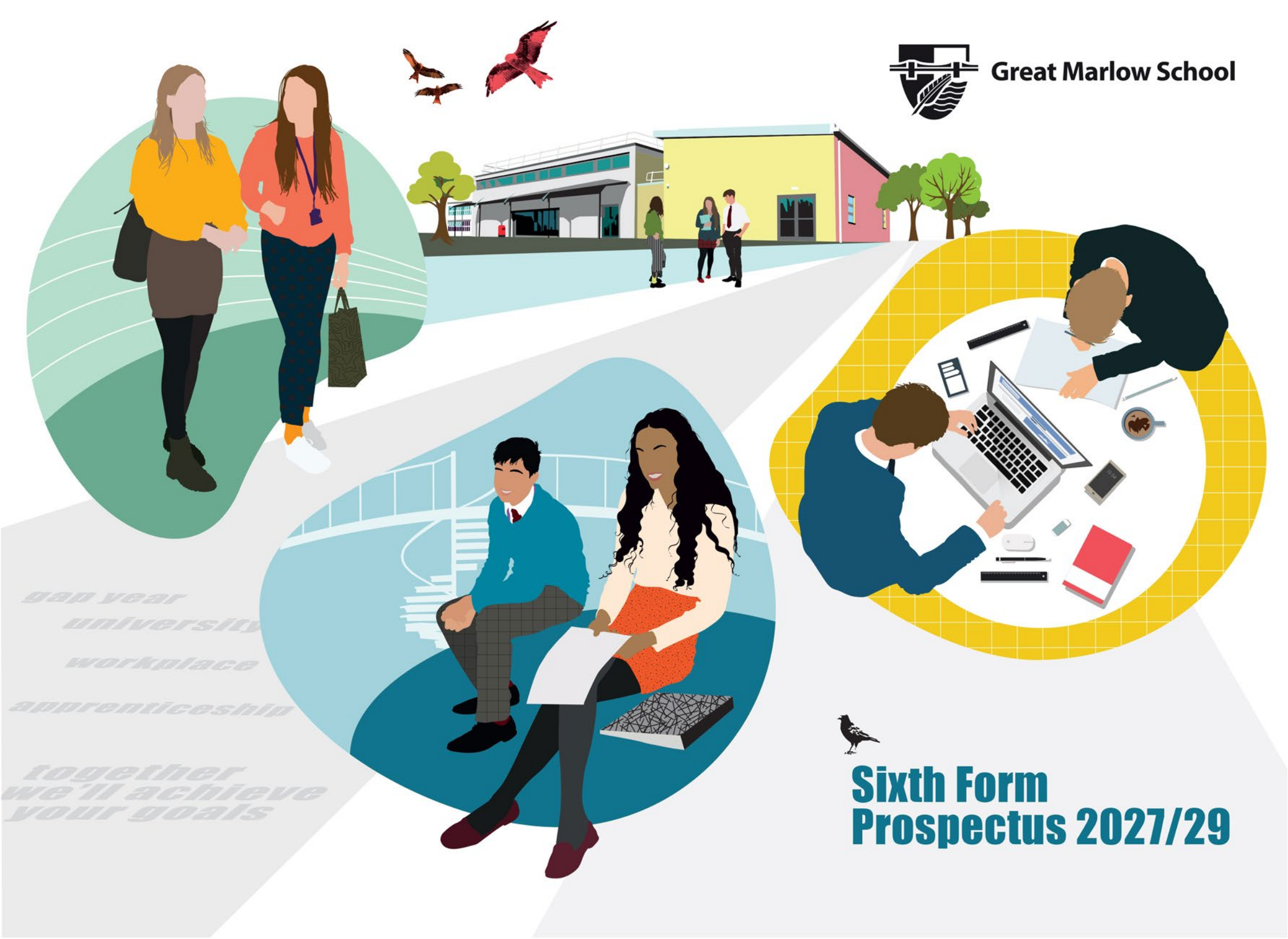

Great Marlow School
gap year
university
workplace
apprenticeship
together
we'll achieve
your goals
Sixth Form
Prospectus 2027/29



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.

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

"We continue to endorse the 6Rs programme in the Sixth Form and are very proud when our students leave GMS with a greater self-awareness that will benefit them in the future."

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

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.



"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."





"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."

Greater Opportunities for **Sixth Formers** at GMS



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: 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.

The curriculum Support scheme, which all Year 12s belong to, provides valuable academic support to KS3 students in lesson time.

Essential study periods are built into the Sixth Form timetable, these take place in the silent study room and are overseen by a member of staff. Students study and research in a quiet, focused environment.

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. Importantly, 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.



Choosing **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.

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

Final examinations for all courses will be taken in June 2028.

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

What subject is right for you?

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.

A-level, T-level and BTEC Subjects at Great Marlow 2027-2029

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 12-18

Sciences including Social Sciences and Sports Sciences Pages 19-35

Creative Arts Pages 37-46

Modern Foreign Languages (MFL) Pages 48-50

Childcare Page 51-52

Making your Sixth Form Option Choices

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.

