



**THE
DE MONTFORT
SCHOOL**

UNLOCKING YOUR
POTENTIAL

**SIXTH FORM PROSPECTUS
FOR ADMISSION IN 2021**

UPDATED IN FEBRUARY 2021

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“I honestly believe that you have created a school environment where each pupil feels they are a person and not just a number”

PARENT



YOUR EDUCATION, YOUR FUTURE

Our Sixth Form's aim is to develop its students into **thoughtful, caring and respectful** young people, ready and able to contribute to society.

We pride ourselves on **high quality teaching**, where students enjoy positive relationships with teachers who really care about the **progress and development** of all our students.

We want our students to be **happy**, to have **genuine ambition**, to become **independent lifelong learners** and to become **responsible adults**. We have a **strong track record** for showing significant value added for students in Key Stage 5. As a result, we have a **high number** of students proceeding onto Higher Education including many Russell Group Universities, high-level apprenticeships or moving into employment.

Level 3 courses, whether they are A-levels or BTECs, are academically demanding. For this reason, we must have entry

criteria. In general terms, the entry requirements for TDMS Sixth Form are for students to have achieved 5 or more GCSEs at Grade 5 or above. You can find the particular requirements for each subject further on in this handbook.

If you want to know more, there are several things you can do:

- Read about our courses in the pages that follow;
- Experience the live taster sessions that we will be offering during the Spring Term 2021;
- View the resources that each Head of Faculty or Subject leader will be creating for their courses;
- Contact me directly to arrange a one-to-one meeting to discuss your next steps



MISS ELAINE SHEPPERD
HEAD OF SIXTH FORM

WHAT TO EXPECT FROM SIXTH FORM

COURSES

We offer a range of subjects in both A-Levels and BTEC qualifications. Take your time, talk to your teachers and consider which courses are right for you.

It is our aim to run all of our courses that we are advertising in this booklet. Like all schools, however, it is not financially viable to run groups with only a tiny number of students.

You can find more information about Sixth Form courses in the pages that follow.

You can also look at the [curriculum](#) page on our website, which contains more detailed information.

SIXTH FORM LIFE

You will have highly motivated tutors and will be able to enjoy the benefits of Sixth Form life; you can hang out in the common room, have access to kitchen

facilities, study in the library or work out in the gym.

ACHIEVING YOUR POTENTIAL

We aim to prepare you for the next stage of your life. We know that universities and employers look for talented, well-rounded individuals and we will develop these personal skills through curriculum time but also as part of our vibrant enrichment programme.

TUTOR SUPPORT

Students are allocated a personal tutor who will help monitor and guide them to success. They attend group sessions and one-to-ones, focussing on study skills and personal development. Students can also access student counselling services.

ASSEMBLY

In the Sixth Form, we have an assembly every week on Friday mornings and tutor groups take it in turns to plan and deliver these.

PRIVATE STUDY

Students have private study sessions, where they can take full advantage of the library and our excellent IT facilities. Students will need to complete additional work at home.

PHSE

All students in the Sixth Form have an SE programme, delivered on Wednesday lesson 3. The programme covers relationships, personal finance, Fundamental British Values, and other topics

FREE TIME

Students will have some dedicated free time where they can choose to use the common room, have driving lessons or complete enrichment activities.

FACILITIES

The school has an excellent range of facilities which Sixth Form students are able to access. All Sixth Form students have free access to the school's wifi network.

STUDENT MENTORING & ENRICHMENT

All Sixth Formers will receive a high standard of mentoring to help them settle into Year 12 and to support them through the process of applying to University and Apprenticeship schemes.

A large number of our Sixth Formers also act as mentors to students further down the school during their designated enrichment time, helping to develop their literacy and numeracy skills and become good role models.

While being an incredibly rewarding experience, mentoring helps develop your organisational, communicative and collaborative skills... and, of course, looks fantastic on your UCAS personal statement or curriculum vitae.

OUTSTANDING OPPORTUNITIES

- Ski Trips
- Enrichment
- Sports Teams
- Work Shadowing
- Music & Drama Productions

- Driver Safety
- University Visits
- Gold Duke of Edinburgh
- House Leader Roles
- Interact
- Support with UCAS
- Support Employment & Apprenticeship Applications



FINANCE

The Government introduced a Bursary Fund to provide support for students from low-income backgrounds. We also have additional Bursaries available for our students that include the Dr Yates Fund, which helps fund Science-based degree courses.

GCSE RESITS

We offer additional lessons for students who need to resit their GCSE English and GCSE Maths courses.

For further information on any of these topics, please contact the school.



Applications, Admissions & Key Dates

APPLYING TO THE SIXTH FORM

Our updated Sixth Form Options booklet will be available from **Monday 8th February 2021**.

Our online application process will also open on **Monday 8th February 2021**.

VIRTUAL EVENT

This will take place after the February half term.

We will be adapting our Live Lounge timetable to host subject drop-in and information events for every subject we are offering in the Sixth Form

APPLICATION DEADLINE

Please have your Sixth Form applications submitted by **Friday 26th February 2021**.

SIXTH FORM INTERVIEWS

Interviews for Sixth Form will be held during **February and March 2021**.

SUCCESSFUL APPLICATIONS

If your application is successful, we will write to you shortly after your interview to give you a provisional offer to study in the Sixth Form in **September 2021**.

WHICH IS THE RIGHT SIXTH FORM PATHWAY FOR ME?

This year we are offering a huge range of A-level, BTEC and other vocational and technical courses. Although every student's needs are unique, we run three broad pathways in the Sixth Form: Academic, Specialist and Personalised. You can find more about each pathway in the table below.

To decide which is the right pathway for you think about your mock grades; speak to your teachers and your form tutors; think about your potential, your dreams and aspirations and how taking the right Sixth Form courses will help you to realise them.

