



Great Marlow School



university
apprenticeship
workplace
gap year

together
we'll achieve
your goals

**Sixth Form
Prospectus 2025/27**



Most students in Year 11 are at a crossroads in their academic life and are in the process of making difficult choices that will have an impact upon their future education and careers. The purpose of this prospectus, and the advice given by subject tutors, is to facilitate these crucial decisions.

"In the Sixth Form Centre you will find a welcoming atmosphere that inspires individuality and initiative. It is a well equipped learning environment preparing you for the modern world and developing your skills for university life"

Kaleb- Year 13

"The teachers give the support and guidance we need to excel in our subjects, whilst also encouraging independence, allowing our minds to develop further."

Bushra- Year 12

Why Choose Great Marlow School?

I would like all students currently in Year 10 and 11 to consider the Sixth Form at Great Marlow School as a viable, attractive option for their post-16 education.

Since arriving at Great Marlow School in 2007, I have been involved with growth and improvements within the school and, in particular, the Sixth Form. The quality of teaching by the Sixth Form subject tutors is of the highest calibre and students often comment on the willingness of their teachers to give extra assistance and guidance. The familiarity of the environment and teaching styles that Great Marlow School Year 11 students enjoy often forms their decision to pursue a place in the Sixth Form. In addition, the unique academic relationship that is fostered in Years 12 and 13 and the willingness of staff to 'Go the extra mile' are important factors in the success that many of our students experience in their examinations.

The students can choose from an extensive range of A-level and BTEC courses at Great Marlow School. The school offers BTEC courses, which allow students, who do not meet the A-level entry criteria, to achieve success. We cater to students of all abilities by offering a curriculum comprising of a mixture of A-level and BTEC and T-level courses. Furthermore, Great Marlow is the only institute in the area to offer the T-level Technical Qualification in Childcare and Education. All Sixth Form students are encouraged to partake in many aspects of school life: physical, social and life skills are a key part of their learning.

The Sixth form Centre boasts a state-of-the-art learning environment for KS5 students. The facilities include a spacious communal area combining social seating and work desks, Wifi, and portals to plug in laptops; the mezzanine area provides further opportunities for study space. There is a cafe serving a selection of food throughout the day and a silent study room to allow students to focus on their work without interruption.

I am proud of the students who attend the Sixth Form at Great Marlow School and encouraged by the maturity, confidence and friendliness that I encounter on a daily basis. It is imperative to remind all students who choose to attend the Sixth Form that they must be self-motivated, resilient, independent learners with a positive attitude towards their education in order to succeed.

I invite all students who attend to gather as much information as they can about the options available to them at this school. It is important that a considered choice is made; with luck, you will find what you are looking for at Great Marlow School Sixth Form.

Mr O Hollyman - Head of Sixth Form

"The Sixth Form at Great Marlow continues to grow from strength to strength, making it an attractive option for any student. I am so pleased to be a part of that."

Miss A Jones - Deputy Head of Sixth Form

"I would like all students currently in Year 11 to consider the Sixth Form at Great Marlow School as a viable, attractive option for their post-16 education."

Mr O Hollyman - Head of Sixth Form

The Sixth Form Centre at Great Marlow

The Sixth Form Centre boasts a state-of-the-art learning environment exclusively for KS5 students.

It enables the Year 12 and 13 students to work independently in a fantastic purpose-built centre, which does support their future transition into the world of work and higher education.





"Being an external student, joining the 6th Form at Great Marlow School has been a very welcoming experience due to the positivity of the teachers and the warmth and friendliness of my fellow students."

"The Sixth Form Centre at Great Marlow School thrives from having such a warm and friendly environment, allowing you to feel calm and on top of your work."

The Sixth Form Courses at Great Marlow

THE SIXTH FORM CURRICULUM

A-levels, BTEC and T-levels are taught over two years.

At Great Marlow School there are NO AS examinations and once you have started you will be expected to complete the two year course.

Final examinations for all courses will be taken in June 2026.

Please see the admissions criteria on pages 6 and 7 for entry requirements.

SIXTH FORM SUBJECTS 2025 -2027

Choosing subjects, at a time when you are unsure about what path to take post KS5, is difficult.

Our advice is that you choose subjects that you enjoy the most and are best at. However, you also need to think carefully about the Sixth Form choices that will give you the best chance of a place at university, an academic apprenticeship or work placement.

To help you, our Sixth Form subjects have been grouped into the faculty headings. Based on your academic achievements or interests, look at the appropriate groupings to make an informed choice. For subjects that complement each other, or subjects required for particular career paths, please see the faculty pages.

These are:

Humanities Pages 16-25

**Sciences including Social Sciences
and Sports Sciences Pages 26-49**

Creative Arts Pages 48-63

**Modern Foreign Languages
Pages 64-67**

Childcare Page 68

A-level and Post-16

Options Information

A-LEVEL, T-LEVEL AND BTEC SUBJECTS at GREAT MARLOW 2025 - 2027

	A-level and post-16 courses	Page
HUMANITIES	Classics - Ancient History	18
	English Literature	19
	English Language/Literature	21
	Geography	23
	History	25
SCIENCES	Biology	30
	Chemistry	32
	Physics	33
	Further Mathematics	34
	Mathematics	35
	Statistics	36
SOCIAL SCIENCES	Business	39
	Law	40
	Politics	41
	Psychology	42
	BTEC Level 3 National Extended Certificate in Uniformed Protective Services	43
	BTEC National Extended Certificate in Travel & Tourism	44

SPORTS SCIENCES	Physical Education	46
	BTEC National Extended Certificate in Sport	47
CREATIVE ARTS	Art & Design	50
	Drama & Theatre Studies	52
	BTEC Creative Digital Media	54
	Media	56
	Music	57
	Product Design	60
MFL	Fashion and Textiles	62
	French	66
	Spanish	67
	T-Level Technical Qualification in Childcare and Education	68

Students must choose three subjects from the list provided and two reserve choices.) Please note that the T-Level Technical Qualification in Childcare and Education counts as a single option.

SIXTH FORM OPTION CHOICES

Please note that there will be no option blocks this year. Students will have a free choice of the subjects they wish to take at A-level, BTEC and T-level. On the application form we ask that students pick three firm choices AND up to two reserve choices.

Where possible, the school will endeavour to accommodate your three subject choices. However, it is likely, based on our experience over a number of years, that some clashes will occur. If that is the case, you will be informed and may need to consider your reserve choice(s).

Please be aware that, in common with other educational establishments, all courses offered are subject to viable student numbers.

Entry Requirement to study in the Sixth Form at a glance

- If students fail to attain the entry requirements for a subject, Heads of Department may consider lower grades which are very close to the required grade boundary.
- Students who have higher fine-grades will be given priority over students with lower fine-grades.

Sixth Form course	GCSE Grade Required	GCSE Subject(s) Required	Consideration may be given for a ...
Classics - Ancient History	Grade 6	History or English Language or Literature	N/A
English Literature	Grade 7	English Literature and Language	N/A
English Language/Literature	Grade 6	English Literature and Language	N/A
Geography	Grade 6	Geography (if studied) or an essay based subject (if not)*	High Grade 5
History	Grade 6	History (if studied) or an essay based subject (if not)*	High Grade 5 in History
Biology	Grade 7/7 Grade 7	Science Trilogy or Biology	Grade 6/7 in Science Trilogy
Chemistry	Grade 7/7 Grade 7	Science Trilogy or Chemistry	Grade 6/7 in Science Trilogy
Physics	Grade 7/7 - Grade 7 Grade 6	Science Trilogy or Physics plus Mathematics	Grade 6/7 in Science Trilogy
Mathematics	High Grade 7	Mathematics	Low Grade 7 or very high Grade 6 plus good algebra skills
Further Mathematics	Grade 8	Mathematics plus studying A-level Mathematics	N/A
Statistics	Grade 6 Grade 7	Statistics (if studied) or Mathematics (if not)	N/A
Business	Grade 6 Grade 6 Merit	English Language and Mathematics plus either Business (if studied) or OCR Cambridge National Cert. in Business (if studied)	N/A
Law	Grade 6	Route 1- Grade 6 in History Route 2 - Grade 6 in an essay-based subject* plus a Grade 6 in a memory based subject**	N/A
Politics	Grade 6	History or English Language or Literature	N/A

Sixth Form course	GCSE Grade Required	GCSE Subject(s) Required	Consideration may be given given for a ...
Psychology	Grade 5/6 - Grade 6 Grade 6 Grade 6	Science Trilogy or Separate Sciences plus English Language or Literature and Mathematics	N/A
BTEC Level 3 National Extended Certificate in Uniformed Protective Services	Grade 5	English Language or Literature plus 4 other subjects	N/A
BTEC National Extended Certificate in Travel & Tourism	Grade 5	English Language or Literature plus 4 other subjects	N/A
Physical Education	High Grade 6 Grade 7/7 - Grade 7	PE (if studied)*** Science Trilogy or Biology (if not) plus students must be competing or coaching competently in a sport	N/A
BTEC National Extended Certificate in Sport	High Grade 5 Grade 6/6 - Grade 6 Grade 5	PE (if studied)*** Science Trilogy or Biology (if not) plus English Language or Literature	N/A
Art, Craft and Design	Grade 6	Art & Design	N/A
Drama and Theatre Studies	Grade 6	Drama (if studied) plus English Language	N/A
BTEC National Extended Certificate in Creative Digital Media Production	Grade 5	Media (if studied) or English Language or Literature (if not)	High Grade 4
Media Studies	Grade 6	Media (if studied) or English Language or Literature (if not)	High Grade 5
Music	Grade 6	Music	N/A
Product Design	Grade 6	One of: D&T (RM)/D&T (GRP), Product Design/Engineering and Mathematics	Grade 6 in Art & Design incl. discussion with HOD
Fashion and Textiles	Grade 6	Textiles Technology, D&T (Textiles) and Mathematics	Grade 6 in another D&T subject or Art & Design or a Portfolio
French	Grade 6	French	High Grade 5
Spanish	Grade 6	Spanish	High Grade 5
T-Level Technical Qualification in Childcare and Education	Grade 4	English Language and Mathematics plus 3 other subjects (including Science if wanting to progress to primary teaching degree)	N/A

*****Students MUST have achieved a Grade 7 in the Anatomy & Physiology paper**

*****Students MUST have achieved a high Grade 5 in the Anatomy & Physiology paper**

PLEASE NOTE

* An essay based subject means one of the following:

English Language
English Literature
History
Religious Studies

** A memory based subject means

one of the following:

Science
Mathematics
Geography

Careers advice at Great Marlow School

Great Marlow School believes that employment, which offers personal, economic and successfully sustainable work, will ultimately lead to a fulfilled life. All students have access to information, Employer Encounters and personal guidance about careers throughout their time at GMS. GMS staff and our Careers' Advisor work to broaden aspirations to ensure students are prepared for jobs of the future in the everchanging labour market.

Everything GMS does in the career field supports learning, informs career options, and embeds personal qualities. GMS is proud that 100% of our students progress onto further and higher education, training, employment or apprenticeships.



The school's Career Lead and Careers Adviser is available to meet with students one to one, for an impartial careers' discussion by prior appointment, with follow-up appointments tailored to students individual needs. Students should make an appointment via form tutors.





Great Marlow School

CEIAG Programme

There has never been a time when Careers Education, Information and Guidance (CEIAG) has been as important as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations.

Below is the GMS careers programme for Key Stage 5 that provides students with the knowledge and skills to develop their career management competencies for a range of future career pathways.

YEAR 12

- Work Experience Week
- 'Next Steps' Day: carousel of workshops exploring the full range of post-18 options including university, apprenticeships/training schemes and gap years
- Bucks Skills Hub: use of business mentors to link school with the world of work via assemblies, seminars and one to one discussions
- Oxbridge Applications: tailored programme to support Oxbridge applicants
- Head Prefects: selection process involving interviews and applications
- Senior Prefect Team (SPT): organise events and support their peers across the school community
- Employer talks to develop awareness of different industries and sectors related to their career opportunities.

YEAR 13

- Independent university visits
- Apprenticeship Application Skills: a series of workshops to develop students' skills in recruitment and selection preparation techniques.
- 'Senior Prefect Team' organising events & supporting peers across the school community
- Access to career guidance interviews and coaching with GMS's Careers' Adviser

What can I do with....?

Making the correct Sixth Form choices and subsequent onward options can be a confusing process. The suggestions on these pages are just a guide as to what Sixth Form subjects you should choose if you are interested in a particular career path. You may also be inspired by a career path that you have not yet considered. For further information see subject teachers or log-in to your www.careerspilot.org.uk account which has up to date labour market information on current trends and new jobs that are emerging.



Ancient History

Historian, Classics/Classical Studies, Archivist, Museum Curator, Journalist, Politician, Diplomat or International Relations, Tour Guide or Planner, Teacher, Marketing, Human Resources, Project Manager, Stockbroker, IT Programmer, Event Coordinator, Translator or Interpreter, Police Investigator, Probation or Social Worker

Art, Craft & Design

Marketing, Advertising/Brand Manager, Illustrator, Photographer (Commercial and Journalistic), Animation, Architect, Fine Artist, Art Buyer, Museum Curator,

Graphic Designer, Theatre Designer, Fashion Designer, Textile Designer, Interior designer, cake decorator, make-up artist, hairdresser, creative director, digital production manager, Art therapist, web designer, sculptor, visual merchandising, carpenter, design engineer, prop maker, spatial designer, jeweller, food stylist, concept designer, camera operator, post-production editor

Biology

Doctor, Physician, Nurse, Dentist, Paramedic, Pharmacologist, Scientific Sales or Technical Service Representative, Medical Research, Laboratory Technician (medical, microbiological, biotechnological), Sports Scientist, Sports Coach, Health and Lifestyle Coach, Dietician, Food (dairy, brewery production), Food Inspector, Nutritionist, Veterinarian, Animal Technician (looking after animals in zoo, pet store, vivarium, veterinary hospital), Greenhouse/ Garden Curator, Horticulturist, Agricultural or Wildlife fields Environmental Technician/Consultant

Business

Management Consultancy, Teacher, Chartered Accountant, Advertising, Investment Banker, Bank Manager,

Retail Buyer, Distribution and Logistics Manager, Insurance Underwriter, Marketing Executive, Consumer Products, Market Research Executive, Personnel Officer, Public Relations Officer, Retail Manager, Sales Representative, Corporate Financial Analyst, Imports and Exports Manager, Foreign Currency Investment Advisor, Licensing Officer, Accountant/Auditor, Entrepreneur, Healthcare Administrator

Chemistry

Agriculturalist, Analytical Chemist, Biochemist, Bio-technologist, Chemical Education, Chemical Engineer, Chemical Sales, Chemical Technologist, Consulting, Environmental Chemist, Food and Flavour Chemist, Forensic Chemist, Geochemist, Inorganic Chemist, Materials Scientist, Medicinal Chemist, Organic Chemist, Science Writing, Textile Chemist, Water Chemist

Drama & Theatre Studies

Actor, Actress, Stage Manager, Arts Administrator, Set Designer, Drama Teacher, Drama-therapist, Television Production Assistant, Radio Presenter, Youth and Community Worker, Personnel Manager, Social Worker, Journalist, Marketing, Charities Administrator, Creative and Media

English

Writer, Travel Writer, Journalist, Copywriter, Marketing, Editor, Publisher, Teacher, Advertising, TV

Producer, Public Relations, Human Resources, Designer, Media and ICT, Sales Representative

French/Spanish

Bilingual Interpreter/Translator, Bilingual Technical Writer, Teacher, Air Steward, Airline Sales Representative, Air Traffic Controller, Tour Guide, Tour Operator, Travel Representative, Customs Officer, Company Sales Representative, Computer Programmer, Credit Controller, Customer Support Adviser, Cultural Briefing Consultant, Engineer, Banker, Civil Servant, Secretary/ PA, Marketing, Public Relations, Journalist/Travel Writer, Transport and Distribution Worker, Imports/Exports Manager, Foreign Office Ambassador, Local Government Worker, Medical Interpreter, Pharmacologist, The Armed Forces, Police Officer

Geography

Explorer, Geologist, Tour Guide, Travel Writer, Town Planner, Urban Geographer, River and Coastal Engineer, Oceanographer, Environmental Scientist/Consultant/ Management, Conservationist, Meteorologist, Agriculturalist, Disaster Management, Chartered Surveyor, Renewable Energy Researcher, Gardener, Wildlife Warden, Mapping (OS), Criminology, Economist, Teacher

History

Historian, Art Historian, Teacher, Politician, Archaeologist, Genealogist, Lawyer, Museum

Curator, Records Office and Archivist, Librarian, Charity Worker, Foreign Office/Civil Servant, Heritage Worker (National Trust), Architect, Horticulture and Nature Conservation, The Armed Forces, Security Service (MI5)

Law

Lawyer, Solicitor, Magistrate, Barrister, Barristers' Clerk, Court Legal Adviser, Licensed Conveyancer, Chartered Secretary, Human Resources Manager, Trading Standards Officer, Accountant, Police Officer, Probation Officer, Patent Attorney, Insurance Underwriter, Bank Manager, Customs Officer, Local Government Worker

Leisure Studies

Hospitality, Recreation Specialist, Teacher, Leisure Facilities Manager, Sports Development Officer, Community Health Worker, Community Developer, Health Promotion Assistant/Officer, Senior Fitness Instructor, Resort Manager, Tourism Manager, Theme Park Manager, Outdoor Educator, Hospital Healthcare Worker, Physical Rehabilitation Worker

