: Human Lifespan & Development (mandatory examination)
- Unit 2: Human Biology & Health (mandatory examination)
- Unit 3: Principles of Health & Social Care Practice (mandatory coursework)
- Unit 7: Health Science (optional coursework)

ASSESSMENT

This course comprises four units of study with two externally assessed examinations and two pieces of internally assessed coursework assignments.

The styles of assessment used for AAQ BTEC Health & Social Care are:

- Examinations - learners undertake the same written assessment in exam conditions set and marked by Pearson.
- Assignments - internally set and marked assignment where students undertake independent research, creating evidence to support a work-related scenario.

CONTACT:

For more information please contact:

Miss K Hare - Lead Practitioner for Health & Social Care
Email**: HareK@stags.aetrust.uk**

History

Board: AQA 7042

INTRODUCTION

This course is designed for students who are clearly interested in and fascinated by the past .You do not have to want to be a Historian, History teacher or museum curator to study History! In fact, History A Level will open many doors for you and can launch you into a career in law, journalism, or the civil service to name but a few possibilities. A study of History will equip you not only with a sound, research based understanding of the past, but also with the crucial skills of analysis, argument and extended writing; skills which are much valued by universities and employees.

ENTRY REQUIREMENTS

GCSE History Grade 6 and GCSE English Literature Grade 6.
If History is not taken at GCSE; GCSE English Literature Grade 6.

COURSE CONTENT

The course covers world history from medieval to modern and follows the AQA specification. Over the two year course, you will undertake a breadth study, focusing on Tsarist and Communist Russia between the years 1855 to 1964 and an investigation into the Wars of the Roses, 1450-1499. You will also carry out the Non-Examined Unit (coursework), which focuses on Civil Rights in America from 1865-2013. Both topics require you to compose extended essays focusing on significant historical developments, whilst the former also focuses on analysing different historical interpretations and the latter on evaluating contemporary evidence.

ASSESSMENT

Examination:
1H: Tsarist and Communist Russia, 1855–1964 (40%)
2B: The Wars of the Roses, 1450–1499 (40%)
Component 3: Non-Examined assessment - Civil Rights in the USA (20%)

CONTACT:

For more information please contact:
Ms A Pearson - Curriculum Leader for History.
Email: **PearsonA@stags.aetrust.uk**

Mathematics

Board: EDEXCEL (9MA0)

INTRODUCTION

Studying A Level Mathematics helps students develop a logical approach to problem-solving, as well as their mathematical knowledge and skills. It is therefore useful preparation for a wide range of degree courses and apprenticeships.

There are three overarching themes:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

ENTRY REQUIREMENTS

GCSE Mathematics Grade 7

COURSE CONTENT

Pure Mathematics:

- Proof
- Algebra and functions
- Coordinate geometry in the (x,y) plane
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Vectors

Statistics:

- Statistical sampling
- Data representation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Mechanics:

- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

ASSESSMENT

The Pearson Edexcel Level 3 Advanced GCSE in Mathematics consists of three externally-examined papers.
Paper 1: Pure Mathematics 1 (2-hour written examination, 100 marks, 33.33%)
Paper 2: Pure Mathematics 2 (2-hour written examination, 100 marks, 33.33%)
Paper 3: Statistics and Mechanics (2-hour written examination, 100 marks, 33.33%)

CONTACT:

For more information please contact:

Mr J Hughes Curriculum Leader in Maths Email: **HughesJ@stags.aetrust.uk**
Mrs L Berks Co-Curriculum Leader in Maths. Email:**BerksL@stags.aetrust.uk**

Further Mathematics

Board: EDEXCEL (9FM0)

INTRODUCTION

AS and A Level Further Mathematics are two separate qualifications that can be taken alongside A Level Mathematics.

Further Mathematics will immediately introduce students to new mathematical concepts such as complex numbers and matrices.

Algebra features heavily and students will develop their understanding of new core ideas of mathematics and extend techniques learned in A Level Mathematics.

The applied content of the Further Mathematics course includes Further Mechanics and Decision Maths; modules highly relevant to Physics and Computer Science respectively.

