

Prospectus 2026-2027



Spalding High School
Sixth Form

Welcome from the Headmistress

Dear Student,

Thank you for considering Spalding High School Sixth Form. We are a high achieving academic grammar school offering a large number of A Level courses. We offer a caring, purposeful atmosphere with excellent teaching and specialist facilities. Each individual is valued and given opportunities to aim high, develop their talents, grow in confidence and to take on leadership roles within the School. Our students respond by achieving consistently high examination results and the vast majority move onto their first choice university course or employment sector.

We invite applications from students who wish to become part of our vibrant, welcoming community and who will benefit from the challenges and opportunities that it offers. We are excited to be sharing delivery of a number of A Levels with Spalding Grammar School and both schools look forward to working with each other more closely in the future. We welcome applications not just from our current students but also from transferees from other schools and indeed, a large number of new students do join us every year.

If you require any further information, please feel free to contact us.

We hope to see you at Spalding High School soon!

Mrs M Anderson
Headmistress





Welcome from the Sixth Form Team

We want our sixth form students to achieve their potential academically, enjoy their time at school, prepare thoroughly for their progression route and continue to grow and develop as people.

We are proud of Spalding High School's inclusive and growing sixth form. We are delighted to welcome male and female students from other schools and colleges too and we work hard to ensure that all students integrate well into school life and make life-long friends.

If you feel that A Levels are the right progression route for you after GCSE, we hope you will choose to join this vibrant community of young professionals at Spalding High School.

Mrs Waldron. Head of Sixth Form
Miss Jeffery. Assistant Head of Sixth Form
Mrs Rogers . Assistant Head of Sixth Form
Mrs French. Sixth Form Administrator



I am incredibly proud to have been a student at Spalding High School for the past 7 years. Its supportive environment encourages the growth of hardworking, talented students who are guided to tremendous success throughout their time here, both in academic and extracurricular achievements of all kinds. This school has so much to offer, and through the resources and opportunities I have been able to enjoy, I have grown in confidence, independence and resilience. I have thoroughly enjoyed every second of my education at SHS, and I look forward to taking the lessons, friendships and experiences I have gained here into my future as a more capable, young individual.

Head Student – Briony Sweeting

Why choose SHS?

- A vibrant professional learning environment in an outstanding grammar school
- Committed, enthusiastic subject specialist teachers
- Excellent academic and pastoral support
- More than twenty A Level subjects to choose from
- Pass rate consistently at or above 99%
- A history of excellent academic success. 80% of A Level grades in 2025 were A* - C and 20% were A* - A.
- Bespoke careers support whether applying for university, apprenticeships or employment
- Approximately 80% of students who go on to Higher Education secure a place at their first choice university
- An effective and varied programme of enrichment activities, personal development and leadership opportunities.
- A safe supportive environment where everyone can thrive.

"The High School is such a friendly and welcoming place to study. I genuinely look forward to coming in each day and appreciate all of the fantastic support that is available. Everyone is so friendly and supportive and the school has a really happy, positive atmosphere"

Tutors support students academically and pastorally and provide the important link between home and school. Our tutor groups offer excellent opportunities for peer support too.





Careers Support

At the end of their studies, a large percentage of our students choose to go to university, with most achieving places at their preferred institution. Students wishing to take the employment or apprenticeship route are equally successful in achieving their goals. We also have a small number of students who take gap years to widen their experience and we offer support throughout this transition process. Students are assisted in making university applications, given interview practice and advice about how to prepare for open days or assessment centres. We have links with local businesses who are seeking to employ students with a sound work ethic, problem solving skills, drive and determination to learn.

SEND

Our dedicated SEND department supports students with any special educational or medical needs so that all students have the best chance of achieving their potential. Please get in touch to discuss individual needs with Mrs Hickman (SENDCo) or Mrs Berry (Senior SEND TA), they will be happy to help.

Financial Support

The 16-19 Bursary Fund is designed to support those young people who may face financial barriers to continuing in education post-16. It aims to ensure that every young person participates in, and benefits from, a place in 16-19 education and training by providing additional financial support to help meet the costs of their participation.

Application forms are available in early September. The policy and additional information are available to view on the school website.

The Sixth Form Curriculum

Students who join our Sixth Form in Year 12 can choose to study the following:

- Three A Levels or
 - Three A Levels and Optional Enrichment or
 - Four A Levels in agreement with the Sixth Form Team or
 - Four A Levels in agreement with the Sixth Form Team and Optional Enrichment
- [all university courses only require three A Levels]

Please see the subject pages for more information on the vast array of subjects on offer.

To enable us to offer such a wide range of subjects at A Level, Spalding High School and Spalding Grammar School work in collaboration with each other and share the teaching of some subjects across the two sites. Confirmation of co taught subjects will be made with the offer of a place, but may be subject to change thereafter, due to staffing availability.

Enrichment Opportunities

Alongside your studies, we provide excellent opportunities, such as the work experience week in Year 12, for you to develop your personal skills and qualities which will certainly boost any personal statement or job application.