Mathematics/Statistics

Accountant, Banker, Actuary, Economist, Financial Consultant, Statistician, Stock Market, Scientific Researcher, Tax Lawyer, Engineer, Teacher, Analyst, Corporate Fund Raiser, Estate Agent, Computer Games Programmer, Aerodynamics, Meteorologist, Conservationist, Geophysicist, Lighting/Special Effects Engineer, Management Consultant

Media Studies

Film and TV Production Crew, TV News Anchor/Producer, Web Producer, Multimedia Specialist, Software Engineer, Computer Games Programmer, Theatre Production, Broadcaster, Runner, Radio Producer, Video Editor, Advertising, Marketing, Market Researcher,

Publisher, Journalist, Graphic Designer, Photographer, Animator, Costume Designer

Music

Arranger; Composer; Conductor; Copyright Lawyer; DJ; Journalist; Lawyer; Manager; Music Therapist; Performer; Peripatetic Teacher; Producer; Publicist; Radio Producer; Recording Engineer; Session Musician; Songwriter; Sound Engineer; Teacher

Physical Education

Sports Coach/Manager, Sports Instructor, Teacher, Sports and Exercise Scientist, Sports Therapist, Sports Technologist, Sports Biomedical Scientist, Sports Rehabilitation, Nutritionist, Dietician, Health and Fitness Instructor, Physiotherapist, Athlete, Personal Trainer, Medical Researcher, The Armed Forces, Police Officer

Physics

Physicist, Astrophysicist, Aeronautical Engineer, Automotive Engineer, Medical Physicist, Research Scientist, Laboratory Technician, Nuclear Engineer, Software Engineer, Scientific Journalist, Optometrist, Forensic Scientist, Energy Explorer, Patent Attorney, Satellite Data Analyst, Business Manager, Ministry of Defence, Physics Consultant, Clinical Psychologist, Public Policy, Telecommunications Engineer, Air Traffic Controller, Teaching, Technical Illustrator, The Armed Forces

Politics

Politician, Public Affairs, Political Researcher, Social Scientist, Civil Servant, Local Government Official, Journalist, Armed Services, Intelligence Services, EU Careers Campaigner, International Development, Events Management, Market Research

D&T - Product Design

Product Designer, Graphic Designer, Film Industry Designer, Engineer, Architect, Automotive Designer, Visual Effects Designer, Model Maker, Set Designer, Industrial Designer, New Product Developer, Footwear Designer, Software/Multimedia Designer, Packaging Designer, Exhibition Designer, Furniture Designer, Cabinet Maker, Business Manager

D&T - Fashion and Textiles

Technical Textiles, Fashion Designer, Paper Cutter, Tailor, Weaver, Milliner, Costume Stylist, Assistant Stylist, CAD Designer or Operator, Design Technician, Fabric Development Specialist, Lace Designer, Print Designer, Textile Artist, Textile Designer, Surface Designer, Theatrical Costume Designer, Interior Designer

Psychology

Behavioural Research, Clinical Psychologist, Counselling Psychologist, Educational Psychologist, Forensic Psychologist, Health Psychologist, Occupational Psychologist, Sport and Exercise Psychologist, Neuropsychologist, Psychotherapist, Careers Adviser/Consultant, Market Researcher, Teacher, Social Worker, Healthcare Worker, Human Resources Manager

Protective Services

Army Officer, Army Soldier, Assistant Immigration Officer, Bodyguard, Border Force Officer, Civil Enforcement Officer, Coastguard, Criminal Intelligence Analyst, Customs Officer, Diver, Dog Handler, Fingerprint Officer, Firefighter, Forensic Computer Analyst, Immigration Officer, Merchant Navy Deck Officer, Merchant Navy Engineering Officer, Merchant Navy Rating, Neighbourhood Warden, Police Community Support Officer, Police Officer, Prison Governor, Prison Instructor, Prison Officer, Private Investigator, Probation Services Officer, (Royal Air Force)

RAF, Road Traffic Accident Investigator, Royal Marines Commando, Scenes of Crime Officer, Security

Travel & Tourism

Travel Agent, Tour Operator, Holiday Representative, Events Manager, Hotel Manager, Airline Employee, Wholesaler, Retailer, Cruise Ship Manager, Marketing Executive, Hospitality, Receptionist, Business Development Manager, Visitor Information Manager, Outdoor Pursuits Manager, Transport Coordinator, Sales Executive, Ticket Consultant

Childcare Education

Nursery Assistant, Crèche Worker, Child Minder, Play Leader, Teachers' Assistant, Special Needs Assistant, Teacher, Nurse, Midwife, Social Worker, Child Psychologist, Private Nanny, Outdoor Activity Centre Worker, Childcare Practitioner

.....and don't forget the school's Careers Adviser, is available for a confidential careers discussion by prior appointment.

Admissions Criteria for Great Marlow School 2025 Entry

- **Students will need to attain a Grade 4 in English Language and Mathematics and meet entry criteria for each subject area in A-level, BTEC and T-level.**
- **For entry onto the T-level Technical qualification in Education and Childcare Level 3, students will require a Grade 4 in English and Mathematics, plus three Grade 4s in other subjects.**



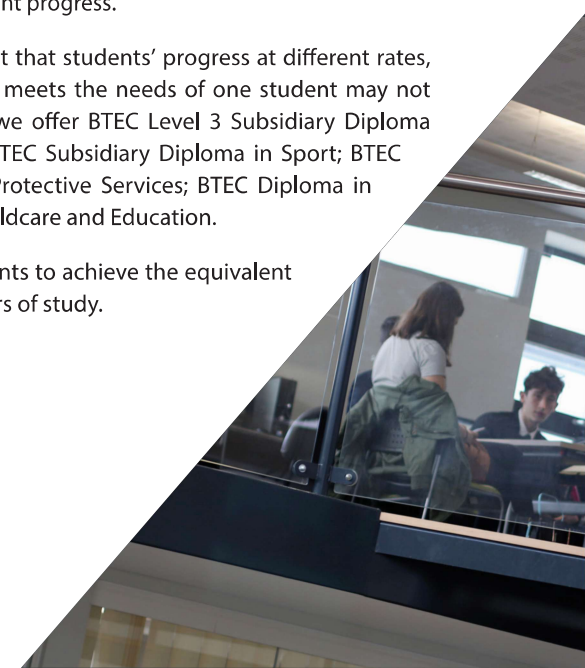
A-LEVEL COURSES

All A-level subjects are taught over two years with the final examinations at the end of the course.

Internal examinations will be taken at the end of the first year of study to assess student progress.

In recognition of the fact that students' progress at different rates, and that a curriculum that meets the needs of one student may not meet the needs of another, we offer BTEC Level 3 Subsidiary Diploma in Creative Media Production; BTEC Subsidiary Diploma in Sport; BTEC Technical Diploma in Uniformed Protective Services; BTEC Diploma in Travel and Tourism and T-level 3 in Childcare and Education.

These options will enable successful students to achieve the equivalent of A-level qualifications at the end of two years of study.





ENRICHMENT CURRICULUM

The Sixth Form at Great Marlow School has a diverse and inclusive range of enrichment activities. The school believes in promoting non-academic skills that expand horizons and offer opportunities to help their community and wider society. Our aim is to nurture motivated, capable and caring young people.

The opportunities for students offered by the enrichment programme are valued by universities and employers alike for the transferable skills that are learnt and applied. We run several enrichment experiences including: Safe Drive, UCAS Day and a work experience week.

Throughout the academic year, students have collapsed timetable days in which they acquire study skills; learn about university and job application techniques; and have personal health sessions to support their emotional and physical wellbeing.

FUNDRAISING

The Senior Prefect Team is superb and is integral in helping to organise and run whole school events such as Sports Day and Open Evenings; many are involved in mentoring students in younger year groups and liaising with primary schools.

Our senior prefects are excellent role models and are led by the Head Prefects, who ensure that the student voice is heard and that student issues are represented. They ensure that there is excellent communication between staff and students. They ensure that there is excellent communication between staff and students. They have a high profile within the school and the community.

The work that sixth formers do for charity and fundraising is formidable. Interact is a group of volunteers who meet each week, with members of the Rotary Club, to plan events throughout the year for local charities. Through a variety of high-profile events, our Sixth Formers raise thousands of pounds for charity each year. The student body also contributes each year to local charities and visits pensioners with gifts at Christmas time.

WORK EXPERIENCE

During the summer term, all Year 12 students are expected to organise their own work experience placements. In addition, we encourage our students to volunteer for local charities in their study periods.

EXTRA-CURRICULAR

For several years now, students have been sent to visit Auschwitz in Poland as part of the 'Letters from Auschwitz' Holocaust Memorial Scheme. On their return, they deliver whole school assemblies to raise awareness of this period in history.

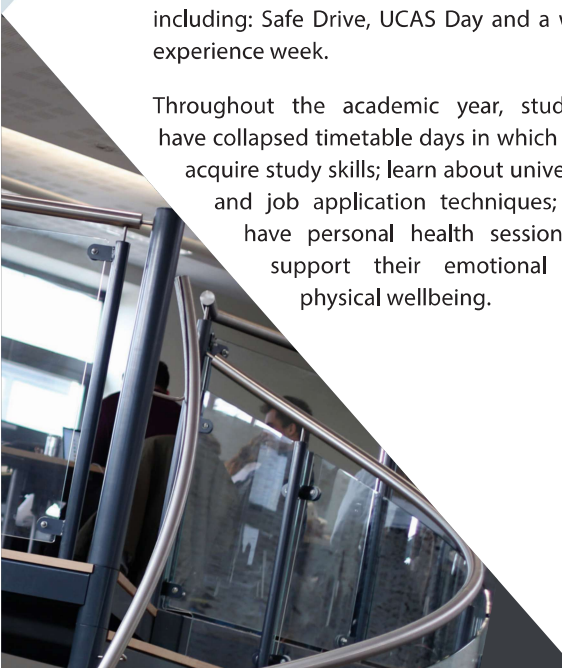
The Year 12 and 13 football team have played in a league against other sixth forms and colleges. Students in Year 12 and 13 are also able to complete their Duke of Edinburgh Gold award, positively regarded by universities and employers alike. The superb sports facilities are available to our Sixth Formers who are time-tabled for PE and extra curricular activities, for one hour per week. If students are proactive, energetic and motivated, they will find opportunities to engage in a wide variety of enrichment activities.

YOUNG ENTERPRISE

Young Enterprise is also offered to Year 12 students. It provides a unique opportunity for students to run their own mini businesses. It is well recognised by employers and is extremely desirable enrichment activity for Sixth Form students.

COMPULSORY LESSONS

PE is a compulsory timetabled lesson, which takes place once a week for all Sixth Form students.



Our Head Prefects and Senior Prefects

The contribution that the senior prefects and deputies make to the development of the school and the Sixth Form has a positive impact across the school.

They are outstanding role-models for our younger students and are committed to making their mark on our community. They have earned the respect of the whole school through their appointment.

HEAD PREFECT - Ansty Van Romburgh

"Becoming a Head prefect at Great Marlow school represents not just a personal achievement but also an opportunity to make a meaningful impact in my school community. To me this was the chance to lead by example, inspire my peers, and contribute to creating a positive environment where everyone feels heard. I took the opportunity to bridge the gap between students and staff, ensuring that everyone feels valued. During my time as Head prefect I have developed my leadership skills, built confidence, and taken on challenges that will help me grow both socially and academically. Ultimately, being head prefect has helped me form unity and pride within our school."

HEAD PREFECT - Arran Bligh

"Great Marlow, has given me the perfect environment to develop as an individual, allowing me all possible opportunities both academic and extracurricular. Because of this I have a great pride for my school and am delighted to be fortunate enough to contribute to its workings by acting as senior prefect."

As well as this, Great Marlow has helped me enormously in applying to university, though I am comfortable in my knowledge that whatever path I had chosen after Sixth Form, I would have had an abundance of both support and skills provided to me by Great Marlow."





"Our senior prefects are excellent role models and, along with the head prefects and their deputies, they ensure that the student voice is heard and that student issues are represented."

"Being a senior prefect is such a privilege, as I can contribute to the school community by helping my peers and volunteering with extracurricular activities. My personal confidence and ambition have grown during my time at Great Marlow and being a prefect has enhanced that even further."

"I value being a senior prefect at Great Marlow School, because I have the opportunity to support and create a good environment for students to learn and work in, and support those who want to develop their skills and attributes further."

"If you study English Literature you will learn how to think critically, be analytical and it will help you gain the skills required for a deeper thought process to life."



"An A-level in Classics and Ancient History will allow you to delve into the ancient past to study the language, history, culture and literature of the two civilisations that led the world for centuries."

"Geography is a fairly unique subject because it looks at both the physical structure of the planet and the social structure (how we affect our environment and how it affects us) in the past, present and future."

"History helps you to understand change and how the society we live in came to be."



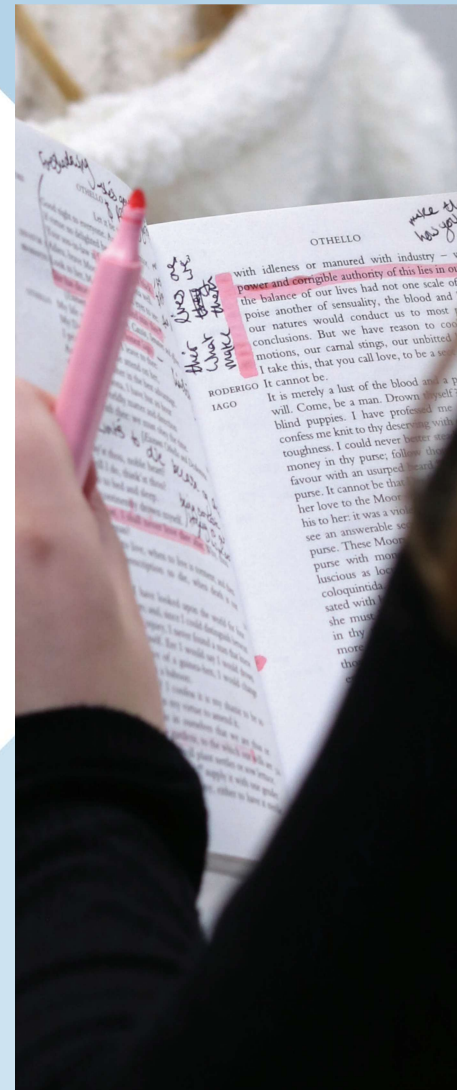
Humanities

Classics - Ancient History

English Literature, English Language and Literature
Geography, History

What do I need to know?

- o Most English degrees require English Literature – English Language on its own is not sufficient.
- o Humanities degrees such as History and Geography require that subject at A-level.
- o For a degree in Classics; Latin, Ancient Greek or Ancient History A-levels are required. Classics has as its basis the study of Latin and/or Greek; Ancient History is focused on the study of the social and political history of the Greek and Roman worlds.
- o Some law degrees and media studies courses stipulate A -level English.
- o In terms of becoming a teacher, it is beneficial to have at least one humanities A-level.
- o If you are interested in pursuing a degree in Philosophy, Mathematics is a useful subject to study alongside an A-level in Humanities.
- o To study Human or Physical Geography, Geology or Ecology you will need a Geography A-level. Subjects that work well with Geography include History, Biology, Physics, English Literature, Law, Politics, Modern Foreign Languages.
- o History graduates often go on to become lawyers. Therefore, a law or politics A-level is recommended if you want to pursue this route.



Humanities are academic disciplines that study aspects of human society and culture. English Literature, Human Geography, Ancient and Modern History, Philosophy and Religion are some examples.

Some university courses may require you to have studied the subject in Sixth Form or college, which is often the case with English Literature and History. Others have no specific requirements, but may suggest taking related subjects as good preparation.

Humanity subjects are largely essay based so they are a good option for universities that want to see that you have built up your essay writing skills. They also teach verbal and written communication skills, which many employers look for.

Classics - Ancient History

Full Two Year A-level Course

Mr S Pugsley

Entry Requirements

Students should have achieved at least a Grade 6 in a GCSE essay-based subject such as History or English Language.

You do not need to have studied history at GCSE. If you did study history, you can take this course instead of the standard history A-level course, or you can study both courses.

For further details, see Mr Pugsley or Mr Taylor.

Why study Ancient History?

Ancient History is a high status, respected classical qualification that will make a job or university application form stand out from the crowd.

The qualification title is the OCR Advanced GCE in Ancient History.

What will I study?

There are two exams at the end of Year 13.

Module 1 - Greek History

This module focuses on the Greek city states in the 5th Century BC. The course starts by looking at how these fought off the challenge of the Persians, as loosely shown in films such as 'The 300'. It then moves on to examine how these city states organised themselves and how Athens sought and achieved dominance over many of the others, bringing it into conflict with the Spartans. The module includes a depth study on the Spartans.

Module 2 - Roman History

This unit covers the fall of the Roman Republic and the foundation of the Roman Empire under Augustus. It then looks at the ten emperors that followed him, some of whom were very strange! These include the Emperor Caligula, who made his horse a senator, and the Emperor Nero, a very odd man, who loved his mother (a little too much!) but who later had her murdered. The unit includes a depth study on the final three emperors from this group: Vespasian, Titus and Domitian.

How is the course taught?

Teaching is in small groups and is shared by two different teachers using a variety of teaching styles and resources. There is no coursework but students who are also taking A-level History have the opportunity to produce coursework on an Ancient History topic as part of their History A-level. All texts studied are in English translation.

A-level Assessment

Module 1 - Greek History

Assessment: one 2½ hour written exam.

