

Sir Roger Manwood's School



Sixth Form Prospectus (For September 2024 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, 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.

Head of Sixth Form

Mr M Stedman

Sixth Form Careers Administrator

Ms K Borg

Deputy Head of Sixth Form

Mr T Outen

Sixth Form Administrator

Mr A Griffiths

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 deliver an age appropriate PSHCE curriculum that enables Sixth Formers to develop the knowledge, skills and attributes needed to manage their lives now and in the future, enabling them to stay healthy and safe, supporting them to achieve their academic potential and preparing them to make the most of life and work.
5. To encourage the development of leadership skills in its Sixth Formers, helping them to become a constructive presence within the School.
6. To encourage a sense of belonging - to the Sixth Form, to the school community, to the local community and to the global community.
7. To foster in its Sixth Formers an actively caring attitude towards others.
8. 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

Under the umbrella of the school vision Engage...Explore...Excel..., our school offers a rigorous programme of study centred around academic A Levels and complemented by a focus on personal development. This is all encompassed in a friendly, caring and supportive environment built upon a rich history of tradition and positive preparation for a successful future.

The academic offer for the majority of students is 3 A Levels, some students 4 A Levels and very occasionally 5 A Levels for a student studying Further Maths or an additional home language. Some students on 3 A Levels also opt to study an Extended Project Qualification (EPQ).

Our personal development focus permeates throughout all aspects of a Sixth Former's life. Structured opportunities are timetabled in our PSHCE and enrichment programmes, and outside the classroom there are many opportunities to support younger students, become involved with the local community and develop leadership skills.

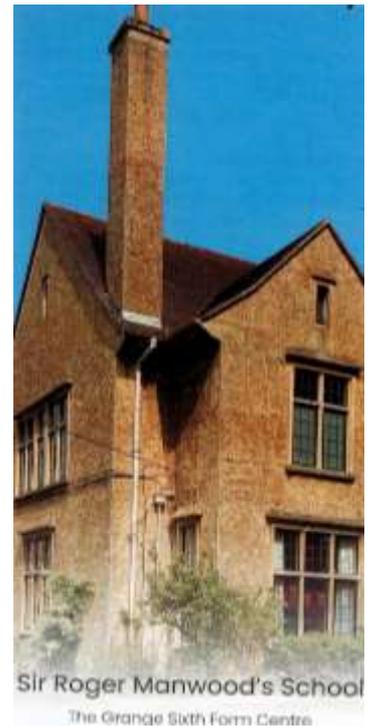
There are currently around 230 students in the Sixth Form. There are almost equal numbers studying Arts, Humanities, Mathematics and Science based subjects.

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.

Year 12 students have supervised study periods in the Grange, which prepares them for some independent study in Year 13 in the Grange, which in turn prepares them for university research-style learning.

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, in normal times, there are opportunities to travel and visit many places throughout the world including India 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, as far as possible, 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 12/13 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 was a daunting prospect. However, after the induction days in July where I went to taster A Level lessons and met staff and students, 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

Our Sixth Form education follows the three strands of our vision 'Engage...Explore...Excel...' and is designed to enable students to fulfil their individual potential and to be ready to progress positively, as global citizens, in whatever they do next. We value personal development and achievement as well as academic attainment and have introduced our Sixth Form E³ Diploma as a vehicle to record and recognise these.

All students are expected to follow the minimum of a three A Level academic programme of study over two years, with terminal examinations in the May-June of Year 13 and pass grades from A*-E. Academic study is supplemented by the option of AS Level Mathematical Studies and our PSHE and enrichment sessions, along with our offer of a variety of extra-curricular clubs and societies as well as various leadership opportunities within our community. This more than prepares our students successfully for the next phase of their lives and for the vast majority of our students this is continuing their studies in further education. Universities state that they are looking for quality not quantity and that top grades are more important than average grades. A minority of students apply to study four A Levels. These applications are considered on a case-by-case basis, subject to specific entry requirements and with the expectation that anyone starting a four A Level programme continue with all four subjects through to the end of Year 13. A four A Level combination including Further Maths and Maths is automatically requested at the time that option choices are submitted. For all other combinations three option choices should be submitted initially and the application to study a fourth subject should only be submitted after receipt of GCSE grades in the summer.