ENTRY REQUIREMENTS

GCSE Maths Grade 8

COURSE CONTENT

Core Mathematics:

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

Further Mechanics 1:

- Momentum and Impulse
- Work, energy and power
- Elastic strings and springs and elastic energy
  Elastic collisions in one dimension
- Elastic collisions in two dimensions

Decision Mathematics 1:

- Algorithms and graph theory
- Algorithms on graphs
- Critical path analysis
- Linear programming

ASSESSMENT

The Pearson Edexcel Level 3 Advanced GCSE in Further Mathematics consists of four externally-examined papers.
Paper 1: Core Pure Mathematics 1 (90 minutes written examination, 75 marks, 25%)
Paper 2: Core Pure Mathematics 2 (90 minutes written examination, 75 marks, 25%)
Paper 3: Further Mechanics 1 (90 minutes written examination, 75 marks, 25%)
Paper 4: Decision Mathematics 1 (90 minutes written examination, 75 marks, 25%)

CONTACT:

For more information please contact:

Mr J Hughes Curriculum Leader in Maths. Email: **HughesJ@stags.aetrust.uk**
Mrs L Berks Co-Curriculum Leader in Maths. Email**: BerksL@stags.aetrust.uk**

Music

Board: EDUQAS A660QS

INTRODUCTION

Music A level is a broad and challenging course ideal for anyone who has enjoyed GCSE Music and wants to further build their skills across the areas of performing, composing and appraising. Specialising in performance or composition gives the opportunity to hone skills, but a diverse range of appraisal work, from Sondheim to Haydn, ensures detailed and enjoyable analysis and listening content. Students are expected to take a full part in Music Department activities and there are many opportunities to conduct, arrange music and lead ensembles for those who wish to.

ENTRY REQUIREMENTS

GCSE Music Grade 6.

Students will need to perform a recital on their chosen instrument in March of the second year. This must be at least a Grade VI standard. Therefore, students should be at a Grade V standard at the start of the course, with the view to being able to perform to the minimum standard of Grade VI by March of the second year. Under some circumstances, students who have not followed a GCSE course will be accepted dependent on a demonstration of proficiency in music theory (e.g. Grade V Theory or higher).

COURSE CONTENT

Component 1: Performance 25 or 35% A recital to a visiting examiner

Component 2: Composition 25 or 35% A portfolio of compositions.least one is written to a given brief.

Component 3: Appraising 40% One written/listening examination:

- The Development of the Symphony
- Rock and Pop, Musical Theatre or Jazz
- Into the 20th Century or Into the 21st Century

ASSESSMENT

Performances (25 or 35%) are marked externally by a visiting examiner. Compositions (25 or 35%) are marked externally by the exam board. There is a 2hr listening and written exam at the end of the course that comprises a set work analysis, extended responses and wider context, unprepared extracts of music with and without a score, comparison questions.

CONTACT:

For more information please contact:

Mrs Cooper - Curriculum Leader Music.
Email: **CooperV@stags.aetrust.uk**

PE

Board: AQA (7582)

INTRODUCTION

The PE course is designed forthat have a strong interest in sport and occupations that are related to the topics delivered within the course. The course allows students to develop their knowledge and embed their passion through a broad and enriching curriculum covering a variety of different topics related to the development of sport & sporting performance. There is a clear expectation that all students must participate in regular activity in at least one sport outside of school hours to a high standard as either a performer or coach. This contributes to 15% of their final grade.

ENTRY REQUIREMENTS

GCSE English Literature or English Language Grade 6. Grade 66 in Combined science or GCSE Biology 6 and Grade 6 in GCSE PE if taken. Additionally, at least one sport at a good level - Club)

COURSE CONTENT

Over the two years of A level, students will study 6 mandatory units that explore different factors affecting participation in physical activity and sport. The breakdown is as shown below:

Paper 1

- Section A: Applied Anatomy & Physiology
- Section B: Skill Acquisition
- Section C: Sport & Society

Paper 2

- Section A: Exercise Physiology & Biomechanics
- Section B: Sport Psychology
- Section C: Sport & Society & the role of technology in sport

ASSESSMENT

The course is weighted at 70% exam based examinations assessing understanding of theoretical content in 2x 2 hour exams that are equally weighted at 35% each. Paper 1 - Factors affecting participation in physical activity and sport: 105 marks. 2 hours to complete Paper 2 - Factors affecting optimal performance in physical activity and sport: 105 marks. 2 hours to complete. Coursework makes up the remaining 30% of students' final grade. Students are required to submit competitive practical footage in a sport as a performer or coach. They will then complete a written piece of coursework analysing their performance in their activity.

