



QUEEN ELIZABETH'S GRAMMAR, ALFORD

A Selective Academy Ltd



SIXTH FORM
PROSPECTUS
2024/2025



Letter from the Headteacher

This prospectus contains information that I hope will give you a flavour of what our sixth form offers.



The sixth form at Queen Elizabeth's Grammar, Alford has a long-standing reputation for educational excellence. In addition, visitors to the sixth form frequently comment on the supportive and harmonious atmosphere. We feel this is a crucial factor that allows

students to year on year achieve some of the best results in the country. The fact that the sixth form is modest in size further serves to develop these relationships and as a result students very quickly feel part of a harmonious and aspirational school community.

We place a very strong emphasis on equality of opportunity for all our students and are committed to helping each individual to fulfil their academic potential. It is expressed in the ethos of the sixth form, the day to day activities and lessons as well as the external recognition that students receive through their success in Advanced level examinations. We aim to provide students with the opportunity to work in an environment that is caring and challenging in equal measure while contributing to the sixth form and wider community. Students respond with excitement and enthusiasm to the variety of learning

opportunities provided, both the academic and the exceptional range of other developmental opportunities.

We provide a broad, challenging and successful experience, which prepares students for their next vital steps, be it Higher Education, training or employment, but is also thoroughly enjoyable in its own right. We have high expectations of our students and this is confirmed through the exam results they achieve. Students benefit greatly from the high level of expertise, commitment and enthusiasm which staff bring to their work.

If Queen Elizabeth's Grammar, Alford appeals to you, we look forward to receiving your application and to making you welcome next September.

Glen Thompson
Headteacher

Please note: More detailed information on the academy's policies and examination results is available on our website: www.queenelizabeths.co.uk

“thank you for all the support you have given me over the last seven years because my school experience has honestly been a dream ”



A brief history of the school

In 1566 Francis Spanning, a rich merchant of Alford, appointed six governors and gave them £50 to invest. The Foundation had begun. The first school is believed to have been housed in the little room above the porch of St Wilfrid's Parish Church.

Ten years later, it moved to a property on the corner of West Street and Chantry Road, where it remained for over three hundred years before moving to its present site in 1881.

William Cecil, Lord Burghley, was one of its first patrons. He petitioned Queen Elizabeth I to grant a Charter to the Free Grammar School in Alford *“for the education, instruction and bringing up of children and youth for ever to continue”*. The original charter and seal are now in the Archives

Department in Lincoln and to this day, the Cecil family and the school share the same badge and motto: *“Cor Unum, Via Una”*, one in heart and goal.

In the last 100 years the school has expanded rapidly. Sir W Lancelot Travers, an ex-student of the School and the founder of the Old Elizabethans' Association, set up the Travers Trust to provide scholarships to local pupils who proceed to university education. Girls were admitted in 1959 when the school was significantly enlarged.

In 1986 Queen Elizabeth's was one of the first schools in the country to become Grant Maintained, then becoming a Foundation School in 1999 and in October 2010 it was the first grammar school in Lincolnshire to convert to Selective Academy status (initially only available to schools rated as 'Outstanding' by Ofsted).

The academy celebrated our 450th anniversary in 2016.



“Really friendly and welcoming school.
The teachers are outstanding.”



Admissions Policy

Year 11 students already on roll at this school have the right to transfer to Year 12, provided that they meet the academic standard as defined below, and provided that the school can offer the preferred subject or combination of subjects. We also welcome applications from students currently attending other schools and we have set an admission number of 20 for these applications. This number can, however, be exceeded if demand for available courses can be met.

The application process

The deadline for all applications is the last Friday in April. Any applications received after this date will be dealt with as soon as possible, but early applications will take priority.

We will make conditional offers by 31 May, based on projected grades and subject to applicants achieving the required academic standards in their examinations. For external applicants, we will contact their current school to ascertain their predicted grades.

In order to support prospective students in making sensible decisions about their courses, all applicants will be offered the chance to discuss their application with the Head of Sixth Form.

Academic standard for admission to the Sixth Form

Applicants must achieve at least English and Mathematics at grade 5 or higher with at least 4 grades at 6 or above.

Oversubscription for a particular subject

If there are too many applicants who have reached the required academic standard for a particular subject, the following criteria will be applied in the order set out below to decide which students will be allocated a place on the course:

- Looked-after children in local authority care
- Students who have the highest GCSE score in that subject (in rank order of grade)

- Applicants in order of the highest capped GCSE points score (this is the points score of the students' eight highest GCSE grades) – this is the tie-breaker criterion.

Right of appeal

Where we have to refuse a place in the Sixth Form at Queen Elizabeth's, the student and their parents have the right of appeal against this decision to an independent panel.

Sometimes we may be able to offer a place but not for the student's preferred combination of subjects, and in this case, there is no right of appeal, as a place has been offered within the Sixth Form.



“It’s been a whirlwind of wonderful experiences for him. I am so grateful that he has been at a school that has nurtured and enabled him – thank you.”



Student Leadership Opportunities

Leadership and initiative are strongly encouraged in our Sixth Form and students run clubs and activities for the benefit of other pupils. The academy has its own Student Leadership Award Scheme, with awards at Bronze, Silver and Gold levels.

All Sixth Form students are expected to act as role models for younger pupils and act as prefects helping to supervise younger pupils.

