

# **BIDDULPH SIXTH FORM COURSE GUIDE 2024-25**



**Achieve Excellence**

# WELCOME TO BIDDULPH SIXTH FORM



Our prime focus is on high quality teaching, learning and support for all our students. We have achieved excellent results for a number of years because we use the best techniques to achieve outstanding success; in particular, target setting, assessments, pastoral support, enrichment opportunities and an emphasis on the quality of relationships between staff and students.

As a member of the Potteries Educational Trust, we believe that we have enhanced opportunities to provide our students with a rich and stimulating learning experience. These include a wide range of enrichment opportunities, including access to Higher Education, trips and visits, and additional subject support. All our staff will do their utmost to ensure you achieve your potential during your time with us. For most people, being aged 16 to 19 is an exciting but challenging time in their lives. Taking on new responsibilities, managing your time, planning your courses and finding a route through all the possibilities that await you, are all things you will need help with. Our job is to ensure we put that personalised support in place so that you leave BH6 as confident and articulate young people, ready for the next step, whether that is work or higher education.

Sixth Form life should not just be about studying but must also provide opportunities for you to take part in sport, music, work experience, Duke of Edinburgh, mentoring and volunteering, as well as visits to places in this country and abroad. This will help you develop as educated young people and we strongly urge you to take part in the many and varied enrichment activities that will be on offer.

We believe that the young people in the local area deserve the very best. BH6 is exactly that. Former students have gone on to study at Oxford and Cambridge, to study Medicine and Veterinary Science, or have accessed high quality apprenticeships with the Police, in engineering and in business. Whatever your ideas for your future, we have the staff here to support you in taking those next steps.

If you want to reach your potential and fulfil your ambitions, BH6 is the place for you. If you have any further questions, please do not hesitate to speak to us; we will do our best to help you.

*Mrs E Robinson* Headteacher

*Mrs R Zacune* Head of Sixth Form

# A CURRICULUM OF CHOICE AND DIVERSITY

We are proud to offer challenging, exciting and relevant courses to meet the needs of our students and the demands of university and employment. BH6 offers a diverse range of courses to ensure a personalised and inclusive approach for all students. Students should consider carefully the range of courses on offer and ensure that they choose courses to suit their needs.

## Types of qualifications...

### A Level

We recommend that students wishing to follow the A Level 'route' have at least 5 higher grade passes at GCSE. In addition, each subject's specific requirements must be met.

Assessment involves both examinations and the completion of coursework.

### BTEC Level 3

We recommend that students wishing to follow the BTEC / RSL 'route' have at least 5 higher grade passes at GCSE including English Language and Maths.

Assessment involves examinations, externally assessed work and the completion of coursework.

## Enrichment

Students will have the opportunity to select an additional experience to sit alongside their subject choices in Year 12.

The aim of the Enrichment option is to diversify their skills and increase their opportunities Post 18.

## English and Maths Resit

For students who have not achieved GCSE English Language or English Literature and / or GCSE Maths to at least Grade 4, it is compulsory to continue studying these subject choices until a pass in GCSE level is achieved. Students will begin and complete a programme of study including resit GCSE to build confidence towards achieving the GCSE grade 4.

English and Maths skills are essential for the future and will improve the range of jobs, apprenticeships and university courses available to students Post 18.

# SELECTING YOUR OPTIONS

**What should I take?** It is essential that when selecting your options for studying in the Sixth Form you consider the following key points:

## 1. Are you interested in studying the subject?

You will be studying the subject for at least 5 hours a week plus homework for the next one or two years, so it is important you choose carefully.

## 2. Do you know what the subject involves?

This prospectus is only a starting point. Ask subject staff and Sixth Form students what the subject involves.

## 3. Have I got the ability to be successful within the subject?

Check out the course entry requirements.

## 4. Is my combination of subjects sensible?

Research job criteria on the internet via the National Careers Service: <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Look at university requirements via UCAS: [www.ucas.com](http://www.ucas.com)

Complete further research via Unifrog: <https://www.unifrog.org/sign-in>

If you don't know what you want to do, then choose a range of subjects to develop your skills and knowledge and widen the options for the future.

For further support choosing your options please speak to subject staff, Mrs Zacune (Head of Sixth Form) or Mrs Campbell (Careers Lead and Enterprise and Employability Lead).

# WHAT ARE SUBJECT POOLS?\*

## What are Subject Pools?

In order to deliver a timetable within school, we have to group subjects into 'Pools'. Pools have been carefully designed to consider combinations of subjects which work well together, based on our experience of what students like to take as subject combinations and what is expected by employers and universities Post 18.

Students cannot select more than one subject from any one pool, for example, Maths and German cannot be selected together as they are both in Pool 1, however, you could select Maths (Pool 1) and Chemistry (Pool 2), OR you could select BTEC Sport (Pool 1/2) and BTEC Business (Pool 3/4), but you couldn't select BTEC Sport and BTEC IT as they are both in Pool 1/2.

Students are expected to select and study a minimum course tariff of '3' and maximum of '4'. The tariff refers to the size of a qualification and is indicated in the Pool Table. We are happy for A Level and BTEC pathways to be mixed as long as they are not selected from the same pool.

