CLAYESMORE



SIXTH FORM COURSE GUIDE

2027 TO 2029



WELCOME TO THE SIXTH FORM

The Sixth Form is an important moment. It is a time when you begin to have more freedom, make more of your own decisions and take increasing responsibility for where you are heading. It is also a time to discover more about what you are capable of.

At Clayesmore, we believe that Inclusive Excellence means exactly that: providing the opportunity, challenge and support for every young person to achieve their best, while recognising that their best will look different for everyone.

There is no single Clayesmore Sixth Form experience. Some pupils arrive knowing exactly what they want to study and where they want to go next. Others are still working that out. Some will be focused on traditional academic subjects, others will combine academic study with practical, creative or vocational interests. Our job is not to fit everyone into the same mould. It is to know our pupils well enough to help them build the right pathway for them.

That might mean a combination of A Levels and a BTEC, alongside an Extended Project Qualification. It might mean studying a new subject for the first time, pursuing a particular passion or combining subjects in a way that opens up opportunities you had not previously considered. We will encourage ambition, but we will also make sure that ambition is realistic, well informed and properly supported.

The opportunities beyond the classroom matter too. Our Sixth Formers can make the most of specialist facilities across the school, from Design Technology and Art to our Business School, Cookery School, sports facilities and performing arts spaces. Through the LEX programme and the wider life of the school, there are also opportunities to develop interests, learn new skills, take on responsibility and, have some fun along the way.

Perhaps most importantly, you will not navigate these choices alone. Our Sixth Form team, tutors and Head of Careers know that the decisions made during these two years can feel significant. Whether your next step is university, an apprenticeship, a sponsored degree or employment, we will help you understand your options, make good decisions and prepare properly for what comes next.

I want Clayesmore Sixth Form to be a place where pupils are ambitious for themselves and for one another; where academic excellence is taken seriously, but where success is not defined by a single set of results; and where young people are known, challenged and supported.

That is Inclusive Excellence in action

I hope this prospectus gives you a sense of what is possible, and, I hope you will come and see the Sixth Form for yourself, meet our pupils and staff and get a feel for what makes Clayesmore such a special place.

Mr Rob Lane
Head of Clayesmore



FROM THE HEAD OF SIXTH FORM

Clayesmore Sixth Form provides a purposeful and supportive environment for students to grow as independent thinkers and responsible young adults. The two years between GCSEs and life beyond school are formative; our aim is to equip every student with the confidence and intellectual curiosity needed to thrive in a fast-changing world.

Whether their next step is university, an apprenticeship or direct entry into employment, students receive the guidance and opportunities they need to make informed choices and to develop the skills demanded beyond school.

We offer a wide range of A Level and BTEC courses, valued by universities and employers alike. Many students choose a blend of the two, creating a programme of study that combines depth with breadth. Small class sizes and our distinctive ethos ensure each student is known and noticed. Sixth Form life also feels different from the rest of the senior school: students are treated as young adults, given greater independence and encouraged to collaborate actively in their learning.

Each student benefits from the support of a dedicated tutor who works alongside subject teachers, house staff and the pastoral team. Weekly tutor sessions build study and organisational skills, while careers lessons delivered by our specialist team prepare students for the transition to life after school.

Beyond the classroom, our LEX programme broadens horizons. Students are encouraged to try new activities and develop leadership and teamwork. They can take part in Young Enterprise, Model United Nations, politics and debating societies, book clubs and other enriching extracurriculars. Careers-focused talks, employability workshops and mock interviews further develop the competencies they will need after school.

Clayesmore Sixth Form is also a lively community. Academic lectures, social events and formal occasions for both day and boarding students enrich school life. Highlights include formal dinners and balls, themed evenings in the Sixth Form Common Room and our annual Year 12 two-night residential camp which strengthens year group bonds and develops practical life skills.

Students can contribute actively to school life, taking on roles that range from tutoring younger pupils to organising social and wellbeing events and managing communications amongst the students. These experiences foster leadership and provide valuable preparation for life beyond school.

Sixth Form at Clayesmore is a time of challenge and opportunity. Our commitment is to ensure that every student leaves confident, capable and ready to make a positive contribution to the world beyond school.

Harriet Perrett
Head of Sixth Form



A STUDENT'S VIEW INTO LIFE IN THE SIXTH FORM

Leonie Held and George Gundill, Heads of School

We came to Clayesmore in very different ways. One of us has been here since Year 9, following two older brothers who had both loved their time at the school; the other arrived from Germany as a new international student, ready to experience living in another country, improve her English and begin life away from home. Our experiences have been different, but what we have both found at Clayesmore is a community where it is very easy to feel that you belong.

Sixth Form brings much more independence. You are trusted to manage your own time and take responsibility for your work, while knowing that teachers are still there when you need them. There is a real family feel at Clayesmore. You get to know the people around you, teachers know you and friendships quickly grow across the year groups. Boarders and day pupils mix too, so everyone feels part of the same Sixth Form community.

Some of our best memories have come from getting involved in life beyond lessons. Playing matches alongside friends, taking on leadership roles such as Academic Mentors, Student Listeners and House Mentors, becoming School Prefects and enjoying Sixth Form socials such as Curry and Quiz Night, Bingo Lingo, Oktoberfest and the balls have all been important parts of our experience. The social side of Sixth Form really matters: it gives everyone the chance to come together and bond.

Sixth Form has also challenged both of us to grow. We have become more confident and more willing to take responsibility. For someone who first arrived as a new international student, becoming a Prefect and being able to welcome other new pupils has been particularly special. For someone who has grown up at Clayesmore, Sixth Form has brought new opportunities to lead through sport and the wider school.

If we could give one piece of advice to someone thinking about joining Clayesmore Sixth Form, it would be to get involved. Try something new, talk to people you might not normally meet and don't be afraid to step outside your comfort zone. You have more freedom in the Sixth Form, but you are never left to manage everything alone.

Clayesmore has given us friendships and experiences that we will take with us long after we leave. Being a Clayesmorian is about more than simply going to school here - it is about being part of a community, looking out for the people around you and being willing to get involved. Whether you have been here for years or arrive for the first time in Sixth Form, you quickly become part of it. That sense of belonging is what makes Clayesmore so special.

Leonie & George





All our BTECs are equivalent to one A Level in terms of UCAS points.

BTECs tend to suit pupils who prefer coursework to exams. Most universities, including Russell Group universities, are happy to accept a combination of A Level and BTECs.

Average class size in Sixth Form is

7 PUPILS

Academic Enrichment

through the LEX programme and our series of external speakers.

Strong Pastoral Support

“There is so much support and so many opportunities at Clayesmore, I’ve had the time of my life.”

CURRENT SIXTH FORM PUPIL

Supervised Study Periods

for Year 12 help to bridge the gap from GCSE to the independence of university life.

Weekly Careers Lessons

From January of Year 12 to January of Year 13 For guided research about university, apprenticeships or employment opportunities.

Opportunities for Student Leadership

through sport, music, drama and house or school prefect roles.

Pupils attend a wide range of universities,

from Oxford University to study English Literature, Bristol to study Aerospace Engineering, London Southbank to study Baking Technology or BIMM for Music Technology, we support pupils to make the right choice for them.



Experiences Beyond the Classroom

equip our pupils with the skills to develop into young adults who have the confidence and resilience to create a fulfilling life beyond Clayesmore.

CLAYESMORE

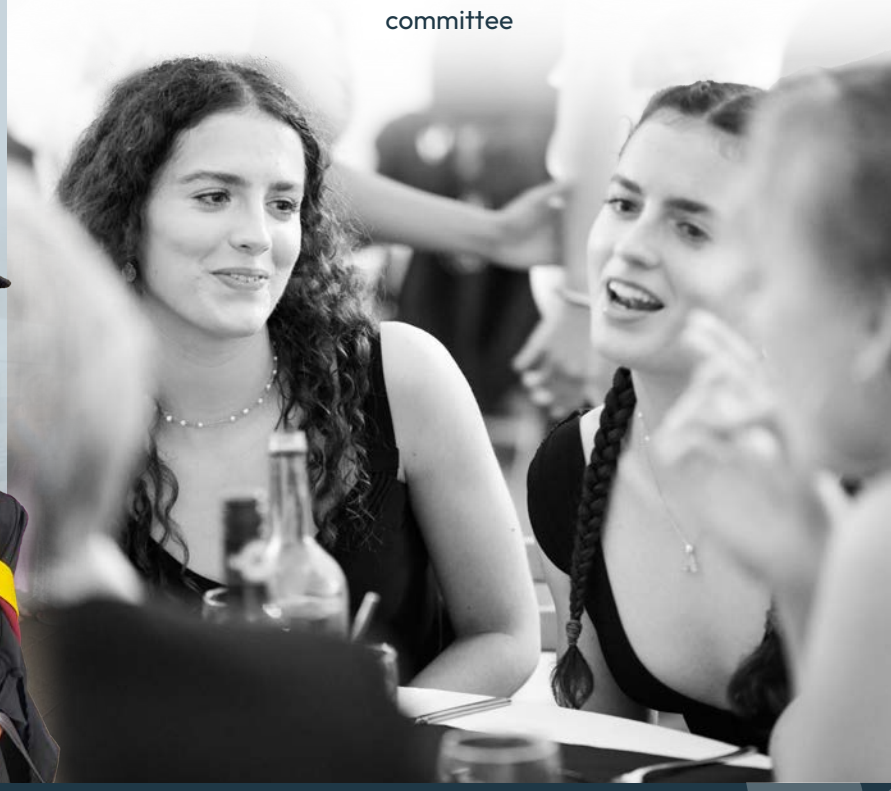
LEX

The focus for the LEX programme in the Sixth Form is equipping our pupils for life beyond Clayesmore.

LEX Service - our Year 12 pupils choose from volunteering opportunities such as organising games for residents of the local care home, community gardening or helping children in the local primary school to learn to read.

REGULAR SOCIALS

planned by our Sixth Form committee







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ESSENTIAL SUBJECTS FOR SPECIFIC UNIVERSITY COURSES

Many subjects at many universities do not have specific A Level requirements as a condition of entry. However, if you want to study any of the following subjects at university you MUST follow the advice indicated. If you do not do so you are unlikely to be offered a place – so, do check this list carefully before you finalise your choice of A Levels.

Accountancy
Any A Levels are acceptable, but GCSE Maths must be at grade 6 or above. Maths and a Humanities subject at A level to demonstrate numeracy and literacy skills would be a strong combination.

Architecture
Art and/or Design and Technology with preferably either or both Maths and Physics.

