KLB SIXTH FORM

Sixth Form Course Guide

2027/28

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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 1557 students attracted from Wotton-under-Edge and nearby villages as well as a significant number from further afield.

The Sixth Form currently has 310 students, the majority of whom are existing Katharine Lady Berkeley's students, but some transferring from other schools.

The school provides 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 last graded 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 taking up competitive courses and apprenticeships. Whatever your goals, we will help you to achieve them.

Katharine Lady Berkeley's School offers a caring, structured environment that will help you to realise your potential. For existing students, relationships are already established, but for new students you will find that you quickly feel a part of the community. The Sixth Form offers many exciting opportunities, which will be both rewarding and challenging. It is a time when some of the most important decisions in your life are made and our aim is that you feel supported and confident in your choices.

Jane Campion
November 2026

Key contacts

Miss H Khan (Headteacher):	hkhan@klbschool.org.uk
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Mr J Goode (Head of Year 12):	jgoode@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

To join the Sixth Form a student must have achieved at least:

Three passes at Grade 5 and two passes at Grade 4.

Each subject has specific entry requirements—see page 5 for details.

Candidates must study at least three full level 3 courses, meeting the specific entry requirements detailed on page 5.

Programmes of study:

- **To study four level 3 courses**: we recommend students who have mainly grades 6 to 9 at GCSE to study four A levels or the equivalent in year 12. During the year, most students will reduce their programme to three A levels.

- **To study three level 3 courses**: we recommend students with mainly grades 4 and 5 at GCSE would be best suited to studying three A levels or the equivalent.

We are always open to developing alternative pathways with more flexible models. As we broaden our provision, which may include vocational subjects, the entry requirements may vary from those required for A Level courses.

A typical Year 12 timetable

With the current fifty period timetable over a fortnight, nine periods is spent on each full level 3 course. These studies are supported by independent study sessions. In addition, students have one hour of enrichment each week and an additional life skills session each fortnight.

Choosing courses

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 are optimised (see below). Decisions are made about the number of groups for each subject. Any that are not viable as a result of low numbers are identified;

- Students are interviewed in March or April;

- Students can change their options after this time in light of altering circumstances or unexpected examination results. Changes at this stage must fit the option blocks.

Option Blocks

Subjects are grouped into four option blocks. The blocks are created to allow as many students as possible to take the combination they request. If a student's requested combination cannot be accommodated, discussions will take place in order to identify an alternative combination.

Next steps

- 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 Campion, careers staff, your tutor, teachers, and parents, but make the decision yourself;
- keep your options open, perhaps by applying to more than one establishment, e.g. school and a college.

Subject combination advice

- All courses will require hard work and commitment.
- 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 subject you want to do, it is a good idea to look at university websites that are of interest to you.
- We do not recommend students take both business studies and economics as they may be seen to be too closely related and so not demonstrate commitment to a broad range of study.
- You can only take two practical subjects from fine art, textiles, graphic art, photography and product design.
- Students taking A level physics must also take A level mathematics.

Confirming your place in the Sixth Form

If your grades are what you hoped for and you have met the entry requirements for your chosen subjects, you must confirm that you wish to take up your place in the sixth form.

If you have not gained the results that you need, you must talk to us on results day. If you are not sure, be on the safe side and talk to us.

Requirements for individual courses

Subject	Requirement if studied in year 10 and 11	Requirement if not studied at GCSE
Art: Fine Art, Graphic Design or Textiles	5 in Art or Graphic Art and/or DT	
Biology	6 in Biology and 5 in one other science or 6-6 in Combined Science. Grade 5 in Mathematics and grade 4 in English.	
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 6-6 in Combined Science. Grade 5 in Mathematics and grade 4 in English.	
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 Science & Nutrition	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
Health and Social Care	Level 2 Pass	Three passes at Grade 5 and two passes at Grade 4, must include 4-5 in Combined Science
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 recommended; 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 6-6 in Combined Science. Grade 6 in Mathematics and grade 4 in English.	
Politics	5 in History	Grade 5 in at least one English GCSE
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, Textiles 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. ***Students taking physics must also take mathematics.*

Supporting your studies

All students are assigned a tutor who sees you on a daily basis. Your tutor will monitor your welfare and progress and will contribute to your 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.

Independent 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

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 Friday 10th 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 2026/27 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 11th September (i.e. change of circumstances & new students). To be considered for the first round of bursary applications this deadline must be met.

(A) Vulnerable Bursaries

Eligible students will be awarded up to £1200 Bursary to support with costs such as public transport, equipment, trips, school meals, and books based on actual financial need.

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 £21,700.