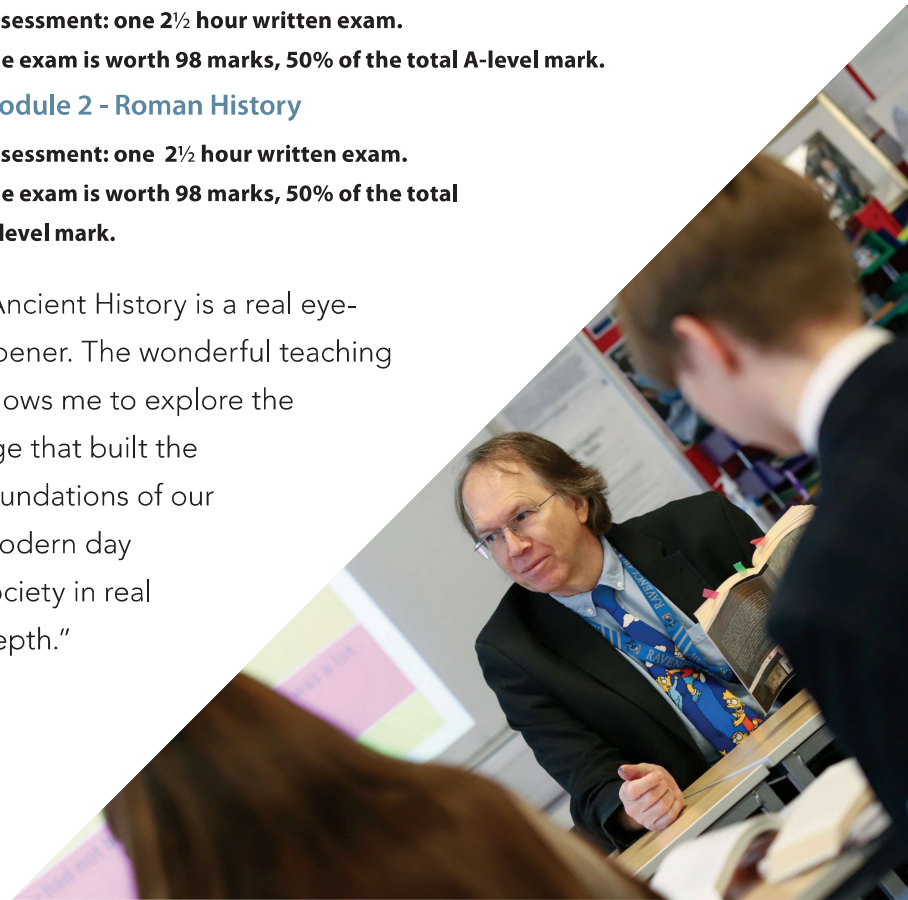
The exam is worth 98 marks, 50% of the total A-level mark.

Module 2 - Roman History

Assessment: one 2½ hour written exam.

The exam is worth 98 marks, 50% of the total A-level mark.

"Ancient History is a real eye-opener. The wonderful teaching allows me to explore the age that built the foundations of our modern day society in real depth."



Why study English Literature?

The course demands that candidates read widely, critically and independently, across centuries and genres. Central to the topics is an understanding of how readers' responses are shaped by the context, the writers' choices and by other readers' interpretations. Candidates are challenged to form opinions after reading critical reviews. Six core texts are studied including poetry and prose: one of which must be written pre-1900 and one Shakespeare play. The examinations also includes unseen poetry and prose. As well as careers in journalism, advertising and teaching, the skills gained from English Literature can lead students to move on to a wide range of other professions.

What will you study?

In Year 12 and 13, students who opt to study English Literature A-level will be following AQA Specification A (7712). Students opting for this subject are examined at the end of two years at the end of Year 13.

With the exception of Othello, all examination questions are open book. Students may, therefore, take a clean copy of their set texts into the exam. These texts must not be annotated and must not contain any additional notes or material. GMS will provide this copy, however, students are expected to purchase their own copy of the text for use in lesson time and at home.

For all students considering A-level English Literature, it is strongly advised to buy a copy of these texts as soon as possible as we recommend the students read them prior to beginning the course in Year 12.

Paper 1

Othello by William Shakespeare

Atonement by Ian McEwan

AQA Love Poetry Through the Ages pre-1900 (anthology provided by AQA)

Paper 2

Feminine Gospels by Carol Ann Duffy

Spies by Michael Frayn

Cat on a Hot Tin Roof by Tennessee Williams

How will you be assessed?

Examination Unit 1 : Love Through the Ages

Assessment: one 3 hour written exam.

The exam is worth 75 marks, 40% of the total A-level mark.

Section A

Othello by William Shakespeare

Closed book question

One essay on a passage-based question (25 marks)

Section B

Unseen poetry comparison

One essay comparing two unseen poems (25 marks)

Section C

Atonement by Ian McEwan

AQA Love Poetry Through the Ages pre-1900 (anthology provided by AQA)

One essay comparing Atonement with at least 2 poems from the collection (25 marks)

Entry Requirements

Students should have achieved a Grade 7 in GCSE English Literature and Language to enrol on the course.





"I chose to study English Literature because I really enjoyed the subject at GCSE. I love reading so was excited to begin in Year 12 knowing that we would be looking at a range of intriguing and mature texts. The teachers are highly knowledgeable of the texts and subjects we are studying; my expectations of the course have been fulfilled."

"I took English Literature because the course requires reading a wide range of texts. As a creative person, I love to be able to read and analyse texts, whether it be novels or poetry. The enthusiasm of my teachers enhances my passion for English Literature."

Examination Unit 2 : Texts in Shared Contexts (Option B, Modern Times)

Assessment: one 2½ hour written exam.

The exam is worth 75 marks, 40% of the total A-level mark.

Section A

Feminine Gospels by Carol Ann Duffy

One essay question (25 marks)

Section Bi

Unseen prose

One essay question analysing an unseen extract (25 marks)

Section B ii

Spies by Michael Frayn

Cat on a Hot Tin Roof by Tennessee Williams

One essay question comparing the two core texts (25 marks)

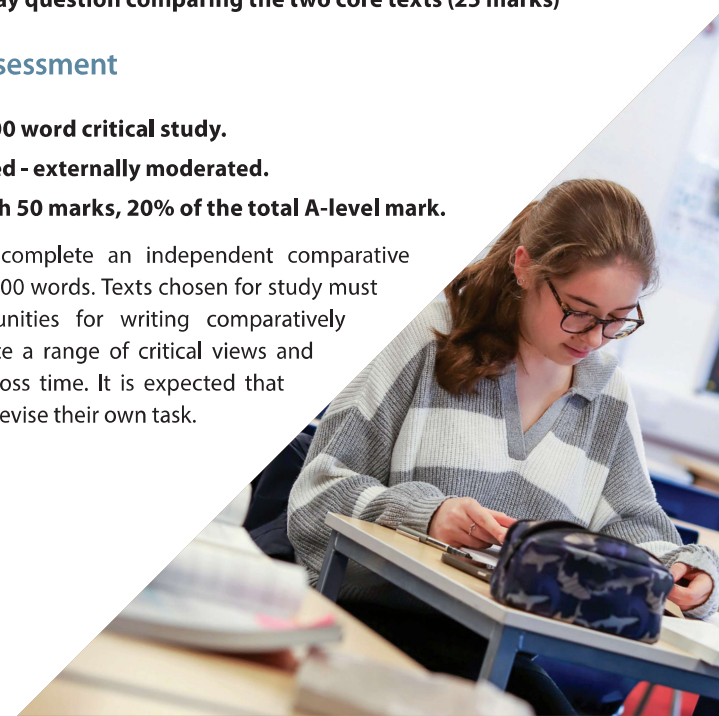
Non-Exam Assessment

Assessment: 2,500 word critical study.

Internally assessed - externally moderated.

The exam is worth 50 marks, 20% of the total A-level mark.

All students will complete an independent comparative critical study of 2,500 words. Texts chosen for study must maximise opportunities for writing comparatively and must reference a range of critical views and interpretations across time. It is expected that each student will devise their own task.



Why study English Language and Literature?

The course has two main aims. The first is to challenge students to become critical readers of prose fiction, poetry and non-fiction texts through a close study of a range of culturally relevant and diverse texts. We have carefully selected texts for this course that will enrich our students' understanding of the world around them and challenge their ability to respond to texts with a critical and open-minded approach.

The second aim of this course is to challenge students to become reflective and versatile authors of their own creative writing. The creative writing aspect of the course not only challenges students to write their own fiction and non-fiction pieces, but also encourages them to reflect on their decisions as a writer and develop their own unique authorial styles. This is an exciting element of the A-level course that aspiring young writers should consider!

What will you study?

The Year 12 students embarking on this course will study OCR's English Language and Literature A-level course (H474). Students opting for this subject are examined at the end of two years at the end of Year 13. There is also a coursework element to this course, which is worth 20% of a student's overall grade

All essay focused examination questions will provide students with either an extract or the whole text in the exam. These will be provided by GMS for examinations, however, students are expected to purchase their own copies of the texts for use in lesson time and at home.

For all students considering A-level Language and Literature, it is strongly advised that you buy a copy of the texts as soon as possible, as we recommend students read them prior to beginning the course in Year 12.

Course Texts

OCR Anthology of 20 Non-Fiction and Spoken Texts (this will be provided by GMS).

Jerusalem by Jez Butterworth

Things Fall Apart by Chinua Achebe

Breaking Silence by Jacob Sam-La Rose

Why Be Happy When You Could Be Normal? by Jeanette Winterson

How will you be assessed?

Component One

Exploring Non-Fiction and Spoken Texts

Assessment: One 1 hour written exam

The exam is worth 32 marks, 16% of the total A-level mark.

Read and compare two texts (one from the anthology and one unseen text).

Component Two

The Language of Poetry and Plays

Assessment: One 2 hour written exam

The exam is worth 64 marks, 32% of the total A-level.

Section A:

Poetry – Stylistic Analysis (analysing one poem from Breaking Silence by Jacob Sam-La Rose)

Section B:

Plays – Dramatic and Stylistic Analysis (analysing an extract from Jerusalem by Jez Butterworth)

Entry Requirements

Students should have achieved a Grade 6 in GCSE English Literature and Language to enrol on the course.





Component Three

Reading as a Writer, Writing as a Reader

Assessment: One 2 hour written exam

The exam is worth 64 marks, 32% of the total A-level.

Section A:

Reading as a Writer (Open book – answer an essay question on *Things Fall Apart* by Chinua Achebe).

Section B:

Writing as a Reader (Produce your own piece of creative writing and reflect on your choices as a writer).

Component Four

Independent Study: Analysing and Producing Texts

This component is worth 20 marks, 20% of the total A-level.

Task One:

One analytical essay based on *Why be Happy When You Could be Normal?* by Jeanette Winterson and a second text of your choosing.

Task Two:

Produce a piece of your own non-fiction writing in an appropriate genre.

"English Combined A-level develops your writing skills, as well as be able to study a range of novels, poems, Shakespeare, and classic non-literary texts."

Why study Geography?

The world we live in is constantly changing. Our global population of 7.2 billion is soon expected to rise to above 9 billion. The impact of this on our lives and the natural world will be immense. Studying A-level Geography allows you to see how and why our world is changing. It can help you to develop your research skills, literacy and numeracy and allows you to develop your own views on the challenges that we face in the future. There are no easy solutions to some of the world's problems and geographers learn to understand the complexity of human, physical and environmental interactions at local, national and international scales.

Studying Geography empowers young people to take an active role in their communities and to become global citizens.

A-level Geography will appeal to you if:

- **you are curious about the world's people and places**
- **you are interested in local, regional and international issues**
- **you want to find solutions to complex geographical problems**
- **you can work and think independently**

What course will I follow?

At GMS we will study the new OCR A-level Geography specification.

How is the course taught?

We have a team of experienced and motivated geography teachers at GMS. Teaching is in small groups shared by two teachers in the Geography Department classrooms. There is a mix of traditional lessons with tutorial and seminar type lessons – closer in style to university teaching. Homework is set regularly and usually comprises of additional, independent or small group reading and research activities, an essay or an examination question task.

A-level Assessment

There are three final written examinations worth 80% of the final mark taken in June.

Subject at A-level

Unit 1 – Physical Systems

In this unit you will study a range of topics based on coastal landscapes; the water and carbon cycles and tropical rainforests.

Assessment: 1½ hour written exam.

Worth 24% of the total A-level grade.

Unit 2 – Human Interaction

In this unit you will study a range of topics based on globalisation, economic development, geopolitics, and population migration.

Assessment: 1½ hour written exam.

Worth 24% of the total A-level grade.

Unit 3 – Geographical Debate

In this unit you will engage with a range of dynamic, controversial and contemporary global issues such as climate change and global food security.

Assessment: 2½ hour written exam.

Worth 32% of the total A-level grade.

Unit 4 – Investigative Geography

In this unit, students produce an independent investigation following a residential fieldwork visit to the Cranedale Centre in North Yorkshire. At Cranedale, students will be given the opportunity to carry out fieldwork and research that will both embed previous learning on the physical

Entry Requirements

Students should have achieved at least a Grade 6 or above in GCSE Geography (a high Grade 5 may be considered by the Head of Department).

If students did not do GCSE Geography, they will need a Grade 6 in an essay writing subject such as English Language or history.



geography topics, and give guidance and provide data for their coursework investigation.

Worth 20% of the total A-level grade.

What can I do after I've completed the course?

A-level Geography opens doors! You will find that studying geography is a brilliant step towards a wider range of HE courses and/or employment opportunities.

Further education

Geographers can go on to study higher level courses, including foundation degrees, undergraduate degrees and/or BTEC Higher Nationals.

Employment

Geographers can go into a wide range of jobs, including:

Transport and Communication	Education
Marketing	Environmental Management
Energy and Resources	Finance
Journalism	Law
Social/Health Services	International Relations

You can find more information about careers in geography on the website of the Royal Geographical Society: www.studygeography.rgs.org

"I chose to study Geography because I am interested in exploring how the world works, how it is formed and what it can become. It is a fascinating subject, which is constantly up to date."

Why study History?

History is a facilitating A-level; this means that regardless of what you want to do post 18, the skills gained through your study of A-level History can help you in your chosen path such as the ability to analyse sources and pick out key information, communicate ideas effectively and make substantiated judgements. Many of our students go on to study history at university as a single honours degree or as part of a joint honours degree. Even if studying history at university, or a career in this specific field is not your goal, it is important to remember that you can use a history qualification in a variety of jobs, in business and administration, the police service, the law, journalism and the media.

This qualification is designed to foster the development of critical and reflective thinking with an understanding of historical topics and issues. It encourages an understanding of the importance of historical awareness in explaining contemporary issues. OCR's A-level History has been designed to emphasise the importance of knowledge and argument. Its aim is to create independent learners, critical thinkers and decision-makers – all personal assets that can make a student stand out as they progress to higher education and/or the workplace.

How is the course taught?

Teaching is in small groups and is usually shared by two teachers using a variety of teaching methods and resources. Students will study two units in Year 12 and two in Year 13.

What will I study?

The main focus of the course is on English history from the mid-15th Century to the end of the 16th Century, encompassing the Wars of the Roses and the Tudor monarchs. We are required to teach a topic outside our main focus and so, in order to provide students with an area with which they are familiar, we have included a European topic that covers Weimar and Nazi Germany and extends into post-war divided Germany. Students are assessed using a wide variety of methods including a topic based essay and interpretative questions.

Unit 1 – British Period Study and Enquiry

We study England from 1461 to 1509. The key topics for study are:-

- **Edwards IV's first rule and the crisis of 1470-1471.**
- **Edward IV and Richard III, 1471-1485.**
- **Henry VII's rule in England, 1485-1509.**
- **Henry VII's foreign policy, 1485-1509.**

The enquiry topic is:-

- **The Wars of the Roses.**

Assessment: 1½ hour exam. Worth 25% of the total A-level grade.

Unit 2 – Non-British Period Study

Unit 2 – Non British Period Study

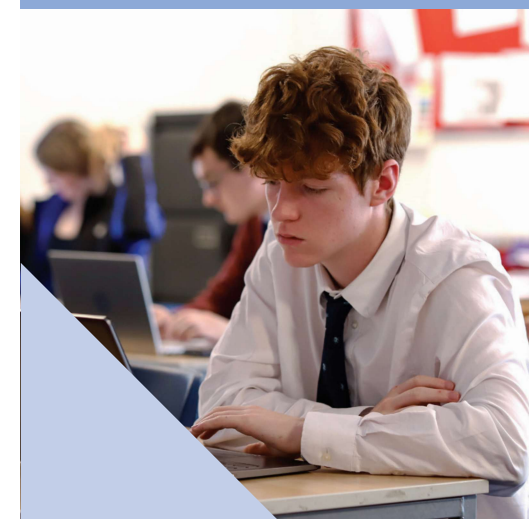
Democracy and Dictatorships in Germany 1919–1963. The key areas of study are:-

- **The establishment and development of the Weimar Republic: 1919–Jan 1933.**
- **The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939.**
- **The impact of war and defeat on Germany: 1939–1949.**

Entry Requirements

Students should have achieved a Grade 6 or above in GCSE History or achieved at least a Grade 6 in an essay-based subject. Consideration may be given to students who have achieved a high Grade 5 in GCSE History.

For further details on this course please see Mrs S Bullock.



- **Divided Germany: The Federal Republic and the DDR 1949–1963.**

Assessment: 1 hour exam Worth 15% of the total A-level grade.

Unit 3 – Thematic Study and Historical Interpretations

We study Tudor Foreign Policy from 1485-1603.

The key topics are:-

- **The aims and methods of Tudor foreign policy.**
- **Scotland and France.**
- **Burgundy, the Netherlands and Spain.**
- **The impact of foreign relations on domestic developments in England.**

In addition, students study the following topics in depth:-

- **Henry VIII's foreign policy, 1509-1520.**
 - **The loss of Calais.**
 - **The Armada.**

Assessment: The 2½ hour exam is worth 40% of the total A-level grade.