Mandatory Enrichment Activities

- Careers Education
- Massive Open Online Courses [MOOCs]
- Personal Development Programme
- Physical Education
- Work Experience

Optional Enrichment Activities

- Sports Leaders Award
- EPQ
- Ancient Greek
- Core Mathematics
- Sixth Form Positions of Responsibility
- Duke of Edinburgh Award
- National Citizen Service [NCS]
- Working with younger students
- Sixth Form Committees
- Charity Events
- School & Staff Choir
- Career Talks
- Drama & Music productions
- Sporting Opportunities
- Art exhibition and displays





Entry Requirements

Students must fulfil the following entry requirements:

1. Achieve at least a Grade 4 in Mathematics and English Language or English Literature in addition to 4 further GCSEs at Grades 9 – 4
2. Achieve at least a GCSE Grade 6 in the **THREE** subjects they wish to study at A level. **For exceptions to this see individual subject pages**
3. In the case of new subjects (not studied at GCSE) students will need to achieve at least a GCSE Grade 5 in English Language or English Literature. **For exceptions to this see Individual subject pages.**

French may only be chosen if studied previously.

The Headmistress will consider all applications carefully and reserves the right to apply professional judgement to individual cases where students may fall short of a subject specific entry requirement.

“An outstanding Girls’ Grammar School with a Mixed Sixth Form”

“Students in the sixth form enjoy their learning. They value the respectful and focused atmosphere in which they study”

“Pupils thrive in the culture of high aspiration that exists at this school”

[Ofsted 2020]



Subjects on offer

Art and Design (Fine Art)	9
Biology	10
Business	11
Chemistry	12
Classical Civilisation	13
Criminology (Level 3 Diploma)	14
Drama and Theatre Studies	15
DT: Fashion and Textiles	16
DT: Product Design	17
Economics	18
English Literature	19
French	20
Geography	21
History	22
Law	23
Mathematics	24
Further Mathematics	25
Music	26
Photography	27
Physical Education	28
Physics	29
Psychology	30
Religious Studies	31
Sociology	32

Where subjects attract too few applicants and become unviable, or if particular subject combinations are not possible to timetable, we will contact individuals affected as soon as possible after the application deadline to discuss their options.

Computer Science is taught entirely at Spalding Grammar School, so please refer to the SGS website for more course information.

Photographs by A Level Photography Students. Olivia Elsden, Eve Harriss, Edward Gurney, Isabelle Watson, Cara Lees, Lily Griemenk.





ART & DESIGN [FINE ART]

COURSE CONTENT AND AIMS

The Fine Art A Level encourages students to think and work like artists and to gain a deeper understanding of creative processes. They will develop vital transferable skills which would benefit any vocational setting and for those who wish to study subjects within the creative sector. All students are offered an exciting broad-based curriculum, with constant opportunities to work in an exploratory and experimental fashion, encouraging them to take ownership of the direction of their work. Drawing in all its forms underpins the course. Students understand how to generate interesting ideas to produce engaging personal lines of enquiry, leading to diverse and skilful outcomes. Students develop the ability to effectively research and critically analyse a range of practitioners and related topics. They are given a range of opportunities to further develop their practice including gallery trips and a foreign study visit. This course prepares students for undergraduate study, apprenticeships and work placements.

Examinations details

Exam Board— AQA

<https://www.aqa.org.uk/subjects/art-and-design/a-level/art-and-design-7202/specification/scheme-of-assessment>

Entry criteria

GCSE Grade 6 or above in Art

If not studied previously, GCSE English Language or Literature, Grade 5 and a portfolio of artwork to be assessed by the Head of Art & Design, in line with GCSE Grade 6 criteria

How is it assessed?

Qualification	Examined units
7202/C (60%) A Level Fine Art	Component one - Personal Investigation - practical unit with a written study.
7202/x (40%) A Level Fine Art	Component two - Externally Set Assignment - practical unit leading to a 15hr examination.

BIOLOGY

COURSE CONTENT AND AIMS

Biology is a popular subject covering a wide range of topics, with traditional knowledge acquisition running smoothly alongside the development of experimental techniques, data analysis skills and application of biological principles to everyday contexts. It frequently links to the GCSE content of a number of subjects and complements a range of other A Level options. Biology is an excellent springboard onto a wide range of university courses, further education opportunities or a career linked to one of its many facets; medicine, veterinary science, environmental science, forensic science, genetics, pathology, sports science, biochemistry, nutrition and biotechnology are all options, with local agricultural, environmental and food industries as potential employers.

Topics:

1. Lifestyle, Health and Risk
2. Genes and Health
3. Voice of the Genome
4. Biodiversity and Natural Resources
5. On the Wild Side
6. Immunity, Infection and Forensics
7. Run for Your Life
8. Grey Matter.

Examinations details

Exam Board— Edexcel [Salters-Nuffield]

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html>

Entry criteria

GCSE Biology, Grade 6 or GCSE Combined Science, Grade 7, 6 and GCSE Mathematics, Grade 5

How is it assessed?

Qualification	Examined units
9BN0 A Level Biology (SNAB/Biology A)	Papers 1, 2 and 3 are 2 hours long, out of 100 marks and worth 33.33% of the A Level grade each.
All of these assessments can include multiple-choice, short open, open-response, calculations, extended writing and experimental method questions, with Paper 3 also including synoptic questions drawing on two or more topics and questions on the pre-released scientific article.	
A Science Practical Endorsement can also be awarded for the suitable completion of the compulsory practicals.	





BUSINESS

COURSE CONTENT AND AIMS

A Level Business covers everything from what a business is and how they are set up, to managing strategic change in international businesses. Students study a variety of types of organisation from small one-person owned businesses to major multinational corporations such as Apple.

