



The Howard
School

Sixth Form Prospectus

"High Standards lead to High Achievement"



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Welcome to The Howard School

It gives me great pleasure to welcome you to The Howard School Sixth Form. As you approach the end of Year 11, you arrive at a key point in your education, and need to plan carefully for your future. This document provides you with advice and information about what we can offer you in the next phase of your education at The Howard School.

Our most recent Ofsted visit confirmed that we are a very good school and that the quality of education available to the sixth form is very good. Inspectors specifically noted that “sixth form students achieve well in academic and vocational courses, making good progress across a variety of subject areas by the end of Year 13”, and also that “leaders help post-16 students to develop their independence and play a greater role in the life of the school.”

Our results in the Sixth Form, as at GCSE, have continued to improve year on year to ensure that the progress our students make is substantial. We offer excellent teaching across all subject areas to ensure this happens. In addition, our new £5million Science and Technology building is the first stage in ensuring our facilities better match the quality of teaching in the school.

The Sixth Form represents a traditional stage that links education at school to the next phase of your life. Our aim is to provide the opportunities and environment which will enable every one of you to reach your academic potential and gain the skills which will enable you to proceed to higher education or employment and lead fulfilled, successful lives. In choosing to join our Sixth Form, you should be prepared to assume a greater responsibility for your own learning and provide a positive example for younger students. We will support you in doing this.

Your choice of Sixth Form is an important one: the decision you make now isn't just about the next few years, it's about the rest of your life. In choosing The Howard School, you choose the things that are important for your future: committed teaching staff, good facilities, and a strong academic and personal development programme. We want to embody the virtues that The Howard School stands for: respect, pride, ambition, resilience and integrity.

We look forward to welcoming you to our Sixth Form community.



Mr J Johal
Principal

Welcome From The Head of Sixth Form

Welcome to The Howard School Sixth Form and thank you for considering us as your school for the next two years of your education.

We are a very 'Good' school, with a vast range of courses on offer at Level 3 to meet the needs and aspirations of all learners. We are able to offer 18 Academic courses and 8 Applied General courses at Level 3, providing an extensive offer that few other schools can match.

At The Howard School, we pride ourselves in all aspects of a student's education, not just academic outcomes but also through the extensive pastoral and enrichment programme that we offer. As a sixth form member you will receive a Form Tutor, a comprehensive mentoring programme and have access to a vast range of enrichment opportunities. These opportunities include foreign visits, work experience, Model United Nations, becoming a senior prefect and studying for the Extended Project Qualification, to name but a few. In addition students receive bespoke Personal Development sessions during the AM and PM form times.

Ultimately, whether you are a student looking to go onto university, an apprenticeship or employment, we have the expertise and experience to guide you every step of the way. Our on-site careers adviser will be able to guide you through the process of applying for apprenticeships, arranging work experience and supporting you with the job application process, whilst our experienced Sixth Form team and partnership links with local universities will guide you through the UCAS process for a smooth transition to university.

We believe that The Howard School offers students the opportunity to create a timetable that meets their needs, interests and aspirations for the future, in an environment that nurtures, encourages and delivers.

In short, our main goals are:

- To offer an extensive range of Level 3 academic and applied general courses
- To deliver outstanding pastoral support
- To provide tailored careers guidance
- To obtain a Grade 5 in English and Mathematics
- To ensure all Sixth Form teaching is 'good' and 'outstanding'
- To offer an extensive range of enrichment activities

We are an inclusive sixth form, wishing to provide all students with the opportunity to study at The Howard School. Please make sure you contact us in the first instance on receiving your results, as we will make every effort to accommodate your needs for your future ambitions. We look forward to receiving your application and welcoming you to our Sixth Form in September 2026.

Application Process Timeline

Month / Year	Event
November 6th 2025	Sixth Form Open Evening
January 2026	Friday 23rd January – Deadline for the submission of application forms (Electronic or paper copies) directly to The Howard School. We do not accept applications via UCAS.
January/February 2026	The Howard School requests internal and external references for applications received. Letters to interview are sent to applicants.
February 2026	External interview process commences. Applicants will be advised in writing of the date and time.
March 2026	Internal interview process commences. Conditional offer letters are sent to successful applicants.
June 2026	Sixth Form Induction: Wednesday 24th & Thursday 25th June
August 2026	Thursday 20th August – GCSE Results Day.
September 2026	Wednesday 2nd September - Year 12 commence studies at The Howard School Sixth Form.

The Application Process

How many subjects do I select?

You will select 3 subjects. Depending on the pathway that you take, this may be 3 applied general subjects, 3 academic subjects or a mixture of both. As A-Levels are now linear, examinations occur at the end of Year 13. At The Howard School, departments have the ability to enter students for an AS examination at the end of Year 12 or internally assess student's progress. Should students sit a formal AS examination, this will be a stand-alone qualification and not form any part of the final A-Level grade.

How do I apply?

Both internal and external students need to apply by completing the digital 'sixth form application form', which can be found on our website, or by visiting: bit.ly/howardsixthform25

When is the application deadline?

Applications should be received by Friday 23rd January 2026. After this date, you will still have an opportunity to make changes to your application during the interview process in February 2026. Applications received after the deadline date will be held on a waiting list until an interview can be arranged.

When will the interviews be held?

Interviews will take place during the week commencing 9th February 2026 for external students and week commencing 23rd February 2026 for internal students. Written confirmation of the date and time of the interview will be received in the post.

On the Interview day, both internal and external students will need to bring evidence of their current predicted grades for the GCSE subjects that they are studying. Parents/Carers are very welcome to attend with you.

What are A-Level Qualifications?

A-Levels (short for Advanced Level) are the traditional qualifications that are offered by schools and colleges for students aged between 16 and 19. They follow GCSEs and generally focus on academic subjects. There are many different A-Level subjects that you can take – some will be subjects that you studied at GCSE and others may be new.

A-Levels are very highly valued by employers and universities, so they can open up lots of doors to further study and careers.

Which careers require A-Levels?

Working backwards, some careers require you to have a degree, and you need to have certain A-Levels to get a place on that degree.

Some common ones are:

- Veterinary Science – Biology and one or two subjects from Chemistry, Maths or Physics.
- Medicine – Chemistry, Biology and either Maths or Physics.
- English – English Literature.
- Computer Science – Maths.
- Dentistry – Chemistry, Biology and either Maths or Physics.

If you have a certain degree or career in mind, it's really important that you have a look at the entry requirements to those courses when choosing your A-Levels so you don't find yourself in a dilemma when applying.

If you have no idea what you want to do next, then you're better off choosing a more general subject. There are some A-Levels that help you to keep your options open. These are known as facilitating subjects and are:

- English Literature
- English Language & Literature
- History
- Mathematics
- Physics
- Biology
- Chemistry
- Geography

The more of these you choose, the more university courses you will find are open to you when you start applying, and if you don't have a certain degree or career in mind, then it's definitely worth considering these.

What are Applied General Qualifications?

Applied General Qualifications are a new way to categorise a range of existing Level 3 (advanced) vocational qualifications, such as BTEC and OCR Cambridge.

These qualifications have been recognised by many Higher Education Institutions (Universities) as fulfilling entry requirements to a range of HE courses, either in their own right or alongside other Level 3 qualifications.

Some employers and professional or trade bodies have also pledged support for Applied General qualifications.

Who are they for?

Applied General qualifications are for Post-16 students wishing to undertake a broad study of a specific vocational area.

What Applied General qualifications are available?

Applied General qualifications include BTECs and OCR Cambridge qualifications as well as a range of other vocational courses.

Applied General qualifications are available in a variety of areas including:

- Performing Arts
- Sport
- Applied Law
- Financial Studies
- Applied Science

Enrichment Opportunities

The following enrichment opportunities are available: Sports/Literacy/Photography Ambassador, Charity Committee, work experience, Model United Nations (debating), Senior Prefects, 6th Form Events Committee, mentoring programme and Pupil Parliament.

Supervised Study

All Sixth Form students are expected to undertake Independent Study as part of their A-Level course. Within the Sixth Form Centre there is a dedicated supervised area set aside for the completion of independent research and homework activities supported by an array of laptop computers. We place a great deal of importance on Independent Study with current research indicating the immense impact this has on student outcomes. This is built into every student's timetable to complement their option choices.

Extended Project Qualification

The Extended Project Qualification allows students to independently demonstrate the skills and knowledge that both universities and employers demand from young adults. Our EPQ outcomes are consistently 'Very Good' year on year. The Extended Project is a recognised Level 3 course and is highly regarded by Russell Group Universities, allowing students to develop their own learning and performance as critical, reflective and independent learners. The qualification consists of four units, of which students should select 1.

