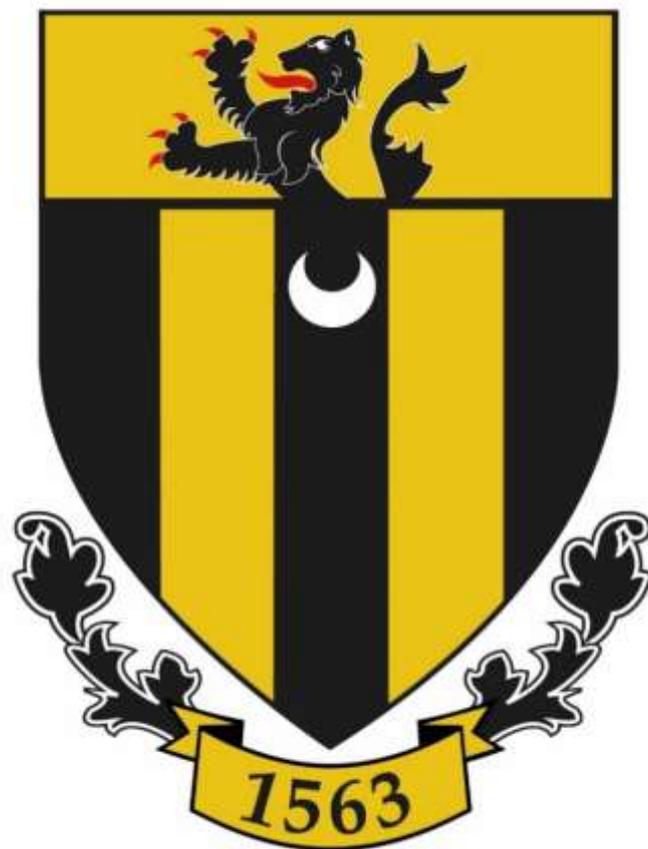


Sir Roger Manwood's School



Sixth Form Prospectus **(For September 2020 Entry)**

Engage ... Explore ... Excel

Our Vision: Engage...Explore...Excel

Our Mission:

Sir Roger Manwood's School was founded in Sandwich in 1563 as a free grammar school. Today a co-educational grammar school with boarding provision, it continues to serve the local community from a green, spacious and tranquil site, equipping our students for their future. A Manwood's education follows the three strands of our vision of Engage, Explore, Excel and is designed to enable students to fulfil their individual potential and to be ready to progress in whatever they do next; we value personal development as well as academic achievement.

To achieve their best we believe students must first **Engage** with the school, staff and their learning which means being active and increasingly independent learners, keen for feedback and able to collaborate. Students will receive excellent teaching of a broad and deep curriculum, within an inclusive and supportive community, fostered by the house system which crosses year and class groups. There is a strong focus on safeguarding and on the emotional and physical well-being of everyone in our community. Manwood's attaches great importance to the ongoing development of all our staff, the enhancement of our facilities and the opportunities we can offer to our students. Links with parents, our alumni and the local community are actively sought and valued.

Manwood's is committed to the importance of allowing students to **Explore** both the subjects they study and themselves. They are encouraged to take risks with their learning and to challenge themselves. The school offers a wide range of extra-curricular activities, including Junior and Senior Charity committees, CCF, DoE, drama, music and a very full programme of sport. We organise an extensive range of overseas trips that broaden students' understanding of different environments and cultures. Students have the opportunity to try new things, to study in depth, and to develop skills in areas like leadership, problem-solving and team work.

Our focus is on enabling our students to **Excel**. The school has high expectations of all its students, in behaviour, learning, and commitment to themselves, their fellow students and the wider community. Manwood's students will achieve the best they can academically, and will become adaptable, confident, independent, critical thinkers who can contribute to and flourish in the next phase of their lives, whether that be in further learning, training or in employment.



Sixth Formers' Comment

"...that's why I love Manwoods ... there are always so many things to get involved in. Each year is more rewarding than the last ... one of my favourite things ... is its sense of community; everyone looks after one another and the passion and kindness of the staff rub off on the students."

Introduction

This Prospectus aims to help applicants to Sixth Form to make good decisions about their future, whether in Year 11 at Sir Roger Manwood's School or elsewhere.

No prospectus can give a complete picture. It is thus important that prospective Sixth Formers should talk to teachers to get a bigger picture and a visit to the School is strongly advised for those who do not currently attend Sir Roger Manwood's School. You will also find an electronic copy of this prospectus on our school website (www.manwoods.co.uk) and on www.kentprospectus.co.uk.

We hope that you will find this prospectus informative and that you will choose Sir Roger Manwood's School for your Sixth Form studies.

Mr Martin Stedman
Head of Year 12

Mrs Vanessa Szczerbicki
Head of Year 13

The Aims Of Our Sixth Form

Sir Roger Manwood's School will endeavour:

1. To provide an environment in which Sixth Formers can achieve their best, in terms of academic learning, whilst at the same time develop a wide variety of creative, intellectual and practical skills.
2. To provide a setting in which Sixth Formers can experiment with, and learn about, responsibility for independent study, which is done in an environment where although clear standards are set, support and advice are also freely available.
3. To foster in its Sixth Formers a sense of responsible ownership for their environment and the resources at their disposal available in the School.
4. To encourage the development of leadership skills in its Sixth Formers, helping them to become a constructive presence within the School.
5. To encourage a sense of belonging - to the Sixth Form, to the school community, to the local community and to the global community.
6. To foster in its Sixth Formers an actively caring attitude towards others.
7. To run and/or promote a wide range of interesting, constructive and lively events, both intellectual and social, in order to develop Sixth Formers into curious, open minded and well- rounded young people.

Why You Should Join The Sixth Form At Sir Roger Manwood's School

The School offers a rigorous programme of study centred on the study of academic A Levels but also with supportive Tutorial and Enrichment Programmes. In addition, students also have the opportunity to enter for the Extended Project Qualification which entails the production of a research-based written report which is started in Year 12 and completed by the February half term of Year 13.

Year 13 students have unsupervised study periods, normally in the Library. Year 12 students have study periods that are supervised by the Sixth Form Administrator in the Sixth Form Work Area, and this

prepares them for the independence of Year 13, which in turn prepares them for university research-style learning.

There are currently around 280 students in the Sixth Form. There are almost equal numbers studying Arts, Mathematics and Science based subjects. There is also a broader range of nationalities and ethnic backgrounds amongst our student body than would otherwise be the case due to our boarding facility, which welcomes students from all around the world.

Students who opt to join our Sixth Form are required to adopt a self-motivated, focused and independent approach to work because it is a **School** Sixth Form - studying here comes with certain responsibilities that studying at a Sixth Form College does not involve. If ready, a student should actively choose to join because **they** want to, not because it seems the easiest thing to do, because their parents think they should or because their friends are.

The advantages of being a Sixth Form student at Sir Roger Manwood's School include:

- Being part of a successful, high achieving Sixth Form that offers a structured, academic environment in which to prepare for A Levels and university entrance.
- The chance to take part in many social, sporting and cultural activities that are a distinguishing feature of life in this traditional Sixth Form. For example, there are opportunities to travel and visit many places throughout the world including, India, China and The Gambia. Sports at Sixth Form level are taken particularly seriously, and we are also renowned in the area for the quality of our extra-curricular Music provision.
- Being tutored and mentored by the same member/s of staff over the two years of Sixth Form study helps students to be disciplined in their attendance, punctuality and study habits. Tutors will discuss academic progress and encourage their tutees to be ambitious and realistic when they apply to higher education. The tutors and Heads of Sixth Form will also be keen to involve parents in their children's progress: reports, assessments and parents' evenings are designed to help this to happen.
- The opportunity to fulfil one's academic potential whilst developing personal qualities and leadership skills which are so important for future careers and life in general. Everyone in the Sixth Form will have the opportunity to become a buddy to a pupil in Year 7 or Year 8 and/or an Area Prefect in Year 12. Every Sixth Former will also be given the opportunity to show visitors around the School on open days and other similar occasions. If they have shown qualities of service, responsibility and reliability in their first year in the Sixth Form, students will be eligible to become Year 13 School Prefects and Captains of School. Their role is of considerable importance and highly valued by staff and governors.



Sixth Formers' Comments

- *"Manwood's will enable you to reach your full academic, personal and social potential, it's the best place to be."*
- *"After being at a different school for twelve years, moving to a new school and becoming a boarder was a daunting prospect. However, after the induction days in July where I stayed in the boarding house and went to taster A LEVEL lessons, I felt as though it wouldn't be too hard to move here."*
- *"As a newcomer you are treated no differently to anyone who has been through the school. Finding your way round is a bit of a problem at first but if you ask anyone, they'll point you in the right direction!"*

The Sixth Form Curriculum

Starting in September 2015, the system of A Levels in England and Wales changed, with the government replacing the AS/A2 system which has been in existence since 2000 with a phased return to a two-year linear system. The reformed A Levels now have all their examinations at the end of two years of study, in May-June of Year 13. The grades though have remained the same i.e. pass grades are from A* to E.

Given that the reformed A Level subject specifications show an increase in difficulty, our standard offer is three A Levels, plus an optional Extended Project Qualification. If they meet the specific entry requirements students can still choose to study four subjects. Indeed, those wishing to study Further Maths alongside Maths, Philosophy alongside Religious Studies and Economics alongside Business must choose four and they should be aware that they will be expected to continue with all four subjects through to the end of Year 13. Universities have confirmed that they will continue to make offers based on three A Levels, and that candidates offering three subjects will not be disadvantaged compared to those offering more. What universities have also stated is that they are looking for quality not quantity i.e. top grades are more important than more average grades. Most state schools, and an increasing number of independent schools, have now moved to a three A Level Sixth Form programme of study.

Students in Year 12 and 13 students have 9 one hour lessons per fortnight for each subject. Students should however, also be doing a further 5 hours' worth of study **per subject**, per week, outside of timetabled lessons.

In addition to their chosen subjects, all students have time allocated to an Enrichment Programme, the Extended Project and tutorial periods. The remaining time is allocated to autonomous study periods, some of which may be taken in the Café but the majority of which are supervised.

The Enrichment course is non-examined and consists of a mixture of option and core sessions. The core sessions include things such as: advice about CVs, letter writing, completing application forms, interview techniques and careers advice, and the options on offer include topics such as: Understanding Finance, Public Speaking, Creativity with Clay and Cooking on a Budget.

The School encourages all students who are taking three A Levels to complete the Extended Project Qualification, which consists of a number of hours of taught skills and a number of hours of independent research on a topic of the individual student's choosing. It involves the writing of a 5000 word dissertation and a presentation, as well as the completion of a Production Log that details progress at key milestones in the process. Many universities are now reducing their offers if a student has completed an Extended Project Qualification.

We ask all our Sixth Form students to provide their own main textbook for each subject. Departments will provide a list of the key texts required for their course. They can usually be purchased from either past students, from departments or from online bookstores. For those families on a low income, support is available from the 16 – 19 Bursary.

Studying For A Levels

Study is a very individual activity and there is no single method that can be recommended for all students, or for all subjects. However, there are certain guidelines which will apply in general.

All Sixth Formers are given a student planner – rather like a homework diary. There is a detailed Student Learning Agreement in the homework diary.

Work in the Sixth Form will differ considerably from the pattern students have been used to up to GCSE. Students who contribute the most will experience an interesting and enjoyable course, so it is essential that they endeavour to:

- involve themselves in the work as much as possible, rather than merely expecting to be taught.
- discuss any problems they have, either in understanding or completing the work, with their teachers. They are part of a learning partnership and should take some of the responsibility for its success themselves.
- take more responsibility for their own work programme. In many subjects, homework will be set far less often from one day to the next. “I have no homework tonight” does not exist in the life of a Sixth Former. That may be true in the limited sense that no completed work has to be handed in the next day, but there is always something to be done, primarily reading around subjects and preparing topics ahead of them being covered in class.
- adopt a serious and methodical approach to both taking and storing notes. Students should be going over their notes at home at the end of the day in order to check that they have understood everything, and that their notes are clear - although notes may never be “marked” by a teacher, they are the main basis of revision. Students should avoid doodling on them and store them securely in a way which makes them both safe and accessible.

Every Sixth Former has a number of study periods during the week. The hardest skill to acquire in the first few weeks in the Sixth Form is to make a positive and productive use of this time: this is an important skill for life. The fact that these study periods are supervised in the Sixth Form work area for all Year 12 students does help though! Once in Year 13, provided there are no concerns about progress, then students are allowed to use either the Library or an empty room for these periods, or to relax in the Café area. (Year 12 are given a restricted number of study periods in which they can use the Café).

