King's Bruton Sixth Form

Be Ambitious

2026
Options Booklet










Welcome from the Deputy Head - Sixth Form

The Sixth Form represents a defining transition: a stage marked by greater privilege, freedom, and responsibility. It is also a pivotal time, with increasingly competitive university places and career pathways awaiting. The benefits of an outstanding Sixth Form education are lifelong, and King's provides the supportive environment in which individuals can truly flourish.

We offer an enviable breadth of academic options, enabling pupils of all abilities to select courses that suit their strengths and ambitions, while ensuring they reach their full potential. The expertise of our highly qualified teaching staff, combined with the guidance of our House and Tutor system, means that every King's Sixth Former is both challenged and supported as they prepare for life beyond school.

Future aspirations are nurtured through tailored careers guidance, employability skills training, specialist apprenticeship and university support, Higher Education visits, and extensive opportunities to enrich CVs and UCAS applications. King's leavers go on to destinations that include Oxbridge, Russell Group and international universities, competitive medical courses, and prestigious degree apprenticeships.

This provision is further enhanced by our dedicated Sixth Form Team, including Mrs Caroline Garland, who focuses on highly competitive university applications, Mrs Marie Goffe, Apprenticeship Advisor, and Mrs Victoria Cole, Study Support Assistant.

A hallmark of King's Sixth Form is the encouragement for pupils to be ambitious—with their studies, their time, and their futures. This ethos underpins everything we provide and reflects the standards we expect of our pupils.

Above all, the Sixth Form is a happy and enriching time, where pupils are inspired to develop academic curiosity in a supportive, motivating environment. We hope you enjoy reading this booklet, and we look forward to welcoming you to King's.

Will Daws

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Contents

Sixth Form Subject Choices

King's Sixth Form curriculum offers a wide range of subjects, with the opportunity to study both A Levels and BTEC qualifications.

LINEAR A LEVELS

Following the national reform process, all A Levels are now linear A Levels, with AS decoupled from A Levels. The reformed examination schedule includes two or three terminal examinations for each subject, with an emphasis on synoptic questions and a greater stretch and challenge posed than in previous years. Science courses also include assessment of practical skills.

INTERNATIONAL A LEVEL

The exception to this decoupling is in Geography, where we study the International A Levels, and the AS result contributes to the final A Level grade. In this subject, AS and A Level courses have terminal examinations taken at the end of the Lower Sixth and Upper Sixth respectively.

KING'S CURRICULUM POLICY

King's policy, which is kept under constant review with feedback from Higher Education providers, will see pupils sit AS Exams only in Geography, where the International A Level is studied. At the end of the Lower Sixth, performance in linear A Level subjects will be assessed with rigorous internal examinations.

Members of the Lower Sixth at King's are expected to study four subjects, whilst having the option of completing an Extended Project or other enriching qualifications. These subjects are selected following consultation between pupils, parents and tutors during the Fifth Form (Year 11).

Current and prospective parents are also welcome to contact Mr Daws or Mr Cupit for further discussion and guidance. Where possible, an initial decision should me made and returned by the 28th November. A combination of A Level and BTEC/WJEC subjects is possible and indeed encouraged for appropriate pupils.

Most pupils will then drop to three subjects in the Upper Sixth. Whilst every effort will be made to try to accommodate the pupils' choices, it may be that some subject combinations will not be possible, in which case those meeting greatest demand will prevail.

NOTES

- In order to consider entry for the Sixth Form, pupils should achieve grades 4-9 in at least five subjects, with a grade 6 in the Lower Sixth subjects they opt for.
- The School reserves the right to withdraw a subject, if, in the Headmaster's opinion, numbers are too small to form a viable group.
- In the event of a subject being over-subscribed, it may be necessary to limit numbers using academic criteria.
- If, in the Headmaster's opinion, a pupil's performance in the Lower Sixth Internal Examinations or in the International AS Level Examinations suggests that he/she is unlikely to pass A Level, then the pupil will not be permitted to continue the subject(s).

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Academic Programme

- Art and Design
- Biology
- Business
- Chemistry
- Design and Technology
- Economics
- English Literature
- Enterprise & Entrepreneurship (BTEC)
- Food Science & Nutrition (WJEC)
- French
- Geography
- History

CORE PROGRAMME

4 A Levels and BTECs from these two columns

+

OPTIONAL AMBITIONS

- Extended Project Qualification
- Department Enrichment Activities
- Independent Learning MOOCs
- IT Certification
- Personal Finance Training
- E-Learning Courses

- History of Art
- Latin
- Mathematics
- Further Mathematics
- Music
- Music Technology
- Performing Arts (BTEC)
- Physical Education
- Physics
- Politics
- Psychology
- Spanish
- Sport (BTEC)

BTECs and WJEC AAQ

WHAT ARE BTECs & THE WJEC AAQ (Alternative Academic Qualifcation)?

- They are work-related qualifications suitable for a wide range of pupils.
- They are built to accommodate the needs of employers and enable progression to university.
- They provide a practical, real-world approach to learning without sacrificing any subject theory.
- They can be taken alongside A Levels.

WHERE CAN THESE TAKE YOU?

- BTECs and the WJEC AAQ are recognised by universities, employers and professional bodies.
- They offer natural progression to academic qualifications and university, as well as to potential vocational options. This includes most Russell Group and many overseas universities.
- The qualifications are developed with key industry representatives and sector skills councils.
- Many industry and professional bodies offer exemptions to successful BTEC and WJEC AAQ pupils for their own accredited qualifications.

WHAT LEVELS DOES KING'S OFFER?

King's pupils starting the WJEC AAQ in Food Science & Nutrition, or the BTECs in Enterprise & Entrepreneurship and Performing Arts in the Lower Sixth will all initially study the WJEC Level 3 Certificate or BTEC National Certificate Level (similar to an AS Level). The BTEC Sport course is run over 2 years and therefore pupils will only receive a qualification at the end of the Sixth Form. Pupils continuing to the Upper Sixth will complete a WJEC Extended Certificate (Food Science & Nutrition) or Extended Certificate (Sport, Enterprise & Entrepreneurship, Performing Arts). Both of these are recognised with a significant number of UCAS points, matching those of the A Level qualifications.

HOW ARE THEY ASSESSED?

To complete each BTEC unit, pupils' work is assessed continually, pulling together the skills, knowledge and understanding. This ongoing assessment allows pupils to analyse and improve their own performance. Teacher assessment is complemented by external exams, with units being graded at Pass, Merit, Distinction or Distinction*. The WJEC Extended Certificate is assessed using a combination of examinations and Non-Examined Assessments. This is graded overalll using A*-E.