"History is such an interesting subject, especially as we study topics we have never covered before. The Tudors is such a fascinating family, learning about them in great depth never gets boring. I love history!"

Unit 4 – Topic-Based Essay

Assessment: Students complete a 3,000-4,000 word essay on a topic chosen in consultation with their teacher.

It is internally and externally assessed and worth 20% of the total A-level grade.

"Not only is history interesting but it helps you to develop your ability to write fluently and formally, whilst giving you a new analytical perspective on what you read."



By studying a humanities subject you will improve your research skills. Research is an integral part of so many different jobs. From reading around your subject to studying for an essay. Understanding how to undertake quality research is an invaluable skill that you will use when you graduate or go into the workplace.



Sciences Social Sciences Sports Sciences

"Science helps our understanding of the world around us. Everything we know about the universe, from how trees reproduce to what an atom is made up of, is the result of scientific research and experiment."

"The main reason why it is important to study the social sciences is because a knowledge of the social sciences can help us improve our societies. By studying these things, we become better informed about how citizens can build a society that leads to a fulfilled life."

"Sports Science is the study of how the healthy human body works during exercise, and how sport and physical activity promote health; physically, mentally and socially. The study of Sport Science incorporates many other academic studies and areas, like Physiology, Psychology, Anatomy, Engineering and Chemistry."

Sciences

Biology, Chemistry, Physics,
Mathematics, Further Mathematics, Statistics

What do I need to know?

- o Most Science subjects at university (Medicine, Veterinary Science, Biology, Chemistry, Chemical Engineering, Biochemistry) require Chemistry. These subjects also require another science, many preferring Biology.
- o For Medicine and Veterinary Science, it is best to take Chemistry, Biology and one from either Mathematics or Physics. This way you will keep the vast majority of medical schools open to you.
- o Most Physiotherapy degrees will consider you with just Biology, but a second science subject from Chemistry, Physics or Mathematics is useful.
- o Nursing and Midwifery require Biology or another science.
- o Natural Sciences, Materials Science, Biomedical Sciences, Environmental Science, Optometry and Earth Sciences (Geology) require two from Biology, Chemistry, Mathematics or Physics.
- o Physics degrees require Physics and Mathematics.
- o Mathematics degrees require Mathematics and preferably Further Mathematics.
- o Accountancy degrees generally do not stipulate, although one or two universities prefer Mathematics. Statistics is also useful.
- o Some Computer Science degrees also ask for Mathematics plus Statistics or Physics.
- o To study Software Engineering, Games Technology or IT related subjects, you may need sciences such as Physics, or Mathematics.



Degrees in Sciences, Technology, Engineering and Mathematics are sometimes referred to as STEM degrees. For these courses, universities often expect you to have studied specific subjects, or a specific combination of subjects. The sciences – Chemistry, Biology or Physics – and Mathematics, including Further Mathematics, are a good place to start.

STEM skills are in demand at every level, with employers of every size struggling to find the STEM talent that they need. One in five employers has difficulty finding graduates with STEM skills, and one in three employers in the Science, Engineering and IT sectors.

Some degree courses want applicants who have focused on these sorts of subjects, others may prefer applicants to have studied a variety of subjects. For example, one or two science subjects, plus Art, English, Music, History and/or a language.

Entry Requirements

The minimum requirements are a Grade 7/7 in GCSE Science Trilogy or Grade 7 in GCSE Biology. Consideration may be given to students with a Grade 6/7 depending on individual paper performances.

10% of the marks available within written examinations will be for assessment of mathematics (in the context of biology) at a Level 2 standard, or higher. Therefore, students with a Grade 6 Mathematics, as well as those studying A-level Mathematics would have an advantage.

Why study Biology?

Biology allows you to ask questions about the world that we live in, and understand the living things that make it up, in greater detail. The skills that you develop during this course provide an excellent grounding for a wide variety of future degree courses and employment. Biology is an A-level that opens many different doors. It offers a diversity of opportunities leading to further studies in life science, medicine, environmental science or forensic science, through biological based employment such as biotechnology or the food industry.

The qualification builds on the knowledge and practical skills students have gained in GCSE Core Science and GCSE Additional Science, or GCSE Biology.

Course Content

The course offers students the opportunity to further develop their practical skills and to learn about the applications and implications of biology, the benefits and risks that research brings and the ways in which society uses biology to make decisions. OCR Biology A-level is split into six modules: modules one to six, combined with the practical endorsement, constitute the full A-level. The modules can be summarised as:

Module 1: Development of Practical Skills

This module, studied in Year 12 and Year 13, underpins the whole of the specification. The practical skills in this module are assessed in the written examinations and within the Practical Endorsement. GCSE Science prepares students for the practical skills required in the course.

Module 2: Foundations in Biology

This module studied in Year 12 and Year 13 introduces students to the concepts required for all the other modules.

Modules studied in Year 12

Modules 3: Exchange and Transport

This module covers exchange surfaces, transport in animals and transport in plants.

Module 4: Biodiversity, Evolution and Disease

This module covers communicable diseases, disease prevention, the immune system, biodiversity, classification and evolution.

Modules studied in Year 13

Modules 5: Communication, Homeostasis and Energy

Covers communication, homeostasis, excretion as an example of homeostatic control, neuronal communication, hormonal communication, plant and animal responses, photosynthesis and respiration.

Module 6: Genetics, Evolution and Ecosystems

This module covers cellular control, patterns of inheritance manipulating genomes, cloning, biotechnology, ecosystems, populations and sustainability.

A-level Assessment

Paper 1: Biological Processes examines content from modules 1, 2, 3 and 5

Assessment: 2¼ hour written exam.

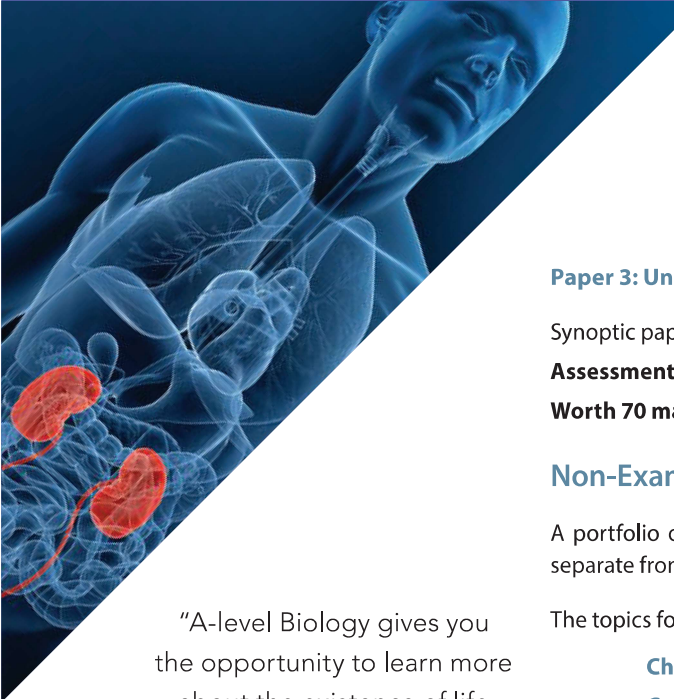
Worth 100 marks, 37% of the total A-level grade.

Paper 2: Biological Diversity examines content from modules 1, 2, 4 and 6

Assessment: 2¼ hour written exam.

Worth 100 marks, 37% of the total A-level grade.





Paper 3: Unified Biology

Synoptic paper examining content from all modules 1 to 6

Assessment: 1½ hour written exam.

Worth 70 marks, 26% of the total A-level grade.

Non-Exam Assessment

A portfolio of 12 practicals is assessed by the teacher as pass or fail and is separate from the overall grade.

The topics for the practicals are:

Chromatography or electrophoresis

Colorimeter or potometer

Dissection

Investigation using a data logger or computer modelling

Investigation into measurement of plant or animal responses

Microbiological techniques

Microscopy

Qualitative testing

Rates of enzyme controlled reactions

Research skills

Sampling techniques

Transport in and out of cells

The assessment criteria for the practicals are:

- **they can safely and correctly use a range of practical equipment and materials**
- **an ability to follow written instructions**
- **their organisational skills in keeping appropriate records of experimental activities**
- **they can make and record observations and measurements**
- **they can present information and data in a scientific way**
- **they are able to use a wide range of experimental and practical instruments, equipment and techniques**

"A-level Biology gives you the opportunity to learn more about the existence of life and how it works. If you are intrigued about the human body this is a great course."



"Biology is a great choice for people who want a career in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science."



Entry Requirements

The minimum requirement to study Chemistry is a Grade 7/7 in GCSE Science Trilogy, or Grade 7 in Chemistry.

Consideration may be given to students with a Grade 6/7 depending on individual paper performances.

Why study Chemistry?

Chemistry forms an increasingly important part of our everyday lives and this OCR Specification A course reflects this by providing an understanding of core chemical concepts including the periodic table, the elements, physical chemistry, chemical synthesis, analytical techniques, organic chemistry and analysis.

Studying A-level Chemistry is full of practical experiences for students and these are embedded within each unit, reflecting its importance, as well as supporting the teaching and learning of the theory.

Chemistry is a fascinating, challenging and well respected subject at A-level, the study of which can provide an opening to a variety of science-related careers or vocational courses at higher level including university.

The course is structured to enable completion of the A-level over two years. There is an allocation of eight hours of teaching each fortnight in Year 12 and nine hours for Year 13.

Students will be provided with the details to purchase appropriate textbooks. The school's website does provide additional learning support in chemistry including the full OCR A in Chemistry e-spec.

Subject at A-level

The course aims to develop:

- **students' interest in, and enthusiasm for, chemistry, including developing a potential interest in further study and a career in chemistry**
- **an appreciation of how society makes decisions about current scientific issues**
- **a deeper understanding of the skills, knowledge and understanding of how science works**
- **essential knowledge and understanding of different areas of the subject and how they relate to each other**

Students may wish to include chemistry as part of a broad range of subjects or as part of a package focusing on the sciences.

A-level Units

Paper 1 - Periodic Table, Elements and Physical Chemistry

Paper 2 - Synthesis and Analytical Chemistry

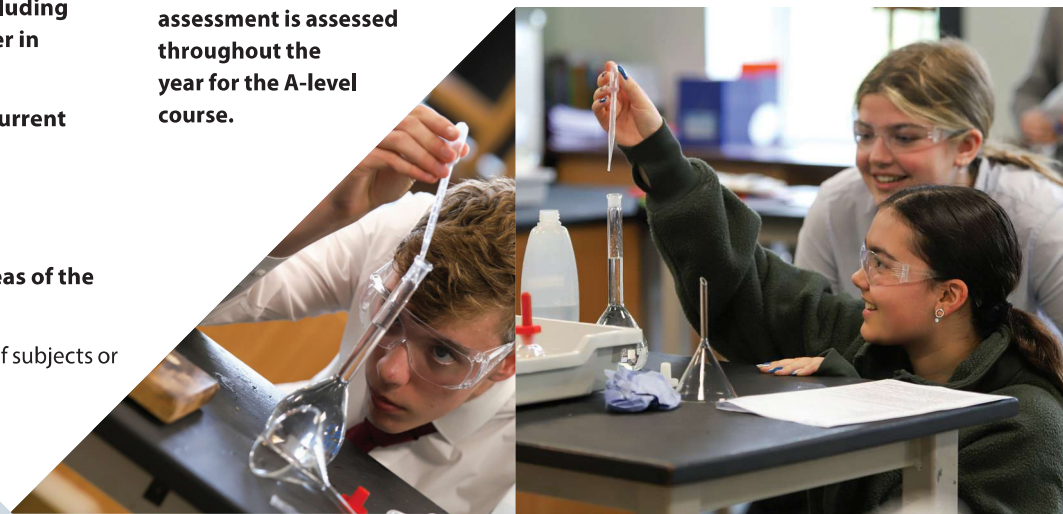
Paper 3 - Unified Chemistry

Non-Exam Assessment - Practical Endorsement for Chemistry

A-level Assessment

Papers 1, 2 and 3 are assessed at the end of Year 13 with terminal written papers.

The non-exam assessment is assessed throughout the year for the A-level course.



Why study Physics?

The course aims to demonstrate the importance of physics as a human endeavour that interacts with social, philosophical, economic and industrial matters. You will develop essential knowledge and understanding of physics so that you can utilise this experience in the everyday world. You will develop your experimental skills and be able to link theory to experimentation. Successful completion of this course will allow you to continue your education in a number of university courses including BSc Physics, and BSc in an engineering discipline, this may include medical physics, electrical engineering and mechanical engineering.

A qualification in physics is still held in high regard. You should be aware that it is not an easy course to follow but, if successful, will give access to a number of career opportunities and universities.

Candidates follow the AQA course which requires 8 hours of study per fortnight.

Components taught in Year 12

The Year 12 components consist of **five** units, which are studied over the year.

Unit 1 - Measurements and their Errors

This unit will give you a working knowledge of the fundamental base units and measurements. At the same time showing that practical work is underpinned by an awareness of the nature of measurement errors and of their numerical treatment.

Unit 2 - Particles and Radiation

This unit starts with the simple model of the atom and finishes with the interaction of quarks and anti-quarks.

Unit 3 - Waves

This unit develops knowledge of the characteristics, properties and application of waves.

Unit 4 - Mechanics and Materials

This unit considers the ideas of forces, energy and momentum in terms of material properties.

Unit 5 - Electricity

This unit looks at the basics of electricity including resistance and resistivity.

Components taught in Year 13

Unit 6 - Further Mechanics and Thermal Physics

This unit covers circular motion and simple harmonic motion; it also covers the thermal properties of materials.

Unit 7 - Fields

This unit covers the ideas of gravitational, electrostatic and magnetic field theory.

Unit 8 - Nuclear Physics

This unit looks at the properties of the nucleus and relates it to the production of nuclear power and it considers the impact this has on society.

Unit 9

The final unit will be selected by physics teachers.

A-level Assessment

Three 2 hour written exams, which will include objective questions and written answers.

Papers 1 and 2 are worth 34% each and Paper 3 is worth 32% of the total A-level grade.

A further 6 practical lessons are carried out and the knowledge and skills gained from these will be tested as part of Paper 3.

Entry Requirements

The minimum entry requirement is a Grade 7/7 in the Science Trilogy or a Grade 7 in Physics. Grade 6 or above in GCSE Mathematics is also required.

Consideration may be given to students with a Grade 6/7 depending on individual paper performances.

It is strongly recommended that A-level Mathematics is also taken (please see the entry requirements for that subject).



Further Mathematics

Full Two Year A-level Course

Mr F Murison

Entry Requirements

Students who have opted for Mathematics A-level and have achieved at least a Grade 8 at GCSE have the opportunity to take a Further Mathematics A-level as one of their 3 A-level options, or can have it as an additional A-level.

Why study Further Mathematics?

The new 2 year A-level course in Further Mathematics will extend the student and build on the Mathematics A-level syllabus. For the student who sees mathematics as a wonderful logical challenge, Further Maths is not only a challenging and fascinating A-level but can be taken either as one of three A-levels or, for the more academic focused, one of four. We have found that the greater immersion into Mathematics has significantly enhanced students' abilities in the regular Maths A-level, and the considerable overlap between Maths and Further Maths and Physics means the work in one benefits the other. The Decision Maths element has strong ties to computer science.

While studying Further Mathematics you can expect to:

- use mathematical skills and knowledge to solve problems
- simplify real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use graphics calculators and other resources effectively; understand their limitations and when it is appropriate to use such technology
- learn the concept of proof to establish, not just by example but beyond challenge a mathematical relationship.

What does the course involve?

This is a two year course and students will sit the final examinations at the end of the course. The course is split into units, which cover three of the branches of mathematics: Pure Mathematics, Decision Maths and Mechanics.

There are three externally examined papers.

Papers 1 and 2 - Pure Mathematics

The topics are as follows:

Complex numbers, polar coordinates, matrices, integration and differentiation, hyperbolic functions, Euler's identity

The knowledge required for Paper 1 is assumed knowledge Paper 2 and may be tested within parts of questions.

Paper 3 - Applied Elements.

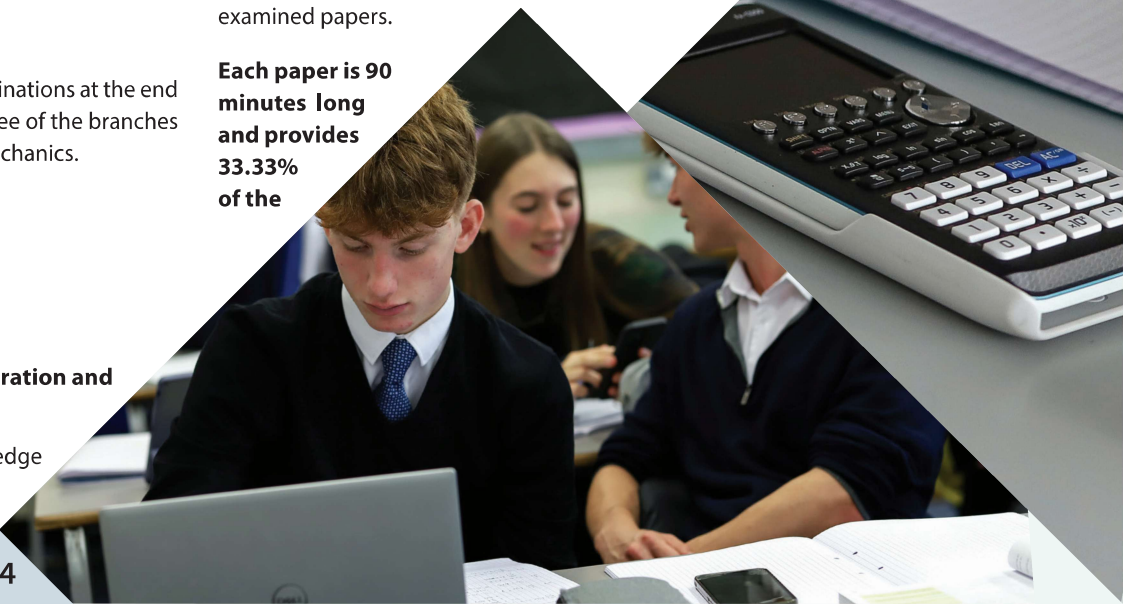
Section A – Further Mechanics includes studying: impulse, pullies, work done, conservation of energy

Section B – Decision Maths includes studying: graph theory, algorithms on sorting, bin packing, route inspection, linear programming with two variables and with many variables.

