

# Sixth Form Prospectus 2024

AWARDED MOST IMPROVED  
SIXTH FORM FOR ACADEMIC AND  
NON ACADEMIC OUTCOMES 2020!

**[OAT]**  
Ormiston Academies Trust  
AN OAT ACADEMY

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DEEPENING LEARNING,  
RAISING ASPIRATION

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Aspiration - Independence - Resilience - Respect

# EXCEED YOUR POTENTIAL

*Similarly, to the rest of the school, students in the sixth form follow a well-designed curriculum, and are well prepared for their next steps. Students learn how to study independently. They do work experience and learn about topics such as student finance in preparation for university. This contributes towards them being well prepared for their next steps.*

*Ofsted Report, June 2023*

# A MESSAGE FROM THE PRINCIPAL



Dear Parents, Carers, Students and Visitors,

I am delighted to welcome you to Ormiston Rivers Academy Sixth Form. We offer an exciting and varied curriculum and an enrichment offer that we see as an entitlement for all students. Almost a third of our students gain places at Russell Group Universities, the best in the country with the vast majority of students achieving a place at the university of their choice.

We believe that all students should follow their own path rather than following a pathway, through innovative timetabling we ensure that students are able to take the combination of subjects of their choice, be it BTEC or A level courses; with small class sizes a priority.

Our commitment to academic success is integral to our Sixth Form. The curriculum has been specifically designed to reflect the ambitions and interests of our students. Lessons in our Sixth Form are designed to inspire and challenge students whilst also preparing them for the demands of further study and independent learning.

So whether your child has ambitions to go to university, follow a vocational career or become their own boss, we have a personalised approach that meets their needs. The expectations of our Sixth Formers are high. We want them to achieve their very best academically, socially and personally at this important stage of their lives. We therefore provide extensive support and tutoring for each and every student as well as super-curricular opportunities and positions of leadership. The decisions to be made at Sixth Form can have an important influence on students' futures. With this in mind, we work hard to ensure every Sixth Former has access to the best support, advice and guidance possible. This is provided through our University and Careers Scheme which offers a structured programme of events, trips, workshops and taster sessions, as well as mentoring and support.

You will find a wealth of information about the school on the website, but do not hesitate to contact us if you would like any further information. I look forward to meeting you in the near future and hope to be welcoming your child next year.

A handwritten signature in black ink, appearing to read 'Joanne Williams'.

Joanne Williams  
Principal

# ACADEMIC EXCELLENCE

Rivers Sixth Form celebrated a fantastic set of results overall in Summer 2023, with an incredible 93 A\*-A or Distinction Grades. The Academy's headline results improved in terms of progress and performance across the board with many subjects 30-50% improved on last year.

- + We offer a wide range of subjects and course combinations at A Level and Vocational Level 3
- + Highly qualified and experienced staff who work with students successfully at A Level and Vocational Level 3.
- + Excellent study facilities and subject resources including designated study areas for year 12 and 13
- + Personalised care and support through a Tutor programme and the Sixth Form pastoral team, supporting and monitoring progress while also acting as a contact point with home.
- + An exceptional super-curricular programme
- + Access to the Academy sport and gym facilities
- + Outstanding guidance and support for university, employment or training.

## Facilities

- + Four designated study areas reserved exclusively for Sixth Form use
- + A large group study area and a silent study room for each year group
- + A Sixth Form LRC where students can read and study in silence
- + All rooms equipped with WIFI access for students to use their own devices
- + A Sixth Form kitchen area to support students bringing their own meals

## Who Can Apply to Sixth Form?

- + We operate an 'open' Sixth Form, which means that we offer courses to suit a range of interests and abilities, and each year we also welcome students from other schools.
- + You will need to reach a specified level of achievement in your GCSE's and other qualifications in order to follow certain courses.
- + The governing body reserves the right to refuse admission if these criteria are not met.

## Supporting Your Next Steps:

In Rivers Sixth Form you will find students:

- + Applying for a range of University courses including Russell Group, Oxford and Cambridge or for courses in Medicine and Veterinary Science.
- + Taking A Level or Level 3 Vocational courses and going on to degree courses at university
- + Leaving at 18 to enter employment with the A Levels, or other qualifications that they have gained during their two years of study
- + Leaving at 18 to gain Level 3 or degree level apprenticeships.

# SIXTH FORM LEADERSHIP TEAM



Hello, my name is Lily and I take A-level English Literature, History and Sociology and hope to go to university or do an apprenticeship in journalism and travel. I am one of the main leaders for the Sixth Form Leadership Team and in charge of managing events for ORA, such as charity events. My role includes ensuring that there are events being planned and that everyone is aware of them happening.



My name is Millie and I am currently studying A-Level Chemistry, Biology, and History, and hope to go to university next year to study Medicine. As the Teaching and Learning Lead within the Sixth Form Leadership Team, I'll be working alongside the Teaching and Learning Team, heading Student Voice meetings and striving to make sure that positive changes are made around the school.



My name is Grace and I'm currently studying A-Level Engineering, Motor Vehicles and Art. I'm hoping to go to university and study for an Engineering degree. I'm excited to be part of the Sixth Form Leadership Team where I will be leader of the Diversity Team. This will include me organising student academic and social opportunities that are inclusive and representative for all.



Hi, my name is Daniel and I have been at ORA since Year 7. I'm currently studying Drama and Theatre, History and Media Studies at A-Level in hope of becoming an Actor/Singer for film, theatre and videogames. I am excited to have the role of Well-Being Lead for the Sixth Form Leadership Team, as I enjoy helping people and feel that this role will help me to do that.



I'm Phoebe and I am the Interact Team Lead within the Sixth Form Leadership Team, where with the help of The Rotary Club, I will be working on developing ideas to contribute towards local, national and international charities. At Sixth Form I am studying English Literature, Sociology and Business Studies with the hope of getting a Degree Apprenticeship in either Law or Accountancy.



Hello, my name is George and I am studying A-Level Maths, Further Maths, Chemistry and Physics in the hope of becoming an accountant. Being the Environment Lead within the Sixth Form Leadership Team, I will be aiming to help make our school more self-sustainable and environmentally friendly, to improve our impact on the local community.

# HOW TO APPLY

We know applying to Sixth Form can be scary, so let's break it down by term!



## Autumn Term

Research on our website, read our prospectus and speak with staff. Attend Open Evening in the first half term for more information and guidance. The Sixth Form Taster Day will take place for all ORA students and potential external students.



## Winter Term

Applications will be submitted at the beginning of the winter term. Applicants will have an interview with the Sixth Form Team to discuss your application and choices, go through predicted grades, and future goals. External students will be arranged an appointment outside of school hours to support their current studies.



## Spring Term

You will receive a conditional offer by the Spring Term. We wish all applicants good luck on their examinations and hope to see everyone at Induction Day after the examination season is over.



## Summer

Results and enrolment day. Celebrate your success and finalise your enrolment at ORA by meeting with our Sixth Form Team for a one to one meeting. We will look forward to all Year 12s beginning their sixth form adventure in September!

We know this can be a daunting process so please reach out with any questions or queries at: [sixthform@ormistonriversacademy.co.uk](mailto:sixthform@ormistonriversacademy.co.uk)

# RIVERS SCHOLARS PROGRAMME

The aim of the Scholars Programme is to encourage those students who achieved excellent GCSE grades to stretch themselves academically and to aim high in their university and career aspirations. These students meet on a regular basis to follow a programme of activities designed to challenge and inspire academic achievement. This includes:

- + Help and advice on university choices
- + Attendance at Oxbridge seminars and other similar events
- + The opportunity to discuss and share ideas with other academic students
- + Sessions designed to build confidence in speaking and presentation in preparation for interviews
- + Guidance on completion of their UCAS application and their personal statement
- + Encouragement to participate in taster courses, summer schools and residential courses offered by some universities and other institutions
- + Outside speakers and alumni to encourage students
- + Enrichment opportunities
- + Russell Group university reading lists
- + BMAT, UCAT, LNAT and HAT admissions tests support

The Scholars Programme provides support for those students who wish to access an aspirational university. It gives them the self-confidence, skills and guidance to help them achieve their highest potential. This programme is open to any student who wants to get involved.

# ENRICHING OPPORTUNITIES

At Ormiston Rivers Sixth Form we strive to offer a wide ranging and enriching education to our students. Alongside a strong academic programme of study, the development of our young people as aspirational, independent, resilient and respectful individuals is of upmost importance. In today's world it is essential that students are given training and opportunities to develop their transferable skills and leadership potential, to allow them to take their next steps and transition into healthy, happy and successful adults.

In order to support this development students partake in the Enrichment Reward Scheme. This scheme recognises students' efforts and also supports them to acquire a portfolio of evidence to support their future applications. This includes extending knowledge within a subject area of interest to show commitment towards a career pathway of choice and to expand on their academic subject studies, with a focus on developing leadership and transferable skills such as teamwork, communication and problem solving, to demonstrate skills employers and universities value.

	Bronze Award	Silver Award	Gold Award
Aspiration	Attended a Careers Master Talk or Event	Attended a Careers Master Talk or Event	Attended a Careers Master Talk or Event
	Completed 1 MOOC	Completed 1 MOOC	Completed 2 MOOCs
Independence	Read 1 book and written critical summary of it	Read 2 books and written critical summary of them	Read 4 books and written critical summary of them
	Taken part in one other co-curricular activity – Trip, House competition, Careers opportunity etc.	Taken part in two other co-curricular activities – Trip, House competition, Careers opportunity etc.	Taken part in three other co-curricular activities – Trip, House competition, Careers opportunity etc.
Respect	Represented the school in duties or a school event or a Leadership role	Represented the school in duties or a school event <b>and</b> adopted one Leadership role	Represented the school in duties or a school event <b>and</b> adopted two Leadership roles
Resilience	Attended a club/extra curricular activity for 1 term (this can be outside of school)	Attended a club/extra curricular activity for 2 terms (this can be outside of school)	Attended a club/extra curricular activity for 2 ½ terms (this can be outside of school)

There are a range of leadership opportunities and extra-curricular clubs open to students each year. These include:

## Leadership roles:

- + Sixth Form Leadership Team (Year 13)
- + Sixth Form Student Council
- + House Captains (Year 12)
- + Subject Leaders
- + Events Committee
- + Mentoring of students in lower school
- + Sixth Form Librarian (one period per week)
- + Student volunteer – work in the community

## Extra-curricular clubs:

- + Sports clubs such as football, badminton, gym etc.
- + Performing Arts clubs such as dance, choir, Connections Theatre Group etc.
- + Cooking club
- + Community outreach committee
- + Eco club
- + Duke of Edinburgh Award
- + Debate club
- + Interact Society – in conjunction with The Rotary Club

The programme offered is flexible and if students have an explicit interest in a club or specific area the Sixth Form team will look to work with them to add it to the offering.

# STUDENT SUPPORT



## TUTOR TEAM

Rivers Sixth Form tutors are highly regarded for supporting students academically, whilst also ensuring that their pastoral needs are met. Our team of specialist tutors work closely with students throughout the year, with daily registration, communicating with teachers and parents when appropriate and providing the best possible support for our students.

