



Inspired to learn...
...Supported to succeed

Hardenhuish School



We are proud that our students leave us as **well rounded young people with high aspirations** to fulfil their potential.”

Lisa Percy, Headteacher



Welcome to Hardenhuish School Sixth Form

A very warm welcome to Hardenhuish Sixth Form Prospectus.



Entering the Sixth Form at Hardenhuish, you will be following in the footsteps of some amazing young people who have been “inspired to learn” and “supported to succeed”. We have a proven track record of fantastic examination results across a wide range of subjects and are consistently one of the highest performing comprehensive school Sixth Forms in Wiltshire.

Our first class specialist accommodation, including top quality study facilities, foster a friendly and professional environment where students are valued and treated as adults.

Our thriving Sixth Form community encourages and supports students to take greater responsibility for their learning as they combine academic and social independence with a broad range of enrichment opportunities.

Our core curriculum supports and extends every student's learning through volunteering alongside an Extended Project Qualification (EPQ), Core Maths Qualification or the Sports Leader Programme.

Our dedicated Sixth Form team help plan appropriate courses of study, monitor progress, provide information and support life after Hardenhuish. Individual support, advice and guidance ensures that our students leave us and progress to their next steps with confidence. Advice and support with applications to university, apprenticeships, specialist colleges or employment

are given and over 75% of our students typically go on to study degree courses at university, many gaining entry to top institutions, including Oxford and Cambridge. We are proud that our students leave us as well rounded young people with high aspirations to fulfil their potential and with the qualifications they need to realise their dreams and ambitions.

Life in the Sixth Form is different from any other educational experience you may have had and those who embrace all the opportunities available, work hard and follow the advice given will achieve real success.

We look forward to welcoming you to our Sixth Form.

Lisa Percy

Lisa Percy
Headteacher

Mike Heffernan

Mike Heffernan
Assistant Headteacher,
Director of Sixth Form

Chris Wiggall

Chris Wiggall
Post 16 Learning
Manager

Rose Tong

/ Jane Hammerton
Rose Tong / Jane Hammerton
Sixth Form Pastoral Manager

Beth Fuller

Beth Fuller
Sixth Form Pastoral
Manager

Naomi Silverton

Naomi Silverton
Careers Lead

Caleb Rowe

Caleb Rowe
Sixth Form Core and
Enrichment Lead

Hayley Gardy

Hayley Gardy
Sixth Form Administrator

DECIDING WHAT TO STUDY IN THE SIXTH FORM

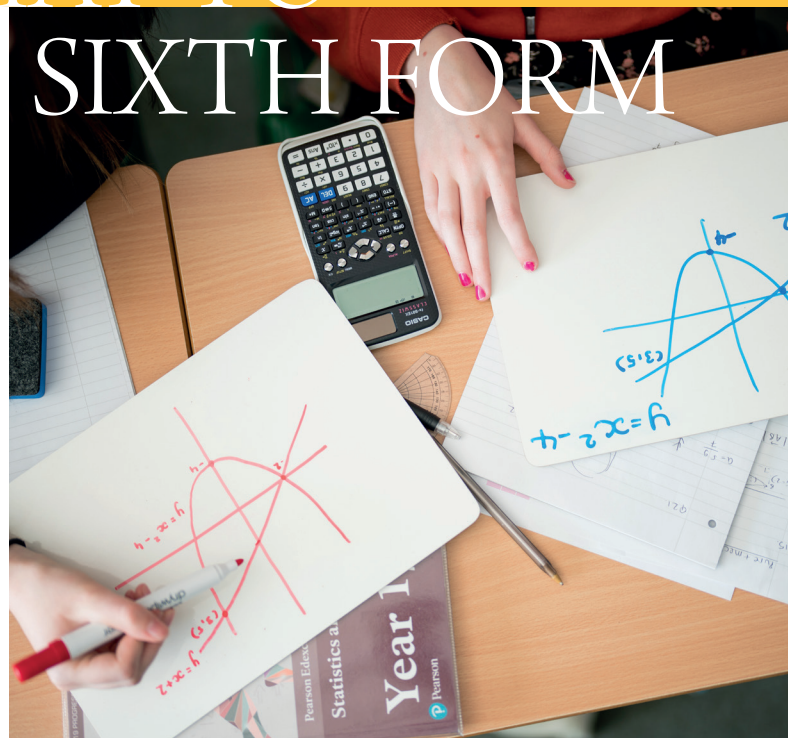
You will need to think carefully about what you want to study, not only those subjects you enjoy, but those in which you will excel and will provide foundations for your future aspirations.

Because our sixth form is large, we are able to offer a wide range of courses and accommodate the vast majority of subject combinations. We expect you to complete:

- Three or four A Level subjects of your choice.
- An additional qualification as part of the Sixth Form Core Programme, with a choice of at least one from the Extended Project Qualification, Level 3 Core Mathematics or the Level 3 Sports Leaders Award.
- Our enrichment programme, giving students the chance to enrich their sixth form experience and strengthen their post-18 applications for university, apprenticeships or the world of work.

It is our expectation that most students will not take AS examinations at the end of Year 12 since they do not count towards the final A Level grade. This will enable students to focus on developing the higher level synoptic and analytical skills required to achieve the best grades on the two year A Level courses.

In considering what subjects to choose, you should be aware that your choices can affect what kind of degree courses are likely to be available to you. For example, students wishing to study Medicine at university will need to have studied Chemistry at A Level and most Computer Science courses require Mathematics and/or Physics. Leading universities such as Oxford and Cambridge expect a strong profile of academic, facilitating A Levels.



It goes without saying that you should research degree courses and career aspirations before making your choice. You should discuss your ideas with subject teachers, our specialist Careers Lead and members of our experienced Senior Sixth Form Team. The implications of specific subject choices will form part of the discussion in each student's Sixth Form Guidance Meeting.

The Sixth Form is also very much about preparation for life, something integral to our Tutor programme as well as our Core and Enrichment programmes. Our focus is on helping all students to make the transition to the next stage of life, whichever pathway they choose. Prospective employers and admissions tutors highly regard the range of opportunities provided by the breadth of experiences we are able to offer.

ENTRY REQUIREMENTS

General Entry Requirements:

Enrolment in the Sixth Form is subject to achieving the minimum entry requirements of two GCSE grade 4s and three GCSE grade 5s, including at least a grade 4 in English Language or Literature and at least a grade 4 in Mathematics.

Additional Entry Requirements:

In addition, there may be subject specific entry requirements and/or the need to have studied the subject at GCSE Level *(please see the table to the right)*.

CS: Delivered in collaboration with Sheldon

SS: Studied at Sheldon

* : Students that have not studied this subject at GCSE may apply to take this course at A Level. If appropriate, they will be asked to assemble a portfolio of relevant work, which may include an audition or performance depending on the subject, to demonstrate their skills and ability to study the subject at A Level.

Subject	Additional Entry Requirements
Art*	Grade 4 in Art
Biology	Grade 6 in two sciences, including Biology if studied separately, and at least a grade 5 in Maths or a grade 5 in Statistics
Business*	Grade 5 in Business
Chemistry	Grade 6 in two sciences, including Chemistry if studied separately, and at least a grade 5 in Maths
Computer Science*	Grade 6 in Computing or Maths
Criminology*	General entry requirements
Dance* (CS)	Grade 4 in Dance
D&T Product Design (CS)*	Grade 4 in D&T
Drama* (CS)	Grade 4 in Drama
Economics*	Grade 5 in Maths
English Language	Grade 5 in English Language
English Literature	Grade 5 in English Literature
Food Science & Nutrition (CS)	Grade 4 in Food and Nutrition
Film Studies*	General entry requirements
French (CS)	Grade 6 in French
Geography*	Grade 5 in Geography
German (SS)	Grade 7 in German
Health & Social Care (SS)*	2 Grade 5s in Science and Grade 5 in Maths
History*	Grade 5 in History
ICT*	General entry requirements
Mathematics	Grade 6 in Maths
Further Mathematics	Grade 7 in Maths
Music* (CS)	Grade 6 in Music
Photography*	General entry requirements
Physical Education*	Grade 5 in PE or Biology or Grade 5 5 in Combined Science
Physics	Grade 6 in two sciences, including Physics if studied separately, and at least a grade 6 in Maths
Politics*	General entry requirements
Psychology*	Grade 5 in two sciences
Religious Studies*	Grade 5 in Religious Studies
Sociology*	Grade 5 in English Language or Literature
Spanish	Grade 6 in Spanish

PROCEDURE FOR APPLICATION

1

The procedure for entering Hardenhuish School Sixth Form starts with:

**Sixth Form Open Evening –
Thursday 15 October at 6pm**

Ahead of the evening, you will be able to access subject information videos on the Hardenhuish website. On the evening itself, there will be a welcome and presentation from Mrs Percy, Headteacher, and Mr Heffernan, Director of Sixth Form. This will be followed by the opportunity to visit sixth form classrooms and speak to the teachers and students of the subjects you are interested in choosing.

