

Waddesdon CE School
Sixth Form Prospectus 2021



WADDES DON

enabling *You* to flourish





Waddesdon CE School Sixth Form Prospectus 2021

We are delighted that you are considering applying to our unique Sixth Form. Over the course of your two years with us, our aim is to enable you to flourish as an individual: academically, personally, socially, and in terms of laying the important foundations for your future aspirations.

At Waddesdon, we pride ourselves on being an inclusive Sixth Form and **we welcome students from all backgrounds.** The majority of our own Year 11 students choose to stay on into our Sixth Form and we also welcome a high number of students from other schools.

Students settle into Sixth Form life very quickly and often talk about being part of the 'Sixth Form Family', an integral part of the wider

school community and 'the Waddesdon Way' of dignity and respect for all.

As well as ensuring that our students thrive academically, we are also keen to help students to develop into well-rounded and responsible young adults, with excellent employability skills, ready to face the challenges of the modern world. We are passionate about supporting every student to achieve their post-18 aspirations, be those at university, in a higher or degree apprenticeship, employment or through a Gap Year.

We set very high expectations and standards for all of our students in the Sixth Form because we know how much they are capable of. We are incredibly proud of our students' achievements. A reflection of

the hard work of our students and teachers is our 'outstanding' grading for our A level results over recent years.

We hope this prospectus gives you a good insight into our Sixth Form and that you will want to make an application. If you are not a current member of Year 11 at Waddesdon, we would strongly recommend coming into school during a normal day for a tour with our current Sixth Form students, so you can see and hear at first-hand what we offer. You will quickly see how well you will fit in and flourish in our school community.

The very best of luck with your GCSE examinations and we look forward to meeting you soon.

Ms McIver
Head of Sixth Form
Assistant
Headteacher

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the wider sc
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& passionate



Waddesdon CE School Sixth Form

enabling you to flourish



Flourishing - academically

At Waddesdon, every individual student is challenged and supported to do their very best academically. Students receive high quality teaching and feedback on their work, which, coupled with hard work and a positive attitude, enables all to thrive. We are incredibly proud of our Sixth Form students' achievements in recent years, which are testimony to their hard work and dedication, working alongside their teachers.

Our A level headline figures are strong. In 2020, with a 100% pass rate, 25% of grades were A*/A, 59% of grades were A*/A/B and 88% of grades were A*/A/B/C.

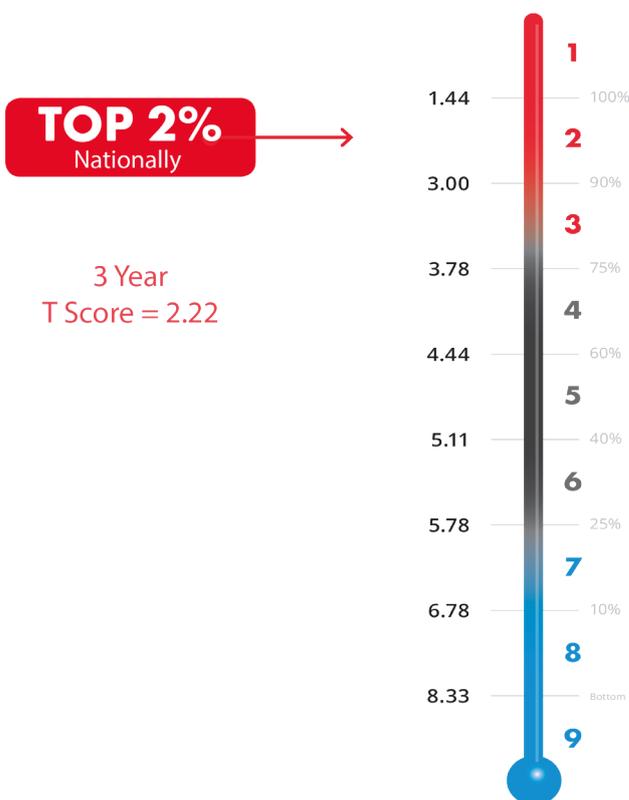
Students' academic progress is carefully monitored through our school reporting system and supportive intervention is put in place, by working with students and parents, if students are struggling. Each student has a form tutor who acts as an academic and pastoral mentor, for further support.

During their independent study periods, students can work in the Sixth Form study centre, common room or teaching areas, as well as having open access to the Library, Art and Computer rooms. Year 12 Induction equips students with the study skills to become more independent and take further responsibility for their learning.

The ALPs (A Level Performance System) compares our academic performance, in terms of the progress students make during Sixth Form, with over 2,500 other providers nationally. In 2017, 2018 and 2019 we were delighted that our A level results were graded as 'outstanding' and in the top 2% of providers from 2016-2018.

This means if you choose Waddesdon, you will do well whatever your starting point.

Waddesdon CofE School



At Waddesdon, we have a business dress code to help create a professional atmosphere, conducive to study. We want our young women and men to see their Sixth Form studies as they would a professional career. As a Deputy Head Boy, who joined us from another school, aptly said: 'Look smart, think smart', and we are regularly approached by local employers, headhunting our students, due to the professional reputation we have in the community. For further details of the dress code, please see the Sixth Form Contract later in the Prospectus.





Flourishing - future aspirations

When considering where you want to continue your post-16 education, it is important for students to keep their future career aspirations in mind. At Waddesdon, we encourage and support students to explore all of the pathways open to them at the end of Sixth Form, to enable every individual to make an informed decision about their future. So, where do you see yourself in the future and what might you want to consider at this early stage?

Is university for you?

Perhaps you have a career in mind which requires a degree, or a subject you really enjoy which you want to pursue at a higher level. Waddesdon has excellent success at supporting students into their first choice university. The number of students accepted into the prestigious Russell Group universities has increased in recent years, with students in 2019 and 2020 attending, for example, the Universities of Oxford, Exeter, Nottingham and Warwick, to name a few. As Waddesdon is a non-selective school in an area with grammar schools, we are a target school, meaning that despite excellent results, some universities, for example, the University of Bristol, make our students lower 'contextualised' offers.

With Waddesdon's strong tradition in the creative and performing arts, students have also been accepted onto prestigious courses at, for example, the Academy for Contemporary Music and the Academy of the Arts in London. Other students have achieved places at Loughborough University, which has a top reputation for sport, and the Royal Central School of Speech and Drama, renowned for the performing arts.

If you have a particular degree course in mind, do check if certain A level subjects (and indeed GCSEs) are required, as you will want this to inform your subject choices in Sixth Form. The UCAS website is an excellent source of information: www.ucas.com

Would a higher or degree apprenticeship better suit you?

Apprenticeships are becoming an increasingly popular route for students with A level and other level 3 qualifications, partly due to the increase in university tuition fees, but also because many students prefer more practical learning in the work place. As well as paying a salary, apprenticeship providers are now paying for their students to attend

university to study for degrees courses, which means you could have the bonus of a university qualification without the debt. You can learn more at: www.apprenticeships.gov.uk

In the past couple of years, students from Waddesdon have achieved very competitive higher or degree apprenticeships with, for example, Nielsen, the Foreign and Commonwealth Office, BMW, BAE Systems and John Lewis. We support students with developing key employability skills we know employers are looking for, highly competitive CVs and letters of application, which make students stand out, as well as interview practice.

developing key
employability
skills

Are you interested in taking a Gap Year?

An increasing number of students are now opting to take a year out of education to volunteer, work, build up relevant work experience, travel, and weigh up future

Iona

What subjects do you study at A level?
Biology, Chemistry and Economics.

What are your aspirations after Sixth Form?
I'd like to study Economics at university.

How has Waddesdon nurtured your talents?
In Sixth Form, I have been helped to become more independent, but yet I know support is available if I need it. I have enjoyed taking the E.P.Q. to expand on my learning beyond the syllabus in each subject.

How would you sum up Waddesdon?
Welcoming, nurturing and supportive teaching.

Why did you decide to stay at Waddesdon for Sixth Form?
I knew and liked all the teachers and have already lots of friends.

WADDESODN

onto Camp America or the Year in Industry programme.

At Waddesdon, we continue to support students with their applications whilst on a Gap Year and we love hearing what students are up to. Excellent organisations to research if a Gap Year interests you are: International Citizenship Service, A Year in Industry or Camp America, among many others, and the website: www.icould.com is also very useful.

Unsure where you see yourself?

This is perfectly normal! Many students will be considering several options and others will have no idea at all. Our advice is to choose subjects you enjoy and are interested in, perhaps opting for two facilitating subjects, which keep your future options open. Over the two years with us, we will encourage you to research into the various options and support you in making a decision. There will be plenty of opportunities for you to explore the options and decide on the best choice for

you. You might like to explore: www.mycareerspringboard.org or www.informedchoices.ac.uk for some initial ideas.

Whatever your decision, we are passionate about supporting you in putting together a highly competitive application to achieve your aspiration. High quality support includes:

early discussions at Open Evening, your consultation and Enrolment about your possible interests and aspirations

early introduction to the different pathways

presentations from expert speakers for both students and parents

an annual school careers fair

a whole year group careers conference visit

smaller group visits to apprenticeship fairs

workshops on apprenticeships and Gap Years

one-to-one support from a Careers Advisor

one-to-one support from the Sixth Form Team

options. As students tell us, a well-planned Gap Year can be an incredibly positive and rewarding experience.

In recent years, with our support, students have organised a whole range of activities including: volunteering in an orphanage in Thailand; volunteering with refugees in Greece; volunteering in Brazil; teaching Maths in Africa with Project Trust. Others have extended their part-time job to save up to travel or been accepted



Flourishing - individually and within the community

Extension Studies Programme

To extend students' curriculum and broaden their horizons, all Year 12 students take part in the Extension Studies for one hour each week. We have an exciting external speaker programme and recent guests include: Baroness Pidding from the House of Lords, Shaun Attwood, who served time as a prisoner in a US jail, and Phil Rumbol, who was the creative brain behind the Cadbury gorilla advert.

In these sessions, students are encouraged to consider current affairs and to develop critical thinking skills. There are also sessions on health, personal safety and well-being. In the second half of the summer term, the focus is future careers and university applications. As part of this, students complete a personal statement or a letter of application and CV.

Employability Award

To support students in recognising, developing and demonstrating key employability skills, we present Employability Awards at the end of Year 12. Students can achieve this award at Bronze, Silver or Gold level. The award recognises three elements: high attendance, good punctuality and professional dress; a weekly community service or work experience placement; two activities from an extensive list of challenging activities

such as delivering a whole school assembly or taking a school leadership role.

Extended Project Qualification (EPQ)

In the Autumn term of Year 12, students may apply to take the Extended Project Qualification (EPQ) on a research question of their choosing. There are a limited number of spaces available each year. Students are allocated a member of staff as a supervisor, devise their own question and complete independent research to produce an extended essay or artefact in response. Due to the independence required to complete the EPQ, it is excellent training for university study and universities look upon its completion very favourably. Once submitted and assessed, students receive a grade for the EPQ which is worth 50% of an A level qualification.

Enrichment and Community Service

Wednesday afternoon each week provides students with plenty of opportunities to enrich their Programme of Study, develop employability skills and serve the community. Students can get involved in the following activities and

many opt for more than one:

Duke of Edinburgh Award Scheme

Young Enterprise Award

Community Sports Leadership Award (CSLA at Level 2)

Sport clubs, including regular fixtures against other schools

Music and Drama clubs, including participation in the annual school show and Waddfest music festival

Debate Society *cont.*



Community Service – including supporting in lower school lessons, volunteering at the local Primary School or working in the village club for the elderly, amongst other community projects

Reading Mentors – students can volunteer to support younger students with improving their reading

Youth Alpha – an opportunity to explore the Christian faith

Mediators – students are trained to mediate by the mental health charity, MIND, and then work with younger students to resolve conflict and offer advice

Students are also welcome to start and run their own activity if it is not currently on offer, and in the past, students have

set up a debating club and a Medical Society.

Leadership Opportunities

The Prefect System is an important and valuable opportunity for students to take additional responsibility within the school community, and further helps students to develop and demonstrate personal qualities and skills. Our school community relies on its student leaders to act as role models and we are always very grateful for their service to the school. All Year 12 students are invited to apply for Prefect, Senior Prefect and Head of School positions, and students are appointed to their roles before Easter of Year 12. Sixth Form students can also stand for positions on the School Council.

It is a Waddesdon tradition that Sixth Form students deliver our whole school assembly every Friday, which includes performing live music. This valuable opportunity allows students to hone their public speaking skills and improve in confidence.

Visits

As well as many subject-related visits to museums, galleries, university lectures and field excursions, there are a number of foreign trips. A group of Sixth Form students have the opportunity to visit Thiruchirapalli (Trichy) in southern India each year, staying at a university and visiting an orphanage, a centre for blind women and local schools. World Challenge also runs every other year, with a visit planned for Peru in the summer of 2021.

jump into another world: visit to Trichy, India





We take pride in the way staff and students welcome newcomers to the Sixth Form.

We realise this can be a daunting experience and every effort is made to support the transition. Many new Sixth Formers go on to become Prefects or Heads of School within nine months of joining the school.

A Year 13 student who was new to the school summed up his experience:

community & support

independent learning

help always available

Making a fresh start – a student's view

My views of Sixth Form had always been affected by my father's desire for me to attend college and become a more independent student. However, college did not have the subject choices I wanted and through recommendation from family, friends and teachers, we found Waddesdon CE School.

Some people feel that attending Sixth Form will be much like GCSE and you will have all the answers fed to you, with no room for independence. However, on the Sixth Form Open Evening, I found that the workload would be self-managed, but help would always be available if I stumbled upon a difficulty. This almost instantly 'sold' Waddesdon to me. I found a place where I could be an independent learner but also receive the necessary teaching and guidance.

One of the most common fears of joining a new school is that of being excluded by other students who already had their friendship groups or by the older Year 13 students. When I attended Waddesdon for the Foundation Days I found, along with many other students, that this fear was completely irrational. Form groups are a mixture of Year 12 and 13 students making integration easier. This immediately put me

in a group where I was with the new students, whilst the older ones took the time to ensure we quickly settled into the Sixth Form.

One poignant thing to be noted about Waddesdon, however, is the sense of community and support that you feel. There are daily assemblies of a sincere and informative nature. Sixth Form students will also get the chance, if desired, to lead an assembly and entertain their peers. These, to new students, may look like a monotonous process, but they are actually enjoyable, providing structure and routine to the start of every day.

Some students may say change is not always a great idea in reference to education, but the transition from GCSE to A level at Waddesdon is definitely a change worth making. The mutual respect between students and teachers is plain to see and is an undoubted strength of the school. The facilities that Waddesdon has to offer are of a very high standard and enable students to fulfil their potential.

I am now coming to the end of my Sixth Form Career and have never looked back; I only hope University will be just as rewarding as the last two years.

Flourishing - Our Curriculum

Getting students onto the right courses for their skills and talents is crucial in enabling their success. The curriculum at Waddesdon is broad and balanced, with a wide range of qualifications. The following provides an explanation of how our curriculum works and how we support students in making important decisions about their Programmes of Study:

Year 12/Year 1

Students usually take three or four A levels or equivalent level 3 qualifications, selected carefully from across our option blocks and with their career aspirations in mind. All Year 12 students take the Sixth Form Extension Studies Programme and enrichment activities as noted previously, as part of their Programme of Study. They can also apply to take the EPQ, worth half an A level.

Subject choices are discussed at the Sixth Form Open Evening and during the student/parent admission consultation. At that consultation, students are encouraged to explain their choices and indicate how they think they can help them progress into employment or on into higher education, with plenty of advice on offer. Students intending to go on to university need to think carefully about the combination of their subjects. Many universities still expect to see a strong linkage between the A level subjects and the degree or career route the student eventually decides to take.

Year 13/Year 2

Most students continue with three of their subjects to complete three full A levels. They may, in exceptional

cases, wish to pick up an AS level subject during Year 13 in subjects where this is possible. Other students continue with two of their Year 12 subjects to complete two full A levels and pick up an AS level in subjects where this is possible or an EPQ or a work experience placement during Year 13.

The Examinations

Year 12 students sit internal examinations in all of their subjects at the end of Year 12 and external exams in all of their subjects at the end of Year 13.

If a student decides not to carry their Year 12 subject on into Year 13 for the full A level, it may be possible to sit the subject at AS level, in consultation with the Head of Sixth Form.

Please note that in Applied Science, Finance and Food Science and Nutrition, students sit external examinations in Year 12 and 13 all of which count towards their final grade.



Subject Choices for September 2021

The school offers an extensive range of A level subjects and equivalent Level 3 qualifications in Sixth Form

To establish initial interest in these subjects and the combinations you want to take as a year group, we ask you to complete a short, online form via the school website. This e-form is available from Open Evening on 26th November until 4th December. We use your responses as well as our knowledge of combinations required for the most popular university courses and careers to create our subject option blocks.

We will endeavour to give as many students as possible their first three subject choices within these option blocks, but a small number of students may have to take a reserve choice subject. Please carefully consider the subject entry requirements on page 12 when making your initial choices. The combination of subjects you choose can be very important when going on to college or university.

Applied Science (*Level 3 Extended Certificate*)

Biology

Chemistry

Physics

Maths

Further Maths

Art & Design

Graphics

Photography

Drama

Music (*Level 3 BTEC*)

French

Spanish

Psychology

Sociology

Media Studies

PE

Food Science & Nutrition (*Level 3 Diploma*)

Product Design

English Literature

History

Geography

Philosophy & Ethics

Business

Economics

Finance (*Level 3 Diploma*)

Information Technology (*Level 3 Introductory Diploma*)

GCSE English Resit

GCSE Maths Resit

Subjects are A level qualifications unless otherwise stated. Subject descriptions can be found from page 17 onwards.

We will publish our Subject Option Blocks on the school website from mid-December, where you will also find our Sixth Form e-Application Form to

complete. The deadline for the submission of your application is 12th February, but we do still consider applications submitted after this date.

1 What subjects are you likely to enjoy and be good at?

2 Are there any particular subjects and grades you may need in the future?

If you have a particular career, job or university degree in mind you may need to choose certain A levels in order to meet entry requirements.