- Dissertation
- Investigation / Field Study
- Performance
- Artefact

Students will be required to complete the following tasks:

- AO1: Manage – Identify, design, plan and carry out a project.
- AO2: Use Resources – Research, critically select and use information and resources effectively.
- AO3: Develop and Realise – Select and use a range of skills, including new technologies and problem solving, to take decisions critically and achieve planned outcomes.
- AO4: Review – Evaluate all aspects of the extended project. Select and use a range of communication skills and media to present evidence of outcomes.

The Duke of Edinburgh's Award

The Howard School Sixth Form offers students the opportunity to complete the Silver and Gold levels of the Duke of Edinburgh's Award. Through physical activity, learning or improving new skills, volunteering in the community, expeditions and residential stays at Gold level, the Duke of Edinburgh's Award provides a truly holistic education for our students, as well as strength and depth to a CV or university application.

Careers Guidance – Awarded Investors in careers status

The Howard School is fortunate to have its own careers adviser on hand to assist students with the progression from sixth form into university, employment or an apprenticeship scheme. Our extensive links with external organisations and local universities mean students are receiving accurate and up to date information. Students in Year 12 will also have the opportunity to undertake work experience in the summer term.



Professional Development Leadership Programme

What can this programme offer me?

It can help you stand out from the crowd when applying for jobs or University. It also gives you the opportunity to show and develop a range of employability skills such as commitment, dedication and enthusiasm.

Objective

Embedding a shared ethos for helping others to succeed are the values that we would like all sixth-formers to embrace when they begin Year 12 at The Howard School.

Skills

When you join our sixth form, we will require you to be a team-player. Leadership, innovation and dedication are the key areas we will be asking you to develop. Volunteering your time can offer so much to those who lack the support they so often need.

Minimum Expectations

You will be awarded a Bronze, Silver, Gold or Platinum award based on your contributions. You will complete one strand from the 4 options available to you to meet the minimum expectations and receive the Bronze award.

Areas of Focus:

There are six key areas within the programme:

1. Positively influence the school community.
2. Act as a classroom assistant to support KS3/KS4 learning.
3. Lead a project to raise awareness and change attitudes.
4. Offer whole school service.
5. Support extra-curricular clubs.
6. Support the local community outside of school.

Platinum Award:

To gain the Platinum Award, you must contribute to a community project. This could be participating in a school community event or helping in a community project outside of school.

Gold Award:

To gain the Gold Award you must contribute in any four options that follow, completing a minimum of three activities over a term.

Silver Award:

To gain the Silver Award you must contribute in any four options that follow, completing a minimum of two activities over a term.

Bronze Award:

To gain the Bronze Award you must contribute in any four options that follow, completing a minimum of three activities over a term.

Entry Requirements

A-Level Courses	Course Entry Requirements (GCSE)
Art & Design – Fine Art	Grade 5 Fine Art or Art & Design
Business Studies	Grade 5 at GCSE Business, L2 Distinction at BTEC Enterprise & Grade 5 in Maths & English
English Language	Grade 6 and Grade 5 in English Language and English Literature (in either order)
English Literature & Language	Grade 6 and Grade 5 in English Language and English Literature (in either order)
French	Grade 5 in French
Geography	Grade 5 Geography & Grade 5 English & Maths
Graphic Communication	Grade 5 Photography, Art & Design or Fine Art <i>*Students who have not studied the above courses may still be considered. They will be required to submit a portfolio.</i>
History	Grade 5 History & Grade 5 English
Mathematics	Grade 7 Maths
Media Studies	Grade 5 English Language and Literature
Photography	Grade 5 Photography, Art & Design or Fine Art <i>*Students who have not studied the above courses may still be considered. They will be required to submit a portfolio.</i>
Psychology	Grade 5 Psychology if taken at GCSE <i>*Otherwise, 6 in one English and at least one 6 in Science (Combined, Biology, Chemistry or Physics)</i>
Religious Studies	Grade 5 English
Science – Biology	Grade 6 Biology or Grade 6-6 Combined Science, Grade 5 Maths & Grade 4 English (preferable)
Science – Chemistry	Grade 6 Chemistry or Grade 6-6 Combined Science, Grade 5 Maths & Grade 4 English (preferable)
Science – Physics	Grade 6 Physics & Grade 6-6 Combined Science, Grade 5 Maths & Grade 4 English (preferable)
Sociology	Grade 5 English Language or Literature
Spanish	Grade 5 Spanish

Entry Requirements

Applied General Courses	Course Entry Requirements (GCSE)
Criminology	Grade 4 English Language
Finance	Grade 4 Maths
Computing AAQ – OCR Level 3	Grade 4 Computer Science or Level 2 Merit Cambridge Nationals Creative iMedia
Law – BTEC Level 3	Grade 4 English Language or Literature
Performing Arts - BTEC National Extended Certificate (Single)	Grade 4 Drama or Merit Level 2 BTEC Performing Arts <i>*If students have not previously studied Drama or Performing Arts, entry is via an audition and interview.</i>
Performing Arts – BTEC National Diploma (Double)	Grade 4 Drama or Merit Level 2 BTEC Performing Arts <i>*If students have not previously studied Drama or Performing Arts, entry is via an audition and interview.</i>
Applied Science AAQ - Level 3	Grade 4-4 Combined Science Grade 4 English & Maths
Sport (Diploma - BTEC Double Award) & (Extended Certificate - BTEC Single Award)	Merit in CNAT Sport Studies, 4 in GCSE PE <i>*If students have not studied Sport, Grade 5 in GCSE Science and English.</i>
Uniformed Protective Services	Grade 4 English Language or Literature

Suggestions for Pathways

If you are thinking of a career in any of the pathways listed below, you may wish to consider taking your A-Levels from the choice of subjects listed within that pathway.

You can, however, select 3 subjects of your choice from the full list of A-Level and Applied General courses on offer within the prospectus, if a pathway route is not suitable for you.

Please note: Photography & Graphics are delivered at the same time. Students therefore cannot study both.

STEM Pathway

- Mathematics
- Biology
- Chemistry
- Physics
- Applied Science
- Computing

Creative Industries Pathway

- Fine Art
- Photography/Graphic Communication
- Single Performing Arts

Services Pathway

- Criminology
- Law
- Business
- English Language & Language
- English Language
- French
- Spanish
- Computing
- Uniformed Protective Services
- Work Experience
- Extended Project Qualification

Social Science Pathway

- English Language
- English Lit & Lang
- Geography
- History
- Media Studies
- Religious Studies
- Sociology

Performing Arts Pathway

- Single Performing Arts
- Double Performing Arts
- English Language
- English Literature & Language

Sport Pathway

- Sport (Single or Double)
- Biology
- Business



Creative Industries Pathway

If you are thinking of a career in Creative Industries, you may wish to consider taking your A-Levels from the choice of subjects listed within the Creative Industries pathway.

You can, however, select 3 subjects of your choice from the full list of A-Level and Applied General courses on offer within the prospectus, if a pathway is not suitable for you.

Fine Art
Photography or Graphic Communication
Media Studies
Single Performing Arts

What skills will I develop studying these subjects?

- Creativity (You don't need to be able to draw the best images or visuals!)
- Communication
- Adaptability
- Working to deadlines
- Time management
- Passion
- Proactivity

Career opportunities in the Creative Industries Pathway

- Advertising and marketing
- Architecture
- Crafts
- Design
- Fashion
- Film, TV, video, radio and photography
- IT, software and computer services
- Publishing
- Museums, galleries and libraries
- Music, performing and visual arts
- Textiles
- Theatre



Performing Arts Pathway

If you are thinking of a career in the Performing Arts, you may wish to consider taking your A-Levels from the choice of subjects listed within the Performing Arts pathway.

You can, however, select 3 subjects of your choice from the full list of A-Level and Applied General courses on offer within the prospectus, if a pathway is not suitable for you.

Single Performing Arts
Double Performing Arts
English Language
English Literature & Language

What skills will I develop studying these subjects?

- Confidence
- The ability to network and market yourself
- Resilience, self-discipline and stamina
- An analytical mind and the ability to self-reflect
- Flexibility
- Teamwork
- Organisation and time management

Career opportunities in the Performing Arts Pathway

- Actor
- Community arts worker
- Choreographer
- Dancer
- Drama therapist
- Music producer
- Music therapist
- Theatre director
- Arts administrator
- Broadcast presenter
- Film director
- Secondary school teacher
- Special effects technician
- Talent agent
- Theatre stage manager



Services Pathway

If you are thinking of a career in the Services, you may wish to consider taking your A-Levels from the choice of subjects listed within the Services pathway.

You can, however, select 3 subjects of your choice from the full list of A-Level and Applied General courses on offer within the prospectus, if a pathway is not suitable for you.

Criminology
Law
Business
English Language
French
Spanish
Computing
Uniformed Protective Services
Work Experience
Extended Project Qualification

What skills will I develop studying these subjects?

