



YOUR FUTURE
OUR FOCUS



SJL SIXTH FORM

DIGITAL PROSPECTUS

2027/28





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HELLO!



MRS SILVERS: Director of Sixth Form

Hi! I'm Mrs Silvers, and I am the Director of Sixth Form. I work closely with Mr Gorbould and Mrs Thompson to oversee the overall running of the Sixth Form at SJL.

MR GORBOULD: Senior Co-ordinator of Sixth Form

Hello! I'm Mr Gorbould and a hugely important thing about my role is it's non teaching. This means I am there to offer students a supportive environment to thrive in and not only academically but professionally, socially, to reach their personal aspirations.



MRS THOMPSON: Deputy Co-ordinator of Sixth Form

Hello! I'm Mrs. Thompson and I am the Deputy Co-ordinator of Sixth Form. In my role I help students to get the most out of Sixth Form, with my speciality being supporting Mental Health & Wellbeing in students.

MISS HARRISON: Associate Co-ordinator of Sixth Form

Hi! I'm Miss Harrison and I am an Associate Co-ordinator of Sixth Form. I help with preparing students for life after Sixth Form and specialise in UCAS admissions for Early Entry university courses. I also support with the running of Sixth Form Council.



MR RICHES: Associate Co-ordinator of Sixth Form

Hello! I'm Mr. Riches and I help to ensure that Sixth Form students get the most out of Sixth Form life, supporting students in the Sixth Form Council and working alongside them to put on events such as our annual fundraiser spectacle RAG Week.

GARTH GOOD: Head Of Football at SJL Sixth Football Academy

Hi, I'm Garth. At SJL Sixth you can study the subjects that matter to your future while playing football in a pro-style academy environment. I'll be in your corner to help you push your game, earn opportunities, and open doors — whether that's uni, scholarships, or climbing the football ladder





CHOOSING COURSES

Choosing your Sixth Form subjects is a big deal – it's your chance to pick what excites you and sets you up for the future! Think about what you're good at, what you enjoy, and what will help you reach your goals. If you've got a dream career or uni course in mind, pick subjects that will help you get there. For loads of advice and tips, check out the UCAS website (www.ucas.com). It's all about making choices that work for you!

We've got a fantastic range of courses on offer – some you may not have studied before! Make sure you take the time to explore all your options and find what excites you. The course pages in this prospectus have all the details you need to help you decide. And don't worry if you haven't studied something in Year 11 – you can still pick it in Sixth Form!

Come along to our Sixth Form Open Evening (Autumn term 2025) to check out our facilities, chat with our teachers, and ask the Sixth Form team all about the courses and opportunities we have for you. Plus, in the Spring term, we'll have guidance meetings with all applicants to help you figure out which subjects will suit you best.



Just so you know, A Level courses at SJLHS are two-year programmes, usually in three subjects. Your final grade will be based on exams at the end of Year 13 (plus coursework, where it applies). In some cases, you might choose to take four subjects, but that will be decided individually. You can also work towards the Extended Project Qualification to add an extra boost to your academic journey. It's all about giving you the best chance to succeed! In Year 12, you'll take challenging internal exams in the summer. These results will help us give predicted grades to universities and future employers. You'll find all the details about the courses we offer for each subject later in this prospectus. (Just a heads up, the subjects listed here will only run if there are enough students interested, so keep that in mind for September 2026!)



SUBJECTS WE OFFER..

			ANCIENT HISTORY	APPLIED SCIENCE
ART & DESIGN	BIOLOGY	BUSINESS	CHEMISTRY	COMPUTER SCIENCE
DIGITAL GAMES PRODUCTION	ECONOMICS	ENGLISH LANGUAGE	ENGLISH LITERATURE	FASHION & TEXTILES
FILM STUDIES	FOOD SCIENCE & NUTRITION	FRENCH	FURTHER MATHEMATICS	GEOGRAPHY
HEALTH & SOCIAL CARE	HISTORY	LATIN	LAW	MATHEMATICAL STUDIES
MATHEMATICS	MEDIA STUDIES	MUSIC	MUSIC TECHNOLOGY	PERFORMING ARTS
PHOTOGRAPHY	PHYSICAL EDUCATION	PHYSICS	POLITICS	PRODUCT DESIGN
PSYCHOLOGY	RELIGIOUS STUDIES	SOCIOLOGY	SPANISH	SPORT & PHYSICAL ACTIVITY



CLICK TO GO TO INDIVIDUAL SUBJECT PAGES!

ENTRY REQUIREMENTS

To enrol on our courses, you'll need at least 5 grade 4s at GCSE across 4 different subjects, including English Language and/or Mathematics. Make sure to also check the entry requirements for each individual subject, as some may have specific criteria. A few students may be asked to take AS exams at the end of Year 12 to help decide whether to move on to Year 13, but remember, these AS exams are separate and don't count towards your final A Level qualification.



STUDENT SUPPORT



Supporting our students is super important to us because we want to help you succeed and reach your full potential. We know that everyone is different, and our goal is to make sure you've got all the guidance, resources, and opportunities you need to thrive. Whether it's choosing the right subjects, handling tough personal challenges, or exploring new interests, we're here to support you every step of the way.



ACADEMIC & PASTORAL SUPPORT

We know that moving into post-16 learning can be tough, which is why we're so proud of the specialist support we offer. The Sixth Form office has an 'open door' policy, so if you've got any concerns, we're always here to help. Our Sixth Form tutors meet with students every day to check on progress, offer advice, and make sure you're managing the balance between your studies and everything else. This close contact means tutors get to know you really well and can offer support right from the start.

Plus, our full-time Senior Coordinator of Sixth Form is dedicated to helping students with all sorts of things – whether it's time management, aiming for top grades, tackling course worries, or revision tips. You'll get the support you need, whether it's daily chats, weekly meetings, or even working in small groups. We're here to make sure you've got everything you need to succeed! Our Deputy Coordinator of Sixth Form is here to provide support with all sorts of things – from work and exam stress to relationship issues, staying mentally and physically healthy, and overall wellbeing. Whatever you're facing, we're here to help you manage it and make sure you've got the support you need to thrive.





FINANCIAL SUPPORT: BURSARY

We understand that financial worries can sometimes create barriers to success, which is why we offer the 16-19 Bursary Fund to support students who need help with costs like books, course materials, equipment, laptops, and school trips. If you're thinking about applying to university, we can even help with those costs too. To find out more about the bursary, who's eligible, and how to apply, visit our website or pop into the Sixth Form office. We're here to ensure that financial challenges don't hold you back from reaching your full potential.



FREE TRANSPORT

If you live more than 3 miles away from the school, we'll cover your transport costs to make sure you can get to Sixth Form without travel costs.



SAFEGUARDING

Your safety and wellbeing are at the heart of everything we do. We have a dedicated team of trained staff who are always on hand to provide extra support for any student who needs it. Whether you're dealing with personal issues, feeling overwhelmed, or simply need someone to talk to, our team is here to help. We aim to create a safe and welcoming environment where every student feels secure, respected, and supported throughout their time in Sixth Form.



EQUALITY & DIVERSITY

At our Sixth Form, we're committed to promoting equality and diversity. We believe that everyone, regardless of their background, identity, or beliefs, should feel valued and included in our community. We actively work to ensure that all students experience respect and fairness, and we foster an environment where individuality is celebrated. We encourage students to share their diverse perspectives and contribute to a rich, inclusive atmosphere where everyone feels they belong.





POST-18 PROGRESSION

Throughout your time in Sixth Form, you will get lots of support to help you nail your plans for after Year 13. We offer independent careers advice where you can chat about your dreams and career ideas with experts who really get it.

You will benefit from our Skills 4 Success sessions and tutor time activities which often focus on 'Life After Leman' — including regular use of the Unifrog online platform to explore your options. Plus, in the Summer Term of Year 12, we run a dedicated Careers and HE Day where you get a whole day off timetable to focus on your UCAS applications or prepping for apprenticeships and the world of work.

We are super proud of the support we offer. Our Sixth Form tutors are really experienced when it comes to helping you think about your future and acing your personal statements for UCAS.

On top of that, we have fantastic connections with our alumni who are always happy to share advice and help you on your journey.

At the end of the Summer Term in Year 12, you will also get to take part in a week of work experience. This is an amazing chance to gain real-world skills and really make your post-18 applications stand out from the crowd!





PROGRAMME

Elevate is aimed at students who are looking to get into a highly competitive university and typically where the application process includes some form of admissions process.

Oxbridge - Oxford and Cambridge applications are managed through UCAS but are more demanding than other universities. Whilst there is strong emphasis on your personal statement you will also be required to complete admissions tests alongside a formal interview. There is also a different timescale for the UCAS application process which requires you to complete your application earlier than for other universities.

We have a specific member of the Sixth Form Team whose role is to support our 'Early Entry' students and this process begins in Year 12.

Early Entry Courses - As well as Oxbridge applications, there is also an early deadline for most of the following courses: medicine, dentistry, veterinary medicine / science.

Russell Group Universities - This is a group of 24 universities (including Oxford and Cambridge) who have a strong research background, are highly regarded globally and offer courses that attract a large number of applicants making them extremely competitive.





Applying to Oxford and Cambridge (Oxbridge) is more demanding than other universities. In addition to a strong personal statement, you'll need to complete admissions tests and attend a formal interview. The UCAS application for Oxbridge has an earlier deadline, and we have a dedicated team member to support 'Early Entry' students from Year 12.

In Year 12, you'll get plenty of support to help you succeed. You'll work closely with your tutor and the Sixth Form Team, and receive one-on-one guidance from our Early Entry lead staff member. You'll develop your thinking skills through tutorials, discussions, and debates, and get help with applications for Summer Schools like UNIQ Oxford and Sutton Trust workshops.

We'll also support you with work experience and undergraduate shadowing applications. You'll get ready for UCAS personal statements through our Skills 4 Success Programme, and you can work towards the Youth STEMM Gold Award and The Duke of Edinburgh's Award (Silver/Gold). For those applying to Oxbridge, we offer support with applications, personal statements, and interview practice through the Oxford New College Step Up Programme, plus talks from current Oxford and Cambridge students. You'll also have the chance to attend an Oxbridge conference with workshops led by professors.

In Year 13, you'll get tailored support for the fast-paced Oxbridge application process, including preparation for online tests and interviews. You'll also receive one-on-one help with your UCAS application. There's the chance to become a Subject Ambassador and support Year 12 students, and you'll have practice interviews for competitive courses like Medicine, Veterinary Science, Midwifery, Physiotherapy, and Architecture. We're here to make sure you're fully prepared for the next step!





Hey future Sixth Formers!

Welcome to Sir John Leman Sixth Form - where learning is just the beginning! We're not just about books and exams (though we've got that covered!). We create an exciting, supportive community where you can grow, explore your passions, and make lasting memories.

At Sixth Form, we want your two years to be full of opportunities to try new things, develop skills, and have fun. Whether you're into sports, music, drama, charity events, or leadership, there's something for everyone!

One of the best ways to make your mark is by joining the Sixth Form Council. This is your chance to get involved, share ideas, and make a difference. The Council has roles in finance, environment, sports, performance, and more! Whatever your interests, there's a role for you. We run events like

coffee mornings, BBQs, movie nights, football matches, and our biggest event, RAG Week!

It's a huge fundraising week where the whole school raises money for charity.

It's high-energy and a great way to show off your leadership skills and teamwork.



If you're looking to take your leadership to the next level, Head Student roles are for you! Head Students work closely with the Council and Sixth Form Team to ensure everything runs smoothly and everyone's voice is heard. It's a chance to work with like-minded students and make a real impact.

There are also other leadership roles, like joining music ensembles or helping with Learning Support. Whether you're leading a project, performing, or supporting others, you'll have plenty of ways to shine.

At Sixth Form, we give you more responsibility with study periods. These are a great chance to catch up on work, dive deeper into topics, or get ahead. We've got the perfect places for it:

- The Study Room - for quiet, focused study
- The Common Room - for social or group work
- Computer Rooms - perfect for research
- Laptops - available when you need them



It's not all about studying! Our Sixth Form area has great places to chill. We've got a kitchen with a microwave, toaster, and kettle for snacks. There's also the Atrium Coffee Shop, where you can grab drinks, snacks, or a treat. On sunny days, we've got plenty of outdoor spaces to relax with friends.

We can't wait to welcome you to Sixth Form. We're here to make sure you have an amazing experience, with opportunities to grow, lead, and enjoy every moment.

Ready to make the most of your Sixth Form years? We sure are!



The Sixth
Form Council



READY TO APPLY?

ENTRY REQUIREMENTS

Grade 4s across at least 5 different GCSE subject areas,
to include a Grade 4 for English Language or Mathematics

Plus individual subject entry requirements





1 RESEARCH

Look at our detailed course information and come along to our Sixth Form Open Evening in the Autumn Term where you can speak to staff & students. If you are unable to attend our Sixth Form Open Evening or would like to find out more then just give us a call to arrange a tour.

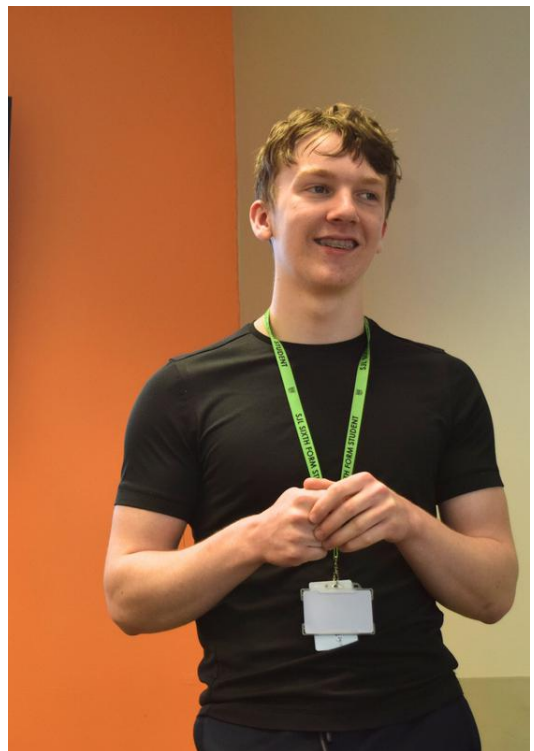
2 APPLY ONLINE

We encourage applications to be with us before the end of the Autumn Term to support in planning the curriculum offer. Once we have received your application you will get confirmation from us that we have received it.

3 GUIDANCE MEETINGS & OFFERS

Applicants to SJL Sixth Form are invited to meet with a member of the Sixth Form Team in order to discuss their applications in full. Meetings will take place in the Spring Term onwards. Following your guidance meeting we will write to you with further information.







SUBJECTS

ANCIENT HISTORY	APPLIED SCIENCE	ART & DESIGN	BIOLOGY	BUSINESS	CHEMISTRY
COMPUTER SCIENCE	DIGITAL GAMES PRODUCTION	ECONOMICS	ENGLISH LANGUAGE	ENGLISH LITERATURE	FASHION & TEXTILES
FILM STUDIES	FOOD SCIENCE & NUTRITION	FRENCH	FURTHER MATHEMATICS	GEOGRAPHY	HEALTH & SOCIAL CARE
HISTORY	LATIN	LAW	MATHEMATICS	MEDIA STUDIES	MUSIC
MUSIC TECHNOLOGY	PERFORMING ARTS	PHOTOGRAPHY	PHYSICAL EDUCATION	PHYSICS	POLITICS
PRODUCT DESIGN	PSYCHOLOGY	RELIGIOUS STUDIES	SOCIOLOGY	SPANISH	SPORT & PHYSICAL ACTIVITY



CLICK TO GO TO INDIVIDUAL SUBJECT PAGES!