CONTACT:

For more information please contact

Miss M Stephens - Curriculum Leader for PE
Email: **StephensM@stags.aetrust.uk**

Photography

Board: AQA 7206

INTRODUCTION

This exciting course introduces students to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies. Students will use sketchbooks/workbooks/journals to underpin their work where appropriate. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate. Students will use digital techniques to produce images.

ENTRY REQUIREMENTS

GCSE Art Grade 6 and if taken, a Grade 6 in Photography

COURSE CONTENT

Component 1 (Portfolio) Development of techniques and understanding the process of photography and lens based media. Students build up a portfolio of work that links to the assessment objectives and the development of ideas. Students will then start a personal investigation. This is a practical investigation supported by written material. This is an investigation into an idea, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

Component 2 (Externally Set Assignment) This consists of a choice of 8 themes to be used as starting points. Students select ONE. Preparatory Period - Students will then be working on exam prep which can be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Supervised time 15 hours – Following the preparatory period students must complete 15 hours of unaided, supervised time where they complete a final outcome related to their chosen theme.

ASSESSMENT

Component 1 - 60% of A Level
Component 2 - 40% of A Level

CONTACT:

For more information please contact:

Miss Hannah Bowman - Curriculum Leader for Art, Design and Technology.
Email: **BowmanH@stags.aetrust.uk**

Physics

Board: AQA 7408

INTRODUCTION

Physics is 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 as well as increasing students' awareness of how the world works. An A Level in Physics is essential, highly desirable or very useful for many different careers/professions. Amongst these are Engineering, Medicine, Veterinary Science, Dentistry, Education, Architecture, Management, Research, Geophysics and Geology.

ENTRY REQUIREMENTS

GCSE Combined Science (Trilogy) Grade 7-7 or all separate Sciences Grade 7, GCSE Mathematics Grade 7. English Literature and/or Language Grade 6.

COURSE CONTENT

Over the two years of A level, students will study:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics & Materials
- Electricity
- Further mechanics & Thermal Physics
- Fields
- Nuclear Physics
- Optional topic (Astrophysics)

ASSESSMENT

At the end of the two year course students will sit three exams which constitute the A Level assessment:

Paper 1 – primarily assessing AS subject material. (34% of the overall grade).

Paper 2 – primarily assessing new A Level material but with assumed knowledge of all the AS Material. (Also worth 34% of the overall grade).

Each of these papers will consist of long and short answer questions as well as some multiple choice questions.

Paper 3 – This final exam makes up the remaining 32% of the overall grade. It is made up of two sections, 18% based on practical experiments and data analysis and 14% based on the optional topic.

CONTACT:

For more information please contact:

Mr Yassine Zarrouq - Curriculum Leader for Physics.
Email: **ZarrouqY@stags.aetrust.uk**

Politics

Board: Edexcel 9PLO

INTRODUCTION

A Level Politics is for students with a strong interest in the world around them and a keen interest in keeping on top of the ever changing political news and developments; as epitomised by PM Wilson's famous quip that 'a week is a long time in Politics'. Studying Politics provides students with skills recognised and valued by employers and universities, such as the use of sources, analysis and evaluation. Studying Politics can launch you into a career in Politics, Law, Journalism and Business and many more.

ENTRY REQUIREMENTS

GCSE English Literature Grade 6.
A GCSE Grade 5 or higher in History, Geography and/or Sociology if taken

COURSE CONTENT

UK Politics - Democracy and Participation, Political Parties, Electoral systems, Voting behaviour and the media
UK Government - The Constitution, Parliament, Prime Minister and Executive and the relationships between the branches
Political Ideas - Liberalism, Conservatism, Socialism and Feminism
Comparative Politics (USA) - Students will focus upon the American political system; The US Constitution and Federalism, US Congress, US Presidency, US Supreme Court and US civil rights, US democracy and participation and comparative theories

ASSESSMENT

This subject is examined by a written paper for each unit and there is no coursework element. Students must complete three exams during the summer term of their second year, each one worth 33.3% of the course.

CONTACT:

For more information please contact:

Mr S Lister - Curriculum Leader for History & Politics.
Email: **ListerS@stags.aetrust.uk**

Psychology

Board: AQA(7182)

INTRODUCTION

Psychology is a stimulating and challenging subject that complements a wide range of traditional subjects. Psychology is "the Science of the mind"; its subject matter is primarily people, their experiences and their behaviour. The specification has been designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge (rather than just acquiring it), thereby developing students' transferable skills of analysis, evaluation and critical thinking.

