

KLB  
**SIXTH  
FORM**

*With effort comes reward*

# Sixth Form Course Guide

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## 2024/25

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KATHARINE LADY BERKELEY'S SCHOOL, WOTTON-UNDER-EDGE, GL12 8RB

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# The Sixth Form at Katharine Lady Berkeley's School

Katharine Lady Berkeley's School is a rural comprehensive school situated in beautiful countryside. It was founded in 1384, making it one of the oldest state schools in the country. Currently it has 1470 students attracted from Wotton-under-Edge and nearby villages as well as a significant number from further afield.

The Sixth Form currently numbers 270 students, mainly from Katharine Lady Berkeley's School, but with some having transferred from other schools or having moved into the area.

The next two years offer you many exciting opportunities, which will be rewarding as well as challenging. By taking sixth form courses at Katharine Lady Berkeley's School, you are choosing a caring and structured environment that will help you to realise your potential. For existing students, the staff know you and you know them, but for new students you will find that you quickly feel a part of this sixth form.

We provide excellent teaching, a good working environment and sound guidance on all aspects of post-GCSE studies. The most recent Ofsted inspection in 2023 commented that "the sixth-form curriculum offer is exceptional. Students take up an impressive range of courses and opportunities." The previous three full Ofsted reports – in 2008, 2012 and 2017 – have rated the achievement of students and quality of provision in our sixth form as being outstanding. In our inspection in May 2017, the comments made about our sixth form included:

- Leadership, provision and the quality of teaching in the Sixth Form are outstanding.
- Sixth Form students set a fine example for pupils in the rest of the school. They are self-assured and confident, but also embody qualities such as modesty and humility. They, like other pupils in the school, are caring and altruistic. As such, students are highly effective ambassadors for the school.
- The number of students completing their courses and going on to higher education, employment or training is higher than the national average. This is because students enjoy their courses and respond well to the teaching they receive. It is also because they have high aspirations and benefit from strong support that helps them to achieve highly.

Many of our students go on to higher education and we have a strong tradition of students entering Oxbridge. Whatever your goals, we will help you to achieve them.

The Sixth Form is the time when some of the most important decisions in your life are made and our aim is that you feel supported and confident in the choices you make.

Jane Champion  
November 2023

## Key contacts

Miss H Khan (Headteacher):	hkhan@klbschool.org.uk
Mrs J Champion (Head of Sixth):	jcampion@klbschool.org.uk
Dr C Pullin (Assistant Head of Sixth)	cpullin@klbschool.org.uk
Mrs L Price (Sixth Form Secretary):	lprice@klbschool.org.uk
Mr C Pickles (HE Consultant):	cpickles@klbschool.org.uk

# Choosing courses

## **Entry requirements and programmes of study**

There are specific entry requirements for each subject offered in Year 12 – see page 5 for details. To join the Sixth Form a student must have achieved at least:

Three passes at Grade 5 and two passes at Grade 4

In addition, candidates must also be able to follow a programme of study including at least three full A level courses in line with the entry requirements for individual courses as detailed for each subject on page 5.

## **Programmes of study:**

**To study four subjects:** We recommend that students with mainly grades 6 to 9 at GCSE would be best suited to studying 4 subjects in Year 12. Throughout Year 12, most students will reduce their programme to 3 subjects for Year 13.

**To study three subjects:** we recommend that students with mainly grades 4 and 5 at GCSE would be best suited to studying three subjects in Year 12.

We are always open to developing alternative pathways with more flexible models.

## **A typical Year 12 timetable**

With the current fifty period timetable over a fortnight, you will spend nine periods on each of your courses. Your A level studies will be supported by private study sessions. In addition to this, students have one hour of enrichment each week and an additional life skills session each fortnight.

## **Which courses can I choose?**

There are many courses offered as described in this course guide. The schedule is as follows:

- Students make their initial selection of subjects in February;
- The option blocks will then be created (see below). During this process, we endeavour to achieve the best 'fit' with students' choices. This is also the stage at which we make decisions about the numbers of groups for each subject and whether some subjects will not be viable as a result of low numbers;
- All students will be interviewed in March or April;
- Students can change their options after this time in light of altering circumstances or unexpected examination results. These changes can only be incorporated within the option blocks, which will, by this stage, have been finalised.

## **Option Blocks**

The A level subjects will be grouped into four option blocks. These blocks are created in order to allow as many students as possible to take the combination they request. If a particular student's requested combination cannot be accommodated, discussions will take place in order to try to identify an alternative combination that does fit into the option blocks.

## **What should I do next?**

If you are considering taking A levels:

- decide which subjects you enjoy and in which you are achieving good grades;
- ask your teachers for their views about your suitability for different courses;
- look at your career options and check which subjects are needed;
- seek advice from Miss Champion, careers staff, your tutor, teachers, parents etc, but make the decision yourself;
- keep your options open, perhaps by applying to more than one establishment, e.g. school and a college.

## **What advice can you give on subject combinations?**

All courses will entail hard work and require commitment.

You need to ask the question, "What am I going to do after my A levels?"

- The choice needs to be a positive one based on good research. You will be spending two years studying the subject, so it is an important decision.
- Some university courses require specific subject combinations. For example, engineering and physics require mathematics and physics, medical subjects often require chemistry. If you know what subjects you will be doing, it is a good idea to look at the websites of the universities that are of interest to you.
- There are some subjects such as business studies and economics that may be seen to be too closely related and therefore not demonstrating commitment to a broad range of study. You need to find out more about the courses and whether the combination is right for you.
- You can only take two practical subjects from fine art, food, graphic art, photography and product design.

## **What happens when I get my GCSE results?**

If your grades are what you had hoped for and you have met the entry requirements for your chosen subjects, you will need to confirm with us that you wish to take up your place in the sixth form. If, however, you have not gained the results that you needed, you must come and talk to us on results day. If you are not sure, be on the safe side and talk to us.

## GCSE requirements for individual courses

Subject	Requirement if studied at GCSE	Requirement if not studied at GCSE
Art: Fine Art or Graphic Design	5 in Art or Graphic Art	
Biology	6 in Biology and 5 in one other science or 6-5 in Combined Science. Grade 5 in Mathematics.	
Business	5 in Business	Grade 5 in at least one English GCSE AND Grade 4 in Mathematics
Chemistry	6 in Chemistry and 5 in one other science or 6-5 in Combined Science. Grade 5 in Mathematics.	
Computer Science	6 in Computer Science	Grade 6 in Mathematics
Drama	5 in Drama	Grade 5 in at least one English GCSE
Economics		Grade 5 in at least one English GCSE AND Grade 5 in Mathematics*
English Literature	5 in English Language AND Literature	
Film Studies	NA	Grade 5 in at least one English GCSE
Food	5 in Food Preparation and Nutrition	
French	6 in French	
Geography	5 in Geography	Grade 5 in at least one English GCSE AND Grade 5 in Mathematics
History	5 in History	Grade 5 in at least one English GCSE
Japanese	6 in Japanese	
Mandarin Chinese	6 in Mandarin Chinese	
Mathematics	6 in Mathematics	
Mathematics (Further)	7 in Mathematics	
Music	5 in Music	Grade 5 in at least one English GCSE together with proficiency on at least one instrument or voice to the equivalent of ABRSM Grade 5 or higher
Physical Education	5 in Physical Education or Level 2 Merit in vCert and proficiency in at least one sport**	Grade 5 in at least two science GCSE subjects or 5-5 in Combined Science
Photography	NA	Grade 5 in Art or Graphic Art is recommended or a submission of a portfolio if the student did not take GCSE Art or Graphics.
Physics	6 in Physics and 5 in one other science or 6-5 in Combined Science. Grade 6 in Mathematics.	
Product Design	5 in Design Technology and/or Art	
Psychology	NA	Grade 5 in at least one English GCSE AND Grade 5 in Mathematics
Sociology	5 in Sociology	Grade 5 in at least one English GCSE
Spanish	6 in Spanish	

*Please note that the courses taken can include a maximum of two from Fine Art, Graphic Art, Photography, Food and Product Design.*

*\*Please see additional notes on subject page*

*\*\* Please talk to Mr Daniel, Head of Physical Education. Proficiency in an OCR accredited sport is essential*

## Supporting your studies

All students are assigned to a tutor who sees you on a daily basis. Your tutor will monitor your welfare and progress and is likely to contribute to a reference when you leave the school. There is an emphasis on mentoring and monitoring through tracking sheets, formal reports and parents' evenings.

The change from teacher-directed learning to self-directed learning will be one of the main changes that you experience.

Private study is a crucial aspect of every student's routine. You will be expected to spend some of your free periods in the Sixth Form study library. This provides an ideal working environment and is resourced with computers linked to the school network and internet. The main school library is also available for independent study.

## Post 16 Bursary Funding Support

**This information is correct for academic year 2023/2024.**

### **1. Introduction**

The 16-19 Bursary Fund is paid by the Education Funding Agency (ESFA) to schools and colleges so that they may provide financial help to students whose access to or completion of education might be inhibited by financial considerations.

Each school has been allocated a fixed sum of money for the 16-19 Bursary Fund. This will vary from year to year.

Students who are eligible must apply by Monday 18th September and must also supply the required evidence to support the application. This fund is designed to help support those young people who face the greatest barriers to continuing in education post 16. The fund has two elements: the Vulnerable Bursary for vulnerable young people and the Discretionary Bursary for young people facing financial barriers to participation. These funds can be used by the students to help pay towards the costs related to participation in full-time education, such as transport, educational visits, university open days, interviews, books equipment and school meals.

### **2. Criteria and Eligibility**

\*5% of the total funding available for 2023/24 will be held back for administration and 15% of the total funding will be held back for applications that are received after the deadline of 18th September (i.e. change of circumstances and new students). To be considered for the first round of bursary applications this deadline must be met.