- Problem solving
- Communication skills
- The ability to influence others through reasoned argument
- Respect
- Resilience
- The ability to work collaboratively
- Leadership

Career opportunities in the Services Pathway

- | | |
|--------------------------|---------------------------------|
| • Healthcare assistant | • Social worker |
| • Paramedic | • Probation officer |
| • Health service manager | • Teacher |
| • Law enforcement | • Secret intelligence service |
| • Armed services | • HM Treasury |
| • Fire services | • HM Revenue & Customs |
| • Police | • Government legal professional |
| | • Member of Parliament MP |
| | • Business Language |
| | • Translator |



Social Science Pathway

If you are thinking of a career in Social Science, you may wish to consider taking your A-Levels from the choice of subjects listed within the Social Science pathway.

You can, however, select 3 subjects of your choice from the full list of A-Level and Applied General courses on offer within the prospectus, if a pathway is not suitable for you.

English Language
English Lit & Lang
Geography
History
Media Studies
Religious Studies
Sociology

What skills will I develop studying these subjects?

- Research skills
- Analyse and evaluate problems and issues
- Collect and interpret statistical data
- An awareness and sensitivity of the needs and values of others
- Communicate, debate and develop logical arguments
- Planning and time management skills
- Group-work skills

Career opportunities in Social Sciences

- Police
- Psychologist / Counsellor
- Equality & Diversity Officer
- Teacher
- Housing Officer
- Intelligence Analyst
- Social / Youth Worker
- Prison Officer
- Researcher
- Charity Officer
- Local Government Officer
- Rehabilitation Consultant
- Legal Career
- International Aid / Development Worker
- Immigration and Customs Roles



Sport Pathway

If you are thinking of a career in Sport, you may wish to consider taking your A-Levels from the choice of subjects listed within the Sports pathway.

You can, however, select 3 subjects of your choice from the full list of A-Level and Applied General courses on offer within the prospectus, if a pathway is not suitable for you.

Sport (Single or Double)
Biology
Business

What skills will I develop studying these subjects?

- Teamwork
- Leadership
- Time management
- Competition & sportsmanship
- Handling pressure
- Management & responsibility
- Commitment

Career opportunities in the Sports Pathway

- Athlete
- Sports coach/sports instructor
- Sports development officer
- PE teacher
- Sports lawyer
- Sports physiotherapist
- Sports therapy
- Leisure centre/gym manager



STEM Pathway

If you are thinking of a career in Science, Technology, Engineering or Mathematics, you may wish to consider taking your A-Levels from the choice of subjects listed within the STEM pathway.

You can, however, select 3 subjects of your choice from the full list of A-Level and Applied General courses on offer within the prospectus, if a pathway is not suitable for you.

Mathematics
Biology
Chemistry
Physics
Applied Science
Computing

What skills will I develop studying these subjects?

- Problem solving
- Rigour and attention to detail
- Creativity
- Critical thinking
- Robustness
- Curiosity
- Decision making
- Leadership
- Entrepreneurship

Career opportunities in Science, Technology, Engineering and Mathematics (STEM)

- Medical doctors
- Dentists
- Health Care Professionals
- Engineers
- Scientists
- Agriculture
- Statisticians
- Architects
- Welders
- Machinists
- Manufacturing Technologists
- Electricians
- Zoologist and wildlife biologist
- Microbiologist
- Network and computer systems administrator
- Computer network architects
- Health and safety engineers



Art & Design

A-Level Fine Art

Subject Fine Art

Exam Board AQA

Specification Numbers 7202(c) 7202(x) 7201(c)
7201(x)

Teachers Responsible S Williams, A Jones

Introduction This is a two year linear course with two components:

1. A practical 'Personal Investigation' into a specific area of the Arts with an academic written related study (60% of your final grade)
2. An externally set exam (structured around the skills, knowledge and understanding developed throughout the course) with an 'early release' question paper giving you time to fully prepare for the final practical exam at the end of the course (40% of your final grade)

Aims of the Course This Art & Design qualification is the 'gateway' option to a career in the Creative Industries and entry to the University of the Creative Arts. It provides valuable UCAS points for other Higher Education Degrees.

The wide ranging portfolio that you are required to produce to gain a high grade in Art & Design is the ideal portfolio to gain entry into higher education. After that, a career into any one of the Creative Industries; one of the UK's fastest growing industries and currently around 9.4% of the UK's GDP.

How You Are Assessed AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Links to Future Careers Graphic design, web & app development, film and animation, set and model design for TV, film and theatre, special effects, architecture and interior design, gaming design, publishing, journalism, fashion and textile design, 3D design, branding, packaging design, text design, editorial, interactive design, advertising.

Entry Requirement

Grade 5 in Art & Design or Fine Art GCSE



Art & Design

A-Level Photography/Graphic Communication

Subject Photography and Graphic Communication

Exam Board AQA

Specification Numbers 7206(c) 7206(x)
7203(c) 7203(x)

Teacher Responsible L Bassant

Introduction Students will have the opportunity to choose between the two disciplines. Students will have the experience of working to a Photography and Graphics brief, where they will learn how to use a digital SLR camera, the basics of graphic design (branding, typography, imagery) and investigate different methods and techniques to successfully communicate a concept. After the initial brief, students will decide which discipline to study. This is a two year, linear course with two components for both Photography and Graphic Communication:

1. A practical 'Personal Investigation' into a specific area of the Arts with a related written academic study (60% of the final grade).
2. An externally set exam (structured around the skills, knowledge and understanding developed throughout the course) with an 'early release' question paper giving you time to fully prepare for the final practical exam at the end of the course (40% of the final grade).

Aims of the Course The Photography and Graphic Communication course is an innovative course that aspires to be at the forefront of the discipline and is an essential component to the modern, multimedia world we live in. This course will equip you with an academically informed skills base and a high quality portfolio that will support your path into Higher Education and employability within the Photographic Communication, Computer Generated Graphics, Fashion, Gaming and Interactive Media & Design Industries including web, app and game design, advertising, packaging design, design for print, illustration, communication graphics, branding, motion graphics and design for film and television. The course will push your perceptions of visual communication.

How You Are Assessed AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Links to Future Careers There are many and varied careers within the Photographic and Graphics Communication Industries, including Film, TV, Advertising, Gaming, Fashion, Branding, Multimedia Motion Graphics and Packaging Design.

Entry Requirement

Grade 5 in Photography, Art & Design or Fine Art GCSE

**Students who have not studied the above courses may still be considered. They will be required to submit a portfolio.*



Business

AS and A-Level Business

Subject Business Studies

Exam Board Edexcel

Specification Numbers 7132

Teacher Responsible Ms Ashbee

Introduction Business Studies is a very wide and complex subject which allows for the appreciation of various contemporary business scenarios. In order to prepare pupils for the rigor of end of year examinations, pupils will be assessed on every topic in each unit. This will take the form of examination style questions including multiple choice, short answer and case study questions.

We recommend all prospective pupils start to familiarise themselves with development in business through wider reading. We have found those pupils who immerse themselves in business literature often find it easier to apply business theory to real business examples which helps pupils to achieve highly in examinations.

Aims of the Course This course demonstrates the interrelated nature of business through the use of models and theories to support analysis and application to real life business scenarios. Business Studies provides pupils with the opportunity to develop knowledge and skills to critically assess new business developments such as globalisation and digital technology, in order to make strategic business decisions.

This is a linear qualification which is divided into AS (Year 1) and A-Level (Year 2)

How You Are Assessed A2 Paper 1 - Themes 1 & 4 - Examination Year 2:
2 hours - 35% of A2

A2 Paper 2 - Themes 2 & 3 - Examination Year 2:
2 hours - 35% of A2

A2 Paper 3 - Themes 1, 2, 3 & 4 - Examination Year 2:
2 hours - 30% of A2

Links to Future Careers A-Level Business allows pupils to develop the knowledge and skills required to analyse data, think critically about issues and make strategic decisions. These are all skills which are transferable to any field of study in further education and employment. Previous students have used this qualification to move into the accounting industry and have used their business skills to help them pursue a career in business management, marketing and finance.

Entry Requirement

Grade 5 in GCSE Business, L2 Distinction in BTEC Enterprise and Grade 5 Maths and English



Criminology

Level 3 Criminology

Subject Criminology

Exam Board WJEC

Specification Numbers 601/6248/X

Teacher Responsible Mrs C Webb

Introduction There are four units in the course.

Two will be studied in Year 12 and two will be studied in Year 13.

Year 12 Content

Unit One: Changing awareness of crime

Unit Two: Criminological theories

Year 13 Content

Unit Three: From the crime scene to the courtroom

Unit Four: Crime and punishment

Aims of the Course This course aims to provide the students with a strong foundation in the criminal process and those factors that might impact how a crime is reported and the outcome of a trial.

