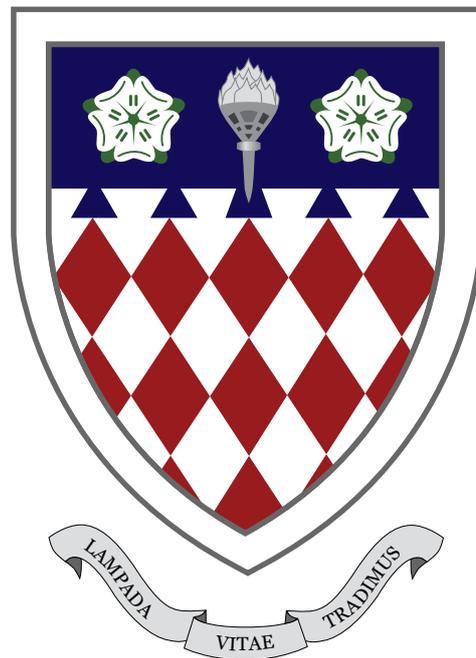


Spalding High School



Sixth Form Prospectus Entry 2020



DATES FOR YOUR DIARY

Sixth Form Information Evening

Wednesday 6th November 2019 at 6.30 pm

Sixth Form Taster Day

Monday 20th January 2020

Deadline for Applications

Wednesday 26th February 2020

Induction Day

Thursday 25th June 2020

Spalding High School

Stonegate, Spalding, Lincolnshire, PE11 2PJ
Telephone 01775 722110 **Fax** 01775 719724
Email enquiries@spaldinghigh.lincs.sch.uk

Senior Leadership Team

Headmistress	Mrs M K Anderson
Deputy Headteacher	Mrs T Waldron
Assistant Headteacher	Mr J Blackbourn
Assistant Headteacher	Mr B Love
Assistant Headteacher	Mrs L Ray

The Sixth Form Team

Assistant Headteacher	Mr J Blackbourn <i>Overall pastoral responsibility for Sixth Form</i>
Head of Sixth Form	Mrs F Haunch <i>Overall responsibility for Sixth Form academic and pastoral progress and Personal Development in Sixth Form</i>
Deputy Head of Sixth Form	Mrs H Waldron <i>Responsibility for Sixth Form academic and pastoral progress</i>
Sixth Form Student Support	Mrs H French <i>Responsibility for student welfare in Sixth Form and Timetable & Curriculum for whole school</i>
Careers Leader	Mrs D Bushell <i>Responsibility for UCAS, Careers and Employability Skills in Sixth Form</i>

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 this vibrant, welcoming community and who will gain most from the challenges and opportunities that it offers. We welcome applications not just from our current students but also from transferees from other schools and a large number of new students join us every year.

If you require any further information, please feel free to contact Mr Blackburn, Mrs Haunch (Head of Sixth Form), or me.

We hope to see you at Spalding High School soon!

Mrs M Anderson

Headmistress

Head Girl—Arpa Jahan

Spalding High School Sixth Form aims to encourage our students to be well-rounded individuals, who not only develop academically and nurture their interests but also grow into independent, ambitious young adults. Alongside our excellent examination results, it is what our School offers in terms of enrichment opportunities, lifelong friendships and unforgettable memories that make the School so unique. By making use of our excellent facilities within the Sixth Form Centre, such as the silent study area equipped with computers, the library and the common room, students are also able to study productively and independently whilst enjoying their time in the Sixth Form.

Our School also strives to encourage individual academic success, alongside musical and sporting achievements through the wide range of extracurricular activities which we offer to the students. These include: positions of responsibilities, such as prefects and peer mentors, the Duke of Edinburgh Award, subject trips within the UK and abroad, the whole school choir, sports day and so much more. These extracurricular activities not only develop teamwork and leadership skills but also allow our students to make the most of their time during Sixth Form and enjoy every moment.

Having studied at Spalding High School myself for seven years, I honestly believe that this school and the helpful and caring staff have helped me flourish as a person, with all the opportunities I have received. The Sixth Form, in particular, has allowed me to create memorable experiences, make incredible friendships and gain important transferable skills, preparing me for the progression route I have chosen to pursue. For the amazing seven years I have spent at this school I am eternally grateful and so I really cannot recommend this school enough to all prospective students.

WHY CHOOSE SPALDING HIGH SCHOOL?

OUR ETHOS

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.

HEADLINES

A LEVEL ACADEMIC SUCCESS 2019

- ◆ 99% pass rate (A* - E)
- ◆ 58% of all grades A* - B
- ◆ 29% of all grades A* - A

DESTINATIONS AFTER SPALDING HIGH SCHOOL

Statistics for last year:

- ◆ 96% of students secured a University place (81%)
- ◆ 79% of students gained a place at their first choice university
- ◆ 23 secured a job/apprenticeship/further education course or volunteering placement (20%)

A VIBRANT COMMUNITY OF YOUNG PROFESSIONALS

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

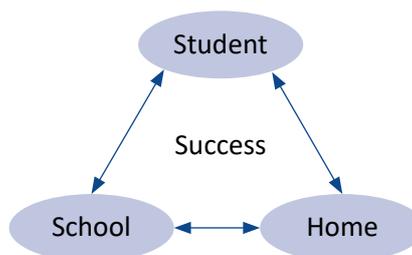
PROMOTING SUCCESS

WORKING TOGETHER

Right from day one we work hard to set up our 'SHS' model:

Student—Home—School

Communication is the key to this and students usually stay with their Form Tutor for two years to allow a positive working relationship to develop.



PASTORAL SUPPORT & GUIDANCE

We pride ourselves on the excellent pastoral support and guidance available to our students. The Sixth Form Team are there on a daily basis to offer advice and support when needed.