#### **(A) Vulnerable Bursaries**

Eligible students will be guaranteed a £1200 Bursary to support with costs such as public transport, equipment, trips, school meals, books, etc, this is for those who

- Are currently in care (as defined by Social Services)
- Are leaving or have recently left care
- Are in receipt of Income Support (or Universal Credit) in their own name
- Are disabled and in receipt of both Employment Support Allowance and Disability Living Allowance (or Personal Independence Payments)

Please note: Original sources of evidence will be required by the school. **DO NOT SEND PHOTOCOPIES**

**(B) Discretionary Bursaries:** The remaining sum\* will be allocated as follows:

Eligible applicants are identified as falling under one of the three bands:

**Band A** – Students who have successfully claimed Free School Meals for the current academic year or whose Household income is less than £16,190.

Eligible students in this group will be entitled to funding (amount dependent on the number of eligible applications) to contribute towards the cost of transport, essential course equipment, trips, materials, books etc. up to a value of £900 per year.

**Band B** – Students whose household income is less than £20, 187

Eligible students in this group will be entitled to funding (amount dependent on the number of eligible applications) to contribute towards the cost of transport, essential course equipment, trips, materials, books etc. up to a value of £600 per year.

**Band C** - Students whose household income is less than £25, 520

Eligible students in this group will be entitled to funding (amount dependent on the number of eligible applications) to contribute towards the cost of transport, essential course equipment, trips, materials, books etc. up to a value of £400 per year.

## **DISCRETIONARY BURSARY**

Parents/Carers/Students may approach the school for assistance at any time in case of hardship (including sudden or temporary circumstances); these cases will be dealt with on a case by case basis.

What can I spend my bursary on?

The bursary can be spent on anything which will be beneficial to your education. This could include, but is not limited to, the following:

- Text books or other books related to your subjects
- School resources
- Stationery / revision aids
- School trips and visits
- School lunches (money will be added to your cashless catering account for use in the canteen)
- School bag, shoes, clothing or equipment
- Transport costs – petrol contribution (based on home-school mileage)
- Exam fees

### **How do I spend my bursary?**

There are three ways to spend your bursary:

- Buy/pay for the item yourself and reclaim the funds from your bursary. Complete the “Bursary Reimbursement Form” and hand it into the Finance Office who will process a refund into your bank account within a week. Remember to check before you buy your item that it is included in the list of approved items. Forms available from the finance Office or via website.
- Ask the school to order the item for you and pay for it directly from your bursary. Complete the Bursary Order Form and hand in to the Finance Office. The order will be placed and you will be contacted via your school email account when the item is available to collect.
- School lunches. We will add money to your cashless catering account, please contact K Arkell on [kjarkell@klbschool.org.uk](mailto:kjarkell@klbschool.org.uk) if you require money to be added to your account. This option is not available if you already have free school meals

### **3. Conditions of Funding**

Students will be reviewed at the end of each month (re: their attendance, timekeeping and conduct) throughout the year. In order for funds to be authorised, students must have no unauthorised absences.

The payments for the bursary will be paid/reimbursed providing the student has met the criteria below:

- No unauthorised absences
- Attendance of at least 90% during the 4 week period being assessed
- No more than 2 late marks over the 4 week period
- No issues of poor behaviour

Also students are required to have their own bank account, BACS payments will only be made to the student.



Students who are eligible for this funding should be aware that the additional financial support they receive in the form of the grant must be used to help off-set costs directly linked to their education. Students will also be required to inform the school of changes in their financial circumstances.

#### **4. In Year Applications**

Applications after 18th September will be allocated from the contingency fund. An estimate of the "residual funds" figure will be made and the same criteria applied. This means that Discretionary Bursary allocations may vary according to the "residual funds" available during the year. Applications outside of the first application window will also be pro rata based on the student enrolment date.

#### **5. Procedure for Application**

To make an application, students/parents/carers should complete the application form and return this to Miss K Arkell, in the Finance office. Students are advised to clarify that they have the correct evidence before submitting their application forms as inadequate evidence will not be accepted and the student may not then qualify for the first round of allocations, which will significantly reduce their eligibility payments. You will need to re-apply if you are in year 12 going into year 13.

Once the application form is complete with the evidence of eligibility attached, these should be placed in an envelope marked 'Private and Confidential' for the attention of Miss K Arkell. The applications will then be logged and checked. Each claim will be considered and a decision made in accordance with the fund guidelines.

All information supplied will be treated in the strictest confidence throughout the process and all original documentation will be returned once the applications have been verified.

## Higher Education and Careers Advice

You may have already given some thought to your future plans. It may seem like a long way ahead for many of you. At Katharine Lady Berkeley's School, help and advice is on hand throughout the Sixth Form to support a range of pathways including higher education, apprenticeships, employment, Art Foundation courses and gap years. Your tutors, subject staff and the Sixth Form team are all available to offer guidance in addition to school's Higher Education Consultant and the Careers Adviser.

The Higher Education programme begins in earnest in term 4 of Year 12 when all students attend a regional university exhibition. Most universities and colleges are represented here and provide information on the range of courses open to students.

In the summer term, we focus on the application process for higher education including degree apprenticeships. Students are taken through the procedures in assemblies and tutorial activities. There are copies of many prospectuses in the Sixth Form study library and students are encouraged to access relevant web-sites.

For those seeking employment, we offer specialist support from the Sixth Form careers adviser and recommend employment 'fairs' which detail opportunities. Assistance is given in the preparation of CVs and interview techniques.

## Enrichment

All Year 12 students select an enrichment programme that they will follow for the year. Enrichment activities take place every week and they provide an excellent opportunity for students to add breadth to what they have to offer a future employer and, in many cases, it will be rewarding for students to give something back to the community. Students can select from the following activities:

First Aid Course	Recreational sport
Community service in a primary school	Film/book club
Other community service e.g. working with charities	Community service in care homes
Relevant work experience (e.g. veterinary practice)	Knitting
Sign Language	Extended Project Qualification (EPQ)
TEFL	CANSAT
Science outreach to primary schools	Pottery

## Extra-curricular activities

All students are encouraged to pursue other interests outside of their studies. You all have an important role to play within the school and local community.

Listed below are some of the opportunities available to Sixth Form students:

- Keystage 3 reading programme support
- School council
- Helping out at open evenings and parents' evenings
- Charities committee
- Sixth Form committee
- Drama and music productions
- Counselling younger students (Talk In Confidence)
- Duke of Edinburgh Award
- Work Experience
- Help with younger students in lessons

There are also regular trips and social events.

# Katharine Lady Berkeley's School Sixth Form Contract

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Successful education is based on a good partnership between students, parents or carers, and the school. All partners must recognise their responsibilities and seek to carry them out to the best of their abilities.

## The responsibilities of students

I will:

- take responsibility for my own learning;
- attend regularly and punctually;
- remain onsite during the school day, except as outlined in the handbook;
- abide by the school's rules and behaviour policy;
- complete work on time and to the best of my ability;
- work quietly and independently in private study areas respecting others' right to work;
- comply with the rules in relation to the computer network;
- treat the Common Room with respect;
- dress in accordance with the published dress code;
- show respect for the needs of all other students and staff, regardless of their race, gender, sexuality, religion or other personal circumstances.

I understand that if I do not keep to the terms of this contract I may be asked to leave the Sixth Form.

## The responsibilities of parents and carers

I/We will:

- ensure that my/our son/daughter attends school punctually and complies with the dress code;
- avoid taking holidays during term time;
- support my/our son/daughter in their studies and other opportunities for learning;
- support the authority of the school in its expectations of hard work, good behaviour, respect for others and care of school equipment and premises;
- respond quickly to enquiries about my/our son's/daughter's education and welfare and make every effort to attend meetings and report evenings affecting their progress;
- make the school aware of any concerns or problems that might affect my/our son's/daughter's work or behaviour.

## The responsibilities of the school

The school will:

- provide an ethos based on learning, achievement, aspiration and student responsibility;
- aim for the highest standards of work and behaviour through good teaching and pastoral care;
- report regularly on your son's/daughter's progress and keep you informed of any concerns;
- respond quickly to all enquiries about your son's/daughter's education and welfare;
- provide comprehensive and personalised careers advice;
- provide information and offer opportunities for you to know more about and be involved in the daily life of the school.

Teachers will:

- set, mark and monitor work;
- take account of the individual circumstances of students;
- be firm and fair in their dealings with students

## Further Guidance on Expectations

- Prompt attendance is required to registration, all lessons and assemblies. See later guidance on the use of study periods.
- If you know that you will be absent from a lesson you should obtain permission from the Head of Sixth Form or Assistant Head of Sixth Form.
- Teachers will expect you to have caught up with work before the next lesson.
- Work will be set by staff, but you should also set yourself wider reading.
- Part-time work might be important for some sixth formers, but should be carefully limited in terms of hours.
- You will be expected to dress in a way that is suitable for the working day. This includes not wearing outfits that are too revealing.
- Mobile phones/headphones should not be used when walking around the school site.
- Please be aware at all times that you are a role model to younger students.

## Dress Code

**Please read this carefully ready for September.** The aim of the dress code is to ensure that sixth form students are role models for pupils in the rest of the school. We expect students to create a good image of the sixth form both within the school and to the community. The expectations are outlined below to ensure that students arrive in school ready to work. Clothing must be smart business attire.

- Dark blue/black/dark grey, plain or pinstripe/pin check suit;
- Girls have the option of wearing a coordinating tailored jacket with tailored dress/skirt/trousers;
- Plain or striped shirt;
- Girls have the option of wearing smart blouses or tops with long or short sleeves;
- Boys must wear a school sixth form tie (ordered through Scopay);
- V-necked sweater – dark, plain;
- Dark coloured socks or dark/tan coloured tights;
- Smart dark shoes or boots;
- One pair of stud earrings. A clear retainer may be worn in the nose. No other visible piercings are allowed;
- Hairstyles should be tidy and inconspicuous;
- Jackets must be worn at all times unless the “no blazer” rule is in place across the school as a result of hot weather. A coat does not replace a jacket;
- Outdoor coats should be taken off in lessons.