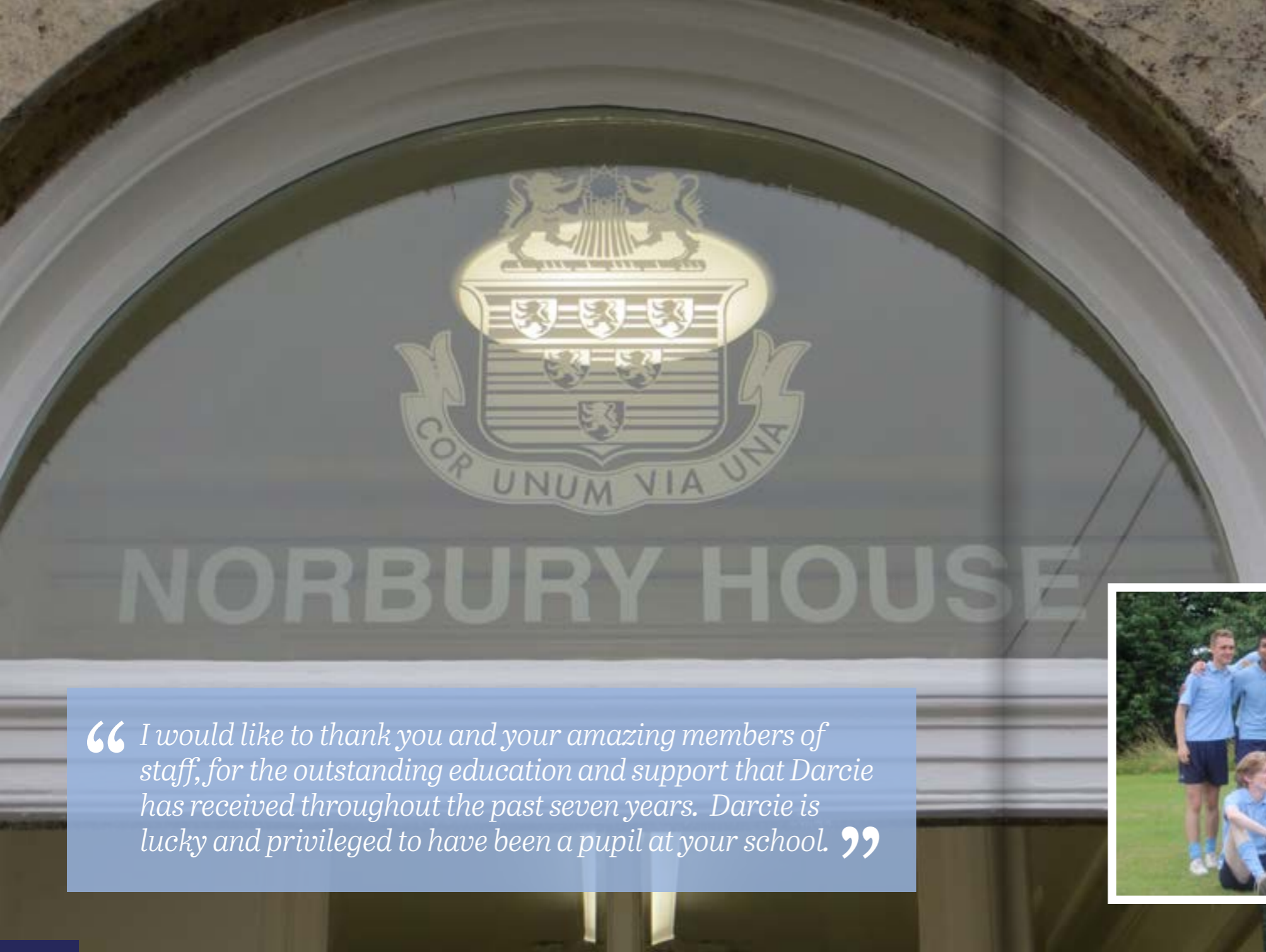
The Head Student, Senior Prefects, Well-Being Captains and House Captains each play very significant roles in the running of our academy and are drawn from our Sixth Formers.

Sixth Form students help with younger pupils in support clubs. They also run our academy’s Anti-bullying Committee, act as mental well-being captains and have the opportunity to act as mentors for Year 7 pupils new to our school community.

There are many opportunities for you to take part in charity and community events throughout the school year, but

in particular in events in preparation for Christmas and linked to the academy’s Charity Week in January/February.

Our school radio station, managed by our Enterprise Captains, gives you the chance to try your skills as a radio DJ. We use professional play-out software that is found in many commercial radio stations and it broadcasts throughout the school at lunchtime on a daily basis.



“ I would like to thank you and your amazing members of staff, for the outstanding education and support that Darcie has received throughout the past seven years. Darcie is lucky and privileged to have been a pupil at your school. ”

Summary of Course Options

We offer a number of course options:

A Levels are assessed by final examinations at the end of the two years; some subjects offer a coursework option.

Compulsory Subjects
General PE is compulsory for all students at the school as we believe it is important for you to pursue a healthy lifestyle and pursue some sports activities when you leave school.

Most students are expected to take 3-4 subjects to A level.



Subjects

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Art and Design

Building on the skills developed throughout the GCSE Art and Design course, we follow the Edexcel A-level Art and Design Fine Art title.

You will have the opportunity to generate and develop ideas, record practical and written observations, experiment with media and processes and refine ideas producing personal responses to a chosen theme.

In order to get the most out of this course, you should have a passion for Art and Design and be prepared to develop ideas beyond the classroom, visit galleries and museums and work independently. The course is excellent preparation for progress to Art college/ university or to engage in careers involving the Visual Arts and Design. Many students have gone on to study Architecture, Graphic Design, Animation, Landscape Architecture and Fine Art.

Skills

Observed drawing will form the foundation for all practical work and you will develop ideas through sketchbook work, experimentation, research and investigation. A-Level Art and Design does require more work on the history and appreciation of art; an analytical approach to these topics will be an essential aspect of your portfolio. Within your practical work you will be expected to reference the work of other artists and explain how these influences have inspired your own ideas. You will also be expected to produce an illustrated essay of around 3000 words which has a link to the practical work you are producing.

Assessment

The assessment will consist of two elements:

A 'Personal Investigation' on a specific personal topic, including a written essay

(Personal Study) and an 'Externally Set Assignment' (Exam), with preparation time and 15 hours to complete your final outcome. This work will be assessed both internally and externally.