FORM TUTORS

PROVIDING PASTORAL AND ACADEMIC SUPPORT

- We have an experienced sixth form tutor team to help support students and maximise their potential and make the most of the opportunities available.
- Tutor groups are mixed Year 12 and Year 13 to enable students to support each other.
- An excellent retention rate due to our system of individual support.
- The genuinely caring nature of Spalding High School Sixth Form is one of its greatest strengths. All of the staff do their utmost to help students through their courses and to cope with the challenges caused by the intense nature of study.

We would encourage parents to contact the tutor in the first instance with any questions or queries.

Emails can be sent to:

enquiries@spaldinghigh.lincs.sch.uk

How is form time spent?

Time	Activities
AM registration 8.55 - 9.15am	Time with tutors for conversations and discussions
3 times per week	Form time activities e.g. ice-breaker games, puzzles, debate, review of news/current affairs
AM registration 8.55 - 9.15am	Sixth Form Assembly/ Year Group Assembly/Assembly led by form groups
Twice per week	
PM Registration	Formal registration and chance to speak to tutor

GETTING EXTRA HELP

ACADEMIC SUPPORT PLANS (ASP)

Students who need extra monitoring or help with their studies may be placed on an ASP. This extra layer of support involves students working towards specific targets agreed between students, staff and home. The plan may focus on individual subjects or on wider pastoral issues such as attendance.

WHO OVERSEES THE ASP?

Students are assigned a dedicated ASP Lead Tutor who works closely with the student and parents/carers to ensure that proper support, guidance and mentoring is provided.

PERSONAL DEVELOPMENT

All students have one timetabled personal development lesson per fortnight.

We have a varied and extensive programme which includes input from staff and external speakers to offer guidance and information on topics such as:

Revision Skills	Organ & Blood Donation
Fixed & Growth Mindsets	Alcohol & Drugs Awareness
Mental Health	Road & Driving Safety
Introduction to University	Money Matters

FINANCIAL ASSISTANCE

16-19 BURSARY

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 from Mrs Fox in the finance office. The policy and additional information are available to view on the school website: <http://www.spaldinghigh.lincs.sch.uk/sixthformbursary.asp>

CAREERS GUIDANCE & EMPLOYABILITY SKILLS

All students are given information about higher education, further education, employment and apprenticeship opportunities.

Furthermore, students are assisted in making university applications, given interview practice and advice about how to prepare for open days.

We are currently establishing links with local businesses who are seeking to employ students with a sound work ethic, problem solving skills and a drive and determination to learn.

We offer independent careers advice through a series of external speakers who give presentations in school and answer any questions students may have.

If students require interview practice we arrange this and give constructive feedback.

We assist all students on an individual basis depending on their chosen progression route.



DRESS CODE

The way that sixth form students dress is important to create a smart, disciplined and purposeful academic environment and to promote the public image of the school. As a sixth former in a school where the younger pupils wear a strict uniform, you set an example by adhering to our dress code which is similar to that expected in a professional business environment. All students elected to the post of a school prefect will also need a formal sixth form uniform for school events.

DRESS CODE FOR FEMALE STUDENTS

Either a formal, conventionally-tailored 2-piece business suit (skirt suit, trouser suit or dress suit) in a formal colour which may include a discreet pattern.

Or a formal jacket with a formal skirt/trousers and smart top (blouse/jumper/shirt) which may be patterned or plain, but with no writing or logos, narrow straps, low necklines or revealing cuts. The jacket and skirt/trousers do not have to match.

Or a formal 'business' type dress of a suitable length with a formal suit jacket.

N.B. Trousers that have the characteristics of jeans (whatever the material), leggings or trousers which are too tight must not be worn. Dresses and skirts must be formally tailored, not bodycon or stretchy fabric and they must be no shorter than just above the knee.

DRESS CODE FOR MALE STUDENTS

A formal, conventionally-tailored business suit in a formal colour which may include a discreet pattern or pin stripes. A 'suit' means that the jacket and trousers must be of the same material, i.e. the two items were purchased together as a 'suit'.

- A formal shirt with collar and tie. Ties must be fastened correctly and shirts tucked in.
- No jeans, cords, chinos or shorts are to be worn.
- We expect male students to be clean shaven or have a tidy beard.

DRESS CODE FOR ALL STUDENTS

- Formal, smart shoes or ankle boots. No trainers, deck shoes, Doc Marten style boots or any canvas footwear. Female students may wear smart sandals in the summer. Trousers must be full length or just above the ankle.
- Hair must not be of an extreme colour or style or contain beads.
- Body piercings, other than sensible earrings, must not be worn.
- Tattoos must not be visible.
- Jewellery and make-up may be worn, but must be minimal and discreet.
- Outdoor coats must not be worn indoors.
- When school summer uniform applies up to the end of July, sixth form students do not need to bring a jacket to school but this must not be replaced by a cardigan or other form of top.

Please speak to Mrs Haunch or Mrs Waldron if you require clarification before purchasing your dress code items. The Sixth Form Team shall be the final arbiters of what is appropriate.

THE SCHOOL DAY

The school operates a two week timetable as illustrated below.

