2027-2028
PROSPECTUS



Believe. Achieve. Succeed. Exceed.

Contents

Welcome 3
Why SWA Sixth Form 4-6
Application Process Timeline 7
Entry Requirements 8-10
BTEC Level 3 Applied Science (AAQ) 11
Fine Art 12
Biology 13
Business Studies 14
BTEC Level 3 Business (Single) 15
Chemistry 16
Computer Science 17
Dance 18
BTEC Level 3
Digital Systems and Data (V Level) 19
Drama & Theatre 20
DT Product Design 21
English Language & Literature 22
English Literature 23
Film Studies 24
Level 3 Food Science & Nutrition (AAQ) 25
French 26
Geography 27
Graphic Communication 28
BTEC Level 3
Health & Social Care (AAQ) 29
History 30
Mathematics 31
BTEC Level 3 Creative
Digital Media Production 32
Music Technology 33
Philosophy, Religion & Ethics 34
Physical Education 35
Physics 36
Politics 37
Psychology 38
Sociology 39
Spanish 40
BTEC Level 3 Sport 41
Enrichment Options 42
Mathematical Studies 43
Further Mathematics 44
Whitbread Rugby Academy in partnership
with Northampton Saints 45
Whitbread Football Academy 46
Whitbread Netball Academy 47
Application & Admissions 48

Welcome

Welcome to the Sixth Form at Samuel Whitbread.

With over 34 A Level and BTEC courses, we offer students the freedom to follow their passions, explore new ideas, and develop into confident, compassionate young adults.

Our exceptional teaching is supported by a wide range of enrichment opportunities, all designed to inspire, challenge, and help every student achieve their full potential. Learning here goes beyond the classroom, and our vibrant Sixth Form community is shaped by ambition, curiosity and care. Our dedicated team of specialist staff are here to support each student's ambition - whatever they may be.

Our ethos **Believe. Achieve. Succeed. Exceed**, is at the heart of everything we do.

Believe. Every student is encouraged to believe in their abilities, to dream big and to approach challenges with a positive mindset. Belief in one's self is a very important first step.

Achieve. We are dedicated in nurturing confident, resilient and independent learners - young people who are curious, ambitious and ready to embrace opportunities to engage in culturally rich and diverse experiences. We know that success is about more than just academic results; it's about developing the confidence to lead, the humility to listen, the creativity to innovate, and the teamwork skills to thrive together. Achieving targets inside and outside the classroom is vitally important for all Sixth Form students.

Succeed. We believe that the path to success involves courage - the courage to take risks, learn from setbacks, and keep moving forward with confidence. Our students are encouraged to step outside their comfort zones, explore new ideas, and shape their own values as they grow into successful, confident and compassionate leaders of the future.

Exceed. We are incredibly proud of all our students - not just for their academic success, but also for the personal growth and social development they show during their time with us. We believe that students need to aim above any target that is set for them and aspire to achieve the highest possible outcome.

Our mission is to ensure that every student leaves Samuel Whitbread equipped with the qualifications, skills and strength of character needed to excel in an ever-changing world.

We'd love to show you what life is like at Samuel Whitbread Sixth Form. To arrange a visit please contact our admissions team and come see what makes our Sixth Form a vibrant and welcoming place.

Mr Lee Huckle, Assistant Principal and Head of Sixth Form

Why SWA Sixth Form?



85%

Last year our students gained excellent KS5 results with 85% of entries gaining A*- C grades (or equivalent) and 32% of entries gaining A* - A grades (or equivalent). This success has allowed students to progress either onto their chosen university or into a career pursuing professional qualifications. This year 93% of the Year 13s who applied went to one of their top choice universities. Other students went onto some amazing apprenticeships, further education and degree programmes.

"Leaders and teachers have high expectations for pupils in the Sixth Form."

OFSTED 2023



KS5 RESULTS (2025-2026 COHORT)

%	2026
A*-A (or equivalent)	32%
A*-B (or equivalent)	65%
A*-C (or equivalent)	85%
A*-E (or equivalent)	99%



"Members of the school community are proud of the school's involvement in Sport and the Arts."

OFSTED 2023



ENRICHMENT STUDIES

Our wide range of academic and vocational courses is complemented by an extensive enrichment programme designed to enhance the Sixth Form experience. All students are expected to take an additional course as part of their enrichment.

Timetabled options include:
- Extended Project Qualification
- L3 Core Maths
- L3 Personal Finance
- Northampton Saints Rugby Development Programme
- Samuel Whitbread Football Academy
- Saracens Mavericks Netball Academy
- Duke of Edinburgh

Further enrichment opportunities can be found on page 42.



STUDENT VOICE AND LEADERSHIP

In the Sixth Form, students are encouraged to take an active role in academy life and the wider community through a range of leadership and 'Student Voice' opportunities. These roles help students develop confidence, communication skills and personal responsibility while contributing to school improvement and community events.

Student Leadership positions include:
- Researchers
- Interviewers
- House Captains
- Senior Prefects
- Members of the Student Leadership Team
- School Council
- Head Student Teams

Students undertaking these roles will act as ambassadors for the academy, assisting with events, tours, charitable events, as well as representing the academy at Governors' meetings and public occasions.



QUALIFICATIONS EXPLAINED

A Level:
Advanced Level qualification consists of modules studied over two years. At the end of Year 13 the reformed A Level courses are examined. A levels are awarded pass grades A* to E.

BTEC & applied general and Alternative Academic Qualifications (AAQs):
Are work-related qualifications equivalent to A levels, and are also studied over 2 years. We offer the following qualifications that are awarded Pass, Merit and Distinction grades.

V Level (Vocational Levels) Qualifications:
New Level 3 applied vocational qualifications for 16-to-19-year-olds in England.

ENTRY REQUIREMENTS

- Five grade 5's minimum to study a programme of all A level subjects.
- Six Grade 4's to study a programme of all Level 3 BTEC/applied/AAQ/V Level subjects.
- Six Grade 4's to study a mixed programme of Level 3 BTEC/applied/AAQ/V Level subjects and A Levels.

* Each subject has its own entry requirement that must be met. Each subject has an Average Point Score (APS) linked to them for guidance.

Please Note: Any students who have not achieved their Maths and/or English Language GCSE at grade 4 will be expected to resit these in the Sixth Form until a grade 4 is achieved. Without GCSE English and Maths at grade 4, access to a lot of courses or further higher education opportunities after Sixth Form will be restricted. A student cannot join Sixth Form if they don't have at least a grade 4 in Maths or English.

MONEY MATTERS

The 16-19 Bursary Fund is a scheme to help young people facing financial hardship to stay in full time education. Full details, including the Sixth Form 16-19 Bursary Fund application form, can be found on the Samuel Whitbread Academy website.

CARE TO LEARN & CHILDCARE

If you are a young parent, Care to Learn can help pay for your childcare and related travel costs while you are learning. Samuel Whitbread Academy has an excellent nursery with outstanding facilities onsite offering safe, caring and stimulating childcare and first-class early years education for children from two to five years old. Further information can be obtained by calling BEST Nursery on 01462 815637.

Please contact a member of the Sixth Form team for further advice.

Application Process Timeline

Below is a timeline that shows the application process for internal and external Year 11 students.

September
Start of Year 11
Ongoing careers advice available

October

PREDICT 4

November
Thursday 13th Novermber: Sixth Form Open Evening Prospectus available online.

December

January

PREDICT 5

February
Monday 1st February 2027: Sixth Form Applications deadline

March
Student choices collated and given to KS5 leaders/Sixth Form liaise with the Year 11 team about suitability.

April
Suitability concerns flagged to Sixth Form team by half term.
Between half term and Eatser student discussions to take place.
(Tutor, CEIAG, Sixth Form team, parents, including Pre-Sixth Form Contract).

May
Conditional Offer letters out to students.

June

July
Compulsory Sixth Form Induction and Expectations Day.
Please note subjects with entry exams should be completed on this day.

August
Thursday 12th August 2027:
Results day - if you have major concerns please contact Sixth Form team.

September
Year 12 tutor day checking process (Training Day).

October

Start of Year 12

Entry Requirements

Minimum Entry Requirements for each subject.

Subject/Course	Average Points Score – Guidance	Minimum Entry Requirements
BTEC Level 3 Applied Science (AAQ)	4.2	• Two grade 4s in GCSE Sciences • Grade 4 in GCSE Maths • Grade 4 in GCSE English Language and Literature.
Fine Art	4.4	• Grade 5 in GCSE Art
Biology	5.3	• Two Grade 6s in GCSE Sciences (If Triple Science is studied, then one must be Biology) (If Combined Science is studied, then biology components must be Grade 6). • Grade 6 in GCSE Maths
Business	4.2	• Grade 5 in GCSE Maths • Grade 5 in GCSE English Language or Literature • If Business is studied at GCSE a grade 5 is needed or Merit at BTEC Level 2.
BTEC Level 3 Business (Single)	4.2	• Grade 4 in GCSE English Language or Literature • Grade 4 in GCSE Maths • If Business is studied at GCSE a grade 4 is needed or Merit at BTEC Level 2.
Chemistry	5.3	• Two Grade 6s in GCSE Sciences (If Triple Science is studied, then one must be Chemistry) (If Combined Science is studied, then chemistry components must be Grade 6). • Grade 6 in GCSE Maths • Pass the entry exam.
Computer Science	5.3	• Grade 5 in GCSE Computer Science • Grade 6 in GCSE Maths
Dance	4.2	• Grade 5 in GCSE Dance • Grade 5 in GCSE Language or Literature
Drama & Theatre Studies	4.2	• Grade 5 in GCSE Drama • Grade 5 in GCSE English Language or Literature

Continued on next page...

Subject/Course	Average Points Score – Guidance	Minimum Entry Requirements
English Language & Literature	4.5	• Grade 6 in GCSE English Language or Literature. • Alongside a Grade 5 in GCSE English Language or Literature
English Literature	4.5	• Grade 6 in GCSE English Literature • Grade 5 in GCSE English Language (grade 6 recommended)
Film Studies	4.2	• Grade 5 in GCSE English Language and Literature • If studied GCSE Film Studies a grade 5 is needed
BTEC Level 3 Food & Nutrition (AAQ)	4.0	• Grade 4 in GCSE English Language or Literature • Two grade 4s in sciences • Grade 5 in GCSE Food or a merit grade in level 2 hospitality and catering.
French	5.3	• Grade 6 in GCSE French
Geography	4.7	• Grade 5 in GCSE Geography • Grade 5 in GCSE Maths • Grade 5 in GCSE English Language or Literature
Graphic Communication	4.2	• Grade 5 in GCSE Art, Graphic Communications or DT Graphics.
BTEC Level 3 Health & Social Care (AAQ)	4.0	• Grade 4 in GCSE English Language and Literature. • If BTEC Health & Social Care is taken at Level 2, a Level 2 Merit must be achieved.
History	4.7	• Grade 5 in GCSE History • Grade 5 in GCSE English Language and Literature
V Level Digital Systems and Data	4.0	• Grade 4 in GCSE Maths • Grade 4 in GCSE English Language and Literature • If studied BTEC IT at GCSE a Merit grade is needed.
Mathematics	5.3	• Grade 7 in GCSE Maths • OR Grade 6 and pass entry test. • Grade 6 in GCSE Physics
Further Mathematics	6.1	• Grade 8 in GCSE maths • Grade 6 in GCSE Physics • If Level 2 Further maths is completed, a pass grade is needed.
BTEC Level 3 Creative Digital Media Production	4.0	• Grade 4 in GCSE English Language and Literature. • If studied BTEC Media at GCSE a Merit grade is needed.
BTEC Music Technology	4.0	• Grade 4 in GCSE English Language or Literature. • If studied BTEC Music at GCSE a Merit grade is needed.
Philosophy, Religion and Ethics (Religious Studies)	4.7	• Grade 5 in GCSE English language and English Literature needed. • If GCSE RS/RE has been completed, a grade 5 is needed.