## PASTORAL SUPPORT

In addition to our tutors, we have a Sixth Form Data and Administrations officer who works closely with the Child Protection Officer and SSA team to provide an exceptional and inclusive environment for our students. We aim to support vulnerable students with one-to-one mentor sessions, enabling them to achieve their full potential.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The learning support department, led by Ms S. Havard, helps students with SEND towards the goal of independent learning. Interventions are tailored to individual needs, and may for example include one-to-one support with study skills and exam preparation, or in-class support. The department also offers specialist LSA's. Although students will need to be retested, they will still get exam access arrangements if they qualify.

For further information on exam access arrangements, please contact Ms S. Havard.

## WELLBEING SUPPORT

Our vision: At our Academy and Sixth Form, we believe that a young person who feels happy and looked after will achieve and be successful in their education. Due to this understanding we aim to promote positive mental health and wellbeing for students, families and staff.

### SUGGESTED WEBSITES AS SOURCES OF HELP:

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.kooth.com](http://www.kooth.com)  
<https://www.nhs.uk>

We must make it clear that we are not healthcare professionals and if you feel that your wellbeing and mental health issues are significantly impacting your daily life then you must make an appointment to see your GP/doctor. They are there to help with mental and physical health. If you are in crisis or think that a friend or family member is in crisis then you must call CAMHS on 001245 315100.

If you are a parent/carer of a Rivers Sixth Form student and feel that your child is in need of wellbeing support in Sixth Form then please make contact with the Sixth Form Team who will be happy to help you.

### WE CAN ALSO OFFER THE FOLLOWING SUPPORT:

- ✦ Drop in access to student support during non-contact hours in the Sixth Form Office
- ✦ School counsellor appointments via Student Support
- ✦ Use of the Wellbeing Space and Garden at break and lunchtime
- ✦ Ormiston Rivers Academy Wellbeing web page with links to external sources of support.
- ✦ Wellbeing Learning Sessions through our Sixth Form PSHE curriculum.
- ✦ Super-Curricular opportunities such as National Theatre Connections, Social Action Clubs and Journalism, amongst many others.
- ✦ Opportunities to be part of the Sixth Form Leadership team

# STUDENT COMMUNITY

## SIXTH FORM STUDENT LEADERSHIP TEAM

The leadership team are a group of students who represent the school and student community and are a key link between students and teachers. Along with their official roles, each student also undertakes an individual project to initiate positive change across the school and in the wider community. Students work towards improving mental health provision, diversity, promoting the Sixth Form, running social events, speaking at school events, mentoring across the school and creating supportive links between the school and local community.

## STUDENT COUNCIL

The Student Council helps Sixth Formers to engineer real change throughout the school. They attend regular student voice meetings and work with mentors to deliver messages across the Sixth Form. The Student Council will also support initiatives to help year 11 students on their journey into Sixth Form, offering advice on subject choices and general support when making the transition.

## INTERACT

Interact organises at least two projects every year, one that helps the school or community and one that promotes international understanding. Rotary club sponsors, mentors and guide Interactors as they carry out projects and develop leadership skills.

## EVENTS COMMITTEE

The Sixth Form Events Committee will organise fantastic events for the school and local community. The aim is to promote school community cohesion and support local charities with fund raising events.

# NEXT STEPS AFTER SIXTH FORM

IF YOUR LONG TERM PLAN IS TO GO TO UNIVERSITY YOU NEED TO START THAT PROCESS IN YEAR 11 BY CHOOSING THE RIGHT COURSES FOR SIXTH FORM

## Progression Pathways after Sixth Form

If your long-term plan is to go to university, it is important to start planning now. Start researching what universities are likely to ask for in terms of entry requirements.

### Two useful websites are:

- + [www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk). This website offers a good comparison of different universities and which courses /degrees offer the best opportunities for employment in the future.
- + [www.ucas.co.uk](http://www.ucas.co.uk). The UCAS website allows you to search for entry requirements for particular career choices or universities.

Very popular courses, like Medicine, often have extremely high entry requirements. Make sure you know what you are aiming for. Sixth Form students are given information on the UCAS process and have a number of opportunities to visit Higher Education Fairs and a range of universities. There are sessions at the Academy led by admissions officers. We also encourage students to attend university summer schools which are geared to give you a good idea of what university life will be like.

It is important that students get early information and advice about the best routes into their chosen career. This is available from Directions IAG: Rivers Sixth Form provides all students access to this service.

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) gives alphabetical listings of different job profiles outlining work, hours, income, entry requirements, training, skills and knowledge.

Some students may find it useful to undertake work experience/ shadowing during holiday time. This will show prospective employers that you are dedicated to your field of work. We also offer a Work Experience Week in the Summer Term of Year 12.

## Employment and Apprenticeships

As a Rivers Sixth Form student you will be invited to attend local and national career and apprenticeship fairs. We invite local business leaders into the Academy to help you with interview techniques and information on what an employer is looking for in an applicant. Tutors will also go through the application process; writing letters, completing forms and ensuring your CV is up to date and well presented.

## Destinations

2023 was another fantastic year for future destinations at Rivers Sixth Form. We have had students go off to an array of careers and future studies, including Russell Group Universities studying Veterinary Studies, Mathematics and Education, as well as Degree Level apprenticeships with Lloyds Bank. These students receive specific and personal support both from our tutors, Sixth Form Team and our careers advice service. Some students also enjoy a gap year before applying to university or employment. We continue to support these students, as we want to help them with the next stage of their lives. Throughout Sixth Form students will learn about different career pathways to discover the best route for their career.

## Financial Support

### The Bursary Fund

The 16 to 19 Bursary Fund provides financial support to help students overcome the specific financial barriers to participation they face so they can remain in education.

There are 2 types of 16 to 19 bursaries:

- + **Vulnerable Bursary:** For young people in one of the defined vulnerable groups.
- + **Discretionary Bursary:** Awarded by the academy to meet individual needs i.e. help with the cost of transport, books and equipment.

## Eligibility Criteria

For students to be eligible for the bursary fund, students must meet the age and residency criteria as listed below:

- + Be aged over 16 and under 19 on 31st August 2024 or 19+ with an Education, Health and Care Plan (EHCP) or continuing on a course you started aged 16 to 18 (known as being a '19+ continuer')
- + Be enrolled on a full-time course
- + Meet the ESFA's residency criteria as set out in the ESFA Funding Guidance

# OXBRIDGE

## What makes Oxford and Cambridge such special universities?

Both Oxford and Cambridge universities are made up of individual colleges, as well as different academic departments. While academic departments are responsible for core teaching and assessment, a college will be your home when studying. Colleges provide academic and pastoral support and arrange small group tuition, sometimes with a tutor or supervisor from another college.

Each college will have a diverse range of students – usually including both undergraduate and graduate students – studying across a range of subject areas.

The college system offers the benefits of belonging to a large internationally renowned university, and also to a smaller, interdisciplinary academic college community. You will have access to your college's facilities, such as an extensive library and IT provision, as well as the resources of the wider university.

You are able to specify a preferred college when you make your UCAS application. Whatever you may have heard, college choice does not matter! Each college offers the same excellent standard of teaching and has the same very high academic standards.

Both universities work hard to ensure that the best students are successful in gaining a place, whichever college they've applied to. This means that you may be interviewed by more than one college and you may receive an offer from a different college than applied to. If you would prefer not to choose a college you can make an open application. Once you have submitted your UCAS application you will be committed to your choice of college, so do your research beforehand.

## Deciding whether to apply to Oxford or Cambridge

The universities of Oxford and Cambridge agree that the most important decision a prospective applicant has to make is the degree they wish to study, not which university they want to apply to.

So ensure you read the course details carefully for any subject you are interested in. You will be studying for several years, so it's vital to choose something that you are really passionate about. Oxford and Cambridge courses tend to be traditional academic courses, with a strong emphasis on personalised teaching through small-group tuition. Formal assessment is often 100% based on examinations.

Keep an open mind, and consider topics you've not directly studied before. Degrees like Asian and Middle Eastern Studies (Cambridge) or Classics and Oriental Studies (Oxford) will help you to develop analytical abilities and skills attractive to future employers. Only a few professions require specific degrees. Remember, a strong personal interest in the course is essential: at interview, it will soon become apparent if you are not completely committed to the subject.

OAT OFFERS AN OXBRIDGE SCHOLARSHIP TO SUPPORT THE APPLICATION PROCESS!

## Choosing between Oxford and Cambridge

It is not possible to apply to both Oxford and Cambridge in the same year, so you'll have to choose one or the other. Both universities are world-renowned in teaching and research in both arts and science subjects, so the decision is largely an individual one, driven by your choice of degree course. Some courses are offered at one of the universities but not the other. Check each institutions undergraduate prospectus and website for details of courses on offer. It is important to be aware that courses with a similar title at the two universities may be different in content. Check the course details to see which one will suit you best.

Visits to the universities are encouraged; each university has a number of open days and events.

## Your Oxbridge application

Remember, you cannot apply to both Cambridge and Oxford in the same year. The deadline for Applications is the 15th October (in Year 13).

Admission tutors look for applicants with the greatest academic ability and potential – and those who they think will be best suited for the course and the type of teaching offered at the university.

The qualities looked for include your ability and motivation to go beyond what is required for your current studies. Evidence that you can study independently, are willing to embrace new ideas, and can explore and discuss ideas and opinions in a logical and considered way. Self-discipline is also key, as university-level study requires you to manage your time well.

In all stages of your application, demonstrate how you have met the above criteria.

**Key stages to your application are listed on our website in the Sixth Form Section.** Conditional offers for Oxford range between A\*A\*A and AAA (depending on the subject) at A Level.

The typical A Level offer for Cambridge is A\*A\*A for most sciences courses and A\*AA for Arts courses. If you are taking A Levels in the new Science subjects you are expected to complete and pass the practical assessment. Students wishing to study Mathematics (or Computer Science and Mathematics) at Cambridge should also take the Sixth Term Examination Paper (STEP). GCSE results will be used as an indicator of your academic performance.

So all that's left to be said is, why not go for it?

# CHOOSING YOUR PROGRAMME OF STUDY

## What A-levels or Level 3 Vocational subjects should you take?

Choosing a handful of subjects to take at A-level isn't a decision you should take lightly. The A-levels you pick now can impact what you do later, namely the courses or apprenticeships you apply to (and which universities will consider you)

Making smart choices now will leave you in the best position in two years' time.

Certain A-level or Level 3 Vocational subjects may help with university course options. For some university degree courses, you'll need to have studied specific subjects at A-level (or equivalent). See our University Lowdown page. If you've already got a specific university course in mind, you can check university websites for the required A-level or Level 3 Vocational subjects.

If you are not yet sure about university plans, you can keep your options open by choosing a range of A-level and Level 3 Vocational subjects. Being broad with your choices can be helpful. Some universities discourage students from taking certain combinations of A Level subjects, particularly when they are very similar like business studies and economics – something to bear in mind when you're making A-level or Level 3 Vocational choices. A small minority of students choose to study 4 A Level subjects. However, you only need 3 to get into university and any more would increase your workload and have a negative impact on your overall grades.