2

The next stage is the application:

**Application Deadline –
Friday 4 December 2026**

Please complete an online application form by following the link from the school website. Subject choices made at this stage are provisional but an indication of subjects in rank order will inform the range and structure of courses on offer in September.

APPLICATION DEADLINE
Friday 4 December 2026



3

On receipt of your application, you will be invited in for a:

Guidance Meeting – January/February

Individual guidance meetings are held with a member of staff to discuss your options and application. Our Sixth Form has an enviable reputation for successful applications to top universities in part due to the advice given at this stage.

If applying to our sixth form from another school/setting, you will be invited to an external applicant event in March for an additional tour of the sixth form and to discuss your application.

4

Finally there are the:

Induction Days in July and September

In July this is an opportunity to meet other students, both internal to Hardenhuish and also from other local schools. You will also meet the Sixth Form Team again and experience some taster lessons as well as finding out other vital information about life in the Sixth Form.

At the Induction Day in September you will be able to meet your tutor group, your new teachers as well as having the opportunity to touch base again with fellow A level students and familiarise yourself with our sixth form centre.



SIXTH FORM LIFE

Alongside academic commitments, there are many opportunities to get involved in the wider life of the school and the local community.

Students contribute to the positive ethos of Hardenhuish and are fantastic role models. They take leadership roles in the Student Leadership Team, provide valuable teacher support volunteering in lessons and may volunteer as reading mentors for younger pupils. It is a testament to our students that they are able to combine academic rigour and high achievement in their studies with such valuable contributions to the school community.

As well as two common rooms, with plenty of bright colourful seating and a kitchen area, the Sixth Form building is equipped with a large study room for use during students' independent study periods. Our students also enjoy grabbing a Costa coffee or a snack from a wide range of delicious food, including pre-ordered pizzas, served in 'The Hungry Stag', our dedicated Sixth Form café.

Our students are encouraged to participate in regular sport and exercise activities and represent the school in sixth form fixtures such as in rugby, netball and football matches against other local schools. Our sixth form students also benefit from access to our new purpose built gym.

There are also lots of trips, visits and other opportunities. Most subjects offer relevant trips or events to enhance the curriculum. Some of these are residential field trips in the UK or abroad, e.g. Iceland. There is also an annual ski trip and the chance to participate in an international expedition to destinations in South America, Asia or Africa.

In Year 12, all students go on a university taster trip so they get an idea of what a university is like and what to look out for on university open days. Also in Year 12 you will complete a week's work experience with a local employer. This will help you to consider future possible career options and to allow you to plan the best way of getting there.



SUMMARY OF RESULTS FOR YEAR 13 STUDENTS

Year	Number of students	Average grade for A Level entries	% A Level A*-A Grades	% A Level A*-B Grades	% A Level A*-E Grades
2026	157	B-	24	54	99
2025	150	B-	26	58	99
2024	151	B-	24	55	99



HIGHER EDUCATION DESTINATIONS

Year 13 Destinations

Our students have a long standing track record of progressing to top universities. See opposite for some of the typical destinations/courses Y13s have previously chosen.

Of the students who decide not to enter into Higher Education study, many choose to undertake apprenticeships or training via a vocational route into their career. Apprenticeships now encompass a wide range of careers, including accountancy, law and the civil service. Some students undertake Art Foundation courses at college before applying to university. Other students go to specialist colleges, such as drama school. Those students wishing to take a gap year participate in a variety of schemes, often supporting those less fortunate than themselves in a variety of international locations. These students then progress to university the following year.

Typical university destinations and courses include:



Hardenhuish has **facilitated my needs** and **helped me reach my goals.**"

Sixth Form Student

Arts University Plymouth *Commercial Photography*

Bath Spa University *Creative Computing*

BIMM University *Performing Arts*

Bristol, University of the West of England *Primary Education (QTS, Business Management and Marketing, English Literature with Writing, Filmmaking, Interior Design, Urban Planning, Law and Criminology, Geography, Law and Criminology)*

Cardiff Metropolitan University *Accounting and Finance, Sport and Exercise Science, Architecture*

Cardiff University *Business Management, History, Law, Sociology, Criminology and Sociology, Psychology with Professional Placement, Sociology, History, International Relations and Politics, Ancient History, Law*

Coventry University *Aerospace Engineering*

Durham University *Mathematics (3 years), Biological Sciences*

Falmouth University *Fine Art, Professional Music (Songwriting)*

Harper Adams University *Veterinary Nursing with Companion Animal Behaviour (with Placement)*

Keele University *Geology (Volcanology)*

King's College London, University of London *Film Studies*

Lancaster University *Film and Sociology, Law, English Literature and Creative Writing*

Liverpool John Moores University *Business with International Business Management*

Loughborough University *Sport Science, Coaching and Physical Education (with placement year), Management (with placement year), Geography with Economics*

Manchester Metropolitan University *Criminology, Multimedia Journalism (with Foundation Year)*

Newcastle University *Electrical and Electronic Engineering*

Sheffield Hallam University *History, Business Management*

Swansea University *History, Mechanical Engineering with a Foundation Year*

Twente University in Enschede, The Netherlands
Technical Computer Science

University of Aberdeen *Marine Biology*

University of Bath *Mathematics, Pharmacology with Professional Placement*

University of Birmingham *Psychology, Law with Criminology, Chemical Engineering, Modern Languages and History, Psychology, Law, Theology and Religion*

University of Bristol *Modern Languages, Mechanical and Electrical Engineering, Geography with Study Abroad*

University of Cambridge *Natural Sciences, History*

University of East Anglia UEA *International Relations and Politics*

University of Exeter *Law with Business, Medical Sciences, Psychology*

University of Gloucestershire *Primary Education with QTS (ages 5-11, Nursing (Mental Health))*

University of Huddersfield *Computer Science with Cyber Security*

University of Lincoln *Social Policy*

University of Liverpool *Physiotherapy, Business Management, Psychology*

University of Nottingham *Psychology, English*

University of Oxford *Maths, Philosophy, Politics and Economics*

University of Plymouth *Computer Science with Foundation Year, Environmental Science, Digital Media Design, Psychology with Clinical Psychology, Ocean Exploration and Surveying*

University of Portsmouth *Criminology and Cybercrime, Criminology and Cybercrime, Renewable Energy Engineering*

University of Reading *Law, Politics and International Relations*

University of Sheffield *Aerospace Engineering, Medicine, Biochemistry*

University of South Wales *Film, Media Production*

University of Southampton *Physiotherapy*

University of Surrey *Accounting and Finance, Physics*

University of Warwick *Biochemistry, Health and Medical Sciences, Mathematics*

University of Winchester *Ancient, Classical and Medieval Studies*

University of York *Economics and Finance, English/History (Equal), Health and Social Sciences*



The increased **independence** which comes with sixth form learning has made me **take responsibility for my own learning.**

Sixth Form Student



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Examination Board: Eduqas

Why study Art?

Students will have an opportunity to thoroughly engage with an exciting, expressive and rewarding subject. They will have time and space to create substantial pieces of high quality work and in doing so will broaden their understanding of Art through theory, cultural context and practical skills.

Students are expected to work hard, take risks and make discoveries through their personalised investigations.

Where does it lead?

The creative industry in the UK is fast growing and a whole range of careers can spring from an Art education including: fashion, textiles, graphic design, advertising, film, photography, TV, education, architecture, animation, gaming, studio arts, marketing, interior and product design.

Course Content

- The A Level course begins with an initial foundation stage where students build upon their skills and knowledge and are encouraged to take risks and be creative. Students are then introduced to the four assessment objectives and explore these creatively, developing an understanding of how to be successful in Art.
- Students make excellent use of our brand-new ceramics facilities, etching and book press, screen printing facilities and Mac suite with plenty of collaborative and exciting workshops as well as independent practical tasks
- A Level students attend a trip to a range of London galleries and are encouraged to make as many visits to exhibitions and art events as possible.

Course Assessment

- **The Personal Investigation – (60%):** an in depth critical and practical project based on themes and subject matter of personal significance including a written element of at least 1,000 words relating to the student's practical and theoretical work.
- **Externally Set Assignment – (40%):** Beginning in February of the second year students are given a range of starting points to choose from and then build up a portfolio of practical work over 3 months. This is concluded by a 15 hour period of sustained and focused work under examination conditions.

**For further information,
please contact Mrs Prince**



BIOLOGY

Examination Board: Edexcel, Biology A (Salters-Nuffield)

Why study Biology?

Biology is at the cutting edge of our modern world, with solutions in genetic engineering, climate control and epidemiology in the news on an almost daily basis. The big ideas of Biology today grip the imagination and could become the next great leap forward for humanity.

