

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

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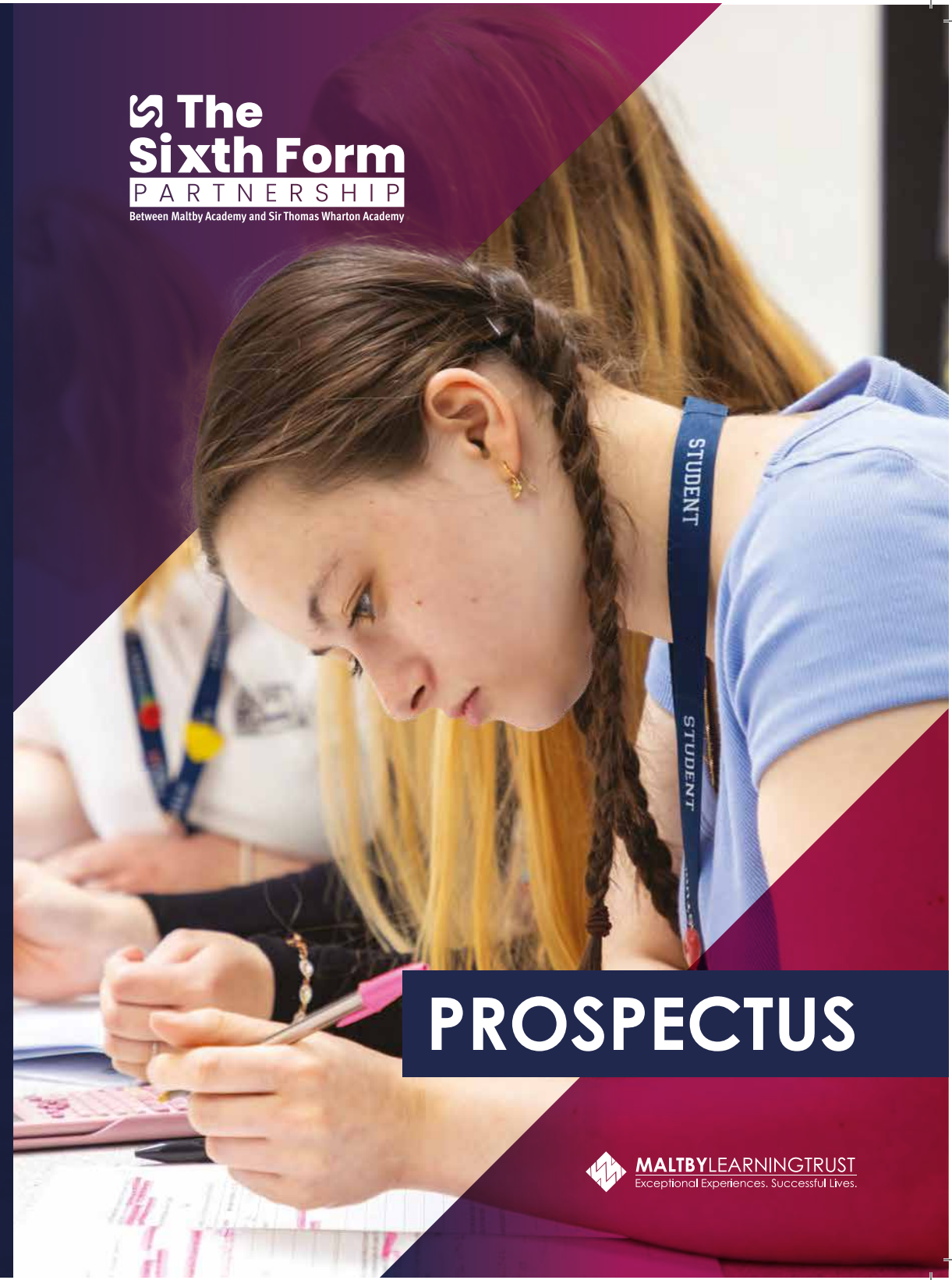
**Maltby Academy,**

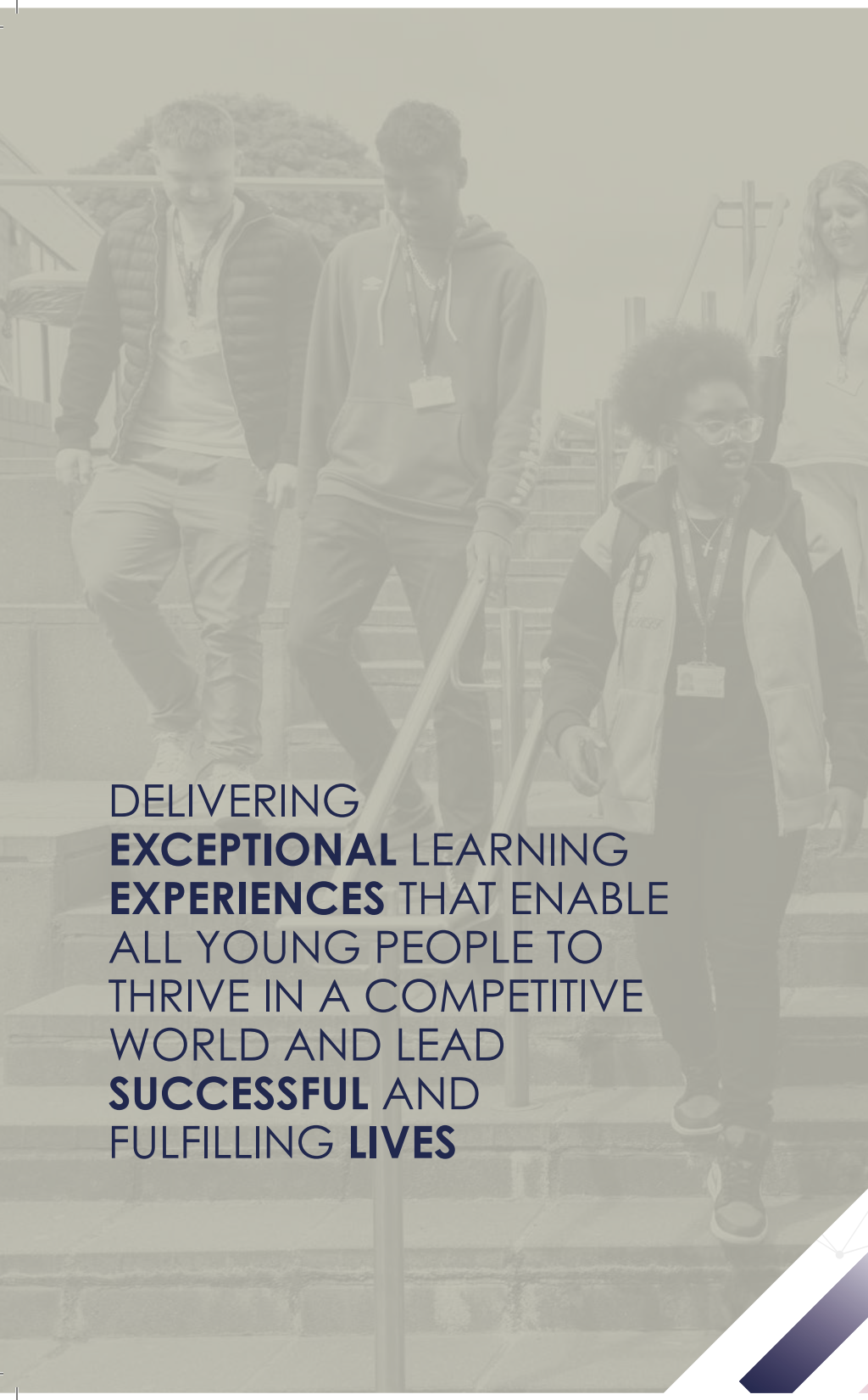
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**PROSPECTUS**





DELIVERING  
**EXCEPTIONAL** LEARNING  
**EXPERIENCES** THAT ENABLE  
ALL YOUNG PEOPLE TO  
THRIVE IN A COMPETITIVE  
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# Welcome from The Sixth Form Partnership

Throughout the following pages, we hope our passion and vision of 'delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives' shines through.

The academic outcomes at The Sixth Form Partnership are consistently strong. Each year, for the last three years, we have achieved our best ever outcomes. We are very proud of the wide range of academic qualifications and applied courses we offer, including our scholarship programmes.

As well as our superb academic offer, we truly value experiences beyond the classroom. Our extensive enrichment programme provides students with the opportunity to expand knowledge, skills and experiences needed to thrive in later life.

Being in The Sixth Form Partnership will be a new phase in a student's life and will feel different from anything experienced in education so far. Relationships with teachers will change, students will be expected and encouraged to take more responsibility for independent learning. All Sixth Form tutors and teachers work closely with students to help them develop academically and as a person, making sure all students achieve their very best. This includes expert support through the UCAS process.

As part of The Sixth Form Partnership, students will have more freedom, but with the added responsibility of being a

respected senior member of the school. Students will have more choice of what to wear, take more control over their own time and have the use of The Sixth Form Partnership common rooms and their facilities. This is a time for making preparations for their life beyond school by learning to balance responsibilities and freedom.

Our aim is to support students through this important stage of their education and prepare them for the demands of higher education and employment. We provide them the opportunity to experience new activities and challenges, encouraging independent thinking and informed decision making about their future.

Whatever the choice of subjects, career or students' interests, there is no doubt that students will find The Sixth Form Partnership, a challenging, enjoyable and exciting environment.

