

# WELCOME BY HEAD OF SIXTH FORM

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Boston Grammar School is an excellent place to study as a Sixth Form Student. The school has a long history of promoting excellent achievement within a supportive environment which helps students to develop their learning skills, whilst also promoting the essential character traits which will allow them to become successful, productive citizens of the future.

Sixth form studies are based around A level courses, with a broad curriculum being offered to students who wish to come to study with us. The school is rightly proud of the breadth of courses it currently offers and firmly believes that this helps to promote an ethos in which high standards are expected and a personalised, tailored learning experience is provided for our students.

In addition to our A level curriculum, courses in Science and PE are also available as BTEC qualifications.

Sixth Form students have access to purpose-built accommodation in the school's newly expanded Sixth Form Centre, where they may access computers and other learning resources to help them to complete their work in independent study periods. Students also have access to Wi-Fi in this area, allowing them to bring their own device to use in school.

The Sixth Form centre has been recently improved to provide our students with high quality teaching and study spaces including two large private study rooms, a silent study space and two additional classrooms.

In addition to academic studies, Sixth Form students are encouraged to engage in other activities which enrich their experience of Boston Grammar School. These include sporting activities, extra-curricular opportunities, mentoring and supporting younger students, additional qualifications, such as the Extended Project Qualification and

the Duke of Edinburgh Award Scheme. Students have the opportunity to apply for a number of leadership positions, where they can develop their own personal leadership skills as well as having a positive impact upon school life.

All students engage in a tutorial study programme which focuses on how you learn, organise time and how to develop independence, as well as essential research and study skills. Students also learn about financial products and money management in these sessions.

The Sixth Form staff team work hard to ensure that all students are supported throughout their Sixth Form experience. We all believe that students achieve their best when they are happy and can access support whenever it is needed. We believe that this personal, student centred approach is what makes our Sixth Form stand out.

The best way to experience what we can offer in the Sixth Form at Boston Grammar School is to pay a visit to see it for yourself. We are always happy to accommodate visitors and I am confident that you will be impressed by our students, staff and our approach toward post 16 studies.



**John Lyon**  
**Head of Sixth Form**

# WELCOME BY HEAD BOY

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Sixth Form life is very different to studying as a Year 11 student. However, the support I received at Boston Grammar School made the transition between courses and years much easier. The friendly staff and students, alongside a great working environment made it so exciting and straightforward to get started.

Sixth form gives you a sense of freedom to take control of your own education and subsequent outcomes. Boston Grammar School Sixth Form is a great stepping stone between your GCSE's and whatever you wish to do in your future life following Sixth Form, whether that be a University course, full time employment or an apprenticeship.

Being in the Sixth Form at Boston Grammar School has never been more exciting. New teaching and study facilities that were completed and opened in the winter of 2018 mean that students have a much improved working environment. This extension to the Sixth Form Centre offers an incredible space and resources for students to complete any work you wish to within your study periods or even before or after school.

Not only does this great school offer you a wonderful education, it invites you to apply for one of several varied senior student leadership roles. These roles range from Head Boy - which I was lucky enough to receive as my leadership position - to Cultural Captain, House Captain of one of four houses and House Prefect. Each role provides an opportunity to make an impact on the school in a positive way by leading various groups and activities. You are able to discuss issues with your peers and put forward ideas and suggestions. It is an excellent way to have a say on matters of school policy and activities which take place within the school. The roles also give you a

great opportunity to earn some essential life skills, including public speaking, leading teams, organising events and supporting teachers and students.

Boston Grammar School Sixth Form is a vibrant and dynamic place to learn and study. It provides an excellent opportunity for self-motivation and development. I am proud to serve the school as Head Boy and would encourage you to choose this school as your Sixth Form provider.



**Sam Potter**  
**Head Boy**

# WELCOME BY HEAD GIRL

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Coming to a new school can feel daunting, with a crowd of unfamiliar faces, and with A-levels being tougher than ever. However, this was made easier at Boston Grammar School, with the support of caring staff, who endeavour to make the transition as seamless as possible.

Having joined Boston Grammar School as a new student in Sixth Form, I was a little daunted by the history and traditions of this well respected school. However, I was able to overcome this quickly thanks to the staff and my peers and begin my Sixth Form journey.

I'm sure you've all heard that A-Levels are a huge step up from GCSE's and I have to say, this is incredibly true. As you adjust to Sixth Form life and settle into your A-level subjects, it is important to remember that you should also be doing plenty of work at home and during your study periods. Effective use of study periods is absolutely imperative to success!

The opportunities here are extensive and offer something for everyone. Education is not just about final grades; it is about the experiences that you accumulate. All universities and future employers are keen to see that you have developed into a well-rounded, employable person. I implore you to take advantage of as many opportunities as you can from those you are presented with.

Boston Grammar School prides itself on CARE (Care, Achievement, Respect and Excellence). I can honestly say I have experienced every element of this during my time at BGS. These

values are central to everything that we do as a Sixth Form community.

As well as engaging lessons, there are opportunities to develop your own skills outside of the classroom. I was fortunate enough to be appointed to the role of Head Girl, where I am supported by a marvellous team of Prefects and Senior Captains. Being the Head Girl has provided me with numerous experiences, such as giving a speech at Charter Day, a tradition that goes back over many years. Coming to Boston Grammar School has made me strive to be the best that I can be.

Boston Grammar School is certainly encouraging and allowing me to achieve my potential. I hope this will be the case for you.



**Bethany Chambers**  
**Head Girl**

# HISTORY AND TRADITIONS

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The school is justly proud of its history as a prominent institution of learning in the town and surrounding area. A Royal Charter of 1555 led to the establishment of the school on its present site, and is still celebrated in our annual Charter Day Service at St Botolph's Church in the centre of town. The original schoolhouse, now the School Library, was completed in 1567/1568. However, records of the existence of a school go back to the first recorded master, Robert Muston, in 1329.

Throughout our history, we have been a grammar school for boys, although girls have long been admitted to the Sixth Form. In the 19th century, the Parry Trust was established to award a gold medal to the 'best scholar of the year'. More recently, the Medlock Scholarships have helped to financially support

our most-able students through university, together with two new scholarships: The Stanley Trust Scholarship and the Durham Castle Scholarship. We are always grateful to the Boston Grammar School Foundation for its work in supporting the school and particularly pupils with financial hardship.

Our Beast Mart celebrations, Charter Day, Remembrance Service and Prize Giving Service are events in our year where our school's historic links with the town are proudly remembered. These ancient celebrations form an integral part of what makes our school unique and special and still retain their relevance alongside the cutting edge work students undertake in school during daily lessons.



# LIFE IN THE SIXTH FORM

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Life as a Sixth Form student has a distinctive flavour. Students enrol with the intention of studying for Level 3 courses and therefore study in lessons and in an independent setting is both the expectation and the norm throughout the day.