If they do not have any timetabled lessons Period 5, students are allowed to go home to study, although we do encourage them to stay on-site to make the most of the School’s study facilities. No Sixth Former is allowed to leave school prior to 1.25 pm. This privilege has to be earned by Year 12 students over the first half term.

We believe that giving students the freedom and responsibility in this way, is the best way of preparing students for the requirements of Higher Education.

Students should make a point of discussing the most effective use of their study periods with their subject teachers as they, of course, are the people best placed to give advice. Some of the most effective general strategies include:

- going through notes and organising them
- getting ahead of and completing work set that day
- doing extra exercises or questions in the areas found to be the most difficult
- reading through teachers’ comments on marked work
- doing extra reading around academic subjects

- doing past papers
- writing essay plans.



Sixth Formers' Comments

- *"A Levels are harder than GCSEs but there's no way around that. At the same time, they are interesting and offer a depth of knowledge that you don't get at GCSE. Free periods offer invaluable time in which to get some work done when you are in school and allow more time for other things outside school."*
- *"As a Sixth Former, it is essential you learn quickly how to change your working style. There's a big jump between GCSEs and A Levels."*
- *"I made the mistake of not working hard enough during Year 12. I wish I had now because I didn't realise so many universities don't like retakes."*
- *"Don't leave coursework till the last minute. You'll stress yourself out and end up with a poorer grade".*
- *"I get more things done in the library in the afternoon when I have a free period than if I go home. At home, I know I would just spend time on Facebook and that's not going to help me pass my A Levels!"*
- *"I have had to learn to be organised this year. It was tough at the beginning, but now I am pleased because it's paying off. I know where my folders are and all my notes are kept in the right order. That should make life easier at Christmas, when I do my revision."*
- *"The courses themselves are obviously more in depth than at GCSE level and for this reason there is an emphasis on independent research and study."*

Our Pastoral System

Each Sixth Former is placed in a tutor group, and in most cases, the tutors will remain responsible for their tutor group for two years.

Tutors are responsible for overseeing academic progress, as well as the well-being, of their tutees. He/she is the first point of contact for parents. Members of staff who wish to discuss the progress of an individual student normally do so initially with the tutor, rather than the Head of Year.

Despite not being in a house-specific tutor group, students remain attached to their House in the Sixth Form and the Heads of House look to Sixth Formers to play a key role in helping them to organise activities. Sixth Formers new to Sir Roger Manwood's are allocated to a specific House upon entering the school, and stay with that House during the two years they are with us.

The Heads of Sixth Form, and tutors, review students' progress against their targets after each assessment that is sent out over the two years of Sixth Form study. In addition, students are strongly urged to attend parents' evenings with their parents as this is another vital point of contact with their teachers, where time is dedicated to discuss subject-specific progress.

All tutor groups have a tutorial period each week. These are used in a variety of ways. For example, the Sixth Form pastoral leads sometimes get the year group together to use the sessions to talk about study skills or use them to pass on information and advice about subject and career-related courses and conferences. They are also used to explain how to complete the UCAS form for application to Higher Education. The majority of tutorials are spent with tutors, who use these periods to mentor their tutees, giving advice and support where necessary. Once in Year 13, tutors also use these periods to monitor the

progress of a student's UCAS application. They also use them to discuss current affairs, and to develop interview and revision techniques.

If mentoring by a tutor is still not getting the required response from a student, then they will be referred to their Head of Year for mentoring. When deemed necessary, students are placed on a mentoring report.



Sixth Formers' Comments

- *"As a newcomer, I was really nervous on the first day of term. But everyone was very friendly in my tutor group. After the first week my new friends persuaded me to put my name forward for the Gambia trip organised for the students later on in the year."*
- *"It's nice that during the Induction days in July of the GCSE year, you get to meet the people that will be in your tutor group in September. The team building task was really good fun, we all got really dirty and wet but it was so much fun. Everyone had to join in!"*

Careers and Higher Education advice is freely available. Students are able to use the well-stocked Careers Room and are able to book slots with the school's independent Careers Adviser, as well as having the opportunity to talk to their subject teachers, Head of Year or the Head of Careers. Further information is regularly provided in tutorial periods. Interview practice is offered for those who require it. A UCAS Information Evening for parents and students, including information regarding finance, is organised in School usually in early February of Year 12. In April, a University Convention is held annually at the University of Kent in Canterbury, which all Year 12 students are strongly advised to attend. This event is organised via the School.

Summary of important dates:

YEAR 12

August	GCSE results published
September	Induction Evening for Year 12 students + parents Mentor interviews start
October to December	Mentor interviews continue Assessments issued October and December Y12 Parents' Evening
February/March	Assessments issued Review of Mentor targets set last term UCAS information evening for parents and students
April	Cambridge University Roadshow
June	Internal exams UCAS Exam results day (used to inform UCAS applications) Students begin preparing UCAS applications

YEAR 13

September first week	Mentor interviews start
October to December	UCAS applications completed as soon as possible Assessments issued October and December Practice interviews + Oxbridge University interviews Year 13 Parents' Evening

January	Mock examinations
February	Full reports issued
March	Assessments issued + coursework deadline
May	Study Leave begins
May / June	A Level examinations
August	A Level results + confirmation of university places

Extra-curricular Activities

A broad range of extra-curricular activities is offered to all students at the School, and a list of what is available is published termly. Although not an exhaustive list, it includes lots of musical ensembles (both instrumental and vocal), team sports, the Combined Cadet Force, the Duke of Edinburgh Award Scheme, the Young Enterprise competition, Manwood's Medics, and many subject-related clubs such as the Drama Club.

Sixth Formers are given the unique opportunity to go to The Gambia or India for ten days to do volunteer work in a local, rural primary school. They can also apply to go for three weeks to our partner school in Hengshui, China, where they teach English to students for two weeks and then do a week of sightseeing in Beijing and Xi'an, or for an eco-themed trip to Costa Rica for two weeks in the summer holiday.



Sixth Formers' Comments

- *"I was awarded a place on a trip to China to teach English in a summer school for two weeks. As one of 12 students chosen I felt very privileged. I had a great time and it was one of the best experiences of my life so far. I encountered a completely different culture and I developed my organisational, communication and speaking skills as I taught, solo, a class of 35 Chinese teenagers for two weeks."*
- *"In Year 12, I was selected as one of only ten student volunteers for the GAMBLE project, teaching in a Gambian Primary School. There, we taught the pupils and did manual work. This was the most amazing experience, witnessing a totally different culture first hand. I funded this through my work at Swim School and was able to utilise and build on my experience of teaching young children in this remarkable school. I recommend it to anyone."*
- *"In the summer of 2016 I took part in a teaching trip to our link school in China. I taught English to a Chinese class, four hours a day, for two weeks. I went there without any teaching experience but by using my initiative and especially my communication skills, I managed to teach while having fun with my students. I was co-teaching with another English student so we learnt how to work well together and play off each other's strengths. It was a really fulfilling experience; it gave me more understanding of the Chinese culture and also made me reflect on the British culture."*

The Art and Design, Drama and Music departments are all active in providing extra-curricular activities for students. There are many diverse concerts and a fantastic School Production during the course of the year.



Sixth Formers' Comments

- *"The Music department runs a large number of diverse music groups, from choir and orchestra to Jazz band, barbershop and string ensemble. The annual school concerts and Rock and Pop concerts provide performance opportunities for students and are always enjoyable to get involved in. You don't just have to be a performer to take part, lighting crew and sound people are needed too."*
- *"Despite my increased workload, performing in the school production was one of the highlights of my Sixth Form."*
- *"Participating in extra-curricular activities isn't difficult. I am new to the school, but I have joined the orchestra and I have been going every Tuesday."*

The Sixth Form Charity Committee gives many opportunities to Sixth Formers to partake in worthy activities to help raise funds for the School's nominated charity and to get involved in different special occasions in the School for example the termly events for local Senior Citizens. Also, students are encouraged to contribute to activities which involve serving the local community.



Sixth Formers' Comments

- *"You get to organise charitable events, ranging from cake stalls to selling poppies."*
- *"The fact that there are fewer subjects studied in the Sixth Form means pupils find themselves wanting to take part in extra-curricular activities (this also helps serve as a nice break from coursework!)"*

This is just a snapshot of what is on offer!

Sixth Form Leadership Opportunities

As many Sixth Form students as possible should play some part in the day to day running of the School and they are expected to help the staff by carrying out routine duties made available through the Buddies Scheme, Area and Library Prefects Scheme in Year 12, and School Prefects Scheme in Year 13.

Students can also develop their public speaking and leadership skills by taking part in assemblies and becoming their form's Sixth Form Representative for the Sixth Form Committee. We see this sort of involvement and responsibility as being an opportunity for senior students to develop their self-confidence, organisational and leadership skills.

As already stated, students are encouraged to be involved in a range of activities and interests. In addition to activities that are open to all students, there are certain events which are organised purely by Sixth Formers, which provide excellent opportunities for students to develop organisational, technical and social skills. The Young Enterprise Scheme gives students in Year 12 the chance to run a small business and learn about how a business works, with all the attendant issues that they can sometimes create. Sixth Formers also make up the Editorial Board of the School's annual record of an academic year - The Manwoodian.

Buddies

The Buddies Scheme involves members of Year 12 becoming attached to forms in Years 7 and 8. They organise activities for the students in these years during mid-day breaks, help form tutors during form periods and generally try to help them through what can be the difficult early years of their school careers.

Area and Library Prefects

Area and Library Prefects are based around subject areas. They help to supervise subject areas, rooms and help with subject area activities, such as running the homework club for younger students.

School Prefects

School Prefects undertake various duties at break and lunchtimes and are expected to set an example to other students at all times. The prefect body also supervises the library, computer rooms and careers library when they are in there for autonomous study. The prefect body is organised and managed by the Captains of the School who are appointed by the Staff.

House Captains

There are five Houses at Manwood's with a healthy degree of competition between them. Competitions range from the sporting (Sports Day), to the academic (e.g. English run a spelling bee and a public speaking competition, and Science run a model making competition) to the cultural (e.g. the annual travel photography competition).

School Captains

Each year, four Year 13 students are chosen via a rigorous selection process to be the lead students in the School, whose role is to be the link between the student and staff bodies, as well as being role models to younger students.

Sixth Form Committee

The Sixth Form Committee is made up of representatives from each tutor group. It co-ordinates Sixth Form affairs, organises arrangements and can make the views of the Sixth Formers known to the Heads of Sixth Form and the Headteacher.

Assemblies

When not attending assemblies with the lower School, Year 12 and Year 13 have a designated Year Assembly once a fortnight in the Sixth Form area. Students are encouraged to contribute to the assembly as and when they want to, whether to advertise an event, a Sixth Form initiative or to discuss an issue important to them.

Expectations Of Sixth Form Students

The Café

A space for both work and relaxation, the Café is for the benefit of the entire Sixth Form. Every student must feel welcomed and at ease in the Café. The upkeep and tidiness of the Café is the responsibility of all Sixth Form students. Tea, coffee, soft drinks and food can be purchased from 9 am.

Discipline

All students are expected to behave and act in a manner, which is polite, considerate and constructive. School rules apply to Sixth Formers, in the same way as they do to any other students. They are available on request, and cover such issues as the care of property and possessions, as well as safe and sensible behaviour. Year 12 students are not allowed off-site without permission, though this permission will always be granted for reasonable requests.

Our main priorities are to ensure that students attend school punctually and regularly, and to see that they behave responsibly and work constructively when they are here. The School maintains close contact with parents at all times and encourages them to contact the school if they have any concerns.

Attendance

Students are expected to attend school and lessons regularly (an average attendance of over 95% is expected, unless there are medical issues).

Examination Entries

Examination entries are made in the February of each examination year. Normally, the School will use the public money that has been delegated to it to enter all students in years 11 and 13 for all of the subjects they have been studying. However, in exceptional circumstances the School may refuse to do so. The Headteacher, in consultation with the relevant Head of Department, may decide not to enter a student for an examination if either of the following applies:

- The student has failed to complete internally assessed coursework by the time the subject teacher marks it either in sufficient quantity or to a sufficient standard that would enable the student to achieve a grade for the subject overall.
- The student has failed to produce recent evidence regarding their approach to their studies and consequent outcomes, that they are likely to achieve a pass grade (4 at GCSE and E at A Level) in the subject. This could be due to poor attendance to lessons, poor quality of work produced in their studies or their performance in the mock examination.