**Miss Curtis**  
Director of Maltby  
Academy



**Mr Dobson**  
Director of Sir Thomas  
Wharton Academy



# About The Sixth Form Partnership

**The Sixth Form Partnership is a collaborative provision for students in Doncaster and Rotherham. The Sixth Form Partnership offers a unique and personalised approach by offering:**

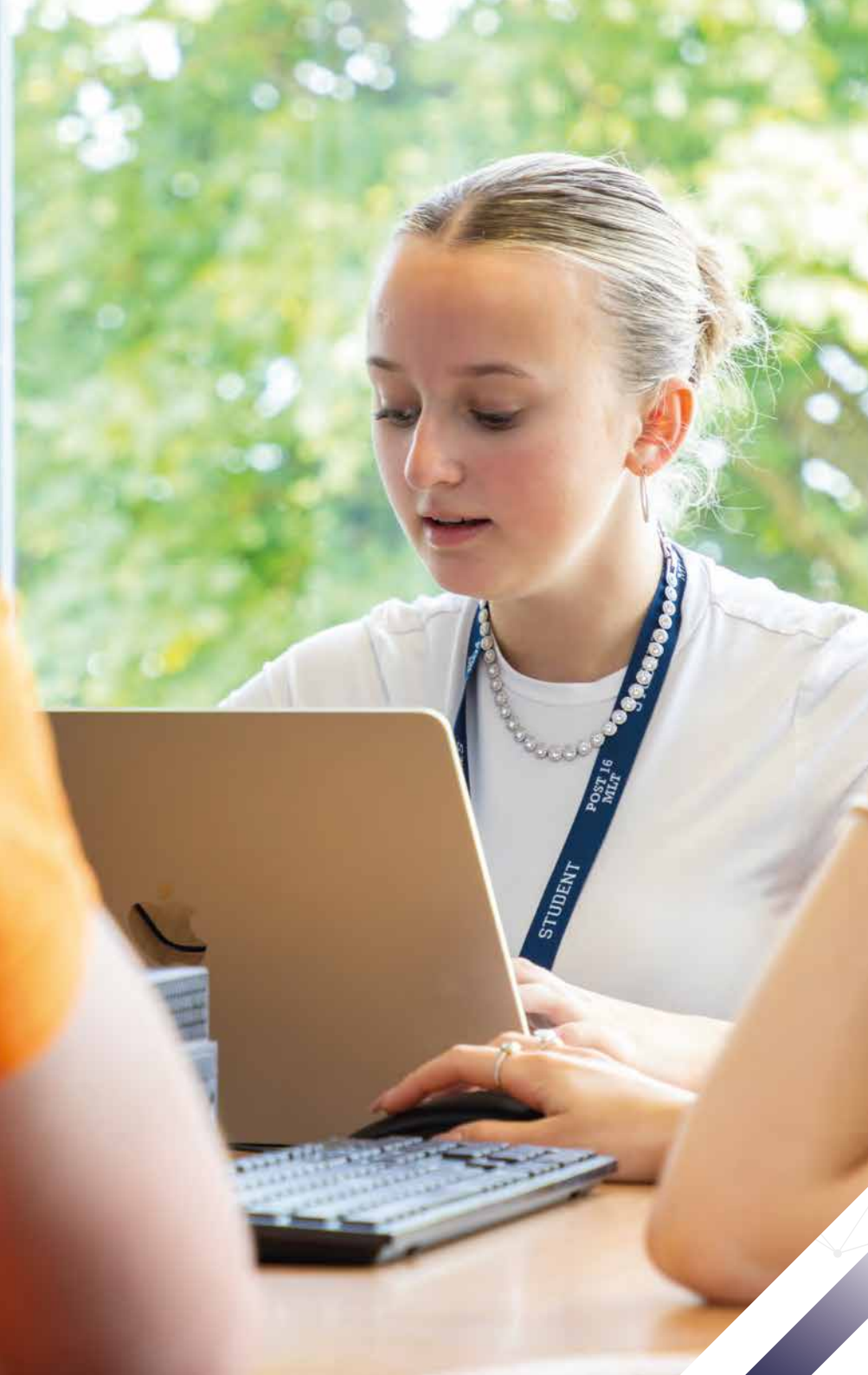
- Smaller class sizes
- Specialist, experienced and well qualified sixth form teachers
- A personalised approach, teachers and tutors know the students and will encourage them to achieve exceptional results and outcomes

The Sixth form Partnership work across two campuses Sir Thomas Wharton Academy in Doncaster and Maltby Academy in Rotherham, providing free transport between the sites (6 minute commute).

Our facilities include a built-for-purpose business and enterprise centre, complete design and technology suites, two sports and fitness centres which can be accessed free of charge by students, and a dedicated Sixth Form space at each campus for independent study.

**There are many reasons to join The Sixth Form Partnership:**

- In the top ten for students' progress for A-Levels and Academic subjects in the whole of South Yorkshire
- In the top three providers for students' progress for A-Levels in Rotherham
- Our teachers are experienced, have in depth and up to date subject knowledge to help students achieve the highest outcomes to go on to succeed in their chosen profession
- Our Careers Advice and Educational Guidance ensures students have access to a wide variety of high quality destinations and careers, including universities, highly sought after apprenticeships and more
- We offer a vast range of examined, and non-examined courses
- Our teachers will personalise lessons and timetables for students as an individual, encouraging them to achieve the highest outcomes
- We have a broad and full enrichment programme that will enhance and support students' experiences. Students may take part in work experience, study finance, photography or an Extended Project Qualification







# Our Curriculum and Ambition

## CURRICULUM OFFER

We provide a curriculum which is appropriate for each student in its range and demands, raising aspirations of all of our young people within our setting.

We aim to encourage and develop academic skills of increasingly independent study, research and thought.

We aim to encourage and develop wider personal skills to allow a confident entry into Higher Education, Apprenticeships and Higher Degree Apprenticeships, creating adaptability and resilience in preparation for future life experiences.

## AMBITION

We aim to deliver a curriculum which raises educational standards and better the opportunities of all of our Sixth Form students. The curriculum places the students at the heart of the planning, enabling them to develop as individuals who have the knowledge, skills, and learning attributes to be resilient and adaptable learners. In the future this will enable our students to be equipped to manage challenges in the ever changing world.

Our curriculum meets the Government's 16-19 study programme that is designed to provide students with a structured and challenging individualised learning programme, supporting their development and progression in line with future career aspirations.

Students will study one or more academic, applied or vocational qualification that is appropriately matched to their individual requirements. Planning provides students with sequenced learning, that builds on knowledge and skills for each subject area leading to cohesive structure and improved outcomes. Students are guided effectively through a clear set of admission criteria to ensure that they are enrolled on the correct courses. To reflect the greater demand of the academic and vocational specifications, the majority study three A-Level or equivalent subjects.

However, if appropriate, students can study four subject pathways to facilitate their career aspirations. This ensures students maximise their options of progression at the end of their studies.

# Sir Thomas Wharton Academy Key Drivers



## THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.



## INVEST TO ACHIEVE

Care about the now; create the very best for your future.



## EVERYONE IS VALUED

We are unique individuals; we work together to achieve success.



## NO EXCUSES

Create solutions, not excuses.



## NEVER GIVE UP

Resilience is essential; self belief drives improvement.



## CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.



# Maltby Academy Key Drivers



## RESILIENCE

Learn from failures, work through problems and never give up. Be better today than you were yesterday.



## ASPIRATION

Aim high and set yourself challenging goals both academically and personally. What does the future hold for you?



## COMMUNITY

Accept support and offer it. Give something back to the Academy and the community.



## RESPONSIBILITY

Be responsible for your actions, celebrate successes and learn from your failures. Do not make excuses.



## CONFIDENCE

Don't be afraid to get things wrong. Believe in yourself and your abilities and step outside your comfort zone.

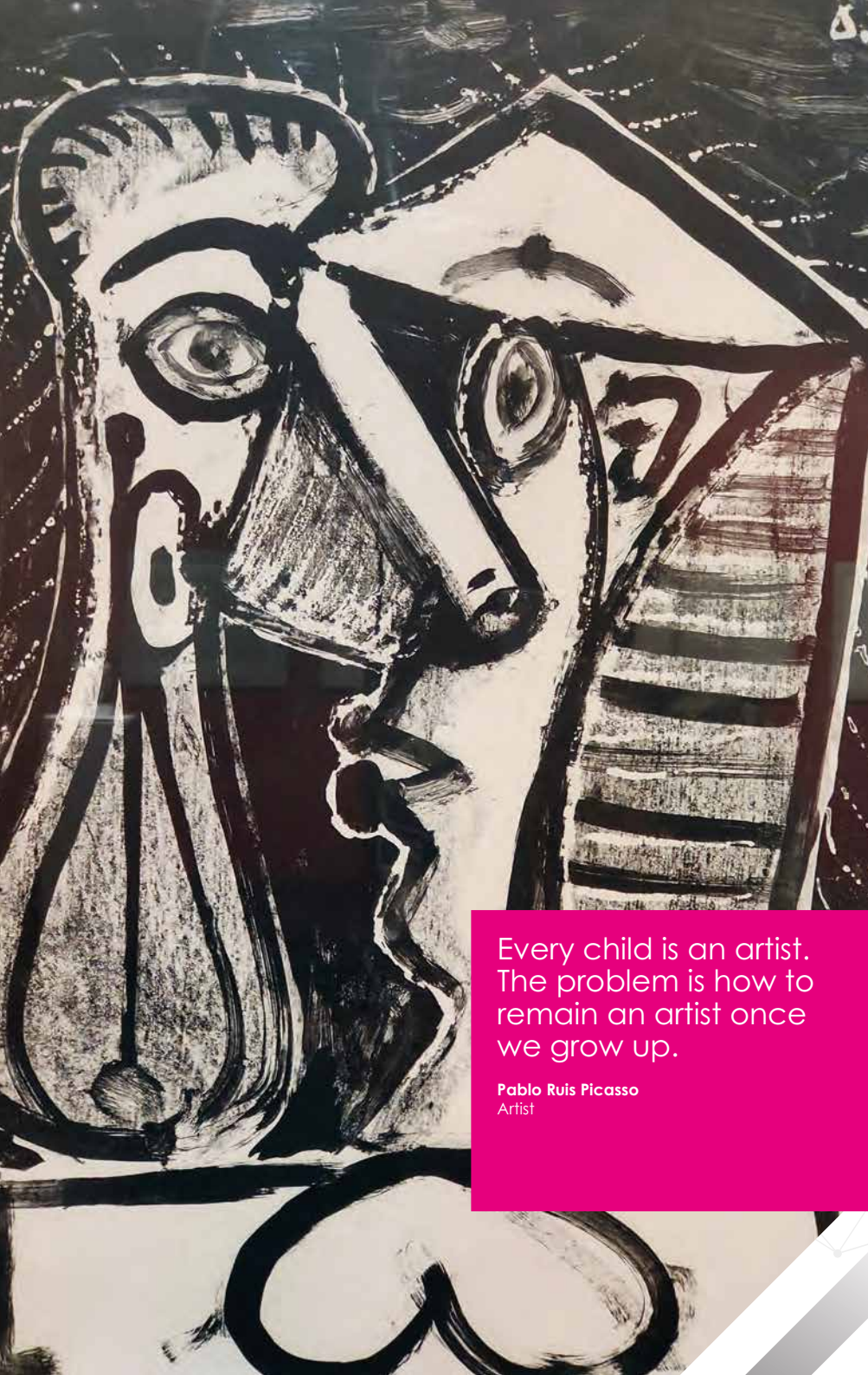


- Art & Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Economics
- English Language
- English Language & Literature
- English Literature
- Further Mathematics
- Geography
- History
- Mathematics
- Media Studies
- Modern Foreign Languages
- Physics
- Product Design
- Psychology
- Sociology

# A-LEVEL Qualifications

A-LEVEL - Qualifications





Pablo Picasso - Unknown, 1949, Adobe Stock

Every child is an artist. The problem is how to remain an artist once we grow up.