	Pool 1	Pool 2	Pool 3	Pool 4	Enrichment Pool (selected in addition to chosen subjects in Y12)
<b>A Level (Course tariff 1)</b>	Maths	Chemistry	Biology	Physics	AS Level Further Maths Duke of Edinburgh Extended Project Qualification (EPQ) GCSE English Resit GCSE Maths Resit Peer Mentors Sport Work Experience Year Book School Production
	German	Business Studies	English Literature	Psychology	
	PE	Photography	Computer Science	English Language	
	History	Sociology	Graphics	Geography	
Art & Textiles					
<b>Other BTEC Courses (Course tariff 1)</b>			BTEC Applied Psychology	Applied Human Biology	
<b>BTEC L3 Diploma (Course tariff 2)</b>	Health and Social Care  IT  Sport		Business Studies		

*\*Although it is not expected that the Pools for 2025/26 will change, it remains at the discretion of BH6 that Pools can be changed until the end of September 2025; students would be informed immediately of any changes.*

# A LEVEL COURSE ENTRY REQUIREMENTS

<b>Art and Textiles</b>	You must have obtained a grade 4 in GCSE English Language or English Literature, plus four further higher grade passes (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects) including grade 4 in GCSE Art or GCSE Graphics or GCSE Product Design or GCSE Textiles.
<b>Biology</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in Maths GCSE and grade 7 Biology GCSE or Combined Science.
<b>Business Studies</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 5 in GCSE English Language and Maths (you do not need to have studied GCSE Business).
<b>Chemistry</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in Maths GCSE and grade 7 in Chemistry GCSE or Combined Science.
<b>Computer Science</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 5 in GCSE English Language and grade 6 in GCSE Maths.
<b>English Language</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in GCSE English Language and English Literature.
<b>English Literature</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in GCSE English Language and English Literature.
<b>Geography</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in GCSE English Language or English Literature. If GCSE Geography was studied, you must have achieved at least a grade 6.
<b>German</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in GCSE German.
<b>Graphics</b>	You must have obtained a grade 4 in GCSE English Language or English Literature, plus four further higher grade passes (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects) including grade 4 in GCSE Graphics or GCSE Art or GCSE Product Design or GCSE Textiles.
<b>History</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in GCSE English Language or English Literature. If GCSE History was studied, you must have achieved at least a grade 6.
<b>Mathematics</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 7 in GCSE Maths.
<b>Photography</b>	A minimum of five grade 5s at GCSE including a grade 5 in GCSE Art or GCSE Graphics or GCSE Product Design and preferably including a grade 4 in GCSE English Language and GCSE Maths. However, students with a genuine interest in photography will be considered for the course.
<b>PE</b>	A minimum of five grade 5s at GCSE including a grade 5 in GCSE English Language or Literature and GCSE Maths. (You do not need to have studied GCSE PE, however, good practical sports performance (including regular participation in a club / competition) is essential).
<b>Physics</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in Maths GCSE and grade 7 Physics GCSE or Combined Science.
<b>Psychology</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in GCSE English Language or English Literature, a grade 5 in GCSE Biology or Chemistry and a grade 5 in GCSE Maths.
<b>Sociology</b>	A minimum of three grade 6s and five grade 5s at GCSE including a grade 6 in GCSE English Language or English Literature.

# BTEC / RSL LEVEL 3 COURSE ENTRY REQUIREMENTS

<b>National Extended Certificate Applied Human Biology</b>	You must have achieved GCSE grade 4 in GCSE English Language OR English Literature, Maths and either Biology or Combined Science, plus 1 further higher grade pass (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects).
<b>National Diploma Business Studies</b>	You must have obtained a grade 4 in GCSE English Language or English Literature and Maths, plus three further higher grade passes (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects).
<b>National Diploma IT</b>	You must have obtained a grade 4 in GCSE English Language or English Literature and Maths, plus three further higher grade passes (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects).
<b>National Diploma Sport</b>	You must have obtained a grade 4 in GCSE English Language or English Literature, plus four further higher grade passes (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects).
<b>National Diploma Health &amp; Social Care</b>	You must have obtained a grade 4 in GCSE English Language or English Literature, plus four further higher grade passes (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects).
<b>National Extended Certificate Applied Psychology</b>	You must have obtained a grade 4 in GCSE English Language or English Literature, plus four further higher grade passes (this includes grade 4 or above in GCSE subjects or Level 2 Pass or above in BTEC subjects).

## OTHER COURSES ENTRY REQUIREMENTS

<b>Extended Project Qualification (EPQ)</b>	Predominately grade 5s at GCSE including a grade 5 in English Language or Literature along with a keen interest in a particular subject area.
<b>AS Further Maths</b>	A minimum of five grade 6s and three grade 5s at GCSE including a grade 8 in GCSE Maths.

# BH6

## OUTLINE OF COURSES

The following pages include information on the content of each course and how they will be assessed.



**BIDDULPH SIXTH FORM**



*“The best thing about BH6 is the support from staff. No matter what the problem, whether it’s personal or school, you are always supported if you need to be.”*

*“I love the freedom BH6 offers whilst still keeping a structure in place. The teachers allow you more control but are always there to help you.”*

*“BH6 has a very supportive community, not only the staff but also your fellow students, which makes it a friendly and positive place to learn.”*



# ART & TEXTILES

## Course Summary

**The A Level course is split into two components:**

- Component 1 (60% of A Level) is a personal investigation based on a topic chosen by the student. This is a practical investigation supported by written material. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained project, from a starting point to a final outcome.
- Component 2 (40% of A Level) is an externally set assignment where students choose from topics set by the examination board. Students will have a choice of starting points set by the examination board and a preparatory period, starting February 1st in Year 2, resulting in fifteen hours of supervised and examined time.

During the first year of study, students are encouraged to develop their understanding and ability in a variety of specialisms that includes art, craft and design, textile design and fine art. This leads to the second year where students select a specialism to develop and work towards becoming proficient in this area by the end of the course. Throughout the A Level there is a strong focus upon experimenting with media, techniques and processes supported by contextual research. Students are then entered for the pathway they have chosen.

## Assessment

A Level Component 2 is a supervised, unaided time period where students produce an outcome following the preparatory period. Starting points are set by the exam board and the preparatory period begins from February 1st in year 2 with completion through a 15 hour supervised and examined time. This is worth 40% of the overall A Level with the other 60% based on Component 1.

All components are internally marked and externally moderated. The work is externally moderated by the AQA board and forms part of the compulsory annual exhibition. It is the student's responsibility to organise and display their work for moderation.

## Career Opportunities

A Level Art & Textiles students can continue onto university to complete a degree or a foundation degree. This will lead onto specific areas of specialism depending on the course selection, i.e. designer, crafts person, photographer, sculptor, illustrator, graphic designer, surface pattern, product design, fashion design.