If the Headteacher decides not to enter a student, the parents, of a Year 11 student, or the student themselves, if in Year 13, may appeal against it. The appeal must be in writing and be sent to the Headteacher, explaining why it is thought that the decision not to enter the student is wrong/incorrect i.e. the coursework was good enough for a pass overall and/or there is recent evidence that a pass grade is achievable.

If this appeal is not successful, the student can be entered as a private candidate, which the School would enact as soon as the appropriate entry fee/s were received. In the event of the student then passing the examination/s, all such entry monies paid would be reimbursed.

Review of marking - centre assessed marks

Sir Roger Manwood's School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Sir Roger Manwood's School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Sir Roger Manwood's School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Sir Roger Manwood's School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Sir Roger Manwood's School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Sir Roger Manwood's School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing, giving specific reasons why the request is being made. There will be a charge of £50 for each review.
6. Sir Roger Manwood's School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Sir Roger Manwood's School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Sir Roger Manwood's School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After the candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Sir Roger Manwood's School and is not covered by this procedure.

Procedure for lodging enquiries about the results of external qualifications

In accordance with the Code of Practice for the conduct of external qualifications produced by the QCA, Sir Roger Manwood's School is committed to ensuring that candidates have access to the full range of post results services offered by the Awarding Bodies.

All Awarding Bodies offer the same post results services and have common deadlines. A fee is usually payable by the candidate. These fees vary between Awarding Bodies and the school's Examination Officer can supply details. Requests for any of these services must be made to the Examination Officer in advance of the relevant deadline:

	Likely Deadline
Clerical re-check	20 th September
Review of marking	20 th September
Priority review of marking (only available when the candidate's university place depends upon the result)	The Thursday after the A level results are issued
Photocopy of a script	The Thursday after the A level results are issued
The original script	4 th October

The outcome of the enquiry, or the script, will be communicated to the candidate as soon as it is received by the School.

There is an appeals process which is available for those who remain dissatisfied after receiving the outcome of an enquiry about results. The school's Examination Officer can supply details.

The school is required to support the candidate in his/her application. In the event of a dispute between a candidate and the school about whether the school will support an inquiry, then the following procedure will be followed:

- The appeal must be made in writing to the School's Examination Officer;
- The Headteacher will nominate a senior member of staff to lead the enquiry and an experienced Head of Department will also be on the panel;
- The panel will consider all the available evidence and make a report to the candidate as soon as possible, bearing in mind the Awarding Bodies' deadlines above.

The Sixth Form Dress Code

Sixth Formers are no longer required to wear a school uniform **but** they are required to comply with the dress code below, which is designed to promote a positive and a respectable image of themselves and the school whilst also allowing flexibility. It is also designed to remove any peer pressure that might be felt to wear the latest, best or most expensive clothing or footwear.

The overriding requirement is that appearance is **smart and professional** at all times. A Sixth Former is expected to set a good example with their attire (and their attitude of course!). As well as being model students, when it comes to the dress code, School Prefects and Captains must wear their respective badges at all times so that junior students can identify them.

Failure to adhere to the dress code, after having been warned previously, will in the first instance result in the Sixth Former having to wear clothes provided by the School, which the Sixth Former will have to wash, iron and return to the school the day after. If they are not prepared to do this, then the Sixth Former will be required to go home and change.

If there is any discussion over whether or not what a Sixth Former is wearing conforms to the dress code or not, members of the Senior Leadership or Sixth Form pastoral teams will be the judges and their decision will be final.

The Dress Code

- Either a tailored trouser or skirt suit, or separate jacket and trousers, skirt or dress must be worn. Whether a suit or separates, both jackets and bottoms should be of sober colour and design and skirts and dresses must be of an appropriate length for a working environment.
- A smart long or short sleeved shirt or blouse, polo shirt, polo neck or jumper must be worn under the jacket.
- Footwear must be smart, and suitable for a place of work.
- Hair must not be outrageous or extreme in either style or colour and must be smart in appearance.

Important Clarifications

- On formal occasions (e.g. Speech Day, Founder's Day, Remembrance Assembly, Carol Service) Sixth Formers must wear a smart shirt and tie, or a long sleeved blouse under their jacket
- Shorts are allowed on hot days provided the Headteacher has declared summer uniform can be worn
- No item of clothing should have a slogan or large logo on it
- Trainers (including Converse style) or Ugg-style boots are not allowed
- Sports jackets and biker-style leather jackets are not allowed
- No hoodies, apart from Year 13 Leavers' hoodies in the last few weeks before study leave, are allowed (and if worn, the Leavers' hoodie should be worn over a top that conforms to the dress code).
- No leather or ripped trousers are allowed
- No strappy or revealing tops are allowed
- No bare midriffs are allowed

Sports Fixtures

When a Sixth Former takes part in an away sports fixture, he or she is expected to change into their P.E. kit at the nearest break before departure. Under no circumstances should a Sixth Former come into school dressed in their sports kit, unless leaving for a fixture at the beginning of the day and has been so instructed to do by a member of PE.

Summary of timeline for the A Level Option process

November - February	Year 11 Parents' Evening Sixth Form Open Evening → Explore A Level Courses → Talk with Sixth Form Students and Staff → Research possible university courses of interest to identify the best subject combination. It is important to make the right choice. Some subject combinations are not allowed by the School or recommended by universities. Sixth Form Options Form - initial interest
February	Sixth Form Options - confirmed
May / June	GCSE Examinations
End of June	Sixth Form Induction Days - transition from Year 11 to Year 12
August	GCSE exam results - a chance to re-select options, provided entry criteria have been met, there is space in the new subjects and the combination works.

Choosing A Level Courses

Although not all possible combinations of subjects can be catered for, we do our best to see that as many combinations of subjects as possible are permissible. When choosing A Level subjects, the following points should be considered:

- **What degree of interest do you have in the subject?**
You are going to spend two years studying it in depth. How committed are you to succeeding?
- **How good are you at that subject?**
Be realistic about this, after talking to your subject teachers. Trying to cope with an A Level course in which you are out of your depth is a difficult and often depressing experience.
- **Does your choice meet the requirements of any career or university course that you have in mind for the future?**
Consult the Careers Library to check what those requirements are and use the Universities' Websites or telephone the relevant University Department to check.
- **Have you put together a programme of A Levels which will give you a manageable workload?**
Only you can judge this, but do be honest about your performance and approach to study in Year 11.

WHICH SUBJECTS DO I ENJOY?
↓
Specifically what do I enjoy about the course?
↓
Will these elements be in the A Level course?
↓
Consult present Sixth Formers and staff to check this.

WHICH SUBJECTS AM I BEST AT?
↓
Will I get at least a Grade 5 at GCSE in these subjects?
↓
Will I be competent at the far more demanding A Level course?
↓
Do my teachers agree with my predictions?
↓

Consult Subject Staff to check this

WHICH SUBJECTS ARE MOST USEFUL?	
↓	↓
Do I have a particular career in mind?	How do I keep my options open?
↓	↓
Chemistry and Biology are needed for Medicine for example	Consider blending Science with Art subjects
↓	↓
Do I have the necessary GCSEs required?	Some combinations will rule out certain degrees e.g. 2 Science A Levels are needed to do Science at University
↓	↓

Consult Careers Library and Mr Ainsworth to check this

Remember:

- Do not allow yourself to be influenced by what your friends are doing – you will have plenty of time to socialise with them elsewhere.
- Do not worry about not having a favourite teacher – you will, in most cases, have two teachers for each subject.

Sixth Form Entry Criteria

UK Based Applicants or Applicants Taking GCSE Examinations

All students entering our sixth form must meet the minimum entry requirements for the programme of study and satisfy specific subject criteria.

3 A Level Programme of Study - Minimum entry requirements

6 GCSE passes at Grade 5+, including a minimum of Grade 5 in Mathematics and English.

4 A Level Programme of Study - Minimum entry requirements

6 GCSE passes at Grade 7+, including a minimum of Grade 5 in Mathematics and English.

Where a student is choosing a subject which they did not study at GCSE they must show evidence of academic strength at GCSE in related disciplines – see the table for details.

The application of both internal and external applicants will be judged using predicted grades awarded by their current schools. Sir Roger Manwood's School will collect predicted grades from the schools of external applicants on application. All applicants whose predicted grades mark them out as being of the required academic standard will be invited into the School (if UK based) to have a discussion with a member of the School's Senior Leadership about their future university and career plans, and to confirm their final option choices.

Overseas Applicants

If an overseas applicant for a Sixth Form is studying for GCSEs or iGCSEs then they will be treated in the same way as UK based applicants. In cases where an overseas applicant is not studying for GCSEs or iGCSEs then the applicant will be required to sit the School's own tests in the subjects being applied for.

The School will accept a score of at least 7 in the International English Language Testing Scheme (IELTS) examination or at least a Grade 5 in the iGCSE English as a Second Language in place of a GCSE or iGCSE in English Language. It should be noted however, that this does not apply for overseas applicants wishing to study for A Level English Literature – entry to that course must be via a Grade 6 or above in English Language or English Literature, GCSE or iGCSE, in the same way that it is for UK based students.

Offers

Offers will be made on the basis of predicted performance at GCSE, with the requirement that the above grades are achieved in the final examinations prior to entry to the Sixth Form and the pupil's three or four chosen subjects being accommodated on the timetable, in feasible group sizes.

All offers made during Year 11 are conditional on students meeting the grade criteria specified and will only become firm offers upon confirmation of actual GCSE results by the candidate in August, post GCSE results day. Where learners have achieved better results than their predicted grades they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

Applications

All applicants in state schools or independent schools should complete Sir Roger Manwood's own Sixth Form Application Form, which can be downloaded from the school website.

Late applications will be considered if places in appropriate subjects are still available after all other applicants have been considered.

There will be no waiting list for Sixth Form places, as more conditional offers will be made than there are places available.

On accepting a Sixth Form place, students are agreeing to uphold the ethos of the School and abide by the guidelines given in this prospectus and the Sixth Form Student Handbook. Students are expected to attend our Pre-Sixth Form Course in June/July.

Whilst we wish to offer a full range of subjects to A Level there are clear constraints. A course will not run unless there is sufficient interest, or it may be taught on a reduced time allocation in consultation with the relevant Head of Department.

All Sir Roger Manwood's Year 11 students are given guidance concerning A Level choice, and all students joining the School from other schools are invited to visit the School and meet a Senior Member of staff to discuss their individual needs and future aspirations. Predicted GCSE grades are required from external applicants. A very important criterion for entry to the Sixth Form is motivation.

The published admission number for external students is 10 but this figure may be exceeded in the event that this and the number of internal students transferring into Year 12 is less than the overall total figure for the year group, which is 160. Priority will be given to existing students transferring from Sir Roger Manwood's School Year 11.

We do not routinely admit outside a child's normal age group, however, we will always consider any request for, and may offer without request, where we consider students' needs would be best met in a different year group, an admission outside normal age group. The request, where possible, should be made in writing at the time of the admission application and should include the parental/carer reasons, and any information available from the child's current school including support or concerns, for the request. If necessary to help make an informed decision, the Admissions Officer may contact the child's current school to request their view.

All decisions will be made on the basis of the circumstances of each request with the best interests of the child considered, taking into account parents' views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group, if it were not for being born prematurely.

Subject Specific Criteria

Subject	Entry requirement if subject has been studied at GCSE	Entry requirement if subject has not been studied at GCSE
Art	5 in Art	5 in a related subject e.g. Technology
Biology	6 in Biology or 77 in Combined Science	Not applicable
Business	5 in Business	5 in English Language or Literature
Chemistry	6 in Chemistry or 77 in Combined Science	Not applicable
Computer Science	6 in Computer Science and 6 in Mathematics	6 in Mathematics
Economics	6 in Economics and 6 in Mathematics	6 in Business or English Language or Literature and 6 in Mathematics
English Literature	6 in English Literature	Not applicable
Film Studies	Not applicable	5 in English Language or Literature
French	6 in French	Not applicable
Geography	5 in Geography	5 in English Language or Literature
German	6 in German	Not applicable
History	5 in History	5 in English Language or Literature
Mathematics in Context	5 in Mathematics	Not applicable
Mathematics	7 in Mathematics	Not applicable
Double Mathematics	8 in Mathematics	Not applicable
Music	5 in Music	Not applicable
Philosophy	Not applicable	6 in Religious Studies or English Literature and 6 in Mathematics
Physical Education	5 in Physical Education and 5 in Biology or 55 in Combined Science	5 in Biology or 55 in Combined Science along with evidence of sporting ability
Physics	6 in Physics or 77 in Combined Science	Not applicable
Politics	Not applicable	5 in English Literature or Language
Psychology	5 in Psychology	5 in Biology or 55 in Combined Science
Religious Studies	5 in Religious Studies	5 in English Language or Literature
Spanish	6 in Spanish	Not applicable
Technology	5 in Product Design	5 in a related subject e.g. Art

SUBJECT: Art & Design – Fine Art

EXAMINATION BOARD: AQA

Why study this subject?