Art and Design
Art followed by a Foundation year before university.

Business Management
Any A Levels are acceptable, but most candidates would have taken Business, and a language is useful. A grade 7 or 6 in Maths GCSE may be required by the top universities.

Computer Science
Physics and Maths are essential.

Dentistry
Chemistry and Biology are essential, and it is preferable to have Physics and/or Maths.

Economics
A Level Maths is essential for entry to Russell Group universities. Some other degrees do not need it.

Engineering
Maths and Physics are essential although some universities will accept Design and Technology instead of Physics. Chemistry would be useful for areas such as Materials Science.

Law
Essay writing and analytical subjects are required. Top universities would expect English and History to be the core subjects.

Medicine
Chemistry and Biology are essential and preferably Physics and/or Maths. If Physics and Maths are not studied at A Level it is expected that a grade 7 would have been gained at GCSE.

Nursing
Biology or Health and Social Care.

Nutrition/Food Science
Biology and/or Chemistry.

Physiotherapy
Biology or Health and Social Care.

Psychology
Most courses will require at least one Science subject and at least a grade 6 in Maths GCSE. Psychology at A level is not required.

Radiography
At least one Science.

Sports Science
Most courses require a Science subject.

Teaching (Primary School)
One A Level must be in a national curriculum subject i.e. English, Maths, Science or ICT. Applicants need at least GCSE grade 4 in English, Maths and a Science.

Veterinary Science
Chemistry and Biology are essential and preferably Physics or Maths.

Competitive universities – a note
Some competitive universities do not view all A Levels as of equal worth, though they might not always admit this in public. Therefore, students hoping to go to a top university need to be cautious about taking two 'non-traditional' A Levels. They should take advice from Mrs Perrett or Mr Dorey before finalising their subject choices.



COMPETITIVE UNIVERSITIES

Some competitive universities do not view all A Levels as of equal worth, though they might not always admit this in public. Therefore, students hoping to go to a top university need to be cautious about taking two 'non-traditional' A Levels. They should take advice from Mrs Perrett or Mr Dorey before finalising their subject choices.

ART AND DESIGN

AQA, SPECIFICATION: 7201 ART CRAFT AND DESIGN, 7202 FINE ART

The environment in which you are growing up is fast, impatient and forever disconnected from real experiences. Art and Design at Clayesmore will give you the opportunity not only to look but to see, question, understand and reflect, analyse critically and articulate creatively whilst building your confidence and enabling new skills.

A Level Art and Design offers an exciting opportunity for you to explore a wide range of different disciplines, including Fine Art, design, sculptures, ceramics, craft, textiles or lens based approaches. This course is designed for keen artists who have enthusiasm and commitment for the subject, and have achieved a C or above at GCSE. You will be encouraged to develop your own creative path, supported by workshops, studio practice, contextual research and gallery visits. You will develop your practical skills in areas such as drawing, photography, printmaking, sculpture, ceramics and painting. You will also be encouraged to engage with art history and contemporary practice.

A Level Art is a two-year course and is structured to enable you to develop the skills and confidence to produce meaningful and personal projects and outcomes. You will be supported and guided through your learning with the use of one-to-one tutorials and target setting. Extra-curricular workshops also form an integral part of the A Level experience. The course will offer you fantastic opportunities for individual creativity and independent thought. providing you with a rich platform to inspire lifelong skills in Art and preparing you for a culturally rich and creative future.

YEAR 12: DEVELOPMENT OF COURSEWORK PORTFOLIO

You will produce a portfolio of studio work. This will include a wide range of media, techniques and processes, as well as contextual elements in the form of artist studies, gallery visits and research. The portfolio will include a range of drawing; for example, observational drawing, expressive mark making and life drawing. You will also produce a personal project based on a theme of your choice.

YEAR 13: PERSONAL INVESTIGATION

You will produce a Personal Investigation unit. The Personal Investigation consists of studio work using a range of different materials and processes. It will be based on a theme/concept or title. You will develop an individual and personal unit of work with sustained contextual research and references. You will write an essay as part of the personal investigation unit and produce a final outcome.

THE EXTERNAL ASSIGNMENT

You will choose a starting point from an early release question paper. You will have at least four weeks to plan, research and produce preparatory work. The preparatory period is followed by a 15 hour controlled exam session, during which you will have the opportunity to realise your personal response.

METHOD OF ASSESSMENT

1. Coursework - 'Personal Investigation' (60% of final mark) Non-exam assessment set and marked by the centre and moderated by the board during a visit to the centre.

2. External Assignment - (40% of final mark) Set by AQA, marked by the centre and moderated by AQA during a visit to the centre in June.



BIOLOGY

AQA, SPECIFICATION: 7402

YEAR 12 TOPICS

Biological molecules (carbohydrates, lipids, proteins, DNA & RNA, ATP, water & inorganic ions).

Cells (eukaryotic, prokaryotic, viruses, microscopy, mitosis, transport across membranes and immunology).

Organisms exchange substances with their environment (gas exchange, digestion, absorption & transport).

Genetic information, variation and relationships between organisms (DNA, diversity & taxonomy).

YEAR 13 TOPICS

Energy transfers in and between organisms (photosynthesis, respiration, energy transfer & nutrient cycles).

Organisms respond to changes in internal and external environments (nerves, muscles & homeostasis).

Genetics, populations, evolution & ecosystems (inheritance, populations & evolution).

The control of gene expression (mutations, regulation of protein synthesis, genomes & gene technology).

METHOD OF ASSESSMENT

At the end of the two year course you will sit three written exams, each of 2 hours, comprising a mixture of types of questions (short and long answer, comprehension, extended response and structured) covering all taught and practical skills.

Practical work is an important part of this course and you will undertake twelve required practicals including off-site field work. Your understanding of practical techniques will be tested in the written exams.

We will also prepare you to answer questions on the critical analysis of provided experimental data and help you to learn how to plan, and then write a synoptic essay from a choice of two titles.

FURTHER INFORMATION

To perform well in Biology at A Level you should have obtained at least a grade 6 in separate sciences for Biology and Chemistry, or at least 7/6 in Combined Science.

Mathematical skills comprise 10% of the Biology exams and, ideally, you will need to have achieved at least a grade 6 in GCSE Mathematics.

You also need to be able to write essays and will probably need at least a grade 6 in English Language GCSE.

Biology A Level can be enjoyed alongside Chemistry, Mathematics, Psychology, Geography or Physics A Levels or Sport BTEC. However it is also often chosen as a lone science with English, Art or Business to give data analysis and critical thinking skills.

Biology is a relevant and rapidly evolving subject. It helps us understand life, protect our planet, and shape a healthier future. An A level in Biology opens the door to a wide range of career paths. Many students go on to study life sciences at university, leading to careers in healthcare (such as medicine, dentistry, nursing, veterinary science, physiotherapy), research, and biotechnology. Biology is also valued in fields like environmental science, agriculture, conservation, and forensic science. Beyond directly related areas, it develops analytical and problem-solving skills that are useful in education, science communication, business, and even law.

BUSINESS

EDEXCEL LEVEL 3 ADVANCED GCE IN BUSINESS (9BS0)

UNITS

Theme 1: Marketing and people
Theme 2: Managing business activities
Theme 3: Business decisions and strategy
Theme 4: Global business

METHOD OF ASSESSMENT

Paper 1: Marketing, people and global business

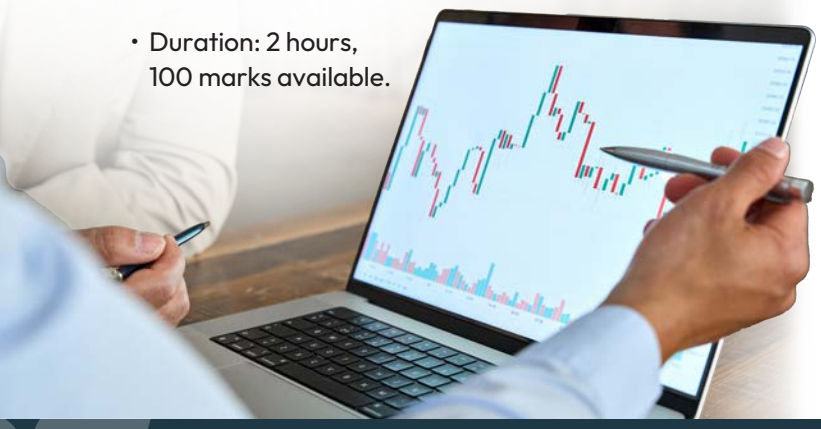
Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

- Written examination.
- The paper comprises two sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours, 100 marks available.

Paper 2: Business activities, decisions and strategy

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

- Written examination.
- The paper comprises two sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours, 100 marks available.



Paper 3: Investigating business in a competitive environment

The scenario will focus on a broad environment, such as an industry or market in which businesses operate. The question paper will be in two sections. The first section will focus on the theme provided. This will be outlined to centres through the pre-released document. The second section will focus on at least one strand within the framework provided, such as a particular business.

- Written examination.
- The paper comprises two sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours, 100 marks available.

FURTHER INFORMATION

The focus of the course is to nurture enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and interrelated nature of business issues from a local to a global perspective. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

CHEMISTRY

AQA, SPECIFICATION: 7405

Chemistry is an essential subject for anyone who wants a career in medicine, veterinary science and biochemistry. It is also very useful for dentistry, forensic science, and even accountancy. It will equip you for a career in industry; for example, in the petrochemical or pharmaceutical industries.

A Level Chemistry helps you develop a number of skills including how to apply knowledge in new situations; how to assess data and accurately record observations; how to investigate facts using evidence, risk assessment, investigative, and practical laboratory skills. The course will also help you to develop logical, step-by-step reasoning.

CHEMISTRY CONSISTS OF THREE STRANDS

- **Physical Chemistry:** this focuses on energy changes and analysing the amounts of substances, it is very heavy on calculations.
- **Inorganic Chemistry:** this looks at the reactions and properties of many elements of the periodic table and explores trends in their behaviour.
- **Organic Chemistry:** the reactions; properties and uses of carbon compounds. This section is essential to life and the petrochemical industry.

All three strands are studied in Year 12. The knowledge is then built on in Year 13. There is a significant practical part of the course in which you will perform and record experiments in all topics. The practical work must be completed in order to pass the course.

METHOD OF ASSESSMENT

Three 2 hour examinations

- 105 marks 35% of A Level. Physical and Inorganic Chemistry. Relevant practical skills.
- 105 marks 35% of A Level. Physical and Organic Chemistry. Relevant practical skills.
- 90 marks 30% of A Level. Any content and any practical skills.