If you have a university degree in mind, complete some research here in case certain A level subjects are required: <https://www.ucas.com/>. For example, if you want to be a doctor, you have to take A level Chemistry and Biology. If you want to do Engineering or Computer Science, a lot of universities will require Maths or Physics or both. For Sport Science, PE, Biology/Applied Science and/or Psychology would be a useful combination.

3 How open do you want to keep your future study and career choices?

If you want to go to a top university and/or keep your degree options open, use the following website: www.informedchoices.ac.uk

Our Sixth Form Admissions Policy

The full Admissions Policy for 2021-22 can be found on the school website at www.waddesdonschool.com

1 ADMISSION NUMBER

Governors have determined that the Planned Admission Number for Year 12 is 40. In addition to students from the school's Year 11 who have fulfilled the entry requirements, there will be places for a minimum of 40 new students who have fulfilled the entry requirements. It is not expected that the total number in the Sixth Form will exceed 280.

2 ENTRY REQUIREMENTS

The following entry requirements apply to all applicants:

- a minimum of 90 Waddesdon Points from their best 6 GCSEs (or equivalent) including English Language and Maths and the minimum grade requirements for the courses to be studied; or
- between 80 and 90 Waddesdon Points from their best 6 GCSEs (or equivalent) including English Language and Maths and the minimum grade requirements for the courses to be studied as set out in the Sixth Form Prospectus, and the school is satisfied that it can provide a full programme of study based on the student's subject choices and GCSE grades; or
- in exceptional cases where applicants do not meet the entry criteria listed above,

such as a medical condition that is supported by medical evidence, or students from overseas without comparable qualifications, applications will be considered on an individual basis by the Governors' Admissions Committee. Governors will NOT offer places to students who achieve below 80 points except in the most exceptional circumstances.

The grids below determine the number of Waddesdon Points that an applicant has achieved. The upper grid calculates the Waddesdon Points from Mathematics and English Language GCSE results; the lower grid calculates the Waddesdon Points for the next FOUR best GCSE grade results in other subjects.

In addition, students will be expected to have obtained specified GCSE entry requirements in the subjects (or associated subjects) they wish to study at A level.

Course Points Guide

With over 100 points we would recommend a student to take three A level subjects or equivalent qualifications as well as applying for an EPQ. In some circumstances students may take four A level subjects, but in consultation with the Head of Sixth Form.

With 90 – 99 points we would recommend a student to take three A level subjects or equivalent qualifications.

With 80 - 90 points students can only be considered on advanced courses where they have achieved the required course entry grades and the school is satisfied it can offer a full study programme. See also separate notes on the Applied Pathway.

Below 80 points: Governors will NOT offer places to students who achieve below 80 points except in the most exceptional circumstances. Cases are reviewed individually. Full consideration is given as to whether a full programme of study can be offered, based on the student's subject choices and their GCSE grades against the subject entry requirements.

GCSE ENGLISH LANGUAGE AND MATHS

GCSE Grade	9	8	7	6	5	4	3	2	1
Waddesdon Points	32	30	28	24	22	20	12	6	2

THE NEXT **BEST FOUR** GCSE GRADES

GCSE Grade	9	8	7	6	5	4	3	2	1
Waddesdon Points	16	15	14	12	11	10	6	3	1



Our Sixth Form **Subject Requirements**

GCSE grade requirements for each subject

SUBJECT	MINIMUM GCSE GRADE REQUIREMENTS					
APPLIED SCIENCE	Science	4	Maths	4	English	4
ART & DESIGN	Work portfolio		Art	5	Aptitude	
ART & DESIGN: <i>GRAPHICS</i>	Work portfolio		Art/Graphics	5	Aptitude	
ART & DESIGN: <i>PHOTOGRAPHY</i>	Work portfolio		Photography	5	Aptitude	
BIOLOGY**	Science	65	Maths	5	Biology exam paper	6
BUSINESS	English Language	5	Maths	4	Business (if studied)	5
CHEMISTRY**	Science	65	Maths Higher Tier	5	Chemistry exam paper	6
DRAMA & THEATRE STUDIES	English	5	Drama (if studied)	5	Aptitude	
ECONOMICS	Maths Higher Tier	5	English Language	5		
ENGLISH LITERATURE	English Literature	6	English Language	5		
FINANCE	English	4	Maths	4		
FOOD AND NUTRITION	Relevant background course /4 or above in Food, Biology or PE advantageous.					
FRENCH	French	6				
GEOGRAPHY	Geography	5	English	5		
HISTORY	History	5	English Language	5		
INFORMATION TECHNOLOGY	English	4	Maths	4		
MATHS**	Maths Higher Tier		Min of 6 but preferably 7. Pass internal test in Sept.			
FURTHER MATHS**	Maths Higher Tier	7				
MEDIA STUDIES	English Language	4				
MUSIC BTEC	Music/Grade	5	English	5		
PHILOSOPHY AND ETHICS (RS)	English Language	5	RS (if studied)	5		
PHYSICAL EDUCATION	PE Theory paper	5	Science 55 or Biology	5	Competitive sport, see list	
PHYSICS**	Science	65	Maths	6	Physics exam paper 6	
PRODUCT DESIGN	Maths	4	Appropriate Background Course			
PSYCHOLOGY	English Language	5	Biology 5 or Science	55	Maths 5	
SOCIOLOGY	English	4	A Humanities subject 4			
SPANISH	Spanish	6				

** If a student wishes to take more than one Science subject or one or more Science subjects and Maths, they are required to achieve at least a 7 in Maths or a 7 in Science.

You can only take two of the following three subjects: Business, Economics and Finance.



3 APPLICATION PROCESS AND TIMESCALE

An Open Evening for prospective Sixth Form students is held each year. The date is published on the school website. Applications can be made online on the school website. The closing date for applications each year will be advertised on the school website, so that courses can be organised. However, applications received after the closing date will still be considered.

Offers of places will be made conditional upon the outcome of GCSE results. New students must advise the school immediately their results are known on GCSE results day in August. Applicants will be told when they need to enrol. The Admissions Committee will meet on the morning following results day to consider any applications not meeting the criteria.

4 OVERSUBSCRIPTION CRITERIA

Where eligible applications for admission exceed the number of places available, the following criteria will be applied in the order set out below to decide which student(s) to admit:

1. Children Looked After and children who were previously looked after but ceased to be so because immediately after being looked after, they became subject to an Adoption Order, Child Arrangements Order or Special Guardianship Order.

2. Children with the highest point scores as noted above. In the event of two or more applicants having the same number of points the tie breaker used will be the proximity of

the child's home to the school measured by the shortest distance.

Further details of the oversubscription criteria can be found in the full Admissions Policy.

5 RIGHT OF APPEAL

All unsuccessful applicants have the right to appeal to an independent appeal panel. The school's independent appeal panel is convened by Oxford Diocesan Board of Education. Appeal forms should be obtained from, and returned to, the school.

6 EQUAL OPPORTUNITIES

In dealing with applications for admission Governors will have full regard to equal opportunities legislation.

7 NAMED CONTACT

All initial enquiries about admission to the Sixth Form should be made to Ms McIver, Head of Sixth Form (01296 651382 or office@waddesdonschool.com). Additionally, further information, including information about the appeals process, can also be sought from the Clerk to the Governors, by contacting the school by telephone.

8 APPLIED PATHWAY

In addition to the above admissions criteria in relation to choices of A level subjects, Governors have also agreed to the introduction of an Applied Pathway for students who wish to continue their studies in only two applied subjects from the

list below. To be considered, students must have fallen within the 80-90 points range and have the correct grade requirements for the subjects below. Any student applying for Sixth Form study in this range for these subjects normally only takes two subjects from this list:

Finance	Food & Nutrition
BTEC Music	Art and Design
Photography	Art Graphics
IT	

Once students have settled on their courses, the school will organise relevant work experience for the student to enhance their studies if appropriate.

The overall admission number for the Sixth Form remains unaffected by the Applied Pathway. Priority will be given to those students doing three A levels.

Cerys

What subjects are you studying?
English Literature, History and Philosophy & Ethics.

Why do you like being in Sixth Form at Waddesdon?
Teachers are approachable and always willing to help. They've got students' interests in mind. I like the more adult relationship we have with our teachers in Sixth Form.

What sort of opportunities have you taken up in Year 12?
I am enjoying the Sports' Leaders Qualification every Wednesday period 5.

We organise and run events and tournaments for younger children. I have also volunteered to help at school events, developing my public speaking skills.

What are you hoping to do after Sixth Form?
I am aiming to go to university to study Law.



How to apply

APPLICATION FORM

After an initial expression of interest in subjects via an e-form on the school website, the school will publish its option blocks in mid-December. All students, from Waddesdon and other schools then need to complete an application form for a place in Waddesdon Sixth Form. Applicants should be aware that the school does have high expectations of all its Sixth Form students, which we believe enable all students to flourish. These form part of the contract all students and their parents sign on admission, so please read the contract carefully.

The decision students are about to make will have a profound effect on their future; it should only be taken following careful consideration of all the options. Students need to talk to as many people as possible: parents, teachers and, if possible, current Sixth Form students.

We would appreciate an early return of the Sixth Form application forms so that we can gauge the level of interest in the various courses on offer. Late applications after 12th February will continue to be accepted.

SIXTH FORM OPEN EVENING AND CONSULTATIONS

This will take place virtually on Thursday 26th November via the school website, with a film to meet students and staff as well as lots of information in the prospectus.

Individual consultations will then be arranged for all applicants and their parents to discuss the choices made, once application forms have been received after Open Evening.

Formal confirmation of a place will be made once the GCSE results have been announced on Friday 27th August.

The Governors' Sixth Form Admission Panel meets then to review those students who narrowly missed the points score or those with specific abilities and needs.

Parents who are unhappy with the school's decision not to admit their son/daughter will have the right of appeal to an independent appeal panel.

GCSE RESULTS

The school will be open on Friday 27th August, when students will have the opportunity to collect their results and discuss their future plans with staff. Students from other schools should contact us with their results as soon as possible on that day so that offers of places can be confirmed. This can be done by e-mail, telephone or visit; staff will be in school to answer queries.



Ben

What subjects do you study?

Economics, Psychology and Business

What are you hoping to do after Sixth Form?

I'd like to do a Business Apprenticeship, with a view to setting up my own business one day.

What was the transition like to Waddesdon?

It was easy, really. I knew I wanted to move school and so I made an early decision, which helped me to settle in.

What are the strengths of Waddesdon?

It is a friendly

environment. The school also provides a personalised learning experience, tailored to my needs. For example, I struggled with the exam questions in one of my subjects and overcame the challenges with one-to-one help from my teacher.

What else do you do at Waddesdon on top of your studies?

I am a reading mentor, supporting younger students to improve their reading. I am Managing Director of our Young Enterprise team. I also play rugby for the school team.

Starting Sixth Form

SIXTH FORM FOUNDATION DAYS, Monday 5th July and Thursday 8th July 2021.

These will be full timetabled days in school and will be considered as the first days of the students' A level courses, should students be accepted

SIXTH FORM ENROLMENT

The school will be open for final Sixth Form Enrolment on GCSE Results day for internal students in the morning. New students to Waddesdon will enrol that afternoon from 2pm. It is

important that students attend Enrolment in person so that they can discuss their subject choices with a member of staff. In exceptional circumstances, students can telephone in on the Enrolment Days if they speak to the Head of Sixth Form in advance.

SIXTH FORM RE-SITS

Should a student wish to re-sit an exam to improve their grade, in subjects where this is possible, then the school will require them to pay the entry fee.

The school offers GCSE Maths and English Language re-sit examinations as these are essential qualifications for future study and employment. Students who have not achieved GCSE English or Maths at grade 4 will be required to attend support lessons and will be re-entered for GCSE exams. It is our aim that every Sixth Form student will have achieved these qualifications, at grade 4 or above, by the time they leave us at the end of Year 13.



Taiba

What are you aiming for after Sixth Form?
I'd love to study Criminology at university.
Apart from your studies, what else have you been involved in?

I volunteer at a Primary School every fortnight and I also volunteer at the Wednesday Club which supports the elderly.
What do you like most about Waddesdon?

The support the teachers give me to push me to do the best I can.

What has Waddesdon given you so far?

Confidence in my ability to learn and a clear vision for what I want to do in the future.

What subjects do you study?

Business, Media Studies and Sociology.

Why did you decide to come to Waddesdon for Sixth Form?

It has been a school I've wanted to come to for a long time because of its reputation for students doing well. My cousins attended and were successful, which also encouraged me.

following their results.

Teaching will begin and work issued in some subjects. This work should be completed during the summer break to support students with the transition to Sixth Form study.

If a student wishes to change a subject after Foundation Days, they should find out if any summer work is required for their new choice. These are vitally important days for all students and have been introduced to support with bridging the gap between GCSE and A level.

START OF TERM

Term will begin in early September with a one-day induction course, when students will meet their new form tutor and there will be a series of activities to help students to get to know each other and to settle into Sixth Form life. Timetabled lessons will commence the following day.

Josiah



What do you study in Sixth Form?

History, Photography and Philosophy & Ethics.

What are you aiming to do after Sixth Form?

Something connected to History, possibly university, or through an alternative route.

Why did you decide to stay in Sixth Form at Waddesdon?

I knew the school well and I have a good circle of friends here. I also knew the teaching was excellent, so I wasn't taking any kind of gamble with my future.

What do you do on top of your studies?

I volunteer to support Year 11 students with after school History Revision club.

If you have to sum up Waddesdon in three words what would they be?

Welcoming, structured, challenging.



Sixth Form Contract

September 2021 – July 2023

The contract outlines the commitment between you and the Head of Sixth Form when entering Waddesdon Church of England School.

The school will provide the necessary teaching and support to enable you to achieve academic success. In addition, tutorial support, careers advice and a range of enrichment opportunities will be made available.

As a Sixth Form student, you will be expected to have a responsible attitude towards the school and your work.

We expect:

Punctual attendance at registration periods and timetabled lessons

A certified attendance record of at least 90%. This is a pre-requirement for examination entrance. Parents/Guardians will be advised on a termly basis if attendance falls below this level

Constructive use of study and non-directed time

Students to set an example to younger members of the school and to demonstrate a commitment to the community

Full involvement in the life of the school

Meeting all published deadlines. Students must submit work of a standard acceptable to subject tutors within the published deadlines. Learning progress will be

assessed on completion of relevant coursework; this should be submitted on time and to an acceptable standard.

Students to remain on school premises except at lunchtimes in Year 13. Prior approval is required from a member of staff to obtain an exeat.

As a member of the Waddesdon Sixth Form, students are expected to maintain a high standard of personal presentation by observing the Sixth Form Dress Code. For young men, this means wearing a suit with a shirt and tie. For young women, this means wearing a suit jacket, with a smart dress, trousers or skirt. Skirts and dresses must be an appropriate length and style for school as deemed by the Head of Sixth Form. Young men may grow facial hair as long as it is kept neatly trimmed. Students who have a nose piercing may wear a small, plain silver or gold stud. Hair must be a natural colour.

Sixth Form subject descriptions

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Sixth Form Applied Science



APPLIED SCIENCE

AQA Specification: Certificate
TVQ01028, Extended Certificate
TVQ01029

The Science Department follows the AQA Syllabus for Applied Science.

Applied Science is a varied course in which learners will lean on a wide variety of skills from a range of subjects. As such, students will be expected to have gained a 44 in GCSE combined Science (or in all three of Biology, Chemistry and Physics), and a 4 in English and Maths. Students must be prepared to work independently to write their portfolios and therefore must be self-motivated and dedicated.

This course is designed to provide students with a balanced coherent study of basic science concepts. Students will be able to devise and plan experimental and investigative work, and interpret, explain, evaluate and communicate the results of these. Students will also gain an awareness of the ethical, environmental, technological and economic aspects of the subject and the role of science in the modern world.

The course is a Level 3 qualification; the Certificate is the equivalent to an AS level and the Extended Certificate to that of a full A level. Students will be graded as Pass, Merit, Distinction or Distinction*.

What examinations will I have to take to get my qualification?

Teaching Units – Certificate

Unit 1: Key Concepts in Science

Written exam of 1 hour 30 minutes

The aim of this unit is for students to develop an understanding of key concepts in science and its applications, so that they can apply these key concepts to vocational situations and contexts.

Topics to be covered:

- Cells
- Transport
- The Heart
- Homeostasis
- Respiration
- Photosynthesis
- Atomic Structure
- Periodic Table
- Amount of Substance
- Bonding
- Enthalpy
- Energy and Efficiency
- Electricity and Circuits
- Dynamics

Unit 2: Applied Experimental Techniques

Internally assessed portfolio work

The aim of this unit is to introduce students to new experimental techniques that reinforce their learning from Unit 1.

Experimental contexts to be covered:

- Rate of Respiration
- Lighting-dependent Reaction
- Volumetric Analysis
- Colorimetric Analysis
- Resistivity
- Specific Heat Capacity



Unit 3: Science in the Modern World

Written exam of 1 hour 30 minutes based on pre-released material

The aim of this unit is to build on the applied contexts explored by students to enable them to analyse and evaluate scientific information, to develop critical thinking skills and to understand the use of the media to communicate scientific ideas and theories. Students will develop an understanding of how science is used in organisations and of the roles and responsibilities of their scientifically-qualified staff.

Teaching Units – Extended Certificate

Unit 4: The Human Body

Written exam of 1 hour 30 minutes

The aim of this unit is for students to develop an understanding of human anatomy and physiology.

Topics to be covered:

- The Digestive System
- Musculoskeletal System
- Oxygen in the Blood
- Nervous System
- Nerve Impulses

Unit 5: Investigating Science

Internally assessed portfolio work

The aim of this unit is to provide students with an opportunity to undertake the role of a research scientist, following standard procedures to complete a scientific investigation.

Unit 6c: Organic Chemistry

Internally assessed portfolio work

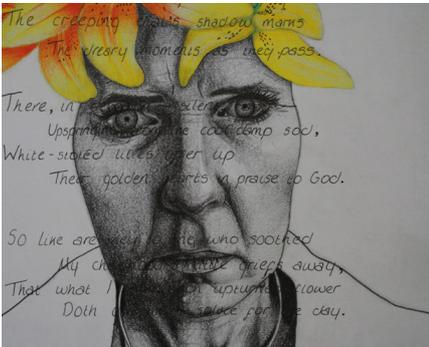
This unit is designed to give students an understanding of some of the key areas in organic chemistry. It will introduce learner to the importance of preparative organic chemistry in a wide range of contexts, from pharmaceutical, dyes, flavours and fragrances to solvents.