Monday to Wednesday	
8.55 am	Registration
9.15 am	Period 1
10.15 - 10.35 am	Break
10.35 am	Period 2
11.35 am	Period 3
12.35 am - 1.35 pm	Lunchtime
1.35 pm	Registration
1.40 pm	Period 4
2.40 pm	Period 5
3.40 pm	End of lessons
3.45 pm	End of school day

Thursday and Friday	
8.55 am	Registration
9.15 am	Period 1
10.05 am	Period 2
11 am - 11.20 am	Break
11.20 am	Period 3
12.10 pm	Period 4
1.05 pm - 1.55 pm	Lunchtime
1.55 pm	Registration
2.00 pm	Period 5
2.50 pm	Period 6 (Thurs) Study Period (Fri)
3.40 pm	End of lessons
3.45 pm	End of school day

Sixth Formers have the privilege of leaving school at 2.50pm on a Friday provided that staff do not wish to see them to discuss work.

SPALDING HIGH SCHOOL A LEVEL RESULTS

Subject	Entry		A*	A	B	C	D	E	U	% A*-B	% A*-E
Art & Design	2019	22	9	11	2	0	0	0	0	100%	100%
	2018	26	11	10	5	0	0	0	0	100%	100%
	2017	17	0	11	6	0	0	0	0	100%	100%
	2016	13	11	2	0	0	0	0	0	100%	100%
Biology	2019	31	3	10	12	2	4	0	0	81%	100%
	2018	38	0	12	10	9	5	1	0	59%	100%
	2017	24	4	6	5	4	4	0	1	63%	96%
	2016	21	2	3	7	5	4	0	0	57%	100%
Business	2019	28	1	5	4	11	4	3	0	36%	100%
	2018	25	0	4	4	6	8	3	0	32%	100%
	2017	19	2	4	4	5	4	0	0	53%	100%
	2016	8	0	2	3	2	1	0	0	63%	100%
Chemistry	2019	19	0	3	8	6	2	0	0	58%	100%
	2018	21	2	0	6	8	3	1	1	38%	95%
	2017	16	2	2	4	4	2	2	0	50%	100%
	2016	12	0	1	5	5	1	0	0	50%	100%
Classical Civilisation	2019	6	0	0	1	4	1	0	0	17%	100%
	2018	4	0	2	2	0	0	0	0	100%	100%
	2017	5	2	2	0	1	0	0	0	80%	100%
	2016	5	0	1	2	1	1	0	0	60%	100%
DT: Product Design	2019	3	0	1	0	1	1	0	0	33%	100%
	2018	6	1	0	3	1	1	0	0	67%	100%
	2017	4	2	0	1	1	0	0	0	75%	100%
	2016	3	1	0	1	0	0	1	0	67%	100%
DT: Textiles	2019	6	0	0	1	2	2	1	0	17%	100%
	2018	2	0	1	0	1	0	0	0	50%	100%
	2017	2	0	0	2	0	0	0	0	100%	100%
	2016	4	1	0	2	1	0	0	0	75%	100%
Drama & Theatre Studies	2019	12	1	1	4	6	0	0	0	50%	100%
	2018	4	1	0	3	0	0	0	0	100%	100%
	2017	19	0	1	10	7	1	0	0	58%	100%
	2016	10	0	1	4	5	0	0	0	50%	100%
English Language	2019	15	0	1	6	5	2	1	0	47%	100%
	2018	7	0	0	0	3	2	2	0	0%	100%
English Literature	2019	20	3	3	5	5	4	0	0	55%	100%
	2018	23	3	3	3	6	6	2	0	39%	100%
	2017	38	3	5	6	16	7	1	0	37%	100%
	2016	21	5	3	9	2	2	0	0	81%	100%

SPALDING HIGH SCHOOL A LEVEL RESULTS

Subject	Entry	A*	A	B	C	D	E	U	% A*-B	% A*-E	
French	2019	6	1	3	0	2	0	0	0	67%	100%
	2017	6	1	4	1	0	0	0	0	100%	100%
	2016	3	0	0	1	2	0	0	0	33%	100%
Geography	2019	23	1	7	7	2	4	1	1	65%	96%
	2018	12	0	6	4	2	0	0	0	83%	100%
	2017	13	0	2	3	4	3	1	0	38%	100%
	2016	10	0	1	4	3	2	0	0	50%	100%
German	2018	9	1	3	5	0	0	0	0	100%	100%
	2016	7	0	0	4	0	3	0	0	57%	100%
History	2019	26	0	3	13	6	4	0	0	62%	100%
	2018	22	2	5	10	5	0	0	0	77%	100%
	2017	28	1	2	11	10	3	1	0	50%	100%
	2016	30	0	4	7	11	5	3	0	37%	100%
Latin	2019	3	0	0	2	0	1	0	0	67%	100%
	2018	2		1		1				50%	100%
Mathematics	2019	23	5	4	2	6	3	3	0	48%	100%
	2018	28	3	9	6	5	3	1	1	64%	96%
	2017	25	4	7	6	6	1	1	0	68%	100%
	2016	23	0	6	8	5	3	1	0	61%	100%
Further Mathematics	2019	8	0	3	2	1	1	1	0	63%	100%
	2018	6	1	1	1	2	1	0	0	50%	100%
	2017	6	1	2	1	1	1	0	0	67%	100%
	2016	5	0	1	1	1	2	0	0	40%	100%
Music	2019	2	0	0	2	0	0	0	0	100%	100%
	2017	1	0	0	0	0	1	0	0	0%	100%
	2016	3	0	0	2	0	1	0	0	67%	100%
Photography	2019	8	0	3	5	0	0	0	0	100%	100%
	2018	12	1	7	3	1	0	0	0	92%	100%
Physical Education	2019	8	0	1	2	2	1	0	2	38%	75%
	2018	6	0	1	2	2	1	0	0	50%	100%
	2017	6	0	1	1	0	3	1	0	33%	100%
	2016	6	0	3	1	2	0	0	0	67%	100%
Physics	2019	11	0	3	2	2	3	1	0	45%	100%
	2018	8	0	2	1	2	2	0	0	43%	100%
	2017	11	1	1	2	5	2	0	0	36%	100%
	2016	7	0	1	3	0	2	1	0	57%	100%