FURTHER INFORMATION

Chemistry is one of the most challenging subjects to study at A Level. It is an impressive qualification to gain and is well regarded by universities. The course requires strong mathematical skills and an ability to apply these to complex scenarios. For this reason, it is helpful to have at least a 6 in Mathematics at GCSE.

You will also need a minimum of a 6 in separate Chemistry GCSE or 7/6 grades in Combined Science.

We attend lectures at Chemistry symposia as part of the course. There are 4 each year and you are able to research and give a presentation of a chemistry related topic of your choice. Recent talks have included 'The woman with the toxic blood', 'Pain relief medicines' and 'Matter and Antimatter'.



CREATIVE DIGITAL MEDIA PRODUCTION

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE (601/7467/5)

This is a dynamic and hands-on course which is equivalent to one A Level. It will appeal to students who have an interest in digital media, creative industries, and how content is produced for different platforms. The course combines practical production skills with an understanding of the media sector, and it complements A Levels or other BTECs such as Art & Design, Business, or IT.

This qualification provides a pathway to Higher Education, apprenticeships or employment in the creative and digital industries.

There are four units:

Media Representations
Externally assessed by exam

This unit explores how media representations are constructed and interpreted. You will develop the ability to analyse and evaluate a range of media texts and understand how they reflect and shape our views of the world.

Pre-Production Portfolio
Internally assessed

You will plan a new media product in response to a client brief, developing research, planning and project management skills essential to working in the industry.

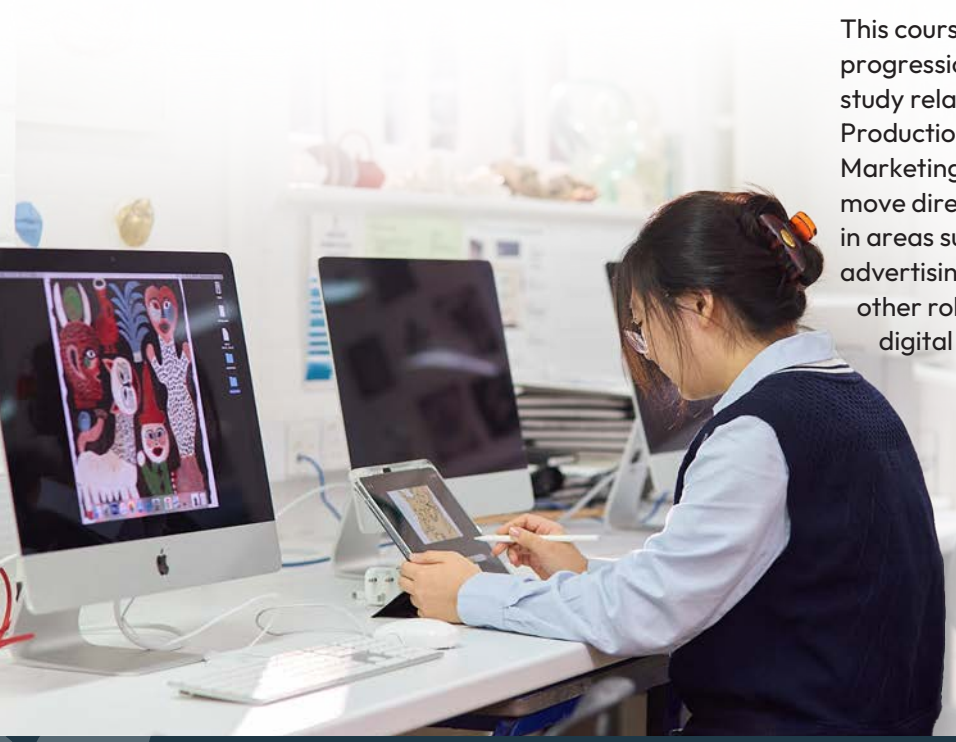
Responding to a Commission
Externally assessed by controlled assessment

In this unit you will demonstrate your ability to respond creatively to a set brief. You will research, plan and produce a media product that meets specific client needs and target audiences.

Film Production (Fiction)
Internally assessed

This unit allows you to develop practical skills in film production. You will learn how to generate ideas, develop scripts, shoot and edit footage, working collaboratively to create a finished media product.

This course will prepare you for a range of progression routes. Many students go on to study related subjects at university such as Media Production, Film Studies, Journalism, Digital Marketing, Game Design, or Animation. Others move directly into apprenticeships or employment in areas such as film and television production, advertising, social media, content creation, or other roles in the fast-growing creative and digital industries.



DESIGN TECHNOLOGY (PRODUCT DESIGN)

AQA, SPECIFICATION: 7552

YEAR 12

Material, Components and Application
The following topics will be covered: the physical and mechanical properties in a broad range of materials and components; the broader issues for the designer including the environmental sustainability of products and their manufacture; methods in which materials and components can be manipulated to manufacture products; Health and Safety issues relevant to working with materials; computer aided design (CAD) and computer aided manufacture (CAM); ergonomics and anthropometrics, inclusive design, and consumer safety, and the life cycle of products including manufacture, use and functional aspects and final disposal.

Learning Through Designing and Making
Students will apply the theory by completing a number of mini practical projects.

YEAR 13

Design and Manufacture
The following topics will be covered: classifying materials and identifying, testing and comparing their application to product manufacture; the implications of Health and Safety as an element of design activity; examination of alternative designs and redesigning existing products; use of natural resources, materials utilisation, conservation, waste disposal/management, pollution, recycling; the use of CAM for industrial production; moral, economic, social and environmental responsibilities of the designer and planning production procedures and methods.

Non-exam assessment (NEA)
Students will complete a substantial design and build project.

METHOD OF ASSESSMENT

Paper 1 – written exam in June of Year 13, 2 hours and 30 mins. 30% of the total.

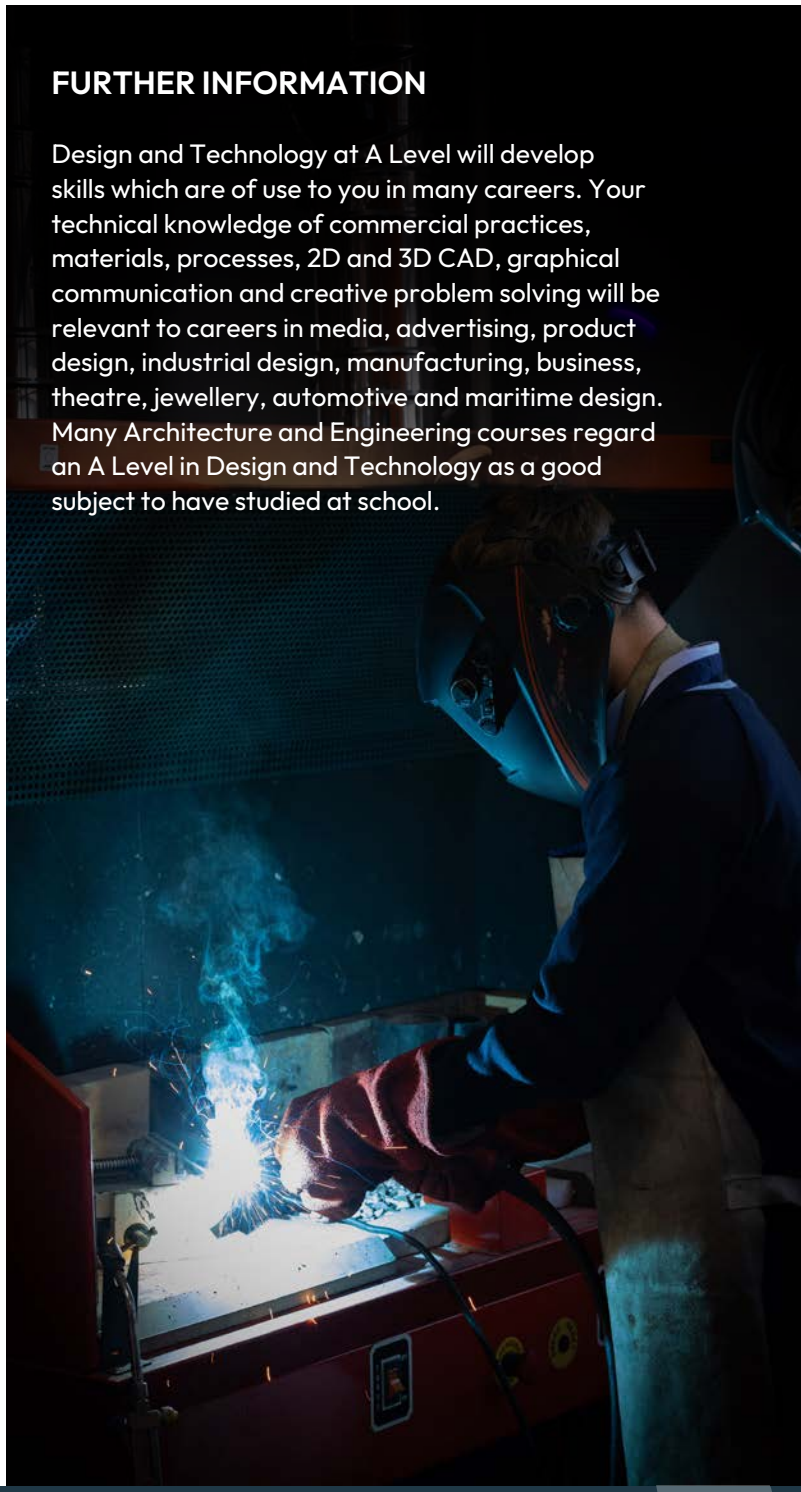
Paper 2 – written exam in June of Year 13, 1 hour and 30 mins. 20% of the total.

NEA (Non-exam assessment). 50% of the total. Completed in the spring term of Year 13.

Papers 1 and 2 have a 15% maths content to them, so if you have less than a 6 in GCSE Mathematics you will find some of the numerical work a challenge.

FURTHER INFORMATION

Design and Technology at A Level will develop skills which are of use to you in many careers. Your technical knowledge of commercial practices, materials, processes, 2D and 3D CAD, graphical communication and creative problem solving will be relevant to careers in media, advertising, product design, industrial design, manufacturing, business, theatre, jewellery, automotive and maritime design. Many Architecture and Engineering courses regard an A Level in Design and Technology as a good subject to have studied at school.





ECONOMICS

EDUQAS, SPECIFICATION: A520QSL

UNITS

Economic Principles.

Exploring Economic Behaviour.

Evaluating Economic Models and Policies.