Students in Year 12 and 13 students have 9 one hour lessons per fortnight for each subject. Students should however, also be completing a further 5 hours' worth of study **per subject**, per week, outside of timetabled lessons. When teachers do not set specific work students are expected to review, revise and explore within and around their subject.





PSHCE and enrichment sessions are compulsory. PSHCE lessons are used for personal development and to develop vital skills such as independent learning with mentoring, self-reflection, careers and Unifrog, university applications and the study of pertinent issues such as consent. The enrichment programme offers a variety of study experiences with a degree of choice. Students can choose an option to follow, from a variable range, such as an Extended Project Qualification, Sports Leader qualification, Modern Foreign Language Leader qualification, Art, Literacy Leaders qualification, writing for life, and Sixth Form lectures. Any remaining time is allocated to autonomous study periods in the Grange.

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. Those students whose families are on a low income are encouraged to apply for the **16 – 19 Bursary**. As well as specific course materials a bursary application may request support for such things as transport to school, a laptop for use throughout the sixth form, school lunches, applications to university. With our current funding we are in a position to allocate where necessary around £800 per student. Bursary funds are awarded to eligible students to overcome financial barriers to participating in their programmes of study.

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 positive and productive use of this time: this is an important skill for life. Students are allowed to use the facilities in the Grange for these periods.

If they do not have any timetabled lessons Period 5 and are making good progress, students are allowed to go home to study after October half-term, although we do encourage them to stay on-site to make the most of the school's study facilities. We believe that giving students the freedom and responsibility in this way, is the best way of preparing them 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 and responding to teachers' comments on marked work
- doing extra reading around academic subjects
- completing 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 how much work was completed in 2 years."*
- *"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. They are 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 Sixth Form.





Despite not being in a house-specific tutor group, students remain attached to their House in the Sixth Form and Sixth Formers play a key role in leading the organisation of 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 Head and Deputy Head 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 one PSHCE period in their timetable. 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, and registration time, to mentor their tutees, giving advice and support where necessary.

If mentoring by a tutor is still not getting the required response from a student, then they will be referred to the Head or Deputy Head of Sixth Form for more intensive mentoring and consideration of appropriate support strategies. When deemed necessary, students go through a process of monitoring and support to help them remain on track and engage with their subjects.



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 Library 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 or Deputy Head of Sixth Form or the Careers Administrator. 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 Higher Education Fayre is held annually at the University of Kent in Canterbury, which all Year 12 students attend. This event is organised via the School. In addition, all Year 12 students undertake a week of work experience, arranged with the help of the East Kent Business Partnership, in the Summer Term.





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
February/March	Review of Mentor targets set last term UCAS information evening for parents and students Year 12 Parents' Evening
April	Assessments issued Cambridge University Roadshow
June/July	UCAS exams UCAS Exam results day (used to inform UCAS applications) Students begin preparing UCAS applications Work Experience week End of Year assessments issued

YEAR 13

September	SLT mentoring interviews
October to December	Continue with UCAS applications - completed as soon as possible Assessments issued October and December Practice interviews + Oxbridge University interviews Year 13 Parents' Evening
January	Mock examinations
March	Final 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, and many subject-related clubs.



There are a variety of trips on offer to Sixth Formers. When possible, students are given the unique opportunity to apply to go to The Gambia or India for ten days to do volunteer work in a local, rural primary school.



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 School Gambia 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 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 which provide opportunities for performing as well as experiencing other areas such as helping backstage, lighting, sound, stage management, costume etc.





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 is just a snapshot of what could be on offer.

Sixth Form Leadership Opportunities / E³ Diploma

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 full School Prefects.

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. Their involvement is recognised in the Sixth Form E³ Diploma Award. The E³ Diploma allows the things that Sixth Formers do beyond the classroom to be recognised more formally and to give something in return to reward their endeavours. The experiences and skills recognised during the diploma are utilised in student applications for life after school, whether that is further study at university, an apprenticeship or employment.





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.

Subject Support Partners

In some subjects e.g. Science, it is possible for Y12 students, during their non-timetabled sessions, to attend and support Y7 or Y8 students, working with a teacher and the whole class or with smaller intervention groups.