How To Choose Your Subjects

For some pupils, choosing options is straightforward, but for most, it is something they will have to think carefully about. It is important that you seek advice and discuss your options. Pupils should discuss options with family, teachers, tutors, Housemasters and Housemistresses, and with the Deputy Head - Academic or Deputy Head - Sixth Form, if they wish. **Talk to people who know your strengths, weaknesses and interests.**

Here are some useful principles to bear in mind:

Choose subjects that you enjoy. Interest in the subjects is of prime importance. You will need to devote many hours of study to each of your subjects. Unless you are interested, you will find it hard to maintain the motivation necessary to achieve your best grades.

Choose subjects in which you can succeed. You should have the ability to carry on studying your subjects to a high level, therefore, it is sensible to choose subjects in which you have already succeeded. When choosing new subjects look carefully at their requirements - **do they match your strengths**? Bear in mind that for many university courses, what matters is the grade profile, not the specific subjects, so do things that you can do well in and be realistic, listening to the advice of your tutors and teachers.

Choose subjects that are relevant to future plans. If you have a clear idea of your future aspirations at age 18, choose subjects which are required by Higher Education institutions or employers in order to fulfil those intentions.

Investigate the various options and choose relevant and useful combinations of subjects. Make use of the Careers resources in the Library and online - **Unifrog** has a wealth of helpful information to support your decision making.

Choose subjects and course type which suit your style of working. Think whether you prefer more or less coursework, examinations etc. Look carefully at the skills, study patterns and styles of work required.

Choose subjects which are compatible with each other. Ensure your subjects fit well together and appear a sensible grouping for your future career or education.

Here are some links you might find useful:

The Uni Guide Subject Explorer

This tool allows you to put in combinations of A Level and BTEC subjects, to see where they could lead you: www.theuniguide.co.uk/a-level-explorer .

Unifrog

https://www.unifrog.org - for those with access to Unifrog, this excellent careers platform provides subject pathway information and profiling tools to help decide on subjects.

Informed Choices

https://www.informedchoices.ac.uk/ - produced by Russell Group universities, this is particularly useful guidance for those likely to get a majority of grade 6s and above at GCSE.

Art & Design

EXAMINATION BOARD: EDUQAS
The Art and Design course embraces the whole breadth of media and techniques. Pupils can study:

- Fine Art
- 3D Design
- Graphic Design
- Photography
- Digital Media
- Printmaking
- Textiles
- Ceramics

WOULD SUIT:
Art & Deisgn would suit an enthusiastic, creative person who is prepared to invest time in the studios outside of lessons. Ideally pupils will have confident drawing skills and an open mind.

ASSESSMENT:
Art is assessed through coursework (60%) and a final examination which lasts for 15 hours.

FUTURE CAREERS:
Art and Design specialist courses in the visual creative arts. Applied arts in the media and entertainment industries. Art and Design is also one route towards a career as an architect.

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History of Art

EXAMINATION BOARD: OCR
Art History is a discipline that seeks to understand different cultures and epochs through the study and analysis of art and architecture as a means of communication.

WOULD SUIT:
Art History would suit pupils who want to study the significance of art and visual culture more generally, across a wide range of periods and places.

ASSESSMENT:
Pupils will be assessed through coursework (60%) and a final examination (40%).

FUTURE CAREERS:
Often pupils with a passion for Art History would head into roles within research, museum or gallery management, conservation and education.

It can also be coupled with a variety of other subjects to lead into careers in Business, Law, Journalism and far more besides.

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Biology

EXAMINATION BOARD: AQA

Biology A Level teaching is split over two years, where pupils will develop a more in depth understanding of concepts covered at GCSE, as well as learning new cellular and biochemical components of the course. There is also a Practical Endorsement element, where pupils are assessed on a series of Required Practical experiments over the two year period.

WOULD SUIT:

Pupils who have an interest in exploring Biology to a more complex and cellular level. The course will be a mixture of independent and group study, therefore, pupils must be self-motivated to ensure consolidation is carried out in study periods and prep times. Biology would suit pupils who have a passion for science and who enjoyed the subject for GCSE, but also pupils who are focused and motivated to work hard.

Grade 7 or above in GCSE Science (Triple award) is advised.

COURSE CONTENT:

The specification is divided into main topic areas, each covering different key concepts of Biology:

Year 1

Biological molecules, Cell structure and division, cell membranes, immunity, Exchange surfaces and transport in animals and plants, DNA, RNA and protein synthesis, diversity and selection, classification.

Year 2

Photosynthesis and respiration, energy transfer and nutrient cycles, stimuli and responses, nervous coordination, homeostasis, Genetics, populations and evolution, populations and ecosystems, Gene expression, genome projects and gene technologies.

In addition, at least 12 'Required Practical' experiments will be carried out in lesson time over the two years.

ASSESSMENT:

Teacher assessed Practical Endorsement throughout the course. The practical skills form a component of the three externally assessed written examinations, sat at the end of the second year of study which assess both years' work.

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Business

EXAMINATION BOARD: AQA

Whoever we are, we engage with businesses every day, and studying an A Level in Business will provide insight into this world of commerce as well as offer a gateway to a number of university courses and career options. Business graduates remain among the most employable - unsurprising given the range of disciplines that an A Level Business qualification covers.

With a focus on helping pupils become effective decision-makers, business students develop essential managerial skills alongside techniques to help them become problem solvers.

Learners on this course will study business in a variety of contexts (e.g. different-sized businesses, different sectors, UK-focused and multinational organisations, business-to-business, business-to-consumer, and a range of different markets and business situations) and will consider topics such as:

- The functional areas of business, namely marketing, finance, operations, and human resources
- The impact of digital technology on business
- The influence of ethical and environmental issues on business decisions
- The external environment of business
- Strategic planning

FURTHER STUDY/CAREERS:

The course is suitable for many careers and degree pathways, including business and international business, accountancy, marketing, banking and finance, advertising and promotion, law, public relations, human resource management, and business administration.

COURSE CONTENT:

The topics lend themselves to studying and engaging with the business world. The specification and assessment aim to encourage learners to follow business developments and think critically about contemporary business issues.
Unit 1 - What is Business? Managing Marketing and Finance
Unit 2 - Managing People and Operations
Unit 3 - Business and Society, the External Environment, and Business Strategy

ASSESSMENT:

Assessment will be in the form of three 2-hour papers. Each paper will include two case studies, and each case study will contain five compulsory questions worth a total of 45 marks. Each paper will focus on a different part of the specification. The assessment materials are based on real business situations to ensure that the content remains relevant and engaging. Where appropriate, real company data will be provided.