A major difference in a students' timetable in the Sixth Form is the addition of private, independent study periods. These should be used by students to consolidate the learning undertaken in the classroom as well as pursuing opportunities to engage in wider reading and research. To be successful, students need to get into good habits early on in their Sixth Form career, using these study periods to maximum impact. Simple activities such as reading for at least 45 minutes each day can have a significant impact on learning and progress.

At Boston Grammar School, we deliver a range of subjects, the syllabus details for which are contained in subsequent pages of this prospectus. The vast majority of our Sixth Form students have traditionally progressed through to Higher Education following their A Level

success. Although fees and loans currently dominate many young people's thinking, the university option is still a very attractive one for most of our young people. Year on year, students here progress through

to the universities of their choice. For those who do not feel university is the next appropriate step, guidance is provided to allow them to make informed choices relating to apprenticeships and other employment routes.

Sixth Form life offers our students the opportunity to develop the skills and knowledge they will need to become successful adults within a supportive and ordered environment. Our Sixth Form students are guided towards becoming capable, resilient, independent learners and have ample opportunity to adopt leadership responsibilities within school, to undertake work experience placements, to engage in a wide range of extra-curricular activities, trips, visits and clubs, and to work with the local community and alongside other partners.

# ENTRY REQUIREMENTS

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To secure a place in the Boston Grammar School Sixth Form, you should first look for the courses that you wish to take and ensure that you make a provisional application for those courses. Once we have received and acknowledged your application, we will invite you to discuss your choices with us and confirm your application at interview. If your chosen combination of subjects does not fit the initial timetable blocking for next year, we will contact you again to review your aspirations to see how we may be able to best accommodate them.

In order to enter the Sixth Form you must have:

- 9-4 grades (or equivalent) in at least five GCSE subjects (please note that double awards, BTECs etc. are still counted by subject)
- A minimum of grade 4 in GCSE English and Maths
- A minimum of a grade 6 (or equivalent) at GCSE in any subject that you wish to take to A Level, where that subject readily exists as a GCSE course
- A minimum of a grade 6 (or equivalent) in a subject related to your A Level course choice, where GCSE courses do not readily exist or may not be offered in your current school: for example, A Level Economics requires GCSE Maths at grade 6 minimum, and A Level Business Studies applicants should have a minimum of a grade 5 at both Maths and English; the separate A Level Sciences require at least GCSE grade 6/6 Double Science.
- A minimum of GCSE grade 7 in Mathematics for A Level Mathematics (or A Level Further Mathematics).

In rare circumstances, we would consider applications from students who cannot meet one or more of the entry criteria due to exceptional circumstances. Such applicants may be offered a place 'on contract' (i.e. subject to satisfactory progress on chosen A Level courses as demonstrated at pre-agreed review points). While this may sound attractive, it should only apply in exceptional circumstances.

# THE DAILY ROUTINE

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The timings of the school day are the same for Sixth Form students as for mainstream pupils, with the exception that they are allowed to leave the premises at lunchtimes. The times of the day are as follows:

08.50 Period 1  
09.50 Period 2  
10.50 Form time / Assembly  
11.15 Break  
11.35 Period 3  
12.35 Lunch  
13.25 Period 4  
14.25 Period 5  
15.25 End of school

Students should arrive on site in plenty of time for Period 1. Sixth Form students attend all lessons for which they are timetabled, or go to one of the Independent Study facilities to complete work. At the beginning of each period they will be registered on the school's SIMS system. Attendance at form time and assembly is compulsory. This is the one time of the day when Sixth Form students join younger pupils in the school, when they are expected to demonstrate leadership and act as role models for those younger pupils.

All Sixth Form students are required to be working in school during private study periods unless undertaking a pre-agreed enrichment activity or work experience.

## TRAVELLING TO THE SIXTH FORM

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Sixth Form students arrive at school in various ways. Applications for bus passes should be made in the normal way through Lincolnshire County Council Transport Services, but do make sure that the school is the designated local provider for the A Level courses you wish to take. If you are travelling by a nearer provider to reach us, then your transport may not be subsidised. It's always best to ring Transport Services and check if you are at all unsure. The school does have some hardship funds and bursaries which can help students significantly with transport costs.

For those students arriving by bicycle or moped, there is ample 'parking' provision on site. However, parking for cars is not available on site, so any Sixth Form student wishing to drive to school needs to be aware that parking in the area can be scarce. Students who arrive at school via their own motorised transport must register their vehicle with school reception. We would request that any students bringing a vehicle to school is considerate of our local residents and neighbours when choosing a place to park.

# FACILITIES

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All courses are run in fully equipped designated rooms and delivered by well-qualified, specialist teachers. Group sizes tend to be significantly smaller in the Sixth Form than elsewhere in the school, as lower student: teacher ratios help in the learning of advanced level concepts and skills.

For practical subjects, most areas remain open during lunchtimes and after school, so laboratory, studio and workshop time can be found for those needing to pursue their learning out of lesson time.

At Boston Grammar School, we are also fortunate to have the Medlock-Stanley Sixth Form Centre, a purpose-built Sixth Form block, comprising of one large Private Study room (housing up to seventy working students at a time), one smaller Private Study room housing computers and dedicated workspace, one seminar room for A Level students, offices for Sixth Form staff, and toilets and cloakroom facilities designated for Sixth Form only. The block links through to a Sixth Form lecture room. Kitchen facilities and a small eating area for Sixth Form students are also housed within the Centre. The Centre has been newly expanded and re-furbished this year, providing additional teaching space, a silent study area and improved ICT facilities for students to use in private study.

Of course, the rest of the school remains accessible to Sixth Form students, many of whom choose the traditional, quietly studious atmosphere of the sixteenth-century Library for their private study time.

Sixth form students are placed into tutor groups made up from students in Year 12 and Year 13. These groups, which are smaller than form groups in the main school help students to mix with their peers whilst allowing Y12 students the opportunity to learn from older members of the Sixth Form community. The Head of Sixth Form and the Sixth Form Tutor Team are always ready to help and support students in need of advice or guidance. This group of specialist staff are on hand to support students with the UCAS university application process, the setting up of work experience placements, access to the enrichment programme and providing support through academic mentoring. The team are also available to help with student welfare issues and can offer individual support in school or through the involvement with outside agencies where appropriate. For parental enquiries, the tutor should be the first port of call.



# OPPORTUNITIES

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## Enrichment

We believe that learning opportunities in the Sixth Form should be broader than just the academic courses that students choose to take. Preparing students for life beyond school is something we take very seriously. We encourage our students to participate in enrichment activities alongside their timetabled lessons. These can include a number of opportunities, including mentoring, work experience, recreational activities and also engaging in voluntary work via our partnership with the Boston Volunteer Bureau. Students can also request an opportunity to work closely with a business mentor in a particular field of choice. We encourage students to dedicate two hours of independent study time per week to a specific enrichment activity.