## For More Information

See Mrs Hall or Mrs Carroll-Wright

# BIOLOGY

## Course Summary

The first year of the A Level extends students' knowledge of plant and animal cells and transport mechanisms from GCSE, as well as covering biochemistry and biodiversity.

In the second year, students build on the concepts that have been developed in Year 12 and will gain a deeper understanding of the following topics: respiration, photosynthesis, homeostasis, genetics, genomes and biotechnology.

## Assessment

The assessment is split into a theory and practical component:

- Students sit three examinations in the June of Year 13.
- Students complete a range of practical tasks for the Practical Endorsement - a Pass/Fail reported alongside the A Level grade. The Practical Endorsement involves 12 practical tasks completed throughout the course.

## Career Opportunities

A Level Biology is considered as a facilitating A Level and is recognised as such on any university application. A Level Biology students can continue onto University into degree courses related to: Medicine, Veterinary Science, Dentistry, Physiotherapy, Teaching, Marine Biology, Environmental Science or Ecology.

## For More Information

See Mr Williams or Mrs Woolhouse

# BUSINESS STUDIES

## Course Summary

The A Level course will examine businesses in a variety of different contexts, including small, large, UK and internationally based. Students will study the following:

- The importance of the context of business in relation to decision making.
- The interrelated nature of business activities and how they affect competitiveness.
- The competitive environment and the markets in which businesses operate.
- The influences on functional decisions and plans including ethical and environmental issues.
- The factors that might determine whether a decision is successful.
- How technology is changing the way decisions are made and how businesses operate.
- The impact on stakeholders of functional decisions and their response to such decisions.
- Use of non-quantitative and quantitative data in decision making.

## Assessment

**Three externally set written examinations worth 100% of the qualification.**

- Paper 1 is a written exam of 2 hours. It has 100 marks comprising of 3 compulsory sections: multiple choice questions, short answer questions and 2 essay questions.
- Paper 2 is a written exam of 2 hours. It has 100 marks comprising of 3 data response questions.
- Paper 3 is a written exam of 2 hours. It has 100 marks comprising of 1 compulsory case study and approximately 6 questions.

## Career Opportunities

A Level Business students can continue onto university into degree courses related to Education, Leisure Studies, Accountancy, Law, Marketing, Human Resources. They can apply for degree-based apprenticeships or alternatively look into starting their own business.

## For More Information

See Mrs St Clair or Mr Scarratt

# CHEMISTRY

## Course Summary

The A Level course is taught over two years covering 5 modules. We begin looking at the Foundations of Chemistry then move on to the Periodic Table, Energy and Organic Chemistry. In the second year we cover the last two modules studying further complex organic reactions and Physical Chemistry.

Module 1 underpins the whole of the specification covering the practical skills students develop throughout the course. The practical skills are assessed on the examination papers. Students will gain a practical certificate that is awarded for the completion of specific chemical reactions.

## Assessment

**Papers 1 and 2 are made up of multiple choice and more structured questions.**

- Paper 1 assesses the content from Modules 1,3 and 5.
- Paper 2 assesses the content from Modules 1, 2, 4 and 6.
- Paper 3 assesses the content from Modules 1 to 6 and examines extended response questions covering theory and practical skills.

## Career Opportunities

A Level Chemistry is considered as a facilitating A Level and is recognised as such on any university application. A Level Chemistry students can continue onto university degree courses, studying a variety of biological, chemical, medical, veterinary and physical sciences.

## For More Information

See Mrs Totton or Miss Goldstraw

# COMPUTER SCIENCE

## Course Summary

Computer Science is a practical subject which develops creativity, computational thinking and problem solving skills. Alongside this, students will develop an understanding of how computer systems operate, including how data and instructions are stored and communicated.

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science and computational thinking, including: abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms, designing and developing practical programmed solutions.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computerscience.
- Mathematical skills.
- The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digitaltechnology.

## Assessment

The A Level in Computer Science is a linear qualification with 100% terminal assessment. This qualification consists of two examined components (01 and 02), externally assessed by OCR and one internally assessed and moderated non examination assessment component (03 or 04). Both examinations have a 40% weighting. The non-exam assessment component is weighted at 20%.

- Component 01 Computersystems: 140 marks – 2 hours and 30 minutes written p a p e r.
- Component 02 Algorithms and programming: 140 marks – 2 hours and 30 minutes written paper.
- Component 03 or 04 Programming project: 70 marks - Non examination assessment.

## Career Opportunities

This course has been developed alongside industry leaders in the field of computing, such as the British Computer Society (BCS) and top universities. The course gives students a clear progression into higher education. Computer Science is also an excellent choice for students who wish to experience practical problem solving for future careers in fields such as Engineering.

## For More Information

See Mrs Moss, Miss Deavall or Mrs Sharrock

# ENGLISH LANGUAGE

## Course Summary

The AQA English Language A Level course content reflects contemporary language study. With exciting text and data-based sources of language, the course introduces the study of English in its various forms and contexts; the concepts and methods are appropriate for the analysis of language in all its forms. Offering clear skills progression from GCSE, the course allows students to build on the skills already gained and prepare for their next steps.

The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment.

## Assessment

**The A Level course culminates in three assessed components:**

- Paper 1: Language, the individual and society. This paper assesses textual variations and representations and children's language development (0–11 years). This is assessed through a written exam: 2 hours 30 minutes and accounts for 40% of the A Level.
- Paper 2: Language diversity and change. This paper assesses language diversity and change and language discourses. It also assesses writing skills. This is assessed through a written exam: 2 hours 30 minutes and accounts for 40% of A Level.
- Non-exam assessment: Language in action. This involves a detailed language investigation and original writing. This has a word count of 3,500 and accounts for 20% of A Level. It is assessed by teachers and moderated by the AQA examination board.

## Career Opportunities

English Language is considered a prestigious subject at A Level and is recognised as such on any university application. An A Level in English Language can lead to careers in, amongst others, teaching, speech therapy, public relations, journalism and publishing. The skills develop on the course enhance any higher education course.