SPALDING HIGH SCHOOL A LEVEL RESULTS

Subject	Entry		A*	A	B	C	D	E	U	% A*-B	% A*-E
Psychology	2019	39	0	7	11	12	6	3	0	46%	100%
	2018	37	0	1	11	13	12	0	0	32%	100%
	2017	31	1	4	11	13	2	0	0	52%	100%
	2016	26	0	1	10	8	5	2	0	42%	100%
Religious Studies	2019	16	0	6	7	1	2	0	0	81%	100%
	2018	18	1	3	2	7	3	2	0	33%	100%
	2017	34	1	4	17	7	3	2	0	65%	100%
	2016	20	0	5	8	5	2	0	0	65%	100%
Sociology	2019	15	1	1	6	4	1	2	0	53%	100%
	2018	19	1	4	9	4	1	0	0	74%	100%
	2017	35	4	10	12	6	3	0	0	74%	100%
	2016	24	2	11	7	3	1	0	0	83%	100%
Spanish	2019	4	0	0	0	3	1	0	0	0%	100%
	2018	2	0	2	0	0	0	0	0	100%	100%
	2017	4	1	1	1	1	0	0	0	75%	100%
	2016	2	0	0	2	0	0	0	0	100%	100%

Chinese	2018	1	0	1	0	0	0	0	0	100%	100%
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	Entry	Pass	Merit	Dist	Dist*				Dist/ Dist*	Pass
Food Science	2019	7		1	6				86%	100%
Information Technology	2019	6		2	2	2			67%	100%

2019	354	25	76	104	83	47	16	3	57.9%	99.2%
2018	348	28	80	93	80	49	14	2	57.8%	98.9%
2017	370	31	72	111	98	46	11	1	57.8%	99.7%
2016	284	22	54	97	65	36	10	0	60.9%	100%

2019	354	7%	21%	29%	23%	13%	5%	1%	57.9%	99.2%
2018	348	8%	23%	27%	23%	14%	4%	1%	57.8%	98.9%
2017	370	8%	19%	30%	26%	12%	3%	0%	57.8%	99.7%
2016	284	8%	19%	34%	23%	13%	4%	0%	60.9%	100%

SPALDING HIGH SCHOOL ADMISSIONS

Approximate number of students in the Sixth Form (Y12 & Y13)	250
Planned Admission Number (PAN) of Year 12 Transferees* (*Transferees are students being admitted to the school for the first time in Year 12)	50

ENTRY REQUIREMENTS & ACADEMIC CRITERIA

General and subject specific entry requirements are available in more detail on the school website (Admissions) and within this Sixth Form Prospectus.

Our general entry requirement is that students achieve at least Grade 4 in Mathematics and either English Language or English Literature in addition to four further GCSEs at Grades 9 - 4. Students must achieve at least Grade 6 in the three A Levels they wish to study.

All applicants must meet the School's overall academic standards for admission to the Sixth Form and any specific requirement for the particular subject which the School has determined and published to applicants in our sixth form prospectus.

SIXTH FORM STUDENT NUMBERS 2014-2019

Applications made by Year 12 students over the past 6 years.

YEAR	RETAINED STUDENTS	TRANSFEREES	TOTAL
2019	101	27	128
2018	103	16	119
2017	89	35	124
2016	99	26	125
2015	101	27	128
2014	90	11	101

OVERSUBSCRIPTION CRITERIA

In accordance with the 1996 Education Act the allocation of school places for children with an Education, Health and Care Plan will take place first. Remaining places will be allocated in accordance with this policy.

The oversubscription criteria are listed in the order we apply them. Words marked with a number, for example 1, 2 and 3, are explained separately in the definition and notes section of our School Admissions Policy available on the school website. This policy also has information on appeals, fraudulent or misleading applications, children of UK service personnel and admission of children outside their normal age group.

If there are more applicants than places available then applicants will be offered places in the following order:

- The child is in the care of the local authority or had previously been in care (1).
- The grade achieved in the relevant subject or subjects, or for those subjects not available at GCSE, a relevant subject specified in the school's sixth form prospectus. The applicant with the higher grade will have priority.
- The average points score achieved across all GCSE subjects taken by the applicant. The applicant with the higher score will have priority.
- Distance (2) from home to school, with the applicant living nearer to the school having priority. This would be the tie-breaker if necessary; in the event of a tie on distance the school can offer extra place(s).

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.

SPALDING HIGH SCHOOL CURRICULUM

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

- Three A Levels (*or equivalent) or
- Three A Levels and Core Mathematics (optional) or
- Four A Levels in agreement with the Sixth Form Team (university courses only require three A Levels).

We offer the following subjects at A Level (*or equivalent):

Art & Design : Fine Art	English Literature	Music
Biology	Food Science & Nutrition*	Photography
Business	Further Mathematics	Physical Education
Chemistry	Geography	Physics
Classical Civilisation	German	Psychology
Criminology	History	Religious Studies
Drama & Theatre Studies	Information Technology*	Sociology
DT: Fashion & Textiles	Latin	Spanish
DT: Product Design	Law	
English Language	Mathematics	

Where subjects attract too few applicants, 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.

All students will follow our enrichment programme which is made up of mandatory and optional elements.