**Pablo Ruis Picasso**  
Artist



# Art & Design

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

### Subject content

In the first year students will commence working on their personal investigation that closely examines the works of other artists, whilst showing a clear development in the student's own personal style. The primary focus is to discover students skills and strengths through a variety of workshops whilst studying the works of other practitioners. The body of work will include in-depth development and exploration of ideas, through different medias and techniques before realising their intentions in the final piece. The personal investigation will be brought to a conclusion by January of the second year, with a supporting essay explaining the ideas concepts and artists inspiring the project.

From February of the second year onwards, students will begin their exams. External questions will be set by the exam board, similar to GCSE. Students will choose one question as a starting point and develop a body of work accordingly before starting their final piece. Students will be given 15 hours to complete their final piece in exam conditions.

### Additional entry requirements

Minimum grade 6 in GCSE Art (if previously studied). Students may be considered if their portfolio shows potential and may be asked to complete an independent drawing exercise.

### Learning methods

Students will develop their art skills through specialist workshops, independent research and practical work from home.

### Assessment

Assessment is 60% coursework and 40% exam.

### Future opportunities

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





Human Influenza Virus , iStock

# Biology

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

## Subject content

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

### Biochemistry:

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

### Cell Biology:

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

### Exchange & Transport:

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

### Genes & DNA:

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

### Populations & Biodiversity:

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

## Communication & Control:

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

## Practical Endorsement:

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

## Additional entry requirements

Minimum of 2 grade 6s in Combined GCSE Science or all three separate GCSE Sciences. Minimum grade 6 in GCSE Mathematics.

## Learning methods

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

## Assessment

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

## Future opportunities

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

Although Nature needs thousands or millions of years to create a new species, man needs only a few dozen years to destroy one.

Victor Scheffer, 1906 - 2011  
Biologist





Melanie Deziel, Unsplash

# Business Studies

This course will allow students to progress from the content covered during their GCSE Business Studies course, this enables students to further their knowledge of core business concepts to develop a broad understanding of how business work.

Students will be encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business can be analysed from a range of perspectives and to challenge assumptions.

## Subject content

Students will cover four themes over the two year course. These are:

### Theme 1: Marketing and people

Students will develop an understanding of meeting customer needs, the market, marketing mix, entrepreneurs and managing people.

### Theme 2: Managing business activities

Students will develop an understanding of finance, resource management and external influences.

### Theme 3: Business decisions and strategy

Students will develop an understanding of business objectives, growth, competition and managing change.

### Theme 4: Global business

Students will develop an understanding of globalisation, marketing and multinational corporations.

## Additional entry requirements

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

## Learning methods

Students will be taught through various learning methods. These range from lectures based on content, individual/group based tasks and application of content to business. Students will also be given a prerelease case study with guidance provided to support the paper 3 examination.

## Assessment

Students will take three external examinations. Paper 1 and 2 based on theme 1 and 2 is each worth 35% of the total qualification. Paper 3 is based on theme 3 and 4 contributing 30% of the final grade awarded.

## Future opportunities

Business studies can lead to a varied career path, this includes; accountant, business development manager, marketing executive, project manager, human resource officer, sales and retail management.

Your time is limited, so don't waste it living someone else's life.

**Steve Jobs**  
Apple Founder



Edho Pratama - Unsplash

Business Studies



Photo - Adobe Stock

Your time is limited,  
so don't waste it  
living someone  
else's life.

Steve Jobs  
Apple Founder



# Chemistry

**Chemistry students study how atoms link together to form larger structures such as molecules, and the mechanisms by which molecules can be reshaped and adapted. This subject occupies a central position between physics, mathematics and engineering on the one hand, and biology, earth science and medicine on the other.**

### Subject content

Throughout the course students will cover topics from the three different branches of chemistry: **Physical Chemistry** is the study of how matter behaves on a molecular and atomic level and how chemical reactions occur. Based on their analyses, physical chemists may develop new theories, such as how complex structures are formed. Students will study topics such as; atomic structure, thermodynamics, kinetics, equilibria and electrochemical cells.

**Organic Chemistry** focuses on the structure, properties and applications of various carbon-containing molecules that make up important biological molecules such as proteins, enzymes, carbohydrates, lipids, nucleic acids, and vitamins.

**Inorganic Chemistry** is concerned with the properties and behaviour of inorganic compounds, which include metals, minerals, and organometallic compounds. Inorganic compounds are generally those that are not biological. During the course students will study topics such as; Periodicity, Group 2, the alkaline earth metals, Group 7, the halogens, transition metals and reactions of ions in aqueous solution.

### Additional entry requirements

Minimum of 2 grade 6s in Combined GCSE Science or all three separate GCSE Sciences. Minimum grade 6 in GCSE Mathematics.

### Learning methods

A variety of teaching approaches will be deployed during the course and will consist of independent study and research, teacher led lessons and practical investigations .

### Assessment

Assessment will take the form of written examinations, at the end of the two years of study. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students.

### Future opportunities

Chemistry helps us to understand the world in which we live and underpins a wide range of science-based degree courses and careers. Success with A-Level Chemistry will prepare students for a future in pharmacy, pharmacology, chemical engineering, biochemistry, medicine and dentistry.







# Computer Science

Computer science students are not only interested in technology but are fascinated by the underlying fundamentals behind that technology. They ask questions like; what is it made up of? How does it work? Who made it? Why was it made? They wish to learn about the physical components and also the software which controls it allowing it to work as a whole. They would like to take things apart and see 'what's in the box' and also learn how to program code for themselves. They may also wish to explore other avenues such as the moral, cultural and ethical implications that this technology has globally.

## Subject content

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

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

## Additional entry requirements

Minimum grade 6 in GCSE Mathematics and also Computer Science if previously studied.

## Learning methods

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

## Assessment

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

## Future opportunities

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

The original idea of the web was that it should be a collaborative space where you can communicate through sharing information.

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







# Economics

In this subject students will look at the fundamental forces which affect their lives, such as employment, prices, international trade and poverty. Economists are often in healthy debate with each other over these issues. It is this controversy which makes Economics lively, interesting and relevant, allowing students the opportunity to make their own judgements and form their own opinions.

## Subject content

In the first year students will gain knowledge of both Microeconomics and Macroeconomics. Microeconomics will investigate demand and supply, the operation of the price mechanism and causes of market failure. Within the Macroeconomics element of the course, students will investigate developments in the UK economy and Government policies over the past fifteen years. Students will also develop an initial understanding of how external events in the international economy – including Brexit – will affect the performance of the United Kingdom and vice versa. Within both aspects of Economics, students will build knowledge of economic models and be able to apply these to current problems and issues as well as knowing their limitations when making sense of real world phenomena. The second year builds on the knowledge gained from the first year with regards to Macroeconomics and Microeconomics as more detailed study is completed. Topics include the labour market, income distribution and poverty, financial markets

and the international economy. As well as strengthening ability to analyse economic issues and evaluate policy options. Students will also develop the skill of using data to make and justify their own economic decisions.

## Additional entry requirements

Minimum grade 6 in GCSE Mathematics.

## Learning methods

Students will learn through lectures, research projects, group work and presentations. Visits are also arranged.

## Assessment

Assessment will be by examinations at the end of the two years of study. Throughout the two years of study there will be internal assessments.

## Future opportunities

Economics is a challenging but highly regarded subject and is an excellent subject to study if students are looking to apply to a Russell Group university. This course is also suitable for a wide range of careers: working as an economist, in banking, accountancy or any business related career.



Photos - Anti Brexit March - Photo by Matt brown, Unplash



I believe it is clearly in our national interest to remain a member of the European union.

Theresa May  
Prime Minister (2016-2019)





# English Language

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

## Subject content

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

## Additional entry requirements

Minimum grade 5 in GCSE English Language.

## Learning methods

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

## Assessment

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

## Future opportunities

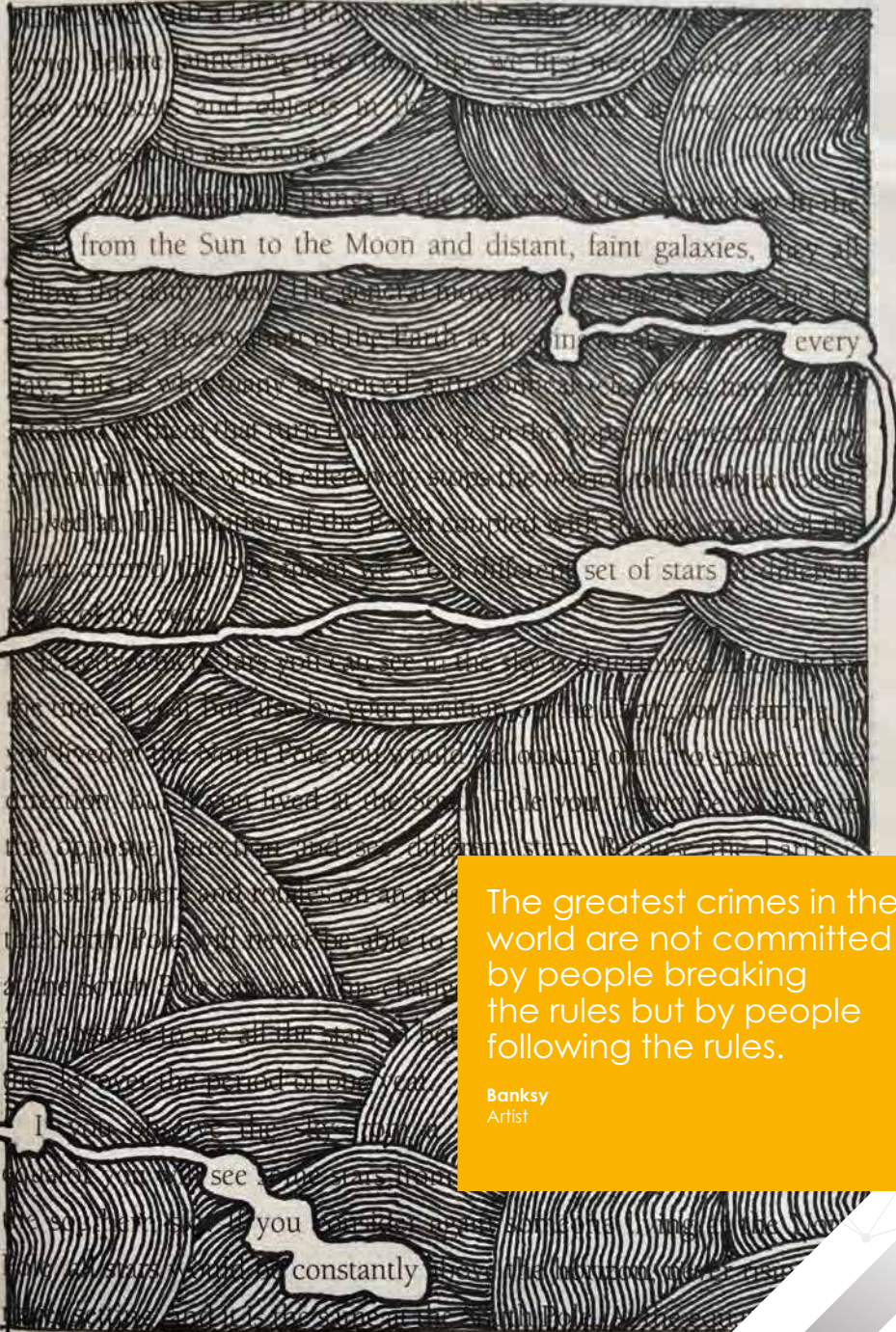
English Language is a versatile A-level choice and is highly regarded by Higher Education establishments. An English Language A-level provides the expertise to help students in the following fields: marketing, journalism and media, medicine, law, social work, accountancy, management consultancy, English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

I have a horrible feeling I am a greedy, perverted, selfish, apathetic, cynical, depraved, morally bankrupt woman who can't even call herself a feminist.