METHOD OF ASSESSMENT

Written examination: 1 hour 30 mins – 30% of qualification.

Written examination: 2 hours 30 mins – 30% of qualification.

Written examination: 2 hours 30 mins – 40% of qualification.

FURTHER INFORMATION

Few decisions are taken that are not influenced to some degree by economics. Economics is, in essence, about the allocation of scarce resources. The reason we face economic problems individually and as a nation is that none of us can have all we want – we live in a world of scarcity. As a result of this we all have to make choices.

You will have to make a choice about how you will decide to earn an income and how you will spend it. You will vote for politicians who decide how much of your income to tax and how to spend the tax revenues. You will purchase products from businesses that decide how much to buy from, and sell to, the rest of the world. Economics is studied because the economic system that we have helps to determine our political, social, religious and personal environment.

Taking Economics A Level will give you the opportunity to develop an understanding of how the economy works and, through concepts and theories, you will consider current economic issues and how they affect your everyday life. The course is designed to provide you with the knowledge and skills that will stimulate an interest in the subject and the world around you and will enable you to have a critical appreciation of current economic issues and their impact on society.

It is not necessary to have studied Economics prior to the A Level course, although an interest in economic issues is important.

ENGLISH LITERATURE

EDEXCEL, SPECIFICATION: 9ET0

> **Words... they're innocent, neutral, precise, standing for this, describing that, meaning the other, so if you look after them you can build bridges across incomprehension and chaos... they deserve respect.**
>
> Tom Stoppard

UNITS

Drama (30% of qualification).
You will study one Shakespeare play and one piece of modern drama. In addition, you will also study a series of critical essays related to your Shakespeare play.

Prose (20% of qualification).
In this module, you will study two really interesting texts from a chosen theme, for example Science and Society or Women and Society. At least one of the prose texts you study will be pre-1900.

Poetry (30% of qualification).
You will study a selection of post-2000 poetry from an excellent selection called Poems of the Decade. You will also study the medieval poet, Geoffrey Chaucer's The Wife of Bath's Prologue and Tale. It looks hard at first, but this often becomes a favourite text. You will also be examined on unseen poetry.

Non-examination assessment (NEA) (20% of qualification).
You will choose two books you have read which are linked in some way and write an extended comparative essay. We will help you with the choice of texts and teach you how to use the techniques you need.

METHOD OF ASSESSMENT

Three exams - clean copies of the texts can be taken into the examination - and one coursework essay of about 2500 words.

FURTHER INFORMATION

This course offers you a broad and exciting experience of English and Literature and fits well with almost any other combination of A Levels. Essay writing is a major part of the course and you will be taught how to write essays well, and to appreciate and evaluate the opinions and views of others.

You MUST enjoy reading and be willing to read books in your own time. You will probably enjoy talking about books and ideas. The exams require you to write in detailed ways about the books, plays and poems you have read but anyone with a love of words and reading will find this easily manageable, and if you have enjoyed GCSE English Literature you will love A Level.

Learning to think, write and speak logically and developing the confidence to express yourself will help you with whatever career or university course you choose in the future. But there is an intrinsic benefit to studying English too: you will be reading and talking about some exciting, moving, interesting and complex literature and will gain an understanding of some of the most important works in English culture.



ENTERPRISE AND ENTREPRENEURSHIP

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE (601/7414/6)

This is an exciting and engaging course which is equivalent to one A Level. This qualification will appeal to students with an interest in Business and/or Economics who are looking for a more hands-on, real life experience. This course could combine well with other A Levels including Economics, and other BTECs.

This course provides a qualification that will allow students to progress to Higher Education but is also for those seeking a career in business, an apprenticeship, or to set up their own business in the future.

UNITS

Enterprise and entrepreneurs - internally assessed
This unit will give you an overview of the importance of both enterprise and entrepreneurs to the local and national economy.

You will: explore the nature of enterprise; investigate the motivations for entrepreneurship; examine the opportunities for and constraints on enterprises and entrepreneurs; and examine the entrepreneurial skills required to launch an enterprise.

Personal and Business Finance - externally assessed by exam
In this unit you will study the purpose and importance of personal and business finance and develop the skills and knowledge needed to understand, analyse and prepare financial information.

In this unit you will cover: The role of money, Managing personal finance; Features of financial institutions; Financial accounts; Break-even analysis; Cash flow; Profitability



Developing a Marketing Campaign - externally assessed by a controlled assessment
You will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants.

In this unit you will cover: the role of marketing; The influences of marketing activity; Market research methods; Planning and developing a marketing campaign; The marketing mix

Social Enterprise - internally assessed
In this unit you will learn about social enterprise, an ethos that is growing around the globe and is gaining support from the public, private and voluntary sectors. The national body for social enterprise, Social Enterprise UK, has described Britain as being on the frontline of social enterprise activity compared with the rest of the world.

This unit will enable you to: Investigate a range of social enterprises; explore the factors that contribute to the success or failure of social enterprises; plan, participate in and review a short social enterprise activity.

FRENCH

AQA, SPECIFICATION: 7652/7651 (AS)

CONTENT

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

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

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

4. 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.

Works: One film "Au revoir les enfants" and one book "No et moi" will be studied.

METHOD OF ASSESSMENT

Paper 1: Listening, reading and writing: 2 hours 30 minutes (50%)

Paper 2: Writing 2 essays: 2 hours (20%)

Paper 3: Speaking: 21 - 23 minutes (30%)



FURTHER INFORMATION

The course involves oral work, discussion in class and with the French conversation assistant, grammar practice, reading, listening, use of multi-media work and online resources and writing essays in French. There is no coursework in A Level French, but students have to do an independent research project on a topic of their choice in preparation for the oral exam.

You will develop fluency in speaking French, which is an international language spoken not only in France, but in many other countries around the world. This fluency will stay with you for the rest of your life. The course is stimulating and interesting, and you will have an opportunity in the Sixth Form to take part in our trip to the Vercors and/or our trip to a language school in Biarritz, France. They will take place in alternate years.

Your fluency may well lead to opportunities to work in French speaking countries around the world, including France, Switzerland, Belgium, Luxembourg, Canada and a large number of countries in Africa.

French A Level works very well in any subject combination and practises skills that are useful in so many university degrees from Engineering and Journalism to Law and Medicine.



GEOGRAPHY

EDEXCEL, SPECIFICATION: 9GEO

AREAS OF STUDY

1. Dynamic landscapes
2. Dynamic places
3. Physical systems and sustainability
4. Human systems and geopolitics

You will be assessed in these four areas of study across three different papers and independent coursework.

Papers 1 and 2
You will explore contemporary geographical issues, such as the acceleration of globalisation, responses to hazards, causes of water insecurity, the role of superpowers, and their geopolitical interventions. You will develop an in-depth understanding of Physical and Human Geography, and become a critical, reflective, and independent learner.

Paper 3
You will answer a synoptic paper. To answer the questions posed, you will draw on your understanding of all you have learned throughout the course and utilise the information from a resource booklet.

COURSEWORK INVESTIGATION

You will complete a 3000 - 4000 word coursework investigation of your own design. The only restriction is that you must link it to an aspect of the course!

METHOD OF ASSESSMENT

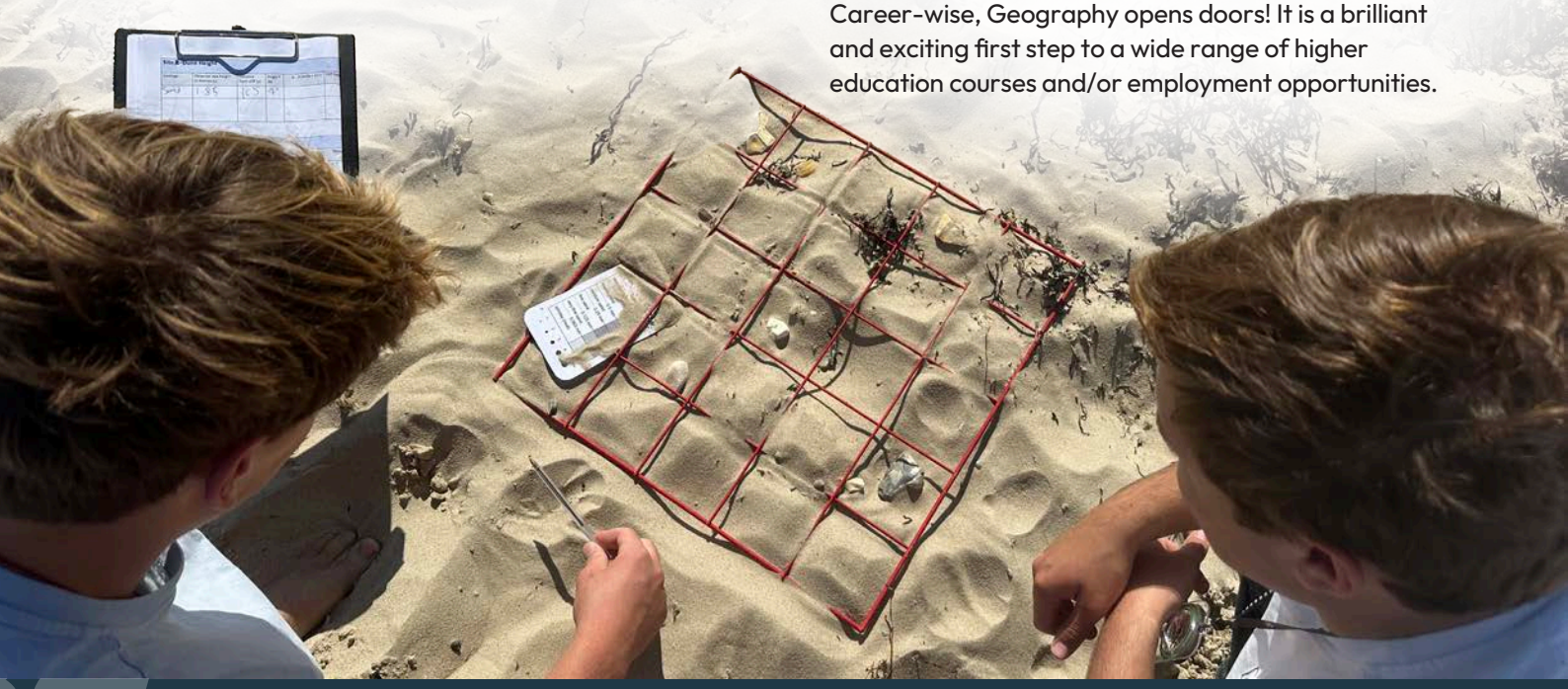
Paper 1: 2 hours 15 minutes (30% of A Level)
Paper 2: 2 hours 15 minutes (30% of A Level)
Paper 3: 2 hours 15 minutes (20% of A Level)

Coursework: 3000-4000 word investigation (20% of A Level)

FURTHER INFORMATION

Living as you do in such a rapidly changing world, the study of Geography has never been more relevant! It will help you to make sense of all that you hear and see around you, be it wars, political debates, the allocation of money and resources, climate change, or the very nature of the ground on which you walk. There will be local fieldwork in Year 12 and Year 13 that will enable you to meet the A Level requirement of a minimum of four days of fieldwork. It will also allow you to collect the data for your coursework investigation.