## A note on facilitating subjects

While you're looking at your options, you may hear about 'facilitating subjects'. This was a list of subjects previously published by the Russell Group; a list that was intended to help students choose the subjects that were most commonly asked for in universities' entry requirements.

You may wish to take 1 of these subjects if you are considering studying at university:

- + Biology
- + Chemistry
- + Physics
- + English Literature
- + Geography
- + History
- + Mathematics and Further Mathematics
- + Modern Languages
- + Classical Languages

## What are university entry requirements?

A-levels and Level 3 Vocational courses are a lot tougher than GCSEs. The reason you take a particular subject in Sixth Form will come down to one (or more) of these three scenarios:

- + You need it to pursue a particular career.
- + It's a subject you enjoy and are good at.
- + It's a subject you've not studied before but you think will suit you.

Either way, be prepared for a big jump in the level of difficulty when you transition from GCSE to A-level (or any other Advanced level qualification for that matter).

You'll also see differences in the way you're taught and in what is expected of you.

## Making the jump from GCSEs to A Levels and Level 3 Vocational subjects

Certain university courses will look for specific A-levels or equivalents. This is really important if you have a particular degree in mind. You won't be able to apply to some degree courses without having taken some specific A-levels or Level 3 Vocational courses (and scored the right grades in them too, of course).

Below are a few examples to give you an idea of what to expect (some are no-brainers).

- + A Pharmacy degree must have: Chemistry, plus at least one from Biology, Mathematics and Physics
- + An English Literature or Language degree must have: usually English Literature, maybe English Literature and Language or English Language
- + A Geology or Earth Sciences degree must have: at least two from Mathematics, Physics, Chemistry and Biology
- + An Economics degree will sometimes need: Mathematics, very rarely do you need Economics
- + A Law degree will sometimes need: English or History and doesn't require Law

**Tip:** Check out the full entry requirement details for a handful of courses across different universities to make sure you're ticking all the boxes within your subject. If you would like any support, please contact the Sixth Form Team.

## Level 2 English and Mathematics

Students will need at least one grade 4 in either English or Mathematics and a 3 in the other subject to study on our Level 3 pathways.

Students who have not gained grade 4 in English or Mathematics are required to study the appropriate course and resit their examinations.

# COURSE DIRECTORY

## A Levels

Department	Subject	GCSE Grade Required	Page
English	English Literature	Grade 5 and 6 in English Literature and English Language	18
Performing Arts	Drama & Theatre Studies	Grade 4 in English, and a passion for theatre and drama	19
Humanities	Geography	Grade 5 in Geography and Grade 4 in Mathematics and English	20
	History	Grade 5 in History and Grade 4 in English	21
	Psychology	Grade 5/4 in Science and Grade 4 in Mathematics and English	22
	Sociology	Grade 5 in English	23
Languages	French	Grade 6 in French	24
Mathematics	Further Mathematics	Grade 7 in Mathematics	25
	Mathematics	Grade 6 in Mathematics	26
Science	Biology	Grade 66 in Combined Science or Grade 6 in Biology, plus a Grade 4 in English and Mathematics	27
	Chemistry	Grade 66 in Combined Science or Grade 6 in Chemistry, plus a Grade 4 in English and Grade 5 in Mathematics	28
	Physics	Grade 66 in Combined Science or Grade 6 in Physics, plus a Grade 4 in English and Grade 6 in Mathematics	29
Design and Technology	Art & Design	Grade 4 in Art or a portfolio if not previously studied	30
IT	Computer Science	Grade 5 in English, Mathematics and Computer Science	31

## Level 3 Vocational Subjects

Department	Subject	GCSE Grade Required	Page
IT	IT	Grade 4 in English and Mathematics	32
	Digital Media	Grade 4 in English.	33
Expressive Arts	Dance	Grade 4 or Level 2 Pass in a Performing Arts discipline plus Grade 4 in English	34
	Performing Arts	Grade 4 or Level 2 Pass in a Performing Arts discipline plus Grade 4 in English	35
	Business of Music Practitioners	Grade 4 or Level 2 Pass in a Performing Arts discipline (if studied) plus Grade 4 in English	36
PE	Sport	Grade 4 in GCSE PE or L2 P in VCert /BTEC Sport plus Grade 4 in English and Biology	37
Humanities	Criminology	Grade 4 in English	38
Social Sciences	Child Development	Grade 4 in English	39
	Health & Social Care	Grade 4 in English and Science	40
	Business	Grade 4 in English and Mathematics	41
Technology	Engineering	Grade 4 in Higher Tier Mathematics	42
	Vehicle Technology	Level 2 Pass in a Design & Technology subject	43
	Food Science & Nutrition	Grade 4 in English and Mathematics	44

## Super Curricular Subjects

Department	Subject	GCSE Grade Required	Page
Sixth Form	Extended Project	Grade 4 in English and a letter of application	45
PE	Sports Leadership	Sixth Form entry criteria	46
Mathematics	Core Mathematics	Grade 4 in Mathematics	47
	Further Mathematics (AS)	Grade 7 in Mathematics	48

# A LEVEL ENGLISH LITERATURE

**Teacher Contact:**  
Ms J Smith

**Entry Requirements:**

+ Grades 5 and 6 in English Literature and English Language (either way around)

**Examination Board:**  
AQA



You will study 'Love through the Ages' including Shakespeare's 'Othello' and a selection of poetry; comparing and contrasting their themes to Fitzgerald's 'The Great Gatsby'

Additionally, you will study texts from 'Modern Times: 1945 to the present' including poetry, ('Skirrid Hill') prose and drama ('A Streetcar Named Desire' and Atwood's 'A Handmaid's Tale'), as well as two texts of your choice for Non-Exam Assessment (NEA).

As part of the course, it is expected that students read widely, in order to broaden their knowledge and understanding of literature over time. The best candidates will love their reading and regularly undertake reading of extensive texts.

In A Level English Literature, there is also a greater interest in the context of the literature, where students must explore and discuss the eras and cultures of the texts they study, so that they can fully appreciate, engage with and evaluate the work of different authors.

**ASSESSMENT**

80% exam (1 x 3 hour and 1 x 2 ½ hour exams);  
20% NEA (one 2500 word essay on a pair of texts).

**Future Pathways**

Journalist, Script Writer, Solicitor, Teacher, Writer, Editor. The possibilities are endless for degree

# A LEVEL DRAMA & THEATRE

**Teacher Contact:**  
Miss K Goodfellow

**Entry Requirements:**

+ Grade 4 in English Literature or English Language and a passion for theatre & Drama

**Examination Board:**  
Eduqas



Drama and Theatre is an exciting and inspiring course which provides students with an understanding of how to develop and apply the practices used in twenty-first century theatre. This highly practical course encourages students to use relevant theoretical research to inform the processes involved in creating theatre, as well as develop an appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama. During the course students will demonstrate a range of theatre making skills, experiencing the collaborative relationship between various roles within theatre. They will be provided with a range of opportunities to see and create theatre, both published text based and devised work.

**Course structure**

**Component 1:** Theatre Workshop (internally assessed, externally moderated. 20% of qualification)

Students will be assessed on either acting or design. They will reinterpret a text, chosen from a set list, to create a piece of theatre which is a combination of the selected text and original ideas. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. They will also produce a creative log detailing their process.

**Component 2:** Text in Action (externally assessed by a visiting examiner. 40% of qualification)

Students will be assessed on either acting or design. They will engage with a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice and the other a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Students choosing design must give a presentation to the examiner. Students will produce a process and evaluation report of the practical work.

**Component 3:** Text in Performance (written examination. 40% of qualification)

Students explore two complete performance texts and one extract from a third text. They will answer two questions, based on two different texts, one written pre-1956 and one written post-1956. They will also answer questions based on a specified extract from The Curious Incident of the Dog in the Night-Time.

# A LEVEL GEOGRAPHY

**Teacher Contact:**  
Mrs T Cope

**Entry Requirements:**

- + Grade 5 in Geography
- + Grade 4 in Mathematics
- + Grade 4 in English Literature or English Language

**Examination Board:**  
OCR



**Physical Systems:**

This component includes 'landscape systems' and the 'Earth's life support systems'. 24% (1 hour 30 minute exam).

**Human Interactions:**

Global connections and changing places, including topics such as global migration and human rights. 24% (1 hour 30 minute exam).

**Geographical Debate:**

Five topics of which students study two from the following: climate change, disease dilemma, the future of food, hazardous earth. 32% (2 hour 30 minute exam).

**Investigative Geography:**

An independent geographical investigation conducted by each student based on primary and secondary data. 20%.

**Fieldwork**

It is compulsory that all students undertake at least four days of fieldwork, both individual and group related.

For your budgeting purposes trips cost in the region of £200-£250.

**Future Pathways**

Town Planner, Environmental Officer, Teacher, Charity Worker, Weather Presenter or Geologist.

# A LEVEL HISTORY

**Teacher Contact:**  
Mrs T Cope

**Entry Requirements:**

- + Grade 4 in English Literature or English Language
- + Grade 5 in History

**Examination Board:**  
AQA



**Component 1: The Tudors 1485-1603.**

40% 2.5 hour exam.

A breadth study: the study of significant historical developments over a period of around 100 years and associated interpretations. This unit explores a range of fascinating subject content such as Henry VIII's character and legacy.

**Component 2: Democracy and Nazism. Germany 1918-1945.**

40% 2.5 hour exam.

A depth study: the study in depth of a period of major historical change or development and associated primary evidence. This course is offered with the intention of an international trip to Berlin in either Year 12 or 13 to visit a range of museums and historical landmarks.

**Component 3: Independent Study**

This is worth 20% and assessed through a 3,000-3,500 word essay marked by teachers, and moderated by AQA.

This is submitted in Year 13. A personal study based on a topic of the student's choice in consultation with their teacher. This should take the form of a question in the context of approximately 100 years.

**Future Pathways**

Lawyer, Civil Servant, Politician, Military Officer, Journalist, Teacher, Archivist, Researcher, Economist, Local Government Officer, Lecturer.

# A LEVEL PSYCHOLOGY

**Teacher Contact:**  
Mr R Chapman

**Entry Requirements:**

- + Grade 4 in English Literature or English Language
- + Grade 5/4 in a Science
- + Grade 4 in Mathematics

**Examination Board:**  
AQA



## Year 12

### Component 1 - Introductory topics in Psychology

- + 33.3% 2-hour exam

Gives an overview of key concepts in Psychology and covers some of its most important topics as a basis for future learning. Provides a solid introduction to the subject for those who have not studied it before. Topics covered in this section are memory, mental illness, attachment, and social influence

### Component 2 - Psychology in Context

- + 33.3% 2-hour exam

Introduces the scientific approaches used in Psychology. Allows students to learn how to design and conduct their own research as well as learn the different approaches currently used in the field of Psychology.