Phoebe Waller-Bridge  
Quote from Fleabag

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





The greatest crimes in the world are not committed by people breaking the rules but by people following the rules.

**Banksy**  
Artist



# English Language & Literature

**This course combines the study of poetry, prose and drama with the exploration of non-fiction texts and creative writing. While acquiring the literary and linguistic knowledge that is fundamental to understanding language and how it is used in a range of contexts, students will develop vital academic skills, such as researching, presenting and essay writing.**

### Subject content

Students will study a range of 20th century literature, including *The Handmaid's Tale* by Margaret Atwood, a selection of poems by Seamus Heaney and *A Streetcar Named Desire* by Tennessee Williams. Alongside these texts students will also study an anthology of non-literary texts about Paris. The range of reading on offer will provide students the opportunity to explore ways in which writers use and adapt language, form and structure in texts, as well as the importance of social and historical contexts. The study of *The Kite Runner* by Khaled Hosseini will provide inspiration for creative writing, with students exploring how to recast the events of the novel from the perspective of other characters. Students will have the opportunity to examine the effects of the choices they have made in their creative writing by producing analytical commentaries.

### Additional entry requirements

Minimum grade 5 in GCSE English Language and GCSE English Literature.

### Learning methods

We take an interactive and collaborative approach towards our studies in English Language and Literature. Students will learn through a process of discussions, group and paired work, as well as through lectures and seminars.

### Assessment

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

### Future opportunities

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





# English Literature

The course aims to encourage students to develop their interests and enjoyment of literature. Students will have the opportunity to read widely and independently, both set texts and others individually selected. All students will engage creatively with texts and develop how to critically and effectively apply their knowledge of literary analysis and evaluation, whilst exploring the contexts of the texts and others' interpretations.

## Subject content

Students will study pre and post 1900 prose, poetry and drama from across the English literary canon. The course will further challenge students by studying their approaches to unseen texts and a coursework opportunity in the form of a wider reading essay, allowing for the shaping of their own area of focus and study.

The range of reading on offer will provide students with the opportunity to explore ways in which writers use and adapt language and form, and structure in texts. This will develop students' ability to synthesise a range of interpretations by different readers and critics. Students will learn how texts relate to one another and to broader literary traditions, movements and genres, discovering the cultural and contextual influences on readers and writers.

## Additional entry requirements

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

## Learning methods

The course takes an interactive, collaborative and challenging approach towards studies in English Literature. Students will learn through discussion, group and paired work, independent work and lectures.

## Assessment

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

## Future opportunities

English Literature is a facilitating subject for Russell Group universities. An English Literature A-Level will provide students with the expertise to succeed in a huge range of fields, including: writing, publishing, journalism and media, marketing, medicine, law, social work, accountancy, teaching, television and film industry, and politics.



In a totally sane society, madness is the only freedom.

JG Ballard (1930-2009)  
Novelist

Florenca Viadana - Unsplash



Photo - Adobe Stock

# Further Mathematics

**This course is for students who enjoy the challenge of making connections between a range of topic areas.**

## Subject content

Students will study content from Pure Mathematics, adding greater breadth to the normal A-Level Mathematics course. Alongside this, students study content from two applied modules. These are Decision Mathematics, which covers algorithms and networks, and Further Mechanics, that builds on the content from the A-Level Mathematics course. In the second year, students build on this content and cover some more complex calculus like improper integrals and second order differential equations.

## Additional entry requirements

Students need to be studying A-Level Mathematics and have a minimum grade 8 in GCSE Mathematics.

## Learning methods

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

## Assessment

Assessment is by 4 written examinations at the end of Year 13. Two of these focus on the Pure Mathematics content, one on Decision Mathematics and the other on Further Mechanics. Calculators are permitted in all examinations.

## Future opportunities

A-Level Further Mathematics is an ideal opportunity if students intend to study Mathematics, Sciences or Engineering at university. Graduates go on to have a wide range of careers in any job where logical thought and problem solving are required such as business, accountancy or computing.

It is possible to invent a single machine which can be used to compute any computable sequence.

*Alan Turing (1912-1954)  
Mathematician*



Further Mathematics





# Geography

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

## Subject content

Students will study aspects of both physical and human geography. Topics covered are Hazards, Coastal Systems and Landscapes, Water and Carbon Cycles, Changing Places, Contemporary Urban Environments, Global Systems and Global Governance. The course includes a compulsory 5-day residential visit. This forms part of the data collection for the independent investigation.

## Additional entry requirements

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

## Learning methods

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

## Assessment

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

## Future opportunities

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

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

You say you love your children above all else and yet you are stealing their future in front of their very eyes.

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



Photo - Adobe Stock.



Photo - Adobe Stock



Mankind must put an end to war before war puts an end to mankind.

**John F. Kennedy** (1917-1963)  
35th U.S. President (1961-1963)

# History

The History A-Level course brings together many strands or themes in order to develop students' understanding of historical disciplines, such as change and continuity, significance and the analysis of sources and interpretations. This course is for students who want to develop in-depth knowledge of how Britain and the wider world has developed and changed over time, whilst developing their own judgements on the most important factors which have influenced these changes.

### Subject content

The course varies between the two different campuses. At Maltby Academy students will study: the Early Tudors, Cold War and American Civil Rights. At Sir Thomas Wharton Academy, students study 'Revolution and Dictatorship: Russia 1917-1953' and 'The Tudors, England: 1485-1603'.

### Additional entry requirements

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

### Learning methods

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

### Assessment

A-level History is examined through two examination papers of 2 hours and 30 minutes containing either source or interpretation style questions, as well as traditional essays. In addition, students will complete a personal study of approximately 4000 words.

### Future opportunities

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



History





Apollo 11, looking back at Earth, NASA



# Mathematics

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

## Assessment

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

## Subject content

In A-Level Mathematics, students will study for papers in Pure Mathematics, Statistics and Mechanics.

### Pure Mathematics

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

### Statistics

This includes topics on statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

### Mechanics

This includes topics on quantities and units in mechanics, kinematics, forces, Newton's Law and moments.

### Additional entry requirements

It is essential that students have achieved a minimum grade 7 in GCSE Mathematics.

### Learning methods

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

## Future opportunities

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

You tell me when you want it and where you want it to land, and I'll do it backwards and tell you when to take off.

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



Mathematics



Photo - Shutterstock



Never let the truth get in the way of a good story.

Mark Twain (1835 - 1910)  
American Writer

# Media Studies

**Everyday students engage with many forms of media be it listening to music, watching TV or communicating online. This course explores why. Students need strong analytical skills as well as good essay writing techniques to succeed at this subject. Students need some creative writing skills, but this is primarily an academic course.**

## Subject content

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

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

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

## Additional entry requirements

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

## Learning methods

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

## Assessment

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

## Future opportunities

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







La Tomatina, Buñol, Spain, Adobe Stock

# Modern Foreign Languages

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

## Subject content

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

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

## Additional entry requirements

Minimum grade 7 in the language students would like to study.

## Learning methods

Students will learn through pair and group work, lectures, research projects and the study of film and literature. They will further develop the language skills they learnt at GCSE (listening, reading, writing and speaking) to an advanced, more mature level and become astute to a wider range of authentic texts.

## Assessment

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

## Future opportunities

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

We have Sixth Form alumni all over the world.

In any region of any country of any continent, there are always great stories that move us.

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





# Physics

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

## Subject content

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

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

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

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

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

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

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

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

**Nuclear Physics:** The properties of atomic

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

**Option:** Through Turning Points in physics, we revisit some of the key experiments that have changed the way physicists view key theories, such as the varying ideas of light.

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

## Additional entry requirements

Minimum of two grade 6s in Combined GCSE Science or all three separate GCSE sciences. Minimum grade 6 in GCSE Mathematics. The study of Mathematics beyond GCSE is strongly recommended and complements this course.

## Learning methods

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

## Assessment

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

## Future opportunities

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

Tarantula Nebula - Hubble Telescope, Nasa

The bright sun was  
extinguish'd, and  
the stars Did wander  
darkling in the eternal  
space.

Lord Byron (George Gordon)  
Poet





# Product Design

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

**Students will investigate historical, social, cultural and environmental influences on product design, whilst enjoying opportunities to put their learning in to practice by producing products 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.**

### Subject content

The course will comprise of an in-depth investigation, where students will design and make a product of their choice, this will form the Non Examined Assessment (NEA). In the February of the second year, students will choose a topic and form a mini project for the externally set exam. Students of Product Design will be introduced to a variety of experiences that explore a range of three-dimensional media, processes and techniques. Working with both traditional and new manufacturing techniques. A variety of methods and media will be used, including computer aided design to produce models and final outcomes. Students may use sketchbooks/workbooks/journals to underpin their work, where appropriate. The exploration of relevant images, artefacts and resources that relate to a range of art, craft and design, from both the past and from recent times, including European and non-European examples, will be integral to the designing and making process.

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

### Learning methods

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

### Assessment

Assessment is 60% Non Exam Assessment and 40% final exam.

### Future opportunities

Product Design will be a stepping stone to the vast and varied world of design. The career opportunities are endless, students go on to study architecture, graphics, engineering, fashion, automotive design, theatre design, and the many facets of product design.



