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, the Virtual Sixth Form Open Evening and the advice given by subject tutors, is to facilitate these crucial decisions.

“In the Sixth Form Centre you will find a welcoming atmosphere that inspires individuality and initiative. It is a well equipped learning environment preparing you for the modern world and developing your skills for university life”
Kaleb- Year 13

“The teachers give the support and guidance we need to excel in our subjects, whilst also encouraging independence, allowing our minds to develop further.”
Bushra- Year 12
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 courses. Furthermore, Great Marlow is the only institute in the area to offer the Cache Diploma in Child Care. 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 exclusively for KSS students. The facilities include a spacious communal area combining social seating and work desks, Wi-Fi, and portals to plug in laptops. The mezzanine area has further study desks and 18 fixed PCs. 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

“Why Choose Great Marlow School?”

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

Miss A Jones - Deputy Head of Sixth Form

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

Mr O Hollyman - Head of Sixth Form
The Sixth Form Centre at Great Marlow

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

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

“Being an external student, joining the 6th Form at Great Marlow School has been a very welcoming experience due to the positivity of the teachers and the warmth and friendliness of my fellow students.”
A-level subjects will be taught over 2 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.

The A-level examination will be taken in June 2023.

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

A-LEVEL SUBJECTS 2021 -2023

Sitting A-levels, 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 A-level choices that will give you the best chance of a place at university or an academic apprenticeship.

To help you, our A-level subjects have been grouped into the faculty headings, commonly used at university. Based on your academic achievements or interests, look at the appropriate groupings to make an informed choice.

For more information on what subjects complement each other, or what subjects are required to study certain degrees, please see the faculty pages.

These are:

- Humanities  Pages 16-17
- Sciences including Social Sciences and Sports Sciences  Pages 26-47
- Creative Arts  Pages 48-63
- Modern Foreign Languages  Pages 64-67
- Childcare  Page 68
A-level and Post-16 Options Information

A-LEVEL, BTEC AND CACHE SUBJECTS at GREAT MARLOW 2021 - 2023

<table>
<thead>
<tr>
<th>A-level and post-16 courses</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics - Ancient History</td>
<td>18</td>
</tr>
<tr>
<td>English Literature</td>
<td>19</td>
</tr>
<tr>
<td>Geography</td>
<td>21</td>
</tr>
<tr>
<td>History</td>
<td>23</td>
</tr>
<tr>
<td>Biology</td>
<td>28</td>
</tr>
<tr>
<td>Chemistry</td>
<td>30</td>
</tr>
<tr>
<td>Physics</td>
<td>31</td>
</tr>
<tr>
<td>Computer Science</td>
<td>32</td>
</tr>
<tr>
<td>Mathematics/Further Mathematics</td>
<td>33</td>
</tr>
<tr>
<td>Statistics</td>
<td>36</td>
</tr>
<tr>
<td>Business</td>
<td>39</td>
</tr>
<tr>
<td>Law</td>
<td>40</td>
</tr>
<tr>
<td>Politics</td>
<td>41</td>
</tr>
<tr>
<td>Psychology</td>
<td>42</td>
</tr>
<tr>
<td>BTEC Subsidiary Diploma in Public Services</td>
<td>43</td>
</tr>
<tr>
<td>BTEC National Extended Certificate in Travel &amp; Tourism</td>
<td>44</td>
</tr>
</tbody>
</table>

**SIXTH FORM OPTION CHOICES**

Please note that there will be NO option blocks this year. Students will have a free choice of the subjects they wish to take at A-level and BTEC. 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.

Students must choose **three** subjects from the list provided and **two** reserve choices. Please note that the Cache Childcare course counts as a single option choice.
## Entry Requirement to Study in the Sixth Form at a Glance

<table>
<thead>
<tr>
<th>A-level Course</th>
<th>GCSE Grade Required</th>
<th>GCSE Subject(s) Required</th>
<th>Consideration May Be Given for a …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics - Ancient History</td>
<td>Grade 6</td>
<td>History or English Language and Literature</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>English Literature</td>
<td>Grade 7</td>
<td>English Literature and Language</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>Geography</td>
<td>Grade 6</td>
<td>Geography (if studied) or an essay based subject (if not)*</td>
<td>High Grade 5</td>
</tr>
<tr>
<td>History</td>
<td>Grade 6</td>
<td>History (if studied) or an essay based subject (if not)*</td>
<td>High Grade 5 in History</td>
</tr>
<tr>
<td>Biology</td>
<td>Grade 7/7</td>
<td>Science Trilogy or Biology</td>
<td>Grade 6/7 in Science Trilogy</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Grade 7/7</td>
<td>Science Trilogy or Chemistry</td>
<td>Grade 6/7 in Science Trilogy</td>
</tr>
<tr>
<td>Physics</td>
<td>Grade 7/7 - Grade 7</td>
<td>Science Trilogy or Physics plus Mathematics</td>
<td>Grade 6/7 in Science Trilogy</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Grade 6</td>
<td>Computer Science (if studied) Mathematics (if not)</td>
<td>High Grade 5 in Computer Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>High Grade 7</td>
<td>Mathematics</td>
<td>Low Grade 7 or very high Grade 6 plus good algebra skills</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>Grade 8</td>
<td>Mathematics plus studying A-level Mathematics</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Grade 6</td>
<td>Statistics (if studied) Mathematics (if not)</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>Business</td>
<td>Grade 6</td>
<td>English Language and Mathematics plus either Business (if studied) or OCR Cambridge National Cert. in Business (if studied)</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>Law</td>
<td>Grade 6</td>
<td>Route 1 - Grade 6 in History Route 2 - Grade 6 in an essay-based subject* plus a Grade 6 in a memory based subject**</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>A-level course</td>
<td>GCSE Grade Required</td>
<td>GCSE Subject(s) Required</td>
<td>Consideration may be given for a ...</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Politics</td>
<td>Grade 6</td>
<td>History or English Language and Literature</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>Psychology</td>
<td>Grade 6/6 - Grade 6 Grade 6 Grade 6 Grade 6</td>
<td>Science Trilogy or Biology plus English Language or Literature and Mathematics</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>BTEC Subsidiary Diploma in Public Services</td>
<td>Grade 5</td>
<td>English Language or Literature plus 4 other subjects</td>
<td>High Grade 4 in English Language or Literature</td>
</tr>
<tr>
<td>BTEC National Extended Certificate in Travel &amp; Tourism</td>
<td>Grade 5</td>
<td>English Language and Mathematics plus 3 other subjects</td>
<td>High Grade 4 in English Language and Mathematics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Grade 6/6 - Grade 6 Grade 6</td>
<td>PE (if studied)*** Science Trilogy or Biology (if not) plus students must be competing or coaching competently in a sport</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>BTEC National Extended Certificate in Sport</td>
<td>Grade 5/6 - Grade 6 Grade 6 Grade 6</td>
<td>PE (if studied)*** Science Trilogy or Biology (if not) plus English Language</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>Art, Craft and Design</td>
<td>Grade 6</td>
<td>Art &amp; Design</td>
<td>Grade 5 or a portfolio of work (if Art GCSE not studied)</td>
</tr>
<tr>
<td>Drama and Theatre Studies</td>
<td>Grade 6</td>
<td>Drama (if studied) plus English Language</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>BTEC National Extended Certificate in Creative Digital Media Production</td>
<td>Grade 5</td>
<td>Media (if studied) or English Language or Literature (if not)</td>
<td>High Grade 4</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Grade 6</td>
<td>Media (if studied) or English Language or Literature (if not)</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Music</td>
<td>Grade 6</td>
<td>Music</td>
<td>Discussion with HOD</td>
</tr>
<tr>
<td>Product Design</td>
<td>Grade 5</td>
<td>One of: RM/Industrial Technology/Product Design/Graphic Products/Engineering</td>
<td>Grade 6 in Art &amp; Design</td>
</tr>
<tr>
<td>Textile Design</td>
<td>Grade 5</td>
<td>Textiles Technology</td>
<td>Grade 5 in another D&amp;T subject or Art &amp; Design or a Portfolio</td>
</tr>
<tr>
<td>French</td>
<td>Grade 6</td>
<td>French</td>
<td>High Grade 5</td>
</tr>
<tr>
<td>Spanish</td>
<td>Grade 6</td>
<td>Spanish</td>
<td>High Grade 5</td>
</tr>
</tbody>
</table>
| CACHE Technical Diploma in Childcare and Education – Early Years Educator | Grade 4             | English Language and Mathematics plus 3 other subjects (including Science if wanting to progress to primary teaching degree) | Discussion with HOD                  