Typical Grades	Personalised	Specialist	Academic
	At least 5 Grades 4+	Average Grade 5+	Average Grade 6+
Typical courses	You will mainly be taking BTEC or vocational courses. You might also need to re-sit Maths or English GCSE if you haven't got a Grade 4 pass.	You might do one or two A-levels with one or two BTECs or other vocational courses; for example, A-levels in English and Media and a Level 3 Diploma in Criminology; plus you may to take a Core Maths qualification to boost your future earning power.	You are likely to be taking 3 A-levels, taken at the end of Year 13; plus an additional qualification in either Core Maths or EPQ, both of which are well regarded by universities.
The TDMS extras	<ul style="list-style-type: none"> • CV and interview masterclasses • UCAS support programme • Careers guidance programme • Apprenticeship application support • Work experience placement • Excellent private study facilities • Expert PSHE programme • Small class sizes 	<ul style="list-style-type: none"> • CV and interview masterclasses • UCAS support programme • Careers guidance programme • Apprenticeship application support • Work experience placement • Excellent private study facilities • Expert PSHE programme • Small class sizes 	<ul style="list-style-type: none"> • CV and interview masterclasses • UCAS support programme • Careers guidance programme • Work experience placement • Excellent private study facilities • Expert PSHE programme • Small class sizes
Destinations	You may want to start an apprenticeship or go straight into employment. University is still an option. Plenty of our past BTEC students have gone on to gain really good degrees.	You might choose university or an apprenticeship or go straight into employment. Whatever route you choose, you will be highly employable.	The most likely destination will be University, including Russell group or Oxbridge for really high achievers. Usually 60-70% of our students have made successful applications to their first choice courses.

**“Excellent
school and staff.
Kind, caring and
inspiring.”**

PARENT

ART & DESIGN

COURSE OVERVIEW

Students are introduced to a variety of experiences exploring a range of fine art media, techniques and processes. We cover drawing, painting, printmaking, life drawing, sculpture, photography, Photoshop, and mixed-media, reinforced by the critical/contextual study of artists. Students should demonstrate an eagerness to experiment and embrace risk-taking.

The A-Level course in Art is both challenging and exciting. There is a particular emphasis placed on personal research and commitment with an acknowledgement of the importance of drawing and mixed media experimentation as a basis for most activities.

Students may study from the following content range:

- Fine Art
- Graphic Communication
- Textile Design
- Three-dimensional design
- Photography

HOW WILL I BE ASSESSED?

Portfolio, sketchbooks, and final pieces for coursework, as well as an externally set task.

In the first year, we offer a broad starting point to ensure students are given direction and then the freedom to explore their own investigation as their confidence and skills develop. All work produced this year contributes to the coursework portfolio. In the second year, students develop their coursework portfolio and create a more formal personal investigation.

To accompany their practical work they are required to write an extended response.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

- A genuine interest in the subject and work to a high standard
- An aptitude for creativity, industriousness and willingness to develop ideas imaginatively
- Excited to find new ways of making work and a

willingness to respond to suggestions

- A keenness to visit galleries and places of cultural interest in their own time

POSSIBLE FURTHER STUDY AND CAREERS

Art A-Level can lead to higher education courses or careers in all areas of Art, Design and Crafts, for example:

- Architecture
- Product Design
- Graphic Design
- Illustration
- Animation
- Magazine Design
- Games Design
- Sculpture
- Fashion and Costume Design
- Millinery
- Photography
- Photographic Styling
- TV/Film Camera Operation

FURTHER INFORMATION

Examination Board:

AQA

Subject Lead:

Mrs C Dolan

cdolan@tdms.worcs.sch.uk

BIOLOGY

COURSE OVERVIEW

Put simply, Biology is the scientific study of life: as such, it encompasses the investigation of living organisms and life processes from the molecular, through cells and individual organisms to populations and whole communities of animals and plants.

Year 12 Modules

1. Biological molecules
2. Cells
3. How organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Year 13 Modules:

5. Energy transfers in and between organisms
6. How organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

HOW WILL I BE ASSESSED?

Year 12 assessment

Internal assessment

Year 13 assessment

- 3 exams, 2 hours each
- Paper 1 on topics 1-4 (35%)
- Paper 2 on topics 5-8 (35%)
- Paper 3 on topics 1-8 (30%)

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Grade 6/6 or higher in Combined Science or a grade 6 in GCSE

Biology is essential, although the individual strengths and suitability of each student are also considered. Additionally, good ability in Mathematics and English will also be required.

Students of high academic ability who have a strong work ethic and commitment to their studies are suited to this course.

The course also has a strong practical element with many principles taught through experiments and practical investigations.

The course demands a lot of work outside of lessons. There is

a large body of information to learn.

POSSIBLE FURTHER STUDY AND CAREERS

Biology is a “facilitating” subject and as such is highly regarded by all higher education institutions, including those in the Russell Group. It is especially important for students wishing to apply for any Life Science courses, such as Biology, Genetics, Zoology, Veterinary Science and Ecology, as well as medical courses such as Medicine, Anatomy, Dentistry and Nursing.

FURTHER INFORMATION

Examination Board:

AQA

Faculty Lead:

Mr L Lungley

llungley@tdms.worcs.sch.uk

Subject Lead:

Mr G Belfield

gbelfield@tdms.worcs.sch.uk

BUSINESS STUDIES

COURSE OVERVIEW

Students will study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful; for example, the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and

their response to such decisions

- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages)
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- the difficulties in forecasting future trends
- the importance of assessing feasibility and risk when making strategic decisions
- the impact on stakeholders of strategic decisions and their response to such decisions

HOW WILL I BE ASSESSED?

There are three exam papers, all lasting two hours each.

- Paper 1 worth 33.3% of the A-Level. It includes multiple choice questions, short answer questions and two essay questions

- Paper 2, worth 33.3% of the A-Level. It includes three data response questions
- Paper 3, worth 33.3% of the A-Level. It includes one case study and six questions

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Five GCSEs graded 5-9 with a minimum of a grade 4 in English

POSSIBLE FURTHER STUDY AND CAREERS

The subject is a useful background course for study in a variety of areas and of course offers bright prospects for employment across a breadth of opportunities, for example sales, accounting, management and public relations.

FURTHER INFORMATION

Examination Board:

AQA

Faculty and Subject Lead:

Mr P Chapman

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CHEMISTRY

COURSE OVERVIEW

Year 12

Physical Chemistry tends to cover topics involving chemical calculations. This section builds on some of the content covered in the GCSE course including atoms and electronic structure and the bonding between them. It also introduces new topics such as detailed energy changes in chemical reactions, kinetics and equilibrium.

Inorganic Chemistry covers the reactions between different elements and compounds. In this section trends in the Periodic table are introduced as more detailed study of the group 2 and group 7 elements.

Organic Chemistry is most commonly referred to as Carbon Chemistry. Several organic groups such as the Alkanes, Alkenes and the Alcohols are studied during the Year 1 course.

Year 13

In the Physical Chemistry section the topics covered in the Year 1 course will be developed and extended. New areas such a

electrochemistry and acids and bases will also be introduced.

Once again, the Inorganic Chemistry section builds on the work covered in the Year 1 course. New topics introduced are a more detailed study of the transition metals and the chemistry of colour.

HOW WILL I BE ASSESSED?