Continued on next page...

Subject/Course	Average Points Score – Guidance	Minimum Entry Requirements
Physical Education	4.5	• Grade 5 in GCSE PE • Two grade 5s in GCSE Sciences (discussion with department if a grade 4 and 5 achieved) • Must play a competitive sport at a high level (department will have final decision)
BTEC Level 3 Sport (Single)	4.0	• Grade 4 in GCSE English Language or Literature. • One Grade 4 in GCSE Science. • Must have completed GCSE PE or BTEC Sport and achieve a grade 4 or merit.
BTEC Level 3 Sport (Double)	4.0	• Grade 4 in GCSE English Language or Literature. • One Grade 4 in GCSE Science. • Must have completed GCSE PE or BTEC Sport and achieve a grade 4 or merit.
BTEC Level 3 Sport (Triple)	4.0	• Grade 4 in GCSE English Language or Literature. • One Grade 4 in GCSE Science. • Must have a grade 4 in GCSE PE or a Merit in BTEC Sport level 2. • This is a triple course, meaning you will not need to take any other courses alongside it. • To study this in Sixth Form, you need at least four grade 4s at GCSE.
Physics	5.3	• Two Grade 6s in GCSE Sciences (If Triple Science is studied, then one must be Physics) (If Combined Science is studied, then physics components must be Grade 6). • Grade 6 in GCSE Maths • Pass the entry exam.
Politics	4.7	• Grade 5 in GCSE English Language or Literature • Grade 5 in GCSE History or Geography
Product Design (Design Technology)	4.2	• Grade 4 in GCSE English Language or Literature • Grade 4 in GCSE Maths • Grade 5 in a Design Technology or Engineering
Psychology	4.7	• Grade 5 in GCSE Maths • Grade 5 in GCSE English Language or Literature • If studied Psychology at GCSE a Grade 5 is needed • Two grade 4s needed in GCSE Sciences. • We recommend any student below Grade 6 in Maths additionally takes the L3 Mathematical studies course.
Sociology	4.2	• Grade 5 minimum in English Language and English Literature. If GCSE sociology was studied, a minimum grade 5 is required.
Spanish	5.3	• Grade 6 in GCSE Spanish
Textiles	4.2	• Grade 5 in GCSE Art or Textiles.

**Please note that we may not be able to run courses with very low demand.*

BTEC Level 3

Applied Science

(Alternative Academic Qualification)

Content and Aims

The Level 3 National Extended Certificate in Applied Science (AAQ) is designed to give a vocational broad curriculum which supports students moving into a range of careers, apprenticeships and university pathways.

Unit 1 - Principles and Applications of Biology - External Examination
This unit explores the key components of biological science. It will examine cells and tissues, their varied structures and functions and the biological components that interact with their existence.

Unit 2 - Principles and Applications of Chemistry - External Examination
Students will explore some of the fundamental concepts which underpin the chemistry and chemical reactions of the world around them.

Unit 3 - Principles and Applications of Physics - External Examination
Students will explore the use of practical and mathematical skills in the study of waves, motion and electricity.

Unit 4 – Practical Scientific Procedures and Techniques - Internal Coursework
Students will be introduced to quantitative laboratory techniques, including chromatography, colorimetry and laboratory safety, which are relevant to the scientific laboratory environments.

Unit 5 – Science Investigation Skills - Internal Coursework
This unit enables students to gain an understanding and the skills required to undertake an investigative project.

Across the two year course assessment is 50% internally marked portfolio work and 50% exam (externally marked). Learners will be awarded Pass, Merit, Distinction or Distinction* depending on the quality of work across all units. This course aims to:

- Give students a broad background in science
- Encourage a student's practical and analytical skills
- Link science into the workplace and allow students to actively experience the science environment.

Career Considerations

Applied Science is a qualification that allows progression to university or further education but also concentrates on developing skills and awareness of the work- place which any employer would welcome. Former students have progressed into nursing, sports science, teaching and engineering courses at university.

Examination Board

Edexcel

Entry Requirement

- APS 4.2
- Two grade 4s in GCSE Sciences.
- Grade 4 in GCSE English Language and Literature.
- Grade 4 in GCSE Maths.

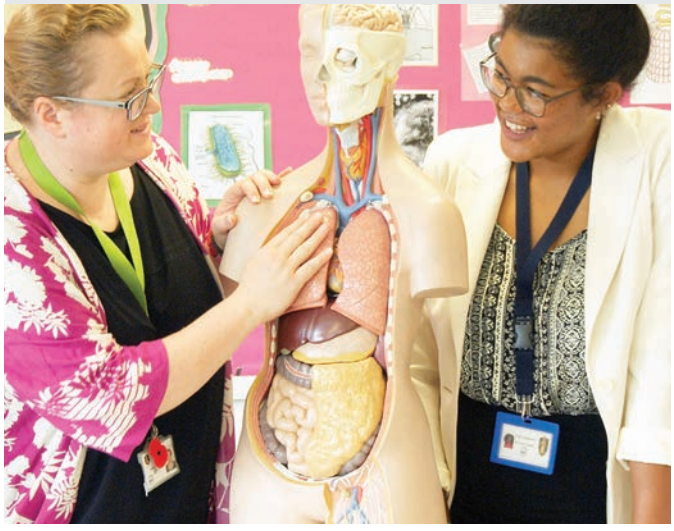
Examination Breakdown

- 50% coursework
- 50% external examination

** This is a newly reformed course and the government is reviewing AAQ's, so there could be further changes.*

Contact

KS5 Progress Leader in Applied Science: Mr S Page



Fine Art

Content and Aims

The GCE in Fine Art builds upon GCSE Art, focusing on developing students' visual language and their individual artistic responses to various themes and approaches.

The first year emphasises exploration of a wide array of materials, techniques, and processes (including printmaking, painting, ceramics, and mixed media). This experimentation prepares students to independently investigate techniques for their personal project.

A level Fine Art consists of two components:
Component 1: This includes supporting studies, practical work and a personal study, all based on the student's chosen subject. Students develop ideas from personal themes to create a final outcome, supported by a written element.

Component 2: An externally set assignment that enables students to pursue and develop their own personal style with a 15 hour exam at the end of the preparation time.

Key Features

Fine art is sub-divided into the following disciplines:
- Painting and drawing
- Printmaking
- Sculpture
- Contextual understanding and professional practice

Students will work in one or more fine art disciplines to communicate their ideas. Working across disciplines broadens their understanding, while specialising allows a deeper grasp of specific processes.

The course is studio-based, requiring students to develop new and advanced skills in various media, including painting, 3D work (clay, plaster), installations, and printmaking. Students may choose to specialise in one area or work with a variety of materials.

Critical understanding of art and design is a key aspect of the course. Students are expected to visit London and regional galleries frequently, both with the academy and independently.

Career Considerations

A creative course offers valuable insights sought by universities. The A level is essential for careers in Art and Design, Graphic Design, Fashion, Textiles, Advertising, Interior Design, Theatrical Design, Architecture, and Media, or for pursuing an art-related degree. The recommended route to specialist university art courses is a one-year Foundation course, which helps students explore disciplines, build a portfolio, and choose the right degree.

Examination Board

Edexcel

Entry Requirement

- APS 4.4
- Grade 5 in GCSE Art
- An interest and ability in expressing ones feelings, thoughts and sensations in a visual manner are essential.

Examination Breakdown

- 60% coursework
- 40% external examination

Contact

Art Teacher: Miss Redcliffe



Biology

Content and Aims

This specification is designed to encourage candidates to develop:

- An enthusiasm for biology
- Practical skills alongside understanding of concepts and principles
- An appropriate and relevant foundation of knowledge and skills for the study of biology in Higher Education.

Key Features

This specification stimulates the enthusiasm of teachers and students from the start. As a stepping stone to future study, it allows students to develop the skills universities want to see. The course intends to nurture a passion for Biology & lay the groundwork for further study in courses like biological sciences and medicine.

Year 1 Units

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

Year 2 Units

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Career Considerations

Students who have studied A level Biology may go on to study a wide variety of different subjects at university. These include medicine, dentistry, physiotherapy, nursing, genetics, forensics, ecology, veterinary science, agriculture, sports science, psychology, horticulture and conservation.

Examination Board

AQA

Entry Requirement

- APS 5.3
- Two Grade 6s in GCSE Sciences
  (If Triple Science is studied, then one must be Biology).
  (If Combined Science is studied, then Biology components must be Grade 6).
- Grade 6 in GCSE Maths

Examination Breakdown

- 100% external examination

Contact

Head of Biology: Mrs J Ambrose



Business Studies

Content and Aims

Students are introduced to Business in Themes 1 and 2 by building knowledge of core business concepts and applying them to a business context. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Theme 1
- Meeting customer needs
- The market
- Marketing mix & strategy
- Managing people
- Entrepreneurs and leaders

Theme 2
- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3
- Business objectives & strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4
- Globalisation
- Global markets & business expansion
- Global marketing
- Global industries and companies

Key Features

The course is based on the analysis of a variety of different business scenarios, which require logical and well-reasoned proposals to be recommended
Examination is by data response questions
Students are encouraged to research and use real businesses throughout the course.

Career Considerations

The course offers excellent prospects for employment or further study. Employers highly value the required practical and analytical approach. Graduates find roles in areas like retail, insurance, finance, and personnel. Business Studies is a popular choice in higher education, complementing virtually all subjects due to their commercial links. Students can focus entirely on Business Studies, specialise (e.g., Accounting, Marketing), or combine it with subjects such as Languages, Maths, Management, or Computer Sciences.

Examination Board

Edexcel

Entry Requirement

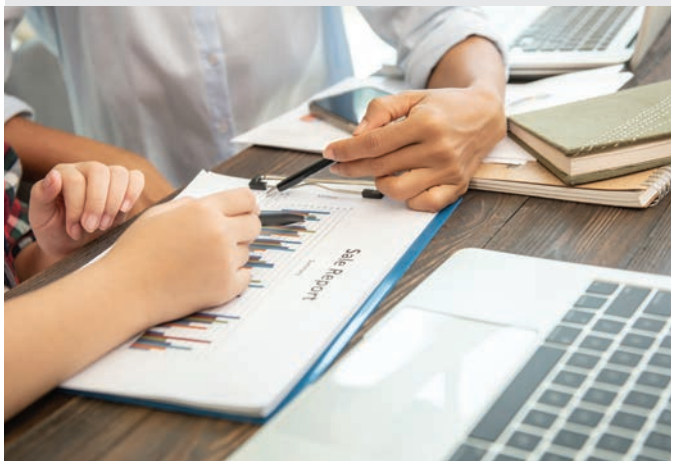
- APS 4.2
- Grade 5 in GCSE English Language or Literature
- Grade 5 in GCSE Maths
- If Business studies is studied at GCSE a grade 5 is needed.

Examination Breakdown

100% external examination

Contact

Head of Business Studies: Miss J Philbin



BTEC Level 3

Business (single)

Content and Aims

The Extended Certificate is the equivalent size of one A Level. It is designed to be taken alongside other BTEC Nationals or A Levels for students interested in the Business sector. This qualification prepares learners for a wide range of higher education courses, not just Business-related degrees. The assessment structure includes coursework, controlled assessments, and examinations.

Key Features

The course content, developed by academics and employers, covers key areas:

Core: Business Environments, Finance, and Marketing.

Optional: Human Resources, Accounting, Law, and further Marketing.