This challenging context led A Level Biology course is recognised by all higher education institutions, including the Russell Group universities, and links well to a wide range of other A Level subjects, including Maths, Chemistry and Psychology.

The programme of study is taught in well-equipped Biology laboratories, with a full suite of resources on our OneNote and the latest textbooks that accompany the course.

Where does it lead?

The possibilities for students with A Level Biology are vast. These can include, but are not limited to agriculture, biochemistry, biotechnology, brewing, dentistry, environmental science, food industry, forestry, genetics, horticulture, medicine, nursing, pharmaceuticals, physiotherapy and veterinary science.

Course Content

The course is divided into 8 key topics as listed below. The first 4 topics are studied in year 1 of the course, with the remaining 4 topics being studied in the second year. The course is context-led, which enables individuals to link and draw together relevant ideas between topics. Practical work remains a key focus of the course and includes a three-day residential field trip to the North Devon coast during the summer term of Year 1.

YEAR 1

1. Lifestyle, Health and Risk
2. Genes and Health
3. The Voice of the Genome
4. Biodiversity and Natural Resources

YEAR 2

5. On the Wild Side
6. Infection, Immunity & Forensics
7. Run for Your Life
8. Grey Matter

Course Assessment

The course is assessed through three examination papers at the end of Year 13, each of which attracts one third of the final mark.

Individuals will also receive a 'Pass/Fail' Practical Endorsement to accompany their grade at A level. The endorsement assesses the competency of individuals undertaking practical work over the entire course, through the completion of 18 core practical investigations.

**For further information,
please contact Mr Kelland**

BUSINESS

Examination Board: AQA

Why study Business?

An exciting and dynamic subject, Business gives you a fascinating insight into both the intricacies of business management, and the global business world around us. Business A Level focuses on strategic decision-making and prepares you for a life in business management. You will develop your knowledge and understanding of the principles of business and management. You will have the experience in lessons of applying theories to real life business issues in order for you to make reasoned strategic decisions. The skills and knowledge developed will suit the needs of both higher education and business organisation environments.

Where does it lead?

An A Level in Business will open many doors to a range of exciting university courses including business management, marketing, law, accounting, and finance degrees. Alternatively, as Business A level is highly valued by employers, it will also be excellent preparation for a range of apprenticeship opportunities from management to human resources.

Course Content

The subject content covers all of the main business functions of Marketing, Finance, Operations and Human Resources. Additionally the course considers the environment in which businesses operate. Topics include:

- Managers, leadership and decision making
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

Course Assessment

The Business A Level is assessed through three 2 hour examination papers containing multiple choice, data response and extended replies. Each paper carries equal weighting. Students are required to demonstrate their ability in meeting the following assessment objectives:

- **Demonstrate knowledge of terms**, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues
- **Apply knowledge and understanding** to various business contexts to show how individuals and organisations are affected by and respond to issues
- **Analyse issues within business**, showing an understanding of the impact on individuals and organisations of external and internal influences
- **Evaluate quantitative and qualitative information** to make informed judgements and propose evidence-based solutions to business issues.

**For further information,
please contact Miss Wiltshire**

CHEMISTRY

Why study Chemistry?

Chemistry is and always has been fundamental to life – some current challenges it addresses includes:

- evaluating the reactions that can be used to power our cars;
- selecting what chemicals to use in new smartphone batteries;
- deciding how to produce polymers with desirable properties,
- considering how to minimise human impacts on the atmosphere;
- designing new medicines and in countless other situations.

If you have enjoyed studying Chemistry at GCSE, you will find that A-Level develops some of the topics you enjoyed in three key areas:

- Organic Chemistry – the study of molecules made from carbon chains (e.g. hydrocarbons, alcohols, polymers and biological molecules);
- Inorganic Chemistry – the reactions of much of the periodic table (e.g. groups 1, 7 and 0, the transition elements, reactions of acids);
- Physical Chemistry – linking Chemistry and Physics (e.g. atomic and electronic structure, energy changes, electrolysis and rate of reaction).

Integral to studying Chemistry at A-Level is the development of a wide range of skills which are highly prized in further education and employment, including:

- planning, carrying out and completing practical activities safely;
- analytical skills, through use of experimental observations and other relevant data to reach conclusions about reactions;
- completing activities independently and as a part of group;
- using different models to understand what is happening at microscopic and macroscopic levels;
- application of mathematics to a range of real-life contexts.

Where does it lead?

With an A Level in Chemistry you could continue to study Chemistry or Chemical Engineering at university. There are also many related courses which require or highly recommend Chemistry, such as: Medicine, Veterinary Science, Pharmacy, Engineering and other Science subjects.

Course Content

A-Level Chemistry covers a wide range of topics, which deal with key concepts in Chemistry and applying these to real-world applications, including:

- the occurrence and properties of elements and compounds;
- hydrocarbon fuels and measuring the energy released from them;
- extracting chemicals from sea water, their properties and uses;
- the chemical processes in the atmosphere;
- the development, structure and analysis of medicines;
- how industrial chemical processes are carried out;
- development of polymers (including DNA and proteins);
- the chemical processes in the oceans;
- the properties and reactions of the transition metals;
- developing synthetic dyes from simple hydrocarbons.

Course Assessment

A-Level Chemistry is assessed through three exams and a total of 6 hours assessment. Assessment includes multiple choice questions, shorter and longer written questions. There are a significant proportion of questions requiring mathematical skills (20%).

The Practical Endorsement is reported in addition to your final grade. It is a pass / fail grade based on competence shown in particular skill areas, with certain pieces of equipment, experiments and types of analysis over the course of the A-Level.

**For further information,
please contact Dr Ovens**

COMPUTER SCIENCE

Examination Board: OCR

Why study Computer Science?

Computer Science is an academic and scientifically based course which teaches you how to program and problem solve. It is a continually growing and ever changing subject, influenced by the world we live in. A career in Computer Science is one of the most in demand and highly paid jobs, with a huge variety of job types to choose from. If you are interested in how a computer works, how computer science is influencing society and problem solving, this course is for you.

Where does it lead?

An A Level in Computer Science can support progression to higher education study in a range of Computer Science/ICT qualifications.

There are many career options open to you with an A-level in Computer Science, e.g. software engineer, system analyst, systems designer, project manager, network engineer, IT support, system security, games industry, programmer.

Course Content

The course is split into practical/problem solving and theoretical aspects.

The practical/problem solving aspect covers the follow topics:

- Programming
- Data Structures
- Algorithms
- Theory of Computation
- Problem Solving

The theoretical side of the course looks at how a computer works, including the following topics:

- Data representation
- Computer systems
- Computer organisation and architecture
- Consequences of uses of computing (ethics)
- Encryption
- Communication and networking
- Databases

Course Assessment

The course is assessed by two examination papers and a coursework unit:

- **Component 1 – Computing principles:** focusing on the theory aspects of the course, including databases, data representation, ethical/legal and system architecture (40% written paper).
- **Component 2 – Algorithms and problem solving:** focusing on the practical and programming side of the course, including structured programming and object-orientated. This section also looks at the efficiency of algorithms, types of algorithms and algorithmic thinking (40% written paper).
- **NEA Coursework Project – (20%):** the coursework unit allows students to solve a problem using a programming language of their choice. Students analyse, design, create and test their own solution while recording their evidence in a written document. The project is designed to be independent and will allow students to test their programming abilities and problem solving to overcome difficulties along the way.

**For further information,
please contact Mr Phillips**

CRIMINOLOGY (LEVEL 3 DIPLOMA)

Examination Board: WJEC CBAC

Why study Criminology?

Are all crimes the same? How do we decide what behaviour is criminal? Why do we punish people? If these types of questions intrigue or interest you then criminology is the course for you. We offer the Level 3 Diploma in Criminology which is the equivalent of an A Level and carries the same UCAS points. It looks at why people commit crime, how we view crime as a society as well as looking at the aims of punishment and the criminal justice system here in the UK.

Where does it lead?

Criminology is a well-respected qualification which is valued by universities and employers alike. Criminology showcases your ability to apply your skills and knowledge to real life scenarios as well as showing an understanding of the world around you and that you are interested in the society in which we live.

Students with Criminology qualifications can go on to study Criminology at degree level, Psychology, Sociology and Law, as well as a long list of other subjects. They can also enter professions within the criminal justice system, the police, social work or go on to work with young people.

Course Context

All of the following are covered over the two-year period:

- Biological, individualistic and sociological theories of criminality
- Crime scene to courtroom
- Crime and punishment
- The Criminal justice system in England and Wales
- Changing awareness of crime
- Social change and policy

Course Assessment

There are four assessments/examinations for this course (two in Year 12 and two in Year 13).