Paper 1 is a mixture of short and long answer questions covering Physical and Inorganic Chemistry. (35% of the A-Level).

Paper 2 is a mixture of short and long answer questions covering Physical and Organic Chemistry. (35% of the A-Level).

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Grade 6/6 or higher in Combined Science or a grade 6 in Chemistry is essential, although the individual strengths and suitability of each student are also considered. Additionally, good ability in Mathematics and English will also be required.

Students of high academic ability who have a strong work ethic and commitment to their studies are suited to this course. The course also has a strong practical element with many principles taught through experiments and practical investigations.

POSSIBLE FURTHER STUDY AND CAREERS

Chemistry is an academically challenging course, which is rated very highly by all universities. It is a great choice of subject for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry or forensic science.

FURTHER INFORMATION

Examination Board:

AQA

Faculty Lead:

Mr L Lungley

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Subject Lead:

Mrs M Clayfield

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CRIMINOLOGY (LEVEL 3 APPLIED QUALIFICATION)

COURSE OUTLINE

Year 12

Unit 1 Changing Awareness of Crime:

You will explore how crime reporting affects the public perception of crime and criminals. You will then go on to study how campaigns are used to bring about change and plan a campaign of your own.

Unit 2 Criminological Theories:

You will discover and assess all the theories that have been put forward to explain why crime occurs.

Year 13

Unit 3 – Crime Scene to Courtroom You will gain an understanding of the process of criminal investigations.

You will then go on to learn about the prosecution of suspects and be able to review criminal cases.

Unit 4 Crime and Punishment:

You will study every aspect of the criminal justice system and the types and purposes of punishment in England & Wales.

HOW WILL I BE ASSESSED?

The course is divided into 4 units and is, therefore, a modular structure. You will be assessed at the end of every unit.

There are opportunities for assessment in January and June of each year. Units 1 & 3 are internally assessed by your teachers in examination conditions on computers. Units 2 & 4 are examined through a 90 minute external written paper. Units 1 & 2 lead to a Level 3 Certificate in Criminology, worth 50% of the final Level 3 Diploma.

Successful completion of the 4 units, over the 2 years, leads to the Level 3 Diploma, which is equivalent to an A-level and carries the same UCAS points. Examining Board – WJEC (EDUQAS).

ENTRY REQUIREMENTS

Five GCSEs grades 5-9 with a minimum of a grade 5 in English and Mathematics.

POSSIBLE FURTHER STUDY AND CAREERS

After successfully completing this programme you could go on to study higher education courses such as:

- BSc Criminology and Psychology
- BA Criminology
- BSc Sociology
- LLB Law.

Possible careers include:

- Police
- Prison Officer/Young Offenders Officer
- Probation Officer
- Legal professions
- Teaching

FURTHER INFORMATION

Faculty Lead:

Mr S Jennings

sjennings@tdms.worcs.sch.uk

Subject Lead:

Mrs E Clements

eclements@tdms.worcs.sch.uk

ENGLISH LANGUAGE & LITERATURE

COURSE OVERVIEW

This exciting course embraces all aspects of English Language and Literature in a varied, stimulating and challenging way.

It develops candidates' knowledge and understanding of English by focusing on these areas:

- Analysis of characters, themes, writers' use of language and point of view
- Re-creative writing – adapting and shaping original material
- Methods of language analysis
- The forms and functions of poetic voice

The course draws on students' experiences at GCSE but will also lay solid foundations for the study of English beyond A-Level.

Our A-Level students have gone on to read degrees in English Literature, Linguistics, Creative Writing and Journalism.

Year 12

An introduction to set texts. This specification enables candidates to develop an integrated literary and linguistic approach.

Telling Stories:

The Lovely Bones: Students discover how imagined worlds are constructed.

Mean Time: Students explore how personal poetic perspectives are created.

AQA Anthology: Students examine writers' experiences of Paris.

Year 13

Exploring Conflict:

Students learn, through the set texts, A Streetcar Named Desire and The Kite Runner how language choices construct ideas of conflict between people and their societies.

HOW WILL I BE ASSESSED?

Paper 1

Telling Stories (40%)

Paper 2

Exploring Conflict (40%)

NEA

Students will choose a theme and texts to investigate independently which is marked by the teacher.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Grade 6 in GCSE English Language and GCSE English Literature.

POSSIBLE FURTHER STUDY AND CAREERS

Many students go on to study English Literature or Linguistics at university, including at Russell Group institutions.

FURTHER INFORMATION

Examination Board:

AQA

Faculty Lead:

Miss T Scanlon

tscanlon@tdms.worcs.sch.uk

Subject Lead:

Ms S Howell

showell@tdms.worcs.sch.uk

GEOGRAPHY

COURSE OVERVIEW

This is an exciting and comprehensive course that covers a wide range of human and physical topics.

The course is organised as follows:

Year 12

- Coastal systems and landscapes
- Contemporary Urban Environments
- Changing Places
- Natural Hazards

Year 13

- Global Systems and Governance
- Water and Carbon Cycles
- Fieldwork Investigation

HOW WILL I BE ASSESSED?

Component 1 Physical Geography

This is assessed through a written exam lasting 2 ½ hours and worth 96 marks.

40% of A-Level

Component 2 Human Geography

This is assessed through a written exam lasting 2 ½ hours and worth 96 marks

40% of A-Level

Component 3 Geographical Investigation

This is an independent investigation. It will need to be 3,000–4,000 words in length and is worth 35 marks. The project is internally assessed, with a sample sent off to the exam board for moderation.

20% of A-Level

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

- Grade 5 or above in Geography and English
- A positive mindset
- An interest in world affairs

POSSIBLE FURTHER STUDY AND CAREERS

The Russell Group report stated that Geography is one of the top eight facilitating subjects and therefore is a great choice for those planning to go on to study at university. Geography combines well with both the sciences and other humanities subjects, such as History. Career choices linked to this subject are varied and include:

- Environment Agency positions
- Environmental consulting

- Charitable organisations such as, Oxfam and Water Aid
- National & Local government positions
- Volcanology
- Geology
- Teaching
- Engineering
- Town planner
- United Nations
- The Armed Forces
- Meteorology
- Journalism

FURTHER INFORMATION

Exam Board:

AQA

Faculty Lead:

Mr S Jennings

sjennings@tdms.worcs.sch.uk

Subject Lead:

Mr A Jones

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HEALTH & SOCIAL CARE (BTEC)

COURSE OVERVIEW

Students who prefer a “hands on” approach to their learning will find this course extremely appealing. The course aims to develop the skills needed to work within Health, Social Care or Early Years. Students will have the opportunity to complete two work placements which will support their learning. The content at AS will focus on the needs of clients and the techniques and professional services aimed at meeting those needs.