Career Considerations

This qualification carries UCAS points and is recognised by Higher Education providers as contributing to admission requirements when taken as part of a two-year programme. It supports progression to many degree courses, though learners should always check specific university entry requirements. It also facilitates direct progression to employment or Apprenticeships.

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.

Examination Board

Edexcel

Entry Requirement

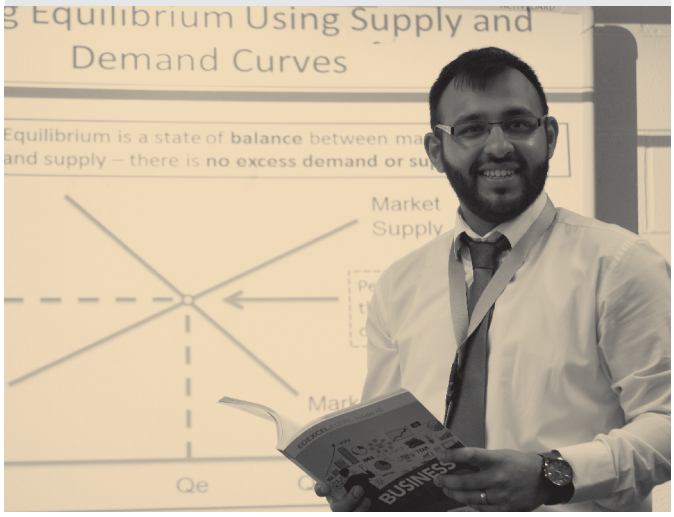
- APS 4.2
- Grade 4 in GCSE Maths
- Grade 4 in GCSE English Language or Literature
- If Business is studied at GCSE a Merit and/or grade 5 is needed.

Examination Breakdown

- Students complete 4 units - 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%)

Contact

Head of Business Studies: Miss J Philbin



Chemistry

Content and Aims

The course starts by introducing the basic chemical principles and skills to cover atomic structure, amount of substance, bonding and periodicity and basics of organic chemistry. These skills and knowledge are then applied to energetics,
kinetics, equilibrium, and redox chemistry. Student's organic knowledge is expanded to include more organic families of molecules and their reaction mechanisms.

The course completes further and deeper understanding of topics taught in the first year while introducing the new concepts of entropy, analytical techniques, reactions of the transition metals, and the synthesis of organic molecules.

The Chemistry course aims to:

- Develop an understanding of the key concepts underpinning the chemical nature of all particles and their reactions
- Encourage students to develop their analytical, practical and investigative skills
- Develop a curious and independent student
- Prepare students for higher level study/employment in the chemical industries

Key Features

The Chemistry course features a wide variety of learning opportunities including practical experimentation, problem-solving, individual project investigations, ICT and presentation skills.

Career Considerations

Chemistry is an exciting, challenging, rewarding and relevant course, ideally suited to careers in science, engineering or industry. With a qualification in Chemistry you could go onto Higher education, studying Chemistry, Biochemistry, Materials Science, Chemical Engineering or other related scientific courses. Chemistry is an essential requirement for
the medical, pharmaceutical, biochemical or environmental sciences.

"Chemistry is exciting, exhilirating and sometimes explosive!"

Year 12 student

Examination Board

AQA

Entry Requirement

- APS 5.3
- Two Grade 6s in GCSE Sciences (If Triple Science is studied one must be Chemistry).
  (If Combined Science is studied, then Chemistry components must be Grade 6).
- Grade 6 in GCSE Maths
- Pass the entry exam.

Examination Breakdown

- 100% external examination

Contact

Head of Chemistry: Mr D Hardy



Computer Science

Content and Aims

The OCR Advanced GCE in Computing (H046/H446) covers both the current technologies and perceived advances in both hardware and software to enable you to meet the demands of a highly skilled IT and computing focused business and industrial sectors. It also provides a firm basis for further studies in higher education in Computer Science and related subject areas.

The course provides a smooth transition from GCSE Computer Science although this are not a pre-requisite for studying A Level Computer Science.

Key Features

Year 12

- Unit 1 (H046/01):
- Computing principles (50% of AS)
- Unit 2 (H046/02):
- Algorithms and problem solving (50% of AS/25% of A2)

Year 13

- Unit 1 (H446/01):
- Computer systems (40% of A Level)
- Unit 2 (H446/02):
- Algorithms and programming (40% of A Level)
- Unit 3 (H446/03/04):
- Programming project (20% of A Level)

Career Considerations

This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for further study Higher Education study: This specification has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. One can study Computing and go on to a career in medicine, law, business, politics or any type of science. Candidates would also be well placed for a career as a systems analyst or junior programmer /developer.

Examination Board

OCR

Entry Requirement

- APS 5.3
- Grade 6 in GCSE Maths
- Grade 5 in GCSE Computer Science

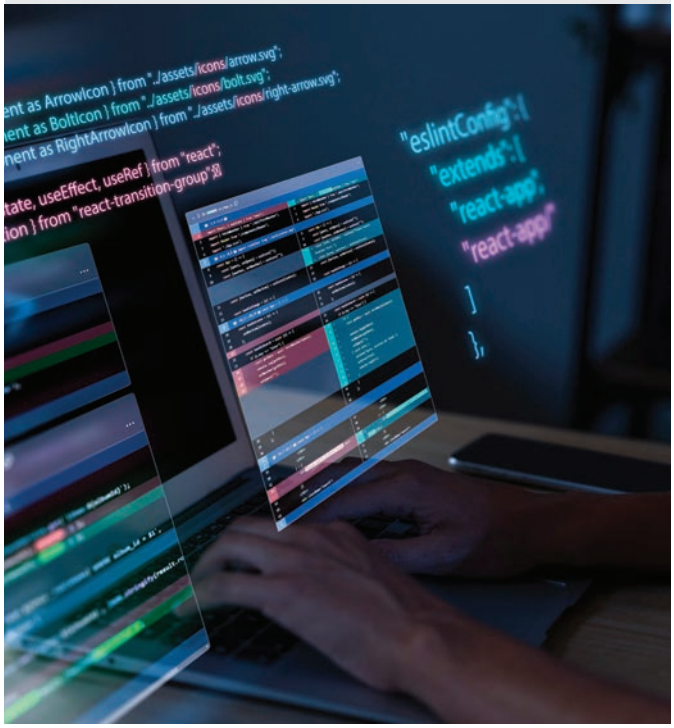
Examination Breakdown

- Combination of exams (80%) and internally assessed assignments (20%)

* This is a newly reformed course, desined to reflect current IT skill demands

Contact

- Head of Computer Science & IT: Mr M Barber
- KS5 Progress Leader in Business, Computer Science & IT: Mr M Andrews



Dance

Content and Aims

A-level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help students stand out in the workplace whatever their choice of career.

The Dance course aims to develop your performance and choreography skills to a higher level through solo and group performances and choreographies, using stimuli and resources set by the exam board. Students will study specific styles/genres of dance and their related performance skills and analyse professional set works and their cultural and artistic contexts.

Key Features

A wide variety of learning opportunities including whole group practical workshops, rehearsal and performance, individual and group composition, personal research and essay writing, student-led work e.g. seminars. The opportunities to attend theatre trips and to participate in lectures and workshops by visiting practitioners.

Career Considerations

Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. It offers progression to Performing Arts courses and Dance Degrees in Higher Education. It is also the perfect accompaniment for those wishing to audition for performing academies. Dance promotes careers in the Arts: working in community Arts with youth groups or schools, performing professionally and teaching. It is also a gateway to other creative industry jobs such as working in with lighting, costume or set design or technical production.

Past students have gone on to perform in the West End, Edinburgh Fringe, on cruise ships. Others are training professionally or as teachers within the community, and one student is running the admin/office headquarters of prestigious dance academy The London Studio.

"Dance allows me to express emotion through movement and to connect with other people".

YEAR 12 STUDENT

Examination Board

AQA

Entry Requirement

- APS 4.2
- Grade 5 in GCSE Dance.
- Grade 5 in English Language or Literature.

Examination Breakdown

- 50% Component 1: Performance & Choreography
- 50% Component 2: Appreciation – Written paper

Contact

Head of the Dance: Miss E Major



V Level

Digital Systems and Data

(V Level – New Qualification 2027)

Content and Aims

This Level 3 V Level qualification gives you hands-on experience and real-world skills in IT, cyber security, data analysis, and digital problem-solving. It's designed to build practical expertise that prepares you directly for university degree programs, higher apprenticeships, or career pathways in the tech industry.

The course provides 360 Total Guided Learning Hours that combine fundamental IT theory with practical, hands-on projects.

Core Digital Knowledge: Understand how digital systems operate, including hardware, software, network setups, diagnostic fault-finding, and the impact of AI technologies.

Through this course, you will apply your skills across four key **Work-Related Purposes (WRPs)**:

WRP1 Data Analysis & Insight: Master data cleaning, validation, and visual reporting techniques to spot trends, highlight anomalies, and solve organizational problems. Prepare, analyse, interpret and present data from different sources to support conclusions and decision making.

WRP2 Cyber Security: Learn how to defend systems against threats like phishing, malware, and ransomware while implementing access controls and escalation procedures. infrastructure. Apply security protocols and interpret system information to detect and escalate cyber security concerns.

WRP3 System Configuration & Readiness: Prepare, configure and assure readiness of digital systems to meet user needs. Gain technical expertise in setting up, tuning, and testing digital devices and environments to ensure security, efficiency, and accessibility.

Key Features

The course is built around **360 total learning hours** split across core digital knowledge and practical, real-world projects called **Work-Related Purposes (WRPs).**

- **360 Guided Learning Hours:** Equivalent to one GCE A Level, combining core technical theory with practical, project-based tasks.
- **Real-World Scenarios:** Work through authentic workplace briefs, simulated digital environments, and industry-standard case studies.
- **Essential Workplace Behaviours:** Develop in-demand soft skills alongside technical expertise, including critical thinking, problem-solving, attention to detail, and professional communication.
- **Direct Tech Progression:** Builds a strong foundation for degrees, higher apprenticeships, or entry-level roles in data analysis, cyber security, systems administration, and software development.

Career Considerations

This Extended Certificate in IT can lead to progression to a BA Degree Business Studies, BSc Degree in Information Systems or a BSc Degree in Computer Science.

Examination Board

Edexcel

Entry Requirement

- APS 4.0
- Grade 4 in GCSE Maths
- Grade 4 in GCSE English Language and Literature
- If BTEC IT Level 2 is studied, a Merit grade is needed.

Examination Breakdown

* This is a newly reformed course details to be confirmed.

** This is a newly reformed course and the government is reviewing AAQ's, so there could be further changes.*

Contact

- Head of Computer Science & IT: Mr M Barber
- KS5 Progress Leader in Business, Computer Science & IT: Mr M Andrews



Drama & Theatre Studies

Content and Aims

For those wishing to pursue a career in theatre and performance, this course is ideal. It demands advanced practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production design role. You will also write about drama and develop your analysis skills to become an informed critic. The course will involve taking part in examined productions, as well as studying plays and playwrights. It allows students to explore the theoretical knowledge of theatre practitioners and applying this to their own work in a practical way. The course offers exciting opportunities to become more informed on how theatre is constructed.

Key Features

- Weekly practical workshops and drama training
- In-depth study of at least two significant plays
- In-depth study of influential practitioners and their style of theatre
- Critical analysis of live theatre productions
- Opportunity to devise an original piece of work
- Theoretical exploration of theatre history, politics and culture

The Course Includes:

- **A Written Exam** - Live theatre review and essays based on practical exploration of two key texts and an influential practitioner.
- **Devising and Performing** - Students will be expected to devise a performance piece, as well as produce a written portfolio. Students will also prepare a monologue or duologue from a key extract of text and complete a group performance from a text.