## Leadership

Students have the opportunity to apply for a position in the Senior Student Leadership Team. Via a rigorous process involving formal letters of application, student panels and staff interviews, candidates are chosen to join the

Leadership Team. Perhaps the most prestigious positions on offer are those of

Head Boy / Girl, closely followed by Deputy Head Boy / Girl. In addition, positions such as House Captains and Vice-Captains are available. A team of Senior Captains, covering areas including Enterprise, Antibullying, Learning, Sport, Environment, Language, Student Welfare and Creative Arts was established last year. These students meet with corresponding form captains in the main school to share ideas and lead on whole-school projects. A team of House Prefects help to support events and look after the younger pupils, supervising their unstructured time. Members of the Senior Student Leadership Team meet with the Head of Sixth Form on a weekly basis to discuss issues and also to organise and plan many student led events we enjoy as a school each year, including House Music Competition, Puddox Tournament, sports activities, quizzes and the Halloween Spooktacular!



# EXTRA-CURRICULAR ACTIVITIES

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There are a number of extra-curricular activities which run at lunch and after school, which Sixth Form students can participate in. These include:

- International schools projects, both here and overseas
- Young Enterprise. Performing in musical ensembles such as the Rhythm and Blues Band, Ukulele Ensemble, Vocal Group, and performing in school concerts or shows.
- Representing the school in our many successful sports teams, including football, basketball, cricket, rugby, golf and athletics
- Editing, and reporting in, the Grammar Gazette
- Supporting Science and Technology workshops alongside teachers in primary feeder schools
- Taking part in trips and visits to universities, listening to visiting guest speakers, and going to educational and cultural venues to explore aspects of their courses
- Participating in work-shadowing in the community
- Organising and running your own group or activity

## THE CURRICULUM MODEL

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Students entering Year 12 are asked to select three subjects they wish to take at A Level (in some circumstances students may be permitted to choose four subjects). In light of the recent reforms to A Level or level 3 BTEC specifications, it is important that students understand how their subject courses are structured. Each subject has provided an overview of their course which can be found in this prospectus. Please ask the subject staff any questions regarding the new course specifications.

Most students with university aspiration will follow this route, as university offers tend to come in the form of a UCAS points total that the student is required to achieve from three full A Levels equivalent qualification.

The school operates a fifty period timetable cycle over two weeks (with all periods being

one hour long), and the individual student's timetable normally comprises the following:

Year 12: 3 A Level/BTEC courses @ 10 periods; enrichment @ 4 periods; private study @ 16 periods.

Year 13: 3 A Level/BTEC courses @ 10 periods; enrichment @ 4 periods; private study @ 16 periods.

By Year 13, students are making the transition to being independent researchers, just as they will be required to be when embarking on degree-level courses. Variations in the above pattern can be accommodated, but do need to be discussed in advance with a member of the Sixth Form Team, as it is important to understand the ramifications of decisions to pursue different combinations of courses.

# SIXTH FORM UNIFORM

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- White shirt, tucked in with top button done up
- Sixth Form tie
- Black school jumper
- Black trousers or skirt (skirt length on or just above the knee)
- Black socks or tights
- One small (less than 3mm) pair of earrings – All other piercings must be discrete and be able to be removed if requested in practical subjects

The following are not acceptable, in lessons or in the transit around the school site:

- Hoodies
- Coats and scarves
- Multiple bracelets - one charity band and a watch only please
- Coloured socks or tights
- Trainers or plimsolls
- Brightly coloured hair and/or ornaments
- Brightly coloured make-up

## EXPECTATION OF SIXTH FORMERS

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- Be more independent students and take more responsibility for your own learning.
- Arrive in school for first timetabled session, and then remain in school all day, making use of independent study facilities in any non-teaching lessons.
- Attend all lessons; provide good reason if not able to (in advance where possible).
- Prepare fully for lessons and meet all set deadlines. See teachers in advance where there may be problems with a deadline.
- Be a positive role model for younger students- be punctual, smart and respectful.
- Take opportunities to be fully involved in the life of the school.
- Take pride in the school and Sixth Form Centre- treat equipment and other students with respect at all times.
- Do not undertake any paid work which might interfere with school commitments. There is a general recommendation of a maximum of 10 hours per week.
- Private study time should be planned out so that students gain the maximum impact from their independent work. Students should use the guidance provided to be sure they undertake a range of study activities in this time.
- No medical/dental appointments in school time, other than emergencies.
- Mobile phones etc.- can be brought to school, must remain in bags during lessons and when in main school area. Phones may be used in Sixth Form area for study purposes.

## NEXT STEPS

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Time as a Sixth Form student is relatively short and with this in mind, we support students from the beginning of Year 12 in making informed choices about their future pathway and in picking up the skills that will be essential to future success. Students are encouraged to lead assemblies and engage with opportunities to speak publicly. Visiting speakers attend school to deliver seminars on University life, student finance, higher level apprenticeships and application processes. Our students receive academic mentoring from their form tutors but also receive individual support from our independent Careers Advisor. We are well supported by a number of ex-students who have returned to share their success stories with our current students, promoting aspiration and motivation. In most years, around three quarters of our Sixth Form students go on to university and so we organise visits to

Universities, The Oxbridge Conference and the UCAS fair.

In recent years, students have pursued courses in Economics at Cambridge, Natural Sciences at University College London, Architecture at Bath, French at King's College London, Aeronautical Engineering at Bath, Ancient History and Archaeology at Leicester, Aviation Engineering at Brunel, Civil Engineering at Sheffield....the list goes on. Meanwhile other students have left us to pursue routes into the world of work, including apprenticeships, positions in the Royal Marines, the RAF and the Police Force.

Whatever your personal aspirations, as a student at Boston Grammar School, you will be encouraged to achieve your best, within a supportive environment that will nurture your independence, creativity and provide you with a wealth of opportunities and experiences.



# SCHOLARSHIPS

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Each year up to a dozen students are awarded one of the scholarships, which in recent times have amounted to £1,200 per year, for the first three years of study at university. Applicants may re-apply for one further year if they are continuing an undergraduate course. Currently there are 21 ex-Boston Grammar School students benefitting from these scholarships.

The Stanley Scholarships are awarded to those students who make the most progress in two years of Sixth Form study. Applications for Stanley Scholarships are invited from all Year 13 students looking to progress to university to undertake undergraduate studies in traditional academic degree subjects, for example English, law, medicine, history, engineering, mathematics, geography, economics, business management and languages. These are just a few of the eligible courses. Such candidates are invited to apply in May of Year 13, having confirmed their university degree course choices, by completing an application form and providing supporting information. The Awards Panel will then meet in October to consider all applicants, once university places have been finalised. One student currently receiving the Stanley Scholarship stated that, "It has helped me fund the purchase of text books and journals essential to my course at university....and has helped towards the cost of arranging work and travel in America this summer". Other ex-students have used the funds for such things as accommodation and driving lessons.