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 £26,800

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 £33,500

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 is intended to help meet education-related costs that enable you to attend and participate fully in your study programme, including but not limited to the following:

- Textbooks or other books related to your subjects*
- School resources*
- Stationery / revision aids*
- Essential 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
- Entrance exam costs
- Open days including travel

*Any educational resources bought under the bursary scheme should be returned to the school upon completion of the course.

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 if you require money to be added to your account. This option is not available if you already have free school meals

4. 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.

5. In Year Applications

Applications after 11th 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.

6. 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. If you are in year 12 going into year 13 and circumstances have not changed, please complete the declaration form.

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 might have already given some thought to your future plans. It may seem like a long way ahead for many of you but 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 external Careers Advisor.

The Higher Education programme begins in earnest after Christmas of Year 12 when all students attend a regional university exhibition. Many universities, colleges and apprenticeship organisations are represented here and provide information on the range of courses open to students.

In the summer term of Year 12, we focus on the application process for higher education including higher and degree apprenticeships. Students are taken through the procedures in assemblies and tutorial activities and all have a Unifrog account. There are copies of many prospectuses in the Sixth Form areas and students are encouraged to access relevant websites.

For those seeking employment, we offer specialist support from the Careers Advisor 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 provide an excellent opportunity for students to add breadth to what they have to offer a future employer. In many cases, it is rewarding for students to give something back to the community. Students can select from a range of activities including:

- First Aid Course
- Community service in a primary school
- Other community service e.g. working with charities
- Relevant work experience (e.g. veterinary practice)
- Gold Arts Award
- Teaching English as a Foreign Language
- Science outreach to primary schools
- Recreational sport
- Cooking
- Community service in care homes
- Knitting and craft
- Extended Project Qualification (EPQ)
- CANSAT
- Duke of Edinburgh Award

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 in the local community.

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

- Key stage 3 tutor reading programme support
- Pupil Parliament
- Drama and music productions
- Mentoring younger students (Talk In Confidence)
- Helping out at open evenings and parents' evenings
- Charities committee
- Playing for school sports teams
- Help with younger students in lessons
- Sixth Form committee
- Extended Project Qualification (EPQ)

There are also regular trips and social events.

Katharine Lady Berkeley's School Sixth Form Contract

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 Head of Year 12.
- 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

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.

- Dark blue/black/dark grey, plain or pinstripe/pin check suit with sixth form tie (ordered through Scopay);
- Or, coordinating tailored jacket with tailored dress/skirt;
- Plain or striped shirt;
- Smart tops, jumpers with long or short sleeves;
- Polishable shoes/boots;
- Discreet earrings and a nose stud.

On Fridays, sixth form students wear casual clothes.

Biology

Examinations Board	A level specification	Head of Subject
OCR	H421	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
Development of practical skills in biology Planning, implementing, analysis and evaluation. **Foundations in biology** Cells, membranes, organisation, biological molecules and enzymes. **Exchange and transport** Exchange surfaces, transport in animals and transport in plants. **Biodiversity, evolution and disease** Disease and the immune system, biodiversity, classification and evolution. **Communication, homeostasis and energy** Communication, homeostasis, excretion, hormones, the nervous system, plant and animal responses, photosynthesis and respiration. **Genetics, evolution and ecosystems** Cellular control, inheritance, genetic engineering, biotechnology, cloning, ecosystems and sustainability.	**Exam 1** – Biological processes 2 hour 15 minutes written paper 37% of total A level (100 marks) **Exam 2** – Biological Diversity 2 hour 15 minutes written paper 37% of total A level (100 marks) **Exam 3** – Unified Biology 1 hour 30 minutes written paper 26% of total A level (70 marks) Exams will assess content from a combination of modules 1-6. **Practical Endorsement in Biology** Non-exam assessment. Reported separately to grade.

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.

Business

Examinations Board	A level specification	Head of Subject
AQA	7138	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?
- Managing Finance
- Managing Marketing
- Managing People & Operations

Y13

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

- Business and Society
- Business and the External Environment
- Business Strategy

Assessment

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

Paper 1, 2 & 3: All follow the same structure of two 6 mark "Analyse" questions, two 9 mark "Assess" questions and one 15 mark Evaluate question. Each paper is worth 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

Examinations Board	A level specification	Head of Subject
OCR	H432	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 careers like medicine, dentistry, pharmacy, dietetics or veterinary science.

Computer Science

Examinations Board	A level specification	Head of Subject
OCR	H446	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: Product Design

Examinations Board	A level specification	Head of Subject
AQA	7552	Mr P Hanney

Course Outline

The course for design and technology is made up of three components. Technical principles, designing and making principles and the NEA design and make project.