Career Considerations

- Work within the arts, media, theatre or entertainment.
- Looking to a degree in Drama, Drama Education or other analytical fields.
- Professional Actor training at degree level.
- Stage crafts: stage managers, lighting designers, costume design, set and sound designers.
- Any careers that involve public speaking.
- Jobs in creative industries where teamwork is paramount.
- Leadership roles: Quick decisions and leadership are an essential part of devising and directing drama.

Examination Board

Edexcel

Entry Requirement

- APS 4.2
- Grade 5 in GCSE Drama
- Grade 5 in GCSE English Language or Literature

Examination Breakdown

- 40% written and performance coursework
- 20% performance coursework
- 40% written examination

Contact

Head of the Drama: Mrs J Keen



DT
Product Design

Content and Aims

Product Design allows students to experience the design and manufacture of innovative and personalised products. You will solve real-life design problems and research, design and model your ideas in tasks linked to the real world of commercial design.

Year 12

This year promotes creativity, teaches core knowledge and encourages a commercial design approach to your work. You are taught key communication and presentation skills, advanced drawing techniques and learn to use CAD programs, workshop tools and equipment. One main project is undertaken that will develop these core skills. Project Information: Based on a real design issue that will expose you to the core elements of the design process, such as:

- Discovering the main design requirements
- Problem solving skills
- Research linked to gaining insight into ways to meet the main design requirements
- Generation of ideas
- Development and prototyping
- Manufacturing a final outcome

Theory and Maths is also taught throughout the year.

Year 13

You will undertake a substantial 'design, make and evaluate 'project study. You will be expected to build on skills acquired from Year 12 projects and develop a unique product that solves a real design problem for a real client. The design focus has real commercial use with a real client, simulating design in industry.

Possible project themes: Storage solutions, furniture (outside and inside applications), casing, sports equipment, music equipment. Exam assessment will be at the end of this year. You will continue to learn core theory and receive focused revision sessions closer to the examination.

Examination Board

AQA

Entry Requirement

- APS 4.2
- Grade 4 in GCSE English Language or Literature
- Grade 4 in GCSE Maths
- Grade 5 in Design and Technology or Engineering

Examination Breakdown

- 2 x Exam Papers (1.5 hours & 2.5 hours) total = 50%
- Coursework (portfolio and product) = 50%

Contact

Head of Product Design: Mr D Symeou



English Language & Literature

Content and Aims

The qualification develops students' ability to apply and integrate linguistic and literary approaches to a wide range of spoken and written texts. The texts are from different periods and include prose, poetry, drama and non-literary texts.

Key Features

Component 1:Exploring non-fiction and spoken texts
Students analyse a set OCR anthology of twenty non-fiction and spoken texts (public-facing) from various time periods and contexts.

Component 2: The language of poetry and plays
Students explore poetic and dramatic texts through stylistic and dramatic analysis.
There are two sections:
-William Blake poetry collection (15 poems)
-Drama text 'A Streetcar Named Desire'

Component 3: Reading as a writer, writing as a reader
Students explore the nature of narrative using the prose text 'Things Fall Apart'. They then apply this understanding to produce an original narrative piece.

Component 4: Independent study: analysing and producing texts
This independent project involves two parts: a comparative analytical essay on a non-fiction set text and a text of the student's choice (at least one published post-2000), and the creation of an original non-fiction text.

(Note: Set texts may change after three years; centres will be notified one year in advance.)

Career Considerations

The qualification is recognised for entry into degree courses and would provide a valuable foundation for careers such as journalism, publishing, broadcasting, politics, teaching or media-related careers, the Civil Service, the Foreign Office, personnel management, computing, law, international business.

Examination Board

OCR

Entry Requirement

- APS 4.5
- Grade 6 in GCSE English Language or Literature
- Alongside the above a grade 5 in GCSE Language or Literature is needed

Examination Breakdown

- 80% external examination
- 20% coursework

Contact

- Head of English: Miss S Pizan
- KS5 Progress Leader in English: Ms E Prow



English Literature

Content and Aims
This course is built around Genre Study, focusing on how writers shape and often subvert established categories. You'll explore how texts connect, are influenced by context, and allow for multiple interpretations. The four broad genres available are Tragedy, Comedy, Crime Writing, and Political/Social Protest Writing.

Key Features
This subject will tackle a number of empowering texts from drama, prose & poetry.

Unit 1: Literary Genres
Students will explore aspects of Tragedy, focusing on texts featuring a flawed tragic hero/heroine, suffering, and the interplay between villains and victims. Set Texts include (Tragedy): Othello, Tess of the D'Urbervilles, and Death of a Salesman.

Unit 2: Texts and Genres
Students will explore elements of Crime Writing, focusing on texts where a significant crime drives the narrative, and transgressions against established order are central. Set Texts include (Crime Writing): Atonement, Rime of the Ancient Mariner, and The Murder of Roger Ackroyd.

Non-exam assessment: Theory and independence
Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology.

Students' will write two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology
One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

Career Considerations
This qualification is recognised for entry into all higher degree courses and is a prerequisite for the study of English Literature. More students in England and Wales study A Level English Literature than any other subject. Almost every university has a large English department. Graduates with degrees in English Literature have a passport to a wide range of careers: the Civil Service/ local government, the Foreign Office, personnel management, every aspect of the arts and media, computing, the law, international business, social work and teaching.

Examination Board
AQA

Entry Requirement
- APS 4.5
- Grade 6 in GCSE English Literature
- Grade 5 in GCSE English Language (grade 6 recommended)

Examination Breakdown
- 80% external exam
- 20% coursework for assessment

Contact
- Head of English: Miss S Pizan
- KS5 Progress Leader in English: Ms E Prow



Film Studies

Content and Aims

This course offers an exciting opportunity to deeply investigate film as a key 20th and 21st-century art form. Students gain a broad knowledge and understanding of how film works by studying a wide variety of cinema, including:

- Mainstream and independent American and British films.
- Recent global films.

Production Work is integral to the qualification. You will apply your analytical knowledge to your own filmmaking, mastering key pre-production, production, and post-production techniques. All practical work is supported by our dedicated video equipment and professional Adobe Creative Cloud editing suites.

This course is perfect for students interested in critically assessing films and those with the creative drive to produce and manage their own filmmaking projects.

Key Features

- Some of the films available to study on the course include; Trainspotting, Shaun of the Dead, Memento and La La Land.
- The study of a diverse range of film forms and film styles which have developed in different places through the history of cinema.
- The opportunity to apply knowledge and understanding gained from textual study in practical film making.
- In giving students the opportunity to study a significant film movement and aspects of national cinemas, it is intended that an interest in film culture will be fostered which can be taken forward in lifelong learning.

Career Considerations

Those wishing to further explore film or wider media industries will find this course an integral component to their studies. Whether it is the textual analysis and critical writing that can be useful for studies in communication and journalism, or the practical and technical skills that would support film/TV production; Film Studies is engaging, rewarding and enriching.

Examination Board

EDUQAS

Entry Requirement

- APS 4.2
- Grade 5 in GCSE English Language and Literature
- If studied GCSE Film a Grade 5 is needed

Examination Breakdown

- 70% external examination
- 30% coursework

Contact

Head of Film & Media: Miss L Cross
Teacher of Film & Media: Mr C Tonking



Level 3

Food Science & Nutrition

(Alternative Academic Qualification)

This Level 3 Extended Certificate is equivalent to one A level and provides a comprehensive, science-based study of the complex links between food, nutrition, and human health. The course effectively integrates scientific principles with practical skills, fostering creativity, critical analysis, and problem-solving abilities. It is ideal for those planning careers in dietetics, public health, food technology, and hospitality management. This well-rounded qualification prepares you for higher education or immediate employment in diverse sectors like healthcare and food manufacturing.

Content and Aims

This qualification offers a thorough understanding of the relationship between food, health, and industry, focusing on four key aims:

- Nutritional Needs: Understanding individual dietary requirements across the lifespan.
- Practical Skills: Gaining advanced competency in food production for specific diets.
- Safety: Mastering professional food hygiene and safety standards.
- Progression: Preparing for university courses such as Dietetics, Nutrition Science, Food Technology, and Hospitality Management..

Key Features

The course is structured into distinct learning modules taken over Year 12 and 13.

Unit 1: Nutritional needs across the life stages
This unit develops knowledge of the properties of nutrients, their relationship with the human body, and how to plan nutritional requirements for various needs and life stages.

Unit 2: Developing practical food production skills
This unit is focused on developing complex, high-level practical food production skills. You will learn to plan, prepare, cook, and present quality food items tailored to meet the needs of a specific target audience.

Unit 3: Principles of food hygiene and food safety in food production
This critical unit ensures you master the application of food hygiene and safety principles, including understanding the impact of micro-organisms, how food can cause ill health, and how safety is managed across different production environments.

Optional Units (Choose ONE)
Unit 4: Experimenting to solve food production problems: applying scientific understanding of food properties to solve development challenges through planned experiments and detailed analysis.
Unit 5: Current issues in food science and nutrition: Requires in-depth research into contemporary topics such as sustainability, emerging technologies, or public health crises related to food.

Examination Board

WJEC

Entry Requirement

- Grade 4 in GCSE English Language or Literature
- Two grade 4s in sciences
- Grade 5 in GCSE Food or a merit grade in level 2 hospitality and catering

Examination Breakdown

- 50% external examination
- 50% coursework

Contact

Head of Food Technology: Miss E Caves



French

Content and Aims

Social issues and trends:
Students must study the themes and sub-themes below in relation to at least one French speaking country. Where France is not specified, students may study the themes in relation to any French-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

Aspects of French-speaking society: current trends
- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

Aspects of French-speaking society: current issues
- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Political and artistic culture:
Students must study the themes below in relation to at least one French-speaking country.

Artistic culture in the French-speaking world
- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

Aspects of political life in the French-speaking world
- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

Grammar
A-Level students must have a strong understanding of the French grammatical system and structures. Accurate and complex grammar is essential for all tasks, including spontaneous essay writing, responding to spoken French passages, and translation.

Students must actively use the forms and functions of all key grammatical elements, as detailed on the AQA website.

Career Considerations

The ability to speak and understand a foreign language is an invaluable asset in itself and is becoming increasingly important as our link with mainland Europe becomes closer and the world of work demands more flexibility and travel.

Many university courses offer study of a language as a degree component in conjunction with other subjects, such as Engineering, Geography and Business Studies. A language qualification will give you the edge when you apply for university places and in your future career.

Examination Board
AQA

Entry Requirement
- APS 5.3
- Grade 6 in GCSE French

Examination Breakdown
- 100% external examination

Contact
Head of MFL: Mrs Reydet-Clark



Geography

Content and Aims

At A level students' will follow the Edexcel course.
It covers 8 key topics, split between Year 1 & Year 2:

Year 1
1 – Coastal Landscapes and Change
2B – Tectonic Processes and Hazards
3 – Globalisation
4B – Diverse Places

Year 2
5 – The Water Cycle and Water Insecurity
6 – The Carbon Cycle and Energy Security
7 – Superpowers
8B – Migration, Identity and Sovereignty

Year 2
This splits in to three exams at the end of Year 2:
Paper 1 covers the physical topics – 1, 2B, 5, 6
Paper 2 covers the human topics – 3, 4B, 7, 8B

A third paper links the above topics together requiring students to use a resource booklet to answer questions about a geographical issue. Three synoptic themes are studied in this paper (Players, Attitudes & Actions and Futures & Uncertainties). Students are required to complete an Independent Investigation of between 4000-5000 words involving one of the topics covered, using fieldwork to facilitate this.