COMPONENT	CONTENT
Y12	Experimental workshops Exploring materials and media including drawing and mark making, mixed media work, Small projects based on focused themes. Preparing for the Personal Investigation (theme of your choice)
Y13	Working on the Personal Investigation, developing ideas through sketchbook work and experimentation using a variety of media. Presenting final pieces. Writing the Personal study essay. Externally Set Assignment – preparation work and a 15-hour exam. Externally Set Assignment – preparation work and a 15 hour exam. Preparation work and final outcome (15 hours)

COMPONENT	CONTENT	ASSESSMENT	% A LEVEL
1	Supporting studies, practical work and personal study (written work)	Personal Investigation and Personal Study	60%
2	Preparation work and final outcome (15 hours)	Externally Set Assignment	40%



“ Throughout my time at the school I have found the staff have been fantastic at giving me so many opportunities that I know will be invaluable in the future. Everyone in the school is willing to give support when needed. ”

Art and Design (Photography)

What is it? It is not essential to have completed a GCSE in Art and Design or Photography, but you should have creative and artistic flair and a passion for art in its many forms.

You will need to extend your work beyond the classroom by visiting galleries and exploring a range of locations. You will record and develop ideas from a range of sources using your knowledge and understanding of the work of others to extend thinking and inform your own work. You will engage with the creation of a photographic image, understand how to use the formal elements to evoke responses in the viewer and understand the potential of working collaboratively.

Skills

Film based photography

You will develop knowledge, skills and understanding of the following:

- Film types, speeds, specialised films, generating and developing ideas.
- Viewpoint, composition, focus, shutter speed and exposure.
- Darkroom techniques, developing and printing.
- Polarisation, solarisation, photograms and photomontage.
- Manipulation and distribution of the image through computers and scanners.

Digital photography

You will develop knowledge, skills and understanding of the following:

- The principles of digital photography.
- Viewpoint, composition, focus, shooting modes and histograms.
- Image acquisition, hardware and software, image manipulation.
- The relationships between colour and tone for screen and print based media, file formats.

- The use of a range of source material, software and hardware in the generation and development of ideas

Assessment

The assessment will consist of two elements: A 'Personal Investigation' on a specific personal topic, including a written essay (Personal Study) and an 'Externally Set Assignment' (Exam), with preparation time and 15 hours to complete your final outcome. This work will be assessed both internally and externally.

How the subject is assessed

COMPONENT	CONTENT	ASSESSMENT	% A LEVEL
1	Supporting studies, practical work and personal study (written work)	Personal Investigation and Personal Study	60%
2	Preparation work and final outcome (15 hours)	Externally Set Assignment	40%



Biology

AQA Specification Code 7402

Assessment: 3 x 2-hour terminal examinations plus a separate, internally assessed Practical Endorsement.

What is it?

We are bombarded on a daily basis with news items that relate to biological issues: How can the UN state that is “95% sure” that humans cause global warming? How do COVID vaccines work? How can a child now have three parents? Is human evolution going backwards?

If these strike you as interesting questions, or if you’d just like to genetically engineer bacteria to glow in the dark (really!), then A level Biology could be just the course for you. It is highly regarded by prospective employers as it shows you have high levels of logical, problem-solving, numerical and practical abilities. It opens the door to many careers including those in the Medical, Veterinary, Pharmaceutical, Environmental/Conservation, Agricultural and Educational spheres.

Skills

You will need to be able to recall and show detailed understanding of scientific knowledge and to organise and communicate information in a variety of ways. The analysis and evaluation of scientific evidence is an important part of the qualification and you must be able to apply your understanding of biological principles to unfamiliar situations.

This means you must be the sort of person who enjoys a challenge and is willing to risk suggesting possible explanations for an observation, even if you’re not sure whether they’re right.

In practical work you should be able to record observations and measurements with skill and precision, and analyse, interpret, explain and critically evaluate the methodology, results and implications of your own and others’ investigative activities.

Topic

	CONTENT
YEAR 1	<i>Biology Molecules</i>
	<i>Cells</i>
	<i>Organisms exchange substances with their environment</i>
	<i>Genetic information, variation and relationships between organisms</i>
YEAR 2	<i>Energy transfers in and between organisms</i>
	<i>Organisms respond to changes in their internal and external environments</i>
	<i>Genetics, populations, evolution and ecosystems</i>
	<i>The control of gene expression</i>



Applied Business Studies

What is it? This qualification in an advanced qualification, on a par with A Levels that have been built in close collaboration with employers and professional bodies.

The courses offer a vocational alternative to traditional A Levels, where the emphasis is on you undertaking your own research into different areas of business. Topics covered are studied in the context of real business situations.

This qualification has 4 hours of teaching time allocated per week and equates to one A level. The topics studies include Financial planning and analysis, Business dynamics, Entrepreneurial opportunities, Managing and leading people and Developing a business proposal.

This qualification provides you with a broad knowledge and understanding of the world of business and the opportunity to develop skills that will be valuable throughout your future career. Working on industry-focused assignments will help you prepare for work and the course is also a good foundation for university.

The classes are taught in dedicated rooms with good ICT facilities and the school library is also well stocked with business information. Relevant trips and talks are arranged, with local and national businesses, both by students and the department, in

order to gain first-hand information from companies that will form the basis of many pieces of coursework.

Skills

Half of the final grade is based upon coursework, so you must have the desire to succeed, be able to work on your own initiative and keep to strict deadlines.

To achieve well, you must be able to research information in an organised and structured way. The resulting work should be detailed and well-presented. In both coursework and examinations, in order to be successful, you must be able to make clear and thoughtful judgements.

You do not need to have taken GCSE Business Studies, but it is desirable.

Assessment

The Applied qualification has 6 units in total. Two of the units are external exams, one unit is an externally assessed assignment and the 3 remaining units are internally assessed coursework units.

If completing coursework on time has been an issue in the past, then you must think really hard whether this is a suitable course for you.