The focus is always on the four major functional areas of business:

Human Resources—managing and motivating people.

Finance—raising start-up capital, managing the finance and assessing performance.

Marketing—researching the market to make sure customers are able and willing to buy the product or service.

Operations—managing the manufacture of the product or service and ensuring that it is produced in a cost efficient manner.

Students learn to become good decision makers and problem solvers. Furthermore, students will develop the essential managerial skills that are highly sought after and valued by employers.

Examinations details

Exam Board— AQA

<https://www.aqa.org.uk/subjects/business/a-level/business-7138/specification>

Entry criteria

GCSE Grade 6 or above in Business

If not studied previously, at least GCSE Grade 5 in English Language or English Literature

How is it assessed?

Qualification	Examined units
7132 A Level Business Studies	Paper 1: Business 1
	Paper 2: Business 2
	Paper 3: Business 3
	Each of these 3 papers is worth 33.3% of the final A level grade

CHEMISTRY

COURSE CONTENT AND AIMS

Chemistry impacts upon all of our lives, from providing materials to build and construct to medicines and drugs to save lives. It is a fascinating subject to study at A Level, not least because of the wide choice of career pathways that a Chemistry qualification opens up. The skills that students will learn in Chemistry of problem solving, effective communication and working in teams are three key areas that universities and employers are constantly looking for when filling their vacancies.

Aside from studying for a Chemistry degree, the skills and knowledge students will gain from an A Level course are in demand in industry, research and in specific degree courses e.g. veterinary science, medicine, biological sciences, forensic science, food science, law and accountancy, teaching.

Chemistry A Level is both challenging and rewarding and can be heartily recommended.

Examinations details

Exam Board— OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-a-h032-h432-from-2015/>

Entry criteria

GCSE Chemistry, Grade 6 or GCSE Combined Science, Grade 7, 7 and GCSE Mathematics, Grade 6

How is it assessed?

Qualification	Examined units
H432 A Level Chemistry	The entire course will be examined at the end of the second year via three papers [01], [02] and [03] Periodic table, elements and physical chemistry [01], synthesis and analytical techniques [02], unified Chemistry [03] A Science Practical Endorsement can also be awarded for the suitable completion of the compulsory practicals.





CLASSICAL CIVILISATION

COURSE CONTENT AND AIMS

Classical Civilisation lends itself well to interesting and engaging discussions directly relevant to today's world, as well as a chance to learn the exciting Greek myths which still punctuate today's modern culture through the medium of literature and film. The study of the Ancient world is fascinating and shows that people grappled with exactly the same issues that we do: life, death, gods, sex, love, family, children, education, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, and war. By reading ancient literature, examining the archaeology and understanding the artefacts we are allowed a glimpse into their mindset and see their struggles with everyday life.

Universities and employers value Classics qualifications highly as they understand the skill set acquired. Students not only acquire specific knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches.

Examinations details

Exam Board - OCR

<https://www.ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf>

Entry criteria

If not studied previously, at least GCSE Grade 5 in English Language or English Literature

How is it assessed?

Qualification	Examined units
H408 A Level Classical Civilisation	Compulsory element: 'The world of the hero' (40% of the total mark)
	Component 2: Greek Religion (30%)
	Component 3: Greek theatre (30%)

CRIMINOLOGY [Level 3 Diploma]

COURSE CONTENT AND AIMS

This is an exciting and interesting introduction to criminology. Students will gain knowledge and understanding in purposeful contexts linked to the criminal justice system. It is a qualification with elements of psychology, law and sociology. Students will study four units; Changing Awareness of Crime explores different types of crime, influences on perceptions of crime and why some crimes are unreported. Criminological Theories, allows students to gain an understanding of why people commit crime. Crime Scene to Courtroom provides an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Students will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. Crime and Punishment allows students to evaluate the effectiveness of social control to deliver criminal justice policy. An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology. The course will support students progressing to university on courses such as Criminology, Psychology, Law and Sociology. Alternatively, the qualification allows students to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

Examinations details

Exam Board – WJEC

<http://www.wjec.co.uk/qualifications/criminology/criminology-level-3-from-2015/index.html>

Entry criteria

GCSE Grade 5 or above in English Language or English Literature

How is it assessed?

Qualification	Examined units
Unit 1	Changing Awareness of Crime. Internal controlled assessment.
Unit 2	Criminological Theories. External examination.
Unit 3	Crime Scene to Courtroom. Internal controlled assessment.
Unit 4	Crime and Punishment. External examination.





DRAMA & THEATRE STUDIES

COURSE CONTENT AND AIMS

This exciting and inspiring specification provides students with the opportunity to work as either performers and/or designers on three different performances. In Component One, students *reinterpret* a text to create a piece of theatre which is a combination of the selected text and original ideas. In Component Two, students engage with a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice and the other a devised piece.

Both Components One and Two encourage students to make connections between dramatic theory and their own practice. This also involves an exploration of the work of two theatre practitioners of their own choice and watching at least two live theatre productions to learn about the processes and practices involved in interpreting and performing theatre.

For Component Three, students will study three plays. All three are studied with design and performance in mind and pupils will learn to analyse and evaluate theatrical effects and how all aspects of theatre come together to create meaning for an audience.