Component 1: Technical Principles (Paper code: 7552/1)

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

Component 2: Designing and Making Principles (Paper code: 7552/2)

Written examination: 1 hour 30 minutes
20% of the qualification
80 marks

Component 3: Independent Design and Make Project (Code: 7552/C)

Non-examined assessment
50% of the qualification
100 marks

A level Design and Technology aims to:

Give students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in engineering, design and architecture.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

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

Examinations Board	A level specification	Head of Department
Edexcel / Pearson	9DR0	Ms D Orlans

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 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

A Level Drama and Theatre is one of the most rewarding and versatile subjects a student can choose. The course provides an excellent foundation for careers within the creative industries, including acting, directing, stage management, set, lighting and costume design, scriptwriting, theatre production, arts administration, film production, television, broadcasting and media. Equally, the ability to develop emotional intelligence, communicate persuasively, analyse complex ideas, work effectively in teams and present with confidence makes Drama highly valued by universities and employers beyond the arts. Former Drama students can be found in careers such as law, teaching, journalism, marketing, public relations, psychology, business management, event management, human resources, social work and any other public facing public sector professions.

Economics

Examinations Board	A level specification	Head of Subject
AQA	7136	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

Examinations Board
OCR

A level specification
H472

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	A level specification	Head of Subject
OCR	H410	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	
Learners will develop knowledge of film form through the study of at least **three** US set films from: • the Silent Era • 1930–1960 • 1961–1990. Learners will also study at least **two** set films from two major European film movements or stylistic developments: • Soviet montage • German expressionism • Italian neo-realism • French new wave.	Film History 105 Marks 2 hour paper	**35%** of total A level
Learners will further develop knowledge and understanding of key critical approaches to film and of narrative, genre, representations and spectatorship. Learners must study at least **one** set film from each of the categories below: • Contemporary British • Contemporary US • Documentary • Non-European Non-English Language • English Language (Non-US) • US Independent	Critical Approaches to Film 105 Marks 2 hour paper	**35%** of total A level
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: • the production of a 5 minute short film or a 10 minute screenplay for a short film (incorporating a digitally photographed storyboard) • an evaluative analysis of the production in relation to professionally produced set short films.	Making Short Film 90 Marks Non-examined assessment (NEA)	**30%** of total A level

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

Examinations Board	A level specification	Head of Subject
Eduqas	A651QS	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 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
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

Examinations Board	Course title	Head of Subject
WJEC	Level 3 Alternative Academic Qualification (Extended Certificate)	Mrs E Seton-Mead

Course Outline

This qualification provides an in-depth understanding of food science, nutrition, and their application in real-world contexts. You will explore the relationship between diet and health, food safety, and the development of innovative food products. The course combines academic theory with practical skills, preparing you for higher education or careers in areas such as dietetics, food science, public health, and product development.

You will study:

- Nutritional needs across the life stages
- Practical food production skills
- Principles of food hygiene and food safety
- Optional units on food experimentation or current issues in food science and nutrition

How will I be assessed?

The grading system is now grades A-E in alignment with current A level course.

Assessment is a combination of written examinations and non-examined assessments (coursework):

In Year 12:

- Unit 1: Nutritional needs across the life stages – 80 marks Written exam (1 hr 30 mins) – 25%
- Unit 2: Developing practical food production skills – 100 marks Internal assessment – 25%

In Year 13:

- Unit 3: Principles of food hygiene and food safety – 80 marks Written exam (1 hr 30 mins) – 25%
- Plus one optional unit (Unit 4: Experimenting to solve food production problems OR Unit 5: Current issues in food science and nutrition) – 100 marks Internal assessment – 25%

How is this course delivered?

The course is taught through a mix of classroom-based theory, practical sessions in a fully equipped kitchen, and independent research. You will develop advanced cooking techniques, understand food safety legislation, and apply scientific principles to food production.

Entry Requirements

See table on page 5

Career possibilities

This qualification supports progression to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc Public Health Nutrition
- BSc Food Science and Technology

It is also relevant for careers in:

- Dietetics and nutrition consultancy
- Food product development
- Public health and food policy
- Catering and hospitality management

Geography

Examinations Board	A level specification	Head of Subject
Edexcel	9GE0	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 is 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)

Examinations Board	A level specification	Head of Subject
Eduqas	A654QS	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 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
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.

Health and Social Care

Examinations Board	Cambridge Technicals specification	Head of Subject
Cambridge OCR	5831	Miss L Bell

Course Outline
Students must complete six units:
• two externally assessed units
• four NEA units

Exam series each year in January and June. Exam resits Students can resit each examined unit twice before they complete the qualification.