Business Studies

What is it? An interesting and valuable qualification looking at all areas that are important to a successful business enterprise.

The course offers a dynamic and engaging content which is designed to involve students using topics and issues that are relevant in today's society. You will study key contemporary developments such as digital technology and business ethics. Globalisation is also covered throughout the topics and related to real-life case studies. By taking a holistic approach to the subject, you will demonstrate the interrelated nature of business using a range of models and theories.

Skills

The topics lend themselves to studying and engaging with the business world. You will be expected to follow business developments and think critically about contemporary business issues. For example, you may be asked to bring along business news articles to share with the class each week, analysing the impacts the issues will have on the wider business world.

You will need to examine and think critically about real business situations to gain an insight into different contexts in order to understand the key issues in any situation. You will compare and contrast situations and apply your knowledge.

You must have the desire to succeed, be able to work on your own initiative and want to develop your knowledge of 'real world' business issues, which should include reading appropriate newspapers and watching appropriate programmes on television, including the news.

You do not need to have taken GCSE Business Studies.

Pleasingly, many ex-students have continued to study a business-related degree at university. Business Studies topics also play a major part in many varied careers.

Assessment

Most of the assessment will be based on real business situations. At the end of the second year you will sit three 2-hour exams. These will use a variety of assessment styles including multiple choice, short answer, data response, essays and case studies so that students feel more confident and engage with the questions. Real life case studies will be used so students can relate to these and apply their knowledge and skills developed throughout the course. The exam board used is AQA.

How the subject is assessed

COMPONENT	CONTENT	% A LEVEL
1	2 hour Exam: 15 multiple choice questions; short answer questions; two essay questions.	33.3% of A-level
2	2 hour Exam: Three data response compulsory questions, made up of three or four part questions.	33.3% of A-level
3	2 hour Exam: One case study followed by approximately six questions.	33.3% of A-level



Chemistry

What is it? The course enables you to extend and enhance your knowledge and understanding of chemistry through an appreciation of its inter-linking patterns and its social, economic, environmental and technological applications.

The principal areas of study are inorganic, organic and physical chemistry and the specification content seeks to stimulate your interest in chemistry and encourages you to use chemical principles and concepts to interpret and explain phenomena that are often in the media and affect your life.

Skills

A significant amount of time is spent on practical exercises to develop your manipulative skills as well as your ability to collect and process data and to interpret qualitative observations. The majority of exercises will involve the completion of numerical problems, short answer questions and responses to comprehension exercises.

The theoretical aspects of the course present academic challenge and the most successful students will be those who are analytical in thought and are able to demonstrate an ability to draw on concepts and ideas from a number of areas of the course content to solve problems posed. You will be encouraged to demonstrate a commitment to

the subject through background reading of publications such as 'New Scientist' and 'Chemistry Review'.

In addition to a high GCSE grade in Chemistry, you should have a very strong mathematical background and the ability to express ideas clearly and coherently in written communication.

Assessment

You will be working towards an AQA A level in Chemistry.

The two year A level course will be examined via a series of exams taken at

the end of Y13. These exams will contain questions based on practical skills and procedures, questions requiring the use of Higher Level GCSE mathematical skills as well as a range of questions testing your knowledge and understanding of the chemical concepts studied.

Practical skills will also be monitored throughout the course and there is a practical endorsement awarded for the successful completion of a series of required practical tasks.

How the subject is assessed

COMPONENT	CONTENT	ASSESSMENT
1	Inorganic chemistry, relevant physical Chemistry and practical skills	2 hour exam
2	Organic Chemistry, relevant physical Chemistry and practical skills	2 hour exam
3	Synoptic paper, including practical skills	2 hour exam



Computer Science

What is it? Studying Computer Science is not just for those who want to study this at degree level, it is a good basis for general problem solving. In addition to a high grade at GCSE Computer Science, good mathematical skills are also very important.

No-one really knows where technology will be in the next ten years. The challenge for you as a computer scientist is to be able to respond to our ever-changing world and apply your knowledge and skills to create solutions to problems that haven't yet been realised!

Skills

Throughout the course, you will learn to design and create simple programmes in a high-level programming language. You will also learn about the importance of testing and user design.

Along with this, you will also cover the principles of computer systems and have a developed understanding of the internal workings of the computer's processor as well as how data is represented within the computer system. You will also develop your understanding of how computers communicate with each other through networks.

In the Programming Project module you will develop your computer programming skills further and you will decide upon a project you will complete for a client. This will also be a test of your project management skills.

How the subject is assessed

COMPONENT	CONTENT	ASSESSMENT
1	Computer Systems	2.5 hour exam
2	Algorithms and Programming	2.5 hour exam
3	Programming Project	2.5 hour exam



Design and Technology

What is it? The Product Design course places a significant emphasis on developing practical skills essential for effective design and technological activity.

Throughout the course, students are encouraged to explore their creativity while considering relevant constraints, aiming to produce high-quality products. The course also provides a critical understanding of design processes and industrial practices, essential for evaluating technical, aesthetic, environmental, social, and cultural contexts. Students are expected to recognise the social, moral, spiritual, and cultural values inherent in design and technological activity, and to demonstrate the ability to evaluate these contexts with critical evaluation skills.

Assessment for the course is carried out through two components - a written paper and a non-examined assessment (NEA) - both of which are of equal weight and contribute 50% towards the final grade. The course is designed to provide students with an in-depth understanding of practical skills and theoretical concepts, which will prepare them for professional or academic pursuits.

Component 1

Paper 1 - Technical principles

The assessment of this course involves a 2.5-hour written exam, which is worth 120 marks and constitutes 30% of the overall A-level grade. The exam consists of a mixture of short answer and extended response questions, designed to test a student's knowledge and understanding of the subject matter in detail. The exam requires a student to answer a variety of questions that assess their ability to analyse and apply concepts, synthesize information and present arguments in a coherent and structured manner. The exam is a crucial component of the course and provides an opportunity for students to demonstrate their depth of understanding and mastery of the subject.