YEAR 12

Unit 1: Changing Awareness of Crime: internally assessed

Unit 2: Criminological Theories: externally assessed

YEAR 13

Unit 3: Crime Scene to Courtroom: internally assessed

Unit 4: Crime and Punishment: externally assessed

**For further information,
please contact Miss Turner**

DANCE

Examination Board: AQA

Why study Dance?

An A Level in Dance will give you opportunity to further explore previously learned choreography and performance skills. You will explore the physical and technical skills that underpin the styles of contemporary, jazz, ballet and musical theatre and investigate a range of practitioners and their professional works.

Where does it lead?

A Level Dance will give you an opportunity to continue with dance performance and choreography at university, dance schools and companies. You may wish to pursue a career within the performing arts industry itself in a performance or technical role or explore the world of teaching dance.

A Level Dance allows you the opportunity to gain transferable skills that you can take onto other career paths if you do not wish to go down the performing arts route. You will gain confidence, improve your communication and team-building skills as well as being encouraged to have your own opinion. You will have the opportunity to improve your analysis, evaluative and interpretative skills which can be taken into many career paths.

Course Content

The course is split into two components – a practical component and a theoretical component.

Component 1 is the practical element consisting of the choreography and performance of a solo piece in the style of a specified practitioner. There is also a performance within a quartet and a group choreography based on a given stimulus.

Component 2 provides students with the opportunity to unpick the works of two set pieces, Christopher Bruce's 'Rooster' and Sidi Larbi Cherkaoui's 'Sutra'. Here you will develop your knowledge and understanding, developing a critical appreciation of the selected works.

Throughout the course there will be theatre trips to see professional works which will allow students to experience live performance and enhance their knowledge of particular choreographers. There will also be opportunities to showcase work in annual shows, local competitions and festivals.

Course Assessment

- **Component 1, the practical element, 50% of the final grade.**
The pieces are performed in front of a moderator in the Spring of the second year.
- **Component 2, the theory element, 50% (100 marks) of the final grade.** This 2.5 hour paper is in two sections:
 - **Section A** includes short answers based on 'Rooster' (25 marks) and an essay based on 'Rambert Dance Company' (25 marks)
 - **Section B** has two essay questions based on 'Sutra' (25marks) and 'Independent Contemporary Dance Scene' (25 marks).

**For further information,
please contact Miss Birchall**

DESIGN AND TECHNOLOGY: PRODUCT DESIGN

Examination Board: AQA

Why study Product Design?

This creative and thought provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Where does it lead?

This course gives an excellent foundation that could lead to further study and careers in many traditional fields such as engineering, architecture and product design and also emerging technologies such as robotics, AI, 3D printing and autonomous vehicle design and production.

Course Content

The course includes study of the following:

- Digital design and manufacture
- Material classification, performance and applications
- Processes and finishes
- Modern industrial and commercial practice
- Design theory and the work of specific designers
- Human responsibility in design
- Enterprise and marketing

Course Assessment

The assessment of this course consists of two written examinations and a practical project.

Written examinations:

- **Paper 1 – Technical principles - 2.5 hours, (30%)**
- **Paper 2 – Designing and making principles - 1.5 hours, (20%)**

Non Examined Assessment (NEA):

A substantial design and make project: practical application of technical principles and designing and making principles **(50%)**

**For further information,
please contact Mrs Prince or Mrs Portlock**

DRAMA

Examination Board: Edexcel

Why study Drama & Theatre Studies?

Drama and theatre Studies A level is a challenging and exciting course that allows a deep engagement with modern theatre practice, and includes theatre visits and workshops with practitioners. Students will learn about various forms of theatre and how they are developed using a variety of theatre methodology. They will also build on improvisational skills and physical techniques that they will apply to all areas of their own devised and scripted work. In addition to performing and directing, A level students will be expected to hone their critical writing skills, as they reflect on a wide range of theatre experiences as an audience, actor, designer and director. If you are excited by Drama and theatre, and want to explore the range of creative opportunities theatre making offers, this is certainly the course for you.

Where does it lead?

Students with a Drama A level often go on to study performing arts, English or humanities degrees. Future careers include: acting, arts administration, stage management, theatre lighting and sound, PR, journalism, law, advertising, music management. Many employers understand that presentational skills are key to their public profile, and students with a drama background are considered suitable and desirable for a great variety of positions. Furthermore, Drama students' creative and analytical skills make them well equipped for a broad spectrum of job roles.

Course Content

The course is divided into three components:

1. Devising, in which students apply ideas from practitioners studied to a key modern text to develop their own work.
2. Theatre Text in Practice, where students are directed in an extended extract of an appropriate play before a visiting examiner. They also perform a monologue.
3. Theatre Makers In Practice – students complete a written examination centred around the study of two further texts (practically explored in class) and a theatre review.

Course Assessment

There are both internal and external practical assessments as well as written coursework and a final written examination.

- **Component 1 (40%):** devised performance and written portfolio
- **Component 2 (20%):** practical group and monologue test performance
- **Component 3 (40%):** written exam

**For further information,
please contact Mr Kirkman**

ECONOMICS

Examination Board: AQA

Why study Economics?

Renowned Economist John Maynard Keynes, once stated that an economist must be a “mathematician, historian, statesman, and philosopher” who “must understand symbols yet speak in words.” Our mission is to inspire students to be able to become an economist who can interpret the world around them and understand topics of critical global importance. Economics is a social science that studies individuals, businesses, and governments, the choices they make, and the implications of these choices. With the current economic outlook there has never been a more exciting time to study economics.

Students study a range of theory using real-life examples to aid understanding – topical issues affecting the national economy, such as the economic implications of Britain leaving the EU or the Covid-19 epidemic. Students will also study global issues related to economic development and globalisation.

Economics is a vibrant and exciting subject with opportunities for debate and problem-solving. It is a subject that will develop your numerical skills, including graphical and data analysis as well as your analytical skills.

Where does it lead?

Economics is a highly prestigious A Level which will open up the opportunity to apply for degree courses at the highest-rated universities. Common areas of degree level studies include Economics, PPE, Politics, Finance, Law, Accountancy, Social Sciences, Business, Geography and History. Graduates with a good economics background are highly employable and in demand both at home and abroad.

Course Content

Microeconomics: Markets and Market Failure

- Individuals, firms, markets and market failure
- Price determination in a competitive market
- Production, costs, revenue and profit
- Perfect competition and imperfectly competitive markets
- Market failure and government intervention.

Macroeconomics: National and International Economy

- The measurement of macroeconomic performance
- How the macro economy works: the circular flow of income, aggregate demand and supply analysis, the multiplier effect and related concepts
- Macroeconomic policy: monetary, fiscal, and supply-side policy.

Course Assessment

There are three 2-hour exams that will require students to demonstrate a deep understanding of the subject. Paper 1 assesses the microeconomic content about markets and market failure, paper 2 assesses macroeconomic content about the national and international economy, and paper 3 is a synoptic paper assessing both microeconomic and macroeconomic content. Each paper carries equal weighting. You will answer a mix of multiple-choice questions, data response and essays. Your ability to use knowledge and data effectively using analysis and evaluation will determine your grade. The exams will measure how students have achieved the four assessment objectives of demonstrating knowledge, applying knowledge to economic concepts, analysing issues, and evaluating economic arguments.

**For further information,
please contact Miss Wiltshire**

ENGLISH LANGUAGE

Examination Board: AQA, spec 7701

Why study English Language?

Maybe you are a budding media-guru, keen to carefully consider and craft words for maximum impact on your audience? Perhaps you have an interest in the way young children learn to speak, and how their vocabularies might shape their entire futures? Or maybe you pay particular attention to the world around you, and would love a chance to take apart the ideas that language feeds us every day?

If the answer to any of these questions is 'yes', then English Language A-level is the course for you.

Where does it lead?

English Language students go on to a whole range of different careers; some become journalists or enter advertising, others use the analysis skills they have developed to work in marketing, law or psychology. One thing is for sure, whatever degree path you decide to follow, the kudos an A level in English carries will make you stand out from the crowd.

Course Content

Language, the Individual and Society

This part of the course will introduce you to language study, exploring textual variety and the language and methods needed to describe how language functions. It explores concepts of audience, purpose, genre, mode and representation. You will also explore children's language development; how children learn language and how they are able to understand and express themselves through language.

Language Varieties and Change

You will apply methods and systems of language analysis to a range of different 'languages' that operate in different social and geographical contexts. How, for example, do different 'groups' use language based on their gender, their profession, their region? You will also look at language across time, exploring the processes of language change. This part of the subject content also asks you to study social attitudes to, and debates about, language diversity and change.

Course Assessment

There are two examinations at the end of the course, one for each of the two modules described above and each paper contributes **40%** to the A Level.