ENTRY REQUIREMENTS

GCSE English Literature or English Language Level 6, GCSE Maths Level 5, GCSE Combined Science 66 or GCSE Biology grade 6

COURSE CONTENT

Over the two years of the A level, students will **study 8 mandatory units:**

Paper 1

- Section A: **Social Influence**
- Section B: **Memory**
- Section C: **Attachment**
- Section D: **Psychopathology**

Paper 2

- Section A: **Approaches to Psychology**
- Section B: **Biopsychology**
- Section C: **Research Methods**

Paper 3

- Section A: **Issues and Debates**

And **three optional units from a choice of nine for example:**

- Section B: **Cognition and Development**
- Section C: **Schizophrenia**
- Section D: **Forensic Psychology**

ASSESSMENT

Three externally assessed examinations:
Paper 1: 2 hours, 33% of the qualification, 96 marks
Paper 2: 2 hours, 33% of the qualification, 96 marks
Paper 3: 2 hours, 33% of the qualification, 96 marks

CONTACT:

For more information please contact

Miss K Hare - Curriculum Leader for Psychology
Email: **HareK@stags.aetrust.uk**

Religious Studies

Board: WJEC Eduqas A120PA

INTRODUCTION

RS GCE A Level investigates ultimate questions such as “what is the purpose of life?” and “why does evil exist?” We will study the diversity of life and religion in the modern world. You will be able to understand contemporary ethical, and religious issues such as medical ethics and immigration. Students will consider many questions that are often deeply philosophical and can serve to improve the critical thinking skills necessary for many degree courses, such as philosophy, PPE, Economics and medicine.

RS promotes deeper thought and analysis of broader issues such as "Do humans have an in-built need for a divine being?" We often ask the 'why' questions and can provide an important perspective when considering the 'how' questions often asked in science. An understanding of religious ideas, symbols and concepts is crucial to a good understanding of art, literature, and media in general which is an essential skill. RS will help you to develop a greater understanding of the religious issues behind important events in history and current events.

The Russell Group of top universities has made it clear that Religious Studies provides 'suitable preparation for university' and Oxford and Cambridge include it in their top level list of 'suitable arts A levels’.

ENTRY REQUIREMENTS

GCSE English Literature Grade 6. A GCSE Grade 5 or higher in History, Geography and/or Sociology if taken.

GCSE Religious Studies is not a prerequisite.

COURSE CONTENT

Component 1: A Study of Christianity

Component 2: Philosophy of Religion

There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language.

Component 3: Religion and Ethics

There will be four themes within this component: ethical thought, including metaethics and normative ethics; deontological ethics; teleological ethics; determinism and free will.

ASSESSMENT

Each component has a 2 hour long exam, with each worth ⅓ of the A Level qualification.

Component 1: A Study of Christianity

Component 2: Philosophy of Religion and **Component 3:** Religion and Ethics.

CONTACT:

For more information please contact:

Ms S Wilson - Curriculum Leader for REP

Email: **admin@stags.aetrust.uk**

Sociology

Board: AQA

INTRODUCTION

Sociology is the study of society. At STAGS, Sociology is a popular A-Level course. Sociology helps students to develop a wide range of knowledge and understanding about society, including understanding of society's structures, processes and social issues. Sociology is exciting, interesting and relevant to students' lives, and helps students to understand and critically think about the world they live in. Sociology involves a wide breadth of transferable skills, including analytical and evaluative skills.

ENTRY REQUIREMENTS

GCSE Sociology is not a requirement for entry into this course.
GCSE Grade 6 or higher in English Literature or English Language

COURSE CONTENT

- Education
- Culture and Identity
- Media
- Crime and Deviance
- Sociological Theory
- Research Methods

ASSESSMENT

100% exam based. Students will sit three papers at the end of the course.
Paper 1 - Education with Theory and Methods
Paper 2 - Topics in Sociology: Media and Culture and Identity
Paper 3 - Crime and Deviance with Theory and Methods

CONTACT:

For more information please contact
Ms J Lamb - Curriculum Leader for Sociology
Email: **LambJ@stags.aetrust.uk**

Spanish

Board: EDEXCEL

INTRODUCTION

Studying a foreign language enables you to develop key life skills such as the ability to communicate effectively, work well in a team and have an understanding and appreciation of other cultures. These are skills which are highly regarded by Universities and future employers. During the course you will develop your fluency, spontaneity and accuracy in speaking and writing another language. You will also deepen your understanding of social, cultural and political aspects of the countries where the language you are studying is spoken.