Paper 2

Designing and making principles

The assessment consists of a written exam that lasts for 1.5 hours and

carries 80 marks. It is worth 20% of the A-level qualification and comprises a mixture of short answer and extended response questions. The exam has two sections. Section A is the product analysis section and carries 30 marks. It comprises up to 6 short answer questions based on visual stimulus of product(s). Section B is the commercial manufacture section and carries 50 marks. It comprises a mixture of short and extended response questions.

Component 2 The NEA (Non-Exam Assessment) for AQA's Design and Technology - Product Design is a significant Design and Make activity that accounts for 50% of the final grade. This project requires the students to work for approximately 100 hours, responding to a given context and designing and making a prototype for a commercial product.



“The support from staff and students allows you to exceed your expectations.”

Economics

What is it? It seems that Economics is playing a larger and larger part in daily news stories. Do you want a better understanding of what the economic impacts are of Brexit? Do you enjoy the psychology behind spending decisions? If so, Economics might be for you.

Economics will give you an insight into the way that the UK economy functions, the problems it encounters and how the government tries to intervene to overcome these problems. You will gain an understanding of how decisions are made in markets through the workings of supply and demand. You will consider the way that prices allocate resources within the economy and how the markets sometimes fail to work efficiently. You will also begin to understand macro-economic problems – inflation, unemployment, economic growth and balance of payments.

Skills
Analysing economic data will require you to have an aptitude for numeracy; therefore a grade 7 or above at GCSE Maths would be preferable.

Due to the topical nature of the subject you should have a genuine interest in current affairs through watching serious news stories. Some assessment is through extended written answers, so the ability to write in depth is important.

Some assessment is carried out through objective tests (multiple choice); as a result you need to be able to think logically in applying your knowledge, to identify the correct answer.

How the subject is assessed. Exam board: Edexcel

COMPONENT	CONTENT	% A LEVEL
1	2 hour Exam: Data response questions and one essay question.	33.3% of A-level
2	2 hour Exam: Data response questions and one essay question.	33.3% of A-level
3	2 hour Exam: Multiple choice questions followed by case study questions.	33.3% of A-level



English Language

What is it? The English Language course is a rich and varied programme which builds upon the knowledge and skills developed at GCSE, although it explores new and very different aspects of language.

The course will suit students with an interest in how and why we use language in particular ways, how and why language changes over time and in different contexts, and how language can be used to influence its intended audiences. By studying language in depth, you will develop vital communication, analytical and critical skills, as well as a secure understanding of:

- the structural patterns and shapes of English, and aspects of spoken language
- the contextual aspects of language use (historical, geographical, social and individual varieties of English)
- how language has changed over time, from its roots in Old English, through Early Modern English right up to English in the 21st century and the language of the internet (including Twitter, memes, YouTube, internet dating, email and text...)

- how language works in different genres, modes and contexts
- key theorists in the study of language
- language issues: standard and non-standard English; language and power; language and situation; and child language acquisition

Skills

You will build on the skills you developed at GCSE in your exploration of a range of fiction and non-fiction texts. By the end of the course you will be able to demonstrate that you can:

- analyse transcripts of spoken language, using associated terminology accurately, and describe and analyse key features of language change
- analyse and evaluate contextual factors that affect the use of language and explore connections between texts

- apply creative writing skills in the production of a range of engaging writing
- recognise the importance of audience, form and purpose
- show expertise in your use of English to communicate in different ways

Assessment

Assessment is by both examination (2 papers – 80%) and a non-examined assessment task (20%) in which you will research a topic of your own choice, related to language and identity. This could be connected to language and self-representation; language and gender; language and culture; or language diversity.

We follow the Eduqas specification for English Language.



English Literature

What is it? In many ways the English Literature course builds upon the knowledge and skills developed at GCSE in your study of both language and literature.

The aim of the course is to provide the opportunity to develop an enjoyment and appreciation of literature in all forms, whilst also developing your skills of analysis. You will study a range of texts in detail and your understanding of these will be enhanced by your own wider reading.

Skills

Obviously, literacy is very important, as is your willingness to contribute to group and whole-class discussion. Through these discussions you will develop close reading, analytical and critical skills. Wider reading is an essential element of the course in order to enable you to place the core texts in context; therefore, most important of all is an enjoyment of reading and the willingness to read widely and independently, although teachers can guide and advise you on suitable choices.

English Literature is a popular choice in its own right, and an invaluable addition to any sixth form course; the ability to express yourself in a fluent, sensitive and informed way is a significant recommendation for all types of higher education.

Assessment

We use AQA English Literature A and assessment is by both examination (two papers – 80%) and a non-examined assessment task (NEA – 20%). Examinations are mainly open book and include questions on both studied texts and unseen extracts.

Paper 1, 'Love through the Ages', requires the study of a Shakespeare text, a novel and a poetry anthology. Paper 2, 'Texts in Shared Contexts' requires the study of a text from each genre – novel, poetry and play – all published after 1945 and all exploring modern themes. Both units

require responses to unseen texts, so we also explore a wide range of poems and novel extracts, giving you a rich experience of literature and helping you to develop the skills to confidently discuss unfamiliar texts in their contexts. The third element of the A Level course is an independent study of two texts for the NEA: you will develop your own title in liaison with teaching staff which will allow you to explore a theme, topic or genre of your choice. Recent student choices for this coursework element have included well-known pre-20th century texts such as *Frankenstein*, *Dracula*, *Crime and Punishment*, *Hamlet* and *The Picture of Dorian Gray*, along with 20th century and contemporary novels like *A Clockwork Orange*, *We Need To Talk About Kevin*, *The Song of Achilles* and *American Psycho*.

We follow the AQA specification for English Literature.



Geography

What is it? Are you fascinated by the way the world works? A level Geography studies both the physical structure of the earth and how the human race is affecting the environment, past, present and future.