What could I go on to do at the end of my course?

The course prepares students to progress into further or higher education, and to follow Applied Science courses such as Nursing, Forensics, Sports Science or Biomedical Science. The course will also prepare students to enter employment where knowledge of science would be useful and to develop transferable skills such as written and oral communication, team work, ability to work in an analytical, logical, precise and accurate manner, and to analyse and evaluate data effectively.



Sixth Form Art, Craft and Design



Why choose A level Art, Craft and Design?

This is a broad-based course exploring practical, critical and contextual work through a range of 2D and/or 3D processes and media.

Art, Craft and Design gives you the skills and knowledge to create personal and imaginative work. You can choose to focus on a specialist area of study from a variety of exciting processes and media to suit your individual interests and abilities. This can result in degree opportunities and careers ranging from painting portraits to producing exotic fashion costumes or designing futuristic architecture. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, there is a career opportunity waiting for you.

Entry Requirements

The essential and most important entry requirement for this course is the ability to demonstrate that you have both the practical skills and knowledge for this subject that can lead into a Sixth Form programme of study.

This will be determined by attending a portfolio consultation with a specialist teacher from the Art and Design department (which may be in addition to your consultation with another teacher in the school). Here we will gain an understanding of your creative aptitude by looking at your work and talking through your understanding of the subject.

If you are from another school, you will be expected to present evidence of your current GCSE coursework in an arts based subject. Showing coursework can prove difficult as schools don't release work prior to results. We suggest you prepare early and take photographs if you are unable to bring the actual work.

If you are new to the subject but have a genuine passion or interest and most importantly, ability, we will consider your application. You will need to bring evidence of work you have produced in your own time in a portfolio. Please contact the Head of Department if in doubt about what is expected via the school office.

A level course and facilities

Visual arts subjects are very enjoyable but time consuming. Typically, a student spends around 8 hours per week in addition to their lessons.



Art, Craft and Design

Teaching staff are approachable, supportive and challenging. Work is celebrated regularly in student exhibitions. This will help you to review, refine and grow your creative practice.

You will have access to Apple Mac suites, digital camera and studio equipment, painting and drawing equipment, printing equipment and purpose built studios.

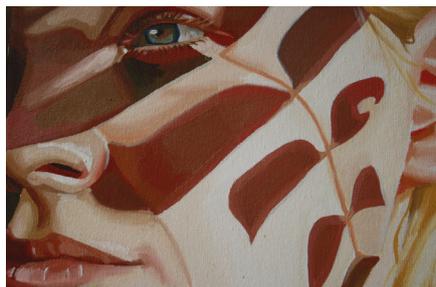
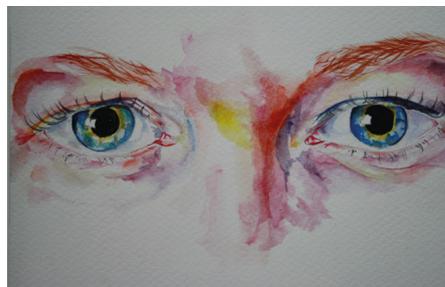
In Year 12, you will spend time in workshops developing your skills, knowledge and understanding. The learning curve is steep but rewarding. Much teaching is personalised via one to one or small group tutorials. Peer critiques and peer learning also make up an important part of the course. Sometimes students share their learning via blogs. Supporting each other grow creatively is positively encouraged and many students work together as a creative hub within the department. A number of visits to museums, degree shows, exhibitions and galleries are also offered.

A level Assessment

You will follow the OCR A Level Art, Craft and Design specification.

At A level for component 1, you will develop work for a personal investigation into an idea, issue, concept or theme supported by

written material. This will count for 60% of your total A level marks. In component 2, you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A level marks.



Possible degree options:

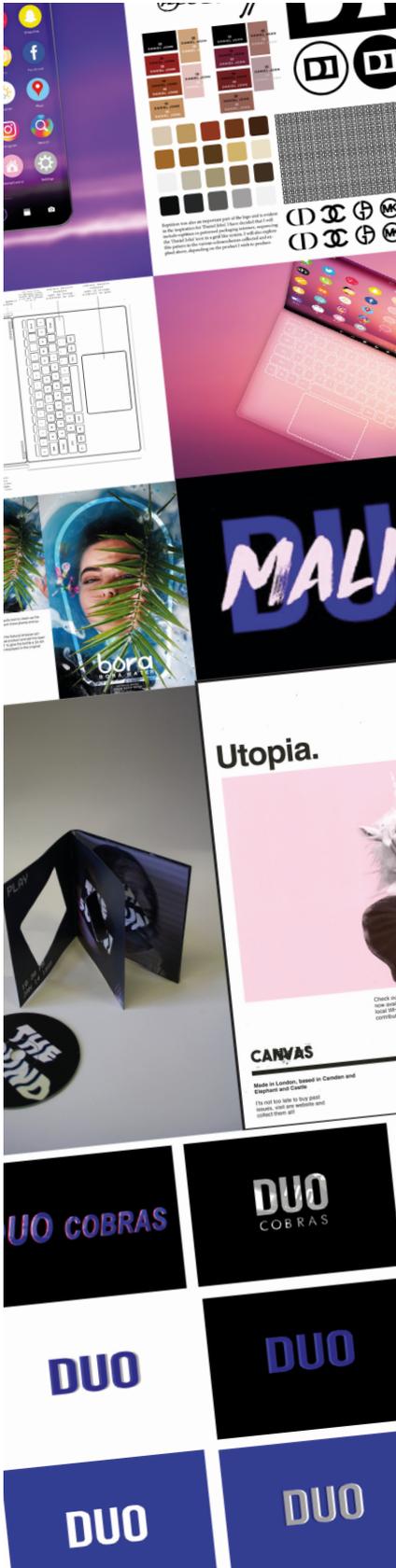
- Architecture
- Art conservation
- Art history
- Art therapy
- Fashion design
- Film/video production
- Fine art
- Graphic design
- Illustration
- Interior design
- Jewellery design
- Photography
- Product design
- Textile design
- Theatre design
- Three-Dimensional design
- Web design

Possible career options:

- Animator
- Architect
- Art therapist
- Art restoration
- Cartoonist
- Computer game designer
- Community arts worker
- Exhibition designer
- Fashion designer
- Film/video maker
- Fine artist
- Furniture designer
- Graphic designer
- Illustrator
- Interior designer
- Jeweller
- Museum/gallery conservator
- Medical illustrator
- Printmaker
- Product designer
- Teacher
- Theatre designer



Sixth Form Graphic Communication



Why choose Graphic Communication?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in Graphic Communication. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Graphic Communication will give you the skills to produce personal creative work and develop your understanding of graphic design. You will develop your knowledge of materials and techniques, and the skills to communicate ideas and information visually. It will help you to develop an effective personal visual language and develop your understanding of historical and contemporary influences on design. Graphic Communication opens the door to a large number of fascinating and rewarding specialisms and careers in industry, commerce and the media.

Entry Requirements

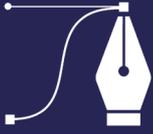
The essential and most important

entry requirement for this course is the ability to demonstrate that you have both the practical skills and knowledge for this subject that can lead into a Sixth Form programme of study.

This will be determined by attending a portfolio consultation with a specialist teacher from the Art and Design Department (which may be in addition to your consultation with another teacher in the school). Here we will gain an understanding of your creative aptitude by looking at your work and talking through your understanding of the subject.

If you are from another school, you will be expected to present evidence of your current GCSE coursework in an arts based subject. Showing coursework can prove difficult as schools don't release work prior to results. We suggest you prepare early and take photographs if you are unable to bring the actual work.

If you are new to the subject but have a genuine passion or interest and most importantly, ability, we will consider your application. You will need to bring evidence of work you have produced in your own time in a portfolio. Please contact the Head of Department if in doubt about what is expected via the school office.



Graphic Communication

A level course and facilities

Visual arts subjects are very enjoyable but time consuming. Typically, a student spends around 8 hours per week in addition to their lessons.

Teaching staff are approachable, supportive and challenging. Work is celebrated regularly in student exhibitions. This will help you to review, refine and grow your creative practice.

You will have access to Apple Mac suites, digital camera and studio equipment, painting and drawing equipment, printing equipment and purpose built studios.

In Year 12, you will spend time in workshops developing your skills, knowledge and understanding. The learning curve is steep but rewarding. Much teaching is personalised via one to one or small group tutorials. Peer critiques and peer learning also make up an important part of the course.

Sometimes students share their learning via blogs. Supporting each other grow creatively is positively encouraged and many students work together as a creative hub within the department. A number of visits to museums, degree shows, exhibitions and galleries are also offered.

A level Assessment

You will follow the OCR A level Graphic Communication specification.

At A level for component 1, you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A level marks.

In component 2, you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A level marks.

Possible degree options:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Animation• Digital arts• Graphic communication• Graphic design• Graphic and communication design | <ul style="list-style-type: none">• Media design• Illustration• Printmaking• Packaging design• Typographic design |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Possible career options:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Advertising• Animator• Designer for film and television• Exhibition designer• Graphic designer• Illustrator• Interior and spatial design• Marketing | <ul style="list-style-type: none">• Publishing• Production designer• Scientific or medical illustrator• Studio manager• Teacher• Typographer• Web and app designer |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Sixth Form Photography



Why choose A level Photography?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in Photography. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture.

Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them.

The most exciting aspect of photography is that you are capturing the world as you see it.

Entry Requirements

The essential and most important entry requirement for this course

is the ability to demonstrate that you have both the practical skills and knowledge for this subject that can lead into a Sixth Form programme of study.

This will be determined by attending a portfolio consultation with a specialist teacher from the Art and Design Department (which may be in addition to your consultation with another teacher in the school). Here we will gain an understanding of your creative aptitude by looking at your work and talking through your understanding of the subject.

If you are from another school, you will be expected to present evidence of your current GCSE coursework in an arts based subject. Showing coursework can prove difficult as schools don't release work prior to results. We suggest you prepare early and take photographs if you are unable to bring the actual work.

If you are new to the subject but have a genuine passion or interest and most importantly, ability, we will consider your application. You will need to bring evidence of work you have produced in your own time in a portfolio. Please contact the Head of Department if in doubt about what is expected via the school office.



A level course and facilities

Visual arts subjects are very enjoyable but time consuming. Typically, a student spends around 8 hours per week in addition to their lessons.

Teaching staff are approachable, supportive and challenging. Work is celebrated regularly in student exhibitions. This will help you to review, refine and grow your creative practice.

You will have access to Apple Mac suites, digital camera and studio equipment, painting and drawing equipment, printing equipment and purpose built studios.

In Year 12, you will spend time in workshops developing your skills, knowledge and understanding. The learning curve is steep but rewarding. Much teaching is personalised via one to one or small group tutorials. Peer critiques and peer learning also make up an important part of the course. Sometimes students share their learning via blogs.

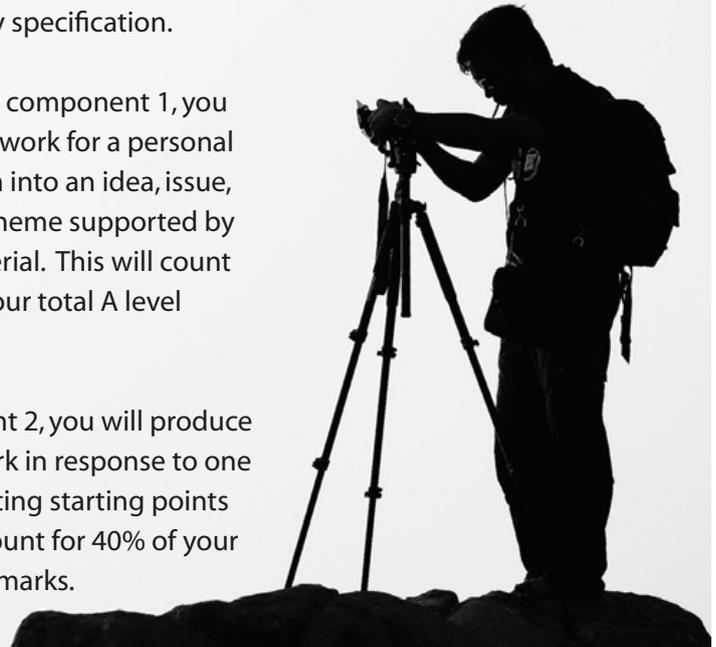
Supporting each other grow creatively is positively encouraged and many students work together as a creative hub within the department. A number of visits to museums, degree shows, exhibitions and galleries are also offered.

A level Assessment

You will follow the OCR A level Photography specification.

At A level for component 1, you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A level marks.

In component 2, you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A level marks.



Possible degree options:

- Animation
- Commercial photography
- Creative and editorial photography
- Digital media
- Fashion photography
- Film and television
- Film and visual culture
- Forensic photography
- Graphics with photography
- Medical photography
- Visual communication
- Media courses

Possible career options:

- Commercial photographer
- Fashion photographer
- Filmmaker
- Fine art photographer
- Forensic photographer
- Industrial photographer
- Medical photographer
- Nature photographer
- Photographic illustrator
- Photographic technician
- Teacher
- Photojournalist
- Picture editor
- Researcher
- Social photographer
- Sports photographer



Sixth Form Biology



BIOLOGY

AQA Specification: A level 7402

What do I need to know before taking this course?

The AQA Biology specification extends the work that students have covered for their GCSE Science courses.

Biology is a demanding but rewarding A level subject and students are expected to have gained 6 and 5 in GCSE Combined Science, with a 6 in the Biology papers. If the student has studied GCSE Triple Science, they will need 5, 5 and 6, with the 6 being in GCSE Biology. They should also have achieved at least a 5 in GCSE Maths.

A residential field course, which is an integral part of the A level course, occurs in June of Year 12.

What will I learn on this A level course?

A level

Exam Paper 1

The following topics are covered, including relevant practical skills:

- Biological molecules
- Cells
- Exchange systems
- Genes variation and organism relationships

The exam is 2 hours in length, it is worth 91 marks and comprises 35% of the A level (76 marks are allocated for short and long answer questions, with an additional 15 marks for extended response questions)

Exam Paper 2

The following topics are covered, including relevant practical skills:

- Energy transfers
- Organism response to internal and external changes
- Genetics, populations, evolution and ecosystems
- Control of gene expression

The exam is 2 hours in length, it is worth 91 marks and comprises 35% of the A level (76 marks are allocated for a mixture of short and long answer questions, with an additional 15 marks for comprehension questions)



Exam Paper 3

All eight topics noted above are covered

The exam is 2 hours in length, it is worth 78 marks and comprises 30% of the A level

(38 marks are for structured questions, including practical technique; 15 marks are allocated for critical analysis of given experimental data; the final 25 marks are awarded for an essay response, from a choice of two titles)

Students will also be awarded a pass/fail practical skills certificate based on practical studied throughout the two years.

Costs:

The main costs incurred include a textbook, costing approximately £40.00 each, one for the AS course and the other for the A level. The field trip costs approximately £300.

What could I go on to do at the end of my course?

The course prepares students to progress into further or higher education, to follow courses in Biology, Medicine, Biochemistry, or related subjects, to enter employment where knowledge of Biology would be useful and to develop transferable skills such as written and oral communication, team work, ability to work in an analytical, logical, precise and accurate manner, and to analyse and evaluate data effectively.





Sixth Form Business



BUSINESS

Edexcel Specification: A level 9BS0

What do I need to know before taking this course?

A level Business is designed to provide knowledge and understanding of businesses of varying sizes and to develop students' skills of analysis and decision making. The course does not require students to have studied Business at GCSE level but it is important for students to have an interest in current affairs, business or running a small business. GCSE grades of 5 in English Language and 4 in Mathematics are required to take this subject.

What will I learn on this A level course?

- To develop an understanding of business in a range of contexts
- To develop a critical understanding of organisations and their ability to meet society's needs and wants
- An understanding that business behaviour can be studied from a range of perspectives
- How to generate enterprising and creative approaches to opportunities, problems and issues

- An awareness of the ethical dilemmas and responsibilities faced by organisations and individuals
- To acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- How to apply numerical skills in a range of business contexts

What kind of student is this course suitable for?

This course will appeal to students who:

- Have a keen interest in business and how it operates

- Enjoy studying a subject that is relevant to their own lives and experience
- Are interested in developing an understanding of business organisations, the markets they serve and how to deal with customers effectively
- Want to move onto a related career or higher education course

What examinations will I have to take to get my qualification?

The course is entirely assessed by examinations which take place at the end of the course in May/June of Year 13 for A level.

There is no coursework.

What could I go on to do at the end of my course?

Many Business students go on to study related subjects at university or enter careers directly.

Business goes well with most subjects as it provides students with a better commercial understanding of how they may use their knowledge of other subjects.





A Level

Unit and code	Specification Title	% of A Level	Methods of assessment
Paper 1 9BSO/01	Theme 1 - Marketing and People and Global Businesses: <ul style="list-style-type: none"> • meeting customer needs • the market • marketing mix and strategy • managing people • entrepreneurs & leaders 	35%	<ul style="list-style-type: none"> • Written examination • The paper comprises two sections • Students answer all questions from both sections • Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question • Duration: 2 hours
Paper 2 9BSO/02	Theme 2 – Managing Business Activities, Decisions and Strategy: <ul style="list-style-type: none"> • raising finance • financial planning • managing finance • resource management • external influences 	35%	<ul style="list-style-type: none"> • Written examination • The paper comprises two sections • Students answer all questions from both sections. • Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question • Duration: 2 hours
Paper 3 9BSO/03	Theme 3 – Business Decisions and Strategy: <ul style="list-style-type: none"> • business objectives and strategy • business growth • decision-making techniques influences on business decisions • assessing competitiveness and managing change Theme 4 – Global Business: <ul style="list-style-type: none"> • globalisation • global markets & business • expansion • global marketing • global industries and companies 	30%	Paper 3 – Investigating business in a competitive environment. This is a synoptic paper so assesses ALL four themes <ul style="list-style-type: none"> • Written examination • The paper comprises two sections • Students answer all questions from both sections • Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question • Duration: 2 hours

Costs

Students will need to buy a

copy of the textbook published specifically for the course by Pearson. The book can be

purchased at around £35 from various retailers. (ISBN 978-1-4479-8654-5)



Sixth Form Chemistry



CHEMISTRY

AQA Specification: A level 7405

What do I need to know before taking this course?