Examinations details

Exam Board— WJEC Eduqas

https://www.eduqas.co.uk/qualifications/drama-and-theatre-as-a-level#tab_overview

Entry criteria

GCSE Grade 6 or above in Drama. If not studied previously, at least GCSE Grade 5 in English Language or English Literature

How is it assessed?

Qualification	Examined units
Component 1	Theatre Workshop: Practical assessment. Internally assessed and externally moderated. 20% of A Level qualification.
Component 2	Text in Action: Practical assessment. Externally assessed by a visiting examiner. 40% of A Level qualification.
Component 3	Text in Performance: Written examination: 2 hours 30 minutes. 40% of qualification

DT: FASHION & TEXTILES

COURSE CONTENT AND AIMS

This creative and thought provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a broad range of careers. Students can progress to study a number of related HE courses: textile science and engineering, fashion design, fashion business and marketing, costume design and many more. Students who simply enjoy studying this challenging subject can use their UCAS points to gain university places in other subject areas. Students will investigate technological, historical, cultural, environmental and economic influences on design and technology, whilst developing their own practice by designing and making products to meet the needs of clients. The personal skills and qualities developed include decision making, resourcefulness, creativity, responsibility, innovation, observation and a regard for high standards. These are qualities important to all individuals and highly valued by higher education establishments and employers. This course prepares students for undergraduate study, apprenticeships and employment.

Examinations details

Exam Board— AQA

<https://www.aqa.org.uk/subjects/design-and-technology/a-level/design-and-technology-7562/specification>

Entry criteria

There are no previous requirements although GCSE Design and Technology is a good grounding for A Level Fashion and Textiles.

If not previously studied, at least GCSE Grade 5 in English Language or English Literature and Mathematics.

How is it assessed?

Qualification	Examined units
7562 A Level DT: Fashion & Textiles	2 x 2 hour written exams
	Non-examination assessment: Independent design and make project





DT: PRODUCT DESIGN

COURSE CONTENT AND AIMS

D&T has put me ahead of most of the other students on my course”
– Former SHS student who went on to study Astronautics and Space Technology.

Ours is a creative real world STEM subject, making sense of the theories of the other subjects. It is inspiring, rigorous and practical, preparing students to live and work in the future. It allows students to explore latest technologies. Ultimately, it is also really good fun. The theories studied include: Materials, performance, processes, digital technologies, manufacturing industries, sustainability, legislation, project management, enterprise, marketing and critical analysis.

In Year 12 students will be learning and applying theories in a range of short design and making assignments and in Year 13 more in depth theories are applied in an independent design and make project of their choice. We are focused on giving students the tools, knowledge and information they need to become more effective, more experienced and more efficient.

Examinations details

Exam Board—AQA

<https://www.aqa.org.uk/subjects/design-and-technology/a-level/design-and-technology-7552/specification/specification-at-a-glance>

Entry criteria

GCSE D&T: Product Design, Grade 6, GCSE Mathematics Grade 5.

If not studied at GCSE: GCSE Resistant Materials, GCSE Fashion & Textiles, GCSE Graphic Design, GCSE Engineering or GCSE Art Grade 6 and GCSE Mathematics, Grade 5

How is it assessed?

Qualification	Examined units
A Level DT: Product Design	Technical principles • Written exam: 2 hours and 30 minutes • 120 marks • 30% of A-level
	Designing and making principles Written exam: 1 hour and 30 minutes 80 marks 20% of A-level
	Non-exam assessment (NEA) • Substantial design and make project • 100 marks • 50% of A-level

Economics

COURSE CONTENT AND AIMS

“Studying Economics will not only ensure you stay up to date with current issues; you will also develop the facilities to critically analyse a range of issues in finance, business and politics.”

Economics is all about asking questions about the real world to determine how people, firms and organisations behave when resources (money, time, people, or raw materials) are scarce. The questions asked allow economists to develop theoretical models to explain the actions taken by individual consumers, chief executives of firms or the government. These models are used in strategic decision making both at the micro level, individual consumers, and firms, and at the macro level, managing the UK economy.

Examples of questions asked by economists include:

- Why do footballers get paid more in a week than a nurse earns in a year?
- What causes prices to rise?
- Where do my taxes go?
- How can you change the behaviour of consumers to benefit society?
- Why are some firms more profitable than others?
- Why are interest rates used to reduce inflation?
- Why is the pound getting stronger against the US dollar?
- Why do certain economies grow faster than others?

Economics begins by looking at the micro side which includes the basic economic problem and the laws of demand and supply, market failure.

The course then moves on to the macro side of economics, this looks at economic growth and aggregate demand and supply.

Economics is the right subject for you if you enjoy:

- debating economic issues such as inequality, immigration and how we should pay for healthcare
- using and interpreting data to analyse economic problems
- discussing alternative courses of action
- keeping up to date with national and international trends

Regardless of whether you plan to go on and study at university or to enter the world of work, economics is one of the most respected A-levels. Through economics you will develop the important skills of analysing and evaluating. Within the teaching of economics, support and scaffolding is there for students who need it. Retrieval exercises are brought into lessons to secure and revisit prior learning. Careers advice and opportunities in the world of work are also embedded into the curriculum.