## Year 13

### Component 3 - Issues and options in Psychology

- + 33.3% 2-hour exam

Issues and debates- Some of Psychology's most controversial debates are discussed and applied to modern day issues and research.

Options - Allows students to study a broad range of focused topics. 3 out of the 9 options can be chosen for study. Options are: Relationships, Gender, Cognition and Development, Schizophrenia, Eating behaviour, Stress, Aggression, Forensic Psychology, Addiction.

### Future Pathways

Psychologist, Business Psychologist, Forensic Psychologist, Criminal Psychologist, Sports Psychologist, Psychiatrist, Neuroscientist, Counsellor, Social Services Worker, Marketing Expert, Data Analyst, Civil Servant

# A LEVEL SOCIOLOGY

**Teacher Contact:**  
Mrs M French

**Entry Requirements:**

- + Grade 5 in English Literature or English Language

**Examination Board:**  
AQA



## Year 12

### Component 1 - Socialisation, culture and identity

- + 1.5 hour exam
- + Introducing Socialisation, Culture and Identity - nature vs nurture, agents of socialisation
- + The media - effects theory, impact on identity, moral panics. Assessment of student's analytical skills based on their interpretation of personal identity, roles and responsibilities within society and to develop a lifelong interest in social issues.

### Component 2 - Researching and understanding social inequalities

- + 2 hour & 15 minutes exam
- + Research Methods and Researching Social Inequalities - questionnaires, observation, interviews
- + Understanding Social Inequalities - sexism, racism, poverty, elitism, age discrimination

## Year 13

### Component 3 - Debates in contemporary society

- + 2 hour & 15 minutes exam
- + Globalisation & the Digital Social World - impact of new forms of digital communication
- + Crime and Deviance - understand patterns and trends in crime and how it can be reduced

Exams for all three components are taken at the end of the two year course.

### Future Pathways

Social worker, Civil Service, Human Resources, Marketing, Public Relations.

## A LEVEL FRENCH

**Teacher Contact:**  
Mrs A Harris

**Entry Requirements:**

- + Grade 6 in GCSE French

**Examination Board:**  
AQA



The A level in French course enables you to gain an in-depth knowledge and understanding of French society through the study of a range of contemporary issues. The A2 course is an opportunity to gain greater understanding of other cultures, preparing you to become an effective communicator and provide a sufficient basis for the future study of languages at degree level or equivalent.

**Themes and sub-themes**

- + Changes in French society: Family, Education and World of Work
- + Political and artistic culture in French-speaking countries: music, media, festivals and traditions
- + Immigration and French multicultural society: Positive impact of immigration on French society, Challenge linked to immigration and integration, the far right.

- Occupation and the Resistance during the Second World War: occupied France, the Government of Vichy and La Résistance

**Assessment**

The final examination, taken at the end of the Year 13, consists of three papers:

**Paper 1:** Listening, reading and translation - 2 hours - 40% of overall marks;

**Paper 2:** Written response to works and translation: One Film "Intouchables" (Eric Toledano) and one novel "No et Moi" (Delphine De Vigan) - 2 hours 40 minutes - 30% of overall marks;

**Paper 3:** Speaking - 21 to 23 minutes - 30% of overall marks

**Future Pathways**

Many students follow this course with a languages degree, which usually involves learning two languages alongside literature and/or linguistics. Languages also complement any other subject, and are often combined with popular degree courses such as Law, Business, Marketing, History, Engineering and Medicine. Language graduates are in high demand by employers in the UK and abroad.

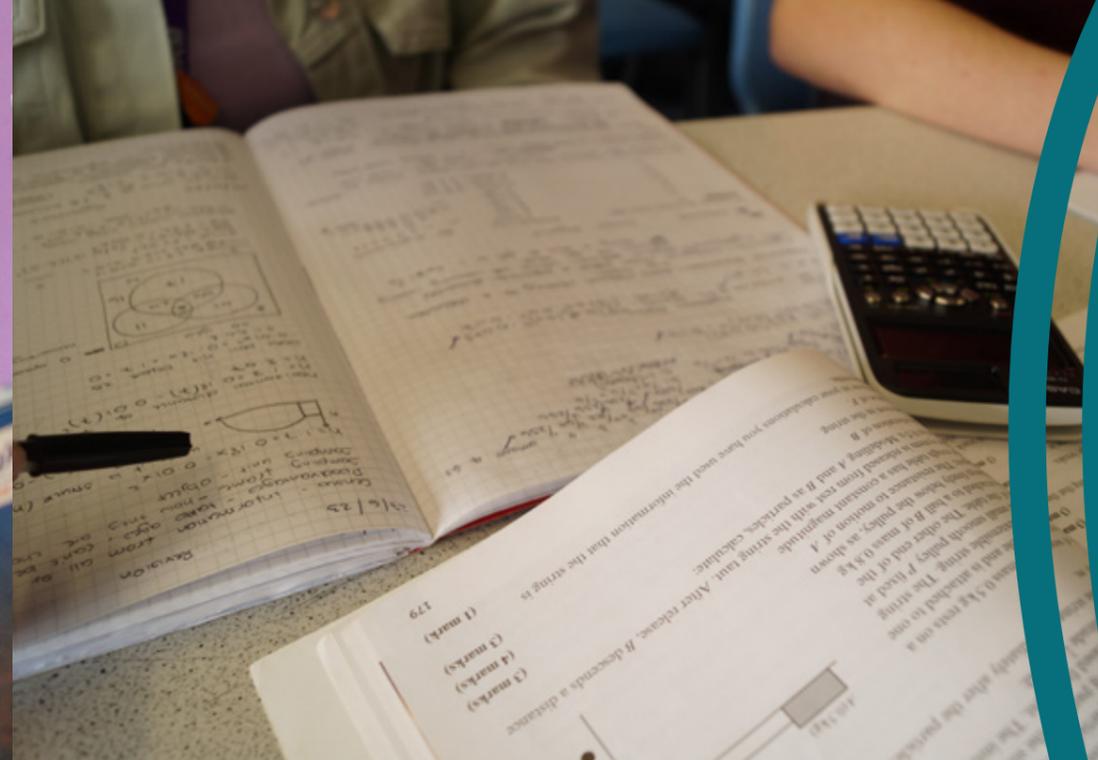
## A LEVEL IN FURTHER MATHEMATICS

**Teacher Contact:**  
Mr I Kennedy

**Entry Requirements:**

- + Grade 7 in GCSE Mathematics
- + Mathematics A Level is compulsory if taking Further Mathematics

**Examination Board:**  
Edexcel



Further Mathematics extends the concepts introduced during the Maths course and is aimed at students with a particular interest and ability in the subject. Students delve into more complex calculus and algebra, learn a variety of methods of proof and discover abstract concepts, such as the square root of minus one, beyond the scope of the Maths course. Students develop more mathematical modelling skills, particularly in Mechanics and Statistics, and may learn to analyse practical problems in decision mathematics.

**What is covered by the course?**

Half the content (the Core Pure Mathematics) is compulsory, but for the rest, students can specialise in Statistics, Mechanics, Decision Mathematics, Pure Mathematics or any combination of these.

**Year 1/AS** - You will study a mixture of further Pure Mathematics, Statistics and Mechanics, with Pure and Applied in an approximate 2:1 ratio. The Pure will consist mainly of complex numbers, matrices, vectors and calculus. The statistics will involve discrete and continuous random variables and statistical tests. The Mechanics will mostly consist of momentum, work and restitution.

**A-Level** - All students will continue to study Further Pure Mathematics, with some choosing to specialise in this area. Others will specialise in Statistics and Mechanics. Which of the ten available further maths options you can study will depend on both your Year 1 exam results and direction from the teacher.

**Assessment**

There are four 90-minute exams, taken at the end of the second year.

**Future Pathways**

Universities, colleges and prospective employers view Further Mathematics as arguably one of the most highly valued A-levels as a good pass demonstrates an individual's ability to think logically, work independently and solve complex problems, all of which are becoming standard requirements in an increasingly competitive job market. Further mathematics offers a gateway to jobs and careers in engineering, accounting, banking and teaching.

# A LEVEL MATHEMATICS

**Teacher Contact:**  
Mr I Kennedy

**Entry Requirements:**  
+ Grade 6 in GCSE Mathematics

**Examination Board:**  
Edexcel



A blend of pure and applied Mathematics to develop knowledge, reasoning and logic which will enable you to take a variety of transferable skills into Higher Education studies and the job market. The course covers a wide range of topics including Pure mathematics, Statistics and Mechanics.

### **Course duration and structure.**

AS and A Level will be separate qualifications. An AS Level qualification will no longer count towards an A Level in Mathematics.

AS and A Level Mathematics consist of 100% prescribed content, containing both Pure and Applied Mathematics (no optional content).

Mechanics and Statistics will form part of the compulsory content for both AS and A Level students.

### **Assessment**

All assessments will be linear, with 100% examination at the end of each year.  
Paper 1: Pure Mathematics 2 hours = 100 marks  
Paper 2: Pure Mathematics 2hrs = 100 marks  
Paper 3: Statistics and Mechanics 2 hour = 100 marks

### **Future Pathways**

Universities, colleges and prospective employers view Mathematics as arguably one of the most highly valued A-levels as a good pass demonstrates an individual's ability to think logically, work independently and solve complex problems, all of which are becoming standard requirements in an increasingly competitive job market. Mathematics offers a gateway to jobs and careers in Engineering, Accounting, Banking and Teaching, where independent thought and responsibility are key attributes.

# A LEVEL BIOLOGY

**Teacher Contact:**  
Miss E Welham

**Entry Requirements:**  
+ Minimum grade 6/6 in Combined Science or minimum grade 6 in Biology  
+ Grade 4 in English Literature or English Language  
+ Grade 4 in Mathematics

**Examination Board:**  
Edexcel



A-Level Biology provides students with opportunities to explore and understand the biological world around them. Our course builds on, and relies upon, strong foundational knowledge from GCSE Science that students will extend throughout their studies. Within the course students will gain a broad understanding of both plant and animal biology including topics that are at the forefront of modern scientific research, such as the treatment of HIV and TB, the ethics surrounding prenatal genetic screening and the development of personalised medicine using genomic sequencing. Students will also gain experience of the skills and techniques needed to study living organisms and complete biological investigations.

### **Course Content**

**Year 12** - Students will study a range of topics including: biological molecules and cells, reproduction of living things, classification and biodiversity and exchange and transport.

**Year 13** - The course extends many of the topics taught in Year 12, including energy for biological pathways, microbiology and pathogens, origins of genetic variation, control systems and ecosystems.

### **Laboratory Work in Science**

Students will complete 18 core practical activities, as well as class-based investigations. Students will be expected to keep a laboratory notebook for all practical investigations and there will be an ongoing practical assessment for competency against the common practical assessment criteria throughout the course where students will receive a pass/fail grade.

### **Assessment**

There are three exams taken in the summer term of Year 13. All papers are equally weighted.