Key Features

A wide variety of learning opportunities, including problem solving exercises, data collection, statistical analysis, field work enquiry, essay and report writing, and presentations.

There is a compulsory element of completing at least 4 days of fieldwork, which will be covered in a residential course.This will not only to develop fieldwork skills but also provide an opportunity to collect data for the independent investigation.

Career Considerations

Related careers are diverse, spanning sectors such as:
- Government and Urban/Rural Planning
- Resource Management (e.g; water, energy, forestry)
- Meteorology, Transport, and Communications.
- Tourism and Marketing
- Education and Development Issues

Examination Board

Edexcel

Entry Requirement

- APS 4.7
- Grade 5 in GCSE Geography
- Grade 5 in GCSE Maths
- Grade 5 in GCSE English Language or Literature

Examination Breakdown

- 80% external examination
- 20% independent investigation

Contact

Head of Geography: Mr J Hatchell



Graphic Communication

Content and Aims

This course suits students from a relevant design background (e.g., GCSE Art/Graphics) who are interested in a career in graphic design.

The critical element of the subject is the effective communication of a message through the organisation of images and words. You will explore how to meet user and audience needs, responding to diverse visual communication forms, including the extended scope offered by digital platforms and the internet.

Assessment Structure:

Component 1 (Coursework): Students create a portfolio of practical development work and outcomes based on personal starting points, alongside a written personal study.

Component 2 (External Assignment): An assignment allowing for personal style development, culminating in a 15-hour timed practical exam.

Key Features

Graphic communication is sub-divided into the following disciplines:

- Drawing &
- Advertising material processes
- Illustration
- Branding
- Packaging
- Typography
- Information design
- Contextual understanding & professional practice

Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of Graphic Communication. Students will develop skills using a variety of techniques and processes and explore computer software including Adobe Photoshop to assist with the development of their design ideas.

Career Considerations

A qualification in any Art discipline is highly valued by universities and accepted for entry to any degree course.

However, if you plan a career or degree in fields like Art and Design, Graphic Design, Fashion, Architecture, Media, or Theatrical/Interior Design, an A level Art subject is essential.

The recommended pathway to specialist Art degrees is via a one-year Foundation Course after A levels. This course helps you experience various disciplines, build a specialised portfolio, and make informed degree decisions.

Examination Board

Edexcel

Entry Requirement

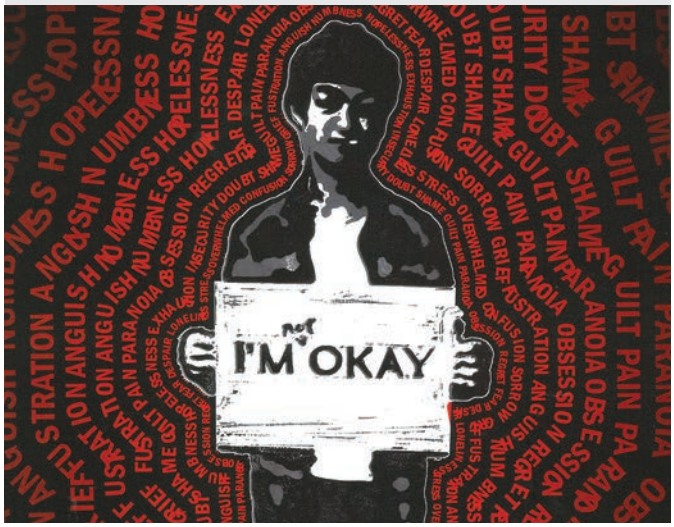
- APS 4.2
- Grade 5 in GCSE Art,
- Graphic Communication or DT Graphics

Examination Breakdown

- 60% coursework
- 40% exam

Contact

Head of the Art & Textiles: Mrs D Kelly



BTEC Level 3

Health & Social care

(Alternative Academic Qualification)

Content and Aims

The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (AAQ) aims to provide an introduction to the sector. It is for students who are interested in learning about the health and social care sector as part of a balanced programme of study. It is equivalent in size to one A Level.

Key Features

Students choosing the Level 3 National Extended Certificate in Health and Social Care (AAQ) will be assessed in four separate units, in which three are mandatory units for the exam board. Two of these units are internally assessed and the other two are externally assessed.

Internally assessed units - Students must complete two internally assessed units of which are internally marked and require students to submit evidence towards a given assessment criteria. This means that the teacher delivering the unit sets and assesses the assignment that provides the final summative assessment of each unit.

Synoptic assessment (Unit 3) - Synoptic assessment is one that a student would take later on in their programme of study, to which they will be expected to apply learning from a range of units. Synoptic units may be internally - or externally assessed.

Mandatory units
Unit 1 - Human Lifespan and Development
Unit 2 - Human Biology and Health
Unit 3 - Principles of Health and Social Care Practice

Optional units
Unit 4 - Health, Policy and Wellbeing
Unit 5 - Promoting Health Eucation
Unit 6 - Safe Environments in Health and Social Care
Unit 7 - Health Science

Career Considerations

Some of our students progress to study various health and social care disciplines at university such as medicine, nursing, social work, midwifery and physiotherapy. Others undertake childcare courses at local colleges or combine in working alongside an apprenticeship scheme.

Examination Board

Edexcel

Entry Requirement

- APS 4.0
- Grade 4 in GCSE English Language and Literature.
- If BTEC Health & Social Care is taken at Level 2, a Level 2 Merit must be achieved.

Examination Breakdown

- Combination of coursework, exam and externally set tasks.

** This is a newly reformed course and the government is reviewing AAQ's, so there could be further changes.*

Contact

KS5 Progress Leader in Health & Social Care:
Mrs K Chamberlain



History

Content and Aims
The study of History develops students' powers of analysis and their ability to organise material and write clearly and logically. It is concerned with real people and society, as well as the interpretations of evidence and the skills of rational argument. It is a popular choice in our Sixth form.

Key Features
Three examinations and one coursework question.

Unit 1:
Britain transformed, 1918-1997. A study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially and culturally in the years 1918-1979. Also students will study what impact Thatcher's government had on Britain 1979-1997.

Unit 2:
The USA, c1920-55: boom, bust and recovery. A study in depth of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945 – source - based paper.

Unit 3: The witch craze in Britain, Europe and North America c1580-1750. A study of the witch craze that took hold in the late sixteenth century.

Unit 4: Coursework. A question on debates on the Holocaust

Career Considerations
A level History is a springboard to a wide range of degrees and careers, such as banking, insurance, the civil service, management and journalism. It is recognised as a qualification for entry to most degree courses, and is especially desirable for a career in law.

Studying History builds transferable skills like analysis, research, and problem-solving. These are valuable in careers such as business, politics, marketing, PR, teaching, academia, archiving, and heritage.

"History is a guide to navigation in perilous times. History is who we are and why we are the way we are."

YEAR 13 STUDENT

Examination Board
Edexcel

Entry Requirement
APS 4.7
Grade 5 in GCSE History
Grade 5 in GCSE English Language and Literature

Examination Breakdown
80% external exam
20% coursework

Contact
Head of History: Mr M Inns



Mathematics

Content and Aims
The course is made up from units of Pure Mathematics, Statistics and Mechanics.

At A level Pure units are studied which extend knowledge of algebra and trigonometry and introduce a fresh field of Mathematics called calculus.
Applied modules are also taken:
Statistics is the collection and analysis of data for the purpose of informing and making decisions.
Mechanics is the study of the rules by which things stand still or move.

Key Features
The course depends heavily on class teaching. Independent practice which consolidates understanding from this teaching is essential.
For a conscientious student Mathematics is probably the most straightforward of A levels. To help students with the transition to A level 'bridge the gap' work is provided over the summer.

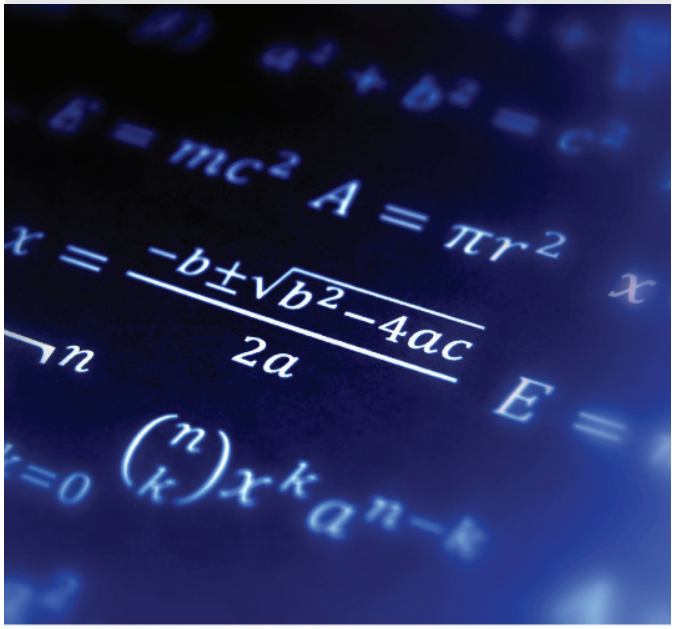
Career Considerations
Mathematics at A level is a much sought after qualification and can open the door to a host of career opportunities, many of which have no obvious link with Mathematics. The higher education courses or careers which either require or strongly prefer A level Mathematics include: Economics, Medicine, Architecture, Engineering, Accountancy, Psychology, Environmental Science, Computing, Information Technology, any of the Sciences and of course Mathematics.

Examination Board
Edexcel

Entry Requirement
- APS 5.3
- Grade 7 in GCSE Maths OR Grade 6 and pass entry test
- Grade 6 in GCSE Physics (The 6 in physics is only for those that get a 6 in maths)
- If you have not become confident in dealing with the higher tier material at GCSE the Mathematics at A Level will be very difficult
- Completion of bridge the gap work

Examination Breakdown
- 100% external examination

Contact
Head of KS5 Maths: Mr K Wray



BTEC Level 3

Creative Digital Media Production

Content and Aims

In BTEC Creative Digital Media Production, students will gain a new insight into this enriching medium. We will provide the students with an opportunity to develop sector-specific knowledge and skills, in a practical learning environment. Students will learn the language of Media and the power it has to communicate messages, through a variety of different platforms. Students will gain an aptitude of skills in creative media production, including investigating and developing ideas through pre-production, production and post-production. Moreover, students will also gain experience in the processes that underpin creative media production such as responding to briefs, feedback and generating ideas. With the latest Adobe creative cloud suite there is all the post production software you could ever need -as well as cameras and other production equipment- to help create near professional standards.

Over the course of two years, students will study 5 units:
- Unit 1 Media Representations
- Unit 4 Pre-production Portfolio
- Unit 8 Responding to a commission
- Unit 10 Film Production – Fiction
- Unit 14 - Digital Magazine Production

Across the two year course, assessment is formed of 58% external assessment and 42% internal portfolio work. Learners will be awarded Pass, Merit, Distinction or Distinction*, depending on the quality of work.

Key Features

- A broad understanding of the subject and learn the skills to produce media artefacts.
- Ability to analyse and deconstruct media images and representations.
- Communication and planning skills needed to work in teams through vocational media projects.

Career Considerations

The qualification is intended to carry UCAS points and is recognised by Higher Education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning, and it combines well with a large number of subjects. It will support entry to HE courses in a very wide range of disciplines, depending on the subjects taken alongside. If you have a passion moving images, you can study Creative Digital Media Production alongside A Level Film Studies. Both courses offer different approaches to analysing and exploring media texts. Within each course, there are opportunities to develop your practical skills through production work.

Examination Board

Edexcel

Entry Requirement

- APS 4.0
- Grade 4 in GCSE English Language and Literature
- If studied BTEC Media at Level 2, a Merit grade is needed.