ANCIENT HISTORY

OCR

Mr J Hoyle

A previous qualification in History or Ancient History is desirable, plus ideally Grade 5 GCSE English Language

INTRODUCTION

An Ancient History qualification is highly regarded by universities and employers. A study of Ancient History gives you transferable skills including essay writing, critical thinking, use of evidence, research and reaching sustained judgement. Students will like this course if they are interested in how the past allows us to understand the present. Ancient History is subject that combines political, military and social histories, and often provides context for events that happened throughout history since. Students will need to be willing to debate and revise their thinking as they learn more.





COURSE STRUCTURE

COMPONENT 1 GREEK HISTORY

**50% OF OVERALL GRADE
2.5 HOUR EXAM**

This is broken into two sections, a period study and a depth study. The exam contains source questions, an interpretation question and a choice of essay question. In the period study, students focus on the relations between Greek states, and Greek states and non-Greek states from 492 to 404 BC, particularly Sparta, Athens and Persia. Individual units in the period study include; the challenge of the Persian Empire 492-479, Greece in conflict 479-446, Peace and Conflict 446-431, the Archidamian War 431-420 and the end of the Peloponnesian War and its aftermath 419-404. In the depth study, students will learn about the politics and society of Sparta, 478-404 BC. Units include; education in Sparta, the social structure of Sparta, the political structure of Sparta, the Spartan military culture and its importance in the society and politics of Sparta and other state's views of Sparta and the effect of Spartan system on policy.

COMPONENT 2 ROMAN HISTORY

**50% OF OVERALL GRADE
2.5 HOUR EXAM**

This unit is also divided into a period study and a depth study. The exam contains source questions, an interpretation and an essay question. In the period study, students focus on the reigns of the Julio-Claudian emperors. Units include; Augustus 31Bc-AD 14, Tiberius AD 14-37, Gaius AD 37-41, Claudius AD 41-54 and Nero AD 54-68. In the depth study, students will focus on the unit 'Ruling Roman Britain, AD 43-c.128.' Units include; Roman military policy towards Britain: conquest and expansion, frontier policy: consolidation and retrenchment AD 85-c.128, resistance to Roman rule, Roman control and effects of Roman rule.

EXTENDED LEARNING

This will include research and essay writing. Students will be expected to read widely around topic and sometimes present what they have discovered to others in the class.

BTEC
LEVEL 3
EXTENDED CERTIFICATE

APPLIED SCIENCE

EXAMINING BODY

Edexcel

COURSE LEADER

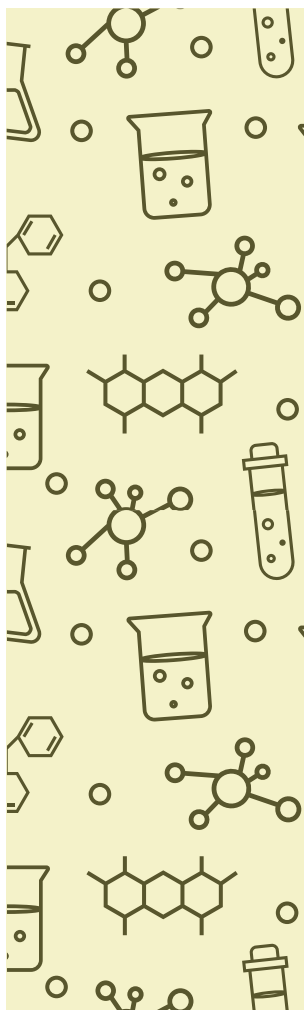
Miss R Harrison

ENTRY CRITERIA

Grade 4/4 or above in Combined Science. Grade 4 in at least one separate science or a pass in L2 BTEC Applied Science

INTRODUCTION

An A level equivalent Science course that allows students to study elements of all three sciences. Students will study the principles and applications of biology, chemistry and physics, as well as practical scientific procedures and techniques. Students will also have the opportunity to develop their science investigation skills. Two units are assessed by completion of internally assessed assignments and three units are externally assessed by examination. This course allows students to gain UCAS points for university or enter other aspects of science based industries at apprentice level. It is globally recognised by universities, colleges and professional institutions. Students can gain a pass, merit, distinction or distinction* grade. This course is suitable for all GCSE and BTEC science students, allowing them to work at their own level. A high proportion will achieve an equivalent A Level C grade or higher.





COURSE STRUCTURE

The BTEC Level 3 Extended certificate is broadly equivalent to one GCE A Level qualification at the following levels:

Pass = Grade E (16 UCAS Points)
Merit = Grade C (32 UCAS Points)
Distinction = Grade A (48 UCAS Points)
Distinction* = Grade A* (56 UCAS Points)
All students must take all five units.

UNIT 1
PRINCIPLES & APPLICATIONS
OF BIOLOGY

17% OF OVERALL GRADE
1 HOUR EXAM

UNIT 2
PRINCIPLES & APPLICATIONS
OF CHEMISTRY

17% OF OVERALL GRADE
1 HOUR EXAM

UNIT 3
PRINCIPLES & APPLICATIONS
OF PHYSICS

17% OF OVERALL GRADE
1 HOUR EXAM

UNIT 4
PRACTICAL SCIENTIFIC
PROCEDURES & TECHNIQUES

25% OF OVERALL GRADE
INTERNALLY ASSESSED COURSEWORK

UNIT 5
SCIENCE INVESTIGATION SKILLS

25% OF OVERALL GRADE
INTERNALLY ASSESSED COURSEWORK

EXTENDED LEARNING

Students will be given exam questions to complete outside of lessons when studying the examined units. They are also expected to research various areas outside normal lesson times and complete coursework, especially if they are aiming to achieve a Merit, Distinction or Distinction*.

A LEVEL

ART & DESIGN

EXAMINING BODY

AQA

COURSE LEADER

Mrs J Halsey

ENTRY CRITERIA

Ideally Grade 5 GCSE Art

INTRODUCTION

Art and Design is an exciting and stimulating subject that encourages creative self-expression through exploring a wide range of individual solutions to given problems. Students should be committed to the subject, happy to be both supported and challenged. This course provides a sound basis for Higher Education including Foundation Art Courses, Higher Education HND, BA courses or any career within the art field. As their projects develop, students are encouraged to identify their own area of expertise and subject matter. This allows them to build a strong portfolio of relevant work to support their onward journey





COURSE STRUCTURE

COMPONENT 1 PERSONAL INVESTIGATION

60% OF OVERALL GRADE **PROJECT & ESSAY**

In the first year, the course is kickstarted with a series of practical workshops, exploring a range of specialisms including photography, drawing, printmaking, painting, sculpture and ceramics. Students choose their own line of enquiry to base this work on, and they are encouraged to experiment and take risks. As the year progresses, work becomes more and more refined, personal and tailored to their strengths and aspirations. By the start of the second year, all students are working on a highly personal investigation with continued feedback and evaluation from teachers. Their artwork is supported by a short essay, which demonstrates their ability to relate their own work to that of practising artists, and to place it within the context of the wider world.

COMPONENT 2 EXTERNALLY SET ASSIGNMENT

40% OF OVERALL GRADE **PREPARATORY WORK + 15HR PRACTICAL EXAM**

In February of the second year, students are presented with a range of starting points from the examining body. They respond to one of the starting points through their own practise for a preparatory period of 12 weeks, which culminates in a series of final outcomes to the theme during a 15-hour supervised practical assessment. This is a really exciting opportunity to show off their skills and ideas.

EXTENDED LEARNING

Our 6th Form Artists all have a dedicated workspace in one of our beautiful art studios, which they are encouraged to use during their private and directed study times, as well as during breaks and after school. The expectation is that they complete around 2-3 hours of homework per week, but normally this is not a problem - time flies when you are doing what you love. We offer trips to Norwich and London for all our 6th formers and students are encouraged to visit galleries and museums when possible.

A LEVEL

BIOLOGY

EXAMINING BODY

AQA

COURSE LEADER

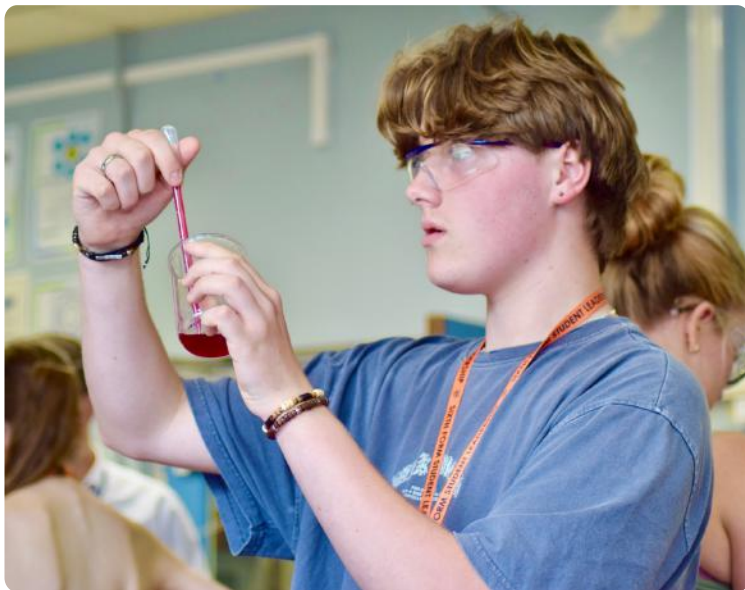
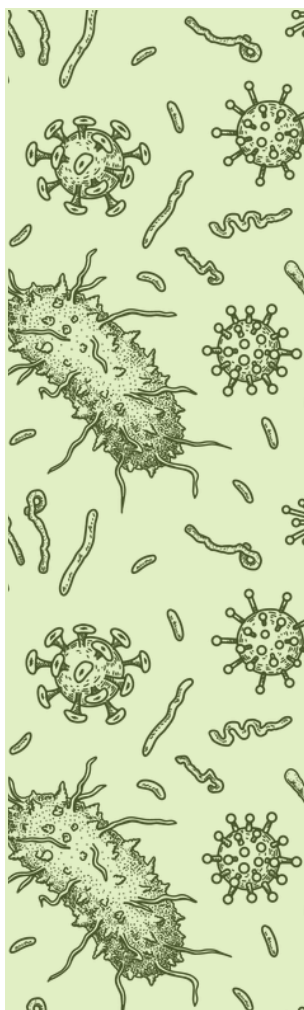
Miss A Riley

ENTRY CRITERIA

Grade 6/6 GCSE Combined Science or Grade 6 GCSE Biology plus Grade 5 GCSE Maths. Students not meeting these criteria may be accepted after interview

INTRODUCTION

This course is academically rigorous and provides an excellent pathway to undergraduate degrees in medicine, midwifery, radiography, Life Science, Environmental Science, Forensic Science or similar courses. Biology is the study of life, whether it be human, animal or plant. Our approach to Biology is very practical and we use an experimental approach to enrich learning as well as to prepare students for university or scientific sector employment. As a department we have a wealth of experience both academically and practically and we believe that this enriches the teaching of the course. Students considering this course should be self-motivated, well organised and extremely hard working.





COURSE STRUCTURE

Students will study the following eight topics over the two year course.

BIOLOGICAL MOLECULES	ORGANISMS THAT EXCHANGE SUBSTANCES WITH THEIR ENVIRONMENT
CELLS	GENETIC INFORMATION, VARIATION AND RELATIONSHIPS BETWEEN ORGANISMS
ENERGY TRANSFERS IN AND BETWEEN ORGANISMS	GENETICS, POPULATIONS, EVOLUTION & ECOSYSTEMS
ORGANISMS THAT RESPOND TO CHANGES IN THEIR INTERNAL & EXTERNAL ENVIRONMENTS	THE CONTROL OF GENE EXPRESSION

In addition, students complete twelve required practicals over the two years. These are integrated into the relevant teaching modules and students may be assessed on their knowledge, understanding and application of these practicals in all three written exams. The structure of the exams is as follows:

PAPER 1: CONTENT FROM TOPICS 1-4	35% OF A LEVEL (2 HOURS)
PAPER 2: CONTENT FROM TOPICS 5-8	35% OF A LEVEL (2 HOURS)
PAPER 3: CONTENT FROM TOPICS 1-8	30% OF A LEVEL (2 HOURS)

EXTENDED LEARNING

Students will be provided with a booklet at the start of each topic which lays out the learning outcomes of each lesson. The learning outcomes are based on segments of the specification and are written as questions for students to answer. Students should make notes on these outcomes to supplement their notes from class. They are also given a homework book which has past exam questions for every taught unit. Students are expected to complete these while the unit is being taught and these will then be marked during the final lesson of the topic to develop exam technique as well as consolidate knowledge.

A LEVEL

BUSINESS

EXAMINING BODY

Edexcel

COURSE LEADER

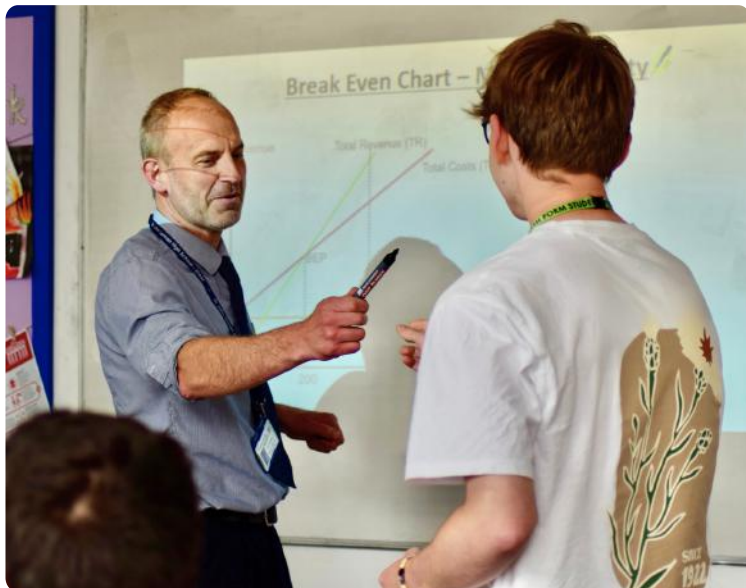
Mr J Trenchard

ENTRY CRITERIA

Ideally Grade 5 English Language
& Grade 5 Mathematics

INTRODUCTION

Entry numbers for Business and related subjects at university are growing more rapidly than for any other subject. This reflects its relevance to almost any career and progression to higher education particularly in Business, Accountancy, Marketing and Economics. Students should have a broad interest in current affairs and a specific interest in investigating and responding to practical problems. Business touches on a range of issues that arise in managing organisations of all kinds. As such it provides a sound and illuminating background to the world of business





COURSE STRUCTURE

THEME 1: MARKETING & PEOPLE

Meeting customer needs - The Market
Marketing mix and strategy - Managing people
Entrepreneurs and Leaders

THEME 2: MANAGING BUSINESS ACTIVITIES

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

THEME 3: BUSINESS DECISION & STRATEGY

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

THEME 4: GLOBAL BUSINESS

Globalisation - Global markets and business -
Expansion, Global marketing - Global industries and
companies

A Level Assessment Questions will be drawn from local, national and global contexts, students will sit the following exams:

PAPER 1

THEMES 1 & 4

2 HOURS
35% OF OVERALL GRADE

PAPER 2

THEMES 2 & 3

2 HOURS
35% OF OVERALL GRADE

PAPER 3

THEMES 1, 2, 3 & 4

2 HOURS
30% OF OVERALL GRADE

EXTENDED LEARNING

Regular extended learning tasks will include business case studies, research activities and exam practice questions. In addition, students are recommended to read a high quality newspaper on a regular basis.