F090: Principles of health and social care.
This unit is assessed by an exam.

In this unit you will learn about the key topics that are important to develop underpinning knowledge and understanding relevant to health and social care. Topics include:

- Topic Area 1 Equality, diversity, and rights in health and social care settings
- Topic Area 2 Managing hazards, health and safety in health and social care settings
- Topic Area 3 Legislation in health and social care settings
- Topic Area 4 Best practice in health and social care settings

F091: Anatomy and physiology for health and social care
This unit is assessed by an exam. In this unit you will learn about the arrangement of body systems and the structure and function of the component parts. You will learn about key processes within each body system, that enable them to function properly. You will then explore conditions affecting these systems, specifically learning about the biological basis, monitoring, treatment and impact on lifestyle and independence.

Topics include:

- Topic Area 1 Cardiovascular system
- Topic Area 2 Respiratory system
- Topic Area 3 Digestive system
- Topic Area 4 Musculoskeletal system
- Topic Area 5 Control and regulatory systems
- Topic Area 6 Reproductive system

F092: Person-centred approach to care
This unit is assessed by an assignment. In this unit you will learn the principles and values that underpin a person-centred approach to care and the practical tools that can be used to develop care plans for individuals. You will explore how to communicate in health and social care, how to build relationships and the barriers that need to be overcome to achieve person-centred care. You will learn to write outline care plans to suit individuals, using person-centred approaches and develop your reflective practice skills.

Topics include:

- Topic Area 1 Taking a person-centred approach
- Topic Area 2 Meeting needs and providing support in a person-centred way
- Topic Area 3 Communication skills needed to offer person-centred care

F093: Supporting people with mental health conditions
This unit is assessed by an assignment. In this unit you will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs. You will do this through exploring the meaning of mental health and mental health needs, and considering the main types of mental health conditions and how these may affect the life of individuals. You will explore the different ways that individuals may be supported to promote their mental wellbeing, manage their condition, and different forms of treatment and support that may be available.

Topics include:

- Topic Area 1 Definitions and views of mental health
- Topic Area 2 Mental health conditions
- Topic Area 3 Provision of mental health services
- Topic Area 4 Treatment and support for mental health conditions

You will take 2 further unit from:

F097: Supporting healthy nutrition and lifestyles
This unit is assessed by an assignment.
In this unit you will learn about the healthy eating guidelines, physical activity guidelines, nutritional labelling and the sources of nutrients. You will learn how to use this information to plan healthy and balanced meals for service users with different nutritional needs. You will investigate some of the barriers facing service users to eat healthy meals and the support that individuals may require to eat healthy meals.

Topics include:

- Topic Area 1 Dietary and activity needs of individuals
- Topic Area 2 Factors that influence dietary choices and physical activity levels
- Topic Area 3 Supporting individuals to plan meals that meet their needs

F096: Supporting people in relation to sexual health, pregnancy and postnatal health
This unit is assessed by an assignment. In this unit you will learn about and research the most important aspects of sexual health including relationships, the law, consent, sexual health, sexually transmitted infections, contraception, pre-conceptual care, birth, and the immediate care of the baby, and how to obtain support for these. You will also learn to produce advice and guidance that is personalised for specific individuals with issues related to sexual health and pregnancy, birth and postnatal health. You will develop skills needed to deliver advice and guidance in a sensitive and professional way and review the process of doing this.

Topics include:

- Topic Area 1 Advice and guidance on sexual health issues
- Topic Area 2 Advice and guidance on pregnancy, birth and post-natal issues
- Topic Area 3 Plan, deliver and review an advice and guidance session

or

F095: Investigating public health
This unit is assessed by an assignment. In this unit you will learn about current public health challenges and reasons why a healthy society is vital. You will then research a public health challenge and propose an approach to improve health and protect the public. You will consider your approach, how it will be resourced, implemented and monitored to improve the targeted area of public health.

Topics include:

- Topic Area 1 Understanding public health
- Topic Area 2 Responding to public health challenges
- Topic Area 3 Proposing how to address a public health challenge

Entry requirements

See table on page 5

History

Examinations Board	A level specification	Head of Subject
OCR	H505	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

French and Spanish

French

Examinations Board	A level specification	Head of Subject
AQA	7652	Miss S Jones

Spanish

Examinations Board	A level specification	Head of Subject
AQA	7692	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

- 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

- 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.