Career-wise, Geography opens doors! It is a brilliant and exciting first step to a wide range of higher education courses and/or employment opportunities.



HISTORY

EDEXCEL, Y12: ROUTE 1F AND 2F1; Y13: OPTION 35.1 AND COURSEWORK

YEAR 12

Searching for rights and freedoms in the twentieth century

PAPER 1
Option 1F - In search of the American Dream: The USA, c1917–96
You will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict.

PAPER 2
Option 35.1 - Britain: losing and gaining an empire, 1763-1914
This option offers you the opportunity to investigate Britain's influence on the development of the world. You will complete a study of the importance of trade and the Royal Navy in the development of the British Empire and look in depth at the loss of the American colonies, the birth of Australia, Canada and the importance of the Durham Report, the consequences of the Great Rebellion in India and the struggle for control of the Nile Valley and the Suez Canal.

YEAR 13

PAPER 3
Option 2F.1 - India, c1914–48
The road to independence
You will complete an in depth study of the transition of the Indian sub-continent from a colony to independence. The gaining of Indian independence influenced both the nature of civil rights campaigning and the search for national self-determination throughout the world.

COURSEWORK
You will be required to form a critical view based on relevant reading around the emergence of the Cold War. You will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

METHOD OF ASSESSMENT

Paper 1: 2 hours 15 minutes (30% of A Level)
Paper 2: 1 hour 30 minutes (20% of A Level)
Paper 3: 2 hours 15 minutes (30% of A Level)
Paper 4: Coursework: A maximum of 4000 word essay (20% of A Level)

FURTHER INFORMATION

History is one of the great academic disciplines and develops skills used in countless degrees and careers. You will learn how to marshal evidence to support an argument. You will develop the ability to articulate clear, logical and persuasive statements of a point of view both orally and in writing. The exams are mainly based on writing essays, though you will also be looking at and commenting on sources.

It is not essential to have done History GCSE to do A Level but of course it does help. It would suit those who have done well at GCSE in either English or History or both. There is a fair amount of reading and writing involved, but if you have a real interest in the subject, it becomes a pleasure to study.



LEITHS PROFESSIONAL COOKERY

The **Leiths CTH Level 3 Extended Certificate in Professional Cookery** is a practical, advanced cookery qualification designed for Sixth Form students. The course is written and run by Leiths Education and accredited by the Confederation of Tourism and Hospitality (CTH). It develops practical cookery skills alongside organisation, planning, food safety and menu design, giving students experience of preparing a wide range of dishes and working to professional standards. The course is suitable for students considering a career in food, hospitality or catering, but also provides useful skills for students who simply want to become confident and independent cooks.

The qualification runs over **five terms**, freeing up students for exam revision in the final term. Students spend the majority of their learning time in the kitchen, supported by demonstrations, theory lessons, independent study, group tasks and revision. Students develop a portfolio of evidence throughout the course, including photographs and evaluations of their dishes, timeplans and menu-planning work.

Assessment includes **continuous practical work, theory tests and practical examinations.** The final assessment includes two three-hour practical assessments, a food hygiene and allergens qualification and examination, a theory test and written menu-planning tasks. Students are graded **Pass, Merit or Distinction.**

The qualification carries **12 UCAS points for a Pass, 24 for a Merit and 36 for a Distinction**, providing a useful addition to a student's Sixth Form programme and university application. It can also support progression into employment and further study in areas such as professional cookery, food education, food media, photography, journalism and recipe development.

Please note there is a course fee of around £1000 per student (this includes a student assessment fee, currently £545 and the cost of ingredients).



MATHEMATICS

EDEXCEL, SPECIFICATION: 9MA0

CONTENT

There are 3 exam papers: each lasts 2 hours and each is worth one third of the marks.

Papers 1 and 2 – Pure Mathematics
Proof, Algebra and functions, Coordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, and Vectors.

Paper 3: Statistics
Sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing. Mechanics: Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

You will also learn how to apply mathematics in other fields of study and become aware of the relevance of mathematics to the world of work and to situations in society in general. Success in the subject depends upon the ability to understand concepts, solve problems independently and to use the language and notation of the subject correctly. Mathematics has wide applications in industry, business, finance, science, technology and many other subjects and mathematics qualifications can help you towards a career in these areas. Mathematics A Level is seen as a good preparation for almost any course in Higher Education and it will keep open a range of career options, including the Civil Service, Administration, Engineering, Accountancy, Banking, Computing, Medicine, Industrial Research and Business Management.

FURTHER INFORMATION

If you enjoy mathematics and feel confident with the work you have met so far at GCSE, then you should certainly consider Mathematics A Level. To gain a good grade at A Level Mathematics you will need to have achieved a grade 8 or 9 at GCSE. If you have a grade 7 then with hard work you should be able to take the course successfully. However, if you have a GCSE grade 6 or below you may struggle to get even a pass (an E) at A Level. It is important this is understood before you opt for the subject.

Note: the A Level Mathematics course is studied over two years. At the end of the first year you will not have covered sufficient content to enable you to sit the AS exams.

FURTHER MATHEMATICS

EDEXCEL, SPECIFICATION: 8FM0 (AS LEVEL) 9FM0 (A LEVEL)

All those taking Further Mathematics must take Mathematics A Level but you will probably need to have a grade 9 at GCSE to start this subject, and you will probably have done well in the national maths challenges.

No university insists on an A Level in Further Mathematics but the very best universities will expect you to have taken it if you wish to study for a Mathematics degree and it is an exciting and exhilarating subject for those who love numbers and the concepts which lie behind them.

MUSIC

OCR, SPECIFICATION: H543

UNITS

Performing: you will perform as a soloist, a member of an ensemble or as an accompanist and prepare a programme of at least three contrasting pieces with a total duration of 10 -15 minutes.

Composition: you will develop your composition skills leading to the creation of two compositions which need to have a combined duration of at least four minutes and thirty seconds.

Listening and Appraising: you will take a listening exam during the summer term of Year 13 (May or June). Preparation for this examination involves studying set works from a combination of Classical and Jazz repertoires. The first two sections of the examination will assess the students' ability to answer questions about the music they listen to during the examination, including the set works. In the final section, students are required to write two essays based on the two areas of study that they have learned about. Two areas of study are chosen by pupils from a choice of the following four:

- Developments in instrumental jazz, 1910 to the present day
- Religious music of the Baroque period
- Programme music, 1820 - 1910
- Innovations in music, 1900 to the present day

METHOD OF ASSESSMENT

Performing: 35% of A Level
The performance is filmed in school and sent off to be assessed by an external examiner. At least three pieces need to be performed with a total duration of 10 – 15 minutes.

Composition: 25% of A Level
Two compositions. Externally assessed portfolio.

Listening and Appraising: 40% of A Level
Timed examination paper during the summer term – 2.5 hours.

FURTHER INFORMATION

If you wish to take Music at A Level it helps, firstly, to have studied music at GCSE and secondly, that you have practical skills on an instrument/voice to approximately grade 6 level. It is also advantageous to have studied music theory to at least grade 5 level.

Students who wish to undertake A Level Music should be willing to participate in a number of co-curricular activities within the school that will support their studies, such as choir and musical ensembles, and be prepared to do the necessary practice on their instrument/voice to prepare for their performance.

The A Level Music course provides a sound foundation for courses in Music in Higher Education and employment possibilities which include the music industry, teaching and other related careers.



MUSIC TECHNOLOGY

PEARSON / EDEXCEL BTEC EXTENDED CERTIFICATE:
DIGITAL MUSIC PRODUCTION 603/1232/4

This course will appeal to students who are keen to continue to develop their skills in Music Technology. It is a coursework-based vocational course that will help enable you to work in the music industry. Students enjoy the challenge of combining technical know-how with overall musicianship, and will come out of the course with their own recordings and compositions that will set them up well to pursue a career in music technology.

MANDATORY UNITS

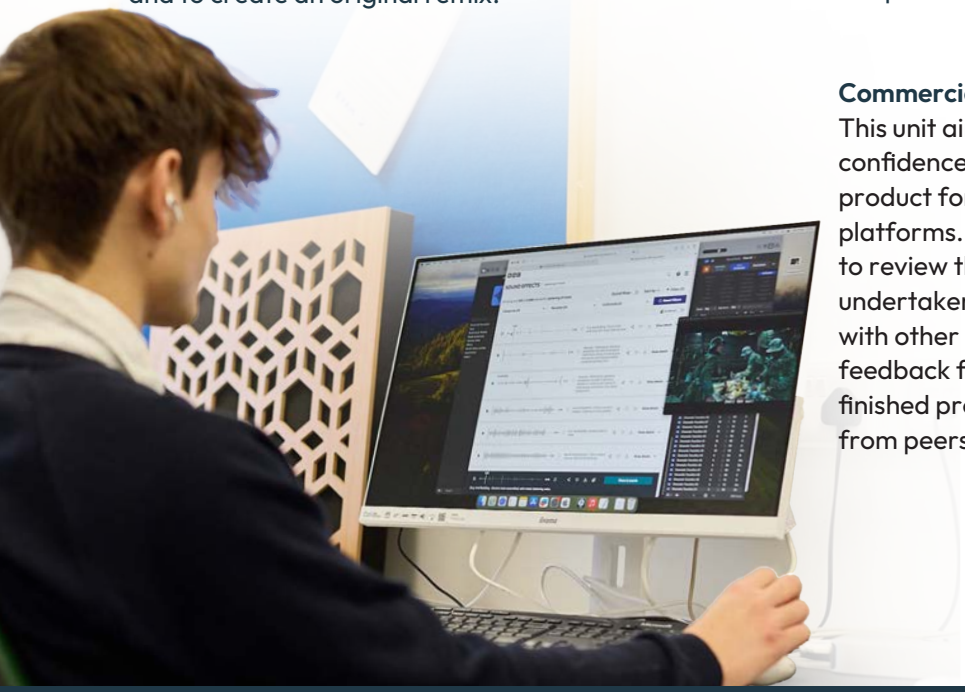
DAW Production
Mandatory Unit: Externally Assessed
This unit will equip you with the skills and knowledge you need to work on a Digital Audio Workstation, or DAW, to an industry standard. You will mainly be using Logic Pro X but we learn elements about other DAWs like Cubase and Ableton. An externally written unit brief consisting of a practical task is sent by Pearson for you to complete under controlled conditions over 15 hours.