The Science Department follows the AQA Chemistry Syllabus.

This course is designed to provide students with a balanced, coherent study of Chemistry in which chemical principles are developed. Students will be able to devise and plan experimental and investigative work, and interpret, explain, evaluate and communicate the results of these. Students will also gain an awareness of the ethical, environmental, technological and economic aspects of the subject.

Chemistry is a demanding but rewarding A level subject and students are expected to have gained 6 5 in GCSE Combined Science, with a 6 in the Chemistry papers. If the student has studied GCSE Triple Science, they will need 5, 5 and 6, with the 6 being in GCSE Chemistry. They should also have achieved at least a 5 in GCSE Maths Higher Paper.

What examinations will I have to take to get my qualification?

Teaching Units – Year 12	Teaching Units – Year 13
3.1 Physical Chemistry <ul style="list-style-type: none">• Atoms, reactions and equations• Bonding and structure• Calculating the amounts of substances• Redox reactions	3.1 Physical Chemistry <ul style="list-style-type: none">• Thermodynamics• Rate equations• Equilibrium constant• Electrode potentials• Acid and bases
3.2 Inorganic Chemistry <ul style="list-style-type: none">• The periodic table• Group 2 and 7 reactions	3.2 Inorganic Chemistry <ul style="list-style-type: none">• Period 3• Transition metals• Reactions of ions
3.3 Organic Chemistry <ul style="list-style-type: none">• Alkanes• Halogenoalkanes• Alkenes• Organic analysis	3.3 Organic Chemistry <ul style="list-style-type: none">• Isomerism• Aromatic chemistry• Biochemistry• Further organic analysis



Assessment method and weighting – A level

Paper 1

Inorganic chemistry and relevant physical chemistry

2 hour exam, 35% of A level marks

105 marks in total, mixed short-answer and extended-answer questions, some synoptic assessment and Stretch and Challenge questions

Paper 2

Organic chemistry with relevant physical chemistry

2 hour exam 35% of A level marks

105 marks in total, mixed short-answer and extended-answer questions, some synoptic assessment and Stretch and Challenge questions

Paper 3

Practical skills and synoptic content

2 hour exam, 30% of A level marks
90 marks in total; 30 multiple choice questions, 40 on practical skills and 20 on synoptic assessment marks

Students taking the full A level will also be awarded a pass/fail practical skills certificate based on practicals studied throughout the two years.

What could I go on to do at the end of my course?

The course prepares students to progress into further or higher education, to follow courses in Chemistry, Medicine, Biochemistry, or related subjects, to enter employment where knowledge of Chemistry would be useful and to develop transferable skills such as written and oral communication, team work, ability to work in an analytical, logical, precise and accurate manner, and to analyse and evaluate data effectively.





Sixth Form Drama and Theatre Studies



DRAMA AND THEATRE STUDIES

EDEXCEL Specification:
A level 9DR0

What do students need to know before taking this course?

This is a course for students who have an interest in and appreciation of Drama and Theatre Studies. Entry requirements: GCSE Drama at 5 or above and GCSE English at 5 or above. The course is very practical with the expectation that students will perform in front of an audience. Students must be committed to working hard in small groups, with after-school rehearsals required at critical examination times.

The course also demands academic rigour and excellent written communication skills. Students should be confident writers with an ability to analyse and evaluate with insight and intelligence.

Students successfully completing this course will have a thorough understanding of drama and theatre, highly developed analytical and creative skills and an ability to communicate effectively with others.

What will students learn on this course?

- Develop their interest and enjoyment in drama and theatre, both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject

- Develop understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre

- Experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work

- Integrate theory and practice through their understanding of critical concepts and the discriminating use of specialist terminology

What examinations will students take?

A level

Component 1: Devising – Non-examination assessment – 40%

The Devising unit is highly creative and demands real maturity in collaboration. Students will work as part of a group to devise an original piece of theatre. The component allows students to consider the kind of theatre they

think should be being made and to develop the skills needed to become the theatre-makers of the future.

Students complement their practical work with a portfolio of supporting evidence, analysis of choices and influences and evaluation of the success of the project.

Component 2: Text in Performance – Practical examination – 20%

Component 2 students are assessed by an external examiner and they are not required to complete the portfolio of evidence.

Within this component, students will be required to perform in or design for a group performance and a monologue or duologue performance.

The group performance will be on an extract of a published play; it is chosen and cast by the class teacher. The monologue or duologue can again be from any published play, chosen by the student.

It is a creatively demanding unit which allows students to focus on their performance/design skills and to reflect on the theatre theory and influences which inform their choices as performers and/or designers.



Drama and Theatre Studies

Component 3: Theatre Makers in Practice – 2 hours 30 minutes examination – 40%

The exam is made up of three sections of study. The complete study of 2 set performance texts and the analysis and evaluation of a live theatre production, seen over the course of the year.

Students will explore the first set text through practical workshops, considering the text from the perspective of a performer and designer. Through the workshops, students should gain an impressive depth of knowledge and understanding of the text, its characters and themes and have developed an appreciation of the choices made by the playwright to communicate ideas. Students will then answer two extended essay questions on this text in the exam.

Seeing live theatre is a critical part of being a student of Drama; it informs all of the work we make and the way in which students interpret and evaluate theatre. Students will see at least one production a year and this will be discussed at length in class and explored practically. Students will need to evaluate the performance seen, focusing on the performers and the direction and design choices. The student's understanding of this production

is what makes up the final extended response in the exam.

The study of the second set text is from the perspective of a director and in light of students' understanding of theatre practitioners. Students will answer one extended response on how they would re-imagine and stage an extract from the text.

What can students do at the end of the course?

Students wishing to study at university level in Performing Arts, Drama and English will find this course a good foundation. The course combines practical and written elements, giving students a knowledge and understanding of Drama and the theatre.

This course combines well with English and Music as it complements the Arts and academic subjects.

Students previously studying this course have gone on to study degrees at university in a wide range of fields; Drama, Musical Theatre, Music, Psychology, Education, Law, Business, Media etc. It is also recognised by many employers as an excellent qualification for communication skills.

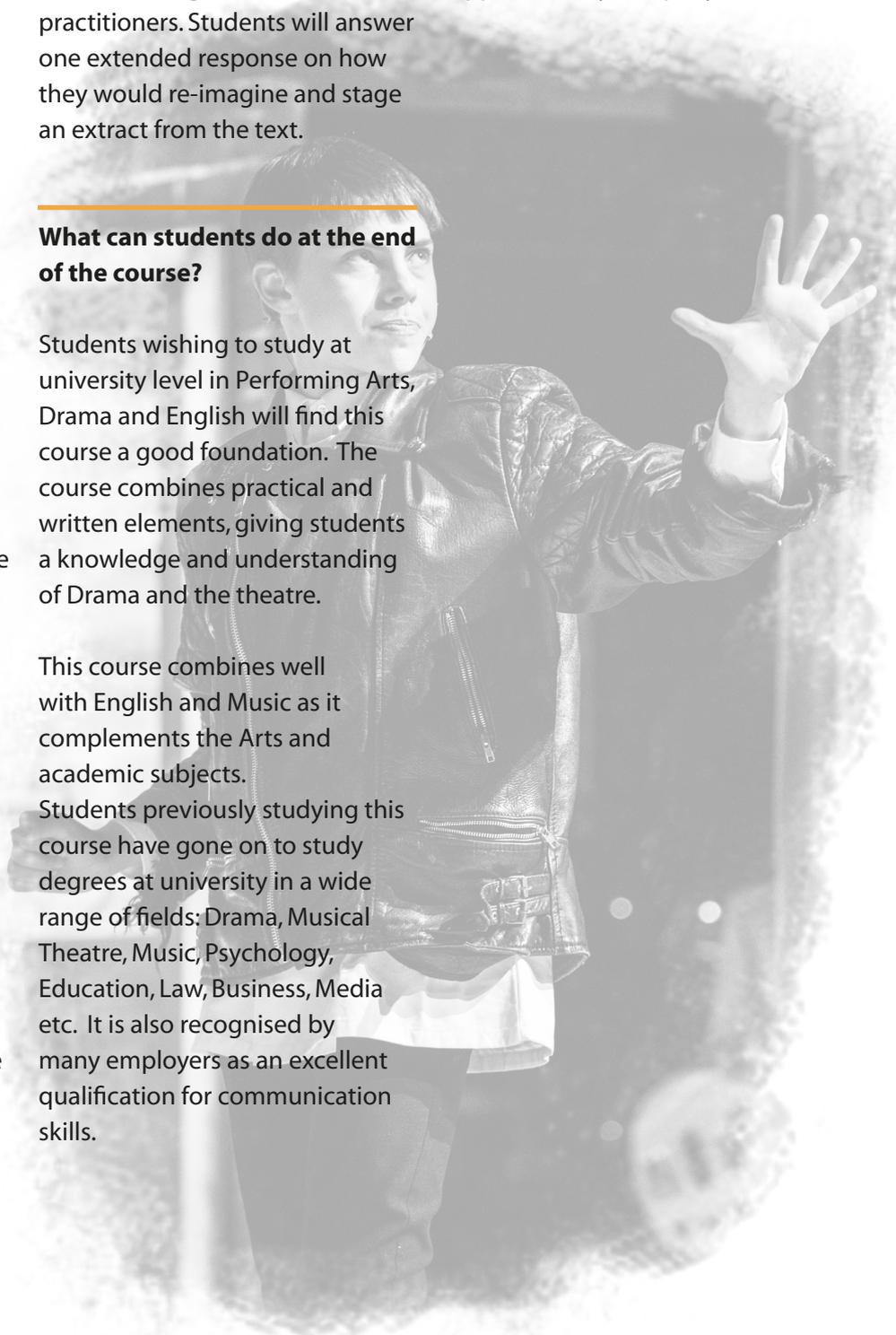
Costs:

Theatre visits:

Approximately £40–50 per year

Purchase of texts:

Approximately £30 per year





Sixth Form Economics



ECONOMICS

Edexcel Specification: A level 9ECO

What do I need to know before taking this course?

A level Economics is designed to provide knowledge and understanding of local, national and international markets and the interaction of consumers, businesses and government. Students who study A level Economics typically have an interest in the world of finance, business, current affairs, international relations or human geography and mathematics. There is no requirement for students to have studied Business or Economics at GCSE level but it is important for students to have an enthusiasm for the subject and be a regular reader of the quality press. Minimum GCSE grades of 5 in English Language and 5 in Maths Higher Tier are required to take this subject although it is expected that most students will have very strong numeracy skills and are likely to take Maths at A level or have 5s or above in mathematics-based GCSEs. It should be noted that students who wish to continue with Economics at degree level would be required by most universities to have a Maths A level.

What will I learn on this A level course?

- A range of economic concepts and theories and critical approaches to considering current economic issues, problems and the role of institutions that affect everyday life
- How to apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real-world phenomena
- How to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it
- How to analyse and evaluate the roles and behaviour of consumers, producers, government and international institutions

What kind of student is this course suitable for?

This course will appeal to students who:

- Wish to pursue a career in an economics-related profession
- Enjoy studying a subject that affects their own everyday lives
- Are up-to-date on current affairs

- Enjoy discussion, debate and are keen to challenge assumptions and be critical

- Want to keep their options open – Economics can be combined with a wide range of subjects

- Enjoy mathematics and applying numeracy to solving problems

What examinations will I have to take to get my qualification?

The course is entirely assessed by examinations which take place at the end of the course in May/June of Year 13 for A level. There is no coursework.

What could I go on to do at the end of my course?

Many Economics students go on to study Economics, Finance, Geography or Humanities subjects at university. Some students may specialise earlier and enter courses related to areas of mathematical sciences such as actuarial science.



A Level

Unit and Specification title	% total of A level	Assessment
Paper 1: Markets and business behaviour This will assess microeconomics and questions will be drawn from Themes 1 and 3	35% of the total qualification	Exam of 2 hours – Comprising three sections: <ul style="list-style-type: none"> • Section A: Multiple choice and short answer • Section B: One data response question broken down into a number of parts • Section C: A choice of extended open- response questions
Paper 2: The national and global economy This will assess macroeconomics and questions will be drawn from Themes 2 and 4	35% of the total qualification	Exam of 2 hours – Comprising three sections: <ul style="list-style-type: none"> • Section A: Multiple choice and short answer • Section B: One data response question broken down into a number of parts • Section C: A choice of extended open- response questions
Paper 3: Microeconomics and macroeconomics This will assess content across all four themes	30% of the total qualification	Exam of 2 hours – This comprises two sections: <ul style="list-style-type: none"> • Each section has one data response question, broken down into parts, and extended open – response questions

Content Summary for each Theme

1	This theme considers how markets work, looking at how supply and demand interact to allocated resources in local, national and international markets. It also covers market failure and strengths and weaknesses of possible government intervention to remedy market failures.
2	This theme introduces aggregate demand and supply model. Students will examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance. Students should consider the different approaches that may be used by policy-makers to address macroeconomic issues drawing on local and national contexts.
3	This theme examines how the number and size of market participants and the level of contestability affect the pricing and nature of competition among firms. Revenues, costs and profits are explored before linking these ideas to different market structures. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in a competitive and non-competitive market. This draws on local, national and global contexts.
4	This theme builds on Theme 2 where additionally, students will be expected to understand the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector in a global context. Students will also consider the factors influencing growth and development of merging and developing countries.

Costs:

Students will need to buy a copy of the textbook published specifically for the course by Pearson. The book can be purchased at around £35 from

various retailers (ISBN 978-1-4479-9055-1). It is also advisable to buy revision guides for each of the four themes at a cost of around £7. There is also a quarterly journal entitled Economics

Today which is written for A level students of economics priced at a discounted rate of around £11.00 for an annual subscription and available through the school.



Sixth Form English Literature



ENGLISH LITERATURE

Edexcel Specification: 9ET0 A level

What do I need to know or be able to do before taking this course?

In order to be successful in A level English Literature, you should obtain at least a grade 6 in GCSE English Literature and at least a grade 5 in GCSE English Language. It is desirable – but not essential – that you are a keen reader, and enjoy exploring your views, and those of others, on works of prose, poetry and drama. Since there is a significant amount of discussion work in workshop- or seminar-style lessons, you should be prepared to express yourself on a regular basis in discussion; this will then inform your writing essays in a precise and sophisticated manner. We would encourage you to experience as much literature as you can over the holidays.

What will I learn on this A level course?

The course will enable you to:

- build on the knowledge, understanding and skills established at GCSE;
- be exposed to a variety of challenging, engaging literary texts;
- develop your interest and

enjoyment in literature by reading widely;

- gain an understanding of the traditions of English Literature;
- make informed opinions and judgements on literary texts;
- gain an understanding of cultural, historical and other influences on texts;
- construct a rigorous, analytical argument in discussion and over the course of an essay.

What kind of student is this course suitable for?

This course will appeal to students who:

- have an interest in reading a wide variety of literature from the past and present;
- enjoy expressing their opinions and justifying their comments on texts;
- enjoy studying a subject which is relevant to their own lives and experiences;
- engage imaginatively with the experiences and worldviews of others;
- want to keep their options open for further study: English Literature is a respected and popular qualification for a wide range of courses in higher education or for future careers;
- are capable of studying independently.

How will I gain my A level English Literature qualification?

A level is assessed by three written examinations in prose, poetry and drama respectively. These make up 80% of the course and are taken at the end of the two-year course. The other 20% of the course is assessed via an extended coursework essay, which is completed in the second year of the course. Please see overleaf for the individual components.

How can I prepare for the course?

You will be expected to prepare for the course over the summer, in readiness to begin studying the texts in September. You will be advised on how to prepare for the course by English teachers on the Foundation Days (this information will also be on the English section of the school website.) Please buy the specific editions of texts recommended by the department so that you have the same as the rest of the class, and the same copies you will use in the exams.



Component 1: Drama (30% of A level)

You will study a (relatively modern) play like *The Importance of Being Earnest* by Oscar Wilde or *A Streetcar Named Desire* by Tennessee Williams. You will study the language, themes, dramatic and generic conventions and contexts of the play. You will also study a Shakespearean play, *Antony and Cleopatra* or *Othello*, alongside a critical anthology of essays about tragedy, to broaden your appreciation of the plays. This component is assessed by an open book written examination at the end of the two-year course, with one essay question on each text.

Component 2: Prose (20% of A level)

You will study two novels connected by shared themes and contexts: *Frankenstein* by Mary Shelley, and *The Handmaid's Tale* by Margaret Atwood or *Never Let Me Go* by Kazuo Ishiguro. You will study the language, structure, form, genre and context of these two novels, and will compare the two texts. This component is assessed by an open book written examination at the end of the two-year course.

Component 3: Poetry (30% of A level)

You will study a selection of 21st century poems from a range of poets published in *Poems of the Decade: An Anthology of the Forward Books of Poetry, 2002–2011*. You will also focus on a poem or poems by a specific poet: for example, *The Wife of Bath's Prologue and Tale* by Geoffrey Chaucer or *Selected Poems* by Christina Rossetti. You will study the form, language, structure, genre and context of these poems, and practise writing critical analyses of the poems themselves, as well as developing comparisons of the poems. You will also practise analysing unseen poems in preparation for comparing them to your studied 21st century poems in the examination. This component is assessed by an open book written examination, with one essay question on each text.

Coursework (20% of A level)

You will study the language, themes, dramatic conventions and context of two texts negotiated between you and your teachers. This component is assessed by a 3000 word extended essay comparing the two texts. It is internally assessed and externally moderated.

ISBN Numbers

We recommend you buy the same copy as the rest of the class to help with your annotation and study in lessons. Use the ISBN to ensure this.

Frankenstein by Mary Shelley (1831 edition):
978-1853260230

Understanding Poems of the Decade for A Level by Gavin Smithers:
978-1535221221

A Streetcar Named Desire by Tennessee Williams:
978-1408106044

What could I go on to do at the end of my course?