# Biology

**Examinations Board**  
OCR

**A level specification**  
H421

**Head of Subject**  
Miss V Allin

## Course Outline

A level Biology attracts those who are interested in the living world and how organisms function and survive. The OCR course emphasises the way in which scientists work and explores many real-world applications of biology – past, present and future. Students' enthusiasm will be stimulated and independent learning, research skills and practical techniques will be promoted. Students will also develop the ability to think synoptically, bringing together information from different parts of the course in order to promote depth, as well as breadth, of knowledge.

As a science subject, it will develop skills in information and data collection, analysis, evaluation and understanding. Science encourages reasoned, critical thinking, teamwork, as well as presentation and research skills; attributes highly prized by employers.

## Course Content

Teaching Modules	Assessment
<p><b>Development of practical skills in biology</b> Planning, implementing, analysis and evaluation.</p> <p><b>Foundations in biology</b> Cells, membranes, organisation, biological molecules and enzymes.</p> <p><b>Exchange and transport</b> Exchange surfaces, transport in animals and transport in plants.</p> <p><b>Biodiversity, evolution and disease</b> Disease and the immune system, biodiversity, classification and evolution.</p> <p><b>Communication, homeostasis and energy</b> Communication, homeostasis, excretion, hormones, the nervous system, plant and animal responses, photosynthesis and respiration.</p> <p><b>Genetics, evolution and ecosystems</b> Cellular control, inheritance, genetic engineering, biotechnology, cloning, ecosystems and sustainability.</p>	<p><b>Exam 1</b> – Biological processes 2 hour 15 minutes written paper 37% of total A level (100 marks)</p> <p><b>Exam 2</b> – Biological Diversity 2 hour 15 minutes written paper 37% of total A level (100 marks)</p> <p><b>Exam 3</b> – Unified Biology 1 hour 30 minutes written paper 26% of total A level (70 marks)</p> <p>Exams will assess content from a combination of modules 1-6.</p> <p><b>Practical Endorsement in Biology</b> Non-exam assessment. Reported separately to grade.</p>

## Trips

An integral part of the Year 13 course is fieldwork. The students are encouraged to attend a residential course during the summer term of Year 12 in order to develop understanding of ecology, biodiversity and conservation, ecological investigation techniques, statistical analysis and data interpretation skills. Throughout the two years of A level study students may also get the opportunity to go on day trips to venues such as the Royal College of Surgeons for lectures or visits.

## Entry Requirements

See table on page 5

## Career Possibilities

Biology can be used as an entry qualification for a variety of courses at higher education including medicine, radiography, genetics, forensics sciences and environmental science. During the A Level course students will have the opportunity to discuss post-16 options and meet with a variety of biological professionals in order to explore biological careers beyond the obvious.

**Examinations Board**  
AQA

**A level specification**  
7132

**Head of Subject**  
Mr J Edwards

## **Course Outline**

Business A level is designed to demonstrate the interrelated nature of business using business models, theories and techniques to support the analysis of current business issues and situations. Therefore students, in addition to studying more traditional topics such as marketing, finance, operations and HR, will investigate relevant current issues such as digital technology, supply chain management, business ethics and globalisation as well as the impact of Brexit and coronavirus. Furthermore, the latest specification has been intentionally devised to be more academically rigorous than its predecessors.

## **Y12**

Students will investigate;

- What is business?
- Managers, leadership and decision-making
- Decision making to improve marketing performance, operational performance, financial performance and human resource performance.

## **Y13**

In addition to the above components, students will also investigate;

- Analysing the strategic position of a business, e.g. financial analysis and the external environment
- Choosing strategic direction, e.g. markets and competition
- Strategic methods: how to pursue strategies, e.g. business growth, globalisation and innovation
- Managing strategic change, e.g. managing culture, network analysis, strategic planning

## **Assessment**

The A-level is assessed by three two hour written exams at the end of the course.

Paper 1: Multiple-choice questions, short answer and two essays. 33.33% of A level

Paper 2: Three compulsory data response questions. 33.33% of A level

Paper 3: One compulsory case study consisting of six questions. 33.33% of A level

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

Although an A level in business is not a necessary requirement for any route beyond A level, higher education or employment, an A level qualification in business clearly provides a good general introduction to the world of business which we all face daily and as such is relevant in a wide range of vocational areas. All businesses (and other organisations like charities and hospitals) need sound business skills behind them!

# Chemistry

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**Examinations Board**  
OCR

**A level specification**  
H432

**Head of Subject**  
Mr T Verber

Chemistry is the science of the composition, structure, properties, and reactions of matter. In their study of A level chemistry students will:

- develop a broad understanding of atoms and compounds, and study in detail the interactions of some chemical substances.
- apply their knowledge of chemical systems to a range of contexts.
- apply their mathematical knowledge from GCSE to a variety of contexts.
- carry out a range of practical techniques including chemical analysis and synthesis.

## Course details

As with all chemistry courses students will study elements of physical, organic and inorganic chemistry and will undertake laboratory experiments to consolidate and apply their knowledge and understanding.

Students will undertake three examination papers. Question styles include multiple choice (15 marks, components 01 and 02 only), short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions.

Component	Number of marks	% of total A level	Topics covered
Periodic table, elements and physical chemistry (01)	100	37	Development of practical skills in chemistry, Foundations in chemistry, Periodic table and energy, Physical chemistry and transition elements
Synthesis and analytical techniques (02)	100	37	Development of practical skills in chemistry, Foundations in chemistry, Core organic chemistry, Organic chemistry and analysis
Unified chemistry (03)	70	26	All
Practical endorsement in chemistry (04)*	Practical activities are embedded within the learning outcomes of the course to enhancing learners' understanding of chemical theory and practical skills. These skills are assessed during class time and reported separately to OCR.		

## Entry Requirements

See table on page 5

## Career Possibilities

Studying A level chemistry can lead to variety of careers. As a chemist, you could fight disease by discovering new medicines, protect the environment or invent new products (cosmetics, paints, plastics and many more). Chemistry also allows you to access career like medicine, dentistry, pharmacy, dietetics or veterinary science.

# Computer Science

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**Examinations Board**  
OCR

**A level specification**  
H446

**Head of Subject**  
Mr J Chandler

## **Course Outline**

This is a challenging and rewarding course designed to enable learners to develop the fundamentals of computer science including; abstraction, decomposition, logic, algorithms and data representation.

Learners will be able to develop skills in programming by tackling problems whilst using creativity, innovation, analysis and logic. This will be done through a mix of theoretical and practical tasks.

Students will have an opportunity to explore various development software that they can choose as part of their practical programming project.

## **Assessment**

- Paper 1 Exam - Computer Systems – 40%
- Paper 2 Exam - Algorithms and Programming – 40%
- Non-Exam Assessment - Programming Project – 20%

## **Programming Project**

Learners will choose a problem that they have defined. They will use a programming language to create a program to solve the problem. Students will be able to suggest their own problem and can choose their preferred programming language from a list of many OCR approved. Students will be required to follow an iterative development process to create their project.

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

An A level in computer science is a good subject to take prior to beginning a degree in either computer science or another specialised computing degree. Many computing degree apprenticeships are now available, where students can gain valuable work experience whilst continuing their studies.

Careers include those in app development and analysis, games design and development, data analysis, software engineering, systems analysis, web design and development and cyber security.



# Design and Technology

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**Examinations Board**  
Edexcel

**A level specification**  
9DTO

**Head of Subject**  
Mr P Hanney

## **Course Outline**

The course for design and technology is made up of two components, Principles of Design and Technology and an Independent Design and Make Project.

### Component 1: Principles of Design and Technology (Paper code: 9DT0/01)

Written examination: 2 hours 30 minutes  
50% of the qualification  
120 marks

### Component 2: Independent Design and Make Project (Paper code: 9DT0/02)

Non-examined assessment  
50% of the qualification  
120 marks

### A level Design and Technology aims to:

Equip students with design skills for the future by teaching them how to recognise design needs and develop an understanding of how current global issues, including integrating technology, impacts on today's world. Also, encourage creativity and innovation by giving them the confidence to produce ambitious, complex and creative solutions.

Students on the DT A level enjoy excellent results and are taught by knowledgeable and enthusiastic teachers who have a wealth of industry experience.

## **Career Possibilities**

The Design and Technology A level course is the application of design, science, mathematics, technology and manufacturing processes to meet the needs of industry today. It is a suggested course for students wishing to study toward a wide range of careers. These include, but are not limited to engineering, product design, industrial design and architecture as well as providing them with an understanding of their environment and how to respect and improve it.

## **Entry Requirements**

See table on page 5

# Drama and Theatre Studies

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**Examinations Board**  
Edexcel / Pearson

**A level specification**  
9DR0

**Head of Department**  
Mr J Blake

## Course Outline

The course consists of three components, which are all explored during Year 12 with the majority of examination taking place in Year 13.

Component 3: Theatre Makers in Practice  
*(externally assessed written examination in Year 13)*

Component 1: Devising – 40%  
*(internally assessed performance examination with written portfolio submitted in Year 12)*

This is a unit that allows pupils to create their own piece of drama using their imagination and creativity. They will devise an original performance using one extract from a text and one practitioner influence. The majority of their marks are earned through a portfolio of 2500-3000 words that they write alongside the rehearsals, which documents their process for devising. The subsequent piece will be performed to the teacher examiner and moderated through a video recording by the examinations board. They will demonstrate their performance skills in a performance environment using additional lighting, set and sound equipment. Students can be assessed as a performer or a designer for this component.

