Edgbarrow School

ENJOY - GROW - ACHIEVE

Sixth Form Prospectus

From the Headteacher

The Sixth Form

I am delighted that you are considering joining our Sixth Form. In the past few years, we have been so pleased and proud to see the numbers in our Sixth Form grow. We can accommodate approximately 400-420 students each year. This allows us to offer a wide range of courses and opportunities. At Edgbarrow School, we are wholly committed to ensuring that our Sixth Form is vibrant and challenging. We are convinced that being a member of this purposeful and successful Sixth Form, benefiting from excellent leadership, teaching and support while at the same time offering a wide choice of courses, is an opportunity you should seriously consider.

Our Track Record

Edgbarrow School Sixth Form has a proven track record of success with young people, of which we are very proud. Our results continue to place us as a high-performing Sixth Form, not only in the immediate area but also nationally. We strive for the highest possible academic standards. We aim to prepare students for higher education or apprenticeships, life-long learning, and their future careers. Educational qualifications, however, are not the only consideration when making career choices; personal qualities are also very important and we offer you opportunities to develop many of the skills you will need for your future. We will work with you as an individual by giving you all the support you need to achieve your full potential in all areas of school life. All we ask in return is a positive attitude towards your studies, a co-operative attitude to working with Edgbarrow staff and a willingness to get involved in the life of the school.

Sixth Form Entry

Entry into our Sixth Form is open to present Year 11 students or students from other schools and colleges in the area. I am delighted to see so many of our present students, as well as new students, come into our Sixth Form. Before you make this decision, please ensure that you meet our criteria, have spoken to staff and are fully aware of the implications of the subject choices you are making. It is very important that you make the right subject choices for you and that you understand and accept the high level of commitment required to study and pass these courses and achieve your best. It is also important that you are prepared to commit to co-curricular opportunities and contribute to your personal development.

I trust that you will find this prospectus helpful and informative and thank you for your interest in Edgbarrow Sixth Form. If you have any questions, please do not hesitate to contact Mrs Hume, the Head of Sixth Form. Can I also take this opportunity wish you the best of luck as you prepare to complete your studies in Year 11.

Stuart Matthews

“Edgbarrow School is an outstanding school.” Ofsted

Welcome to Edgbarrow Sixth Form

Thank you for considering Edgbarrow Sixth Form for what is such an exciting and transformative period in your life. Sixth Form is a prime opportunity to grow as a person, which is why Heads of Year, Tutors and Teaching Staff are all committed to broadening your horizons, developing your self-confidence and fostering independence.

Our Sixth Form Centre houses a very supportive and caring community; where everyone wants the best for each other; where there is experience and wisdom on tap; where we have positive and respectful relationships. I believe that engagement and enjoyment are central to effective learning, our Sixth Form supports this with a wide range of subject choices delivered with a student-centred focus.

If you choose to join our community, there are a number of benefits:

- **Superb attention to well-being and progress**
- **Impressive examination results**
- **Great teaching**
- **A large range of enrichment opportunities**
- **Excellent preparation for the next steps to the world of work, apprenticeships and/or university, including Oxbridge and other elite institutions.**

In return, we expect much of Edgbarrow Sixth Formers: to work hard, to seize the opportunities on offer, and to act as great role models for each other and the younger students at our school.

We also hope that Sixth Formers will continue to grow as individuals, learners and leaders. As such, alongside the student leadership team who take responsibility for the coordination of Sixth Form events, there are various opportunities to lead groups and societies.

Our vision for the Sixth Form is that students enjoy their time with us and achieve things that perhaps they didn't think were possible, developing habits and attitudes that will enable them to flourish long after they leave us.

As Edgbarrow's Sixth Form continues to develop, we believe that it is a great time to join us. Please remember that there is high demand for places, so do adhere to all application deadlines when submitting the forms found on the school website. We really look forward to welcoming you into our community in the near future!

Rachel Hume
Head of Sixth Form

Edgbarrow Sixth Form Centre

Edgbarrow Sixth Form Centre offers a 'college' atmosphere with its own space and dress code. The centre provides a light, vibrant learning environment: a pleasant place in which to work! The centre contains ten specialist Sixth Form teaching spaces. Removable walls between classrooms create flexible learning areas for welcoming guest speakers and housing large group activities.

As you move through the building, the Atrium is a quiet space for work and research during lessons. There is also a silent study area for focused work. The centre is also equipped with computer suites in air-conditioned rooms and has a lift to the upper floor to provide disabled access to all areas. We have our own café, for the sole use of Sixth Formers and staff.

"Sixth Form students contribute significantly to the school while also developing their leadership skills." Ofsted

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"Leaders have designed a rich curriculum for all year groups, including in the Sixth Form." Ofsted

Unfortunately, if there are insufficient students opting for a subject, we are not always able to offer all of the courses illustrated in this booklet. Consequently, courses may be withdrawn at any point up to and including the September of Year 12.

Entry Requirements

Please refer to the tables below for our entry requirements. Please ensure that you check individual course requirements as some courses require grades in specific subjects or previous study of a subject, or that students can demonstrate skills relevant to the course.

Standard entry requirements

A-Level	5 GCSEs at grade 5 including Maths and English
BTEC	5 GCSEs at grade 4 including Maths and English

Subject-specific entry requirements

Subject	Grade required / subject or skills required
A-Level Mathematics	Grade 7 in GCSE Maths
A-Level Further Mathematics	Grade 8 in GCSE Maths. A-Level Maths must be studied alongside.
A-Level Computer Science	Grade 7 in GCSE Maths or GCSE Computer Science/proficiency in coding
A-Level Biology	Grade 6 in two or more GCSE Single Sciences or 6-6 in Combined Science. Core Maths is recommended if A-Level Maths is not studied.
A-Level Chemistry	Grade 6 in two or more GCSE Single Sciences or 6-6 in Combined Science. A-Level Maths is recommended to be taken alongside these.
A-Level Physics	Grade 6 in two or more GCSE Single Sciences or 6-6 in Combined Science. A-Level Maths is recommended to be taken alongside these.
A-Level PE	GCSE or talent in sport suitable for assessment
Product Design	GCSE Design & Technology or Engineering
Art	GCSE Art
Photography	GCSE in a creative subject
French or Spanish	GCSE must have been studied at the higher tier

A Level Courses

Art

Introduction to the course

Students are able to work in painting and drawing, sculpture and ceramics, printmaking, digital and video art and mixed media. Students are required to submit a coursework portfolio containing a personal investigation and complete an examination project.