Candidates are assessed in the following key areas of study:

- Rights, responsibilities and values
- Communication in care settings
- Health and well-being

The content in Year 13 will develop the Year 12 content through addressing the factors affecting, and issues involved in, service delivery. Candidates are

to be assessed in the following key areas of study:

- Service provision and practitioner roles
- Understanding human behaviour and development
- Their ability to draw together aspects of these areas in a variety of contexts.

HOW WILL I BE ASSESSED?

Year 12 Modules:

Students will study three modules, these will include:

- Unit F910- Promoting Quality Care
- Unit F911- Communication in care settings
- Unit F912- Promoting good health

Year 13 Modules:

Students will study three modules, these will include:

- Unit F919- Care practice and provision- 16.67% of the total marks. This unit is assessed through a portfolio.
- Unit F920- Understanding human behaviour-16.67% of the total marks. This paper

has 6 questions and it is assessed by an exam.

- Unit 922- Child development-16.67% of the total marks. This unit is assessed through a portfolio.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Five GCSEs grades 5-9

POSSIBLE FURTHER STUDY AND CAREERS

Future career opportunities may include; teaching, social work, midwifery, child psychology and working within all aspects of early years.

FURTHER INFORMATION

Exam Board:

Edexcel

Faculty Lead:

Mr P Chapman

pchapman@tdms.worcs.sch.uk

Subject Lead:

Miss S Harris

sharris@tdms.worcs.sch.uk

HISTORY

COURSE OVERVIEW

A-Level History is a facilitating subject that enables student to critically analyse the political and social origins of the world around them.

Component 1D: Stuart Britain and the Crisis of Monarchy, 1603–1702

- Absolutism challenged: Britain, 1603–1649
- Monarchs and Parliaments, 1603–1629
- Revolution, 1629–1649
- Monarchy restored and restrained: Britain, 1649–1702
- From Republic to restored and limited monarchy, 1649–1678
- The establishment of constitutional monarchy, 1678–1702

Component 2R: The Cold War 1945–1991

- To the Brink of Nuclear War: International Relations, c1945–1963
- The Origins of the Cold War, c1945–1949
- The Widening of the Cold War, 1949–1955

- The Global War, 1955–1963
- From Détente to the end of the Cold War, c1963–1991
- Confrontation and cooperation, c1963–1968
- The Brezhnev era, 1968–1985
- The Ending of the Cold War, 1985–1991

Component 3: An Historical Enquiry (Personal Study): Tsarist and Communist Russia

Students will be required to submit a Historical Enquiry based on the investigation of change and continuity over a hundred year period and using a wide range of source material.

The focus for the study will be Tsarist Russia 1825–1917 and the enquiry is presented in essay format.

HOW WILL I BE ASSESSED?

Assessment:

- Component 1C Written Exam worth 40%
- Component 2R Written Exam worth 40%
- Component 3 Personal Study (3500 words) worth 20%

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Students who opt for A-Level History do not need to have studied the subject at GCSE. However, a minimum of grade 6 in English or another comparable subject is desirable.

POSSIBLE FURTHER STUDY AND CAREERS

History qualifications are widely valued by employers and often lead to careers in such areas as the law, public service and management.

In the past, students who have completed the A-Level course have gone on to become, amongst other things, solicitors, teachers and civil servants.

FURTHER INFORMATION

Exam Board:

AQA

Faculty and Subject Lead:

Mr S Jennings

sjennings@tdms.worcs.sch.uk

MATHEMATICS

COURSE OVERVIEW

A-Level Mathematics is a facilitating course that looks to allow students to develop the following:

- Understand mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- Extend their range of mathematical skills and techniques
- Understand coherence and progression in mathematics and how different areas of mathematics are connected
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts
- Reason logically and recognise incorrect reasoning
- Construct mathematical proofs
- Use their mathematical skills and techniques to solve challenging problems that

require them to decide on the solution strategy

- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- Make deductions and inferences and draw conclusions by using mathematical reasoning

HOW WILL I BE ASSESSED?

Three 2-hour papers at the end of Year 13. Two papers focusing on the Pure Mathematics and the other paper focusing on the applied elements of the course (the paper is split equally between the statistics and the mechanics).

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

We will be requiring students to have obtained a Grade 7 to be considered for A-Level Mathematics.

You will need to be hard working and organised. Successful

mathematics students have a desire to understand the subject further and have great perseverance and drive.

POSSIBLE FURTHER STUDY AND CAREERS

Mathematics is one of the most highly regarded A-Levels and top of the list of sought after qualifications for both employers and universities. All avenues are open to you with an A-Level in Mathematics, but the more common paths include the following: finance and accounting, business management, medicine, engineering, teaching and law.

FURTHER INFORMATION

If you are interested in taking Further Maths, please contact Mr J Hopkins.

Exam Board:

Edexcel

Faculty and Subject Lead:

Mr J Hopkins

jhopkins@tdms.worcs.sch.uk

MEDIA STUDIES

COURSE OVERVIEW

Year 12

Year 12 will provide you with a framework for analysing a wide range of media texts in terms of media language, representations, audiences and industries and will require you to study how people, events and issues are represented across different media platforms. The texts will consist of set texts and those negotiated by teachers and students.

Lessons will include opportunities to develop creative production skills and presentation skills.

You will be encouraged to make connections between media representations and how audiences respond to them.

A wide range of media concepts and theories will be introduced and applied to media texts from broadcast, print and web-based platforms. These will include adverts, films, video games, newspapers and radio programmes.

Year 13

Students will study a number of case studies chosen from a list set by the exam board. These will include TV texts, online media including blogs and vlogs and print texts such as magazines. Y13 will offer students the opportunity for in depth analytical study and a more advanced application of theoretical approaches to texts and audiences.

The practical production will be a response to a choice of briefs set by the exam board and will comprise of a cross-media production using two media platforms chosen from print, web-based and broadcast media. This will be accompanied by a written statement of aims making theoretical links to production decisions.

HOW WILL I BE ASSESSED?

Assessment in Year 13 will be by two examinations (70%) and one media production completed in response to a brief set by the exam board (30%).

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

A grade 5+ in Media Studies, or grade 5+ in English Language or English Literature. It is not essential that you have studied Media Studies at GCSE.

POSSIBLE FURTHER STUDY AND CAREERS

A-Level Media Studies provides an excellent foundation for anyone interested in studying Media and Communications courses in Higher Education or pursuing a career in any aspect of media production, marketing or management.