	A-level and post-16 courses	Page
HUMANITIES	Classics - Ancient History	14
	English Literature	15
	English Language/Literature	16
	Geography	17
	History	18
SCIENCES	Biology	20
	Chemistry	21
	Physics	22
	Further Mathematics	23
	Mathematics	24
	Statistics	25
SOCIAL SCIENCES	Business	27
	Law	28
	Politics	29
	Psychology	30
	BTEC Level 3 National Extended Certificate in Uniformed Protective Services	31
	BTEC National Extended Certificate in Travel & Tourism	32
SPORTS SCIENCE	Physical Education	34
	BTEC National Extended Certificate in Sport	35
CREATIVE ARTS	Art & Design	39
	Drama & Theatre Studies	40
	BTEC Creative Digital Media	41
	Media	42
	Music	43
	Product Design	44
	Fashion and Textiles	45
MFL	French	49
	Spanish	50
CHILDCARE	T-Level Technical Qualification in Education & Early Years	52

Entry Requirement to study in the **Sixth Form**



Admissions Criteria

- **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.**
- **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
Classics - Ancient History	Grade 6	History or English Language or Literature
English Literature	Grade 7	English Literature and Language
English Language/Literature	Grade 6	English Literature and Language
Geography	Grade 6	Geography (if studied) or an essay based subject (if not)
History	Grade 6	History
Biology	Grade 7/7 Grade 7	Science Trilogy or Biology
Chemistry	Grade 7/7 Grade 7	Science Trilogy or Chemistry
Physics	Grade 7/7 - Grade 7 Grade 6	Science Trilogy or Physics plus Mathematics
Mathematics	Grade 7	Mathematics
Further Mathematics	Grade 8	Mathematics plus studying A-level Mathematics
Statistics	Grade 6 Grade 6 Grade 5	Statistics (if studied) or Mathematics (if not) plus English Language
Business	Grade 6 Grade 6	Business (if studied) English Language and Mathematics (if not)
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
Politics	Grade 6	History or English Language or Literature
Psychology	Grade 6 Grade 5 Grade 5 or 5/5	English Language and Literature plus Mathematics Plus Biology or Science Trilogy



Make sure you choose subjects that you enjoy the most and are best at.

Also, think carefully about the Sixth Form choices that will give you the best chance of a place at university or for any other routes you may choose.

Sixth Form Course	GCSE Grade Required	GCSE Subject(s) Required
BTEC Level 3 National Extended Certificate in Uniformed Protective Services	**Grade 5** **Grade 5**	**English Language or Literature** **plus 4 other subjects**
BTEC National Extended Certificate in Travel & Tourism	**Grade 5** **Grade 5**	**English Language or Literature and Mathematics** **plus 4 other subjects**
Physical Education	**Grade 7** **Grade 7** **Grade 7/7** **Grade 7**	**GCSE PE (if studied)** **GCSE PE Paper 1 (if studied)** **Science Trilogy (if not)** **Biology (if not)** **NB: 15% of the course involves a non-exam assessment in sports performance or coaching.**
BTEC National Extended Certificate in Sport	**Grade 5** **Grade 6** **Grade 6/6** **Grade 6** **Grade 5**	**GCSE PE (if studied)** **GCSE PE Paper 1 (if studied)** **Science Trilogy (if not)** **Biology (if not)** **English Language or Literature**
Art, Craft and Design	**Grade 6**	**Art & Design**
Drama and Theatre Studies	**Grade 6** **Grade 6**	**Drama (if studied)** **plus English Language**
BTEC National Extended Certificate in Creative Digital Media Production	**Grade 5** **Grade 5**	**Media (if studied)** **or English Language or Literature (if not)**
Media Studies	**Grade 6** **Grade 6**	**Media (if studied)** **or English Language or Literature (if not)**
Music	**Grade 6**	**Music**
Product Design	**Grade 6** **Grade 5**	**One of: D&T (RM or GRP specialism) or Product Design/Engineering** **Plus Mathematics**
Fashion and Textiles	**Grade 6** **Grade 5**	**D&T (Textiles) or Textiles Technology** **plus Mathematics**
French	**Grade 6**	**French**
Spanish	**Grade 6**	**Spanish**
T-level Technical Qualification in Education & Early Years	**Grade 4** **Grade 4**	**English Language and Mathematics** **plus 3 other subjects** (including Science if wanting to progress to primary teaching degree)

Careers advice at Great Marlow School



Personal Guidance and Support

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.

CDI CAREER DEVELOPMENT INSTITUTE Member

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.



The CEIAG Programme at GMS

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.
- Access to Careers Guidance interviews and coaching with GMS's Careers' Adviser
- University visit

Year 13 undertake:

- independent university visits
- a series of workshops that develop their skills in recruitment and selection preparation techniques, called 'Apprenticeship Application Skills'
- as the 'Senior Prefect Team', to organise and support peers across the school community
- access to Careers Guidance interviews and coaching with GMS's Careers Adviser

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.



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.





Head Prefect - Lucy Apletree

"I am honoured to be this year's Head Prefect as it has allowed me to build my confidence within the school. The skills I have developed such as leadership has allowed me to see that it is about supporting students and staff and respecting one another. I think that this position has enabled me to discover how much the younger years watch the sixth form and how I strive to be a role model for them."

Head Prefect - Fraser Cram

"To me, being Head Prefect at Great Marlow School is more than holding a position of responsibility, it's about being a role model for our younger students, helping them reach their full potential both inside and outside the classroom. I'm honoured to be one of this year's Head Prefects, allowing me to give back to the school. I wish to make a lasting difference within our school environment.

