



Tring School Sixth Form Information Booklet 2020-2021

Welcome to Tring School Sixth Form

Welcome to Tring School. We are a mixed comprehensive with an excellent academic and pastoral record. We are very proud to have one of the largest Sixth Forms in Dacorum and that, in our Ofsted report, the Sixth Form received the classification of 'outstanding'. Our aim is to maintain and surpass this status.

The ethos of the Sixth Form is one which places great emphasis on individual needs and pastoral care in order to ensure every student is successful. We have a rigorous system of tracking student progress and invest quality time in intervention strategies. Our tracking and monitoring student photo board is at the centre of all of our work with students and is a highly successful tool. We provide a range of interventions for students across the year in order to help them to fulfil their potential. Ofsted state that 'Achievement in the Sixth Form is outstanding. Standards are well above average and the proportion of higher grade passes is high'.

Our Commitment

The challenges of Sixth Form education require clear commitment and it is essential that students consider carefully what you want from your post-16 education. Academic achievement is crucial if you are to be able to move on to the career and higher education opportunities of your choice. We are well placed to be able to offer you a very wide variety of courses, taught by committed teachers who will challenge and inspire you.

As Sixth Form students, you will have to work hard to achieve your qualifications and you will be required to develop a responsible attitude in order to cope with the greater freedom offered at this level. To support you in this, we have an experienced Sixth Form team who will ensure that you are guided onto appropriate courses, with regular monitoring and feedback on your progress. We will also support you with individual advice in progressing to the next step, whether this is university, an apprenticeship, a gap year or into the world of work.

Your Commitment

Any Year 11 student may return to the Sixth Form providing they meet the entry criteria and they are willing to work hard and play an active part in school life.

All courses require serious and sustained study if there is to be examination success. The academic transition from GCSE to A Level and Level 3 BTEC is huge. It is, therefore, very important that students give their subject choices considerable thought. Hard work and private study are essential for academic success and all of our prospective students should be very clear that at least 15-18 hours of study per week outside of lesson times will be necessary for success with their courses. There are clear implications here for part-time work as recent studies have shown that employment in excess of six hours every week leads to a significant drop in the level of the final grades achieved.

Pastoral Care

The Sixth Form represents a new beginning. However, students continue to benefit from the excellent pastoral care offered at Tring School. The Sixth Form team specialises in the needs of post-16 students and, as well as supporting students through their time in the Sixth Form, offers guidance on the next phase of their lives. The pastoral programme in the Sixth Form is geared towards the needs of young adults and covers issues such as study skills, preparation for university, citizenship and time management along with safe driving, fire safety, living away from home, sexual consent and drugs awareness talks. There are many extra-curricular activities including clubs, participation in the school's musical ensembles and dramatic productions and highly successful trips and visits both in the UK and abroad. At Tring School, students benefit from an experienced Sixth Form

Team: a Head of Sixth Form, two Deputy Heads of Sixth Form, a Student Support Manager, a UCAS Advisor and an Administrator. We operate an open door policy giving students access to guidance and support when needed.

Tracking & Monitoring Sixth Form Students

An integral part of our daily work is the Tracking and Monitoring of our students. We work closely with our Data Team to ensure we have current data on all students and then use this as a tool to implement the necessary support and intervention. All students in the Sixth Form have a photo card and are appropriately colour coded.

How we colour code: Each student receives a target grade in each of their subjects. These grades are derived from the students' GCSE results and combined and compared against students nationally who have also achieved the same or similar scores. We find this data very useful and valid and it provides us with a good benchmark. This is not to say that students cannot exceed the predictions because, of course, they can and to the same extent they can also underachieve. Teachers will also make their own predictions on a student's ability and all of this data is shown on the Achievement Tracker and Photo board.

- **Light Green Students** exceeding their target grade by 3 or more grades across all of their subjects
- **Green Students** on track or within 1 grade to meet their target across all their subjects
- **Amber Students** not reaching their target by 2 grades across all their subjects
- **Red Students** 3 or more grades below their target across all their subjects

Achievement Trackers

These are an invaluable tool in helping staff, students, parents and the Sixth Form team monitor student progress. Subject teachers work hard to ensure that the information on these documents is as accurate as possible and they give a clear indication as to how the student is performing and their predicted achievement at the end of the academic year. Go for Schools also provides a live picture of student progress.

Part of our Tracking and Monitoring system includes intervention with specific groups of students. All students on red have individual appointments and group seminars on a regular basis; support is personalised for them in order for them to achieve as highly as possible. Students on amber will also receive group intervention, considering key areas for improvement and development. All students on red or amber will be part of an intervention Google classroom: an online platform providing regular tips and guidance. They will all be set individual SMART targets alongside class teachers and reflect on their progress against these regularly.

At all times we will liaise with parents if a student is receiving any additional support and we very much welcome you being part of the process.

Able and Ambitious programme

At Tring School we recognise that there are students of exceptional abilities in one or more areas, as well as students that display a real passion and enthusiasm for specific subjects. We believe that all of our students, including our 'able' and our 'ambitious' students, should be provided with a wide range of opportunities and

have their enthusiasm for learning, nurtured. We provide our students with access to a broad range of enrichment and enhancement opportunities which will enable them to deepen their knowledge of their subjects, and explore wider aspects of them, areas that they may not necessarily be covered as part of the curriculum. In addition to this, lessons are purposefully challenging, in order to support high aspirations and enable all students to achieve their full potential.