**Paper 1:** The Natural Environment and Species Survival. 2 hours.

**Paper 2:** Energy, Exercise and Co-ordination. 2 hours.

**Paper 3:** General and Practical Applications in Biology. 2 hours

### **Future Pathways**

A-Level Biology is a highly respected qualification by universities, colleges and prospective employers. Achievements within A-Level Biology demonstrate an ability to think logically, solve problems through application of knowledge, and to work both independently and collaboratively. With an excellent grounding in Biology, you could pursue science-related careers such as Veterinary Science, Medicine, Physiotherapy, Nursing, Environmental Biologist, Ecologist, Geneticist, Microbiologist and Botanist.

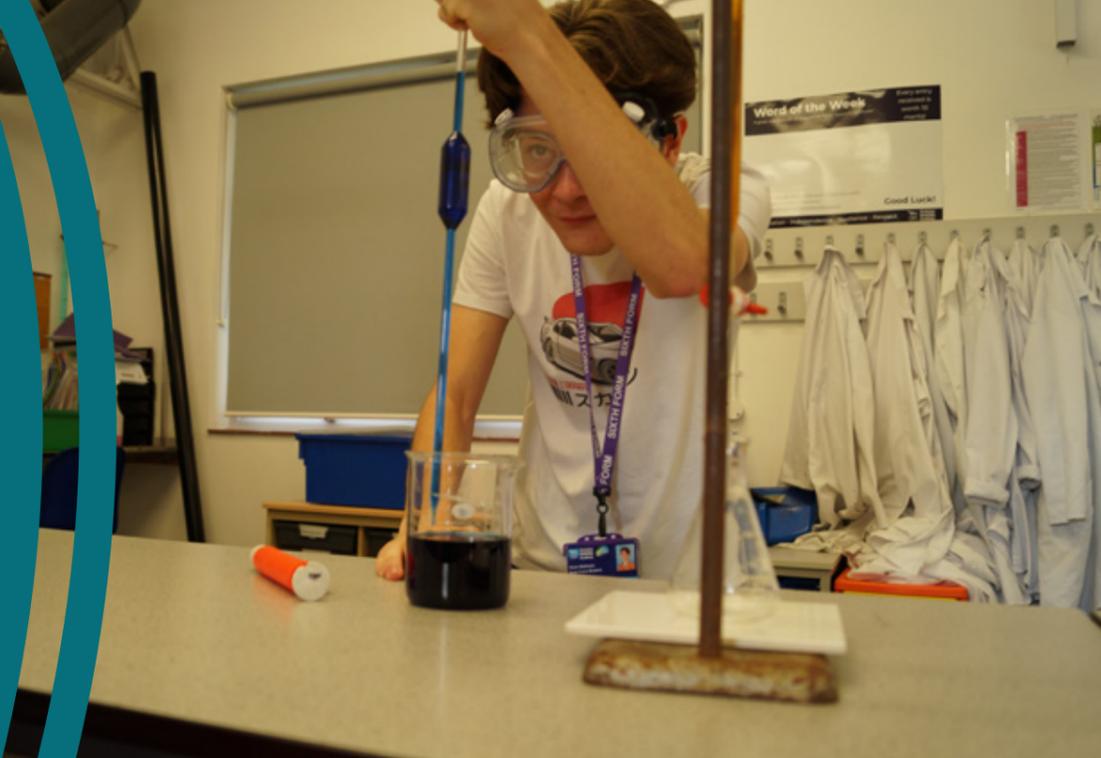
# A LEVEL CHEMISTRY

**Teacher Contact:**  
Miss E Welham

**Entry Requirements:**

- + Minimum grade 6/6 in Combined Science or minimum grade 6 in Chemistry
- + Grade 4 in English Literature or English Language
- + Grade 5 in Mathematics

**Examination Board:**  
Edexcel



A-Level Chemistry provides students with opportunities to explore and understand the material world around them. Our course builds on, and relies upon, strong foundational knowledge from GCSE Science that students will extend throughout their studies. Within the course, students will cover a range of complex concepts related to organic, inorganic, physical and analytical chemistry. Students will also become competent in a range of chemical calculations, and how to use a variety of practical techniques in the laboratory.

**Course Content**

**Year 12** - Students will study a range of topics including: atomic structure and the periodic table, bonding and structure, redox, inorganic chemistry and the periodic table, formulae, equations and amounts of substance, organic chemistry, modern analytical techniques, energetics, kinetics and equilibrium.

**Year 13** - The course extends many of the topics taught in Year 12 including equilibrium II, acid-base equilibria, redox II, energetics II, transition metals, kinetics II, organic chemistry II and modern analytical techniques II.

**Laboratory Work in Science**

Students will complete 16 core practical activities in addition to other class-based investigations, preparations and measurements and will be expected to keep a laboratory notebook. There will be ongoing assessments for practical competency against the common practical assessment criteria throughout the course where students will receive a pass/fail grade.

**Assessment**

There are three exams taken in the summer term of Year 13.

**Paper 1:** Advanced Inorganic and Physical Chemistry. 1 hour 45 minutes. Worth 30% of the final grade.

**Paper 2:** Advanced Organic and Physical Chemistry. 1 hour 45 minutes. Worth 30% of the final grade.

**Paper 3:** General and Practical Principles in Chemistry. 2 hours 30 minutes. Worth 40% of the final grade.

**Future Pathways**

A-Level Chemistry is a highly respected qualification by universities, colleges and prospective employers. With an excellent grounding in Chemistry, you could pursue science-related careers such as Pharmacy and Pharmaceuticals, Forensics, Chemical Engineering, Environmental Science, Medical Science, Food Science, and Veterinary Science. Chemistry is also a well-regarded subject for entry into non-scientific careers such as Accountancy, Business and Law.

# A LEVEL PHYSICS

**Teacher Contact:**  
Miss E Welham

**Entry Requirements:**

- + Minimum grade 6/6 in Combined Science or minimum grade 6 in Physics
- + Grade 4 in English Literature or English Language
- + Grade 6 in Mathematics

**Examination Board:**  
Edexcel



A-Level Physics provides students with opportunities to explore and understand the physical world around them. Our course builds on, and relies upon, strong foundational knowledge from GCSE Science that students will extend throughout their studies. Within the course students will look at some of the big questions of our time including "How did the universe begin?" and obtain a thorough grounding in all areas of physics including matter, energy, forces, motion, and electricity while becoming confident in their use of mathematical expressions to explore physical concepts.

**Course Content**

**Year 12** - Students study a range of topics including: mechanics, electric circuits, materials, waves and the particle nature of light.

**Year 13** - The course extends many of the topics taught in Year 12, including further mechanics, electric and magnetic fields, nuclear and particle physics, thermodynamics, space, nuclear radiation, gravitational fields and oscillations.

**Laboratory Work in Science**

Students will complete 16 core practical activities, as well as class-based investigations. Students will be expected to keep a laboratory notebook for all practical investigations and there will be an ongoing practical assessment for competency against the common practical assessment criteria throughout the course where students will receive a pass/fail grade.

**Assessment**

There are three exams taken in the summer term of Year 13.

**Paper 1:** Advanced Physics I. 1 hour 45 minutes. Worth 30% of the final grade.

**Paper 2:** Advanced Physics II. 1 hour 45 minutes. Worth 30% of the final grade.

**Paper 3:** General and Practical Principles in Physics. 2 hours 30 minutes. Worth 40% of the final grade.

**Future Pathways**

A-Level Physics is a highly respected qualification by universities, colleges and prospective employers. Achievements within A-Level Physics demonstrate an ability to think logically, solve problems through application of knowledge, and to work both independently and collaboratively. With an excellent grounding in Physics, you could pursue science-related careers such as Engineering, Architecture, Pilot, Astrophysicist, Medical Physicist, Electrician, Geophysicist and Meteorologist.

## A LEVEL ART & DESIGN

**Teacher Contact:**  
Ms P Nice

### Entry Requirements:

- + Grade 4 in Art & Design
- + Or a portfolio if not previously studied

**Examination Board:**  
OCR



A level Art allows students to work in an independent way. They explore their own ideas by looking and responding to the work of a range of artists, designers and craftspeople. Students will develop their practical skills such as drawing, painting, printmaking and sculpture as well as experimenting with exciting new media. A level Art supports students in exploring and developing their own art practice.

### Personal Portfolio

The Personal Portfolio and Related Study are worth 60% of the overall grade. Students will produce a body of work that takes the form of sketchbooks, large scale work, study sheets and digital portfolio, using different media, including drawing, painting and photography. Students will explore an idea or theme of their own choosing, developing work in a way that reflects their personal interests and strengths until they reach a final outcome. Students are also required to produce a 1000-3000 word illustrated essay that explores and analyses the contextual and historical ideas and concepts explored in the practical portfolio.

### Externally Set Assignment

The Externally Set Assignment is worth 40% of the overall grade. Students will be issued an assignment paper in February of Year 13. From this they will select one of the titles/starting points to develop ideas from. They will have time within lessons and homework to produce preparation work that satisfies AO1, 2 and 3 before they begin their exam. The exam is 15 hours split into 5 hour sittings across 3 days and will be conducted under exam conditions. The focus in the exam is to produce an original outcome based on the preparatory work that satisfies AO4.

### Assessment

Both the Personal Portfolio and the Externally Set assignment will be marked against the following assessment objectives.

- AO1** Develop ideas through artists' research and appropriate responses
- AO2** Explore and experiment with and select appropriate materials
- AO3** Record insights and observations through drawing and other approaches
- AO4** Present a personal final outcome realising intentions

The Personal Portfolio and Related Study are marked out of 120 marks and the Externally Set Assignment is marked out of 80 marks. Both components will be marked by the Art Department and then externally moderated by OCR.

## A LEVEL COMPUTER SCIENCE

**Teacher Contact:**  
Mrs D Gibson

### Entry Requirements:

- + Grade 5 in English Literature or English Language
- + Grade 5 in Mathematics
- + Grade 5 in GCSE Computer Science

**Examination Board:**  
OCR



Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement and can look at the natural world through a digital prism.

You will develop an understanding and ability to apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation, You will also gain the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.

The capacity to think creatively, innovatively, analytically, logically, and critically is essential as are mathematical and organisational skills

You will be taking 2 exams each worth 40% and completing a NEA that is worth 20%

**Paper 1 - Computer systems- covers:** The characteristics of contemporary processors, input, output and storage devices, software and software development, exchanging data, data types, data structures and algorithms, legal, moral, cultural and ethical issues. 40% of qualification- 2hr 30min

**Paper 2 covers:** Elements of computational thinking, problem solving and programming, algorithms to solve problems and standard algorithms. 40% of qualification- 2hr 30min

**NEA- Programming project:** You 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

The NEA will include you spending time in your holidays researching and completing the project

# IT INTRODUCTORY DIPLOMA

**Teacher Contact:**  
Mrs D Gibson

**Entry Requirements:**

- + Grade 4 in English Literature or English Language
- + Grade 4 in Mathematics

**Examination Board:**  
OCR



As a vocational course, students will investigate the roles of different professionals working in the application development sector of IT and Computing in order to develop their understanding of the key fundamentals of this global industry.