Additionally, there is a non-exam assessment (NEA) module, contributing **20%** to the A Level which allows you to explore and analyse language independently, and to develop and reflect upon your writing expertise. This comprises two different kinds of individual research:

- **a language investigation** (2,000 words excluding data)
- **a piece of original writing and a commentary** (750 words each)

**For further information,
please contact Mrs Francis**



The limits of my
language mean the
limits of my world.”

Ludwig Wittgenstein (philosopher)

ENGLISH LITERATURE

Examination Board: AQA

Why study English Literature?

A Level English Literature is an inspiring and challenging course. At its heart are some of the most interesting books and writers in the English language. Engagement is necessary, opinions are expected, and the level of debate will be consistently high. That's where you come in...The poet, Derek Walcott, once said "The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself." Curious to see where a journey into the imagination will take you? Get your ticket and hop on board!

Where does it lead?

English Literature A Level leads to places on top courses at the country's best universities. Regardless of the degree course you apply for, A Level English Literature opens doors and shows universities that you can both think and write in a conceptual, academic way.

English Literature students go on to become lawyers, consultants, journalists, advertising executives, teachers, lecturers and much more besides.



Words, words were
truly alive on the tongue,
in the head, warm, beating,
frantic, winged."

Carol Anne Duffy (Poet Laureate)

(Opened our refurbished Learning Resource Centre in 2012)

Course Content

Literary Genres

In this unit, you will study texts connected through a mainstream literary genre: Tragedy. Looking at texts from this perspective cuts straight to the root of what Literature is. Texts in this unit have been selected and grouped together because they share some of the common features of traditional tragic literature while also offering some interesting variations.

Texts and Genres

This module builds on the aforementioned Literary Genres, and brings your study of Literature right up to date, exploring Social Protest. This unit explores how texts and authors influence and are influenced by social and political debates. You will come away from these texts with a vigorous understanding of their importance.

Theory and Independence (NEA Assessment)

We always ask that Literature students read as widely as possible, and this component allows you to choose your own texts and to apply different theoretical and critical methods to them. This area of the course provides a challenging and wide-ranging opportunity for an introduction to different ways of reading texts and for independent study.

Course Assessment

There are two examinations at the end of the course, one for each of the first two modules described above and each paper contributes **40%** to the A Level.

Additionally, there is the non-exam assessment (NEA) module, contributing **20%** to the A Level.

**For further information, please
contact Mrs Francis**

FILM STUDIES

Examination Board: EDUQAS

Why study Film?

In an increasingly media-orientated society, the study of film is crucial to understanding the cultures and customs of the modern world. Film often holds up a mirror to the environment around us; a mirror that can be uncomfortable just as much as it is amusing or informative. But film can take many forms depending on the era in which it was produced, the country that produced it and the genre to which it belongs, and this course allows students to examine film from a wide variety of perspectives. Film Studies aims to broaden your horizons in terms of the films you watch as well as allowing you to form a critical understanding of how the different aspects of film come together to form a powerful and culturally significant representation of society.

During the course, you will also have many opportunities to demonstrate your creativity in practical work. As the course progresses, you will experiment with a variety of filmmaking techniques, culminating in the production of your own short film or screenplay.

Where does it lead?

Film Studies students go on to a wide variety of careers. Just a few are mentioned below:

- Film and other digital production
- Journalism
- Screenwriting
- Film direction
- Film editing
- Cinema management and public relations

**For further information,
please contact Mr Heffernan**

Course Content

Hollywood 1930-1990

This part of the course will introduce you to films from the 'Golden Age' of cinema in the 1940s-50s, and you will be encouraged to compare these to more modern 'New Hollywood' films produced in the 80s-90s.

American Film since 2005

Here, you will examine films from the 21st century and look at how both mainstream films as well as contemporary independent films reflect the issues and complexities that are prevalent in America today.

British Film since 1995

Of course, America is not the only country that produces films, and this element of the course examines media that has emerged from quintessentially British contexts.

Global Filmmaking Perspectives

A major component of the course is the study of films that are non-English Language. These will be films produced within Europe as well as countries further afield, like China and Brazil, providing even more of a critical understanding of a very culturally diverse medium.

Course Assessment

Exam

There are two examinations at the end of the course, both of which are 2.5 hours long. Each exam comprises 35% of the A Level Qualification. Each exam will assess your knowledge of the films you have studied throughout the course.

Non-Exam Assessment

Additionally, there is a non-exam assessment (NEA) module, contributing 30% to the A Level which allows you to explore your own creativity as you produce a piece of film of your own. This can take one of two forms:

- a short film (4-5 minutes)
- a screenplay for a short film accompanied by a digitally photographed storyboard

Both will be complemented by an evaluative analysis of 1600-1800 words.

FOOD, SCIENCE & NUTRITION (LEVEL 3 DIPLOMA)

Examination Board: WJEC

Why study Food, Science & Nutrition?

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to people with a background in food science and nutrition.

Where does it lead?

The diploma course provides the same UCAS points value as A levels for entry to university degree courses in areas such as Public Health, Food Science and Human Nutrition, as well providing a gateway to other higher level courses and apprenticeships. Career paths include nutritionist, food scientist, bacteriologist, medical dietician, social care, public sector catering, food entrepreneur.

Course Content

There are four main units:

- 1. Meeting nutritional needs of specific groups**
- 2. Ensuring food is safe to eat**
- 3. Experimenting to solve food production problems (optional unit)**
- 4. Current issues in food science and nutrition (optional unit)**

Each unit has an applied purpose which demands authentic work related learning and helps to develop a range of transferable skills including:

- independent learning
- ability to solve problems
- project based research, development and presentation
- ability to apply mathematical and ICT skills

Course Assessment

The qualification is graded on a four point scale: Level 3 Distinction*, Level 3 Distinction, Level 3 Merit and Level 3 Pass. There are both internal and external assessment components:

- **Unit 1** is assessed through a 90 minute written paper which is externally assessed **(25%)** and an internally assessed practical assignment **(25%)**
- **Unit 2** is assessed by an 8 hour timed and supervised assessment which is marked externally **(25%)**
- **Unit 3/4** is an internally assessed practical assignment **(25%)**

**For further information,
please contact Mrs Prince**

FRENCH

Examination Board: AQA

Why study French?

Learning a foreign language increases personal satisfaction, employability, personal and social development of the individual, mobility and communication skills. Students gain a deeper understanding of another society through a study of literature, film, contemporary and historical events. You can go on to study French at university or take it as a module as part of a degree course in another subject.

Where does it lead?

Languages graduates are highly regarded by employers. There are many career options for languages graduates including interpreter, translator or a career in teaching. A French degree would also be useful for careers in broadcast journalism, the diplomatic service, international aid, logistics and distribution, marketing, sales and tourism.

Course Content

The course comprises the following topics:

Social issues and trends: The changing family, the cyber society, the role of the voluntary sector, a diverse society, marginalisation.

Political and artistic culture: Cultural heritage, contemporary French music, French cinema, politics and immigration, political engagement amongst young voters, protests and strikes.

Literary texts and films: L'Etranger (Albert Camus) and La Haine (Mathieu Kassovitz).

Course Assessment

There are three components to the assessment of the course:

- 1. Speaking – (30%)**
- 2. Listening, Reading and Translation – (50%):** a 2.5 hour examination
- 3. Critical and analytical response in writing – (20%):** a 2 hour examination comprising two essays of 300 words on a literary work and film

**For further information,
please contact Miss Tavora**



Just being able to
communicate with people
who speak a different
language to you – **it's a
really great feeling!**"

Sixth Form Student

GEOGRAPHY

Examination Board: Edexcel

Why study Geography?

To quote Nick Crane, the former president of the Royal Geographical society: 'We all know that the minute you walk out of your front door, you're looking at geography. We're all living in a geographical world'. As a subject, Geography helps to explain the processes, places and people of the world, considering not only the physical landscape but also socially and politically.

Where does it lead?

Geography is well respected by employers due to the range of transferable skills you learn as you study the course. Some employment areas are clearly geographically linked such as aid workers, environmental consultants, hydrologists and geologists but other areas include tourism, planning and social work.

Course Content

The subject content covers four main areas:

Dynamic Landscapes – Tectonic Hazards and Coastal Landscapes

Dynamic Places – Globalisation and Regenerating places. (This topic considers why some areas of the UK are in decline and what strategies can be put in place to reverse this)

Physical Systems & Sustainability – The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security

Global Development & Connections – Superpowers and Health, Human Rights and Intervention

Fieldwork is a key element of the course and students will complete four days of fieldwork over the two years to locations such as Dorset and Bristol. The aim of these days is to provide students with case study information and also to build up their fieldwork skills in order to complete their own investigative piece of work.

Course Assessment

There are three final examinations which account for 80% of the course and there is also an independent investigation worth 20% of the final grade.