The A Level course in art and design – fine art has been designed to encourage an adventurous and enquiring approach. Successful students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce artworks that embrace a range of ideas. Drawing is an essential part of the course, explored and developed through a range of media, including specialist access to and tuition in the use of our impressive printmaking facilities. In order to encourage independent study beyond the scheduled classes, the department contains within it a Sixth Form Studio area in which students can display imagery, work and access the resources available in the department without the need for supervision.

The fine art course we offer encourages students to work as individual practising artists – developing their own ideas as creatively and thoroughly as possible through the exploration of both conventional and unconventional techniques and processes. In addition to the more traditional resources, the department has its own printmaking studio, textiles equipment and digital media including an iMac, an iPad and a graphics tablet on which many students are now exploring the uses of Photoshop and other drawing and digital imaging software to further develop their drawing skills and projects as a whole.

To support their studies further, students are also taken on a range of school-organised trips each year, including a life-drawing workshop at the Wallace Collection in London, attendance at ‘The Creative Process’, a series of lectures by contemporary artists at the Institute of Education in London, and the popular four day residential art trip (location varies each year between a European city – Reykjavik, Florence, Venice, Paris and Madrid – and the Cornish coastline) in which students have the opportunity to work from life to create a series of drawings and paintings of seascapes, landscapes, architecture, etc. and visit the local galleries, museums and, of course, the sights on offer.

Specification: Art & Design – Fine Art 7242

The specification directly supports progression to further and higher education in art and design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of art and design.

During the A Level course, students will be expected to explore a wide range of techniques, processes and ways of working, including drawing, painting, printmaking, photography, digital media, sculpture and ceramics. Practical work is supported by research that will develop their understanding and appreciation of the importance of ideas and context in the making of practical outcomes. Through this process of exploration and research, students should create a body of work for each component (see below) that develops effectively from a starting point to a realised outcome/series of outcomes.

The A Level course also offers a logical progression from GCSE as the assessment objectives, structure and titles are very similar to those specified in the AQA GCSE art and design specification.

Course Content:**Component 1: Personal Investigation**

The personal investigation should be a coherent, in-depth practical study, supported by a written element (see below). Each student must include in their portfolio:

- One extended collection of work or project based on an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student, it should include evidence of their ability to research and develop ideas and must lead to a finished outcome or a series of related finished outcomes.
- A coherent and logically structured written response of between 1000 and 3000 words of continuous prose.

Component 2: Externally Set Assignment

Question papers, sent by AQA at the beginning of February, will consist of a choice of eight themes to be used as starting points, from which students are required to select one. The project will last until the students begin their 15-hour exam (spread over 3 school days) in early May. During these 15 hours, students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. All the work submitted for this component will be marked as a whole, using the same assessment objectives as used in the portfolio component.

Assessment:**Component 1: Personal Investigation**

60% of the A Level qualification

All the work submitted for this component will be marked as a whole, using 4 assessment objectives:

- **AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- **AO2:** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- **AO3:** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- **AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Component 2: Externally Set Assignment

40% of the A Level qualification

All the work submitted for this component will be marked as a whole, using the same 4 assessment objectives as used in the portfolio component (see above).

Future Career Opportunities:

If you intend to go on to study art or design-related courses, or even follow a creative pathway in the future, then this course is important for you. University courses that past students have gone on to study include: fine art, illustration, architecture, graphic design, photography, and art history/journalism, to name just a few. The most common route for students wishing to continue the fine art route is to study the BTEC Higher Diploma Foundation course, a full-time art course that introduces students to a range of skills and study areas, building up experience and a practical portfolio before focusing on a specific area. The University for the Creative Arts (UCA) in Canterbury is well-recognised and the most popular establishment for our students wishing to take this course.

Further to specific arts-related courses, the A Level art & design is now considered amongst the most time-demanding courses on offer and more and more colleges and universities are recognising that gaining a high grade shows that you must be an extremely hard-working, creative, independent and dedicated student; attributes that almost all courses will admire and actively seek in their applicants.

SUBJECT: Art & Design – Textile Design

EXAMINATION BOARD: AQA

Why study this subject?

The A Level course in art and design - textile design, commonly known as 'Art Textiles', has been designed to encourage an adventurous and enquiring approach to the study and application of textiles, creating works of art that have been constructed using textiles techniques or a combination of art and textiles techniques. Successful students should be able to demonstrate an understanding of past and contemporary practice and be able to produce outcomes that embrace a range of ideas. In order to encourage independent study beyond the scheduled classes, the department contains within it a Sixth Form Studio area in which students can display imagery, work and access the resources available in the department without the need for supervision.

The textile design course we offer encourages students to work as individual practising artists – developing their own ideas as creatively and thoroughly as possible through the exploration of both conventional and unconventional techniques and processes. Students will develop ideas through the collection of imagery, research and analysis of the work of others and their own recording of the world around them (through drawing and photography). To encourage development, students will work from the imagery and collected recordings to explore a range of art and textiles techniques and processes – recreating textures and embellishing the surface of photographs and drawings to inspire new ideas and ways of working. Outcomes can include 2-dimensional, relief and sculptural textiles. In addition to the more traditional art and textiles resources, the department has its own printmaking studio and digital media including an iMac, an iPad and a graphics tablet on which many students are now exploring the uses of Photoshop and other drawing and digital imaging software to further develop their ideas and projects as a whole.

To support their studies further, students are also taken on a range of school-organised trips each year, including a life-drawing workshop at the Wallace Collection in London, attendance at 'The Creative Process', a series of lectures by contemporary artists at the Institute of Education in London, and the popular four day residential art trip (location varies each year between a European city – Reykjavik, Florence, Venice, Paris and Madrid – and the Cornish coastline) in which students have the opportunity to work from life to create a series of drawings and paintings of seascapes, landscapes, architecture, etc. and visit the local galleries, museums and, of course, the sights on offer.

Specification: Art & Design – Textile Design 7244

The specification directly supports progression to further and higher education in art and design and textiles-related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of art and textiles.

During the A Level course, students will be expected to explore a wide range of techniques, processes and ways of working. Practical work is supported by research that will develop their understanding and appreciation of the importance of ideas and context in the making of practical outcomes. Through this process of exploration and research, students should create a body of work for each component (see below) that develops effectively from a starting point to a realised outcome/series of outcomes.

The A Level course also offers a logical progression from GCSE as the assessment objectives, structure and titles are very similar to those specified in the AQA GCSE Art and Design specifications.

Course Content:**Component 1: Personal Investigation**

The personal investigation should be a coherent, in-depth practical study, supported by a written element (see below). Each student must include in their portfolio:

- One extended collection of work or project based on an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student, it should include evidence of their ability to research and develop ideas and must lead to a finished outcome or a series of related finished outcomes.
- A coherent and logically structured written response of between 1000 and 3000 words of continuous prose.

Component 2: Externally Set Assignment

Question papers, sent by AQA at the beginning of February, will consist of a choice of eight themes to be used as starting points, from which students are required to select one. The project will last until the students begin their 15-hour exam (spread over 3 school days) in early May. During these 15 hours, students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. All the work submitted for this component will be marked as a whole, using the same assessment objectives as used in the portfolio component.

Assessment:**Component 1: Personal Investigation**

60% of the A Level qualification

All the work submitted for this component will be marked as a whole, using 4 assessment objectives:

- **AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- **AO2:** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- **AO3:** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- **AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Component 2: Externally Set Assignment

40% of the A Level qualification

All the work submitted for this component will be marked as a whole, using the same 4 assessment objectives as used in the portfolio component (see above).

Future Career Opportunities:

If you intend to go on to study art or textiles-related courses, or even follow a creative pathway in the future, then this course is important for you. University courses that past students from the A Level art and design courses have gone on to study include: fine art, illustration, architecture, graphic design, fashion design, fashion journalism, photography, and art history/journalism, to name just a few.

Further to specific arts and textiles-related courses, the A Level art & design specifications are now considered amongst the most time-demanding, independence-focused and creative courses on offer. More and more colleges and universities are recognising that gaining a high grade shows that you must be an extremely hard-working, creative, independent and dedicated student; attributes that almost all courses will admire and actively seek in their applicants.

SUBJECT: Biology

EXAMINATION BOARD: OCR

Why study this subject?

Biology involves the study of a wide range of exciting topics, from the molecular level such as the structure and function of DNA, to the study of whole ecosystems. It is fast moving and so constantly in the news. Practical work is also varied ranging from biochemical techniques, to data gathering out in the field. So there is something of interest for everyone and yet the course is varied and challenging at the same time.

Specification: Biology H420

Course Content:

Module 1: Development of practical skills in biology

- Skills of planning, implementing, analysis and evaluation.

Module 2: Foundations in biology

- Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation.

Module 3: Exchange and transport

- Exchange surfaces
- Transport in animals
- Transport in plants.

Module 4: Biodiversity, evolution and disease

- Communicable diseases, disease prevention and the immune system
- Biodiversity
- Classification and evolution.

Module 5: Communications, homeostasis and energy

- Communication and homeostasis
- Excretion as an example of homeostatic control
- Neuronal communication
- Hormonal communication
- Plant and animal responses
- Photosynthesis
- Respiration.

Module 6: Genetics, evolution and ecosystems

- Cellular control
- Patterns of inheritance
- Manipulating genomes
- Cloning and biotechnology
- Ecosystems
- Populations and sustainability.

Assessment:**Paper 1: Biological processes**

2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Section A – multiple choice questions: 15 marks

Section B – structured questions covering theory and practical skills: 85 marks

Paper 2: Biological diversity

2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Section A – multiple choice questions: 15 marks

Section B - structured questions covering theory and practical skills: 85 marks

Paper 3: Unified biology

1 hour 30 minutes; 70 marks; 26% of the A Level qualification

Non-exam assessment: Practical endorsement for biology: Pass/Fail (reported separately)

Candidates complete a minimum of 12 practical activities to demonstrate practical competence.

Future Career Opportunities:

People who study biology tend to have careers in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

SUBJECT: Business

EXAMINATION BOARD: EDEXCEL

Why study this subject?

The study of business will allow students to develop an understanding of how businesses work, and to consider the decision-making tools that help business people move towards a more scientific approach to management. They will also develop a multitude of skills, including numeracy, communication and an understanding of research methodology in order to make a smooth transition to the next level of study. They will also be prepared for their next steps into today's global world.

Specification: Business 9BS0

Course Content:

Unit 1: Marketing and people

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders.

Unit 2: Managing business activities

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences.

Unit 3: Business decisions and strategy

- Business objectives and strategy
- Business growth
- Decision making
- Influences on business decisions
- Assessing competitiveness
- Managing change.

Unit 4: Global business

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies.

Assessment:

Paper 1: 2 hours; 35% of the A Level qualification

Questions drawn from Unit 1 and Unit 4

Data response and extended open-ended questions.

Paper 2: 2 hours; 35% of the A Level qualification

Questions drawn from Unit 2 and Unit 3

Data response and extended open-ended questions.

Paper 3: 2 hours; 30% of the A Level qualification

Questions drawn from Units 1, 2, 3 and 4

Data response and open-ended questions based on a pre-released context.

Future Career Opportunities:

The subject can be linked with arts or sciences. At university it can be studied alone, but more often than not, it will be studied in conjunction with a foreign language, or just one particular aspect of business studies will be studied to degree level e.g. business finance.

Possible future careers include: business management, marketing, accounting and finance. The course provides an understanding of the environment that all students will face when they leave education and embark on their chosen careers, as well as providing them with vital transferable skills for progression into higher education.

SUBJECT: Chemistry

EXAMINATION BOARD: OCR

Why study this subject?

Chemistry is an interesting, exciting and challenging subject; its concepts and knowledge are the basis of many others. It is wide ranging and chemists can be involved in determining the human genome; in producing new materials for spacecraft; in deciding the provenance of "Old Masters"; in analysing fragments from other planets and in the repair of our own beleaguered world.