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. Their 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

Students may be expected to attend assemblies with the lower School. There are separate Year 12 and Year 13 only assemblies. These assemblies are once a week, usually in the school hall. Students are encouraged to contribute to the assembly, whether to advertise an event, a Sixth Form initiative or to discuss an issue important to them.





Expectations Of Sixth Form Students

Behaviour for learning

All students are expected to behave and act in a manner, which is respectful, polite, considerate and constructive. Their actions should be mindful of the school ethos and values and should not bring the school name into disrepute. 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, although this permission is likely to be granted for reasonable requests. It is essential that any student entering or leaving the site outside of registration periods, follow the system detailed for health and safety reasons.

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 which is published by the exam board.

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

As Sixth Formers you are required to follow a dress code. Your dress code is designed to promote a positive and a respectable image of yourself and the school whilst also allowing you 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 your appearance should be **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.

If you do not follow the dress code below you will be sent home. You will be allowed to return once dressed appropriately. If you continually do not follow the dress code, there will be more serious sanctions and this could result in forfeiting your place in the Sixth Form. 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 trousers, skirt or dress must be worn. These 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.
- Footwear must be smart, with a closed toe, 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 and a jacket
- Tailored mid-thigh length 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
- 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 chests or midriffs are allowed

Sports Fixtures

When a Sixth Former takes part in an away sports fixture, they are 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 or leading a sports event at the beginning of the day and they have 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 combinations are not allowed by the School or recommended by universities. ❖ Year 11 Mock Results Event ❖ Sixth Form Options Form submitted - 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 are 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. Use Unifrog for further information.

• **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 my GCSE grades meet the entry requirements for those 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 is 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 Unifrog, the Careers Library and Ms Borg

- 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.

All students must follow a minimum of:

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

A small number of students may follow a 4 A Level programme of study. Applications will be considered on a case-by-case basis and should be made after the receipt of GCSE results. The minimum entry requirements will be 6 GCSE passes at Grade 7+, including at least a Grade 5 in English and Mathematics. This will be considered alongside the subject combination and attitude to learning.

Students who select Further Maths as one of their initial options will automatically be considered as a candidate to follow a 4 A Level programme of study. Entry will be subject to meeting the specific requirements above and as detailed for the individual subject.

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.

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 Sixth Form Induction Days 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 – September 2024 Entry

Subject	Entry requirement if studied at GCSE	Entry requirement if not 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
Drama & Theatre	6 in Drama	6 in English Language or Literature
Economics	6 in Economics and 6 in Mathematics	6 in Business (if studied at GCSE) or English Lang/Lit and 6 in Maths
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	7 in Mathematics	Not applicable
Double Mathematics	8 in Mathematics	Not applicable
Music	6 in Music	Not applicable
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 and 5 in English Language or Literature
Religious Studies	5 in Religious Studies	5 in English Language or Literature
Sociology	5 in Sociology	5 in English Language or Literature
Spanish	6 in Spanish	Not applicable
Technology	5 in Design Technology	5 in a related subject e.g. Art and 5 in Maths





SUBJECT: Art & Design – Fine Art

EXAMINATION BOARD: AQA

Why study this subject?

The AQA 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 access to and tuition in the use of our impressive printmaking facilities. In order to encourage independent study, the department has a Sixth Form Studio in which students can display imagery, work and access the resources available during private study without the need for supervision.

The fine art course 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.

To support their studies further, students go on a range of school trips, including a life-drawing workshop at the Wallace Collection in London and trips to different areas of coastline and the Downs where students have the opportunity to work from life to create artwork of seascapes, landscapes, architecture, etc. and visit local galleries. Work produced on these visits is then exhibited in the school or, if possible, in local galleries for the students' to hold their own public show.

Specification: Art & Design – Fine Art 7242

The specification directly supports progression to further and higher education in art and design and related subjects, with the focus on building skills, confidence and creativity as well as providing a platform to inspire a lifelong interest in, and enjoyment of art and design.