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

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

PLEASE NOTE

* An essay based subject means one of the following:
  - English Language
  - English Literature
  - History
  - Religious Studies

** A memory based subject means one of the following:
  - Science
  - Mathematics
  - Geography
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, advice and guidance about careers. GMS staff and the careers' advisor work to raise student aspirations.

Every year there are career focus events, including the successful Careers’ Week, which culminates in a Careers’ Day. Many representatives, from a variety of professional backgrounds, make a pitch about their specialty for examination groups and Year 9. In the summer term of Year 12, work experience week allows sixth formers to experience working in a career they are considering.

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.

Mrs Southon is the school’s Career Guidance and Information Adviser: she is available to meet with students two days a week, in her office located in the Sixth Form Centre. Students should make an appointment with her via their form tutors.

Mrs Southon has a background working in business and charities within human resources, where she successfully ran Apprenticeship and Management Training Schemes for young people and delivered career management skills workshops for professional and support staff.
Great Marlow School
CEIAG Programme

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

Below is the GMS careers programme for Key Stage 5 that provides students with the knowledge and inspiration to succeed in their chosen career paths.

YEAR 12
- Work Experience Week
- ‘Next Steps’ Day and Evening: Carousel of workshops covering a range of post-18 options including university, apprenticeships/training schemes and gap years
- UCAS event to explore HE courses of study
- UCAS programme starts
- National Citizen Service Assembly: scheme promoting opportunities for voluntary work
- Careers Fair: Meaningful encounters with a variety of employers, HE and Apprenticeship providers
- 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 Boy and Head Girl: Selection process involving interviews and applications
- SPT: Senior Prefect Team organising events and supporting peers across the school community
- Interact: Young Rotary Club initiative to develop leadership, organisational and entrepreneurial skills alongside event management for local charity – Optional

YEAR 13
- Independent University visits
- Assemblies: opportunities to explore apprenticeships & alternative paths post-18
- ‘Senior Prefect Team’ organising events & supporting peers across the school community
- ‘Interact’: Young Rotary Club initiative to develop leadership, organisational and entrepreneurial skill alongside event management for local charity
- Careers Fair: Meaningful encounters with a variety of employers, FE, HE and Apprenticeship providers
- Access to personal guidance interviews with Careers Adviser
Ancient History
Historian, Classics/Classical Studies, Archivist, Museum Curator, 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

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

Computer Science
Applications Programmer, Information Systems Manager, Database Administrator, Information Technology Consultant, Multimedia Programmer, Software Engineer, Systems Analyst, Systems Designer, Web Designer, Administrator, Secretary/PA, Telecommunications, Broadcaster, Marketing, Manufacturing, Teacher, Public Sector Worker, Banker/Financial Services, TV and Digital Media

Chemistry

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 Literature
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, Historian, Classics/Classical Studies, Archivist, Museum Curator, 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

Making the correct A-level choices and subsequent onward options can be a confusing process. The suggestions on these pages are not exhaustive but intended to give you a guide as to what A-level 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 considered yet or are not aware of. For more information see the subject teacher or the curriculum pages on the school website.
Oceanographer, Environmental Scientist/Consultant/Management, Conservationist, Meteorologist, Agriculturist, Disaster Management, Chartered Surveyor, Renewable Energy Researcher, Gardener, Wildlife Warden, Mapping (OS), Criminology, Economist, Teacher

History
Historian, Art Historian, Teacher, Politician, Archaeologist, Genealogist, Lawyer, Museum Curator, Records Office and Archivist, Librarian, Charity Worker, Foreign Office/Civil Servant, Heritage Worker (National Trust), Architect, Horticulture and Nature Conservation, The Armed Forces, Security Service (MI5)

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

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

Mathematics/Statistics

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, Make-up Artist, Analyst

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

Physics

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

D&T - Textile Design
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
Clinical Psychologist, Counselling Psychologist, Educational Psychologist, Forensic Psychologist, Health Psychologist, Occupational Psychologist, Sport and Exercise Psychologist, Neuropsychologist, Psychotherapist, Counsellor, Careers Adviser/Consultant, Market Researcher, Teacher, Social Worker, Healthcare Worker, Human Resources, Local Government

Public 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, Holiday Company Employee, Teacher, Nurse, Midwife, Social Worker, Child Psychologist, Private Nanny, Outdoor Activity Centre Worker, Childcare Practitioner

......and don’t forget the school’s Careers Advisor, Mrs Southon, who will have further information on any career path that interests you.
A-LEVEL COURSES

All A-level subject courses will run for two years with examinations in the summer of 2023.