In order to support students with their learning, we actively encourage them to complete as many of our Tring School Super-Curriculum activities as they can. The Super-Curriculum can be accessed via the school website and will provide students with suggestions of wider reading, podcasts, TED talks, places to visit and other educational suggestions. Students also regular updates about guest speakers, trips, visits and lectures. There are many exciting opportunities such as residential academic courses with Villiers Park Educational Trust, open lectures at universities and a very comprehensive support package for students applying to Oxbridge and Russell Group universities.

At KS5, our 'Able and Ambitious' students include those that are high attainers at GCSE and sit within the top 10% of the cohort (our Academically Most Able students). These students are often predicted 3 or more A or A* (or equivalent) grades. Our 'Ambitious' students are those identified by teachers, or those who identify themselves, as being ambitious in a particular aspect of their studies.

Preparation for the future

We take great pride in our expertise when preparing students for their futures. In addition to supporting students in their academic success, we have a proven record in positively guiding students with their personal statements for UCAS application, preparing CVs for job applications and discussing possible gap year activities. Our success in this area is best measured by the number of former students who keep in touch, asking for references or informing us of successful paths taken. Out of this year's 143 leavers, 51% went directly to university, 23% have taken a gap year and have secured a place to start university in 2020, 5% are in further education and 20% have chosen apprenticeships and employment.

Each year differs and the wide range of courses available in Higher Education ensures no two years are the same.

There is a full list of 2019 destinations and courses on the website <https://www.tring.herts.sch.uk/400/student-destinations>

Head Boy and Head Girl Team

The Head Boy, Head Girl and their deputies are the senior students of the school. As such they are looked up to by younger students and are regarded as ambassadors of the school by staff, governors and parents. The Head Boy and Head Girl Team set exemplary standards at all times. After the successful outcome of a rigorous interview process, they have a number of specific areas of responsibility, as set out below:

- Upholding the aims and objectives of Tring School and the Sixth Form
- Representing the school and students at events

- Public speaking at a variety of school events e.g. open evenings
- Promoting student voice within the school
- Attending Governor meetings

Outside of the Curriculum

The Sixth Form experience is about more than gaining academic qualifications. We place great emphasis on ensuring that our students are also well rounded individuals. We pride ourselves in offering a wide range of responsibilities and activities. In total we offer over sixty positions of responsibility. These provide students with an opportunity to develop themselves and give something back to the wider school community. These additional roles and responsibilities also add credibility to both job and UCAS applications.

Here are just a few opportunities that are available:

- House Captains, Arts Captains, Sports Captains, Eco Captains and Charity Captains
- Taking a lead in a whole range of activities within Houses
- Community service both within school and in the wider communities
- Representing the school at official events
- Mentoring for Year 7 and 11 students
- Paired reading programme with KS2 and KS3 students
- Higher education visits to universities and conventions
- Mock interviews with university lecturers and senior business figures
- Guest speakers
- Drama opportunities
- Music - school, district and international tours
- Sports teams - school, district, county and international tours
- Theatre visits
- Sixth Form subject conferences
- World Challenge and Duke Of Edinburgh Awards
- COOL Time – Careers, Opportunities, Organisation and Life Lessons
- Social responsibility programmes such as ‘Litter Warriors’

Sixth Form Committee

We encourage students to have a say in the running of the Sixth Form and to take responsibility for the Sixth Form area. All students have a voice through the Sixth Form committee. This committee organises independent social events, fundraising and makes recommendations to staff. In recent years they have arranged and overseen a large number of fundraising events, produced year books and organised socials throughout the year including the highly acclaimed May Ball.

Six Expectations

Students make a conscious decision to stay on in Sixth Form, or to join us in Year 12 and it is important that they are aware of the increased expectations placed upon them. It is our aim that we are not only equipping students with excellent exam results but also skills for the rest of their lives.

After GCSEs, students can often struggle with the transition to the next level of study. We would therefore like to be clear on the expectations with the main aim being that students take responsibility for their learning. In light of this, you are asked to sign to confirm your commitment to meeting these expectations for the duration of your study in Tring School Sixth Form:

1. Students are to arrive fully prepared for lessons, be punctual and maintain a minimum attendance of 90%.

Students are not allowed to join the lesson if homework / preparation work is not completed to the required standard, or just not completed. Students will be sent away to complete the work and must return as soon as they have done it, at which point they can be readmitted to the lesson. Students who are to be out of school for valid reasons must ensure that they collect a yellow 'Leave of Absence' form to notify all staff in advance and complete work missed. Failure to meet the minimum 90% attendance to individual subjects could result in paying for exams in this subject (with the exception of extenuating circumstances) . Students off site outside Home Study hours will be given a lunchtime detention.

2. Students are to take responsibility for their own learning and be proactive in seeking help.

This includes seeing teachers outside of lessons if they are struggling with any work, organising 1:1s as necessary and managing the demands of Sixth Form study. Students are expected to attend any intervention sessions offered.

3. Students are to adhere to the Sixth Form dress code, including wearing the Sixth Form ID badge.

Failure to dress appropriately will result in students being sent home. Skirts and dresses must be no shorter than two inches above knee length. Facial piercings are not permitted.