Examination Breakdown

- 42% internal portfolio
- 58% external examination

Contact

Head of Film & Media: Miss L Cross



BTEC Level 3

Music Technology

Content and Aims

Music Technology BTEC has a clear emphasis on music technology without the emphasis on music theory. The course equips students with skills for higher education and beyond. The content is designed to develop a broad range of skills including project management, appraising and analysis, creativity and imagination. This course will involve a few Music Technology Portfolios. These will include film music, jingles and video games, pop songs, as well as mixing a piece of pre-recorded music and making a remix. Students will develop their understanding throughout the course using a Digital Audio Workstation and how they are able to manipulate, enhance and create music to show their knowledge and skills.

Throughout the two years, students will extend their knowledge, skills and understanding developed in GCSE/BTEC. It provides a worthwhile, satisfying and complete course of study, which broadens experience, develops imagination, fosters creativity and promotes personal and social development.

Key Features

- Student involvement in all areas of the community through recording
- Exciting avenues to self-expression
- Practical workshops

Career Considerations

Students will be able to progress to university to study Music Technology, Sound Production, Sound Engineering and many other courses requiring a similar skill set. This is predominately a vocational course with the equipment used being the same as in a professional recording studio. Students will not only be well equipped to work professionally with sound but they will also be skilled in composition. This could lead to anything from creating music for Film and TV to music of a more western classical tradition.

"Music technology has changed my life! I really want to continue this as a career now."

YEAR 13 STUDENT

Examination Board

Edexcel

Entry Requirement

- APS 4.0
- Grade 4 in GCSE Music or Level 2 Merit in BTEC Music
- If no qualification and there is a keen interest in music and an instrument studied, a conversation with the Head of Music is needed.
- This course is for students with a passion for music and a dedication to musical detail

Examination Breakdown

- 20% exam
- 80% coursework

Head of the Music Department: Mrs H Meadows



Philosophy, Religion & Ethics

Content and Aims

This course offers an exciting opportunity to fuse the study of Philosophy, Ethics, and Religion into one subject, divided into three core components studied over two years.

Course Components:

Component 1: Christian Thought

A detailed study of key figures, concepts, and significant historical developments within Christianity. It explores complex questions like the nature of God's suffering and the religion's impact on modern Britain.

Component 2: Philosophy of Religion

This component explores arguments for and against the existence of God, challenges to religious belief (such as the problem of evil and suffering), the nature of religious experience, and the psychology of belief, including symbolism and myth.

Component 3: Religion and Ethics

We review ethical language and moral thought on key concepts and applied issues. This includes examining views on abortion, euthanasia, diverse relationships (homosexual and polyamorous), animal experimentation, and the use of nuclear weapons as a deterrent.

Key Features

- This is an excellent course that will develop students' academic writing skills, critical evaluation and ability to reach credible conclusions.
- Students will also develop a deeper understanding of contemporary political debate on many issues and will be able to engage in academic discussions.
- Students will have a much clearer understanding of multicultural Britain and issues of equality, diversity, representation and integration.
- Students will develop good skills of critical reasoning and problem-solving. It also requires them to develop an understanding of quite sensitive issues and beliefs from different perspectives.

Career Considerations

This course provides transferable skills, including analysis and evaluation. It is a good subject if you are interested in social work, police, community work, psychological services and education. The examination of ethics on this course may be considered especially useful for further study in Medicine, Law and Politics.

Examination Board

WJEC

Entry Requirement

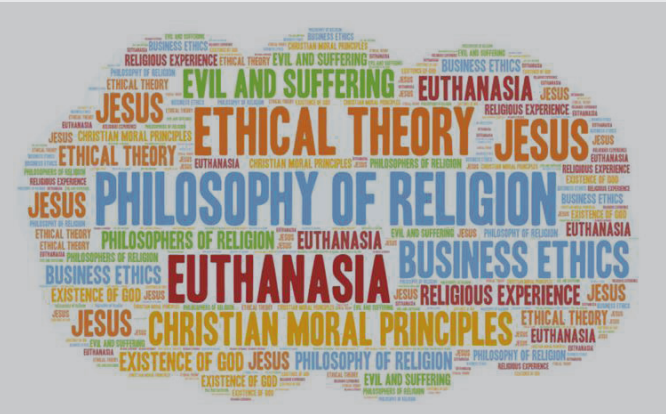
- APS 4.7
- Grade 5 in GCSE English Language and Literature.
- If studied Religious studies/Philosophy at GCSE a grade 5 is needed.
- Anybody who is interested in the big questions, such as the nature and purpose of life, ethics, human behaviour, and how beliefs shape our society, should consider Philosophy, Religion & Ethics. It is a subject where you will have deep discussion and will need to have an open mind to consider many points of views.

Examination Breakdown

- 100% external examination

Contact

- Head of Philosophy, Religion & Ethics Mr S Tawede
- Course Leader: Miss K Bradshaw



Physical Education

Content and Aims

An A level in Physical Education will equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. The focus of the course is being able to apply a variety of concepts to not only high level performance in a range of sports, but also what contributes to a balanced, active and healthy lifestyle.

Key Features

Year 12 Theory:

You will study these three topic areas:

- Anatomy and Physiology
- Skill Acquisition
- Socio-Cultural Studies.

Year 13 Theory:

In your second year you will study Exercise Physiology, Sport Psychology, Biomechanics and the role of Sport in society.

- Exercise Physiology: Learn how the body responds to training and performance.
- Sport Psychology: Explore how athletes think and prepare, and how to support their mental performance.
- Biomechanics: Study the science of movement and how it affects sport, in a practical, hands-on way.
- Practical: You will be assessed in one physical activity as either a performer or coach. You will also complete an observation analysis of your selected sport.

Career Considerations

Studying Physical Education at A Level will open many doors for you. Whether it be studying a related degree at Higher Education or accept an apprenticeship in the leisure industry. Many of our previous pupils have gone on to read Sport and Exercise Science at top institutions in the country or pursued careers in teaching, coaching or professional sport. Others have gained jobs in the leisure industry, recreational management, or the health and fitness industry by using the skills they developed throughout the course.

Examination Board

OCR

Entry Requirement

- APS 4.5
- Grade 5 in GCSE PE
- Two Grade 5s in GCSE Sciences (discussion with department if a Grade 4 and 5 are achieved.
- Must play a competitive sport at a high level, and you will be expected to belong to a club/team oustide of school as well as attending school clubs and practices.
- You need to be able to cope with this level course as well as being an enthusiastic sports person.

Examination Breakdown

- 100% external examination (including practical assessment)

Contact

Director of Sport: Mr J Hart

Second in Charge of the PE Department: Mr K Brasier



Physics

Content and Aims

OCR Physics gives students an insight into the wonders of the universe, how engineering works and how particle physics shows us how the building blocks of everything around us came together.

The aim of doing physics is to provide a secure knowledge of physics, understand the dynamic world around them, develop practical skills and enhance a student's deeper thinking of how everything around them works.

In the first year of physics, the students will cover topics such as:
- Measurements and their errors
- Waves
- Materials
- Mechanics and energy
- Electricity and circuits
- Quantum Physics

In the second year of physics, the students will cover topics such as:
- Electric fields
- Gravitational fields
- Thermal physics
- Nuclear physics
- Medical imaging techniques
- Simple harmonic motion

Career Considerations

A level Physics will enable students to access a wide range of career paths. Possible routes include, engineering, geophysicist, medical physics and even career paths such as pilot, architect, astronaut and software developer. Physics enables students to take on careers which are technically oriented, creative and challenging, but rewarding in creating new innovative solutions and products.

Examination Board

OCR A

Entry Requirement

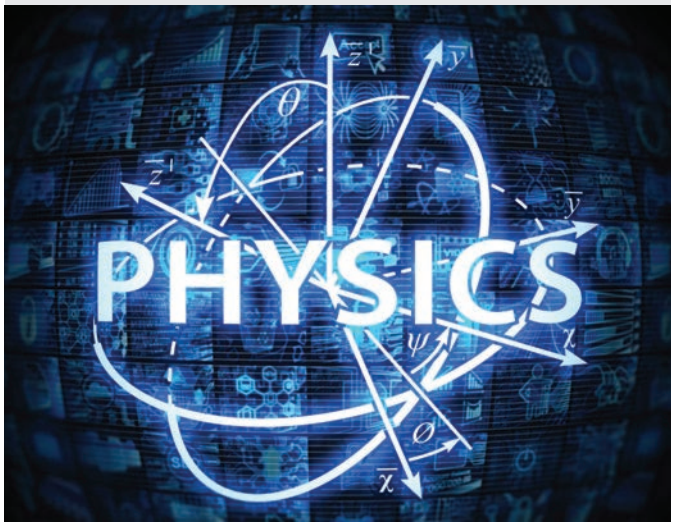
APS 5.3
Two Grade 6s in GCSE Sciences
(If Triple Science is studied one must be Physics).
(If Combined Science is studied, then Physics components must be Grade 6).
Grade 6 in GCSE Maths
Pass the entry exam

Examination Breakdown

100% external examination

Contact

Head of Physics: Mr L Rich



Politics

Content and Aims

Politics and the decisions made by politicians impacts on all of our lives, now and in the future. Politics is about how we govern and organise ourselves. The study of politics on this course will give you valuable insights into the world of political ideas, debates, processes and key institutions in Britain and in the United States. You will gain a greater understanding of many of the complex issues facing governments today. There can be no better time to study Politics due to the rapidity of change in the world. A Level Politics enables you to develop critical thinking skills and enhance your ability to interpret, evaluate and comment on the nature of politics. You will gain skills in communicating complex ideas and formulating clear substantiated arguments.

Key Features Three examinations

Unit 1 UK Politics:
A study of Political participation and Core Political Ideas. In Political Participation students study democracy and participation, political parties, electoral systems, voting behaviour and the media. In Core Political ideas students study conservatism, liberalism and socialism.

Unit 2 UK Government:
A study of UK government and a non-core political idea. In UK government students will study the constitution, parliament, Prime Minister and executive and relationships between the branches. They will also study a non-core political idea that will either be anarchism, ecologism, feminism, multiculturalism or nationalism.

Unit 3 – Comparative Politics-USA
Comparison with the USA. Students will study the US Constitution and federalism, US Congress, US Presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

Career Considerations

A Level Politics is a rigorous and versatile qualification that demonstrates to universities and employers the valuable ability to express ideas clearly and to make links between strands of thought and undertake sophisticated evaluations. The A Level Politics qualification is well thought-of and is recognised by all universities. An A Level in Politics may lead to all kinds of possible careers including law, the media, banking, advertising, journalism, social work, teaching and many other professions.

Examination Board
Edexcel

Entry Requirement
APS 4.7
Grade 5 in GCSE English Language or Literature
Grade 5 in GCSE History or Geography

Examination Breakdown
3x 2hour examinations

Contact
Head of Department: Mr M Inns
KS5 Progress Leader in Humanities: Dr J Haynes



Psychology

Content and Aims

A level Psychology is the scientific study of human behaviour and the diverse approaches used to explain why individuals act as they do. It will make you question the assumptions you hold about yourself and the independence of your actions.

Year 1: Focuses on foundational knowledge for the first two exams, covering Memory, Attachment, Social Influence, Clinical Psychology/Mental Health, and the Psychology in Context paper. Students will be discussing questions such as how do babies attach to a caregiver and what affect does early attachment have on future development. They will study what makes the majority of people conform to societal rules and expectations whilst others prefer to be in the minority and show in their individuality. This context paper includes Biopsychology, Research Methods, and Psychological Approaches. Research Methods alone is a vital component, accounting for 25% of the final grade.