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Chemistry

EXAMINATION BOARD: AQA

The A Level Chemistry course is designed to introduce pupils to how Chemistry fits into every aspect of their lives and help them to make sense of the world around them.

The course involves substantial practical work to consolidate the theoretical content needed and enable pupils to appreciate the wider application of Chemistry.

WOULD SUIT:

Pupils who have good comprehension, scientific communication and problem-solving skills. A solid grasp of Mathematics is advisable.

Pupils should have a commitment to the subject, be competent in using different techniques to make and record observations, and have an enquiring mind.

FURTHER STUDY/CAREERS:

A Level Chemistry offers a wide range of transferable skills and is fundamental for many higher education courses, such as Biological Sciences, Chemical Sciences, Engineering, Forensics, Material Sciences, Medicine, Medical Technology and Veterinary Sciences.

COURSE CONTENT:

Year 1

Atomic Structure, Amount of Substance, Bonding, Energetics, Kinetics, Equilibria, Redox Reactions, Periodicity, Group 2 and Group 7 Elements, Nomenclature and Isomerism in Organic Chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols and Organic Analysis.

Year 2

Acids and Bases, Compounds Containing the Carbonyl Group, Aromatics, Amines, Amino Acids, Polymers, Organic Synthesis, Structure Determination, Thermodynamics, Transition Metals and Reactions of Inorganic Compounds in Aqueous Solution.

ASSESSMENT:

Teacher-assessed Practical Endorsement throughout the course. The practical skills form a component of the three externally assessed written examinations, sat at the end of the second year of study which assess both years' work.

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Design and Technology

EXAMINATION BOARD: AQA
The A Level Design and Technology: Product Design qualification gives pupils the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in engineering and creative industries.

FURTHER STUDY/CAREERS:
Design and Technology can set you up for a career in a wide variety of industries. Careers for people with Design and Technology qualifications include: Product Designer, Architect, Software Engineer, Civil or Structural Engineer, Automotive Engineer, Interior Designer, Marketeer, Material Scientist, or even a budding entrepreneur - the next James Dyson or Jonathan Ive.

COURSE CONTENT:
Throughout the course, in addition to technical knowledge, pupils will be developing several key transferable skills demanded by employers. These include analytical, problem-solving and effective communication skills, as well as using initiative and being innovative.

50% of the final grade is derived from a design portfolio (NEA), produced by the pupils. The pupil researches a specific problem area of their choice, collaborating with a client to design and make a product that enhances or improves the situation that the pupil has identified. This project reflects the way designers and engineers work in real life. Over the two-year course pupils develop their manufacturing skills and material knowledge, together with an understanding of commercial production methods and product marketing.

The exam components will assess pupils' theoretical knowledge of material properties and production techniques, as well as their understanding of various commercial manufacturing processes. Also covered is product analysis, the influence of designers and design movements, sustainability, and environmental, social, moral, and ethical considerations in the role of designer.

Much of what is learnt in the theoretical lessons can be used in the NEA as the pupils develop their working knowledge of the design process in their project as they display their talent and passion as a designer and maker.

ASSESSMENT:
Technical principles written exam:
2 hours 30 minutes (30% of the A Level).

Design and Making principles written exam:
1 hour 30 minutes (20% of the A Level). This looks at product analysis and commercial manufacture.

Non-exam assessment:
50% of the A Level, submitted as a written or digital portfolio and photographs of the final prototype.

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Economics

EXAMINATION BOARD: EDEXCEL (Spec A)
Economics is a social science concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses and governments make choices about how to allocate scarce resources.
It relates to every aspect of our lives so an economic way of thinking can help you make better choices. It does not matter if you have not studied Economics before, you might have an interest in Economics and want to know more about the impact Economics has on the world around you. You might want to investigate some of the stories you hear in the news.

- Why do we need to control inflation?
- Will we ever return to low interest rates?
- Should we be afraid of the economic power of China?
- Should we be taxing income or wealth?
- This course will help you to better understand debate around these questions and many more.

FUTURE CAREERS/UNIVERSITY COURSES
Studying Economics will help you develop transferable skills that will prepare you for studying at university or for moving into the world of work, these include skills in data interpretation, debating and essay writing. Suitable higher education courses include Economics degrees or degrees in Applied Economics, such as Environmental Economics, Behavioural Economics, and Labour Economics. Alternatively, you might choose to study Business Economics, Econometrics or a Business and Management degree. Economics students can also follow a wide range of careers within industry, commerce, finance, and the civil service.

COURSE CONTENT
Themes one and three are focused on Microeconomics and two and four on Macroeconomics.

Theme 1: Nature of Economics; How Markets Work (Supply and Demand); Market Failure; Government Failure

Theme 2: Measures of Economic Performance; Aggregate Demand; Aggregate Supply; National Income; Economic Growth; Macroeconomic Objectives and Policy

Theme 3: Business Growth; Business Objectives; Revenues, Costs and Profits; Market Structures; Labour Market; Government Intervention.

Theme 4: International Economics; Poverty and Inequality; Emerging and Developing Economies; The Financial Sector; Role of the State in the Macroeconomy

ASSESSMENT
Pupils are assessed by three examinations at the end of year two which include a combination of multiple choice, short answer, essay, and data response questions.

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English Literature

EXAMINATION BOARD: OCR

Explore politics, psychoanalysis, sex, race, drama and tragedy with a respected and prestigious A Level. Shed the shackles of GCSE English Language, and specialise in a wonderous world of story, myth and magic. The course comprises of recognised and modern literary greats, alongside new avenues of interpretation and criticism.

WOULD SUIT:

English Literature will suit anyone with a desire to explore culture and the representation of our thoughts and feelings through language. Those wishing to develop a convincing, critical voice and to think independently will benefit from our examination of the politics, contexts and psychology of literary works.

FURTHER STUDY/CAREERS:

English Literature sharpens written and verbal communication, encourages debate, and teaches research skills. The analytical nature of the subject is prized by many degree courses, opening doors to careers in media, law, politics, and education. Indeed, many with their hands on the levers of power and influence began those journeys with an A Level in this subject.

COURSE CONTENT:

Drama and poetry pre-1900

- Henrik Ibsen: *A Doll's House*
- William Shakespeare: *Othello*
- Alfred, Lord Tennyson: *Maud*

Comparative and contextual study

American Literature 1880—1940

- F. Scott Fitzgerald: *The Great Gatsby*
- John Steinbeck: *The Grapes of Wrath*

Literature post-1900

This component encourages individual study, interest and enjoyment of modern literature. Students study three literary texts, which must include one prose text, one poetry text, and one drama text. All texts must have been first published or performed after 1900, and at least one must have been first published or performed after 2000.