Each student will include in their portfolio:

- at least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation
- evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials

Portfolios may also include:

- critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background material
- sketchbooks, workbooks, journals
- where appropriate to the student's area of study, test pieces, samples, storyboards, models or maquettes

Learning and teaching styles

In the initial six weeks of the course, students have set lessons expanding their skills base and developing their portfolio. When engaged in unit work or an examination teaching is on a one to one basis. All equipment is provided by the Art department, however some additional materials do carry a cost.

Course details - Exam Board AQA

Component 1 - The Coursework Portfolio and Personal Investigation is worth 60% of your overall grade. It is marked on a regular basis throughout the course, in order to allow students to develop work to overcome any shortfall in their submission.
Component 2 - an examination project worth 40% is taken in May of the second year.

Future opportunities

Art A-Level leads to careers in all aspects of design, fashion, 3D graphics, digital art, gaming, curating at museums and galleries, architecture, art therapist, art critic, typographer, prosthetics, special effects, illustration and sets for theatre or films. Also, careers are available in teaching at all levels as well as individual careers as artists or craftsmen.

Biology

Introduction to the course

Biology involves the study of a wide range of topics ranging from the molecular and biochemical basis of life to the study of ecosystems and from microorganisms to mammals. It offers the opportunity to examine the background of broad and modern areas such as GM foods, conservation of species, cloning, epigenetics, vaccines and 'factory farming'. These topics enable students to develop both depth and breadth of understanding of the biological world.

Learning and teaching styles

A wide range of learning and teaching styles are involved, with the emphasis on group work, problem-solving and independent research, with the aim that pupils can apply their understanding to new situations by the end of the course. Required practical lessons embedded within the course develop students' experimental, analytical and evaluation skills.

Course details - Exam Board AQA

This subject falls under the Governmental curriculum changes for 2015. As a result, we no longer offer an AS Level qualification in this subject; students can only study the linear A-Level course which Involves 3 exams at the end of Year 13 only.

Future opportunities

The skills that are acquired in the study of Biology lay the foundation for further study in health and clinical professions as well as biological sciences-related university courses. Other students use Biology as a valuable subject to take them onto a wide variety of other further and higher education courses.

Business

Introduction to the course

Business encourages independent consideration and critical debate and analysis. It promotes thoughtful deliberation of the world around us, including contemporary business issues. Students will apply theory to real-life business situations, including research and group projects. Business lessons involve much discussion and problem solving for various scenarios.

Learning and teaching styles

Teachers use innovative techniques, real-life experience and technology to help enthuse students and make lessons student-centred and interesting. Students should have an enquiring mind, ask questions and be able to solve problems and evaluate a range of ideas. It is a two year A-Level. We encourage students to engage in lessons, rise to challenges, take risks and have fun.

Course details - Exam Board AQA

Business is a very popular A-Level. Students are introduced to the challenges and issues of starting a business and explore the key functions of a business. They will use problem-solving to make decisions on these functions and how they interlink with each other. Students will learn about leadership and management before considering strategy, change management and how factors affect businesses. They will explore responses to these and develop methods to achieve objectives. Students use real-world examples to aid their understanding. Some of the issues we will look at include: What is the impact of leaving the EU on business? Why do Japanese car manufacturers choose to locate in the UK? What are the implications of stricter pollution controls on business? Why do pubs sell guest ales? Why do small businesses cease trading despite having full order books? Why did Subway expand through a franchise system? How can a company improve employee morale? Should training be viewed as an overhead or as an investment? What is Total Quality Management? What is Globalisation? Why did Mars launch 'Celebrations'? How can UK products be more competitive?

Future opportunities

A-Level Business students gain much insight into the business world. It is therefore beneficial for almost any career. Business combined with other A-Levels is an ideal foundation for a variety of degree courses such as Modern Languages, Business, Accountancy and Mathematics. These degrees open the door to a wide range of professions like Accountancy, Marketing, Personnel, Operations and Distribution, Retail Management, Journalism and Teaching.

Chemistry

Introduction to the course

The A-Level OCR B (Salters) course provides lively and interesting ways of demonstrating how Chemistry is used in the world and what chemists do. It brings out the creative, logical and analytical skills of students who want to understand more of the chemical principles which underpin many of the latest developments in Chemistry.

Learning and teaching styles

The course fosters a mixture of concrete and abstract styles of learning to help students access key chemical ideas. In addition, a high degree of laboratory work and modelling takes place to develop investigative skills and to give a more hands-on approach to the subject. Activities involving data analysis, group exercises and use of ICT occur so that students can develop their application of Chemistry more successfully.

Course details - Exam Board OCR

This is a linear A-Level GCE course with national assessment through 3 exams at the end of Year 13. There are 10 topics which develop a student's knowledge and understanding of Chemistry. Practical skills are gained throughout the course and examined in a final written exam, with a Practical Endorsement award (in addition to the A-Level) given for experimental competence.

Future opportunities

Advanced level GCE Chemistry is an essential entry requirement to universities offering courses for Chemistry-related jobs such as pharmacy, chemical engineering, environmental chemistry and biochemistry. It is also important for access to careers such as medicine, dentistry and veterinary science.

Computer Science

Introduction to the course

The OCR Computer Science A-Level course is not just about learning to use tools or training in a programming language. Instead, the emphasis is on computational thinking.

Thinking computationally means using decomposition and abstraction. This means focusing on the specific problem at hand; breaking it down into smaller parts and trying to understand the big ideas that underpin the solution to the problem.

- Programming is an essential skill for Computer Science and upon successful completion of this course, you can expect to be a competent programmer.
- The syllabus taught places the emphasis on programming techniques, rather than a specific language. This will let you learn how to program in general, not just how to program in Java, C, Python, PHP, HTML, Prolog, Haskell or SQL (all of which are covered in this course).
- No prior experience of programming is necessary, however, enthusiasm is mandatory!
- Students will learn to discuss the efficiency of their solutions, including how to optimise an algorithm using sensible data structures and heuristic methods.
- The computational thinking element is supported by an understanding of computer systems, including computer networks, with a particular focus on security issues.

Learning and teaching styles

Learning and teaching styles reflect the practical and theoretical blend of the subject with lessons varying from hands-on practical programming and problem solving, often completed as a group, to individually focused tasks, including writing reports using the results from practical exercises.

Course details - Exam Board OCR

Computer Systems - 40% of total; 150 minutes written paper; 140 marks
Algorithms and Programming – 40% of total; 150 minutes written paper; 140 marks
Programming Project – 20% of total; Non-exam assessment; 70 marks

Future opportunities

Although worthy of study in its own right, Computer Science A Level is well respected and provides a solid foundation for studying Computer Science, Informatics and also Engineering in Higher Education.
Computer Science also reinforces many transferable skills such as advanced problem solving and long-term project management and provides a concrete basis for any future work in the IT sector.