4. Students are not allowed to use mobile phones within lessons unless instructed by the teacher, and only for the purpose of recording homework / work related to lesson. Mobiles are only permitted for general use in the Sixth Form Centre.

If a student uses their mobile phone when not permitted, it may be confiscated.

5. Students are required to use the school's IT systems appropriately, check emails daily and to have their own Chromebook or laptop in school at all times, for use in lessons and study periods.

Emails are sent to students on a daily basis and they are responsible for ensuring they have read and understood the information conveyed. Chromebooks or laptops must have enough charge to last for a suitable length of time.

6. Students are expected to behave in a mature fashion and to be respectful to others.

This includes during lessons, during their study periods in the Sixth Form centre, LRC and free rooms and off site during school hours. Students should not be a disruptive influence.

Entry Criteria for Sixth Form

Courses in the Sixth Form require a high level of intellectual ability and commitment to work; it is paramount that students select courses that are appropriate to their ability. A good guide to identify the most suitable pathway is to use the GCSE point score system; this gives a true reflection of a student's current ability and has proved to be a reliable tool in deciding on the correct courses.

To join the Sixth Form students need to meet the following criteria:

1. Achieve the minimum point score calculated from their best 8 GCSE results including English Language and Maths
2. Meet the subject specific entry criteria
3. Have a full programme of study. This entails 3 qualifications in the majority of cases (A Level courses or equivalent)

Please see the handout provided with the prospectus for details of points score calculations. From 2017 all courses are two year courses and students will not take AS Level qualifications. Most students are expected to take three A Levels or equivalent. In a small minority of cases, for the most able students, we will consider allowing students to take four A Levels. However students must take these for the full two years and understand the academic commitment that they are making. In addition, as universities will be making offers based on three A Levels, students must be sure of why they are making the additional commitment. All students will have the opportunity to discuss their results with the Sixth Form team and advice will always be given to suit their needs.

How To Choose Your Subjects

- Do you have a specific career in mind that dictates the subjects you must pick? If you have a particular university course in mind it may be worth using the UCAS website (www.ucas.com) to check course entry requirements.
- What subjects do you enjoy? You will be spending 8 hours a fortnight in lessons and a further 5-6 hours per week completing work outside of lessons (per subject). Therefore, it is essential that you enjoy each subject.
- What subjects are you good at? Please check each subject's specific entry criteria; it is essential that you meet this. Details enclosed.
- Talk to your subject teachers and discuss suitability.
- Read the subject information in this booklet carefully.
- Understand what is involved in the study of the subjects in terms of the topics to be covered, amount of coursework to be completed, meeting deadlines etc.
- Check out information in the Connexions Centre and on the Careers and Higher Education Section of the school website.
- Ensure you are staying at or joining Tring School because you want to and not just because your friends are.
- Research courses on the Tring School website.
- Visit subject stands at the Post 16 Subject Fair.
- Talk to current students and teachers, particularly if the subject will be new to you in Sixth Form, such as Psychology.

Students should ensure they choose their courses wisely, as places will be allocated initially based on application and 1st, 2nd and 3rd preference. Any late changes will be wholly dependent on there being room on the course.

In the unlikely event that courses are oversubscribed and students have ranked the same suite of subjects in the same order and have met the overall and subject specific entry criteria, places will be allocated to those students living nearest to the school, based on the 'straight line' distance measurement from the student's main address.

Subject Information

Art

A Level Art follows a traditional path. Emphasis is placed on the ability to draw well from life, in order to realise complex ideas. Students develop their knowledge and skills by creating a rich visual language. They will be expected to develop their recording abilities and demonstrate skillful use of the formal elements. Students will experiment with a wide range of techniques, learning how to transform and manipulate materials to reflect the different qualities of their observed forms and images.

A Study Tour to Paris (or another European city) and a drawing tour to a coastal town in Britain supplement the studio work.

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

Pablo Picasso

Biology

Biology at Tring School studies all living things. It provides the students an opportunity to experience a wealth of different skills. It is an academic subject that is recognised by all higher institutions as it will provide you with the range of skills needed for further academic studies. During the course you will attend a Biology field trip that will develop your practical skills and give you the experience of studying new ecosystems. Biology is a subject that will enthuse you about the world you live in as well as making you look at it from a different perspective.

Business

AQA Business is designed to engage students through topics and issues that are relevant in today's society, such as digital technology, business ethics, the impact of business on the environment, dynamic pricing and globalisation.

Students will develop the knowledge and skills to interpret and analyse business data, think critically about issues and make informed recommendations about real life business situations. These skills are invaluable for further study and employment.

In the first year, students will study key functional areas of business; marketing, operations, finance and human resource management and will also examine the nature and purpose of business and how businesses are structured. In the second year students will investigate the strategic position of firms, how they determine their strategic direction, how they implement strategy and how they manage strategic change.

Business (BTEC)

We follow the Extended Certification and students will complete 4 units across the course. These include two external and two internal assessed units. Opting to take a BTEC allows a learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Units covered include;

- Exploring Business
- Marketing
- Personal and Business Finance
- Recruitment and Selection

The course is also designed to give students first hand experience of business activities.

