A Level - Gold Award
Alps Top 25% 2026

WADDESDON CHURCH of ENGLAND SCHOOL

SIXTH FORM PROSPECTUS 2027









BE YOU BELONG BECOME

Welcome to Waddesdon CE School Sixth Form

We are delighted that you are considering applying to our unique Sixth Form.

Over the course of your two-year journey with us, our aim is to enable you to flourish: to be proudly yourself, to feel you belong in a community where you matter, and to become a young adult, ready to face the challenges of the modern world and achieve your 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 you thrive academically, we are also keen to help you to develop into a well-rounded young adult, with excellent employability and leadership skills. At Waddesdon, you will have access to opportunities galore through super-curricular activities in school and beyond. We are passionate about supporting you to achieve your post-18 aspiration, be that at university, through a degree apprenticeship, employment or a Gap Year.

We set very high expectations for all of our students in Sixth Form because we know how much you are capable of and 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 academic results over recent years and our 'strong standard' judgement from Ofsted in 2026.









Our brand new Sixth Form Building gives you a space to live, learn and work as a young adult, with a state-of-the-art lecture/performance theatre, Innovation Lab, well-being room and cafe, as well as spaces to collaborate and focus. It has been designed as an inspirational space to enhance your daily experience at school and serve as a bridge to adult life.

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; we look forward to meeting you soon.

Ms McIver
Head of Sixth Form
Assistant Headteacher

"Our brand new Sixth Form Building gives you a space to live, learn and work as a young adult."

Why Join Waddesdon Sixth Form?

BE YOU

"Our staff will get to know you as an individual, which means we can challenge and support you to be and do your very best."

Be your brilliant self and be well known as a student and a young adult

Sixth Form is an exciting time to work out who you are and develop as a brilliant young adult. Within a year group of 150 students, you will build new friendships, socialise with lots of fellow students and network. Our staff will get to know you as an individual, which means we can challenge and support you to be and do your very best. We were delighted when Ofsted recognised that "relationships between staff and students are stunning" based on Sixth Form student reflections about their experiences.

Pursue your passions and engage with excellent teaching and learning

We offer a wide range of academic and vocational subjects in Sixth Form. Our subject option blocks are put together after you tell us your three subject choices, so we can give as many students as possible their preferred combination. Our 'Grade Booster' programme equips you with the skills to become more independent in your learning. Our teachers are all subject experts and a number are examiners; they bring their expertise into your classroom to challenge and support you to become independent learners, deepen your understanding and hone your skills in their subject. Our teachers are ambitious for you, knowing you will rise to the challenge!





Be confident you are joining a Sixth Form with a history of 'outstanding' academic results

Our results are consistently above the national average for the progress students make. Our results in 2026 were judged as 'excellent' by Alps and in the top 25% of schools nationally for progress, which builds on positive and similar trends over the last 15 years. What this means is that it doesn't matter if you join our Sixth Form with 4s and 5s at GCSE or 8s and 9s; we are ambitious for all our students and everyone is challenged and supported to achieve their very best.

Experience a positive focus on your well-being and supportive pastoral care

We understand that as a young adult, life can present its challenges and we are very much here to support you pastorally, if you need us. Active promotion of well-being is a regular theme in form times and assemblies. We also have a well-being room in the Sixth Form Building which you can access when you need it. We have a Sixth Form Student Support Officer who is available during the school day, and you have a form tutor who you see each day, as well as a Head of Year and Head of Sixth Form. We also have two excellent school counsellors. Sixth Form students can also train to be Peer Mediators to support younger students with their well-being.

Belong to our unique community which is inclusive, values-led and where you matter – step up into a student leadership position to lead the Waddesdon Way

We work hard with our wonderful student leaders to nurture inclusivity within our community. We are a diverse community; we learn from each other and we are stronger as a result. Our student leadership groups meet regularly to discuss issues and plan events to educate and inform the school community. These groups tackle subjects such as: We need to talk about racism; anti-bullying; anti-sexism; LGBTQ+ Pride; sustainability; charity awareness and fundraising. Sixth Form students are the big brothers and sisters of our school community; as role-models they lead the Waddesdon Way which is dignity and respect for all.

Within our community, take up numerous super-curricular activities to develop your skills and put together stand out applications

We build in opportunities at every opportunity! The Year 12 Passport and Induction introduces you to our super-curricular programme, designed to inspire you, deepen your knowledge, road test future options, and stand out on your post-18 applications. Teachers will recommend super-curricular activities in your lessons and enable you to access wider opportunities in school and through visits. Wednesday Period 5 Enrichment gives you an opportunity to take up an activity to develop your employability skills, including Young Enterprise, the EPQ, Sports Leaders, Debate Society, community volunteering, and many more. Our weekly Extension Studies programme brings a range of external speakers from all walks of life to speak to you about topical issues as young adults. These include a former US prisoner, an HIV survivor, the Amy Winehouse Foundation, Talk Consent, UK Parliament and many more. Our Employability and Leadership Awards ensure you are recognised for the skills you are developing.

Why Join Waddesdon Sixth Form?

BELONG



"We are a diverse community; we learn from each other and we are stronger as a result."

Why Join Waddesdon Sixth Form?

BECOME

Live, learn and work in a brand new Sixth Form Building which acts as your bridge to adult life

Our brand-new Jacob Rothschild Sixth Form Building has been designed to inspire you and provide an adult space for you to live, learn and work. Our lecture area mirrors university-style learning and doubles as professional performance space. Enjoy a hot drink and snack during your study period, while you collaborate with your peers on school work or used the Focus space to complete independent work. Book the Innovation Lab for small-group focused revision or planning a whole school assembly. Use the Well-Being Room for quiet reflection or prayer. Our Business dress code adds to the professional ethos. As students say: "Our Sixth Form Building has a mature, adult feel, which allows us to focus on our studies and get a feeling for study and life beyond school" and "The Sixth Form Building is an aspirational space which brings us together as a Sixth Form community."



Access strong careers support to help you to achieve your ambitious aspirations, at university, through an apprenticeship, employment or on a gap year

Sixth Form is the time to explore your future options and put together a stand out application. We have a lot of experience and success in supporting students with their post-18 applications. We regularly send students to top UK Universities, including Oxford and Cambridge, many leading Russell Group Universities as well as centres of excellence, such as Conservatoires, the Academy of Contemporary Music and the University of the Arts in London. We have also supported students with successful applications to the University of Oklahoma, USA; Leiden University, the Netherlands; and Auckland University of Technology, New Zealand. A growing number of our students are securing prestigious degree apprenticeships, including at Microsoft, Nielsen, the London Institute of Banking and Finance, and in Government departments. Some of our students opt for employment and others take gap years, including volunteering with Project Trust and Camp America. Over 95% of students achieved their intended destination in the past five years.

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 six months of joining the school. A Year 13 student who was new to the school summed up his experience:

"My views of Sixth Form had always been affected by my dad'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. 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 have 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 and people were very friendly. One poignant thing to be noted about Waddesdon 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.

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."

What do our Students Say?

Riley



What are you currently studying?
Economics, Business and Media

What are you aiming to do after Sixth Form?
I'm hoping to do a degree apprenticeship in Finance.

Why did you decide to come to Waddesdon for Sixth Form?
It's well known and has a good reputation, and I had a positive experience at the Open Evening. The teachers were all really kind and the specific departments for my subjects are very professional. It's equipped with the right tools for me to fulfil my potential.

What opportunities have you had while you've been here?
I was helped to secure work experience at an asset wealth company in London. I've also done the Green Schools challenge and been given the opportunity to be Deputy Head Boy.