Component 2: Text in Performance – 20%  
*(externally assessed, two performances in Year 13)*

Similar to Component 1, this unit is designed to provide students the opportunity to perform two extracts from two different scripts; one as a group and one as a monologue or duologue. This will be performed to the external examiner and moderated through a film by the examinations board. Students will demonstrate their skills in a performance environment using additional lighting, set and sound equipment. Students can be assessed as a performer, a designer, or a combination of these. This is a great opportunity to stretch and demonstrate their creative range through an interpretation of existing play texts.

Component 3: Theatre Makers in Practice - 40%  
*(externally assessed written examination at the end of Year 13)*

This unit is preparation for the written examination that takes place in Year 13. Section A is a Live Theatre Evaluation involving students analysing something they have seen on stage, which can either be a live production or a video recording. We aim to include at least one trip to see a live production in aid of the students' work. They create notes on their observations and analysis that can be taken into the examination;

Section A is worth 20 marks.

For Section B, pupils will study a play text, as if they were performing in a version of the play and as if they were designing their own production of the script. The play is studied practically, with examination questions linked to the work they do. Section B of the examination is 2 questions worth 18 marks each. Section C is called 'Interpreting a Performance Text' which involves students studying another text and developing a concept for a performance of this text. Students write as a director to show understanding of how their performance contrasts the play when it was originally performed. This section involves knowledge of theatre history, as well as understanding the social, historical and political influences on playwrights. This is worth 24 marks.

## Entry Requirements

See table on page 5

## Career Possibilities

Drama and Theatre Studies A level compliments a range of subjects and develops advanced skills in communication, presentation, creativity, analysis and teamwork; all of which are extremely useful for a range of careers and much sought after in the working environment. The performance and technical design skills can open doors within the theatre, TV and film industries, where roles range from directing to stage management, and qualifications can form a stepping-stone into teaching, therapy and community outreach.

# Economics

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**Examinations Board**  
AQA

**A level specification**  
7136

**Head of Subject**  
Mr J Edwards

## Course Outline

Economics has become increasingly high profile in recent years. Fears over high inflation and the implications of the energy crisis are topics rarely out of the news recently, throwing a light on the importance of, and divisions within, this subject area.

Economists are often in healthy debate with each other over these issues as well as topics such as poverty and globalisation. It is this controversy which makes economics lively and interesting and which allows students the opportunity to make their own judgements and form their own opinions and should help develop skills, qualities and attitudes, which will equip them for the challenges, opportunities and responsibilities of adult and working life.

## Year 12

- The operations of markets and market failure (Microeconomics)  
e.g. The economic problem, price determination, competitive and concentrated markets.
- The national economy in a global context (Macroeconomics)  
e.g. How the macro economy works, measuring economic performance and macroeconomic policy

Microeconomics addresses issues at the individual, firm or market level such as “Why do house prices fluctuate?”, and “Should government interfere with markets?”. Macroeconomics examines issues affecting the economy as a whole such as an analysis of financial markets, globalisation, unemployment and standards of living.

## Year 13

- Markets and market failure (Microeconomics)  
e.g. Behavioural economics, the labour market, and the distribution of income, wealth: poverty and inequality
- National and international economy (Macroeconomics)  
e.g. Financial markets, international trade and globalisation
- Economic principles and issues (Synoptic)

## Assessment

The A level has three, two hour written examinations:

Paper 1: Markets and market failure:	33% of A level
Paper 2: National and international economy:	33% of A level
Paper 3: Economic principles and issues:	33% of A level

Across the three papers students will be examined via multiple choice, short answer, more extended written answers including essays and case study related questions.

## Entry Requirements

See table on page 5. Where a student has studied GCSE Business and not achieved a grade 5, then Economics is unlikely to be a good choice. Please talk to Mr Edwards, Head of Business Education if in any doubt.

## Career Possibilities

An A level in economics is not a necessary requirement for entry to a degree course in any subject, not even economics, but it is a highly relevant, versatile and well respected qualification for anyone wishing to pursue a wide range of courses in higher education or anyone considering a number of careers. Not only could you find yourself working for big corporations, banks, or the government but your qualification in economics could also be valuable support in a career like insurance, accountancy, marketing, law, journalism or teaching. Some knowledge of economics is useful in all walks of life – you can't avoid it!

# English Literature

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**Examinations Board**  
OCR

**A level specification**  
H472

**Acting Head of Subject**  
Mrs K McAllister

**KS5 Co-ordinator**  
Mrs K McAllister

## **Course Outline**

Two externally assessed examinations and one coursework component:

### Component 1: Drama and Poetry pre-1900 Examination.

There are two sections in this examination. The first section consists of a two-part question on Shakespeare: the first part is focused on an extract from a play and the second part is focused on wider knowledge of the play as a whole. In the second section, candidates apply a knowledge of one drama text and one poetry text to a general literary question.

### Component 2: Comparative and Contextual Study Examination.

There are two sections in this examination. The first section consists of close reading (an unseen text) and the second is a comparative essay on set prose texts. The paper will be split into different topic areas such as American Literature, The Gothic, Dystopian Fiction, Women in Literature and the Immigrant Experience. Students study from a list of core and suggested set texts for one topic area.

### Component 3: Non-Examined Assessment (Coursework): Post 1900 Literature.

Candidates are required to study three texts from across the genres of poetry, drama and prose. Task One offers a choice between a critical piece and a re-creative piece with a commentary. Task Two is a 'linked texts' essay focusing on connections and comparisons between two texts.

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

Employers see A level English as a high status course since it develops both intellectual skills and personal qualities. These include clear expression, reason, imagination, cultural awareness, critical acumen, and a mature grasp of human predicaments, behaviour and moral values. It is particularly important for careers in writing, journalism and media, librarianship, and publishing; but it is also useful for a wide variety of other careers – anything, in fact, where the qualities outlined above are valued.

# Film Studies

**Examinations Board**  
OCR

**A level specification**  
H410

**Head of Subject**  
Mrs K McAllister

## Course Outline

We offer the OCR Advanced GCE course in Film Studies. Pupils will gain an Advanced qualification after two years. The course consists of three overarching units, with several components in each, and a range of theoretical and practical study. Examinations are taken in June of the second year. Units are as follows:

Content overview	Assessment Overview	
<p>Learners will develop knowledge of film form through the study of at least <b>three</b> US set films from:</p> <ul style="list-style-type: none"> <li>the Silent Era</li> <li>1930–1960</li> <li>1961–1990.</li> </ul> <p>Learners will also study at least <b>two</b> set films from two major European film movements or stylistic developments:</p> <ul style="list-style-type: none"> <li>Soviet montage</li> <li>German expressionism</li> <li>Italian neo-realism</li> <li>French new wave.</li> </ul>	<p>Film History</p> <p>105 Marks 2 hour paper</p>	<p><b>35%</b> of total A level</p>
<p>Learners will further develop knowledge and understanding of key critical approaches to film and of narrative, genre, representations and spectatorship.</p> <p>Learners must study at least <b>one</b> set film from each of the categories below:</p> <ul style="list-style-type: none"> <li>Contemporary British</li> <li>Contemporary US</li> <li>Documentary</li> <li>Non-European Non-English Language</li> <li>English Language (Non-US)</li> <li>US Independent</li> </ul>	<p>Critical Approaches to Film</p> <p>105 Marks 2 hour paper</p>	<p><b>35%</b> of total A level</p>
<p>Learners must study one compilation of short British fiction films and one compilation of short British experimental films. Learners have the opportunity to demonstrate knowledge, understanding and skills through:</p> <ul style="list-style-type: none"> <li>the production of a 5 minute short film or a 10 minute screenplay for a short film (incorporating a digitally photographed storyboard)</li> <li>an evaluative analysis of the production in relation to professionally produced set short films.</li> </ul>	<p>Making Short Film</p> <p>90 Marks Non-examined assessment (NEA)</p>	<p><b>30%</b> of total A level</p>

## Entry Requirements

See table on page 5

## Career Possibilities

Through the exploration and critical engagement with a wide range of film from different cultures, eras and genres, pupils learn about the complex world of cinema. This understanding is shown through extended written responses and filmmaking or screenwriting. A close analytical study of world cinema, equips students with the following transferable skills: how to research, evaluate and synthesise information; a detailed understanding of the impact of social, historical and contextual information and how that impacts the creative industries; imaginative approaches to problem solving and perhaps, most importantly, cultural awareness of the human condition. Students typically go on to find work in the following areas: Film, Marketing, Media, Advertising, Arts Administration and any other field of work where the above skills are valued.

# Fine Art

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## Examinations Board

Eduqas

## A level specification

A651QS

## Head of Subject

Miss P Taylor

### Course Outline

The A level portfolios explore the foundation skills which every artist and designer relies upon. The course establishes close links between drawing, painting, print-making, sculpture, photography and mixed media work, and will inspire expressive responses to themes relating to a personal or social context.

The course begins with teacher led work which gradually develops into student directed independent work. At Easter in Year 12, the portfolio work will be internally assessed by teachers in order to provide an indication of student progress. In Year 13, the personal investigation enables students to direct their own path of work and to expand on skills and concepts.

The course includes an optional residential study visit to a centre of cultural interest such as Manchester, Barcelona or Paris, which provides the opportunity to set class based work in a first-hand context. The costs of these visits are roughly £290 for a UK based visit to a destination such as Cornwall rising to £690 for a European destination, for example Venice. Visits to London galleries may also be offered. Where possible working artists and designers will be invited in to work with the students.

### A level Examination

Personal investigation                      60% of the assessment

Eternally set assignment                      40% of the assessment

15 hours examination time

### Entry requirements

See table on page 5

### Career Possibilities

An A level qualification is usually followed by a 1 year Art Foundation Course which then leads directly to a degree in an Art related subject. Students also have the option of applying directly to some degree courses.