FURTHER INFORMATION

Exam Board:

Eduqas

Faculty Lead:

Miss T Scanlon

tscanlon@tdms.worcs.sch.uk

Subject Lead:

Ms S Leonard

sleonard@tdms.worcs.sch.uk

MUSIC PERFORMANCE (BTEC)

COURSE OVERVIEW

This course provides a more in-depth study of music which will deepen students' knowledge of this multi-faceted subject as well as giving them a real-world insight into the music industry. Students will also develop key skills in performance and composition together with music theory and music business.

HOW WILL I BE ASSESSED?

This qualification is modular. Each unit is individually assessed and will be awarded a Pass, Merit or Distinction depending on achievement.

Unit 1: Practical Music Theory and Harmony

Learners will develop their knowledge and understanding of music theory and apply their understanding in practical, real world scenarios such as arranging famous pieces of music into different styles and composing new pieces.

Unit 2: Professional Practice in the Music Industry

Learners explore what it takes to become a professional in the music industry. As part of this they will learn how to book shows and tours, licence music for films and TV, release records, run PR campaigns and much more.

Unit 3: Ensemble Music Performance

Learners work alongside other musicians as part of an ensemble and develop rehearsal and performance skills and techniques. Students will devise a programme of pieces all aimed at showing of the skills and talents within the band.

Unit 4 (Optional Unit): Music Performance or Music Composition

Composing:

Learners explore composing music from the initial stages to the final product.

Performing:

Learners will put together a performance portfolio of different pieces both individually and as a member of an ensemble.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

GCSE Music (Grade 4 or above) or GCSE English (Grade 4 or above). Students must have a passion for music and a desire to develop their performance and composition techniques.

POSSIBLE FURTHER STUDY AND CAREERS

Music is a creative and academic subject and through studying this course learners gain essential skills in creative and analytical thinking, team work, delivering presentations, confidence, research, self-discipline and resilience.

FURTHER INFORMATION

Exam Board:

Pearson

Faculty Lead:

Mr C Stephens

cstephens@tdms.worcs.sch.uk

Subject Lead:

Mr N Jones

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MUSIC TECHNOLOGY (BTEC)

COURSE OVERVIEW

This course provides a more in-depth study of music production which will deepen students' knowledge of this multi-faceted subject and give them a real-world insight into the music industry. Students will further develop key skills in recording and mixing, the music business and live-sound.

HOW WILL I BE ASSESSED?

This qualification is modular. Each unit is individually assessed and will be awarded a Pass, Merit or Distinction depending on achievement. The units will be assessed internally and then will be externally moderated.

Unit 1: Music & Sound for Media

Learners will explore the production of the music, sound and effects that are used for media products such as games, films and apps. This will include students not only creating music for various forms of media but

also creating sound effects and explore the sound creation world of 'Foley'.

Unit 2: DAW (Digital Audio Workstation) Production

Learners will develop an understanding of how a digital audio workstation (DAW) can be used creatively to produce music, manipulate audio and mix music. Students will record various artists, musicians and styles learning how industry standard software such as 'Logic' and 'Pro Tools' can be used to enhance recordings and be used to create new sounds and music.

Unit 3: Remixing and Reworking

Learners explore and carry out the skills required to create effective remixes and reworks of existing musical material.

Unit 4: Mixing and Mastering Techniques

This unit aims to give learners the skills to mix and master to a professional standard.

Unit 5: Commercial Music Production

Learners will explore audio production techniques and song-writing styles associated with commercial music.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

GCSE Music (Grade 4 or above) or GCSE English (Grade 4 or above). Students must have a passion for music and a desire to develop their performance and composition techniques.

POSSIBLE FURTHER STUDY AND CAREERS

Music is a creative and academic subject and through studying this course learners gain essential skills in creative and analytical thinking, team work, delivering presentations, confidence, research, self-discipline and resilience.

FURTHER INFORMATION

Exam Board:

Person

Faculty Lead:

Mr C Stephens

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Subject Lead:

Mr N Jones

njones@tdms.worcs.sch.uk

PERFORMING ARTS (CTEC)

COURSE OVERVIEW

This course provides students with a broad basis of theoretical study and the practical development of their own arts practice within the performing and creative industries. The course will give students real world knowledge and experiences for cultivating their own career within the performing arts.

HOW WILL I BE ASSESSED?

Prepare to work in the performing arts sector:

This unit will allow students to develop strategies, professional attitudes and survival skills for sustaining a career within the performing arts industry. Students will learn to self-promote and respond to current employment opportunities.

Proposal for a commissioning brief:

Students will develop a community arts project from a given brief. Students will consider their creative skills and

preferences and think about how they can be utilised in a way that benefits a community or a defined group of participants who may otherwise have little access to the project's content.

Influential performance practice:

Students will learn about the social, cultural, historical and political influences on a range of genres and styles of performance and practitioners. In addition to learning about performance contexts students will also develop research skills.

Combined arts:

This unit will give students the opportunity to create an original performance influenced by existing repertoire. Students will integrate two or more different art forms or styles of performance into the new reimagined piece.

Performing repertoire:

Students work within their own discipline to create a body of work, developing their own performance skills and contextual understanding of their repertoire.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

GCSE Drama/Music/Dance (grade 5 or above) or GCSE English (grade 5 or above).

Students must have a passion for the Arts and for performing.

POSSIBLE FURTHER STUDY AND CAREERS

Performing Arts students gain essential skills in confidence, self-presentation, research and analysis, self-discipline and resilience, adaptability and teamwork.

FURTHER INFORMATION

Exam Board:

OCR

Faculty Lead:

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Subject Lead:

Mrs J Johnson

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Ms H Ponting

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PHILOSOPHY AND ETHICS

COURSE OVERVIEW

The course is broken down into three components: Philosophy of Religion, Religion and Ethics and Development in Religious Thoughts.

The Philosophy of Religion module includes the study of the following; ancient philosophical influences, the nature of the soul, mind and body, arguments about the existence or non-existence of God, the nature and impact of religious experience, the challenge for religious belief of the problem of evil, ideas about the nature of God and issues in religious language.

The Religion and Ethics module includes the study of the following; normative ethical theories, the application of ethical theory to two contemporary issues of importance, ethical language and thought, debates surrounding the significant idea of conscience, sexual ethics and the influence on ethical thought

of developments in religious beliefs.

The Development in Religious Thoughts module includes the study of the following; one major world religion and the application of this religion to ethical issues.

HOW WILL I BE ASSESSED?

There will be three written exams, covering each of the components outlined above.