Students will be expected to explore a wide range of techniques, processes and ways of working, including drawing, painting, printmaking, mixed media painting, photography, digital media, sculpture and ceramics. Practical work is supported by research that will develop an understanding and appreciation of the importance of ideas and context in the making of practical outcomes. Through this process, students will create a body of work that develops effectively from a starting point to a realised outcome. The course also offers a logical progression from GCSE as the assessment objectives and course structure are very similar to 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, set by AQA in February, will consist of a choice of 8 themes to be used as starting points, from which students must select one. The project lasts 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.

Assessment:

Component 1: Personal Investigation - 60% of the A Level qualification

All the work in 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, 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.

Further to specific arts-related courses, the A-Level Art & Design course 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: Biology

EXAMINATION BOARD: OCR

Why study this subject?

Biology is the study of Life. Understanding Biology allows for a deeper understanding of the living world and the complexities needed to survive. Biology is a diverse subject ranging from the small to the large: Biological molecules to whole ecosystems. It is a fast moving subject with new technological and medical advances occurring rapidly. Having an understanding of our own physiology, can be invaluable to the greater health of ourselves and our ever-increasing world population.

A key component of Biology is practical work where students develop new skills including but not limited to: Data Collection, ecological field work, data analysis, biochemical techniques and computer modelling.

Biology can often provide balance to other A-levels such as the Arts and Humanities, allowing for the development of transferrable skills such as problem solving, logistics, communication and numeracy, which are highly valued by a range of employers.

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 students' 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.

Unit 1 components (01)

- 1.1 The characteristics of contemporary processors, input, output and storage devices
- 1.2 Software and software development
- 1.3 Exchanging data
- 1.4 Datatypes, data structures and algorithms
- 1.5 Legal, moral, cultural and ethical issues

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

Unit 2 component (02)

- 2.1 Elements of computational thinking
- 2.2 Problem solving and programming
- 2.3 Algorithms

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

Unit 3 – Project (03)

- 3.1 Analysis of the problem



**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; 120 marks; 30% of the A Level qualification
Questions will include short answer and extended response.

Paper 2: Core technical principles and core designing and making principles
1 hour 30 minutes; 80 marks; 20% of the A Level qualification
Questions will include short answer and extended response.

Section A

- Product Analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s)

Section B

- Commercial manufacture: 50 marks
- A mixture of short and extended questions.





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: Drama and Theatre

EXAMINATION BOARD: Eduqas/WJEC

Why study this subject?

- To promote an enjoyment of and an interest in drama and theatre both as a participant and as an informed member of an audience.
- To extend the skills, knowledge and understanding needed to communicate through drama and theatre.
- To develop an understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre.
- To experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling students to grow creatively and imaginatively in both devised and scripted work.
- To provide a worthwhile and complete course of study that broadens experience, develops imagination, fosters creativity and promotes personal and social development through the exploration of drama.

For those who have not studied GCSE Drama, as well as a Grade 6 in GCSE English Language/Literature, membership of an external Youth Theatre group is recommended.

Specification:

Component 1: Theatre Workshop

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by Eduqas/WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce a realisation of the performance or design a creative log.

Component 2: Text in Action

Learners participate in the creation, development and performance of **two** pieces of theatre based on a stimulus supplied by Eduqas/WJEC:

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (different to that chosen for Component 1)
2. An extract from a text in a contrasting style chosen by the learner.
 - Learners must realise their performance live for the visiting examiner.
 - Learners choosing design must also give a 5-10 minute presentation to the examiner.
 - Learners produce a process and evaluation report within 1 week of completion of the practical work.

Component 3: Text in Performance

Written examination covering the following performance texts:





Pre-1956:

- **The Trojan Women**, Euripides
- **As You Like It**, William Shakespeare
- **Hedda Gabler**, Henrik Ibsen
- **Machinal**, Sophie Treadwell
- **Cat on a Hot Tin Roof**, Tennessee Williams

Post-1956:

- **Saved**, Edward Bond
- **Accidental Death of an Anarchist**, Dario Fo
- **Racing Demon**, David Hare
- **Love and Information**, Caryl Churchill
- **Chimerica**, Lucy Kirkwood
- **The Curious Incident of the Dog in the Night-Time**, Mark Haddon, adapted by Simon Stephens

Assessment

Component 1: Theatre Workshop

- Non-exam assessment: internally assessed, externally moderated (20% of qualification)
- Learners will be assessed on either acting or design.