Entry requirements

See table on page 5

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

Examinations Board	A level specification
Edexcel	9JA0

Course Outline

Japanese A Level builds directly on the knowledge, understanding, and skills gained at GCSE. Students continue to develop a wide range of transferable skills, including communication, critical thinking, research, and creativity. All themes are rooted in Japanese society and culture, giving learners a rich and authentic insight into the country. Unlike some other languages, there is no speaking examination; instead, assessment is through three final written papers. These are based on the following overarching theme and its subthemes.

Language

At A Level, you will deepen your understanding of Japanese vocabulary by studying a much broader range of vocabulary and mastering around 500 kanji (including the 200 required for GCSE). Grammatical structures will also vary, with those learnt at GCSE being the building blocks to accessing more complex structures at A Level. We will also continue to develop our speaking skills, despite there not being a speaking assessment at the end of the course.

Entry requirements

See table on page 5

Career Possibilities

Studying Japanese A Level opens doors to exciting global career opportunities in business, diplomacy, tourism, translation, technology, and education. It demonstrates adaptability and intercultural awareness which are qualities that employers value highly.

By engaging with Japanese language and culture, you gain insights into one of the world's largest economies and a society rich in tradition and innovation. The experience builds resilience, confidence, and independence through challenges such as mastering complex writing systems. Transferable skills include problem-solving, communication, analysis, and critical thinking, all useful in a wide range of fields.

Beyond careers, it enriches life experiences, from study or work abroad to forming international friendships, offering you a unique perspective and a competitive edge in an increasingly interconnected world. This includes the possibility of going on the Japanese exchange in the sixth form.

Mandarin Chinese

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 A Level course offered at KLB is useful for any students who wish to use the language in their future careers.

Mathematics and Further Mathematics

Examinations Board	Mathematics A level specification	Head of Subject
Edexcel	9MA0	Miss S Coughlan
	Further Mathematics A level specification	
	9FM0	

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.

All areas of the course rely heavily on the algebraic skills learnt at GCSE. You will be using algebra throughout the vast majority of topics, especially in Pure Mathematics and Mechanics.

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

Examinations Board	A level specification	Head of Subject
Eduqas	601/8146/1	Mr M Smith

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.

Entry requirements

See table on page 5

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

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

Examinations Board	A level specification	Head of Subject
Eduqas	A656QS	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

Examinations Board	A level specification	Head of Subject
OCR	H555	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

Examinations Board	A level specification	Head of Subject
OCR	H556 (SPEC A)	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.

Politics

Examinations Board	A level specification	Head of Subject
Pearson Edexcel	9PLO	Mrs N Kelly-Davis

Course Outline

How healthy is our democracy? How does the media impact politics? Should we change our electoral system? Students interested in questions like these should consider A' level politics. Designed to reflect the demands of a truly modern and evolving political environment in the UK and around the world, A' level politics seeks to deliver knowledge and skills for success.

Students will study UK politics and UK government, which will give them a core knowledge and understanding. They will then develop this by studying liberalism, conservatism, socialism and nationalism. Alongside these core political ideas we study the government and politics of the USA as a comparative unit.

Lessons include lively debate about current affairs and key political questions which reflect the evaluative nature of exam questions. Students develop skills of analysis, evaluation and application of evidence. The subject and the skills gained are valued by universities and employers alike. The course is both engaging and demanding and we look forward to welcoming enthusiastic students keen to engage with the UK and wider world.

Course content

Paper 1 – UK Politics.
Democracy and participation, political parties, electoral systems, voting behaviour and the media, core political ideas.
Paper 2 – UK Government.
The constitution, parliament, The PM and the executive, relations between the branches, non-core political idea (Nationalism).
Paper 3 – Comparative politics (USA)
The US constitution and federalism, Congress, Presidency, Supreme Court and civil rights, US democracy and participation.

Assessment
3 written exams, no coursework.

Paper 1 - UK politics and core political ideas
- 1 x 30 mark source question
- 1 x 30 mark question (no source)
- 1 x 24 mark question

Paper 2 – UK government and non-core political ideas
- 1 x 30 mark source question
- 1 x 30 mark question (no source)
- 1 x 24 mark question

Paper 3 – comparative politics (USA)
- 2 x 12 mark questions
- 2 x 30 mark questions

Entry requirements

See table on page 5

Career possibilities

Career possibilities include law, politics, research, marketing, teaching, business and may more.

Psychology

Examinations Board	A level specification	Head of Subject
AQA	7182	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
- Relationships
- 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

Examinations Board	A level specification	Head of Subject
OCR	H580	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%
- An Introduction To The 'Individual and Society'
- 'The Family'

H580/02: Researching and Understanding Social Inequalities 35%
- Research Methods
- Understanding Inequalities – class, gender, ethnicity

H580/03: Debates In Contemporary Society 35%
- Globalisation and The Digital Social World
- Crime and Deviance

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.