Music and Sound for Media
Mandatory Unit: Internally Assessed
Music and sound for media is a rapidly expanding job market. This unit explores the conventions and techniques of working with sound and music to picture or for media. You will upload your work to appropriate internet sites, making the work vocationally relevant as most industry communication currently takes place in this way. The main task for this unit will involve you adding music, foley and effects to a silent film.

OTHER UNITS

Remixing and Reworking
This unit aims to equip you with all the necessary tools and knowledge to compose an effective and industry standard remix of an already released track. You will learn and discuss the elements and techniques such as stem remixing, sampling, turntable effects within a remix and time-stretching and to create an original remix.

Mixing and Mastering Techniques
End stage mastering of a track that is going to be released commercially is often overlooked or misunderstood. In this unit, you will first learn how to mix a track using basic effects and tools such as panning, volume, compression, reverb, sends, and more. Students will then move onto understanding and evaluating different end stage mastering techniques such as bus compression, metering, adaptive limiting and stereo enhancement.



Commercial Music Production
This unit aims to equip you with the skills and confidence to produce a finished commercial musical product for release on commercial online streaming platforms. You will then have the opportunity to review the production process you have just undertaken. You are fully encouraged to collaborate with other musicians, refine musical ideas using feedback from others and finally demonstrate the finished product to an audience to obtain feedback from peers.

PERFORMING ARTS

PEARSON / EDEXCEL BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN PERFORMING ARTS, SPECIFICATION: 601/7233/2

*NB This course will run subject to numbers

This course will appeal to students who are interested in developing their performance skills whilst also learning about the theatre industry more generally. The course is largely coursework based and offers learners an opportunity to learn a variety of practical performance skills. You will also study the work of influential theatre companies and practitioners. It is equivalent to one A Level.

UNITS

You will study four units. Two are externally assessed.

Unit 1: Investigating Practioners' Work
25% of qualification
Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. Learners will develop skills that allow them to investigate the work of influential performing arts practitioners. They will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements.

The task is formed of two parts, Part A and Part B. Part A will be issued to learners four weeks before the timetabled session for Part B. Part B is taken under supervised conditions in a single session of 3 hours.

Unit 2: Developing Skills and Techniques for Live Performance - 25% of qualification
(internally assessed: externally moderated)
Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

Learners will:
- Show their understanding of the role and skills of a performer through a report or presentation.
- Develop performance skills and techniques for live performance and apply performance skills and techniques in selected styles.
- Review and reflect on development of skills and techniques for live performance in a performance log.

Unit 3: Group Performance Workshop (internally assessed: online submissions) 30% of qualification

Learners work in small groups to create an original performance piece in response to a stimulus provided in the external assignment briefing. The emphasis of the unit is on exploration and development of original performance material and the selection and application of appropriate performance skills. Learners will devote much of the unit therefore to experimenting with devising and/or choreographic methods, and using discussion, improvisation, staging and compositional techniques to put together a short performance in which they will 'try out' their creative intentions and ideas to an invited audience.

Learners will:
- Plan and interpret a stimulus.
- Develop creative ideas.
- Perform their piece.
- Review and reflect on the process and potential for development.

Final Unit: Specialist Workshop
20% of qualification

(internally assessed: online log)
Learners choose a specific specialist skill/area of performance for exploration from one of the following units:

- Interpreting Classical Text for Performance.
- Acting Styles.
- Movement in Performance.
- Musical Theatre.



PHOTOGRAPHY

AQA, SPECIFICATION: 7206 - ART (PHOTOGRAPHY)

A Level Photography is a two-year course and is structured to enable you to develop the skills and confidence to produce meaningful and personal projects. You will be supported and guided through your learning with the use of one-to-one tutorials and target setting. The course will offer you fantastic opportunities for individual creativity and independent thought.

Emphasis is put on practical experience and skill development in digital capture and post-production. The course also requires candidates to develop a critical understanding of international art and culture; and you will consider the work of both contemporary and historically significant artists, gaining inspiration for your own work. This is achieved through the exploration of relevant photographers and artists, as well as through gallery trips.

You will produce work in a range of photographic media, techniques and processes and reflect on developing ideas and technical skills. You will also need to demonstrate contextual and critical understanding in the form of artist studies and research.

You will develop your sense of composition through an understanding of the elements essential to image making, developing a portfolio that should include at least two of the following areas of photography: portraiture, landscape (rural, urban or coastal), still-life, documentary and photojournalism, experimental imagery or photographic installation. Areas may be overlapped or combined.

YEAR 12

Development of Coursework Portfolio
You will produce a portfolio of work which will explore a variety of techniques and processes, whilst engaging with a variety of photographic genres. Students are also required to develop their contextual understanding in the form of artist studies and research.

YEAR 13

Personal Investigation
You will submit a major project based on a theme of your choice. This project has to be supported by an essay, which is relevant to the practical topic. The study (or essay) should consist of between 1500 and 3000 words and include images of relevant artworks.

The External Assignment
Candidates select one starting point from an early release question paper and have at least four weeks to plan and prepare. This is followed by a 15 hour controlled session, during which the students develop their project towards a final outcome.

METHOD OF ASSESSMENT

Coursework - 'Personal Investigation'
(60% of final mark) Non-Exam Assessment set and marked by the centre and moderated by the board during a visit to the centre.

External Assignment
(40% Final mark) Set by AQA, marked by the centre and moderated by AQA during a visit to the centre in June.

FURTHER INFORMATION

Although students will be introduced to theoretical and contextual aspects of traditional processes, this course is digitally based. You will need your own DSLR camera and be keen to learn how to use it.



PHYSICS

AQA, SPECIFICATION: A7408

A Level Physics focuses on solving problems concerning the way the physical world works, from the scale of the universe to the inside of the nucleus. You learn how both numerical data and abstract thought can be used to explain and compare observed phenomena and you also learn about the limitations of measurements, and the applicability of theories, models and formulae. We look at how theories and ideas have evolved and changed and at the need for theory and experiment to be mutually supportive.

UNITS

Compulsory:

1. Measurements and their errors.
2. Particles and radiation.
3. Waves.
4. Mechanics and materials.
5. Electricity.
6. Further mechanics and thermal physics.
7. Fields and their consequences.
8. Nuclear physics.

Chosen option:

9. Astrophysics.

METHOD OF ASSESSMENT

Three examinations

1. Paper 1: 2 hours, 34% of A Level
   (Sections 1 to 5 and 6.1 (Periodic motion))

2. Paper 2: 2 hours, 34% of A Level
   (Sections 6.2 (Thermal Physics), 7 and 8)

3. Paper 3: 2 hours, 32% of A Level
   (Practical skills and data analysis
   and the chosen optional topic)

FURTHER INFORMATION

Either GCSE/IGCSE Physics or a GCSE/IGCSE Double Award Combined Science course is suitable preparation for this course. You will probably need a grade 6 or above in all your Physics modules. A good performance in GCSE Mathematics is also important. Studying A Level Mathematics is not essential but you may struggle without it.

In Physics you will learn skills which are directly applicable in many careers. Engineering, Mathematics, Science, Medicine, Accountancy, Architecture and ICT are the obvious ones but many other jobs also have a fair share of people who have studied Physics.



PSYCHOLOGY

AQA, SPECIFICATION: 7182

Psychology is the study of the mind and behaviour that helps us understand the world in which we live. Psychology provides students the opportunity to consider questions such as:

- **Why do our memories deceive us?**
- **How do we classify normal and abnormal behaviour?**
- **What makes someone a hero or a villain?**
- **Why can stress cause us physical damage?**
- **How can certain situations make people lose their moral judgement entirely?**

It is a Science subject which requires strong writing skills. It is an academic subject that is unique in that it complements a wide range of other subjects from the arts to the sciences.

To gain a C or above you will almost certainly need at least a 6 in GCSE English and Mathematics/Science.

PAPER 1: Introductory topics in Psychology

1. **Social Influence** - Why do we conform and obey?
2. **Memory** - How reliable are eyewitnesses?
3. **Attachment** - Do early attachments influence the way we live our lives?
4. **Psychopathology** - What causes OCD and Depression?

PAPER 2: Psychology in context

1. **Approaches in Psychology** - Learning, Cognitive, Biological, Psychodynamic and Humanist.
2. **Biopsychology** - All about the brain.
3. **Research Methods** - How psychologists design research, collect and analyse data.

PAPER 3: Issues and options in Psychology

Issues and Debates in Psychology and 3 topics from a selection including:

Schizophrenia
Relationships
Stress
Aggression
Forensic Psychology

METHOD OF ASSESSMENT

Three examination papers each of 2 hours.

The exams consist of short answer questions, application questions, and extended writing questions.

FURTHER INFORMATION

Psychology has relevance in many different disciplines across the sciences, social sciences and humanities. It can lead to many different career paths: physical and mental health, business, sport, media, criminology and counselling to name but a few. If you are interested in what makes you and other people 'tick' then this is the course for you!



SPANISH

AQA, SPECIFICATION: 7692

The Spanish A Level course offers students who enjoyed the challenge of the GCSE a chance to take their Spanish to 'the next level' and thrive. The course involves oral work, discussion in class and with our native Spanish conversation teacher, grammar practice, reading, listening, multimedia work, translating into and out of the language, and writing summaries and essays in Spanish. There is no coursework in Spanish A Level, but you will be required to develop your research skills and undertake an independent project for the oral exam on a subject of personal interest relating to Spain or a country where Spanish is spoken.

CONTENT

1. **Aspects of Hispanic society:** modern and traditional values; cyberspace; equal rights.

2. **Multiculturalism in Hispanic society:** immigration racism; integration.

3. **Artistic culture in the Hispanic world:** modern day idols; Spanish regional identity; cultural heritage.

4. **Aspects of political life in the Hispanic world:** today's youth, tomorrow's citizens; monarchies and dictatorships; popular movements.

Works: will include one novel or play, and either another novel or a film.