## For More Information

See Mrs Fleet or any member of the English Department.

You can also go to <http://www.aqa.org.uk/subjects/english/as-and-A Level/english-language-7701-7702>

# ENGLISH LITERATURE

## Course Summary

AQA English Literature (A) allows students to approach the study of literature through the theme of Love Through the Ages. The course encourages the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped for study. This unifying approach facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of literature.

Offering clear progression from GCSE, the course enables students to build on the skills and knowledge already gained and prepare for their next steps. There are a variety of assessment styles used, such as passage-based questions, unseen material, single- text questions, multiple-text questions, and open- and closed-book approaches. These allow students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.

## Assessment

The A Level course culminates in three assessed components:

- Paper 1: Love Through the Ages. Students study three texts: one poetry and one prose text, one which must be written before 1900, and one Shakespeare play. The exam will include two unseen poems. This is assessed through a 3 hour written exam which accounts for 40% of A Level.
- Paper 2: Texts in shared contexts. Students and teachers have a choice of studying WW1 and its aftermath or Modern times: literature from 1945 to the present day. Students study three texts: one prose, one poetry, and one drama, of which one must be written post-2000. This is assessed through a 2 hour 30-minute written exam which accounts for 40% of A Level.
- Non-exam assessment: Independent critical study of texts across time. This a comparative critical study of two texts, at least one of which must have been written pre-1900. This is assessed through one extended essay (2,500 words) and a bibliography. This accounts for 20% of A Level. It is assessed by teachers and moderated by AQA.

## Career Opportunities

English Literature is considered as a facilitating A Level and is recognised as such on any university application. An A Level in English Literature can lead to careers in, amongst others, teaching, public relations, journalism and publishing. The skills developed on the course enhance any higher education course.

## For More Information

See Mrs Fleet or any member of the English Department.

You can also go to <http://www.aqa.org.uk/subjects/english/as-and-Alevel/english-literature-a-7711-7712>

# GEOGRAPHY

## Course Summary

There are 4 areas of study, comprising a total of 8 topics.

- Area of Study 1: Dynamic Landscapes
  - Tectonic Processes and Hazards.
  - Landscape Systems, Processes and Change (Coastal Landscapes).
- Area of Study 2: Dynamic Places
  - Globalisation.
  - Shaping Places (Regenerating Places).
- Area of Study 3: Physical Systems and Sustainability
  - The Water Cycle and Water Insecurity.
  - The Carbon Cycle and Energy Security.
- Area of Study 4: Human Systems and Geopolitics
  - Superpowers.
  - Global Development and Connections (Health, Human Rights & Development).

## Assessment

- Paper 1 - 30% of qualification  
Assessing topics 1, 2, 5, 6 and 7 and geographical skills  
(2 hours, 90 marks).
- Paper 2 - 30% of qualification  
Assessing topics 3, 4, 8 and 9 and geographical skills  
(2 hours, 90 marks).
- Paper 3 - 20% of qualification  
Synoptic investigation of a geographical issue  
(1 hour 45 minutes, 60 marks).
- Coursework - 20% of the qualification  
An Independent Investigation, 70 marks  
Internally assessed and externally moderated written report of  
3000-4000 words based on fieldwork data collected by the student.

## Career Opportunities

Geography is considered as a facilitating A Level and is recognised as such on any university application. Many A Level Geography students continue onto university in geographically related degree courses. Others enter employment in jobs associated with environmental issues, urban and rural planning, demographic issues, geology related industries and energy services, amongst many others.

## For More Information

See Mrs Horton-Smart



# GERMAN

## Course Summary

Students develop and build on the skills acquired at GCSE, enhance employment prospects and facilitate foreign travel. The course provides students with a sound basis for further study. The topics which will be covered include Social Issues and Trends, Artistic Culture in the German Speaking World, Multiculturalism in German Speaking societies and Aspects of Political Life. Students will also study a literary text and the Oscar winning film 'Das Leben der Anderen', which will provide an insight into German speaking cultures and societies. The study of A Level German provides linguistic and communicative skills and can improve one's own native language through grammatical competency.

## Assessment

Students will sit three examinations at the end of Year 13:

- Paper 1 2 hour 30 minute written examination (Reading, Listening, Writing) 50% of A Level
- Paper 2 2 hour written examination (literary text and film) 20% of A Level
- Paper 3 25-30 minute spoken examination 30% of A Level.

## Career Opportunities

German is considered as a facilitating course and is recognised as such on any university application. German can lead to many careers including teaching English as a Foreign Language (TEFL), working in translation/interpretation, journalism, for the Civil Service, for local, national and multi-national companies doing marketing or sales etc., the travel and tourism industry and international law or international charity and volunteering organisations.

## For More Information

See Mr Bailey-Rigby. Additional information can be found ([www.aqa.org.uk/subjects/german](http://www.aqa.org.uk/subjects/german)).

# GRAPHICS

## Course Summary

The A Level course is split into two components:

- Component 1 (60% of A Level) is a personal investigation based on a topic chosen by the student. This is a practical investigation supported by written material. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained project, from a starting point to a final outcome.
- Component 2 (40% of A Level) is an externally set assignment where students choose from topics set by the examination board. Students will have a choice of starting points set by the examination board and a preparatory period, starting February 1st in Year 2, resulting in fifteen hours of supervised and examined time.

During the first-year, students are required to work in one or more area(s) of graphic communication, such as interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics and design for film and television.

An emphasis on development of skills will outline the first year of study in preparation for components 1 and 2. Students will be set various projects to explore, with some independence over setting themes.

At the end of each academic year students are expected to display their work as part of the annual Art, Design and Photography exhibition.

## Assessment

A Level Component 2 is a supervised, unaided time period where students produce an outcome following the preparatory period. Starting points are set by the exam board and the preparatory period begins from February 1st in year 2 with completion through a 15 hour supervised and examined time. This is worth 40% of the overall A Level with the other 60% based on Component 1.