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

In recognition of the fact that students progress at different rates, and that a curriculum that meets the needs of one student may not meet the needs of another, we offer BTEC Level 3 Subsidiary Diploma in Creative Media Production; BTEC Subsidiary Diploma in Sport; and BTEC Diploma in Travel and Tourism.

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

- To study 3 A-level subjects, you will need 5 or more GCSE qualifications including English Language and Mathematics at Grade 5 or above. You will also need to meet the subject criteria.

- Consideration for entry into the sixth form will be given to students with a high Grade 4 in English Language and mathematics and who meet subject criteria.

For entry onto CACHE Childcare Level 3, students will require a Grade 4 in English and Mathematics, plus three Grade 3s in other subjects.

Admissions Criteria for Great Marlow School 2021 Entry
ENRICHMENT CURRICULUM

The Sixth Form at Great Marlow School has a diverse and inclusive range of enrichment activities, which demonstrate the importance to the school of imbuing the students with non-academic skills, which fosters capable, caring individuals who are aware of their strengths and how to contribute to their community and wider society.

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

Throughout the academic year, students have collapsed timetable days in which they learn study skills, university and job application techniques, personal health and other various modules that better their understanding of important issues in their society.

FUNDRAISING

The Senior Prefect Team is superb and is integral in helping to organise and run whole school events such as Children in Need, Red Nose Day, 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 boy and head girl who ensure that the student voice is heard and that student issues are represented. They ensure that there is excellent communication between staff and students. They 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 an extremely desirable enrichment activity for A-level students.

COMPULSORY LESSONS

PE is a compulsory timetabled lesson once a week for A-level students. All students are expected to participate in some form of physical exercise.
The contribution that the head boy, head girl and deputies make to the development of the school and the sixth form has a positive impact across the school. They are outstanding role-models for our younger students and are committed to making their mark on our community. They have earned the respect of the whole school through their appointment.

HEAD BOY - Jack Britnell

“I feel incredibly privileged to be the Head Boy and represent Great Marlow School. Throughout the 7 years I have spent as a student here, I have developed both academically and as a person in an incredibly comfortable and safe environment. Opportunity has awaited me at every corner and as Head Boy I aim to be able to offer help to other students so that they can make the most out of those same fantastic opportunities. With excellent facilities such as the sixth form centre, Great Marlow really does offer a tremendous workspace and environment for all students to do the best they possibly can academically, to feel confident in themselves and encourages them to aspire for success in the future.”

HEAD GIRL - Cariad Lucas

“I feel privileged to represent the school as Head Girl. This has allowed me a greater look into how hard our students and staff work to make our sixth form so great. Joining Great Marlow is a wonderful opportunity to reach your potential whilst experiencing our community feeling. GMS has a plethora of opportunities both inside and outside the classroom. From our Duke of Edinburgh expeditions, to our sporting opportunities using our outstanding facilities. The sixth form centre has a relaxed layout mirroring that of a university common room, giving the students greater independence and a more open plan atmosphere to work and study. The school teaches students life skills such as responsibility, resilience and resourcefulness as well as preparing them for life beyond the sixth form.”
“Our senior prefects are excellent role models and, along with the head boy and head girl and their deputies, they ensure that the student voice is heard and that student issues are represented.”

“As a senior prefect, I feel I have made a positive impact in the running of the school, working alongside staff members to run charity events and after school activities.”

“I value being a senior prefect because I can play an important role in helping the school run smoothly. There are many opportunities to develop personal skills and qualities, including leadership, responsibility, sense of service and trust.”
“If you study English Literature you will learn how to think critically, be analytical and it will help you gain the skills required for a deeper thought process to life.”

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

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

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

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.
Why study Ancient History?

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

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

What will I study?

There are two exams at the end of Year 13.

Module 1 - Greek History

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

How is the course taught?

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

A-level Assessment

Module 1 - Greek History

Assessment: one 2½ hour written exam.

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

Module 2 - Roman History

Assessment: one 2½ hour written exam.

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

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

Entry Requirements

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

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

For further details, see Mr Pugsley, Mrs Pugsley or Mr Taylor.
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 include unseen poetry and prose. As well as careers in journalism, advertising and teaching, the skills gained from English Literature can lead students to move on to a wide range of other professions.

What will you study?

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

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

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

Paper 1

Othello by William Shakespeare
Atonement by Ian McEwan
AQA Love Poetry Through the Ages pre-1900 (anthology provided by AQA)

Paper 2

Feminine Gospels by Carol Ann Duffy
Spies by Michael Frayn
Cat on a Hot Tin Roof by Tennessee Williams

How will you be assessed?

Examination Unit 1 : Love Through the Ages

Assessment: one 3 hour written exam.
The exam is worth 75 marks, 40% of the total A-level mark.

Section A

Othello by William Shakespeare
Closed book question
One essay on a passage-based question (25 marks)

Section B

Unseen poetry comparison
One essay comparing two unseen poems (25 marks)

Section C

Atonement by Ian McEwan
AQA Love Poetry Through the Ages pre-1900 (anthology provided by AQA)
One essay comparing Atonement with at least 2 poems from the collection (25 marks)

Entry Requirements

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

However, students who do not achieve the required grades may be allowed on the course after a discussion with the Head of Department.
Examination Unit 2: Texts in Shared Contexts (Option B, Modern Times)

Assessment: one 2½ hour written exam.
The exam is worth 75 marks, 40% of the total A-level mark.

Section A
Feminine Gospels by Carol Ann Duffy
One essay question (25 marks)

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

Section B ii
Spies by Michael Frayn
Cat on a Hot Tin Roof by Tennessee Williams
One essay question comparing the two core texts (25 marks)

Non-Exam Assessment

Assessment: 2,500 word critical study.
Internally assessed - externally moderated.
The exam is worth 50 marks, 20% of the total A-level mark.

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

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

“I took English Literature because the course requires reading a wide range of texts. As a creative person, I love to be able to read and analyse texts, whether it be novels or poetry. The enthusiasm of my teachers enhances my passion for English Literature.”
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 2023.