A LEVEL

COMPUTER SCIENCE

EXAMINING BODY

OCR

COURSE LEADER

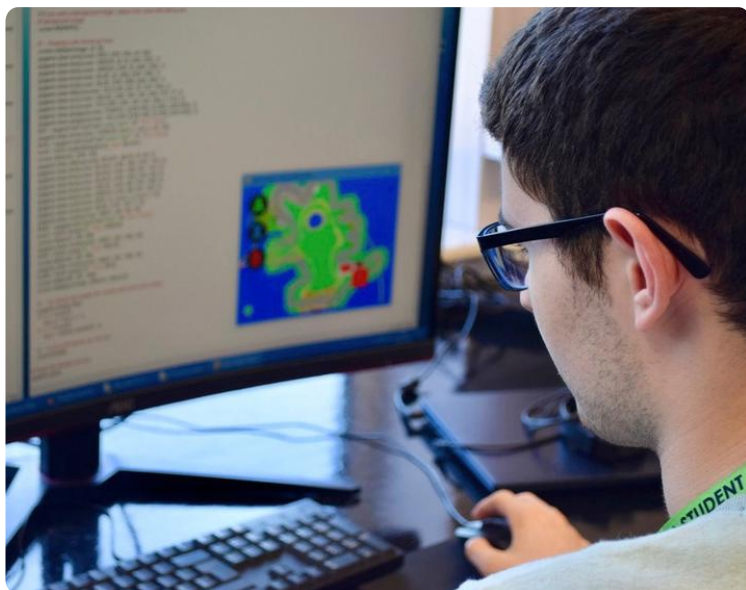
Mr P Robinson

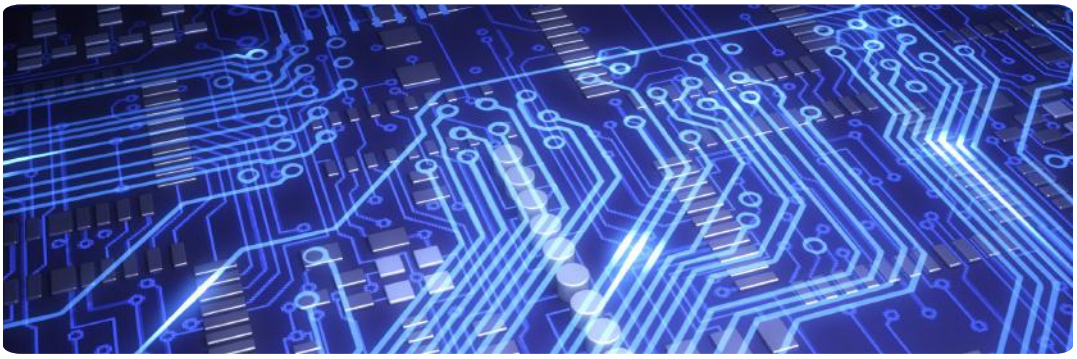
ENTRY CRITERIA

Ideally Grade 5 GCSE Computer Science (or equivalent)
plus Grade 6 GCSE Mathematics

INTRODUCTION

Computer Science is a practical subject where students can apply academic principles learned in the classroom to real-world systems. This is an intensely creative subject that combines invention and excitement which will help students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. This Computer Science qualification will be the best preparation for students who want to go on to study Computer Science at degree level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.





COURSE STRUCTURE

COMPUTING SYSTEMS

**40% OF OVERALL GRADE
ASSESSED BY 2H 30M EXAMINATION**

It will cover the characteristics of contemporary systems architecture and other areas such as:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, ethical and cultural issues.

ALGORITHMS & PROGRAMMING

**40% OF OVERALL GRADE
ASSESSED BY 2H 30M EXAMINATION**

Assessed by 2h 30m examination

There will be a short scenario contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving. Areas covered include:

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

PROGRAMMING PROJECT

**20% OF OVERALL GRADE
ASSESSED BY PORTFOLIO**

This will be a portfolio based assessment. Students will choose a programming problem to work through according to the guidance in the specification for which they will need to develop a solution using an appropriate programming language (for example Python). Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation

EXTENDED LEARNING

Students will need to devote a significant amount of time out of lessons to progress with their programming skills which is critical to their success. This will involve completing both online and workbook tutorials. In addition there will be a range of extended learning tasks that will include research activities and practice exam questions.

A LEVEL

CHEMISTRY

EXAMINING BODY

AQA

COURSE LEADER

Mrs J Hartnell

ENTRY CRITERIA

Grade 6/6 GCSE Combined Science
or Grade 6 GCSE Chemistry and Grade 6 GCSE Mathematics

INTRODUCTION

Chemistry is the study of the materials that make up everything. Career prospects in chemistry span healthcare, finance, communication, and security. The subjects covers everything from subatomic particles to the design of oil refineries, power stations, and space exploration. Studying chemistry not only provides fundamental knowledge but also develops valuable problem-solving and logic skills.





COURSE STRUCTURE

Both years of chemistry are split into 3 main topic areas:

PHYSICAL

INORGANIC

ORGANIC

During Year 1, physical chemistry covers the structure of the atom, bonding, energy changes, measuring amounts, equilibrium reactions and rates of reaction. Inorganic chemistry covers patterns in the Periodic Table, Groups 2 and 7. Organic chemistry is the study of the compounds of carbon including alkanes, alkenes, halogenoalkanes and alcohols.

Year 2 builds further on the topics in Year 1 as well as the chemistry of batteries, acids, bases and buffer solutions, the transition metals and many more organic molecules including aromatics, amino acids, proteins, DNA and polymers. Chromatography is also studied in more detail than at GCSE in Year 2 of the course.

The structure of the assessment is as follows:

PAPER 1:

This will assess inorganic and physical chemistry including any relevant practical activities

**35% OF OVERALL GRADE
2 HOURS**

PAPER 2:

This will assess organic and physical chemistry including any relevant practical activities

**35% OF OVERALL GRADE
2 HOURS**

PAPER 3:

This will be synoptic (anything from the course to be covered) including any relevant practicals

**30% OF OVERALL GRADE
2 HOURS**

EXTENDED LEARNING

There will be a set of prescribed tasks to be completed at home. In addition each teacher sets work specific to the lesson and group, this may be extended reading, writing notes, completing end of chapter questions or preparing for practical work. Students also have booklets of past papers with mark-schemes which are used as extended learning during revision periods.

BTEC
LEVEL 3
EXTENDED CERTIFICATE

DIGITAL GAMES PRODUCTION

EXAMINING BODY

Edexcel

COURSE LEADER

Mr P Robinson

ENTRY CRITERIA

Level 3 Sixth Form entry requirements, and ideally a qualification in Level 2 Creative iMedia (or similar)

INTRODUCTION

This qualification, equivalent to one A Level, provides an introduction to digital games production and is suitable for learners who are looking to progress to higher or degree apprenticeships, employment or higher education / training. You will develop skills in areas such as game development, 3D modelling and games testing. It is expected you will engage with sector employers as part of the course, where you will be given opportunities to develop practical skills in preparation for employment.





COURSE STRUCTURE

You will develop skills using industry standard game making software such as Blender, Construct 3 and Unreal Engine with an emphasis on games development. The course is made up of the following 5 units:

DIGITAL GAMES PRODUCTION

In this unit, you will design and create a digital game, learning about key features and design elements. You will gather assets like graphics and sounds, plan a level design, and build it in a game engine.

DIGITAL MEDIA SKILLS

In this unit, you'll showcase your media production skills by creating a digital game. You'll work to a client brief, choose the format, and apply production and post-production skills while preparing necessary documentation.

3D MODELLING

You will understand how 3D models for games are structured, used and produced before planning and creating 3D models for use in a 3D game engine. You will learn how 3D models are structured, what they are used for, the different elements in them and plan ideas for your own.

3D ENVIRONMENTS

You will learn to design and create 3D environments, including textures, and build them in a 3D game engine. This involves using tools to enhance the visual appeal of models, terrain, and game elements, as well as creating graphics for models and surfaces before constructing the environment.

3D DIGITAL ANIMATION

You will explore the purposes, development and technical characteristics of 3D animation while developing the appropriate skills. 3D animation is extensively used for a variety of purposes. In this unit, you will learn about the different uses of 3D animation and develop skills in digital tools and techniques, creating a final 3D animation for use in a media product

EXTENDED LEARNING

Students will need to devote a significant amount of time to a range of extended learning tasks that will include research activities, portfolio based tasks and practice exam questions.

A LEVEL

ECONOMICS

EXAMINING BODY

Edexcel

COURSE LEADER

Mr J Trenchard

ENTRY CRITERIA

Ideally Grade 6 GCSE Mathematics
& Grade 5 English Language

INTRODUCTION

A Level Economics uses logical thinking and detailed analyses to understand the way the domestic and global economies function. It is a way of thinking that is recognised and highly regarded by both universities and employers. As well as leading onto Economics degrees, this course is also a useful supporting subject for people wishing to study degrees such as Mathematics, Business, Politics, History and Geography. Students who have studied Economics have gone on to many different careers including accountancy, banking, management, politics and marketing.





COURSE STRUCTURE

The course is based around four key themes:

THEME 1

INTRODUCTION TO MARKETS & MARKET FAILURE

The nature of economics, How markets work, Market failure, Government intervention

THEME 2

THE UK ECONOMY: PERFORMANCE & POLICIES

Measures of economic performance, Aggregate demand, Aggregate supply, National income, Macroeconomic objectives and policy, Economic Growth

THEME 3

THE UK ECONOMY: BUSINESS BEHAVIOUR & THE LABOUR MARKET

Business growth, Business objectives, Revenues costs and profits, Market structures, The labour market, Government intervention

THEME 4

THE GLOBAL PERSPECTIVE

International economics, Poverty and inequality, Emerging and developing economies, the financial sector, role of the state in the macro-economy

The course assessment structure is as follows:

PAPER 1:

Markets & Business Behaviour
This paper assesses Theme 1 & Theme 3 content

35% OF OVERALL GRADE
2 HOURS

PAPER 2:

The National & Global Economy
This paper assesses Theme 2 & Theme 4 content

35% OF OVERALL GRADE
2 HOURS

PAPER 3:

Microeconomics & Macroeconomics
This paper assesses content from all themes

30% OF OVERALL GRADE
2 HOURS

EXTENDED LEARNING

Tasks will include case studies, research activities and exam practice questions. In addition, students will be expected to read the news, either online or from a quality newspaper.

A LEVEL

ENGLISH LANGUAGE

EXAMINING BODY

Edexcel

COURSE LEADER

Mrs J Shoote

ENTRY CRITERIA

Ideally Grades 5/6 English Language / English Literature
Students not meeting these criteria
may be accepted after interview

INTRODUCTION

This course is for students who enjoy reading non-fiction and who are interested in how we use language in the real world. The course also includes a creative writing component which can be fiction or non-fiction. The course will allow students to hone their analytical and creative skills.





COURSE STRUCTURE

COMPONENT 1 LANGUAGE VARIATION

35% OF OVERALL GRADE
2H 15M EXAM

Students learn about how language varies depending on modes of communication, audiences and functions, and how language can be used to create personal identity. Students will explore issues such as accents, stereotyping and how gender influences language. A range of written and spoken data will be analysed. Students will also study the history of the English language. Section one of the exam requires students to use linguistic knowledge to compare two unseen 21st century texts. The second section requires a comparison of two thematically linked texts from different time periods.

COMPONENT 2 CHILD LANGUAGE

20% OF OVERALL GRADE
1H 15M EXAM

Students will study how children learn to speak, including how they acquire vocabulary and grammar. They will also study how children learn to write. The exam requires students to write an extended response to unseen data.

COMPONENT 3 INVESTIGATING LANGUAGE

25% OF OVERALL GRADE
1H 45M EXAM

Assessment is through a 1 hour and 45 minute written examination. Students investigate an area of language from a set list, for example 'Language and Power' or 'Language and Gender'. The first section of the exam requires a response to unseen data and the second requires students to connect data to their in-depth investigation. This component gives students the opportunity to develop independent research and investigation skills.

COURSEWORK

20% OF OVERALL GRADE

Assessment is through two written assignments. Students will explore a range of genres, studying exemplar texts. They will then select a genre and will produce two pieces of original writing in this genre, demonstrating their ability to adapt the way that they write for different audiences. Students also produce a commentary exploring the choices they have made and the reasons for these choices.

EXTENDED LEARNING

Tasks will include collecting and analysing language data, annotating texts, exam practice essays and coursework.

A LEVEL

ENGLISH LITERATURE

EXAMINING BODY

Edexcel

COURSE LEADER

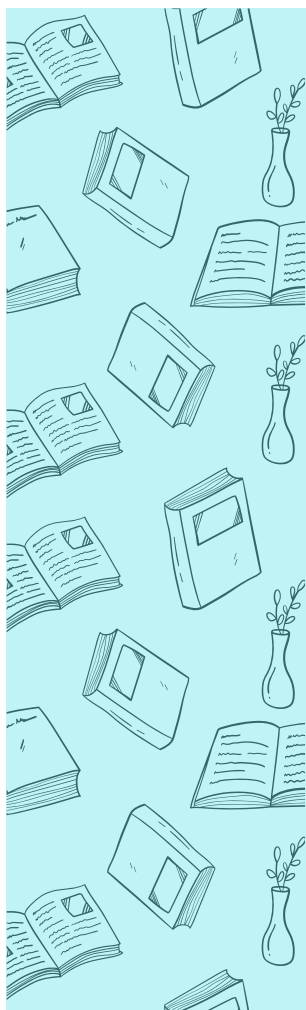
Mrs J Shoote

ENTRY CRITERIA

Ideally Grades 6/6 English Language / English Literature
Students not meeting these criteria
may be accepted after interview

INTRODUCTION

This course is suited to students who love reading and want to develop their ability to read texts critically. Students read a wide range of texts on this course, and must be willing to read these outside of lessons. Students should be ready to explore ideas through writing and discussion.





COURSE STRUCTURE

COMPONENT 1 DRAMA

**30% OF OVERALL GRADE
2H 15M EXAM**

Students study one Shakespearean tragedy, exploring plot, character and themes. They will also study an anthology of critical material relating to the play and explore the text in the light of these critical views. In addition, students will study 'A Streetcar Named Desire' by Tennessee Williams. Students will answer an exam question on each play studied.

COMPONENT 2 PROSE

**20% OF OVERALL GRADE
1H 15M EXAM**

Students study two novels, which are linked by a theme. These are likely to be 'Dracula' and 'The Picture of Dorian Gray'. Students will explore the plot, themes, characters and structure of the texts as well as relating them to their genre and contexts. This unit develops students' comparative skills, as the exam requires an essay comparing the two texts.

COMPONENT 3 POETRY

**30% OF OVERALL GRADE
2H 15M EXAM**

Students will study a range of modern poetry, learning the skills of poetry analysis. The exam will require them to compare one of these poems to an unseen poem. Students will also study a collection of poetry linked by poet or era, and will respond to an exam question based on one of these poems.