Photo - Pexels

'Different' and 'new' are relatively easy. Doing something that's genuinely better is very hard.

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





Photo - Adobe Stock

# Psychology

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

## Subject content

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

The second year of study will allow students to apply the principles of psychology from their first year to topics such as addiction, schizophrenia and gender. During this year students will consider how a range of approaches explain these key topics and critically analyse using key debates and supporting and conflicting evidence.

Psychology is a fascinating yet complex discipline that will require a commitment to independent study.

## Additional entry requirements

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

## Learning methods

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

## Assessment

First and second year content is assessed by linear examinations at the end of the second year.

Additional assessments including internal examinations will be completed at regular intervals throughout the duration of the course.

## Future opportunities

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

The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed.

**Carl Jung**  
Swiss Psychiatrist





Photo - Adobe Stock

One person with a belief is equal to a force of ninety-nine who have only interests.  
J.S. Mill  
Social Philosopher



# Sociology

**Sociology is the study of the society and is about understanding how and why society changes. This involves investigating topics such as: family, education, belief systems and crime.**

### Subject content

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

### Additional entry requirements

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

### Learning methods

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

### Assessment

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

### Future opportunities

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





- Business
- Criminology
- Health & Social Care (Applied & AAQ)
- ICT (Applied & AAQ)
- Performing Arts
- Science (Applied & AAQ)
- Sport

# APPLIED & ALTERNATIVE ACADEMIC Qualifications



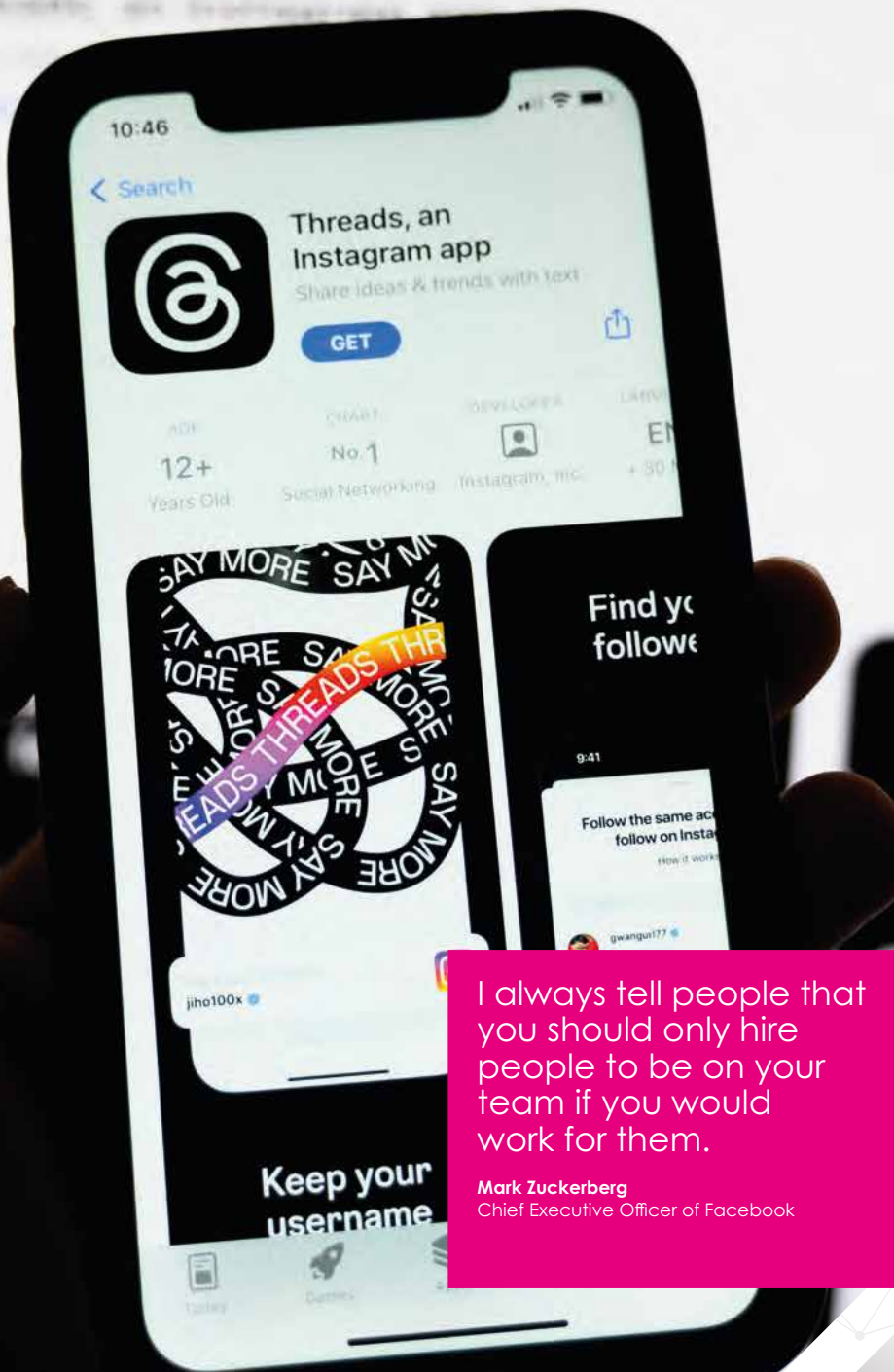


Photo - Adobe Stock

I always tell people that you should only hire people to be on your team if you would work for them.

Mark Zuckerberg  
Chief Executive Officer of Facebook



# Business

**This course will provide students with a broad knowledge and understanding of businesses as well as the environment in which they operate. Students will develop skills needed to become a decision maker in business, demonstrating their knowledge and understanding in a way that suits each individual student.**

### Subject content

In the first year of the course students will complete two of the mandatory units for the qualification. The first unit is assessed through an assignment and is titled 'Exploring a Business'. Within this unit of study students will investigate a range of different businesses and how they operate. The second unit of study is titled 'Developing a Marketing Campaign'. Within this unit students will research a range of real marketing campaigns and then under supervised assessment conditions create their own for a given business scenario.

In the second year students will complete two further units one of which is a written assignment and will allow them to investigate a specific area of a business. The second unit is a mandatory examination unit which assesses knowledge of personal and business finance. All four units must be completed at a pass level in order to achieve the qualification. Higher grades (eg Merit and Distinction) are available.

### Learning methods

Students will learn through lectures, research projects, group work presentations and mock assignments.

### Assessment

The course is assessed through supervised assessment examination and assignments.

### Future opportunities

Studying BTEC Business opens up many opportunities if students would like to go onto university, apprenticeship or directly into employment. Students can study Business at university on its own or combine it with other subjects such as Law, Economics, Accounting, Mathematics, Travel and Tourism or a language. Students can also gain access into a profession such as accountancy and start to work towards their professional qualification. Other careers to consider include marketing, events management and human resources. Studying business at a higher level may also encourage students to start their own business in the future.



Kenny Eliason - Unsplash



# Criminology

**Criminology is the study of crime from a social perspective and therefore looks at the causes of crime, the social impact of crime and the criminals involved in the crime. Criminologists study these in an attempt to understand why criminals commit crime as well as finding out why people react in certain ways to crimes. This is for students who are interested in finding out more about how we are aware of crime whilst finding out about why people may commit crime.**

## Subject content

In the first year of the course, students will study the 'Changing Awareness of Crime' unit where they will assess whether the statistics on crime can be trusted, as well as investigating reasons for why some crimes are under-reported. Students will also investigate the impact the media has on the understanding of crimes within society. Students will also study the unit 'Criminological Theories'. Key issues which are considered, include questioning whether criminals are born or made. To investigate this topic students will study biological, sociological and psychological theories of criminality. Studying ways in which crime can be prevented in society. The second year of the course concentrates on the unit 'Crime Scene to Courtroom'. Students will examine how crimes are investigated within society as well as exploring how evidence is processed and used in criminal cases. Students will also study the unit 'Crime and Punishment' studying the role of punishment in the

criminal justice system. As part of this topic students will be investigating the aims of punishment, what the aims of punishment are as well as studying the types of punishment and why they are used.

## Additional entry requirements

Minimum grade 4 in GCSE English Language.

## Learning methods

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

## Assessment

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

## Future opportunities

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

The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action.

Sir Robert Peel  
Former British Prime Minister

Photo - Adobe Stock





Photo - Adobe Stock

The NHS will last as long as there are folk left with the faith to fight for it.

**Aneurin Bevan**  
Founder of the NHS



# Health & Social Care (Applied)

**The Health and Social sector is a major employer, employing almost four million people across the UK.**

**The health care sector includes examples such as hospital activities, medical nursing homes and GP services. The social care sector relates to residential nursing care, residential nursing facilities, residential care facilities, domiciliary care and social work.**

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

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

## Subject content

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

(Coursework), Promoting Public Health (Coursework) and Supporting Individuals with Additional Needs (Coursework).