What do you like about Waddesdon?
It's a great community – it is very respectful and it's not too overwhelming. It's professional so it sets you up well to go into the world of work.

"I found a place where I could be an independent learner but also receive the necessary teaching and guidance."

Which Courses will you Take in Sixth Form?

Getting you onto the right courses for your skills and talents is crucial in enabling your success. The curriculum at Waddesdon is broad and balanced, with a wide range of qualifications.

You will receive plenty of advice at your Sixth Form consultation and an opportunity to sample your chosen subjects on our Foundation Day.

When considering your subject choices, ask yourself these important questions:

1. What 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 further study in mind you may need to choose certain subjects in order to meet entry requirements.
3. How open do you want to keep your future study and career choices?

If you want to go to university and/or keep your degree options open, have a look here: www.informedchoices.ac.uk.

In Sixth Form, you will take three A level or equivalent Level 3 Qualifications. As a school, we currently offer, with full descriptions in the back of this Prospectus:

Applied Science*
Biology
Chemistry
Physics
Maths

Art & Design
Graphics
Photography
Drama
*BTEC Music**

Music Technology
Psychology
Sociology
Media Studies
PE

English Literature
History
Geography
Religious Studies

Product Design
*Computing**

Business
Economics

EPQ (Extended Project Qualification)

GCSE English Resit
GCSE Maths Resit

**vocational qualifications linked to the world of work equivalent to one A level.*

The fortnight after Sixth Form Open Evening, we ask you to complete an e-form with your preferred combination. We then build our subject option blocks around your choices to try to give as many students as possible their top three subjects.

Our subject entry requirements ensure you have the foundations to manage your chosen subjects and you will be successful at the end of two years of study.

*** 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.*

What are our Subject Entry Requirements?

SUBJECT	MINIMUM GCSE GRADE REQUIREMENTS					
APPLIED SCIENCE (AAQ)	Science	4 4	Maths	4	English Language	4
ART & DESIGN	Work portfolio		Art	5	Aptitude	
ART & DESIGN: GRAPHICS	Work portfolio		Art/Graphics	5	Aptitude	
ART & DESIGN: PHOTOGRAPHY	Work portfolio		Photography	5	Aptitude	
BIOLOGY**	Science	6 5	Maths	5	English Language	4
BUSINESS	English Language	5	Maths	4	Business/Economics (if studied)	5
CHEMISTRY**	Science	6 5	Maths Higher Tier	5	English Language	4
COMPUTING (V level)	English	4	Maths	4		
DRAMA & THEATRE STUDIES	English	5	Drama (if studied)	5	Aptitude	
ECONOMICS	Maths Higher Tier	5	English Language	5	Business/Economics (if studied)	
ENGLISH LITERATURE	English Literature and English Language 65 or 56					
GEOGRAPHY	Geography	5	English	5		
HISTORY	History	5	English Language	5		
MATHS**	Maths Higher Tier		Minimum of 6 but preferably 7	Pass Algebra test at end of first week of Year 12		
MEDIA STUDIES	English Language	4				
MUSIC (BTEC)	Music	5	or Instrument Grade	5	English	5
MUSIC TECHNOLOGY	Science	5	English	4	Maths	4
PHYSICAL EDUCATION	PE English	6 5	Science or Biology	55 5	Competitive sport – see list	
PHYSICS**	Science Pref 7 in Physics	6 5	Maths (Higher Tier)	6	English Language	4
PRODUCT DESIGN	Maths	4	Appropriate background course			
PSYCHOLOGY	English Language	5	Biology or Science	5 55	Maths	5
RELIGIOUS STUDIES	English Language	5	RS (if studied)	5		
SOCIOLOGY	English	4	A humanities subject	4		

What super-curricular activities are on offer at Waddesdon?

Extension Studies – Be You, Belong, Become:

In Year 12, we have an exciting external speaker programme to broaden your studies, challenge your thinking, keep you well-informed and prepare you for adult life. Our current programme includes the following nationally known speakers and organisations:

- Shaun Attwood – former stockbroker imprisoned in Arizona for drug offences
- Natasha Devon – leading mental health advocate with a weekly LBC radio show
- Tony Kelly – former professional footballer who lost everything to gambling
- Emma Cole – campaigner who has lived successfully with HIV for over 25 years
- Dan Allchurch – campaigner working to eradicate rape and sexual assault
- Josh Lane – prominent speaker on online rights and former student
- Amy Winehouse Foundation – advocating resilience and healthy coping strategies
- UK Parliament – engaging with our democracy
- Universities, Apprenticeship providers, Gap Year Companies and Employers...

Emily



What are you currently studying?
Maths, Chemistry and Physics. I also did an EPQ in film adaptations of children's literature.

What are you aiming to do after Sixth Form?
I am hoping to go to Cambridge University to study Natural Sciences.

Why did you decide to stay at Waddesdon for Sixth Form?
Waddesdon has a good balance of being academic whilst not being too intense. When I had to study for my university entrance exams, I had the space and time to be able to do so.

What opportunities have you had while you've been here?
I took part in the Sports Leaders Qualification, where we learn how to run sporting events for younger year groups. For example, we ran a cricket tournament for primary school children at Waddesdon Cricket Club.

What do you like about Waddesdon?
The teachers I've had, many since I was in Year 7, really know how to relate to you and teach you so that you understand. You can speak to them as adults and go to them with questions if you ever need help.

Wednesday P5:

On top of the numerous sport, music and drama opportunities on offer, every Year 12 student takes part in weekly Enrichment in an activity of their choice. This is designed to enrich our curriculum and enable you to develop key employability skills, ready for your applications. You can also use your activity to complete your Duke of Edinburgh Award. Our current programme includes:

- Sports Leaders
- Sport and Gym
- Young Enterprise
- Maths and Reading Mentors
- Debate Society
- Music Leaders
- EPQ (see next page)
- Financial Literacy and Wellbeing







- Peer Mediators
- Volunteering at the local primary school and pre-school
- Volunteering with the elderly at Wednesday Club, including dementia training

EPQ:

As a Wednesday Period 5 activity, you can opt for the Extended Project Qualification which is worth 50% of an A level. You choose the topic and question, supported by the EPQ Co-ordinator and your supervisor. You have a taught session every week to support you in developing the skills you need and to help yo complete your project, with regular one-to-one meetings with your supervisor. The EPQ is a brilliant way to develop and demonstrate your independent learning skills in a subject you are passionate about. Universities love to see it as part of your application!

Employability Award:

At the end of Year 12, all students are invited to apply for our school Employability Award in recognition of their achievements. This is then reflected on school references and can be talked about at interviews.

Leadership Opportunities and Award:

Student leadership is at the heart of our Sixth Form and our student leaders do a fabulous job of leading the school community. Students can apply to be a Head of School, Senior Prefect or Prefect in February of Year 12. Student leadership represent the voice of their peers to staff and act as brilliant ambassadors for their school. Student leaders deliver weekly whole school assemblies and meet regularly to work on projects to improve our school community. Students can apply for a Leadership Award in recognition of their achievements.

An array of Local, National and International Visits:

There are numerous visits linked to your subjects including gallery, theatre, museum, lecture and tech trips. Thanks to our close links to Waddesdon Manor and Estate, there are a number of local subject visits too. A number of departments run field visits to enhance the practical application of your learning. Recent foreign visits include: USA Ski Trip; History Visit to Berlin; World Challenge Expedition to Costa Rica; Global Leadership Visit to Bishop Heber College, Trichy, India.

"We have an exciting external speaker programme to broaden your studies, challenge your thinking, keep you well-informed and prepare you for adult life."

What might you aspire to do after Sixth Form?