**Year 12**

**Unit 1 - Fundamentals of IT** - Students will develop a sound understanding of IT technologies and practices that are essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT. This unit is assessed by a 90 minute exam.

**Unit 2 - Global information** - Students will develop their knowledge of the functionality of information and how data is stored and processed by organisations. They will also learn about how individuals use information of various types. This unit is assessed by a 90 minute exam.

**Year 13:**

**Unit 6 - Application Design, Unit 8 - Project Management, Unit 21 - Website design and prototyping** - Students will learn about application design and the concept of managing an application design project from initial ideas through to completion. They will undertake an internally assessed project that covers all three units and will require an understanding of the different methodologies available for application design and then apply one to a real life scenario in order to design and produce a suitable application for a client.

**Future Pathways:** This qualification is designed to give students a range of specialist knowledge and transferable skills in the context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related Higher Education (HE) course. Students could progress onto a Level 4 apprenticeship such as Network Engineer or Software Developer or into employment in the IT sector in areas such as technical support, digital technologies, application development or data analysis, or progress on to a relevant IT or Computing degree. Typical job roles that students may progress on to following the course include: Junior Web Application Developer, Junior Application Developer, Network technician, or Junior Software Analyst

# EXTENDED CERTIFICATE IN DIGITAL MEDIA

**Teacher Contact:**  
Mrs D Gibson

**Entry Requirements:**

- + Grade 4 in English Literature or English Language

**Examination Board:**  
OCR



With units on Media Products and Audiences, Pre-Production and Planning, Social Media and Globalisation, and Research for Product Development, you will practically apply your skills and knowledge in preparation for further study, apprenticeship or the workplace.

You will develop professional and social skills through interaction with performers, clients and peers; as well as theoretical and technical knowledge and understanding to underpin these skills. This will allow your creativity and flair to be harnessed in the design and production of media products used within the industry. You will develop conceptual ideas, and visualise these all the way through the production cycle; from planning and pre-production right through to editing, postproduction and presentation of products. You'll learn how to analyse target audience requirements, research market demand and bring a media concept alive.

You will also gain an understanding of how different businesses and organisations in the media sector work. When it comes to progression or employment, you will learn about the variety of opportunities available to you, and the roles and responsibilities of media businesses and organisations within the sector. This will make sure you develop clear ideas about where you might like to take your career and what progression routes you'd like to follow.

**Assessment**

3-5 internally marked coursework units, equating to 50% of the final grade and 2 externally set examinations which equate to 50% of the final grade.

**Future Pathways**

Photography, Image Editing/Compositing, Art and Graphic Design, Print and Digital Media - from Magazines to Comics and Graphic novels, Web Design, Blogging, Vlogging, Audio Blogs and Podcasts, Social Media - from Facebook to Tik Tok, Interactive Media, Digital Animation, TV and Short Films?

## BTEC LEVEL 3 EXTENDED CERTIFICATE IN DANCE

**Teacher Contact:**  
Miss K Dallard

### Entry Requirements:

- + Grade 4 in English Literature or English Language
- + GCSE Performing Arts Level 2 Pass

*If you do not meet the entry requirements in the core subjects, you will be assessed on your performance grades, skills and performance experience*

**Examination Board:**  
Pearson



This qualification will suit any student who is interested in the performing arts with a key focus on the discipline of dance.

Students will study five units:

- + Group Performance Workshop
- + Developing Skills and Techniques for Performance.
- + Jazz Dance Technique
- + Contemporary Dance Technique
- + Investigating practitioners work

These units will give students an understanding of the dance industry in wider contexts, including the way the sector works, job roles and progression opportunities, how to build strategies for sustaining a freelance career, and how to plan and develop projects. Students will study the work of dance practitioners and learn how to demonstrate practical ideas for performance. Learners will focus on the development of practical skills and contextual knowledge throughout the qualification.

### ASSESSMENT

Group Performance Workshop and Investigating Practitioners Work are both externally examined and assessed. All other units are internally assessed and externally moderated. This qualification is graded: Pass, Merit, Distinction, Distinction\*.



This qualification will suit any student who is interested in the following disciplines:

- + Dance
- + Drama
- + Music
- + Singing
- + Musical Theatre

Students will take four units, three of which are mandatory, plus one optional unit. Everyone will study the following mandatory units:

- + Group Performance Workshop
- + Investigation Practitioners Work
- + Influential performance practice
- + Developing Skills and Techniques for Live Performance

These units will give students an understanding of the performing arts industry in wider contexts, including the way the sector works, job roles and progression opportunities, how to build strategies for sustaining a freelance career, and how to plan and develop projects. Students will study the work of key practitioners and learn how to demonstrate practical ideas for performance. They will focus on the development of practical skills and contextual knowledge throughout the qualification.

### Assessment

Unit 3 is externally examined and assessed. All other units are internally assessed and externally moderated. This qualification is graded: Pass, Merit, Distinction, Distinction\*.

## BTEC LEVEL 3 EXTENDED CERTIFICATE IN PERFORMING ARTS

**Teacher Contact:**  
Miss K Dallard

### Entry Requirements:

- + Grade 4 in English Literature or English Language
- + GCSE Performing Arts Level 2 Pass

*If you do not meet the entry requirements in the core subjects, you will be assessed on your performance grades, skills and performance experience*

**Examination Board:**  
Pearson

# BUSINESS OF MUSIC PRACTITIONERS RSL SUBSIDIARY DIPLOMA

**Teacher Contact:**  
Mr J Priddle

**Entry Requirements:**

- + Grade 4 in English Literature or English Language
- + GCSE Performing Arts Level 2 Pass if studied

**Examination Board:**  
RSL



**Evolution of The Recording Industry** - Explore the development of the music recording industry from the 1950s to present day. Analyse the evolution of how recorded music has been released, distributed and promoted in the UK, including the growth of the internet, marketing and promotion strategies, the global uptake of new mobile technologies, changes to formats and artists' relationships with their audience and the industry.

**Podcast Production** - Create a 15-20 minute podcast based on a show rationale. Write the script, capture the performers and compose the theme tune to make a podcast.

**Understanding Recording Techniques** - The art of recording music is built upon some significant techniques and concepts that are important to understand. Any individual who wishes to pursue a career within music production will benefit from an understanding of the basic physics of sound, microphone theory and the use of equalisation, gating and compression.

**Live Sound Engineering** - The aim of this unit is to provide the learner with a live sound Front of House PA scenario - setting up, sound checking and mixing for live performances at a specific event. Students will have opportunities to develop their skills in using FOH systems, focusing on the planning, technical aspects, timeframe and communicational skills involved in musical events and performances.

**Teach a Music Activity** - Plan and lead a music making activity in a variety of situations - this will include teaching a class of students a new music skill and imparting new knowledge.

**Live Sound Recording** - Externally marked assessment

**A Career in the Music Industry** - Plan effectively to develop a range of knowledge and skills to support future engagement with the music profession.

**Assessment**

This course is assessed entirely through coursework. There is no written examination element. This is an approved qualification which carries significantly more UCAS points than other traditional A Level qualifications. (1.5 times)

**Future Pathways**

Business roles in the creative industries such as artist management, event management. Advertising and marketing roles, journalism or the media industries in general. Engineer, Advertising, Sound Operator, DJ, Broadcasting Production Assistant, Music Journalist, Music Management.



# CRIMINOLOGY

**Teacher Contact:**  
Mrs T Cope

**Entry Requirements:**

- + Grade 4 in GCSE English Language

**Examination Board:**  
WJEC

## Level 3 Applied Certificate leading to an Applied Diploma in Criminology

The Criminology course is a qualification with elements of Sociology, Law, and Psychology to give students purposeful links to the criminal justice system. It is comprised of 4 units:

**Unit 1 - Changing Awareness of Crime** (controlled assessment)

Students develop an understanding of different types of crime, influences of crime, and why a crime might go unreported. It will look at complex behaviours of criminals and social implications of crimes.

**Unit 2- Criminological Theories** (examination)

Students gain an understanding as to why people commit crime and develop what they have learnt in Unit 1. Students explore theories behind reasons of crime, criminal behaviour, and deviance. Students will also analyse situations of criminality and how theories inform policy development.

**Unit 3 - Crime Scene to Courtroom** (controlled assessment)

Students explore the criminal justice system from the moment a crime has been identified to when there is a sentence or verdict. They will learn to examine and review the justice of verdicts in criminal cases.

**Unit 4 - Crime and Punishment** (examination)

Students will apply their understanding of criminal theories and the process of bringing an accused into court. They will evaluate the effectiveness and limitations of social control in criminal justice policy and the aims of punishment.

**How will I be assessed**

Students will have 4 units, each worth 25%. There are 2 examinations and 2 controlled assessments. Students will have 1 exam and 1 controlled assessment each year.

**Typical subject combinations**

Psychology, Sociology, Law, Chemistry

**Possible degree options**

Criminology, Sociology, Psychology

**Popular careers**

Police officer, Probation officer, Social worker

# BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT

**Teacher Contact:**  
Mr M Clay

## Entry Requirements:

- + Grade 4 in English Literature or English Language
- + Grade 4 in Biology
- + Grade 4 in GCSE PE or L2 Pass at V.cert/ BTEC Sport L2

## Examination Board:

Edexcel



As a vocational course, students will assume the role of various sports professionals in order to develop their understanding of the key fundamentals of this global industry. Within each role, students will complete a number of mandatory units relevant to all aspects of coaching, sport development and fitness including:

### **Anatomy and Physiology - 33% of final grade**

Students explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems culminating in a 90 minute exam.

### **Fitness Training and Programming for Health, Sport and Well-being - 33% of final grade**

Students interpret lifestyle factors and health screening data to develop and justify a fitness training programme and nutritional advice for a client. They will complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge skills.

### **Professional Development in the Sports Industry - 17% of final grade**

Students explore the knowledge and skills required for different career pathways in the sports industry. They will take in, and reflect on, a personal audit, career action plan and practical interview assessment activities.