- **Paper 1 – Physical Geography (30%)**
- **Paper 2 – Human Geography (30%)**
- **Paper 3 – Synoptic investigation of a geographical issue (20%)**

**For further information,
please contact Miss Lowther**

GERMAN

Examination Board: AQA

Why study German?

As well as being key to European business, Germany is a world leader in engineering and German is the second most used scientific language in the world. With an A level in German you can work internationally and compete in the global market. An A level in German will broaden your knowledge of the world as well as of German speaking countries. You will develop the fluency to be able to communicate and express your ideas about whatever topic you like.

Where does it lead?

Many students go on to a language related degree course. There are many degree courses offering courses including language study. Possible careers include teaching, translation, journalism, publishing, and work in the tourism or financial sectors.

Course Content

Aspects of German speaking society

- The changing state of the family
- The digital world
- Youth culture, fashion, music, TV

Multiculturalism in German speaking society

- Immigration
- Integration
- Racism

Artistic culture in German speaking society

- Festivals and traditions
- Art and Architecture
- Cultural life in Berlin

Aspects of political life in German speaking society

- Germany and the EU
- Politics and youth
- German re-unification and its consequences

Course Assessment

There are three assessment components:

- **listening, reading and writing**
(2 hours 30 minutes written paper, 50%)
- **writing** (2 hour written paper, 20%)
- **speaking** (~20 minute oral exam, 30%)

**For further information,
please contact Miss Tavora**

HEALTH AND SOCIAL CARE

Examination Board: OCR

Why study Health and Social Care?

This course aims to extend post 16 Science provision to those students who want to study Health and Social Care and develop an understanding of some of the topics that are fundamental to the Health and Social Care sector. They can learn and be assessed in ways that are practical and relevant to the sector. It is designed to give learners the transferable knowledge and skills to progress to higher education or further study. This will be achieved through a variety of approaches including work experience, links with local employers, case studies and research.

Where does it lead?

A Higher Education course: Combine this qualification with additional qualifications and choose to undertake a Health and Social Care related degree from options including Social Sciences, Health and Social Care, or Child Care, e.g. Occupational Therapy, Radiography, Midwifery, Social Work, Mental Healthcare, Nursing, Sports Science, Biomedical Sciences, Environmental Health.

Entry onto a Higher Apprenticeship programme in Health and Social Care 3. Entry to employment in some Health and Social Care roles, for example direct care or administrative roles within the sector. (Most careers in Health and Social Care require specific qualifications known as a 'licence to practise'. This qualification is not a licence to practise.)

Course Content

- *Building positive relationships in Health and Social Care (internal assessment)
- *Equality, diversity and rights in Health and Social Care (external examination)
- * Health, safety and security in Health and Social care (external examination)

- * Anatomy and physiology for Health and Social Care (external examination)
- Infection control (internal assessment)
- Personalisation and a person-centred approach to care (external examination)
- Safeguarding (external examination)
- Creativity and activity for children and young people (internal assessment)
- * Nutrition for health (internal assessment)
- The impact of long term physiological conditions (internal assessment)
- Supporting people with dementia (internal assessment)
- * Supporting people with mental health conditions (internal assessment)
- * Indicates single option units

Course Assessment

Double Award: Twelve units will be studied over this two year course. Students choosing this course should commit themselves to both Year 12 and Year 13. Units will be delivered so that students can follow the Extended Certificate course resulting in a Single Award. The course has a significant component of externally moderated portfolio work, built up as a result of extended research, visits, work experience and independent study. The remainder of the units are examined. A pass / near pass grade has to be achieved in all units to enable the qualification to be awarded.

**For further information,
please contact Miss Wilson**



HISTORY

Examination Board: AQA

Why study History?

It is the reason we are all who we are. Events have happened before that have been good examples of human nature and bad examples of human nature. The study of the past is a study of humanity. It allows us to ask big questions about our society today, by studying the decisions and processes that occurred in the past. The skills that you develop will make you an enquiring and curious individual, able to interpret the crazy nature of world events and to challenge the reason why we make the decisions we do.

Where does it lead?

History is a diverse subject that can lead you into a multitude of fields from media or business, to politics or journalism. Whilst the subject itself opens many doors, it is the skills set that history offers which is truly remarkable. Critical thinking, data analysis, source investigation, extended essay writing, debate, presentations; these are all skills highly regarded by employers. A love of History may lead to postgraduate studies and research projects, or to teaching, archive or museum work. However, utilising those multidisciplinary skills could lead you to be a TV presenter, high court judge, comedian, author or almost anything else you aspire to!

Course Content

The course content covers two main areas:

In Year 12

The Tudors from 1485-1547:

- The rule of Henry VII
- The rule of Henry VIII

The Cold War from c.1945-1962:

- Origins of the Cold War
- Widening of the Cold War into Asia
- Global war – Korean War to Cuban Missile Crisis

In Year 13

The Tudors continues from 1547-1603:

- The rule of Edward VI
- The rule of Mary
- The rule of Elizabeth I

The Cold War continues from 1962-1991

- Conflict in Vietnam to co-operation
- Détente
- End of the Cold War

Course Assessment

There are two final exams at the end of Year 13, each contributing **50%** to the A Level grade and a non-examined assessment (coursework) which contributes the remaining **20%**:

Unit 1C is the Tudors 1485-1603 and consists of one extract question, assessing three interpretations of an event, 30 marks, and two balanced analytical essays from a choice of three, 25 marks.

Unit 2R is the Cold War, c.1945-1991 and consists of one source question, assessing its usefulness, worth 30 marks and two balanced analytical essays from a choice of three, each worth 25 marks.

**For further information,
please contact Mrs Carter**

INFORMATION TECHNOLOGY (LEVEL 3 CAMBRIDGE TECHNICAL)

Examination Board: OCR

Why study Cambridge Technical in IT?

The world in which we live is continuously changing with the advances and developments in IT. Most workplaces rely on computer systems to operate, with our social life, shopping habits and entertainment viewing now largely carried out using technology. The Cambridge Technical in IT looks at interesting and core topics which impact on our society, allowing learners to understand how the growing use of IT affects businesses, education and our home life.

Whilst the Cambridge Technical is a level 3 qualification and not a traditional A-level, it is equivalent in terms of UCAS points and how universities and colleges view it. **The grade scale for this qualification is Distinction*, Distinction, Merit and Pass. It is an excellent qualification for anyone passionate about IT.**

Where does it lead?

Achievement of this qualification can enable progression to relevant IT degree courses such as Computing and Technology or Business IT, or support progression on to other degree courses.

Most careers use IT in some form. A qualification in IT might lead to the following specific careers: project manager, network engineer, IT Support, system security, games industry.

Course Content and Assessment

The course is split into 3 examination units and 2 coursework units. The total maximum mark is 360 credits.

Unit 1 – Fundamentals of IT

Written exam (1.5 hours – 90 credits)

This unit looks at the basics of how a computer works. Topics include hardware & software, components of a computer, storage, the internet, networking, ethics, security.

Unit 2 – Global information

Written exam (1.5 hours – 90 credits)

This unit focuses on social, moral and legal issues relating to IT. Topics include information – where is it?, portable vs fixed devices, internet/intranet/extranet, websites/blogs/social media, types of data, data legislation around the world, environmental issues, security of data.

Unit 3 – Cyber Security

Written exam (1 hour – 60 credits)

This unit looks at the many risks that we are exposed to when using IT systems. Topics include hacking, viruses, unauthorised access, theft of data, consequences of loss of data, organised crime, money laundering, phishing, ethics and legalities, risk management, firewalls and encryption.

Unit 4 – Project management

Coursework (60 credits)

This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.

Unit 5 – The 'Internet of everything'

Coursework (60 credits)

This unit is about the use of the Internet and how it is impacting people and society.

**For further information,
please contact Mr Phillips**

MATHEMATICS

Examination Board: Edexcel

Why study Maths?

If you enjoy solving problems, love algebra, are capable of logical deduction and can apply your skills to a variety of different areas of Maths, then Maths at A Level is for you! We are looking for students who are hardworking, highly motivated and who love working with numbers and algebra, in and out of school, because A Level Maths can be a challenging and demanding course.

We place great emphasis on enrichment opportunities for students of mathematics. We actively encourage participation in the UKMT Senior Maths Challenge and team-based competitions such as the Ritangle maths competition, in order to foster collaborative problem-solving skills and allow students to showcase individual excellence.

Where does it lead?

A Level Maths is valuable for careers in medicine, social sciences, computing, business, engineering and physics. The creativity and logical thinking skills you will develop with Maths will be welcome in any area of our rapidly changing world.

Course Content

A Level Mathematics has three overarching themes – problem solving, mathematical modelling and proof.

The following components will be studied:

Pure Maths – Algebra, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods, vectors.

Statistics – Sampling, data presentation and interpretation, probability, distributions, hypothesis testing.