Textiles Design (Art)

Examinations Board	A level specification	Head of Subject
AQA	7204/C	Mrs E Dawe

Course Outline and aims

The course builds a strong foundation for university degrees in art and design while also fostering valuable transferable skills like problem-solving, independent thinking, and creativity. Students are required to work in one or more of the following areas; fashion textiles, costume design, digital textiles, printed and/or dyed fabric and materials, domestic textiles and wallpaper, interior design or/and constructed textiles. The course begins in year 12 with teacher led work which gradually develops into student directed independent work, the personal study enables students to direct their own path of work and choose an area to reflect on.

How am I assessed?

Students are required to work in the four strands below.

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources
AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3: Record ideas, observations and insights relevant to intentions,
AO4: Present a personal and meaningful response.

A level Examination

Component 1- Personal investigation 60% of the assessment
This is a practical project supported by a written study of 1,000–3,000 words. Students choose their own theme and produce a finished outcome or series of outcomes. The project must be a coherent and in-depth study.

Component 2- Externally set assignment 40% of the assessment (15 hours examination time.)
Students select a starting point from an externally set assignment paper and develop a project. After a preparatory period, a final outcome is created in a 15-hour supervised session.

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**.** Textiles is beneficial for developing creative and technical skills applicable to a wide range of careers. Employment opportunities for creative students exist in Fashion, Textile design, photography, illustration, interiors, Film and television, theatre, merchandising and buying.

A level Results

The 2026 A Level results were superb with 13.1% of all results being graded at A*, 35.8% graded A* or A, 63% graded A*-B and 99% graded A*-E. Hannah Khan, Headteacher, shared her admiration for the students, saying, “Our students have not only achieved excellent results but have also been an absolute pleasure to support throughout their KLB years. They have consistently shown kindness, commitment, and a true sense of responsibility toward the school community. We are extremely proud of their achievements today and thank them for the contributions they have made to the school. The students’ superb work ethic has been complemented throughout by the exceptional commitment of the staff who have supported them which, we know, the students have recognised and appreciated.”

Many KLB students have secured places on competitive courses at a range of universities, including Oxbridge, and other Russell Group institutions. This year, the most popular institutions include the Universities of Exeter, Manchester and Bristol. Others are pursuing higher apprenticeships or entering the workforce, equipped with the skills, values, and experiences that will serve them well.

	2026 (exams)	2025 (exams)	2024 (exams)	2023 (exams)
% entries resulting in grades A*	**13.1**	10	15.7	13.9
% entries resulting in grades A*- A	**35.8**	34.4	37.6	34.2
% entries resulting in grades A*- B	**63**	61.2	67.2	63.4

Results by subject

Subject	Entries	A*	A	B	C	D	E	U
Graphic Art	7	2	1	4	0	0	0	0
Art and Design Photography	6	1	1	3	1	0	0	0
Biology	43	4	9	12	5	6	5	2
Business Studies	14	0	3	1	5	5	0	0
Chemistry	32	5	9	7	6	2	3	0
Chinese (PREU / FC	2	0	1	0	1	0	0	0
Computer Science	13	1	3	5	2	2	0	0
D&T Product Design	15	1	2	2	7	2	1	0
Drama	6	0	0	3	3	0	0	0
Economics	9	4	1	2	1	0	1	0
English Literature	12	1	1	5	3	2	0	0
Film Studies	7	2	1	3	1	0	0	0
Fine Art	6	3	1	1	1	0	0	0
French	5	1	2	0	1	0	1	0
Geography	15	1	4	6	3	0	1	0
History	12	2	3	2	4	0	1	0
Mathematics	53	11	14	11	7	5	3	2
Mathematics Further	10	4	2	2	1	0	1	0
Music	4	0	1	1	2	0	0	0
Physics	37	2	9	9	7	6	3	1
PE Studies	11	1	1	3	0	5	1	0
Psychology	43	3	10	12	8	5	4	1
Sociology	27	3	5	12	3	3	1	0
Spanish	8	0	6	2	0	0	0	0

Subject	Entries	Distinction*	Distinction	Merit	Pass	U
Food & Nutrition	5	2	0	3	0	0