This role has pushed and encouraged me to develop the confidence to speak publicly, represent our school, build organisational skills and balance leadership responsibilities with my academic studies and other commitments. I strive to make sure everyone feels heard and understood, being a reliable individual, always free to listen to students' ideas and comments while growing both personally and academically.

Ultimately, the role of Head Prefect enables me to create a sense of belonging and ambition in all students across Great Marlow School and I hope to leave a lasting legacy by helping future students feel as proud of our school as I do."

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

Computer Science

Software Developer, Web Developer, App Developer, Game Developer, UI/UX Designer, Data Analyst, Data Scientist, Cyber Security Analyst, Network Engineer, Systems Administrator, IT Support Technician, Cloud Engineer, Database Administrator, Software Tester, DevOps Engineer, Robotics Engineer, Embedded Systems Developer, Artificial Intelligence Researcher, IT Project Manager, Technical Consultant, Systems Analyst, Digital Forensics Analyst, Technical Writer, Business Analyst, Research Scientist, Hardware Engineer, Automation Engineer, IT Entrepreneur, Startup Founder

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)

What can I do with?

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, Big Data Specialists , 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, Scientific Research, Psychologist,

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

Uniformed 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.



Humanities

Classics - Ancient History
English Literature
English Language and Literature
Geography, History

What do I need to know?

- Most English degrees require English Literature – English Language on its own is not sufficient.
- Humanities degrees such as History and Geography require that subject at A-level.
- 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.
- Some law degrees and media studies courses stipulate A-level English.
- In terms of becoming a teacher, it is beneficial to have at least one humanities A-level.
- If you are interested in pursuing a degree in Philosophy, Mathematics is a useful subject to study alongside an A-level in Humanities.
- 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.
- History graduates often go on to become lawyers. Therefore, a law or politics A-level is recommended if you want to pursue this route.

Why study a Humanity subject?

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.

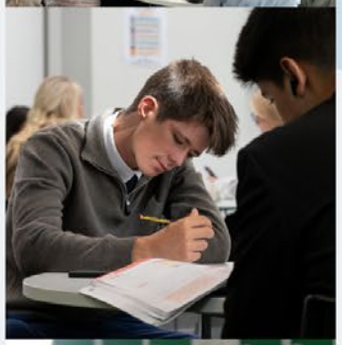
Some university courses may require you to have studied the subject in Sixth Form or college, which is often the case with English Literature and History. Others have no specific requirements, but may suggest taking related subjects as good preparation.

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.



"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."









"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 to life."

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





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.

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.

For further details, see Mr Pugsley, Mr Taylor or Mrs Griffith.

What will you 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?

The two modules are taught by different teachers using a variety of methods 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 50% of the total A-level mark.

Module 2 - Roman History

Assessment: one 2½ hour written exam.
The exam is worth 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 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.

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.

English Literature

Full Two Year A-level Course

Mr S Taylor

Entry Requirements

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

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 because we recommend that 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
The Handmaid's Tale by Margaret Atwood
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)

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 B(i)

Unseen prose
One essay question analysing an unseen extract (25 marks)

Section B(ii)

The Handmaid's Tale by Margaret Atwood
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 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.

English Language & Literature

Full Two Year A-level Course

Mr S Taylor

Entry Requirements

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

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, because we recommend that 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
Songs of Innocence and Experience by William Blake
Post-2000 set text tbc - for first examination 2028

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 mark.

Section A:

Poetry – Stylistic Analysis (analysing one poem from Songs of Innocence and Experience by William Blake)

Section B:

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

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 mark.

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 mark.

Task One:

Post-2000 set text tbc - for first examination 2028

Task Two:

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



English Combined A-level develops your writing skills. Students study a range of novels, poems, Shakespeare and classic non-literary texts

Why study English Language & 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!

Geography

Full Two Year A-level Course

Mrs N Messenger

Entry Requirements

Students should have achieved at least a Grade 6 or above in GCSE Geography .
If students did not do GCSE Geography, they will need a Grade 6 in an essay writing subject such as English Literature or English Language.

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 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





History

Full Two Year A-level Course

Mrs S Bullock

Entry Requirements

Students should have achieved a Grade 6 or above in GCSE History.

For further details on this course or a discussion with the HOD, please see Mrs S Bullock.

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

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.**
- **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.

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.

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.

Sciences
Social Sciences
Sports Science







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.

"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."





"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.

Biology

Full Two Year A-level Course

Mrs J Webster

Entry Requirements

The minimum requirements are a Grade 7/7 in GCSE Science Trilogy or Grade 7 in GCSE Biology.

Additionally

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 practical's 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 practical assessment criteria demands that students

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



Chemistry

Full Two Year A-level Course

Mrs V Bennett

Entry Requirements

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

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.

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.



A-level Chemistry gives you the opportunity to think analytically and apply these skills practically





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.

Physics

Full Two Year A-level Course

Mrs J Webster

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.

Additionally

A-level Mathematics is strongly recommended alongside Physics and is also required to meet the entry requirements for that subject.

Why study Physics?

Physics explores the fundamental principles that explain how the world around us works. It combines mathematics, problem-solving, practical investigation and logical thinking.

You will study topics including particles and waves, mechanics, electricity, fields and nuclear physics. You will apply your knowledge to unfamiliar problems, analyse evidence and use mathematical models to describe the physical world.