Mechanics – Kinematics, forces and Newton's Laws, moments.

Course Assessment

There are three 2 hour examination papers at the end of Year 13 which are equally weighted and a calculator can be used in all of them. The papers are:

- **Paper 1 – Pure Mathematics 1**
- **Paper 2 – Pure Mathematics 2**
- **Paper 3 – Statistics and Mechanics**

**For further information,
please contact, Mr Cobb or Mrs Cobb**

FURTHER MATHEMATICS

Examination Board: Edexcel

Why study Further Mathematics?

Students who take Further Mathematics are acknowledged as having top quality analytical and problem solving skills and are highly regarded by universities and employers. The course offers students the opportunity to delve further into topics covered in A Level Maths such as calculus and geometry, as well as new topics such as complex numbers and matrices.

Where does it lead?

Further Mathematics is strongly recommended for students who wish to study a subject at university with a high mathematical content, e.g. engineering, physics, computer science or mathematics. The statistics element of Further Mathematics will also benefit a wide range of students, including social scientists, geographers and biologists.

At post-degree level Further Maths students can ultimately take up careers with a high mathematical content, e.g. finance, banking, science, meteorology, statistics, mathematical modelling, engineering and many others (see www.mathscareers.org.uk).

Course Content

In Further Mathematics students are introduced to completely new concepts such as complex numbers and matrices, as well as looking at some of the ideas from the Mathematics A Level in more depth. Further Mathematics has the same three overarching themes as Mathematics – problem solving, mathematical modelling and proof.

The following components will be studied:

- **Pure Maths** – Complex numbers, matrices, polar coordinates, differential equations, further vectors, further algebra, hyperbolic functions, proof.
- **Further Mechanics**
- **Further Statistics**

Course Assessment

There are four 90 minute examination papers which are equally weighted and a calculator can be used in all of them:

- **Paper 1 – Core Pure Mathematics 1**
- **Paper 2 – Core Pure Mathematics 2**
- **Paper 3 – Further Statistics 1**
- **Paper 4 – Further Mechanics 1**

N.B. If you are taking three A Level subjects, including maths, you can choose to either study AS Further Maths as a fourth subject, sitting the AS exam in the summer of Year 12 or as a full A level sitting the exam in the summer of Year 13.

**For further information,
please contact Mr Cobb or Mrs Cobb**

MUSIC

Examination Board: AQA

Why study Music?

If you have a passion for music and have developed your skills on an instrument/voice, why not incorporate this into an A level and delve deeper into performance, analysis and composition? The course values all music styles and instruments and is designed to foster a love of all music. The specification offers variety and choice in all areas. The performance unit encourages you to perform in the style of your choosing and, once skills have been developed in composition, you will compose, playing to and developing, your strengths and interests. Over the two years you will encounter a wide variety of music and learn to complete analysis of pieces from classical to jazz.

Where does it lead?

Further study in Music includes degrees in Music, Music Technology, combined degrees, performance courses and stage school/performing arts. Careers in music include being a professional musician, as a soloist, band member, pit musician or session musician, as well as roles in musical theatre, etc. Other possible careers include events organisation, teaching, recording studio work and many more.



I recognise what a **wonderful place Hardenhuish** is to be, where we are **inspired to learn**, somewhere we are supported to succeed.”

Sixth Form Student

Course Content

The course content consists of three components.

Unit 1: Appraising Music

- The listening, analysis and understanding of music
- The study of music ranging from the Western Classical genre to Musical Theatre, Jazz and Blues with set works from some of these areas

Unit 2: Performance

- A 10 minute performance of solo and/or ensemble performing as an instrumentalist, vocalist or music production which will be recorded and sent to the examination board

Unit 3: Composition

This unit consists of two coursework compositions which are sent to the examination board:

- Composition 1 will be based on your choice from a wide selection of briefs
- Composition 2 will be a free composition in the style of your choosing

Course Assessment

The 'Appraising Music' unit is assessed via a 2.5 hour final examination (40%) which is based on listening, analysis and understanding of music linked to the pieces and styles of music studied throughout the course and will involve identifying key characteristics in music as well as knowledge of theory and analytical essay writing on the set works.

The 'Performance' unit makes up 35% of the grade and the 'Composition' unit 25%.

**For further information,
please contact Miss Workman**

PHOTOGRAPHY

Examination Board: Eduqas

Why study Photography?

The course covers a broad and changing area of study with light-based imagery spanning almost two centuries. Students will create high quality work using a range of technology from the most rudimentary to the truly contemporary and in doing so will broaden their understanding of Photography through theory, cultural context and practical skills. Students are expected to work hard, take risks and make discoveries through their rewarding personalised investigations.

Where does it lead?

The creative and digital industries in the UK are some of the fastest growing and a whole range of careers can spring from the study of Photography including: fashion, graphic design, advertising, film, photography, TV, journalism, education, architecture, animation, gaming, marketing, web design and many more.

Course Content

The A Level begins with an initial foundation stage where students build upon their prior skills and develop their knowledge of the technical elements of Photography. Students are then introduced to the four assessment objectives and explore these creatively, using traditional and contemporary media and developing an understanding of how to be successful in Photography.

Areas of study could include: portraiture, still life, documentary photography, photojournalism, experimental imagery, photographic installation, fashion photography, digital imaging and moving image (video, film, animation).

Students make excellent use of our digital editing facilities and have the opportunity to experiment with technologies such as the laser cutter and printing presses to achieve truly original outcomes.

A Level students attend a trip to a range of London galleries and are encouraged to make lots of visits to exhibitions and photography events. We also encourage students to enter competitions and promote their work as photographers whenever possible.

Course Assessment

The Personal Investigation – (60%): an in depth critical and practical project based on themes and subject matter of personal significance including a written element of at least 1,000 words relating to the student's practical and theoretical work;

Externally Set Assignment – (40%): Beginning in February of the second year students are given a range of starting points to choose from and then build up a portfolio of practical work over 3 months. This is concluded with a 15 hour period of sustained and focused work under examination conditions.

**For further information,
please contact Mrs Prince**



PHYSICAL EDUCATION

Examination Board: OCR

Why study Physical Education?

As a talented sportsperson your skill, ability, motivation and, not to mention, brainpower can now be rewarded with a recognised academic qualification. A level PE covers an incredibly diverse and interesting range of topics. Not only will you learn about how the body works and how to improve physical performance in a sporting context, but you will also become a psychologist, physiologist, sociologist and even a philosopher! It is this blend of skills that makes A level PE such an engaging and rewarding course.

Where does it lead?

The sport and leisure industry is one of the fastest growing industries in the world, fed by an expansion of people's leisure time and spending. A background in Physical Education can lead to the further study of sports science at university and open doors into careers such as sports coaching, sports therapy, leisure management and community sports development, Teacher of Physical Education.



I firmly believe that the **extracurricular opportunities offered at Hardenhuish allow brilliant union** across the years, **celebrate pride in achievement** and showcase the school's wealth of talents."

Sixth Form Student

Course Content

Physiological factors affecting performance:

- applied anatomy and physiology
- exercise physiology
- biomechanics

Psychological factors affecting performance

- skill acquisition
- sports psychology

Socio-cultural issues in physical activity and sport

- sport and society
- contemporary issues in physical activity and sport

Performance in physical education (non exam assessment)

- performance of an activity taken from a list approved by the exam board
- evaluation and analysis of sporting performance for improvement

Course Assessment

There are four assessment components:

- **physiological factors affecting performance**
(2 hour written paper, 30%)
- **psychological factors affecting performance**
(1 hour written paper, 20%)
- **socio-cultural issues in physical activity and sport**
(1 hour written paper, 20%)
- **performance in physical education**
(non-exam assessment, 30%)

For further information, please contact Mr Brailey, Mrs Colquhoun or Mrs Davidge -Lumber

PHYSICS

Examination Board: Edexcel

Why study Physics?

Physics is for the curious, those who want to know HOW? WHY? It is fun to study and yet provides a challenge. Present students in the Hardenhuish Sixth Form say that it really is fun, that they learn interesting things and can make sense of the world around them more. They say that everyone they talk to outside school admires them for taking physics because they think it's hard (it isn't)!

Where does it lead?

Physics is an increasingly valued entry qualification to a wide variety of fields including those outside the traditional fields of engineering and physical science. Recent students of Physics A Level at Hardenhuish have gone on to university and work in physics and engineering, veterinary science, medicine, geographical and business studies, law and accountancy.

Course Content

Physics at Hardenhuish is taught following the Edexcel Specification. This allows students to relate the physics they are learning in class to their own experience in the real world. The course is taught by two teachers. Lessons are typically very hands-on with regular practical demonstrations and student practicals to allow students to experience physics in action.