Component 2: Text in Action

- Non-exam assessment: externally assessed by a visiting examiner (40% of qualification)
- Learners will be assessed on either acting or design.

Component 3: Text in Performance

- Written examination: 2 hours 30 minutes (40% of qualification)

Sections A and B (Open book)

- Two questions, based on two different texts, one written pre-1956 and one written post-1956.

Section C (Closed book)

- A series of questions based on an extract from: **The Curious Incident of the Dog in the Night-Time**. Details of the extract will be released during the first week of June, one year before the examination.

Future Career Opportunities:

The A level in Drama & Theatre provides a strong foundation for those students wishing to pursue further study in the subject at Acting School or degree level after they leave school. The course also enables students to gain access to a range of people orientated careers.





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 and an excellent communicator, skills that are invaluable in the work place. Students who study A Level English have gone on to have a wide range of careers including Journalism, Law, Advertising and Medicine. 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 *Frankenstein/The Murder Room/Lady Audley's Secret*.

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 gives you skills that can be applied to many different and demanding careers, including critical and creative thinking, the ability to produce well-balanced arguments and problem solving. 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) E.g. *Vertigo*, *Casablanca*, *Bonnie and Clyde* 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 E.g. *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. E.g. *This is England*, *Saint Maud*, *Belfast*

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. E.g. *Roma*, *The Worst Person in the World*, *Parasite*, *Mustang*

Section B: Documentary film

- A close study of one documentary film. E.g. *Exit Through the Gift Shop*, *Sisters in Law* and *Stories We Tell*

Section C: Film movements – Silent cinema

- A study of one silent film or group of films. E.g. *Sunrise and Man with a Movie Camera*.

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

- A study of one experimental film. E.g. *Cleo from 5 to 7*, *Fallen Angels*

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?

The solutions to future global challenges like climate change will come from those who understand the natural world and the way that humans interact with it; and that is the core strength of Geography. Students taking Geography A level get to study some of the most relevant issues on the curriculum, from climate change and its solutions to the Geopolitics that explains conflict in places like the Ukraine. In addition to its subject matter, Geography develops a range of skills valued by employers, including maths, analytical thinking, ICT and teamwork through regular field trips. The Individual project is a fantastic opportunity for students to research a Geographical issue that interests them and is when we see students become increasingly confident and independent learners, which helps them stand out as they progress to university or employment. With the mix of technical and social skills that they get from their studies, Geography graduates are highly sought after — in fact, according to the Royal Geographical Society, those who study the subject have some of the highest rates of employment. Geography has traditionally been considered a ‘facilitating subject’ by the top universities when considering applicants for a wide range of courses.

Specification: Geography H481

Course Content:

Component 1: Physical geography

- We start by studying the way that ice has changed the landscape during past ice ages, as well as how important ice and the frozen landscapes of the world will be as the climate changes. You will have the opportunity to go on a sixth form residential fieldtrip to study the beautiful glaciated landscapes of Switzerland (this is a voluntary trip, and the cost is likely to be between £850 – 950 for the four-day trip).
- Our second topic focuses on the role of both the carbon cycles and water cycles as building blocks for life on earth as well as looking at their vulnerability to change. As our lives and economies have to adapt to climate change, this topic will open up many diverse pathways into University courses related to climate change.

Component 2: Human geography

The human geography topics are wide ranging but focus on global issues and the way that international development, politics and law influence them.

- We get behind the news headlines to study the reality of migration; the major forces that influence how migration we see as well as the national & international laws that attempt to manage it.
- We then focus on a Geopolitics topic in which students will study the changing shape of the world’s political borders such as contemporary conflicts in places as far flung as Ukraine and Mali.
- Our final topic focuses on understanding how local places are shaped by global, national and local forces, making places unique and creating challenges for those wanting to regenerate struggling places. During that topic we will undertake fieldwork in the local area.

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 Disease Dilemmas 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, Malaria or Covid.

Component 4: Individual Project

Students will have the chance to explore a topic of personal interest in their Individual Project. 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.