When considering where you want to continue your post-16 education and what subjects you want to do, it is important to keep your future career aspirations in mind. At Waddesdon, we encourage and support you to explore all of the pathways open to you at the end of Sixth Form, to enable you to make an informed decision about your 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, with at least 90% of students achieving this year-on-year.

If you have a particular degree course in mind, do check if certain Sixth Form 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

In the first term of Year 12, we take you to a University and Degree Apprenticeships Fair on a university campus, so you get expert advice early on and the experience of a university campus. We then have a whole programme of support in place to help you put together a standout university application.

Would a higher/degree apprenticeship or employment suit you?

Apprenticeships are becoming an increasingly popular route for students with A level and other level 3 qualifications. 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: https://www.apprenticeships.gov.uk/apprentices

We support students with developing key employability skills we know employers are looking for, highly competitive LinkedIn profiles, CVs and letters of application, which make students stand out, as well as interview practice. A growing number of our students are securing prestigious degree apprenticeships, including at Microsoft and the London Institute of Banking and Finance.



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 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 onto Camp America or the Year in Industry programme.

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, 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. For some initial ideas, you might like to explore: https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-18

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/carers
- an annual school careers fair with over 50 exhibitors
- a whole year group university visit
- smaller group visits to apprenticeship fairs
- workshops on apprenticeships, employment and Gap Years
- Interview and Assessment Centre support
- one-to-one support from a Careers Advisor
- one-to-one support from the Sixth Form Team

Imogen



What are you currently studying?
Photography, Geography and Applied Science

What are you aiming to do after Sixth Form?
I am aiming to study Nursing at university.

Why did you decide to join Waddesdon Sixth Form?
I had heard a lot about the Sixth Form and that it was highly rated. People that I'd spoken to said that they had enjoyed their time at Waddesdon and received good support from their teachers in their subjects.

What sort of opportunities have you had while you've been here?
I have really enjoyed volunteering at the local primary school every Wednesday in Year 12. I helped with reading, writing and playtime. I really loved it – it was the highlight of my week!

What do you like most about Waddesdon?
I would say the support that there is. There's someone to help with anything, whether it's feeling down or help with subjects. The community is really uplifting – everyone helps each other and guides you to success.

"At Waddesdon, we encourage and support you to explore all of the pathways open to you at the end of Sixth Form, to enable you to make an informed decision about your future."

How do you secure a place at Waddesdon Sixth Form?

We welcome as many students as we can into Sixth Form following our Sixth Form Admissions Policy, which we strongly recommend you read on our school website: https://www.waddesdonschool.com/apply-to-waddesdon/

The key is to work hard for your GCSE exams and achieve the best grades possible!

We use our Waddesdon Points System for admission which requires you to achieve a minimum of 90 Waddesdon Points from your best 6 GCSEs (or equivalent) including English Language and Maths and the minimum grade requirements for the courses to be studied.

Alternatively, you can achieve between 80 and 90 Waddesdon Points from your best 6 GCSEs (or equivalent) including English Language and Maths and the minimum grade requirements for the courses to be studied, if the school is satisfied it can offer a full programme of study. The governors will not offer places to students who achieve below 80 Waddesdon Points except in the most exceptional of cases.

The grids below determine your number of Waddesdon Points, with the upper grid calculating Waddesdon Points from Maths and English Language; the lower grid calculates the Waddesdon Points for the next best four subjects. You also need to meet your chosen subject's entry requirements.

GCSE ENGLISH LANGUAGE AND MATHS									
GCSE number	9	8	7	6	5	4	3	2	1
Waddesdon Points	32	30	28	24	22	20	12	6	2

YOUR NEXT BEST FOUR GCSE GRADES									
GCSE number	9	8	7	6	5	4	3	2	1
Waddesdon Points	16	15	14	12	11	10	6	3	1





For our admissions numbers, oversubscription criteria, the right to appeal, equal opportunities, our named contacts and our Applied Pathway, please see the Sixth Form Admissions Policy on our school website.

We will explain our Admissions criteria at Sixth Form Open Evening and on our Foundation Day. You will be able to ask any questions you have then and also at your Sixth Form Consultation.

How does our application process work?

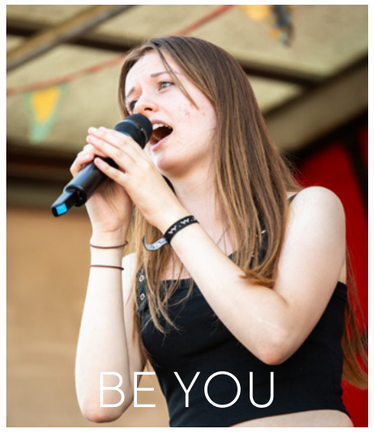
Our carefully planned process ensures you feel supported and informed through the process:

1. **Attend our Sixth Form Open Evening** on 26th November 2026, with a subject fair and a presentation. Hear from current students about their experiences and get a feel for our Sixth Form ethos
2. **Complete our subject expression of interest e-form** available from Open Evening until mid-December.
3. **Review our subject option blocks** and complete your full Sixth Form e-application form via the school website. Deadline: 22nd February.
4. **Take part in your Sixth Form Consultation** from the end of February to the end of May. We will offer you advice about your subject choices and answer any questions you have.
5. **Attend our Sixth Form Foundation Day** on 23rd June to experience our ethos and your chosen subjects during a normal school day.
6. **Enrol in Sixth Form:**

   If you have met our entry requirements, enrol for Sixth Form on GCSE Results' Day if you are already a student at Waddesdon.

   If you are new to Waddesdon, complete our results e-form on the school website by 12 noon on GCSE Results' Day. If you have met our entry requirements, you will receive an email to enrol the following day.
7. **Join Sixth Form in September and prepare for an exciting two-year journey!**

We have a whole induction programme to help you meet new people and settle in so you can:







Where did our departing students go in 2026?



University of Lancashire
Forensic Science and Criminal Investigation

Liverpool Hope University
Food & Nutritional Sciences
and Psychology 2027
Sport and Exercise Science 2027

Manchester Metropolitan University
Ethics, Religion and Philosophy
Sport and Exercise Science
Banking and Finance
Sports Business Management
Fashion, Business and Management

University of Salford
Psychology and Criminology 2027

University of Birmingham
Mathematics
Psychology
Paleontology and Geology

Royal Birmingham Conservatoire
Classical Trombone Studies

Aston University, Birmingham
Engineering and Physical Sciences
Foundation Programme: Mechanical Engineering

Cardiff University
Cardiff University
Biomedical Sciences

Cardiff Metropolitan
Sport Coaching
(with Sport Foundation Year) 2027

University of Gloucestershire
Sports Journalism

Bristol, UWE
Automotive Engineering (with Foundation Year)

University of Bath
Pharmacy

Bath Spa University
Music
Photography
Creative Sound and Music Production

University of Exeter
Medicine
Accounting and Finance with Industrial Experience
International Relations and Modern Languages with International Placement

University of Plymouth
Psychology with Clinical Perspectives

Falmouth University
Music
Illustration

Newcastle University
Politics and International Relations

University of York
Nursing (Adult)
History

York St John University
English Literature

Leeds Conservatoire
Music Production

Leeds Beckett University
Landscape Architecture & Design

Sheffield Hallam University
Graphic Design 2027
Graphic Design 2027
Product Design

Loughborough University
Marketing (with placement year)

University of Nottingham
Civil Engineering
Computer Science

Nottingham Trent University
Criminology

University of Leicester
Computer Science with Foundation
Computer Science with Foundation
Economics