Course units include:

- Working as a Physicist
- Mechanics
- Electric Circuits
- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Materials
- Waves
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations

Course Assessment

The course will be assessed with three examinations at the end of the course:

- **Paper 1 (105 minutes, 30%):** Working as a Physicist, Mechanics, Electric Circuits, Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics.
- **Paper 2 (105 minutes, 30%):** Materials, Waves and Particle Nature of Light, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, Oscillations.
- **Paper 3 (150 minutes, 40%):** General and Practical Principles in Physics. This paper covers all topics across both years. Half of the paper will cover conceptual and theoretical understanding of experimental methods, drawing on experience during 16 core practical investigations.

**For further information,
please contact Mrs Murphy**

POLITICS

Examination Board: Edexcel

Why study Politics?

Politics is a thought provoking course which gives you the opportunity to tackle some of the big issues of the day. It allows you to understand how power works in the United Kingdom and then over the course of two years, you will see how that impacts global affairs. It will equip you with many skills, from the knowledge needed to engage in conversations about the state of global affairs to debating the reasons for voting. Politics is current, fresh and lively. It is a subject which opens up your ability to analyse, argue and finally win a debate.

Where does it lead?

An A Level in Politics lends itself to multiple career pathways from law, media and journalism to management, the civil service and both local and national government. You could even take it right to the top and go for Prime Minister! The skills you develop as part of the programme open the doors to plenty of subjects post A Level.

Course Content

In Year 12

Component 1: UK Politics and Core Political Ideas

- Core political ideas: conservatism, liberalism and socialism
- Democracy and participation
- Electoral systems
- Political parties
- Voting behaviour and the media

Component 2: UK Government and Non-core Political Ideas

- Non-core political ideas: Anarchism
- Parliament
- Prime Minister and executive
- Relationships between the branches
- The constitution

In Year 13

Component 3: Global Politics

- Comparative theories: Realism and Liberalism
- Global governance: political and economic
- Global governance: human rights and environmental
- Power and developments
- Regionalism and the European Union
- The state and globalisation

Course Assessment

There are three final exams at the end of Year 13. All three papers are two hours in length and each paper contributes one third to the final A Level grade.

In Papers 1 and 2 there are source and essay questions with elements of choice. Paper 3 consists of short and long essay questions.

**For further information,
please contact Mrs Carter**

PSYCHOLOGY

Examination Board: AQA

Why study Psychology?

Psychology is a fascinating subject with many applications to real life. It will help you to understand yourself and other people by learning about aspects of human behaviour that will help you in daily life, including:

- How we interact with the people and society around us
- How we learn and how our memory works
- Stress and anxiety and how we cope with them
- The causes and solutions of mental health disorders such as depression, phobias, OCD, schizophrenia and addiction
- How important your childhood is at determining your future

Psychology is a challenging subject in which students will be stretched as they attempt to consider many problems from a scientific perspective. It will increase students' evaluative skills and therefore help them to become better learners, whatever the future holds for them.

What do I need to study Psychology?

An interest in people is very important, and a curiosity to find things out and learn about human behaviour.

You will need a scientific mindset and good analytical and evaluative skills, to be able to think about experiments critically and apply your knowledge of psychology to everyday examples.

Where does it lead?

Psychology is a serious academic discipline and one of the most popular courses at degree level. It can lead to a career as a professional psychologist, e.g. clinical psychologist, forensic psychologist, occupational (business) psychologist, sports psychologist, etc., as well as providing excellent job prospects in a wide range of careers, e.g. law, education, social services, business, etc. The analytical skills learnt in psychology will be beneficial in any degree course or career.

Course Content

Unit 1: Introductory topics in psychology

- Social influence
- Memory
- Attachment

Unit 2: Psychology in context

- Approaches in psychology
- Psychopathology
- Research methods

Unit 3: Issues and options in psychology

- Issues and debates in psychology
- Relationships
- Schizophrenia
- Addiction

Course Assessment

There is one examination for each unit, all taken at the end of Year 13. The examinations are equally weighted and each one is two hours long.

**For further information,
please contact Mrs Morgan**

RELIGIOUS STUDIES, PHILOSOPHY AND ETHICS

Examination Board: OCR

Why study Religious Studies?

Religious Studies focuses on the study of Philosophy, Ethics and Religious Thought (Buddhism), in equal measure. The course enables you to debate and analyse some of the big questions humanity has been asking for millennia. Additionally, the course offers you the opportunity to question philosophical, ethical and religious theories and question their validity and impact on society both in the past and present. You will be encouraged to challenge your views and beliefs and question those of others, enabling an understanding of the diversity of belief in this ever-developing world.

Religious Studies is highly regarded by employers and universities due to the rigour of academic study and transferable skills, for example critical thinking. Other invaluable skills you will focus on are analysis and evaluation of different perspectives and theories, use of logic and reason, independent study and opportunities to think and challenge your assumptions about the world.

Where does it lead?

Students who have taken RS A Level have gone on to study and work in the following areas: Philosophy (including Philosophy, Politics and Economics), Law, Medicine, Journalism, Teaching, the Caring Professions, the Police Force, the Armed Forces and others have studied it out of interest in the universal nature of the three disciplines.

Course Content

Religious Studies covers:

- Philosophy of Religion
- Ethical Theories
- Developments in Buddhist Thought

Topics studied include:

- The existence of God
- The problem of evil and suffering
- Ethical theories
- Medical ethics
- Business ethics
- Key Buddhist beliefs and teachings
- Religious expression and the role religion plays in today's society

Course Assessment

There are three exams at the end of the A Level course, all two hours long and each worth one third of the final grade.

Paper 1: Philosophy of Religion

Paper 2: Religion and Ethics

Paper 3: Development in religious thought (Buddhism)

**For further information,
please contact Miss Singer**

SOCIOLOGY

Examination Board: AQA

Why study Sociology?

Sociology is a very popular and thought provoking subject. The course studies how society works and the extent to which our behaviour and opportunities may be shaped by our social class, age, gender and race. We question the society in which we live in order to understand the relationship between individuals and institutions. Sociology will enable you to gain a deeper understanding of the world around you and provide opportunities to reflect on social issues that are often relevant to your own social experiences.. If you are interested in taking Sociology you need to enjoy thinking, discussion and researching topics such as: Why are there inequalities within society? How important is social class in early learning? What can be done to reduce crime?

Where does it lead?

An A Level in Sociology is an academic subject in its own right and complements other subjects such as Psychology, Criminology, Politics, Geography and History. The study of Sociology opens many different degree subject opportunities such as criminology and social policy along with some more vocational course options. Career opportunities include law, journalism, teaching, social work, business management, local/national government. Previous students have pursued very diverse careers but all agree that the study of the subject has provided them with valuable insight for reflecting on and analysing society.

Course Content

The subject content covers the following topics from a sociological perspective:

- Education
- Families and Households
- Mass Media

Students also look at two topics on the overall purpose of Sociology

- Research Methods in context
- Theory and Methods of Sociology

Course Assessment

There are three exams at the end of the A Level course, all two hours long and each worth one third of the final grade.

Paper 1: Education with Theory and Methods

Paper 2: Topics in Sociology (Families & Households, Mass Media)

Paper 3: Crime & Deviance with Theory and Methods

**For further information,
please contact Mrs Hannaford**

SPANISH

Examination Board: AQA

Why study Spanish?

Learning a foreign language increases personal satisfaction, employability, personal and social development of the individual, mobility and communication skills. Students gain a deeper understanding of another society through a study of literature, film, contemporary and historical events. Moreover, Spanish is the second most widely spoken language by first language speakers.

Where does it lead?

Languages graduates are highly regarded by employers. There are many career options for languages graduates including interpreter, translator or a career in teaching. A Spanish degree would also be useful for careers in broadcast journalism, the diplomatic service, international aid, logistics and distribution, marketing, sales and tourism.



Languages **improve the quality of your life** and **your understanding of how other people live and think.**

Sixth Form Student

Course Content

The course comprises the following topics:

- Aspects of Hispanic society: modern and traditional values, cyberspace, equal rights
- Artistic culture in the Hispanic world: modern day idols, Spanish regional identity and cultural heritage
- Multiculturalism in Hispanic society: immigration, racism and integration
- Aspects of political life in the Hispanic world: today's youth, tomorrow's citizens, monarchies and dictatorships, popular movements

We also study different literary texts and films.

Course Assessment

There are three components to the assessment of the course:

- 1. Speaking – (30%).**
- 2. Listening, Reading and Translation – (50%):**
a 2.5 hour examination.
- 3. Critical and analytical response in writing – (20%):**
a 2 hour examination comprising two essays of 300 words on a literary work and film.

**For further information,
please contact Miss Távara**



**“Mutual trust, respect,
excellent teaching and the
standards set at Hardenhuish have
made my school life easier and
an altogether happy experience.”**

Sixth Form Student

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