Each exam will be of two hours duration and is worth 33.3% of the final grade.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Preferably a Grade 5 or above in GCSE English and a Grade 5 or above in Philosophy and Ethics.

Philosophy and Ethics is suitable for any student who has an enquiring mind.

It is not necessary that you have studied full course GCSE Philosophy and Ethics, as long as you have an analytical mind and good literacy skills.

POSSIBLE FURTHER STUDY AND CAREERS

Philosophy and Ethics is an academically challenging course that is highly regarded by employers.

The study of Philosophy and Ethics is suitable for careers in law, teaching, politics, nursing, medicine, customer relations, business enterprise, psychology, charity work, police, public relations, civil services, journalism and many others.

FURTHER INFORMATION

Exam Board:

OCR

Faculty Lead:

Mr S Jennings

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Subject Lead:

Miss K Green

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PHYSICAL EDUCATION

COURSE OVERVIEW

A-Level PE is an exciting mix of theoretical concepts and practical assessments.

Students will be required to demonstrate competence in a variety of techniques, observe and comment upon the technique of others and perform effectively in their own right.

The theory element of the course will allow students to gain an understanding in anatomy and physiology, acquiring movement skills and socio-cultural studies relating to participation in physical activity.

Overall, the focus of the course is one of participation and performance in physical activity as part of a balanced, active and healthy lifestyle.

HOW WILL I BE ASSESSED?

The course is divided into four components. Each component is further sub divided into topic

areas and the detailed content associated with those topics.

Component 01: Physiological factors affecting performance

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

Component 02: Psychological factors affecting performance

- Skill acquisition
- Sports psychology

Component 03: Socio-cultural issues in physical activity and sport

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

Component 04: Performance in physical education (NEA)

- Performance or coaching of an activity taken from the approved lists.
- The Evaluation and Analysis of Performance for Improvement (EAPI)

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

At least grade 5 in GCSE Physical Education is generally expected or a merit in BTEC

Sport. Good passes in Science and English are also expected.

POSSIBLE FURTHER STUDY AND CAREERS

A-Level PE provides many varied and exciting career opportunities.

These include physiotherapy, sports coaching, the medical profession, teaching, sports psychology, the leisure industry, sports journalism and sports development to name but a few.

Many former students have gone on to pursue successful careers in the Sports Industry and allied fields, including teaching!

FURTHER INFORMATION

Exam Board:

OCR

Faculty and Subject Lead:

Mr C Stephens

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PHYSICS

COURSE OVERVIEW

A-Level Physics gives students the opportunity to study topics familiar from GCSE, such as mechanics, in more depth.

It also gives the opportunity to look at fresh topics, such as particle physics, giving a new dimension to a student's knowledge.

This course also provides many opportunities for students to study the physical world through practical experiences.

Year 12 Topics:

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

Year 13 Topics:

Further mechanics and thermal physics
Fields and their consequences
Nuclear physics

There is the opportunity to study one of the following option modules;

Astrophysics
Medical physics
Engineering physics
Turning points in physics

HOW WILL I BE ASSESSED?

This is a two year course which is assessed by three written exams at the end of Year 13

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

- Grade 6/6 or higher in Combined Science or grade 6 in Physics is essential, although the individual strengths and suitability of each student is also considered.
- Additionally, good ability in Mathematics and English will also be required.
- Students of high academic ability who have a strong work ethic and commitment to their studies are suited to this course.
- This is a challenging course and to be successful students will need to make sure they complete a

significant amount of private study.

- As a guideline students should expect to complete at least one hour private study for every lesson studied on the course.

POSSIBLE FURTHER STUDY AND CAREERS

This course allows students to develop the skills universities want to see.

As a 'facilitating' subject it is a stepping-stone to future study and highly paid scientific careers!

FURTHER INFORMATION

Exam Board:

AQA

Faculty Lead:

Mr L Lungley

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Subject Lead:

Mrs T Stanyer

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PRODUCT DESIGN

COURSE OVERVIEW

In Year 12, the students will be undertaking a variety of design and making practical tasks and folder work to prepare them for the Non-Exam Assessment (NEA) which will take place in Year 13.

They will also carry out research on a range of designing principles and build up technical knowledge to prepare them for the 'Paper 1' exam taken at the end of Year 12.

In Year 13 the students will undertake their main project (NEA) which will be a design and make task based on a range of contexts.

The end result will be a written design portfolio and photographic evidence of a final design prototype that they build.

The students will also continue to build their knowledge of specialist material areas to prepare for the 'Paper 2' Exam which will be taken at the end of Year 13.

HOW WILL I BE ASSESSED?

- Paper 1 – Written Exam – 2 hours – 25% of A-Level
- Paper 2 – Written Exam – 2 hours – 25% of A-Level
- Non-Exam Assessment – Design & Make Task - 45 hours – 50% of A-Level

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Preferably a grade 5 or higher in GCSE Design and Technology Graphic Products or Resistant Materials.

Design and Technology: Product Design is suited to any student who has a creative mind and can think of innovative solutions to design problems.

Other desirable attributes include having an eye for detail and being self-motivated.

Last year, this was a very popular course. Due to its practical nature, there will be an upper limit on places.

POSSIBLE FURTHER STUDY AND CAREERS

The study of Design and Technology: Product Design is suitable for careers in architecture, civil engineering, landscape architecture, industrial product design, furniture design, computer aided design, graphic design and design engineering.

There is a huge national skills shortage for highly qualified design professionals.

Future careers prospects and earnings potential are both extremely positive.

FURTHER INFORMATION

Exam Board:

AQA

Faculty Lead:

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Subject Lead:

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PSYCHOLOGY

COURSE OVERVIEW

Year 12

- Social influence: why we conform to others and to social roles. Explanations of obedience and why some people are able to resist social influence and authority pressures.
 - Memory: how do we process memories? Why are some people able to remember more than others?
 - Attachment: why do we form attachments to our parents and others? Is attachment natural? What happens if we are unable to form attachments?
 - Approaches in Psychology: different explanations of behaviour in psychology.
 - Psychopathology: phobias, depression and OCD: their explanations and treatments and defining abnormality.
 - Biopsychology: the biology behind our human behaviour, including the stress response.
 - Research methods: in psychology it is vital we conduct research to support our theories.
- Issues and debates in psychology: Gender and culture in psychology, Free will and determinism, The nature-nurture debate, Holism and reductionism.
 - Relationships: theories of relationship formation, Factors affecting attraction in romantic relationships, Parasocial relationships, Virtual relationships in social media.
 - Schizophrenia: symptoms and classifications of schizophrenia, explanations of schizophrenia.
 - Aggression: why are we aggressive? Is it learned or biological?
 - Inferential statistics and research methods.