METHOD OF ASSESSMENT

Three examinations

1. Listening, reading and writing: 2 hours 30 minutes (50%)
2. Writing (2 essays: one film, one book): 2 hours (20%)
3. Speaking: 21 - 23 minutes (30%)

FURTHER INFORMATION

The facilities and resources for learning languages at Clayesmore are excellent, with conversation lessons available with a native speaker. The course is stimulating and interesting, but there will also be many opportunities to practise Spanish in a more relaxed environment outside the classroom. You will also have an opportunity in the Sixth Form to take part in our trip to Granada, Spain. The trip will take place in alternate years.

The fluency you develop in the Sixth Form will enable you to study or travel in a number of different Latin American countries as well as Spain, should you wish to do so. Your fluency may well lead to opportunities to work in Spain, Central or South America and will stay with you for the rest of your life.

Spanish A Level works very well in any subject combination and practises skills that are useful in so many university degrees from Engineering and Journalism to Law and Medicine.



SPORT

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT 601/7218/6

The BTEC Sport course will follow on quite naturally from the GCSE in PE. It is NOT necessary to have studied PE at GCSE in order to do the BTEC in Sport but it is certainly an advantage. Students that do well in BTEC Sport enjoy applying theory in a vocational setting. For example, delivering presentations on body systems to gym members, or helping to motivate individual players in a team game. There is a lot of personal study and the ability to meet weekly coursework deadlines is essential.

There are four units (with units 1 and 2 double the size of units 3 and 4):

1. Anatomy and Physiology
- External examination 90 mins
- You will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

2. Fitness Training and Programming for Health, Sport and Well-being
- External 2 ½ hr controlled assessment
- You will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being. For your assessment you will interpret lifestyle factors and health screening data to develop and justify a fitness training programme and nutritional advice for a client.

3. Professional Development in the Sports Industry
- Coursework
- You will explore the knowledge and skills required for different career pathways in the sports industry. You will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

4. Sports Psychology
- Coursework
- This unit covers the psychological dimensions of sport, and introduces psychological techniques that can be used to enhance performance. It includes the effects of personality, motivation and aggression on sports performance; the impact of arousal, stress and anxiety on sports performance; the psychology of group dynamics in sports environments; psychological factors that affect people in exercise environments.

Coursework (internally marked)
You will have the opportunity to experience some of the following: writing up the findings of your own research, using case studies to explore complex or unfamiliar situations, carrying out projects for which you have choice over the direction and outcomes, demonstrating practical and technical skills.

What could this qualification lead to?
Opportunities include:
- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSc (Hons) in Sport Psychology, if taken alongside A Levels in Psychology and Science
- BA (Hons) in Sports Education
- BA (Hons) in Sport and Exercise Science, if taken alongside A Level Sciences



BTECS AT CLAYESMORE

BTEC Level 3 Nationals are an alternative to A Levels and accepted as an entry qualification by good universities and further education colleges. They are highly valued by employers. Students study the Level 3 Extended Certificate, equivalent to one A Level.

BTECs appeal to students who prefer a more practical approach to studying and like the steadiness of coursework rather than being assessed entirely by examinations. The students who do best are those that keep up with their work.

The tables below show the relationship between the BTECs, A Levels and the UCAS tariff.

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A Level Grade	BTEC Extended Certificate	UCAS Tariff
A*	D*	56
A	D	48
B		40
C	M	32
D		24
E	P	16

Many people assume that good universities will not accept a BTEC as part of an offer. However, an increasing number of Russell Group universities have been making offers that include a BTEC, with two traditional A Levels. When this is the case, they typically require a D or D* grade in the BTEC qualification and A or B grades in the A Levels.

If you have a particular degree course in mind, you should check the university's own course requirements. We would be pleased to advise students and parents regarding the suitability of any of these courses.

PREREQUISITE KNOWLEDGE

A Levels and BTECs build on the knowledge gained at GCSE.
The required grades below are intended as a guide.

SUBJECT	REQUIRED	DESIRABLE	SUBJECT	REQUIRED	DESIRABLE
Art and Design	4 in Art	6 in Art	History	4 in English	6 in History
Biology	6-6 in Science	7 in Biology	Leiths	An interest in Cooking	4 in Food Preparation and Nutrition
Business	4 in Maths 4 in English	5 in English	Mathematics and Further Mathematics	6 in Maths	7 in Maths 8 or 9 for Further Maths
Chemistry	6-6 in Science	7 in Chemistry	Music	4 in Music	6 in Music
Creative Digital Media Production	An interest in film or media	4 in English Pass in CiM	Music Technology	An interest in Music	4 in English
Design and Technology (Product Design)	4 in Maths 4 in DT	6 in DT	Performing Arts	4 in English	Experience of performance
Economics	5 in English 6 in Maths	6 in English	Photography	An interest in Photography	4 in Art or a creative subject 4 in English
English Literature	6 in English	7 in English	Physics	6-6 in Science	7 in Physics
Enterprise and Entrepreneurship	4 in Maths 4 in English	5 in Maths	Psychology	5 in Maths 5 in English 4 in Science	6 in Science
French	6 in French	7 in French	Spanish	6 in Spanish	7 in Spanish
Geography	4 in Maths 4 in English	6 in Geography	Sport	4 in PE or Science	6 in PE

Please note, the average class size in Sixth Form at Clayesmore is 7 students, which enables classes to be interactive and engaging. If there is not enough demand for a course, it may not be offered.

LEARNING SUPPORT IN THE TEACHING AND LEARNING CENTRE

With our dedicated Teaching and Learning Centre and experienced, passionate staff, we offer first class learning support facilities, which all sixth formers can access.

We place great importance on knowing the profile of individual students in order to teach to their strengths, while supporting them with the things that they find more difficult.

After a screening process, key information is communicated to subject teachers, detailing a student's strengths and weaknesses. Sometimes, a specialist assessment is needed and targets are set for lessons taught within the Teaching and Learning Centre.

Subject teachers are experienced in differentiating content and style of delivery to make topics accessible to every student, while ensuring expectations remain high. Even when students have challenges with their learning, the focus is on developing higher order thinking skills.

Within the Teaching and Learning Centre, some pre-teaching and reinforcement of topics can take place, across the curriculum, as necessary. Students with specific learning difficulties benefit from structured and incremental knowledge and skills-based teaching. Games, puzzles and computer software are used for "overlearning". Reinforcing underlying auditory and visual skills is essential to improve attainment and is an important thread running through all learning support sessions.

The teachers within the Teaching and Learning Centre have extensive knowledge and experience, and the centre is well resourced.

Provision for the development of speech and language, social skills, fine motor skills, and assistive technology are all available for sixth formers.
The school is accredited by CReSTeD.

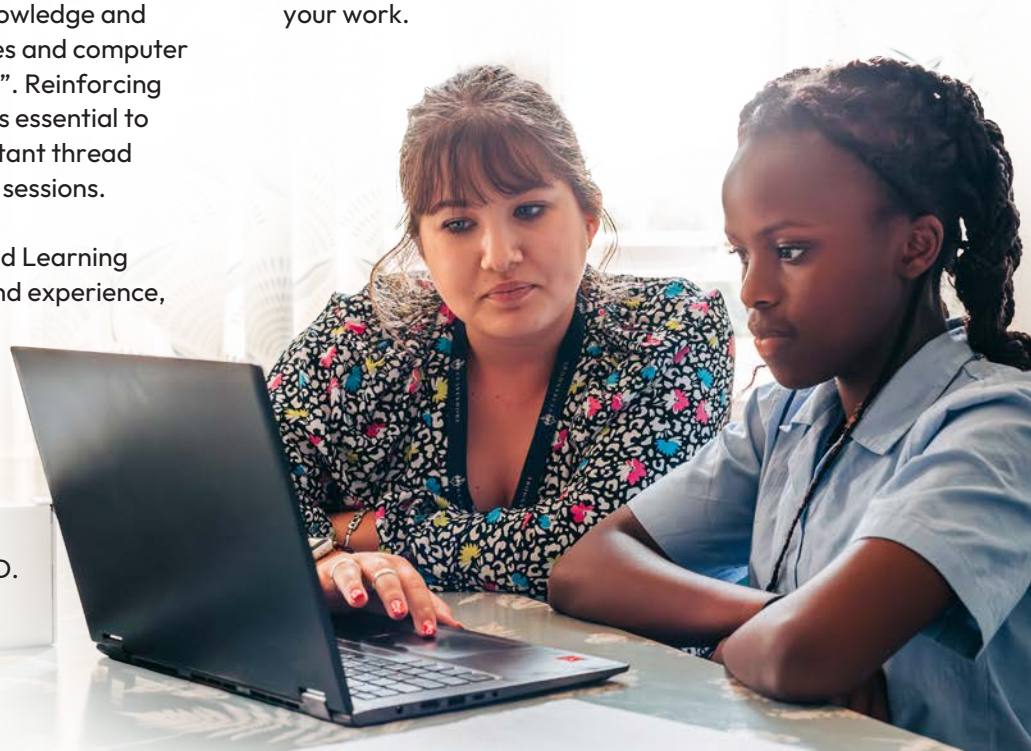
Will I need support lessons in the Sixth Form?

If you have had support lessons in Years 9 – 11, you might well benefit from continuing with some extra help in the Sixth Form. However, it is equally possible you might not. We would wish to discuss with you how you are feeling about your subjects and see if we could help in any way.

It often takes time to make the transition from GCSE to the demands of an A Level course and we can help you make the leap. For example, Sixth Formers are often glad to have a bit of help with one or more of the following:

- Revision and examination techniques.
- Analytical techniques.
- Speed reading.
- Organisation and time management.
- Essay writing.

If you have a recognised difficulty such as Dyslexia or Dyspraxia it is almost certainly the case that some extra lessons will be beneficial for you. If you feel you are struggling with one of your subjects you are very welcome to have a chat with Mrs Essex, the Head of Learning Support. She will discuss with you whether the TLC can make a difference to you and your work.



INTERNATIONAL CERTIFICATE OF DIGITAL LITERACY (ICDL)

The ICDL CORE qualification teaches students core digital skills which will be useful both during their time in Sixth Form at Clayesmore and afterwards as they enter the world of work or university.

All students in Year 12 attend one double LEX Skills lesson per week. Learners are expected to complete 2-3 modules during their time in Year 12. There is an option to complete an exam in each module towards the end of Year 12. Students can complete a further 3 modules in their own time to complete the ICDL qualification, which is internationally recognised by employers across the world.

The modules covered are:

AI Essentials
Develop essential knowledge of AI concepts, practical uses and responsible application of AI tools.

Cyber Security
Develop the skills needed to protect data and information on computers, devices and networks.