Mandatory Enrichment Activities	Optional Enrichment Activities
<ul style="list-style-type: none"> • Careers Education • Massive Open Online Courses (MOOCs) • Mindset Awareness • Personal Development Programme • Physical Education 	<ul style="list-style-type: none"> • Core Mathematics • Sixth Form Positions of Responsibility • Duke of Edinburgh Award • National Citizen Service (NCS) • Work Experience • Working with Younger Students • Sixth Form Committees • Charity Events • School & Staff Choir • Career Talks • Drama & Music Productions • Sporting Opportunities • Art exhibition/shop/displays

The benefits of our enrichment programme are:

- Students learn to work independently, be resilient, problem solve and work on their own initiative.
- Students develop transferable skills by trying new experiences. Many of these will enhance employability prospects.
- Students develop a flexible way to learn and study topics and subjects that interest them.

CAREERS EDUCATION

In careers lessons students will:

- Investigate potential future careers.
- Find out about and prepare for post A Level progression routes.
- Develop employability skills.

WORK EXPERIENCE

Some of our students currently undertake work experience and in 2020-2021 we are aiming that all Year 12 students have an experience of a workplace. Further details will be announced in due course.

ONLINE COURSES (MOOCs)

Students will have one lesson per fortnight for them to enrol and take part in a MOOC (Massive Open Online Course). MOOCs give students the opportunity to build upon their knowledge of a special interest subject and enhance their personal statement or CV with wider reading. Prospective universities or employers will notice commitment to Continuing Professional Development. Students can take part in as many MOOCs as they wish.

MINDSET

Students will have one lesson per fortnight of Mindset Awareness. This programme aims to put students in the strongest possible position to be successful in the Sixth Form.

PERSONAL DEVELOPMENT (PD)

Students will take part in one lesson per fortnight of PD. Our PD programme has been carefully devised to cover a wide range of topics for Sixth Form students ranging from drugs awareness, driver safety, organ donation, student finance, mental health, healthy relationships and much more.

PHYSICAL EDUCATION

Students will have two lessons timetabled per fortnight in which they can take part in sporting activities including use of our fitness suite, trampolining, football, table tennis, tennis, rounders, cricket and bench ball. Students can go off site and take part in activities such as badminton or swimming (parental/carer permission must be given and some off site activities incur a charge).

CORE MATHEMATICS

As an enrichment option it will support the study of A Level Psychology, Geography, Biology and Business amongst others. It will also benefit any further study at university and help students to develop a better understanding of personal finances and the application of maths in everyday life.

The qualification will help students retain, deepen and extend their mathematical knowledge and be better prepared for higher education and employment.

Studying Core Mathematics will help students to understand and apply clear mathematical reasoning to real-life problems, analyse and interpret data in various contexts and confidently deal with everyday financial mathematics.

ENTRY CRITERIA

GCSE Grade 5 or above in mathematics, ideal for students who wish to continue studying mathematics but not at A Level.

Examinations for this qualification will be held in June 2021. The qualification merits UCAS points equivalent to AS Level.

ENTRY REQUIREMENTS 2020 INTAKE

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 the tables below.**
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.

Subjects that can be studied on achievement of the entry requirements listed above:

Business, Classical Civilisation, Criminology, Drama & Theatre Studies, DT: Product Design, English Language, Fashion & Textiles, Geography, History, BTEC Extended Certificate in Information Technology, Law, Religious Studies and Sociology.

German, Latin and Spanish can only be chosen if studied previously.

Additional Entry Requirements:

If you have studied the subject before:

Subject	At least GCSE
Biology	Grades 6,7 in Combined Science and Grade 5 in Mathematics OR Grade 6 in Biology and Grade 5 in Mathematics
Chemistry	Grades 7,7 in Combined Science and Grade 6 in Mathematics OR Grade 7 in Chemistry and Grade 6 in Mathematics
Physics	Grades 7,7 in Combined Science and Grade 6 in Mathematics OR Grade 6 in Physics and Grade 6 in Mathematics
Mathematics	Grade 7 in Mathematics
Further Mathematics	Grade 8 in Mathematics
PE	Grade 5 in one Science
Psychology	Grade 5 in one Science
Food Science & Nutrition	Grade 5 in one Science

If you have not studied the subject before:

Subject	At least
Art & Design and Photography	A suitable portfolio
English Literature	Grade 6 in English Language
Music	Grade 5 or 6 (ABRSM or equivalent) in an instrument or voice
PE	Grade 5 in one Science
Psychology	Grade 5 in one Science
Food Science & Nutrition	Grade 5 in one Science

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.

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 inquiry 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.

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 and 8. Grey Matter.

EXAMINATION DETAILS

Exam Board - AQA

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/fine-art>

ENTRY CRITERIA

GCSE Grade 6 or above in Art.

If not studied previously at least GCSE Grade 5 in English Language or English Literature and a suitable portfolio.

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 exam.

EXAMINATION DETAILS

Exam Board - Edexcel (Salters-Nuffield)

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

ENTRY CRITERIA

GCSE Grade 6,7 or above in Combined Science and Grade 5 in Mathematics OR

GCSE Grade 6 or above in Biology and Grade 5 in Mathematics.

How is it assessed?

Qualification	Examined units
9BNO 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.

With a focus on students becoming good decision makers, they will learn essential managerial skills, alongside techniques to help them become analytical problem solvers. These skills are all highly sought after and valued by employers.

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.

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132>

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.

EXAMINATION DETAILS

Exam Board - OCR

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

ENTRY CRITERIA

GCSE Grade 7,7 or above in Combined Science and Grade 6 in Mathematics OR

GCSE Grade 7 in Chemistry and Grade 6 in Mathematics.

How is it assessed?