A-level Assessment

There are three externally examined papers.

Each paper is 90 minutes long and provides 33.33% of the



Why study Mathematics?

The new 2 year A-level course will build on the work you did at GCSE but will also involve new ideas that are both challenging and interesting. It serves as a useful support for many other qualifications. Importantly, it is a sought after qualification for the workplace and courses in higher education.

It is recognised that the mathematics skills learned at A-level, such as logical thinking, problem solving and statistical analysis, may be closer to those actually used in the workplace than skills learned in other subjects.

While studying mathematics you can expect to:

- use mathematical skills and knowledge to solve problems
- simplify real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use graphics calculators and other resources effectively; understand their limitations and when it is appropriate to use such technology
- solve quite complicated problems by using mathematical arguments and logic

What does the course involve?

This is a two-year A-level with the final examinations at the end of the course. The syllabus is split into units: Pure Mathematics, Statistics and Mechanics; students study all three components.

There are three externally examined papers.

Papers 1 and 2 - Pure Mathematics

The topics are:

proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, and vectors.

The knowledge required for Paper 1 is assumed knowledge for Paper 2 and may be tested within parts of questions.

Paper 3 - Applied Elements.

Section A: the **Statistics** elements, include:

statistical sampling, data presentation and interpretation, probability, statistical distributions, and statistical hypothesis testing.

Section B: the **Mechanics** elements, include:

quantities and units in mechanics, kinematics, forces and Newton's laws, and moments.

A-level Assessment

There are three externally examined papers.

Each paper is 2 hours long and provides 33.33% of the total A-level grade.

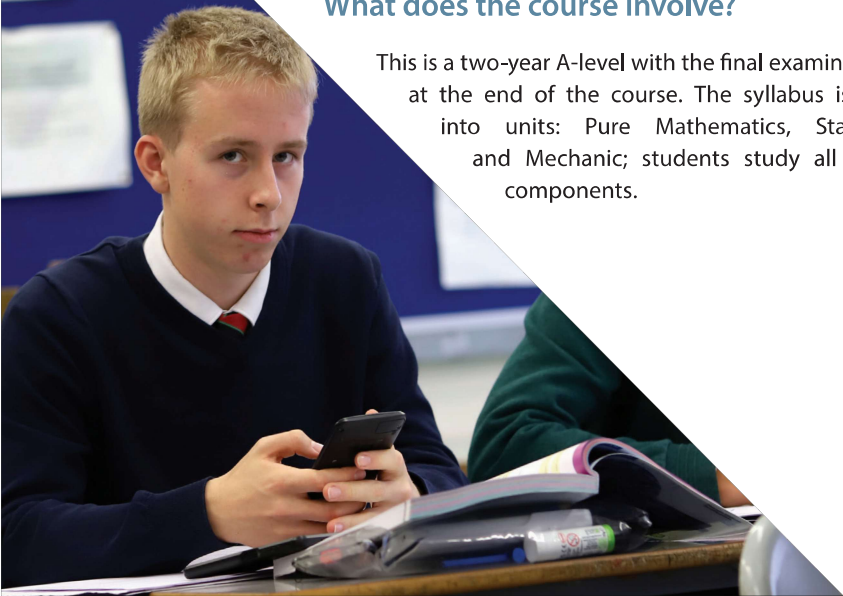
Calculators can be used in all three papers.

Entry Requirements

Students who have achieved a high Grade 7 from the Higher GCSE paper will be eligible to study mathematics at A-level.

Students who have achieved a lower Grade 7 or a very high Grade 6 and can demonstrate good algebra skills may be allowed on the course after a discussion with the Head of Department.

Students who have opted for Mathematics A-level and have achieved at least a Grade 8 at GCSE have the opportunity to take a Further Mathematics A-level as one of their 3 A-level options, or can study it as an additional A-level.



Entry Requirements

Whilst students with GCSE Statistics will have an advantage, students with a strong grade in GCSE Mathematics will also be welcome. The entry requirements are Grade 7 Statistics, or Grade 7 Mathematics, if there is no Statistics GCSE. (A high Grade 6 may be considered, after a discussion with the HoD.)

Why study Statistics?

Statistics is a fantastic choice for students who want to know the facts behind the figures and want to make sense of the world around us. It complements other A-level subjects including Biology, Business Studies, Economics Geography and Psychology. The logical, problem-solving and numerical skills gained are useful for many different areas of employment: from working with a Formula One racing team on aerodynamics, to teaching, or stock market trading.

The statistics qualification will appeal to the student who wishes to pursue the study of a numerate post-16 subject, but may not want to study pure mathematics. It is designed to give an understanding of the calculation of statistical measures, as well as their application and interpretation, without requiring knowledge of pure mathematics beyond GCSE. For example, no calculus techniques are required and questions that are essentially algebraic problems will not be set. The content has been selected to include statistical knowledge, skill and techniques that are needed for the study of other subjects, such as biology, economics, geography, psychology and business studies.

Providing you do not wish to go on to study a degree that requires A-level Mathematics (eg Mathematics, Economics, Physics or Engineering), past experience has shown that many students will achieve a higher grade studying A-level Statistics, rather than A-level Mathematics. For the majority of university degrees the A-level grade is much more important than the subject studied. Unless you wish to become an economist, mathematician, physicist or engineer, A-level Statistics could help you get that all important university place.

Course Objectives

- To understand the application of techniques within the framework of the statistical enquiry cycle.
- To research methodologies used in experiments and surveys.
- To apply statistical techniques to data sourced from a variety of contexts, appreciating when samples or population data could be used and applying appropriate sampling techniques.
- To generate and interpret the diagrams, graphs and measurement

techniques used in performing statistical investigations.

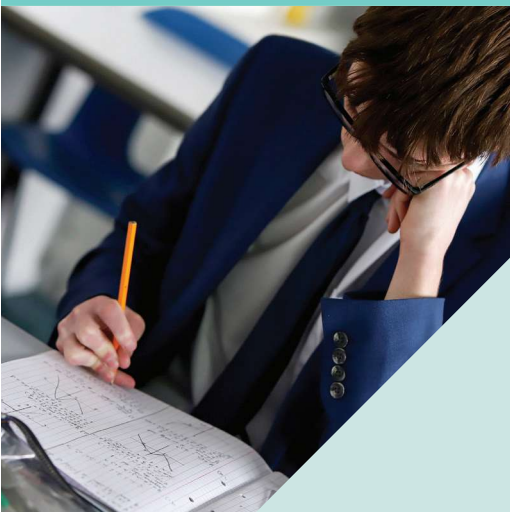
- To have an understanding of how visualisations of multivariate data are used to gain a qualitative understanding of the multiple factors that interact in real life situations, including, but not limited to, population characteristics, environmental considerations, production variables etc.
- To understand how technology has enabled the collection, visualisation and analysis of large data sets to inform decision-making processes in public, commercial and academic sectors.
- To develop skills in interpretation and critical evaluation of methodology including justifying the techniques used for statistical problem solving.

How are the lessons taught?

There are eight hours of lessons every fortnight. Students will be expected to do at least a further 16 hours of independent study every fortnight. The majority of the lessons will be practical in nature, and one of the advantages of statistics is that all the examination questions relate to real-life situations. This is not an abstract subject. Graphical calculators are allowed and it is expected that every student will have a graphical calculator. It is possible to loan a calculator from the school.

Assessment

This qualification is linear, meaning that students will sit all their exams at the end of the two year course. There are three, two-hour, examination papers.



All papers are equally weighted and are a combination of multiple-choice, short, medium and extended questions.

The following topics will be assessed in Paper 1:

- **3.1 Numerical measures, graphs and diagrams**
- **3.2 Probability**
- **3.3 Population and samples**
- **3.4 Introduction to probability distributions**
- **3.5 Binomial distribution**
- **3.6 Normal distribution**
- **3.7 Correlation and linear regression**
- **3.11 Bayes' theorem**
- **3.12 Probability distributions**
 - **3.13 Experimental design**
 - **3.18 Exponential and Poisson distributions**

The following topics will be assessed in Paper 2, not precluding the Paper 1 topics:

- **3.7 Correlation and linear regression**
- **3.8 Introduction to hypothesis testing**
- **3.9 Contingency tables**

"It's an interesting course that doesn't require you to write any essays, and most importantly it will help at university as nearly every degree includes a statistics module."

- **3.10 One and two sample non-parametric tests**
- **3.14 Sampling, estimates and resampling**
- **3.15 Hypothesis testing, significance testing, confidence intervals and power**
- **3.16 Hypothesis testing for 1 and 2 samples**
- **3.17 Paired tests**
- **3.19 Goodness of fit**
- **3.20 Analysis of variance (ANOVA)**
- **3.21 Effect size**
- **3.22 Statistical Enquiry Cycle (SEC)**

For Paper 3, questions may be set on any topic, including the Statistical Enquiry Cycle (SEC).

"Taking Statistics was a pleasant surprise for me, especially as I didn't take it at GCSE. Statistics is a great subject and a highly regarded A-level, which can help you get into university, particularly if you are looking into studying the field of finance."

Social Sciences

Business, Law, Politics, Psychology, BTEC Uniformed Protective Services, BTEC Travel & Tourism

Social sciences are concerned with society and the relationships among individuals within a society. If you are interested in how and why people behave as they do, and enjoy solving problems, then there is a social science subject that is right for you.

Social science degrees encourage skills of analysis, interpretation and communication, which many employers need.

The disciplines include, but are not limited to, anthropology, archaeology, communication studies, criminology, economics, human and social geography, linguistics, political science*, psychology, public health, and sociology.

*Political science is a social science which deals with systems of governance, and the analysis of political activities, political thoughts, and political behaviour.



What do I need to know?

- o Leading Psychology degrees request one other science such as Chemistry, Biology, Mathematics or Physics.
- o Business Studies, Law, Anthropology, Archaeology, History of Art, Religious Studies, Politics, Philosophy and Sociology, do not always stipulate mandatory A-levels. However you will be at an advantage if you have an A-level in the subject you want to study at university and/or a humanities subject that will show your essay writing skills.
- o There are no specific A-levels needed for a degree in Law and Politics, however A-level subjects such as History, Geography and Mathematics will help develop key skills such as analysis, research and writing. A foreign language at A-level would also be useful.
- o BTEC Nationals are Level 3 (Advanced) courses that are well respected by universities and employers. They are vocational courses with an emphasis on 'learning by doing' and help you to develop the skills needed for a particular line of work. BTECs have few exams and are assessed by written assignments, practical and project work.
- o A BTEC in Travel & Tourism or Uniformed Protective Services would work well with a language or business subject.

Why study Business?

This is a broad based qualification which provides the opportunity for students to explore the world of business in a highly practical way.

By adopting an investigative approach, students develop a range of skills while discovering the problems and opportunities faced by businesses.

In order to study this subject you must have an interest in, and an awareness of, the wider business world.

This is a two year course which will lead to a full A-level. The course is designed to engage students through business topics and issues that are relevant in today's society, through key contemporary developments such as digital technology, business ethics and globalisation topics. The examining body is AQA.

What will I study?

This course will encourage students to:

- **develop an enthusiasm for studying business**
- **gain holistic understanding of business in a range of contexts**
- **develop a critical understanding of organisations and their ability to meet society's needs and wants**
- **understand that business behaviour can be studied from a range of perspectives**
- **generate enterprising and creative approaches to business opportunities, problems and issues**
- **be aware of the ethical dilemmas and responsibilities faced by organisations and individuals**
- **acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis**
- **apply numerical skills in a range of business contexts**

Topics studied at A-level

Students will need to complete topic areas: 3.1, 3.2 and 3.3.

3.1 Topic: What is business, managing marketing and finance?

- **Business and objectives**
- **Forms of business and stakeholders**
- **Marketing management**
- **Financial management**

3.2 Topic: Managing operation and people

- **Operations management**
- **People management**
- **Managing business culture**

3.3 Topic: Business and society, business and the external environment and business strategy

- **Business and society**
- **Business and the external environment**
- **Strategy**
- **Change**

A-level Assessment

Three 2 hour written exams. Each exam is worth 100 marks, 100% of the total A-level grade.

The three examinations will all be taken in the summer of Year13, and the content will cover all the topics studied.

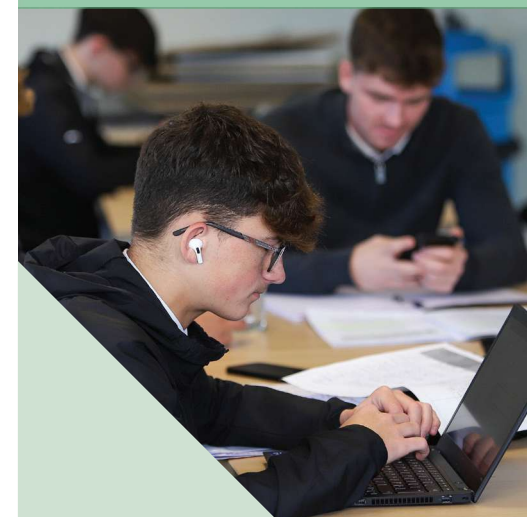
Each topic is worth 90 marks. 33.3% of A-level.

The questions for all three topics will involve **two** case studies. Each case study will be followed by five compulsory questions worth 45 marks in total.

Entry Requirements

The minimum requirement to study A-level Business is a Grade 6 in English Language and Mathematics and if Business has been studied, a Grade 6.

For further information please see a member of the Business Department.



Entry Requirements

There are two possible routes for a student who wishes to study A-level Law.

Route 1 is a Grade 6 or above in GCSE History; Route 2, involves achieving at least a Grade 6 in an essay-based subject such as English Language, English Literature or RS, PLUS at least a Grade 6 in a memory subject such as Mathematics, Science or Geography.

For further details see Mr Pugsley or Mr Taylor.

Why study Law?

Law A-level is a high status respected qualification with practical applications. Law will complement a range of other examination options – such as History, Ancient History, English, Business, Psychology or Politics. With a qualification in law, you could go on to higher education to study law or business studies, or you could work in the legal profession, in management or in local government.

Course Outline

There are four units that are examined across three examination papers. There is no coursework. The qualification is the OCR Advanced GCE in Law (H418).

Unit 1 – English Legal System

The sub units are:

A. The Legal System

- Civil courts and other forms of dispute resolution
- Criminal courts and lay people
- Legal personnel
- Access to justice

B. Law Making

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

C. The Nature of Law

- Law and morality
- Law and justice
- Law and society
- Law and technology

Unit 2 - Criminal Law

The sub-units are:

- 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
- Attempted crimes
- Evaluation

In other words, students will learn exactly what is meant by murder, manslaughter, assault and battery, actual bodily harm, wounding, grievous bodily harm, theft, robbery, burglary, and what defences are available if charged with these crimes.

Unit 3 - Tort Law

The sub-units are:

- Rules and theory
- Liability in negligence
- Occupiers' liability
- Torts connected to land
- Vicarious liability
- Defences

- Remedies
- Evaluation

A tort is a wrong that someone suffers as a result of carelessness from a person or body with a legal obligation to them. Much of this unit is, therefore, about how one seeks damages for wrongs done.

Unit 4 - Human Rights Law

The sub-units are:

- Rules and theory
- Protection of the individual's human rights and freedoms in the UK
- Key provisions of the European Convention of Human Rights
- Restrictions on Human Rights Law
- Enforcement of Human Rights Law
- Evaluation
- Police powers and one's rights when arrested.

A-level Assessment

Three 2-hour examinations.

Each examination is worth one third of the total A-level mark.



Why study Politics?

Politics is a popular subject and will complement a range of other examination options such as History, Business, Economics, Sociology, Geography and Law. It is of practical use in helping you learn about your rights and how to exercise them.

Politics looks at the world as it is today and is highly regarded by employers and universities.

How is the course taught?

Teaching is in small groups and is shared by three teachers using a variety of teaching methods and resources. There is no coursework.

What will I study?

There are three components to the course, each of which is examined.

Component 1 - UK Politics

The topic areas are:

- **Democracy and participation**
- **Political parties**
- **Electoral systems**
- **Voting behaviour and the media**

Students will also study the three core political ideas of this country:

- **Liberalism**
- **Conservatism**
 - **Socialism**

Component 2 - UK Government

The topics are:

- **The constitution**
 - **Parliament**
 - **Prime Minister and executive**
 - **Relationship between the branches**

In addition, students study one of these political ideas:

- **Anarchism**
- **Ecologism**
- **Feminism**
- **Multiculturalism**
- **Nationalism**

Component 3 - Government and Politics

The topics areas are:

- **The US Constitution and Federalism**
- **US Congress**
- **US Presidency**
- **US Supreme Court**
- **US Democracy and Participation**
- **US Civil Rights**

A-level Assessment

Assessment: 2-hour examinations on each of the three components

Each examination is worth one third of the total A-level mark.

Entry Requirements

Students should have achieved at least either a Grade 6 in GCSE History, or a Grade 6 in English Language or Literature.