English Literature A level is viewed by universities and employers as a demanding, rigorous qualification. It is therefore respected and extremely versatile. Students go on to use the skills and knowledge they have acquired in a range of degree courses and professions: English Literature (of course!), Journalism, Law, History, Philosophy – and, indeed, any profession or career that demands analysis, imagination and empathy.



Sixth Form Finance



FINANCE CERTIFICATE (CeFS) AND FINANCE DIPLOMA (DipFS)

Exam Board: The London Institute of Banking and Finance

What do I need to know before taking this course?

The Certificate in Financial Studies (CeFS) has been designed to provide students with a challenging qualification covering the core disciplines of financial capability. Students are encouraged to become responsible borrowers, sensible savers, and have an appreciation of the need for financial planning throughout their life.

As an Applied General Qualification, CeFS is a comprehensive introduction to personal finance. It develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and to tools for effective planning. Through developing core skills of critical analysis and evaluation, synthesis and written communication, CeFS provides a foundation for further study in business and finance-related disciplines, as well as a wide range of other fields. On completing the CeFS at the end of Year 12, students have the option to then

continue their financial studies with the DipFS.

The Certificate and Diploma are equivalent to AS and A level courses in terms of UCAS points for university access and are accepted by all universities that use a points-based entry requirement as well as many that use a grade-based system. A list of institutions accepting the qualification can be found on the LIBF website via search engines, or here: http://www.ifslearning.ac.uk/docs/default-source/financial-capability-documents/Higher_Education_Institutions.pdf?sfvrsn=2

To be accepted on to this course, students should have 4s in both GCSE English and Maths.

What will I learn on this level 3 course?

- The importance of financial capability for immediate, short-term, medium-term and long-term financial needs
- About financial services and products, including sources of help and advice
- The need for, and problems with, borrowing, budgeting, financial planning and cash flow
- The impact of external influences at different stages in

the personal life cycle

- Risk and reward in managing personal finance.

What kind of student is this suitable for?

This course is likely to be invaluable to any student but it may be especially useful to students who:

- Are concerned about the costs and financing of higher education
- Are interested in finance-related careers
- Would like a further qualification which is widely applicable to later life and employment
- Are interested in financial investment of any sort
- Enjoy learning about widely-applicable and current issues
- Enjoy debate and class discussion.

What examinations will I have to take to get my qualification?

The CeFS course is assessed by examinations in Year 12 which take place for Unit 1 in January, with a re-sit available in March, and Unit 2 at the end of April, with a re-sit available in June. The DipFS



course is also examined in Year 13 with Unit 3 in January, with a re-sit available in March and Unit

4 at the end of April, with a resit available in June. There is no coursework but there are pre-

released case studies which are available around 6 weeks prior to the examination.

FINANCE CERTIFICATE (YEAR 12)

Unit and code	Specification title	% of final grade	Methods of assessment
Unit 1 – T / 504 / 8100	<p>Financial Capability for the Immediate and Short Term (FCIS)</p> <p>By studying FCIS students will gain an appreciation of why money is important through focusing on what money is, attitudes to it, and how it can affect life choices. The unit introduces students to the financial services industry by focusing on the interaction between money, personal finance and the financial services market place. They will gain an appreciation of the differentiation of financial products for savings and the key features of interest and charges on borrowing.</p>	50%	<p>Both units will be assessed by paper-based examination or via the ifs e-test™ electronic testing system. They will be made up of the following components for each unit:</p> <ul style="list-style-type: none"> • Part A: 35 multiple choice questions in a 45-minute examination (marks: 35/100) • Part B: pre-release case study requiring essay responses to 5 questions in a 105-minute examination (marks: 60/100) • Part B will also assess spelling, punctuation and grammar (SPAG) through the essay responses (total mark 5/100)
Unit 2 – D / 504 / 8110	<p>Financial Capability for the Medium and Long Term (FCML)</p> <p>By studying FCML students will gain the ability to plan and manage their financial needs in the medium-term and long-term, with particular reference to the importance of the need to budget for future aspirations and life events. Learners will consider the changing priorities attached to needs, wants and aspirations as individuals progress through the personal life cycle and the role of financial services in assisting lifelong financial planning. Students will gain an understanding of the personal approaches that individuals take towards risk and rewards and the impact of foreseen and unforeseen influences on financial budgeting.</p>	50%	<p>A total of 200 marks are available from both units comprising 100 marks per unit.</p> <p>Grading</p> <p>The overall qualification will be graded A* - E. To achieve a pass, students must achieve a mark of 40% in both units. Units will be graded with pass/fail only. Students are allowed one re-sit attempt for each component of a unit in accordance with the published qualification regulations.</p>



FINANCE DIPLOMA (YEAR 13)

Unit and code	Specification title	% of final grade	Methods of assessment
Unit 3 – L / 504 / 8166	<p>Unit 3 – Sustainability of an Individual’s Finances (SIF)</p> <p>When studying SIF students will explore how external factors affect the financial services industry’s products and services and how these factors can impact upon consumer choice, which will enable students to make informed financial judgments within given situations. Learners will gain an understanding of the impact of global events, developments and ethical considerations that impact on the financial services industry and the consumer.</p>	50%	<ul style="list-style-type: none"> • Part A: 35 multiple choice questions in a 1-hour examination (marks: 35 / 100) • Part B: pre-release case study requiring essay responses to 5 questions in a 2-hour examination (marks: 60 / 100) • Part B will also assess spelling, punctuation and grammar (SPAG) through the essay responses (marks 5 / 100) <p>A total of 400 marks are available from all four units comprising 100 marks per unit.</p>
Unit 4 R/504/ 8167	<p>Unit 4 – Sustainability of the Financial Services System (SFS)</p> <p>By studying SFS, students will analyse the impact of marketing techniques employed by financial services providers and the impact of changes in the financial services market and the effect this has on consumers. Learners will gain an understanding of how financial services providers use marketing methods and segmentation, and approaches to attract, retain and satisfy their customers.</p>	50%	<p>Grading</p> <p>The overall qualification will be graded A* - E. To achieve a pass, students must achieve a pass of 40% in all four units. Units will be graded with pass / fail only. Students are allowed one resit attempt for each component of a unit in accordance with the published qualification regulations.</p>

Costs

When starting the course, students will gain access to the LIBF website and on-line library which will provide them with all the information necessary for the course. There are also two textbooks to support the

Certificate that will be issued by the school and for which we request a £20 contribution and a similar arrangement in Year 13 for the Diploma.

What could I go on to do at the end of my course?

Finance is an excellent preparation for any destination as it involves learning about financial products that are used by us all. Some students choose to continue their route into finance with further studies or apprenticeships in finance related industries in areas such as banking and insurance.



Sixth Form Food Science and Nutrition



FOOD SCIENCE AND NUTRITION LEVEL 3 DIPLOMA

WJEC (equivalent to one A level)

An understanding of food science and nutrition is relevant to many industries and job roles and many employment opportunities within the field of food science and nutrition are available to graduates.

The WJEC Level 3 Diploma in Food Science and Nutrition is an applied qualification. This means that each unit within the qualification has to apply to a real life situation. As an applied course, learning is related to authentic case studies and requires students to consider how their learning impacts upon themselves, other individuals, employers, society and the environment.

Although there are no formal entry requirements, the qualification builds on Level 2 courses, particularly GCSEs in Food Preparation and Nutrition, Hospitality and Catering, Home Economics: Food and Nutrition, Biology and Physical Education as well as vocational qualifications such as the WJEC Level 1/2 Award in Hospitality and Catering.

The course comprises two mandatory units, Units 1 and 2, and another optional unit from a choice of two:

• **Unit 1 – Meeting the Nutritional Needs of Specific Groups:** this will enable the student to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a variety of contexts and, through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

• **Unit 2 – Ensuring Food is Safe to Eat:** this allows students to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry.

• Studying one of the two optional units (**Unit 3 - Experimenting to Solve Food Production** or **Unit 4 - Current Issues in Food Science and Nutrition**) allows students the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

What could I go on to do at the end of my course?

This course would enable learners to progress to higher education courses such as:

BSc Food and Nutrition

BSc Human Nutrition

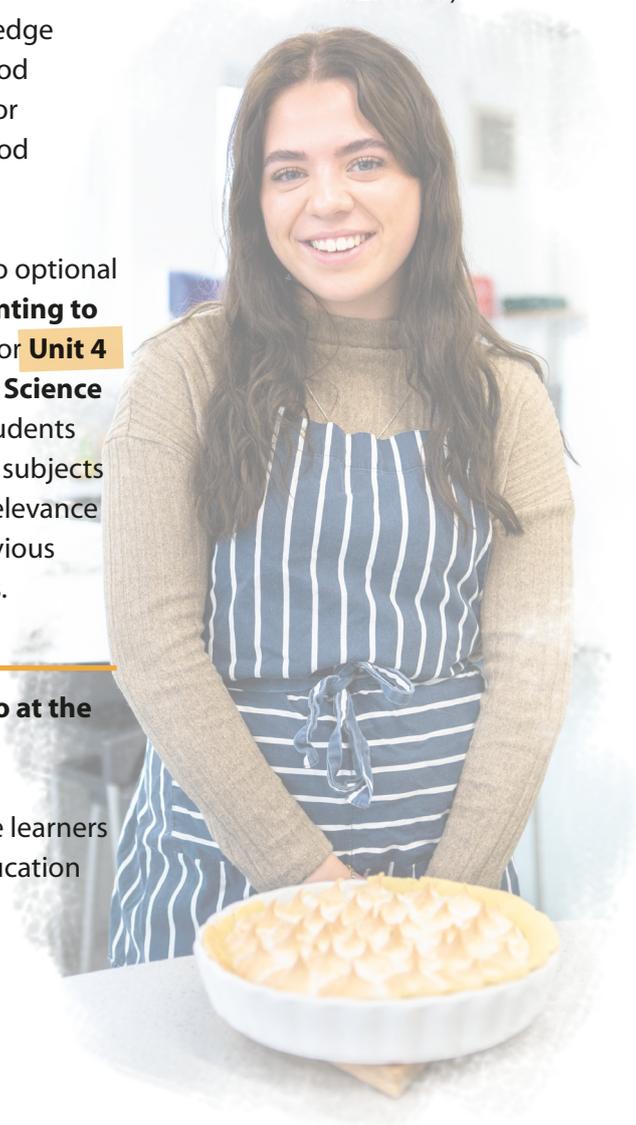
BSc (Hons) Public Health Nutrition

BSc (Hons) Food Science and Technology

Costs:

Ingredients on a weekly basis.

Our recommended textbook is *The Science of Technology of Food*, by R.K. Proudlove. (5th edition and published by Forbes/ ISBN: 978-1-899527-08-3).





Sixth Form French



FRENCH

AQA Specification: A level 7652

What do I need to know or be able to do before taking this course?

Students will normally be expected to have achieved the equivalent of GCSE Grade 6 in French before taking the course, and to have taken a Higher Tier Listening or Reading paper. However, we find that the students who achieve a Grade 7 or more at GCSE adapt more easily to A level studies.

You will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. You must also have some knowledge and understanding of the culture and way of life of French-speaking countries. You need to be interested in developing this understanding and in exploring social issues, literary works, artistic culture and grammar.

There will be a full assessment within the first half term, in order to assess students' advancement in the course. Students who fail to achieve 40% or more in this assessment will not be allowed to continue the course. **We will only be able to offer this course if a minimum of four students apply for it.**

What will I learn on this A level course?

The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in the language that you have chosen. You will be able to read, understand and extract information from written passages in the target language that are taken from authentic sources, such as magazines and newspapers, reports or books.

You will be able to listen to, and understand contemporary spoken language and answer questions on what you have heard. The passages that you will learn to listen to will be taken from a range of sources such as news reports on the radio or TV, interviews and discussions.

You will learn how to write essays or longer pieces and to hold conversations and discussions in the target language.

What examinations will I have to take to get my qualification?

A level

The full A level qualification consists of the following units:

Unit 1: Listening, Reading and Writing

This paper assesses students' ability to listen and respond to spoken passages from a range of contexts and sources covering different registers. You are also required to translate passages into both English and French. Material will include complex factual and abstract content and questions will target main points, gist and detail.

Unit 2: Writing

You will write a discursive essay on the literary texts and films that you have studied throughout the A level course. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied.

Unit 3: Speaking Test

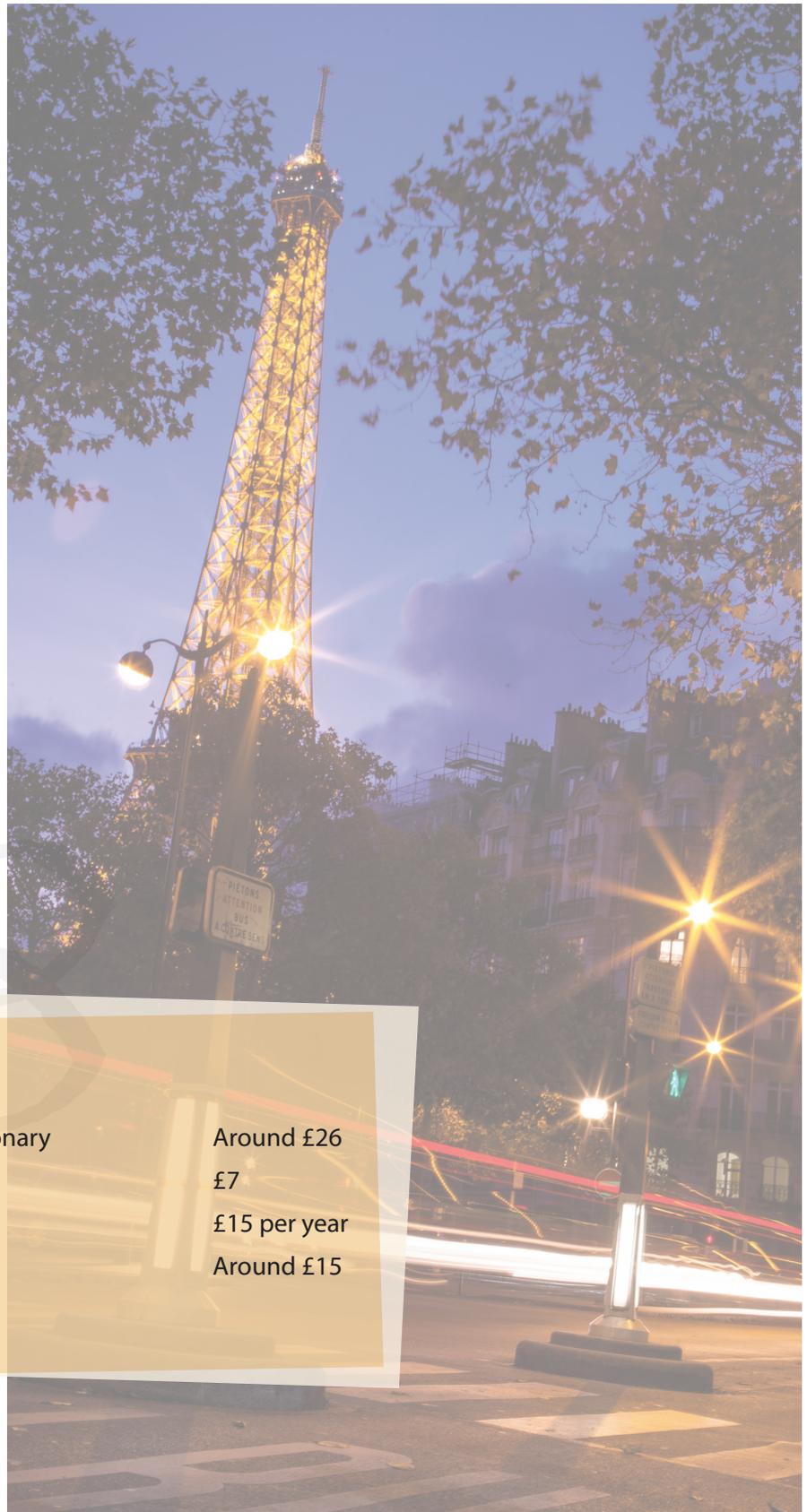
In preparation for this test, you will conduct an individual research project. Possible topics are current trends, aspects of French-speaking society, artistic culture in the French-speaking world and aspects of political life. You will respond to a stimulus card and spend a further 10 minutes discussing your chosen research project.



What could I go on to do at the end of my course?

There will be a range of opportunities open to you, where you can continue to use and further develop your language skills and knowledge of contemporary society.

Some students choose to do degree courses in languages; others choose to pursue a Higher Education course in another subject, but choose a language option alongside it. Having a language at A level will certainly improve your employability, in particular with companies which have international branches.



Costs:

Collins Robert French/English Dictionary	Around £26
Vocabulary book	£7
Coursebook	£15 per year
Revision course	Around £15



Sixth Form Geography



GEOGRAPHY

Edexcel Specification: A level 9GE0

The world is likely to change more in the next 50 years than it ever has done before. Geographical issues are dominating the newspapers as well as political decision making. Students who decide to take Geography as an A level will learn about the causes and effects of geographical issues as well as looking at the management and solution opportunities.

Students will follow the Edexcel A level specification. This specification is organised around compulsory and option topics, which are structured around key enquiry questions.

Students will also have to develop a range of geographical skills including map, graph, statistical, ICT-based skills, including GIS, and fieldwork skills. There will be 2 fieldtrips in Year 12.

Year 12

Physical Geography:

Tectonic Processes and Hazards

- Why are some locations more a risk from tectonic hazards?
- Why do some tectonic hazards develop into disasters?
- How successful is the management of tectonic hazards and disasters?

Coastal Landscapes and Change

- Why are coastal landscapes different and what processes cause these differences?
- How do characteristic coastal landforms contribute to coastal landscapes?
- How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks?
- How can coastlines be managed to meet the needs of all players?

Human Geography:

Globalisation

- What are the causes of globalisation and why has it accelerated in recent decades?
- What are the impacts of globalisation for countries and different groups of people, cultures and the physical environment?
- What are the consequences of globalisation for global development and the physical environment and how should the different players respond to the challenges?

Regenerating Places

- How and why do places vary?
- Why might regeneration be needed?
- How is regeneration managed?
- How successful is regeneration?