Chemistry

Chemistry at Tring School provides students with the opportunity to study how and why different materials react. Chemistry is made up of three strands: organic, inorganic and physical. Organic chemistry involves reactions of hydrocarbons and compounds with hydrocarbon spine with different functional groups. Inorganic chemistry looks at the trends and patterns of the periodic table and explaining the reactivity. Physical chemistry provides measurements of how quickly reactions take place and with how much energy along with analytical measurement and tools.

This course develops skills in logical, creative and analytical thinking which are directly transferable to many different areas of life.

Computing (BTEC)

In the BTEC Level 3 Extended Certificate in Computing, students will develop their understanding of both computers and computer systems, how they are designed, constructed, and used. The core study of computing encompasses programming languages, data structures, algorithms and with the underlying science of information and computation. The influence of computing has been profound in shaping the world in which we now live. The use of technology is almost universal among UK businesses, and increasingly businesses are adopting strategic technologies to deliver new opportunities. The professional, scientific and technical sector has shown the largest increase of all broad industry groups between 2012 and 2013, with a particularly large increase for this sector in London. Telecommunications has been the fastest growing part of the information economy sector; growing at 5.7 per cent per annum during the period from 2000 to 2013. There are approximately 1.3 million people working in technology specialist roles in the UK, and technology specialist employment is consistently increasing, growing by 6 per cent (71,000) from 2013 to 2014 alone. The UK is ranked second in the world for technological readiness by the World Economic Forum.

The content of this qualification has been developed in consultation with academics to ensure that it incorporates the most up-to-date knowledge and skills to enable progression to higher education. In addition, employers and professional bodies have been consulted on the content development to corroborate its relevance with current industry practice used in computing and related occupational disciplines.

Criminology Applied A Level

Criminology Applied A Level involves studying many different aspects of crime. The course involves a mixture of exams and controlled assessment, and students are able to sit their first exam at the end of Year 12, which helps to spread out their A Level assessments. Whilst studying the course, students will look at a wide range of real life criminal cases and be able to apply their knowledge to these. Some aspects of crime we consider are;

how do we decide what behaviour is criminal, how have laws changed over time, what different theories there are for why a person commits crime, how are criminals dealt with by the police and the courts, are prisons effective forms of punishment and many more. Students will also learn about how crimes are portrayed in the media, how crime scenes are processed, how evidence is obtained through techniques such as DNA analysis and toxicology testing, as well as famous examples of when there have been miscarriages of justice, due to problems with policing and evidence collection.

Criminology is relevant to many roles within the criminal justice sector including the police, legal professions, social and probation work, working with prisoners and crime scene officers. The subject links suitably with both Sociology and Psychology A Level, and can lead to a range of degree courses and careers.

Drama and Theatre

In Drama, students follow the EDUQAS specification. Last year, 100% of our students achieved their target grade in Drama. The figure for students achieving A*-B is 77%. The course allows students to develop their understanding of theatre by combining the exploration of plays, theatre companies and practitioners. Students will create theatre, perform plays and learn to research and analyse theatre. Students are encouraged to take ownership of their work and personal development with the support of the Drama team. Theatre visits are organised on a regular basis to help inform and develop students' knowledge and understanding. Workshops with outside agencies also help students to develop their skills and provide opportunities to take part in fantastic and highly challenging experiences. A Level Drama and Theatre is suitable for any student who wishes to work creatively and develop their skills as an actor or designer. Drama & Theatre also helps students to develop personal skills such as teamwork, organisation, communication, time management, public speaking, and creativity. All of these skills are desirable by employers and universities.

“Young people that studied arts subjects tend to have higher employability and are more likely to maintain employment than those that did not study arts subjects. In addition, young people who took two or more arts subjects at standard grade tend to have a higher rate of employment than those who took only one arts subject.”

DTZ Consulting & Research, Arts and Employability

Economics

Economics is a wide-ranging and relevant course designed to provide an insight into the workings of a modern economy and how it affects individuals and institutions operating within such a system.

The syllabus provides an excellent understanding of the economic problems which face individuals, firms and governments on a local, national and global level and the alternative ways these problems can be resolved. It addresses issues such as the impact of Brexit, the potential outcomes of economic policy decisions, the impact of our economy on the environment and the economic impact of inequality at a national and international level.

A Level Economics is a highly analytical course that provides students with skills that are sought after in the world of finance, business and government. Students will critically analyse economic data, economic problems and evaluate potential solutions drawing on the current performance indicators of the UK and global economy.

English Literature

English Literature develops analytical and discussion skills in a supportive group environment, understanding of how language works, understanding of the author's craft, appreciation of social, cultural and historical context and enjoyment of reading. We expect a wide range of viewpoints to be given by our students and for them to be able to argue particular perspectives on texts or a writer's viewpoint – based on a wide range of literature.

Students need to be independent and formulate their own interpretations. Students learn to express ideas with clarity, confidence and courage, both in discussion and in essay writing.

English Language/Literature

This course is designed to engage students through the study of a wide range of interesting and engaging literary and non-fiction texts. They will use literary and linguistic methods to study texts and, developing from their GCSE, explore connections and analytical concepts and methods throughout the course. Additionally, there will be the opportunity to engage with their creative side through the production of original creative writing. Students need to be independent and formulate their own interpretations. Students learn to express ideas with clarity, confidence and courage, both in discussion and in essay writing.