HOW WILL I BE ASSESSED?

The course is broken down into three exams. All the topics are assessed at the end of Year 13. Each exam is two hours long and worth 33.3% of A-Level. 15% of the exam is also dedicated to mathematical assessment – including ratios,

averages, probability and statistics.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Grade 5 or above in GCSE Science, as well as Grade 5 or above in GCSE English and Mathematics.

POSSIBLE FURTHER STUDY AND CAREERS

- Clinical psychology
- Psychiatry
- Accountancy
- Human resources
- Forensic psychology
- Occupational therapy
- Teaching
- Nursing

FURTHER INFORMATION

Exam Board:

AQA

Faculty Lead:

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Subject Lead:

Miss R Hughes

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Year 13

Areas covered in AS are reassessed in A2 in one exam. In addition, the following is also covered in A2:

SOCIOLOGY

COURSE OVERVIEW

Core themes in Sociology include socialisation, culture and identity; and social differentiation, power and stratification.

Specific topics include:

- Education- Who does it benefit? Why are certain individuals more likely to succeed in education? Do educational policies benefit all of us equally?
- Research methods- How do sociologists conduct social research? What are the strengths and weaknesses of different research methods?
- Work, poverty & welfare- Why does poverty still persist in contemporary society? How is poverty distributed between various social groups?
- Beliefs- Is religion used to control people? Is it a source of conflict? Are we undergoing a process of secularisation?

- Crime and deviance- Why are certain groups more likely to commit crime? How can we prevent/control crime? How has globalisation affected crime?
- Sociological theory- What are the main sociological theories? How useful are they when explaining features of contemporary society?

HOW WILL I BE ASSESSED?

The course is broken down into three exams.

All topics are assessed at the end of Year 13 with three exams each 2 hours long and worth 33.3% of A-Level.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

Five GCSEs grades 5+ with a including English and Mathematics.

To be successful you will need to be interested in social affairs, have an open and enquiring mind and be comfortable

handling statistical information and competing points of view.

POSSIBLE FURTHER STUDY AND CAREERS

Sociology is a well-respected academic subject valued by employers and universities alike.

Possible degree courses include:

- Anthropology
- Social Cultural Studies
- Economics
- Business Administration
- Humanities

Career options include:

- Legal professions
- Media
- Journalism
- Healthcare/social work
- Human resource management
- Teaching
- Civil Service

FURTHER INFORMATION

Faculty Lead:

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Subject Lead:

Mrs E Clements

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SPORT (BTEC)

COURSE OVERVIEW

Extended Certificate in Sport

This course provides a broad basis of study for the sport sector. You will study four units of work over two years. The four units are shown below:

- **Anatomy and Physiology:** you will learn about the body systems and how they are affected during short and long term exercise.
- **Fitness training and programming:** you will research the characteristics of a healthy lifestyle and different methods of fitness training to develop well-being.
- **Professional Development in the Sports Industry** looks at career paths within the world of sport.
- The final unit is optional and is chosen by the subject leader. For example, this could be Sports Psychology, Practice Sport, Fitness Testing or Sports Leadership.

HOW WILL I BE ASSESSED?

The units are assessed in a variety of ways. There will be a written examination, a task set by the exam board and two units assessed internally by the subject teacher which will be in the form of written assignments.

Assignment

Programme team creates assignment brief and students carry out set tasks, creating evidence to support a work-related scenario.

Task

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

- Pre-release task
- Students will interpret lifestyle factors and health screening data to create and justify a fitness training programme.
- Learners will need to develop and justify a training programme that meets the need of a specific client.

Written Exam

Unit 1: Anatomy and physiology
Short and long answer questions assessing understanding of anatomy and physiology and how the

different systems of the body can affect sports performance.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

At least grade 5 in GCSE Physical Education is generally expected or a merit in BTEC Sport. Good passes in Science and English would also be beneficial.

POSSIBLE FURTHER STUDY AND CAREERS

BTEC Sport provides many varied and exiting career opportunities. These include sports coaching, sports science, teaching, sports psychology, the leisure industry, sports journalism and sports development to name but a few.

FURTHER INFORMATION

Examination Board:

Edexcel

Faculty and Subject Lead:

Mr C Stephens

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TRAVEL & TOURISM (BTEC)

COURSE OVERVIEW

This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects.

The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A-Levels.

HOW WILL I BE ASSESSED?

The BTEC Level 3 qualification is the equivalent in size to one A-Level. There are four units. These include one examination and three components that are assessed through portfolio work.

Each unit contributes equally to the overall grade (25% each).

Unit 01: The World of Travel and Tourism (Examination)

The travel and tourism industry in the UK is growing and is of

major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.

Unit 02: Global Destinations (Task)

Different types of destinations around the world have significant importance – learners will investigate the features and appeal of global destinations.

Unit 03: Managing the Customer Experience (Assignment)

Learners will explore and apply ways of managing the internal and external customer experience to support organisational success and develop their customer service skills.

Unit 04: Visitor Attractions (Assignment)

Learners investigate the nature and role of both built and natural visitor attractions, their appeal, popularity, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

ENTRY REQUIREMENTS AND DESIRABLE ATTRIBUTES

There are no specific entry requirements in order to select this course. However, learners are expected to be diligent and hard working.

Having an interest in the travel and tourism industry would be an advantage but is not essential.

POSSIBLE FURTHER STUDY/CAREERS

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers.

FURTHER INFORMATION

Exam Board:

Edexcel

Faculty and Subject Lead:

Mr C Stephens

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ENRICHMENT & LEADERSHIP

All students in TDMS take an academic enrichment course in Year 12. There are several different possibilities:

RESIT COURSES IN ENGLISH & MATHS (AQA)

We run resit courses in GCSE Maths and English for any student that has not gained a grade 4 pass in one or both of these courses. This is an absolute requirement for study in the Sixth Form.

Resit classes will normally be run during the school day and will consist of 2 taught lessons, plus additional homework set at the teacher's discretion.

The expectations for attendance and punctuality are just the same as for other lessons.

In most cases, students are entered for the November resit window – giving a further opportunity in the summer term, if required.

CORE MATHS (AQA)

Core Maths is a Level 3 qualification that is equivalent to 40% of a full A-level course and is worth up to 20 UCAS points. The course enables students to apply A-level standard Mathematics to a range of scenarios based around a case study released in January each year.

To complete the course, students take 2 examinations at the end of Year 12 and get their results during August.