University of Northampton
Psychology
Product Design

De Montfort University
Games Production 2027

Keele University
Forensic Science with Integrated Masters

University of Warwick
History
Sociology
Mathematics and Statistics
Psychology

Harper Adams University
Veterinary Nursing with Small Animal Rehabilitation (with Placement)

Anglia Ruskin University
Veterinary Physiotherapy

Norwich University of the Arts
Animation

University of East Anglia
Mathematics with a Foundation Year
Psychology
Nursing (Adult)

Buckinghamshire New University
Music Production
Sports Coaching with Performance Sport

Oxford Brookes University
Computer Science
Business and Marketing Management
Nursing (Mental Health)
Accounting and Finance
Geography
Quantity Surveying and Commercial Management
Nursing (Children's)
Nursing (Adult)
Art Foundation
Engineering Foundation
Primary Teacher Education 2027
Engineering Foundation
Computer Science
Architecture

City of Oxford College
A Levels

Aylesbury College
Electrical Installations
T Level

UCFB
Football Business and Marketing

University of Essex
Sociology 2027

University of Reading
Geography (Physical)
Real Estate 2027

King's College London, University of London
Nursing with Registration as an Adult Nurse

Queen Mary University of London
Law 2027

London School of Economics and Political Science, University of London
International Relations and Chinese

Royal Holloway, University of London
Business and Management 2027
Film, Television and Digital Production
Economics

Brunel University of London
Computer Science (Software Engineering)

Kingston University
Pharmacology

University of Surrey
Economics with Foundation Year

University of Southampton
Sociology
Economics
Physics with Astronomy
Economics
English with Creative Writing

University of Chichester
Physical Education (Secondary QTS)

University of Brighton
Product Design
Fine Art Painting 2027

Employment
Thomley Hall
Seven Stars
Swissport, Heathrow Airport
Merstone Farm
Quill Hall Arboriculture
Kingsbrook View Primary Academy, LSA
Warehouse Operative
Mercer and Hole, Junior Insolvency Admin
Accessorize
Waddesdon Church of England School, LSA
Ocado
XYZ Music Academy, Junior Tutor
Waddesdon Church of England School, LSA
Waddeson Manor, Aviary Internship
Yard Hand
Fresh Direct
XYZ Music Academy, Junior Tutor
Bucks College Group, Business Admin
Aylesbury Flooring

Gap Year
21 Students

What our Year 13 Leavers tell us at the end of their Sixth Form journey

"I have loved Waddesdon so much and Sixth Form has been the best two years of my life"

"I don't want to leave…best Sixth Form in the area!"

"It's been amazing. Waddesdon is a very prestigious and special place. I'm glad I could spend 7 years in such a wonderful community. I developed massively as a student and a person."

"Honestly, it's been a pleasure being embraced in this wonderful community."

"Waddesdon changed who I am as a person, and for the better. I'm really going to miss it here."

"I feel it is a place that everyone could express themselves."

"I have really enjoyed my experience as it has developed me into a better human being."

"You showed me a school can be a place that can be enjoyable to attend which was a first for me. I truly don't believe I would have achieved as much as I have, even before my results, without the help of each and every one of the staff."





Sixth Form Subject Descriptions

Applied Science 20
Art and Design: Art, Craft and Design 22
Art and Design: Graphic Communication 24
Art and Design: Photography 26
Biology 28
Business 30
Chemistry 32
Computing 34
Drama and Theatre Studies 36
Economics 38
English Literature 40
Geography 42
History 44
Mathematics 46
Media Studies 48
Music 50
Music Technology 52
Physical Education 54
Physics 56
Product Design 58
Psychology 60
Religious Studies 62
Sociology 64

APPLIED SCIENCE

APPLIED SCIENCE
Cambridge Advanced National in Applied Science: H051 (General Certificate), H151 (Extended Certificate)

Over the two years of this Level 3 Applied Science AAQ, students will engage in a rich blend of theory and practical investigations, equivalent in size and status to one full A-Level. The course is a Level 3 qualifcation; the Certifcate is the equivalent to an AS level and the Extended Certifcate to that of a full A level. Students will be graded as Pass, Merit, Distinction or Distinction*

It is ideal for those who enjoy hands-on work, want to deepen their understanding of science across biology, chemistry and physics. As such, students will be expected to have gained a 4 4 in GCSE Combined Science (or in all three of Biology, Chemistry and Physics), and a 4 in English Language and Maths. Students must be prepared to work independently to write their portfolios and therefore must be self-motivated and dedicated.

In the first year you will build a strong foundation across the three science disciplines. One of your key units is "Fundamentals of Science" (covering topics like cell structure and microscopy, atomic structure and the periodic table, electric circuits and motion).

A further unit, "Investigating Science", will guide you through the process of planning, risk-assessing, conducting and analysing your own scientific investigation - developing the skills of a research scientist.

During Year 1 you will complete an externally-assessed exam on the foundation unit and a coursework assignment for the investigation unit. The emphasis is on applying classroom learning to real lab work, using specialist equipment, and drawing conclusions from data.

In Year 2 you will build on your foundation by studying "Science in Society", which explores the role of science in the world, how scientists communicate, how scientific developments shape industry and society, and how scientific data is handled.

Topic Lists

Unit F180 – Fundamentals of Science (External Exam)

Topics:

- Biology: cell structure and microscopy; bioenergetics; structure and function of biological molecules; biodiversity and ecosystems.
- Chemistry: atomic structure and the periodic table; quantitative chemistry; structure and bonding; rates of reaction and enthalpy changes.
- Physics: electricity; motion; medical physics.

Unit F181 – Science in Society (External Exam)

Topics:

- What scientists do: the roles of scientists, how science is organised, how research is undertaken.
- Handling scientific data: how to collect, present, interpret data; dealing with uncertainty, validity, reliability.
- Scientific developments: how science impacts society, advances in technology, ethical issues.
- Communicating science: how scientists communicate results, work with different audiences, collaborate internationally.

APPLIED SCIENCE

Unit F182 – Investigating Science (NEA)

Topics:

- Planning a scientific investigation: selecting a hypothesis / research question, choosing methods, risk assessment, safety and equipment.
- Performing a scientific investigation: carrying out practical work, collecting data.
- Analysing and communicating results: interpreting your data, presenting findings, drawing conclusions.
- Evaluating a scientific investigation: considering improvements, reliability/validity of results, reflection on the method.

Optional Units:

F183 – Analytical Techniques in Chemistry
F184 – Environmental Studies
F185 – Forensic Biology
F186 – Medical Physics

You will also choose from optional units that allow you to specialise (currently selected as Medical Physics and Forensic Biology) — adding breadth, depth and relevance to future study or employment.

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.

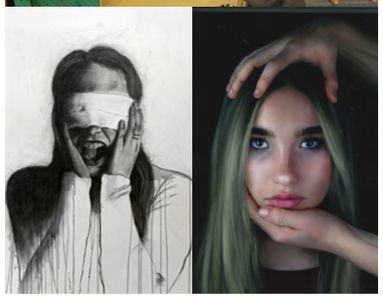


ART, CRAFT AND DESIGN









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 5-6 hours per week in addition to their lessons.

Teaching staff are approachable, supportive and will challenge you creatively to expand your ideas. 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 Teams. Supporting each other to 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.

ART, CRAFT AND DESIGN



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

GRAPHIC COMMUNICATION



Why choose A level 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 5 hours per week in addition to their lessons.