It deals with theories behind crime and criminality and the people and organisations who are involved in the legal process. While most lessons are classroom based, the course does encourage collaboration in some research tasks and will feature visits and talks by those involved in the criminal process.

How You Are Assessed This course is broken down into four units, two of which will be studied in Year 12 and two in Year 13.

There are two units which are coursework based and two which are exam based. In Year 12, the students will submit their coursework and they will write an exam in June. This is the same for Year 13.

The coursework unit is worth 50% of the final grade and the exam accounts for the remaining 50%.

Grades are awarded from A*-E.

Links to Future Careers National Probation service
The courts and tribunal service
The National Offender Management Service

Entry Requirement

Grade 4 in GCSE English Language



English

A-Level English Literature & Language

Subject English Literature and Language

Exam Board WJEC Eduqas

Specification Numbers A710U

Teachers Responsible Miss Martin

Introduction English Literature and Language builds upon the foundations of GCSE. This is a 2 year course.

We cannot avoid communication, whether it's the daily barrage of information from various platforms, speaking and listening to others or reading subject-specific material in the classroom. It makes perfect sense that understanding how we communicate is one of the key skills we all require. And to excel at it? Well, that would be invaluable. English Language and Literature at A-Level aims to do exactly that: to help us to learn and understand the various ways in which we communicate through language, from conversational to formal spoken language, and literature, from non-fiction to fiction texts. If you have an interest in the world around you, in reading and writing and communicating, then this is the subject for you.

Aims of the Course Students will learn how to:

- Develop and apply understanding of concepts and methods appropriate for the analysis and study of language;
- Use integrated linguistic and literary terminology in the reading and interpretation of texts; Understand how language works in context, focusing on how the texts were constructed and received;
- Reflect on the connections between the various elements of their study, enabling them to explore how meaning is created;
- Engage creatively and critically with a wide range of texts;
- Develop skills as producers and interpreters of language;
- Make accurate references to texts and sources.

How You Are Assessed Three exams will take place at the end of the two year course: two worth 30% of the overall A-Level grade and the other worth 20% of the overall grade.

Students will also complete a personal investigation, worth 20% of the overall grade. The non-exam assessment element is a folder containing THREE pieces of work: a critical study and two pieces of creative writing (1 literary and 1 non-literary) with a total COMBINED word count of 3000-3500 words.

Links to Future Careers This A-Level encourages students to be critical analysts of the world around them. Students will be able to appreciate the construction of language and meaning in a plethora of texts, including prose, poetry, drama and non-fiction. Students will become widely read in a range of different genres. This course provides students with the opportunity to complete independent study to University standards. Literature and Language are integrated on this course and thus students reap the benefits of gaining skills in investigative and theoretical discussion, suitable for a wealth of career paths.

Entry Requirement

Grade 6 and Grade 5 in GCSE English Language and English Literature (in either order)



English

A-Level English Language

Subject English Language

Exam Board WJEC Eduqas

Specification Numbers A700U

Teacher Responsible Miss Martin

Introduction English Language is very different to the course studied at GCSE: this is where we investigate what language is; why it is used; how it is used, and what contextual factors influence how we use it.

This two year course involves:

- Analysing spoken language - how do people talk? Why do they talk in the way that they do? What features differentiate spoken English from written English and why? How do speakers show their attitudes and viewpoints through the language they use? - all of these questions are explored in investigating Spoken Language.
- Exploring Language Issues: Standard and Non-standard English; language and power; language and situation; language and acquisition; language change over time; English in the 21st Century and its evolving nature due to technological and cultural change.
- Language is a concept to be discussed. Language can be, and is manipulated and we need to explore why. Language changes and often it is young people who change it - we explore why in this course and also look at how advancements in technology have shaped language in the 21st Century.
- Creative and critical use of language – students produce two pieces of original writing and comment on their choice of language and its effect.
- In NEA, pupils will construct a 2500- 3000 word investigation, closely exploring language and identity. Pupils will examine data they have collated focusing on a specific aspect of how speakers and or writers forge identities through their language use.

Aims of the Course Students will learn how to:

- Develop and apply understanding of concepts and methods appropriate for the analysis and study of language;
- Explore data and examples of language in use;
- Engage creatively and critically with a varied range of texts and resources and explore links between texts;
- Develop skills as producers and interpreters of language;
- Independently investigate language in use in a variety of different contexts and scenarios.

How You Are Assessed Three exams will take place at the end of the two year course: two worth 30% of the overall A-Level grade and the other worth 20% of the overall grade. Students will also complete a personal investigation (the NEA), worth 20% of the overall grade exploring language and identity.

Links to Future Careers English Language students are introduced to the concepts and disciplines of English Language/ Linguistics in relation to a wide range of spoken and written forms, providing the opportunity to hone their skills of interrogating data, interpretation, analysis, evaluation, synthesis and reflection, and their own creative writing. These skills are invaluable for a vast range of career paths such as: Journalism, Law, Investigations in the Police/the Military, Advertising, PR, HR, Teaching and Politics.

Entry Requirement

Grade 6 and Grade 5 in GCSE English Language and English Literature (in either order)



French

A-Level French

Subject	French
Exam Board	AQA
Specification Numbers	7652
Teachers Responsible	Mrs Johal
Introduction	Do you enjoy learning about other cultures and ways of life? Are you interested in languages and communication in the business world, travel and tourism, literature journalism and the media? If so, you are likely to find this course appropriate. There are a number of options in the course where you can choose your topic or question to suit your interests. Whether you want to use language at work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.
Aims of the Course	The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in French. You will also learn much more about a wide range of aspects of Francophone society. You will be able to read from authentic sources, such as magazines and newspapers, reports or books. You will be able to listen to a range of sources such as news reports on the radio or TV. You will learn how to write longer pieces and to hold conversations and discussions in French.
How You Are Assessed	Paper 1 (Listening, Reading and Writing): Written exam: 2 hours 30 minutes, 100 marks, 50% of A-Level. All questions for Listening and Reading are in French. The paper is divided as follows: • Listening - students will have individual control of the recording (30 marks) • Reading - students to answer some non-verbal and verbal questions (50 marks) • Writing - translation of 2 passages of minimum 100 words. One in English and one in French (10 marks each) Paper 2 (Writing): Written exam: 2 hours, 80 marks in total, 20% of A-Level Students will study one film (La Haine - dir. Matthieu Kassovitz) and one novel (Un sac de billes - Joseph Joffo). Both pieces explore aspects of history in France from WW2 and the French riots, these explore themes such as racism, religion and current affairs. Students will have two questions to choose from for each piece and will need to write about 300 words per essay.



French

A-Level French

How You Are Assessed	Paper 3 (Speaking): Oral exam: 21–23 minutes (including 5 minutes preparation time), 60 marks in total, 30% of A-Level. • Students will start with a stimulus photo card which will lead to a discussion for 5-6 mins (25 marks) • Students are to choose a topic and prepare a presentation about a topic of their choice (Society, Art, Geographical or historical events, current affairs which is related to Francophone culture). Presentation is 2 mins and follow-up discussion is 9-10 mins (35 marks).
Links to Future Careers	There will be a range of opportunities open to you, where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a higher education in another subject, but choose a language option alongside it. Having a language at A-Level will improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course is an excellent step towards achieving your goals.

Entry Requirement
Grade 5 in GCSE French



Geography

A-Level Geography

Subject Geography
Exam Board Edexcel
Specification Numbers 9GEO
Teacher Responsible Mrs C Stone

Introduction A-Level Geography is a specification that will provide students with the knowledge, skills and enthusiasm sought by those in higher education and employers. It should excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences.

Content of Studies **Paper 1: Physical Geography**
Tectonic Processes and Hazards, Coastal Landscapes and Change, The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Insecurity.
Paper 2: Human Geography
Globalisation, Regenerating Places, Superpowers and Migration, Identity and Sovereignty.
Paper 3: Synoptic Geography
A synoptic investigation based on a geographical issue within a place-based context that links to one of the following themes: Players, attitudes and actions or futures and uncertainties.
Non-examination assessment
Independent Fieldwork Investigation based on 2 days compulsory fieldwork.

How You Are Assessed This qualification is linear, which means that students will sit all their exams and submit all their non-exam assessments at the end of the course.
Paper 1: 30% of the qualification
Paper 2: 30% of the qualification
Paper 3: 20% of the qualification
Non-examination assessment: 20% of the qualification

A-Level Residential Trip - As part of the course, students may be offered a residential trip within the UK in preparation for their NEA. Whilst this will not be made compulsory, it is highly recommended that all A-Level Geography students attend. Local fieldwork opportunities will be compulsory for all A-Level students in Year 12. This is planned to take place in Term 6 in Year 12.