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

CLASSICAL CIVILISATION

COURSE CONTENT AND AIMS

The study of the ancient world through its languages, literature, culture and history shows that people grappled with exactly the same issues that we do: life, death, gods, sex, love, family, children, education, the nature of the world, our origins and development, the past, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, empire and war. In short, Classical Civilisation lends itself well to interesting and engaging discussions directly relevant to today's world. For students wishing to progress onto Higher Education, Classics qualifications can be extremely useful. Students not only acquire specific knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. They learn to formulate and support an argument and gain a valuable understanding of the Western world's first literate civilisations, which were uninfluenced by Christianity or globalism or mass communication systems.

CRIMINOLOGY (Level 3 Diploma) (new for 2019)

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. Learners 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 learners 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 learners progressing to university on courses such as Criminology, Psychology, Law and Sociology. Alternatively, the qualification allows learners 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.

EXAMINATION DETAILS

Exam Board - OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-civilisation-h008-h408-from-2017/>

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%).

EXAMINATION 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.

In Component Three, students explore two complete performance texts (pre 1956 and post 1956) and one extract from a third text to be chosen by the student.

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 who simply enjoy studying the subject can use their UCAS points to gain university places to read subjects such as Chemistry, Geography and Business while others may embark upon exciting Art and Design related HE courses, apprenticeships or retail employment.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their own choice.

The personal skills and qualities developed include decision making, resourcefulness, imagination, responsibility, innovation, observation and a regard for high standards. These are qualities important to all individuals and highly valued by Higher Education and employers. The type of work set may be individual and group work, and will involve investigation, sketching, note taking, product analysis and presentations.

EXAMINATION DETAILS

Exam Board - WJEC Eduqas

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/as-a-level/>

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.

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-fashion-and-textiles-7562>

ENTRY CRITERIA

There are no previous requirements although GCSE Design and Technology is a good grounding for A Level Fashion and Textiles and if studied a Grade 6 is required.

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

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 now studying Astronautics and Space Technology.

Ours is a creative real world STEM subject, making sense of the theories of many other subjects. It is an inspiring, rigorous and practical subject which prepares students to live and work in the future. The course is extremely enjoyable by allowing students to explore latest technologies.

The theories studied include: materials, performance, processes, digital technologies, manufacturing industries, sustainability, legislation, project management, enterprise, marketing and critical analysis.

Teaching is shared by teachers; 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 your choice. We are focused on giving students the tools, knowledge and information they need to become more effective, more experienced and more efficient.

ENGLISH LANGUAGE

COURSE CONTENT AND AIMS

This course aims to enable students to build on the skills they have developed at GCSE by engaging creatively and critically with a wide range of texts. Students will use exciting and relevant text and data-based sources to allow them to expand their understanding of a subject which forms an important part of life.

Language is fascinating: it is remarkable how often language turns up as a topic of interest in daily conversation; whether it is a question about accents and dialects, a comment about usage and standards, or simply curiosity about a word's origins and history. Skills and knowledge gained in studying English Language are prized by academics and admissions tutors and provide a thorough foundation for further study, regardless of the subject.

Students should expect to explore the structure and functions of language along with how language varies in differing contexts and use this knowledge to inform their own creative writing. A genuine interest in language is essential. Students are expected to work independently in researching concepts, sourcing and analysing a variety of texts, and writing creatively.

EXAMINATION DETAILS

Exam Board - Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html>

ENTRY CRITERIA

There are no previous requirements although GCSE Design Technology is a good grounding for A Level study and if studied a Grade 6 is required.

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

How is it assessed?

Qualification	Examined units
9DT0 A Level DT: Product Design	Component 1: Principles of Design and Technology. 50% Written examination. Non-examination assessment: Independent design and make project. 50% of qualification.

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

ENTRY CRITERIA

GCSE Grade 6 or above in English Language.

How is it assessed?

Qualification	Examined units
7702 A Level English Language	Paper 1: Language, the Individual and Society. Paper 2: Language Diversity and Change. Non-examination assessment: Language in action.

ENGLISH LITERATURE

COURSE CONTENT AND AIMS

P. G. Wodehouse once said that 'A classic is a book that has never finished saying what it has to say'. In A Level English Literature classes, we regularly prove his assertion to be an accurate one.

Literature provides us with an often profound means of viewing the world around us and this course aims not only to prepare students for attaining the highest grades in the examinations but to enrich them as individuals too.

This course also aims to enable students to build on the skills they have developed at GCSE by engaging analytically and creatively with a wide range of texts. Students will explore the aspects of tragedy found in plays such as *King Lear* by Shakespeare and *Death of a Salesman* by Arthur Miller. Throughout the course students will interrogate a writer's conforming or subverting of crime/detective fiction conventions in texts such as Ian McEwan's *Atonement* and Graham Greene's *Brighton Rock*. Students will also have the freedom to investigate prose and poetry of their own choice in the two coursework essays.

FOOD SCIENCE & NUTRITION (Level 3 Diploma)

COURSE CONTENT AND AIMS

An exciting, creative course that aims to develop academic and practical skills through applied learning, allowing students to gain a depth of knowledge about food, food science and human nutrition.

A strong emphasis is placed on high level practical skills in order to solve nutritional issues and problem solving case studies to address food processing and food science problems.

Students will be able to consider university study or employment in the following industries:

Food science, nutrition, food processing and technology, hospitality, sports nutrition and food retail amongst others.

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717>

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
7717AA A Level English Literature	Paper 1: Tragedy: King Lear, Death of a Salesman and Keats' poetry. Paper 2: Crime Fiction: Atonement, Brighton Rock and a selection of poetry. Non-examination assessment: Two pieces of coursework: Prose and Poetry.