Teaching staff are approachable, supportive and will challenge you creatively to expand your ideas. 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 Teams. Supporting each other to 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:

- Animation
- Digital arts
- Graphic communication
- Graphic design
- Graphic and communication design
- Media design
- Illustration
- Printmaking
- Packaging design
- Typographic design

Possible career options:

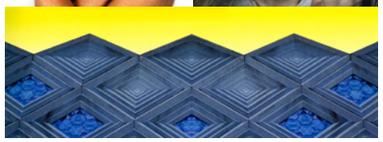
- Advertising
- Animator
- Designer for film and television
- Exhibition designer
- Graphic designer
- Illustrator
- Interior and spatial design
- Marketing
- Publishing
- Production designer
- Scientific or medical illustrator
- Studio manager
- Teacher
- Typographer
- Web and app designer











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.

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A level course and facilities

Visual arts subjects are very enjoyable but time consuming. Typically, a student spends around 5 hours per week in addition to their lessons.

Teaching staff are approachable, supportive and will challenge you creatively to expand your ideas. 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 Teams.

Supporting each other to 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

BIOLOGY

BIOLOGY
AQA Specification: A level 7402

What do I need to know before taking this course?

Biology is the science of life – it helps you understand how your body works, how ecosystems thrive, and how discoveries like genetics and biotechnology shape the future. By studying Biology, you'll gain the power to answer big questions about health, the environment, and the living world around you. If you're curious about life and want a subject that opens doors to exciting careers then Biology is your gateway to making a real difference.

The AQA A Level Biology course is designed to develop a deep understanding of biological principles and their applications, preparing students for further study or careers in science-related fields. It emphasises the study of life processes, genetics, ecology, and biochemistry, while fostering analytical, practical, and problem-solving skills through experimental work and data analysis. The course also encourages critical thinking about contemporary biological issues, linking theory to real-world contexts such as health, environment, and biotechnology.

Biology is a demanding but rewarding A level subject and students are expected to have gained 6 5 in GCSE Combined Science. If the student has studied

What will I learn on this A level course?

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 work completed throughout the two years.

BIOLOGY

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 and a 4 in GCSE English.

After completing A-level Biology, students have a wide range of options. They can progress to university degrees or apprenticeships in subjects such as Biology, Medicine, Dentistry, Veterinary Science, Nursing, Pharmacology, Environmental Science, Biochemistry, Genetics, and Biotechnology. A-level Biology is highly valued for careers in healthcare, research, conservation, agriculture, and forensic science, as well as roles in education and science communication. It also provides transferable skills like data analysis and critical thinking, which are useful in many non-science fields.

Some careers (both degree and vocational) that commonly require A-level Biology as a foundation are:

- **Medicine and Healthcare:** Doctor, Nurse, Midwife, Pharmacist, Physiotherapist, Dentist, Nursing Associate, Dental Nurse, Biomedical Scientist
- **Biological Sciences:** Biologist, Microbiologist, Geneticist, Biochemist
- **Environmental and Conservation Roles**: Ecologist, Environmental Scientist, Conservation Officer
- **Veterinary and Animal Care:** Veterinarian, Zoologist Veterinary Nurse, Animal Technician
- **Biotechnology and Research:** Biomedical Scientist, Laboratory Technician, Research Scientist
- **Sports Science:** Physical trainer, Sports physiotherapist
- **Agriculture:** Animal Scientist, Crop Scientist, Farm Consultant
- **Food Science:** Nutritionist, Food Technologist
- **Education:** Biology Teacher, Lecturer, Science Communicator



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.

Costs

Students will be required to purchase the four Hodder Student Guides for the Edexcel course. These can be purchased from various retailers, including Amazon, or the publisher Hatchette. You may also be lucky enough to find a second hand copy. In Year 12, students will need the Theme 1 and Theme 2 books. Once Year 12 exams are complete in June, they will need Theme 3 and Theme 4.



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.

Business ISBN
Theme 1 9781471883163
Theme 2 9781471883736
Theme 3 9781471883255
Theme 4 9781471883767

Economics ISBN
Theme 1 9781510458048
Theme 2 9781510458055
Theme 3 9781510458062
Theme 4 9781510458079

Unit and code	Specification Title	% of A Level	Methods of assessment
Paper 1 9BSO/01	Theme 1 - Marketing and People and Global Businesses: • meeting customer needs • the market • marketing mix and strategy • managing people • entrepreneurs & leaders	35%	• 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: • raising finance • financial planning • managing finance • resource management • external influences	35%	• 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: • business objectives and strategy • business growth • decision-making techniques • influences on business decisions • assessing competitiveness and managing change Theme 4 – Global Business: • 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 • 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

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.

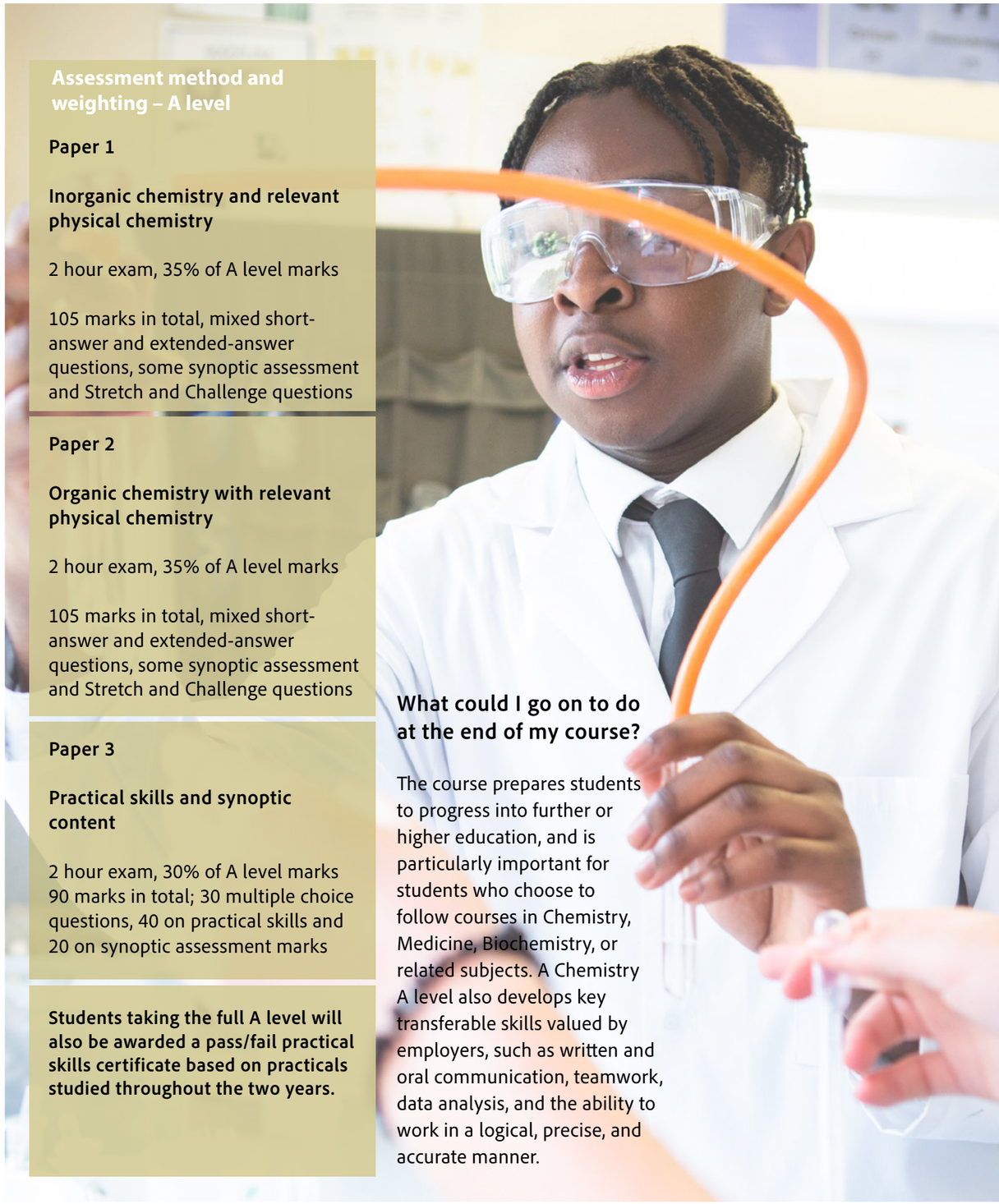
This course is designed to provide students with a balanced, coherent study of Chemistry in which chemical principles are developed. Students will be able to devise and plan experimental and investigative work, and interpret, explain, evaluate and communicate the results of these. Students will also 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. 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 and a 4 in GCSE English