Physics develops valuable skills in mathematical reasoning, critical thinking, data analysis, experimentation and problem-solving. These are valued across many university courses, apprenticeships and careers.

Physics is demanding but highly rewarding for students who enjoy challenges and discovering how and why things work.

Physics A-level is highly mathematical. At least 40% of the assessment requires mathematical skills, including skills at least equivalent to Higher Tier GCSE Mathematics.

Practical Endorsement Certificate (separate certification to A-level)

You will also carry out extensive practical work, developing skills in experimental design, data collection and analysis, uncertainty, evaluation and the use of scientific equipment.

There are 12 required practical activities, covering areas such as waves, free fall, materials, electricity, oscillations, gases, capacitors, electromagnetism and nuclear radiation.

What will I study in Year 12?

Measurements and their Errors

Developing accurate measurement, units, uncertainties and the mathematical skills needed to analyse physical quantities.

Particles and Radiation

Exploring the fundamental particles that make up matter, radiation and interactions, including the development of the Standard Model.

Waves

Investigating the characteristics and applications of waves, including interference and diffraction.

Mechanics and Materials

Studying forces, motion, energy and momentum, alongside the behaviour and properties of materials.

Electricity

Understanding current, potential difference, resistance and electrical circuits.

What will I study in Year 13?

Further Mechanics and Thermal Physics

Extending your understanding of mechanics through circular motion and simple harmonic motion, alongside the behaviour and thermal properties of materials.

Fields

Studying gravitational, electric and magnetic fields and how they interact with matter.

Unit Nuclear Physics

Exploring the properties of the nucleus, radioactivity and the production and applications of nuclear power.

Optional Topic

An additional area of Physics is studied, with AQA options including Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics and Electronics.

A-level Assessment

A-level Physics is assessed through three two-hour examinations at the end of the two-year course.

Paper 1 – 34%
Measurements and their errors, particles, waves, mechanics, materials and electricity.

Paper 2 – 34%
Further mechanics and thermal physics, fields and nuclear physics.

Paper 3 – 32%
Practical skills, data analysis and the chosen optional topic.

Questions require students to apply knowledge, use mathematical and practical skills, analyse data and evaluate scientific information. At least 15% of the assessment assesses practical skills.



Where can Physics take me?

Physics can provide an excellent foundation for further study and careers in science, engineering and technology.

Physics can also support higher and degree apprenticeship routes, particularly in engineering, technology, energy, aerospace and advanced manufacturing.

The combination of mathematical ability, practical experience and problem-solving developed through Physics can be valuable in many careers, including those where Physics itself is not the final destination.

Further Mathematics

Full Two Year A-level Course

Mr A Osborne

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, showing why the answers must be true in 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 four 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 for Paper 2 and may be tested within parts of questions.

Paper 3/4 - Applied Elements.

Option 3C: Further Mechanics

Includes studying: impulse, pullies, work done, conservation of energy

Option 3D: Decision Maths

Includes studying: graph theory, algorithms for sorting and bin packing, algorithms on graphs, linear programming, the Simplex algorithm and critical path analysis.

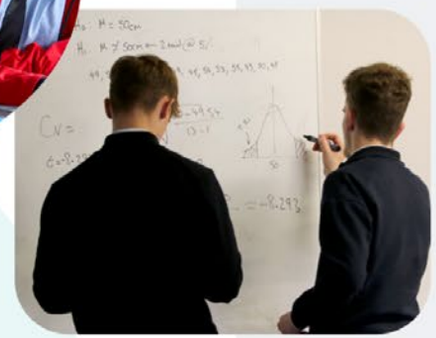
A-level Assessment

There are four externally examined papers.

Each paper is 90 minutes long and provides 25% of the final grade.







"If you love Maths and a challenge, you will enjoy this extending A-level!"

Mathematics

Full Two Year A-level Course

Mr A Osborne

Entry Requirements

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

In addition

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.

Why study Mathematics?

The 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.

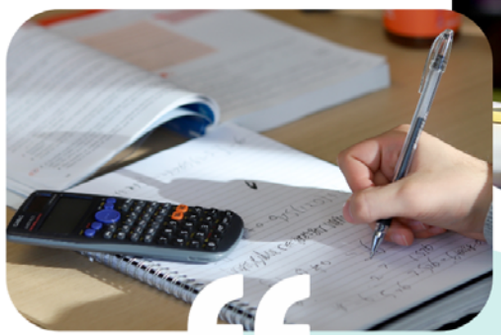
A-level Assessment

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.





A-level Mathematics gives you a sense of accomplishment and can help you to think about the world in new and creative ways.

Statistics

Full Two Year A-level Course

Mrs M Guy

Entry Requirements

The minimum requirements are a Grade 6 in GCSE Statistics (if studied) and/or a Grade 6 in Mathematics. Plus a Grade 5 in English Language.

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, skills 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.

Paper 1 Topics:

- 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

Paper 2 Topics, not precluding the Paper 1 Topics:

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

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.



Social Sciences

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

What do I need to know?

- Leading Psychology degrees request one other science such as Chemistry, Biology, Mathematics or Physics.
- 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.
- 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.
- 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.
- A BTEC in Travel & Tourism or Uniformed Protective Services would work well with a language or business subject.

Why study a Social Science subject?

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.**



Business

Full Two Year A-level Course

Miss M Broadbent

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.