Subject at A-level

Unit 1 – Physical Systems
In this unit you will study a range of topics based on coastal landscapes. The water and carbon cycles and tropical rainforests.

Assessment: 1½ hour written exam.
Worth 24% of the total A-level grade.

Unit 2 – Human Interaction
In this unit you will study a range of topics based on globalisation, economic development, geopolitics, and population migration.

Assessment: 1½ hour written exam.
Worth 24% of the total A-level grade.

Unit 3 – Geographical Debate
In this unit you will engage with a range of dynamic, controversial and contemporary global issues such as climate change and global food security.

Assessment: 2½ hour written exam.
Worth 32% of the total A-level grade.

Unit 4 – Investigative Geography
In this unit, students produce an independent investigation following a residential fieldwork visit to the Cranedale Centre in North Yorkshire. At Cranedale, students will be given the opportunity to carry out fieldwork and research that will both embed previous learning on the physical

Entry Requirements

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

If students did not do GCSE Geography, they will need a Grade 6 in an essay writing subject such as English Language or history.
geography topics, and give guidance and provide data for their coursework investigation.

**Worth 20% of the total A-level grade.**

**What can I do after I’ve completed the course?**

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

**Further education**

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

**Employment**

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

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

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

“I chose to study Geography because I am interested in exploring how the world works, how it is formed and what it can become. It is a fascinating subject, that is constantly up to date.”
Why study History?

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

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

How is the course taught?

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

What will I study?

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

Unit 1 – British Period Study and Enquiry

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

- Edwards IV's first rule and the crisis of 1470-1471.
- Henry VII's foreign policy, 1485-1509.

The enquiry topic is:

- The Wars of the Roses.

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

Unit 2 – Non-British Period Study

Unit 2 – Non British Period Study

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

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

Entry Requirements

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

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

“History is such an interesting subject, especially as we study topics we have never covered before. The Tudors is such a fascinating family, learning about them in great depth never gets boring. I love history!”
By studying a humanities subject you will improve your research skills. Research is an integral part of so many different jobs. From reading around your subject to studying for an essay. Understanding how to undertake quality research is an invaluable skill that you will use when you graduate or go into the workplace.
"Science helps our understanding of the world around us. Everything we know about the universe, from how trees reproduce to what an atom is made up of, is the result of scientific research and experiment."

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

“Sports Science is the study of how the healthy human body works during exercise, and how sport and physical activity promote health; physically, mentally and socially. The study of Sport Science incorporates many other academic studies and areas, like Physiology, Psychology, Anatomy, Engineering and Chemistry.”
What do I need to know?

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

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

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

Some degree courses want applicants who have focused on these sorts of subjects, others may prefer applicants to have studied a variety of subjects. For example, one or two science subjects, plus Art, English, Music, History and/or a language.
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: 2½ 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: 2½ hour written exam.
Worth 100 marks, 37% of the total A-level grade.
Paper 3: Unified Biology
Synoptic paper examining content from all modules 1 to 6
Assessment: 1½ hour written exam.
Worth 70 marks, 26% of the total A-level grade.

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

The topics for the practicals are:
- Chromatography or electrophoresis
- Colorimeter or potometer
- Dissection
- Investigation using a data logger or computer modelling
- Investigation into measurement of plant or animal responses
- Microbiological techniques
- Microscopy
- Qualitative testing
- Rates of enzyme controlled reactions
- Research skills

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

Sampling techniques
Transport in and out of cells

The assessment criteria for the practicals are:
- the safe and correct use of a range of practical equipment and materials
- an ability to follow written instructions
- the organisational skills to keep appropriate records of experimental activities
- make and record observations/measurements
- present information and data in a scientific way
- use a wide range of experimental and practical instruments, equipment and techniques

“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.”
Why study Chemistry?

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

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

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

The course is structured to enable completion of the A-level over two years. There is an allocation of eight hours of teaching each fortnight.

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

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.

Entry Requirements

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

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

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.
Why study Physics?

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

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

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

Components taught in Year 12

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

Unit 1 - Measurements and their Errors
This unit will give you a working knowledge of the fundamental base units and measurements. At the same time showing that practical work is underpinned by an awareness of the nature of measurement errors and of their numerical treatment.

Unit 2 - Particles and Radiation
This unit starts with the simple model of the atom and finishes with the interaction of quarks and anti-quarks.

Unit 3 - Waves
This unit develops knowledge of the characteristics, properties and application of waves.

Unit 4 - Mechanics and Materials
This unit considers the ideas of forces, energy and momentum in terms of material properties.

Unit 5 - Electricity
This unit looks at the basics of electricity including resistance and resistivity.

Components taught in Year 13

Unit 6 - Further Mechanics and Thermal Physics
This unit covers circular motion and simple harmonic motion; it also covers the thermal properties of materials.

Unit 7 - Fields
This unit covers the ideas of gravitational, electrostatic and magnetic field theory.

Unit 8 - Nuclear Physics
This unit looks at the properties of the nucleus and relates it to the production of nuclear power and it considers the impact this has on society.

Unit 9
The final unit will be selected by physics teachers.

A-level Assessment

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

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

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

Entry Requirements

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

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

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

This A-level Computer Science qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. Computer Science will develop the student’s technical understanding and their ability to analyse and solve problems using computational thinking.

A-level Assessment

There are two written exam papers and one non-exam assessment (NEA). Both exam papers are taken at the end of Year 13. The non-exam assessment will also be submitted at this time.

**Paper 1 - Computer Systems**

Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues.

It covers:

- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

Assessment: Paper 1 is a 2½ hour written exam worth 40% of the total A-level grade.

**Paper 2 - Algorithms and Programming**

Using computational thinking to solve problems.

It covers:

- What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.)
- Problem solving and programming – how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems.

Assessment: Paper 2 is a 2½ hour written exam worth 40% of the total A-level grade.

**Non-Exam Assessment**

Students will be expected to analyse a problem, and design, develop and test, and evaluate and document a program. The program must be to solve it written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science.

Assessment: worth 20% of the total A-level grade.
Why study Mathematics?

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

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

While studying mathematics you can expect to:

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

What does the course involve?

This is a two year course and students will sit the whole assessment in May and June of 2023. The course is split into units, which cover three of the branches of mathematics. Students will study: Pure Mathematics, Statistics and Mechanics

There are three externally examined papers.