ASSESSMENT:

- Paper 1: Drama and poetry pre-1900 (40%)
- Paper 2: Comparative and contextual study (40%)
- Coursework: Literature post-1900 (20%)

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BTEC Enterprise and Entrepreneurship

EXAMINATION BOARD: PEARSON

- What is the mindset and motivation behind Richard Reed setting up Innocent Smoothies?
- Why does Peter Jones say that 'Cash is King'?
- What is a Social Enterprise and what does your community need?
- What is the impact of social media on marketing campaigns?
- Who set up Gymshark?

This course includes lectures, discussions, and opportunities, such as study trips (recent ones have been to Longleat, Bruton Enterprise Centre, The Newt, London Branding Museum and BMW Mini Factory) and talks by guest speakers (local entrepreneurs, Les Roches Global Hospitality Education and Dragon's Den winners).

FURTHER STUDY/CAREERS:

The course is suitable for many careers and degree courses including: setting up one's own business, Events Management, Marketing, Accountancy and Business Management.

COURSE CONTENT:

Topics Include:

1. Investigating Different Enterprises and Entrepreneurship

2. Marketing

3. Business and Personal Finance

4. Social Enterprise and starting up your own business

ASSESSMENT:

Year 1

Unit 1:
4 reports - internally assessed over the course of 2 terms.

Unit 2:
A marketing campaign - IT project for 5 hours under controlled conditions (external examination)

Year 2

Unit 3:
An external written examination on personal and business finance

Unit 4:
2 reports - internally assessed over the course of the final term.

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Food Science & Nutrition (WJEC AAQ)

EXAMINATION BOARD: WJEC
The WJEC Level 3 Alternative Academic Qualification in Food Science and Nutrition (Extended Certificate) is designed for pupils who are passionate about food science, nutrition and health. It is especially beneficial if you are looking to continue your education at university and/or pursue careers in areas such as dietetics, food science, nutrition consultancy, public health or sport & nutrition including coaching.

If you are interested in understanding the science behind food production, dietary health and how nutrition impacts well-being, this qualification is a great fit for you. It blends academic knowledge with practical application, helping you develop valuable real-world skills while building a solid academic foundation.

Wth a focus on applied learning, it equips you with the research, analytical, and practical skills needed for university and beyond. The course is a combination of theory and practical application in year 1 to develop key skills from preparation, dietary needs, advanced cooking skills and professional presentation.

In year 2 you have the opportunity to complete a personal research project addressing contemporary issues and challenges which prepares pupils fo further academic study. Pupils will visit a range of establishments to engage with businesses on sustainability, production, food safety and nutrition.

FURTHER STUDY/CAREERS:
Degree courses linked to this subject are broad, from Food Science & Nutrition, Dietetics, Health & Social Care, Public Health Nutrition, Human Nutrition, Sports Exercise & Nutrition, Sport, Exercise & Health, Allied Health, Food Marketing. It also leads directly into careers, such as those in hopsitality or culinary arts.

COURSE CONTENT:
- *Unit 1: Nutritional Needs across life stages* focuses on understanding nutritional requirements for a balanced diet.
- *Unit 2: Developing practical food production skills.* Develop skills for preparing, cooking and presenting nutritious dishes that meet specific client needs
- *Unit 3: Principles of food hygiene and food safety in food production*. Develop an understanding of hazards linked to storage, preparation, cooking & serving food.
- Choose between *Unit 4: Experimenting to solve food production problems* or *Unit 5 – a research project on current issues in food science & nutrition.*

ASSESSMENT:
Year 1
Unit 1: Written exam 1hr 30 mins. Short and extended responses. (25%)

Unit 2: Non-examined assessment. Assignment brief set by the exam board (25%)

Year 2
Unit 3: Written exam 1hr 30 mins. Short and extended responses. (25%)

Unit 4 or 5: Non-examined asessment. (25%)

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Geography

EXAMINATION BOARD: CAIE

Geography is the fusion between the natural world and the social world; we study how various processes shape our planet (physical geography) and the impact on society (human geography). Human geography concerns the understanding of the dynamics of cultures, societies and economies, and physical geography concerns the understanding of the dynamics of physical landscapes and the environment.

WOULD SUIT:

Someone who is keen to learn about the world that they live in, with a natural curiosity and desire to learn about the Earth's landscapes, people, places and environments.

FURTHER STUDY/CAREERS:

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with Geography qualifications include: conservation, town or transport planning, surveying, sustainability, waste and water management, environmental planning, tourism, renewable energy and weather forecasting.

The army, police, government, research organisations, law and business world also look for candidates with the practical research skills that geographers develop. Because geographers learn about human and population development, Geography can also be useful for jobs in charity and international relations.

COURSE CONTENT:

Year 1

Physical Geography: hydrology, river processes and hazards; atmospheric processes and global climate change; earth processes and mass movements.

Human Geography: population and migration; water resources and management; urban areas and management.

Year 2

Global Environments: coastal environments; hazardous environments.

Global Themes: trade, aid and tourism; environmental issues and management.

ASSESSMENT:

Papers 1 and 2 (Physical Geography and Human Geography) are sat at the end of L6th form.
Papers 3 and 4 (Global Environments and Global Themes) are sat at the end of U6th Form.
All papers include data interpretation and essay questions.

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History

EXAMINATION BOARD: AQA

The course covers a broad range of history including the politics, economics and social aspects of two different, yet equally exciting periods that have had a massive impact on the world in which we live. The course will hopefully be supported by a range of trips both abroad and in the UK.

WOULD SUIT:

History A Level suits anyone with an interest in the world around them, an interest in people and an interest in being critical of what they read and see. A good level of written English is helpful, as is a good sense of humour. This course builds on the skills developed during the GCSE course, but is equally available to those who did not study History at GCSE but have since realised the error of their ways!

FURTHER STUDY/CAREERS:

History can lead to almost any career, as the skills of analysis and evaluation that one develops are much sought after. History is well respected as a subject amongst universities and employers. Historians occupy top positions in the world of politics, business, the media, education and the law to name but a few; and an A Level in History often complements subjects appropriate for Medicine or Engineering for example.

COURSE CONTENT:

Unit 1: Breadth Study: Germany 1871 – 1991.

Unit 2: Depth Study: The Making of Modern Britain 1951 – 2007.

Unit 3: Non-Examined Assessment (Coursework) – this can be on (almost) any topic of your choice that covers a 100 year period, but with a start date of no later than 1807.