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 operations 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**

I am studying Business A-level because I enjoyed it at GCSE. I enjoy the structure of the course and the different business case studies we use to understand how businesses are run.
Although we study lots of topics including finance and marketing, the element that interests me the most is 'Production'. I'm hoping to continue to study business at degree level.

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 an 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.





NB: The specification is correct at the time of publication but may change and will be updated accordingly.

Law

Full Two Year A-level Course

Mr S Pugsley

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 Is a Grade 6 or above 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, Mr Philpott 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**

I am really enjoying this subject It teaches you about the legal system, law-making, and applying legal principles to real-world scenarios

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**

Specifically, 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**

A tort is a wrong that someone suffers as a result of an act or omission by 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**
- **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.



Politics

Full Two Year A-level Course

Mr S Pugsley

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.

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.



"Politics is a subject that affects our lives every day. It prepares us for adult life and enables us to discover our own political beliefs when we come to vote."



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.

Politics has helped me understand that if we engage in political processes, then every individual really does have the opportunity to change the world.

Psychology

Full Two Year A-level Course

Mrs L King

Entry Requirements

Students are expected to have achieved a Grade 6 or above in English Language and Literature to grapple with the linguistic complexities of the course. Plus a grade 5 in Mathematics and a grade 5 in Biology or 5/5 in Science Trilogy.

Why study Psychology?

Psychology is the scientific study of how we think, feel and behave. By studying Psychology you will develop the academic skills to understand the research evidence and theories that explain the actions, thoughts and emotions of others.

The course will consider the way group dynamics influences behaviour, how emotions are wired-up in the brain and their impact when they break down due to illness and injury.

Psychology finds answers to some of these questions by investigating them using scientific research methods.

Choosing to study Psychology provides a strong foundation for both higher education and future careers.

Students consistently report that it is an engaging and memorable field of study. This high interest level supports steady academic achievement, with students regularly earning commendable exam results and progress to top universities.

The discipline offers excellent subject compatibility and can be combined with any combination of subjects. Its curriculum shares meaningful cross-disciplinary links, particularly in data analysis and statistical testing techniques, which directly overlap with biology, statistics and geography.

In addition to academic versatility, the course develops specific skills highly valued by universities and employers. Students build core competencies in critical analysis, discussion formulation, interpersonal awareness, and practical research. You will also gain an insight into many of the applications of psychology in society, for example: the use of psychology in advertising, the training of service animals.

What will I learn?

This diverse course explores a wide range of topics including prejudice, memory, aggression and how emotions are wired-up in the brain and their impact of reduced functionality due to illness and injury. Students will acquire substantial experience in practical experience on a range of data collection techniques and develop an awareness of how data can be analysed using statistical tests.

The course tries to answer these questions and many others.

- Why do I forget some information but not all?
- To what extent is autism genetic?
- Does drug using behaviour alter neural pathways permanently?
- How are mental disorders classified and diagnosed?
- Why did Pavlov's dogs salivate to the sound of a bell?
- How accurate are Eyewitness testimonies?

Year 12	Year 13
Social Psychology	**Clinical Psychology**
Cognitive Psychology	**Child Psychology**
Learning Theories	**Research Methods**
Biopsychology	**Data Analysis Issues and debates**

A-level Assessment

The Edexcel A-level has three papers at the end of Year 13. There is no coursework.

Practical investigations are undertaken, which are examined through the A-level papers.

How will I learn?

There are 8 hours (9 in Y13) of tuition per week. 6 hours of independent study per week are recommended. Students receive a programme of weekly learning, so they know in advance the order of topics and what to pre-read. This includes careful sequencing of, and exposure to, new exam skills One of the enjoyable aspects of the course is research design, collecting participant data and assessing the outcomes.

As a firm believer in lifting the content off the page, there are opportunities beyond the classroom to transform abstract theories into practical, memorable learning. In Y13 students attend a study day at Regents Park Zoo where they gain first-hand experience of observational research, opportunities to learn about career pathways and deepen their understanding of complex psychological concepts. At "Brain Day", students acquire insight into the workings of the human brain from esteemed neuroscientist Dr Guy Sutton.

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.

By studying Psychology, we learn about what goes on inside our heads and what shapes our behaviours.



BTEC Level 3 National Extended Certificate in Uniformed Protective Services

Full Two Year Course

Mr S Goodright

Entry Requirements

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

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 Uniform Protective Services





This is an incredibly diverse course, which has set me up perfectly for future studies in further education, or a job in a variety of different workplaces. I particularly enjoyed learning about the psychological theories and applying those to real-life scenarios.



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.

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 FOUR other GCSE subjects.

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.



By studying Travel & Tourism, I have gained a comprehensive understanding of how the travel, tourism and hospitality sectors operate.

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!"

Why study BTEC 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.

Sports Science

A-level Physical Education
BTEC Sport
Level 3 Award in Higher Sports Leadership

What do I need to know?

- Many Sports Science degrees ask for a science qualification like Chemistry or Biology and Physical Education.
- For a Sports Science degree, also consider studying English, Mathematics, Psychology, Physics or Statistics. All of these complement a Physical Education A-level.
- 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.
- 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.
- For any physical education or sports science degree, related subjects include Biology, Business Studies, Chemistry, Geography, Mathematics, Psychology and Physics.
- If you wish to study nutrition or dietetics, Physical Education is an A-level subject to consider.
- 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.