**Papers 1 and 2 - Pure Mathematics**

The topics are:

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

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

**Paper 3 - Applied Elements.**

Section A: the Statistics elements, include:

- Statistical sampling, Data presentation and interpretation,
- Probability, Statistical distributions, and Statistical hypothesis testing.

Section B: the Mechanics elements, include:

- Quantities and units in mechanics, kinematics, forces and Newton’s laws, and moments.

A-level Assessment

There are three externally examined papers.

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

Calculators can be used in all three papers.

Entry Requirements

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

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

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

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

While studying further mathematics you can expect to:

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

What does the course involve?

This is a two year course and students will sit the whole assessment in May and June of 2023. The course is split into units, which cover three of the branches of mathematics. Students will study: Pure Mathematics, Decision Maths and Mechanics.

There are three externally examined papers.

Paper 1 and 2 - Pure Mathematics

The topics are:

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 - Applied Elements.

Section A: Further Mechanics elements, include: impulse, pullies, work done, conservation of energy

Section B: Decision Maths: Graph theory; algorithms on sorting, bin packing, route inspection, Linear programming with two variables and with many variables

A-level Assessment

There are three externally examined papers.

Each paper is 90 minutes long and provides 33.33% of the total A-level grade.

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.
“I chose to study a science subject because they were the ones in which I found that I got the quickest and most satisfying return. I enjoy solving problems. In science the problems are right in front of you, from the very first moment, and you can pick away at understanding them piece by piece.”
Why study Statistics?

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

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

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

Course Objectives

- To understand the application of techniques within the framework of the statistical enquiry cycle.
- To research methodologies used in experiments and surveys.
- To apply statistical techniques to data sourced from a variety of contexts, appreciating when samples or population data could be used and applying appropriate sampling techniques.
- To generate and interpret the diagrams, graphs and measurement techniques used in performing statistical investigations.
- To have an understanding of how visualisations of multivariate data are used to gain a qualitative understanding of the multiple factors that interact in real life situations, including, but not limited to, population characteristics, environmental considerations, production variables etc.
- To understand how technology has enabled the collection, visualisation and analysis of large data sets to inform decision-making processes in public, commercial and academic sectors.
- To develop skills in interpretation and critical evaluation of methodology including justifying the techniques used for statistical problem solving.

How are the lessons taught?

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

Assessment

This qualification is linear, meaning that students will sit all their exams at the end of the two year course. There are three, two-hour, examination papers.
All papers are equally weighted and are a combination of multiple-choice, short, medium and extended questions.

The following topics will be assessed in paper one:

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

The following topics will be assessed in paper two, not precluding the paper one topics:

- 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 three, questions may be set on any topic, including the Statistical Enquiry Cycle (SEC).

“It’s an interesting course that doesn’t require you to write any essays, and most importantly it will help at university as nearly every degree includes a statistics module.”
Social Sciences
Business, Law, Politics, Psychology,
BTEC Public Services, BTEC Travel & Tourism

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

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

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

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

What do I need to know?
- 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 Public Services would work well with a language or business subject.
Why study Business?

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

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

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

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

The examining body is AQA.

What will I study?

This course will encourage students to:

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

Topics studied at A-level

Over the two years students will study the following areas:

Managers, leadership and decision making
Decision making to improve marketing
Decision making to improve operational performance
Decision making to improve financial performance
Decision making to improve human resource performance
Analysis of the strategic position of a business
Choosing strategic direction
Strategic methods: how to pursue strategies
Managing strategic change

A-level Assessment

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

The three examinations will all be taken in the summer of 2023, and the content will cover all the topics studied. The question papers use a variety of assessment styles including multiple choice, short answer, data response, essay and case studies. So that students feel more confident and able to engage with the questions, real life case studies are used wherever possible. The scenarios will allow students to, more easily, apply their knowledge to the question. All assessments must be completed to achieve the qualification.
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.

The course outlines

There are four units that are examined across three examination papers. There is no coursework. The qualification is the OCR Advanced GCE in Law (H415).

**Unit 1 – English Legal System**

The sub-units are:

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

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

C. The Nature of Law
- Law and morality
- Law and justice
- Law and society
- Law and technology

**Unit 2 - Criminal Law**

The sub-units are:
- Rules and theory
- General elements of criminal liability
- Fatal offences against the person
- Non-fatal offences against the person
- Offences against property
- Mental capacity defences
- General defences
- Attempted crimes
- Evaluation

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

**Unit 3 - Tort Law**

The sub-units are:
- Rules and theory
- Liability in negligence
- Occupiers’ liability
- Torts connected to land
- Vicarious liability
- Defences

**Unit 4 - Human Rights Law**

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

A-level Assessment

Three 2-hour examinations. Each examination is worth one third of the total A-level mark.
Why study Politics?
Politics is a diverse subject and will complement a range of other examination options such as History, Business, Economics, Sociology, Geography and Law. It is of practical use in helping you learn about your rights and how to exercise them.

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

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

What will I study?
There are three components to the course, each of which is examined.

Component 1 - UK Politics
The topic areas are:
- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media

Students will also study the three core political ideas of this country:
- Liberalism
- Conservatism
- Socialism

Component 2 - UK Government
The topics are:
- The constitution
  - Parliament
  - Prime Minister and executive
  - Relationship between the branches

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

In addition, students study one of these political ideas:
- Anarchism
- Ecologism
- Feminism
- Multiculturalism
- Nationalism

A-level Assessment
Assessment: 2-hour examinations on each of the three components
Each examination is worth one third of the total A-level mark.

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

(Students who do not achieve the required grades may be allowed on the course after a discussion with the Head of Department who will make a decision based on evidence from subject teachers.)

For further details, see Mr Pugsley or Mr Philpott.
Entry Requirements

Students should have achieved at least a Grade 6/6 in GCSE Science Trilogy, or a Grade 6 in Biology, plus a Grade 6 in English Language and Literature and a Grade 6 in Mathematics, to be accepted on the Psychology course.

Why study Psychology?

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

What do I need to know or be able to do before taking this course?

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

How will I learn?

There are 8 hours of tuition per fortnight with one topic being taught at any one time. Students will also have one hour supervised classroom study per week. Students will attend a one day psychology conference.

What will I learn?

The course tries to answer these questions and many others.