ENTRY REQUIREMENTS

GCSE Spanish Grade 6
Minimum of Grade 6 in Speaking and Writing papers

COURSE CONTENT

There are four broad themes:

- Changes in Spanish society
- Culture in the Hispanic World
- Immigration in Spain
- The Spanish Civil War, Franco's Dictatorship and Transition to Democracy

Additionally you will study:

- A Spanish film ('La Lengua de la Mariposa' directed by Cuerda)
- A Spanish play ('La Casa de Bernarda Alba' by Lorca)

ASSESSMENT

100% exam based. Students will sit three papers at the end of the course.
Paper 1 - Listening, Reading, Translation into English (40%)
Paper 2 - Essay on works and Translation into Spanish (30%)
Paper 3 - Speaking Exam (30%)

CONTACT:

For more information please contact
Ms S Galan - Curriculum Leader for Spanish
Email: **GalanLopezS@stags.aetrust.uk**

Enrichment Opportunities

We offer an array of opportunities beyond the academic curriculum that allow students to develop those ever important skills for life beyond STAGS.

Students usually enjoy two enrichment choices in Year 12, the table below details the options available. This offer is designed to ensure all students develop the skills required for success in employment, apprenticeship or employment.

Very importantly, you may find a new lifelong interest that you can take the opportunity to challenge yourself.



What are the choices?

Enrichment Choices		
Arts Award	Biology & Forensic Science	Core Mathematics
Debating	Digital Skills	EPQ
Financial Services	Food Skills	Language Leaders Award
Level 2 Community Sports Award	Club de conversation - French	Music Jam
Sixth Formers into Teaching Programme	Club de conversación - Spanish	Young Enterprise

Arts Award

INTRODUCTION

A qualification that supports you to grow as artists and arts leaders, inspiring you to connect with and take part in the wider arts world through taking challenges in an art form. At STAGS, we offer these qualifications at Bronze and Silver level.

You will:

- discover the enjoyment of creating and participating in any art form
- develop creativity and leadership skills
- learn new skills and share them with others
- experience working with creative arts professionals
- gain experience and knowledge to progress into further education and employment

ENTRY REQUIREMENTS

No entrance requirements

COURSE CONTENT

You will take on challenges some of which you were planning to do already such as being part of the Flair organising committee or helping on the production side of the whole school musical but also participate in arts activities, experience arts events, get inspired by artists and share your arts skills with others. You create a portfolio to keep a record of your creative journey. Along the way you are supported by an Arts Award adviser, acting as assessor, facilitator and mentor. Your portfolio will include research on the work and life of an inspiring artist or craftsperson, and evidence of how you have gained arts skills. You will then share these skills with others by leading a workshop or by giving a presentation.

ASSESSMENT

Your portfolio of evidence will be assessed internally and moderated by an external examiner from the Arts Award. The Bronze level is a Level 1 qualification and Silver is Level 2 and worth UCAS points.

CONTACT:

For more information please contact:

Miss Woodmore - Teacher of Drama and Arts Award advisor.
Email:**WoodmoreG@stags.aetrust.uk**

Biology & Forensic Science

INTRODUCTION

Are you a fan of crime drama? Does the perfect crime exist? Can a crime be solved in a one hour episode of real life? You will learn a variety of forensic techniques and consider the answer to these and other criminology dilemmas.

Some of the sessions will include:

- What is a crime?
- Evidence recording and collection
- Ballistics
- Blood Pattern Analysis
- The Power of DNA
- Accident Investigation
- Guilty or Not Guilty?
- The Evolution of Crime

The main focus of the course will be on Forensic Science, however you will also have the opportunity to evaluate current Scientific research from journals and newspaper articles and consider how science is portrayed in popular fiction. You will consider the wide range of careers relevant to science. For example, might you like to be a Science journalist, a clinical photographer or design scientific museum exhibitions? These sessions will open your eyes to the wealth of opportunities available to you.

ENTRY REQUIREMENTS

An interest in forensic science or criminology

ASSESSMENT

N/A

CONTACT:

For further information please contact:

Dr Hamilton - Curriculum Leader for Biology.
Email: **HamiltonM@stags.aetrust.uk**

Club de Conversation

INTRODUCTION

If you have enjoyed speaking French at GCSE, this is your opportunity to take that skill further, and to hone your vocabulary and grammar skills in the process.