Year 13

Physical Geography:

The Water Cycle and Water Insecurity

- What are the processes operating within the hydrological cycle from global to local scale?
- What factors influence the hydrological system over short-term and long-term timescales?
- How does water insecurity occur and why is it becoming such a global issue for the 21st century?

The Carbon Cycle and Energy Security

- How does the carbon cycle operate to maintain planetary health?
- What are the consequences for people and the environment of our increasing demand for energy?
- How are the carbon and water cycles linked to the global climate system?

Human Geography:

Superpowers

- What are superpowers and how have they changed over time?
- What are the impacts of superpowers on the global economy, political systems and the physical environment?
- What spheres of influence are contested by superpowers and what are the implications of this?

Global development and Connections – Migration, Identity and Sovereignty

- What are the impacts of globalisation on international migration?
- How are nation states defined and how have they evolved in a globalising world?
- What are the impacts of global organisations on managing global issues and conflicts?
- What are the threats to national sovereignty in a more globalised world?

Students will also have to produce an Independent Investigation (3000-4000 words) on a topic of their choice which must be linked to the above in some way.

What could I go on to do at the end of my course?

Taking A level Geography can lead students straight onto a Geography undergraduate degree at university, either as a BA (Bachelor of Arts) or a BSc (Bachelor of Science). It is also highly relevant for related degree courses, such as Geology or Environmental Science. As a facilitating subject, it keeps students' options open, be those at university or on a degree apprenticeship, and strongly complements A level Economics, Biology or our other humanity/ social science courses.



Sixth Form History



HISTORY

AQA Specification: A level 7042

What do students need to be able to do before taking this course?

Students need to have studied History at GCSE and achieved a 5 or higher in History and a minimum of 5 in English Language.

What kind of student is this course suitable for?

History at A level is for those who have a strong interest in history, politics and global affairs. They should want to know why the world is as it is and how it has been shaped by the past. They should have a passion for enquiry and argument and an insatiable appetite for reading. They need an analytical, questioning mind, and the confidence to express their opinions in class discussion, backed up by historical evidence. Students will need to take notes independently from a wide range of sources and if continuing the course at A level, students must complete a demanding personal study on a topic of student's choice as part of their Historical Investigation component.

What will I learn on this A level course?

Component 1 (breadth study): 1C The Tudors: England, 1485-1603

How it is assessed: a written exam of 2 hours 30 minutes comprising three questions (one compulsory), which is worth 40% of the full A level

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of

the monarchy?

- In what ways and how effectively was England governed during this period?

- How did relations with foreign powers change and how was the succession secured?

- How did English society and economy change and with what effects?

- How far did intellectual and religious ideas change and develop and with what effects?

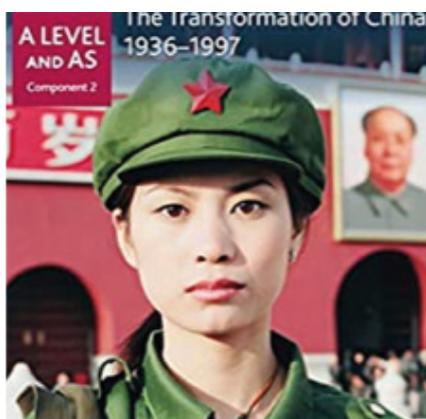
- How important was the role of key individuals and groups and how were they affected by developments?





Component 2 (depth study): 2P The Transformation of China, 1936–1997

How it is assessed: a written exam of 2 hours 30 minutes comprising three questions (one compulsory), which is worth 40% of the full A level.



This option provides for the study in depth of reasons for and the maintenance of Communist rule in China and focuses on the way in which the country was transformed into a modern state. It explores concepts such as authority, Maoism, mass mobilisation and economic control and encourages students to reflect on the relationships between ideology and political change. It also encourages reflection on the ways in which a state might be forced into change and whether economic modernisation is possible without a corresponding political shift.

Component 3: Historical Investigation – non-exam assessment (coursework)

How it is assessed: an essay of 3000–3500 words worth 20% of the full A level, marked by teachers and moderated by AQA

The additional component at A level is the Historical Investigation which is a non-exam assessment (coursework). Students will study the causes of antisemitism in Germany from 1848–1945 culminating in the Holocaust. The study of this topic will take students through the history of antisemitism from as early as the classical era right through to present day. Students will then choose a question and independently write their coursework. Through undertaking the Historical Investigation, students will develop an enhanced understanding of the



nature and purpose of history as a discipline and how historians work. They will broaden their study of the past whilst having the opportunity to study a specific issue in great depth.

What could I go on to do at the end of my course?

History is a very well-regarded subject because of the skills needed for A level History. The skills of analysis, critical reading, research, problem-solving and evaluation are highly prized by universities and employers. People who study history are fearless explorers of the past. They investigate past politics, societies, cultures, languages, health, art, education, money, conflicts and more, look at how things have developed over time and connect the dots to understand how we got where we are today. People who study History can go into all sorts of jobs in many different fields including law, journalism, politics, economics, education, business and many more!





Sixth Form Information Technology



INFORMATION TECHNOLOGY

OCR Level 3 Cambridge Technical
Introductory Diploma in IT

What do I need to know or be able to do before taking this course?

A keen interest in technology is essential to engage with the IT curriculum. Students should have achieved a grade 4 or above in Maths and English at GCSE. As there is a substantial coursework-based assessment, students should have a suitable level of literacy to write reports which convey their understanding.

What will I learn on this course?

You will study a total of five units, two externally assessed exam units which are mandatory, and three internally assessed coursework units which are optional choices, depending on the path you choose within the course.

Unit 1: Fundamentals of IT - (Mandatory)

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

Unit 2: Global Information - (Mandatory)

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. You will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge. The skills gained by completing this unit will give you knowledge of the functionality of information and how data is stored and processed by organisations. You will also learn the relationship between data and information. Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as VM Ware.

Unit 5: Virtual and Augmented reality

Virtual reality is a simulated environment that is intended to replicate the physical experience of being in places in the real or imagined worlds by giving the user sensory experiences that match those which would be experienced were the user actually in that environment. Augmented reality is the process of changing the user's view of the real world to give them an improved, or more detailed, view of what they are seeing. You will learn about both technologies and how they

are used. You will research both technologies and design both a virtual and an augmented reality resource. Finally, you will use your research and skills learnt whilst designing and creating resources to suggest future applications for virtual and augmented reality.

Unit 6: Application Design

The world is increasingly reliant on applications that help individuals, businesses and organisations achieve specific activities or purposes. In this unit, you will explore potential ideas for a new application and develop the fundamental design for it using your creativity. You will then develop the designs for an application and how users will interact with it. The application that you design can be for any sector and for any purpose. You will have the opportunity to present your ideas, prototype them, and gain feedback before refining your design. Besides the technical knowledge that you will gain about designing an application, you will also learn key transferable skills such as liaising with clients, questioning people effectively to gain the information you need to develop successful designs.

Unit 13: Social Media and Digital Marketing

The use of social media has increased significantly over recent



Information Technology

years and is now a worldwide phenomenon. Users of social media can share ideas and files, compare opinions and pass comment on the activities of their friends and contacts. In doing so, they are not only generating huge amounts of data about themselves, but also allowing others the opportunity to contact them and monitor some of their online activities. Social media also allows users to collaborate with others across the globe. Digital marketing is part of the overall process of marketing and is the use of digital media to increase awareness of a product or service. This unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

Unit 17: Internet of Everything

This unit is about the use of the internet and how it is impacting people and society. You will learn about the Internet of Everything (IoE) and how it is used. Using your knowledge, you will carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your

What examinations will I have to take to get my qualification?

Exam		Coursework		
Unit 1 Fundamentals of IT	Unit 2 Global information systems	Unit 5 Augmented and Virtual reality / Unit 6 Application Design	Unit 13 Social media and digital marketing	Unit 17 Internet of Everything
25% of main qualification	25% of main qualification	16.67% of main qualification	16.67% of main qualification	16.67% of main qualification

proposal. The Internet of Everything is expanding, appearing in all the everyday devices found in homes, businesses, and cities. Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as Cisco IoE.

What could I go on to do at the end of my course?

Employers demand people who are able to help them develop their systems or the systems for their customers, use IT as a tool to analyse data and develop

applications. Therefore, this qualification is designed to give students a range of specialist knowledge and transferable skills in the context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related university course.

Students could progress onto a Level 4 apprenticeship such as Network Engineer or Software Developer or into employment in the IT sector in areas such as technical support, digital technologies, application development or data analysis.



Sixth Form Mathematics



MATHEMATICS

EDEXCEL/PEARSON Specification:
A level 9MA0

What do I need to know or be able to do before taking this course?

Students will be expected to have taken the Higher Tier examination at GCSE and achieved a minimum of a grade 6, but a grade 7 or higher is preferable to be confident of success. To succeed at A level Mathematics, you will need to be able to use algebra confidently. As well as meeting the GCSE entry requirements, students must pass an algebra test at the end of the first week in order to proceed with the course, as this provides students with the foundations to succeed. For the first few lessons of the Mathematics course, these basic algebra skills will be revised. Students will sit the test the week beginning 13th September, 2021.

What will I learn on this A level course?

Mathematics at A level is a course worth studying in its own right. It is challenging but interesting. It builds on work students will have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced.

Whilst studying Mathematics students are expected to:

- use mathematical skills and knowledge to solve problems
- solve quite complicated problems by using mathematical arguments and logic

Students are required to:

- understand and demonstrate what is meant by proof in mathematics, simplify real-life situations and use mathematics to show what is happening and what might happen in different circumstances
- use the mathematics learned to solve problems that occur in a real-life context
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand its limitations and when it is appropriate to use such technology

Pure Mathematics

When studying Pure Mathematics at A level, students extend their knowledge of Algebra and Trigonometry as well as learning brand new ideas such as Calculus.

The challenge of problem solving and using different mathematical techniques makes this course is very appealing to many students.

Although many of the ideas presented in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of Mathematics, especially Mechanics and Statistics.

Statistics

In Statistics, students learn how to analyse and summarise numerical data in order to arrive at conclusions about it. Students look at further distributions such as the Binomial and Normal. They also look at how Hypothesis Tests can be used to refine mathematical models. The range of probability problems is extended by using the new mathematical techniques studied on the Pure Mathematics course.

Mechanics

In Mechanics, students learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet.



Mathematics

Students learn the technique of mathematical modelling; that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods.

Many of the ideas studied in the course form an essential introduction to important modern fields of study such as Cybernetics, Robotics, Biomechanics and Sports Science, as well as the more traditional areas of Engineering and Physics.

What examinations will I have to take to get my qualification?

There are no options in the new A level so all students follow the same two year course in Pure and Applied Mathematics.

A level Mathematics – 3 exams:

Pure Mathematics 1 (33%)

Pure Mathematics 2 (33%)

Statistics & Mechanics (33%)

Books and equipment required for the course:

CASIO Wiz calculator

Edexcel AS and A level
Mathematics Pure Mathematics
Year 1

ISBN 9781292183398

Edexcel AS and A level
Mathematics Statistics &
Mechanics Year 1

ISBN 9781292232539

Edexcel AS and A level
Mathematics Pure Mathematics
Year 2

ISBN 9781292183404

Edexcel AS and A level
Mathematics Statistics &
Mechanics Year 2

ISBN 9781446944073

What could I go on to do at the end of my course?

An A level in Mathematics is very valuable as a supporting subject to many courses at A level and degree level, especially in the Sciences, Geography, Psychology, Sociology and Medical courses.

An A level in Mathematics is a much sought-after qualification for entry to a wide variety of full-time courses in Higher Education. There are also many areas of employment that see a Mathematics A level as an important qualification and it is often a requirement for the vocational qualifications related to these areas.

Higher Education courses or careers that either require A level Mathematics or are strongly related include: Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Environmental Studies, Computing, Information Technology.

Students can follow a course in Mathematics at degree level or even continue further as a postgraduate involved in mathematical research after studying A level.





Sixth Form Further Mathematics



FURTHER MATHEMATICS

Edexcel/Pearson Specification: A level 9FM0

What do I need to know or be able to do before taking this course?

Students will be expected to have taken the Higher Tier examination at GCSE and achieved a grade 7 or better in both Maths GCSEs they take.

Why study Further Mathematics?

Further Mathematics is a challenging and intellectually stimulating subject aimed at students with an interest and enthusiasm for Mathematics. The subject is more complex than ordinary A level Mathematics.

What will I learn on this A level course?

Further Mathematics is taken in addition to the ordinary A level Mathematics course and leads to a separate A level qualification. By taking Further Mathematics, students will study Pure Mathematics topics based on Algebra such as Trigonometry and Calculus in more depth as well as a range of additional topics such as complex numbers and differential equations.

Students will also study further applications of Mathematics that includes Mechanics and Decision Mathematics.

Further Pure Mathematics

When studying Further Pure Mathematics at A level, students extend their knowledge of Algebra and Trigonometry and Calculus as well as learning brand new ideas such as Complex numbers.

Decision

Decision Mathematics has become popular in recent decades because of its applications to Computer Science. Many of the problems involve Optimism; finding an efficient solution and hence methods are applicable to many real world solutions. For example, what is the best route for a gritting lorry to follow so that it covers every road on its route in the minimum distance? What is the best order to decorate a house?

Mechanics

Students learn further techniques of mathematical modeling. They are also introduced to Potential and Kinetic Energy and Collisions.

What examination will I have to take to get my qualifications?

A level

Further Mathematics – 4 exams:

Core Pure Mathematics 1	(25%)
Core Pure Mathematics 2	(25%)
Further Mechanics 1	(25%)
Decision	(25%)

Books and equipment required for the course:

Casio Wiz calculator
Edexcel AS and A level Further Mathematics Core Pure Mathematics Book 1
ISBN 9781292183336

Edexcel AS and A level Further Mathematics Further Mechanics 1
ISBN 9781292183312

Edexcel AS and A level Further Mathematics Decision Mathematics 1
ISBN 9781292183299

Edexcel AS and A level Further Mathematics Core Pure Mathematics Book 2
ISBN 9781292183343



Further Mathematics

What could I go on to do at the end of my course?

This course can be taken to complement other advanced level courses which could lead on to higher education in areas of Mathematics, related areas such as Engineering, Economics and Physics.

Further Mathematics provides an excellent starting point for a wide range of post-18 courses in areas such as Pure and Applied Mathematics, Sciences and Engineering.

Students with a knowledge of Further Mathematics topics usually have an advantage when starting degree courses in Mathematics and related subjects at University.





Sixth Form Media Studies



MEDIA STUDIES

AQA Specification 7572

What do I need to know or be able to do before taking this course?

Media Studies is a course that will be new to most students. It is designed to develop students' awareness, appreciation and ability to understand and critique the role of the media and specific media texts. Students will evaluate audio-visual texts (television, film, radio, advertising and marketing, video games and music videos); online texts (online magazines, newspapers, fan sites) and print texts (newspapers, magazines, advertising and marketing).

The course has a practical and applied element as the coursework is worth 30% of the A level grade. For the coursework, students will produce two media products (like a website, newspaper, music video, website or advertisements) related to brief that will be as close to what is produced in industry as possible. Creativity and ICT skills will certainly help with this.

What will I learn?

Students will learn and evaluate the media industry, the conventions and audiences of specific media texts, applying the language and theories about how the media influences us to their study. Students will produce their own media products, applying the knowledge they have learned.

Students will study contrasting pairs of media texts, such as magazines, newspapers, advertisements, television crime dramas, video games, online journalism, music videos and films. Students will gain an understanding of their conventions, audience, the social and historical context in which they were produced, how technology has an impact on media and how the producers cater for their audiences. Students will also be expected to learn and analyse texts in relation to how they represent people, groups and events and how they cater to an audience.

For both exam papers, students will be expected to apply a range of theories to texts they have studied. There will also be questions on media texts students have not studied before, so that students gain and showcase skills of independent analysis.

Paper 1- 35% of A level grade

The questions will focus on issues and debates in the media, based on topics studied before the exam. Students will be expected to apply their knowledge of theory to the questions.

Paper 2- 35% of A level Grade

The questions will focus on assessing perspectives, theories and opinions in relation to media products studied in class. Like Paper 1, students will be expected

to apply knowledge of relevant theories to the texts.

Coursework- 30% of A level Grade

There will be a choice of briefs and students will create two related pieces; such as a magazine and advertisements inside the magazine; a music video and tabloid newspaper or a film trailer and advertising posters for the film. Students will be assessed on the quality of the media products they produce, based on the brief. They will also be assessed on a written brief that applies the theoretical knowledge of the course and evaluates how the products meets the audience.

What could I go on to do at the end of my course?

Numerous jobs, apprenticeships and university courses benefit from knowledge of the media or the skills students will learn and practice in Media Studies; such as critical analysis, ICT, creativity and thinking of how to cater to different people, which media producers always attempt to do. The course will help you to understand how various forms of the media work and create their products with specific audiences in mind. If you have an interest in media, business, advertising, journalism, English, history, photography, graphics, drama or web design this course will help you apply and improve your skills of analysis, writing and production.



Sixth Form Music



MUSIC

Pearson BTEC Level 3 National Extended Certificate (equivalent to 1 A level)

What do I need to know or be able to do before taking this course?

Students should have GCSE Music at 5 or higher, but, more importantly, should be able to demonstrate skills and show a keen interest in practical music-making and performance. It is for post-16 learners who want to continue their music education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the music sector or the creative sector as a whole. The qualification is equivalent in size to one A level and aims to provide a coherent course of study covering both performance, composition and the music industry. The course is very practical with the expectation that students will perform in front of an audience.

What will I learn on this BTEC course?

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

Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the music sector. Students taking this qualification often go on to study at university, though the transferable skills developed on the course are desired by employers across a range of industries.

The Music BTEC course suits those who have instrumental and/or vocal skills, are interested in working as musicians within a range of styles, are keen to develop their composition skills and widen their knowledge of the music industry.