A Level Courses

Product Design

Introduction to the course

This A-Level course will build upon previous knowledge learnt at GCSE and prepare students with designing skills for their future. It will equip them with high level skills in recognising the design needs of other people and develop an understanding of how current global issues, including integrating technology, impacts on today's world.

Learning and teaching styles

Students will undertake the course in a creative and stimulating classroom environment where participation in discussions about recent technological developments and current design are encouraged. Students will be guided through the coursework and theory sections of the A-Level but will need to be independent and organised in their further work beyond the classroom. Students will receive regular feedback on their coursework progress, which may be verbal or written, and they will need to be committed to developing their work to reach their full potential.

Course details - Exam Board Edexcel

Two-year course Coursework: 50% Written theory exam: 50%
The theory papers will include open and short-ended questions as well as extended writing questions testing the students' knowledge of materials, product analysis, health and safety, the wider impacts of design and industrial and commercial practice.

The theory papers will also include a 15% mathematical element.

Future opportunities

Students who complete this course will gain skills that are useful in a wide range of jobs, in further study of design and in their personal life (including decision-making skills and the planning and organisation of time and resources). Typical university and career aspirations from this course include and are not limited to product design, engineering, architecture, graphic design, furniture design, industrial design, theatrical set design, interior design, materials engineering, advertising design, exhibition design, engineering design.

Drama and Theatre Studies

Introduction to the course

The A-Level course focuses on three main areas of study; Drama & theatre, creating original drama and making theatre. In the practical components, students will specialise in performing. It integrates the theoretical study of drama with practical application, encouraging creative experimentation and development of critical analysis. Students will be taken on regular theatre trips and will need to purchase set texts.

Learning and teaching styles

Drama & Theatre Studies uses a range of learning and teaching styles to deliver the course. Visual, auditory and kinaesthetic learners have the opportunity to take part in practical work, debates, research and discussion as well as written analysis.

Course details - Exam Board AQA

Component 1: Drama and Theatre Study of two set plays developing knowledge and understanding of drama and theatre and then analysis and evaluation of the work of live theatre-makers.
Written exam: 3 hours: 40% of A-Level
Component 2: Creating Original Drama (practical) Process of creating devised drama with a performance of devised drama (students may contribute as a performer, designer or director). The pupils will complete a working notebook with this practical work. The devised piece must be influenced by the work and methodologies of one prescribed practitioner. 30% of A-Level
Component 3: Making Theatre (practical) Practical exploration and interpretation of three extracts each taken from a different play. It also includes a working notebook. Extract 3 is to be performed as a final assessed piece, marked by an external examiner (students may contribute as a performer, designer or director). 30% of A-Level

Future opportunities

Drama and Theatre Studies at A-Level helps students who wish to develop their analysis and evaluation skills, both verbal and written. It also helps with confidence, public speaking, presentation and group/social/team-building skills so it can be useful for pupils wishing to go into business, sales or any areas where public speaking is a key feature of the job. It is also relevant and interesting to people who are interested in culture or social issues. The specialist knowledge is also key for pupils who want to pursue a career in acting, musical theatre, or the performing arts industry in general, such as a stage manager, set designer or arts management. Previous students have studied a range of courses such as BA Hons Acting, BA Hons Musical Theatre and BA in Lighting Design.

Economics

Introduction to the course

A-Level Economics offers an insight into how businesses, governments and individuals think and make decisions. Microeconomics is the study of individuals and businesses and how they behave as consumers and producers, and Macroeconomics considers the policies of Government and how the global economy has an effect on politics and ourselves.

Learning and teaching styles

Economics involves much discussion and debate surrounding economic and political issues, and critical analysis of models. Students benefit from gaining an insight into markets, governments and the world around them. The interpretation of diagrams, models and statistics form a vital part of Economics, as do problem-solving and analysis. Economics uses traditional principles but applies them to modern society and everyday life as it affects us all daily.

Course details - Exam Board Edexcel

Exams
Paper 1 (microeconomics) – Markets and business behaviour – An introduction to economics and economic thought, a study of how markets work and why they fail, economic problems and models, supply and demand, market structure, costs, revenues and profit, efficiency, game theory, mergers/takeovers and labour economics (35% of A-Level).

Paper 2 (macroeconomics) – The national and global economy – This unit focuses on government policies, the economy and its indicators, financial markets, limitations of government, international trade and currencies, global and development economics, poverty and inequality and emerging economies (35% of A-Level).

Paper 3 (synoptic) – covers both microeconomics and macroeconomics (30% of A-Level)

Assessment is a mixture of multiple-choice, short answer, data response and essay questions.

Future opportunities

Students will be well prepared for courses at university due to the rigorous academic nature of the subject as well as the analytical and logical nature of Economics. Economics will be of particular benefit to degrees in economics, business management, finance, history, politics and mathematics, as well as a range of careers, in particular in finance, banking, trading and management.

A Level Courses

English Language

Introduction to the course

This course encourages students' curiosity and enthusiasm to study how the English Language has changed and is changing. The course allows students to continue to develop their interest in English through learning about the varieties of English, the different purposes of texts and how different groups of people represent themselves through their use of the English Language. Students will investigate language in a range of independent studies.

Learning and teaching styles

A wide range of skills are developed including research skills using books, magazines, the internet and primary research. Independent learning is an essential part of this course. Students are expected to give presentations as part of the course and to write analyses of texts. Students need to be capable writers and to enjoy exploring the nuances of language.

Course details - Exam Board AQA

Component 1 – Language, the Individual and Society Assessed by examination: written exam: 2 hours 30 minutes; 100 marks; 40% of A-Level

- Textual Variations and Representations
- Children's Language Development

Component 2 – Language Diversity and Change Assessed by examination: written exam: 2 hours 30 minutes; 100 marks; 40% of A-Level

- Language Diversity and Change
- Language Discourses

Component 3 – Language in Action Non-examined assessment 20% of A-Level; 100 marks

- Writing skills
- Language Investigation (2,000 words excluding data)
- a piece of original writing and commentary (1,500 words total)

Future opportunities

Advanced Level English Language is widely accepted as an entry qualification to university. Students can follow a wide range of career opportunities after their studies such as journalism, the media, law, politics and teaching.

English Literature

Introduction to the course

English Literature encourages students to develop their interest and enjoyment of English literature. Students will read widely, critically and independently across centuries, genre and gender. We hope to stimulate thought and discussion on a number of issues and ideas. The course also aims to develop the informed, independent reading of literary texts. There is a central emphasis on the analysis of unprepared texts in the exams so students are encouraged to link, connect and compare a wide range of whole texts and extracts.