COURSEWORK

20% OF OVERALL GRADE

This coursework unit will allow students to read two texts that are linked by a theme, movement, author or genre. Students will select their own texts from a list, and will write a comparative essay exploring an aspect of the two texts. This unit is designed to develop students' ability to work more independently and to develop their own readings of texts.

EXTENDED LEARNING

Students will be required to read texts as a key part of extended learning. They will also be required to complete tasks such as reading critical essays about texts, identifying key quotations, producing exam style written responses and researching the background to their texts.

A LEVEL

FILM STUDIES

EXAMINING BODY

WJEC

COURSE LEADER

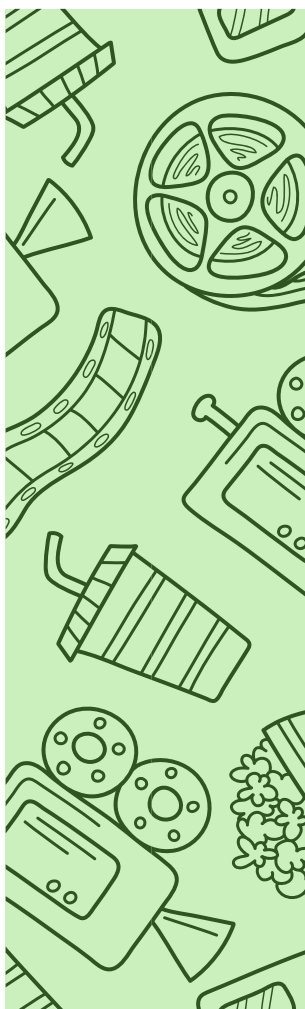
Mr S Mullinger

ENTRY CRITERIA

Level 3 Sixth Form Entry Requirements

INTRODUCTION

Film Studies offers students the opportunity to engage with a wide range of different film texts including British, Hollywood and World Cinema; challenging and enriching their appreciation of film. This course provides a pathway to related university studies and a future career in the creative industries like film, journalism, broadcasting and creative writing.





COURSE STRUCTURE

Students will be required to study elements that will contribute to the final two written exams worth 70% of the overall A Level in Film Studies:

- The core structures of classical cinema (camerawork, editing, sound, narrative and mise-en-scene)
- Film analysis of key film texts from classical Hollywood to modern day independent American cinema
- British and European films developing understanding of social, historical and political contexts
- Introducing wider critical approaches to film such as the importance of auteur
- World Film and influential film movements such as Soviet Montage and German Expressionism

PAPER 1

2.5 HOURS
35% OF OVERALL GRADE

PAPER 2

2.5 HOURS
35% OF OVERALL GRADE

Students will also be required to complete the Non-Exam Assessment (NEA)

COURSEWORK

30% OF OVERALL GRADE

Creation of a 1600-1800 word fiction film script and accompanying digital storyboards or the production of a professional short film appropriate for purpose between 4-5 minutes in length with an evaluative analysis.

The subject will develop students' approaches to: class discussion, research, critical analysis, creative writing and film production. Students will investigate and research key auteurs, enjoying a greater level of independence to discover texts they can apply the core structures to

EXTENDED LEARNING

Students will be set regular investigative and analytical tasks to complete outside of lessons. Students are also expected to keep themselves up to date with contemporary film issues, wider watching and debates.

LEVEL 3
AAQ
EXTENDED CERTIFICATE

FOOD SCIENCE & NUTRITION

EXAMINING BODY
WJEC

COURSE LEADER
Mrs R Davies

ENTRY CRITERIA

A previous qualification in GCSE
Food is desirable but not essential

INTRODUCTION

This course is for students who are interested in learning about the relationship between the human body and food, as well as their practical skills for cooking and preparing food. There is a strong emphasis on practical work, making the course an ideal choice for those who prefer to learn by doing. An understanding of food science and nutrition is relevant to many industries and job roles; food manufacturers, restaurants and hotels and government agencies use this to develop food products, menus and policies that support healthy eating initiatives. Care providers and nutritionists use this knowledge, as do sports coaches and fitness instructors. Students who enjoy food handling and making food products will have the chance to develop advanced practical techniques and to learn in a range of different contexts. An advanced study of food safety, the scientific aspects of food ingredients and current issues in nutrition will be undertaken. Students taking this course need to be able to work methodically, independently and as part of a team and should have the willingness to adopt a creative and innovative approach to practical tasks





COURSE STRUCTURE

Learners complete the following mandatory unit in year 12:

UNIT 1

MEETING NUTRITIONAL NEEDS OF SPECIFIC GROUPS

Learners develop an understanding of advanced nutrition and develop practical skills to produce quality food items; this is assessed through the completion of an assignment and examination.

In year 13, students complete the second mandatory unit (Unit 2), and then one of two optional units (Units 3 & 4)

UNIT 2

ENSURING FOOD IS SAFE TO EAT

This allows learners to develop their understanding of the science of food safety and hygiene; this is assessed by examination.

UNIT 3

EXPERIMENTING TO SOLVE FOOD PRODUCTION PROBLEMS

Learners develop an understanding of the scientific properties of food through the completion of an assignment.

UNIT 4

CURRENT ISSUES IN FOOD SCIENCE & NUTRITION

A project based on a chosen topical food related issue

EXTENDED LEARNING

Students are expected to keep up to date with current food related issues and to dedicate themselves to completing the assignment tasks during independent study time as well as in lessons. Students are expected to provide their own ingredients to complete practicals

A LEVEL

FRENCH

EXAMINING BODY

AQA

COURSE LEADER

Mr T Wainman

ENTRY CRITERIA

Ideally Grade 6 GCSE French

INTRODUCTION

A level French develops linguists who speak spontaneously, write confidently and who can understand a wide variety of spoken and written materials. Students develop a deeper understanding of societal and cultural issues through the study of topics as wide-ranging as Francophone music, cyber-society and the culture of striking. The course also includes the study of the film *Entre les murs* and the French novel *No et moi*. A level French will provide you with a firm foundation for degree-level study or equivalent and, taken on its own or combined with another subject, could enable you to spend part of your degree in a French-speaking country.





COURSE STRUCTURE

Students sit three exams covering listening and reading comprehension, translation into English and French, an essay each on the set film and text, and the speaking exam. In Year 12, you will study:

YEAR 1	SOCIAL TRENDS	FILM
	The changing nature of the family unit, 'cyber-society' and the role of voluntary work ARTISTIC CULTURE The nature of cultural heritage, contemporary Francophone music, French cinema	Entre Les Murs (dir. Laurent Cantet) An award winning semiautobiographical film set in a real high school in a difficult suburb of Paris, France
YEAR 2	SOCIAL ISSUES	POLITICAL LIFE
	Positive features of a diverse society, life for the marginalised, the treatment of criminals TEXT No Et Moi by Delphine de Vigan. Tells the story of a high-achieving but troubled teenager whose life changes when she befriends a homeless girl	The right to vote and political engagement, demonstrations and strikes, politics and immigration INDEPENDENT RESEARCH PROJECT Into an aspect of French society or culture. The project is assessed in the speaking exam only.

A level French students will use authentic spoken and written sources from a variety of contexts and will develop the ability to discuss and analyse topics and build arguments. Students benefit from a high level of support and guidance from dedicated specialist staff at every stage of the course.

EXTENDED LEARNING

Tasks range from listening and reading comprehension to grammar and translation exercises and essay writing, in addition to focused study of the film or set text and research for the independent research project in Year 13. Students are given comprehensive guidance and supported with a list of useful online resources and websites to direct their independent work.

A LEVEL

FURTHER MATHEMATICS

EXAMINING BODY

OCR

COURSE LEADER

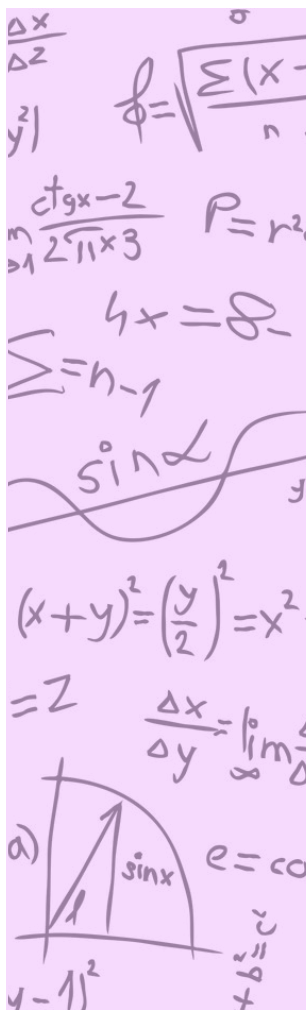
Mr D Miles

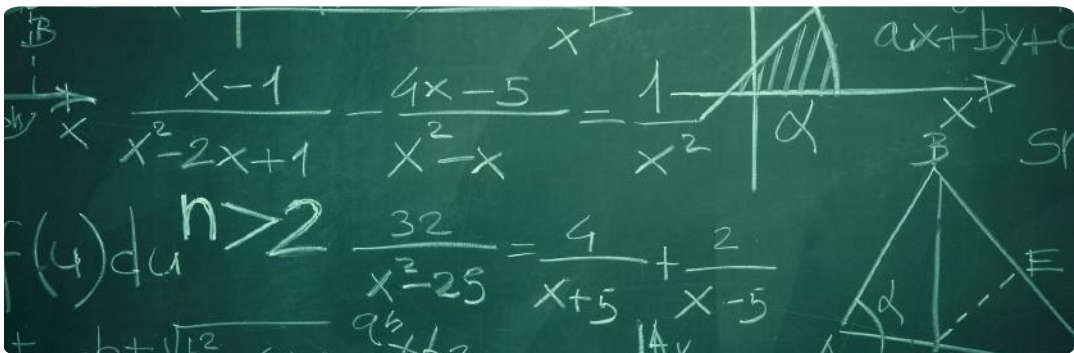
ENTRY CRITERIA

Grade 7 GCSE Mathematics

INTRODUCTION

Research from the Department of Education (2019) shows that 24-year-olds who studied Further Mathematics A level earn significantly more than their peers with other A level choices. We have a strong track record of success in this subject over the past 20 years. To study Further Mathematics, you must also study Mathematics A level. This subject is beneficial for degrees in fields like architecture, computer science, engineering, and finance, and is required by some top universities. If you excelled in grade 7-9 GCSE topics, you will enjoy advancing your skills further.





COURSE STRUCTURE

The calculator we recommend for this course is the Casio FX-991CW. It is not necessary to purchase an expensive graphical calculator

Further Mathematics is examined at the end of two years by four equally weighted 90 minute written papers. The two following Pure Core papers are compulsory:

PURE CORE 1

PURE CORE 2

These will be supplemented by at least two Optional Papers from:

STATISTICS

MECHANICS

DISCRETE MATHEMATICS

ADDITIONAL PURE MATHEMATICS

If a candidate takes more than two Optional Papers, only the best two results count. The Pure Core modules include topics like proof, algebra, calculus, vectors, and complex numbers. The Statistics module covers probability, statistical tests, and regression. The Mechanics module focuses on energy, momentum, and circular motion. The Discrete Mathematics module covers counting, graphs, algorithms, and game theory. The Additional Pure Mathematics module includes recurrence relations, number theory, and partial differentiation.

EXTENDED LEARNING

Exam question style assessments will be set at the end of topics and marked using exam criteria. You will also be expected to practise techniques to embed your knowledge and develop your understanding between lessons by completing exercises from textbooks.

A LEVEL

GEOGRAPHY

EXAMINING BODY

Edexcel

COURSE LEADER

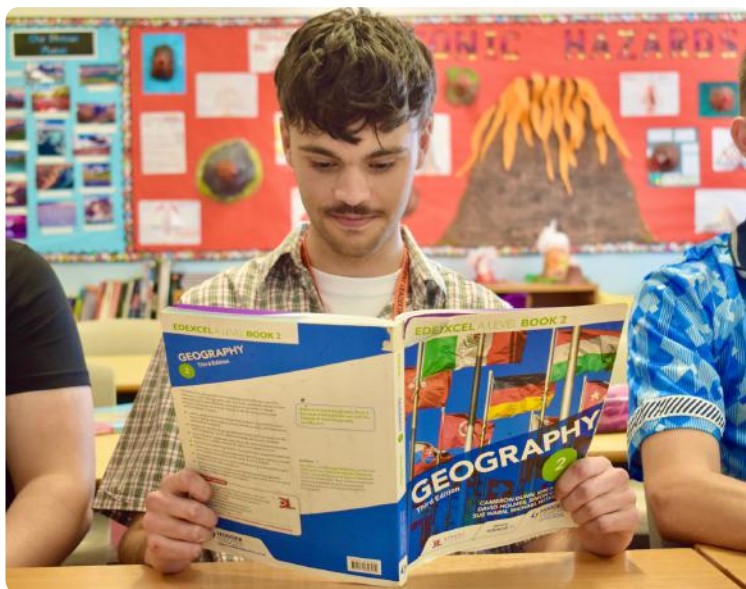
Mr A Thurgar

ENTRY CRITERIA

Ideally Grade 5 GCSE Geography

INTRODUCTION

Geography is a course for people who have an interest in the natural world and are seeking to stretch their abilities through the application of research and academic knowledge. Students with a scientific or mathematical mind may enjoy studying Geography. Geography offers the opportunity to learn beyond the classroom with the course including field work. Selfmotivation and a willingness to develop organisational skills are also essential as tasks involve group and independent work. Geography ranks third among academic disciplines for graduate employability. The intellectual, analytical and technical skills developed through studying Geography are highly sought after by employers and can be used in a wide range of careers such as: seismologist, geophysicist, oceanographer, climatologist, geophysical engineer, researcher, volcanologist, hydrologist, planner and surveyor, demographer, conservationist and environmental scientist.





COURSE STRUCTURE

The following units of study allow us to demonstrate knowledge and understanding of the physical and human geography around us

TECTONIC PROCESSES & HAZARDS

COASTAL LANDSCAPE & CHANGE

GLOBALISATION

REGENERATING PLACES

THE WATER CYCLE & WATER SECURITY

THE CARBON CYCLE & ENERGY SECURITY

SUPERPOWERS

GLOBAL DEVELOPMENT & CONNECTIONS

Units of study are externally examined at the end of the A Level. These exam papers will assess students on their understanding of synoptic themes and core geographical concepts. There is also a synoptic assessment which examines students on their ability to draw synoptically on their knowledge and understanding from content of the A Level course. Students will undertake an independent investigation, based on four days of field work and research, to produce a written report. This is internally assessed and externally moderated.

EXTENDED LEARNING

Students are expected to keep up-to-date with Geographical issues. Students will be set a variety of extended learning building on their class work, carrying out further research/reading, and practicing their exam technique.

LEVEL 3
AAQ
EXTENDED CERTIFICATE

HEALTH & SOCIAL CARE

EXAMINING BODY

OCR

COURSE LEADER

Miss H Smith

ENTRY CRITERIA

Ideally Grade 4 in a GCSE Science

INTRODUCTION

This course is equivalent to one A Level and is suitable for students interested in a career within the health, social care or early years sectors. It is essential that students are prepared to embrace a variety of learning styles and fully participate in all aspects of the course. A mature approach to independent study is required and students are encouraged to develop their attitudes and values whilst respecting the views of others. Students use a wide variety of resources including current practitioners in all sectors of the subject as well as the internet and a range of course textbooks to support their studies and help them gain a valuable insight into professions within the context of the subject, along with work experience when necessary to support their vocational studies. This qualification is recognised in the UCAS tariff tables.