An Art related qualification will open the doors to the ever expanding creative industries; a major growth area in Britain and abroad. Employment opportunities for creative students exist in Fine Art, Photography, Fashion, Illustration, Architecture Film and Television, Theatre, Museum Curator, Research, Interiors, Textile Design, Craft and the Applied Arts. British designers are highly respected in the international marketplace and many will find successful careers abroad.

# Food Science and Nutrition

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We are considering offering Level 3 – Certificate in Food Science and Nutrition as an option. This is dependent on a number of factors including the level of interest. Further information on the course will follow in due course.

# Geography

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## Examinations Board

Edexcel

## A level specification

9GE0

## Head of Subject

Mrs K A Probyn

Students considering geography as an option should be curious and have an interest in the human and physical world around them. The Edexcel syllabus provides students with the opportunity to develop an in-depth understanding of physical, human and environmental geography and to become critical, reflective and independent learners. Geographical skills and fieldwork are embedded throughout the course. Students will be required to participate in **four days of fieldwork** during Year 12 and this will involve a visit to a **residential fieldwork centre** for which there is a cost.

## Content overview

### Year 12

#### Unit 1: Dynamic landscapes

Topic 1: Tectonic processes and hazards: Content includes investigating why some locations are more at risk from tectonic hazards, the reasons why some hazards develop into disasters and an evaluation of the strategies used in the management of tectonic hazards.

Topic 2: Coastal landscapes and change: This option will investigate how coastal landscapes vary from place to place and the processes that have led to these differences. The threats and extent of sea level change and erosion will be considered and an evaluation of how coastlines are being managed to meet the needs of all players will be assessed.

#### Unit 2: Dynamic places

Topic 3: Globalisation: Content includes investigating the causes of globalisation and why it has accelerated in recent decades. The impacts of globalisation on communities shall be explored and how different players respond to its challenges.

Topic 4: Shaping and regenerating places: This option explores why economies vary from places to place, why regeneration is needed in some locations and how this is managed, evaluating its likely success.

### Year 13

#### Unit 3: Physical systems and sustainability

Topic 5: The water cycle and water insecurity: This topic explores factors that influence the hydrological system over both short- and long- term timescales, how water insecurity occurs and why this is such a global issue.

Topic 6: The Carbon cycle and Energy security: Content includes the carbon cycle and how it operates to maintain planetary health. The demand for energy and how it has caused significant changes to the carbon stores and how the carbon and water cycles are linked to the global climate system.

#### Unit 4: Human systems and geopolitics

Topic 7: Superpowers: Through this topic, students explore the global superpowers and how have they changed over time as well as the impacts of these superpowers on the global economy, political systems and the environment.

#### Topic 8: Migration, identity and sovereignty:

The impacts of globalisation on international migration are explored in this option. The role of nation states in a globalising world is investigated and the threats to national sovereignty evaluated in a more globalised world.

## **Unit 5: An Independent investigation**

Each student will have the opportunity to carry out an independent investigation and incorporate a range of fieldwork techniques and data collection. This investigation is to be internally assessed and externally moderated. A written report will be produced of around 3000-4000 words and contributes towards 20% of the A level.

### **A level examination**

Papers 1 and 2 will assess the above units of work and include short answer questions, resource linked questions and include more demanding extended writing questions. Each paper is 2 hours 15 minutes long and contributes towards 30% of the A level.

Paper 3: The synoptic investigation will be based on a geographical issue within a place based context that draws on knowledge and understanding from the compulsory content across the course. This includes both short answer questions and those that require more extended writing. The paper is 2 hours and 15 minutes long and worth 20% of the A level.

### **Entry requirements**

See table on page 5.



# Graphic Communication (Graphic Art)

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**Examinations Board**  
Eduqas

**A level specification**  
A654QS

**Head of Subject**  
Miss P Taylor

## Course Outline

The A level portfolios explore the foundation skills which every artist and designer relies upon. The course will be vocationally orientated and will explore creative responses within personal, commercial, social and environmental contexts. The work establishes close links between corporate design, packaging, illustration, printmaking and the use of photography and digital imaging.

The course begins with teacher led work which gradually develops into student directed independent work. At Easter in Year 12, the portfolio work will be internally assessed by teachers in order to provide an indication of student progress. In Year 13, the personal investigation enables students to direct their own path of work.

The course includes an optional residential study visit to a centre of cultural interest such as Manchester, Barcelona or Paris, which provides the opportunity to set class based work in a first-hand context. The costs of these visits are roughly £290 for a UK based visit to a destination such as Cornwall rising to £690 for a European destination, for example Venice. Visits to London galleries may also be offered. Where possible working artists and designers will be invited in to work with the students.

## A level Examination

Personal investigation	60% of the assessment
Eternally set assignment	40% of the assessment

15 hours examination time.

## Entry requirements

See table on page 5

## Career Possibilities

An A level qualification is usually followed by a 1 year Art Foundation Course which then leads directly to a degree in an Art related subject. Students also have the option of applying directly to some degree courses.

An Art related qualification will open the doors to the ever expanding creative industries; a major growth area in Britain and abroad. Employment opportunities for creative students exist in advertising, illustration, photography, film and television, web design, computer games and animation, corporate design and publicity, architecture. Related opportunities exist in product design, fashion, interiors, craft and the applied arts. British designers are highly respected in the international marketplace and many will find successful careers abroad.

# History

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**Examinations Board**  
OCR

**A level specification**  
H505

**Head of Subject**  
Mrs K Medcroft

## Course Outline

The Department offers a modular course which aims to stimulate interest in and promote the study of history. It also aims to:

- develop a coherent knowledge of the past – both within and across the topics chosen;
- develop and apply understanding of historical concepts – including explanation, evidence, interpretations and significance;
- develop the techniques of critical thinking in a historical context – and the skills necessary to analyse and solve historical problems;
- develop critical awareness of a range of historical dimensions – conditional and contingent, synchronic and diachronic;
- develop the ability to communicate historical arguments and conclusions clearly and succinctly with reference to appropriate historical terminology.

## Course Structure

### Modules taught in Year 12

British period study and enquiry:

1485 – 1558 The Early Tudors. Enquiry Topic: Mid Tudor Crises 1547 - 1558

Non-British period study:

1919 – 1963 Democracy and Dictatorship in Germany

### Modules taught in Year 13

Thematic study and historical interpretations:

Civil Rights USA 1865 - 1992

Topic based essay (coursework), 3000 – 4000 word essay.

## Examinations

British period study and enquiry, 1hr 30 mins paper – 25% of total A level

Non-British period study, 1hr paper – 15% of total A level

Thematic study and historical interpretations, 2hr 30 mins paper – 40% of total A level

Topic based essay (coursework) – non examination assessment – 20% of total A level

## Entry Requirements

See table on page 5.

## Career Possibilities

A qualification in History at A level is appreciated wherever the processing of information and the formation of judgements based upon it are required. Thus, students of History often find employment in managerial and administrative areas, including commerce and banking. Another common outlet is in the field of communications, especially journalism, politics, publishing or broadcasting. Career opportunities in which historical knowledge is directly used include museum and archive work, librarianship, some parts of the travel industry and, of course, teaching. In addition to this, the subject can be of considerable non-vocational value in the understanding of institutions and appreciation of literature and the environment.

# Languages

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## French and Spanish

### French

#### Examinations Board

AQA

#### A level specification

7652

#### Head of Subject

Miss S Jones

### Spanish

#### Examinations Board

AQA

#### A level specification

7692

#### Head of Subject

Miss S O'Sullivan

### Course Outline

The syllabus builds on the knowledge, understanding and skills gained at GCSE, including a range of transferable skills including communication, critical thinking, research and creativity. All topics are firmly embedded in the countries whose language you are studying. Successful students will attain a high level of proficiency in speaking and listening, in addition to reading and writing.

### Year 12

You will study :

- Aspects of Francophone/Hispanic society: current trends (eg: family, cyberspace, voluntary work).
- Artistic culture in the Francophone/Hispanic world (eg: music, regional identity, cultural heritage, festivals, art).
- One book or film from a set list.
- Grammar

### Year 13

You will study :

- French/Spanish-speaking society: current issues (eg: multiculturalism in France/Spain, poverty, criminality, immigration, racism).
- Political/intellectual life in the Francophone/Hispanic world (eg: politics and youth, The European Union, monarchies).
- One book or film (this has to be a book if a film studied in Year 1) from a set list.
- Grammar
- Individual Research Project for speaking assessment carried out on a topic of your choice.

### Examinations

You will be assessed on all 4 skills.

Paper 1 (50%): Listening, Reading and Writing.

Paper 2 (20%): Writing including translation and written response to film and book.

Paper 3 (30%): Speaking including Individual Research Project.

### Career Possibilities

Studying a foreign language can help develop excellent critical and analytical written skills and enhance communication, all widely prized by employers. Independent study of literature and language help gain an understanding of another country's culture and increase confidence in dealing with a variety of people, situations and cultures.

Languages facilitate studies in a wide range of subjects, with universities offering courses in the chosen language alongside mathematics, the sciences, business, computer science and law. You could also use your A level language as a springboard into further language learning (e.g. ab-initio Italian, Arabic, Chinese).

# Japanese

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## Examinations Board

Edexcel

## A level specification

9JA0

### Course Outline

The syllabus builds on the knowledge, understanding and skills gained at GCSE, including a range of transferable skills such as communication, critical thinking, research and creativity. All topics are closely linked to Japan. No speaking examination is offered by the board, but there are three final papers as outlined below. The content of the papers will be based on the following theme and subthemes.

### Themes

Changing lifestyles of Japanese youth

Education

Health

\*Research topic – Family and personal relationships

Changing society

Changes in popular culture

The influence of technology

\*Research topic – The changing nature of events in Japan

Changing values

The changing world of work

The prolonged economic slump

\*Research topic – Ageing society

Japan in the wake of the 2011 Tohoku Earthquake and Tsunami

11<sup>th</sup> March and the immediate aftermath

Reconstruction policy

\*Research topic – Saving energy after the Fukushima Daiichi Nuclear Disaster

### Literary texts and films

You will study one film (Spirited Away) and one text (Don Don Yomeru Iro Iro Na Hanashi) for Paper 2.