Research has shown that Level 3 Maths qualifications have a significant impact in improving career opportunities and lifetime earnings potential.

With its focus on statistics, the course is particularly suitable for students taking Biology, Criminology, Sociology or Psychology who are not already taking maths A-level.

LAPTOPS & GOOGLE CHROMEBOOKS

We encourage all our Sixth Form students to purchase a laptop or chromebook to support their studies. This is an increasingly essential piece of equipment as all Sixth Form lessons are supported by Google Classroom activities as part of our commitment to blended learning.

LEADERSHIP

The Sixth Form is the pinnacle of the school. All Sixth Form students are expected to have a leadership role within the school community, where this is applicable and conforms with guidance from DfE regarding COVID-secure measures in schools.

This may be as a learning coach to support lower school students with their English and Mathematics, or it might mean working within another subject to support and inspire learners in Key Stage 3 or 4.

Sixth Form students also roles such as House Captains, Charity Ambassadors and as Sports Leaders.

You won't need to choose your enrichment or leadership options until you actually start life as a student in the Sixth Form.

SIXTH FORM ALUMNI 2018-2020

For many students, the De Montfort School Sixth Form is a gateway to the next stage in unlocking their academic and professional potential.

For the last 3 years, between 60- 70% of TDMS Sixth Form students went on to study a very wide range of degree courses at University, including “redbrick” and “Russell Group” institutions.

DESTINATION	COURSE	DEGREE	YEAR
De Montfort University	Advertising and Marketing	BA(Hons)	2018
Swansea University	American Studies	BA(Hons)	2018
University of Northampton	Banking and Financial Planning	BA(Hons)	2018
University of West of England	Biological Sciences	BSc(Hons)	2018
University of Gloucestershire	Biology	BSc(Hons)	2018
Birmingham City University	Business (Marketing)	BA(Hons)	2018
University of Worcester	Business Management	BA(Hons)	2018
University of Brighton	Business Management	BA(Hons)	2018
Swansea University	Business Management	BA(Hons)	2018
University of Nottingham	Chemistry	BSc(Hons)	2018
The University of Warwick	Computer Science	MSc(Hons)	2018
Cardiff University	Computer Science	BSc(Hons)	2018
Coventry University	Counselling	BA(Hons)	2018
University of Gloucestershire	Criminology	BA(Hons)	2018
University of Gloucestershire	Criminology	BA(Hons)	2018
University of Derby	Criminology	BA(Hons)	2018
University of West London	Cyber Security	BA(Hons)	2018
University of Birmingham	Dental Hygiene and Therapy	BSc(Hons)	2018
University of Gloucestershire	Early Childhood Studies	BA(Hons)	2018
Aston University	Engineering and Applied Science	BSc(Hons)	2018
Manchester Met University	English and Film	BA(Hons)	2018
University of Worcester	English Literature and History	BA(Hons)	2018
Birmingham City University	Finance and Investment	BA(Hons)	2018
University of West of England	Forensic Computing and Security	BSc(Hons)	2018

Birmingham City University	Health Studies (Public Health)	BSc(Hons)	2018
De Montfort University	Interior Design	BA(Hons)	2018
Birmingham City University	Law	LLB(Hons)	2018
University of Essex	Marine Biology	BSc(Hons)	2018
University of Reading	Mathematics	MSc(Hons)	2019
York University Medical School	Medicine	MB ChB	2018
Oxford Brookes University	Nursing (Mental Health)	BSc(Hons)	2018
University of Worcester	Nursing Studies (Adult)	BSc(Hons)	2018
University of Worcester	Nursing Studies (Adult)	BSc(Hons)	2018
University of West of England	Primary Education (ITE)	BEd(Hons)	2018
University of East London	Psychology	BA(Hons)	2018
Aston University	Psychology	BSc(Hons)	2018
University of West of England	Psychology with Criminology	BSc(Hons)	2018
University of Gloucestershire	Religion, Philosophy and Ethics	BA(Hons)	2018
Hartpury University Centre	Sports Business Management	BA(Hons)	2018
University of Gloucestershire	Sports Management	BA(Hons)	2018
University of Gloucestershire	Sports Therapy	BA(Hons)	2018
Oxford Brookes University	International Business	BA (Hons)	2019
Lancaster University	Drama, Theatre and Performance	BA (Hons)	2019
Swansea University	Computer Science	BSc (Hons)	2019
Aston University	Engineering and Applied Science	BSc (Hons)	2019
University of Gloucestershire	Accounting and Finance	BA (Hons)	2019
University of Portsmouth	Diagnostic Radiography	BSc (Hons)	2019
University of Gloucestershire	Sports Therapy	BSc (Hons)	2019
University of Gloucestershire	Accounting and Finance	BA (Hons)	2019
University of Gloucestershire	Accounting and Business	BA (Hons)	2019
University of Gloucestershire	Business and Finance	BA (Hons)	2019
University of Gloucestershire	Sport Business Management	BA (Hons)	2019
University of Nottingham	Sport Rehabilitation	BA (Hons)	2019
Swansea University	Sport and Exercise Science	BA (Hons)	2019

University of Gloucestershire	Sport Business Management	BA (Hons)	2019
University of Gloucestershire	Business Management	BA (Hons)	2019
University of Gloucestershire	Criminology and Psychology	BSc (Hons)	2020
University of Derby	Specialist Sports Journalism	BA(Hons)	2020
Coventry University	Computing	BSc (Hons)	2020
De Montfort University	Nursing with Registration	BSc (Hons)	2020
University of Wolverhampton	Creative Writing	BA(Hons)	2020
University of Worcester	Nursing (Adult)	BSc (Hons)	2020
University of Salford	Psychology	BSc (Hons)	2020
University of Gloucestershire	Early Childhood Studies	BA(Hons)	2020
University of West London	Criminology with Psychology	BSc (Hons)	2020
University of Edinburgh	Performance Costume	BA(Hons)	2020
University of Gloucestershire	Psychology	BSc (Hons)	2020
Keele University	Film Studies	BA(Hons)	2020
Bolton	Sports	BA(Hons)	2020
University of Worcester	Law	LLB(Hons)	2020
Leeds Beckett University	Business	BA(Hons)	2020
University of Gloucestershire	Education, Inclusion and SEN	BA(Hons)	2020
De Montfort University	Psychology	BSc (Hons)	2020

HEAD OF SIXTH FORM

Miss E Shepperd

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WHERE TO FIND US

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WEBSITE

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For more information about sixth Form courses, please visit the curriculum page on our website.

<https://www.tdms.worcs.sch.uk/?page=genericpage&pageid=46>

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