COURSE STRUCTURE

The Health & Social Care course consists of two written examinations and two pieces of assessed portfolio work, these are as follows:

F090: WRITTEN EXAMINATION

PRINCIPLES OF HEALTH & SOCIAL CARE

F091: WRITTEN EXAMINATION

ANATOMY & PHYSIOLOGY FOR HEALTH & SOCIAL CARE

F092: PORTFOLIO

PERSON-CENTRED APPROACH TO CARE

F093: PORTFOLIO

SUPPORTING PEOPLE WITH MENTAL HEALTH CONDITIONS

There are two additional optional units (portfolio based). These will be chosen to align with career pathways of the cohort.

The current list of units available can be viewed online

EXTENDED LEARNING

Regular tasks will be set for students to complete outside of lesson time; it is essential that students are pro-active and organised with their time ensuring portfolio units are of good quality and deadlines are met.

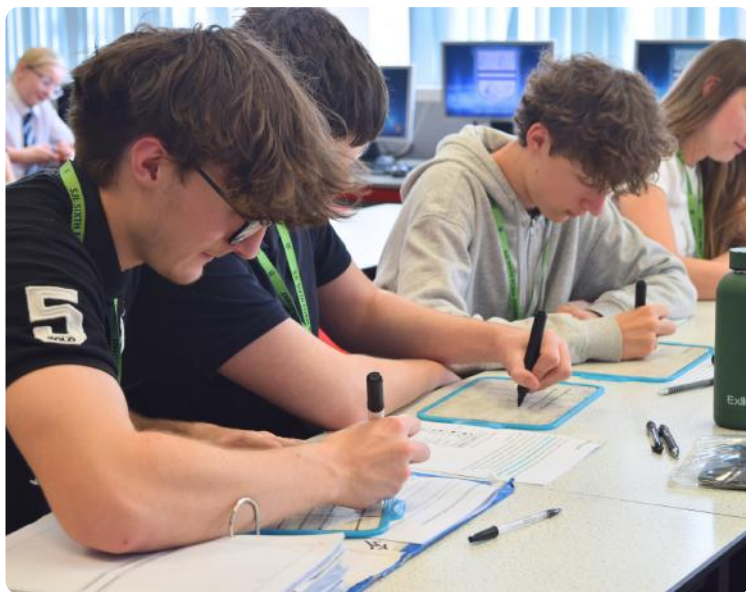
HISTORY

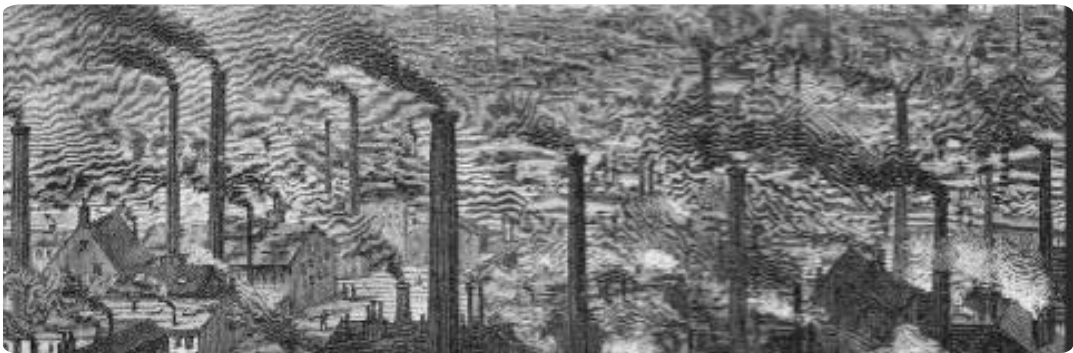
AQA

Mr J Hoyle

A previous qualification in History is desirable, plus ideally Grade 5 GCSE English Language

A History qualification is highly regarded by universities and employers. A study of History gives you transferable skills including essay writing, research and reaching sustained judgement. Students will like this course if they are interested in how the past allows us to understand the present. Students will need to be willing to debate and revise their thinking as they learn more.





COURSE STRUCTURE

COMPONENT 1 CHALLENGE & TRANSFORMATION

**40% OF OVERALL GRADE
2.5 HOUR EXAM**

Britain, 1851-1964. This component has five themes running throughout the period; political developments, economic developments, social movements and policies, societal changes and Britain's relationship with Ireland. In Year One students focus on the period 1851 - 1914. In Year Two the same themes are followed from 1914 - 1964, considering the impact of both World Wars. Students study three unseen written interpretations of the past and decide how convincing they are. They also write two essays from a choice of three.

COMPONENT 2 DEMOCRACY & NAZISM

**40% OF OVERALL GRADE
2.5 HOUR EXAM**

This component focuses on how a new democracy made way for the Nazis. In Year One students focus on the establishment and early years of Weimar, 1918-1924; the 'Golden Age' of the Weimar Republic, 1924-1928 and the Collapse of Democracy, 1928-1933. In Year Two students focus on the Nazi dictatorship, 1933-1939; the Racial State, 1933-1941, and the impact of war, 1939-1945. Students study three unseen primary sources and decide how valuable they are for a given enquiry. They also write two essays from a choice of three.

COMPONENT 3 NEA COURSEWORK

**20% OF OVERALL GRADE
3,500 - 4,500 WORD ESSAY**

This is personal study. It should take the form of a question in the context of approximately 100 years. It can be on almost anything before 1764. Past examples include 'To what extent was the barbarian invasion the main cause of the fall of the Western Roman Empire in the years 376-476?' or 'In the context of the Hundred Years' War (1340-1453) to what extent was technology the most significant factor in determining victory on the battlefield?' The school has plenty of resources for the Tudor rebellions, for students who have a particular interest in this area, or who need a little more help accessing resources.

EXTENDED LEARNING

This will include research and essay writing. Students will be expected to read widely around topic and sometimes present what they have discovered to others in the class.

A LEVEL

LATIN

EXAMINING BODY

OCR

COURSE LEADER

Mr T Wainman

ENTRY CRITERIA

Ideally Grade 5 GCSE Latin

INTRODUCTION

A well-respected course with a wide range of benefits appropriate to many careers and interests, there are many reasons to study Latin. Latin trains the mind and develops logical thinking and semantics. Latin provides excellent training for careers such as advertising, law and research, even science and engineering. Above all, the most important reason for your selection of Latin as an A-level is the enjoyment of learning Latin. There is joy in successfully understanding a challenging passage and in understanding better the fascinating world which the Romans occupied. A thoughtful, logical and interesting person will be more employable and better company. These are only some of the reasons why Latin is the subject for you.





COURSE STRUCTURE

The Latin course is split into two main areas of study:

LANGUAGE

50% OF OVERALL GRADE

Language is sub-divided between 33% translation and 17% comprehension

The language element builds on the language points learnt for the Latin GCSE. Through reading original texts as written by Roman authors such as Cicero, Apuleius and Tacitus, increasingly higher levels of Latin passages can be understood and translated

LITERATURE

50% OF OVERALL GRADE

Literature is sub-divided into 25% prose text and 25% verse text

The literature element involves the study of authors such as Virgil and Ovid. More so than the corresponding elements in GCSE Latin, the texts will be appreciated and the themes will be explored. Themes may be political scandal, moral actions, heroic actions or love; the intention is that the students are able to consider the Roman views on these and form their own views in response, as well as appreciate the texts' literary aspects.

Final written exams are the only method of assessment in this course. As the course progresses, students should feel increasingly confident and be increasingly fluent in translating and understanding Latin texts. We will give you full support throughout the course to help you develop these skills.

EXTENDED LEARNING

This will include preparing for a reading of the set texts, learning the ideas and features of the material and considering the themes of the ancient world. The work can take many forms, including exam style questions or mind maps. Vocabulary learning, language exercises and translations may also be set.

A LEVEL

LAW

EXAMINING BODY

OCR

COURSE LEADER

Mr A Mayers

ENTRY CRITERIA

Ideally Grade 5 GCSE English Language

INTRODUCTION

The course will provide a good grounding in the main principles of the English legal system, as well as criminal and contract law. You will analyse and solve problems by applying legal rules to scenarios and by developing the ability to clearly communicate legal arguments and conclusions. You must have good English skills to be successful on this course.





COURSE STRUCTURE

Students will study content from 6 key areas of study

ENGLISH LEGAL SYSTEM

Civil courts and other forms of dispute resolution
Criminal courts and lay people
Legal Personnel Access to Justice

CRIMINAL LAW

Rules and theory - General elements of criminal liability - Fatal offences against the person
Non-fatal offences against the person - Offences against property - Mental capacity defences
General defences - Preliminary offences

LAW MAKING

Parliamentary law making - Delegated legislation Statutory interpretation
Judicial precedent - Law reform - EU Law

TORT LAW

Rules & Theory - Liability in Negligence - Occupiers' Liability - Torts connected to land
Vicarious Liability - Defences - Remedies

THE NATURE OF LAW

Law & Morality - Law & Justice
Law & Society

CONTRACT LAW

Rules & Theory - Formation of Contract Law
Terms - Vitiating Factors - Remedies & Damages

EXTENDED LEARNING

The course content will need to be revised regularly in order to be able to recall the correct law or cases in an exam. You will need to commit to memory what we have learnt in class.

A LEVEL

MATHEMATICS

EXAMINING BODY

OCR

COURSE LEADER

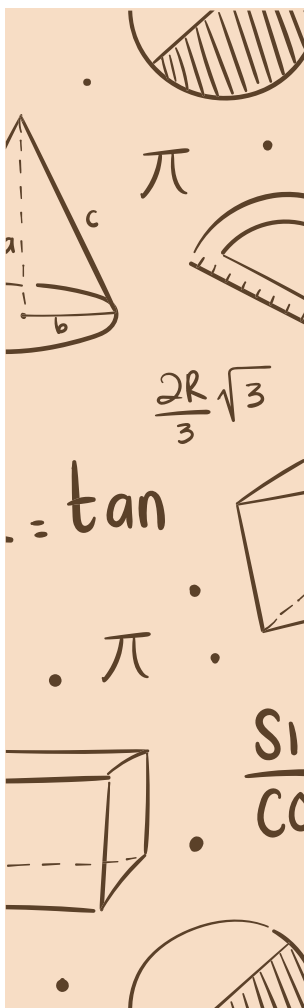
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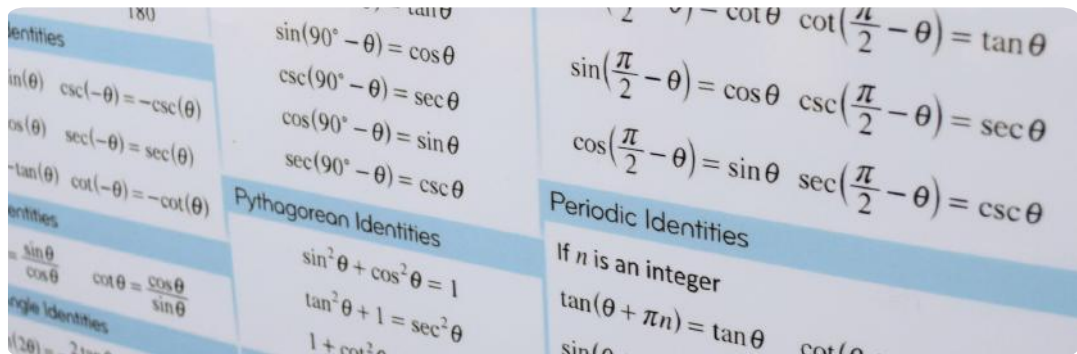
ENTRY CRITERIA

Grade 6 GCSE Mathematics

INTRODUCTION

Mathematics is one of the most popular A-level subject in the UK, with over 112,000 entries annually. It opens doors to various careers in fields like business, finance, engineering, medicine, and technology. As a highly regarded subject, it is welcomed by universities and is required for many degree courses. If you have mastered grade 6–9 topics at GCSE, you will likely enjoy advancing your skills through this course.





COURSE STRUCTURE

The calculator we recommend for this course is the Casio FX-991CW. Please be aware that if you order these from Amazon, they are not always in the English language and cannot be changed over.

There are three Overarching Themes to the A level Maths linear course:

**MATHEMATICAL
ARGUMENT
LANGUAGE & PROOF**

**MATHEMATICAL
PROBLEM SOLVING**

**MATHEMATICAL
MODELLING**

The subject content is then divided into three areas:

PURE MATHEMATICS

STATISTICS

MECHANICS

The Overarching Themes are applied along with associated mathematical thinking and understanding across the whole of the subject content. Pure Mathematics Proof, algebra and functions, coordinate geometry, trigonometry, exponentials and logarithms, differentiation, integration and vectors Statistics Sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing. Mechanics Quantities and units in mechanics, kinematics, forces and Newton's laws. The content of the first year will be assessed by two internal 90 minute examinations at the end of the year. The second year of the course will re-visit topics from the first year, developing them further and examining them more rigorously. Several additional topics will be introduced including sequences and series and numerical methods. The course will be assessed terminally by three examinations at the end of the year. All exams are 2 hours and equally weighted. The first exam covers Pure Mathematics, the second Pure and Statistics and the third covers Pure Mathematics and Mechanics.

EXTENDED LEARNING

Assessments based on actual A Level questions will be set at the end of each topic and marked with reference to the examination criteria. In addition, students will be expected to practise techniques to embed their knowledge and develop their understanding between lessons.