This Individual Project allows students to show their independence of thought and action, whilst having the safety net of knowing that they can check what they are doing with their teacher. It is during this project that we see students really develop their skills and intellectual confidence. The independence they develop makes A level 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 Disease Dilemmas 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, history 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:

- Develop the ability to speak and write German effectively in a variety of registers
- Improve your skills in reading and listening to German
- Increase your understanding of German life and culture
- Gain a sound basis if you wish to continue your 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 hrs 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, (hence listed as Double Maths) so it takes your mathematical skills to another level. It requires both dedication to work at this academic standard 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 the Further Mathematics syllabus 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.

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: Music

EXAMINATION BOARD: EDUQAS

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 GCSE studies 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 Y12 and stylistic studies in Y13). They will build up their aural and analytical skills by studying selections from an *Anthology of Music* and wider listening.

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 Eduqas.

Composing - 15% of the A Level qualification

Assessment externally marked by Eduqas.

Developing musical understanding - 2 hours; 20% of the A Level qualification

Assessment externally marked by Eduqas.

Extended performance - 15% of the A Level qualification

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

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 Eduqas.

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, Logic Pro X 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: 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). This performance or coaching needs to be participated in on a regular basis. i.e. weekly training at the very least.

Evaluation and Analysis of Performance for Improvement (EAPI) – assessed by an oral presentation





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.

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. Covering the 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, the course also provides students 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.





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.

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

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

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; 33% 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 such as: 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.
- 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:

- Christianity will be the choice of study. Students will 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: Sociology

EXAMINATION BOARD: AQA

Why study this subject?

A Level Sociology aims to provide students with an in-depth understanding and respect for the social world around them and the ability to recognise the environmental factors affecting the behaviour of individuals and groups, and by extension, society. Through the study of Sociology as an evidence-based approach to understanding social phenomena, students will develop the courage and resilience to appreciate the causes, impact and subsequent consequences of societal change on the structure of social institutions such as the family, education, religion and crime. Furthermore, students will develop a deeper understanding of individuals and specific groups life chances based on key social variables such as class, age, gender and ethnicity that exist in our society. This includes understanding the impact of social policy and political decision making.

Through the study of Sociology, students will develop the necessary skills to scientifically investigate society, critically assess evidence and build the courage to consider solutions to today's societal issues. Students will be equipped with a greater understanding of the challenges facing individuals and groups beyond their own experiences.

Specification: Sociology 7192

Course content:

Education with Theory and Methods

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

Families and Households

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society





- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Beliefs in Society

- ideology, science and religion, including both Christian and non-Christian religious traditions
- the relationship between social change and social stability, and religious beliefs, practices and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Crime and Deviance with Theory and Methods

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Assessment:

Paper 1: Education with Theory and Methods

2 hour written exam 33.3% 80 marks

Paper 2: Families and Households and Beliefs in Society

2 hour written exam 33.3% 80 marks

Paper 3: Crime and Deviance with Theory and Methods

2 hour written exam 33.3% 80 marks

Future career opportunities:

Studying A Level Sociology gives individuals a better understanding of how society functions; it covers current social, political, economic, psychological, historical and global issues giving rise to a broader understanding of the world. As such, there is scope for a varied array of future career paths. These include but are not limited to: law, social research, teaching, social work, criminal justice system - policing, civil service, advertising and marketing.





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 multilingual 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 more able 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 2023

When reading the table below it is important to remember that not all subjects have the same entry criteria as 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	13	1	0	9	2	1	0	0
Biology	24	0	7	9	4	2	2	0
Business	17	1	7	4	3	1	1	0
Chemistry	27	3	4	2	3	5	7	3
Computer Science	7	0	1	1	1	1	1	2
D&T: Product Design	5	1	1	1	1	1	0	0
Economics	11	2	2	3	2	1	1	0
English Literature	20	4	2	9	5	0	0	0
Film Studies	13	0	3	8	2	0	0	0
French	10	1	6	1	1	1	0	0
Further Mathematics	6	0	2	1	3	0	0	0
Geography	23	2	4	8	6	2	0	1
History	24	1	4	8	7	1	3	0
Mathematics	25	5	9	5	3	0	3	0
Physical Education	10	0	1	2	3	3	1	0
Physics	15	0	3	3	3	5	1	0
Politics	15	2	1	2	3	5	2	0
Psychology	45	5	5	10	16	5	3	1
Religious Studies	12	0	0	4	6	1	1	0
Spanish	8	1	4	0	2	0	1	0