Why study a Sport Science subject?

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 Grade 7 in GCSE Physical Education. (This must include a Grade 7 in Paper 1 - the Anatomy and Physiology paper).
If students have not studied GCSE Physical Education we require a Grade 7/7 in Science Trilogy or Grade 7 in Biology and English Language or Literature

Important

15% of the course involves a non-exam assessment in sports performance or coaching.

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 Grade 7 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 hour 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.







I have loved studying a wide range of topics in A-level PE. It's like learning three different PE subjects in one!

BTEC Sport

Full Two Year Course

Mr S Goodright

Entry Requirements

Students should have achieved a high Grade 5 (if studied) in GCSE Physical Education (this must include a Grade 6 in Paper 1 - the Anatomy and Physiology paper).
Grade 6/6 in GCSE Science Trilogy or Grade 6 in Biology (if not studied GCSE PE) AND a Grade 5 in English Language or Literature.

In addition

Candidates should have a keen awareness and interest in current sporting issues.
For further details, please see any member of the PE Department.

Why study BTEC 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

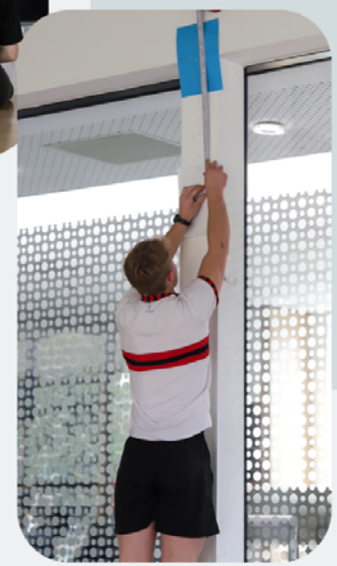
Assessment is specifically designed to fit the purpose and objective of the qualification. It includes two external exams and coursework, which reflect the vocational qualification in the sport.

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.

Level 3 Award in Higher Sports Leadership

One Year Course

Mr S Goodright

Entry Requirements

It is preferable if students have completed the PE Life Skills Award in Year 11.
Students will be selected based on attitude and performance observed by staff previously.

In addition

Candidates should have a keen awareness and interest in current sporting issues.
For further details, please see any member of the PE Department.

The Level 3 Qualification in Sports Leadership is a nationally recognised Level 3 vocational course offered by the Leadership Skills Foundation (formerly Sports Leaders UK). It is designed for KS5 students to build practical coaching, organisation, and life skills.

What could this qualification lead to?

The qualification carries 16 UCAS points and 16 credits. It is an excellent stepping stone to Higher/Further education, voluntary or paid work in sports development, leisure management, teaching and coaching sport.

Irrespective of your future plans beyond secondary school, the course provides you with tangible evidence of employability skills, which you can use in application forms, interviews and other situations where you are required to articulate what experience and skill set you have.

How the course works

The Sports Leaders Course is an important part of the Sixth Form curriculum support lessons. Over the 2 week timetable, students support 4 PE lessons, working closely with the PE staff. The lessons are used to practice and refine taught leadership skills from the theoretical content. Additionally, the classes which have been worked with throughout the year are then used for the 6 assessed lessons, where candidates are appraised at leading the entire group.

Once the 6 assessed lessons have been completed, students then need to plan and deliver a sports festival or tournament. Typically, GMS students complete this piece of mandatory assessment in local primary schools, more often than not, the one which they attended.

The final piece of assessed material/work is the Learner Evidence Record (LER), which documents the theory and practical work throughout the course.

Course content

- Developing leadership skills
- Plan, lead and evaluate a sport/physical activity event
- Lead safe sport/physical activity sessions
  Plan, lead and evaluate a sport/physical activity sessions for children
- Plan, lead and evaluate a sport/physical activity sessions in the community
- Plan, lead and evaluate a sport/physical activity sessions for disabled people

Learners will gain a lot of coaching experience through various means.

Assessment

Assessment is through portfolio work, practical demonstration, community work and running major sports events for local primary schools.





Why take the Sports Leadership course?

The Level 3 Qualification in Sports Leadership is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity.

The qualification aligns with professional standards for sport and physical activity leadership, especially through the focus on leading inclusive sessions to participants.

This qualification is **in addition** to choosing 3 A-levels.

It is a fun and practical qualification, which provides you with the opportunity to work at local sports festivals, local clubs and primary schools within the area.

Creative Arts

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

What do I need to know?

- 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.
- 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.
- 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.
- Most traditional Music degrees require music and Grade 7 or 8 in an instrument or voice qualification.
- If you have a Creative Arts A-level along with English Literature, you could study Creative Writing at university.
- Subjects that go well with Media or BTEC Creative and Media courses are Art & Design, Design Technology, English Literature, Psychology and Music.
- 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.

Why study a Creative Arts subject?

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 & Design





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.



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

Media



Fashion & Textiles

Product Design



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

Music



Drama

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 good communicators.

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 GCSE Art & Design to join this course.
Students who 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 & 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.

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 require students to attend galleries and exhibitions on a regular basis. Their studies 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

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

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 any 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 ideas. The 15 hour exam will be over 3 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 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 device to take and edit photos.

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.

Progression

Progression routes often include a one year Art and Design Foundation Diploma, followed by a three year Higher National Diploma (HND) or Batchelor 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.