Specification: Chemistry H432

Course Content:

Module 1: Development of practical skills in chemistry

- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement.

Module 2: Foundations in chemistry

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure.

Module 3: Periodic table and energy

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium (qualitative).

Module 4: Core organic chemistry

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS).

Module 5: Physical chemistry and transition elements

- Reaction rates and equilibrium (quantitative)
- pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements.

Module 6: Organic chemistry and analysis

- Aromatic compounds
- Carbonyl compounds
- Carboxylic acids and esters
- Nitrogen compounds
- Polymers
- Organic synthesis
- Chromatography and spectroscopy (NMR).

Assessment:

Component 1: Periodic table, elements and physical chemistry (content from modules 1,2,3 and 5)
2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Component 2: Synthesis and analytical techniques (content from modules 1,2,4 and 6)
2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Component 3: Unified chemistry (content from all modules)
1 hour 30 minutes; 70 marks; 26% of the A Level qualification

Component 4: Practical endorsement in chemistry – non-exam assessment, reported separately.

Future Career Opportunities:

Studying chemistry opens up a wide range of careers and courses at university, including: medicine, veterinary science, environmental science, pharmacy, geology, chemical engineering and dietetics. It remains a preferable option for law, accountancy, mathematics, mechanical and civil engineering, forensic science and computer science.

SUBJECT: Computer Science

EXAMINATION BOARD: OCR

Why study this subject?

The study of Computer Science will allow students to develop an understanding of the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. Our A Level will develop the student's technical understanding and their ability to analyse and solve problems using computational thinking.

Specification: A Level Computer Science H446

Course Content:

The content of this A Level in Computer Science is divided into three components:

Computer systems component (01) contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.

Algorithms and programming component (02) relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01.

Programming project component (03) is a practical portfolio based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language

Computer systems component (01)

- Unit 1: Components of a computer and their uses
- Unit 2: Systems software and applications generation
- Unit 3: Software development
- Unit 4: Exchanging data
- Unit 5: Networks and web technologies
- Unit 6: Data types
- Unit 7: Data structures
- Unit 8: Boolean algebra
- Unit 9: Legal, moral, ethical and cultural issues

Algorithms and programming component (02)

- Unit 10: Computational thinking
- Unit 11: Programming techniques
- Unit 12: Algorithms

Assessment:

Paper 1: 2 hours 30 minutes; 40% of the A Level qualification

Questions drawn from Computer Systems component (01) Unit 1 to Unit 9

Paper 2: 2 hours 30 minutes; 40% of the A Level qualification

Questions drawn from Computer Systems component (01) Unit 10 to Unit 12

Programming project:

20% of the A Level qualification

The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Future Career Opportunities:

The subject can be linked with Maths, Further Maths, Physics or Digital Media. At university you can continue your computer science study and some of the specialisations that you can consider are; Computer and Network Security, Mobile and Web Computing, Human-Computer Interaction, Software Engineering, Bioinformatics, Information Management and Data Analytics, Artificial Intelligence.

Possible future careers include: Application analyst, Applications developer, IT Consultant, Cyber security consultant, Information systems manager, Database administrator, Multimedia programmer, Systems analyst, Games developer, Technical Writer.

SUBJECT: Design & Technology - Product Design

EXAMINATION BOARD: AQA

Why study this subject?

Design and technology - product design is a creative and thought-provoking qualification which gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers; especially those in the STEM and creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice.

Specification: Design & Technology - Product Design 7552

Course Content:

A Level design and technology - product design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and the acquired knowledge includes:

- Core technical principles
- Core designing and making principles
- Additional specialist knowledge.

Imaginative practical work is at the heart of this subject, students will develop intellectual curiosity about the design and manufacture of products. They will explore, design, create and evaluate innovative solutions in response to realistic design contexts. Students will develop the knowledge and understanding of the core technical, designing and making principles for product design.

Assessment:

Paper 1: Additional specialist knowledge, core technical and core designing and making principles

2 hours 30 minutes; 100 marks; 30% of the A Level qualification

Questions will include short answer, multiple choice and extended response.

Paper 2: Core technical principles and core designing and making principles

1 hour 30 minutes; 100 marks; 20% of the A Level qualification

Questions will include short answer, multiple choice and extended response.

Section A

- Product Analysis: 40 marks
- Up to 6 short answer questions based on visual stimulus of product(s)

Section B

- Commercial manufacture: 60 marks
- Two extended response questions worth a total of 30 marks each

Non-exam assessment: Practical application of core technical principles, core designing and making principles and additional specialist knowledge

40 hours; 100 marks; 50% of the A Level qualification

Single substantial design and make task and a written or electronic portfolio with photographic evidence of final outcome on: exploration, designing, making and analysis and evaluation.

Future Career Opportunities:

At the end of the course successful students can progress to university to pursue a wide range of exciting career paths focusing on: product design, engineering architecture, civil engineering, sustainable design and manufacturing. The course requires the student to develop time management, research and analytical skills which are transferable into future projects; as are the ICT and graphic presentation skills.

SUBJECT: Economics

EXAMINATION BOARD: EDEXCEL

Why study this subject?

The study of economics will help students develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that effect everyday life. They will also develop a multitude of skills, including analytical and quantitative skills in selecting, interpreting and using appropriate data from a range of sources, as well as developing a critical approach to economic models of enquiry and recognising the limitations of economic models.

Specification: Economics 9ECO

Course Content:

Theme 1: Introduction to markets and market failure

- Nature of economics
- How markets work
- Market failure
- Government intervention.

Theme 2: The UK economy – Performance and policies

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy.

Theme 3: Business behaviour and the labour market

- Business objectives
- Business growth
- Revenue, costs and profit
- Market structures
- Labour market
- Government intervention.

Theme 4: A global perspective

- International economics
- Poverty and inequality
- The role of the state of the economy
- Emerging and developing economies
- The financial sector.

Assessment:

Paper 1: 2 hours; 35% of the A Level qualification

Questions drawn from Unit 2 and Unit 3

Data response and extended open-ended questions.

Paper 2: 2 hours; 35% of the A Level qualification

Questions drawn from Unit 1 and Unit 4

Data response and extended open-ended questions.

Paper 3: 2 hours; 30% of the A Level qualification

Questions drawn from Units 1, 2, 3 and 4

Data response and open-ended questions based on a pre-released context.

Future Career Opportunities:

Studying economics will help you develop transferrable skills that will prepare you for studying at university or moving into the world of work. These include skills in data interpretation and essay writing. Suitable higher education courses include: economics degrees or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Economics students can follow a wide range of careers in industry, commerce, finance and the public sector.

SUBJECT: English Literature

EXAMINATION BOARD: EDEXCEL

Why study this subject?

English literature is a highly regarded subject by both universities and employers. Not only does it strengthen your analytical skills, but it encourages you to be a creative thinker, a skill that is invaluable in the workplace. It also helps you to develop a life-long love of literature, by introducing you to a range of different genres, authors and periods.

Specification: English Literature 9ETO

Course Content:

Component 1: Drama

- One Shakespeare play – e.g. *Hamlet/Measure for Measure/Othello* and one other play *Doctor Faustus/ A Streetcar named Desire/ The Duchess of Malfi*.

Component 2: Prose

- Two prose texts, one of which must be pre-1900 – e.g. *Never Let Me Go* and *The Handmaid's tale/Heart of Darkness* and *The Lonely Londoners*.

Component 3: Poetry

- A selection of post 2000 poetry and a range of poetry from a literary period or a named poet - e.g. *the Romantics/Keats/Modernism/T.S.Eliot*.

Component 4: Coursework

- A free choice of two texts to study. One extended comparative essay referring to two texts – 2500-3000 words.

Assessment:

Component 1, 2 and 3 are all externally assessed - all are **open text** exams.

Component 1: Drama

30% of the A Level qualification

Component 2: Prose

20% of the A Level qualification

Component 3: Poetry

30% of the A Level qualification

Component 4:

Internally assessed coursework; 20% of the A Level qualification.

Future Career Opportunities:

Many of our students go on to study English literature at prestigious universities, or combine it as part of a joint honours degree. Students often aspire to become journalists, writers and publishers. However, the skills you gain as an English literature student have a great value in many workplaces where analytical skills are required.

SUBJECT: Film Studies

EXAMINATION BOARD: EDUQAS

Why study this subject?

Film studies is a popular, creative and analytical subject. It deepens your critical thinking strategies, essay writing skills and develops your creativity. You study an exciting range of films from different genres, cultures and eras and you also develop practical film-making skills. It can be combined with a range of other A Levels including English, Art, Languages, Technology and all Humanities subjects. Maths and Science students have also included it in their A Level portfolio to add breadth to their studies.

Specification: Film Studies 603/1147/2

Course Content:

Component 1: Varieties of film making

Section A: Hollywood 1930-1990 (comparative study)

- A study of two Hollywood films, one from the Classical Hollywood period (1930-1960) and one from the New Hollywood period (1961-1990). Examples include: *Vertigo*, *Casablanca*, *Do the Right Thing* and *Blade Runner*.

Section B: American film since 2005 (two-film study)

- A study of two American films, one mainstream film and one contemporary independent film. Examples include: *No Country for Old Men*, *Inception*, *Boyhood* and *Captain Fantastic*.

Section C: British film since 1995 (two-film study)

- A study of two British films. Examples include: *Sweet Sixteen*, *Fish Tank*, *We need to talk about Kevin* and *Trainspotting*.

Component 2: Global film making perspectives

Section A: Global film (two-film study)

- A study of two global films, one European and one produced outside Europe. Examples include: *Life is Beautiful*, *Pan's Labyrinth*, *City of God* and *Taxi Tehran*.

Section B: Documentary film

- A close study of one documentary film. Examples include: *The Arbor*, *Amy* and *Stories We Tell*.

Section C: Film movements – Silent cinema

- A study of one silent film or group of films. Examples include: *Sunrise* and *Man with a Movie Camera*.

Section D: Film movements – Experimental film (1960-2000)

- A study of one experimental film. Examples include: *Pulp Fiction* and *Vivre Sa Vie*.

Component 3: Production

Non-exam assessment

This component assesses one production and an evaluative analysis. Learners produce:

- either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay
- an evaluative analysis (1600 - 1800 words).

Assessment:**Component 1: Varieties of film making**

2 hours 30 minutes; 35% of the A Level qualification

Component 2: Global film making perspectives

2 hours 30 minutes; 35% of the A Level qualification

Component 3: Non-exam component

Practical and creative skills; 30% of the A Level qualification

Future Career Opportunities:

A significant number of students go on every year to study film at university either as a theoretical or practical course with the intention of pursuing careers within the film industry in a range of sectors. The creative and analytical skills are highly valued by universities and employers and many students have been accepted at prestigious universities including Oxbridge and Russell Group Universities to do a variety of courses with film studies as one of their three A Level subjects. Whilst many students use it as a stepping stone into careers in the film and media industries, others use it to develop their interests in the creative industries in general.

SUBJECT: French

EXAMINATION BOARD: AQA

Why study this subject?

- To develop the ability to speak and write French to a high standard in a variety of registers
- To develop skills in reading and listening to French
- To develop understanding of French life and culture
- To develop positive attitudes to foreign language learning
- To provide an excellent basis for those who wish to continue to degree level

Specification: French 7652

Course Content:

Unit 1: Listening, Reading and Writing

- Candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written stimulus texts. They will also have translation exercises (Eng-Fre/Fre-Eng).

Unit 2: Writing

- Candidates will write 2 essays on set books and films. The essays will require a critical appreciation of the concepts and issues in the works studied.

Unit 3: Speaking

- Candidates will have a stimulus card based on one of the topics studied and will have to present an individual research project.

The A Level course will cover the following topics:

- Popular culture - *Cinema, music and heritage*
- Politics - *Unions, the right to vote, immigration*
- Family/relationships - *Relationships within the family, friendships and marriage/partnerships*
- The cyber society - *Internet, its dangers and its advantages*
- Voluntary work - *The importance of voluntary work, its benefits and drawbacks*
- A diverse society - *Racism, integration and the prison system.*

Assessment:

Unit 1: Listening, Reading and Writing

2 hours 30 minutes; 50% of the A Level qualification

Unit 2: Writing

2 hours; 20% of the A Level qualification

Unit 3: Speaking

30% of the A Level qualification

Future Career Opportunities:

A Level French is a highly regarded qualification for most university courses, and for any profession which requires clear communication and precision. It often proves invaluable for careers in medicine, science, law or business. Modern languages graduates currently have one of the highest employment rates.