Year 2: Students will build upon their knowledge and understanding from their first year. Students will learn from a range of options including Schizophrenia, Aggression and Relationships as well as Issues and Debates withing Psychology. They will have to take a total of 3 exams at the end of their second year where they will be tested using a variety of multiple choice, short answer and extended writing questions.

Key Features

The course is taught through the evaluation of key psychological research, group work, video, and practical research activities. You will be tested using a variety of multiple-choice, short-answer, and extended essay questions across three final exams.

Dedication to learning new terminology and developing sophisticated essay and research skills is essential.

Career Considerations

You could: follow a degree course in Psychology, Social Science, Nursing, Advertising, or any that is personnel based, enter a Higher National course in a related programme, seek employment in the area of human resources, the care sector, hotel management, advertising, police, prison service, probation and education.

Examination Board

AQA

Entry Requirement

- APS 4.7
- Grade 5 in GCSE Maths
- Grade 5 in either GCSE Language or Literature
- Two grade 4s needed in GCSE Sciences
- If studied Psychology at GCSE a grade 5 is needed
- We recommend any students below a Grade 6 in Maths, additionally take the Level 3 Mathematical Studies course.

Examination Breakdown

- 100% external examination

Contact

Head of Psychology & Sociology: Mrs L Nye



Sociology

Content and Aims

IThis course offers a critical and detailed exploration of society, developing sophisticated skills in analysis and evaluation.

Year 12 Modules:
focuses on the compulsory units of Education, Research Methods, and Families and Households:

- **Education & Research:** You'll study the role and fairness of the education system - exploring whether it promotes or hinders social mobility. This is paired with an evaluation of Research Methods to determine which techniques are best suited for studying education.
- **Families & Households**: You'll examine how the family has changed due to social and political factors, its functions for society and the individual, and contemporary issues like the impact of globalisation and the increasing diversity of family types.

Year 13 Modules:
Involves a broader, deeper exploration of theory with Crime and Deviance and Beliefs in Society:

Crime and Deviance: This unit explores the social profile of offenders, theories explaining crime and deviance, and the role and effectiveness of punishment for victims, offenders, and society as a whole.

Beliefs in Society: You'll consider the role and function of religion. This unit deepens your understanding of sociological perspectives and explores the validity of science as a modern belief system.

Key Features

This course uses a very wide range of materials for analysis and interpretation, including text, cartoons, statistics, newspapers, and magazines.

At its core, Sociology is driven by debate and argument. You will develop crucial skills, such as using evidence in a balanced way and drawing clear conclusions. Since Sociology changes as quickly as society itself, you must be interested in current social events. It is a challenging and thought-provoking subject that will force you to re-think common sense assumptions about the world.

Career Considerations

Sociology develops highly marketable analytical skills by training students to answer the 'what', 'how', and 'why' questions about human societies. Having Sociology on your CV demonstrates a clear understanding of the world around you. Graduates pursue diverse careers in: Health and Welfare services, Education, Journalism and Public Relations, Police and Research,Medicine.

Examination Board

AQA

Entry Requirement

- APS 4.2
- Grade 5 minimum in English Language and English Literature.
- If GCSE sociology was studied, a minimum grade 5 is required.
- Anybody who is interested in the society in which they live and in the differences between people should consider this course. A lively interest in current affairs is desirable, and you need to be prepared to undertake additional reading from textbooks, periodicals, magazines and newspapers.

Examination Breakdown

- 100% external examination

Contact

Head of Psychology & Sociology: Mrs M Ward



Spanish

Content and Aims

Social issues and trends:
Students must study the themes and sub-themes below in relation to at least one Spanish speaking country. Where Spain is not specified, students may study the themes in relation to any Spanish-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

Aspects of Hispanic society:
- Modern and traditional values
- Cyberspace
- Equal rights
- Multiculturalism in Hispanic society
- Immigration
- Racism
- Integration

Political and artistic culture:
- Students must study the themes and sub-themes below in relation to at least one Spanish speaking country.
- Artistic culture in the Hispanic world
- Modern day idols
- Spanish regional identity
- Cultural heritage or cultural landscape
- Aspects of political life in the Hispanic world
- Today's youth, tomorrow's citizens
- Monarchies, republics and dictatorships
- Popular movements

Grammar
A strong understanding of the Spanish grammatical system and structures is mandatory. Students are required to use accurate and complex grammar actively in all exam tasks, including spontaneous essays, comprehension of spoken Spanish, and translation. Success requires knowledge of both the forms and functions of every key grammatical element.

The full specification list is available on the AQA website.

Career Considerations

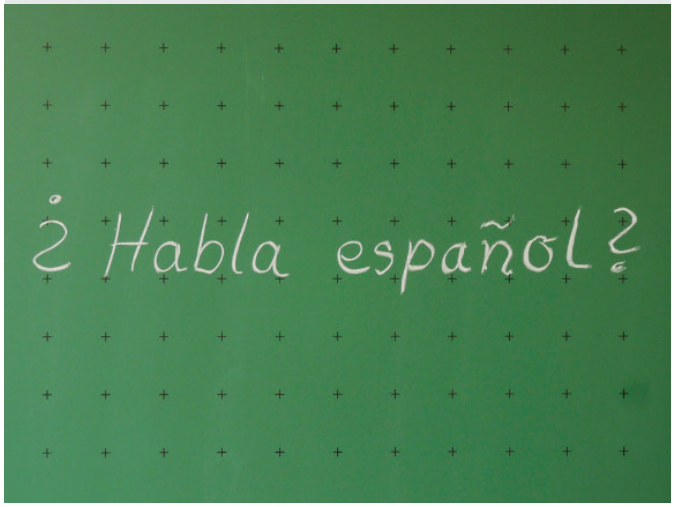
The ability to speak and understand a foreign language is an invaluable asset in itself and is becoming increasingly important as our link with mainland Europe becomes closer and the world of work demands more flexibility and travel. Many university courses offer study of a language as a degree component in conjunction with other subjects, such as Engineering, Geography and Business Studies. A language qualification will give you the edge when you apply for university places and in your future career.

Examination Board
AQA

Entry Requirement
APS 5.3
Grade 6 in GCSE Spanish

Examination Breakdown
100% external examination

Contact
Head of MFL: Mrs Reydet-Clark



BTEC Level 3

Sport

Content and Aims

The BTEC Diploma is a specialist qualification that focuses on particular aspects of employment within Sport. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The majority of the units are coursework based with a few that are externally assessed (exams).

There are opportunities for students to choose Single, Double or Triple Sports BTEC with each option counting as one A-Level.

Single BTEC Sport:
- Anatomy and Physiology
- Fitness testing and programming
- Professional development in Sport
- Practical sports performance.

Double BTEC Sport: all of the above and:
- Sports leadership
- Coaching for performance
- Technical and tactical demands of sport
- Investigating business and Skill acquisition.

Triple BTEC Sport: all of the above and:
- Research Methods in Sport
- Sport Event Organisation
- Development and provision of Sport
- Rules and Regulations
- Officiating in Sport
- Work Experience in active leisure.

Key Features

This is a practical, work-related course that includes hands-on learning through internal and external workshops. Assessment is a mixture of practical assignments and written examinations. The course is available at different qualification sizes:

Single: 2 mandatory exams and 2 coursework units.

Double: 3 mandatory exams and 6 units (a mix of exams and coursework).

Triple: 4 mandatory exams and 10 units (a mix of exams and coursework).

Career Considerations

A BTEC Diploma prepares you for employment in Sport and provides a good grounding to go on to a degree level qualification.

- Work within the Sports Industry, including Sport Development Officer, Personal Fitness Trainer.
- Teaching or coaching of all ages
- Careers that rely on good social and communication skills e.g. social work, caring professions, advertising, public relations and even the police or the armed forces.

Examination Board

Edexcel

Entry Requirement

Single & Double:
- Grade 4 in GCSE English Language or Literature. One Grade 4 in GCSE Science.
- Must have completed GCSE PE or BTEC Sport and achieve a grade 4 or merit.

Triple:
- Grade 4 in GCSE English Language or Literature.
- One Grade 4 in GCSE Science.
- Must have a grade 4 in GCSE PE or a Merit in BTEC Sport level 2.
- This is a triple course, meaning you will not need to take any other courses alongside it.
- To study this in Sixth Form, you need at least four grade 4s at GCSE.
- English and Science requirements of this course still apply.

Examination Breakdown

- Combination of coursework, exam and externally set tasks

Contact

Director of Sport: Mr J Hart
Second in Charge of the PE Department: Mr K Brasier

Enrichment options

Content and Aims

Our Enrichment programme gives all students the opportunity to continue their studies outside of their core subjects to gain further qualifications and enhance their skill set.

Exceptions: This option is replaced if students are studying Further/Additional Maths or selecting a specific sports option (Rugby, Football, or Netball).

The primary objective of Enrichment is to equip students with the knowledge and reasoning skills necessary for daily life, employment, and further academic study. Students learn to think deeply and structure evidence-based arguments on important societal issues, gaining skills directly applicable to a wide range of academic and vocational careers and courses. Since Enrichment is independent of core subjects, students can both draw from and directly add to their chosen specialist areas.

Enrichment Options

The Extended Project Qualification (EPQ) is an opportunity to research a topic of personal interest in depth, demonstrating initiative and commitment valued highly by universities and employers. Worth half an A-Level (A2 standard), the EPQ significantly enhances post-secondary school applications.

The course has no final exam. Students, supported by a supervisor and taught skills sessions, produce either a dissertation-style essay or a physical product accompanied by a report. The EPQ develops crucial research, planning, and development skills.

MOOCs (Massive Open Online Courses) We actively encourage all students to enroll in a MOOC (Massive Open Online Course) as an additional option.

These are short, flexible courses offered by universities in a wide range of subjects. Completed independently and in your own time, MOOCs allow you to:

- Extend knowledge related to your current studies or explore new areas.
- Demonstrate considerable initiative and independent learning to universities and potential employers.

Teachers for Tomorrow - In the Teachers for Tomorrow programme (T4T) you will be working alongside a teacher to specifically help individuals with their learning. This is a great opportunity for anyone thinking of entering the world of teaching, to see both the joys and the trials of getting ideas across to younger minds.

Duke of Edinburgh Award From volunteering to physical activities, life skills to expeditions, achieving a DofE Award at Silver/Gold level is a passport to a brighter future, valued by employers and universities.

Dance Ambassadors - Dance is offered as an Enrichment option whereby students are expected to spend a few hours a week in the dance department in various roles, supporting students in their choreography lessons, helping to run the dance club, hosting parents and students at Open Evenings and performing as part of the student dance company in shows in and outside school.

Subject Ambassadors - Gives the opportunity to work alongside Heads of Department in a subject area they are passionate about. This may include tutoring GCSE students, creating displays that get students thinking or creating revision resources to help others.

Cambridge OCR Level 3 Award in Personal Finance
Designed to complement A Levels or other Level 3 qualifications, the Cambridge OCR Level 3 Award in Personal Finance is a compact course that equips students with the knowledge to manage their money across various life stages as they transition to higher education, employment, or an apprenticeship. It develops a practical awareness of available financial products and services while teaching real-life skills, such as selecting the best financing options for major purchases and creating effective budgets to reach personal financial goals. 1 hr exam in June. 50 marks including multiple choice, short answer and case study driven questions.

Examination Breakdown

EPQ - 5000 word essay, presentation & logbook or 1000 word essay, artefact, presentation & logbook
Other options - continuous assessment throughout.

Further Considerations

If students are undertaking EPQ then they must treat this in the same way as any other A Level subject.

Universities and potential employers do look for what “extra” the candidate can offer and our vast and broad choices for enrichment gives all students the opportunity to partake.