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.

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

Why study Drama and 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

A series of structured questions on a specified extract from the chosen set text from the post-1956 list.

Section B

An essay question on the chosen set text from the pre-1956 list, demonstrating how the text can be adapted for a contemporary audience as actors, designers and directors.

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 Book of Dust – La Belle Sauvage Philip Pullman adapted by Bryony Lavery.

Assessment: Written examination 2 hours 30 minutes
Worth 40% of qualification

Drama is a unique style of learning that allows us to explore our creativity and skills, involving research and expanding our knowledge of practitioners and styles of theatre.



Media

Full Two Year A-level Course

Mr D Sacre

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.

Why study Media?

We're constantly surrounded by competing media and fast-evolving technology that helps shape how we see the world.

Studying Media helps you understand how information shapes society, equips you with practical, creative and technical skills, and opens up diverse career paths in a fast-moving digital world

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 and 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 audiences. 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.

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.



"Media Studies is a hands-on subject where we create films, write newspapers, build websites, and produce music videos. We use modern technology throughout, ranging from standard word processing and presentation software to more advanced video and sound editing tools."



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 was not studied at GCSE, a Grade 5 or above in English Language or Literature is required.

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.

"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 how the media pervades their lives."







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 BTEC 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.

Music

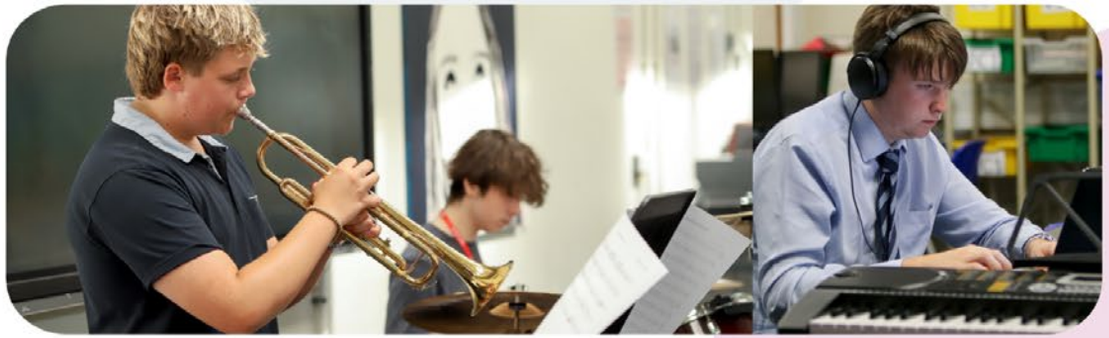


"At A-level you begin to learn about musical history which enables you to expand and develop your own pieces of work and become a better musician."



"I enjoy studying music as I get to express my creativity through composition"





"Music has allowed me to push myself outside my comfort zone by performing to an audience."

Music

Full Two Year A-level Course

Mrs A Green

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.

What will I learn studying A-level Music?

Why were Haydn's 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.

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. 100 'Military': Haydn**
- **Symphony No. 5: Schubert**

Area of Study B: Rock and Pop OR Area of Study D: Jazz (at the teacher's discretion)

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

- **Trio for Oboe, Bassoon and Piano, Movement 1: Poulenc**
- **Three Nocturnes, Number 2, Fetes: 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 the 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.



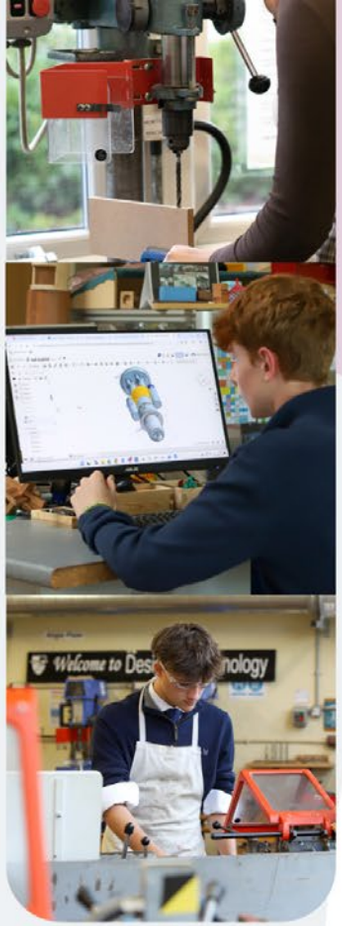
Why study Music?

Students with a passion for music will thrive on 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.

Product Design

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.





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

"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!"

Fashion & Textiles





"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."

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 D&T subjects: GRP (Graphic Products), RM (Resistant Materials), Engineering Industrial Technology, Product Design and a Grade 5 in Mathematics.

Or a Grade 6 in Mathematics and Science (physics or combined) including a discussion with HOD.

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 allows 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 (NEA) at A-level are not only open in approach, but they will also enable students to develop critical thinking and problem solving skills that gives 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

- **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.**

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
Mechanical 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

Fashion & Textiles

Full Two Year A-level Course

Mrs C Clark

Entry Requirements

Students should have achieved at least a Grade 6 in GCSE Textiles Technology, D&T (Textiles specialism) and a Grade 5 in Mathematics.

Or a Grade 6 in Mathematics and a Grade 6 in another D&T subject including a discussion with HOD.