Why do I forget?
Can memory be improved?
To what extent is autism genetic?
Can we measure attitudes?
How are mental disorders classified and diagnosed?
How can phobias be successfully treated?
Does exposure to violence on TV result in aggressive behaviour?

During the course

The specification has been designed to give students a fundamental understanding of theory, concepts and research in psychology; and an appreciation of the scientific nature of psychology. There is an opportunity to develop critical thinking with explanations from genetics, neurochemistry and ethical philosophy. The ability to relate aspects of the subject to current day issues is a further focus.

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

A-level Assessment

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

Year 12
Social Psychology
Cognitive Psychology
Learning Theories
Biopsychology

Year 13
Clinical Psychology
Child Psychology
Research Methods
Data analysis
Issues and debates

Looking to the future

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

This exciting course is aimed at those who would like to have knowledge and understanding of the uniformed and non-uniformed public services sector. The course has been designed to target learners who desire a career in this field of employment. You will gain an insight into the various careers within the public services, what they involve and the personal qualities required.

What course will I follow?

The examination is BTEC LEVEL 3 Subsidiary Diploma offered by Pearson.

How is the course taught?

The course is 100% coursework based. There are three mandatory units in the first year, followed by three optional units in the second year. Each unit consists of 3 or 4 assignments; each assignment will have a strict deadline that students must meet. The course has been designed so that the workload is evenly spread throughout the year.

Year 12 – Mandatory Units

1. Government, Policies and Public Services
2. Leadership and Teamwork in the Public Services
3. Citizenship, Diversity and the Public Services

Year 13 – Optional Units

1. Physical Preparation, Health and Lifestyle for the Public Services
2. Understanding the Impact of War, Conflict and Terrorism on Public Services
3. Skills for Outdoor and Adventurous Expeditions
4. Skills for Land-based Outdoor and Adventurous Activities
5. Skills for Water-based Outdoor and Adventurous Activities

Activities (residential trip, including surfing, kayaking, coasteering)

BTEC Assessment

The BTEC Level 3 Subsidiary Diploma is worth the equivalent of 1 A-level (60 credits) There are three bandings for all of the assessments, these are PASS (E/D grade) MERIT (C/B grade) DISTINCTION (A grade) DISTINCTION* (A*grade)

Entry Requirements

You should have achieved at least the required sixth form entry requirements as well as a Grade 5 in English Language or Literature, plus four other GCSE subjects. Students who have achieved a high Grade 4 in English Language and Mathematics may be allowed on the course after a discussion with the Head of Department.

“This is a great course that will help you understand the importance of teamwork and effective communication within the public services.”
Why study BTEC National Extended Certificate in Travel and Tourism?

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

This qualification is designed to support students who are interested in learning about the travel and tourism industry with a view to progressing to a wide range of higher education courses or working within a related sector. This course is equivalent to one GCE A-level and will take place over a two year period. The examining body is Pearson.

Course Content

Over the two years you will study four units:

Unit 1: The World of Travel and Tourism
This unit provides the foundation for learners 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 assignment

Assessment

In this course, the external assessment makes up 58% of the marks. You will be assessed through a mixture of coursework 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!”

Entry Requirements

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

Students who have achieved a high Grade 4 in English Language and Mathematics may be allowed on the course after a discussion with the Head of Department.

Miss E Boddy
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.

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 Sport 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

Why study Physical Education?

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

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

How you will be assessed

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

Component 1: 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
Component 03: Socio-cultural issues in physical activity and sport
3.1 Sport and society
3.2 Contemporary issues in physical activity and sport
Assessment: 1 hour examination paper
Worth 20% of the total A-level grade.

Component 04: Performance in physical education (NEA)
4.1 Performance or coaching of an activity taken from the approved lists
4.2 Evaluation of performance for improvement (EAPI)
Assessment: internally assessed through video and written evidence and externally moderated by the examination board.
Worth 30% of the total A-level grade.

Entry Requirements

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

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

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

For further details, please see any member of the PE Department.
Why study BTEC National Extended Certificate in Sport?

The Pearson BTEC National Extended Certificate in Sport is intended to be an applied general qualification for post-16 learners, 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 learners who may choose to enter employment directly in the sports sector.

What could this qualification lead to?

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

What will I learn?

Students will study three mandatory content areas:

- **Anatomy and Physiology**
- **Fitness Training and Programming for Health, Sport and Well-being**
- **Professional Development in the Sports Industry**

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

BTEC Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes both coursework and two external exams which are a reflection of vocational qualifications in the sport.

There are four main areas of assessment:

- **x1 Anatomy and Physiology exam worth 33.3%**
- **x1 Application of Fitness Testing exam worth 33.3%**
- **x2 pieces of coursework worth the remaining 33.3%**

Entry Requirements

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

Plus, Grade 6/6 in GCSE Science Trilogy or Grade 6 in Biology, and a Grade 6 in English Language. Candidates have to have a keen awareness and interest in current sporting issues.

For further details, please see any member of the PE Department.
“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 have to pay great attention to detail, to perfect and redo. Putting on a play, exhibition or concert takes strong organisational skills.”

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

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

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.
Why study Art, Craft and Design?

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

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

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

Subject in Year 12

Portfolio – Experimental use of Materials, Technique and ‘Ways of Seeing’

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

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

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

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

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

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

Subjects in Year 13

Component 1: Personal Investigation

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

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

Worth 60% of A-level mark.

Component 2: Externally-Set Assignment

Students will choose one of eight questions from the AQA examination paper. There will be a preparatory period (exam studies) of approximately 8 weeks to build a body of contextual research, experimentation and development of
ideas. The 15 hour exam will be over 3-4 sessions in the art rooms, in exam conditions.

Worth 40% of A-level mark.

A-level Assessment

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

Materials/Equipment:

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

- A3/A2 sketchbooks used for studies, research, analysis, experimentation and development of ideas leading to artistic outcomes.
- An inspiration journal of any size / format, an A1 portfolio.
- An art box with a range of personal art materials, which is portable between home and school.
- A digital camera and a memory stick.

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

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

“I chose A-level Art because I like the freedom of being able to convey my ideas through creativity.”
Why study Drama & Theatre Studies?

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

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

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

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

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

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

Assessment: internally assessed and externally moderated.
Coursework 40% of the qualification, worth 80 marks.

Component 2: Text in Performance

There are two parts to the unit:

1) A group performance/design realisation of one key extract from a performance text, which is worth 36 marks.