CORE MATHS

LEVEL 3 CERTIFICATE

MATHEMATICAL STUDIES

EXAMINING BODY

AQA

COURSE LEADER

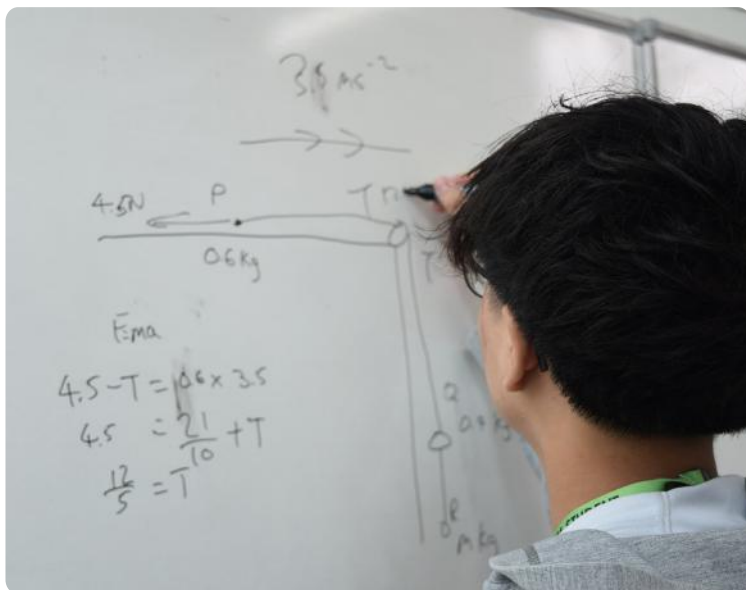
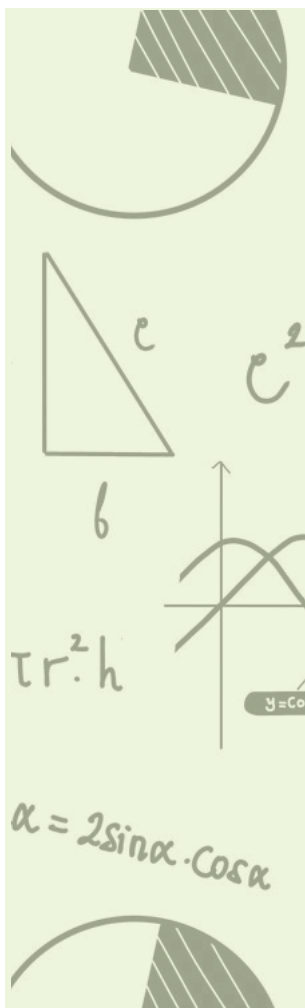
Mr P Thurbon

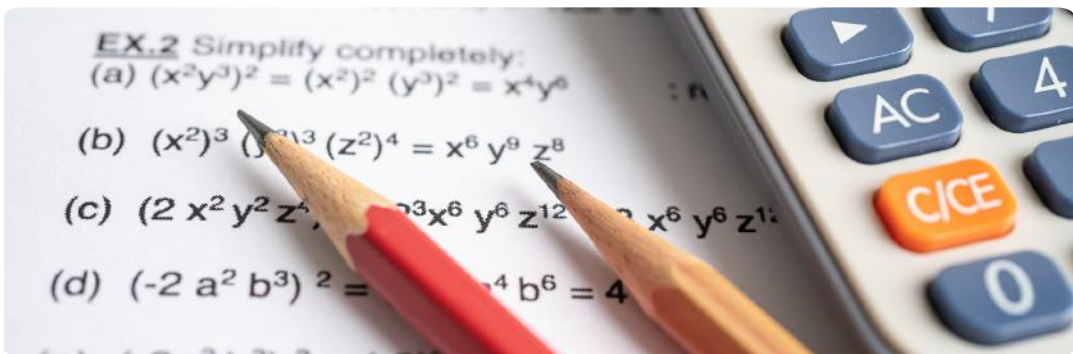
ENTRY CRITERIA

Grades 4-9 GCSE Mathematics

INTRODUCTION

The AQA Level 3 Certificate in Mathematical Studies is designed for students who want to develop mathematical thinking without pursuing A-level Maths. It focuses on statistical techniques, making it ideal for those studying subjects like applied sciences, biology, business, economics, geography, health, nursing, and psychology. Endorsed by employers and universities, this one-year course is suitable for students with grade 4 or 5 who want to continue studying mathematics, as well as those with higher grades who prefer not to take A-level Maths.





COURSE STRUCTURE

The calculator we recommend for this course is the Casio FX-83GT CW. Please be aware that if you order these from Amazon, they are not always in the English language and cannot be changed over.

This is the same calculator we recommend for GCSE.

Throughout the year, a variety of topics will be covered, including:

APPLICATION OF STATISTICS

Statistics is the study of the collection, organisation, analysis, interpretation and presentation of data. It plays an increasingly important role in a variety of contexts and is used in areas of study such as Biology, Business, Economics & Psychology

PROBABILITY

Probability theory has made significant contributions to almost all branches of science and engineering over the last 100 years, and is used in areas of study such as Finance, Artificial Intelligence, Business & Philosophy

CRITICAL PATH ANALYSIS

Critical Path Analysis can be applied to a variety of contexts in business and industry. It is used most extensively in Business & Economics, but it is also utilised for Engineering problems. Critical Path models are used in industries such as Transportation, Energy, Telecommunications & Manufacturing

PERSONAL FINANCE

This part of the course covers all aspects of Personal Finance including tax calculations, inflation and budgeting

The course is examined by two 1 hour 30 minute papers. Paper 1 (50%) requires candidates to analyse real-life contexts described in a source booklet. The remaining 50% comes from a second paper. There are three options for this; Statistical Techniques, Critical Path Analysis and Graphical Techniques. Which paper is chosen will depend on the strengths of the class.

EXTENDED LEARNING

Students will be given a textbook at the start of the year and homework often centres on completing the exercises held within.

A LEVEL

MEDIA STUDIES

EXAMINING BODY

AQA

COURSE LEADER

Mr S Mullinger

ENTRY CRITERIA

Level 3 Sixth Form Entry Requirements

INTRODUCTION

Media skills and knowledge can be used in careers such as journalism, game design, advertising and broadcasting. This course is for creative and practical people who are seeking to stretch their abilities through the application of research and academic knowledge. Prospective students should be open to experiencing forms of media outside their usual habits and should expect to become active rather than passive media consumers. Self-motivation, problem solving, determination and a willingness to develop organisational skills are essential throughout the course.





COURSE STRUCTURE

Students are taught how to analyse media texts through the application of the following theoretical framework:

INDUSTRY

AUDIENCES

MEDIA LANGUAGES

REPRESENTATIONS

Students are also introduced to the production processes, involved in different media platforms:

ONLINE

AUDIOVISUAL

PRINT

Students will be required to have an investigative mind-set to build up their awareness of media issues and debates. A deep level of academic theory will be explored, advancing the students audio-visual literacy. Beyond this, students will be expected to critically investigate chosen close study products (CSP's) set by the exam board, advancing their research skills and preparing them for higher levels of education.

The Non-Exam Assessment (NEA) component provides students with the opportunity to create near professional, fully realised, audiovisual, print or online products that have a clear justification within the media world. The NEA will be based on a pre-set brief set by the exam board and will be worth 30% of the whole A Level in Media Studies. Investigations into culturally and historically close study products throughout the two years will culminate in two written examinations. The exam will take the form of short answer and extended response questions which will concentrate on the theoretical frameworks exploring issues surrounding the close study products. Students will comment on the cross-cultural factors and the contexts in which the media products were created. The exams will be worth 70% of the whole A Level in Media Studies.

EXTENDED LEARNING

There will be regular practical and analytical tasks to complete outside of lessons. Students are also expected to keep themselves up to date with contemporary media issues and debates.

A LEVEL

MUSIC

EXAMINING BODY

Eduqas

COURSE LEADER

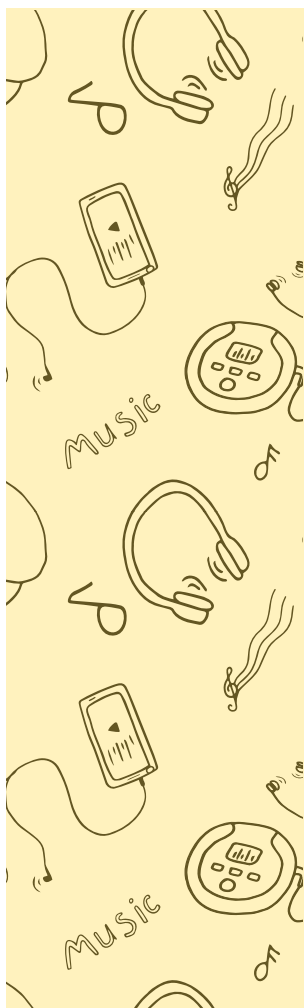
Miss M Ellis

ENTRY CRITERIA

Grade 4 GCSE Music or BTEC equivalent
alongside a minimum performance standard of
Grade 5 and good theoretical understanding

INTRODUCTION

The course provides a broad understanding of Music in which students investigate, analyse, perform, compose and evaluate music and its features from a variety of styles and genres. This will provide a strong foundation for studying Music at Higher Education level, which can lead to a career in composing, performing, teaching or working in the music industry for TV, radio or film companies. Music is a highly regarded subject due to the range of skills required and the self-discipline of learning an instrument, and gives you the foundation to understand how and why your favourite music works!





COURSE STRUCTURE

The Eduqas A Level Music course has three components:

PERFORMING

Performing is assessed by a visiting examiner, giving a much more realistic scenario than a recording, allowing students to demonstrate their communication of the music to the listener, and giving a real sense of occasion. Students will complete a 6-8 minute final recital.

COMPOSING

Composition is assessed through two pieces: one written in a Western Classical Style in response to a chosen brief, and one free piece which can be in any style, allowing candidates to demonstrate and develop their personal specialisms.

APPRAISING

Students will choose to 'specialise' in one of the above modules, weighting the modules at 35% and 25% respectively. A performance specialist will instead complete a 10-12 minute final recital; a composition specialist will complete 3 total compositions.

Appraising Areas of study include the Development of the Symphony; a choice of Rock and Pop Music, Jazz, or Musical Theatre; and either Into the Twentieth Century or Into the Twenty-First Century. The Area of Study "Into the Twenty-First Century" includes works by living male and female composers, giving an insight into the current music industry. There is a Symphony to study as a set work, and two short twentieth or twenty-first century pieces, but beyond this the choice of classroom repertoire is left to the teacher who will select music which is relevant to their teaching points and which will be interesting and accessible to the learners in the class.

EXTENDED LEARNING

A variety of extended learning tasks will be set weekly to cover the various elements of the course. Students are expected to develop a regular practice routine to develop their performance skills. Students who do not have a grade 5 theory qualification will be expected to attend the theory classes run weekly to develop knowledge and understanding.

A LEVEL

MUSIC TECHNOLOGY

EXAMINING BODY

Edexcel

COURSE LEADER

Miss M Ellis

ENTRY CRITERIA

GCSE Grade 4 Music or BTEC equivalent along with a good theoretical knowledge and understanding of music technology

INTRODUCTION

A Level Music Technology provides an enjoyable and valuable experience in understanding, capturing, producing, and composing popular music. It is also provides good preparation for students aiming for Higher Education in the subject or similar related fields. Music Technology careers could include work in a recording studio with a job such as a sound engineer, work as a technology based composer and/ or music producer, or a teacher. The course provides opportunities to embrace recent developments in the field and involves much practical work which encourages the cultivation of a wide range of skills. You will have opportunities to sequence MIDI and audio, record live instruments, produce and compose using music technology.





COURSE STRUCTURE

The Edexcel Music Technology course is split into four components, two of these are NEA components (coursework) and two are formal written exams

NEA	COMPONENT 1	RECORDING	20% OF OVERALL GRADE
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This piece of coursework takes the form of a multitrack recording. Students are given a list of ten artists, they then need to select a song from one of these artists to individually capture, mix and master

NEA	COMPONENT 2	TECHNOLOGY BASED COMPOSITION	20% OF OVERALL GRADE
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For this component, students select a brief from a choice of three, and then used skills acquired across Year 1 (synthesis, sampling and composition) to create their own piece of music.

EXAM	COMPONENT 3	LISTENING & ANALYSING	25% OF OVERALL GRADE
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The first of two written exams is a listening & analysing exam. The focus is on the use and development of technology throughout the history of popular music, and the effect on popular music's development

EXAM	COMPONENT 4	PRODUCING & ANALYSING	35% OF OVERALL GRADE
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This exam is a more practical based exam where students will have to undertake a series of production tasks in timed exam conditions.

EXTENDED LEARNING

Extended learning studies will be given to students during the course to expand their knowledge of Music and Music Technology. Projects will include topics on sound recording methods throughout history, the development of electronic instruments and studio production techniques. Students will also be encouraged to explore all types of popular music, development of various genres and the impact made by notable pop artists. The knowledge gained during these studies will be applied during the written papers.

BTEC
LEVEL 3
EXTENDED CERTIFICATE

PERFORMING ARTS

EXAMINING BODY

Edexcel

COURSE LEADER

Mrs R Mayers

ENTRY CRITERIA

Ideally GCSE Drama Grade 4, WJEC / Eduqas Level 1 / 2 Vocational Award in Performing Arts BTEC Level 2 Merit or equivalent.

INTRODUCTION

This qualification allows students to study performing arts alongside other subjects before progressing to a wide range of HE courses, employment or apprenticeships. You will be encouraged to demonstrate your commitment, energy, self-discipline and time management skills as well as your enthusiasm and performing talents





COURSE STRUCTURE

UNIT 1

INVESTIGATING PRACTITIONER'S WORK

You will develop skills that allow you to investigate the work of influential practitioners. You will identify contextual factors that influence their work and critically analyse information such as creative intentions, performance, production and repertoire to develop and communicate independent judgements. As a performing arts practitioner you will need to have a good understanding of the work of influential practitioners to inform your work and professional practice. Final evidence will be completed during a 3 hour supervised assessment.

UNIT 2

DEVELOPING SKILLS & TECHNIQUES FOR LIVE PERFORMANCES

An induction into the performing arts where you develop appropriate skills and techniques in one or more of the performance disciplines of acting, dance, musical theatre, physical theatre and variety/popular entertainment. Regular workshops, classes and exercises where you will acquire, practise and develop the necessary technical, practical and interpretative skills for successful live performance. You will consider the nature, skills and attributes of the performer's role.

UNIT 3

GROUP PERFORMANCE WORKSHOP

Learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and present an informal presentation of the work to an audience. You will contribute to the creative development and rehearsal process, shaping and refining work, applying performance and team working skills. You will share responsibility for creative decisions regarding the nature and direction of the intended performance, and your individual contribution will reflect your own skills through the group's interests and ideas. A further internally assessed unit will be chosen from a list supplied by the exam board.

EXTENDED LEARNING

A variety of tasks including keeping a log book of rehearsals and research for each unit. Each unit of the first year of study includes an essay task.

A LEVEL

PHOTOGRAPHY

EXAMINING BODY

AQA

COURSE LEADER

Mr R Vaughan

ENTRY CRITERIA

Grade 4+ GCSE Art & Design or Photography is desirable
Applicants not meeting this criteria may be accepted after interview

INTRODUCTION

This course is suitable for anyone who enjoys the creative process using lens-based media. Students will explore a range of photographic techniques using both traditional and new technologies. Integral to the investigating and making process, you will explore images, artefacts and resources relating to Photography and a wider range of art and design. You will respond through practical and critical activities which demonstrate your understanding of different styles, genres and traditions.





COURSE STRUCTURE

In the first term you will learn the photographic skills and techniques you need in order to successfully complete the course. These skills include the technical use of cameras so you can operate them successfully in manual mode as well as developing the ability to create work based on ideas, concepts and themes. You will need to be able to demonstrate your ability to research, develop ideas and link work to related critical/contextual materials. By term three of the course you will start the first unit of the A level which is the Personal investigation.

UNIT 1: PERSONAL INVESTIGATION

60% OF OVERALL GRADE

This is your chance to develop a big portfolio of work based on a concept or theme or your choice. This unit also requires a written element of between 2,000-3,000 words.

In February of the second year you will have completed Unit 1 and be ready to start Unit 2 which is an exam unit or an 'Externally Set Assignment'.

UNIT 2: EXTERNALLY SET ASSIGNMENT

40% OF OVERALL GRADE

Students are given an exam paper with a choice of questions on set themes and have to develop a project in response to one of them. There is a 15-hour exam in April of the second year when a final piece of work has to be completed.

EXTENDED LEARNING

To support their work in the classroom students will be required to take a substantial number of photographs every month, to experiment with creative processes and reflect upon visual imagery. They will also need to attend exhibition visits throughout the two years.

A LEVEL

PHYSICAL EDUCATION

EXAMINING BODY
OCR

COURSE LEADER
Mr M Gricks

ENTRY CRITERIA
Ideally Grade 5 GCSE Physical Education

INTRODUCTION

Studying A Level Physical Education will give you a fantastic insight into the world of sports performance. You will develop wide ranging knowledge of physical activity and sport. Physical Education is a pathway to PE, exercise, leisure and sport courses at university. It can also prepare you for interesting and worthwhile careers in the sport, leisure, health care and fitness industry. It will allow the development of transferable skills including: decision making, psychological understanding, independent thinking, problem solving, analytical skills and acting under pressure.