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

Teaching Units – Year 12	Teaching Units – Year 13
3.1 Physical Chemistry 3.1.1 Atomic structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Kinetics 3.1.6 Chemical equilibria, Le Chatelier's principle and Kc 3.1.7 Oxidation, reduction and redox equations	**3.1 Physical Chemistry** 3.1.8 Thermodynamics 3.1.9 Rate equations 3.1.10 Equilibrium constant Kp for homogeneous systems 3.1.11 Electrode potentials and electrochemical cells 3.1.12 Acids and bases
3.2 Inorganic Chemistry 3.2.1 Periodicity 3.2.2 Group 2, the alkaline earth metals 3.2.3 Group 7(17), the halogens	**3.2 Inorganic Chemistry** 3.2.4 Properties of Period 3 elements and their oxides 3.2.5 Transition metals 3.2.6 Reactions of ions in aqueous solution
3.3 Organic Chemistry 3.3.1 Introduction to Organic Chemistry 3.3.2 Alkanes 3.3.3 Halogenoalkanes 3.3.4 Alkenes 3.3.5 Alcohols 3.3.6 Organic analysis	**3.3 Organic Chemistry** 3.3.7 Optical isomerism 3.3.8 Aldehydes and ketones 3.3.9 Carboxylic acids and derivatives 3.3.10 Aromatic chemistry 3.3.11 Amines 3.3.12 Polymers 3.3.13 Amino acids, proteins and DNA 3.3.14 Organic synthesis 3.3.15 Nuclear magnetic resonance spectroscopy 3.3.16 Chromatography

CHEMISTRY



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, and is particularly important for students who choose to follow courses in Chemistry, Medicine, Biochemistry, or related subjects. A Chemistry A level also develops key transferable skills valued by employers, such as written and oral communication, teamwork, data analysis, and the ability to work in a logical, precise, and accurate manner.

COMPUTING

COMPUTING
Computing – Under Review

In an increasingly digital and rapidly evolving world, Computing plays a vital role in almost every aspect of modern life. As technology continues to develop, the Government is currently reviewing the national Computing curriculum to ensure that students acquire the knowledge and skills required for both current and future technological landscapes.

As this review is ongoing, the exact qualification available for the next academic year has not yet been confirmed. However, it is anticipated that the course will cover a range of key areas, as shown.

Further details regarding the qualification specification and course content will be published on the school's website as soon as they are confirmed.

Digital Systems and Security
- Digital Systems and infrastructure
- Security Risks, threats and vulnerabilities
- Digital system testing
- Safe and secure operational practice

Digital Solution Design and Communication
- Structured approaches to digital solution design
- Planning digital solution designs
- Automated systems and Artificial Intelligence (AI)
- Information Communication
- Ethical, legal and sustainability considerations

Applications of Data Analytics
- Analyse data requirements
- Prepare and analyse data
- Interpret results and draw conclusions
- Communicate findings

Applications of Cyber Security
- Identify cyber concerns
- Interpret cyber security information
- Recommend security improvements

Implementing Digital Systems
- Plan digital systems
- Prepare and configure digital systems
- Test and maintain digital systems

Developing Digital Solutions
- Plan digital solutions
- Design digital solutions
- Create and refine high-fidelity digital solution prototypes







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%

In 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.

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 the students' understanding of theatre practitioners. Students will answer one extended response on how they would re-imagine and stage an extract from the text.

Costs:

Theatre visits:
Approximately £40–50 per year

Purchase of texts:
Approximately £30 per year

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

ECONOMICS

ECONOMICS
Edexcel Specification: A level 9EC0

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.

ECONOMICS

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: ● 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: ● 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: ● 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 Review which is written for A level students of economics priced at a discounted rate of around £20 for an annual subscription and available through the school.

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 grades 6 5 or 5 6 in English Language and English Literature at GSCE. 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,

ENGLISH LITERATURE

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.

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?

Diverse Places

- How do population structures vary?
- How do different people view diverse living spaces?
- Why are there demographic and cultural tensions in diverse places?
- How successfully are demographic and cultural issues managed?

GEOGRAPHY

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 globalsation 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.

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!

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 in the second week of Year 12.

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 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.

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,

MATHEMATICS

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.



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 a 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.



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 meet the audience.

MEDIA STUDIES

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.

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

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.

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.



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.

You can see and hear some of the incredible work our students have made on our own YouTube channel here:



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.

MUSIC TECHNOLOGY

MUSIC TECHNOLOGY
Edexcel Specification:
A Level 9MT0

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

Any prior experience of using production software will help students become familiar with recording features, edit screens and plugins. Applications including Logic Pro, Cubase, FL Studio, and BandLab, offer free or trial versions of their software for users to experience, many of which are available for PC, MAC and tablets.

To achieve well on this course, students will be critical listeners who appreciate a range of musical styles, have a logical mindset and a love of practical learning. Much of the content complements A Level Physics and Maths, as well as BTEC Music Level 3, although there is very little duplication of content.

Many students will play a musical instrument and will have completed GCSE Music (5, or above), or the NCFE L1/2 Technical Award in Music Technology (L2 Merit, or above), although none of these are essential. Learners will normally have a GCSE 5 in Science and a GCSE 4 in both English and Mathematics.

Why study Music Technology?

The course is a creative, exciting and inspiring programme that develops a wide range of production skills including: recording and mixing techniques, composing using technology; synthesis and sampling. As a student you will have access to industry standard studio equipment to complete coursework and build a portfolio of recordings, arrangements and compositions. You will also have the opportunity to sound engineer for live events, building skills and knowledge to serve you for further study and/or a career in the industry.

What will I learn on this course?

There are **four components** to this course; Components 1 and 2 are coursework, totalling 40%, and components 3 and 4 are exams, totalling 60%.

Component 1: Recording (20%)

Whilst working in a studio environment, you will develop your knowledge and understanding of production tools and techniques to capture, edit, process and mix audio recordings.

To support your knowledge and practical experience, you will also work in a live scenario to gain further experience using these transferable practical skills.

Component 2: Composition (20%)

Using a variety of software instruments, synthesisers, plug-ins and effects, you will be creating, editing, manipulating and structuring sounds to produce a variety of technology-based compositions.

Component 3: Listening and Analysing (25%)

You will develop your knowledge and understanding of recording and production knowledge used from the 1940s to present day. This will include recording and production techniques for both corrective and creative purposes.

Component 4: Producing and Analysing (35%)

You will also develop your knowledge and understanding of editing, mixing and production techniques. You will learn how to apply the production skills learnt for both corrective and creative purposes in exam conditions.

MUSIC TECHNOLOGY

What skills will I develop?