For further details, see Mr Pugsley, Mrs Evans or Mr Philpott.



Entry Requirements

Students are expected to have achieved at least one Grade 5 and Grade 6 in GCSE Science Trilogy. If separate sciences are being studied, students need to achieve a Grade 6 in at least one science, with Grade 5s in the other two. Also, a Grade 6 in Mathematics and a Grade 6 in English Language and Literature.

Why study Psychology?

Psychology is the scientific study of how we think, feel and behave. We are all amateur psychologists, every time we try to work out why someone acted the way they did, or try to predict how someone might behave in a given situation. Psychology finds answers to some of these questions by investigating them using scientific research methods, including famous lab experiments and case-studies. The course will consider ways group dynamics influences behaviour, how emotions are wired-up in the brain and their impact when they break down due to illness and injury.

What do I need to know before taking this course?

The best foundation for success is to be a consistent, independent learner. At GCSE, a good level of English comprehension and written English is essential. Students will need to have an open and enquiring mind and be prepared to grapple with the linguistic complexity of the subject. Also, adopt an open mind-set when it comes to maths.

How will I learn?

There are 8 hours (9 hours in Year 13) of tuition per fortnight with one topic being taught at any one time. Students will also have one hour supervised classroom study per week. Students are encouraged to pre-read lessons on Teams.

What will I learn?

The course tries to answer these questions and many others.

Why do I forget?

Can memory be improved?

To what extent is autism genetic?

Does drug using behaviour alter neural pathways permanently?

How are mental disorders classified and diagnosed?

Should I use a lab or field experiment to yield data when measuring obedience to authority?

During the course

The curriculum has been designed to give students a fundamental understanding of theory, concepts and research in psychology; and an appreciation of the scientific nature of psychology. There is an opportunity to develop critical thinking with explanations from genetics, neurochemistry,

key thinkers such as Freud and also socio-cultural influences. The ability to relate aspects of the subject to current day issues is a further focus.

In addition, students will acquire substantial experience in practical research associated with the subject, experiencing a range of data collection techniques and developing an awareness of how data can be analysed using statistical tests.

Students receive a programme of weekly learning, so they know in advance the order of topics. This includes careful sequencing of and exposure to new exam skills.

A-level Assessment

Three two-hour exam papers combining short questions and longer length mini-essays. Up to 25% of the assessment is synoptic.

Year 12

Social Psychology

Cognitive Psychology

Learning Theories

Biopsychology

Year 13

Clinical Psychology

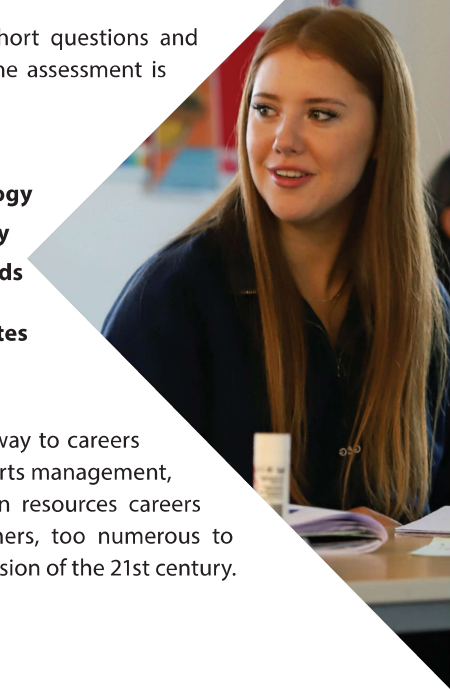
Child Psychology

Research Methods

Data analysis Issues and debates

Looking to the future

A qualification in Psychology can pave the way to careers in health and social research professions, sports management, educational diagnostics, journalism, human resources careers advice, forensic sciences, teaching and others, too numerous to mention. Most of all, psychology is the profession of the 21st century.



Why study Uniformed Protective Services?

This qualification is designed for students who are interested in learning about the uniformed protective services sector. It gives them a broad basis of study, designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A-levels.

What is a BTEC Level 3?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Where can the course take me?

BTEC Nationals in Uniformed Protective Services help students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment (police service, the fire and rescue service, the armed services – Navy, Army, RAF, and the prison service).

What is included in the course? -

An extensive range of centre assessed units with practical and wider project-based assessment opportunities, as well as one examined unit on Behaviour and Discipline in the Uniformed Protective Services.

How will I be assessed?

A combination of written exams (33.3%) and coursework (66.7%).

Mandatory Units

UNIT 2 Behaviour and Discipline in the Uniformed Protective Services

Written exam worth 33.3%

UNIT 5 Teamwork, Leadership and Communication in the Uniformed Protective Services

Coursework worth 33.3%

Optional Units – 2 to be completed (all coursework)

All worth 16.7% each

UNIT 13 Introduction to Criminology

UNIT 19 Professional Development in the Uniformed Protective Services

Entry Requirements

You need to have achieved the Sixth Form entry requirements as well as a Grade 5 in English Language or Literature, plus 4 other subjects.

"This is a great course if you want to pursue a career in any of the Uniformed Protective Services"



BTEC Travel and Tourism

Full Two Year Course

Miss E Boddy

Entry Requirements

You should have achieved at least the required Sixth Form entry requirements as well as a Grade 5 in English Language and Mathematics, plus three other GCSE subjects.

Why study BTEC National Extended Certificate in Travel and Tourism?

The travel and tourism industry is one of the fastest growing industries in the UK. The value of tourism to the UK economy is approximately £126 billion, and the sector employs around 3.1 million people. This course will provide you with an introduction to the study of the travel and tourism sector. The skills you gain in this unit will help you progress to a career in the sector, or to further study in higher education or future training.

This qualification is designed to support students who are interested in learning about the travel and tourism industry with a view to progressing to a wide range of higher education courses or working within a related sector.

This course is equivalent to one GCE A-level and will take place over a two year period. The examining body is Pearson.

Course Content

Over the two years you will study four units:

Unit 1: The World of Travel and Tourism

This unit provides the foundation for students to study other units in travel and tourism. You will explore all aspects of the industry, its key components and its scale.

Assessment: Written Examination (90 minutes)

Unit 2: Global Destinations

Students investigate the features and appeal of global destinations. You will prepare travel itineraries and recommend suitable destinations for customers related directly to customer needs.

Assessment: Written Examination (3 Hours)

Unit 3: Principles of Marketing in Travel and Tourism

Students explore and apply ways of managing internal and external customer experience to support organisational success and develop their customer service skills

Assessment: Coursework Assignments

Unit 9: Visitor Attractions

Students investigate the nature and role of both built and natural visitor attractions, their appeal, popularity, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

Assessment: Coursework assignments

Assessment

In this course, the external assessment makes up 58% of the marks. You will be assessed through a mixture of course work assignments with tasks set throughout the year, a written examination and a three hour controlled assessment. The exam and the controlled assessment are externally set and marked. The coursework tasks are internally marked and externally moderated by the exam board. Coursework is worth 42% of the marks.

On successful completion of the course, students will achieve the qualification at a Pass, Merit, or Distinction.

“The relationship with my teachers is great. The support they show empowers you to greatness!”



Sports Science

A-level Physical Education

BTEC Sport

What do I need to know?

- o Many Sports Science degrees ask for a science qualification like Chemistry or Biology and Physical Education.
- o For a Sports Science degree, also consider studying English, Mathematics, Psychology, Physics or Statistics. All of these complement a Physical Education A-level.
- o To become a PE teacher you will need a degree in a sports related subject plus a good knowledge of core subjects as well as numeracy and literacy skills.
- o If you want to specialise in coaching or teaching a specific sport, you may need to have a degree in Physical Education. If you plan to study Sports Science or occupational therapy, then A-level PE is required at most universities.
- o For any physical education or sports science degree, related subjects include Biology, Business Studies, Chemistry, Geography, Mathematics, Psychology and Physics.
- o If you wish to study nutrition or dietetics, Physical Education is an A-level subject to consider.
- o If you work in management, you'll also benefit from the soft skills that PE teaches and will learn how to deliver messages clearly and effectively. These soft skills include listening and speaking skills, as well the empathy to build friendships and ensure good working relationships.



Learning in physical education promotes active lifestyles; it challenges thinking in a fun environment; builds movement competence and confidence; it develops teamwork, leadership, and interpersonal skills; it explores and develops decision-making and risk management.

A degree in Sports Science gives you an understanding of sports performance and the factors that affect behaviour in sport. You gain subject-specific knowledge in areas such as physiology, psychology, biomechanics and nutrition. Physiology is the study of the principles of mechanics and anatomy in relation to human movement, and how the stress of exercise affects the body. Biomechanics is the study of the laws of physics as applied to physical activity, exercise and sport. Sports medicine is a branch of medicine that deals with the physical fitness of a human body.

Physical Education

Full Two Year A-level Course

Miss L Porter

Entry Requirements

Students need to have achieved a high Grade 6 in GCSE Physical Education. (This must include a Grade 7 in the Anatomy and Physiology paper).

If students have not studied GCSE Physical Education we require a Grade 7/7 or above in Science Trilogy or Grade 7 in Biology.

Finally, students **MUST** be competing or coaching regularly in a sport where they can demonstrate a significant level of competence and confidence.

For further details, please see any member of the PE Department.

Why study Physical Education?

A-level PE is a progression for GCSE PE students achieving a high Grade 6 or above and is ideal for those students who want to pursue a career in sport or study further in this area at university.

If you have a wide-ranging interest in sport, compete or coach regularly, and would like to follow a course that is both interesting and challenging, then A-level PE could be the right option for you.

How you will be assessed

The A-level course is assessed over four components in the second year.

Component 1, Component 2 and Component 3 are externally assessed in a 2 hr paper.

Component 4: students are internally assessed and externally moderated through one practical activity and one 'Evaluation and Analysis of Performance for Improvement' (EAPI) task.

Overall, the examination components are worth 70% of the candidate's final grade.

For the practical activity, candidates are able to be assessed as either a performer or a coach.

Component 01: Physiological factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics, including technology in sport

Assessment: 2 hour examination paper.

Worth 30% of the total A-level grade.

Component 02: Psychological factors affecting performance

- 2.1 Skill acquisition
- 2.2 Sports psychology

Assessment: 1 hour examination paper.

Worth 20% of the total A-level grade.

Component 03: Socio-cultural issues in physical activity and sport

- 3.1 Sport and society
- 3.2 Contemporary issues in physical activity and sport

Assessment: 1 hour examination paper

Worth 20% of the total A-level grade.

Component 04: Performance in physical education (NEA)

- 4.1 Performance or coaching of an activity taken from the approved lists
- 4.2 Evaluation of performance for improvement (EAPI)

Assessment: internally assessed through video and written evidence and externally moderated by the examination board.

Worth 30% (15% each) of the total A-level grade.



Why study BTEC National Extended Certificate in Sport?

The Pearson BTEC National Extended Certificate in Sport is intended to be an applied general qualification for post-16 students, who want to continue their education through applied learning. The qualification is equal to one A-level. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education.

Employers and professional bodies have been consulted to confirm that the content of this course is appropriate and consistent with current practice for students who may choose to enter employment directly in the sports sector.

What could this qualification lead to?

The qualification carries UCAS points and is recognised by higher education providers because it meets admission requirements for many courses if taken, alongside other qualifications, as part of a two-year programme of study. It combines well with a number of subjects and supports entry to higher education courses in a wide range of disciplines.

What will I learn?

Students will study three mandatory content areas:

Anatomy and Physiology

Fitness Training and Programming for Health, Sport and Well-being

Professional Development in the Sports Industry

Students will also choose one optional unit from a range that has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

BTEC Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes both coursework and two external exams which are

a reflection of vocational qualifications in the sport.

There are four main areas of assessment:

x1 Anatomy and Physiology exam worth 33.3%,

x1 Application of Fitness Testing exam worth 33.3%

x2 pieces of coursework worth the remaining 33.3%.

"I find this subject fascinating and have now decided to pursue a career in the sports industry. The teachers make the lessons really interesting."

Entry Requirements

Students should have achieved a high a Grade 5 (if studied) in GCSE Physical Education (this must include a high Grade 5 in the Anatomy and Physiology paper).

Grade 6/6 in GCSE Science Trilogy or Grade 6 in Biology is required if GCSE PE has not been studied, and a Grade 5 in English Language or Literature. Candidates have to have a keen awareness and interest in current sporting issues.

For further details, please see any member of the PE Department.



"Music, art and drama require long hours of hard work and dedication. Students have to pay great attention to detail, to perfect and redo. Putting on a play, exhibition or concert takes strong organisational skills."

"The arts develop the broader dimensions of the human being - mind, body and soul. The arts can express the inexpressible and make sense of things that otherwise do not seem to. This can be very fulfilling and helps us function as human beings - which can only be good for society as a whole."

"All creative arts subjects require the student to set their own agenda from within themselves, rather than follow set topics as in other subjects. They have to make independent decisions all the way, and be self-critical. They also need to be brave in exposing their creations, and accept criticism. Working in teams makes students into good communicators."

"Learning through and about the arts enriches the experience of studying while at school, as well as preparing students for life after school. Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity."

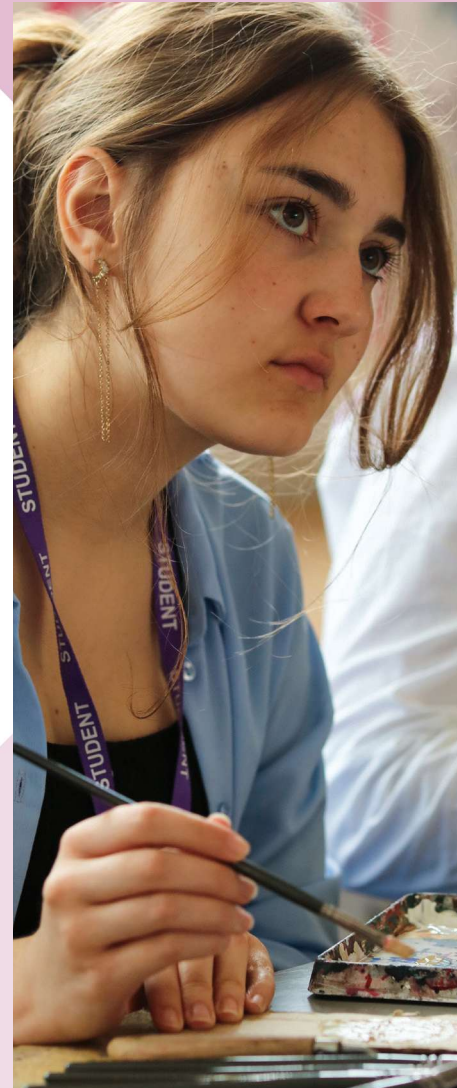


Creative Arts

Art & Design, Drama & Theatre Studies, Media, BTEC Creative & Media, Music, Product Design, Fashion & Textiles

What do I need to know?

- o Art, Design & Technology, Fine Art, and Photography degrees require an Art & Design or Design & Technology A-level. It can also be advantageous to have a foundation diploma in Art and Design. Prospective students are required to present a portfolio of their work and will often be asked to talk this through at an interview. Entry requirements may be relaxed based on the strength of the art portfolio offered.
- o Some Architecture degrees want an arts/design & technology and science mix. Many also ask for an Art and Design/Design & Technology portfolio to demonstrate artistic skills so an Art or Design & Technology A-level will be required.
- o Some Drama degrees also require English Literature or another essay-based humanities subject. Media Studies and a foreign language also work well with Drama and Theatre Studies.
- o Most traditional Music degrees require music and Grade 7 or 8 in an instrument or voice qualification.
- o If you have a Creative Arts A-level along with English Literature, you could study Creative Writing at university.
- o Subjects that go well with Media or BTEC Creative and Media courses are Art & Design, Design Technology, English Literature, Psychology and Music.
- o If you are interested in the TV or film production industry you do not necessarily need a university degree, however an A-level in Media or Creative and Media would be an advantage.



The Creative Arts cover a very wide range of subjects with different specialist courses to choose from; art, design, film making, media, music, and performing arts.

A one year foundation course is an ideal option for students who are unsure about which Art & Design route to follow. This course gives you further experience and understanding of a variety of specialist art and design disciplines such as Fine Art, Graphics, Printmaking, 3D Design etc. Moving forward, students often opt to specialise in a specific discipline at degree level.

Alternatively, you could choose a Creative Arts degree route which provides an exciting opportunity if you have a passion for more than one subject. This degree allows you to choose from the range of courses, combining the study of art, creative writing, art history, printmaking, sculpture, film making, music, visual communications and photography.

A Music degree offers a variety of specialisms to choose from, including musical performance, composition and technology, audio recording and production and sound engineering.

Art, Craft & Design

Full Two Year A-level Course

Mrs K Joseph-Stewart

Entry Requirements

Students should have achieved at least a Grade 6 in their GCSE Art to join this course.

Students who achieved a Grade 5 or have not taken art at GCSE may have a guidance discussion with the Head of Department and must provide a portfolio of artwork as evidence of their aptitude.

Why study Art, Craft and Design?

Students who study the two year art, craft and design course, become involved in a series of brief workshops covering aspects of specialist disciplines in fine art, graphic communication, textile design and three-dimensional design, followed by projects in one or more of these disciplines. Accurate observation; an ability to draw skilfully; a willingness to experiment with a range of materials; and the ability to critically analyse art and design work are required skills for this course. Candidates who demonstrate ability and interest, via a quality portfolio and interview, will be considered for a place.

Progression routes often include a one year Art and Design Foundation Diploma, followed by a three year Higher National Diploma (HND) or Bachelor of Arts (BA) degree course, although other routes to employment are possible.