EXAMINATION DETAILS

Exam Board - WJEC

<http://www.wjec.co.uk/qualifications/food-science-and-nutrition/>

ENTRY CRITERIA

GCSE Grade 6 or above in Food and Nutrition and at least GCSE Grade 5 in one science.

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

How is it assessed?

Qualification	Examined units
Unit 1	Meeting the Nutritional Needs of specific groups. Internal assessment and external examination.
Unit 2	Ensuring Food is Safe to Eat. External assessment.
Unit 3	Current Food Issues in Food Science and Nutrition.

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 your physical geography topics. For the human topics students will study global systems and global governance, changing places and contemporary urban environments.

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.

GERMAN

COURSE CONTENT AND AIMS

The German 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 German is spoken, and their language skills. They will do this by using authentic spoken and written sources in German.

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.

In the first year, aspects of the social context are studied, together with aspects of the artistic life of German speaking countries. In the second year, further aspects of the social background are covered, alongside the German political landscape, both in relation to Germany itself and its place in Europe. The past and its role in shaping the present is viewed through the reunification and its consequences.

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

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 A Level).

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7661>

ENTRY CRITERIA

GCSE Grade 6 or above in German.

How is it assessed?

Qualification	Examined units
7661 A Level German	Paper 1: Listening, Reading and Writing. Paper 2 : Writing Paper 3: Speaking

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.

BTEC NATIONAL EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY

COURSE CONTENT AND AIMS

The new BTEC Extended Certificate in Information Technology covers these fundamental aspects of IT in a modern business environment:

- U1 Information Technology Systems
- U2 Creating Systems to Manage Information
- U3 Using Social Media in Business
- U4 Data Modelling (Spreadsheets) **OR** Website Development

It also delivers fundamental IT skills required by most other disciplines and is therefore an excellent choice to supplement or lead A Level subject selection.

The qualification is aimed at progression to higher education but also enables students to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.

Alongside these subject specialist skills, a Level 3 BTEC in Information Technology also aims to develop employability skills in the areas of cognition and problem-solving and interpersonal skills.

The course is equivalent to 1 full A Level and holds full UCAS points for progression to university.

EXAMINATION 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.

EXAMINATION DETAILS

Exam Board - Pearson

<http://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html>

ENTRY CRITERIA

GCSE Grade 5 or above in Computer Science

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

How is it assessed?

Qualification	Examined units
BTEC National Extended Certificate in Information Technology	3 mandatory units
	1: Information Technology Systems
	2: Creating Systems to Manage Information
	3: Using Social Media in Business
Plus one optional unit	
	1: Data Modelling, or
	2: Website Development

LATIN

COURSE CONTENT AND AIMS

A Level Latin specifications are designed to inspire, motivate and challenge - encouraging students to read widely, and gain a deeper understanding of the life and culture of the ancient world through the literature studied. Language skills are developed to enable students to read both prose and verse texts in the original language.

Students will develop and apply critical analytical skills, with which to sensitively engage and evaluate the ancient language. Learning Latin can be invaluable in improving the English language skills of students. Classical subjects can allow an amazing amount of scope for building equality and diversity into the curriculum: from women in the Ancient World, to the study of religious beliefs and ancient acts of intolerance. All Classics subjects involve extended writing, developing core essay and critical analytical skills, equipping students to progress to higher education.

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, a GCE 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

EXAMINATION DETAILS

Exam Board - OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

ENTRY CRITERIA

GCSE Grade 6 or above in Latin.

How is it assessed?

Qualification	Examined units
H443 A Level Latin	<ul style="list-style-type: none">• Translation language paper• Prose Composition or Comprehension paper• Prose Literature paper. Two Latin Prose Literature set texts studied in depth.• Verse Literature paper. Two Latin Verse Literature set texts studied in depth.

EXAMINATION DETAILS

Exam Board - AQA

<https://www.aqa.org.uk/subjects/law/as-and-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	<p>Paper 1: The nature of law and the English legal system (Criminal Law).</p> <p>Paper 2: The nature of law and the English legal system (Tort).</p> <p>Paper 3: The nature of law and the English legal system (Human Rights).</p>
How is each paper assessed?	<p>Written examination: 2 hours (100 marks 33% of A Level).</p> <p>Questions: a combination of multiple choice, short answer and extended writing questions.</p>

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 thorough development of 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, Computing, 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.

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 and apply mathematics in a wider range of contexts.

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.

EXAMINATION DETAILS

Exam Board - Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

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.
<https://edu.casio.com/products/cwiz/fx991ex/index.php>

Prices vary by up to £10, so do shop around for the best price.

EXAMINATION DETAILS

Exam Board - Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

ENTRY CRITERIA

GCSE Grade 8 or above in Mathematics.

How is it assessed?

Qualification	Examined units
9FMO 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 learners to pursue their own musical interests. Learners develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to specialise in either performing or composing. Learners 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. Learners will engage with both classical and popular music. All learners 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. Learners will use the musical language of this period to compose one piece of music to a brief.

This specification provides learners 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 learners will be assessed in both performing and composing. However, the specification allows learners to specialise in either performing or composing by providing two options for Components 1 and 2. Learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All learners must study Component 3.

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 inquiry 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.

EXAMINATION DETAILS

Exam Board - Eduqas

http://www.eduqas.co.uk/qualifications/music/as-a-level/eduqas-a-level-music-spec-from-2016-d.pdf?language_id=1

ENTRY CRITERIA

GCSE Grade 6 in Music.