SUBJECT: Geography

EXAMINATION BOARD: OCR

Why study this subject?

Geography's strength comes from the broad range of contemporary issues that we study. By looking at the way that human and physical geography interact, students get a much deeper understanding of today's big issues. In addition to its subject matter geography develops a whole range of employability skills including numeracy, analytical skills, ICT and teamwork through regular field trips. The individual project that students will work on is a great way for students to demonstrate their ability to think and act independently. Geography is also considered to be a 'facilitating subject' by the Russell Group Universities.

Specification: Geography H481

Course Content:

Component 1: Physical geography

- The topic that we study is the dramatic world of glaciated landscapes and the way that these landscapes were changed during past ice ages, as well as how they will change due to future climate change. You will have the opportunity to go on a residential fieldtrip in the summer to study a glaciated landscape in the UK (this is a voluntary trip and the course has cost between £350 – 400 in the past. Financial support may be available if your child is eligible for Pupil Premium). The topics studied in Year 13 show the diverse nature of this subject. Students will learn about the role of both the carbon cycles and water cycles as building blocks for life on earth and the importance of their management to our way of life on this planet.

Component 2: Human geography

- The human geography topics are wide ranging. First we will get behind the news headlines to study the reality of migration and the international laws that attempt to manage it. We will then focus on a geopolitics topic in which students will study the changing shape of the world's political borders. This takes in contemporary conflicts such as the civil war in The Ukraine. Our next topic will focus on understanding how local places are shaped by global, national and local forces and we will undertake fieldwork in the local area (costing approximately £25 – this will be on the basis of a voluntary contribution and financial support may be available for those eligible for Pupil Premium).

Component 3: Geographical debates

- There are two longer topics that focus on specific issues and the relationship between the Human & Physical world. In tectonic hazards topic we will build on knowledge acquired at GCSE to gain a deeper understanding of the role that the moving tectonic plates have on our landscape and lives. In the Geography of Health topic, we look at health as an important building block in understanding how countries can develop. We also study the varying health challenges faced in different parts of the world as well as the decisions that have to be made by organisations like the WHO and pharmaceutical companies when confronting challenges like the containment of ebola or malaria.

Component 4: Independent investigation

- Students will have the chance to explore a topic of personal interest in their own independent investigation. They will be guided by their teachers throughout the process and we will use the residential trip in the UK to prepare the students for collecting their own data. It is this independent thinking that makes geographers highly valued.

Assessment:**Unit 1: Physical systems**

1 hour 45 minutes; 24% of the A Level qualification

Students will answer questions on the physical geography aspects of what they have studied.

Unit 2: Human interactions

1 hour 45 minutes; 24% of the A Level qualification

Students will answer questions on the human geography aspects of what they have studied.

Unit 3: Geographical debates

2 hours 30 minutes; 32% of the A Level qualification

Students will answer questions about tectonic hazards and the geography of health and interpret different sources of data to show that they can apply their knowledge to unfamiliar scenarios.

Unit 4: Independent investigation

20% of the A Level qualification

There is no exam paper involved. Students will submit their report for marking.

Future Career Opportunities:

Studying geography will give you access to a wide range of higher education options. The subject combines well with many other A Levels. In recent years we have had geography students go on to study related university degrees, which include: earth sciences or geophysics (pure physical geography combined with science) or international relations (the crossover of geography and politics), international development, as well as more traditional geography degrees.

Geographers are found in almost all careers; those closely associated with the subject such as planners, meteorologists and environmental scientists; and those where the skills learnt in the subject are important or useful, such as: law, accountancy, management, the civil, and armed services and many, many more. Indeed, it is difficult to find a walk of life where the diverse nature of a geographic education has not made an impact.

SUBJECT: German

EXAMINATION BOARD: AQA

Why study this subject?

German is the most widely spoken native language in Europe and it plays a vital role within international political institutions and the economy. Learning German will enable you to boost your employability prospects especially in the domains of business and science. By focusing on grammar, speaking and writing, you will also improve your English communication skills, in areas such as presentations and essay writing. In addition, you will gain a deeper insight into the culture of countries which have greatly contributed to literature, music, psychology and technological innovation. German-speaking countries have become increasingly popular holiday destinations for UK travellers because of the variety of holidays, their cultural richness and their picturesque landscape. Being able to understand and speak German, you will be able to access the culture in a way that people who simply rely on English will not experience.

To sum up, when you study German, you will:

- To develop the ability to speak and write German effectively in a variety of registers
- To develop skills in reading and listening to German
- To develop an understanding of German life and culture
- To provide a sound basis for those wishing to continue their study of German at university level

Specification: German 7662

Course Content:

Component 1: Aspects of German speaking society

- The changing state of the family
- The digital world
- Youth culture: fashion and trends, music and television.

Component 2: Artistic culture in the German-speaking world

- Festivals and traditions
- Art and architecture
- Cultural life in Berlin, past and present.

Component 3: Multiculturalism in German-speaking society

- Immigration
- Integration
- Racism.

Component 4: Artistic culture in the German-speaking world

- Germany and European Union
- Politics and youth
- German unification.

Assessment:

The following will be assessed at A Level:

- Listening and responding to spoken passages from a range of contexts and sources, covering different registers.
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.
- Translation into English.
- Translation into German.
- Discussing one of the subtopics studied during the course and presenting and discussing a research project.
- Writing about a film and a book studied during the course.

Future Career Opportunities:

Any foreign language is a highly valued qualification, especially by the best universities. Knowledge of German is helpful for careers in such disparate disciplines, such as: science (especially chemistry), technology, medicine, music, business and law. Modern language graduates currently have one of the highest employment rates.

SUBJECT: History

EXAMINATION BOARD: OCR

Why study this subject?

A contrasting course that explores how both Britain and the USA emerged into modern states. The course supports a range of learning styles and encourages the independent learner. Students have the opportunity to look at history in depth and as part of a survey course.

Specification: History H505

Course Content:

Unit 1: British Period Study and Enquiry: The Early Stuarts and the Origins of the Civil War 1603-1660

Enquiry Topic Y138: The Execution of Charles I and the Interregnum 1646-1660

- The course explores the issues behind the outbreak of the Civil War in 1642 with an enquiry element on the results of the war.

Unit 2: World History Study-Y246 The USA in the Nineteenth Century: Westward Expansion and the Civil War 1803-1890

- The course looks at how the USA grew after independence from Britain and the different reasons behind the settlement of the great territories of the west. A special study is made of the Civil War as the defining feature of the USA in the C19th.

Unit 3:

Y316 Britain and Ireland

- The course focuses on the relationship between Britain and Ireland during a time of growing Irish nationalism and periods of revolutionary action. Students look at attempts to make the Union work as well as the risings of 1798, 1848 and 1916.

OR

Y318 Russia and its Rulers 1855-1969

- The focus is on the changing nature of the Russian government and the often dramatic input it had on the Russian people. The course spans the emergence of Russia from an agrarian autocracy to a nuclear power.

Unit 4:

Non exam assessment: Consent and Coercion in the Third Reich

- Students look at aspects of the Third Reich before producing an essay based on independent study.

Assessment:

Unit 1: Written examination of essays and source questions

Unit 2: Written examination of essays

Unit 3: Written examination of 2 hours 30 minutes, covering both essays and interpretations

Unit 4: Y100 Topic based essay

An extended essay of 3000-4000 words based on the material studied in class. The work will be produced as part of the course in class.

Future Career Opportunities:

History at A Level is a widely recognised qualification that provides access to a wide range of courses and careers. The focus on critical thinking and careful use of evidence is training in both, the arts of writing and reading. Many students go on to study history or one of the other humanities at degree level, but other students take it as a contrast to their other A Levels.

SUBJECT: Mathematics

EXAMINATION BOARD: EDEXCEL

Why study this subject?

Study A Level Mathematics because you enjoy Mathematics, but also because it is a tool which supports many other subjects which include: Sciences, Psychology, Business, Economics, Computing and Geography.

It requires a high level of numeracy and skills in problem solving, persistence, logic, attention to detail, being able to link concepts between topics, processing and analysing information. These skills are applied in many other areas at A Level and beyond. The Mathematics learnt forms the basis of further study at university with students from a wide range of courses required to attend first year Mathematics lectures. Gaining success is a challenge and requires consistent hard work, but is all the more satisfying for this.

The current syllabus builds on the developments in GCSE, with an increased focus on real life applications and problem solving. To embark on an A Level course, it is essential to have a confident grasp of GCSE work, in particular an ability to manipulate algebra. Consequently, a Grade 7 at GCSE is required to access the A Level course successfully.

Specification: Mathematics 9MA0

Course Content: Mathematics

Component 1: Pure Mathematics

- Proof
- Algebra and functions
- Coordinate geometry in the x - y plane
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Calculus
- Numerical methods

Component 2: Statistics

- Statistical sampling
- Data representation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Component 3: Mechanics

- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

Assessment: Mathematics**Paper 1: Pure Mathematics 1**

2 hours; 100 marks; 33.33% of the A Level qualification

Paper 2: Pure Mathematics 2

2 hours; 100 marks; 33.33% of the A Level qualification

Paper 3: Statistics and Mechanics

2 hours; 100 marks; 33.33% of the A Level qualification

Calculators can be used on all papers and the pure syllabus content is assessed either on paper 1 or 2

Future Career Opportunities:

A very large number of university degrees require students to understand Mathematics beyond GCSE.

This subject can lead to university courses such as: Mathematics, Pure and Applied Sciences, Medical Sciences including Nursing, Physiotherapy, Dentistry and Ophthalmics, Engineering, Computer Science, Geography, Environmental Sciences, Social Sciences, Architecture, Economics, Business, Planning, Surveying, Management and Finance.

SUBJECT: Further Mathematics

EXAMINATION BOARD: EDEXCEL

Why study this subject?

Study further Mathematics if you really love Mathematics. Further Mathematics is studied in addition to Mathematics A-level, so it takes your mathematical skills to another level. It requires both dedication to work at this academic level and commitment to apply the time to master the syllabus.

It will give you an advantage at university if you study sciences, computing, engineering, finance or economics and may be required for courses at some universities.

In addition to the skills required for Mathematics A-level, students must learn to work methodically and accurately through complex ideas and solutions, think more abstractly and manage their time effectively. Students must be prepared to work consistently through the course and will find support and encouragement in the formation of a close knit group who spend so much lesson time together.

Students will predominately study A Level Mathematics in the first year and further Mathematics in the second year. This means successful candidates will be awarded two A Levels in Mathematics at the end of Year 13. This two-year course allows flexibility for teaching and learning so all exams are taken in Year 13. The further Mathematics A Level has a compulsory core pure content; in addition students will study further mechanics and further statistics.

The pace of study and level of skills required mean that the entry requirement for Mathematics and further Mathematics is a Grade 8, higher than for the single A Level. If you wish to study double Mathematics you should choose it as your only Mathematics option.

Specification: Mathematics 9MA0

Specification: Further Mathematics 9FM0

Course Content: Mathematics (see Mathematics page) and Further Mathematics (below)

Component 1: Core Pure Mathematics

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

Component 2: Further Statistics

- Discrete probability distributions.
- Poisson and binomial distributions
- Geometric and negative binomial distributions
- Hypothesis testing
- Central Limit theorem
- Chi Squared tests
- Probability generating functions

- Quality of tests

Component 3: Further Mechanics

- Momentum and impulse
- Work, energy and power
- Elastic strings and springs and elastic energy
- Elastic collisions in one dimension
- Elastic collisions in two dimensions

Assessment: Mathematics (see Mathematics page)**Assessment: Further Mathematics****Paper 1: Pure Core Mathematics 1**

1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Paper 2: Pure Core Mathematics 2

1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Paper 3: Further Mechanics 1

1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Paper 4: Further Statistics 1

1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Future Career Opportunities:

A very large number of university degrees list further Mathematics as useful and may adjust grade requirements if it is included.

This subject can lead to university courses such as: Actuarial Science, Aeronautical Engineering, Biochemistry, Biomedical Sciences, Chemical Engineering, Chemistry, Civil Engineering, Computer Science, Dentistry, Electrical/Electronic Engineering, Engineering (General), Law, Materials Science, Mathematics, Mechanical Engineering, Medicine, Optometry, Physics, Veterinary Science.

SUBJECT: Mathematics in Context

EXAMINATION BOARD: AQA

Why study this subject?