Related careers include: Advertising; Animation, Film and Video; Architecture Conservation and Restoration; Art and Design History; Fashion and Textile Design; Gallery and Museum Administration and Marketing; Graphic Design; Interior Design; Photography; Product Design; and Teaching.

Students will produce two assessed components in the second year of the A-level course.

Subject in Year 12

Portfolio – Experimental use of Materials, Technique and 'Ways of Seeing'

Students will be introduced to the A-level course through a series of workshops and projects exploring the role of the artist and designer.

Workshops will explore the use of a broad range of materials and techniques in the following disciplines, fine art; graphic communication; textile design; and 3D design.

The course will examine art history and require students to attend galleries and exhibitions on a regular basis. This should include a collection of practical and critical work demonstrating understanding of styles, genres and traditions of both past and contemporary artworks from around the world. The portfolio will explore and develop drawing on many different levels,

including examining the way in which we see and look.

Students will all be expected to, independently, create and maintain a sketchbook, inspiration journal and a portfolio.

Outcomes in Year 12 are not assessed by the examination board.

Students will be teacher assessed on individual assignments and project work.

Subjects in Year 13

Component 1: Personal Investigation

Students undertake a personal investigation producing a body of coursework, which is worth 60% of the A-level mark. Students are able to explore one of the following disciplines to investigate: art, craft and design; fine art; graphic communication; textile design; three-dimensional design; or photography.

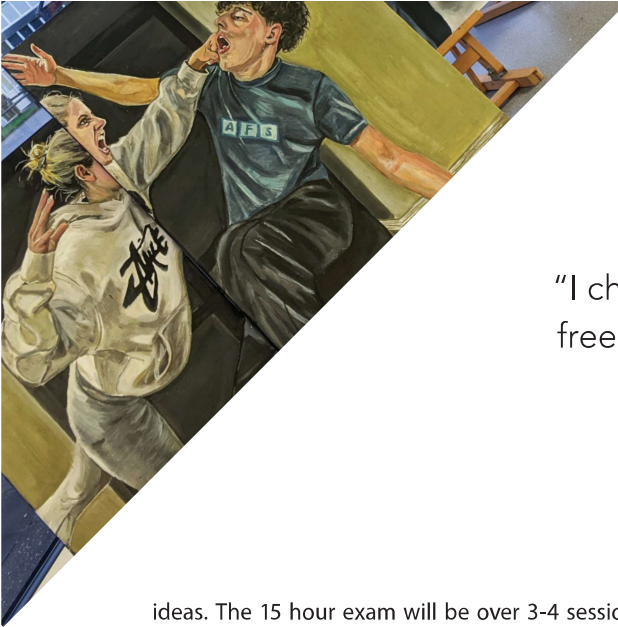
Students will develop work based on an idea, issue, concept or series of related outcomes. It must be supported by written work of between 1000-3000 words.

Worth 60% of A-level mark.

Component 2: Externally-Set Assignment

Students will choose one of eight questions from the AQA examination paper. There will be a preparatory period (exam studies) of approximately 12 weeks to build a body of contextual research, experimentation and development of





"I chose A-level Art because I like the freedom of being able to convey my ideas through creativity."

ideas. The 15 hour exam will be over 3-4 sessions in the art rooms, in exam conditions.

Worth 40% of A-level mark.

A-level Assessment

There are four assessment objectives for each component, each worth 24 marks. The work is teacher assessed, and then moderated by AQA in June.

Materials/Equipment:

Students are expected to provide the following as a minimum requirement:

A3/A2 sketchbooks used for studies, research, analysis, experimentation and development of ideas leading to artistic outcomes.

An inspiration journal of any size / format, an A1 portfolio.

An art box with a range of personal art materials, which is portable between home and school.

A digital camera and a memory stick.

Additionally, students will need to provide a choice of materials relating to the discipline(s) studied. Drawing is the basis of all disciplines and so a range of soft sketching pencils, fine liners, biro, charcoals and pastels must be bought by students as required.

A good quality water colour set should be purchased along with a set of acrylic paints and a range of good quality brushes. The department can provide many materials for work in class, but there will be materials that are specific to the student's area of study, which will need to be supplied independently. Students will be asked to make a voluntary contribution of approximately £40 to cover the cost of supplementary materials on course.



Drama & Theatre Studies

Full Two Year A-level Course

Mrs D Chenery

Entry Requirements

Students should have achieved at least a Grade 6 in their GCSE Drama (if studied) and Grade 6 in GCSE English Language to join the course.

However, students who have a genuine passion for the subject may be considered after a discussion with the Head of Department.

Why study Drama & Theatre Studies?

The performing arts is a varied and diverse industry. Drama and Theatre A-level can be a good foundation to prepare you for employment in this field.

Students who are accepted on the course will enjoy a variety of stimulating activities designed to allow them to study the world of drama and theatre. Students will have the opportunity to gain the knowledge to be a performer, director and critic. The course demands practical, creative and communication skills in almost equal measure.

A qualification in Drama and Theatre Studies provides students with important skills, for example, the chance to work as part of a team to create drama; the chance to perform the work of others; the chance to independently research and study areas of interest.

This course will enable students to apply for academic study at university or practical drama at drama school.

Drama and Theatre Studies can also be a good grounding for other careers such as law, education, hospitality or any other field in which inter-personal skills are valued.

Students will spend their time working practically with others. Regular attendance and good punctuality are important. Students will be expected to participate in live performances and to come to rehearsals outside timetabled lesson time. They will also be required to write about drama and develop their power of analysis.

Subject at A-level

Component 1: Theatre Workshop

Students will be assessed on either acting or design.

Students must produce:

- a realisation of the performance or design
- a creative log

Non-exam Assessment: internally assessed and externally moderated.

Worth 20% of the qualification.

Component 2: Text in Action

Students will be assessed on either acting or design.

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

- a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
- an extract from a text in a different style chosen by the student.

Students produce a process and evaluation report within one week of completion of the practical work.

Non-exam Assessment: externally assessed by a visiting examiner.

Worth 40% of the qualification

Component 3: Text in Performance

This is a written examination taken in June.

Section A

One written pre-1956 - open book: clean copies with no annotation

Section B

One written post-1956 - open book: clean copies with no annotation



Open book: Clean copies with no annotation of the two complete texts chosen must be taken into the examination.

Section C

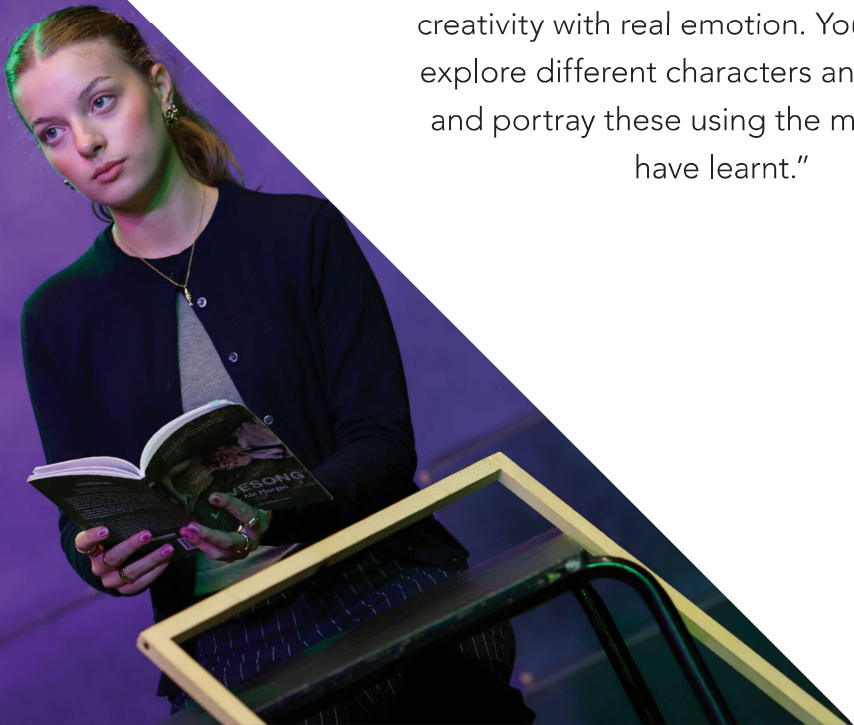
Closed book: the extract of text required for answering the questions will be printed on the examination paper. A question based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens.

Assessment: Written examination 2 hours 30 minutes

Worth 40% of qualification

"Drama students develop confidence, team-building, communication and other life skills"

"Drama allows you to express your inner creativity with real emotion. You are able to explore different characters and story lines and portray these using the methods you have learnt."



BTEC Level 3 Extended Certificate In Creative Digital Media Production

Full two year course equivalent to one A-level

Mr D Sacre

Entry Requirements

Students should have achieved at least a Grade 5 in their GCSE Media Studies. If Media were not studied at GCSE a Grade 5 or above in English Language or Literature is required.

Why study the BTEC Level 3 National Extended Certificate in Creative Digital Media Production?

The Department for Culture, Media and Sport estimates that the UK's creative industries are worth £36 billion a year and employ 1.5 million people in the UK. The UK's creative industries have been identified as a strategic growth sector by the government. By studying this course you will develop the practical skills, knowledge and understanding needed for working in the media industry and achieve a nationally recognised qualification that focuses on the creative digital media sector.

This course offers you the opportunity to learn skills from a wide range of media production areas related to the television and film industries. You will be given many opportunities to produce media products throughout the course: examples include short films, music videos and advertisements. You will learn film and video editing techniques using industry-standard software.

Subject Content

The units you will study are:

Media Representations - onscreen exam (externally assessed)

Pre-production Portfolio - non examination assessment (NEA)

Responding to a Commission - externally assessed assignment set by the exam board

Film Production: Fiction - non examination assessment (NEA)

Each unit within the qualification has specified assessment and grading criteria.

A unit grade can be awarded at pass, merit or distinction.

Progression

Students can go on to study degrees in media or film production. This qualification will provide essential skills and prepare you for a career in areas such as TV or film production, advertising, marketing and media research.

"Media has further developed my interest in the creative industry. I enjoy having the opportunity to produce my own projects and films and being provided with the fantastic resources to do so."



Why study Media?

We are constantly surrounded by media products that compete for our attention and the technology behind the media is changing and advancing all the time. It is easy to argue that the mass media not only reflects our values and attitudes, but also has an influence in shaping them. Placed in this context, it is easy to see that media studies is a fascinating subject, which provides students with the opportunity to assess, analyse and produce a range of different media products.

A-level Media Studies requires you to view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. You'll find contemporary, diverse topics and varied, engaging content, to help you develop research, problem-solving skills, while developing your creativity. You'll also refine your debating skills through discussion of contemporary issues from a range of perspectives.

The A-level specification offers a smooth progression from GCSE Media Studies but will also review and develop students' understanding of core principles, which means that students who are taking Media Studies for the first time will quickly gain a sound understanding of the foundations of media theory. You will also extend your practical skills in your chosen medium, building your capacity for independent research, while gaining a deeper appreciation and understanding of the role media plays in day-to-day life.

Subject Content

A-level Media Studies engages you in the in-depth study of media products in relation to the four areas of the theoretical framework:

- **media language**
- **media representation**
- **media industries**
- **media audiences.**

You will study media products from all of the following media forms:

- **audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)**
- **online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)**
- **print forms (newspapers, magazines, advertising and marketing)**

AQA will provide a 'Close Study Product' pack which specifies a range of 'set texts' that we will study throughout the two year course. These set media products will be the focus of the majority of questions in the final examinations.

A-level Assessment

The course is assessed by exams (70%) and coursework (30%) which is a non-exam assessment.

Paper 1: 2 hour exam. Worth 35% of the total A-level grade.

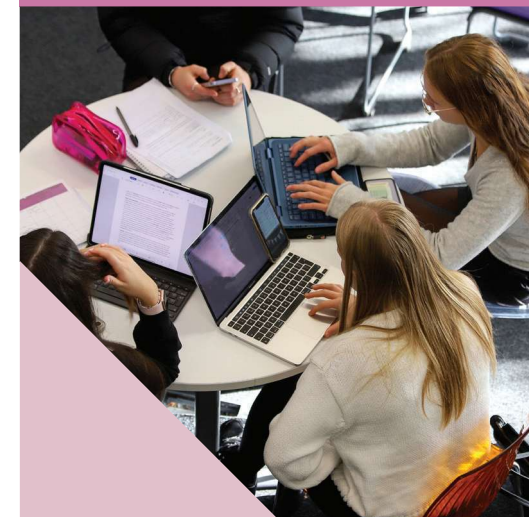
Questions will focus on media language, representations, industries and an audience. Questions test the following forms: advertising and marketing; music video; radio; newspapers; film (industries only).

Paper 2: 2 hour exam. Worth 35% of the total A-level grade.

Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.

Entry Requirements

Students should have achieved at least a Grade 6 in their GCSE Media Studies. If Media was not studied at GCSE a Grade 6 or above in English Language or Literature is required.



Non-exam Assessment: Creating a Media Product. Worth 30% of the total A-level grade.

AQA will provide a selection of coursework briefs that you can choose from. This will give you the opportunity to create two linked practical products that demonstrate your knowledge and understanding of the theoretical framework and the production skills you have built up throughout the course.

Progression

Students can go on to study degrees in media. This qualification will provide essential skills and prepare you for a career in areas such as TV or film production, advertising, marketing and media research.

"The media saturates everything we do in the developed world in the 21st Century. Giving students the tools to analyse and critique the media affords them the chance to see the ways in which the media pervades their lives."

"Media Studies involves making our own films, writing our own newspapers, setting up websites and creating music videos. It's an extremely hands-on subject and we are able to use modern technology in lots of ways. We use all the customary IT programmes such as word processing and presentation software as well as video and sound editing software."

Why study Music?

Students with a passion for music will thrive in the A-level Music course. A-level Music provides an advanced platform to prepare students for the study of music in higher education and to thrive in an increasingly competitive industry. The course encourages musicians to be inquisitive learners, to challenge musical concepts and to be confident ethnomusicologists. A-level Music expands and extends learners' students' knowledge and understanding of performance, composition and appraising, whilst encouraging learners them to be creative, analyse critically and ready to push the boundaries of composition.

What will I learn studying A-level Music?

Why were Haydn's London Symphonies so popular? Why did Debussy reject the term 'Impressionist'? How did the Beatles inspire a global music revolution? Through performance, composition and analysis, A-level Music will enhance students' understanding of a wide variety of genres and contexts, inspiring inquisitiveness and a love for music.

How will A-level Music help me in the future?

Music is highly regarded as an academic subject and is one that complements other academic studies. As a valued creative subject, music offers a range of transferable skills, much coveted by academia and business.

Music A-level opens doors to many career choices for those who opt to study it.

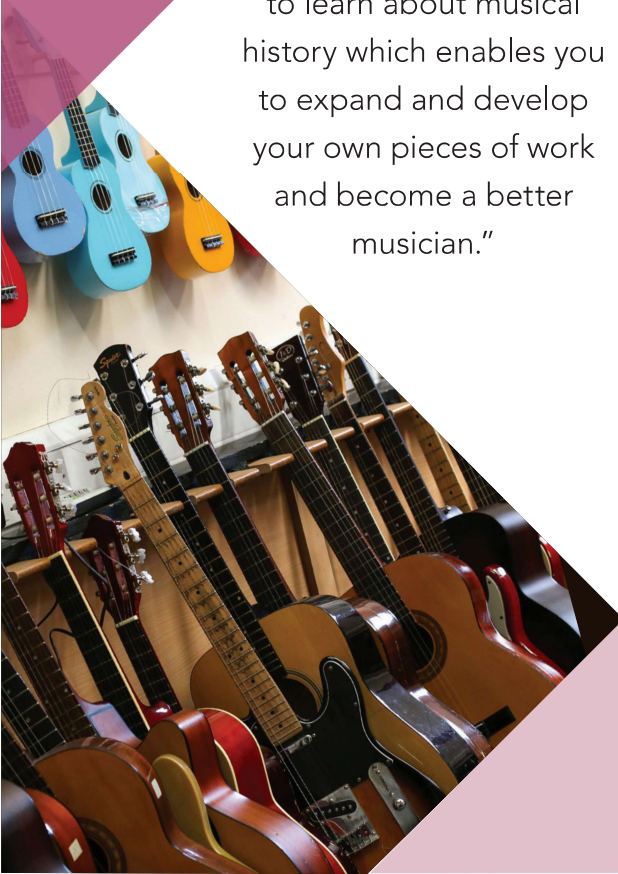
Areas of Study

- Development of the Symphony
- Rock and Pop Music
- Jazz
- Musical Theatre
- Into the Twentieth Century
- Into the Twentieth-First Century.
- There is a symphony to study as a set piece of work, and two short twentieth or twenty-first century pieces. Beyond this the choice of classroom repertoire is left to the teacher, who will select music that is relevant, interesting and accessible to the students.
- 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.
- 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.

Entry Requirements

Students should have achieved at least a 6 in GCSE Music and be able to play pieces of the equivalent standard of Grade 6.





"At A-level you begin to learn about musical history which enables you to expand and develop your own pieces of work and become a better musician."

Subject Content

The course consists of three sections:

Performance

A performance consisting of a minimum of three pieces; at least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both.

Composition

Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC.

Students will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken.

Appraising Music

The exam is based around three areas of study:

Area of Study A: The Western Classical Tradition (The Development of the Symphony 1750-1900)

This includes two set works.

- **Symphony No. 104 in D major, 'London': Haydn**
- **Symphony No. 4 in A major, 'Italian': Mendelssohn**

Area of Study D: Jazz

Area of Study E: Into the Twentieth Century including two set works:

- **Trio for Oboe, Bassoon and Piano, Movement II: Poulenc**
- **Three Nocturnes, Number 1, Nuages: Debussy**

A-level Assessment

The course is assessed in three sections:

Performance

10–12 minutes. Assessed by external examiner worth 35% of qualification.