Learning and teaching styles

Students will develop an ability to argue logically on evidence from a range of texts and to approach all forms of literature with awareness and perception. We expect all English Literature students to show commitment and enjoyment of reading widely and to be capable writers. In class students will thrive on a variety of teaching approaches and benefit from the range of perspectives offered by their peers and other critical readers. Students must also be prepared to commit to regular independent reading and research.

Course details - Exam Board OCR

Component 1- Drama and Poetry Pre 1900
Assessed by a written exam 2 hours 30 minutes;
60 marks 40% of A-Level

- Shakespeare
- Drama & Poetry pre-1900

Component 2 – Comparative and Contextual Study
Assessed by a written exam 2 hours and 30 minutes;
60 marks 40% of A-Level

- Close reading in the chosen topic area
- Comparative and contextual study in the chosen topic area

Component 3 – Literature post-1900 Non-examined assessment
20% of A-Level

- Close reading OR re-creative writing piece with commentary
- Comparative essay

Future opportunities

Throughout the course students will have demonstrated effective research skills, shown the ability to understand complex ideas and consolidated strong communication abilities. Therefore English Literature is widely accepted as an entry qualification to university. Students can follow a wide range of career opportunities such as journalism, publishing, the media, law, politics and teaching.

Film Studies

Introduction to the course

The Advanced Level Film Studies course has been designed to ignite a passion for film and encourage broader cultural and historical perspectives on this academic area of study. This course of study encourages learners to watch, engage critically with and explore a wide range of film; to develop and sustain confident, personal responses to film via textual analysis; and to enjoy a variety of critically acclaimed films across the major genres. These include films from different cultural perspectives, films from the Silent Era to the present day, and different forms of film, including documentary, shorts and experimental.

Learning and teaching styles

Students will watch, deconstruct and critically evaluate a range of films to interrogate how concepts such as narrative, genre, representation, spectatorship and aesthetics are used to create meaning. They will develop an understanding of the contexts in which films are made, including the social, cultural, historical, institutional, technological and, where relevant, political contexts. The course allows the opportunity for a synoptic application of learning through practical work, including the production of a 5-minute short film or a 10-minute screenplay for a short film, during which, students will need to research, plan and develop film production or screenwriting skills.

Course details - Exam Board OCR

The weighting for the course is 70% exam assessment and 30% practical element to be examined at the end of the two year course.

Component 1 – Film History assessed by written examination: 2 hours; 105 marks; 35% of A Level

- Film form through the ages from the silent era to the 1990s
- European film movements or stylistic developments

Component 2 - Critical Approaches to Film assessed by written exam: 2 hours; 105 marks; 35% of A Level

- Develop understanding of key critical approaches to film
- Develop knowledge of narrative, genre, representation and spectatorship

Component 3 – Making Short Film: Non-examined Assessment; 90 marks; 30% of A Level

- The production of a five-minute short film or a ten-minute screenplay for a short film, to include a digital storyboard an evaluative analysis of the production in relation to professionally shot short films

Future opportunities

Film Studies A-Level is generally recognised as an entry qualification for university courses (except specialist Science-based courses) as well as the obvious vocational careers. Students wanting to pursue a media-related degree or vocational training will find this course very useful.

French or Spanish

Introduction to the course

If you are interested in European culture, film, music, current affairs, history, politics or what it is like to live and work in another country then studying modern languages at A-Level is for you! We study a wide range of topics over the two-course and by the end, you will:

- be able to speak and write fluently in the language you are studying
- understand a variety of media in your chosen language, films, songs, tv programmes, newspaper articles, books
- have a good knowledge of French/Spanish civilisation, culture & literature
- have become an expert In your chosen topic for the independent research project.

Learning and teaching styles

A wide range of skills are developed during the course including communication, comprehension and analytical skills. Students continue to develop their speaking and writing skills from GCSE and will use research skills to explore cultural topics, study a film, and analyse literary texts. Independent learning is an essential part of learning a language and students are encouraged to read articles, listen to the news and watch film independently. Students are given opportunities to participate in visits abroad and, where possible, have one-to-one sessions with a native speaker

Course details - Exam Board Edexcel

Paper 1 - Listening, reading and writing 40% of A-Level
Paper 2 - Writing 30% of A-Level
Paper 3 - Speaking 30% of A-Level

Future opportunities

The ability to speak a second language is an essential skill in a global workplace; employers from all sectors value the skills developed In learning a language and Modern Languages graduates have one of the highest employment rates. Many of our students go on to university to study diverse subjects with a language, e.g. business, economics, law, engineering and chemistry. A modern language A-Level can also be a springboard for the study of other languages at university or later in life. Any career Is enhanced by the ability to speak another language, a modern language A-Level opens doors to all sorts of careers – both in this country and abroad.

Geography

Introduction to the course

The course enables students to develop an understanding of the functioning of natural and human systems and to be aware that there are issues and problems affecting these on a variety of levels. Fieldwork is an important aspect of the course as it helps to develop both the individual and the group. All students will be expected to participate in 4 days of work in the field at an FSC centre which will be used to write up their course work. A trip to Iceland or alternative location is usually on offer in the Spring term.

Learning and teaching styles

Lessons are varied and include opportunities for both group work and independent learning. Knowledge of current geographical events is essential. The course allows students to develop skills in problem solving and analysis.

Course details - Exam Board AQA

Component 1: Physical geography
Section A: Water and carbon cycles
Section B: Coastal systems and landscapes
Section C: Hazards
Written exam: 2 hours 30 minutes; 96 marks; 40% of A-Level

Component 2: Human geography
Section A: Global systems and global governance
Section B: Changing places
Section C: Contemporary urban environments
Written exam: 2 hours 30 minutes; 96 marks; 40% of A-Level

Component 3: Geographical investigation
Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.
3,000–4,000 words; 35 marks; 20% of A-Level; marked by teachers; moderated by AQA

Future opportunities

There are many careers open to students with a Geography A-Level, and many go on to study at university. In the past students have gone into jobs in teaching, planning, landscape architecture, pathology, law, biological sciences, chemistry and many others. Geography combines well with both sciences and arts subjects.

History

Introduction to the course

The course is an exciting mix of early modern and modern History. The requirements of the course are outlined below; however, you must have a fascination with what has happened in the past and a determination to succeed and enjoy the subject. Good grades will only be achieved through two years of hard study. We seek to engage students through trips and attendance at lectures, as well as through a stimulating classroom environment.

Learning and teaching styles

The course will allow all students to develop skills of analysis, problem solving, independent study, research and a questioning approach to the world around us. Teaching will be varied and stimulating as we seek to present different ways of approaching the study of History. However, it must be noted that independent study and a desire to find out that little bit more will enhance your enjoyment and success in the subject.