Alternatively

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 Fashion & Textiles?

The textile industry is an expanding commercial enterprise. The technological, industrial and scientific evolution means manufacturers are unafraid to take risks when introducing new materials and processes into textiles.

The textile industry is an expanding commercial enterprise. The technological, industrial and scientific evolution means manufacturers are unafraid to take risks when introducing new materials and processes into textiles.

The 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 design, 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 Manchester. 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 in Year 12 and 9 hours per fortnight in Year 13. 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 on and develop 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 D&T Fashion and Textiles 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 are given to the NEA, 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

Modern Foreign Languages

French
Spanish

What do I need to know?

- Universities offering French, German and Spanish degrees require the language to have been studied to A-level standard.
- 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.
- Business, English Literature, Geography, History, Mathematics, Politics and BTEC Travel & Tourism are other subjects that work in a combination with a language.
- Analytical skills improve when students study a foreign language.
- 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.
- If you are able to spend a year working or learning abroad, it will make you more independent, self-confident and motivated.

Why study a MFL subject?

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

One of 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 an independent 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.



"I would encourage you to pick French because it gives you an incredible skill set; it is a unique, valuable subject and it opens your mind to new cultures. On y va!"



Spanish

Full Two Year A-level Course

Miss T King

Entry Requirements

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

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

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 an independent 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: 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.

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.





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.

Childcare

T-level Technical Qualification in Education and Early Years Level 3

What do I need to know?

- The T-level content is developed in collaboration with leading businesses and employers in the sector to ensure you learn the skills that meet industry needs.
- The T-level is a two-year technical qualification that is equivalent to three A-levels, providing a recognised pathway after GCSEs.
- You will also develop essential maths, English, and digital skills, alongside common workplace skills that employers value.
- The course includes a significant industry placement, where you'll work alongside professionals to apply your classroom learning in a real educational or childcare setting.

Why study Childcare?

You'll gain specialised knowledge and skills directly relevant to the education and childcare sector, focusing on either early years or supporting and mentoring students.

The field offers the satisfaction of contributing to a child's early learning, development, and well-being, leading to a positive impact on their future.

Upon completion, you'll be prepared for skilled employment as a playworker, teaching assistant, or learning mentor, or can use the qualification to progress to higher-level apprenticeships or university.





T-level Technical Qualification in Education and Early Years

Two Year Level 3 Diploma (delivered by NCFE)

Mrs N Pendlebury

Entry Requirements

English or Maths at Grade 4; plus 3 other subjects at Grade 4 or above. If a student wishes to engage with primary teaching they will need a 4 in Science. Please check university websites for specific entry criteria.

We welcome external candidates.

Why study T-level Education & Early Years?

This course is suitable for anyone who wants a career in early years education, childcare or assisting teaching. This course includes 750 hours of placement experience to give you first hand experience of working with young people, over the two years of study period.

The course is equivalent to 3 A-levels and cannot be combined with any other Sixth Form course at Great Marlow School.

Placements

In Year 12, students will be in placement for 2 days a week in a nursery and have theory lessons for 3 days a week. In Year 13, students have 3 days in placement in a primary school and 2 days in school. Students are required to complete a minimum of 750 placement hours in order to pass the course.

What will students learn?

Year 12 - Core

- Element 1: Wider education sector
- Element 2: Supporting education
- Element 3: Safeguarding, equality and diversity and wellbeing
- Element 4: Special educational needs and disabilities (SEND)
- Element 5: Child development
- Element 6: Working in partnership
- Element 7: Professional practice

Students are required to complete an external exam on the content of 5 of the 'Elements' which takes place in June of Year 12.

In addition, students complete an externally marked ESP (Employer Set Project over a 15 hour window) this covers the remaining 2 'Elements.'

Alongside the 'Element' work, students learn how to plan age appropriate activities to meet the needs of children. They carry out activities in placement and when confident, are observed by their teachers to show they have achieved the required competencies.

For example during observations, students have to:

- **read "We are going on a bear hunt" using props**
- **plan and implement an outdoor game to support maths**
- **support children at snack time**
- **make a healthy fruit salad with the children**
- **support at a Forest School**
- **lead a small group of children during a phonics activity**

In Year 13, students focus on their occupational specialism – early years education. For this, they learn the following performance outcomes (POS)

PO1: Support and promote children's play, development and early education

PO2: Develop relationships with children to facilitate their development

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

PO4: Safeguard and promote the health, safety and wellbeing of children

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

In Year 13, students have 2 exams in the hall (on observations of children and planning appropriate activities) and carry out 3 structured observations where they are assessed formally in the placement.

Students can progress into roles such as: nursery worker, teaching assistant, learning mentor, special educational needs teaching assistant, playworker, portage home visitor and others. Students can also use this T-level to do a related higher-level apprenticeship or degree course at university.

Between 72-168 UCAS tariff points are available, which are calculated once the final grade is awarded.

Potential careers

- **Further Education Lecturer**
- **Higher Education Lecturer**
- **Learning Mentor**
- **Nanny**
- **Nursery School Teacher**
- **Nursery Worker**
- **Play Worker**
- **School Administrator**
- **School Teacher**
- **Special Educational Needs Teacher**
- **Teaching Assistant/ Learning Support Assistant**
- **Psychologist**
- **Social Care Worker**
- **Youth & Community Worker**
- **Learning Support Assistant**