Mathematics in Context is a level 3 Core Mathematics qualification, which is equivalent to an AS. It should be studied in addition to three A-levels for students who want to build on their Mathematical understanding to a level beyond GCSE, but in a format that is directly applied to authentic problems. It is designed to include skills that support applications of Mathematics in subjects such as Sciences, Psychology, Business, Politics, PE and Geography.

The course aims to provide a demanding and fulfilling alternative to traditional A-level, which gives students the confidence to use their mathematical skills, in further study or employment.

This is a one-year course and will be examined in Year 12. To embark on this course, it is essential to have a good understanding of GCSE work; consequently a Grade 5 at GCSE is required.

Specification: Certificate Level 3 Mathematical Studies 1350

Course Content:

The content areas covered in this qualification (across both papers) are:

- applications of statistics
- probability
- personal finance
- sequences and growth
- estimation
- critical analysis

The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra and ratio, proportion and rates of change, together with 20% of content drawn from beyond and above GCSE content.

Assessment:

Paper 1: Data Analysis, Estimation, Personal Finance and Critical Analysis: 1 hour 30 minutes; 60 marks; 50% of the qualification

- This is a written examination paper with one section and a source booklet.
- The source booklet will detail two real-life contexts.
- These contexts will be assessed in the written paper, which requires students to comprehend, interpret and analyse the content in order to answer the questions.
- Students will need to refer to the source booklet when answering the questions.
- The source booklet will be available for centres no later than 1st March for the examinations in May/June of that year.

Paper 2: Statistics, Regression, Probability and Estimation: 1 hour 30 minutes; 80 marks; 50% of the qualification

- This is a written examination paper with one section and a source booklet.
- Students will need to refer to the source booklet when answering the question.
- The source booklet will be available for centres no later than 1st March for the examinations in May/June of that year.

Calculators can be used on all papers and the syllabus content is assessed both on paper 1 and 2.

Future Career Opportunities:

Development of this qualification was led by universities and employers who wanted provide an alternative route for students to continue their mathematical education through the 6th form. A large number of university degrees welcome students who understand Mathematics beyond GCSE, as it supports their further study.

This subject can support university courses such as: Psychology, Sociology, Nursing, Physiotherapy, Geography, Environmental Sciences, Sports Science, Business, Planning, Surveying and Management.

SUBJECT: Music

(UNDER REVIEW)

Why study this subject?

Music at A Level is simple in design, but comprehensive and is intended to be stimulating and enriching for students and teachers alike. Building on studies at GCSE and practical instrumental skills, A Level provides students with the opportunity to experience all three main musical disciplines of (i) performing (ii) composing and (iii) listening/understanding. Students will develop performance skills (solo and/or ensemble), compose music and learn about harmony (the basics in Year 12 and stylistic studies in Year 13). They will build up their aural and analytical skills by studying selections from an *Anthology of Music* and wider listening.

General Specifications my include:

Performing music

- This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance. Notated and/or improvised performances may be submitted.

Composing music

- This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief under supervised conditions over a period of 15 hours. Students also write a 'CD sleeve note' to describe aspects of their final composition, and also explain how other pieces of music have influenced it.

Developing musical understanding

- This unit focuses on listening to familiar music and understanding how it works. Students familiarise themselves with set works as well as learning how to identify important musical features and social and historical context. Students also use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage for SATB.

Extended performance

- This unit provides students with opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. Notated and/or improvised performances can both be submitted.

Composition and technical study

- This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3, section C through the medium of a pastiche study. Students must complete two tasks in this unit choosing from *either* one composition and one technical study *or* two compositions *or* two technical studies.

Further musical understanding

- This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology provide the focus for much of the unit though students will also listen to a wide range of unfamiliar music, which relates to the two compulsory areas of study - instrumental music and vocal music. Students will learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

Example of Assessment may include:**Performing**

15% of the A Level qualification

Assessment performances recorded and assessed by the centre and moderated by Edexcel.

Composing

15% of the A Level qualification

Assessment externally marked by Edexcel.

Developing musical understanding

2 hours; 20% of the A Level qualification

Assessment externally marked by Edexcel.

Extended performance

15% of the A Level qualification

The music performed is chosen and assessed by the centre and moderated by Edexcel.

Composition and technical study

15% of the A Level qualification

The composition and technical study is externally assessed.

Further musical understanding

2 hours; 20% of the A Level qualification.

Covering (i) aural analysis, (ii) music in context and (iii) continuity and change in instrumental music.

The paper is set and marked by Edexcel.

Future Career Opportunities:

Students with A Level music have access to a wide range of possible career and higher education musical opportunities. You can develop and use a variety of music life-skills throughout the course, which include:

- Musical analysis and historical study
- Composing and arranging
- Performance (including programme planning)
- Experience using sibelius, apple logic and other music software.

Music A Level is perceived as an academic A Level. It compliments many career applications, such as law and medicine. It is a normal requirement for music college and university music applications.

SUBJECT: Philosophy

EXAMINATION BOARD: AQA

Why study this subject?

If you have an interest in philosophy, religion, ethics, and have an enquiring mind, then this specification will provide you with the opportunity to study these areas of interest.

Specification: Philosophy 7172

Course Content:

Component 1: Epistemology and moral philosophy - this paper explores the foundations of epistemology and ethics

- What is knowledge?
- Perception as a source of knowledge
- Reason as a source of knowledge
- The limits of knowledge
- Normative ethical theories
- Applied ethics
- Meta-ethics.

Component 2: The metaphysics of God and the metaphysics of the mind - this paper explores the following concepts

- The concept and nature of God
- Arguments relating to the existence of God
- Religious language
- What do we mean by 'mind'?
- Dualist theories
- Physicalist theories
- Functionalism.

Assessment:

Paper 1: Epistemology and moral philosophy

3 hours; 50% of the A Level qualification

Students must answer questions on epistemology and moral philosophy.

Paper 2: The metaphysics of God and the metaphysics of the mind

3 hours; 50% of the A Level qualification

Students must answer questions on the metaphysics of God and the metaphysics of the mind.

Future Career Opportunities:

Philosophy combines well with all other humanities A Level subjects such as: geography, history, and English. In addition, if taken with languages and sciences, philosophy will give you a broad based curriculum.

Successful completion of this A Level will give access to a wide range of possible career and higher education prospects. The course will provide you with the opportunity to develop a range of transferable skills. These include the skills of collecting, synthesising and interpreting information from a range of sources. Also, this A Level will enable you to think critically, analyse sources and construct persuasive arguments. Many of our students progress into the fields of: law, medicine and teaching, yet the skills acquired would be highly desirable in any further studies or employment.

SUBJECT: Physical Education

EXAMINATION BOARD: OCR

Why study this subject?

This course will create confident, independent learners and decision makers who can work both independently and as part of a team. The course will appeal to those students who:

- Have a keen interest in sport and recreation
- Want to follow a course that develops the theoretical aspects through practical application
- Want to know more about how the body and mind functions and the effects of exercise
- Want to study the structure and history of sport in the UK and abroad
- Want to evaluate and improve their own sporting performance
- May want to move onto a related career or higher education course

Specification: Physical Education H555

A Level Course Content:

Component 1: Physiological factors affecting performance

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics.

Component 2: Psychological factors affecting performance

- Skill acquisition
- Sports psychology.

Component 3: Socio-cultural issues in physical activity and sport

- Sport and society
- Contemporary issues in physical activity and sport.

Component 4: Performance in physical education

- Performance or coaching of 1 activity taken from the approved lists - (see OCR AS and GCE Guide to NEA in Physical Education).

Evaluation and Analysis of Performance for Improvement (EAPI)

Assessment:

Component 1: Physiological Factors Affecting Performance

2 hours; 90 marks; 30% of the A Level qualification

Component 2: Psychological Factors Affecting Performance

1 hour; 60 marks; 20% of the A Level qualification

Component 3: Socio-cultural Issues in Physical Activity and Sport

1 hour; 60 marks; 20% of the A Level qualification

Component 4: Performance in Physical Education

Non-exam assessment (NEA): 60 marks; 30% of the A Level qualification

Future Career Opportunities:

Physical education combines with a range of A Level subjects including: business studies, psychology, history and maths. Taken with sciences, particularly with biology, it supports applications for a wide range of university courses including: Sports sciences, sports therapies, sport-specific coaching, recreational and leisure studies. It also provides an insight and depth into physiotherapy, osteopathy, occupational therapy and similar careers. Sports Science is also considered to be a recognised route into studying medicine particularly after completing an undergraduate degree.

Some students choose to use their qualification to go straight into employment, rather than go on to higher education. Since A Level physical education develops the transferable skills and the key skills that employers are looking for, they can lead to a very wide range of employment opportunities. This can include further training in areas such as: armed forces, civil services, recreational management and various leisure activities.

SUBJECT: Physics

EXAMINATION BOARD: OCR

Why study this subject?

Whether as a stepping stone to a numerate degree, engineering or just because of a fascination with the world and how it works, this subject will challenge your logical, practical and numerical skills in its unfolding story of the Universe and how it works, taking you on a journey of discovery from the outer edge of space to the depths of sub-atomic particles, but also with a solid grounding in everyday physics.

Specification: Physics H556

Course Content:

Module 1: Development of practical skills in physics

- This module provides learners with the opportunity to develop experimental methods and techniques for analysing empirical data. Skills in planning, implementing, analysing and evaluating will be assessed in the written papers.

Module 2: Foundations of physics

- The aim of this module is to introduce important conventions and ideas that permeate the fabric of physics. For example, physical quantities, S.I. units, scalars and vectors.

Module 3: Forces and motion

- In this module, students will learn how to model the motion of objects using mathematics and understand the effect forces have on objects, and how force and energy are related.

Module 4: Electrons, waves and photons

- In this module, students will learn about electrons, electric current, electrical circuits, wave properties, electromagnetic waves and, of course, quantum physics with its contradictory ideas in wave-particle duality.

Module 5: Newtonian world and astrophysics

- Increasing the depth of modules 3 & 4, studying fundamental ideas of thermodynamics and applying concepts in physics to theories of star formation and the Universe.

Module 6: Particles and medical physics

- Building on basic physics concepts, learning about the fundamental building blocks of the Universe and studying the application of physics in medicine.

The Practical Endorsement

- On-going practical work throughout the course allowing students to develop practical skills.

Assessment:**Unit 3: Modelling physics**

2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Section A - contains multiple choice questions: 15 marks.

Section B - includes short answer questions (structured questions, problem solving, and calculations, practical) and extended response questions: 85 marks.

Unit 4: Exploring physics

2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Section A - contains multiple choice questions: 15 marks.

Section B - includes short answer questions (structured questions, problem solving, and calculations, practical) and extended response questions: 85 marks.

Unit 5: Unified physics

1 hour 30 minutes; 70 marks; 26% of the A Level qualification

Structured questions and extended response questions covering theory and practical skills.

Future Career Opportunities:

Theoretical physics, experimental physics, astrophysics, medicine, veterinary science, dentistry, physiotherapy, radiology, commercial pilot, RAF pilot, flight engineer, aeronautics and rocketry science, astronaut, general engineering, electrical & electronic engineering, geology & geophysics, nuclear industry, marine science, environmental science, materials technology, sports science, archaeology, architecture, ophthalmics, agricultural science, forensic science, scientific journalism, laboratory technician, lighting technology, meteorology, telecommunications and teaching.

SUBJECT: Politics

EXAMINATION BOARD: PEARSON EDEXCEL

Why study this subject?

The course is designed to promote interest in the discipline of politics and offers an insight into political participation, competing beliefs and governmental institutions in the United Kingdom and the United States. Students will also be given grounding in political ideologies. There is a good deal of focus on contemporary political debate and students are encouraged to engage with the news and current affairs.

Specification: Politics 9PLO

Course Content:

Component 1: UK politics

Political participation

- Democracy and participation, political parties, electoral systems, voting behaviour and the media.

Core political ideas

- Conservatism, liberalism and socialism.

Component 2: UK Government

UK Government

- The constitution, parliament, Prime Minister and executive, relationships between the branches.

Non-core political ideas:

- One idea from the following: anarchism, ecologism, feminism, multiculturalism and nationalism.

Component 3: Comparative politics

- The US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation and comparative theories.