- Industry standard production skills through coursework and employer engagement
- Project management
- Managing entire projects to include musicians, studio time, equipment, mixdown time and showcasing
- Communication and listening skills through recruiting and working with recording artists as part of coursework and employer projects
- Live sound engineering
- Installation and operation of PA systems using our Allen & Heath SQ6 mixing console



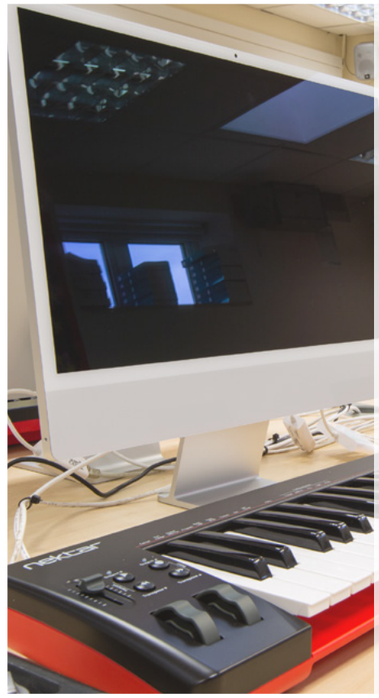
Costs

The music team will be able to recommend various types of headphones during the course induction. Having a high-quality pair of headphones is essential for each of the four components of the course. Students will also be expected to provide their own instruments, leads, etc. for use in rehearsals, performances and studio recordings.

Having instrument lessons is not essential but will support understanding and help learners in their composition and production skills. An intermediate knowledge of the piano is very useful.

Where could the course lead?

Typical career destinations include music producer, sound engineer, studio manager, project and events management, composer/ songwriter and teaching. Most students will go to university to study a music production degree to continue developing their skills, knowledge and portfolio.



The following two textbooks are not essential for the course, but students may choose to purchase them for additional study if they wish:

- Edexcel AS/A2 Music Technology Listening Tests, 2nd edition, approx. £21, ISBN 9781906178901
- Edexcel AS/A2 Music Technology Study Guide, approx. £17, ISBN 9781906178482

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 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, candidates will cover paper 1 with certain elements of paper 2 to support the introduction to the coursework element:

Candidates will develop their knowledge and understanding within applied anatomy and Physiology taking a greater insight into the workings of the human body as well as Sport psychology and skill acquisition, where students will need to be able to apply these theories of learning and performing to a variety of sporting situations. Finally, they will look at the historical relevance of sport and the impact it has made on society.

Component 2: Practical and Written coursework - Year 1

Students are urged to film their practical performances in year one to allow them the best chance of showcasing their best performances. The practical performance will require students to video themselves performing in a competitive context. This must be unedited, however, may be made up of 2 halves or quarters from separate matches or different races/ events.

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.

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 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.

Component 2: Practical and Written coursework - Year 2

In year 2, students will add to and refine the written work from year 1. Students will write about their attacking skills, tactics and strategies used within the game to complement the work completed in year 1. The written coursework will require candidates to analyse in detail their weaknesses within their sport and link learnt theory to this.

At the end of the two years, students will be assessed externally over two papers. Each paper is made up of 105 marks and will make up 70% of their overall grade. Questions will be a range of multiple choice, short and extended answers. In each section, there is an 8 and 15 mark question. 65% of each paper is based on their ability to write an extended written answer. In these questions, you will need to be able to apply the knowledge to different sporting situations or sections of society. You will also have a synoptic question which tests your ability to combine and apply knowledge from different areas of the course.

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.

- 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.

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

Component 3: Practical and Written Coursework – 30% of overall course

As in year 1 and 2, 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 the written coursework, students will analyse their attacking and defensive strengths and weaknesses. They will look at the cause and provide a solution to this.

- 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
Association Football
Athletics
Badminton
Basketball
Camogie
Canoeing
Cricket
Cycling
Dance
Diving
Gaelic Football
Golf
Gymnastics
Handball
Hockey
Equestrian
Hurling
Kayaking
Lacrosse
Netball
Rock Climbing
Rowing
Snowboarding
Swimming
Sculling
Skiing
Squash
Table Tennis
Volleyball
Tennis
Rugby League/Union

Specialist Activities:

Blind Cricket
Boccia
Powerchair Football
Table Cricket
Goalball
Wheelchair Football
Wheelchair rugby
Polybat
Wheelchair basket-ball



PHYSICS

PHYSICS
AQA Specification: A level 7408

Physics: Exploring the Universe from Quarks to Cosmos

Physics is an essential discipline for anyone seeking to understand the intricate workings of the universe. It is the most fundamental of the sciences, forming the foundation upon which chemistry, biology, and even modern technology are built. Physics helps us make sense of the world around us—from the motion of planets to the behaviour of atoms—and the world within us, such as the biological processes governed by physical laws. It also opens doors to the mysteries of the world beyond us: black holes, dark matter, and the expanding universe.

This subject challenges students to think deeply and creatively. It introduces mind-expanding concepts such as wave-particle duality, quantum entanglement, and Einstein's theory of relativity. These ideas not only stretch our imaginations but also lead to transformative discoveries. Technologies like lasers, semiconductors, and magnetic resonance imaging (MRI) all stem from breakthroughs in physics. These innovations have revolutionised medicine, communication, energy production, and countless other fields—helping us heal joints, diagnose diseases, and develop sustainable energy solutions for the future.

Studying Physics at A level is about asking profound questions: What is the nature of time? How does gravity shape the universe? What are the building blocks of matter? Through observation, experimentation, and the development of scientific models, students will explore topics ranging from the tiniest particles—quarks and leptons—to the vast phenomena of supernovae and singularities. You'll delve into fusion, force fields, quantum mechanics, and the structure of space-time itself.

Physics underpins all other sciences and is deeply embedded in the fabric of our daily lives. If you've ever found yourself wondering, "Why does that happen?" or "How does that work?", then Physics is the A level for you.

Our Syllabus:

Year 12

- **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
- **Mechanics and materials** - including freefall, projectiles and micrometers
- **Electricity** - including electromotive force and resistivity

Year 13

- **Circular motion, simple harmonic motion, resonance, thermal physics**
- **Force fields** - including electric, magnetic and gravitational (orbits of planets and satellites)
- **Nuclear physics and radioactivity**

Option (one of):

- **Astrophysics** - black holes, quasars, supernovae
- **Medical physics** - eye, ear, MRI, X-rays, cancer treatment
- **Engineering physics**
- **Turning points in physics**
- **Electronics**

Year 12	Year 13
Six required practicals: 1. Stationary waves 2. Lasers and diffraction gratings 3. Free-fall experiment 4. Young's modulus 5. Resistivity of a wire 6. Electromotive force	**A level: six additional required practicals:** 1. Pendulums and oscillating springs 2. Boyle's and Charles' law of gases 3. Discharging capacitors 4. Magnetic flux density 5. Motor effect 6. Radioactive sources
Internal examinations: Two 1 hour 30 minute papers (50% each) • Multiple choice section. • Synoptic short and long answer questions. • Questions on the required practicals.	**A level examinations:** Two 2 hour papers (34% each) • Multiple choice section. • Synoptic short and long answer questions. • One 2 hour paper on the option and the required practicals (32%)

Physics opens up a vast array of exciting and diverse career paths, students may go on to pursue careers in:

- Cutting-edge scientific research and development
- Environmental science and climate modelling
- Renewable energy technologies
- Medical physics, including X-rays, MRI, and ultrasound
- Aerospace engineering, including fast jet and Formula One design
- Computer science and video game development
- Science communication and journalism
- Financial sectors such as investment banking and data analysis
- Space science, including roles at organisations like the European Space Agency

Whether your future lies in exploring the cosmos, designing sustainable technologies, or solving real-world problems, Physics provides the tools and mindset to make a meaningful impact.

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.

Minimum grades at GCSE:

Students are expected to have gained 6 - 5 in GCSE Combined Science. 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 4 in GCSE English Language and 6 in GCSE Maths (preferable grade 7).