Links to Future Careers Geography is a facilitating subject; one which is most commonly required or preferred by Russell Group universities to get on to a range of degree courses. Many of the top universities will ask students to have at least one A-Level in a facilitating subject on application. Geography students are among the top 3 most employed graduates in a recent poll. A geography degree can lead to diverse careers, with options including urban planning, environmental consulting, Geographic Information Systems (GIS) specialist, cartography, and surveying. Other roles include sustainability consultant, geographer, nature conservation officer, and teacher. The broad nature of a geography degree provides a high rate of graduate employment in various sectors, including environmental management, data analysis, and transport planning.

Entry Requirement

Grade 5 Geography, Grade 5 English and Maths GCSE



History

A-Level History

Subject History
Exam Board AQA
Specification Numbers 7042
Teachers Responsible Miss Turney, Miss Watts and Mr Clarke

Introduction History is all around us. If you have an interest in the world around you, the society you live in, and how it has developed, if you like learning about people, how they interact and what motivates them, and about different countries, societies and cultures, then History is for you.

Students will study three components;
A breadth study: The Tudors: England, 1485-1603
A depth study: Democracy and Nazism: 1918-1945
and **a personal investigation** covering the struggle for civil rights in America. This will involve the study of significant historical developments over a period of around 100 years and the associated historical interpretations.

Aims of the Course To develop key skills of research, analysis and communication of ideas and develop an understanding of significant historical events, the role of individuals in history and the nature of change over time.

As well as this, students will gain a deeper understanding of the past via the study of a range of evidence and interpretations in order to appreciate the past from a political, social, economic or cultural perspective.

How You Are Assessed Components one and two are written exams which are assessed at the end of the two year course. Both papers will have a compulsory question linked to historical interpretations/evidence as well as a choice of two essay style questions.

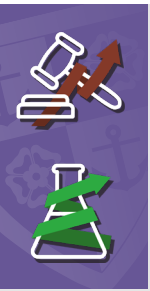
The third component will be a personal historical investigation.

Paper 1C: 40% of the qualification
Paper 2O: 40% of the qualification
Non-examination assessment: 20% of the qualification

Links to Future Careers History A-Level provides a sound basis for the study of history and other academic subjects at a higher level such as law & politics, or careers in architecture, the armed forces, journalism, medicine, advertising, law, the arts or the public sector such as the police and the Civil Service. History provides the ability to handle information, make judgements and express ideas clearly.

Entry Requirement

Grade 5 in History and Grade 5 in English GCSE



Computing

Cambridge Advanced National in Computing

Subject	Cambridge Advanced National in Computing: Application Development
Exam Board	OCR
Specification Numbers	610/3975/5 (Extended Certificate)
Teacher Responsible	Mrs Barker & Mr Thorpe
Introduction	This new qualification offers learners the opportunity to develop key knowledge, skills, and understanding of Computing and Information Technology, tailored for the modern technological world. It emphasises practical, real-world applications, focusing on areas such as app, website, and game development. This course equips students to confidently pursue a degree or career in Computing, IT, or related fields.
Aims of the Course	The qualification aims to develop your knowledge, understanding, and skills in application development and computing. You will gain an insight into the IT and computing sectors by investigating the stages of software application development, the principles of UX/UI design, and the importance of secure and ethical practices. This qualification emphasises practical application, enabling you to: • Design and create applications for different platforms, including websites, games, and immersive technology. • Develop skills in problem-solving, project planning, and teamwork, which are essential for real-world IT environments. • Use IT tools and techniques to analyse data, meet client requirements, and present solutions effectively. • This qualification is designed to provide you with specialist knowledge and transferable skills to progress to an apprenticeship, move directly into employment, or pursue a related Higher Education (HE) course.
How You Are Assessed	The Cambridge Advanced National in Computing: Application Development consists of five units, including two externally assessed exams and three non-examined assessment (NEA) units: Year 12: Unit F160: Fundamentals of Application Development (Exam) F161: Developing Application Software (Exam), Unit F162: Designing and Communicating UX/UI Solutions (Coursework) Year 13: Two Optional Units (Coursework): Options include Game Development, Website Development, Immersive Technology Solution Development, or Software Development.
Links to Future Careers	Software Developer, User Experience Designer, IT Support Technician, Data Analyst, Web and Mobile Application Developer

Entry Requirement

Grade 4 in GCSE Computer Science or a Level 2 Merit in Cambridge Nationals Creative iMedia



Law

Level 3 BTEC Subsidiary in Applied Law

Subject	Applied Law
Exam Board	Pearson
Specification Numbers	601/9043/7
Teacher Responsible	Mr Singh
Introduction	The Pearson BTEC National Extended Certificate in Applied Law 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, possibly in the legal sector. The qualification is equivalent in size to one A-Level and aims to provide a detailed introduction to the legal sector.
Aims of the Course	The course is designed to give you the opportunity to study a range of civil and criminal laws and a study of the legal system and law making. Furthermore, you will develop a number of skills on the course. These include: communication, research and using and applying legal information. You will need to be motivated and capable of working independently with minimal guidance.
How You Are Assessed	In the Extended Certificate, two units will be externally assessed exams, and two units will be internally assessed coursework. Year 12: Unit 1: Dispute solving in Civil Law (<i>externally assessed exam</i>) Unit 2: Investigating Aspects of Criminal Law (<i>internally assessed coursework</i>) Year 13: Unit 3: Applying the Law (<i>externally assessed exam</i>) Unit 5: Consumer Law (<i>internally assessed coursework</i>)
Links to Future Careers	Solicitor Barrister Paralegal National Probation service The courts and tribunal service The National Offender Management Service

Entry Requirement

Grade 4 in either GCSE English Literature or English Language



Mathematics

A-Level Mathematics

Subject Mathematics

Exam Board Edexcel

Specification Numbers 9MA0

Teacher Responsible Mr Harman

Introduction To further develop and extend the skills acquired in GCSE Mathematics in order to complement and support other A-Levels. The study of Mathematics helps prepare students for study in the fields of Education, Engineering and Science.

Aims of the Course The aims and objectives of this qualification are to enable students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.
- extend their range of mathematical skills and techniques.
- understand coherence and progression in mathematics and how different areas of mathematics are connected.
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general.
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.
- reason logically and recognise incorrect reasoning.
- construct mathematical proofs.
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy.
- recognise when mathematics can be used to analyse and solve a problem in context.
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them.
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions.
- make deductions and inferences and draw conclusions by using mathematical reasoning.
- interpret solutions and communicate their interpretation effectively in the context of the problem.
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding.

How You Are Assessed At the end of the second year, you will sit three examinations, each worth 33.33% of your overall grade. Each examination is 2 hours long.

Links to Future Careers A-Level Mathematics opens doors to further study and careers in Education, Banking, Economics, Accountancy, Actuary, Medicine and Computing.

Entry Requirement
Grade 7 in GCSE Maths



Media Studies

A-Level Media Studies

Subject Media Studies

Exam Board WJEC - Eduqas

Specification Numbers 603/1149/6

Teacher Responsible Ms Brookes & Miss Floyd

Introduction This course allows students to be truly aware of the central role the media plays in contemporary culture, society and politics. The media shapes our perceptions of the world through the representations, ideas and points of view they offer. The WJEC Eduqas specification offers learners the opportunity to develop an informed understanding of these key issues, using a comprehensive theoretical framework and key theories to support critical exploration, analysis and debate.

The study of a range of rich and stimulating media products is central to the specification, working from the product outwards to debate key questions related to the social, cultural, political and economic role of the media. A range of Media will be studied such as radio, TV, film, music, newspapers and magazines and video games.

Aims of the Course

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis
- Understand key theories of media studies and use specialist subject-specific terminology appropriately.
- Debate key questions relating to the social, cultural, political and economic role of the media through discursive writing.
- Construct and develop a sustained line of reasoning and argument which is coherent, relevant, substantiated and logically structured in an extended response about media issues.
- Demonstrate sophisticated practical skills by providing opportunities for creative media production.

How You Are Assessed Two exams will take place at the end of the two year course - both exams are worth 35% and total 70% of the qualification.

Component 1: Media Products, Industries and Audiences (2 hours 15 minutes)

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:

Section A: Analysing Media Language and Representation

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers.

Section B: Understanding Media Industries and Audiences

This section assesses two of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.