Course details - Exam Board AQA

This is a 2 year A-Level which will be examined at the end of Year 13. Students will study the following units as well as completing a historical investigation (coursework):

- **Unit 1 –** The Tudors, 1485-1603
- **Unit 2 –** Weimar and Nazi Germany, 1919-45
- **Historical Investigation –** a study of the impact of events and individuals in the history of the 20th Century.

Future opportunities

There are many career paths that students can follow with a History qualification - business management, marketing, sales, advertising, public relations, law, journalism, the civil service, teaching, the police force, media work and many more.

Law

Introduction to the course

A-Level Law provides an introduction to law, it allows students to learn about a fascinating subject, one which covers many aspects of life. Students will learn about the legal system, law-making, the nature of law, criminal law, the law of tort and human rights law or the law of contract. Law students develop a range of skills including the application of legal rules and principles to present an argument, analysis and evaluation of the law, legal issues and concepts.

Learning and teaching styles

A wide range of learning and teaching styles are involved, with the emphasis on active learning, group work and games, as well as the more traditional skills of analysis and essay writing. Students will also be expected to enhance their understanding through independent research into legal cases and precedent.

Course details - Exam Board (Eduqas)

Component one - a third of qualification: The legal system and criminal justice, students develop knowledge and understanding of the criminal justice system, civil justice system including relevant legal personnel and legal funding.
Component two - a third of qualification: Substantive Law in Practice, students focus on three areas of law and how these are applied; contract law, criminal law and human rights law.
Component three - a third of qualification: Perspectives of Substantive Law, students learn to analyse and evaluate legal issues by identifying different perspectives, constructing clear, persuasive and logical legal arguments.

Future opportunities

Some students take A-Level Law because they already know that they want a career in law. The A-Level gives an excellent introduction for students who want to read law at university or start a legal apprenticeship. Universities recognise the advantages of A-Level Law and the old view that it should not be studied has long since faded away. However, A-Level Law is not just for students who want to enter the legal professions. It is a well-respected subject and the subject also provides students with highly transferable skills. Other popular career options after A-Level law include the police, teaching, social work, business and accounting.

Mathematics

Introduction to the course

Mathematics is an extremely rewarding but challenging subject. Mathematics A-Level is not only a useful subject alone; it also complements and supports a number of other A-Level subjects. Physics, Chemistry and Biology rely on good algebraic and graphical skills, statistical techniques and the use of a range of functions including logarithms and trigonometry. In addition, Economics, Psychology, Business, Computing and Geography all benefit from students having fluent numerical, algebraic, graphical and statistical skills. In Mathematics you are rewarded for your learning; skills are taught and then problem-solving skills are used to apply this knowledge to questions. Mathematics A-Level builds on the content taught at GCSE, extending topics such as algebra and trigonometry, and learning new topics including calculus. Many students take A-Level Mathematics in conjunction with non-related subjects in order to maintain a broad range of subject choices until they make decisions about their future study and career plans. A mathematical qualification is highly valued by employers and universities and is one of the most popular subjects for both boys and girls. The vast range of degree courses and careers that require proven mathematical skills ensures that taking Mathematics A-Level will open doors to a world of opportunities!

Learning and teaching styles

Mathematics A-Level is taught in a teach-led manner, working through questions as a whole class. Mathematics A-Level requires a willingness to work independently outside of the classroom. Homework is set after each lesson, providing an integral part of the course; this allows students to practise the topics taught through skills-based questions as well as applying their knowledge to exam questions. Regular assessment gives students valuable feedback on methods, presentation and progress, as well as weekly marked homework tasks.

Course details - Exam Board Edexcel

Examinations to be taken at the end of Year 13, covering Pure Mathematics, Mechanics and Statistics. Pure maths covers two-thirds of the course; mechanics and stats are both one-sixth of the course. All three strands are compulsory.

Future opportunities

The skills and techniques developed in the course provide an excellent foundation for a wide variety of degree courses and careers including mathematics, engineering, medicine, business and finance.

Universities can also recommend Further Mathematics as an entry requirement for some courses. Please research potential university options to check if Further Mathematics is a course that you may require in addition to A-Level Mathematics.

Further Mathematics

Introduction to the course

Further Mathematics provides a great opportunity for enthusiastic, able mathematicians to broaden and deepen their subject knowledge and mathematical reasoning. The course covers pure mathematics in much greater depth than the A-Level mathematics course and adds a range of optional modules from which students can choose in Year 13. Further Mathematics is a fantastic qualification for those students who love mathematics, especially students who are considering STEM courses at university; if you are thinking of applying for a medical degree, consult individual university websites to check for any special rules relating to Further Mathematics.

Please note that you must also be opting for A-Level Mathematics alongside this course. You can choose Further Mathematics as either a third A-Level, or as a fourth A-Level by agreement with the Sixth Form team. If it is your fourth A-Level, you have the option to do the full A-Level or stop after the AS in Year 12.

Learning and teaching styles

Further Mathematics is a challenging subject, requiring a willingness to work independently. Homework is set after each lesson and includes background reading, problem-solving and learning the required facts and formulae. Regular assessment of written work gives students valuable feedback on their mathematical reasoning, mathematical writing and progress towards their targets. Further Mathematics students have the opportunity to engage with the Advanced Maths Support Programme, take part in national maths competitions and receive support towards any university exams, such as STEP, MAT, or TMUA.

Course details - Exam Board OCR

Students sit the AS exam, comprising one pure module and two applied modules, in the summer of Year 12. Students who continue the course and complete the full A-Level in Year 13 will sit one pure module plus two or three optional modules, depending on the pathway chosen.

Future opportunities

The skills and techniques developed in the course provide an excellent foundation for a wide variety of degree courses and careers including mathematics, sciences, engineering, computing, medicine, business, and finance.

Philosophy, Ethics and Religion

Introduction to the course

This course will introduce students to an in-depth study of Philosophy, Ethics and Islam. Students will have the opportunity to examine questions relating to arguments for the existence of God, the problem of evil and suffering, the possibility of life after death and a range of ethical theories, including Utilitarianism and Natural Law. The course will also entail a close examination of the practices and beliefs of Islam, with a focus on the role of women within society and the Muslim understanding of Jihad. Throughout the course, students will be encouraged to develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies. Further, pupils will adopt an enquiring, critical and reflective approach to religion today; enabling them to develop their own values, opinions and attitudes of religion and its place in the wider world.

Learning and teaching styles

A wide range of teaching and learning styles are used throughout the course ranging from active learning, role plays, debates, games, teaching others, as well as the traditional independent learning and essay writing. Most of these lessons are usually characterised by lots of opportunities for discussion and questioning.