All components are internally marked and externally moderated. The work is externally moderated by the AQA board and forms part of the compulsory annual exhibition. It is the student's responsibility to organise and display their work for moderation.

## Career Opportunities

A Level Graphic Design can lead to a range of Design, Art, Photography and Design courses at Higher Education institutions. The process of investigation and research is used in all Design, Arts and Media courses. Examples of past students degree choices have been Graphic Design, Fine Art, Surface Pattern Design, Digital Media and Web Design and careers could include Graphic Designer, freelance designers and games designers.

## For More Information

For more information, please contact Mr. Halfpenny or <https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201/subject-content/graphic-communication>

# HISTORY

## Course Summary

**Students studying A Level History in Year 12 have the opportunity to investigate two different historical periods:**

- Component 1: Breadth Study: 1D Stuart Britain and the Crisis of Monarchy 1603– 1649. This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: How far did the monarchy change under the Stuart kings? Why and with what results were there disputes over religion? How effective was the opposition to the policies of the monarch? How important was the role of key individuals and groups and how were they affected by developments?
- Component 2: Depth Study: 2K International Relations and Global Conflict 1890-1917. This option provides for the study in depth of a period in which political ambitions and rivalries between nations plunged the world into major wars. It develops concepts such as nationalism, militarism and the balance of power and encourages students to reflect on the causes of war and what makes international diplomacy succeed or fail.

**In Year 13 students will consolidate their knowledge of the two selected units and will extend the period of study for each component.**

- Component 1: Breadth Study: 1D Stuart Britain and the Crisis of Monarchy 1649-1703.
- Component 2: Depth Study: 2K: International Relations and Global Conflict 1917-1941.
- Historical Investigation

During Year 13 students will also complete an investigation, this is a non-examined assessment; this is a free choice of question from a specified period of study.

## Assessment

- Component 1: Breadth Study - Written Paper. 2 hours and 30 minutes written examination, there are 3 questions on the paper (1 of which is compulsory). 80 marks available and is worth 40% of the A Level.
- Component 2: Depth Study - Written paper. 2 hours and 30 minutes written examination, there are 3 questions on the paper (1 of which is compulsory). 80 marks available and is worth 40% of the A Level.
- Component 3: Historical Investigation - Coursework Unit. Assessed essay 3,500-4,000-word essay (written in own time). 40 marks.

## Career Opportunities

History is considered as a facilitating A Level and is recognised as such on any university application. A Level History students can continue onto university into degree courses related to education including History, Law, Politics, Journalism and Primary Education.

## For More Information

See Mrs Ireland

# MATHEMATICS

## Course Summary

Throughout the A Level course students will cover topics such as: Algebra; Coordinate Geometry; Sequences and Series; Trigonometry; Exponentials and Logarithms; Differentiation; Integration; Vectors; Numerical Methods; Proof; Data presentation and interpretation; Probability; Statistical Distributions; Statistical Hypothesis Testing; Quantities and units in Mechanics; Kinematics; Forces and Newton's Laws & Moments.

GCSE prior knowledge is assumed and will be tested throughout. Any of the content examined on Paper one will be assumed for Papers two and three and could therefore be examined.

## Assessment

There are three externally marked examinations for the A Level course. Each paper is 2 hours long and contributes a third to the overall A Level. Students will sit two Pure Mathematics papers and one applied paper, which consists of both Statistics and Mechanics. All papers will be sat at the end of the 2-year course.

## Career Opportunities

Mathematics is considered as a facilitating A Level and is recognised as such on any university application. A Level Maths students can continue onto university and read degree courses such as Accountancy; Aeronautical Engineering; Biochemistry; Chemical Engineering; Electrical/Electronic Engineering; Geology; Maths; Medicine; Optometry; Pharmacy; Physics; Psychology and Veterinary Science.

## For More Information

See Mr Thorley

# PHOTOGRAPHY

## Course Summary

The A Level course is split into two components:

- Component 1 (60% of A Level) is a personal investigation based on a topic chosen by the student. This is a practical investigation supported by written material. The investigation should be a coherent, in- depth study that demonstrates the student's ability to construct and develop a sustained project, from a starting point to a final outcome.
- Component 2 (40% of A Level) is an externally set assignment where students choose from topics set by the examination board. Students will have a choice of starting points set by the examination board and a preparatory period, starting February 1st in Year 2, resulting in fifteen hours of supervised and examined time.

During the first year of study, students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes using both traditional and new technologies.

## Assessment

In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and a written investigation is also required to support the practical work. This component is worth 60% of the A Level

A Level Component 2 is a supervised, unaided time period where students produce an outcome following the preparatory period. Starting points are set by the exam board and the preparatory period begins from February 1st in year 2 with completion through a 15 hour supervised and examined time. This is worth 40% of the overall A Level

All components are internally marked and externally moderated. The work is externally moderated by the AQA board .

## Career Opportunities

Photography A Level can lead to a range of Art, Photography, Design and Digital Media courses at Higher Education institutions such as Photojournalism, Fine Art and Film Production. The process of investigation and research is used in all Design, Arts and Media courses.

## For More Information

See Mrs Hall or Mr Halfpenny

# PHYSICAL EDUCATION

## Course Summary

The course covers a range of different topics across the two years, these include:

- Applied Anatomy and Physiology develops knowledge and understanding of the changes within the body during sport.
- Skill Acquisition focuses on how skill is acquired and the impact of psychological factors on performance.
- Sport and Society (1) develops knowledge and understanding of sport and society focusing on emergence of globalisation of sport in the 21st century.
- Exercise Physiology develops understanding of the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.
- Biomechanical Movement develops knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.
- Sport Psychology develops knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.
- Sport and Society (2) develop knowledge and understanding of sport and society considering the concepts of physical activity and sport, development of elite performers, ethics, violence, drugs, sport and the law and the impact of commercialisation.
- The Role of Technology in Sport develops understanding of the types and use of data analysis to optimise performance.