These weekly sessions take place in small groups of students, and discussion is around a set programme of themes (see below). The nature of the questions differs from GCSE in that you will be expected to apply your knowledge and understanding more broadly, and to go beyond a personal response.

The programme is suitable for students who gained a Grade 6 or above at GCSE French. It is particularly useful as a support for students studying **A-level French**.

You will take part in discussions on the following themes:

A. Les changements dans la culture française

- Les changements dans les structures familiales
- L'éducation
- Le monde du travail

B. La culture politique et artistique dans les pays francophones

- Les médias
- La musique
- Les festivals et les traditions

ENTRY REQUIREMENTS

GCSE French Grade 6

Please note that you will find this to be particularly useful support for A-level French

ASSESSMENT

Each week you will be required to prepare questions or stimulus cards on a given topic. You will be expected to be able to answer guided questions, as well as to develop spontaneous responses to more open discussion questions.

Resources are provided to help you with your preparation, and feedback is given.

CONTACT:

For further information please contact:

Mrs Buckley - Curriculum Leader for Languages

Email: **BuckleyD@stags.aetrust.uk**

Club de CONVERSACIÓN

INTRODUCTION

If you have enjoyed speaking Spanish at GCSE, this is your opportunity to take that skill further, and to hone your vocabulary and grammar skills in the process.

These weekly sessions take place in small groups of students, and discussion is around a set programme of themes (see below). The nature of the questions differs from GCSE in that you will be expected to apply your knowledge and understanding more broadly, and to go beyond a personal response.

The programme is suitable for students who gained a Grade 6 or above at GCSE Spanish. It is particularly useful as a support for students studying A-level Spanish.

You will take part in discussions on the following themes:

A. La evolución de la sociedad española

- El cambio en la estructura familiar
- El mundo laboral
- El impacto turístico en España

B. La cultura políticа y artístіca en el mundo donde se habla español

- La música
- Los festivales y las tradiciones
- Los medios de comunicación

ENTRY REQUIREMENTS

GCSE French Grade 6

Please note that you will find this to be particularly useful support for A-level French

ASSESSMENT

Each week you will be required to prepare questions or stimulus cards on a given topic. You will be expected to be able to answer guided questions, as well as to develop spontaneous responses to more open discussion questions. Resources are provided to help you with your preparation, and feedback is given.

CONTACT:

For further information please contact

Ms S Galan - Curriculum Leader for Spanish
Email: **GalanLopezS@stags.aetrust.uk**

Core Mathematics

INTRODUCTION

You may sometimes hear people having to use Maths in real-life and complaining that what they learnt at school did not prepare them for it. Of course, this is not true, but sometimes it helps to have a course that makes some of the links between classroom Maths and reality.

This programme is designed to do exactly that; to take some of the things you have learnt at GCSE and learn how they are applied within Post-16 subjects as well as in professional life. It differs from A Level Maths in that there is very little algebra and everything you learn is presented with a real-world application.

The programme is suitable for students who gained a Grade 4 or above at GCSE Maths who are not studying A Level Maths but would like to see how some of those skills are applied. It is particularly useful as a support for students studying courses with a Mathematical component such as Psychology, Sociology, Geography, Business, Economics, Chemistry and Biology.

As well as developing directly applicable skills you will also be working towards a UCAS recognised Level 3 qualification (40% of an A Level - equivalent to an AS Level) which can form a part of a University offer. The qualification is the **Level 3 Certificate in Mathematical Studies (AQA)**

You will:

- critically analyse claims involving numbers and data
- interpret and present numerical information
- develop an understanding of personal finance including how personal tax is calculated
- develop estimation skills
- critically analyse claims involving number and data to, for example, avoid scams or present your findings to an audience
- Study an option module which may be in Statistical Techniques or Critical Path and Risk Analysis

ENTRY REQUIREMENTS

GCSE Mathematics Grade 4. Cannot be taken alongside A Level Maths.

ASSESSMENT

Two Equally Weighted 90 Minute Exams at the end of Year 13

CONTACT:

For further information please contact:

Mr Hughes - Curriculum Leader for Maths.
Email: **HughesJ@stags.aetrust.uk**

Debating

INTRODUCTION

Debating gives you the opportunity to compete in small groups in a formal argument, with each group trying to convince an audience of their side's point of view. The topics (or 'motions') are provided in advance and used for the debates.