## Learning methods

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

## Assessment

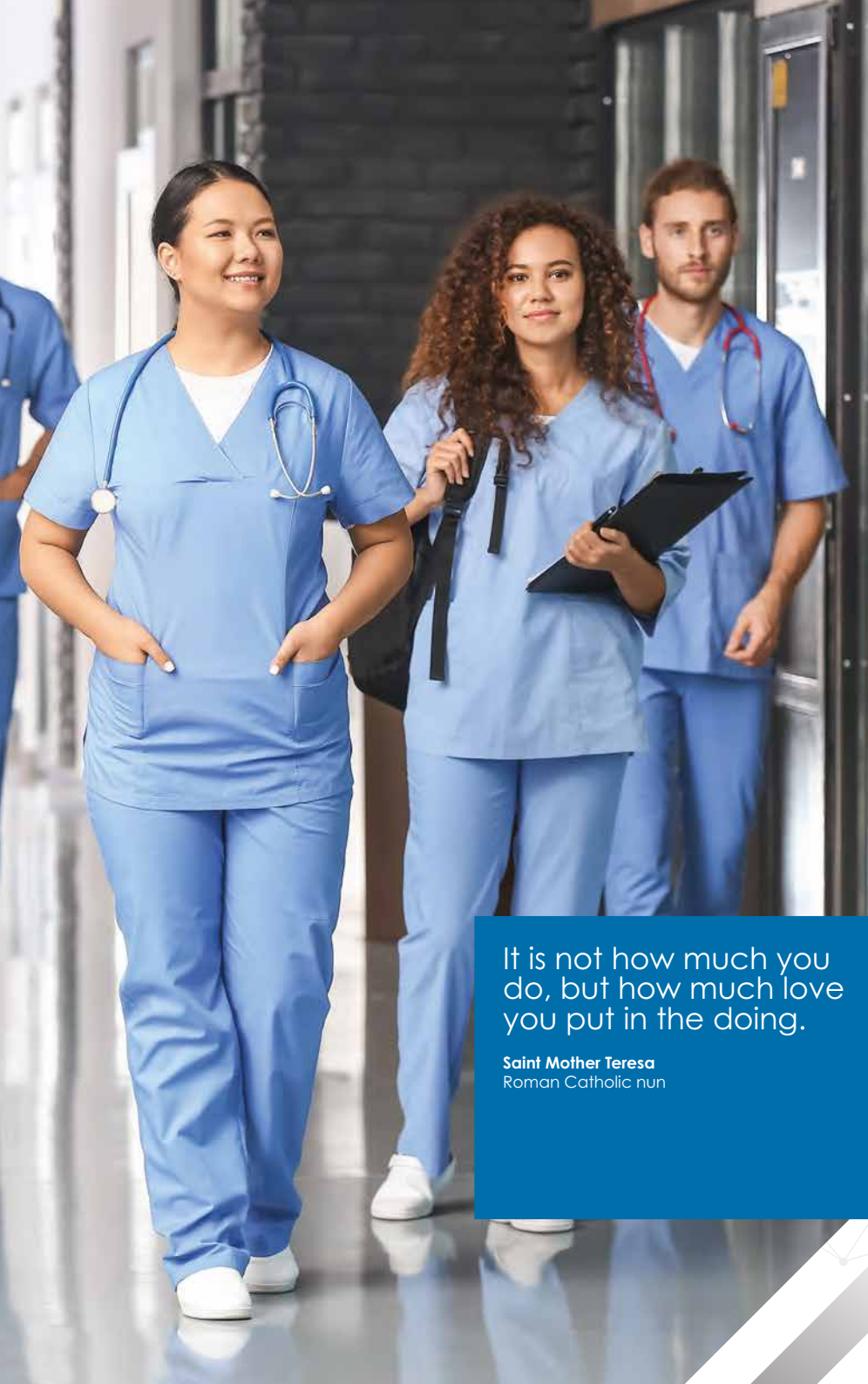
Assessment is by examination and coursework. Students will take up to three external assessments depending on the course they follow. Students must pass all external assessments to achieve their final Level 3 grade.

## Future opportunities

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



Photo - Adobe Stock



# Health & Social Care (AAQ)

**The Health and Social sector is a major employer, employing almost four million people across the UK.**

**The health care sector includes examples such as hospital activities, medical nursing homes and GP services. The social care sector relates to residential nursing care, residential nursing facilities, residential care facilities, domiciliary care and social work.**

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

### Subject content

Students will study four units in total. Students will study three mandatory units covering the following content areas: Human Lifespan Development (Exam), Human Biology and Health (Exam) and Principles of Health and Social Care Practice (Coursework). Students will study one of the following optional units covering the following content areas: Health, Policy and Wellbeing (Coursework), Promoting Health Education (Coursework), Safe Environment in Health and Social Care (Coursework) or Health Science (Coursework).

### Learning methods

Students will learn through paired and group work, presentations and role play, using

a range of scenarios to apply theory to practice.

### Assessment

Assessment is by examination and coursework. Students will take two external assessments. Students must pass both external assessments to achieve their final Level 3 grade.

### Future opportunities

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



Photo - Shutterstock

It is not how much you do, but how much love you put in the doing.

Saint Mother Teresa  
Roman Catholic nun





# ICT (Applied)

**This course focuses on software, hardware and how IT is used globally to increase productivity and share information. Students will also have an interest in virtual and augmented reality. This qualification is not just about being able to use computers, it is designed to provide students with a range of specialist knowledge and transferable skills; preparing them for employment within or further studying of IT.**

## Subject content

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

In January of the second year students will be given the opportunity to re-sit both

examinations and will then complete two more units based around virtual and augmented reality, exploring simulated and enhanced environments, leading to students creating their own individual augmented reality program. Alongside this unit students will plan their product and evidence its production.

## Additional entry requirements

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

## Learning methods

Students will learn through group work, teacher led lessons, research projects and practical activities involving software and hardware.

## Assessment

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

## Future opportunities

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

People who are crazy enough to think they can change the world are the ones who do.

**Steve Jobs**  
Founder of Apple

Photo - Adobe Stock





Photo - Adobe Stock

Any science or technology which is sufficiently advanced is indistinguishable from magic.

Arthur C. Clarke, CBE  
Science Fiction Writer



# ICT (AAQ)

The Pearson BTEC Level 3 National Extended Certificate in Information Technology (AAQ) allows students to study the fundamental knowledge of Information Technology covering the role and implications of using Information Technology systems and cyber-security threats and how to manage attacks. Students will also develop important skills for creating websites to meet a specific purpose and to manage data through the development of a relational database solution.

### Subject content

In the first year of the course students will study the role of Information Technology (IT) systems and the implications of their use in personal and professional situations. Students will gain knowledge and understanding of issues relating to IT use in personal and professional situations. Students will be examined on this unit in the first year of the course. The second unit completed in Y12 is a coursework unit which examines relational database development principles to understand the importance of data storage and normalisation techniques and apply their skills to design and develop data storage solutions to meet a client's requirements.

In Y13 there is an external examination where students study cyber security threats and vulnerabilities, they will also study the methods used to protect organisations against threats and how to manage security incidents. The examination is scenario based and students will look at the forensic methods used to investigate cyber security

incidents and analyse the suitability of those methods for the given scenario. The second coursework unit is completed in Y13 where students will investigate fundamental principles into website development. Students will design and develop a website in response to a client brief. Students will develop a website using development tools, techniques and processes.

### Additional entry requirements

Must have an IT related qualification at Level 2 of at least a Merit.

### Learning methods

Students will learn through teacher-led lessons, research projects, group work and practical activities involving hardware and software.

### Assessment

The course has four units, two external examinations and two coursework. Students will complete one exam and one unit of coursework each year. The qualification is graded Pass, Merit, Distinction, Distinction\*.

### Future opportunities

Typical job roles within this pathway include, but are not limited to: Digital Content Developer, Graphics Technician, VR Software Technician, Digital Content Developer, Cyber Security Technician, or Penetration Tester.

ICT (AAQ)





Photo - Shutterstock

# Performing Arts

**This course is for students who have a background in performing arts, either through the examinations they have already taken, or from an interest they have pursued in their own time. The Sixth Form partnership is looking for students prepared to commit themselves to working closely with a group and in developing their own particular skills and understanding of their chosen performing arts discipline.**

## Subject content

Students will study a range of dramatic practitioners and use this knowledge to interpret, perform and create their own performance work in their chosen discipline; drama/ dance/ musical theatre, allowing study in characteristics, rehearsal techniques, as well as technical and design elements.

## Additional entry requirements

This course requires all students to be able to perform to a range of audiences. You may be required to attend rehearsals out of your lesson

time, as well as support KS3 enrichment.

## Learning methods

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

## Assessment

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

## Future opportunities

Performing Arts is a course that will prepare students for Higher Education opportunities in any performance or media subject. The course will also provide students with a range of transferable skills such as confidence, public speaking, time management, empathy, and the ability to work as part of a team, as well as presentation and decision making. These skills are highly regarded by universities and employers.

When the leaders speak of peace, the common folk know war is coming.

**Bertold Brecht**  
Director/Playwright/Poet





Aurora from orbiting satellite - Nasa

# Science (Applied)

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

## Learning methods

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

## Assessment

Assessment is by examination for unit 1 and synoptic assessment for unit 3 of the qualification along with two units assessed through assignment.

## Subject content

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

In Biology, students will learn more about cell biology, the role of the different organelles and about tissues. In Chemistry, students will cover titrations and mole calculations, atomic structure and bonding. In Physics, students will cover waves, their different forms and their uses. Students will also learn about energy transfers including research into and the presentation of cooling curves. The topic areas covered in unit 1 include animal and plant cells, atomic structure and bonding, and waves and their application in communications. For unit 3, students will have to independently plan investigations; collecting and presenting data and clearly communicating their findings. The final unit will cover the cause and treatment of infectious diseases and the role the immune system plays in defending our bodies from pathogens.

## Additional entry requirements

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

## Future opportunities

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

The science of today is the technology of tomorrow.

**Edward Teller**  
American-Hungarian Physicist







# Science (AAQ)

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

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

## Learning methods

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If I have seen further it is by standing on the shoulders of Giants.