Environmental Science

This is an engaging and thought provoking A Level for anyone interested in contemporary environmental issues, systems thinking and sustainability. Real life case studies will be used to help you develop key scientific skills and knowledge as well as skills in communication, teamwork and critical thinking.

You will study a range of topics including the living environment, energy, biological resources and sustainability through a combination of independent and interdependent learning. You will also have the opportunity to join the popular Biology field trip to study research methods and ecology.

Environmental Science is a great accompaniment to Geography, Biology, Physics and Maths, but will add breadth and depth to any A Level portfolio.

Careers options will include STEM (Science, Technology and Maths) industries including engineering, food, energy, conservation and health and non- STEM opportunities in media, leisure and planning.

Film Studies

Film Studies is a rigorous, detailed and academic study of films as texts, and their broader historical, cultural and social contexts. It is a course designed to deepen an understanding, appreciation and enjoyment of film. Films are a powerful means of communication, expression and creativity. At Tring, we will introduce you to films and filmmakers from around the world, and throughout the history of the form. The course is a mixture of close textual analysis, the study of issues such as identity and crime, and one independent component of creative filmmaking / screenwriting.

French

The French A Level course aims to foster a love and appreciation not only for the French language but also for film, music and books written in French. We study French as an international language and through music, books and film, students' knowledge of the French language is broadened. It is an exciting and interesting A Level which complements study in either the Sciences or the Arts as it provides students with opportunities to study abroad later on. We are also aiming to set up a link for our A Level students with students in France to give that 'real-life' practice that develops confidence. We explore a range of viewpoints on several topics that are current today such as technology, the environment and celebrities as role-models. Students will become confident communicators who can express themselves and their points of view clearly with guidance from their teachers. Students with Language degrees and skills have some of the highest rates of employment post

graduation as these skills are highly sought after by employers, French has the 10th highest number of speakers in the world and so skills in French are particularly desirable.

We follow the AQA course for A Level French and this enables us to study both a book and a film in French both of which are exciting and interesting and will add a cultural element allowing students to learn more about the culture of France.

Geography

Geography is one of the most fascinating, diverse and current subjects you could choose to study, It enables you to fully understand the physical and human landscape that you see around you. Geography complements both Arts and Science subjects due to the mixture of Physical Geography, which requires you to think in a scientific way and Human Geography which allows you to think in a more creative and sociological way. Geography provides a range of excellent transferable skills which can be used in further education and career opportunities The skills developed in Geography are highly sought after by both universities and employers and students that go onto take a geography degree are some of the most employable in the workplace. Geography is constantly relevant with news stories focusing on topics such as climate change, our position within Europe, renewable energy and natural disasters. An understanding of our world is therefore an integral skill to possess. Geography holds the keys to solving the world's problems as it teaches us how we can manage and mitigate most of the imminent issues that threaten the sustainability of our planet.

German

The German A Level course aims to foster a love and appreciation not only for the German language but also for film, music and books written in German. We study German as an influential European language and through cultural studies, students' knowledge of the German language is broadened. We explore a range of viewpoints on issues that are current in today's world such as sport as a business, human rights and the role of the media. We are also aiming to set up a link for our A Level students with students in Germany to give that 'real-life' practice that develops confidence. It is an exciting and interesting A Level which complements study in either the Sciences or the Arts as it provides students with opportunities to study abroad later on. Students will become confident communicators who can express themselves and their points of view clearly with guidance from their teachers. Language skills are highly sought after by both universities and employers.

Government and Politics

The study of Politics is concerned primarily with analysing how and why governments interact with society. This includes such topics as how laws are made and the work of ministers, MPs and civil servants. We will look at a range of government departments and the political parties in both the UK and the US. We will look at how decisions are made both nationally and locally, and how people and pressure groups can pursue their own political aims. We will consider how certain groups of voters typically vote, and why this may change over time. We also look at how voters can be influenced by a range of different factors. This is a fascinating and enlightening A Level for students with a keen interest in current affairs.

History

In this ever changing world you are bombarded with information 24/7 from a vast range of sources. Never before has it been so important for you to be able to make intelligent judgements about just what it is you are being told – to sort the facts from the fiction, the prejudice from the lies, news from fake news. Having the confidence to think, consider and reach your own informed judgements about what you are being told and

express your views with confidence and conviction are THE vital skills, regardless of content, that we promote in A Level History as we explore Tudor England, the origins, development and conclusion of the Cold War and the rise and fall of British influence in Africa.

Maths

Maths is a very popular choice at Tring School. The course is comprised of two thirds Pure Mathematics and one third Applied Mathematics (including both Mechanics and Statistics). Whereas Pure Mathematics takes the GCSE study of algebra, number work and trigonometry to new levels, in Mechanics and Statistics students will apply these skills to real-world situations such as the action of forces, interpretation of data, and the study of probability.

Further Maths

A Level Further Mathematics is designed to broaden and deepen the mathematical knowledge and skills developed when studying A Level Mathematics. Students who choose this subject will explore a range of topics that they haven't experienced before, and will delve more deeply into some familiar areas. Studying both A Level Mathematics and A Level Further Mathematics provides a foundation for further studies in any Science or Maths-based course, ranging from Medical Sciences, and Psychology to Statistics, Management and Actuarial Science. An A Level in Further Maths is particularly sought after in university applicants for Computer Science courses.