Documents
Develop the skills needed to create complex documents that are attractive and readable.

Spreadsheets
Develop the key skills needed to organise and analyse data using spreadsheet software.

Presentation
Develop the skills needed to communicate information using presentation software.

Computer and Online Essentials
Develop essential skills to use a computer and operate online effectively.

This is a LEX Skills course designed to boost confidence and employability by equipping individuals with the digital skills needed for today's workforce



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EAL department provides experienced and specialist help for students whose first language is not English and offers students a fantastic opportunity to improve their English skills. Individual students are encouraged to develop their skills at their own pace to ensure that they feel comfortable and can benefit from all that is on offer at Clayesmore.

Coming into the Sixth Form, a student's language skills are assessed and an individual programme will be devised for each person. Lessons are taught in small groups or on a 1:1 basis.

Throughout their time here, a student's progress is carefully monitored and EAL staff members liaise closely with other subject teachers on a regular basis to ensure students get all the support they need. In 1:1 lessons, we can provide help with the specialist vocabulary and terminology of A Level and BTEC subjects and help with academic writing will be given where necessary.

The EAL Department also prepares students for internationally recognised qualifications in the Cambridge Assessment English suite of examinations for Higher Education. These qualifications are becoming increasingly important as they can help to ease visa applications, particularly for those from non-EU countries. For students hoping to go to a university in the UK, UCAS points are awarded for high grades and levels. Success at CAE/CPE (see below) will also give students access to universities in Canada, Australia and the USA. If required, we can also prepare you for IELTS.

Exams offered by the Department:

- Cambridge First Certificate (FCE).
- Cambridge Advanced (CAE).
- Cambridge Proficiency (CPE).
- International English Testing System (IELTS).




READ READ READ!
ecstatic
AYESMORE

DUKE OF EDINBURGH AWARD

The Gold Award

One of the great opportunities in the Sixth Form is that you can participate in the Duke of Edinburgh Gold Award Scheme.

A Gold Award is an exceptional achievement and is highly regarded by employers throughout the world. If you complete your Gold Award you will be invited to St James's Palace to be presented with your award by a member of the Royal Family.

There are a limited number of places and you must watch out for the application pack that will be emailed home in the summer holiday after Year 11. Priority is given to students who have already completed another level of the award. Any student who is working towards another level of the award, but has not yet completed this, must do so first before being allowed to begin the Gold Award.

The emphasis of the Gold Award is on participants showing initiative and taking responsibility for their progress through the award. Whilst the school provides support along the way participants are increasingly required to organise themselves, and to monitor and record their progress with their award.
To succeed you will need to: be organised; meet deadlines; take on responsibility; make a contribution to your school and the local community.

The Gold Award requires participants to complete activities in five areas.

1. Volunteering. You will be required to undertake a volunteering placement for a minimum of twelve months. You will be required to be of service to others, not just people at Clayesmore. You will need to take the initiative for organising this yourself, although the school will be able to help you with some ideas and to support you once you have found a placement. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

2. Skill. You will need to learn a new skill or develop an existing one. This can be in any area and does not need to be done at school. You might learn a musical instrument, gain a coaching qualification, or take up fly-fishing. This will need to be done for a minimum of six months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

3. Physical. You will need to participate in a physical activity, such as football, hockey, tennis or rugby. This section can often be achieved by fully and properly participating in games during the whole of your sixth form career. It must be undertaken for a minimum of six months, but one of Skill, Physical or Volunteering must be for 18 months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

4. Expedition. You will need to plan and organise your own four-day expedition. The school provides extensive training for this, including first aid, campcraft and navigation. You will also participate in training and practice expedition at weekends and during the holidays. These are all compulsory and you must attend to be eligible to continue to participate in the award. There are some compulsory evening training events during the term time. Dates are published well in advance.

5. Residential. You must attend a five-day residential course or event with people who you do not know. The course or event must involve communal living and activities that take place during the day and the evening. You will need to take full responsibility for arranging this aspect of your award.

Meeting all of these requirements can sometimes seem quite difficult, but it is definitely worth the effort and there are plenty of staff at Clayesmore who can help you with the different elements of the scheme.

If you would like more information speak to Mr Reach or visit **www.dofe.org.**

UNIVERSITY ADVICE AND CAREERS

Weekly careers lessons begin in the spring term of Year 12 and continue until the end of the autumn term in Year 13, by which time all university applications should be completed. Areas covered during the year are as follows:



Year 12 – Spring Term

- Understanding the range of post-18 opportunities, including university, employment, apprenticeship opportunities and preparation for National Apprenticeship Show.
- Writing letters of application and CVs, interview skills and mock interviews.
- Preparation for the UCAS Exhibition, including university research.
- University visit to Southampton University (as an example of a Russell Group university).

Year 12 – Summer Term

- Higher Education Day for parents and students, including registration with UCAS "Apply".
- Personal statement writing workshop.
- Talks on GAP years and student finance.
- University visit to Oxford Brookes (top player in the ranks of the newer, more vocational universities) and Oxford University.
- The Summer Term is a busy time for going to open days and other university visits and events.

Year 13 – Autumn Term

Weekly lessons continue until applications are submitted.
They are devoted to:

- Updating the CV and ensuring that non university applications are in hand.
- Finalising the personal statement and completing and checking the UCAS forms.
- Preparing for admissions tests, if required.

Early Applications for UCAS (Medicine, Veterinary, Conservatoires) need to be finalised at the start of the autumn term. We aim to submit all other applications for university by half term.

Parents are invited to a University Application talk to understand more about the process during the summer term of Year 12 and to a University Finance talk in the spring term of Year 13.

All UCAS forms and teacher references are checked by the Head so we are confident students are making the most of their application.

Individual Journeys, Extraordinary Futures



BRIDGET RILEY-MOORE

A-Levels: Biology, Maths, Physics and an EPQ exploring the relationship between maths and art.

Where Am I Now?

Clayesmore gave me the confidence to pursue my creativity. After initially working in finance, I returned to my creative roots, studying Commercial Interior Design at Falmouth University. My final degree project won two industry awards, and I now work in interior design and sustainability with Design Conformity, alongside running my own design practice. This September, I begin an MA at Arts University Bournemouth, exploring sustainable and inclusive design.



ROSIE PARSONS

A-Levels: English, Art and Hospitality

Where Am I Now?

I'm currently in my final year at the University of Exeter, immersed in theatre, writing and film. I've had the opportunity to write and direct a show for Exeter University and am beginning to build my career in the TV and film industry, working with Channel 5 and Dorset-based production companies.



JACK PEARCE

A-Levels: Maths, Economics, and German

Since leaving Clayesmore in 2019, I studied BSc Economics at the University of Exeter, graduating with First Class Honours. During university, I developed a passion for using finance to tackle the climate crisis, including attending a climate change summer school at the University of Bern.

I am now an Investment Associate at Finance Earth, a London-based environmental financial adviser and fund manager. I have supported investment readiness for seven nature-based climate projects, representing more than £25 million in opportunities and 10,000 hectares of nature restoration across the UK and Africa.

Clayesmore gave me a broad education and the confidence to pursue my ambitions, which has set me up well for life beyond school.

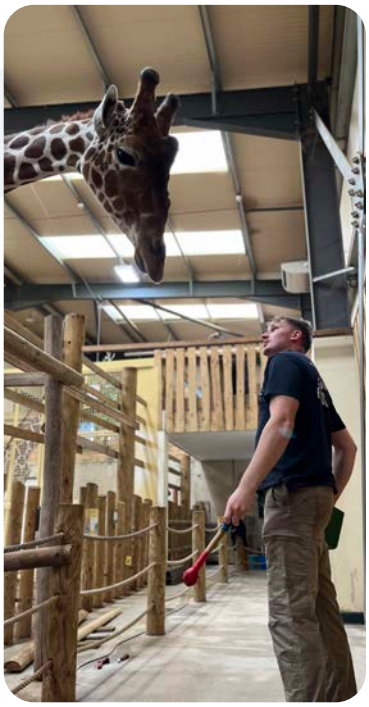
CHARLIE SPENCER

A-Levels: Biology, Geography and Economics.

Where Am I Now?

I am currently in my final year studying Zoology at the University of Sheffield, following a placement year as a Mammal Intern with Bristol Zoological Society at Bristol Zoo Project.

During my placement, I was part of the animal keeping team, gaining hands-on experience in animal husbandry, operant conditioning and veterinary care. I trained animals to voluntarily participate in procedures such as transfers and injections, assisted with X-rays and veterinary procedures, and carried out research into areas such as giraffe feeding preferences. I also closely monitored animals involved in international breeding programmes aimed at reversing population declines.



Individual Journeys, Extraordinary Futures



WILL BETTS

A-Levels: History, Economics, German

Where Am I Now?

After leaving Clayesmore, I went on to study History and Economics at Cardiff University. Following university, I joined JPMorgan's two-year graduate programme in Bournemouth, which I completed in 2024. I am now a Senior Associate within JPMorgan's Payments department, based in London, where I work on a range of projects within the business.

BEN MELLING

A-Levels: Spanish, Geography and Business

Where Am I Now?

While in the Lower Sixth, I was fortunate to be selected for an Army Scholarship, securing a place at the Royal Military Academy Sandhurst.

After Clayesmore, I took a gap year travelling through Southeast Asia before deciding not to attend university, I joined Sandhurst. It was challenging but hugely rewarding, and an experience I would thoroughly recommend. At Sandhurst, I was awarded the Sword of Honour, presented to the Officer Cadet considered by the Commandant to be the best in the intake. I was subsequently commissioned into the King's Royal Hussars.





CECILY PETO BOSTICK

A-Levels: Art, Geography, and Biology

After leaving Clayesmore in 2021, I went on to study Architecture at Cardiff University, completing my undergraduate degree over three fantastic years. I then began my first experience of professional practice with Foster + Partners in their London office, where I was fortunate to spend a year and a half gaining valuable experience and insight into the profession.

I am now continuing my architectural studies at the University of Bath, where I am completing my master's degree.
This September, I will begin my sixth and final year of university, with the goal of continuing my studies and qualifying fully as an architect.

RORY WHITE-ANDREWS

A-Levels: English, History and German

Where Am I Now?

After leaving Clayesmore, I went on to study Law (LLB) at Durham University before beginning my career in the legal profession. I am now a Partner in the London office of DWF, a leading international law firm with 31 offices worldwide and an annual turnover of more than £500 million.

I specialise in restructuring and insolvency, advising businesses, investors and organisations on complex financial and commercial matters.



CLAYESMORE

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