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 it is advantageous to have undertaken a course that provides solid foundations for A level work: Courses such as Design and Technology, Engineering, Photography, Graphic Design or Art. Physics and Maths are also advantageous. Ideally pupils show a passion and enjoyment for designing and making with a willingness to always improve their skills.

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

A Level 7752

Paper 1: Technical Principles

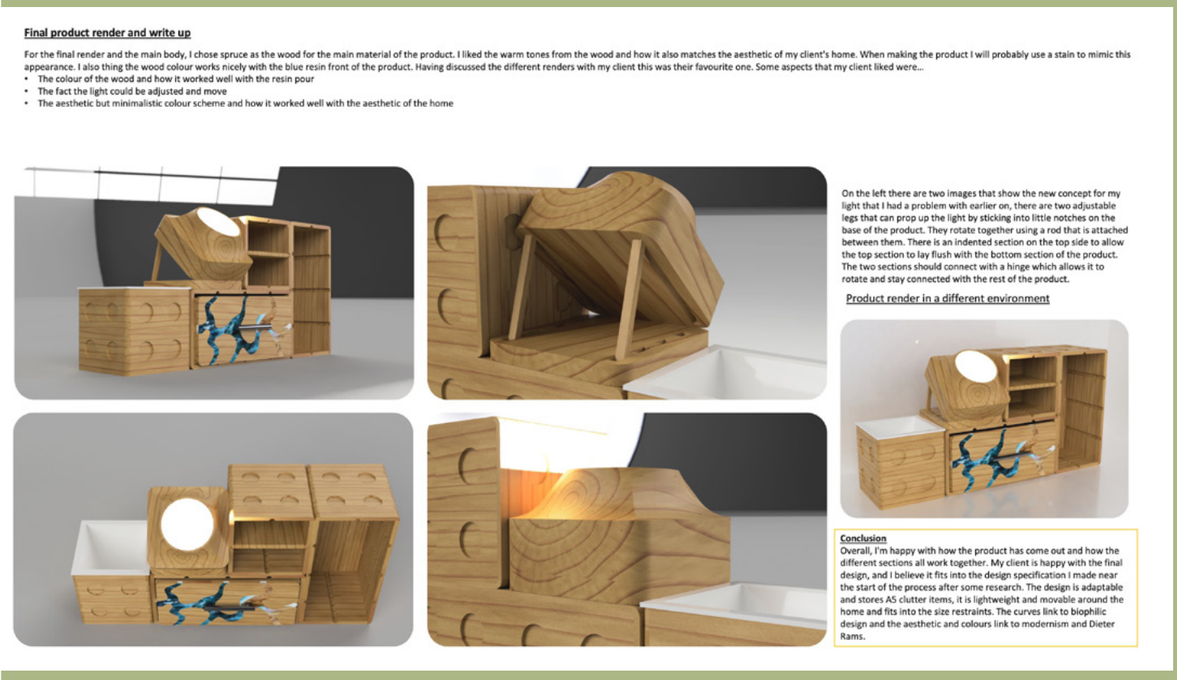
- 2½ hour written exam
- 120 marks
- 30% of A level

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



PRODUCT DESIGN

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.



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 5 in Combined Science 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 May/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 May/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.

PSYCHOLOGY

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.

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.



RELIGIOUS STUDIES

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 Religious Studies explores a range of philosophical and ethical issues, concepts and debates.

These include exploration of 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.



Jay Castor

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).

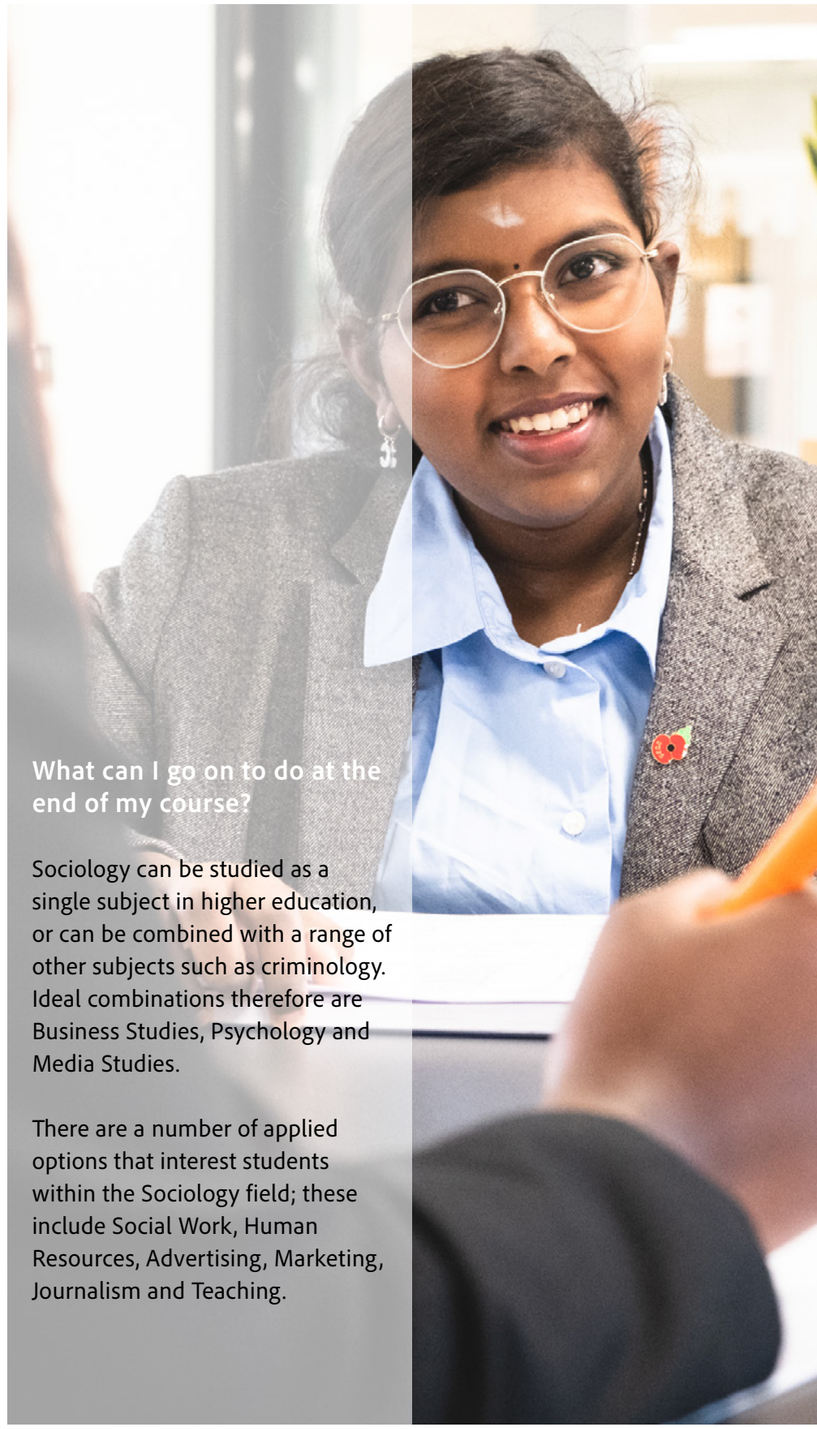
Students will study two key themes in this paper, socialisation, culture and identity; and social differentiation, power and stratification. Students will begin to reflect on the education system and the influence of economic status and the class system as well as ethnicity, gender and the role of social 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 in a global context.

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 the 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.


WADDESDON
CHURCH of ENGLAND SCHOOL