Similarly, the Medlock Scholarships are open to students who obtain three or more grade As at A level and are entering Higher Education. One ex-student commented, "The scholarship is a substantial prize and recognition of the hard work put in over two years at A-level. The scholarship was of great use to me, going a long way towards paying for rent and living costs in each of the three years I have been at Cambridge. It allowed me to pay for extra items needed for my course". Another ex-student stated, "The Medlock Scholarship has been extremely helpful and I feel it has made a big difference to the way I have progressed through the year.....As I'm studying Medicine there has been equipment that I have been able to purchase to give me more opportunities for practising medical skills – a stethoscope and a manual blood pressure cuff and monitor....The money also helped with membership of sports clubs and the use of sports facilities at the university."

Durham Castle Scholarship is available to one student per year, choosing to study, Durham University. All three bursaries have the potential to make a huge difference in enabling our students to fulfil their dreams. Boston Grammar School is relatively unique and special in being able to offer this kind of support beyond the Sixth Form.

There are also means tested '16 to 19 Bursaries', which you may be eligible to apply for depending on your circumstances. These are available during your time in the Sixth Form.

These scholarships are amongst many good reasons to join Boston Grammar School's Sixth Form in September 2020.

# ART AND DESIGN

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**Awarding Body: AQA**

## **Course content:**

In the first term of year 12 students are taught a range of drawing, painting and making skills focussing on two project tasks determined by staff. This is to coach students on improving the quality and complexity of work produced to bridge the gap in standards between A Level and GCSE courses. Students then begin preparations and initial work to build their personal investigation for the A level course in year 13.

Students will study the A Level AQA Fine Art course with an emphasis on drawing and painting activity. The course consists of two units namely the personal investigation and the externally set assignment. These units are weighted at 60% and 40% respectively. Both units involve extended projects of developing folio and sketchbook work. This is used to cover the same four assessment objectives in each unit comprising of: artists research and critical understanding, refining and developing work using a range of media and processes, recording observations through drawing and other techniques and producing a personal response in the form of a completed high quality outcome supported by a range of developmental work.

Students must also evidence 1000 words or more of written work to support and explain their developing work. In unit 1 the student identifies the direction and content of study including the artists to be researched and the format and nature of art work produced. In Unit 2, students receive an externally set examination paper in February from which they select one of several options set by the examination board and culminating in 15 hours of controlled conditions to finalise a personal response.

## **Assessment:**

Students will be assessed using the four assessment objectives detailed by AQA for the A Level course and given a mark out of 96 in total. Grades are determined by teaching staff using external assessment criteria from AQA after being internally checked by two staff then verified by a visiting moderator from the exam board. These will be tracked and updated during the course as work is developed then submitted to the board for both units after the 15 hours of controlled conditions in the summer of year 13.

## **Minimum entry requirements:**

Students should have a grade '6' or higher at GCSE in Art or equivalent qualification and also meet the school's minimum entry requirements. In exceptional circumstances, students may be considered for the course if they do not meet these requirements. This will be subject to them submitting a portfolio demonstrating adequate practical skills.

## **Additional information:**

An A Level in Art and Design can lead to higher education or careers in the arts, museum and exhibition industries, media, architecture, illustration and all areas of design.

## **Preparation for this course:**

Students should keep sketchbooks and journals, and should take opportunities to visit exhibitions and galleries in order to further their contextual knowledge.

# BIOLOGY

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**Awarding Body: OCR A**

**Course content:**

A Level Biology is divided into six teaching modules.

- Module 1: Development of practical skills in Biology.
- Module 2: Foundations in Biology.
- Module 3: Exchange and transport.
- Module 4: Biodiversity, evolution and disease.
- Module 5: Communication, homeostasis and energy.
- Module 6: Genetics, evolution and ecosystems.

**Assessment:**

Modules 1, 2, 3 and 4 are covered in Year 12. Module 1 is completed in Year 13 along with modules 5 and 6. All six modules of work are assessed in the A Level examinations.

**Minimum entry requirements:**

Double award Science or equivalent qualification, confidence and competence in biological practical, mathematical and problem solving skills, a genuine interest and enthusiasm for further study in Biology. A grade 6+ in GCSE Maths is desirable.

**Additional information:**

Biology is a facilitating subject for entry into the Russell Group of universities. By choosing a facilitating subject you will have the largest choice of degree courses further down the line.

**Preparation for this course:**

Read...Use journals and other articles to develop knowledge and understanding of fundamental animal and plant biology, understand how decisions are made about scientific issues and how science contributes to the success of the economy and society. Consider studying other facilitating subjects e.g. Other Sciences, Maths and Further Maths.

# BUSINESS

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**Awarding Body: Edexcel**

**Course content:**

Theme 1: Marketing and People

Theme 2: Managing Business Activities

Theme 3: Business Decisions and Strategy

Theme 4: Global Business

**Assessment:**

Students will be entered for the full A Level award at the end of Year 13 (3 exams of 120 minutes each, containing both data response and open response questions. The third paper draws upon pre-notified research topics).

**Minimum entry requirements:**

Grade B in GCSE Business Studies or equivalent level of qualification (if taken). Grade 6 in GCSE Mathematics is highly recommended as there is significant numerical content.

**Additional information:**

The Business A Level can be studied alongside Economics. The two subjects do not overlap significantly and complement each other very well, especially for those intending a career in Business, Finance, Accountancy, Banking, Marketing etc.

**Preparation for this course:**

Those who have not taken GCSE Business Studies are advised to obtain a GCSE textbook and to undertake some preparatory reading so that they are aware of fundamental ideas about businesses and how they operate.

# BTEC LEVEL 3 APPLIED SCIENCE

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The BTEC Level 3 Extended Certificate is equivalent to one A Level. The course is designed for learners who are interested in learning about the science sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. It may also offer apprenticeship or direct employment opportunities. This course serves to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

## **Course content:**

The Qualification consists of three mandatory units:

- Unit 1: Principles and Applications of Science
- Unit 2: Practical Scientific Procedures and Techniques
- Unit 3: Science Investigation Skills

Students will also study one optional unit. For example:

- Unit 8: Physiology of Human Body Systems
- Unit 10: Biological Molecules and Metabolic Pathways
- Unit 13: Applications of Inorganic Chemistry
- Unit 15: Electrical Circuits and their Application

## **Assessment:**

Mandatory Unit 1: 'Principles and Applications of Science' and Unit 3: 'Science Investigation Skills' are externally assessed through an examination and written tasks.

Unit 2: 'Practical Scientific Procedures and Techniques' and the optional unit are assessed through portfolio based work.

## **Minimum entry requirements:**

Combined Award Science at GCSE, confidence and competence in science practical, mathematical and problem solving skills, a genuine interest and enthusiasm for further study in science.