Examinations details

Exam Board— Edexcel

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Economics/2015/specification-and-sample-assessment-materials/A_Level_Econ_A_Spec.pdf

Entry criteria

GCSE Economics Grade 6, GCSE Mathematics Grade 6 and English Language or Literature Grade 5

How is it assessed?

Qualification	Assessment
Economics	Paper 1: Markets and business behaviour [35%] Paper 2: The national and global economy [35%] Paper 3: Microeconomics and macroeconomics [30%]

ENGLISH LITERATURE

COURSE CONTENT AND AIMS

George Eliot wrote: 'No story is the same to us after a lapse of time; or rather we who read it are no longer the same interpreters'. In A Level English Literature, we teach the skills to read and re-read seeking the authorial methods which convey the meanings and impact of the written word. This course prepares students for the examination and enriches cultural capital and develops skills in criticism and appreciation, crucial for undergraduate studies in both Arts and STEM subjects.

Course content:

Students will study the three core components of English Literature during their A Level course: Drama, Prose and Poetry, which will be studied across two chosen units: Aspects of Tragedy and Elements of Crime Fiction.

In the Drama component, the Shakespeare play 'King Lear' will be studied alongside Arthur Miller's 'Death of a Salesman' and, in Prose, students will explore Graham Green's 'Brighton Rock' and Ian McEwan's 'Atonement' linked by themes of crime. Aspects of Tragedy will be explored in Hardy's 'Tess of the d'Urbervilles'. Finally, for the Poetry element, students will immerse themselves in a collection of poetry by Browning, Crabbe and Wilde, which will be explored through the lens of the crime genre. The Non-Examination Assessment (NEA): Theory and Independence is worth 20% of the final grade. Students study two texts: one poetry and one prose, informed by the Critical anthology. Two essays of 1250-1500 words, each responding to a different text and linking to a different aspect of the anthology. This is an opportunity for students to select texts and work independently to produce perceptive and assured sophisticated arguments to the task.

Students studying English Literature currently have shared delivery between the High School and the Grammar School. This works well and enables students to engage in literacy debates with a wider field of students which is great preparation for university. This model of provision is likely to continue in 2026.

Examinations details

Exam Board— AQA

<https://www.aqa.org.uk/subjects/english/a-level/english-7717/specification>

Entry criteria

GCSE Grade 6 or above in English Literature.

If not studied previously, at least GCSE Grade 6 in English Language

How is it assessed?

Qualification	Examined units
7717B A Level English Literature. AQA 7717B Option AA	Paper 1 Aspects of Tragedy: King Lear, Death of a Salesman, Tess of the d'Urbervilles.
	Paper 2: Elements of Crime: Brighton Rock, Atonement, Crime poetry of Browning, Crabbe and Wilde
	Non- Examination Assessment Students study two texts: one poetry and one prose, informed by the Critical anthology. Students craft two essays of 1250- 1500 words

FRENCH

COURSE CONTENT AND AIMS

The French A Level specification builds on the knowledge, understanding and skills gained at GCSE. It has a focus on language, culture and society and it fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and to society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French. Over the two year course the following topics are studied: social issues and trends, political and artistic culture, grammar, two literary texts or one literary text and one film and an individual research project.

Examinations details

Exam Board— AQA

<https://www.aqa.org.uk/subjects/french/a-level/french-7652/specification>

[A-level French Specification Specification for first teaching in 2016](#)

Entry criteria

Grade 6 or above in GCSE French.

You also need to have an interest in and enthusiasm for language learning and be willing to communicate in the foreign language. In addition, you will have the desire to develop your knowledge of French culture, society, history and politics by reading around the topics and keeping informed of current affairs in French speaking countries.

How is it assessed?

Qualification	Examined units
7662 A level	Paper 1 Listening, Reading and Writing
	Paper 2 Writing (including an assessment of one text and one film or two texts)
	Paper 3 Speaking (individual research project)





GEOGRAPHY

COURSE CONTENT AND AIMS

AQA have produced a course designed to challenge and inspire students in their Sixth Form studies. In studying this A Level, students will learn about water and carbon cycling, coastal systems and landscapes and hazards as Physical Geography topics in Paper 1. For the Human Geography topics, students will study global systems and global governance, changing places and people and environment in Paper 2. In addition, students will be required to complete an individual investigation focused on a question of their choosing which builds upon a topic studied. This must include data collected during fieldwork. Four days of fieldwork study are required; two are taken in Year 12 and the remaining two during the Year 13 independent investigation—the non-examined assessment.

Examinations details

Exam Board— AQA

<https://www.aqa.org.uk/subjects/geography/a-level/geography-7037/specification>

Entry criteria

GCSE Grade 6 or above in Geography

If not studied previously, at least GCSE Grade 5 in English Language or English Literature

How is it assessed?

Qualification	Examined units
7037 A Level Geography	Two written papers and the non-examined assessment.
	Paper 1 Physical Geography (40% of A level)
	Paper 2 Human Geography (40% of A level)
	Paper 3 non-examined assessment (20% of level)

HISTORY

COURSE CONTENT AND AIMS

In Year 12, students study two 20th Century units. Paper 1 is a thematic study of Britain 1918-1997 combined with an in-depth study of the differing interpretations of Margaret Thatcher. Paper 2 is an in-depth examination of America 1920-55. In Year 13, students study Tudor England, focusing on the challenge of disorder in a period of social change. With such a broad range of topics and skills the students will hopefully find the course engaging, particularly the range of debates surrounding topics such as Thatcher.