## Assessment

Paper 1: Written examination consisting of multiple choice, short answers and extended writing, 2 hours, 105 marks, 35% of A Level.

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society.

Paper 2: Written examination consisting of multiple choice, short answers and extended writing, 2 hours, 105 marks, 35% of A Level.

Section A: Exercise physiology and biomechanics,

Section B: Sport psychology

Section C: Sport and society and technology in sport.

Practical Performance: Internal assessment throughout the two years with external moderation. 90 marks, 30% of A Level. Students are assessed as a performer or coach in a full sided version of one activity, plus, written and verbal analysis.

## Career Opportunities

A Level PE Students can continue onto university into degree courses related to education, sports science, health professions, physiotherapy, dietician and sports development. PE is often accepted as a 'science' for nursing.

## For More Information

See Mr Swift, Miss Bradley or Mrs Taylor

# PHYSICS

## Course Summary

In Year 12 you will study Foundation Physics which introduces you to basic concepts common to all the other modules. You will study forces, motion, work and energy and you will also study electric current, waves and quantum mechanics.

Following on, in Year 13, the course then continues and builds on the concepts that have been developed in Year 12. Students will gain a deeper understanding of the following topics: nuclear and particle physics, cosmology and medical imaging techniques. You will also study fields and thermodynamics.

## Assessment

The A Level year has three theory exams:

1. Modelling Physics, worth 37%;
2. Exploring Physics, worth 37%;
3. Unified Physics, worth 26%.

The 'Practical Endorsement' is separate and is assessed as either Pass or Fail.

## Career Opportunities

A Level Physics is considered as a facilitating A Level and is recognised as such on any university application. A Level Physics Students can continue onto university into degree courses related to: Civil Engineering, Mechanical Engineering, IT and Communications, Architecture, Meteorology, Radiography, Astrophysics, Teaching and many more!

## For More Information

See Mr Williams, Miss Edwards or Mr Woolhouse

# PSYCHOLOGY

## Course Summary

Year 1 of this course allows students to begin to develop an understanding of the different topic areas within Psychology. They will examine issues surrounding the functioning of the memory, the formation of attachments, the impact of social influence and also the diagnosis of some mental illnesses. This course also develops students' understanding of the processes involved in research and analysis; particularly developing skills of scientific enquiry.

Year 2 of the course develops students' knowledge of Psychology, building on what they have previously learnt. Students will study Social Psychology, Examining Adult Relationships and Biological Psychology (which examines the processes involved in biological rhythms and sleep) and Individual Differences (which focuses on the classification and treatment of a chosen mental disorder). Students are also expected to study Applied Psychology and study issues relating to Forensic Psychology. Throughout the course they will develop their ability to conduct research with a focus on analysis.

## Assessment

Three A Level examinations take place at the end of the second year of study. Each examination lasts for 2 hours and each paper is worth 96 marks which equates to 33.3% of the total A Level course:

- Paper 1: Introductory topics in Psychology.
- Paper 2: Psychology in context.
- Paper 3: Issues and options in Psychology.

## Career Opportunities

A Level Psychology student can continue to study Psychology at university to degree level. Degree courses related to Psychology include for example: Sociology, Criminology, English, Teaching and Social Work. In addition, students can choose to move straight into employment in careers within the Health Service, Social Work, Care in the Community, Nurseries, Human Resources, Advertising, Policing, Marketing and Journalism.

## For More Information

See Miss Bowden or Mrs Acton



# SOCIOLOGY

## Course Summary

Year 1 of this course allows students to begin to develop an understanding of the different topic areas within Sociology. Students will begin to understand the major perspectives in Sociology where they will apply this knowledge to aspects identified in the specification, focusing on the family and education. Students will also begin to understand the scientific element of Sociology by learning about the methods of investigation and analysis within the research methods section of the course.

Year 2 of this course develops students' knowledge of the sociological perspectives by study units such as Beliefs in Society and Crime and Deviance. Throughout the course they will develop their ability to conduct research, building on their previous knowledge of the research methods. In addition, they will conduct a more comprehensive study of all the perspectives within Sociology.

## Assessment

Three examinations will be completed at the end of the 2-year course. Each paper will take 2 hours, is worth 80 marks and equates to 33.3% of the total A Level:

- Paper 1: Education with Methods in Context.
- Paper 2: Topics in Sociology.
- Paper 3: Crime and Deviance with Theory and Methods.

## Career Opportunities

A Level Sociology students can continue with Sociology at university to degree level. Degree courses related to Sociology include Psychology, English, Social Work and many more. In addition, students working towards a career within the Health Service or Police Force would also benefit from a qualification in Sociology. Other related careers are Nursing, Health Care workers, Teaching, working with children and many more.

## For More Information

See Miss Bowden or Mrs Biddle

# BTEC APPLIED HUMAN BIOLOGY

## Course Summary

The Pearson BTEC Level 3 National Extended Certificate in Applied Human Biology is for students who aim to progress to higher education and ultimately to employment, possibly in the health and health science sectors. The qualification is equivalent in size to 1 A Level and it has been designed to be studied alongside A Levels or other BTEC qualifications at Level 3. Everyone taking this qualification will study the following units, covering the following content areas:

- Unit 1: Principles of Applied Human Biology - Learners will explore the biological principles that underpin human biology
- Unit 2: Practical Microbiology and Infectious Diseases - Learners will investigate the effect of antimicrobial agents on the growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases.
- Unit 3: Human Biology and Health Issues - Learners will further develop their understanding of human biology and skills in researching and evaluating the impact of health issues, initiatives and scientific reporting.
- Unit 4: - Functional Physiology – Learners will examine the structure, function and disorders of the muscular, skeletal, endocrine and nervous systems.

## Assessment

Four units are covered of which two are externally-assessed and two internally-assessed. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade.

## Career Opportunities

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements of many relevant applied human biology/health science courses such as Nursing, Midwifery, Occupational Health or Sports Science.