Contact

Dr J Haynes

ENRICHMENT

Mathematical Studies

Content and Aims

This is a one-year course only, aimed at students who are not Studying the full A Level in Mathematics, but who would benefit from continued support in maths as they study other A Levels.

Using and extending GCSE knowledge, the aim of the course is to develop and support mathematical skills and approaches which are used in other subjects and areas of life. By the end of the course, students are more aware of how maths is used in a variety of applications. These include personal finance, mathematical modelling, statistics and probability.

Key Features

The course is primarily delivered through in class teaching. Independent practice which consolidates understanding from this teaching is also essential and your timetable will reflect this.
There are two papers:
Paper 1: Covering estimation, finance and data handling
Paper 2: Covering critical thinking with maths, probability and statistics.
Students will find this course supports the sciences, particularly **Biology**.

In March before the examination, pre-release material is published, which is then used as the context for a number of questions in both papers. The applicable approach fits really well with **Geography**. It is also very suitable for students studying "ologies" such as **Psychology and Sociology**. Students of **Business** and **Economics** have also found this course very beneficial.

"Mathematics creates the models by which we understand our world. Carry it as a passport and doors open for you."

YEAR 12 STUDENT

Career Considerations

Mathematics qualifications beyond GCSE are much sought after qualifications and can open the door to a host of career opportunities, many of which have no obvious link with Mathematics.

The higher education courses or careers which either require or strongly prefer Mathematics qualifications include: Economics, Architecture, Engineering, Accountancy, Psychology, Environmental Science, Computing, Information Technology and any of the Sciences.

When you apply to many university courses, they take very seriously the fact that you have studied this course and many publish discounts to their offers for those achieving Grades A and B in the examinations.
In addition, Mathematical Studies attracts UCAS points.

Examination Board

AQA

Entry Requirement

- Grade 4 in GCSE Maths

Examination Breakdown

- 100% external examination

Contact

Mr M Loughbrough



ENRICHMENT

Further Mathematics

(Enrichment)

Content and Aims

In conjunction with A level Mathematics students can take Further Mathematics. Students can choose Further Mathematics as part of their enrichment in the Sixth Form. Although the course can be taken as a 2 year A level course, students will sit an AS qualification at the end of Year 12 and can then decide not to continue with their study of Further Mathematics in Year 13.

Further Pure – extends knowledge of pure mathematics from the A level Mathematics course and introduces fresh themes including matrices, complex numbers, hyperbolic functions and polar coordinates.

Applied Mathematics - Students will also study 50% of the course in Applied Mathematics. Including building on the applied options in A-level maths and students will be introduced to a new area of maths decision mathematics, where students will be using algorithms to solve problems applied to business and finance.

Key Features

The course counts as a timetabled A level option. We expect students to be independent workers, especially in exam question rehearsal. This is an extremely challenging course aimed at very good Mathematicians.

Career Considerations

Further Mathematics at A level is a much sought after qualification. Many of the more traditional universities consider this as an essential course if you wish to study Mathematics, Engineering or the Pure Sciences.

Examination Board

Edexcel

Entry Requirement

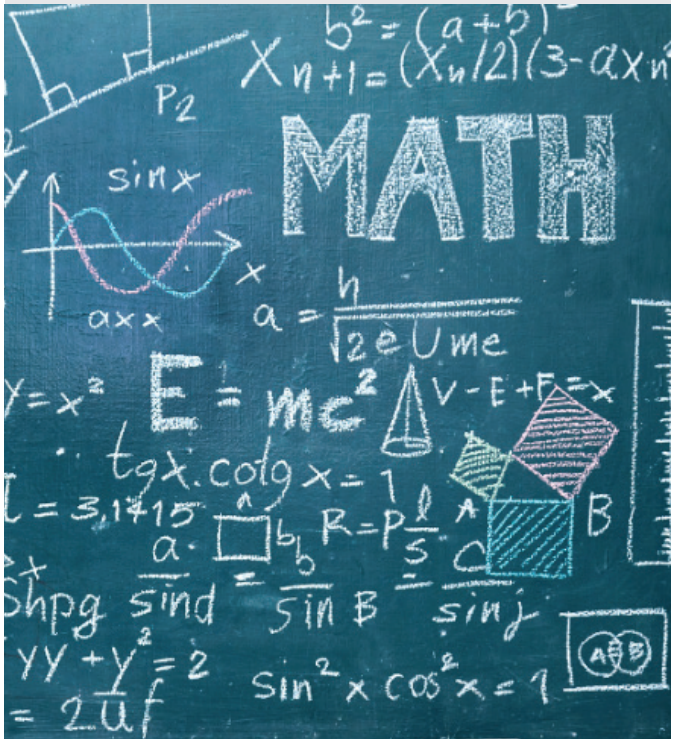
- APS 6.1
- Grade 8 in GCSE Maths
- Grade 6 in GCSE Physics
- If level 2 further maths is completed, a pass grade is needed
- Further Mathematics can only be studied by a student taking A level Mathematics. Everyone wishing to study Further Mathematics will be interviewed on application

Examination Breakdown

- 100% external examination

Contact

Head of KS5 Maths: Mr K Wray



In partnership with Northampton Saints

WHITBREAD Rugby Academy

Content and Aims

Students can select this two-year program as an Enrichment option alongside their three core A level or BTEC courses. The course is designed to allow students to "live like a professional rugby player" while completing their academic studies.

Key Features & Opportunities

- **Elite Coaching:** Access excellent coaching from experienced professionals
- **Performance Optimisation:** Receive tailored Gym programs designed specifically to enhance rugby performance.
- **Progression Routes:** Opportunities to progress to the Northampton Saints, East Midlands, and various other Championship Clubs.
- **Professional Skills**: Gain valuable insight into the expectations of a professional sport environment and a student athlete.
- **Qualifications & CV Building:** Opportunities to complete RFU refereeing and coaching qualifications, alongside volunteering at local schools and club events to build experience.

Career Considerations

The Rugby Development Course ensures students can pursue their athletic ambitions while securing their academic future (3 A levels/BTEC courses).

Athletic Career Paths: Students gain opportunities to progress to Premiership, Championship, and National League clubs, as well as East Midlands and County representative teams.

University Access: Success in academic subjects ensures access to further education or employment. We have developed strong links with top UK universities to support the next step in their education.

Skill Building: Students build leadership and experience through various volunteering roles, including organising and running middle and lower school events, refereeing local matches, and assisting with coaching younger teams.

Entry Requirement

Candidates must already possess a strong understanding of rugby and play at a high level. This is a demanding course that requires dedication and a strong work ethic.

You will be expected to represent the school team while consistently striving to raise performance standards for yourself, the team, and the Samuel Whitbread community. To ensure progression, students must participate in regular fitness testing and show demonstrable improvement throughout the programme.

Contact

Director of Rugby: Mr Woodhead
Director of Girls Rugby: Mr Woolford



ENRICHMENT

WHITBREAD Football Academy

Content and Aims

Students can select this two-year program as an Enrichment option alongside their three core A level or BTEC courses. The course is designed to allow students to “experience the life of a professional footballer” while completing their academic studies.

Training is delivered to an elite and professional standard by highly qualified UEFA coaches. The programme focuses on vital areas of the game, including strength & conditioning, technical and tactical development, and nutritional advice.

Key Features & Opportunities

- **Elite Coaching:** Access excellent UEFA-qualified coaching from experienced professionals
- **Professional Pathways:** Opportunities for progression within the semi-professional and professional game. We also offer a clear route into the senior game through strong links with local semi-professional clubs.
- **Scholarship Access:** Potential for USA scholarship opportunities, provided students commit strongly to both academic and football requirements.
- **Competitive Fixtures:** Extensive match experience through participation in AOC leagues and national competitions, including opportunities to represent Shefford Town & Campton in the Southern Counties Youth Floodlit League.
- **Coaching Qualifications:** Complete official qualifications, including the FA Level 1 coaching badge and FA referee course.
- **Performance Analysis:** Receive regular, detailed match analysis using VEO camera technology, with individual player access to performance data.
- **CV Enhancement:** Gain valuable experience and improve your CV through various volunteering opportunities within Samuel Whitbread.

Career Considerations

This football course will enable students to sit 3 A levels whilst receiving professional level coaching. By passing the other A levels selected, students will have access to further education or employment. We also aim to give our students the opportunity to begin their own coaching journey if they wish. This will include opportunities to organise lower and middle school sporting events, referee in local tournaments and matches and assist with coaching the younger age group Football teams at the school.

Entry Requirement

Candidates must already possess a strong understanding of football and play at a high level. This is a demanding course that requires dedication and a strong work ethic.

You will be expected to represent the school team while consistently striving to raise performance standards for yourself, the team, and the Samuel Whitbread community. To ensure progression, students must participate in regular fitness testing and show demonstrable improvement throughout the programme.

Contact

Director of Football: Mr J Goldman
Director of Girls Football: Ms R Spendelow



ENRICHMENT

WHITBREAD Netball Academy

Content and Aims

The Whitbread Netball Academy offers a unique two-year educational programme that combines first-class academics with a high-performance netball development programme.

Open to female students aged 16+, the programme allows you to create your own unique education path (any mix of A levels/BTECs) while training and playing at a high level.

Career Considerations

The netball course will enable students to sit their A-Levels or BTEC qualifications whilst receiving expert coaching. The opportunities to gain further umpiring and coaching qualifications as well as volunteering opportunities will enable the students to further their education outside of their course, provide the opportunity for paid employment and will also help bolster the student's university application and/or CV leading to greater opportunities.

Key Features & Opportunities

- **Elite Coaching:** Access to excellent coaching from an England Netball UKCC Level 2 Qualified Coach.
- **Intensive Training Schedule:** Students train for a minimum of four hours per week and participate in at least one competitive game per week.
- **Performance Development:** Receive individualized player development programs and dedicated strength and conditioning plans designed for peak netball performance.
- **Professional Insight:** Gain a deeper understanding of high-performance sport within a supportive and positive environment.
- **Workshops & Exposure:** Opportunities to attend netball-specific and guest speaker workshops, as well as professional netball games.
- **Qualifications & CV:** The chance to gain official qualifications, including the England Netball C-Award Umpiring qualification and the Level 1 Coaching qualification.
- **Volunteering:** Various volunteering opportunities at school and local club events to enhance university applications and CVs.

Entry Requirement

Candidates must already possess a strong understanding of netball and play at a high level. This is a demanding course that requires dedication and a strong work ethic.

You will be expected to represent the school team while consistently striving to raise performance standards for yourself, the team, and the Samuel Whitbread community. To ensure progression, students must show demonstrable improvement throughout the programme.

Contact

Mrs A Skinner



Applications & Admissions

Sixth Form Entry Requirements

- Five grade 5's minimum to study a combination of A level courses and vocational courses (BTEC's and applied L3 courses).
- Six Grade 4's to study all Level 3 BTEC/applied courses.
- Each subject has its own entry requirement and Average Point Score (APS) linked to them for guidance (see page 8-10).

Entry Exams

Some subjects may require an entry exam - these will take place within the first week of the new term.

Please contact the following staff for entry test enquiries:

Mathematics: Mr Wray
Biology: Mrs Ambrose
Chemistry: Mr Hardy
Physics: Mr L Rich

Contact Us

If you have any questions about any of the courses offered or the application process please contact our Admissions Officer.

For further information about our Sixth Form please call 01462 628059 or visit our website.

How to apply

To apply to our Sixth Form, please fill in **our online Application Form.**

Closing date for applications is Mon 1st Feb 2027



Greatness begins with curiosity. Discover where your studies can lead...

BELIEVE · ACHIEVE · SUCCEED · EXCEED





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