COURSE STRUCTURE

70% of marks will be allocated to three exam papers which will assess knowledge and understanding of the following:

PAPER 1

PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE

2 HOURS

This paper will focus on the following topics: Anatomy & Exercise Physiology, Biomechanical Movement

PAPER 2

PSYCHOLOGICAL FACTORS AFFECTING PERFORMANCE

1 HOUR

This paper will focus on the following topics: Skill Acquisition, Sport Psychology

PAPER 3

SOCIO-CULTURAL ISSUES IN PE & SPORT

1 HOUR

This paper will focus on the following topics: Sport & Society, Contemporary Issues in PE

The remaining 30% of marks will be allocated to performance skills and the ability to analyse and evaluate performance. 15% will be your own practical performance and 15% will be a piece of practical coursework where you analyse a performer in your sport. Students will be assessed in player/ performer roles in one sport. This can be drawn from the list of sports to include football, rugby, netball, trampolining, swimming, basketball and cricket

EXTENDED LEARNING

Weekly tasks will be set from each theory area to include exam questions, research tasks and essay style questions. In addition, students are expected to practise their sport outside of Sixth Form on a regular basis by joining a club, if they are not already a member.

A LEVEL

PHYSICS

EXAMINING BODY

AQA

COURSE LEADER

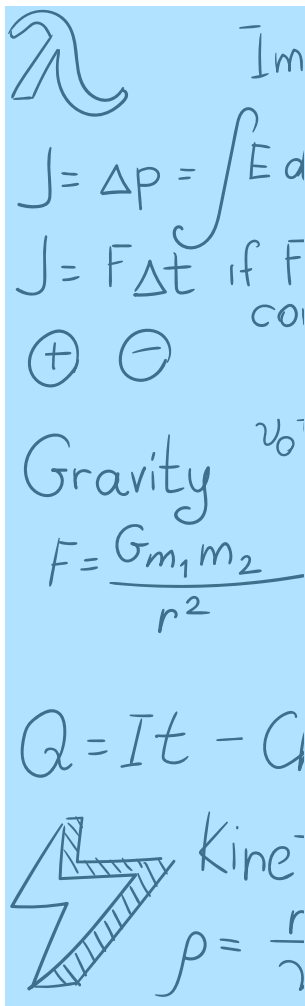
Miss R Harrison

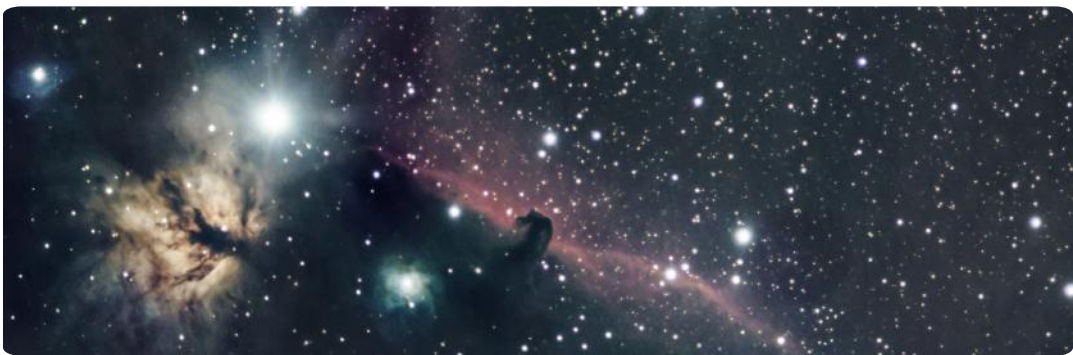
ENTRY CRITERIA

Grade 6/6 GCSE Combined Science
or Grade 6 GCSE Physics & Grade 6 GCSE Mathematics

INTRODUCTION

Physics is a broad and creative subject that combines experiments, theory, mathematics, computing, and technology to understand and predict the world around us. It drives advancements in fields like chemistry, engineering, and materials science. The qualification is highly valued, leading to diverse university courses and careers.





COURSE STRUCTURE

YEAR 1

PARTICLES & RADIATION

Particles, electromagnetic radiation, quantum phenomena

WAVES

Progressive and stationary waves, refraction, diffraction, interference

MECHANICS

Materials, force, energy, momentum

ELECTRICITY

Current, voltage, resistance

YEAR 2

FURTHER MECHANICS & THERMAL PHYSICS

Periodic motion, thermal physics

FIELDS & THEIR CONSEQUENCES

Gravitational fields, electric fields, magnetic fields, capacitance

ASTROPHYSICS

Telescopes, classification of stars, cosmology

NUCLEAR PHYSICS

Radioactivity

Assessment for this qualification takes the form of three formal written papers, assessing all content

PAPER 1

2 HOURS - 85 MARKS - 34% OF OVERALL GRADE

PAPER 2

2 HOURS - 85 MARKS - 34% OF OVERALL GRADE

PAPER 3

2 HOURS - 80 MARKS - 32% OF OVERALL GRADE

Students' practical skills are teacher assessed but do not affect the overall grade.

EXTENDED LEARNING

Homework booklets made of exam questions to be completed by the end of each section to show progress and to identify areas for improvement. Students should spend a significant amount of time on extended learning and support is offered at lunchtime, during study periods and after school.

A LEVEL

POLITICS

EXAMINING BODY

Edexcel

COURSE LEADER

Mrs K Remer

ENTRY CRITERIA

Level 3 Sixth Form Entry Requirements

INTRODUCTION

This course helps you understand the UK's political system, citizen participation, and global interactions. It develops transferable skills for various careers, focusing on critical thinking, presenting opinions, and drawing logical conclusions.





COURSE STRUCTURE

COMPONENT 1

POLITICS & PARTICIPATION

This topic looks at political behaviour in the UK. It explores how patterns can be explained, including voting behaviour, the influence of electoral systems and the controversies surrounding the use of referendums.

You will study the main channels of influencing decisions of government: joining a pressure group, using social media, supporting a political party and voting.

COMPONENT 2

UK GOVERNMENT

This unit focuses on the process of governing the UK exploring how power is dispersed from local to European levels. The unit also looks at the extent to which Britain's unique constitution regulates the process of government and maintains the balance between individual rights and state powers. The role of Westminster in providing a democratic element in government is examined plus the degree to which power rests in the hands of unelected bureaucrats.

COMPONENT 3

COMPARITIVE POLITICS

We live in an increasingly connected world, whether in terms of trade, culture or politics. There are more and more opportunities for different peoples and countries to work together, yet there are examples of peoples and countries moving back from global operation. In this component we will study the theories and examples of cooperation and competition between countries and look at the hotspots and rising stars of global politics.

As part of components 1 and 2, students will study 4 political ideologies and their influence: Conservatism, Socialism, Liberalism and either Nationalism or Feminism.

EXTENDED LEARNING

Students will be expected to keep up-to-date with current issues in politics. The course will also involve preparing for discussions outside of lessons by learning about the process of politics.

A LEVEL

PRODUCT DESIGN

EXAMINING BODY

AQA

COURSE LEADER

Mr M Curtis

ENTRY CRITERIA

Ideally Grade 5 GCSE Design & Technology and Grade 4 English & Mathematics
Applicants not meeting these criteria may be accepted after interview

INTRODUCTION

This subject is suitable for anyone who enjoys the creative problem solving process, whether viewed from a scientific or arts based background, applied within 3D Product Design. Students will develop a range of strategies for creating, developing and realising their design ideas and will have the opportunity to work with a variety of materials and equipment, including CAD / CAM, in the manufacture of products. Students will take an in depth look at the work of influential designers and historical design styles as well as the commercial side of the present day industry. Knowledge and understanding of design, materials and manufacturing processes will be developed through theoretical and practical activities including product analysis, focused skill tasks and design assignments. The course will develop students' ICT skills including the use of computeraided design and manufacture (CAD / CAM). Options for progression include: architecture, industrial product design, engineering, transport design, furniture and jewellery design.





COURSE STRUCTURE

Assessment in A level Product Design comprises of a non-examined unit (NEA) worth 50% and two written examinations also worth 50%

PAPER 1

TECHNICAL PRINCIPLES

**30% OF
OVERALL GRADE**

PAPER 2

**DESIGNING &
MAKING PRINCIPLES**

**20% OF
OVERALL GRADE**

NEA

**STUDENT DIRECTED
ASSIGNMENT**

**50% OF
OVERALL GRADE**

The NEA comprises of a significant student-directed design and make assignment in which candidates undertake the role of a professional designer to solve a design problem. Applying knowledge and skills developed earlier in the course students explore their chosen design problem, recording this journey in a portfolio and culminating in the manufacture of a fully marketable product for an identified client or market. Through theoretical lessons and practical explorations candidates will develop a broad understanding of the way materials can be shaped and formed in both a workshop and industry to manufacture products.

The application of this knowledge will be assessed in Paper 1. In Paper 2 candidates will explore the wider relationships between product design and manufacture and society, including design history, human factors, sustainable design and issues relating to consumer safety.

EXTENDED LEARNING

Students will be expected to keep up to date with current design related issues in the media and to dedicate themselves to completing the NEA and given assignments. There will also be a number of field trips and industrial case studies.

A LEVEL

PSYCHOLOGY

EXAMINING BODY

AQA

COURSE LEADER

Miss L Barnes

ENTRY CRITERIA

Ideally Grade 5 GCSE English Language, Mathematics & Science

INTRODUCTION

This course will provide an insight into many aspects of human behaviour and the effect that genetics and the environment have on the way we behave. It is a STEM science that encourages students to develop transferable skills in research, evaluation, analysis, comparison and many other areas. There are many specialist careers in Psychology including; clinical, educational, sports and forensic to give some examples. Psychology is a good foundation subject for other University courses and excellent preparation for many careers. Examples include the caring professions such as medicine, nursing, social work, child care and counselling; legal professions including police and solicitors; areas of business, especially advertising, marketing and human relations; teaching at both primary and secondary levels.





COURSE STRUCTURE

In Year 1 students will complete the topics for paper 1 and some research methods for paper 2, which will give them a good introduction to psychology and a good foundation in the skills required for the rest of the course.

PAPER 1

**SOCIAL INFLUENCE, MEMORY,
ATTACHMENT & PSYCHOPATHOLOGY**

In year 2 students will complete papers 2 and 3.

PAPER 2

**APPROACHES, BIOPSYCHOLOGY
& RESEARCH METHODS**

PAPER 3

**ISSUES AND DEBATES, STRESS,
COGNITIVE DEVELOPMENT & ADDICTION**

Each paper is 2 hours long and is made up of a range of short answer and essay questions.

EXTENDED LEARNING

Students are encouraged to extend their knowledge of the topic areas through specified extension activities to their classwork, or accessing super-curricular materials. Students could; subscribe to the BPS or other organisations, search for blogs like PsyBlog or Psych Central, enter competitions like the International Psychology Olympiad or the Tutor2U essay competition, read magazines like Psychology Today or The Psychology Review, access MOOC's on FutureLearn, test their knowledge on Seneca Learning.

A LEVEL

RELIGIOUS STUDIES

EXAMINING BODY

OCR

COURSE LEADER

Mr A Mayers

ENTRY CRITERIA

A previous qualification in Religious Studies is desirable
plus Grade 5 GCSE English Language

INTRODUCTION

Arguably the ultimate questions in life are: Where did everything come from? What is the best way to live while we are here? What, if anything, happens when we die? Start thinking about these absorbing topics by taking an A Level in Philosophy and Ethics. The course is intellectually rigorous, valued by Universities, and is a good way to develop transferable skills such as: understanding, analysis, communication and reflection. You will learn to communicate your ideas in a clear and logical way and develop your argument and counter argument skills. The topics we study are also interesting and enjoyable.





COURSE STRUCTURE

The Religious Studies course is taught as three units

UNIT 1

PHILOSOPHY OF RELIGION

In the Philosophy of Religion area of the course you will be studying the foundations of western philosophy with particular attention to Plato and Aristotle. You will then focus on the philosophy of religion, which is devoted to different arguments about whether or not there is a God. Other key questions include: Do we have a soul? Is there life after death? When people say they experience God, does it make sense to believe them? Do ideas about God make sense and are they meaningful to others? We will also explore ideas about the nature of God and issues in religious language.

UNIT 2

ETHICS

In Ethics you will study the thinking behind the different ways in which humans make moral decisions. This includes Natural Law theory, Situation Ethics, Kantian Ethics and Utilitarianism. You will then go on to investigate how these theories impact upon some moral issues, including euthanasia and sexual ethics. You will also explore ideas about what our conscience is, and how free our moral choices actually are. The debate surrounding the significant idea of conscience and sexual ethics and the influence on ethical thought of developments in religious beliefs.

UNIT 2

DEVELOPMENT OF CHRISTIAN THOUGHT

In the unit about the Development of Christian Thought, you will explore ideas about some controversial religious issues: Who are we (as human beings) and what is the purpose of life? Where do ideas about God come from and how did the Bible really come to be written? Who was Jesus, and what did he really teach? Why don't all religious believers get on with each other? What is the future of religion and what role do gender issues play in its development?

EXTENDED LEARNING

You will receive a text book to cover all the content. As you progress through the course you will be expected to complete tasks relevant to each topic on a weekly basis. For example, completing a set of review questions or completing a diagram to use in the next lesson.

A LEVEL

SPANISH

EXAMINING BODY

AQA

COURSE LEADER

Mr T Wainman

ENTRY CRITERIA

Ideally Grade 6 GCSE Spanish

INTRODUCTION

This course develops linguists who speak spontaneously, write confidently and who can understand a wide variety of spoken and written materials. Students also develop a deeper understanding of societal and cultural issues through the study of topics as wide-ranging as, for example, Spanish regional identity, equal rights and dictatorships. The course also includes the study of the film *Volver* and the novel *La Sombra del viento*. A level Spanish will provide you with a firm foundation for degree level study or equivalent and, taken on its own or combined with another subject, could enable you to spend part of your degree in a Spanish-speaking country.





COURSE STRUCTURE

Students sit three exams covering listening and reading comprehension, translation into English and Spanish, an essay each on the set film and text, and the speaking exam.

YEAR 1

HISPANIC SOCIETY

Modern and traditional values, cyberspace, equal right

ARTISTIC CULTURE

Modern day idols, Spanish regional identity and cultural heritage

FILM

Volver (dir. Pedro Almodovar), a moving and funny award-winning film centering on the lives of a family of eccentric women and dealing with themes of life, death, loneliness and solidarity against a backdrop of urban and rural Spain

YEAR 2

HISPANIC SOCIETY

Immigration, racism & integration

TEXT

'La Casa de Bernarda Alba' by Federico Garcia Lorca, a play about a domineering mother who locks up her five year old daughters after their father's death. Simmering passions, jealousy and rebellion explode into tragedy!

POLITICAL LIFE

Citizens of tomorrow, monarchies and dictatorships, popular movements

INDEPENDENT RESEARCH PROJECT

Into an aspect of Spanish society or culture. The project is assessed in the speaking exam only.