ASSESSMENT:

There are two exams of 2 hours 30 minutes (each worth 40%). The coursework is worth the remaining 20%, and should be around 3,500 words. It is marked internally and moderated externally.

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Latin

Pupils with a particular interest in Latin can study AS Level Latin alongside their options. It may be possible to continue this to a full A Level.

EXAMINATION BOARD: OCR
The OCR AS Level in Latin builds on GCSE study.

For the language element, there is a defined vocabulary list, as well as specified accidence and syntax. Unseen translations will therefore not continue words or grammar topics outside of these - so it is possible to prepare thoroughly for this part of the exam and attain full marks if effort is spent learning vocabulary thoroughly and applying endings and syntactic knowledge accurately.

For the literature element, two set texts, one prose and one verse, are studied. Pupils will be required to translate the text, as well as analyse and evaluate both the content and style of the literature. For the prose text, the current cohort is studying the Roman historian, Tacitus, who writes on the emperor Claudius, his wife Agrippina and her son, Nero. For the verse text, they are studying Virgil's Aeneid, Book 2, on the fall of Troy.

FURTHER STUDY/CAREERS:
Latin, and the classical background encountered in the course, is critical to a full and deep understanding of many modern disciplines, such as English Literature, History, History of Art and Modern Languages. The skills required for understanding the language and text complement mathematical and scientific areas, where pattern recognition, logic and analysis are important. It is a versatile qualification that makes sense with many combinations of subjects, both humanities and sciences.

AS Level Latin is increasingly recognised as a demanding, challenging and stimulating subject taken by the most academic and ambitious learners. In a competitive world, such a qualification can provide the edge needed for successful applications for further study and careers.

COURSE CONTENT:
Unit 1 (50%): Latin Language
This paper involves the translation of a Latin passage into English, followed by either the comprehension of a harder Latin passage, or translation of five sentences of English into Latin.

Unit 2 (50%): Latin Prose and Verse Literature
The paper requires learners to understand and respond to passages from the set literature, with shorter comprehension questions, five lines of translation, and short essays of content and stylistic analysis.

ASSESSMENT:
Assessment is by written examination only. Pupils sit two examinations, with Unit 1 lasting 1 hour 30 minutes and Unit 2 lasting 2 hours.

Classes are typically small and focus on the individual needs of each, often making for a highly enjoyable and valuable addition to a pupil's timetable.

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Mathematics

EXAMINATION BOARD: EDEXCEL

Mathematics is a stimulating and challenging course involving problem solving, logical reasoning, communication and resilience. During your two years, you will increase your knowledge and understanding of mathematical techniques and their applications, which also support the study of other A Level subjects.

WOULD SUIT:

Pupils who enjoy Mathematics. The course builds on (I)GCSE knowledge so ideally a pupil studying A Level Mathematics has gained at least a Grade 7 at (I)GCSE.

FURTHER STUDY/CAREERS:

A Level Mathematics is essential or desirable for a wide range of degree courses including Economics, Computing, Social Sciences, Business, Physics, Engineering, Chemistry and Medicine.

COURSE CONTENT:

Pure Mathematics (66%):
Methods and techniques which underpin the study of all other areas of Mathematics, such as, proof, algebra, trigonometry, calculus, and vectors.

Statistics (17%):
Statistical sampling, data presentation and probability leading to the study of statistical distributions.

Mechanics (17%):
The study of the physical world, modelling the motion of objects and the forces acting on them.

You will need a graphical calculator for the study of Mathematics A Level. The Mathematics Department will arrange this to be ordered on your behalf.

ASSESSMENT:

At the end of the 2 year course, pupils sit two Pure and one Applied Mathematics 2 hour papers.
The Applied Mathematics paper covers Statistics and Mechanics.

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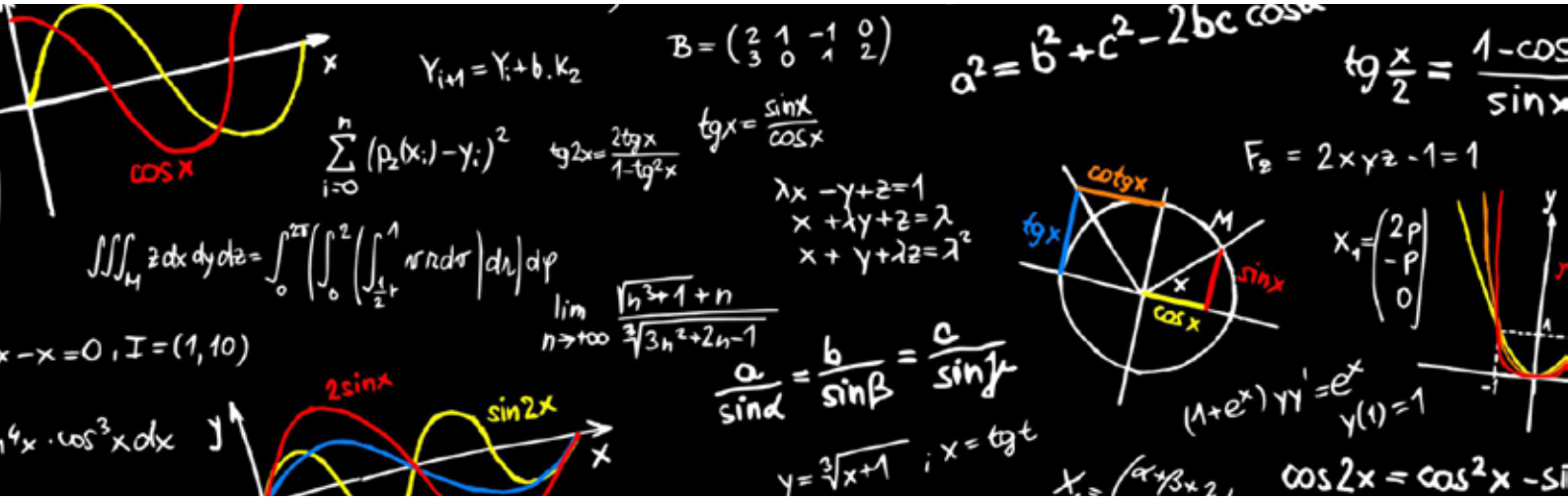

Further Mathematics

EXAMINATION BOARD: EDEXCEL

Any pupil applying to study a degree in a STEM subject should also consider taking Further Mathematics alongside A Level Mathematics.

Further Mathematics is considered as a separate A Level in its own right. In some cases a qualification in Mathematics or Further Mathematics will reduce the grades required for entry to a degree course in a related subject.