Media Studies

A-Level Media Studies

How You Are Assessed **Component 2: Media Forms and Products in Depth (2 hours 30 minutes)**

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A – Television in the Global Age

Section B – Magazines: Mainstream and Alternative Media

Section C – Media in the Online Age

The third element of the course is the Non-exam assessment:

Component 3: Cross-Media Production

NEA - 30% of qualification

Students will also be asked to complete a non-exam assessment to demonstrate their knowledge of the theoretical framework by creating a single media product- this will be made in response to briefs set by the exam board. (30% of qualification)

Links to Future Careers Media Studies develops a wide range of transferable skills including analysis, communication, and critical thinking. The skills of media allow you to investigate and analyse theory at university or when helping businesses and organisations predict the outcome of news items and current affairs. By looking at the history of media studies and its place in society and culture, you can help design public health campaigns, or advise on communications for businesses, for example. Jobs directly related to Media could include:

- presenter
- advertising media buyer
- copywriter
- media researcher
- broadcast journalist
- social media manager

Entry Requirement

Grade 5 in both GCSE English Literature and English Language



Performing Arts

BTEC National Extended Certificate in Performing Arts

Subject BTEC National Extended Certificate in Performing Arts (Single)

Exam Board Edexcel

Specification Numbers 601/7233/2

Teacher Responsible Miss Cordell

Introduction The BTEC Extended Certificate is a practical, intense course for students who enjoy performing. Students work as a theatre company on a wide range of performances and assignments, as well as learning about key theatre practitioners and playwrights to develop a range of specialist skills and knowledge in performance.

The Extended Certificate is the equivalent of one A-Level and is worth UCAS points in exactly the same way as traditional A-Levels. The course is suitable both for students who want to go on to study drama, or those who are looking for a practical subject to balance more academic studies.

Aims of the Course The course is very rewarding, but hard work! Along with classwork, students are expected to put in additional time for rehearsals and performances outside of school hours. In order for lessons to be almost entirely practical, written work needs to be completed in study periods and at home, including keeping an online blog of daily work and portfolios of evidence.

We expect Performing Arts students to complete at least 6 hours of independent work outside of lesson time, in addition to watching and taking part in performances. Preparation work is set over the Summer holiday.

How You Are Assessed The 2-year course is continually assessed which means there are no final exams as such, however there are both practical and written tasks which are set and marked by the exam board throughout the year. 60% of the course is externally assessed via online submissions of written tasks and visiting examiners, with the remaining 40% marked by tutors and moderated by the exam board. Around 90% of classwork is practical, but this does mean that students are expected to complete written assignments in their own study time. Written work includes keeping a detailed rehearsal diary, research, preparation for presentations, and reading scripts.

Links to Future Careers BTEC Level 3 qualifications are valued by employers and Higher Education (Universities and Colleges) and gain UCAS points in the same way as A-Levels. The vast majority of our students go on to university or drama school to study Performing Arts, Drama, Theatre Studies or a related subject. We also have an excellent track record with students gaining places at drama schools and dance colleges. The course equips students with confidence and excellent interpersonal skills to succeed in interviews and leads to a wide variety of careers, including work in the theatre, advertising, project management, PR, venue management, teaching, and journalism.

Entry Requirement

Grade 4 in GCSE Drama or a Merit in a Level 2 BTEC in Performing Arts
**If students have not previously studied Drama or Performing arts, entry is via an audition and interview*



Performing Arts

BTEC National Diploma in Performing Arts

Subject BTEC National Diploma in Performing Arts (Double)

Exam Board Edexcel

Specification Numbers 601/7232/0

Teacher Responsible Miss Cordell

Introduction The BTEC Diploma runs alongside the Extended Certificate, covering additional units and leading to a qualification equivalent to 2 A-Levels.

The Diploma is a practical, intense course for students who enjoy performing, directing, or writing drama. Students work as a theatre company on a wide range of performance projects and assignments, as well as learning about key theatre practitioners and playwrights to develop a range of specialist skills and knowledge in performance.

Aims of the Course The course is suitable both for students who want to go on to study drama, or those who are looking for a practical subject to balance more academic studies. There is no final written exam, however written coursework must be produced to a high standard and is demanding.

There are many in-house and public performances and students must be prepared to perform in front of audiences, putting in rehearsal time and preparation both within class and in their own time.

How You Are Assessed The 2-year course is continually assessed which means there are no final exams as such, however there are both practical and written tasks which are set and marked by the exam board throughout the year. 60% of the course is externally assessed via online submissions of written tasks and visiting examiners, with the remaining 40% marked by tutors and moderated by the exam board.

Around 90% of classwork is practical, but this does mean that students are expected to complete written assignments in their own study time. Written work includes keeping a detailed rehearsal diary, research, preparation for presentations, and reading scripts.

Links to Future Careers BTEC Level 3 qualifications are valued by employers and Higher Education (Universities and Colleges) and gain UCAS points in the same way as A-Levels. The vast majority of our students go on to university or drama school to study Performing Arts, Drama, Theatre Studies or a related subject. We also have an excellent track record with students gaining places at drama schools and dance colleges. The course equips students with confidence and excellent interpersonal skills to succeed in interviews and leads to a wide variety of careers, including work in the theatre, advertising, project management, PR, venue management, teaching, and journalism.

Entry Requirement

Grade 4 in GCSE Drama or a Merit in a Level 2 BTEC in Performing Arts
**If students have not previously studied Drama or Performing Arts, entry is via an audition and interview.*



Psychology

A-Level Psychology

Subject Psychology

Exam Board Eduqas

Specification Numbers Specification Code is A290QS
Qualification No: 601/6044/5

Teachers Responsible Mrs C Webb
Mr K Woolmer

Introduction This specification is intended to ensure that learners gain a comprehensive appreciation of the nature of psychology and psychological enquiry. Through the specification learners will be introduced to historical and current psychological approaches and classic and contemporary research. In addition there are opportunities to explore psychological controversies and debates. Learners will also study a variety of methods used by psychologists and will carry out their own investigations. Consideration of the ethical issues and implications of psychological endeavours are emphasised in all aspects of the specification. The content is stimulating, relevant and accessible to a wide range of learners, ensuring both breadth and depth to the study of psychology. There are three core components: Psychological Approaches, Behaviour, and Contemporary Debates. The content covered is more focused compared to AQA or OCR. Eduqas places a clear emphasis on research methods and scientific inquiry by including a Dedicated paper on research methods that allows students to develop robust skills in experimental design, data analysis, and evaluation. It also has an Integrated application approach by allowing research methods to be embedded across topics, reinforcing understanding through real-world examples.

Aims of the Course This WJEC Eduqas A-Level specification in Psychology is stimulating, distinctive and attractive, providing exciting opportunities for the learners to study a variety of historical and current psychological approaches, study classic and contemporary psychological research covering a variety of perspectives and topics, study principles of investigating human and animal behaviour, apply psychological information to everyday situations and explore contemporary issues raised in psychological research. Students are given opportunities to work scientifically through their own psychological research, demonstrating greater emphasis on the skills of psychology. This specification encourages learners to develop essential knowledge and understanding of different areas of psychology and how they relate to each other, develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods in psychology and develop competence and confidence in a variety of practical, mathematical and problem solving skills. Students are encouraged to develop their interest in and enthusiasm for psychology, including developing an interest in further study and careers associated with the subject, understand how society makes decisions about psychological issues and how psychology contributes to the success of the economy and society.

How You Are Assessed Component 1 - Psychology past to present.
• 2 hours and 15 minutes external exam, worth 33.3%
Component 2 - Investigating behaviour
• 2 hours and 15 minutes external exam, worth 33.3%
Component 3 - Implications in the real world.
• 2 hours and 15 minutes external exam, worth 33.3%

Links to Future Careers A-Level Psychology provides a foundation for diverse careers, including clinical counselling and education psychology, where you assess and treat mental health, and support students' development. You can also pursue roles in occupational psychology within HR, focusing on workplace efficiency, or become a forensic psychologist assisting in the criminal justice system. Additionally, it opens doors to entry-level positions in mental health support, counselling, research, and areas like advertising, marketing, and HR.

Entry Requirement

Grade 5 in Psychology (if taken at GCSE)
Otherwise 6 in one English and at least one 6 in a Science (Combined/Biology/Chemistry/Physics)



Religious Studies

A-Level Religious Studies

Subject Religious Studies

Exam Board WJEC/EDUQAS

Specification Numbers A120

Teacher Responsible Mrs C Cleall

- Introduction**
- A-Level Philosophy and Ethics/Religious Studies invites learners into the world of big ideas and bold questions. It's designed to spark curiosity about religion's role in shaping individuals, communities and societies—and to challenge assumptions about truth, morality, society and meaning.
 - The WJEC Eduqas A-Level specification contains three components: Christianity, Ethics and Philosophy.
 - A wide range of topics are explored, including how we decide what's right and wrong. We debate ethical dilemmas like abortion, euthanasia and relationships. We also confront deeper questions: Why is there evil and suffering? Can science and faith coexist? What counts as a miracle—and does religious experience prove anything?

- Aims of the Course**
- This A-Level in Philosophy and Ethics/Religious Studies challenges learners to:
- Engage with the big questions behind religion and belief, and connect them to global issues and human experience.
 - Build specialist insight into how morality, philosophy and faith shape—and are shaped by—culture, history and reason.
 - Critically examine the church's influence on ethical thinking across time, and debate its relevance in today's society.
 - Approach ethical theory with curiosity and rigour, questioning assumptions and exploring competing perspectives.
 - Develop and refine their own beliefs, values and arguments through deep reflection and intellectual challenge.