A level Spanish students will use authentic spoken and written sources from a variety of contexts and will have opportunities for pair and group work in order to develop the ability to analyse and discuss the topics and build arguments

EXTENDED LEARNING

Tasks range from listening and reading comprehension to grammar and translation exercises and essay writing, in addition to focused study of the film or set text and research for the independent research project in Year 13. Students are given comprehensive guidance and supported with a list of useful online resources and websites to direct their independent work.

A LEVEL

SOCIOLOGY

EXAMINING BODY

AQA

COURSE LEADER

Miss L Barnes

ENTRY CRITERIA

Ideally Grade 5 GCSE English Language

INTRODUCTION

Sociology is the study of society and human behaviour. This course is designed to equip students with knowledge of how our society works by looking at various aspects of our lives. It will do this by using both classical and modern theories of Sociology and by examining the effect of social class, ethnicity, gender, age and other factors on life chances. It also considers the role of government and other agencies in the provision of services and how social policy affects various aspects of life. As part of the course students will be encouraged to develop transferable skills in research, evaluation, analysis, comparison and many other areas. An A level in Sociology is welcomed as a good foundation subject for a wide range of degree courses, for example; law, policing, politics and criminology. Sociology is excellent preparation for many careers. Examples include the caring professions such as nursing, social work, childcare and counselling; legal professions including police and solicitors; areas of business, especially human resources and human relations and teaching at both primary and secondary levels.





COURSE STRUCTURE

In Year 1 students will cover the paper 2 topics:

FAMILIES & HOUSEHOLDS

BELIEFS IN SOCIETY

Before beginning to complete the paper 1 topics

EDUCATION

THEORIES & METHODS

METHODS IN CONTEXT

In year 2 students will cover the following topics:

CRIME & DEVIANCE

THEORY & METHODS

To complete the A level students will sit three two hour papers worth one third of the full A Level each. Each paper has a range of short response questions and essay style questions

PAPER 1

EDUCATION, METHODS IN CONTEXT & THEORY AND METHODS

PAPER 2

FAMILIES AND HOUSEHOLDS & BELIEFS IN SOCIETY

PAPER 3

CRIME AND DEVIANCE & THEORY AND METHODS

EXTENDED LEARNING

Students are expected to build their knowledge of current affairs that are of particular social interest and to develop their awareness of government and politics and the ideologies behind policies and actions by watching or reading the news on a regular basis. Students are also encouraged to look at the topic areas in more depth in the Sociological Review. Websites like Tutar2U and The Sociology Guy are useful for extra revision, Seneca Learning is a useful website for students to test their knowledge and they can enrich their knowledge by completing MOOC's on FutureLearn.

A LEVEL

TEXTILES (ART & DESIGN)

EXAMINING BODY

AQA

COURSE LEADERS

**Miss S Regis
Mrs J Messenger**

ENTRY CRITERIA

Ideally Grade 5 in GCSE Design
& Technology or Art & Design

INTRODUCTION

Textile design is an engaging course that gives students the opportunities to investigate and experiment a range of innovative practical processes whilst also developing an awareness of design. Students should be creative and committed to improving their independence to explore their ideas. In this course students will explore a range of textile media, processes and techniques, supporting them for a diverse range of higher education and career paths. This course promotes problem-solving, independent working and the ability to draw upon skills and concepts.





COURSE STRUCTURE

COMPONENT 1 PERSONAL INVESTIGATION

60% OF OVERALL GRADE PROJECT & ESSAY FORMAT

At the beginning of the first-year students will be taught the skills, knowledge and understanding to introduce them to new elements of textile design and how to approach a variety of concepts. They will develop their understanding of a wide range of methods such as printing processes, applique, embroidery and fabric construction. Students will be encouraged to use sketchbooks and continue to evidence their work and ideas. During the first year, students will develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. They will make connections with some aspect of contemporary or past practice of designer(s) and include written work of no less than 1000 and no more than 3000 words which supports the practical work. Component 1 is worth 60% of the qualification.

COMPONENT 2 EXTERNAL SET ASSIGNMENT

40% OF OVERALL GRADE 15 HOUR EXAM

This consists of an externally set assignment (40% of the qualification) starting at the beginning of the spring term, which will conclude with a 15-hour exam. Students will choose a theme from the exam paper to respond to and have time to produce a project, reflecting the skills they have developed across the course leading to a finished outcome.

EXTENDED LEARNING

Students are encouraged to continue to research and explore techniques to develop their personal practice and confidence in practical investigations. They are encouraged to use the Design and Technology department to assist with this. Completion of coursework and exam work will require students to spend time out of lessons to pursue their work as deadlines approach.

SPORT & PHYSICAL ACTIVITY

EXAMINING BODY

COURSE LEADERS

ENTRY CRITERIA

INTRODUCTION



COURSE STRUCTURE

Students complete 9 mandatory units and 2 optional units. The planned programme is:

EXTERNALLY EXAMINED UNITS

BODY SYSTEMS AND THE EFFECTS OF PHYSICAL ACTIVITY

Study the structure and function of the body and how exercise, training and lifestyle affect the body's systems.

SPORTS ORGANISATION & DEVELOPMENT

Explore how sport is organised in the UK, how different organisations work together and how sports development can increase participation.

WORKING SAFELY IN SPORT, EXERCISE, HEALTH & LEISURE

Develop knowledge of health and safety, emergency procedures, safeguarding and risk management within sport and physical activity.

INTERNALLY ASSESSED UNITS

SPORTS COACHING & ACTIVITY LEADERSHIP

Develop the knowledge and practical skills required to plan, deliver and review effective coaching and activity sessions.

PERFORMANCE ANALYSIS IN SPORT & EXERCISE

Learn how to analyse sporting performance and provide constructive feedback to performers.

ORGANISATION OF SPORTS EVENTS

Plan, promote and contribute to the delivery of sports events while developing teamwork and organisational skills.

PHYSICAL ACTIVITY FOR SPECIFIC GROUPS

Explore how physical activity can be made accessible and appropriate for different groups within society.

HEALTH & FITNESS TESTING FOR SPORT & EXERCISE

Develop skills in health screening, fitness testing, interpreting results and providing appropriate feedback.

SPORTS INJURIES & REHABILITATION

Investigate common sports injuries, including their causes, treatment, prevention and rehabilitation.

PRACTICAL SKILLS IN SPORT & PHYSICAL ACTIVITIES

Develop and demonstrate practical skills, techniques, tactics and decision-making within sport and physical activity.

SPORT & EXERCISE PSYCHOLOGY

Explore motivation, goal setting, stress, attribution, group dynamics and the psychological impact of sport and exercise.

EXTENDED LEARNING

Students will be expected to complete regular independent study alongside their taught lessons. This may include exam preparation, coursework development, research, wider reading, practical reflection and preparation for coaching or vocational activities. Students will need to be organised, meet deadlines, respond positively to feedback and take increasing responsibility for their own learning throughout the two-year course.

BE PART OF THE MOVEMENT

SJL FOOTBALL ACADEMY

Partnership and pathway into senior football with
Beccles Town Football Club



SJL BASKETBALL ACADEMY

In partnership with
Beccles Bombers

New for Sept. 2027



SJL RUGBY ACADEMY

Linked with
Local Rugby Clubs & Leicester Tigers

New for Sept. 2027





THE GOAL IS CLEAR

WHAT MAKES OUR PROGRAMME UNIQUE?

- ✓ Opportunities to study any academic pathway alongside being a part of the academy
- ✓ Real life industry experiences through our bespoke partnership with Beccles Town FC



- DEDICATED TEAM TRAINING SESSIONS
- REGULAR FIXTURES
- SPORTS THERAPY & REHABILITATION CLINICS
- STRENGTH & CONDITIONING PROGRAMMES
- BESPOKE PLAYER DEVELOPMENT PLANS

USING ADVANCED PLAYER TECHNOLOGY

- VEO CAMERA TECHNOLOGY
- GPS TRACKING



"We're building a post-16 education and football programme powered by the values of development, hard work and opportunity"



Garth Good
Head Of Football (SJLSFA)



For more information, or to register your interest
sixthform@sirjohnleman.co.uk

ENRICHMENT

@ SJL SIXTH FORM

Sixth Form is about so much more than just your academic studies. Throughout your time with us, we will offer you a range of extra- curricular and super- curricular opportunities that will enable you to enhance your CV above and beyond your academic studies. These activities may be formal timetabled activities run by SJL Sixth Form, informal SJL Sixth Form activities and events or events offered by outside providers.

Extra and super-curricular opportunities develop a variety of skills and qualities that will benefit you whether you are applying for university or entering the world of employment. These will help you to build a strong individual profile that will set you apart in a competitive environment.

Alongside this you will no doubt build friendships and connections, meet a range of students from across Sixth Form and the school, develop your confidence and develop transferable skills such as communication, teamwork, organisation, problem solving and time management.

All Y12 students will enrol onto one of the following timetabled enrichment activities as well as having access to a range of other opportunities throughout their time in Sixth Form such as RAG Week, Music Ensembles, Olympiads, Sixth Form Council & Debate Club



LEARNING SUPPORT

Many students gain invaluable communication skills and a great sense of achievement through working as Learning Support Assistants in main school classes. Students are able to liaise with teachers in a subject of their choice to organise lessons to work in and develop strategies to help groups and individual students. It might be that students choose to complete Learning Support alongside another Enrichment activity.



RECREATIONAL PHYSICAL EDUCATION

This activity does not result in a formal qualification but is an opportunity for students to use the sports facilities on offer at The Venue at the SJLJHS site to keep fit / develop sporting skills. It might be that students choose to complete Recreational PE alongside another Enrichment activity



WRITERS' WORKSHOP

The Writers' Workshop enrichment offer aims to give you the opportunity and freedom to write in genres that interest you, for audiences that interest you. Alongside masterclasses in writing in different forms - for example, poetry and short stories - you will have the time and space to pursue your passions in writing. There are many Creative Writing competitions available for 16-18 year olds; we will support you in submitting writing to these. You will be supported in your writing by an English teacher and have the opportunity, if you wish, to share your work with other like-minded writers



MATHEMATICAL STUDIES

AQA Level 3 Certificate

The AQA Level 3 Certificate in Mathematical Studies is designed for students who want to develop their mathematical thinking, focusing on statistical techniques rather than algebra. It's ideal for those studying applied sciences, business, economics, geography, health, and more. Topics include statistics, probability, critical path analysis, and personal finance. The course is assessed through two exams: one covering real-life contexts, and the other with options on statistical or analytical methods. Extended learning involves completing exercises from a textbook and practising various mathematical techniques.



EPQ

Extended Project Qualification

If you're passionate about a subject and ready to push yourself, the Extended Project Qualification (EPQ) is a fantastic opportunity! This Level 3 course is perfect for motivated students who want to dive deeper into a topic they love, develop as independent learners, and gain real skills that universities and employers are looking for. You'll have the freedom to create a project that's written, practical, or a mix of both — and at the end, you'll present it to a small audience. The EPQ is all coursework (no exams!) and can boost your UCAS application by earning up to 50% of an A Level in points. Many universities even make reduced offers to students with an EPQ because it shows you're capable, curious, and ready for the challenges of degree-level work.



SKILLS

for Success

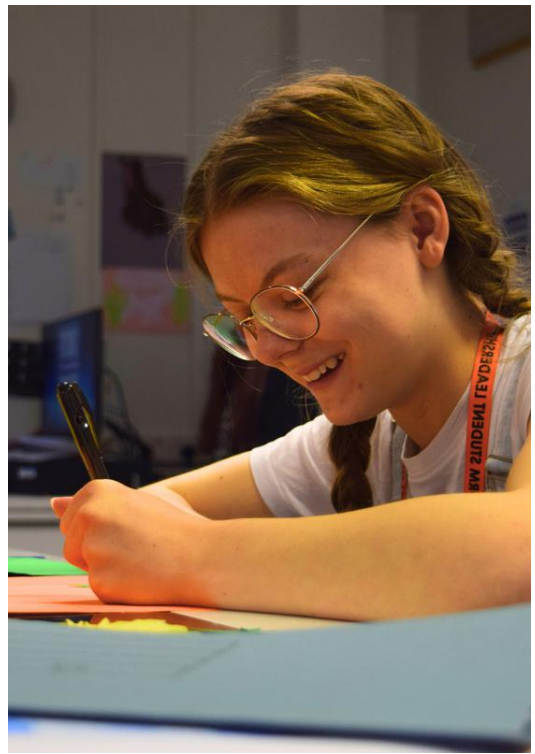
Skills for Success is a dedicated Sixth Form session that takes place every fortnight and lasts for 75 minutes. There are separate sessions for Year 12 and Year 13 students. These sessions are designed to help you grow both personally and academically, giving you the tools and confidence to succeed in Sixth Form and beyond.

Each session covers a wide range of topics, including wellbeing, study skills, careers advice, and university support. Whether you're thinking about university, an apprenticeship, or going straight into work, Skills for Success gives you valuable guidance to help you make informed decisions about your future.

You'll take part in a mix of group and independent activities, making each session varied and engaging. Topics might include managing stress, developing revision techniques, exploring future career paths, or writing personal statements. You'll also learn important life skills such as how to budget your money, understand personal finance, and build healthy relationships. These sessions are also a great way to reflect on your progress and set personal goals, helping you stay focused and motivated throughout the academic year.

Guest speakers, workshops, and practical tasks are sometimes included to bring the topics to life and give you real-world insights. Skills for Success isn't just about academic study – it's about becoming a well-rounded, confident young adult who's ready to take on the challenges of the future.







Alumni Focus

Gabriel Class of 2022

**COMPUTER
SCIENCE**

MATHEMATICS

PHYSICS

Gabriel is currently in his final year of study at the University of Sussex having just completed a foundation year.

He is studying towards a degree in Computer Science with Artificial Intelligence and is also part of the University's team for Widening Participation





Alumni Focus

Cerys

Class of 2016

**ENGLISH
LITERATURE**

**PERFORMING
ARTS**

MEDIA STUDIES

Cerys went to Bucks New University to study Dance and Performance, and she now works as the Marketing Lead at The Seagull Theatre, whilst also running and assisting with performance based sessions for youth and people with additional needs.

'I loved my time at Leman Sixth Form, I felt part of a community and enjoyed helping in the main school's Drama classes as part of my Learning Support. I felt so supported by the Sixth Form team, especially when applying to University!'





Alumni Focus

Lewis Class of 2019

**ENGLISH
LITERATURE**

**PERFORMING
ARTS**

PHOTOGRAPHY

After Sixth Form, Lewis completed a degree in Digital Photography at Ravensbourne University London.

After this, Lewis worked for Apple as a Product Specialist, and earlier this year opened their newest London store in Battersea Power Station. He is about to join a tech start-up called 'Nothing' as the Assistant Manager in their Soho store.

"Sixth Form provided a great platform for independent study and laid such a good foundation for university. I loved my time there and always enjoy bumping into teachers when I'm back in Beccles! "





Alumni Focus

Mia Class of 2022

**ENGLISH
LITERATURE**

BIOLOGY

MATHEMATICS

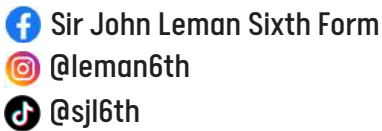
Since leaving Sixth Form, Mia has moved on to working as an Apprentice Project Manager in Engineering for an offshore technologies company.

Sixth Form was a great bridge between high school and employment as it helped me develop a more independent way of working and using my initiative, which is expected as you move into the workplace.





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YOUR FUTURE
OUR FOCUS