Media Studies

In Media Studies, students learn a broad range of creative and practical skills necessary for university, apprenticeships or industry. This exciting course covers all media platforms offering an area of interest for all students. Across two years, students will examine media language, representations, audiences and industries from the following areas: Advertising, TV, news, computer games, websites, social media, magazines, music videos, radio and Film (industry only). The coursework element requires students to create their own media products. Using industry software, learners are given autonomy over a range of briefs and respond by producing two media products, contributing to 30% of their overall grade. Our aim is to foster and support independent and self-reliant learners. The creative media sector is one of the fastest growing and most employable industries in the UK. Through dynamic and exciting teaching, we provide the skills for our students to excel in a media-related degree and have the confidence to succeed in the industry.

Students learn:

- to analyse media products using academic terminology and theory
- to use cameras, lights and sound to create products in single camera and multi-camera live set-ups
- technical skills in photography/cinematography, photo manipulation and digital image effects
- to edit digital moving image products using the industry standard Adobe Premiere Pro editing suite

Music

The A Level Music course follows an integrated syllabus, where composition, listening and performance are linked strongly. All students perform a short recital on their solo instrument. Students create their own compositions based on engaging briefs, using Sibelius notation software. Students study a range of works from

the Anthology of Music, which aims to broaden students' musical knowledge of a large range of genres, periods and styles. Students also sit an exam which tests listening, analytical and essay writing skills. Those studying music at A Level often play a strong role in extra-curricular clubs, allowing them to model their skills to younger pupils.

Philosophy and Ethics

The Philosophy and Ethics A Level is a highly respected academic subject that requires students to think critically as well as present coherent well argued responses. Last year 80% of our students achieved their target grades. The subject is divided into three key areas, with a 2 hour written exam on each: philosophy, applied ethics and theology. The philosophy units debate ideas such as the problem of evil and the existence of God. The applied ethics units include discussion about what we mean by right and wrong and medical ethical debate on topics such as abortion and euthanasia, and theology considers the development of Christian thought. Assessment is based on knowledge of the topic as well as skills in analysis evaluation and reasoning. An A Level in Philosophy and Ethics provides a strong basis from which to pursue further education in law, politics, physics, social sciences or economics.

Photography

The A Level Photography course follows the same principles as the Art and Design A Level; it is a creative, Art based course. Students will learn techniques of digital and film photography including pinhole, cyanotype and light sensitive emulsion. This knowledge and understanding is then applied to their own practice. Ideas, themes and projects will be teacher led in the first year, with experimentation and exploration being expected. In the second year students will work far more independently however still seeking regular advice and discussing work with teachers.

The focus throughout the course is on developing skills, learning to take good photographs, gaining a coherent understanding of both film and digital photography, and studying the work of Photographers and Artists. Although students can use editing software we try to encourage them away from 'mindless button pushing', we would rather our students learnt to take excellent photographs in the first instance. Being self motivated and curious about the world is vital to success in photography and ambitious students should expect to travel to a range of locations in order to take photographs.

Physical Education/Sport

Tring School has an enviable reputation and an experienced team leading A Level and BTEC PE courses in the Sixth Form. Both courses are Level 3 qualifications and allow access to university places.

AQA Physical Education A Level

In Physical Education A Level students follow the AQA 2 year qualification. We have a very experienced team leading on this course and our results are consistently very good. Last year students in PE achieved 100% on or above their target grade which consisted of 100% A - C grades and 86% A - B grades. This course is assessed through two written exams, one piece of coursework and one practical assessment in chosen activity. This is a challenging course which is required for many university courses such as Physical Education, Sports Studies and Physiotherapy. Students study a range of topics including Sport Psychology, Anatomy and Physiology, Social factors affecting Sport, Biomechanics and Acquisition of Skills.

BTEC Level 3 Extended Certificate in Sport

In BTEC Sport students follow the 2 year Pearson qualification. We have a strong team leading this course and our results are consistently very good. Last year 100% of students achieved on or above their target grade of which 86% achieved above their target grade. 100% of students achieved at least a merit grade. Within this course 4 units are assessed with the following topics: Anatomy and Physiology, Fitness Training and programming, Sports Leadership and Professional Development in the Sports Industry. Two of these units (Sports Leadership and Professional Development) are internally assessed which will require students to complete assignments and projects. The Anatomy and Physiology unit is an external exam and the Fitness training and programming unit is an externally assessed piece of work.

Physics

Physics is an excellent subject to take at Tring School and is one of the most desirable A Level subjects to obtain entry to university courses. It will bring a wealth of knowledge from the smallest quantum events to the size of the Universe and beyond. The course also covers cutting edge particle physics, electrical properties, mechanics, fields, waves, thermal physics and a possibility to study relativity, astrophysics, engineering or medical physics.

Physics will help you to become an independent learner with optimum research skills. The course will teach you practical skills along with building your confidence in problem solving and logical process planning. It is taught in a friendly and successful department with a wealth of experience.

Product Design

Product Design at A Level involves the study of a wide range of materials and processes used in many different contexts, in both commercial and domestic situations. Students will develop their designing and making skills, investigating different media and manufacturing techniques, in order to produce high quality outcomes. They will learn about the issues surrounding contemporary design as well as those from 19th and 20th century design movements, and develop evaluative skills with which to analyse practical outcomes.