The most important thing needed in A Level History is enthusiasm. Students will be expected to independently 'read around' the topics we cover so that the issues can be discussed, analysed and debated in class and within essays. They will have to select and use relevant information and develop their answers logically.

Additionally, there are source evaluation tasks that require knowledge of the context and critical comment on its provenance, building on GCSE skills. The qualification therefore represents an academic challenge, and positively highlights the hard work and analytical skills of students.

Examinations details

Exam Board— Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

Entry criteria

GCSE Grade 6 or above in History

If not studied previously, at least GCSE Grade 5 in English Language or English Literature

How is it assessed?

Qualification	Examined units
9H10 A Level History	Unit 1H-Britain 1918-1997. 2hr 15m examination
	Unit 2H.1- USA, c.1920-55. 1hr 30m examination
	Unit 3 [Option 31]- Rebellion and Disorder under the Tudors, 1485-1603. 2hr 15m examination
	Non-examination assessment: 4000 word independently researched essay





LAW

COURSE CONTENT AND AIMS

A Level Law attracts a wide variety of students. Many students study Law because they want to go on to study the subject at university and pursue a career as a solicitor or barrister. The subject also provides a background for occupations such as the police, social work, civil service or business. Whatever your vision, an A level in Law is a valuable first step in achieving your ambition.

Studying Law gives students an understanding of the role of Law in today's society and raises their awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. All these transferable skills are highly sought after by higher education and employers.

Topics are clearly structured and include:

- The nature of law and the English legal system
- Private law
- Public law
- Legal skills

Examinations details

Exam Board – AQA

<https://www.aqa.org.uk/subjects/law/a-level/law-7162>

Entry criteria

GCSE Grade 5 or above in English Language or English Literature

How is it assessed?

Qualification	Examined units
7162 A Level Law	Paper 1: The nature of law and the English legal system (Criminal Law) Paper 2: The nature of law and the English legal system (Tort) Paper 3: The nature of law and the English legal system (Human Rights)
How is each paper assessed?	Written examination: 2 hours (100 marks 33% of A Level) Questions: a combination of multiple choice, short answer and extended writing questions

MATHEMATICS

COURSE CONTENT AND AIMS

A Level Mathematics is an interesting and challenging course which extends the methods students learned at GCSE and includes additional applications of mathematics, such as Statistics and Mechanics. Mathematics is a subject that is highly desired by universities and employers alike.

The new 2017 syllabus, more than ever, promotes logical and analytical thinking, incorporates the use of ICT to model situations mathematically and thoroughly develop these skills, facilitates students' ability to move on to higher education/training in the STEM subjects.

The skills that students learn in A Level Mathematics are of great benefit in other A Level subjects such as Physics, Chemistry, Biology, Geography, Psychology and Business.

Through solving problems, students develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help them to formulate reasoned arguments. Importantly, they will have excellent numeracy skills and the ability to process and interpret data.

Examinations details

Exam Board— Edexcel

[A level Mathematics \[pearson.com\]](http://www.pearson.com)

Entry criteria

GCSE Grade 7 or above in Mathematics

How is it assessed?

Qualification	Examined units
9MA0 A Level Mathematics	Paper 1 – Pure Mathematics 1 – 9MA0/01
	Paper 2 – Pure Mathematics 2 – 9MA0/02
	Paper 3 – Statistics and Mechanics – 9MA0/03
Calculators will be required for each paper.	
We recommend the use of Casio Classwiz. FX-991CW [casio.co.uk]	
Prices vary by up to £10, so do shop around for the best price on the Casio [do not buy the cheap, inaccurate alternatives].	





FURTHER MATHEMATICS

COURSE CONTENT AND AIMS

Further Mathematics is fun and rewarding. It broadens students' mathematical skills and promotes deeper mathematical thinking. Students will be introduced to interesting new areas of Pure Mathematics such as complex numbers, matrices and advanced calculus to enable them to apply mathematics in a wider range of contexts. We follow the scheme which includes the additional study of Further Mechanics and Further Statistics as this facilitates pupils in studying statistical/data analytics or STEM based or engineering courses.

Studying A Level Further Mathematics is also likely to improve a student's grade in A Level Mathematics. The extra time, additional practice, further consolidation and development of techniques beyond A Level Mathematics provide enrichment, promoting attainment of the higher grades in both A Levels.

Mathematics and Further Mathematics are versatile qualifications, well-respected by employers and are both 'facilitating' subjects for entry to higher education. Having A Level Further Mathematics on a student's university application is a way to make it stand out. It is highly sought after by universities, especially as part of an application to higher education in the STEM subjects as the additional content helps ensure a successful progression to university.

Examinations details

Exam Board— Edexcel

[A level Further Mathematics specification \[pearson.com\]](https://www.pearson.com/qualifications/edexcel/a-level-further-mathematics)

Entry criteria

GCSE Further Mathematics Grade 7 & GCSE Mathematics, Grade 7

If not studied previously, GCSE Mathematics, Grade 8

How is it assessed?

Qualification	Examined units
9FM0 A Level Further Mathematics	Four 90 minute papers, each comprising 75 marks and worth 25% of the qualification. There are several examination routes permitted for A Level Further Mathematics, providing flexibility of study. Each of these routes comprises the mandatory Paper 1 and Paper 2 and a choice of four options for Paper 3 and seven options for Paper 4. Students choose one option for each paper. Options available in Statistics, Mechanics or Decision Mathematics.