## **Additional information:**

The requirements of the qualification will mean that students develop the transferable and higher order skills that are valued by higher education providers and employers. For example, when studying 'Unit 3: Science Investigation Skills', learners will develop skills including how to plan investigations, collecting, analysing, and presenting data and communicating results which support some of the skills learners need to progress to higher education, employment, self-employment or training.

## **Preparation for this course:**

Use journals and other articles to develop knowledge and understanding of fundamental scientific ideas, understand how decisions are made about scientific issues and how science contributes to the success of the economy and society.

# BTEC LEVEL 3 NATIONAL CERTIFICATE IN SPORT

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The Pearson BTEC National Extended Certificate in Sport is an applied general qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level.

## **Course content and assessment:**

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector. Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology (1 hr 30 minute exam)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (Case Study-Controlled)
- Unit 3: Professional Development in the Sports Industry. (Coursework)

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

## Optional Modules

- Sports Leadership (Coursework)
- Application of Fitness Testing (Coursework)
- Sports Psychology (Coursework)
- Practical Sports Performance (Coursework)

## **Minimum entry requirements:**

It is expected that you will have studied a sports course at GCSE or equivalent level and obtained at least a grade '5'.

## **Additional information:**

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines.

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills such as:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

**CARE ACHIEVEMENT RESPECT EXCELLENCE**

# CHEMISTRY

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**Awarding Body: OCR A**

Course content: A Level Chemistry is divided into six teaching modules.

- Module 1: Development of practical skills in Chemistry.
- Module 2: Foundations in Chemistry.
- Module 3: Periodic Table and Energy.
- Module 4: Core Organic Chemistry.
- Module 5: Physical Chemistry and Transition Metals.
- Module 6: Organic Chemistry and Analysis.

**Assessment:**

Modules 1, 2, 3 and 4 are covered in Year 12. Module 1 is completed in Year 13 along with modules 5 and 6. All six modules of work are assessed in the A Level examinations.

**Minimum entry requirements:**

Combined Award Science or equivalent qualification, the key skills of understanding patterns in complicated systems; application of existing knowledge to problem solving in unfamiliar systems, and the physical skill and mental focus to work with carefully controlled amounts of substances.

**Additional information:**

Chemistry is a facilitating subject for entry into the Russell Group of universities. By choosing a facilitating subject you will have the largest choice of degree courses further down the line. A grade 6+ in GCSE Maths is desirable.

**Preparation for this course:**

Read...Use journals and other articles to develop knowledge and understanding of fundamental ideas. Consider studying other facilitating subjects e.g. Other Sciences, Maths and Further Maths.

# COMPUTER SCIENCE

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**Awarding Body: AQA**

**Course content:**

Programming (in Python or similar), Data Structures, Algorithms, Theory of Computation, Data Representation, Computer Systems and Architecture, Consequences of using computers, Communication and Networking, Databases, Big Data, Functional Programming, Systematic Problem Solving, Practical Project.

**Assessment:**

During Year 12, students will cover all content for the AQA AS in Computer Science (7516) course. Assessments will include 2 main exams:

- Paper 1 (Exam prep) This paper tests a student's ability to program, as well as their theoretical knowledge of computer science.
- Paper 2 (Exam prep) This paper tests a student's theoretical knowledge of computer science.

Students will be entered for the full A Level award at the end of Year 13 (2 exams of 150 minutes each, one of which is on-screen and the other paper-based, and a programming project for 20% of the A level mark).

**Minimum entry requirements:**

Grade '6' in GCSE Mathematics Grade '6' in GCSE Computing (or ICT) if taken.

**Additional information:**

This A Level replaces the ICT A Level previously offered at Boston Grammar School.

**Preparation for this course:**

There is a significant programming content to this A Level. If you have no previous experience with programming then you are strongly advised to sign up with an on-line learning site such as <https://www.codecademy.com/> and to begin learning a language such as Python.

# DESIGN AND TECHNOLOGY

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**Awarding Body: Edexcel**

**Course content:**

We offer an A Level course in Product Design. Product Design encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products. This course will emphasise two key factors: creativity and sustainability. The structure allows students to develop a range of skills and outcomes that demonstrate their creativity. They apply these to a design and make project.

**Assessment:**

50% NEA (Non examined assessment), 50% Theory paper 2 ½ hrs.

**Minimum entry requirements:**

Grade 6 in any Design & Technology/Engineering GCSE or equivalent qualification.

**Additional information:**

This course is ideal for anyone considering any aspect of design, engineering, art or architecture at further education level or as a career. The course seeks to develop students' knowledge, understanding, skills and application for designing products. It encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products. Products that are fit for purpose, satisfy wants and needs, enhance our day-to-day lives and, most importantly, give students the opportunity to demonstrate their design and technology capability.

**Preparation for this course:**

Students should have an interest in the man-made world / want to improve products / enjoy practical – hands on work. Study / consider everyday products – how are they made? Why have particular materials been used?

To prepare for the course, students should consider / highlight a range of everyday products that they have a particular interest in. Consider how these products are made, the material properties used and how products can be modified for different users.

As this will be a creative design course students are encouraged to practice their drawing, sketching, colour rendering techniques throughout the summer. There are good examples on the internet and / or ask members of the D&T department for guidance.

# ECONOMICS

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**Awarding Body: Edexcel**

**Course content:**

Theme 1: Introduction to Markets and Market Failure.

Theme 2: The UK Economy – Performance and Policies.

Theme 3: Business Behaviour and the Labour Market.

Theme 4: A Global Perspective.

**Assessment:**

Students will be entered for the full A Level award at the end of Year 13 (3 exams of 120 minutes each, containing both data response and open response questions). Papers 1 and 2 also include some short answer questions.

**Minimum entry requirements:**

Grade '6' in GCSE Mathematics or equivalent qualification.

**Additional information:**

The Economics A Level can be studied alongside Business. The two subjects do not overlap significantly and complement each other very well, especially for those intending a career in Business, Finance, Accountancy, Banking, Marketing etc.

**Preparation for this course:**

It would be useful to browse through some of the introductory sections of the Tutor2U website at <http://beta.tutor2u.net/economics>.

# ENGLISH LANGUAGE

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## Awarding Body: AQA

Course content: The English language occurs in written, spoken and electronic forms and is used for many different purposes. Students are introduced to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. They will also explore language variety in relation to its wider social and geographical contexts.

This subject will help you in responding to a wide variety of texts; at interpreting, analysing, gathering and assessing evidence; and at working independently and creatively. The A Level specifications aim to develop and refine candidates' language knowledge and skills, providing progression towards university level work. We intend to further candidates' interest and enjoyment of the subject, through the study of language change, spoken language, child language and language variety.

### Assessment:

Paper 1 – 2 ½ hours – 40% Language, the Individual and Society

The aim of this part of the subject content is to introduce students to language study, exploring textual variety and children's language development. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.