- Research, planning and teamwork
- How to construct a clear, convincing argument
- Analysing and evaluating ideas and events
- Public speaking skills

ENTRY REQUIREMENTS

There are no entry requirements for the course, but a willingness to engage in public speaking is welcomed.

ASSESSMENT

There is no formal assessment for this course.

CONTACT:

For further information please contact:

Ms Pearson
Email: **PearsonA@stags.aetrust.uk**

Digital Skills Enrichment Lessons

INTRODUCTION

Build on your existing ICT skills to enhance your work at school as well as to prepare you for university and the world of employment. These skills will focus on two main areas:

1. **MOOCs:** Massive Open Online Courses offer university-level tuition online to anyone who's keen (minus the tuition fees!). Courses also include subject specific studies which could help with applications to further education.

2. **iDEA:** The Inspiring Digital Enterprise Award is an international programme aiming to help address the digital skills gap. The iDEA curriculum has been developed to inspire people all over the world to become Digital Citizens, Workers, Makers, Entrepreneurs and Gamers to enhance their employability; and to help them become economically aware. Certificates for Bronze, Silver and Gold awards.

ENTRY REQUIREMENTS

There are no entry requirements for the course.

ASSESSMENT

There is no formal assessment for this course.

CONTACT:

For further information please contact:

Mr A Holmes - Curriculum Leader for Computing
Email: **HolmesA@stags.aetrust.uk**

EPQ

INTRODUCTION

The Extended Project Qualification (EPQ) is a standalone Level 3 qualification which will give you the opportunity to develop your skills in independent research and project management.

The EPQ is awarded UCAS points worth half an A-level and is recognised by universities and employers.

You will produce a single piece of work of your own choosing and will need to show skills such as planning, preparation, research and independent working.

Your project could be a report or an investigation, a design, a dissertation, a production, model or a performance. The qualification allows you to choose a topic that is of specific interest to you that can be inspired by your A Level studies or something completely unrelated.

ENTRY REQUIREMENTS

Students need to have the support of their class teachers to show that they have the capacity to complete the 120 hours of work needed to fulfil the assessment requirements.

ASSESSMENT

The EPQ is accredited by AQA and requires the completion of a production log, a report and a presentation of the findings of their research.

CONTACT:

For further information please contact:
Mr Doherty, Assistant Headteacher KS5
Email: **DohertyT@stags.aetrust.uk**

Financial Services

INTRODUCTION

This qualification is an important first step in developing the essential basic knowledge required for working in Financial Services. The Certificate is an industry recognised professional qualification and provides an introduction to the world of investment. You will also have student membership of a professional body. Having this Certificate on your CV will give you a head start when applying for jobs. There are also opportunities for career insight days and work experience.

ENTRY REQUIREMENTS

There are no entry requirements for this subject; we just ask for an interest in finance!

ASSESSMENT

You will be required to pass a multiple choice exam of 30 questions to gain the level 2 qualification.

CONTACT:

For further information please contact:

Mr Brown, Curriculum Leader for Business and Economics.
Email: **BrownMi@stags.aetrust.uk**

Food Skills

INTRODUCTION

These sessions offer students a time to practise and develop general life skills in cooking. We aim to provide students with a range of recipes across the year, which they can cook in food skills sessions which are nutritional and healthy, and are also cost effective when cooking on a budget. We realise students may be going to university, or moving from home after Year 13, so we will teach students about batch booking, and cooking to a budget, whilst ensuring recipes remain healthy and nutritional.

There may also be scope for students to complete their Level 2 Food Hygiene Certificate.

ENTRY REQUIREMENTS

There are no entry requirements for this subject; we just ask for an interest in cooking!

ASSESSMENT

Level 2 Food Hygiene Certificate.

CONTACT:

For further information please contact:

Miss Bowman, Curriculum Leader for Art, Design and Technology.
Email: **BowmanH@stags.aetrust.uk**

Music Jam

INTRODUCTION

Would you like the opportunity to develop your musical understanding and skills? Would you like to collaborate with other musicians?