Learners taking this qualification will study three mandatory units:

- Unit 1: Practical Music Theory and Harmony
- Unit 2: Professional Practice in the Music Industry
- Unit 3: Ensemble Music Performance

Learners choose one optional unit. These have been designed to support progression to more specialist music courses in higher education and to link with

relevant occupational areas, such as:

- Unit 4: Composing music
- Unit 5: Improvising music
- Unit 6: Solo performance

This course is designed to help students:

- Develop skills and gain confidence in performing in a wide range of musical styles, using different sources including recordings and notation
- Develop specific skills in rehearsing, arranging and preparing for performances, as well as how to perform effectively to an audience
- Develop aural perception skills; recognising and commenting on the use of pitch, rhythm, harmony and tonality

What examination will I have to take to get my qualifications?

Assessment is entirely coursework based: 60% assessed externally. 40% assessed internally.



Costs

Though not essential, it is highly recommended that students on this course have regular instrumental/vocal lessons to develop as musicians. The cost can vary depending on the provision available.

Music tuition is available to students on a wide variety of instruments, including voice, drum kit, electric guitar, bass guitar, acoustic guitar, classical guitar, piano, keyboard, saxophone, clarinet, flute, trumpet, trombone, French horn, violin, viola, cello, and double bass.

We are fortunate to have a strong working relationship with XYZ Music Academy and Bucks Music Trust (BMT), as well as several independent peripatetic teachers. Lessons take place during the school day and are timetabled during study periods, where possible, to avoid students missing curriculum time.

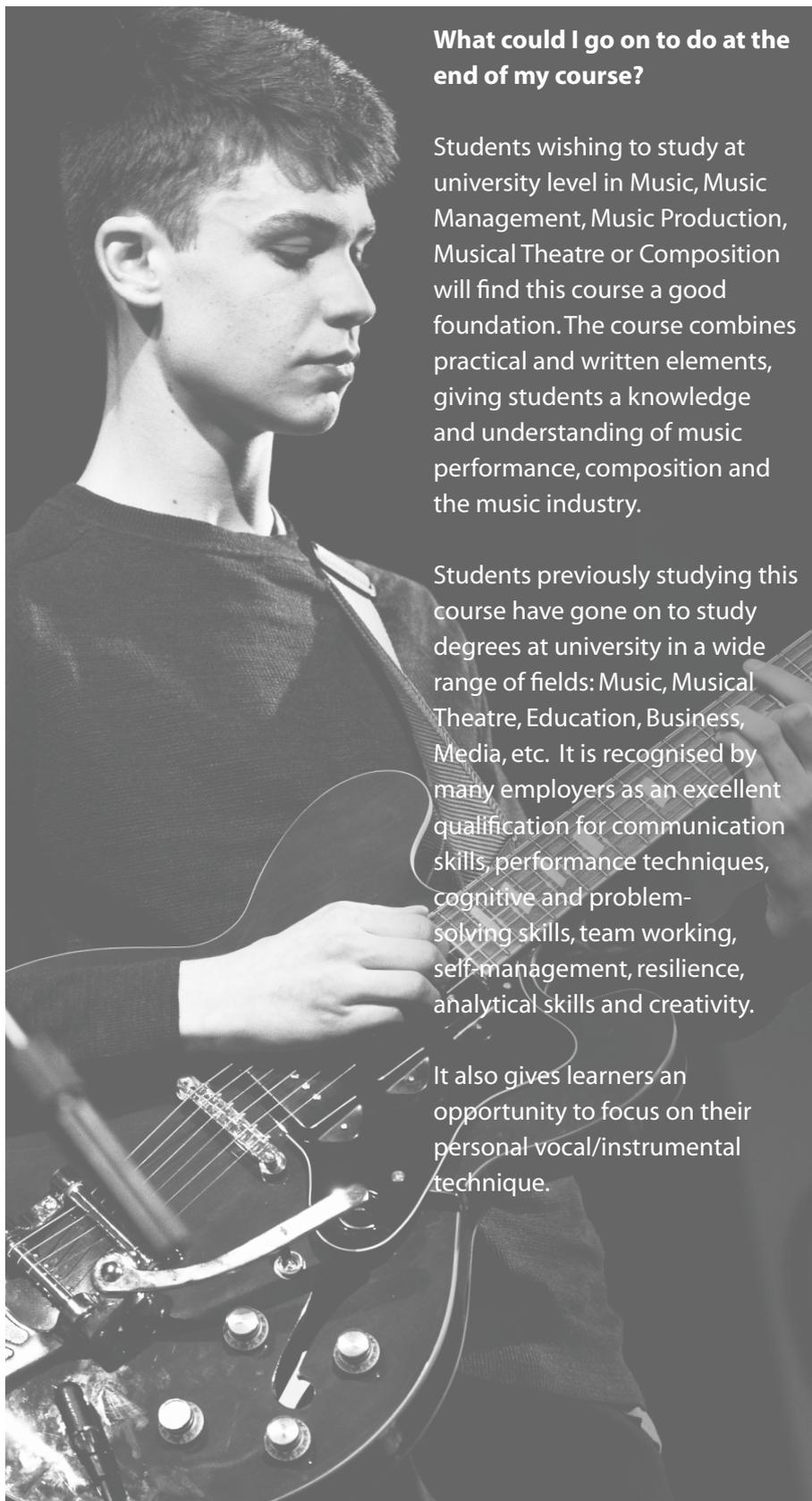
If you want to sign up for instrumental/vocal lessons then please contact our Subject Leader for Performing Arts, to express your interest and he will guide you towards the most appropriate teacher.

What could I go on to do at the end of my course?

Students wishing to study at university level in Music, Music Management, Music Production, Musical Theatre or Composition will find this course a good foundation. The course combines practical and written elements, giving students a knowledge and understanding of music performance, composition and the music industry.

Students previously studying this course have gone on to study degrees at university in a wide range of fields: Music, Musical Theatre, Education, Business, Media, etc. It is recognised by many employers as an excellent qualification for communication skills, performance techniques, cognitive and problem-solving skills, team working, self-management, resilience, analytical skills and creativity.

It also gives learners an opportunity to focus on their personal vocal/instrumental technique.





Sixth Form Philosophy and Ethics



PHILOSOPHY AND ETHICS (Religious Studies)

AQA Specification: A level 7062

What do I need to know or be able to do before taking the course?

There are no prior knowledge requirements for this A level, although 5 in GCSE English Language is expected, together with a 5 in RS if you studied it at GCSE.

What will I learn on this A level course?

The A level in Philosophy and Ethics explores a range of philosophical and ethical issues, concepts and debates. These include exploration of philosophical questions such as how far it is possible to prove or disprove the existence of God and the challenges posed by evil and suffering in the world. It will also consider the nature of the self and what this might mean for any life after death.

The ethical aspect involves understanding differing approaches as to how we can decide on what constitutes right or wrong actions. The specific issues explored are medical ethics, including euthanasia and

genetic engineering, as well as our approach to non-human animals.

What examinations will I have to take to get my qualification?

The final examination will consist of two written examination papers. Each is 3 hours long.

Paper 1: Philosophy of Religion and Ethics

Paper 2: Study of Religion: Christianity, including the dialogue between philosophy, ethics and religion.

What could I go on to do at the end of my course?

Successful completion of this A level will give you access to a range of career and higher education opportunities. Many students use their qualification to go straight into employment, others go on to higher education to study the subject itself in greater depth (Philosophy, Theology or Comparative Religions) or study a wide range of subjects from English, History and Law to ICT and Medicine.





Sixth Form Physical Education



PHYSICAL EDUCATION

AQA Specification: A level 7582

What do I need to know or be able to do before taking this course?

The course of study expands on many of the theoretical ideas and concepts already encountered in the Key Stage 4 curriculum. It also provides an enhancement for students who have studied GCSE PE by extending their knowledge of skills, techniques and effective performance. GCSE PE is by no means a pre-requisite for this course. However, it is advisable for students to have achieved 5 or above in GCSE Science and at least a 5 in the theory paper of GCSE PE. Due to the practical component of the course, it is also imperative that students wishing to follow A level PE must play a competitive sport regularly outside of school from the specified activity list below.

What will I learn on the A level course?

Year 1

As this is a linear course the candidates will cover the paper 1 with certain elements of paper 2 to support the introduction to the coursework element:

Paper 1: Theory Exam

Factors affecting participation in physical activity and sport.

This written exam is out of 105 marks and will make up 70% of the year 1 grade they receive.

Questions will be a range of multiple choice, short and extended answers (of which there is an 8 and 15-mark question in each topic area) These include:

- Applied Anatomy and Physiology
- Sport Psychology & Skill Acquisition
- Sport and Society in Physical Education and Sport

Component 2: Practical and Written coursework

This will make up 30% of the overall grade in the course

The practical performance will require students to video themselves performing in a competitive context this must be unedited however may be made up 2 halves or quarters from separate matches or different races/ events. It is essential that students begin to gather footage so that they can ensure the evidence presented is an example of their best performance. The written coursework in year 1 will focus on the candidate's

defensive skills for team games or technique in individual events. Candidates are required to analyse in detail their weaknesses within their sport and link learnt theory to this.

At the end of the two years marks are awarded as follows:

- 15%: Students are assessed as a performer or coach in one activity (45 marks)
- 15%: Written analysis and evaluation of performance (45 marks)

Year 2

It is important to note that due to the linear nature of the course, the internal grade received in year 1 does not carry over into year 2. In year 2, students will cover the topics related to paper 2 and also revise the paper 1 as they will sit two exam papers at the end of the year.

Candidates will develop their understanding of physiological, psychological and biomechanical principles that optimise performance. Students will also explore and evaluate the impact of contemporary issues such as technology on sport and the performer.

At the end of the two years students will be assessed externally in three components:



Physical Education

Component 1: Theory Exam Factors affecting participation in physical activity and sport.

This written exam makes up 35% of their A level mark. The paper is made up of multiple choice, short and extended answer questions covering the following topics:

- Applied Anatomy and Physiology
- Skill Acquisition
- Sport and Society

Component 2: Theory Exam Factors affecting optimal performance in physical activity and sport.

This written exam makes up 35% of their A level mark. The paper is made up of multiple choice, short and extended answer questions covering the following topics:

- Exercise Physiology
- Sports Psychology
- Sport and Society and Technology in Sport

Component 3: Practical and Written Coursework

As in year 1, students have the chance to video themselves in a competitive context to select the best two halves or quarters that make up the candidate's best performance.

In year 2, students will add and refine the written work from year 1. The students will write about their attacking skills, tactics and strategies used within the game to complement the

work completed in year 1. These components combined will make up 30% of the A level grade. The written coursework will require candidates to analyse in detail their weaknesses within their sport and link learnt theory to this. Marks are awarded as follows:

- 15%: Students are assessed as a performer or coach in one activity (45 marks)
- 15%: Written analysis and evaluation of performance (45

marks)

What could I go on to do at the end of my course?

An A level in PE will allow a candidate to access university in one of the following areas: Sports Science, Sport Psychology, Physiotherapy, Sports Coaching, Sports Management, Teacher of PE, Personal Training, Sports Journalism

Activity List:

Amateur Boxing	Gymnastics	Table Tennis
Association Football	Handball	Volleyball
Athletics	Hockey	Tennis
Badminton	Equestrian	Rugby League /Union
Basketball	Hurling	
Camogie	Kayaking	Specialist Activities:
Canoeing	Lacrosse	Blind Cricket
Cricket	Netball	Boccia
Cycling	Rock Climbing	Powerchair Football
Dance	Rowing	Table Cricket
Diving	Snowboarding	Goalball
Gaelic Football	Swimming	Wheelchair Football
Golf	Sculling	Wheelchair rugby
	Skiing	Polybat
	Squash	Wheelchair basketball





Sixth Form Physics



PHYSICS

AQA Specification: A level 7408

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics challenges our imaginations with concepts like wave-particle duality and relativity, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives—from healing joints, to curing cancer, to developing sustainable energy solutions.

Physics is about asking fundamental questions about the nature of our universe and trying to answer them through both observation, experimentation and scientific models. Students will study everything from quarks to quantum mechanics, from fusion to force fields, from singularities to supernovae! Physics underpins all the other sciences and therefore everything around us. If you have always asked “Why does that happen?” then this is the A level for you.

“Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious.” - Stephen Hawking

Consider studying this course if..

- You are considering applying to a Russell Group University and want a well-respected A level that will facilitate application to an extremely wide range of degree courses
- You want to study a subject that will both ask (and answer) the deepest and most profound questions of the universe.
- You are taking A level Maths or another science (Chemistry, Biology) A level.

Do not consider this course if....

- You are not proficient in Maths
- You are not willing to work hard

Minimum grades at GCSE:

Students are expected to have gained 6 - 5 in GCSE Combined Science, with a 6 in the Physics papers. If the student has studied GCSE Triple Science, they will need 5, 5 and 6, with the 6 being in GCSE Physics. They should also have achieved at least a 6 in GCSE Maths (preferable grade 7).

Our Syllabus:

Year 12	Year 13
<ul style="list-style-type: none"> • Measurements and their errors - based on the required practicals, see below • Particles and radiation - including particle physics, quarks, leptons, particle accelerators, anti-matter, quantum mechanics and Schrödinger’s cat • Waves - including how wind instruments work (standing waves), lasers, Young’s double slit and diffraction experiments 	<ul style="list-style-type: none"> • Circular motion, simple harmonic motion, resonance, thermal physics • Force fields - including electric, magnetic and gravitational (orbits of planets and satellites) • Nuclear physics and radioactivity <p>Option (one of):</p> <ul style="list-style-type: none"> • Astrophysics - black holes, quasars, supernovae



Year 12	Year 13	Year 12/13 extra-curricular space balloon project [OPTIONAL]
<ul style="list-style-type: none">• Mechanics & materials - including freefall, projectiles and micrometers• Electricity - including electromotive force and resistivity	<ul style="list-style-type: none">• Medical physics - eye, ear, MRI, X-rays, cancer treatment• Engineering physics• Turning points in physics• Electronics	<p>During the course of Year 12/13, Physics students may have an opportunity to participate in a 12-week Space Balloon (optional) project run by the school's Physics Department in conjunction with European Astrotech. This is an educational project for students to gain first-hand experience of planning and designing their own scientific experiments which will be launched on a high altitude balloon from the school field to the edge of space, followed by the collection, analysis and presentation of their results. The project provides an excellent opportunity for students to enhance their overall understanding of Physics as they prepare for their final A level examinations.</p>
<p>Six required practicals:</p> <ol style="list-style-type: none">1. Stationary waves2. Lasers and diffraction gratings3. Free-fall experiment4. Young's modulus5. Resistivity of a wire6. Electromotive force	<p>A level: six additional required practicals:</p> <ol style="list-style-type: none">1. Pendulums and oscillating springs2. Boyle's and Charles' law of gases3. Discharging capacitors4. Magnetic flux density5. Motor effect6. Radioactive sources	
<p>Internal examinations:</p> <p>Two 1 hour 30 minute papers (50% each)</p> <ul style="list-style-type: none">- Multiple choice section.- Synoptic short and long answer questions.- Questions on the required practicals.	<p>A level examinations:</p> <p>Two 2 hour papers (34% each)</p> <ul style="list-style-type: none">- Multiple choice section.- Synoptic short and long answer questions.- Questions on the required practicals. <p>One 2 hour paper on the Option (32%)</p>	<hr/> <p>What can I go on to do at the end of my course?</p> <p>Physicists go on to a wide range of careers including cutting-edge research, environmental science, renewable energy, science journalism, mechanical engineering, computer games design, medical physics (X-rays, MRI, ultrasound), Formula One and fast jet design, investment banking, space scientist, working for the European Space Agency and many more.</p>



Sixth Form Product Design



PRODUCT DESIGN

AQA Specification: A level 7552

What do I need to know or be able to do before taking this course?

Students should have a broad academic background and should have undertaken a course that provides a solid foundation for A level work: courses such as Design and Technology, Graphic Products, Engineering or Art would provide a suitable basis.

Students should have a strong interest in designing, modelling, manufacturing and evaluating products.

What will I learn?

This course is designed to encourage candidates to:

- develop a broad view of design and technology
- develop their capacity to design and make products
- appreciate the complex relations between design, materials, manufacture and marketing.

Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems,

A level 7552

Paper 1: Technical Principles

- 2½ hour written exam
- 120 marks
- 30% of A level

Paper 2: Designing and Making Principles

- 1½ hour written exam
- 80 marks
- 20% of A level

NEA : Substantial Design and Make Project

- 100 marks
- 50% of A level

considering their own and others' needs, wants and values.

Costs

Recommended textbook: AQA A level Design & Technology: Product Design Authors: Will Potts, Julia Morrison, Ian Granger, Dave Sumpner
 Publisher: Hodder
 ISBN-13: 9781510414082
 Price: £32.99

Revision Guide My revision notes AQA A level Design and Technology: Product Design Authors: Julia Morrison and Dave Sumpner
 Publisher: Hodder
 ISBN 978-1-5104-3229-1

Material costs for manufacturing of coursework product.

What can I go on to do at the end of my course?

Design skills and the ability to visualise new ideas can be useful in many careers such as marketing, sales and advertising, arts crafts and design, carpentry, construction, packaging, urban planning as well as engineering and manufacturing. A level Product Design also provides excellent opportunity to study industrial product design, architecture and interior design.



Sixth Form Psychology



PSYCHOLOGY

AQA Specification: A level 7182

What do I need to know or be able to do before taking this course?

The best foundation for success is to have a good general level of performance at GCSE. In particular, students should have GCSE 5s or above in English and Mathematics as well as a 5 in Science double award or 5 in Biology if taking single sciences. Students will need to have an open and enquiring mind and be prepared to grapple with the linguistic complexity of the subject.

Students will be required to pass a maths assessment at the beginning of the course.

What will I learn on this A level course?

The specification has been designed to give you a fundamental understanding of theory, concepts and research in Psychology; a critical appreciation of the scientific nature of psychology; and an opportunity to develop critical thinking with the ability to relate aspects of the subject to current day issues.

The course will give you a

firm academic grounding in Psychology and allow you to apply your understanding to a number of areas in the 'real world'. In addition, you will have acquired substantial experience in the practical work associated with the subject, experiencing a range of data collection techniques and developing an awareness of data and how it can be analysed.

What examinations will I have to take to get my qualification?

This A level course is made up of three exam papers.