**Issac Newton**  
Physicist and mathematician

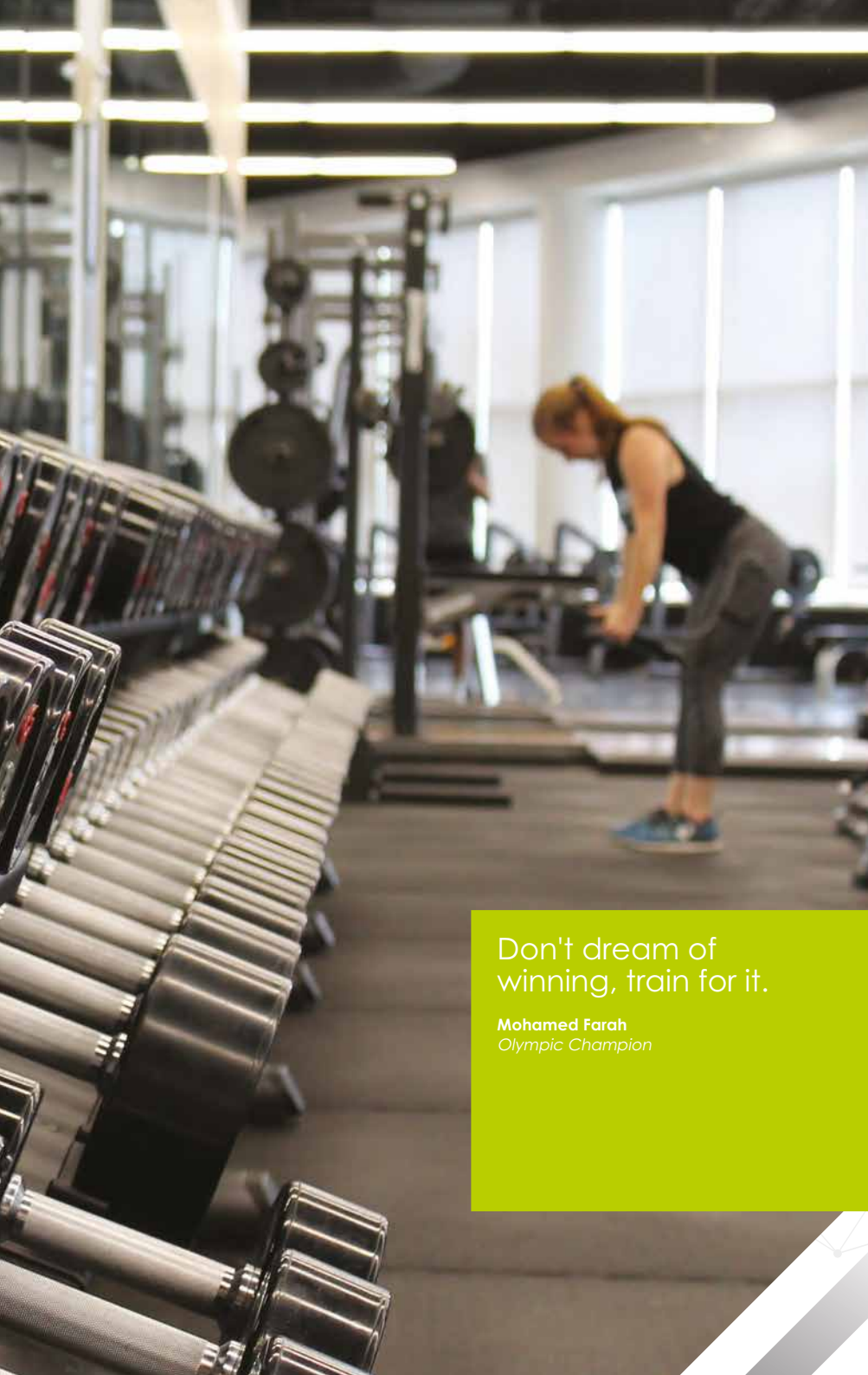


Photo - Adobe Stock

Don't dream of winning, train for it.  
Mohamed Farah  
Olympic Champion



# Sport

The BTEC Sport course is a versatile, recognised UCAS qualification that has helped lots of students move on to Higher Education to study a sport based course at university. Students will learn through a combination of physical activity sessions, classroom focused lessons and work based experience. Students must be prepared for hard work, including report focused assignments, but be ready for an enjoyable course that allows students to learn the skills needed in the sports industry.

### Subject content

Over the 2 years, students will study 9 units for the Diploma (worth 2 A-Levels) and 4 units for the Extended Certificate (worth 1 A-Level). Both courses cover areas from Anatomy and Physiology, Sports Leadership to a Work Experience based project. Unit 1 is an examination unit where students have to apply the knowledge they have learnt about the body in a 2 hour examination. Students will be assessed in the second year through a synoptic question paper. Students will be provided with a case study before the examination, which they will use as preparation for the examination, using knowledge from the whole course. Students must receive at least a Pass grade in units 1 and 2 to be able to pass the course overall. All the other units are coursework based, where task and assignments will be completed to meet the unit criteria. These other units include a selection from Practical Sport, The Sports Industry, Application of Fitness Testing, Sports Leadership, Sport Psychology, Coaching for Performance,

Work Experience and Sports Performance Analysis.

### Additional entry requirements

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

### Learning methods

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

### Assessment

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

### Future opportunities

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







- Core Mathematics
- Extended Project Qualification (EPQ)
- eSports
- Football
- Performing Arts
- Photography
- Sports Leaders

# ENRICHMENT

## Opportunities

ENRICHMENT - OPPORTUNITIES



# Core Mathematics

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

## Subject content

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

## Additional entry requirements

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

## Learning methods

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

## Assessment

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

## Future opportunities

Core Mathematics is designed to support students with the mathematical and statistical needs of their further study of other subjects, as well as in employment and everyday life. The course is valuable for learners preparing for a variety of technical and professional roles that may require mathematical modelling, costing, risk and the use of spreadsheets.

It's not a boring place to be, the mathematical world. It's an extraordinary place; it's worth spending time there.

Marcus du Sautoy  
Mathematician







Alexis Brown, Unsplash

I find that the harder I work, the more luck I seem to have.

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



# Extended Project Qualification (EPQ)

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

### Subject content

Students will be taught a wide range of skills relating to research methodologies during 30 hours of taught lessons. These will include skills in planning and designing a project, such as formulating clear aims and hypotheses. Students will also learn about research and referencing, such as how to reference using the Harvard system. In addition, students will develop skills in problem solving, synthesising, evaluating information and time management. There is also a presentation element to the course, in which students will learn valuable skills in speaking and listening. In addition to the 30 hours of taught lessons, students will also have regular meetings with the Extended Project teacher, where they will discuss the project and receive advice and guidance about how to shape and develop

the project further. Essay or investigation projects have a word count of 5,000 words. Artefact projects must produce a physical artefact and have an accompanying report of at least 1,000 words.

### Additional entry requirements

Minimum grade 5 in GCSE English Language.

### Learning methods

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

### Assessment

Assessment is by coursework.

### Future opportunities

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

Extended Project Qualification (EPQ)



# eSports

**eSports is defined as organised competitive gaming, which is human versus human, either as individuals or in teams. This suite of qualifications has been developed to meet this upcoming demand for skills in eSports. The qualifications include a breadth of transferable skills that enable learners to experience different areas of esports to aid their progression to employment, either directly or via further study.**

**eSports offers a unique opportunity to study a sector that crosses over multiple subject areas such as sport, marketing, enterprise, IT and the creatives. It provides an opportunity for alignment of social, physical, mental and financial skills into one qualification to deepen and expand learning. These are skills that are highly valued in the changing and fluid workplace. Learners must apply strategy, skill and teamwork to be successful.**

## Subject content

4 Units: 2 in Year 12 ('Introduction to eSports', 'eSports Skills, Strategies, and Analysis') and 2 in Year 13 ('Enterprise and Entrepreneurship in eSports', 'Health, Wellbeing, and Fitness for eSports Players')

## Learning methods

Lessons will be structured in lecture and notes style, with opportunity to then research into a chosen specific game.

## Assessment

100% internally assessed coursework.

## Future opportunities

Trips and connections with Sheffield Hallam University, and The College Of eSports in London, both will showcase the links eSports has in the wide world, as well as their own post 18 offers.

A delayed game is eventually good, a bad game is bad forever.

**Shigeru Miyamoto**  
Video game designer, producer and game director at Nintendo.







# Football

The TSF Partnership Football Academy Scholarship offered at Maltby Academy is a unique opportunity for talented 16–19-year old footballers, to secure a pathway into semi-professional football, whilst studying at a highly successful sixth form. The scholarship is an elite football development programme and ensures students access a first-class football experience, creating positive life-long memories and further their educational qualifications.

### Subject content

The Football Scholarship is an elite Football development programme and ensures that all students access a first-class football experience, in addition to their Sixth Form education.

All players on the Scholarship Programme undertake A-Levels or BTEC Level 3 in Sport during the course, acquiring work-based qualifications such as FA Level 1 Coaching Badge in Football.

The students will access a high-quality

football provision working with UEFA A Licence coaches who have previously and currently coached and played within the professional game.

The programme involves training on a daily basis with the scholarship coaching staff. This provides the players with a fantastic opportunity to further develop their football education and knowledge of the game.

### The Programme aims to:

- Develop a world-class education
- Secure a player centered approach
- Holistic development of all young players
- Enhance technical, tactical, physical and mental development
- Take players out of their comfort zone
- Develop confidence and mental strength in our players so that they can deal with all types of situations on and off pitch
- Provide a professional football environment
- Provide realistic academic and football pathways

I can make people happy and enjoy myself at the same time.

Ronaldinho  
Footballer





# Performing Arts

**This programme is designed to provide students a practical and theoretical understanding of performing arts, education and the industry. Students are given the option to base their scholarship around drama, dance, music or a combination. Students need to be open minded and resilient, with a positive attitude towards learning new styles and content. The nature of the course requires students to be prepared to attend evening rehearsals and performances.**

## Subject content

The units and assignments in the Performing Arts Scholarship are shaped to help students gain experience of the different job roles and how they work within the performing arts industry.

## Learning methods

Students will work both independently and within groups where appropriate.

## Assessment

There is no formal qualification attached to the Performing Arts Scholarship however, dependent upon the scholarship chosen, students may be entered for external examinations where appropriate, e.g. music theory exams.

## Future opportunities

The Performing Arts Scholarship is a great opportunity to prepare students for Higher Education or a professional setting.



The main thing is dancing, and before it withers away from my body, I will keep dancing till the last moment, the last drop.

**Rudolf Nureyev**  
Ballet Dancer







Photo - Adobe Stock

# Photography

**This hands-on, practical photography course will provide students with the skills and knowledge to gain work in the photographic industries or to progress into studying photography at an advanced level. The course focuses upon the use of digital photography.**

## Subject content

This course allows students to gain an understanding of both traditional and contemporary practice, providing students the opportunity to appreciate the work of other artists and photographers.

## Learning methods

Students will learn through group work, lectures and practical work.

## Assessment

This course is assessed through a range of course work, personal investigation and a controlled assignment.

## Future opportunities

Students can progress to full and part-time programmes in Art & Design areas or use the qualification towards entry to an HNC or degree level programme at University or Art schools.

The best thing about a picture is that it never changes, even when the people in it do.

**Andy Warhol**  
American Pop Artist



Photography



All photos - Gabin Vallet, Unsplash

# Sports Leaders

Students undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as; effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.

The courses involve both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

### Subject content

The Level 3 Certificate in Higher Sports Leadership is a nationally recognised qualification that enables successful students to lead un-supervised groups of people in sport and recreational activities.

### Learning methods

Students will be given the opportunity to lead lessons in curriculum time, officiate and coach in Sports Partnership Events and lead sessions in primary schools.

### Assessment

Practical observations and written tasks

### Future opportunities

Once qualified, students will be able to independently lead purposeful and enjoyable sport or physical activities. Students will be able to plan and deliver a progressive series of inclusive sport/physical activity sessions to a range of participant groups.

Sports Leaders

Believe in yourself and don't be afraid of making mistakes, because mistakes are part of your growth.

Sarina Wiegman  
England Women, Football Manager







# General Information

## FAQ - ENTRY REQUIREMENTS

All courses at The Sixth Form Partnership have subject entry criteria. Access to these courses will be strictly enforced. The minimum entry requirements are 5 GCSE passes at Grade 5 or above (or equivalent), including at least one grade 5 in English and Mathematics. No admissions will take place after week 3 of the autumn term. Enrichment options are taken in Year 12, alongside qualifications.