Further Mathematics A Level may be taken only in addition to Mathematics A Level.

FURTHER STUDY/CAREERS:

A Level Further Mathematics is desirable for a wide range of degree courses including Economics, Computing, Physics, Engineering and Mathematics.

COURSE CONTENT:

Core Pure Mathematics (50%)
Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations.

Further Pure Mathematics 1 (25%)
Further Trigonometry, Further Calculus (including Taylor Series, Leibniz's Theorem, L'Hospital's Rule, The Weierstrass substitution for Integration), Further Differential Equations, Co-ordinate Systems (including Conics), Further Vectors, Further Numerical Methods and Inequalities.

Mechanics (25%)
Momentum and impulse, work, power and energy, elastic strings and springs, elastic collisions, circular motion, centres of mass, further dynamics and kinematics, simple harmonic motion.

ASSESSMENT:

At the end of the 2 year course, pupils sit 4 papers:

Core Pure Mathematics 1
Core Pure Mathematics 2
Further Mathematics Statistics 1
Further Mathematics Mechanics 1

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Modern Languages

EXAMINATION BOARD: AQA

The A Level courses explore a number of social issues and trends both within France and Spain and their cultures across the world. A Level language courses are diverse and include sections on Science, Literature, Film and History.

WOULD SUIT:

Anyone looking to broaden their horizons, improve their communication skills and their employability.

COURSE CONTENT:

French:

- Aspects of French-speaking society: current trends
  Family structure, the world of cybernauts and why people want to become volunteers.
- Artistic culture in the French-speaking world
  The importance of heritage in France, contemporary French music and French cinema.
- Aspects of French-speaking society: current issues
  How French society has become multicultural and how immigrants and their descendants live in France, discrimination in French society and the issue of crime and punishment in France.
- Aspects of political life in the French-speaking world
  The issue of politics, the issue of strikes and the issue of immigration in France.

Spanish:

- Aspects of Hispanic society:
  Traditional and modern values, cyberspace and equal rights.
- Artistic culture in the Hispanic world:
  The influence of idols, regional identity in Spain & cultural heritage.
- Multiculturalism in Hispanic society:
  Immigration, racism, coexistence & integration.
- Aspects of political life in the Hispanic world:
  Young people, monarchies and social movements.

ASSESSMENT:

Paper 1 - Listening, reading and translation
Paper 2 - Written response to works (text or film)
Paper 3 - Speaking: two tasks - firstly, a discussion on a theme drawn from the topics; secondly, a presentation and discussion around a topic chosen for independent research.

FURTHER STUDY/CAREERS:

Language-specific career paths can include translation, interpretation and teaching. However, languages are a useful tool for business, journalism, banking, tourism, publishing, politics, scientific research and many more.

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Music

EXAMINATION BOARD: EDEXCEL
A Level Music enables pupils to extend their knowledge and understanding of music, to create and develop their own musical ideas and to demonstrate technical, interpretative and communication skills through performing music.

WOULD SUIT:
Musicians who have a minimum ABRSM Grade VI and normally someone who has studied GCSE Music. A good level of knowledge of music theory would be of benefit.

FURTHER STUDY/CAREERS:
As well as university/conservatoire courses in music, either in performance or composition, creative courses in sound engineering and acoustical engineering (combined with Maths and Physics A Level) offer a different career path. Due to the breadth of the A Level course and both creative and academic aspects, Music is a well-regarded subject by top universities.

COURSE CONTENT:
There are 3 components:.

Performing (30%)

- A public performance of one or more pieces, performed as a recital (minimum 8 minutes).
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music through the use of music technology.

Composing (30%)

- Total of two compositions, one to a brief and one either free composition or also to a brief.
- One composition must be from a list of briefs assessing compositional technique.
- Total time across both submissions must be a minimum of 6 minutes in duration.

Appraising (40%)

Written examination: 2 hours 10 minutes

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, (vocal music, instrumental music, music for film, pop music and jazz, fusions, new directions) each with two set works (three within the popular music & jazz area of study).
- Wider listening is also required.

The written exam consists of two sections:

Section A – Areas of study and dictation
Three short-answer questions related to the set works; one short melody dictation.

Section B – Extended response
Two essay questions: essay 1 on an unprepared extract; essay 2 is a choice of three questions that ask students to evaluate the musical elements, language and context of one set work.

ASSESSMENT:
The course consists of 60% coursework and 40% written paper.

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Music Technology

EXAMINATION BOARD: EDEXCEL
Develop skills in the creative use of technology, both in the production of computer-based music and the recording and editing of acoustic instruments and voices. Learn to identify and analyse production techniques and stylistic features within pieces of 20th and 21st Century popular music, and develop an understanding of these techniques and features in the context in which a track was produced.

WOULD SUIT:
This course would suit a creative pupil who listens to a wide variety of music and has good computer skills. GCSE Music is an advantage, as is an understanding of Physics. Previous experience of Music Technology (e.g. Garage Band or similar) is useful but not essential.

FURTHER STUDY/CAREERS:
Courses in sound engineering and acoustical engineering (combined with Maths and Physics A Level) are popular pathways. Pupils also follow more contemporary creative composition and recording courses. This course would also suit pupils who are intending to enter into the music industry in any capacity.

COURSE CONTENT:
Recording (20%)

- Learn production tools and techniques to capture, edit, process and mix a recording.
- Produce one multi-track recording of a song chosen from a list of ten provided.

Technology-based Composition (20%)

- Create, edit, manipulate and structure sounds to produce a technology-based composition.
- A composition in response to one of three briefs, which utilises a range of synthesis and sampling techniques alongside manipulation of creative effects.

Listening & Analysing (25%)

- Identify, describe, and analyse features within tracks chosen from a wide range of different genres and eras (1930-present) and critically assess and comment on technical, contextual, and creative elements of the production of the tracks.
- Complete two extended responses: compare the production techniques of two versions of the same song; and analyse technical and stylistic features of a track.

Producing & Analysing (35%)

- Take on the role of engineer with a small-scale project, correcting errors, manipulating and interpreting technical data, and creating a professional final mix.
- An extended response about a technical element of the course, such as analysing the settings given on a synthesiser or piece of hardware for an intended purpose.

ASSESSMENT:
The course consists of 40% coursework and 60% written/production papers.

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BTEC Performing Arts

EXAMINATION BOARD: PEARSON
The Performing Arts course is for pupils who have a serious interest in developing a wide and marketable range of performance skills. You will study both the theory and practice of a wide range of theatre styles. The course demands practical, creative and communication skills in equal measures. It will provide an opportunity to specialise in different performance genres that you want to develop, and you will be encouraged to find your own artistic voice.