The programme is decided each term in collaboration with the teacher, but can include many possible options. You will have a choice of some of the following options each term:

- Learning how to write your own pop/rock song, or how to refine and produce a backing track on Ableton for songs you have already written
- Learning how to play chords on acoustic/electric guitar/ukulele for songs of your choice
- Learning how to play the bass guitar for songs of your choice
- Learning how to play the drum-kit
- Learning how to play chord backings for pop/rock songs of your choice on the piano/keyboard
- Ensemble work – ie, a Classical duet or quartet with other students on the course
- Forming a band with others on the course
- A pop/rock choir
- Singing technique – Classical and/or Pop
- Learning how to vocally harmonise a pop song melody

ENTRY REQUIREMENTS

There are no entry requirements, just an enthusiasm for Music and willingness to try new things!

CONTACT:

For more information please contact:

Mrs Cooper - Curriculum Leader for Music
Email: **CooperV@stags.aetrust.uk**

Sixth Formers into Teaching Programme

INTRODUCTION

Following an initial induction programme, there will be regular involvement in lessons here at STAGS. This will allow you to see the classroom from the perspective of the teacher rather than the learner.

The interaction with students will allow you to share in their learning journey and foster their development, while also feeling a sense of achievement as you see what a difference you can make to others.

There may also be opportunities to visit other local secondary schools in the area to enhance your understanding of the education system and support you in finding the right pathway to training as a teacher. will be supported to gain work experience during Year 12 and Year 13 should you wish to make contact with local primary schools to develop your understanding of KS1 and KS2 education.

ENTRY REQUIREMENTS

There are no specific requirements, but an interest in education and learning will help!

ASSESSMENT

There is no formal assessment - you will log your work with the class you support and have a range of experiences to use when talking about the skills that you have acquired!

CONTACT:

For further information please contact:

Miss Miles, Professional Mentor
Email: **MilesT@stags.aetrust.uk**

Level 2 Community Sports Leadership Award

INTRODUCTION

The Level 2 Award in Sports Leadership is a practical course that helps you to develop better organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings. It is a very useful qualification to hold if you plan to work with young people in the future, perhaps as a teacher, coach, social worker or health worker.

Students will learn how to lead and teach young people through a range of different leading opportunities throughout the course. Students will then spend time planning and evaluating the activities they lead to young people. Towards the end of the course students final assessment will be to plan a community based event/ festival for young students as young as primary school.

Students will need to accumulate 10 hours of leading experience in order to complete the course.

ENTRY REQUIREMENTS

There are no specific requirements, but an interest in physical activity and leadership is encouraged.

ASSESSMENT

Students are required to complete 8 units in order to complete the course. This includes planning, leading and evaluating activity sessions, developing and using leadership skills and understanding how to organise community based events. All students must accumulate at least 10 hours of leading to complete the course.

CONTACT

For further information please contact:

Miss Stephens - Curriculum Leader for PE
Email: **StephensM@stags.aetrust.uk**

Young Enterprise Scheme

INTRODUCTION

Young Enterprise is an exciting and transformative enrichment program designed to equip students with the skills and knowledge they need to thrive in the ever-evolving world of work. There is a strong focus on experiential learning, financial literacy, employer engagement, personal development to raise aspirations and develop career prospects.

ENTRY REQUIREMENTS

There are no entry requirements, but we do ask for an interest in entrepreneurship and a passion for teamwork!

ASSESSMENT

There is no formal assessment. Students will assume key function roles and make all decisions from starting up a business, through to product development, sales, marketing and financial management. They gain the practical business experience, adaptability, mindset and employability skills needed to secure successful futures.

CONTACT

For further information please contact:

Mr Brown - Curriculum Leader for Business and Economics.

Email: **BrownMi@stags.aetrust.uk**

Student Leadership

"Leadership is an action not a position" ***Cindy Pace***

A willingness to engage in student leadership is an essential part of life in STAGS Sixth Form. Year 12 students take a pivotal role in the leading of whole school student leadership and are responsible for very many events and activities across the year.

Furthermore, our Senior Student Leadership Team acts as the conduit between school leaders and the student body leading the Student Parliament as well as house, charity, wellbeing and other significant events.

The range of leadership opportunities are extensive - there really is an opportunity for everyone to get involved with and to make a difference to our school community as well as enhancing vital employability skills.



STAGS SIXTH FORM
Sandridgebury Lane
Hertfordshire
St Albans
AL3 6DB

TEL: 01727 853134
EMAIL: SIXTHFORM@STAGS.AETRUST.UK

WWW.STAGS.AETRUST.UK