"Geography is the subject which holds the key to our future" - Michael Palin.

There has never been a better or more important time to study A level Geography. Dealing with vital issues such as climate change, migration, environmental degradation, social issues and natural hazards, A level Geography is one of the most relevant subjects you could choose to study. Students enjoy the scope of the material they cover in Geography, the insights it can provide into the world around us and the highly contemporary nature of the issues it tackles.

The AQA specification (7037) is the one that is followed.

Skills?

To study A level Geography, you need to have an enquiring and open mind. Geography is a study of the world around us and you need to be aware of issues worldwide, not just in the UK. You need to be able to debate issues such as climate change and to think about them from political and social perspectives as

well. Your opinion is important, but you also need to think about debates from someone else's perspective. Reading newspapers and articles to keep your subject knowledge up to date is vital.

Building arguments requires a high level of English skills at this level. In addition, Maths skills are also obtained with a clear focus on statistical testing. Use of Geographic Information Systems (GIS) develops confidence in ICT. Researching, presenting, referencing, critical thinking, map-reading and scientific reasoning skills will all be honed along with the ability to work both independently and collaboratively.

Fieldwork will be an integral part of the A Level course - you will be required to complete an independent non-examined assessment (NEA). This provides an exciting opportunity to conduct a fieldwork study and you will have the flexibility to identify your own topic for the NEA. The write up of your study will provide an excellent insight into producing a concise university-style dissertation.



“ A wonderful community to be part of. ”

History

‘History Illuminates reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.’ Cicero

‘History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative in the use of that fact.’ Dr Christine Carpenter, University of Cambridge.

The course we follow is set by Edexcel. Specification 9H10.

Skills

You will study the content of the course through a variety of methods including debate, discussion, group work, and you will be expected to have views, argue your opinions and actively participate in class.

The course will also demand that you examine a wide range of sources to gain insights and understanding of the historian’s role. You will examine and evaluate diaries, newspapers, political speeches, statistics, newspaper cartoons, videos, art and literature, primary eyewitness evidence and views of historians writing in modern times.

The aim of this is to increase your critical skills and your ability to independently construct complex arguments based on your own understanding and reflective sustained use of evidence.

How the subject is assessed

COMPONENT	CONTENT	ASSESSMENT
1	Britain 1625-1701: conflict, revolution and settlement (<i>Breadth Study</i>)	Examination 2 hrs 15 mins
2	Russia in Revolution 1894-1924 (<i>Depth Study</i>)	Examination 1 hr 30 min
3	The British experience of warfare c1791 – 1918 (<i>Breadth and Depth Study</i>)	Examination 2 hrs 15 mins
4	<i>Historical Interpretations: The End of the Cold War 1980-1991 (Historical Enquiry)</i>	Coursework 4000 word limit



Mathematics/Further Mathematics

What is it? A Level Mathematics is a course which covers both pure mathematics and applied mathematics. Pure Mathematics is an extension of the work covered at GCSE, though some application of the theory will be required.

The two applied areas which are covered in the course are mechanics and statistics. Some of the topics covered in mechanics are Newton's Laws of Motion and forces acting on rigid bodies. Statistical tests and probability distributions are two of the topics covered in the applied statistical content.

For those students who are interested in studying mathematics to an even higher level, there is the possibility of taking Further Mathematics. Further Mathematics introduces topics that are likely to be studied at university in a mathematics or related degree. You would study further Pure and Applied topics. Some universities specify Further Mathematics as 'highly desirable' if you wish to do a mathematics degree and Cambridge have stated: A Level Further Mathematics is an essential entry requirement for Cambridge University Mathematics courses, and for Computer Science with Mathematics, for students taking A Levels. This reflects the value of Further Mathematics

in preparing A Level students for study at degree level and will ensure that students are equipped to meet the demands of these courses.

Skills

The course will develop your skills in algebra, trigonometry and problem solving.

Good GCSE algebra skills are essential and required in most modules.

We work with a range of graphs, both in a theoretical sense and as a model in applications of mathematics.

You will be required to apply your knowledge and skills to a wide range of practical situations, think around a problem and be willing to overcome difficulties, both independently through reading around the subject and by seeking advice from your teacher.

A Level Mathematics requires you to think logically, to process information accurately and to understand and apply mathematical processes. These

skills have great benefit in many careers. In particular, you may find that university courses in statistics, physics, astronomy, engineering and computer science often specify A Level mathematics as a required A Level.

Assessment

Mathematics

Three examination papers which are each two hours in length. Pure Mathematics is 2/3 weighted to 1/3 Applied Mathematics.

Further Mathematics

Four examination papers, two of which cover Further Pure Mathematics and the other two will assess applied mathematics skills from two of Further Statistics, Mechanics or Decision Mathematics.

Each paper is weighted $\frac{1}{4}$ towards the final qualification and are each ninety minutes in length.

Exam board: Edexcel



Modern Foreign Languages

What is it? Now that you have acquired basic foreign language skills from GCSE, you can put these to more interesting use by continuing your study in the sixth form.

The A-level specification for AQA builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are extremely valuable to the individual and to society.

During the first year, the approach is a focus on how German, French or Spanish speaking societies have been shaped socially and culturally. Amongst other topics, aspects of Family, Multiculturalism, the Digital World, Music and Cinema, the Role of Heritage, Traditions and Artists are studied. During the second year, further aspects of social background are covered, alongside the political landscape and the impact on today's society. Throughout the course, we will also choose one film and one book to study – and you will be given the opportunity to further your interest by picking your own, individual research topic. The course structure is the same whether you choose to study

Spanish, French or German although the content is slightly different.