All units are based on practical exploration and skill development but are assessed in a variety of different ways. You will develop skills in performance, critical analysis, research and creativity alongside transferable skills such as teamwork, communication and problem solving.

FURTHER STUDY/CAREERS:
The skills developed in BTEC Performing Arts are transferable, not just to those aiming for a career in the arts, but also in business, law, medicine, indeed any career which involves teamwork and working with people.

COURSE CONTENT and ASSESSMENT:
The Performing Arts course consists of practical sessions, lectures, workshops and performances covering a range of skills and includes core and specialist elements delivered by subject specialist staff. Listed below are some of the skills you will develop and work on throughout the course:

* Understanding key practitioners * Skills Development * Live Performance * Devising Theatre * Dance * Movement * Professional Workshops * Physical Theatre * Theatre in Education

ASSESSMENT:
You will be formally assessed in four units throughout the two-year course.

All pupils should expect to be challenged to professional standards of creative collaboration and performance.

Unit 1 – Investigating Practitioners' Work:

Examination Paper (25%) – Externally Assessed

Unit 2 – Developing Skills and Techniques for Live Performance:

Portfolio and Practical Assessment (25%)

Unit 3 – Group Performance Workshop:

Portfolio and Practical Assessment (33%) – Externally Assessed

Optional Unit:

Performance Workshop and Portfolio (17%)

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Physical Education

EXAMINATION BOARD: AQA

The course is not about playing hockey/rugby/netball for five periods a week! The practical elements of the course are closely linked with theoretical understanding and application.

WOULD SUIT:

Prospective candidates should appreciate the need to be able to understand their body, the way it works and responds to exercise, as well as using their own natural sporting ability. A good pass in science is a great advantage in this area of study. Pupils would benefit from an inquisitive mind to study how sports skills are learnt and developed, as well as the effects of the psychology of sport on performance. A willingness to seek out and understand socio-cultural factors that affect sport are very useful attributes.

Pupils must be playing/performing a sport/activity to a high standard to achieve good marks in the practical element of the coursework.

FURTHER STUDY/CAREERS:

Psychologist, physiotherapy, journalism, sports marketing, coaching, teaching, sport administration, personal fitness instructor, outdoor pursuits instructor, sports events, groundsman, nutritionist, sports analyst.

COURSE CONTENT:

- Psychology of sport
- Skill acquisition
- Exercise physiology and anatomy
- Biomechanics
- Applied exercise physiology
- Contemporary studies in PE and sport.

ASSESSMENT:

Paper 1 (2 hours) 35%

Paper 2 (2 hours) 35%

Practical coursework (written & practical performance in 1 sport) 30%

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Physics

EXAMINATION BOARD: AQA

Physics is a popular choice for pupils at A Level. The course allows pupils to develop a deep understanding of physical concepts in a wide variety of contexts. In particular, the Physics specification aims to encourage pupils to develop:

- Essential knowledge and understanding of different areas of Physics together with how they relate to each other.
- A deep appreciation of the skills, knowledge and understanding of scientific methodology.
- Competence and confidence in a variety of practical, mathematical and problem-solving skills.

WOULD SUIT:

This course would suit those pupils with a desire to learn more about how the world around them works through considering complex phenomena. Pupils should be willing to approach their work systematically and analytically.

FURTHER STUDY/CAREERS:

Physics is a generally regarded highly by most university courses (even if not related) because of the analytical nature of the approach to topics. Some careers using Physics include: Acoustics; Clinical Scientist; Computing; Doctor; Engineering; Environmental Scientist; Forensic Scientist; Geologist; Laboratory Technician; Mathematician; Medical Physicist; Meteorologist; Nuclear Scientist; Oceanographer; Operational Research; Patent Examiner; Pharmacist; Radiation Protection; Radiographer; Scientific Officer (Government).

COURSE CONTENT:

During the first year of the course, pupils will consider Particles and Radiation, Electromagnetic Radiation and Quantum Phenomena, Waves, Mechanics, Materials and Electricity. In the second year, they look at Further Mechanics, Thermal Physics, Gravitational and Electric Fields, Capacitors, Magnetic Fields and Nuclear Physics together with a choice of an optional topic (Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics or Electronics).

ASSESSMENT:

Pupils will sit three 2-hour examination papers at the end of the Upper Sixth. In addition, pupils are assessed in their competency to carry out practical work.

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Politics

EXAMINATION BOARD: AQA

From Trump to Treaties and Brexit to Biden - A Level Politics involves the study of fascinating real-life, present-day institutions of power and the individuals at the heart of them. If understanding what's going on in the UK with the Prime Minister, Parliament, the Government, and major issues interests you, then Politics is the subject for you. If you're excited by elections in the USA, the Presidency, Congress and Supreme Court, then study Politics!

FURTHER STUDY/CAREERS:

The course will help pupils gain a thorough grounding in key skills of: analysis, evaluation, debate, and coherent expression, alongside knowledge of the machinations of government and the foundational political ideas that shape societies (e.g. nationalism and liberalism). Universities and employers highly rate an A Level in Politics. Those who study Politics open doors to careers in: Law, the Civil Service, Management, Business, Politics, Marketing, Journalism, Stockbroking, Banking and much more.

COURSE CONTENT:

Politics is structured around three key topic areas:

1. UK Government & Politics.

The British Constitution, the role & workings of Parliament, the Prime Minister & Cabinet, the law courts, electoral systems, elections, Scottish/ Welsh/Northern-Irish parliaments/assemblies, political parties (Conservatives, Labour, Greens etc), rights to protest and pressure groups.

2. US Government & Politics.

The Constitution & Bill of Rights, Congress, the President & White House, the Supreme Court, electoral systems, elections, political parties (Republicans & Democrats etc), pressure groups and civil rights.

3. Comparative Politics & Political Ideas.

Comparing the content of the above two political systems (US & UK) to find areas of similarity and difference. The thoughts and practices that form the following political ideas and the key individuals behind them: liberalism, conservatism, socialism, and nationalism.

TRIPS:

We run various optional trips. We visit the Houses of Parliament and Westminster to see how the UK government functions and lawmaking occurs. We visit Northern Ireland to see the devolved assembly in Stormont alongside many sites to do with the political troubles. We also visit Washington DC to tour round the main political monuments, the White House, Congress, Supreme Court, and other major political landmarks.

ASSESSMENT:

Three two-hour exams. A mixture of shorter questions and essays.

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Psychology

EXAMINATION BOARD: AQA

Psychology is defined as the science of mind and behaviour.