How You Are Assessed There is an exam for each module studied with a contribution of 33% to your total qualification.

Links to Future Careers This is an impressive course to both employers and universities. People who have studied Philosophy and Ethics/Religious Studies go on to a wide range of fields including Law, Medicine, Teaching and Psychology.

The course will develop your analytical skills and debating skills.

It will challenge students to think about the value of each argument and consider wider existential questions. It is seen as a 'facilitating subject' by Russell Group universities.

Entry Requirement
Grade 5 in GCSE English



Science

A-Level Biology

Subject Biology

Exam Board OCR

Specification Numbers H420

Teachers Responsible Mr Squires/Mrs Riddell/Mrs Samuels/Mr Woolmer

Introduction Biology is the Science of any living organism or system. It ranges from the very small molecular elements, fundamental to life, such as DNA to the very large ecosystems. Students will gain an appreciation of the mechanisms and systems that keep us alive and how to manipulate them for our own purposes.

Aims of the Course Biology is a highly academic course involving much theoretical work combined with a significant proportion of practical investigation. It shall develop the students' understanding of the following topics whilst developing a number of transferrable skills that are highly sought after:

Module 1: Development of Practical Skills in Biology
Module 2: Foundations in Biology
Module 3: Exchange and Transport
Module 4: Biodiversity, Evolution & Disease
Module 5: Communication, Homeostasis & Energy
Module 6: Genetics, Evolution & Ecosystems

How You Are Assessed The course is entirely assessed through terminal exams taken at the end of Year 13. The A-Level course is assessed through three exams; Paper 1 & 2 are both 2 hours 15 minutes and Paper 3 is 1 hour 30 minutes.

Paper 1: Biological Processes (modules 1, 2, 3 & 5) - 37%
Paper 2: Biological Diversity (modules 1, 2, 4 & 6) - 37%
Paper 3: Unified Biology (modules 1-6) - 26%

In addition, those studying A2 will be required to complete 12 practical investigations that will be recorded in the student's log book and reported as a Pass/Fail additional Practical Endorsement on their exam certificate.

Links to Future Careers Biology not only allows students to access a wide range of biological sciences from ecology to microbiology to medicine, but also supports other sciences and paths opened by those.

In addition, the Biology A-Level is highly sought after by many employers and universities due to the range of transferable skills such as citing academic texts. Students go into such industries as law and accounting.

Entry Requirement
Minimum of a Grade 6 in GCSE Biology or Grade 6-6 in GCSE Combined Science
Grade 5 in GCSE Mathematics and Grade 4 in English (preferable)



Science

A-Level Chemistry

Subject Chemistry

Exam Board OCR

Specification Numbers H432

Teacher Responsible Mr Heaton/Mr Day

Introduction Generally speaking, Chemistry is divided into two areas, organic and inorganic. Over the two years studying Chemistry, students will be exposed to the skills found in both that will allow them to identify and synthesise a range of chemicals, some of which are fundamental to our everyday lives.

Aims of the Course Over the course, students will develop an understanding for the mechanisms, skills and practical techniques that are present with the discipline by touching on the following topics:

AS modules

- Development of Practical Skills
- Foundations in Chemistry
- Periodic Table & Energy
- Core Organic Chemistry

A2 modules

- Development of Practical Skills
- Foundations in Chemistry
- Periodic Table & Energy
- Core Organic Chemistry
- Periodic Table, Elements & Physical Chemistry
- Synthesis & Analytical Techniques
- Unified Chemistry

How You Are Assessed The course is linear, so assessment of a student's knowledge takes place at the end of Year 13:

- Paper 1 (Periodic Table, Elements & Physical Chemistry): 135 minutes, 37% weighting
- Paper 2 (Synthesis & Analytical Techniques): 135 minutes, 37% weighting
- Paper 3 (Unified Chemistry): 90 minutes, 26% weighting

Students will also carry out a practical endorsement that is done internally, where they must complete a number of practical activities to demonstrate certain skills.

Links to Future Careers Potential careers involve those in healthcare such as medicine, pharmacy and dentistry, but the course is also extremely useful in careers in the biological sciences, physics, mathematics, pharmacology and analytical chemistry. Chemistry is also taken by many law applicants as it shows you can cope with difficult concepts.

Entry Requirement

Minimum of a Grade 6 in GCSE Chemistry or Grade 6-6 in GCSE Combined Science
Grade 5 in GCSE Mathematics and Grade 4 in English (preferable)



Science

Level 3 Applied Science AAQ (Extended Certificate)

Subject Applied Science AAQ

Exam Board Cambridge OCR

Specification Numbers 610/3948/2

Teachers Responsible Mrs Riddell/Mr Squires/Mr Johnson

Introduction Do you have a scientific mind? A love of finding out why things work the way they do? Then this could be the course for you. Applied Science is the more vocational course the Science department runs at Level 3 and is the equivalent of 1 A-Level. It is a mixture of coursework (NEA) and examined content. Students will learn about the fundamentals of science, whilst planning and executing laboratory investigations, giving students hands-on experience and learning how to analyse scientific data. This course mixes traditional science with real world implications!

Aims of the Course The aim of the course is to develop the skills, knowledge and techniques that will allow students to move on to a career in the sciences if they so wish. It will also develop the students' organisational and communication skills with a mixture of externally assessed and internally verified tasks. They will cover the following topics:

Core Units:

- Fundamentals of science (Exam)
- Science in society (Exam)
- Investigating science (NEA)

Two Specialist Units which may include:

- Forensic biology
- Analytical chemistry
- Environmental studies
- Medical physics

How You Are Assessed The course is assessed using both exams (40%) and coursework (60%)

- Fundamentals of science (Exam) - externally assessed
- Science in society (Exam) - externally assessed
- Investigating science (NEA) - internally assessed
- Forensic biology (NEA) - internally assessed
- Analytical chemistry (NEA)- internally assessed
- Environmental studies (NEA)- internally assessed
- Medical physics (NEA) - internally assessed

Links to Future Careers The course is designed for learners who are interested in Forensics, Biomedical studies, Nursing and life sciences. It is equivalent to one A-Level and works well taken in combination with other A-Levels or AAQ courses.

Entry Requirement

Grades 4-4 in GCSE Combined Science, Grade 4 in Maths, Grade 4 in English



Science

A-Level Physics

Subject Physics

Exam Board OCR

Specification Numbers H432

Teacher Responsible Mr Opoku/Mr Sahota

Introduction Physics tries to explain how the Universe works. During the A-Level, students will extend the fundamental aspects of forces, motion, energy and electricity they learned at GCSE, and apply them to everyday situations as well as more cutting edge topics, such as cosmology, quantum physics and particles.

Aims of the Course Students will develop a deeper understanding of Physics from their GCSEs. They will develop their numeracy skills as well as their understanding of the very small, in terms of subatomic particles, and the very large, such as the forces that hold the universe together.

They will cover the following content over the two years:

Module 1: Development of Practical Skills in Physics

Module 2: Foundations of Physics

Module 3: Forces and Motion

Module 4: Electrons, Waves and Photons

Module 5: Newtonian World and Astrophysics

Module 6: Particles and Medical Physics

How You Are Assessed Students will sit three examinations at the end of Year 13 and a fourth component where students complete a series of practical activities demonstrating certain fundamental skills.

Component 01 – Modelling Physics: assesses content from modules 1, 2, 3 & 5. It lasts 135 minutes and forms 37 % of total A-Level.

Component 02 – Exploring Physics: assesses content from modules 1, 2, 4 & 6. It lasts 135 minutes and forms 37% of total A-Level.

Component 03 – Unified Physics: assesses content from all modules. It lasts 90 minutes and forms 26% of total A-Level.

Component 04 – Practical Endorsement in Physics (non-exam assessment reported separately)

Links to Future Careers Physics is very useful in combination with any other science subject and is vital for anyone thinking of pursuing a career in engineering or medicine. It is a qualification highly regarded by employers and Further and Higher Education.

Entry Requirement

Minimum of a Grade 6 in GCSE Physics or Grade 6-6 in GCSE Combined Science
Grade 5 in GCSE Mathematics and Grade 4 in English (preferable)



Sociology

A-Level Sociology

Subject Sociology

Exam Board AQA

Specification Numbers 7192

Teacher Responsible Mr S Julian

Introduction Sociology is the study of the development, structure, and functioning of human society. Students of sociology investigate the social causes and consequences of a number of factors in human life.

Such factors can include the structure and nature of relationships in the family to the representations of gender and sexuality in the media.

Aims of the Course The course aims to provide students with a broad understanding of the world around them.