Paper 2 – 2 ½ hours – 40% Language Diversity and Change

The aim of this area of study is to allow students to explore language diversity and change over time. Students will explore language in its wider social, geographical and temporal contexts, and processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.

Coursework – 20% Students produce:

- A language investigation (2,000 words excluding data)
- A piece of original writing and commentary (1,500 words total)

### Minimum entry requirements:

GCSE English Language grade '6'

### Additional information:

The analytical nature of this subject and its close links to the media and industry allow for further study in many areas and careers in a range of sectors of society, including journalism, research, law, the arts and teaching.

### Preparation for this course:

Familiarise yourself with word classes (nouns, verbs, adjectives) and read a range of texts e.g. newspapers and magazines.

# ENGLISH LITERATURE

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**Awarding Body: AQA**

**Course content:**

English Literature at A Level is the study of different forms of literature from the year 1300 to the present. You will read and critically respond to a range of texts, including classic and modern novels, Shakespeare's plays and a range of poetry. You will be required to read the set texts during independent study periods as well as in class. Time will be spent developing your analytical and evaluative skills in preparation for the exam.

**Assessment:**

Paper 1 – 2 ½ hours – closed book – 40%

Literary Genre: Comedy (Twelfth Night; The Importance of being Earnest; Poetry Anthology)

This unit introduces the comic genre in dramatic play-script. You will study three texts: Twelfth Night; The Importance of Being Earnest and some poetry from the AQA Anthology. You will engage with the way Comedy affects the audience, the writer's craft and acting as a commentary on the real world.

Paper 2 – 3 hours - open book – 40%

Texts and Genres (William Blake – Songs of Innocence and Experience, The Kite Runner, The Handmaid's Tale)

In texts and genres, you will study political and social protest literature through the ages; from Blake's work during the Industrial Revolution, to the modern era.

Coursework- You will study two texts independently: one poetry and one prose text. Informed by the study of the Critical Anthology, you are required to write two essays of 1,250–1,500 words each.

**Minimum entry requirements:**

GCSE English Literature grade '6'.

Additional information: The analytical and discursive nature of the subject leads universities to welcome it as an entry qualification to HE courses such as English, journalism, media, communication studies or law. Studying Literature will develop students' reading but also their writing style, and help them to work independently and creatively. It can lead to a career in teaching but there are many other occupations where Literature is seen as a positive qualification, such as in management, advertising, research, the arts and more besides.

**Preparation for this course:**

You could research the plot of each of the set texts.

# EPQ

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## Awarding Body: AQA

### **Course content:**

The Level Three Extended Project Qualification is usually undertaken as an enrichment option, to supplement other courses of A Level study. There are 30 hours of taught or supervised time, covering research and analytical skills, academic referencing systems and presentation techniques. The remaining part of the course (approximately 90 hours) is comprised of independent work.

Candidates are placed under the supervision of a member of staff throughout the process, and several formal meetings are held as the project is completed. The aim of the qualification is to encourage students in independent work, reflective learning, data analysis, practical application of data and new technologies, planning, time management and problem-solving skills.

The project gives students the opportunity to investigate a particular topic out of pure interest. The outcome of the project can be a written report, or an artefact such as a painting, performance or product supported by a short research piece.

### **Assessment:**

The project is marked internally and moderated externally. Candidates can submit work in May or November. Successful completion of the project requires a production log, the project outcome and evidence of a presentation. There are four assessment objectives – management and planning, use of resources, and review and reflection, and realising the project.

### **Minimum entry requirements:**

You should be confident that you will be able to either carry out academic research or produce something and reflect upon the production process in an academic manner. Further, you should be able to work independently and be able to manage your time effectively.

### **Additional information:**

The EPQ is accepted by most universities and, indeed, for students thinking of applying to medicine/vet/dentistry courses, successful completion of an EPQ is usually an expectation. The qualification is worth up to 70 UCAS points.

### **Preparation for this course:**

Students should read around their subjects, to discover areas to investigate further. They should consider their time management and independent learning skills, and decide if they are able to manage an EPQ alongside their other studies.

# FRENCH

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**Awarding Body: Edexcel**

**Course content:**

There will be four topics which cover: 1. social aspects such as family, school and work in France 2. Political and artistic culture in the French speaking world 3. Immigration and multicultural society in France 4. Occupation and resistance

In addition, students will study at least one book and a film in French.

**Assessment:**

Component 01: 2 hour exam covering listening, reading and translation, 80 marks worth 40% of the final grade.

Component 02: 2 hours and 40 minute exam writing responses to written works and films and a translation, 120 marks worth 30% of the final grade.

Component 03: Speaking exam, worth 72 marks worth 30% of the final grade.

**Minimum entry requirements:**

Students will need a minimum of a grade '6' at French GCSE or equivalent to be able to cope with this subject at A Level. The new A Level course has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the French-speaking world.

**Additional information:**

French at A Level can open doors to many university courses and careers, including international business, journalism, law, teaching, interpreting and translating.

**Preparation for this course:**

Students should have good verbal and written communication skills. They should have a love for the language and enjoy reading French literature and watching French films. A good grasp of grammar is essential, as is the ability to learn a large amount of vocabulary. It is also important that students keep on top of current French and European news, as this also forms part of the course.

# GEOGRAPHY

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**Awarding Body: Edexcel**

**Course content:**

This new A Level course aims to incorporate a multitude of human and physical Geography themes, with an engaging and contemporary issues-based approach.

There are eight main topics at A Level that are assessed by examination. They include; Tectonic Processes and Hazards, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security, Coastal Landscapes and Change, Globalisation, Superpowers, Regenerating Places and Diverse Places, and Health, Human Rights and Intervention. There is also a geographical investigation examination paper that explores themes from the compulsory content area.

In addition, there is an independent investigation which pupils write up after a period of fieldwork. In 2019, students visited North Norfolk where they investigated coastal processes. In Nottingham they investigated urban regeneration.

**Assessment:**

Paper 1 Written examination: 2 hours 30% of the qualification  
Paper 2 Written examination: 2 hours 30% of the qualification  
Paper 3 Written examination: 1 hour and 45 minutes 20% of the qualification  
Coursework- Independent Investigation: written report of 3000–4000 words 20% of the qualification

**Minimum entry requirements:**

Students should have a grade '6' or higher at GCSE level in Geography.

**Additional information:**

A Level students must complete a minimum of four days of fieldwork. Fieldwork must be carried out in relation to physical and human geography. This is a Department for Education (DfE) requirement and is therefore compulsory for all students studying A Level Geography.

**Preparation for this course:**

Students should make an attempt to research and develop their knowledge of, what for many, will be new topic areas. These are referred to in the course content, above.

# GERMAN

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**Awarding Body: Edexcel**

**Course content:**

There are four topics which cover:

1. Society in Germany including school, the environment and the world of work
2. Political and artistic culture in the German speaking world
3. Immigration and multicultural society in Germany
4. The re-unification

In addition, we will study one book and one film in depth.