Destinations of students leaving Year 13 in 2025

Surname	Forenames	Provider name	Course placed	Year of entry
Anderton	Fearne	University of Nottingham	Physiotherapy	2027
Andrews	Erin Elizabeth	University of Warwick	Psychology	2026
Arkell	Henrietta		Employed Busy Bees Pre school - Level 3 Child care and Education Apprenticeship	
Ashfield	Eli		Missionary	
Austen	Emily Ann	University of Liverpool	Aerospace Engineering	2026
Bamford	James Edward	University of York	Physics	2027
Barnes	Elizabeth Rose	University of Cambridge	Natural Sciences	2026
Bath	Leyton Lawrence		Apprenticeship	
Battiss	Gabriel	University of Leicester	Economics	2026
Beachmam	Maxwell		Accountancy Internship	
Beere	Charles		Applying for RAF	
Bennett	Lewis	University of Birmingham	Psychology in Education	2026
Bird	Finley		Gap year	
Blakey	Edward	University of Bath	Natural Sciences	2027
Bonner	Florence	Lancaster University	Natural Sciences	2026
Bown	Lilly	University of Nottingham	International Media and Communications Studies	2026
Bradbrook	Samuel Thomas	University of Bristol	Chemical Physics	2027
Bray	Katie	Lancaster University	Criminology	2026
Brogden	Lloyd		Missionary	
Brown	Jemma Jasmin	University of Exeter	Finance with Industrial Experience	2026
Clare	Alexander		Employed	
Clark	Millie		Seeking employment	
Clausen	Oliver	Xor Systems - Degree Apprenticeship	Embedded Electronic systems design and development engineering	
Claydon	Florence Jennifer Elizabeth	Falmouth University	Film	2026
Cloutter	Harry Albert	University of Plymouth	Building Surveying	2027
Collett	Isobel	University of Lincoln	Conservation of Cultural Heritage	2026
Combes	Alice	University of Sussex	Social Work	2026
Cook	Theo	Royal Holloway, University of London	Computer Science (Cyber Security) with Year-in-Industry	2026
Cooke	Katie	Durham University	Geography	2026
Copley	Leon		Employed	
Cottrell	Harvey		Re-applying 2027 - Suport mentor KLB	
Criper	Aaron	University of Southampton	Civil Engineering	2026
Dangar	Emma Mary Charlotte	University of Exeter	Law with European Study	2026
Davis	Edward		Employed	
Davis	Thomas		Police degree apprenticeship	
Davies	Luke		Apprenticeship - Wessex Water	
Davies	Sophie Ffion	University of Warwick	Integrated Natural Sciences	2026
Davies	Sam Rhys	Swansea University	International Relations with Modern Languages	2026
Diment	Kallie		Employed	
Dobb	Oliver		Applying for RAF	
Docherty	Aidan		Employed	
Drury	Annabelle Erice	University of Sheffield	Biomedical Science	2027
Dyer	Owen		Gap year	
Flavell	Hayden		Employed	
Forman	Alex		Apprenticeship - Computing	
Gibbs	Ruby	Bristol, UWE	Criminology with Psychology	2026
Godfrey	Conor	Cardiff Metropolitan University	Criminology	2026
Goodenough	Robbie	University of Southampton	Business Management	2026
Grant	Edward		Apprenticeship- Mechanic	
Green	Lewis	Brunel University of London	Industrial Design	2026
Green	Heidi Sofia Lovell	University of Birmingham	Chemical Engineering	2026
Gulliford	Rufus	University of Bristol	Aerospace Engineering	2026
Hall	Madeleine	Bath Spa University	Law	2027
Harrison	Amelie Neve	University of Glasgow	Mathematics/Physics	2026
Harvey-Heathcote	Emma Rose	Bristol, UWE	Primary Education (QTS)	2026
Haycocks	Isabella	University of Bath	Biochemistry with professional placement	2026
Higton	Bess		Gap year	
Hipwell	Marie Kate	University of York	Chemistry	2026
Hitchings	Jamie Thomas	Durham University	Law	2027
Hopkins	Caitlin	University of Gloucestershire	Biomedical Science (with placement) - In Clearing - Lower Tariff Accepted	2026
Hunt	Emma Elizabeth	University of Birmingham	Biochemistry	2026
Iddon	Dulcie Midwinter	Bath Spa University	English Literature and Publishing (Professional Placement Year)	2026
Jackson	Katie Susan	University of Bristol	Criminology	2026
Jackson	Oliver James	University of Exeter	Theoretical Physics	2027
Jacobs	Heidi	University of Exeter	Media and Communications	2026
James	Seth	University of Sheffield	History and Philosophy	2027