Destination of 2023 Year 13 Leavers

Destination Institution	Course
Anglia Ruskin University	Software Engineering (with Placement Year)
Bangor University	Zoology with Marine Zoology
Bath Spa University	Filmmaking (Post Production)
Bournemouth University	Criminology
Bristol, University of the West of England	Building Surveying (with Foundation year)
British Army – RAC	
Canterbury Christ Church University	Sports Therapy and Rehabilitation
Canterbury Christ Church University	Primary Education (QTS)
Canterbury Christ Church University	Games Design
Cardiff University	Psychology
Cardiff University	Psychology
Courtauld Institute of Art, University of London	History of Art
Coventry University	Motorsport Engineering
Durham University	Politics and International Relations
Herriott-Watt University	Chemical Engineering
King’s College London, University of London	English and Modern Languages (with a Year Abroad)
Loughborough University	Marketing and Management (with Placement Year)
Managerial Course	
Norwich University of the Arts	Animation (including Year 0)
Nottingham Trent University	International Business
Nottingham Trent University	Marketing
Nottingham Trent University	Economics with International Finance and Banking
Royal Holloway, University of London	English and History
Royal Holloway, University of London	English and Creative Writing
Royal Holloway, University of London	Astrophysics
Royal Holloway, University of London	Film, Television and Digital Production
Royal Welsh College of Music and Drama	Stage Management and Technical Theatre
The University of Edinburgh	French and Business
The University of Edinburgh	Philosophy and Mathematics
UCL (University College London)	French and an Asian or African Language (4 Years)
University of Bath	Psychology with Work Placement
University of Bath	International Development with Economics (with Professional Placement)
University of Bath	Economics
University of Birmingham	Biochemistry





Destination Institution	Course
University of Brighton	Psychology
University of Bristol	Zoology
University of Bristol	Chemistry with Study Abroad in a Modern Language
University of Bristol	Chemistry
University of Bristol	History of Art
University of Chichester	Sport and Exercise Psychology
University of Cumbria	Animal Conservation Science (with Sandwich Year)
University of East Anglia (UEA)	Film Studies and English Literature
University of East Anglia (UEA)	Business Analytics and Management (with Year Abroad)
University of Essex	Banking and Finance (with Placement Year)
University of Exeter	Computer Science
University of Exeter	Zoology (with Professional Placement)
University of Exeter	Zoology (with Professional Placement)
University of Exeter	Neuroscience
University of Greenwich	Psychology with Counselling
University of Hull	Psychology
University of Kent	Psychology
University of Kent	Biomedical Science (with Foundation Year)
University of Kent	Accounting and Finance
University of Kent	Physics (with Foundation Year – 4 Years)
University of Leeds	Nursing (Adult)
University of Leeds	Electronic and Electrical Engineering
University of Leeds	Geography
University of Liverpool	International Relations and Hispanic Studies
University of Liverpool	Biological Sciences
University of Northampton	Forensic Psychology
University of Oxford	Chemistry
University of Portsmouth	Computer Games Technology
University of Reading	Business and Management (with Year Abroad)
University of Reading	Modern Languages (French/German/Italian/Spanish)
University of Reading	Art and Psychology
University of Surrey	English Literature
University of Warwick	Economics
University of Warwick	Mathematics
University of Warwick	Chemistry





Destination Institution	Course
University of Warwick	Politics and International Studies
University of Winchester	Nursing (Child)
University of Winchester	Archaeology
University of Wolverhampton	Chemical Engineering (with Foundation Year)
University of York	Chemistry (with Year Abroad)
University of York	Marketing (with a Year in Industry)
Work – Estate Agency	
Work – film related	





Thank you for taking the time to read our prospectus.

Should you have any further questions, please email info@srms.kent.sch.uk

We look forward to welcoming you next September in our Sixth Form.