## PROGRESSION FROM Y12 TO Y13

Students do not automatically progress from Y12 to Y13. Students must complete their Y12 programme and pass the internal exams at grade D or above in at least two of their subjects (excluding Enrichment qualifications) or have completed their BTEC work to at least a pass level. Students must also have a good attendance and motivation record.

## STUDY PERIODS

Sixth Form students will have some non-contact time during the week. This can be used for study, completion of work, voluntary activities or work experience. The Sixth Form Study Area, the Library and the various social areas around the school sites are all available for Sixth Form students to use. Students are allowed to leave the school site during the day. Students who leave the school site during the day are allowed to return at any time. Students must sign in and out of school at reception.

## TARGET GRADES

The KS5 target grades will be set methodically using national data sets to benchmark students. This will be based on GCSE results (dependent on the chosen subject). The target grade gives an indication of what is achievable and combined with assessment results, it will be clear if performance is below, at or above expectations. Above expectation is to be encouraged.

## TRAVEL PASS

A 16-18 Travel Pass is available for all 16-18 year olds living in South Yorkshire, including those in apprenticeships and employment, enabling them to access discounted travel across the region. The pass will also be valid during August, allowing students to travel all year round for the concessionary fare per single journey on the bus and tram, half price rail fare on Northern rail services and a range of benefits from operator discounted tickets on production of a 16-18 Travel Pass. The quickest way to apply for a 16-18 Travel Pass is online by using a MyTSY account. Full details are available at: [travelsouthyorkshire.com/1618TravelPass](http://travelsouthyorkshire.com/1618TravelPass) Any queries please contact Traveline on: **01709 515151**.

## UNIFORM/APPEARANCE

Sixth Form students should be smart at all times as they set the standard for the whole of the academy. Students must comply with the uniform policy at all times.

## VOLUNTARY WORK

All students are expected to undertake work experience. This is a valuable opportunity, which will help students gain relevant experience of working environments as well as helping to identify possible future career paths. It is particularly important that students wishing to study degree courses such as teaching, social work, medicine,

dentistry, veterinary and nursing to gain relevant experience as this is usually a requirement of course entry criteria.

## WI-FI

Wi-Fi will be available for Sixth Form students in some areas across our sites. This will use the school network, therefore the ICT usage agreement applies.





## Dress Code

### PERMITTED ITEMS:

- T-shirts/shirts/polo shirts (no offensive logos)
- Jeans/trousers - no rips
- Hooded tops (in agreement that no hoods worn)
- Trainers/shoes/sandals (depending on subject area and health and safety requirements)
- Specialist clothing, i.e., drama, sports, etc. (students must change into appropriate clothing after the event)
- Skirts or dresses (no shorter than knee length)
- Sleeveless tops (no thin straps)
- Lanyard with ID badges to be displayed at all times

### NOT PERMITTED ITEMS:

- Hats or hoods around school site
- Ripped clothing
- Tops with thin straps or exposing midriffs
- Flip flops/sliders
- Shorts
- Any item exposing underwear
- Fishnet tights
- Strapless tops
- Visible body piercing other than pierced ears
- Visible tattoos must be covered up
- Dyed hair should be a 'natural' colour. Extreme hair colours and styles are not permitted

### PLEASE NOTE:

Students who do not conform to the dress code will be asked to leave academy and return in appropriate attire. If students are not sure if something is acceptable you must check with either the The Sixth Form Partnership Leadership Team or if no member of the team is available, please consult the Principal.

Be aware, any member of staff can challenge students about their standard of dress/appearance. The Director of The Sixth Form Partnership has the final decision.






# Alumni:

## Megan Edgar

Megan graduated with a Mlang (Hons) in Spanish, French and European Culture. She now works as a Product Manager for SPIT UK & Nordics - ITW Construction Products.

**Studied at Maltby Academy:**

A-LEVEL - French  
A-LEVEL - Spanish  
A-LEVEL - Music  
A-LEVEL - English Language  
A-LEVEL - General Studies



*"You are defined not by the grades on a paper but the experiences you live, so choose to study subjects that you enjoy and then use that passion to find a job that works best for you."*


# Alumni:

## Warren Carratt

Warren left Maltby Academy in 2000, he went to achieve a Bachelor of Arts degree with honours, a Masters in HR management and is now the CEO of a multi-academy trust and a magistrate.

**Studied at Maltby Academy:**

A-LEVEL - Mathematics  
A-LEVEL - Physics  
A-LEVEL - Business  
AS-LEVEL - Geography



*"The key skills and experiences I rely on every day are hard work; intellectual curiosity; reflection; and remaining as calm and logical as I can be."*

# Alumni:

## Sarah Adcock OBE

Sarah studied Economics at Coventry University later joining the Government's Economic Service, completing her masters degree. She later became a Policy Maker and Negotiator, and was a member of every Brexit Negotiating Team. Her current job is Negotiator and Manager of the U.K./EU Trade Agreement. Sarah received an OBE from the Queen.

**Studied at STWA:**

- A-LEVEL - Mathematics
- A-LEVEL - English Literature
- A-LEVEL - Economics



*"Work hard, have fun and never limit yourself - have a go at stuff, you might find you love it."*

# Alumni:

## Jamie Holland

Jamie left Sir Thomas Wharton Academy and went on to study at college and received a Diploma with distinction in plumbing and heating. He did five years studying domestic plumbing and then emigrated to Australia in 2019 where he now works in commercial and industrial plumbing.

**Studied at STWA:**

- A-LEVEL - General Studies
- A-LEVEL - Physical Education
- A-LEVEL - Applied Business
- A-LEVEL - A2 Film Studies
- A-LEVEL - Geography



*"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all love of what you are doing or learning."*



# Alumni:

## Tracy Broadhead

Tracy completed a BA Honours Degree in Fine Art with Dance. After passing her PGCE, Tracy went on to teach Art at schools within Leeds, later becoming a head of department and Senior Teacher for T&L. Tracy then secured a role as a Lead Specialist Teacher for the Leeds Learning Partnership. Tracy recently retired at 50 to become a full time artist living in Greece.

**Studied at STWA:**  
A-Level - Art  
A-Level - Music  
A-Level - Geology



*"Believe you can do anything and do the best possible job you can, the rewards will follow."*

# Alumni:

## Frances Emily Kitching

Frances studied at Maltby Academy and is now a professional footballer, playing as a goalkeeper for FA Women's Championship Club Sheffield United. She has previously played for Liverpool, Chelsea and Watford.

**Studied Maltby Academy:**  
BTEC - IT  
BTEC - Media Studies  
BTEC - Travel and Tourism



*"If you want to do something and you genuinely think it's a good idea, do it."*

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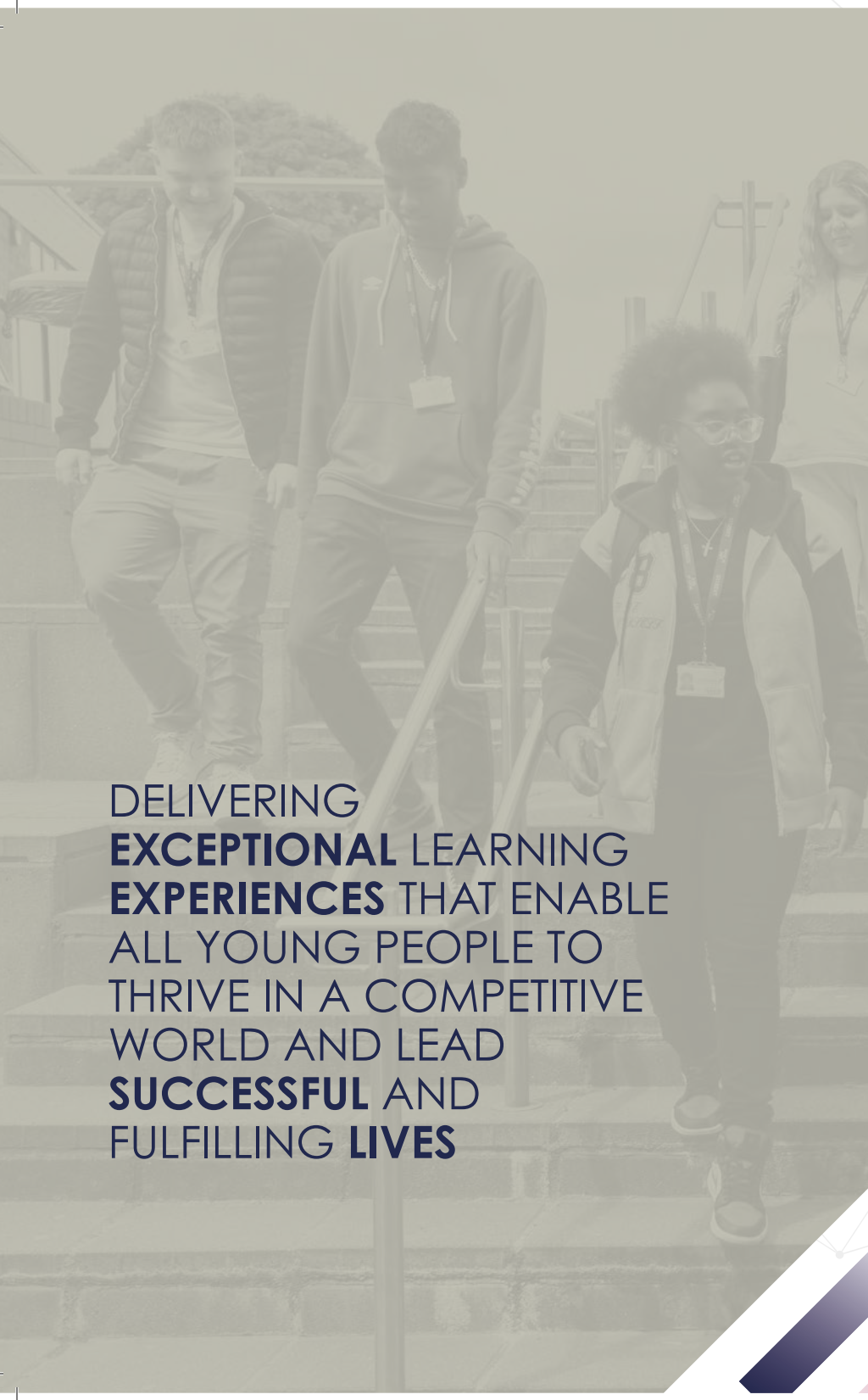
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DELIVERING  
**EXCEPTIONAL** LEARNING  
**EXPERIENCES** THAT ENABLE  
ALL YOUNG PEOPLE TO  
THRIVE IN A COMPETITIVE  
WORLD AND LEAD  
**SUCCESSFUL** AND  
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AND LEAD **SUCCESSFUL  
AND FULFILLING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

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