Jater	Tammy		Accounting	
Jeffery	Poppy	University of Reading	Geography (Human and Physical) with Professional Experience	2026
Johnson	James		Applying for RAF	
Kemp	Bea		Employed	
King	Edith		Gap year	
Kitson	Jenna Mai	University of Manchester	Biomedical Sciences	2026
Kozubenko	Anastasiia	University of Plymouth	Psychology	2026
Kozubenko	Anna	University of Plymouth	Biomedical Science	2026
Lam	Chun Lok	Lancaster University	Natural Sciences	2026
Li	Hayden		Gap year	
Line	Bethany Ella	University of Warwick	Mathematics and Physics	2026
Lloyd	Jasper Haythorne	University of Exeter	Conservation Biology and Ecology	2027
Lo	Lok Yan	University of Bristol	Mathematics with Statistics for Finance	2026
Lodge	Benjamin Andrew	University of York	Chemistry with a year abroad	2026
Ludkin	Connor	Falmouth University	Computing for Games	2027
Mann	Alfie		Gap year	
McDonald	Addison Willow Elizabeth	University of Liverpool	Biomedical Sciences	2026
Mcgrellis	Henry George	Manchester Metropolitan University	Sport and Exercise Science	2026
McIntosh	Alexander	University of Sussex	Sociology	2026
McMahon	Samuel	Loughborough University	Politics and International Relations (with placement year)	2027
Melville	Isla Bethany	University of York	Human Geography and Environment	2026
Meredith	Ruby	Durham University	Natural Sciences	2026
Moran	Annya		Art Foundation	
Murray	Jennifer Judith	University of Exeter	Modern Languages	2027
New	Ellie May	University of Warwick	Modern Languages with Linguistics	2026
O'Dwyer-Graham	Natasha	University of Bath	Biochemistry	2026
Pain	AJ		Gap year	
Palmer	Toby		Apprenticeship - Rolls Royce	
Park	Kathryn		Support mentor KLB	
Pattison	Charles	University of Reading	Zoology (MSci)	2027
Pennington	Hannah		Gap year	
Pennington	Naomi		Support mentor KLB	
Pockett	Lewis	University of Manchester	Modern Language and Business & Management (Spanish) (4 years)	2026
Pullin	Matthew	Bath Spa University	Sports Management (Professional Placement Year)	2027
Pullin	Molly		Gap year	
Rea	Sophie	Keele University	Forensic Science	2026
Sennitt	Nina		Gap year	
Seward - March	James Owen	Bristol, UWE	Mechanical Engineering	2026
Shepherd	Catherine		Support mentor KLB	
Shepherd	Harry Thomas	Aston University, Birmingham	History	2026
Shepherd	Emily	University of Exeter	Biological Sciences	2027
Shipp	Annabel	University of Exeter	Zoology	2026
Shute	Ruby	University of Manchester	Management with Industrial/Professional Experience	2027
Simmons	Samuel George	Nottingham Trent University	Sport and Exercise Science	2027
Skinner	Elizabeth	University of Exeter	English with Study Abroad	2026
Skuse	Liberty		Employed	
Spour	Ellie Isobel	University of Exeter	Marketing and Management with Industrial Experience	2026
Stainthorpe	Molly	University of Greenwich	Professional Dance and Musical Theatre	2026
Stevenson	Hannah Iona Lily	University of Southampton	Civil Engineering with Architectural Design and Industrial Placement Year	2026
Stoakes	Samuel	Falmouth University	Game Art with Professional Placement	2027
Stuckey	Kezia		Gap year	
Sydney	Ava		Employed	
Thomas	Gabriella		Art Foundation	
Thomson	Lola May	University of York	English/History (Equal)	2026
Troake	Ethan	University of Bath	Architecture with professional placement	2026
Wade	Oliver Richard	University of Bristol	Sociology	2026
Walker	Zac		Employed	
Walker-Saunders	Ruby Jo	University of Exeter	English and Creative Writing with Employment Experience	2026
Wallace	Chloe Evelyn	Nottingham Trent University	Sport and Exercise Science	2027
Wallace	Isla	University of Exeter	Biochemistry	2026
Watling	Paul	Newcastle University	Modern Languages and Linguistics	2027
Wells-French	Fernand Gervase	Liverpool John Moores University	Sport Psychology	2027
Weston	Emily Jane		Application Withdrawn	
Whitworth	Declan		Apprenticeship	
Wilson	Kate		PESSA at KLB	
Wiltshire	Madeline	University of Sheffield	Biomedical Science	2026
Winton	Oliver Benjamin	Bournemouth University	Sociology	2026
Woods	Oren	Bristol, UWE	Building Surveying	2026
Yeoman	Bethany	University of Exeter	Business and Management with Year Abroad	2026

Notes



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