### Language

You will need to learn 400 kanji and their compounds in addition to those learnt at GCSE, as well as a much broader range of vocabulary. Grammatical structures build on those introduced at GCSE. Lessons will focus on building up the skills needed for the final examination while acquiring content knowledge on the themes above.

### Examinations

Paper 1 (40%): Translation into English, reading comprehension and writing (based on ONE independent research topic of the candidate's choice from those outlined above)

Paper 2 (30%): Translation into Japanese and written response to works (a literary text and a film)

Paper 3 (30%): Listening, reading and writing

### Career Possibilities

Study of foreign languages helps improve your powers of expression and precision in the use of language as a whole. You also gain an understanding of other countries' culture and how to operate in a society quite different from that of the UK.

Languages are useful for a wide range of professions, as they are considered to be challenging subjects at A level. This is particularly the case with Japanese. Learning to use grammar develops your ability to apply logic to deal with other problems. Kanjii-learning emphasises attention to detail and forces you to develop good techniques for learning and memorisation.

Many past students of A level Japanese at Katharine Lady Berkeley's School have taken the subject at university, or used it to facilitate their entry onto other courses, such as medicine, law, engineering, business or art.

# Mandarin Chinese

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## Pearson Edexcel Level 3 Advanced GCE in Chinese

### Course outline

The course aims to bring the teaching and learning of Mandarin Chinese into close contact with authentic target language and the culture of Chinese-speaking countries. The development of Mandarin linguistic skills is complemented by research into traditional customs, recent trends and reforms in contemporary China.

Students are examined in Spoken Mandarin Chinese (including independent research project), Listening, Reading and Translation from Chinese into English, Translation from English into Chinese, Written response in Chinese to literacy works and film.

Topic covered at A level are:

Family	Family structure, generation gap, family planning and ageing society
Education and Work	School life, school issues, work opportunity, work-life balance
Tradition	Festivals and customs
Cultural activities	Film, TV, Music and Reading (related to Chinese culture)
Communication and technology	Internet and social media
Economy and environment	Economic development; environmental protection
Change	Wealth gap, super metropolis, urban migrants
Sino-Anglo relations	Commerce, cultural communication, educational communication

A range of textbooks is used for this course as listed below. In addition, supplementary resources from other textbooks and the recent news are used.

- Easy Steps to Chinese books 7 & 8 (Chinese Made Easy)
- Edexcel Chinese for AS (Hodder)
- Edexcel Chinese for A2 (Hodder)
- Chinese for Advance Subsidiary Level (Cypress)

### Entry Requirements

See table on page 5

### Career Possibilities

Mandarin Chinese is very useful in many careers, e.g. the diplomatic service, business and commerce, banking, marketing, catering, armed forces, law, education, secretarial and office work. The Mandarin Chinese Pre-U course offered at KLB is useful for any students who wish to use the language in their future careers.

# Mathematics and Further Mathematics

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**Examinations Board**  
Edexcel

**Mathematics A level specification**  
9MA0  
**Further Mathematics A level specification**  
9FM0

**Head of Subject**  
Miss C Coughlan

## Course Outline

All students will be assessed on their knowledge of Pure Mathematics, Mechanics and Statistics.

Pure Mathematics is the largest part of the course and includes more familiar topics such as trigonometry and graphs, but also new concepts for example calculus and logarithms. Mechanics is concerned with the motion of objects and what changes motion. In mathematics we use models to represent this motion and solve problems. While Statistics is an area of Mathematics mainly concerned with the analysis of data, identifying trends and forming hypothesis to criticise and/or support your ideas.

The assessment objectives include a greater emphasis on modelling, problem-solving and reasoning, so some questions are likely to be long with little scaffolding. This builds on the increase in problem-solving in GCSE so students will be better prepared. The examinations are taken at the end of the course rather than in modules and it is expected that questions will link different aspects of the course.

## Entry Requirement

See table on page 5

## Career Possibilities

Mathematics combines well with most other subjects, being highly regarded by employers and higher education institutions. Statistics is particularly useful in combination with economics, business studies, psychology, geography and biology. Mechanics combines well with physics, engineering and design technology. The logical nature of the subject makes it ideal for a wide variety of careers.

## Further Mathematics

Further Mathematics is a challenging course studying several of the topics in Mathematics A level, for example calculus and trigonometry, to a greater depth. In addition, the pure mathematics includes new more abstract topics such as complex numbers, matrices, polar coordinates and hyperbolic functions. Half of the course is applied mathematics, including options in further mechanics, statistics as well as possibly some decision mathematics.

Further mathematics is recommended for students who are interested in mathematics, physics or engineering courses at university. Due to the challenging nature of the course it has a higher entry requirement at GCSE than Mathematics.

# Music

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**Examinations Board**

Eduqas

**A level specification**

601/8146/1

**Head of Subject**

Mrs D Dudbridge

**Course Outline**

This is a highly practical course - 60% practical and 40% written/listening:

**Year 12**

Component 1 - Performing Music

Component 2 - Composing

Component 3 – Appraising (listening and writing)

**Year 13**

Component 1 - Performing Music (Recital) (35% or 25%)

Component 2 - Composing (2 pieces) (25% or 35%)

Component 3 – Appraising (listening and writing examination 2hr 15 mins) (40%)

**Assessment**

The individual parts are briefly expanded below:

**Year 12**Performing

Students perform at least two pieces on an instrument (or voice) of their choice, for between 6 and 8 minutes, towards the end of Year 12 in preparation for Year 13. Any style is suitable, but one piece must reflect an Area of Study (Western Classical Music, Musical Theatre, Popular Music, Twentieth Century, Twenty-First Century, or Jazz). The standard level of difficulty is Grade 5 as specified by the current graded examination boards (Associated Board, Trinity Board, etc).

Composing

Students prepare and submit two compositions, one reflecting the musical language, techniques and conventions associated with the Western Classical Tradition, and a second piece to a brief set by the student.

Appraising

There are two areas of study:

*The Development of the Symphony 1750-1830 (Mendelssohn Symphony 4 – Italian, and Haydn's London Symphony)*

Analysis question on prepared symphonic repertoire plus aural perception and comparison questions on unprepared symphonic repertoire.

*Jazz 1920-50 (Ragtime, Dixieland, Early Jazz, Big Band and Be-bop)*

Aural perception questions on unprepared jazz repertoire and essay question on wider cultural context.

## Year 13

For Year 13, candidates choose to focus on performing or composing for 35% of the exam, and 25% for the other

### A level Performing

Candidates perform to a visiting external examiner:

at least two pieces on an instrument (or voice) of their choice, 6 - 8 minutes (25%)

at least three pieces on an instrument (or voice) of their choice, 10 -12 minutes (35%)

Again, any style is suitable, but pieces must reflect different Areas of Study (Western Classical Music, Musical Theatre, Popular Music, Twentieth Century, Twenty-First Century, or Jazz). The standard level of difficulty for A Level is Grade 6 as specified by the current graded examination boards (Associated Board, Trinity Board, etc)

### A level Composing

Three compositions (one to a set brief, two as free compositions) 8 - 10 minutes (35%)

Two compositions (one to a set brief, one as a free composition) 4 - 6 minutes (25%)

In both options the first set brief will reflect musical language, techniques and conventions associated with the Western Classical Tradition, while free compositions will reflect another Area of Study (Western Classical Music, Musical Theatre, Popular Music, Twentieth Century, Twenty-First Century, or Jazz).

### A level Appraising

Candidates sit a 2hr 15 mins paper based on prepared and unprepared musical extracts from three Areas of Study (A + B/C/D + E/F):

Area of Study A:	(compulsory) <i>The Development of the Symphony 1750-1900</i> examined on analysis and wider context of two set works - Haydn Symphony 104 (London), and Mendelssohn Symphony 4 (Italian)
Area of Study B:	<i>Rock &amp; Pop</i>
Area of Study C:	<i>Musical Theatre</i>
Area of Study D:	<i>Jazz</i>
Area of Study E:	<i>Into the 20<sup>th</sup> century</i>
Area of Study F:	<i>Into the 21<sup>st</sup> century</i>

The areas of study usually taught at KLB are AOSA, AOSD and AOSE.

### Questions include:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

The skills required for A level Music are many and diverse: development of concentration, memory and speed of thought; practical and creative skills; understanding and use of physics and mathematics; analytical skills; awareness of social history and the ability to develop arguments and justify individual views through essay writing. It is therefore an ideal complement to other A level subjects, whether Languages, Humanities, Sciences or Craft subjects, and can be seen as ideal training for a wide variety of careers outside music.

As a subject, A level Music is prized by Higher Education establishments. There are plenty of career possibilities in broadcasting, recording, publishing, teaching (classroom and instrumental), performing, composing (including for TV/Film), therapy, instrument making and repair. The social benefits of advanced academic and practical musicianship cannot be underestimated.



# Photography – Lens and Light based Media

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**Examinations Board**  
Eduqas

**A level specification**  
A656QS

**Head of Subject**  
Miss P Taylor

## **Course Outline**

The A level portfolios explore the foundation skills which every artist and photographer relies on. The course will be vocationally orientated and will explore creative responses within personal, commercial, social and environmental context. The work combines photographic technical knowledge and creative flair.

The course begins with teacher led work, which gradually develops into student directed independent work. At Easter in Year 12, the portfolio work will be internally assessed by teachers in order to provide an indication of student progress. In Year 13, the personal investigation enables students to direct their own path of work.

The course includes an optional residential study visit to a centre of cultural interest such as Edinburgh, Barcelona or Paris, which provides the opportunity to set class based work in a first-hand context. The costs of these visits are roughly £290 for a UK based visit to a destination such as Cornwall rising to £690 for a European destination, for example Venice. Visits to London galleries may also be offered.