## For More Information

See Mr Leech or Mrs Totton

# BTEC APPLIED PSYCHOLOGY

## Course Summary

The Pearson BTEC Level 3 National Extended Certificate in Applied Psychology, is intended to be an Applied General qualification for Post-16 learners wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the applied psychology sector.

Students will study 3 mandatory units:

- Applications of Psychological Approaches
- Conducting Psychological Research
- Health Psychology

And one optional unit chosen from the below options:

- Criminal and Forensic Psychology
- Principles of Children's Psychological Development
- Psychopathology and Treatment
- Applied Sport Psychology

## Assessment

BTEC Nationals are assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments which are set and marked by Pearson: mandatory units have a combination of internal and external assessments, all optional units are internally assessed.

Unit 1: Psychological Approaches and Applications – learners complete a written examination, demonstrating their knowledge and understanding of psychological approaches, including cognitive, learning, social and biological, which they apply to concepts including aggression, influence and gender. The assessment includes short-and long-answer questions relating to applied approaches.

Unit 3: Health Psychology – learners complete a written examination, demonstrating their knowledge and understanding of psychological approaches, theories, and studies related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to contexts. The examination includes short- and long-answer questions based on case studies related to stress, behavioural addiction and physiological addiction.

The remaining units are internally-assessed units. The format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by teachers.

## Career Opportunities

**BTEC Applied Psychology Students can continue with their studies at university to degree level. Degree courses related to Psychology, include Sociology, Social Work, Counselling and many more. In addition, students working towards a career within the Health Service or Police Force would also benefit from a qualification in BTEC Applied Psychology. Other related careers are Nursing, Health Care workers, Teaching, working with children and many more.**

## For More Information

Ms Bowden and Mrs Acton

# BTEC BUSINESS

## Course Summary

The Pearson BTEC Level 3 National Diploma in Business is designed to be the substantive part of a 16-19 study programme for learners who want a strong core of sector study. This programme will support progression to higher education courses in business areas before entering employment. This qualification can also be used to progress to Higher Apprenticeships. The 6 mandatory units are: Exploring Business, Developing a Marketing Campaign, Personal and Business Finance, Managing an Event, International Business and Principles of Management (3 of these are externally assessed). Learners will also complete 2 optional units of work.

## Assessment

The BTEC Level 3 National Diploma in Business consists of six mandatory units plus two optional units. Developing a Marketing Campaign is a task set and marked by Pearson and is completed under supervised conditions (70 marks available). Personal and Business Finance is a written examination set and marked by Pearson (80 marks available). Principles of Management is a task set and marked by Pearson and is also completed under supervised conditions (88 marks available). 45% of the course is externally assessed. The remaining units are internally assessed.

## Career Opportunities

Learners can continue onto university into degree courses related to Education, Leisure Studies, Accountancy, Law, Marketing, Human Resources, and Events Management. Alternatively, learners can gain employment, consider a business-based apprenticeship, or investigate starting their own business.

## For More Information

See Mrs St Clair, Mr Scarratt or Mrs Jones

# BTEC HEALTH & SOCIAL CARE

## Course Summary

The Pearson BTEC Level 3 National Diploma in Health and Social Care requires applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace. Over two years, students are expected to complete Mandatory and Optional units in order to provide a breadth and depth of knowledge and understanding. The following units will be taught on this course.

- Unit 1: Human Lifespan Development.
- Unit 2: Working in Health and Social Care.
- Unit 4: Enquiries into Current Research in Health and Social Care.
- Unit 5: Meeting individual Care and Support Needs.
- Unit 6: Work Experience in Health and Social Care.
- Unit 7: Principles of Safe Practice in Health and Social Care.
- Unit 8: Promoting Public Health
- Unit 14: Physiological Disorders.

Students will be expected to be independent learners and research areas of this course with guidance. Pearson has developed the content of the BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. Assessment includes;

- Internal assessments are set and marked by each centre and then externally moderated.
- External assessment is set by the exam board, taken under specified conditions and externally marked.
- Written examinations – all learners take the same exam assessment at the same time as set by the exam board (this is also marked by the exam board).
- 50 or more hours of work experience, to gain an insight into the work place environment.

## Career Opportunities

The BTEC Nationals in Health and Social Care have been developed in the Health and Social Care sector to provide: Education and training for Health and Social Care employees in Nursing, Social Work, Care Support and many related professions. Many learners also progress into direct employment in the Health and Social Care sector.

## For More Information

See Ms Bowden, Mrs Heath or Mrs Acton

# BTEC INFORMATION TECHNOLOGY

## Course Summary

The Pearson BTEC Level 3 National Diploma in IT gives learners the opportunity to develop their knowledge and skills in IT. Learners study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing digital technologies and processes to support organisations.

The mandatory units that this qualification includes are:

Unit 1: Information Technology Systems

Unit 2: Creating Systems to Manage Information

Unit 3: Using Social Media in Business

Unit 4: Programming (Using python)

Unit 9: IT project Management

Unit 11: Cyber Security and Incident Management

This qualification also includes a choice of optional units, covering areas such as data modelling, website development, mobile app development and computer games design.

## Assessment

The BTEC Level 3 National Diploma in IT consists of 8 units of which 6 are mandatory (listed above). 3 units are externally marked (46%) and the remaining units are completed through internal assessment. All units must be passed to achieve the qualification.

## Career Opportunities

This qualification is equivalent in size to two A Levels and meets the requirements for progression to some degree programmes in IT such as:

- BSc (Hons) in Computer Animation.
- BSc (Hons) in Digital Media.
- BSc (Hons) in Web Technologies.
- BSc (Hons) in Information Systems or related study such as an HNC or HND in Computing, IT, Engineering and Business Management.

Alternatively, it can lead to a Higher Level Apprenticeship in the Computing or IT industry.

## For More Information

See Mrs Moss, Miss Deavall or Mrs Sharrock

# BTEC SPORT

## Course Summary

The Pearson BTEC Level 3 National Diploma in Sport is equivalent in size to 2 A Levels. This qualification is particularly appropriate for learners who are interested in progressing to a career in sport and physical activity development either directly, or through higher education. Students who take this course need to have a passion for sport and a willingness to develop new skills associated with sports performance, coaching, fitness and psychological factors.