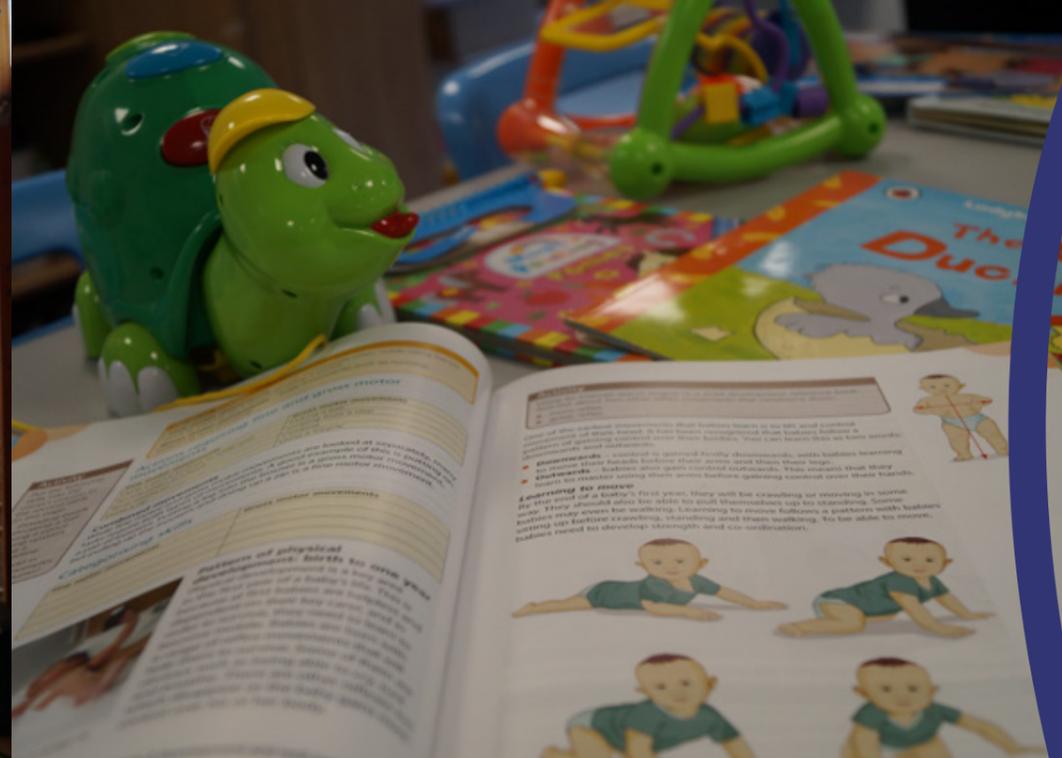
### **Optional unit - 17% of final grade**

An optional unit from any of the following areas:

- + Sports Leadership
- + Application of Fitness Testing
- + Sports Psychology
- + Practical Sports Performance

### **Future Pathways**

Sports Coaching, PE Teacher, Nutritionist, Physiotherapy, Fitness Instructor, Personal Trainer, Sports Development Officer, Sports Venue Manager, Sports and Leisure Management, Sports Agent.



This qualification enables students to develop knowledge and understanding of child development, education and care. The Childcare qualification is equivalent to 1 A-Level and can be taken alongside the Level 3 Applied General Certificate in Health and Social Care, also equivalent to 1 A-Level (2 A-Level equivalent at the end of 2 years)

### **Students will discover and learn about:**

- + The role of the early years, childcare and education practitioner
- + Human growth and development from conception to 19 years
- + Key legislation, policy and procedures
- + Statutory educational frameworks
- + Play and learning

### **Assessment**

The qualification requires students to produce a portfolio of evidence over a 2 year period that consists of 5 internally marked coursework units graded Pass, Merit, Distinction, Distinction\* and equates to 50% of the final grade. There are also 2 externally set assessments which equate to 50% of the final grade.

### **Future Pathways**

Possible careers include:

- + Early Years Education
- + Paediatric Nursing
- + Social work
- + Early Years Support Work
- + Family Support

# NCFE CACHE APPLIED GENERAL CERTIFICATE FOR EARLY YEARS, CHILDCARE AND EDUCATION

**Teacher Contact:**  
Mrs A Proctor

## Entry Requirements:

- + Grade 4 in English Literature or English Language

## Examination Board:

Edexcel

## NCFE CACHE APPLIED GENERAL CERTIFICATE FOR HEALTH AND SOCIAL CARE

**Teacher Contact:**  
Mrs A Proctor

**Entry Requirements:**  
+ Grade 4 in English literature or English Language  
+ Grade 4 in Science

**Examination Board:**  
NCFE



This qualification enables students to develop a wide range of knowledge and skills relevant to working in the Health and Social Care sector. The Health and Social Care qualification is equivalent to 1 A-Level and is taken alongside the Level 3 Applied General Certificate for Early Years, Childcare and Education, also equivalent to 1 A-Level (2 A-Level equivalent at the end of 2 years)

### Students will discover and learn about:

- + Functions of Health and Social Care
- + Human Growth and Development
- + Empowerment in Health and Social Care
- + Health Education
- + Anatomy and Physiology for Health and Social Care

### Assessment

The qualification requires students to produce a portfolio of evidence over a 2 year period that consists of 5 internally marked coursework units graded Pass, Merit, Distinction, Distinction\* and equates to 50% of the final grade. There are also 2 externally set assessments which equate to 50% of the final grade.

### Future Pathways

- + Adult nursing
- + Paediatric nursing
- + Education
- + Public health
- + Care Quality Commission
- + Social Work



Do you have a creative flair and a natural desire to seek out opportunities? Would you like to build your leadership skills, decision making skills, and ability to communicate effectively with others? Are you looking to pursue your passion and jump-start your career? Then our vocational Business Studies course is the programme of study for you. As a student of Business Studies, we will help you take your first steps towards a career in the business world. You'll learn essential skills such as business enterprise, project management, promoting a brand, and financial awareness.

By studying Business, you'll develop the knowledge and skills required to make informed business decisions, introducing you to the wide ranging aspects of the business world. This, provides a solid basis for understanding in relation to key topics of study. The units covered are:

**Unit 1** - Exploring a Business - This is an internal unit, worth 33% of your final grade, and will be assessed by your teacher, and the exam board will moderate a sample.

**Unit 2** - Developing a Marketing Campaign - This is an externally assessed assignment, worth 25% of your final grade. It is completed in exam conditions with computer access, where you will need to apply your learning to a specific business as well as researching the market that the business operates in.

**Unit 3** - Personal and Business Finance - For this unit you will sit an external written exam worth 25% of your final grade.

**Unit 8** - Recruitment and selection - This is an internal unit worth 17% of your final grade and will be assessed by your teacher, and the exam board will moderate a sample.

### Assessment

Business Studies (Vocational Qualification) will be delivered through coursework and exam based assessments as detailed above.

### Future Pathways

The broad business-related content of this qualification serves as an excellent grounding for university or HND study within an array of subjects including: Business, Finance, Banking, Human Resources, Marketing, IT, Event Management and Accounting (amongst others). For students who choose to move straight into employment, the Business Studies programme of study may support access to employment in areas such as Marketing, Finance, Events Management, Communications, Insurance, Banking, and Office Administration. Vocational qualifications are also a fantastic springboard into Higher Apprenticeships or Degree Programmes.

## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN BUSINESS

**Teacher Contact:**  
Ms D Gibson

### Entry Requirements:

- + Grade 4 in English Literature or English Language
- + Grade 4 in Mathematics
- + A Pass grade in a relevant Level 2 Vocational course (NCFE Business or other Business qualification) if studied

**Examination Board:**  
Edexcel

# CITY & GUILDS ADVANCED TECHNICAL CERTIFICATE IN ENGINEERING

**Teacher Contact:**  
Mr K Rumary

**Entry Requirements:**  
+ Grade 4 in Higher Tier  
Mathematics

**Examination Board:**  
City and Guilds



This qualification is for you if you are considering a career in the Engineering sector, covering a range of topics allowing you to develop your knowledge and skills.

### **Topics covered:**

You will study theoretical aspects of the subject and apply them to practical tasks. Compulsory topics include:

- + engineering materials
- + electronics, control and instrumentation
- + mechanical structures and dynamics
- + manufacturing methods in engineering
- + engineering design
- + engineering mathematics and statistics.

You will study both the practical use and underpinning knowledge of the subject, which sometimes involve local employers providing real examples as part of the training. You will visit or have visits from employers who can provide demonstrations and talks on the industry, there may also be a relevant work placement with an employer.

### **Assessment**

This qualification has a single exam (40%) and a single synoptic project (60%). The exam is sat in January in year 13, with a possible resit in June in year 13. The synoptic assessment is available from December to May in Year 13.

### **Future Pathways**

The City & Guilds Level 3 Advanced Technical Certificate in Engineering could lead to employment opportunities as a:

- + skilled machinist
- + composites technician
- + measurement and control technician

**When you have achieved this qualification, you have a choice of seeking employment or going on to further learning. Examples include:**

- + Higher Apprenticeship in Advanced Manufacturing Engineering.
- + Foundation Degree
- + FdEng in Engineering.



# CITY & GUILDS DIPLOMA IN LIGHT VEHICLE MAINTENANCE

**Teacher Contact:**  
Mr K Rumary

**Entry Requirements:**  
+ Level 2 Pass  
in a Design &  
Technology subject

**Examination Board:**  
City and Guilds

This qualification is for students who have a keen interest in vehicle maintenance and are looking to progress within this industry. The qualification will provide them with the opportunity to develop their knowledge and skills at the level suiting their ability at entry.

This course has been designed to be practical, engaging and motivating to support students in gaining the key knowledge and skills required by maintenance and repair employers. It is also a mandatory requirement that students will engage with sector employers during the qualification. Once they have achieved their qualification, students can progress to further training and education in automotive and engineering subjects (including an apprenticeship) or to a job role in the sector.

### **What is covered by the course?**

You will cover the following topics:

- + Health, Safety and Good Housekeeping in the Automotive Environment
- + Support for Job Roles in the Automotive Environment
- + Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment
- + Diagnose, Rectify and Report on Complex Light Vehicle Faults
- + Diagnose and Rectify Vehicle Auxiliary Electrical Faults
- + Diagnose and Rectify Light Vehicle Engine Faults
- + Diagnose and Rectify Light Vehicle Chassis System Faults
- + Knowledge of Diagnosing and Rectifying Light Vehicle Transmission and Driveline Faults
- + Inspect Light Vehicles Using Prescribed Methods
- + Overhaul Light Vehicle Steering and Suspension Units

### **Assessment**

For this qualification, students must complete and pass:

- + 4 in class essays
- + 4 online exams
- + 7 practical tests

### **Future Pathways**

Upon achieving this qualification, students can progress onto university or further training and education in automotive and engineering subjects (including apprenticeships) or to a job role in the vehicle maintenance sector.

# DIPLOMA IN FOOD SCIENCE & NUTRITION

**Teacher Contact:**  
Mrs C Hyde

**Entry Requirements:**

- + Grade 4 in Mathematics
- + Grade 4 in English Literature or English Language

**Examination Board:**  
WJEC



This Level 3 qualification offers a wealth of knowledge about nutrition, the relationship between the human body and food, as well as practical skills for cooking and preparing food.

One mandatory unit in Year 12 with both an internal and external assessment and two units in Year 13; one mandatory externally set and assessed paper and one externally set and internally assessed controlled assessment.

**Unit 1:** Meeting the nutritional needs of specific groups. Develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

**Unit 2:** Ensuring food is safe to eat. You will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise the risks. You will be able to work with a scenario given to recommend the control measures that need to be in place, to ensure that food is safe to eat.

**Unit 3:** Experimenting to solve food production problems. The aim of this unit is for students to use their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems.

**Assessment**

**Year 12: Unit 1:** One Internal 9 ½ hour controlled assessment, including a 3 hour 30 minute practical exam and a 1 hour 45 minute written exam.

**Year 13: Unit 2:** One External 8 hour controlled assessment examination completed in sessions between 01 May and 01 June.