Course details - Exam Board WJEC

The course is a linear A2 course, therefore students will be externally examined at the end of Year 13. The following three components will be covered across the two years:
Unit 1 – A study of Religion: Islam (33.3% of qualification)
Unit 2 – Philosophy of Religion (33.3% of qualification)
Unit 3 – Religion and Ethics (33.3% of qualification)

Future opportunities

This qualification is useful for access to a diversity of higher education courses at university and a wide range of careers, which focus on the ability to think critically and rigorously. This includes careers in law, medicine, the armed forces, emergency services or social care as well as those hoping to become business leaders, bankers or civil servants. The skills developed in this course are generally regarded to be 'softer' skills, which are highly favoured by today's employment market.

Photography

Introduction to the course

Photography is an art-based course and is assessed through its creative content. Students are taught how to use a digital SLR camera and how to manipulate images in Photoshop, a digital program designed specifically for photography. Students are required to submit one unit of coursework within a portfolio of work. There is also an examination project which begins in February of the second year and ends at the beginning of May. Students will be able to borrow a digital SLR camera, however, it is strongly recommended that students have access to either a digital SLR or compact camera.

Learning and teaching styles

In the initial stage of the course, students have set lessons expanding their skills base and developing their portfolio. Students will learn how to set up and use a photography studio, as well as taking photographs outside of this setting. As the course progresses, students will be set themed projects, which are mainly self-led with teaching on a one-to-one basis. Students will be expected to go out and take photographs outside of lesson time as part of their coursework and exam projects.

Course details - Exam Board AQA

Component 1 - The Coursework Portfolio and Personal Investigation is worth 60% of your overall grade. It is marked on a regular basis throughout the course, in order to allow students to develop work to overcome any shortfall in their submission.
Component 2 - an examination project worth 40% is taken in May of the second year.

Future opportunities

Students have the opportunity to study photography at a higher level and work in journalism, advertising, travel photography, wedding photographer, radiographer, social media, forensics/crime scene documentation, design and teaching as well as the opportunity to work as an independent professional photographer.

Physical Education

Introduction to the course

The course builds on students' experiences from KS4 and GCSE to enhance knowledge and increase understanding of the factors that affect performance and participation in Physical Education. The qualification looks to equip students with the knowledge required for higher education or the world of work. The course will address current contemporary topics in sport such as the impact of ergogenic aids and technology on sports performance. It will also cover in detail how individuals acquire skill, investigating different theories of learning and information processing as well as examining different energy systems, nutrition and cardiac and pulmonary function.

Learning and teaching styles

A wide range of learning and teaching styles are involved, with the emphasis on group work, problem-solving and independent research. The course is primarily a theory-based course so the large majority of lessons are classroom-based. Where practical activities enhance learning they will be used.

Course details - Exam Board AQA

A-Level consists of 2 written papers.
Paper 1 - Factors affecting participation in sport (35 % of A-Level).
Paper 2 - Factors affecting optimal performance in physical activity and sport (35% of A-Level). Pupils are also assessed in a non-exam assessment for practical performance worth 30%. This includes 15% written or verbal analysis and evaluation of a performance and 15% practical evidence in sport of their choice

Future opportunities

A-Level PE is a recognised qualification by Higher Education establishments and complements several other A-Level courses. Many students go on to sport-related university courses with career routes into coaching, sports science, journalism, teaching, armed forces, sports development and physiotherapy.

Physics

Introduction to the course

This course fosters a knowledge and understanding of concepts rather than just the ability to recall information. Candidates learn to recognise the operation of the principles of Physics in practical applications and will be able to apply their understanding of the subject to novel situations. Great emphasis is placed on developing competence and confidence in carrying out practical work.

Learning and teaching styles

Through experimental investigation, candidates will learn something of the evidence on which the laws and theories of Physics are based. They will also become familiar with the use of models as an aid to understanding whilst at the same time recognising the limitations of such an approach. Students must also be prepared to commit to regular and independent reading and research from the beginning of the course.

Course details - Exam Board Edexcel

Students study the linear A-Level course which has final exams at the end of Year 13 only.

Future opportunities

Advanced Level Physics is essential for many careers, particularly in engineering and electronics. It is also essential for astronomy, astrophysics, meteorology, nuclear physics, acoustics, optics, metallurgy and aeronautics, and is strongly recommended for many other disciplines such as computer science, medicine, veterinary science and almost all scientific or technical careers.

Politics

Introduction to the course

The course will allow students to develop a critical awareness of the nature of government and politics in both the UK and the USA as well as the political theory that underpins these institutions and the parties that operate within them. Students will have the opportunity to acquire knowledge and understanding of the structure of authority and power within political systems and gain a sense of the rights and responsibilities of individuals and groups within society.

Learning and teaching styles

The course will allow students to develop skills of analysis, problem-solving and independent study. Teaching and learning styles will be varied, with the emphasis on discussion, group work, research and the need to keep up-to-date with current issues. The use of technology to enable access to the media, in all its forms, will be at the heart of the course as we seek to engage, stimulate and develop students' passion for the subject.

Course details - Exam Board AQA

Unit 1 – Government and politics of the UK. This includes studying the political institutions of the UK, the nature of British democracy and participation, including voting and pressure groups. (a third of A-Level).

Unit 2 – Government and politics of the USA and comparative politics. This involves studying the American constitution, institutions, parties and elections, as well as comparing UK and USA politics. (a third of A-Level).

Unit 3 – Political Ideas. This includes studying the key ideologies of history, which underpin political discourse: conservatism, liberalism, socialism and nationalism. (a third of A-Level).

Future opportunities

Politics provides a sound base for further study in the Arts, Humanities and Social Sciences. The skills of critical thinking, analysis, research and communication equip students for a wide range of careers including law, journalism, human resources and management. For some, it may even lead to a career in government, party politics or the Civil Service.

Psychology

Introduction to the course

Psychology is the study of the mind and behaviour and, as such, is concerned with how, when and why we think, feel and behave as we do. Most people are interested in other people and would like to understand them better, as well as reaching a better understanding of themselves. Studying Psychology will enable students to investigate topics such as criminal behaviour, mental health and eyewitness testimony; psychology seeks answers to questions such as: What is the influence of childhood experience? Psychology uses the methods of the sciences to make sense of human behaviour and a key part of A-Level Psychology is research methods which allows students to conduct their own research.

Learning and teaching styles

A wide range of learning and teaching styles are involved, with the emphasis on active learning, and group work, as well as the more traditional skills of analysis and essay writing. Students will also be expected to enhance their understanding through independent research and undertaking their own experiments. Trips and guest speakers are also embedded to enhance understanding.