## **A level Examination**

Personal investigation	60% of the assessment
Externally set assignment	40% of the assessment

15 hours examination time

## **Entry Requirements**

See table on page 5.

## **Career Possibilities**

An A level qualification could be followed by a 1 year Foundation Art course which leads directly to a degree in a related photographic/film making field. Some students also have the option of applying directly to some degree courses which can be linked to journalism, television, film making and advertising.

A photographic related qualification will open the doors to the ever expanding creative industries; commercial, news/journalistic, fine art, freelance, advertising, portrait and fashion. Other related areas include animation and film making. The British creative industry is highly respected in the international marketplace and many will find successful careers abroad.

# Physical Education

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**Examinations Board**  
OCR

**A level specification**  
H555

**Head of Subject**  
Mr R Daniel

## **Course Outline**

The physical education specification takes a multidisciplinary approach, encouraging the development of different methods of enquiry drawn from a wide range of disciplines. The focal point is on the performer and the performance. The specifications are based on the interaction between the theory and practice of sport and physical education.

### **Year 12**

Candidates study the following:

- applied anatomy and physiology
- skill acquisition
- history of sport
- sports psychology
- biomechanics

### **Year 13**

- exercise physiology
- sports psychology
- sport in society
- contemporary issues in physical activity and sport
- biomechanics

## Practical

Performance or coaching  
Evaluation and analysis of performance for improvement

## Units of Assessment

Examination 70%

Coursework 30%

Evaluation and Planning  
Practical Performance

## **Entry Requirements**

See table on page 5

## **Career Possibilities**

A physical education A level provides an excellent prerequisite to many courses in further education and numerous career opportunities. Sports science, sports law, leisure recreation management, sports journalism, physiotherapy and sports psychology are just a few careers that can be studied after A level Physical Education.

# Physics

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**Examinations Board**  
OCR

**A level specification**  
H556 (SPEC A)

**Head of Subject**  
Ms A Cozens

## **Course outline**

A level Physics is an extremely versatile qualification and is essential for electronics, engineering and pure sciences and very useful for auxiliary science based subjects, such as medicine. The intellectual training that one gets studying physics, such as the use of applied mathematics and logical reasoning, as well as the scientific approach to problem-solving, can be considered useful for any profession.

Physics is fundamentally an experimental subject. This specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. It also provides an excellent grounding in all of the key aspects of modern physics such as astrophysics, quantum mechanics, cosmology, field theory and electromagnetism.

The Advanced level course is split into six modules: Modules 1 and 2 are skill based modules taught throughout the A level qualification in conjunction with the other, content based, modules. Modules 3 and 4 will be taught during Year 12. Students completing the A level course will complete the remaining modules in Year 13 and will also be assessed against the requirements of the practical endorsement.

## **Assessment**

Assessment for the A level course is by three examination papers which assess the content and skills.

Practical endorsement for physics – candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance is not assessed by exam, but by teacher assessment throughout the course on a pass/fail basis.

## **Entry Requirements**

See table on page 5. It is expected that students taking A level physics will also be taking A level mathematics.

## **Career Possibilities**

This subject is an essential A level choice for students who have already made up their minds to study physics or engineering at university; it is also useful for students who are considering a degree in any of the sciences or social sciences and students who wish to broaden their education in preparation for university life and the world beyond. Universities regard physics as a strong academic A level subject. It gives you the edge to gain access to many university courses, especially where the competition for places is fierce. Employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation. This is because physics requires a logical, analytical and numerate mind, the ability to solve problems, good computing and practical skills.

# Psychology

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**Examinations Board**  
AQA

**A level specification**  
7182

**Head of Subject**  
Ms S Reynolds

## Course Outline

A level Psychology is a good choice for anyone interested in trying to understand human behaviour. It is a popular course with a strongly scientific approach to exploring the social and cultural variations of individual behaviour. It covers psychological theories and perspectives, research, terminology, concepts and methods. Lessons are a vibrant mixture of debate, discussion, clips and group work. You will be required to do reading and preparing before each lesson.

You will develop skills of analysis, interpretation, evaluation and application. Familiar real-world themes, issues and debates will be assessed from various psychological viewpoints and students will develop an understanding of the ethical issues and research methods used in psychological investigation.

## Course content

Psychology is the scientific study of human thought, emotion and behaviour. The topics that are studied on the course cover such areas as memory, obedience, depression, aggression, phobias, the structure and function of the brain, child development and research methods

### Paper 1: Introductory topics in Psychology

- Social influence
- Memory
- Attachment
- Psychopathology

The topic gives you an insight into classic areas of study in psychology, from Milgram's research into obedience to the accuracy of eyewitness testimony.

### Paper 2: Psychology in Context

- Approaches in psychology
- Biopsychology
- Research methods.

This topic examines different ways that psychologists investigate and explain behaviour.

### Paper 3: Issues and Options in Psychology

- Issues and Debates in Psychology
- Gender
- Schizophrenia
- Forensic

This paper examines the important debates within the field of psychology, such as nature / nurture and free-will versus determinism. The origin and processes of human aggression and relationships are also investigated.

## Assessment

Written exams: 2 hours each. Multiple choice, short answers and extended writing.

Paper 1: Introductory Topics in Psychology (33.3% of the total A Level)

Paper 2: Psychology in Context (33.3% of the total A Level)

Paper 3: Issues and Options in Psychology (33.3% of the total A Level)

## Entry Requirements

See table on page 5

## Career possibilities

Many students go on to study psychology at university after thoroughly enjoying this demanding, but stimulating, course. Psychological knowledge and skills are well received by employers as it enhances interpersonal and communication skills. Studying psychology at A level could lead to careers including forensics, education, counselling, the prison service, the health sector, sport and exercise, advising businesses, teaching, further research and many more.

# Sociology

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**Examinations Board**  
OCR

**A level specification**  
H580

**Head of Subject**  
Mr L Poole

## Course Outline

Are you interested in people? Would you like to understand why people behave the way that they do? If the answer is yes, you should study sociology. Sociologists are keen to study topics such as: crime and deviance; 'the family' and; the media. Sociologists attempt to provide answers to key questions in society such as: Why do people commit crime?; Is the family in decline in the contemporary UK?; Are individuals and groups treated fairly in society?; Why do certain groups underachieve in education?

Sociology is defined as the study of individuals and groups in society. Sociologists conduct research to gather evidence and answer important questions. Sociology is a very popular option at A level and this exciting course allows students to debate and question the society we live in. Students are reminded that **it is not essential** to have studied the subject at GCSE to be accepted on the course. Sociology allows students to apply their experiences to sociological theory and ideas.

## Assessment

H580/01: Socialisation, Culture and Identity	30%
<ul style="list-style-type: none"><li>• An Introduction To The 'Individual and Society'</li><li>• 'The Family'</li></ul>	
H580/02: Researching and Understanding Social Inequalities	35%
<ul style="list-style-type: none"><li>• Research Methods</li><li>• Understanding Inequalities – class, gender, ethnicity and age</li></ul>	
H580/03: Debates In Contemporary Society	35%
<ul style="list-style-type: none"><li>• Globalisation and The Digital Social World</li><li>• Crime and Deviance</li></ul>	

Please note that a Crown Court visit will be arranged for all Year 12 students in the Summer Term. Parents/carers are asked for a small contribution to cover the transport of the students to the Crown Court

## Entry Requirements

See table on page 5

## Career Possibilities

A sociology student will have the skills needed for many jobs. Sociology allows learners to assess arguments and understand what makes people tick. Therefore, popular careers involve the police, teaching, law, social work, media, politics and health.

## A level Results

Our A level results closely matched those of the best of the pre-Covid years. We are of course delighted that 14% of our grades were awarded A\* and 34% A\*A grades, but we are more delighted that our progress measures for all students remains outstanding. We have enjoyed sharing the individual successes with staff and current students including many stories of those who overcame significant challenges to achieve impressive A level results and who are now embarking on competitive university and apprenticeship places.

We are immensely proud of their achievements and the way they have risen above the challenges posed by the pandemic. The collaboration of students, parents, teachers and the wider community has played a crucial role in empowering students to overcome challenges and reach their full potential. You can find out more about our A level results at: <https://klbschool.org.uk/a-level-results-2023>.

	2023 (exams)	2022 (exams)	2021 (TAGs)	2020 (CAGs)	2019 (exams)	2018 (exams)	2017 (exams)
% entries resulting in grades A*	13.9	20.4	20	19.5	10.3	14.1	11.9
% % entries resulting in grades A*- A	34.2	49.9	49.6	49.6	31.9	36.9	35.1
% % entries resulting in grades A*- B	63.4	75.5	78.4	73.7	64.7	67	66.8

### Results by subject

Subject	Entries	A*	A	B	C	D	E	U
Art & Design	10	3	3	2	2	0	0	0
Art and Design Photography	7	2	1	3	0	1	0	0
Biology	41	7	10	11	7	4	2	0
Business Studies	19	0	4	6	4	3	2	0
Chemistry	28	5	8	8	6	1	0	0
Chinese	5	3	0	1	1	0	0	0
D&T Product Design	17	1	2	3	7	4	0	0
Economics	12	1	1	4	4	0	1	1
English Literature	24	1	3	12	5	3	0	0
Film Studies	13	1	2	6	4	0	0	0
Fine Art	10	1	1	5	2	1	0	0
French	3	0	0	2	0	0	1	0
Geography	31	3	6	12	5	5	0	0
History	18	1	5	4	2	4	2	0
Japanese	6	0	2	0	2	1	1	0
Mathematics	44	14	9	9	8	2	2	0
Mathematics Further	8	6	2	0	0	0	0	0
Music	5	0	1	1	1	2	0	0
Physics	25	5	3	4	8	2	2	1
PE Studies	15	1	3	4	3	3	1	0
Psychology	43	3	11	11	8	7	3	0
Sociology	34	0	7	15	10	2	0	0
Spanish	6	1	2	1	0	2	0	0