Assessment:

Component 1: UK Politics

2 hours; 33.3% of the A Level qualification

Political participation

One 30-mark question from a choice of two (each question uses a source), plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

Core political ideas

One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 2: UK Government

2 hours; 33.3% of the A Level qualification

UK Government

One 30-mark question from a choice of two (each question uses a source) plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

Non-core Political ideas

One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 3: Comparative politics (USA)

2 hours; 33½% of the A Level qualification

- One 12-mark question from a choice of two, which assesses AO1 and AO2.
- One compulsory 12-mark question focused on comparative theories, which assesses AO1 and AO2.
- Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3.

Future Career Opportunities:

Students with A Level politics have access to a wide range of possible higher education opportunities. The evaluative and essay writing skills are well recognised by and in great demand from universities. Politics combines well with a range of social science and humanities subjects and may lead to university courses in such areas as: law, business, accounting, economics, history and sociology.

The study of politics opens up a broad range of career opportunities. These include directly related careers which include: civil Service, public relations and lobbying, social and political research for a think tank, politician's researcher. Careers where the study of politics is also very useful include: law, local government, journalism, human resources, charity officer and market research.

SUBJECT: Psychology

EXAMINATION BOARD: AQA-A

Why study this subject?

Psychology A Level involves the study of many contemporary issues and provides an informed way of looking at the challenges facing us in 21st Century life. Students tackle a wide range of topics such as: memory, addiction, social influence, biopsychology and psychopathology.

Specification: Psychology 7182

Course Content:

Compulsory Content

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches to psychology
- Biopsychology
- Research methods
- Issues and debates in psychology.

Optional Content

Option 1:

- Relationships
- Gender
- Cognition and development.

Option 2:

- Schizophrenia
- Eating behaviour
- Stress.

Option 3:

- Aggression
- Forensic psychology
- Addiction.

Assessment:

Paper 1: Compulsory Content 1-4

2 hours; 96 marks; 33.3% of the A Level qualification

Paper 2: Compulsory Content 5-7

2 hours; 96 marks; 33.3% of the A Level qualification

Paper 3: Compulsory Content 8 and one from each option in the optional content (one from 9-11, one from 12-14, one from 15-17)

2 hours; 96 marks; 33.3% of the A Level

Future Career Opportunities:

By studying both, psychological research and scientific methodology, students' gain a broad skill set that prepares them for Higher Education or a wide range of potential careers. Psychology is extremely beneficial for courses in health/welfare, medicine, law, teaching, marketing, human resources, general management, the police and the media.

SUBJECT: Religious Studies

EXAMINATION BOARD: OCR

Why study this subject?

If you have an interest in religion, ethics, and have an enquiring mind, then this specification will provide you with the opportunity to study these areas of interest.

Specification: Religious Studies H573

Course Content:

Component 1: Philosophy of religion

Students study philosophical language and thought, and issues and questions raised by belief:

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues of religious language.

Component 2: Religion and ethics

Students explore key concepts and the works of influential thinkers, ethical theories and their application:

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

Component 3: Developments in religious thought

Students select one religion to study systematically:

- Islam will be the choice of study.

They explore:

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within the tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society.

Assessment:

Paper 1: Philosophy of religion

2 hours; 33.3% of the A Level qualification

Paper 2: Religion and ethics

2 hours; 33.3% of the A Level qualification

Paper 3: Developments in religious thought

2 hours; 33.3% of the A Level qualification

Future Career Opportunities:

Religious studies can combine well with all other humanities A Level subjects, such: as geography, history, and English. In addition, if taken with languages, sciences or philosophy, it will give you a broad based curriculum.

Successful completion of this A Level will give access to a wide range of possible career and higher education prospects. The course will provide you with the opportunity to develop a range of transferable skills. These include the skills of: collecting, synthesising and interpreting information from a range of sources. Also, this A Level will enable you to think critically, analyse sources and construct persuasive arguments. Many of our students' progress into fields, including: law, medicine, philosophy, and teaching, yet the skills acquired would be highly desirable in any further studies or employment.

SUBJECT: Spanish

EXAMINATION BOARD: EDEXCEL

Why study this subject?

Spanish is a language that is widely spoken across the globe as well as in one of the most popular tourist destinations in Europe. In studying Spanish at A Level you will not only be able to develop your linguistic skills but also deepen your knowledge of a fascinating country that has recently gone from civil war, through dictatorship, to democracy. You will find that Spain has a rich and varied culture that goes far beyond bullfighting, paella and the Costa del Sol.

A Level Courses in Spanish should encourage candidates to:

- Develop understanding of the spoken and written forms of Spanish from a variety of registers
- Communicate confidently, clearly and effectively in Spanish through both the spoken and written word, using increasingly accurate, complex and varied language
- Increase their sensitivity to language and language learning
- Develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where Spanish is spoken
- Develop positive attitudes to foreign language learning.

As with all advanced courses, you will be expected to be able to work independently. You can do much to help your own progress by doing some preparation before you start the course by making sure that you are familiar with all the basic tenses learnt at GCSE.

Specification: Spanish 9SPO

Course Content:

Component 1: Family, the world of work, the impact of tourism in Spain.

Component 2: Music, the media, festivals and traditions in the Spanish-speaking world.

Component 3: Immigration and multiculturalism in Spain.

Component 4: Franco's dictatorship and the transition to democracy.

You will also have the opportunity to study a film and a book and research a project of your own choice for the oral examination.

Assessment:

Paper 1: Listening, reading and translation

2 hours; 40% of the A Level qualification

The exam includes: listening and reading comprehension and a passage to be translated from Spanish into English. (Note that for the listening YOU will be able to control the audio player).

Paper 2: Written response to works and translation

2 hours 40 minutes; 30% of the A Level qualification

During the exam, you will translate a short passage into Spanish and then write one essay about the film and one essay about the play (from a choice of two in each case).

Paper 3: Speaking

30% of the A Level qualification

The exam consists of two tasks, a discussion on one of the themes (see previous page) and then a presentation and discussion of a topic of your choice, related to Hispanic culture and society.

Future Career Opportunities:

Giving up on languages too soon is a regret that many people have when they enter the world of work and find their ambitions curtailed by the fact that they can only communicate in English. In our increasingly competitive global marketplace, the demand for language skills is increasing and employers are recognising the value of multi-lingual employees who have the skills and flexibility to operate in international environments.

A foreign language, whether spoken fluently or conversationally, can give access to a much wider range of jobs in the UK and overseas. For example, a marketing professional in a global firm is likely to be much more successful if they are able to communicate with foreign companies in their own language; a journalist is much abler to write an effective article if they can interview people in their own language and have some understanding of their culture. (For more information see www.languageworks.co.uk).

Languages allow you to access many and varied careers, not just the obvious ones like translating or teaching. Graduates go on to careers in: accountancy, law, journalism and marketing – the list goes on! An A Level in languages is highly useful as it is seen as a “facilitating” subject by top universities. Many Russell Group Universities (i.e. the most prestigious and competitive universities in Britain) prefer to see candidates with an A Level in languages, even if they are not applying to read languages at university. (www.russellgroup.co.uk)

A LEVEL RESULTS 2019

When reading the table below it is important to remember that not all subjects have the same entry criteria to each other. It is also important to remember this when comparing the results of a subject at SRMS with those of the same subject in another school i.e. are the students in each cohort of equal academic ability.

A Level Subjects	Entries	A*	A	B	C	D	E	U
Art & Design - Fine Art	9	1	3	3	2	0	0	0
Art & Design – Textile Design	1	0	0	0	1	0	0	0
Biology	43	1	10	12	9	6	5	1
Business	16	0	4	5	2	5	0	0
Chemistry	35	2	5	10	9	5	4	0
English Literature	26	4	3	7	9	2	1	0
French	8	1	2	2	3	0	0	0
Further Mathematics	8	1	5	1	1	0	0	0
Geography	14	0	2	10	2	0	0	0
German	5	0	0	1	2	2	0	0
History	43	0	8	16	13	5	1	0
Mathematics	42	4	12	7	13	4	2	0
Philosophy	21	0	1	5	6	6	2	1
Physical Education	9	0	2	4	0	0	3	0
Physics	35	3	6	6	9	5	2	4
Politics	21	0	3	4	8	3	3	0
Psychology	29	1	1	13	5	4	5	0
Spanish	5	0	1	1	1	0	1	1

Destination of 2019 Year 13 Leavers

Destination Institution	Course
Aston University	Engineering and Applied Science
Basque Culinary Centre	Culinary Arts and Gastronomy
Bath Spa University	Business & Management Accounting
Bournemouth University	Biomedical Science
Bournemouth University	Psychology
Brighton and Sussex Medical School	Medicine
Brunel University, London	Physiotherapy
Canterbury Christ Church University	Adult Nursing
Canterbury Christ Church University	Creative & Professional Writing
Canterbury Christ Church University	Primary Education
Canterbury Christ Church University	Multimedia Journalism
Canterbury Christ Church University	Primary Education
Canterbury Christ Church University	Chemical Engineering
Canterbury Christ Church University	Primary Education
Canterbury College	Access to Nursing
De Montfort University	International Business
Durham University	English Literature
Durham University	Philosophy & Politics
Durham University	Liberal Arts
Ecole Supérieure d'Art et Design Saint-Etienne	Art & Design
Employment	Royal Marines Officer
Employment	Construction Management
Employment	UK Border Force - Assistant Administration Officer
Employment	Construction Management
Employment	Apprentice Accountant with Edward Williams Ltd
Greater Brighton Metropolitan College	Art Foundation
Heriot-Watt University	Mechanical Engineering
Keele University	Law
King's College, University of London	Medicine
Lancaster University	English Literature
Lancaster University	Physics/ Astrophysics - Entry 2020
Loughborough University	Chemical Engineering
Loughborough University	Management Sciences
Loughborough University	Bio-engineering
Loughborough University	Business Management Studies
Loughborough University	Sports & Exercise Science
Nottingham Trent University	International Business
Nottingham Trent University	Product Design
Oxford Brookes University	Geography & International Relations
Oxford Brookes University	International Relations & Politics
Plymouth University	Robotics
Plymouth University	Business Management
Plymouth University	Ocean Exploration & Surveying

Queen Mary University of London	Biomedical Science
Southampton Solent University	Architectural Design & Visualization
St George's University of London	Biomedical Science
Swansea University	Computer Science
The University of Gloucestershire	Psychology
The University of Huddersfield	International Fashion Buying Management
Tilberg University Holland	Cognitive Science and Artificial Intelligence
University College London	Scandinavian Studies
University for the Creative Arts - Camberwell	Art Foundation Diploma
University for the Creative Arts - Canterbury	Arts Foundation Course
University of Amsterdam	European Studies
University of Barcelona	Hotel and Restaurant Management
University of Bath	Economics with Placement
University of Bath	Chemistry
University of Birmingham	Chemical Engineering
University of Birmingham	Liberal Arts and Science
University of Bolton	Criminology & Forensic Psychology
University of Brighton	Criminology
University of Brighton	Business Management - Entry 2020
University of Dundee	Art and Design - Entry 2020
University of East Anglia	International Development - Entry 2020
University of East Anglia	Psychology
University of East Anglia	Geography & International Development
University of Essex	Economics and Politics
University of Essex	International Business & Entrepreneurs
University of Exeter	Mathematics
University of Exeter	International Relations
University of Exeter	Zoology - Entry 2020
University of Exeter	Economics
University of Glasgow	History & Politics
University of Greenwich	Forensic Science
University of Kent	Criminology & Criminal Justice
University of Kent	English & American Literature /Creative writing
University of Kent	English & American Literature - Entry 2020
University of Kent	Ancient History
University of Kent	Psychology
University of Leeds	Sport & Exercise Science
University of Leeds	Maths and Music
University of Lincoln	Forensic Science
University of Lincoln	Architecture
University of London Royal Holloway	Biomedicine
University of London Royal Holloway	Politics
University of London Royal Holloway	Physics
University of Loughborough	English Literature
University of Manchester	German and Arabic
University of Nottingham	Veterinary Medicine
University of Portsmouth	Computer Science

University of Portsmouth	Business and Management
University of Reading	History - Entry 2020
University of Reading	Construction Management
University of Southampton	Economics
University of Surrey	Biomedical Science
University of Surrey	Biomedical Science
University of Sussex	Psychology & Business Management
University of Sussex	History
University of Sussex	Psychology with Criminology
University of the West of England	Aerospace Engineering
University of the West of England	Astrophysics /Pilot studies
University of Warwick	Electrical & Electronic Engineering
University of Warwick	Discrete Mathematics
University of York	Law
Volunteering in Africa	Mission year (applying to UCAS for entry in September 2020)