**Assessment:**

Component 01: 2 hour exam covering listening, reading and translation, 80 marks worth 40% of the final grade.

Component 02: 2 hours and 40 minute exam writing responses to written works and films and a translation, 120 marks worth 30% of the final grade.

Component 03: Speaking exam, worth 72 marks worth 30% of the final grade.

**Minimum entry requirements:**

GCSE grade '6' in German is the minimum.

**Additional information:**

German at A Level can open doors to many university courses and careers. It is particularly valuable in engineering, commerce, banking, the pharmaceutical industry, journalism and any job dealing with travel and translation.

**Preparation for this course:**

Students should have good verbal and written communication skills. An ability to learn a large amount of vocabulary is a key skill for this course as is the ability to grasp grammar. Students should also have a love for the language and enjoy reading German literature and watching German films. In addition, they should follow German and European news as knowledge of present day Germany is part of the course too!

# HISTORY

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**Awarding Body: OCR**

**Course content:**

Year 12:

- From Pitt to Peel 1783 – 1846: Pitt the Younger and the challenges of the French Revolution; Lord Liverpool and the radical challenges of 1812-22; Tory governments of 1822-39; the Great Reform Act passed; Peel's ministry of 1841-46; Foreign policy 1783-1830
- The USA and the Cold War 1945 – 93: Western policies in Post War Asia 1945-1993; The Korean War and its impact up to 1977; Indochina 1954-1967; Wars in Vietnam and Cambodia, 1968-1993.

Year 13:

- Y318 Historical Themes – Russia and its Rulers, 1855-1964
- Y100 Topic based essay (coursework). The topic will be chosen by the individual student from a list of titles approved by the exam board. The topic will focus on the USA in the era 1919-1941.

**Assessment:**

- From Pitt to Peel 1783 – 1846: Examination -essays, and some source analysis based questions.
- The USA and the Cold War 1945 – 93: Examination-two essays
- Russia and its rulers: Examination- two essays and an interpretation based question
- Coursework (3,000-4,000 words)

**Minimum entry requirements:**

Grade '6' at GCSE History. Good literacy skills. Be proactive and a good independent learner.

**Additional information:**

The A Level History course at Boston Grammar School offers students the opportunity to study History in length and breadth as well as in depth, to develop expertise in a variety of skills and to acquire and demonstrate knowledge and understanding of the periods studied. More generally, the objective of the course is to promote the study of History both as an intellectual discipline and as an aid to the understanding of the modern world and, in the process of so doing, to develop originality of thought and judgement. History closes no doors. Employers in very diverse fields actively seek history as part of a candidate's range of qualifications.

**Preparation for this course:**

Familiarity/background reading of the Cold War, and the political situation of England from the late 1700s.

# MATHEMATICS

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**Awarding Body: Edexcel**

**Course content:**

A Level Mathematics encompasses a number of different topics throughout the two year programme of study. Along with a wide range of Pure Mathematics topics, students will also study Statistics and Mechanics. Pure Mathematics topics are: Proof, Algebra and functions, Co-ordinate geometry, Sequences and series, Trigonometry, Exponentials and Logarithms, Calculus, Numerical Methods and Vectors. Statistics topics are: Sampling, Data presentation and interpretation, Probability, Distributions and Hypothesis testing. Mechanics topics are: Quantiles and units in mechanics, Kinematics, Forces and Newton's laws and Moments.

**Assessment:**

Edexcel Specification 9MA0. There is no coursework involved in this specification. There are three examinations with each examination paper being 2 hours in duration. The papers are all out of 100 marks and are equally weighted, with each paper being worth 33⅓%. Papers 1 and 2 are Pure Mathematics only. The Statistics and Mechanics is assessed only in Paper 3.

**Minimum entry requirements:**

Due to the high algebra content, all students are required to have achieved at least a Grade '7' at GCSE Mathematics to embark upon the course.

**Additional information:**

Mathematics is highly thought of by many universities as it demonstrates logical thinking and analytical skills. The Mathematics Department also caters for those students who wish to take SMC (UKMT Senior Maths Challenge), STEP (Sixth Term Examination Papers) and other mathematical based university entrance examinations.

**Preparation for this course:**

It is worth ensuring that the algebra met at Higher Tier GCSE has been revisited before the start of the A Level in September.

The following text is recommended: Maths Head Start Published by CGP Workbooks ISBN:9781841469935

# FURTHER MATHS

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**Awarding Body: Edexcel**

**Course content:**

For A Level Further Mathematics several combinations of modules are possible, but Further Pure Mathematics 1 and 2 which consists of Proof, Complex Numbers, Matrices, Further Calculus, Further Vectors, Further algebra and functions, Polar co-ordinates, Hyperbolic functions and Differential equations are compulsory. Two optional modules are chosen from a range of Further Pure Mathematics (2 options), Further Mechanics (2 options), Further Statistics (2 options) and Decision Mathematics (2 options).

**Assessment:**

Edexcel Specification 9FM01. There is no coursework involved in this specification. There are four examination papers and each examination is one and a half hours long. All examination papers have equal weighting and are marked out of 75.

**Minimum entry requirements:**

Due to the high algebra content, all students are required to have achieved at least a Grade 7 at GCSE Mathematics to embark upon the course. A Level Further Mathematics can only be chosen as an option if A Level Mathematics is also chosen.

**Additional information:**

Further Mathematics is highly thought of by many universities as it demonstrates logical thinking and analytical skills. To study Mathematics and/or Engineering at university it is highly recommended to study Further Mathematics. The Mathematics Department also caters for those students who wish to take SMC (UKMT Senior Maths Challenge) STEP (Sixth Term Examination Papers) and other mathematical based university entrance examinations.

**Preparation for this course:**

It is worth ensuring that the algebra met at Higher Tier GCSE has been revisited before the start of the A Level in September.

The following text is recommended: Maths Head Start Published by CGP Workbooks ISBN: 9781841469935

# MUSIC

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**Awarding Body: EDUQAS**

## **Course content:**

During the course, you will study a selection of set pieces as well as performing music of your own choice. The set works are linked to the following areas of study:

- Western Classical Music – Symphonic Form
- Rock, Pop, Music Theatre and Jazz
- Into the 20th Century

Students are required to submit compositions which are linked to these areas of study. There is also a listening examination which is based upon the set works and other musical skills, including aural dictation.

## **Assessment:**

There are three components to A Level music: Performing 25-35% Either – a 6-8 or 10-12 minute performance in front of a visiting examiner. Composing 25-35% 2 pieces of composition lasting either 4-6 minutes or 8-10 minutes in combination. Piece 1 is either free-composed and piece 2 is based on Western Classical traditions and composed to a set brief. Appraising 40% Set works analysis with a score

- Extended responses on a wider context
- Unprepared extracts without a score. Comparison questions.