There are many degree courses which will lead on from this A Level, including engineering, manufacturing and product design which can lead to careers in these areas where well qualified specialists are always in demand. Last years' A' level results were 73% A* – C and 100% A* - E.

Psychology

Psychology involves the scientific study of human behaviour; it attempts to explain why we behave in the ways that we do. The A Level courses covers a range of behaviours and mental illnesses, and for each, students are encouraged to consider the different possible explanations for those behaviours. You will learn about a wide range of research studies that have been carried out and develop the skills to critically evaluate both the research and the theories they attempt to support. Some of the topics you will study are: memory, obedience and conformity, attachments and early development, phobias, OCD, depression, aggression, schizophrenia and relationships. Psychology is considered a Science, and therefore you will need to be very confident with Biology and Maths to consider taking this course. This course links well with Sociology, Criminology and Biology, and can lead to a wide range of degree courses and careers.

Sociology

Sociology is the study of society; it aims to explain why society is the way it is, and study what factors influence and shape us into the individuals that we become. We also study how certain groups of people experience disadvantage and inequality throughout their lives, due to unfair social processes and lack of opportunities. The course allows students to study different aspects of society in depth, such as the Family, the Education system, Crime and Deviance, Beliefs in Society, and how to carry out Sociological Research. Students will develop a range of skills including analysis and evaluation and the ability to critically examine the world they live in. An interest in current affairs is a must! Studying Sociology at A Level can lead to a range of degree courses and careers.

Spanish

The Spanish A Level course aims to foster a love and appreciation for the Spanish language and Spanish and Latin American culture. We study Spanish as an influential European language and through cultural studies, students' knowledge of the Spanish language is broadened. We explore a range of viewpoints on issues that are current in today's world such as human rights, politics and the role of the media. We study Latin American countries and the course will cover the book 'Como agua para chocolate' by Laura Esquivel. We will also aim to set up a link for our A Level students with students in Argentina to provide 'real-life' practice. Students will become confident communicators who can express themselves and their points of view clearly. Language skills are highly sought after by both universities and employers and Spanish is particularly desirable, as it is the second most widely spoken language in the world.

Textiles Design (Art and Design)

Textiles at A Level is for those who love design and making using a wide range of materials and processes. This course is ideal for you if you have an interest in fashion, costume, digital or traditional print, interior design, constructed textiles (knitted, woven, embellished or combined with other materials) or accessories.

The WJEC Eduqas A Level in Art and Design is conceived as a two year linear qualification. It consists of two components:

Component 1: Personal Investigation, 60% of qualification, internally assessed, externally moderated (coursework).

Component 2: Externally Set Assignment, 40% of qualification, internally assessed, externally moderated (practical exam).

The specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

There are many degree courses and careers that will lead on from this A Level, including fashion design, clothing manufacture and fashion business.

Travel & Tourism (Applied A Level)

Travel and Tourism provides students with an excellent opportunity to take an exciting and rewarding subject, focused on their area of interest. Travel is a rapidly expanding study area both at KS5 and higher education as students are interested in increasing their knowledge of one of the world's biggest industries. The qualification is

designed to allow the students to study a variety of units whilst still providing the freedom for students to investigate destinations that appeal to them. Students are required to complete units in:

- **The United Kingdom Tourism Product:** what the UK offers to inbound and domestic tourists and the range of employment opportunities available
- **Worldwide Tourism Destinations:** what motivates people to travel and the range and appeal of worldwide tourism destinations
- **The Dynamic Tourism Industry:** how tourism is an adaptable ever changing industry which operates on a local, national and global scale
- **Event and Itinerary Planning:** the process of event management as well as the nature of tour itineraries within the UK.

Units are assessed through 50% coursework and 50% examination, thus providing students with alternative assessment methods to more traditional A Levels. The assessment methods allow all students to achieve and are rewarded for the efforts they put in throughout the course.

The course is ideal for those students looking to develop a career within the industry or alternatively complement their other Level 3 qualification choices. Students will find Travel and Tourism inspiring and can lead them to study this at University or to continue with as a career, for example. Tourism Management, Marketing, Business, International Tourism and Event Management.

Extended Project Qualification

The EPQ is an additional qualification that the Sixth Form offers students during Year 13. It allows students to have the opportunity to plan, research a topic of their choice with the support from a supervisor and a fortnightly lesson with the EPQ Coordinator; their project may be in the form of a research-based written report, a production or an artefact. The EPQ is worth up to 28 UCAS points, which is equivalent to an additional AS Level. The EPQ is a fantastic opportunity to extend their experience in independent learning, and in a topic of their own choice, whether that be a personal interest or a subject they wish to continue into higher education. Throughout the course, students develop enhanced research and independent learning skills which prepare them for the demands of higher education, university and the workplace. It is highly regarded by many universities and is very popular and successful with our students.

Level 3 Certificate in Mathematical Studies

Level 3 Certificate in Mathematical Studies is an additional qualification which may be of interest to students who are hoping to continue studying Maths but who do not wish to take the subject as an A Level. The course builds on GCSE content and applies it to real life situations, covering Maths for personal finance, critical analysis of data in the media, and estimation for decision making. The course supports students who are taking Sciences, Psychology and Geography. The qualification is worth up to 20 UCAS points.