Students are encouraged to look at society from a variety of different viewpoints, with a specific focus on the areas of the family, education, the media and crime.

How You Are Assessed The course is 100% examination.
There are 3 papers, each is 2 hours long.

Paper One
Education with Theory and Methods

Paper Two
Family and Media

Paper Three
Crime & Deviance with Theory & Methods

Links to Future Careers Sociology is well-suited to careers in:

- Teaching
- Lecturing
- Social work
- Social policy
- Banking
- The media
- Criminal justice system

Entry Requirement

Grade 5 in either GCSE English Language or English Literature



Spanish

A-Level Spanish

Subject	Spanish
Exam Board	AQA
Specification Numbers	7692
Teacher Responsible	Mrs Johal
Introduction	Do you enjoy learning about other cultures and ways of life? Are you interested in languages and communication in the business world, travel and tourism, literature journalism and the media? If so, you are likely to find this course appropriate. There are a number of options in the course where you can choose your topic or question to suit your interests. Whether you want to use language at work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.
Aims of the Course	The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in Spanish. You will also learn much more about a wide range of aspects of Hispanic society. You will be able to read from authentic sources, such as magazines and newspapers, reports or books. You will be able to listen to a range of sources such as news reports on the radio or TV. You will learn how to write longer pieces and to hold conversations and discussions in Spanish.
How You Are Assessed	Paper 1 (Listening, Reading and Writing): Written exam: 2 hours 30 minutes, 100 marks, 50% of A-Level. All questions for Listening and Reading are in Spanish. The paper is divided as follows: • Listening - students will have individual control of the recording (30 marks) • Reading - students to answer some non-verbal and verbal questions (50 marks) • Writing - translation of 2 passages of minimum 100 words. One in English and one in Spanish (10 marks each) Paper 2 (Writing): Written exam: 2 hours, 80 marks in total, 20% of A-Level Students will study one film (El Laberinto de Fauno - dir. Guillermo del Toro) and one novel (Como agua para chocolate - Laura Esquivel).



Spanish

A-Level Spanish

How You Are Assessed	Paper 3 (Speaking): Oral exam: 21–23 minutes (including 5 minutes preparation time), 60 marks in total, 30% of A-Level. • Students will start with a stimulus photo card which will lead to a discussion for 5-6 mins (25 marks) • Students are to choose a topic and prepare a presentation about a topic of their choice. Presentation is 2 mins and follow-up discussion is 9-10 mins (35 marks)
Links to Future Careers	There will be a range of opportunities open to you, where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a higher education in another subject, but choose a language option alongside it. Having a language at A-Level will improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course is an excellent step towards achieving your goals.

Entry Requirement
Grade 5 in GCSE Spanish



Sport

BTEC Sport Level 3 National Diploma Single/Double

Subject BTEC Level 3 Sport

Teacher Mr J Cooper

Introduction The course is both practical and theory related, equivalent in size to two A-Levels. You learn via classroom based lessons and by taking part in practical lessons.

Aims of the Course *For the Single Extended Certificate, students study only Units 1, 2, 3 & 4*

Unit 1: Anatomy and Physiology (External Assessment)
The examination will be 1 hour 30 minutes in length. Topics include: the skeletal system, muscular system, respiratory system, cardiovascular system and the energy system for sports performance.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being (External Assessment)
Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours.

Unit 3: Professional Development in the Sports Industry (Internal Assessment)
Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in a personal skills audit, career action plan and practical interview assessment activities.

Unit 4: Sports Leadership (Internal Assessment)
Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

Unit 22: Investigating Business in Sport (External Assessment)
This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours as timetabled by Pearson.

Unit 23: Skill Acquisition in Sport (Internal Assessment)
Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills.

Unit 7: Practical Sports Performance (Internal Assessment)
Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

Unit 8: Coaching for Performance (Internal Assessment)
Learners will develop the techniques, personal knowledge and ability to deliver coaching sessions.

Unit 25: Rules, Regs and Officiating (Internal Assessment)
Learners explore the historical development of the rules and regulations in a selected sport, and apply them while officiating.

Links to Future Careers All our former students who have applied to University following the completion of the course have been accepted, including students who have received scholarships as a result of their academic success.

Entry Requirement

Merit in CNAT Sport Studies, 4 in GCSE PE
(If students have not studied Sport, then Grade 5 in GCSE Science and English)



Uniformed Protective Services

Subject Uniformed Protective Services

Exam Board Pearson

Specification Numbers 603/5067/2

Teachers Responsible Mr Singh

Introduction The uniformed protective services sector is diverse and encompasses uniformed public services such as the police service, the fire and rescue service, the armed services and the prison service. These public services are organised and financed by the government to benefit society. There is a wide range of occupations for graduate entry across the uniformed protective services, including roles in the police service and the armed services. This qualification focuses on, but is not limited to, the uniformed protective services such as the police service, fire and rescue service, armed services and prison service.

Aims of the Course This qualification is designed to support learners who are interested in learning about the uniformed protective services sector. It gives them a broad basis of study, designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A-Levels.

You will need to be motivated and capable of working independently with minimal guidance.

How You Are Assessed In the Extended Certificate, one unit will be an externally assessed exam, and three units will be internally assessed coursework.

Year 12:

Unit 2: Behaviour and Discipline in the Uniformed Protective Services (*externally assessed exam*)

Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services (*internally assessed coursework*)

Year 13:

Unit 13: Introduction to Criminology (*internally assessed coursework*)

Unit 15: Police Powers and the Law (*internally assessed coursework*)

Links to Future Careers Police service
Fire and rescue service
Armed services
Prison service

Entry Requirement

Grade 4 in either GCSE English Literature or English Language

Financial Studies

PLEASE NOTE:

The specification for the Agored Cymru Financial Studies course is currently awaiting approval. As such, further details cannot currently be provided. However, if you are interested in this course, we will keep you updated when further information is available.

At the point of approval, the digital copy of our Sixth Form prospectus (accessible via our website) will be updated to include all necessary information to match the other courses listed in this prospectus.

Subject Financial Studies

Exam Board Agored Cymru

**Specification
Numbers** TBC

**Teachers
Responsible** TBC

Introduction Building on LIBF's strong legacy, Agored Cymru has updated the structure to align with today's education and regulatory landscape. The suite of qualifications allows for clearer progression routes, from LiFE, which covers everyday money skills, through to advanced qualifications supporting higher education, apprenticeships, and financial careers.

**Aims of the
Course** TBC

**How You Are
Assessed** TBC
Level 3 Diploma in Financial Studies (DipFS)
Level 3 Certificate in Financial Studies (CeFS)

**Links to Future
Careers** Careers in banking or finance. The qualifications also introduce important industry themes like risk, regulation, and ethical decision-making.

Entry Requirement
Grade 4 in GCSE Maths

Apply To Our Sixth Form

The Howard Sixth Form aims to ensure equality of opportunity by providing a wide range of programmes that facilitate access and progression. It is our policy to operate an admissions system which guides students onto appropriate programmes of study from which they are likely to benefit and which will enable them to fulfil their potential.

How to apply

Follow these simple steps to apply for your place at The Howard Sixth Form:

- 1. Identify the subjects you are interested in** - Use this prospectus to find out about the subjects we offer that interest you. If you would like any further information about a subject, please do not hesitate to get in contact with the school using the contact information on the back page.
- 2. Decide your order of preference** - Rank your chosen subjects in order of preference. Make sure to decide upon one or two reserve subject choices, in case one of your chosen courses cannot run due to lack of interest.
- 3. Apply** - Applications to our Sixth Form can be made via an online form, which is accessible by scanning the QR code at the bottom of this page with a mobile device, or by visiting the Sixth Form section of our school website. Make sure you are aware of any deadlines.
- 4. Attend an interview** - After we receive your application, we may invite you to attend an interview with one of the team, who will also be able to answer any questions you may have.
- 5. Receive your offer** - We will let you know if you have been successful and offer you a place at The Howard Sixth Form within a few weeks following your interview (subject to achieving the relevant entry requirements).
- 6. Collect your results** - You must attend on results day to secure your place in the 6th form, even if you have been offered a conditional place.
- 7. Sixth Form Surgery** - Post-GCSE results advice is available at our Sixth Form Surgery – visit us if your results aren't what you expected and discuss your options.
- 8. Enrolment and start of term** - Following enrolment, you will be sent a start pack which will outline all the start of term arrangements.

If you have any questions regarding the application process, please call the school office on 01634 388765 or via email: office@thehowardschool.co.uk



Scan to submit your application!

Or visit: bit.ly/howardsixthform25

Notes

We Hope To Welcome You Soon

Thank you for taking the time to read through our Sixth Form Prospectus. If you have any further questions, please do not hesitate to get in touch. We hope to welcome you to The Howard School in September.

Contact Us

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