Course details - Exam Board Eduqas

Component 1 – 33.3% of overall qualification: Examines five approaches within psychology and understanding their assumptions, therapies, classic evidence and a contemporary debate.
Component 2 – 33.3% of overall qualification: Research methods – Examines the principles of research, personal investigations and applying knowledge to novel scenarios.
Component 3 – 33.3% of qualification: Applies psychological explanations and treatments to human behaviours – criminal behaviour, schizophrenia and addiction and assesses controversies in psychology.

Future opportunities

Psychology is a very popular subject at university, enabling students to progress into specialist fields, such as educational, occupational or forensic psychology. Sports and environmental psychology are also developing areas. 15-20% of Psychology graduates follow a career as professional Psychologist but the subject also provides students with highly transferable skills which equip students for a wide range of careers.

Sociology

Introduction to the course

Sociology is the study of people and their role in contemporary culture. It examines how an individual's experience can be shaped by factors such as wealth, gender and ethnicity. Sociology allows students to see their world in a different way and to challenge taken for granted assumptions about the way we live considering questions like; how does social media shape our identity? And why are subcultures formed?

Learning and teaching styles

A wide range of learning and teaching styles are involved, with the emphasis on active learning. The focus of learning is on building informed, balanced and clear arguments through activities such as debates, conducting social surveys and individual research. Sociology is examined by essay writing and a core part of the course develops higher-level skills of written analysis and evaluation.

Course details - Exam Board OCR

Component one - 30% of qualification: Introducing social processes and the creation of identities; this is explored through the topic of media and the digital globalised society; exploring how the increase in technology and social media shape our thoughts and behaviours.
Component two - 35% of qualification: Researching social inequality; inequity in power and wealth is explored through considering differences in class, gender and ethnicity with a specific focus on the sociological methods.
Component three - 35% of qualification: The contemporary social world; this explored through two topics, firstly the digital social world and secondly the contemporary education system.

Future opportunities

Many students continue to study Sociology at university or choose to specialise in a particular area such as criminology, anthropology or social policy. Sociology can lead to a wide range of career opportunities such as journalism, criminal justice work, teaching, business management or information science. In addition, the A-Level subject equips students with knowledge and skills sought after by a range of higher education courses, particularly where there is a focus on human behaviour.

Core Maths - Level 3 Certificate in Core Maths B (MEI)

Quantitative Problem Solving

Introduction to the course

This is a one-year course designed for students who enjoy maths but who don't wish to study it for the full two years at A-Level. It has also been written to help learners with the maths and statistics elements of other subjects they are studying, such as Biology, Psychology, Sociology, Geography, Business Studies, Economics, PE and more.

Learning and teaching styles

This course teaches students the mathematical, statistical, and analytical skills required to understand the numerical world around them. The content is split between two components: "Introduction to Quantitative Reasoning" and "Statistical Problem Solving". In "Introduction to Quantitative Reasoning", learners are taught to use the modelling cycle, the statistical problem-solving cycle and the financial problem-solving cycle, to solve problems in a variety of real-world contexts. This includes using spreadsheets to process data and present results; this is a very useful skill to support coursework in other subjects. In "Statistical Problem Solving", learners are introduced to more sophisticated statistical techniques, such as hypothesis testing, and so are able to address a wide range of problems that they may encounter in other subject areas. Learners are expected to work with large, real data sets during the course and familiarity with a case study will be expected in the examination.

Course details - Exam Board OCR

This is a one-year course with external exams at the end of that year for each of the two course components.

Future opportunities

The Core Maths qualification will help prepare students for a variety of technical and professional careers where mathematical modelling, costing, financial problem solving and risk are needed. The growth of digital technology means that data is being collected and used on a scale that was unimaginable just a few years ago, so this course is an excellent springboard into modern careers.

A Level Courses

Vocational

Level 3 courses

Vocational Pathway – To access the Vocational Pathway you will have achieved 5 GCSES at grade 4, which needs to include either GCSE Maths or English (Literature or Language). Vocational courses at merit level can be included within the 5 grades required. Students choosing to study vocational courses can still study A-Level courses if they meet the entry requirements and indeed this is recommended for certain career pathways.

Business

Introduction to the course

The course is for students who want to learn about business, enjoy talking about the real world outside of school, and for those who want to acquire and use a wide range of skills.

Learning and teaching styles

Business involves individuals and groups working together to apply what they have been taught to the real world and real businesses. Students will analyse and problem-solve for businesses in a variety of scenarios. Research skills and the ability to demonstrate understanding are very important, as are communication skills since assessment includes not just coursework and exams but reports, presentations and projects. We encourage students to engage in lessons, rise to challenges, take risks and have fun!

Course details - Exam Board Edexcel

Business BTEC Level 3 is an extremely popular course at Edgbarrow School and we offer the Single Award course. The new BTEC curriculum has increased rigour, making it more technical and comparable to A-Level. BTEC Level 3 is very student-focused. The course is set up so that students gain an insight into a breadth of business topics such as marketing, finance, recruitment and selection, and customer service with the ability to explore them in-depth. Students will learn about entrepreneurship and management of business; all topics have practical approaches. The two year course is equivalent to 1 A-Level (Single Award).

Future opportunities

BTEC Level 3 Business helps to develop a whole host of skills that are applicable to a wide range of careers, including many in business, working with people or technology. Many students progress to apprenticeships in areas including Marketing and Human Resources. BTEC Level 3 is widely accepted by universities and will help students work towards studying degrees such as Business, Management and any involving research. It will also develop skills in working independently, in groups and in the real world.

Computing: Application Development (AAQ)

Introduction to the course:

This course offers students the opportunity to achieve an A-Level equivalent qualification that is based on a blend of theory and practical learning. The principal difference between a traditional A-Level and this vocational course is the method of assessment. The vocational course is assessed through two externally assessed exams and three coursework Non-Exam Assessment (NEA) units, which are marked internally and submitted for external moderation.

The written external exams are undertaken in Year 12, with an opportunity to retake in Year 13 if needed. In relation to the coursework units, students are taught the content and have the opportunity to practice their skills before completing their set NEA assignments in supervised conditions. Some of the specialist content is delivered by guest speakers from local companies (where possible), and students are encouraged to find work experience with local IT businesses in Year 12 and/or during their summer break, so they can apply what they have learnt.

Course details - Exam Board OCR

Students will complete two mandatory exam units; Fundamentals of application development, and Developing application software, one mandatory NEA unit; Designing and communicating UX/UI solutions, and two additional NEA units; Game development, Website development, Immersive technology solution development, or Software development.