Skills

The advantage of language study is that there are no surprises in the exam. If you have used your language throughout the year, the examination will reflect the work you have put in. Students may take the assessment only once before certification. Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

Core content

- 1 Social issues and trends
- 2 Political and artistic culture
- 3 Grammar

Options

- 4 Works: Literary texts and films
- 5 Individual Research Project

Assessment

Students may take the assessment only once before certification. Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

How the subject is assessed

COMPONENT	CONTENT	ASSESSMENT	% A LEVEL
1	Listening, reading and writing	Exam 2 hours 30 mins	50%
2	Writing	Exam 2 hours	20%
3	Speaking	Oral exam 21–23 mins (including 5 mins prep time)	30%



“Teachers are really friendly and I have the confidence that they will support me when needed.”

Music

What is it? 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 WJEC Eduqas specification is designed to offer 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.

Learners will also choose one area of study from Pop and Rock, Musical

Theatre and Jazz and one further area of study exploring the musical language and styles from either the early twentieth century or the late twentieth and early twenty-first centuries.

Skills

There are three strands to success in this course:

- Performance 35% (10-12 minute performance) or 25% (6-8 minute performance)
- Composing 25% (two compositions totalling 4-6 minutes) or 35% (three compositions totalling 8-10 minutes)
- Appraising 40% 2 hour 15 minute written examination

The two strands of performance and composition can be weighted according to the strengths of the individual. Your performance can be based on any instrument or voice. The programme is your own choice and

should demonstrate your skills and expression as a performer. Both solo and ensemble work can be included.

Two or three compositions are to be completed for A level, depending on the weighting of the module. Candidates will complete one free composition and one or two compositions based on a brief set by the exam board.

During the course you will also have the opportunity to investigate a broad array of musical styles covered in six areas of study, from which we will choose three as a focus. You will learn how to analyse scores and write harmony. You will be able to place music in context, writing in detail on the themes of continuity and change as well as how effectively music fits the purpose for which it was originally written. Opportunities to hear live performances from professional musicians are offered to support your wider musical understanding.



Religion and Ethics/Christianity and the Philosophy of Religion

What is it? We live in a diverse society, so having a deeper understanding of philosophy and ethics is useful to better understand the influence that religion has on different cultures, decision making, and politics around the world.

Section A: Philosophy of religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

Section B: Ethics and religion

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

Section C: Christianity

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism.
- The dialogue between philosophy of religion and religion and ethical

studies and religion. How religion is influenced by, and has had an influence on, philosophy of religion and ethics.

Skills

Students will study Philosophy and Ethics, with equal emphasis on both learning areas and both relating to Christian ideas, morals and practices. This course is a thought-provoking subject and contemporary themes will help inspire students to actively engage in discussion.

The course is designed to allow students:

- To gain critical and evaluative skills sought by higher education and many employers.
- Develop an interest in and enthusiasm for a rigorous study of religion.
- Treat the subject as an academic discipline by developing knowledge

and understanding appropriate to a specialist study of religion.

- Use an enquiring, critical and empathetic approach to the study of religion.

In this course you will gain an understanding of some important philosophical, ethical and religious ideas, their historical presentation and their contribution to modern thought.

You will develop your intellectual skills. You will learn to argue logically and express yourself well, and you will be helped to think and decide about issues for yourself. If you decide to study Philosophy and Ethics you should be someone who enjoys contributing to a debate. You will be willing to read widely, be open-minded, and question everything, including beliefs that may seem obvious.

How the subject is assessed

COMPONENT	CONTENT	ASSESSMENT	% A LEVEL
1	Philosophy of Religion and ethics	Exam 3 hour	50%
2	Study of religion and dialogues	Exam 3 hour	50%



Physical Education

What is it? A level PE is mainly a theory based course covering a wide range of topics (see below).

However, students will specialise in one practical activity and will be assessed as either a performer or a coach in a full-sided version of that event. The practical performance must be at least club level, and will be completed in your own time, followed by a submission of three videos of full games / competitions.

Topic areas

Paper 1: Factors affecting participation in physical activity and sport.

- Applied anatomy and physiology

- Skill acquisition
- Sport and society

Paper 2: Factors affecting optimal performance in physical activity and sport.

- Exercise physiology and biomechanics
- Sport psychology
- Sport and society and technology in sport

How the subject is assessed. Exam Board: AQA

COMPONENT	CONTENT	ASSESSMENT	% A LEVEL
1	Factors affecting participation in physical activity and sport	Exam 2 hours	35%
2	Factors affecting optimal performance in physical activity and sport	Exam 2 hours	35%
3	Practical performance	External Moderation	30%



Physics

What is it? The study of Physics gives us a good knowledge and understanding of the world around us from ATOMS, and the sub-atomic particles that form them, to the UNIVERSE, and the stars, galaxies and ‘dark matter’ in it.

At a more mundane level, physics principles affect our daily lives in almost everything we do, from walking or cycling to the shops to using the latest mobile phone technology to communicate with others!

Skills

Physics in the Sixth Form will develop:

- Your knowledge of the subject and how it is applied
- Your mathematical ability
- Your practical skills at handling apparatus, obtaining accurate measurements and designing experiments
- Your ability to think logically and to communicate your understanding clearly
- In order to achieve the best levels of success, you will be expected to complete further reading around the subject in order to extend your knowledge of the background of the concepts.

Topics covered include foundations of physics, forces and motion, electrons, waves and photons, Newtonian world and astrophysics, particles and medical physics.

Given that Physics is a mathematical subject, it is desirable that you should take Mathematics to at least AS level, and be comfortable with equations, algebra and trigonometry.

Assessment

You will be working towards an OCR A level in Physics.

The two year A level course will be examined via a series of exams (6 hours in total) taken at the end of Y13. These exams will contain questions based on exploring, modelling and unified physics, 40% of the total marks will have a mathematical basis and require the use of Level 2 mathematical skills.

Practical skills will be monitored throughout the course and there is a practical endorsement awarded for the successful completion of a series of required practical tasks.

“You and your team really do work hard to bring out the best in every pupil and make sure they all reach their full potential.”