Composition

4 – 6 minutes worth 25% of qualification.

Appraising Music

In the written examination the students are required to:

- **analyse the set work with a score**
- **reference the wider musical context in an extended response**
- **respond to unprepared extracts of music with and without a score**
- **answer comparison questions, (this component includes a listening component).**

2 hours 15 minutes paper worth 40% of the qualification.



"I have a greater understanding of how the context in which the music was composed, inspires and helps shape a piece of music."

"A-level Music has increased my confidence to perform my own compositions to an audience."

Product Design

Full Two Year A-level Course

Mr N Taylor

Entry Requirements

Students should have achieved at least a GCSE Grade 6 in one of the following design and technology subjects:

D&T (Graphic Products)

D&T (Resistant Materials)

Engineering

Industrial Technology

Product Design

Competence in mathematics is also an advantage

Students who have not studied Design & Technology at GCSE, but have achieved at least a Grade 6 in Art & Design should seek advice from the Head of D&T.

Why study Product Design?

Have you ever wondered what designers actually do? Have you ever wondered how things move or work? Have you ever wondered how you can design products to be sustainable? Have you ever wondered how a product becomes popular in the market place? Have you ever wondered how products are designed with the user in mind?

This subject gives you the opportunity to innovate, improve, and develop ideas. Universities and employers like this qualification because it requires organisation, planning and project management skills.

It is a subject that is recognised and highly sought after by all the leading universities and further education establishments. It commands great respect by major employers because it teaches you to work independently, and as a team member in a variety of roles. It encourages you to adapt, plan and evaluate in all kinds of situations. By the end of the course, you will be able to communicate graphically, orally, and use ICT and tools/machines to physically demonstrate your creativity.

What will you learn?

How to design and make quality products.

How to use ICT and CAD/CAM as effective tools in design and manufacturing.

How to overcome challenges and constraints when working towards the production of high quality products.

How to draw on a range of skills and subject knowledge from other subjects and areas of study.

How processes and products have shaped our understanding of a technological world and their influence on modern day development.

How to evaluate within technical, aesthetic, ethical, economic, sustainable, social, cultural and entrepreneurial contexts.

Inspiring a future in design and technology

Drawing on authentic design practice and contemporary technologies students will be free to explore design possibilities that excite and engage them, giving a strong foundation for further study and developing thinking

and design skills that will support them in any future direction.

A focus on iterative designing

Students will learn to develop their thinking and design skills through the iterative design processes that allow them to 'explore, create and evaluate' following practices and strategies used by the creative, engineering and manufacturing industries.

Projects that offer so much more

The non-examined assessments at A-level are not only open in approach, they will also enable students to develop critical thinking and problem solving skills that give them confidence as individuals and a strong understanding of creativity and innovation that will equip them to design and manage the future. The project work undertaken will be a meaningful discussion piece for university, apprenticeship applications, and career prospects.

Support and guidance

You will find that you quickly gain an in-depth working knowledge of our high-quality facilities whilst benefiting from the support and guidance of subject specialists to gain the best possible outcomes.



Assessment

We offer the AQA Product Design course. This is a 2-year A-level qualification. The course consists of three units which are all assessed at the end of the course.

Units 1 & 2 - Two written examination papers

- a 2½ hour exam on **Technical Principles**; worth 120 marks; 30% of the total A-level grade.

Students will answer questions on materials, components, manufacturing processes and industrial and commercial practices.

- a 1½ hour exam on **Designing and Making Principles**; worth 80 marks, 20% of the total A-level grade.

Students will apply their knowledge and understanding regarding product analysis and commercial manufacture.

Unit 3 - A non-examined assessment (NEA)- students choose their own projects to work on.

- approximately 65 hours of a non-exam assessment which is worth 50% of the total A-level grade.

Looking to the future

Due to the attributes this subject brings to your study, the career opportunities are wide and varied, but the following gives an insight into those that are more subject related:

Product Design

Graphic Design

Engineering

Interior Design/Engineering

Aviation Design/Engineering

Medical Design/Engineering

Marketing & Advertising

Theatre/Film Production Design

Local Authority Planning

Environmental Management

Architecture

Exhibition Design

Surveying

“Product Design is a really good course if you like making things, enjoy being creative and want to develop new skills.”

“Product Design helps you take a broad view of design and technology, and makes you appreciate the complex relationships between design, materials, manufacture and marketing.”



Fashion & Textiles

Full Two Year A-level Course

Mrs C Clark

Entry Requirements

Students should have achieved at least a Grade 6 in GCSE Design & Technology -Textiles.

We would consider applications from students who have not studied textiles but may have studied another course in Design and Technology or Art & Design and achieved a Grade 6.

If you have not studied textiles at GCSE, you can apply by presenting a portfolio of work followed by a discussion with the Head of Department.



Why study A-level Fashion & Textiles?

The textile industry is an expanding commercial enterprise. These days there is a great technological, industrial and scientific evolution, which means manufacturers are not afraid to take risks by introducing other materials and processes into textiles. This evolution has extended the career opportunities available to textiles learners away from just design based courses. The Great Marlow School Textiles Department is one of the strongest departments in the country, with our A-level students achieving above the national average on a regular basis.

We have had students furthering their careers by going into the fashion industry, event management, interior design, engineering costume designing, marketing and visual merchandising to name just a few. Our students have been accepted by some of the world's leading universities, including London College of Fashion, Central St Martins, Nottingham Trent and Southampton. By choosing Fashion and Textiles as an A-level course, you will be leaving GMS with the skills and grades needed to apply for courses that open career paths.

How are the lessons taught?

Lessons are lively and interesting with practical work and experimentation being central to success. You will be expected to participate in class discussions about current trends in the textiles design industry. Design is a subject that influences our daily lives directly and subliminally, awareness of trends and its impact on society is important.

Commitment

You will be required to attend all lessons; there are eight hours per fortnight. You will also be expected to read beyond the given topics in order to complete the AQA A-level Fashion and Textiles course successfully. This is a dedicated department that will work with you to achieve success in your A-level.

Subject at A-level

Students will build and develop on their knowledge and understanding from GCSE whilst also having the freedom to focus in more depth on

areas of design and technology that most interests them. As part of the course students will work on small skills based projects to develop their understanding in the theory and NEA task.

Assessment

We offer the AQA Fashion and Textiles Design course. This is a 2-year A-level qualification. The course consists of three units which are all assessed at the end of the course.

Units 1 & 2 - Two written examination papers

- **One 2½ hour exam on Technical Principles; worth 120 marks; 30% of the total A-level grade.**

Students will answer questions on materials, components, manufacturing processes and industrial and commercial practices.

- **One 1½ hour exam on Designing and Making Principles; worth 80 marks, 20% of the total A-level grade.**

Students will apply their knowledge and understanding regarding product analysis and commercial manufacture.

Unit 3 - A non-examined assessment (NEA)- students choose their own projects to work on.

- **approximately 65 hours of a non-exam assessment which is worth 50% of the total A-level grade.**

Further Education Courses available to students studying Fashion & Textiles design are:

Art and Design Foundation Course

BA Art and Design

BA Costume Design

BA Fashion Illustration

BA Fashion and Journalism

BA Fashion Merchandising

BA Photography

BA Product Design

BA Interior Design

BA in Surface Decoration

BSC in Textiles Manufacture

Diploma in Garment Technology

Fashion Marketing courses

Fashion Retailing courses

HND in Fashion

"I enjoy studying Fashion & Textiles because it allows me to be creative and explore my capabilities in designing and making garments. I enjoy researching about textiles and finding out new information, which I am able to do in my independent study time."

"The skills I have learnt from the teachers here at GMS have set me up for my future career in fashion and has made my aspirations seem a reality!"

"Learning a foreign language helps keep your memory sharp."

French and Spanish are probably the most important languages to learn if you love to travel."

"By taking Spanish A-level, you'll be better able to communicate with Spanish speakers. Latin American countries are becoming one of our most important trading partners."

"French is the second most widely learned foreign language after English, and the fifth most widely spoken language in the world.

French is also the only language, alongside English, that is taught in most countries in the world."

Modern Foreign Languages

French & Spanish

What do I need to know?

- o Universities offering French, German and Spanish degrees require the language to have been studied to A-level standard.
- o For languages not so commonly offered in schools such as Mandarin or Portuguese, you should study, at least one A-level in a modern language to access a degree in these languages.
- o Business, English Literature, Geography, History, Mathematics, Politics and BTEC Travel & Tourism are other subjects that work in a combination with a language.
- o Analytical skills improve when students study a foreign language.
- o It is possible to study more than one language as part of a joint honours degree or to study a language alongside another subject altogether.
- o If you are able to spend a year working or learning abroad, it will make you more independent, self-confident and motivated.



The world is changing fast. More companies than ever are doing business in several – often dozens of – countries around the world.

One the main attractions of a Modern Foreign Language degree is the opportunity to study or work abroad. International travel is made easier and more pleasant through knowing a foreign language.

Foreign languages provide a competitive edge in career choices. Firstly, you are able to communicate in a second language. Secondly, foreign language study enhances listening skills and memory. The study of a foreign tongue improves the knowledge of one's own language and your English vocabulary skills increase too.

Your marketable skills in the global economy are improved if you master another language and you are at a distinct advantage in the global market if you are bilingual.

French

Full Two Year A-level Course

Miss F Tuddenham

Entry Requirements

Students should have achieved at least a Grade 6 at GCSE French to progress to A-level.

For further details, please see any member of the MFL Department.

Why study French?

Language skills are an essential part of our international world. Learning a language not only enables you to use your chosen language, it improves your communication, critical thinking, research skills and creativity. A language at A-level opens your mind to other cultures and expands your future options improving your employability.

French A-level aims to develop students' language skills in terms of output and dealing with increasingly complex linguistic situations.

To be successful in a language course, as with every A-level, you need to adopt independence in your approach to your studies. It is essential that you research language, culture and society by studying a range of target language sources and that you seek to use and manipulate language in a creative manner.

How are the lessons taught?

This is a linear two year qualification – all exams are at the end of the course. Students will have eight hours of language tuition over a fortnight.

Subject at A-level

The course consists of 4 topics

1. Social Issues and Trends

Topics include the changing nature of family life; cyber-society; the place of voluntary work; positive features of a diverse society; life for the marginalised; how criminals are treated.

2. Political and Artistic Culture

Topics include French heritage; Francophone music; cinema; young people and the right to vote; political commitment; demonstrations and strikes; politics and immigration.

3. Grammar

The grammatical system and structure of the French language.

4. Works: Literary Texts and Films

Either one text and one film or two texts from the prescribed list.

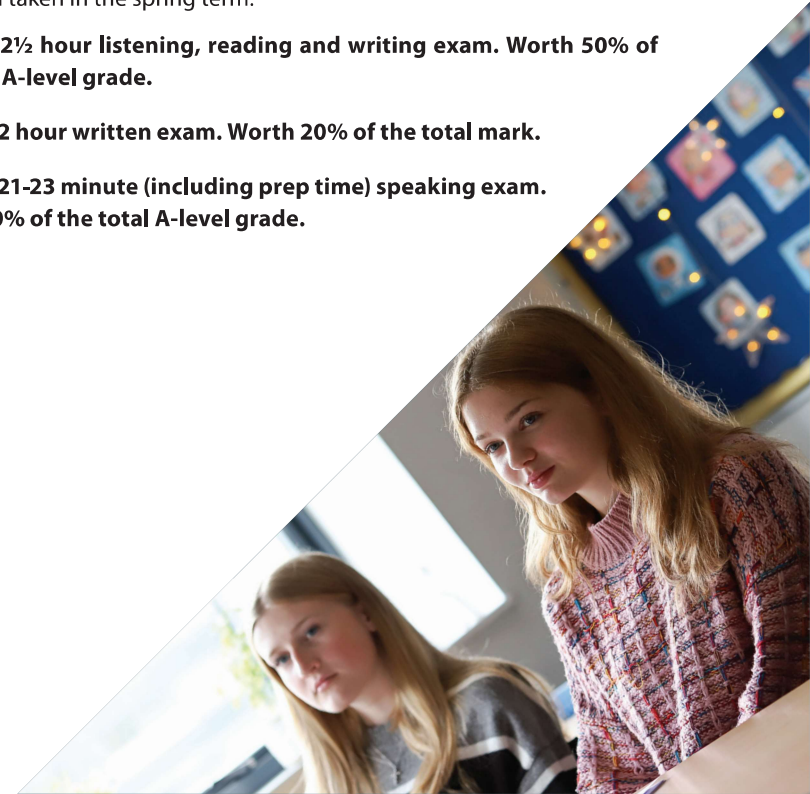
A-level Assessment

Papers 1 and 2 are assessed by written exams taken in June. Paper 3 is an oral exam taken in the spring term.

Paper 1: 2½ hour listening, reading and writing exam. Worth 50% of the total A-level grade.

Paper 2: 2 hour written exam. Worth 20% of the total mark.

Paper 3: 21-23 minute (including prep time) speaking exam. Worth 30% of the total A-level grade.



Why study Spanish?

Language skills are an essential part of our international world. Learning a language not only enables you to use your chosen language, it improves your communication, critical thinking, research skills and creativity. A language at A-level opens your mind to other cultures and expands your future options improving your employability. Spanish A-level aims to develop students' language skills in terms of output and dealing with increasingly complex linguistic situations.

To be successful in a language course, as with every A-level, you need to adopt independence in your approach to your studies. It is essential that you research language, culture and society by studying a range of target language sources and that you seek to use and manipulate language in a creative manner.

How are the lessons taught?

This is a linear two year qualification – all exams are at the end of the course. Students will have eight hours of language tuition over a fortnight.

Subject at A-level

The course consists of four topics

1. Social Issues and Trends

Topics include: modern and traditional values, cyberspace, equal rights, immigration, racism and integration.

2. Political and Artistic Culture

Topics include: modern day idols, Spanish regional identity, cultural heritage or cultural landscape, today's youth and tomorrow's citizens, monarchies, republics and dictatorships, popular movements.

3. Grammar

The grammatical system and structure of the Spanish language.

4. Works: Literary Texts and Films

Either one text and one film or two texts from the prescribed list.

A-level Assessment

Papers 1 and 2 are assessed by written exams taken in June. Paper 3 is an oral exam taken in the spring term at the end of the two year course.

Paper 1: 2½ hour listening, reading and writing exam.

Worth 50% of the total A-level grade.

Paper 2: 2 hour written exam.

Worth 20% of the total A-level grade.

Paper 3: 21-23 minute (including prep time) speaking exam.

Worth 30% of the total A-level grade.

Entry Requirements

Students should have achieved at least a Grade 6 in GCSE Spanish to progress to A-level.

For further details, see any member of the MFL Department.

Entry Requirements

English Language and Mathematics at Grade 4 plus three Grade 4s or above in other GCSE subjects. (This must include the science trilogy if wanting to progress to primary teaching degree).

This is a full-time, two-year course and cannot be combined with other subjects.

We welcome external candidates.

"The purpose of the Level 3 technical qualification is to ensure that students have the knowledge and skills needed to progress into skilled employment or university."

What is a T-level?

Every T-level includes the following compulsory elements:

- **a technical qualification, which will include:**
 - o core theory, concepts and skills for an industry area
 - o specialist skills and knowledge for an occupation or career
- **an industry placement in an early years setting (on alternate weeks of the course)**

The core content of Education and Childcare

The core content is divided into 12 elements and four core skills, all of which indicate the required knowledge and understanding of concepts, theories and principles relevant to all occupations in Education and Childcare.

The 12 elements are as follows:

- **Wider context**
- **Child development**
- **Supporting education**
- **Observation and assessment**
- **Safeguarding, health and safety and well-being**
- **Reflective practice**
- **Behaviour**
- **Equality and diversity**
- **Parents, families and carers**
- **Special educational needs and disabilities (SEND)**
- **Working with others**
- **English as an additional language**

At Great Marlow School, we offer the occupational specialism of Early years educator. The content for this is:

- **Support and promote children's play, development and early education.**

- **Develop relationships with children to facilitate their development.**
- **Plan, provide and review care, play and educational opportunities to enable children to progress.**
- **Safeguard and promote the health, safety and well-being of children.**
- **Work in partnership with colleagues, parents, carers and other professionals to support children's development.**

As part of the course, students complete a placement of 750 hours in a childcare setting. This equips them with licence to practise upon completion of the qualification.

A "licence to practise" means that students are fully qualified in early years and can be counted in the employment ratios in childcare settings.

Assessment

Assessment of the core component is 100% external and comprises:

- **Paper A (written examination)** – 2 hours – 35% of overall grade
- **Paper B (written examination)** – 2 hours – 35 % of overall grade
- **The employer-set project (ESP)** – completed in class over 12 hours – 30% of final grade.

These are completed in Year 1 of the course.

- The Occupational Specialism component (Early Years Educator) is completed in Year 2. This is assessed through 3 assignments. Students will also be observed in their placement carrying out activities that they have planned. Observations will be assessed by their teachers



Retakes

Students can retake the core assessments to improve their marks.

Note, however, that a re-take of the written examinations will always require both papers to be re-taken; they cannot be re-taken individually.

Students will receive an overall core component grade (A*–E and U) at the end of the course.

Progression

Between 72-168 UCAS points are available, which are calculated once the final grade is awarded. Students should check individual university websites for course requirements. Progression opportunities include university courses, such as early childhood studies, primary teaching and social work.

Alternatively, at the end of the course, students may wish to start employment in roles such as a teaching assistant, nanny or nursery practitioner.







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