MUSIC

COURSE CONTENT AND AIMS

The WJEC Eduqas specification is designed to allow students to pursue their own musical interests. Students develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to specialise in either performing or composing. Students may choose to apportion 10% of their assessment to either performing or composing as an in-depth study.

The course offers contrast and breadth as well as depth of study. Students will engage with both classical and popular music. All students will study the development of the symphony, engaging with landmark orchestral repertoire, which is important in developing knowledge and understanding of musical elements and language in context. Students will use the musical language of this period to compose one piece of music to a brief.

This specification provides students with the opportunity to study music in an integrated way where the skills of performing, composing and appraising reinforce knowledge and understanding of musical elements, contexts and language. In addition to the appraising examination, all students will be assessed in both performing and composing. However, the specification allows students to specialise in either performing or composing by providing two options for Components 1 and 2. Students must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All students must study Component 3.

Examinations details

Exam Board— Eduqas

https://www.eduqas.co.uk/qualifications/music-as-a-level/#tab_overview

Entry criteria

GCSE Music, Grade 6 and ABRSM Grade 4 standard on your chosen instrument or voice
If not studied previously, at least Grade 4 or above [ABRSM or Equivalent] in an instrument or voice

How is it assessed?

Qualification	Examined units
A Level Music	Component 1: Performing
	Option A: Total duration of performance 10-12 minutes [35%]
	Option B: Total duration of performance 6-8 minutes [25%]
	Non-exam assessment
	Component 2: Composing
	Option A: Total duration of compositions 4-6 minutes [25%]
	Option B: Total duration of compositions 8-10 minutes [35%]
	Non-exam assessment
	Component 3: Appraising
	Written examination





PHOTOGRAPHY

COURSE CONTENT AND AIMS

A Level Photography encourages students to think and work like photographers to gain a deeper understanding of creative processes within light based and lens-based media. They will develop vital transferable skills which would benefit any vocational setting and those who wish to study subjects within the creative sector. Students will gain technical experience of both digital and analogue processes within photography and will have the freedom to explore personal lines of enquiry through a very exploratory and experimental approach to creative darkroom practice, animation, film and digital image manipulation or adapt a more formal design-based approach. Students are encouraged to take ownership of the direction of their work through the ability to effectively research and critically analyse a variety of practitioners and related topics as an integral part of their practice. Students are given a range of engaging opportunities to develop their practice further including gallery and site visits and a foreign study trip.

Examinations details

Exam Board – AQA

<https://www.aqa.org.uk/subjects/art-and-design/a-level/art-and-design-7206/specification/subject-content/photography>

Entry criteria

If not studied previously, GCSE English Language or Literature, Grade 5 and a portfolio of artwork to be assessed by the Head of Art & Design, in line with GCSE Grade 6 criteria

How is it assessed?

Qualification	Examined units
7206/C (60%)	A Level Photography Component 1 - Personal Investigation - practical unit with a written study
7206/X (40%)	A Level Photography Component 2 - Externally Set Assignment - practical unit leading to a 15hr examination

PHYSICAL EDUCATION

COURSE CONTENT AND AIMS

This specification builds upon the student experience from Key Stage 4 and GCSE and then further develops knowledge and understanding of the factors that affect performance and participation in Physical Education. The qualification aims to equip students with the skills and expertise required for higher education or the world of work. The content of the course includes topics of study such as: anatomy/physiology; skill acquisition; biomechanics; sports psychology and technology in sport.

This course also enables students to gain credit towards their A Level from talents and skills in their favourite sport (if included in the specification). Students have gone on to study a wide range of subjects at university, not just in PE and the sport sciences but also the health professions (including medicine and physiotherapy) as well as many other wide ranging careers in combination with other subjects. You do not need to have studied GCSE PE to study it at A Level.

Examinations details

Exam Board— OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/>

Entry criteria

GCSE Grade 6 or above in PE, at least GCSE Grade 5 in one Science

If not studied previously, at least GCSE English Language or Literature, Grade 5 and GCSE Grade 5 in any single Science or Combined Science Grade 5,5

How is it assessed?

Qualification	Examined units
H555 A Level Physical Education	• Applied anatomy and physiology • Skill acquisition • Sport and society • Exercise physiology and biomechanics • Sport psychology • Sport and society and technology in sport
Students are assessed as a performer or coach in the full sided version of one activity, plus a written/verbal analysis of performance.	





PHYSICS

COURSE CONTENT AND AIMS

Physics is the gateway to many opportunities within the scientific world and beyond. It can give students access to a wide variety of higher level courses of study, even if they are not linked directly to Physics. If students are intrigued by the way everything around them works and have an interest in developing their understanding, then A Level Physics would be ideal for them.

The course covers a wide range of topics from the more traditional mechanics and electricity, to the exciting particles topic, where new discoveries are still currently being made.

Physics develops not only students' knowledge but also competence and confidence in a variety of practical skills, which are transferable into many careers: from developing to testing and analysis to evaluating outcomes.

Examinations details

Exam Board—AQA

<http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

Entry criteria

GCSE Physics, Grade 6 or GCSE Combined Science, Grade 7,7 and GCSE Mathematics, Grade 6

How is it assessed?