Psychology

What is it? Psychology is the scientific study of behaviour and the mind. It offers a unique educational experience that develops a distinctive and broad set of skills.

It's located in scientific method and allows scope for extensive evaluation from a range of perspectives. Stimulating content is at the heart of this course which is designed to encourage students to think like Psychologists. Students will have the opportunity to develop a wide-ranging set of key skills, including being able to communicate effectively using appropriate language, to interpret and critically assess scientific data, and to research and critically evaluate a range of sources. The specifications also encourage the development of strong literacy and numeracy skills which will be of great benefit in further education, the workplace and society in general. The AQA course has 3 main components which form the basis for the 3 exams. These are:

Component 1 - Introductory Topics in Psychology. This area aims to introduce students to a range of psychological concepts, theories and research exploring social influence, human memory, human and nonhuman attachment and psychopathology, with a particular focus on phobias, depression and obsessive compulsive disorder.

Component 2 - Psychology in context. Students will gain an understanding of a range of different approaches in Psychology, including learning, cognitive, biological, psychodynamic

and humanistic approaches, as well as insight into biopsychology and the influence of biological systems on mental processes. They will become familiar with the use of a range of research methods, scientific processes and techniques for data handling and analysis.

Component 3 - Issues and options in Psychology. This area aims to explore issues and debates in Psychology such as gender and culture, free will and determinism, the nature-nurture debate, holism and reductionism, idiographic and nomothetic approaches and ethical implications of psychological research. Students will also study 3 optional modules: relationships, stress and forensic Psychology.

The course is examined through 3 written papers at the end of year 13. All papers are 2 hours long and will have a mixture of multiple choice, short answer and extended response questions. There is no coursework in Psychology. Psychology is a very useful A level to have as it lends itself to so many university courses and careers. It is classed as a science A level and therefore is useful for students wanting to enter medicine or other science based careers. It focuses on explaining human behaviour so links to many different professions where people are the focus for example; education, the police and prison service, the medical profession, sport, marketing, advertising, human resources, etc.

How the subject is assessed

COMPONENT	CONTENT	ASSESSMENT	%A LEVEL
1	Introductory Topics in Psychology	2 hour written exam Multiple choice, short answer and extended writing	33.3%
2	Psychology in Context	2 hour written exam Multiple choice, short answer and extended writing	33.3%
3	Issues and Options in Psychology	2 hour written exam Multiple choice, short answer and extended writing	33.3%



Sociology

What is it? Sociologists study society and the groups that exist in it. They use research methods like questionnaires, interviews and observations as a means of collecting data in order to question the everyday assumptions we make about life.

Attempts are made to explain how society works, why inequalities still exist and how we learn how to “fit in” to society’s culture. Some of the questions you will try to answer are:

- Is Britain really a classless society?
- How much gender inequality exists?
- Why do boys appear more deviant than girls?
- Does violence in the media lead to a more violent society?

Skills
You need to have a good level of written English and the skills you have acquired in subjects such as English Literature and History will be very useful. You need to be able to learn and analyse a large amount of information in the

form of studies, statistics and theory. It is essential that you take an objective look at evaluating the usefulness of evidence and make conclusions on the evidence you have presented rather than expressing your personal opinions. Exams are assessed mainly through essay writing although there are some shorter response questions, therefore you need to be competent and confident about writing in detail. You will gain the most out of sociology if you come with a willingness to get involved in debate and discussion.

How the subject is assessed Exam Board: AQA

COMPONENT	CONTENT	ASSESSMENT	% A LEVEL
1	Education with Theory and Methods	Exam 2 hours	33.3%
2	Families and Households and Beliefs in Society	Exam 2 hours	33.3%
3	Crime and Deviance Theory and Methods	Exam 2 hours	33.3%



Uniform

All pupils wear uniform in school. If any parent is in doubt as to whether an item is acceptable, they should contact the school.

Exaggerated or unusual styles are not accepted in any part of the school uniform or hair (and hair must not be streaked, tipped or dyed an unnatural colour). Students must be clean-shaven. Make-up, if worn, must be discreet and nail varnish is not allowed.

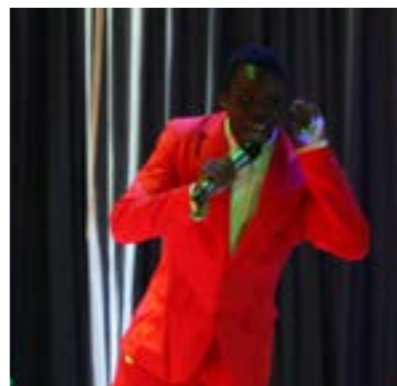
One plain ring, a wrist-watch, necklace and small stud or hoop earrings may be worn (not dangly earrings or large hoops and only one pair), provided that

they are removed when necessary for practical subjects. No other jewellery is permitted, and the school accepts no responsibility for its safe-keeping.

Most uniform items are available from the school between 9.00 – 12.00 pm and 1.30 – 4.00 pm each weekday during term time. In the holidays the uniform shop in school will only be available on certain days/times. Please telephone, preferably before the end of

the school term, to check when these are. Our local stockists are CoJo's (Mercer Row, Louth) and Greenswear Ltd (High Street, Cleethorpes). It is essential that, where stated, the specified Trutex styles and colours are purchased to ensure consistency.

A full uniform list can be found on our website.



Resources

The sixth form has its own house, Norbury, with study rooms, six teaching rooms, two IT rooms, a kitchen and its own garden and car parking areas.

Along with access to computer equipment throughout the school, Norbury House has full WiFi coverage. This investment in our network has allowed us to offer Bring Your Own Device (BYOD) to complement our

ICT facilities. This means students can connect their phone, tablet or laptop to make use of our network. All Internet traffic is still filtered through the same system as when students are using the school computers.

The school offers comprehensive careers advice with resources available in the school library. Any students can book individual sessions with our Careers Lead, who is located in Norbury.



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