Application Process - For students who are already at Tring School

Information about our Post 16 courses is given to students through assemblies, the formal presentation on 27 November 2019 to both parents and students and on the Tring School Website.

We urge you to collect as much information as possible on the evening of **Wednesday 27 November 2019**. Please take time to consider all of the options available and ask questions to help clarify any issues that concern you. Seek advice from the Connexions service. If you are considering a 'new' subject/course, i.e. one not taken at GCSE level, it is expected that you will discuss this with the member of staff concerned on this evening. If you have extensive questions or issues, it may be necessary to make an appointment with an individual member of staff at another time.

Please be aware that there usually needs to be an ideal minimum of 17 students applying to study the subject to make it viable to run. We ask all Year 11 students to complete their application to Sixth Form via a Google form by 20 January 2020.

On application, we ask students to specify their 1st, 2nd and 3rd option choices. We will endeavour to meet all student requirements in terms of allocation of subject places, however this initial selection is important, as any changes thereafter will mean a student going to the bottom of the list for their subject preference. Only when a course is oversubscribed will we need to look at these ranking choices, at which time we will discuss the concerns with the student.

A student's three choices must fall in three separate option blocks. These option blocks will not change after 27 November. If there are any issues with combinations of choices of Post 16 courses, these will be discussed and resolved as soon as possible. The aim is that all students are fully informed about all of the options that are available to them. If you require any more assistance with this application process do not hesitate to contact the Sixth Form Team.

Application Process - For students who are considering joining Tring School

Every year we have a significant number of external students joining Tring School. New students will all have the opportunity of an individual appointment and tour of the school. This will provide a good opportunity to see if Tring School is the right place to continue with their studies. In every circumstance, we want what is best for the individual student.

It is recommended that an application form stating course choices is returned to the Sixth Form team by 20 January 2020. References will be requested from the school which students are currently attending.

Application forms are available from Wednesday 27 November, by emailing sixthform@tringschool.org or from by visiting the Sixth Form area of the school website <http://tring.herts.sch.uk/students/post-16/entry-to-the-sixth-form/>

Sixth Form Entry 2020 Timeline

27 November 2019	Post 16 Information Evening 6:30 – 8:15pm
28 November 2019	Applications for Tring students open via Google Applications for external applicants open via email sixthform@tringschool.org
20 January 2020	Deadline for applications (submitting your application after this date could jeopardise your place on your chosen courses)
February and March 2020	Meetings with the Sixth Form Team
23 June 2020	Tring Sixth Form Induction Day
20 August 2020	GCSE Results Day

Sixth Form Dress Code

As part of the Sixth Form, students have to follow the Sixth Form Dress Code. Having chosen to be part of Tring School students will be on show to younger students and visitors who, rightly or wrongly, will make first impressions based on students' appearance.

Tailored trousers, skirt or dress

Blouse or a shirt with collar

Tailored jacket

Fine-knit jumper

Smart shoes

Trousers should always be full length, no cut off trousers, shorts or elasticated ankles

Lumberjack type checked shirts are not allowed

Shirts should be worn tucked inside trousers or skirts

Skirts should be no shorter than two inches above the knee, not mini or ankle length and no lycra

Shoes should be leather or similar synthetic fabric. Boots, trainers and canvas shoes are not allowed.

Jeans or similar of any colour are not permitted

Leggings, sweatshirts and T shirts are not permitted

Jumpers can only be worn with a shirt and jacket, not as a single item. These should be of fine knit and plain, in any colour

Please note students don't have to wear a matching suit, they can wear tailored trousers / skirt / dress and a jacket

Ties are optional

Hair should be of a natural colour

Facial piercings are not permitted

PROVISIONAL KS5 EXAM RESULTS 2019

A Level

Subject	Cohort	% entries graded A*-A	% entries graded A*-B	% entries graded A*-E
Art	19	16%	53%	100%
Photography	17	0%	29%	100%
Business Studies	14	14%	36%	100%
Economics	20	35%	40%	95%
Product Design 3D	11	9%	55%	100%
Drama	13	31%	77%	100%
English Literature	15	13%	67%	100%
Geography	31	29%	74%	100%
Politics	17	24%	41%	100%
History	22	14%	59%	95%
Maths	29	17%	52%	100%
Maths Further	4	25%	25%	100%
Film Studies	12	0%	42%	100%
PE	7	57%	86%	100%
Philosophy and Religious Studies	5	20%	60%	100%
Psychology	39	26%	56%	100%
Science - Biology	16	19%	44%	100%
Science - Chemistry	8	25%	63%	100%
Science - Environmental Science	11	0%	0%	91%
Science - Physics	11	18%	36%	91%
Sociology	19	16%	53%	100%

BTEC

BTEC Subject	Cohort	% entries graded Dist*-Dist	% entries graded Dist*-Merit	% entries graded Dist*-Pass
Business BTEC	23	35%	87%	100%
Computing BTEC	6	67%	100%	100%
Media Studies BTEC	10	10%	90%	100%
PE BTEC	16	56%	100%	100%

Travel Single BTEC	15	67%	100%	100%
Travel Double BTEC	2	50%	100%	100%

Level 3

Subject	Cohort	% entries graded A*-A	% entries graded A*-B	% entries graded A*-E
L3 Maths	11	9%	27%	100%
Extended Project	11	18%	91%	100%