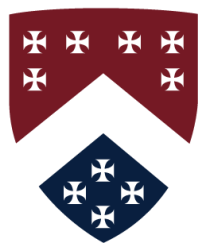
# Destinations of students leaving Year 13 in 2023

Forenames	Surname	Institution name / Company	Course Placed	Year of Entry
William	Adams	Employed		
Amy	Allin	Employed		
Imogen	Barber	University of Cambridge	Modern and Medieval Languages	2023
Hattie	Barnes	Brighton and Sussex Medical School	Medicine	2023
Francesca	Barton	Bournemouth University	Physiotherapy	2024
Craig	Bayliss-Bell	University of Plymouth	Ocean Exploration and Surveying	2023
James	Beattie	University of Nottingham	Mechanical Engineering	2024
Maddy	Bennett	Bournemouth University	Mental Health Nursing	2023
Sam	Blaken	Harper Adams University	Rural Enterprise and Land Management (with Placement)	2023
Abby	Bowcock	Retaking A levels		
Zoe	Boyd	University of Nottingham	Economics	2023
Oliver	Bradbrook	Volvo Trucks	3 year apprenticeship	2023
Genevieve	Bridges	The University of Edinburgh	Neuroscience	2024
Rosie	Brown	Employed - Student mentor KLB	Re-applying 2024	
Maddie	Brown	University of Northampton	Paramedic Science	2023
James	Brown	Oxford Brookes University	Motorsport Engineering	2024
Emily	Brumpton	Cardiff University	Media and Communications	2023
Freddie	Bury	University of Oxford	Mathematics	2023
Ethan	Carr	University of Liverpool	Architecture	2023
Harvey	Challinor	Seeking employment		
Lauren	Chambers	Employed leading to CIPD qualification		
Mia	Chapman	University of Reading	Psychology with Foundation	2023
Alaina	Charles	University of Leeds	English and Philosophy	2023
Madeline	Cheeseman	Courtauld Institute of Art, University of London	History of Art	2023
Lily	Clarke	Royal Agricultural University	Applied Equine Science and Business	2023
Rosie	Clarkson	University of Liverpool	Geography and Oceanography	2024
Theodore	Clayson	University of Birmingham	Sport, Exercise and Health Sciences	2024
Emily	Clements	University of Nottingham	Mathematics	2023
Archie	Cloutter	University of Liverpool	Biological Sciences	2024
George	Collett	Bangor University	Wildlife Conservation	2023
Chris	Cooper Wilde	Employed		
Isabelle	Cottrell	Cardiff University	Law and Criminology (Integrated)	
Tabitha	Cowan	University of Liverpool	Sociology and Politics	2023
Millie	Crutchley	University of Leeds	Natural Sciences	2023
Luke	Daniel	University of Southampton	Business Entrepreneurship with Placement Year	2024
Matthew	Davies	Seeking employment		
Ellie	Davis	University of York	Sociology with Social Psychology	2023
Erin-Amber	Day	University of Plymouth	Marine Biology and Coastal Ecology	2023
Anya	Erasmus	Based in South Africa	3 year - Advanced nature guiding and conservation course	
Bradley	Ford	Bristol, University of the West of England	Wildlife Ecology and Conservation Science	2023
Lucy	Forman	Employed		
Cerys	Forsdike	Aberystwyth University	Psychology	2023
Henry	Gambie	University of Brighton	Automotive Engineering (with Integrated Foundation Year)	2023
Daniel	Garlicki	Employed		2023
Ella	Gatehouse	University of Sussex	English and Media Studies (with a study abroad year)	2023
Sibile	Gedmintaite	Employed		
William	Gibbard	University of York	Chemistry with a year abroad	2024
Neev	Gill	Aberystwyth University	Geography (with integrated foundation year)	2023
Alexandra	Green	Royal Agricultural University	Rural Land Management with Foundation Year	2023
Cameron	Greenwood	University of Warwick	Computer Science	2023
Lola	Hale	University of Plymouth	Anthropology	2023
India	Hampshire	University of Bath	Pharmacology with professional placement	2024
Jacob	Hansen	University of Birmingham	History	2023
Susanna	Hartley	University of Oxford	Engineering	2023
Thomas	Harvey-Heathcote	University of Surrey	Paramedic Science	2023
Joseph	Hollister-Carling	Bristol, University of the West of England	Physiotherapy	2023
Jessica	Hopwood	University of Salford	Fashion Business and Promotion	2023
Holly	Howells	University of Plymouth	Law	2023
Scarlett	Howes	University of Portsmouth	Film Production	2024
Alex	Hoyle	University of Plymouth	Mechanical Engineering	2023
Emma	Jones	Carly Elizabeth School of Dance	Dance teacher training	2023
Heather	Jones	Bath College	Art foundation	2023
Xander	Joseph	Volunteering		
Dylan	Kane	University of Liverpool	Finance and Data Analytics with a Year in Industry	2023

Niamh	Keane	Retaking A levels		
Ella	King	Employed	Re-applying 2024	
George	Kirby	Cardiff University	Urban Planning and Development with a Professional Placement Year	2023
Daisy	Knight	University of Exeter	History and Archaeology with Study Abroad	2024
Katherine	Lay	Bristol, University of the West of England	Business Management and Marketing	2023
Joseph	Lever	Bristol, University of the West of England	Psychology	2023
Dylan	Lewis	University of Leeds	Ecology and Conservation Biology	2023
Tommy	Lodge	Employed		
Wren	Man-Ray	Lancaster University	Physics	2023
Megan	March	Swansea University	Physics with a Year in Industry	2023
Reuben	Marlow	Employed		
Milly	Marshall	Bath College	Art and Design Foundation	2023
Ruby	May	University of Gloucestershire	Sociology	2023
Harry	McCuaig	Employed - KLB PESSA		
Callum	McCuaig	University of Surrey	Biochemistry	2023
Daniel	McEntee	Coventry University	Aviation Management	2024
Connie	McIntosh	University of Sussex	English	2023
Charlie	McPartland	Employed		
AJ	Medcraft	Nottingham Trent University	Business Management and Entrepreneurship	2023
Adam	Melville	Nottingham Trent University	Financial Mathematics	2023
Erin	Milverton	Exploring apprenticeship opportunities		
Grace	Morgan	Gap year		
Cordelia	Morland	University of Oxford	Chemistry	2023
William	Newell	Hartpury University	Sports Performance and Coaching	2023
Jonathan	Newman	Retaking A levels		
Kira	Nickols	Bath Spa University	Fine Art	2023
Natalie	Pacini	Re-applying 2024		
Grace	Page	University of Liverpool	Diagnostic Radiography	2023
Mia	Parker	Bath Spa University	Architecture	2023
Bethany	Phillips	Harper and Keele Veterinary School	Veterinary Medicine and Surgery	2023
Lily	Philpott	Seeking employment		
Cerys	Price	Bristol, University of the West of England	Forensic Science (with Foundation Year)	2023
Samuel	Prouse	St Mary's University, Twickenham	Sport Psychology	2024
Alexander	Reeve	University of Warwick	Mathematics	2023
Eliza	Reynolds	University of Sheffield	Biomedical Science	2024
Jasmine	Roberts	University of Newcastle	Chinese Studies	2023
Ruby	Roberts	University of Exeter	Neuroscience	2023
Matthew	Robins	University of Bath	Chemical Engineering with professional placement	2023
Winnie	Rodgers	UCL (University College London)	Philosophy	2023
Ruby	Rousseau	Bristol School of Art	Art Foundation	
Hazel	Rowlands	University of Southampton	Physical Geography	2024
Harry	Ryder	Superyacht Cadetship Course based in the Isle of Wight		2023
Marek	Saunders	Swansea University	Law	2024
Luke	Shrewsbury	Employed		
Adam	Shrewsbury	Loughborough University	Industrial Design (with placement year)	2024
Charlotte	Shute	University of Exeter	Biological Sciences with Study Abroad	2024
Katie	Sillick	University of Nottingham	Pharmacy	2023
Imogen	Sparrow	Employed - Student mentor KLB		
Maria	Spill	Warwick University	Degree Apprenticeship Civil Engineering - Tetra Tech	
Andy	Spiteri Staines	University of Nottingham	Industrial Economics	2024
Amy	Suggitt	Aberystwyth University	Psychology (with Integrated Year in Industry)	2023
Ruby	Surdyk	Bristol, University of the West of England	Primary Education (ITE)	2023
Millie	Tanner	Bristol, University of the West of England	Psychology with Criminology	2023
Alice	Taylor	Bristol School of Art	UAL Foundation Diploma in Art and Design	2023
Louis	Templeton	Employed		
Jennifer	Tofts	University of Warwick	Civil Engineering	2023
Katie	Topham	University of Cambridge	Asian and Middle Eastern Studies	2023
Malachi	Townsend	Apprenticeship - Rolls Royce		
Oliver	Trickey	Gap year		
Oliver	Tucker	University of Plymouth	Environmental Management and Sustainability	2024
Will	Turner	University of York	History	2024
Freya	Wallace	Loughborough University	Architecture (with placement year)	2023
Maia	Walters	University of Liverpool	History	2024
Harvey	Walton	Employed		
Daniel	Wareham	University of Sheffield	Electrical and Electronic Engineering	2023
Mya	Warren	Lancaster University	Medicine and Surgery	2023
Thomas	Watson	Durham University	Anthropology and Archaeology	2024
Morgan	Webb	Bristol, University of the West of England	Primary Education (ITE)	2023
Sam	Wheal	University of Plymouth	Criminology	2024







KLB  
**SIXTH  
FORM**

*With effort comes reward*

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