If not studied previously at least GCSE Grade 5 in English Language or English Literature and ABRSM (or equivalent) Grade 5 or 6 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% of qualification) Option B: Total duration of performance 6-8 minutes (25% of qualification) Non-exam assessment
	Component 2: Option A: Total duration of compositions 4-6 minutes (25% of qualification) Option B: Total duration of compositions 8-10 minutes (35% of qualification) Non-exam assessment

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/photography>

ENTRY CRITERIA

If not studied previously at least a GCSE Grade 5 in English Language or English Literature and a suitable portfolio.

How is it assessed?

Qualification	Examined units
7206/c (60%) A Level Photography	Component one - Personal investigation - practical unit with a written study.
7206/x (40%) A Level Photography	Component two - 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.

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. This links in with a trip to CERN which we try to organise for students each year.

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.

EXAMINATION 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 Grade 5 in English Language or English Literature and GCSE Grade 5 in one Science.

How is it assessed?

Qualification	Examined units
H555 A Level Physical Education	Examined Units <ul style="list-style-type: none">• 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.

EXAMINATION DETAILS

Exam Board - AQA

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

ENTRY CRITERIA

GCSE Grade 7,7 in both parts of the Combined Science and GCSE Grade 6 in Mathematics.

GCSE Grade 6 or above in Physics and GCSE Grade 6 in Mathematics.

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: A Level 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.

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.

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

ENTRY CRITERIA

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

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

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.

EXAMINATION 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.

SPANISH

COURSE CONTENT AND AIMS

Spanish A Level builds on the knowledge, understanding and skills gained at GCSE focusing on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity. The content is suitable for students who wish to progress to employment and enhance their career opportunities or to further study, including a modern languages degree.

We examine how Spanish-speaking society has been shaped socially and culturally. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered focusing on issues associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world focusing on young people and their political engagement.

Students will explore the influence of the past on present day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them.

Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

EXAMINATION DETAILS

Exam Board - OCR

<http://www.ocr.org.uk/qualifications/as-a-level-gce-sociology-h180-h580-from-2015/>

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
H580 A Level Sociology	1: Introducing 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 education and globalisation and the digital social world.

EXAMINATION DETAILS

Exam Board - AQA

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7691>

ENTRY CRITERIA

GCSE Grade 6 or above in Spanish.

How is it assessed?

Qualification	Examined units
7692 A Level Spanish	Paper 1: Listening, reading and writing. Paper 2: Writing (including an assessment of one text and one film or two texts from the specified list). Paper 3: Speaking (individual research project).

WHAT OUR STUDENTS SAY...

'Choosing to study your A Levels at Spalding High will be the first big step towards determining your future. With careers advice, the opportunity for work experience placements and talks from outside speakers, you will be able to develop an understanding of the 'real world,' alongside gaining superb academic support. The sense of community provides you with the perfect environment for maximum achievement and happiness.'

'As an external student, everyone was very welcoming and easy to get along with. All the teachers also made it easy to settle in having just joined a new school.'

'The Sixth Form at Spalding High School has enabled me to build self-confidence. Through being involved in a range of opportunities, such as helping at school events, I have been able to meet new people and develop my social skills.'

'Spalding High School has all the vital elements an individual needs to enable them to flourish and achieve their full potential. The staff are so willing to put in the extra time and effort that you can't help but be inspired and want to work hard. I honestly can't think of anywhere else which would have prepared me so fully for higher education and life as a whole.'

'The Sixth Form study area is amazing as it allows me to do my school work during my non-contact periods. This means that I find it easier to balance my school work and my job, as well as my social life.'

'After a year at Spalding High School, I can look back with joy. After joining as an external student, I felt nervous in my new environment, however, I was made extremely welcome by both students and staff and have formed many new friendships. I have also been involved in many school events, which I have enjoyed and have been glad to be a part of.'

'My favourite thing about the Sixth Form here at Spalding High is the independence we are given. Having non-contact periods and library studies allows me to take time to focus on getting my work done in a suitable environment. It is also great that despite the freedom we are offered, there are always members of staff willing to offer support whenever it is needed.'

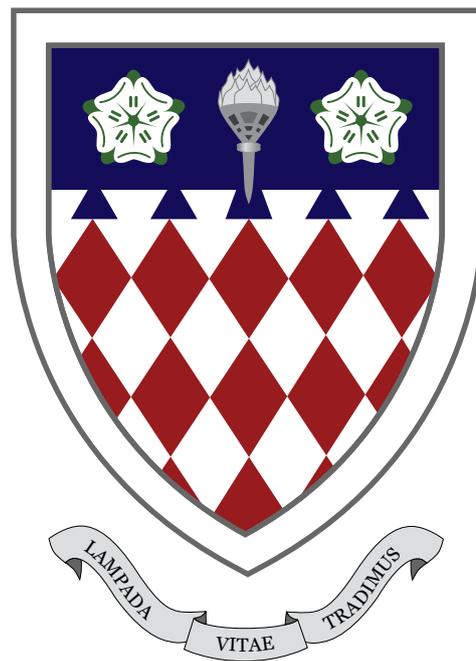
'There are many sporting opportunities for me to participate in and the facilities are excellent. It helps people to get to know each other better due to there being a diverse range of sports suitable for everyone.'

'The School has given me opportunities to get involved with a variety of activities, from basketball to technical theatre. The teachers here have a real passion for their subject; this really makes you want to learn.'

'There is no other place I would have rather spent the past seven years calling my second home. I have loved every minute of my time here and have made friends and experienced things which I will carry with me for the rest of my life.'

'Spalding High School has enabled me to gain essential skills and become a confident and motivated individual. I am incredibly grateful for the opportunities that have been offered to me throughout my time here, and I would recommend the sixth form to any potential student.'

"Our son was welcomed from day one and has enjoyed every aspect. His work has improved and he has excellent relationships with staff."



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