Paper 1: Introductory topics in Psychology

(33.33% of A level marks, taken in June)

The subject content includes social influence, memory, psychopathology and attachment. In this unit, you will begin to look at real life psychological phenomena such as obedience and conformity as well as how we remember things and influences on forgetting. The psychopathology focuses on the explanations and treatments of phobias, OCD and depression.

Paper 2: Psychology in context

(33.33% of A level marks, taken in June)

The subject content includes the approaches, biopsychology and research methods. This paper focuses on the foundations of Psychology including the different disciplines and methods of research and data collection techniques. You will be required to collect your own data and interpret the results and make informed conclusions based on your understanding of psychological theory. It should be noted that research methods is a double weighted topic within this paper.

Paper 3: Issues and options in Psychology

(33.33% of A level marks, taken in May/June)

This includes Issues and debates in Psychology and a number of optional topics such as Gender, Schizophrenia and Forensic Psychology. This paper requires students to apply their understanding of the foundations of Psychology and discuss influences on behaviour in a real world setting. Students are required to apply their understanding of the whole course to the issues and debates and be able to draw upon relevant examples to support their points.

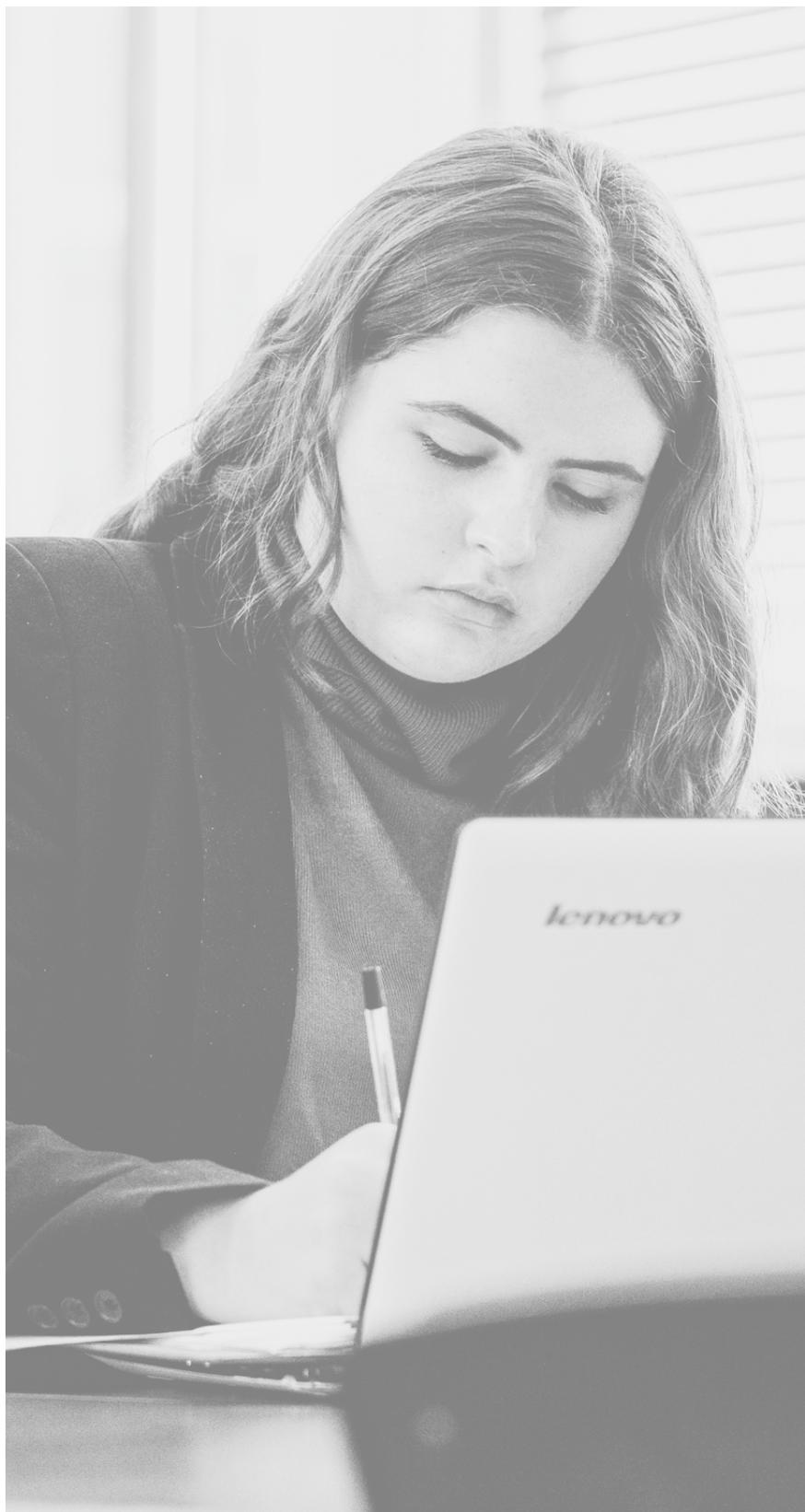
Psychology



What can I go on to do at the end of my course?

Psychology can be studied as a single subject in higher education, or can be combined with a range of other subjects as is indicated by the optional units in the A level course. Ideal combinations therefore are Sociology, Business Studies, PE and Biology. Philosophy and Ethics also include some theories that are rooted in Psychology.

There are a number of applied options that interest students within the Psychology field, which include Forensic Psychology, Clinical Psychology, Occupational Psychology, Educational Psychology and Criminology.





Sixth Form Sociology



SOCIOLOGY

AQA Specification: A level 7192

What do I need to know or be able to do before taking this course?

The best foundation for success is to have a good general level and performance at GCSE. In particular, students should have GCSE 4 or above in English and 4 in a humanities subject. Students will need to have an inquisitive and questioning mind and be prepared to apply their understanding of the topics learnt to the real world.

What will I learn on this A level course?

The specification has been designed to give you a multi-perspective insight into social and cultural issues such as culture, identity, families, social-power and crime. On this course, students will develop a range of skills such as using evidence to support and refute arguments, critical thinking and analyse and develop well explained opinions on societal issues in the modern world.

This course will give students firm academic grounding in Sociological theory and allow them to apply their understanding to a number of areas in the 'real

world'. They will also gain in-depth knowledge and experience of a range of research methods in order to be able to analyse data and results to form well-reasoned conclusions.

What examinations will I have to take to get my qualification?

This A level course is made up of three exam papers.

Paper 1: Education and Methods in Context

(33.33% of A level marks, taken in June).

Students will study two key themes in this paper, socialisation, culture and identity; and social differentiation, power and stratification. Students will be begin to reflect on the education system and the influence of economic status and the class system as well as ethnicity, gender and the role of social groups. They will explore the impact of different relationships within an education setting and different subcultures. Finally, they will consider the impact of policies, privatisation and globalisation on the education system drawing upon real world examples and experiences. Students will also learn about theory relating to sociological perspectives in more depth and research methods

within Sociology such as forms of data collection, types of data and practical, ethical and theoretical considerations when carrying out research. This section requires students to have an understanding of the influence of social policy and whether Sociology can be regarded as a Science.

Paper 2: Topics in Sociology

(33.33% of A level marks, taken June).

Students will learn two topics in Sociology which include Families and Households and Beliefs in Society. These topics will both relate to the two core themes outlined for paper 1. In Families and Households, students will learn about changing family patterns including childhood, couples and different types of families. They will assess demography such as trends in birth and death rates and link to various policies that may impact on the family. In beliefs students will learn about different types of religion and the functions that religion serves in contemporary society. They will assess the impact that religion has on social change and analyse arguments that explain secularisation in the UK and a global context.

Sociology



Paper 3: Crime and Deviance with Theory and Methods

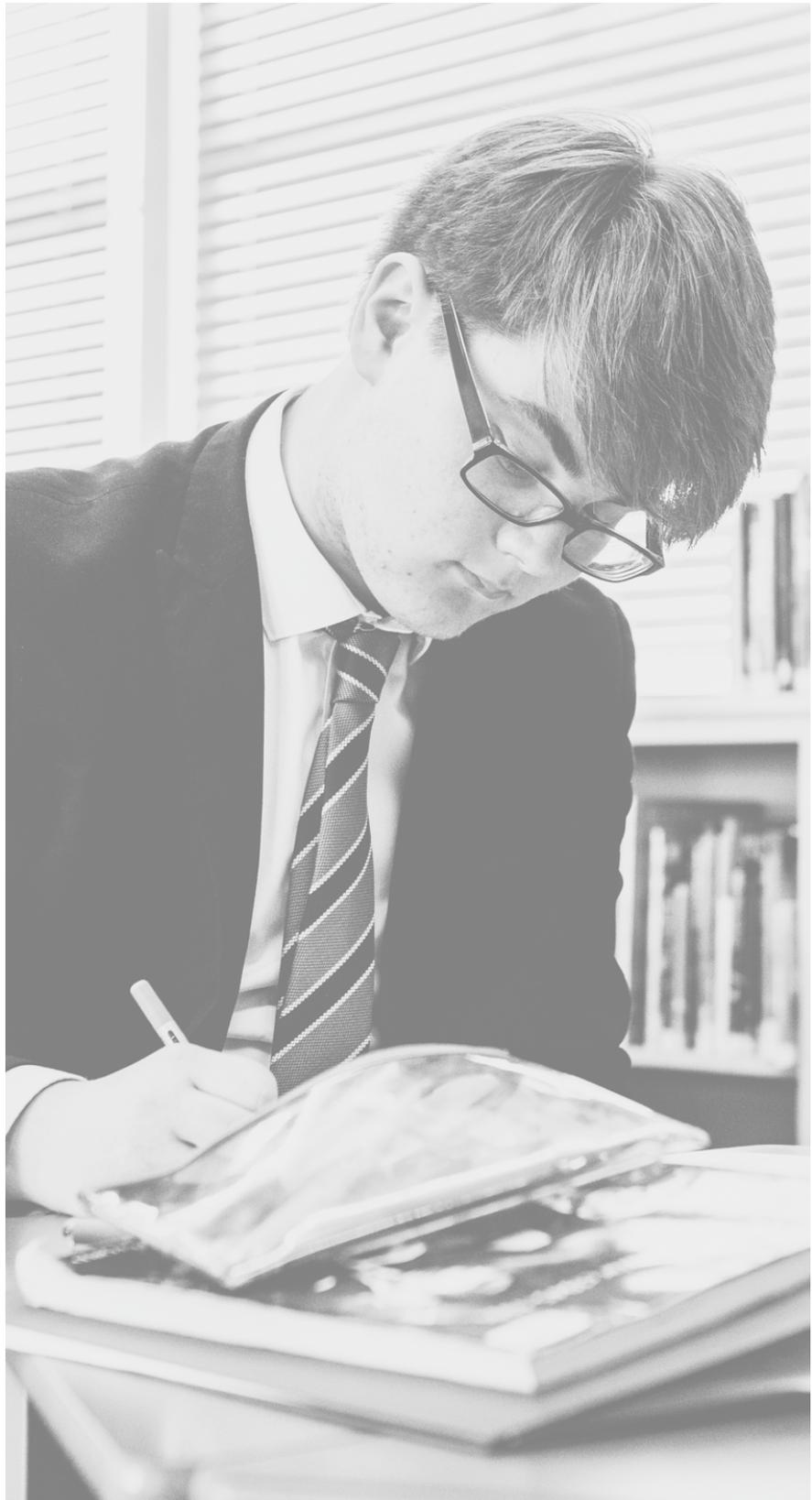
(33.33% of A level marks, taken in June).

This paper includes social distribution of crime including gender, ethnicity and social class. Students will assess patterns in crime and changes in society. They will learn about the effects of globalisation on crime including issues such as human rights and green crimes. Finally, they will focus on control of crime and the role of the justice system and the effects on the victims. There is an additional focus on theory and methods within paper 3 as covered in Paper 1.

What can I go on to do at the end of my course?

Sociology can be studied as a single subject in higher education, or can be combined with a range of other subjects such as criminology. Ideal combinations therefore are Business Studies, Psychology and Media Studies.

There are a number of applied options that interest students within the Sociology field; these include Social Work, Human Resources, Advertising, Marketing, Journalism and Teaching.





Sixth Form Spanish



SPANISH

AQA Specification: A level 7692

What do I need to know or be able to do before taking this course?

Students will normally be expected to have achieved the equivalent of GCSE 6 in Spanish before taking the course, and to have taken a Higher Tier Listening or Reading paper. However, we find that the students who achieve a Grade 7 or more at GCSE adapt more easily to A level studies.

You will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. You must also have some knowledge and understanding of the culture and way of life of Spanish-speaking countries. You need to be interested in developing this understanding and in exploring social issues, literary works, artistic culture and grammar.

There will be a full assessment within the first half term, in order to assess students' advancement in the course. Students who fail to achieve 40% or more in this assessment will not be allowed to continue the course. **We will only be able to offer this course if a minimum of four students apply for it.**

What will I learn on this A level course?

The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in the language that you have chosen. You will be able to read, understand and extract information from written passages in the target language that are taken from authentic sources, such as magazines and newspapers, reports or books.

You will be able to listen to, and understand contemporary spoken language and answer questions on what you have heard. The passages that you will learn to listen to will be taken from a range of sources such as news reports on the radio or TV, interviews and discussions.

You will learn how to write essays or longer pieces and to hold conversations and discussions in the target language.

What examinations will I have to take to get my qualification?

A level

The full A level qualification consists of the following units:

Unit 1: Listening, Reading and Writing

This paper assesses students' ability to listen and respond to spoken passages from a range of contexts and sources covering different registers. You are also required to translate passages into both English and Spanish. Material will include complex factual and abstract content and questions will target main points, gist and detail.

Unit 2: Writing

You will write a discursive essay on the literary texts and films that you have studied throughout the A level course. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied.

Unit 3: Speaking Test

In preparation for this test, students will conduct an individual research project. Possible topics are current trends, aspects of Spanish-speaking society, artistic culture in the Spanish-speaking world and aspects of political life. You will respond to a stimulus card and spend a further 10 minutes discussing your chosen research project.

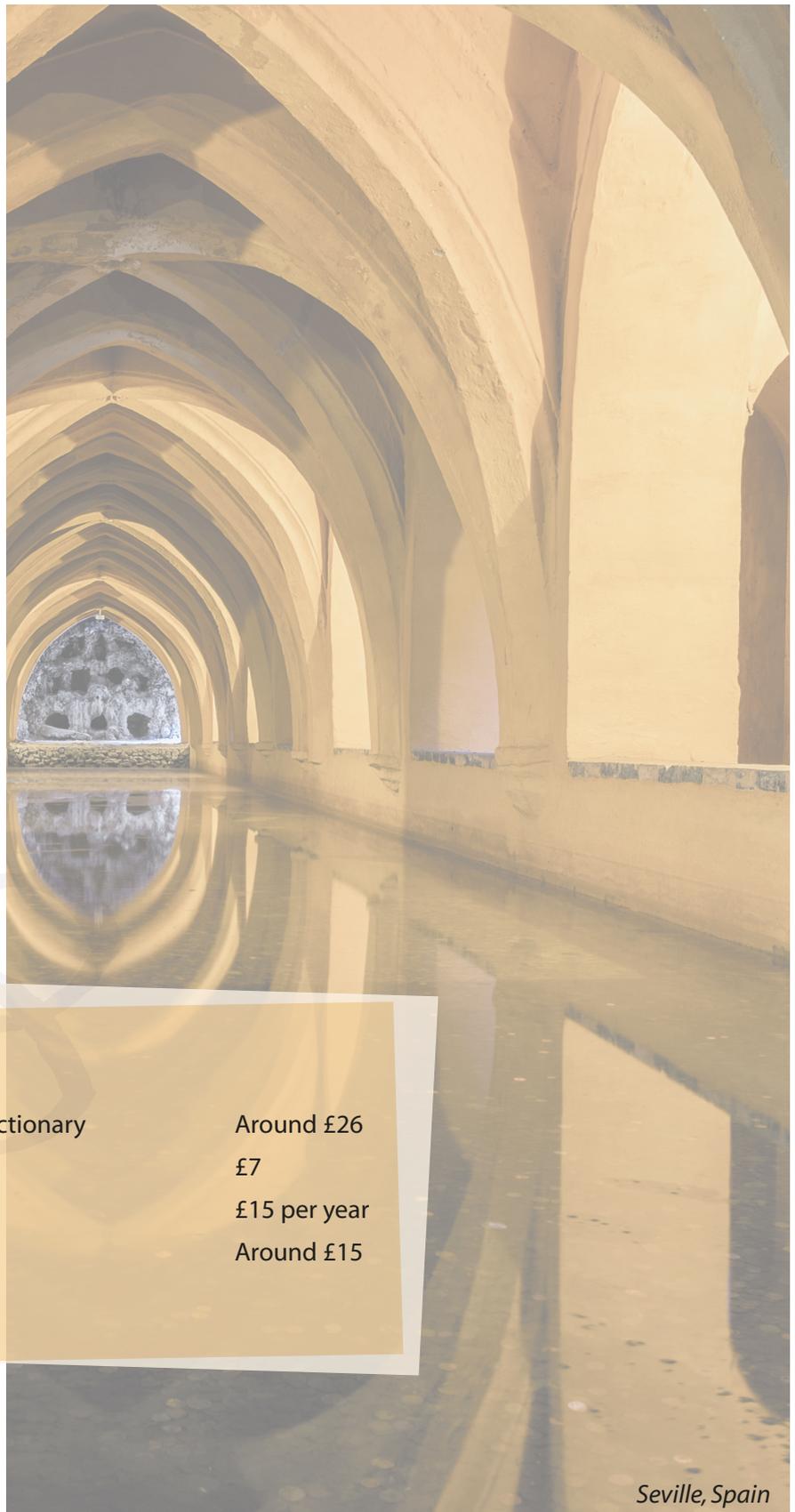
Spanish



What could I go on to do at the end of my course?

There will be a range of opportunities open to you, for which you can continue to use and further develop your language skills and knowledge of contemporary society.

Some students choose to do degree courses in languages; others choose to pursue a higher education course in another subject, but choose a language option alongside it. Having a language at A level will certainly improve your employability, in particular with companies which have international branches.



Seville, Spain

Costs:

Collins Robert Spanish/English Dictionary	Around £26
Vocabulary book	£7
Coursebook	£15 per year
Revision course	Around £15