**Year 13: Unit 3:** One Internal controlled assessment marked by 01 May.

**Future Pathways**

An understanding of food and nutrition is relevant to many industries and job roles: Food Technology, Chef, Nutritionist, Food buyer, Food Critic, Marketing, Food Product Development and Production, Dietetics, Teaching, Catering, Sports Science, Nursing, Environmental Health. Higher Education courses include: Food & Nutrition, Human Nutrition, Public Health Nutrition, Food Science & Technology, Hotel & Restaurant Management.

# EXTENDED PROJECT

**Teacher Contact:**  
Mrs M Wilkins

**Entry Requirements:**

- + Grade 4 in English Literature or English Language
- + Letter of application

**Examination Board:**  
Edexcel

**UCAS Points Available:**  
28



The Edexcel Level 3 Extended Project allows students to explore a topic area which extends their learning in their area of study, as a standalone qualification. Students follow the dissertation pathway selecting a project topic which expands their learning in their field of study, in a related area, or that is relevant to their own personal interests. Students will be assessed on their ability to plan, manage, complete and review their project. The qualification will be completed over 1 year, and is assessed by a tutor and externally moderated by Pearson.

**This qualification will allow students to:**

- + have significant input on the choice of their project and take responsibility for completing tasks independently
- + develop and improve their own learning and performance as critical, reflective and independent learners
- + develop and apply decision making and, where appropriate, problem solving skills
- + extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- + where appropriate, develop as e-confident learners and apply relevant technologies in their studies
- + develop and apply skills, creatively demonstrating initiative and enterprise
- + transfer skills developed as part of their project to other areas of study
- + use their learning experience to support their personal aspirations for further education and/or career development.

**Assessment:**

Dissertation - a theoretical written project on any topic presenting an argument, e.g., research into a biological, historical or environmental issue.

## SPORT LEADERSHIP

**Teacher Contact:**  
Mr M Clay

**Entry Requirements:**

- + Sixth Form entry criteria

**Examination Board:**  
LSF

**UCAS Points Available:**  
16



This course is for students looking to build confidence, communication, time and leadership skills and for those who want to get into a career which involves: management, leadership, sport, event planning, working with large groups of people.

Students will use a Learner Evidence Record (LER) for this qualification. This will be filled out throughout lessons and in non-contact time and some will be sent off to LSF for moderation purposes.

The LER is mandatory and uses the following assessments:

- + Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions
- + Assessment of written tasks (task worksheets provided in the LER)
- + Plans and evaluations completed during the course

Students will complete 7 challenges during the course on the lead up to their event assessments:

- + **Valuing Learning Challenge** – Engaging with learning and your community
- + **Skills for Progression Challenge** – The personal skills you need to progress
- + **Believe in Yourself Challenge** – Building confidence to succeed
- + **Safety First Challenge** – Leading activities safely
- + **Adapting Activities Challenge** – Developing activities for a changing environment
- + **Virtual Leading Challenge** – Using technology for leading activities
- + **The Reflection Challenge** – Effective self-evaluation of skills

## CORE MATHEMATICS

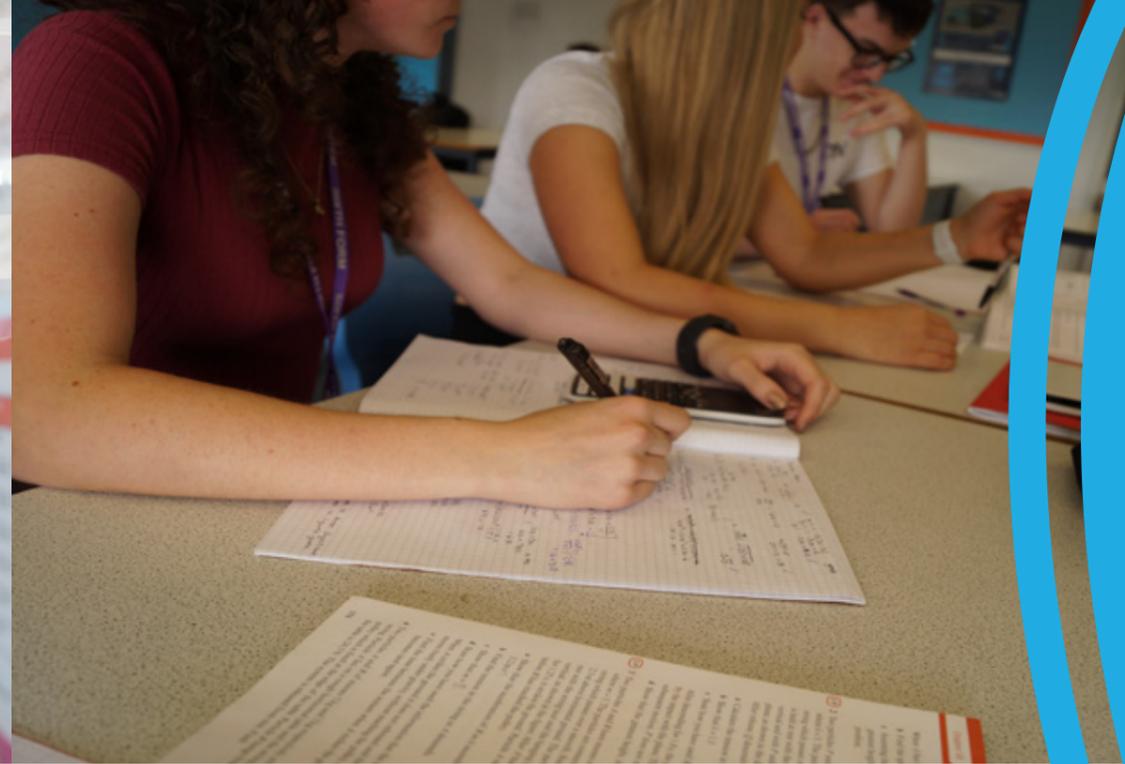
**Teacher Contact:**  
Mr I Kennedy

**Entry Requirements:**

- + Grade 4 in Mathematics

**Examination Board:**  
AQA

**UCAS Points Available:**  
20



Mathematics is, inherently, a sequential subject. There is a progression of material through all levels at which the subject is studied. It is assumed that students will already have confidence and competence in the content presented in standard type within the GCSE mathematics criteria. Students will make use of elements of this content when addressing problems within this Level 3 Certificate Mathematical Studies specification but this is not explicitly set out in subject content. This Level 3 Certificate Mathematical Studies specification aims to build on the knowledge, understanding and skills established in GCSE mathematics.

Subject content that is expected to be used throughout including:

- + Knowledge and use of the formula  $y=mx+c$ . It is also expected that students will be able to find the gradient of a straight line connecting two different points.
- + It is expected that spreadsheets and tables will be used throughout the teaching of this Level 3 Certificate Mathematical Studies specification.
- + Knowledge and use of the formulae for the circumference and the area of circle.
- + Knowledge and use of the formulae for the perimeter of 2-D shapes, their areas and for calculating fractional areas of circles and composite shapes.
- + Knowledge and use of the mathematical content of analysis of data and maths for personal finance elements.
- + The ability to calculate surface areas of spheres, cones, pyramids and composite solids, including the application of the concepts of similarity including lengths in similar figures and Pythagoras' theorem applied to 2-D and 3-D figures.

**Subject content areas**

- + 3.1 Analysis of data
- + 3.2 Maths for personal finance
- + 3.3 Estimation
- + 3.4 Critical analysis of given data and models (including spreadsheets and tabular data)
- + 3.5 The normal distribution
- + 3.6 Probabilities and estimation
- + 3.7 Correlation and regression
- + 3.8 Critical path analysis

# AS LEVEL IN FURTHER MATHEMATICS

**Teacher Contact:**  
Mr I Kennedy

**Entry Requirements:**

- + Grade 7 in GCSE Mathematics
- + Mathematics A Level is compulsory if taking Further Mathematics

**Examination Board:**  
Edexcel

**UCAS Points Available:**  
20



Further Mathematics extends the concepts introduced during the Maths course and is aimed at students with a particular interest and ability in the subject. Students delve into more complex calculus and algebra, learn a variety of methods of proof and discover abstract concepts, such as the square root of minus one, beyond the scope of the Maths course. Students develop more mathematical modelling skills, particularly in mechanics and statistics, and may learn to analyse practical problems in decision mathematics. Most successful entrants to the course will have achieved an 8 or equivalent in their GCSE maths.

### What is covered by the course?

Note: Half the content (the Core Pure Mathematics) is compulsory. For the rest, students can specialise in Statistics, Mechanics, Decision Mathematics, Pure Mathematics or any combination of these. You will sit all external exams at the end of two years.

You will study a mixture of further pure maths, statistics and mechanics, with the pure and applied in an approximate 2:1 ratio. The pure will consist mainly of complex numbers, matrices, vectors and calculus. The statistics will involve discrete and continuous random variables and statistical tests. The mechanics will mostly consist of momentum, work and restitution.

### Assessment

There are two 90-minute exams, taken at the end of the second year, with an average mark of around 80% sufficient to achieve an AS grade. You will sit one pure exam and two optional papers (see above). The course covers a wide range of topics including Pure Mathematics, Statistics and Mechanics.

### Future Pathways

Universities, colleges and prospective employers view Further Mathematics as arguably one of the most highly valued A-levels as a good pass demonstrates an individual ability to think logically, work independently and solve complex problems, all of which are becoming standard requirements in an increasingly competitive job market. Further mathematics offers a gateway to jobs and careers in engineering, accounting, banking and teaching.

# ANYTHING IS POSSIBLE



The Sixth Form students are role models to the younger years as they move around the school. Our dress code reflects the changing world of modern office wear. We want our students to wear clothes they feel comfortable to express themselves in, while also slowly building a closet of workplace wear for after Sixth Form.

### All students must wear:

- + Sixth Form lanyard with ID badge on show

The following are not permitted:

- + Short skirts, dresses or shorts - long shorts/playsuits are allowed
- + Jeans with rips - smart jeans are allowed
- + Flip flops or other beach footwear
- + Strappy tops - shoulders need to be covered at all times
- + Crop tops/low cut tops - no skin on show
- + No leggings - unless worn under a dress/long top to replace tights
- + No track suits, jogging bottoms or athletic shorts
- + No phones or headphones out in hallways
- + No phones in lessons unless directed to use them

As a member of Rivers Sixth Form, all students are expected to:

- + Be a role model for the rest of the Academy. Your behaviour, attitude and dress must reflect this at all times.
- + Study hard. Students should ensure all work is completed to the highest possible standard.
- + Meet all deadlines including homework and coursework.
- + Be punctual and attend all lessons including after school revision and interventions.
- + Take responsibility for catching up with any work missed due to absence.
- + Help and support younger Academy students by working with them, their mentors, and teachers.
- + Respect the Sixth Form area and the wider Academy environment.
- + Maintain a positive attitude and be prepared to take an active part in Sixth Form life.
- + Support the Academy and the Sixth Form Leadership Team by attending functions, participating in charity fundraising and enrichment/ citizenship activities.
- + Discuss any issues as soon as they arise with the Sixth Form staff.



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