Qualification	Examined units
7408 A Level Physics	Three 2 hour written papers.
	Paper 1: AS topics and periodic motion.
	Paper 2: Year 2 topics.
	Paper 3: practical skills and data analysis, along with questions on an optional topic (chosen by the school)
	A Science Practical Endorsement can also be awarded for the suitable completion of the compulsory practicals.

PSYCHOLOGY

COURSE CONTENT AND AIMS

The AQA A Level course offers a stimulating, engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by higher education and employers, including critical analysis, independent thinking and research. Students are encouraged to develop an understanding of the behaviour of the individual; to engage in practical activities to appreciate the methods used to gather evidence and to consider the direct application of psychological knowledge to everyday situations. Students will develop their knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to a number of topics: social influence, memory, attachments and psychopathology. The first year will consist of the study of introductory topics in Psychology and Psychology in context and during the second year the students will study an additional three option topics: cognition and development, schizophrenia and forensic psychology.

Examinations details

Exam Board— AQA

<https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182>

Entry criteria

GCSE Grade 6 or above in Psychology and GCSE Grade 5 in one Science

If not studied previously, at least GCSE English Language or Literature, Grade 5 and GCSE Grade 5, in any single Science or Combined Science Grade 5,5

How is it assessed?

Qualification	Examined units
7182 A Level Psychology	Paper 1: Introductory Topics in Psychology
	Paper 2: Psychology in Context
	Paper 3: Issues and options in Psychology.
	Each of these 3 papers are worth 33.3% of the final A Level grade





RELIGIOUS STUDIES

COURSE CONTENT AND AIMS

Students will study three components: Philosophy of Religion, Religion and Ethics and Developments in Religious Thought. Philosophy of Religion explores the philosophy of Plato and Aristotle, philosophical views on the soul and body, differing beliefs about life after death, arguments for God's existence and challenges to the belief in God e.g. the problem of evil. In the Religion and Ethics component students examine a range of ethical theories including natural law, situation ethics, Kantian ethics and utilitarianism. These ethical theories are then applied to moral issues such as euthanasia, business ethics and sexual ethics. Students will also explore ideas about conscience and challenges to the view that conscience comes from God. The third paper is Developments in Religious Thought and focuses on Christianity. This will include Christian beliefs about God and Christ, life after death, views regarding the roles of men and women, feminist theology and the ideas of atheistic thinkers such as Marx, Dawkins and Freud.

The course enables students to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects. Please note that this is an essay based subject where extended writing is required.

Examinations details

Exam Board— OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h173-h573-from-2016/>

Entry criteria

GCSE Grade 6 or above in Religious Studies

If not studied previously, at least GCSE Grade 5 in English Language or English Literature

How is it assessed?

Qualification	Examined units
H573 A Level Religious Studies	Paper 1: Philosophy of Religion
	Paper 2: Religion and Ethics
	Paper 3: Developments in Christian Thought
	Each of these 3 papers are worth 33.3% of the final A level grade

SOCIOLOGY

COURSE CONTENT AND AIMS

The aim of the course is to provide students with an exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own experiences - for example, the composition of families today, inequality in society or the impact of digital communication upon relationships. During the course, students can acquire knowledge and a critical understanding of contemporary society. They have the opportunity to develop a broad set of key skills, including the ability to analyse and formulate clear, logical arguments with scope for extensive evaluation of theoretical perspectives. Developing strong critical thinking skills and considering issues with a global outlook will be of huge benefit to students in the future. Sociology complements most other subjects - popular combinations are Psychology, Biology, Geography, History, English and Criminology. It is particularly useful for those considering careers in HR, the media, social work, teaching and nursing.

Examinations details

Exam Board—OCR

<https://www.ocr.org.uk/qualifications/as-and-a-level/sociology-h182-h582-from-2026/>

Entry criteria

GCSE Grade 6 or above in Sociology

If not previously, studied GCSE Grade 5 or above in English Language or English Literature

How is it assessed?

Qualification	Examined units
H582 A Level Sociology	1. Socialisation, culture and identity. This will be developed in the context of families and relationships 2. Researching and understanding social inequalities 3. Debates in contemporary society explored through the detailed study of crime and deviance and globalisation and the digital social world.



What our students say:

"I have been a student here since Year 7 and have absolutely loved every year. The students and staff are always friendly and supportive and make coming to school something I look forward to"

"Fantastic teachers, interesting subjects and a positive attitude towards learning"

"The teachers make Spalding High School remarkable – they are happy to go over concepts time and time again and adapt their teaching to the student"

"There's a really good atmosphere and staff are always happy to provide help and support"

"I have grown so much as a person in this Sixth Form and I am now more confident than I ever saw myself being"

"Teachers support everyone, both academically and pastorally, in order for them to achieve their potential"

"Ever since I first came to Spalding High as an external student, everyone has made me feel welcome. Everyone is so kind and helpful"

"The Sixth Form provides a welcoming and inclusive working environment"

"There are so many great opportunities and the careers support is excellent"

"The Sixth Form has an extensive range of subjects that let you explore your interests in an academic environment"



Spalding High School Sixth Form

Stonegate
Spalding
Lincs
PE11 2PJ

01775 722110

6thformenquiries@spaldinghigh.lincs.sch.uk

www.spaldinghigh.lincs.sch.uk