## Assessment

Learners will study 9 units which will have a mixture of internal and external assessment. Students are graded at Pass, Merit or Distinction and as this is a Diploma they will receive double awards.

- Unit 1: Anatomy and Physiology (External Assessment - Written Test).
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (External Task set and marked by Edexcel).
- Unit 3: Professional Development in the Sports Industry (Internal Coursework Assessment).
- Unit 4: Sports Leadership (Internal Coursework Assessment).
- Unit 5: Application of Fitness Testing (Internal Coursework Assessment).
- Unit 6: Sport Psychology (Internal Coursework Assessment).
- Unit 7: Practical Sports Performance (Internal Coursework Assessment).
- Unit 22: Investigating Business in Sport and the Active Leisure Industry (External Task set and marked by Edexcel).
- Unit 23: Skill Acquisition in Sport (Internal Coursework Assessment)

## Career Opportunities

BTEC Sport Students can continue onto University into degree courses related to Education and Sports, Health Professions, Physiotherapy, Dietician and Sports Development. The qualification also prepares learners for broader roles in sport such as:

- Elite sports performer (in chosen sport).
- Assistant performance analyst.
- Technical scout.
- Physical Education Teacher.
- Community coaching roles.
- Coaching roles in specific sports.
- Development coordinator.

## For More Information

See Mr Swift

# ENRICHMENT OPTION - EPQ

## Summary

Extended Project Qualification (EPQ) allows each student to embark on a largely self-directed and self-motivated project. Students must choose a topic, plan, research and develop their idea and decide on their finished product. A project topic may be directly related to a student's main study programme, but should look beyond the specification. A finished product may take the form of a:

- Research based written report.
- Production (e.g. charity event, fashion show or sports event etc. A written report must accompany this option).
- An artefact (e.g. piece of art, a computer game or realised design. A written report must accompany this option).

Students must also record their project process in their Production Log. The process of recording and completing a project is as important as the finished product. Both the Production Log and Product will be assessed.

## Assessment

- Choose an area of interest and draft their project title and aims.
- Plan, research and carry out their project.
- Keep a production log of all stages of the project production, reviewing and evaluating their progress.
- Complete the project product.
- Prepare and deliver a presentation.
- Review the outcome of their project and presentation.

## Career Opportunities

The EPQ project teaches transferable skills in preparation for university. It helps students to develop skills such as planning, research, analysis and evaluation beyond those taught within their chosen subjects.

## For More Information

See Mrs Robinson or Mrs Tatton



# ENRICHMENT OPTION – FURTHER MATHS

## AS Level Summary

The Advanced Subsidiary GCE in Further Maths builds on the skills, knowledge and understanding set out in GCSE Mathematics and in Advanced Subsidiary Mathematics qualifications. Assessments will be designed to reward students for demonstrating the ability to provide responses that draw together different areas of their knowledge, skills and understanding from across the full course of study for the A Level Further Maths qualification. Problem solving, proof and mathematical modelling will be assessed in further Mathematics in the context of the wider knowledge which students taking AS Further Maths will have studied.

### Units of Study:

Core Pure Mathematics

- Proof, Complex Numbers, Matrices, Further Algebra and functions, Further calculus, Further vectors.

### Decision Mathematics 1 and Further Pure Mathematics 1

- Algorithms, Linear Programming, Gantt Charts, Eulerian Graphs, Vector cross product, Conic sections, t - formulae and trigonometric identities and Numerical methods.

## Assessment

The Advanced Subsidiary GCE in Further Maths consists of two externally-examined papers. Both papers will be sat at the end of the AS Level. Both papers are 1 hour and 40 minutes in length and contribute 50% each to the overall qualification. The first paper will examine Core Pure and the second paper will examine Decision Mathematics 1 and Further Pure 1.

## Career Opportunities

Further Maths is considered as a facilitating course and is recognised as such on any university application. If you plan to apply for any degree that has a high mathematical content (any Engineering, Science or Maths degree), then a qualification in Further Maths will give your application an edge. You will study more Maths that is relevant to your degree course. Some prestigious university degree courses require Further Maths qualification to AS Level.

## For More Information

See Mr Thorley

# WHAT'S NEXT?

We believe that education is essential in providing you with a foundation from which you can move forward and achieve your dreams. We aim to equip you with an education which will engage and inspire you to move into a world beyond Sixth Form with the knowledge, understanding, skills and qualities that will lead you to success.

We have a tradition of securing places at the top universities, including Oxford and Cambridge, on prestigious courses such as Medicine and Veterinary and throughout our local partnership universities. Furthermore, our students are supported in achieving apprenticeship opportunities at leading companies and jobs, both locally and nationally.

Offers for students who recently completed their studies have included Oxford, Cambridge, Durham, Manchester, Leeds and Sheffield, as well as more local universities including Staffordshire, Manchester Metropolitan, Derby, and Keele. We also have students who have entered into employment training schemes with the NHS, Astra Zeneca and Local Government.

## APPLYING TO BH6

### Current Biddulph High School Students:

You will be invited to complete an application form of initial interest followed by an individual meeting to discuss course choices and next steps.

Following completion of the individual meetings, all applications will be considered and offers made during the Spring term. Successful applicants will be invited to a 'Sixth Form Induction Week' in June. Enrolment begins on GCSE results day.

### External Applicants:

Each year we have a number of students who join us from schools within the local area. If you wish to be considered for a place within Biddulph Sixth Form, please visit our website for an application form or contact us for an informal discussion.

All documents are available on the Biddulph High School website [www.biddulphhigh.co.uk/6th-form](http://www.biddulphhigh.co.uk/6th-form)

All applications and enquiries to: [bzacune@bhs.potteries.ac.uk](mailto:bzacune@bhs.potteries.ac.uk)

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**Headteacher:** Mrs E C Robinson BA (Hons)



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