A monologue or duologue performance/design realisation from one key extract from a different performance text. This is worth 24 marks.

Assessment: externally assessed by a visiting examiner.
Coursework 20% of the qualification, worth 60 marks.

Component 3: Theatre Makers in Practice

This is a written examination taken in June 2023.

A-level Assessment

Section A - Live Theatre Evaluation

Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

Section A is worth 20 marks.
Section B: Page to Stage: Realising a Performance Text

Students answer two extended response questions based on an unseen extract from the performance text they have studied. Students will demonstrate how they, as theatre makers, intend to realise the extract in performance. Students answer from the perspective of a performer and a designer.

Section B is worth 36 marks.

Section C: Interpreting a Performance Text

Students will answer one extended response question from a choice of two using their chosen texts. They will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

Section C is worth 24 marks.

Assessment: 2½ hour written examination.

Worth 40% of the qualification 80 marks.

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

“Drama students develop confidence, team-building, communication and other life skills”
Why study the BTEC Level 3 National Extended Certificate in Creative Digital Media Production?

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

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

Subject Content

The units you will study are:

- Media Representations - onscreen exam (externally assessed)
- Pre-production Portfolio - non examination assessment (NEA)
- Responding to a Commission - externally assessed assignment set by the exam board
- Film Production: Fiction - non examination assessment (NEA)

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

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

Progression

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

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

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.

Students who have achieved a high Grade 4 in Media and/or English Language or Literature may be allowed on the course after a discussion with the Head of Department.
Why study Media?

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

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

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

Subject Content

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

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

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

A-level Assessment

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

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

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

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

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

Entry Requirements

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

Students who have achieved a Grade 5 in Media and/or English Language or Literature may be allowed on the course after a discussion with the Head of Department.
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 between. This will give you the opportunity to create two linked practical products that demonstrate your knowledge and understanding of the theoretical framework and the production skills you have built up throughout the course.

Progression

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

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

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

Music strikes a perfect balance between a practical and academic subject. The range of skills and qualities needed for success are vast, they include problem solving, working with others, analysis, performing and being creative. Music is constantly evolving: inspiring creativity and expression in a way that no other subject can. The course values all music styles, skills and instruments. You will broaden your mind and foster a love of all music.

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

In the future, creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

The word “music” covers a huge range of different styles and genres, and each one of us has our own preferences and interests. The Eduqas AS and A-level specifications recognise this through the varied areas of study and the choice of routes through the course:

- The area of study include the Development of the Symphony; a choice of Rock and Pop Music, Jazz, or Musical Theatre; and at A level, either Into the Twentieth Century or Into the Twenty-First Century.
- The area of study “Into the Twenty-First Century” includes works by living male and female composers giving an insight into the current music industry.
- There is a symphony to study as a set work, and two short twentieth or twenty-first century pieces, but beyond this the choice of classroom repertoire is left to the teacher, who will select music which is relevant, 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.

Students at A-level can choose whether they wish to be assessed on a longer performance or submit a third composition, allowing them to develop their preferred specialism.

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.

Students who received a Grade 5 at GCSE may also be permitted after a discussion with the Head of Music.
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.
• 1. Symphony No. 104 in D major, ‘London’: Haydn
• 2. Symphony No. 4 in A major, ‘Italian’: Mendelssohn

Area of study B: Rock and Pop

Area of study E: Into the Twentieth Century including two set works:
1. Trio for Oboe, Bassoon and Piano, Movement II: Poulenc
2. Three Nocturnes, Number 1, Nuages: Debussy

A-level Assessment

The course is assessed in three sections:

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

Composition
4 – 6 minutes worth 25% of qualification.

Appraising Music - Written Examination
The questions in the written exam cover:
Set work analysis with a score
Extended responses on wider context
Unprepared extracts of music with and without a score
Comparison questions. This component includes a listening examination
2 hours 15 minutes paper worth 40% of the qualification.

“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.”
“A-level Music teaches you to develop performance and composition skills and to further develop your knowledge of a variety of music including classical, film, jazz and popular music.”

“Musicians are generally able to process information quicker because the brain has to simultaneously recognise different pieces of information at quick speeds.”
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.

Entry Requirements

Students should have achieved at least a GCSE Grade 5 in one of the following design and technology subjects:

- Graphic Products
- Resistant Materials
- Engineering
- Industrial Technology
- Product Design

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

What will you learn?

- How to design and make quality products.
- How to use ICT as a tool 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 areas.
- How processes and products have shaped our understanding of a technological world and their influence on modern day development.
- How to evaluate skills in technical, aesthetic, ethical, economic, sustainable, social, cultural and entrepreneurial contexts.

Inspiring a future in design and technology

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

A focus on iterative designing

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

Projects that offer so much more

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

Support and guidance

You will find that you quickly gain an in-depth working knowledge of our high-quality facilities whilst benefiting from the support and guidance of subject specialists to gain the best possible outcomes.
Assessment
Two examinations to be taken at the end of the two year course. Each examination is worth 25% of the total A-level grade:
• a 1½ hour exam on Technical Principles
• a 1¾ hour exam on Problem Solving and Critical Thinking
Plus
• a NEA (non-examination assessment) worth 50% of the course; a Design Project portfolio solving a real world problem.

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:
Graphic Design
Engineering
Interior Design/Engineering
Aviation Design/Engineering
Medical Design/Engineering
Marketing & Advertising
Local Authority Planning
Environmental Management
Architecture
Surveying
Exhibition Design
Theatre/Film Production Design

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

“Product Design helps you take a broad view of design and technology, and makes you appreciate the complex relations between design, materials, manufacture and marketing.”
Why study A-level Textile Design?

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

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

How are the lessons taught?

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

Commitment

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

Subject at A-level

Students will build and develop on their knowledge and understanding from GCSE whilst also having the freedom to focus in more depth on areas of design and technology that most interests them. As part of the course students will work on small skills based projects to develop their understanding in the theory and NEA task. Assessment: 7 hour written/practical exam.

Assessment

We offer the OCR Fashion and Textiles Design course. This is a 2-year A-level qualification. The course consists of three units which are all assessed in 2023.

Units 1 & 2 - Two written examination papers

- a 1½ hour exam on Technical Principles; worth 80 marks; 26.7% of the total A-level grade.
  
  Students will answer questions on materials, components, manufacturing processes and industrial and commercial practices.