## **Minimum entry requirements:**

Grade '6' at GCSE or equivalent. Grade 5 Theory is also helpful. At least Grade 5 standard or equivalent on your main instrument/voice.

## **Additional information:**

You will be actively encouraged to join in with extra-curricular activities within the department as well as being given the opportunity to explore and develop your own musicianship. There will be various opportunities throughout the year to perform to an audience in school and also at other venues. This will prepare you for your recital. Opportunities to receive instrumental tuition are also available to support your musical development throughout your studies.

Many of our students have gone on to study music at university or music college, developing their interest in composition and performance. Some pupils have pursued professional careers in music through performance, composition and teaching.

## **Preparation for this course:**

You should maintain regular and consistent practise on your instrument/voice. Listening to a wide and varied programme of music will help you to develop a sense of musical style and historic context. This will support you in identifying the key musical features from each genre and period. Developing a good understanding of music theory also helps to provide a firm foundation for study at A Level.

# PHYSICAL EDUCATION

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Awarding Body: AQA

## Course content:

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

## Assessment:

Two exams worth 35% each (each paper is 2 hours long comprising of multiple choice, short answer and extended writing questions).

Practical component 30% (Students assessed as a performer or coach in the full sided version of one activity with written/verbal analysis of performance).

## Minimum entry requirements:

It is expected that you will have studied a sports course at GCSE or equivalent level and obtained at least a grade '6'. It is also very important that you play at least one sport on the approved list to above school level.

## Additional information:

Studying A Level Physical Education opens up a number of potential opportunities, including careers in teaching, sport science, sports medicine, physiotherapy and rehabilitation or working for a national governing body to name but a few.

## Preparation for this course:

Those who have not taken GCSE Physical Education are advised to obtain a GCSE textbook and to undertake some preparatory reading so that they are aware of fundamental ideas. It would be useful to browse through some of the introductory AS Level sections.

# PHYSICS

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**Awarding Body: OCR A**

**Course content:**

A level Physics is divided into six teaching modules which are context led.

- Module 1: Development of practical skills in Physics.
- Module 2: Foundations in physics.
- Module 3: Forces and motion.
- Module 4: Electrons, waves and photons.
- Module 5: Newtonian world and astrophysics.
- Module 6: Particles and medical physics.

**Assessment:**

Modules 1, 2, 3 and 4 are covered in Year 12. Module 1 is completed in Year 13 along with modules 5 and 6. All six modules of work are assessed in the A Level examinations.

**Minimum entry requirements:**

Combined Award Science with an understanding of the impact that discoveries in physics have had on the way people live is advantageous. A grade 6+ in GCSE Maths is desirable.

**Additional information:**

Physics is a facilitating subject for entry into the Russell Group of universities. By choosing a facilitating subject you will have the largest choice of degree courses further down the line.

**Preparation for this course:**

Read...Use journals and other articles to develop knowledge and understanding of fundamental ideas, physical concepts and how to apply these in everyday and technological settings. Consider studying other facilitating subjects e.g. Other Sciences, Maths and Further Maths.

# PSYCHOLOGY

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**Awarding Body: Edexcel**

## **Course content:**

The Pearson Edexcel specification for A-level Psychology requires that several major areas of Psychology are covered. Social Psychology, Cognitive Psychology, the Biological Approach and the Learning Approach will be covered in the first year. In each area you will look at the studies and theories that relate to that aspect of the subject, and complete a practical investigation to give a flavour of how psychologists conduct their research.

In year 2 you will study Clinical Psychology and a choice of Criminological Psychology, Child Psychology or Health Psychology. Finally, in the issues and debates section you will draw on all areas of the specification in order to understand conceptual and methodological issues.

## **Assessment:**

All units for the A Level course are assessed by sitting externally marked examinations. These examinations will take place in May and June.

A Level:

- Paper 1: Foundations in Psychology – 2 hours.
- Paper 2: Applications of Psychology – 2 hours.
- Paper 3: Psychological skills – 2 hours.

## **Minimum entry requirements:**

You should have a good level of English, Science and Maths capability. 10% of each examination paper will consist of maths questions, so at least a GCSE grade '5' in Maths, English and Science will be required. It is not necessary to have studied Psychology at GCSE level to join the course. You should be able to evaluate and draw conclusions from reasoned arguments.

## **Additional information:**

Psychology provides transferable skills such as problem solving, teamwork, decision making, critical thinking, data analysis, communication and IT skills, which can be applied to many careers. These include those of a Clinical Psychologist, Educational Psychologist, Forensic Psychologist and Sport and Exercise Psychologist. Outside of a direct career in Psychology, careers in advertising, career guidance, retail management, personnel, teaching, law, the police, healthcare, the media, and sports coaching are available to students of this subject.

## **Preparation for this course:**

To prepare for this course you should look at the Pearson Edexcel Psychology syllabus to see a breakdown of what we will study. Additionally, you could look on the British Psychological Society (BPS) website to find out about the ethics that all researchers must abide by when doing an experiment, the current research that is being conducted, and the different aspects that Psychology encompasses.

# RELIGIOUS STUDIES

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**Awarding Body: EDUQAS**

## **Course content:**

Component 1: A Study of Religion. There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Learners will be expected to answer two questions from a choice of four in each option.

Component 2: Philosophy of Religion. There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language. Learners will be expected to answer two questions from a choice of four in this component.

Component 3: Religion and Ethics. There will be four themes within this component: ethical language and thought; deontological ethics; teleological ethics; freewill and determinism. There will also be studies into ethical issues surrounding homosexuality, polyamorous relationships, capital punishment, euthanasia, abortion, immigration and nuclear proliferation. Learners will be expected to answer two questions from a choice of four in this component.

## **Assessment:**

Component 1 - Written examination 2 hours.

Component 2 - Written examination 2 hours.

Component 3 - Written examination 2 hours.

Each examination counts towards 33⅓% of the qualification.

## **Minimum entry requirements:**

It is reasonable to assume that students will have achieved qualifications equivalent to grade '6' in GCSE. Skills in Literacy/English and other Humanities will provide a good basis for progression to this qualification. Some students will have already gained knowledge, understanding, and skills through their study of Religious Studies in earlier key stages including GCSE. Sound analytical skills and the ability to read, understand and utilise various texts and scholarly works are essential.

## **Additional information:**

This course will allow students to develop their interest in a rigorous study of religion and belief and relate it to the wider world as well as develop knowledge and understanding appropriate to a specialist study of religion. Students will develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies. It is necessary for students in this subject to adopt an enquiring, critical and reflective approach to the study of religion whilst reflecting upon and developing their own values, opinions and attitudes. Those who undertake Religious Studies go on to pursue many career paths from uniformed public services and the military, to law, medicine and teaching.

## **Preparation for this course:**

An interest in and awareness of current affairs and ethical issues locally and globally is useful.