You will learn answers to questions like: Why do I think like this? Why do others behave like this?

It will enable you to objectively understand the nature and experience of the human world around you, based on scientific research and theory.

WOULD SUIT:

If you are intrigued by the workings of the mind or understanding people better, then Psychology is a great subject for you. An effective Psychology pupil will have the ability to accept multiple explanations and be able to evaluate them systematically and objectively.

A willingness and desire to look outside of the box is a definite requirement. All Psychology pupils need to be enthusiastic, committed, open minded and curious.

FURTHER STUDY/CAREERS:

Studying Psychology at university is one of the most popular degree courses, as the careers you can go into are endless. Opportunities for career psychologists include: clinical, forensic, health and sport. Pupils have also found Psychology useful when applying for medicine, veterinary medicince, dentistry, occupational therapy, social work and nursing courses, along with the many communication, culture and media courses and many others.

COURSE CONTENT:

The course is split into 3 sections:

Introductory Topics in Psychology

Social Influence, Attachment, Memory and Psychopathology.

Psychology in context

Approaches, Biopsychology and Research Methods.

Issues and Options in Psychology;

Gender, Schizophrenia and Addiction.

ASSESSMENT:

Assessment is through 3 x 2 hour examination papers. The papers include multiple choice, short answer and extended writing questions.

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BTEC Sport

EXAMINATION BOARD: PEARSON

This course is for pupils passionate about sport, exercise, health and fitness. The units studied are a mixture of theory and fitness practicals, and pupils need to show a willingness to work on the practical and understanding of health and fitness aspects of the units outside of the classroom environment.

Pupils must be able to communicate with others and be willing to learn many skills which cannot be examined in a formal sense. A real thirst to learn about the effects of lifestyle on health and fitness is paramount to this course.

Pupils should appreciate the need to understand their body, the way it works and responds to exercise. A good pass in science is a great advantage in this area of study. An inquisitive mind to research modern trends in the health and fitness industry is also to be encouraged.

FURTHER STUDY/CAREERS:

Psychology, physiotherapy, journalism, sports marketing, coaching, teaching, sport administration, personal fitness instructor, outdoor pursuits instructor, sports events, groundsman, nutritionist, sports analyst.

COURSE CONTENT:

Lower Sixth

Unit 1: Anatomy and Physiology (assessed with a 90-minute examination)

Unit 5: Application of Fitness Testing

Upper Sixth

Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing (assessed with a 150-minute examination)

Unit 3: Professional Development in the Sports Industry

ASSESSMENT:

Assignments will include: practical led teaching, interviews, questionnaires, presentations, written reports, posters and booklets. Assignments will be awarded a Pass, Merit or Distinction status according to the individual units.

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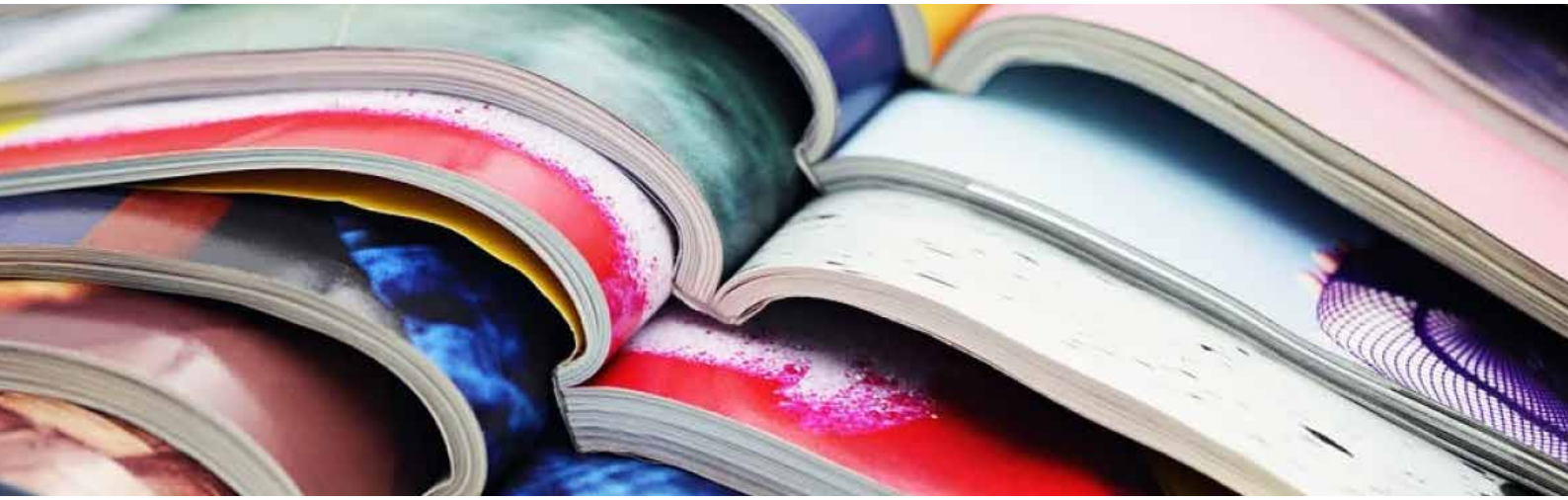

Extended Project Qualification

The Extended Project Qualification (EPQ), normally completed over the Lower Sixth year, is an exciting qualification which offers pupils the opportunity to produce a single piece of work of their own choosing, showing evidence of planning, preparation, research and independent working. This is a stand-alone qualification that can be completed alongside the normal A Level and BTEC courses.

The EPQ offers unrivalled opportunities for academic extension as well as providing evidence of a pupil's readiness for university. It is also highly enjoyable for the pupil.

An EPQ can take several forms:

- an extended essay
- an artefact, model or construction
- a CD/video/DVD of performances or activities
- an audiotape/multimedia presentation
- a journal of activities or events

A project which consists solely of written work will be approximately 5,000 words, for example an investigation, exploration of a hypothesis or extended essay.

Projects where the majority of the evidence is provided in other formats will include a report or record of work undertaken which is at least 1,000 words. All projects must include a substantial research element.

Projects are undertaken with the assistance of an experienced supervisor who guides the pupil at every stage, although they are not allowed to contribute directly to its content.

Because the EPQ requires pupils to identify and design their own project, adopt a strategic approach to its management and work independently. It is an ideal vehicle for curriculum enrichment and academic extension.

EPQs and Higher Education

Universities hold the EPQ in high regard and many will reduce their offer grades to candidates who have completed an EPQ.

It also gains UCAS points, with the grades being worth more points than their AS Level equivalents.

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