- a 1¾ hour exam on Problem Solving and Critical Thinking; worth 70 marks, 23.3% of the total A-level grade.
  
  Students will apply their knowledge and understanding through a product analysis task.

Units 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.

Entry Requirements

Students should have achieved at least a Grade 5 in GCSE Textiles Technology. We would consider applications from students who have not studied textiles but may have studied another course in Design and Technology or Art & Design and achieved a Grade 5.

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.
Further Education Courses available to students studying textiles design are:

Art and Design Foundation Course
BA Art and Design
BA Costume Design
BA Fashion Illustration
BA Fashion and Journalism
BA Fashion Merchandising
BA Photography
BA Product Design
BA Interior Design

BA in Surface Decoration
BSC in Textiles Manufacture
Diploma in Garment Technology
Fashion Marketing courses
Fashion Retailing courses
HND in Fashion

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

“The skills I have learnt from the teachers here at GMS have set me up for my future career in fashion and has made my aspirations seem a reality!”
“Learning a foreign language helps keep your memory sharp. French and Spanish are probably the most important languages to learn if you love to travel.”

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

“French is the second most widely learned foreign language after English, and the fifth most widely spoken language in the world. French is also the only language, alongside English, that is taught in most countries in the world.”
What do I need to know?

- All modern language (French, German or Spanish) degrees at university require the language being studied and the top universities prefer a second language.

- 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.

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

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

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

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

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

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

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

How are the lessons taught?

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

Subject at A-level

The course consists of 4 topics

1. Social Issues and Trends

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

2. Political and Artistic Culture

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

3. Grammar

The grammatical system and structure of the French language.

4. Works: Literary Texts and Films

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

A-level Assessment

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

Paper 1: 2½ hour listening, reading and writing exam. Worth 40% of the total A-level grade.

Paper 2: 2 hour written exam. Worth 40% of the total mark.

Paper 3: 20 minute (including prep time) speaking exam. Worth 30% of the total A-level grade.

Entry Requirements

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

Consideration may be given for students with a high Grade 5 after a discussion with the Head of Department.

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 independence in your approach to your studies. It is essential that you research language, culture and society by studying a range of target language sources and that you seek to use and manipulate language in a creative manner.

How are the lessons taught?

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

Subject at A-level

The course consists of four topics

1. Social issues and trends
   Topics include: modern and traditional values, cyberspace, equal rights, immigration, racism and integration.

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

3. Grammar
   The grammatical system and structure of the Spanish language.

4. Works: Literary texts and films
   Either one text and one film or two texts from the prescribed list.

A-level Assessment

Papers 1 and 2 are assessed by written exams taken in June. Paper 3 is an oral exam taken in the spring term of 2023.

Paper 1: 2½ hour listening, reading and writing exam.
Worth 40% of the total A-level grade.

Paper 2: 2 hour written exam.
Worth 40% of the total A-level grade.

Paper 3: 20 minute (including prep time) speaking exam.
Worth 30% of the total A-level grade.

Entry Requirements

Students should have achieved at least a Grade 6 in GCSE Spanish to progress to A-level.
Consideration may be given for students with a high Grade 5 after a discussion with the Head of Department.

For further details, see any member of the MFL Department.
Why study Childcare?

“Children are NOT a distraction from more important work. They are the most important work.” C.S. Lewis

We are an established and well respected centre for delivering CACHE qualifications and can offer you a supportive, well organised and efficient environment to study childcare. We welcome external candidates.

If you are a person who enjoys working with children and wants to embark on a rewarding and caring career, this is the course for you. The sixth form childcare course does not require a GCSE qualification in the subject.

The Level 3 Diploma is exciting and rigorous and we organise local placement opportunities for you. After completing your course, you may want to work in a pre-school setting, a nursery or progress to university to study child education at a further level.

DBS checks are compulsory for all who apply for this course as you will be working with children.

CACHE Level 3 Technical Diploma in Childcare and Education (Early Years Educator)

This TWO year course can lead straight to employment at age 18 in a childcare setting, or can qualify students for university.

Fifteen units are delivered and assessed through essays, classroom tasks and workplace practice. (All are internally marked.)

There are TWO externally marked assessments. One in Year 12 and one in Year 13. These are completed in class over a 20 hour period and students MUST pass these components.

Units studied in Year 12:
- Child Development from Conception to Seven Years
- Children’s Health and Well-Being
- Working with Young Children
- Child Health

Units studied in Year 13:
- Emergent literacy
- Emergent mathematics
- Preparing for school readiness
- International perspectives
- Professional development
- Working in partnership

Placements

A minimum of 750 placement hours are required over the 2 years of study. Students are in placement for a week then in school for a week, and alternate this way throughout the course. Students are observed at their placement as part of the assessment for their course.

Great Marlow School works very closely with students to arrange placements that are close to their home. Placements used must have a good or outstanding Ofsted rating to ensure best practice is offered to students.
Placement will be in at least two different settings in the following age ranges:

<table>
<thead>
<tr>
<th>Age range</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 year 11 months</td>
<td>50</td>
</tr>
<tr>
<td>2-2 years 11 months</td>
<td>260</td>
</tr>
<tr>
<td>3-5 years</td>
<td>340</td>
</tr>
<tr>
<td>Specialised placement</td>
<td>100/750</td>
</tr>
</tbody>
</table>

Progression Routes

CACHE Level 3 Technical Diploma in Childcare and Education (Early Years Educator)

Continue to:

- university (e.g. teaching; child psychology; social work); children’s nursing
- private nannying
- a teaching assistant role in a primary school  OR
- nursery or pre-school practitioner

Depending on the final grade the UCAS points for this course are 72-168.

Early Childhood Education provides an exceptional opportunity to work with children and their parents to help shape a child’s life for the better and aid them to reach their ability and potential to the fullest.

If you’re hoping to find employment in a childcare setting, working with children aged 0-5, then the CACHE Level 3 Technical Diploma in Childcare and Education Course is probably the most suitable.

Once you have completed the course, you will have a thorough understanding of young children’s health, educational and emotional needs, and the skills needed to promote children’s development and wellbeing by working together with their families and other professionals.
Great Marlow School

Bobmore Lane  Marlow  Buckinghamshire  SL7 1JE
Telephone: 01628 483752
www.gms.bucks.sch.uk
email: info@gms.bucks.sch.uk

Opportunities are Created  •  Potential is Realised  •  Excellence is Achieved