This course is suitable for those who want to be able to apply what they learn in lessons to practical, real-life contexts by:

- Interpreting client requirements
- Planning and designing UX/UI solutions
- Communicating solutions to clients
- Planning, designing and creating applications
- Testing and reviewing applications

Subjects that may complement this course include Computer Science, Design and Technology, Media, Art & Design, Business and Maths. Please note that this is not a general IT course; it is focused on a particular sector - Application Development. Therefore it is not suitable for students looking to gain a more general understanding of various aspects of IT.

Future opportunities

This course provides a solid foundation for students wishing to work in this sector of the industry or to progress into an apprenticeship in this sector. Students can also progress to further studies, including taking degrees in related areas such as: Computer Science, Computer Games Development, Web and Mobile Development, Web and User Experience Design.

Cyber Security and Networks (AAQ)

Introduction to the course

This course offers students the opportunity to achieve an A-Level equivalent qualification that is based on a blend of theory and practical learning. The principal difference between a traditional A-Level and this vocational course is the method of assessment. The vocational course is assessed through two externally assessed exams and three coursework Non-Exam Assessment (NEA) units, which are marked internally and submitted for external moderation.

The written external exams are undertaken in Year 12, with an opportunity to retake in Year 13 if needed. In relation to the coursework units, students are taught the content and have the opportunity to practice their skills, before completing their set NEA assignments in supervised conditions. Some of the specialist content is delivered by guest speakers from local companies (where possible), and students are encouraged to find work experience with local IT businesses in Year 12 and/or during their summer break so they can apply what they have learnt.

Course details - Exam Board OCR

Students will complete two mandatory exam units; Fundamentals of cyber security and Fundamentals of networks, one mandatory NEA unit; Preventing cyber attacks, and two additional NEA units; Digital forensic investigation, Penetration testing and incident response, Implementing secure local area networks (LANs), or Designing and Communicating secure global computing systems.

This course is suitable for those who want to be able to apply what they learn in lessons to practical, real-life contexts by:

- Assessing cyber security risks and creating risk assessments
- Designing policies and using auditing to help prevent cyber attacks
- Planning and designing networks suitable for a given context
- Creating cyber security plans including maintenance and incident response plans

Please note that this is not a general IT course; it is focused on two specific aspects – Cyber Security and Networks. Therefore it is not suitable for students looking to gain a more general understanding of various aspects of IT.

Future opportunities

This course provides a solid foundation for students wishing to work in this sector of the industry or to progress into an apprenticeship in this sector. Students can also progress to further studies, including taking degrees in related areas such as: Cyber Security Management, Cyber Security, Computer Science with Cyber Security, Computer Networks and Cyber Security. Subjects that may complement this course include Computer Science, Design and Technology, Engineering, Business and Maths.

Level three Diploma

Criminology

Introduction to the course

The diploma is equivalent to one A-Level. Criminology examines why crime is committed (e.g. biological, psychological, and sociological explanations) as well as how the criminal justice system works and how crime leads to social policy change. The assessment includes coursework and examinations.

Learning and teaching styles

The focus of learning is on building informed, balanced and clear arguments through academic research and investigation of contemporary issues in crime and criminal justice. The course covers areas of sociology, psychology and law and therefore requires some extended writing in both coursework and exams.

Course details - Exam Board WJEC

Unit one: Changing Awareness of Crime, examines questions such as:

- What different types of crime take place in our society?
- What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media?
- Who decides what behaviours should be against the law?

Unit two: Criminological Theories, examines questions such as:

- How do we decide what behaviour is criminal?
- How do we explain why people commit a crime?

External assessment – 90 min. exam

Unit three: Crime Scene to Courtroom, examines questions such as:

- What are the roles of personnel involved when a crime is detected?
- What safeguards are in place to ensure a suspect has a fair trial?

Unit four: Crime and Punishment, examines questions such as:

- Why do we punish people?
- We spend a great deal of taxpayers' money on social control, so how effective are these organisations in dealing with criminality?

Future opportunities

Many students will continue to study Criminology or related courses at University. Employment possibilities in criminal justice include law enforcement, probation, parole as well as community support services. Opportunities also exist in research, policy analysis, journalism and information science.

Health and Social Care (AAQ)

Introduction to the course

The course is designed to develop students knowledge, understanding and skills to prepare them for undergraduate study and a future career in the Health and Social Care sector. The course covers equality, diversity and rights, health and safety and person-centred approaches to care and mental health. This course allows students to develop not only a theoretical understanding but also allows them to gain valuable practical experience in this demanding field.

Learning and teaching styles

Assessments are through assignment-based coursework and by examinations. The assignments are continuous throughout the course with a variety of written reports, reflective journals, presentations, discussions and written tests. Work-based opportunities will be undertaken wherever possible, and a range of professionals in the field will deliver guest lectures.

Course details - Exam Board OCR

The Extended certificate is equivalent to one A-Level and consists of six units. There are four compulsory units which include: Principles of health and social care (exam), Anatomy and physiology for health and social care (exam), Person-centred approach to care (coursework) and Supporting people with mental health conditions (coursework). The optional units we have picked include: Supporting people in relation to sexual health, pregnancy and postnatal health (coursework) and Supporting healthy nutrition and lifestyles.

Future opportunities

The course can help students to progress to further studies with a degree or diploma course in subjects such as; teaching, social work, paramedic, dental assistant, physiotherapy, counselling, occupational therapy or nursing and midwifery. Health and Social Care has a focus on helping others and is a suitable qualification for any course involving working with different social groups.

Mental Health: Individuals and Society (AAQ)

Introduction to the course

The course is designed to develop students' knowledge, understanding and skills in the field of mental health, including developing an understanding of the range of factors that influence our mental health and their impact. Other topics covered include mental health models, issues and disorders and strategies which can improve mental health and monitoring mental health needs. The qualification will develop a range of skills, including communication and collaborating effectively, critical thinking, problem-solving, research skills and time management.

Learning and teaching styles

Assessments are through assignment-based NEA (non-exam assessment) and by examinations. The assignments are continuous throughout the course with a variety of written reports, reflective journals, presentations, discussions and written tests. A range of professionals in the field will deliver guest lectures.

Course details - Exam Board OCR

The Extended certificate is equivalent to one A-Level and consists of five units. There are four compulsory units which include: Fundamentals of mental health and the individual (exam), Mental health, wellbeing and society (exam), Supporting and promoting mental health and wellbeing in organisations (NEA), and Community-based support for mental health and wellbeing (NEA). The optional unit we have picked is Supporting mental health and wellbeing with outdoor and creative activities.

Future opportunities

The course can help students to progress further with a degree or diploma course in subjects which relate to mental health and wellbeing such as counselling and Health and Social care courses more generally.

Sport and Exercise Science

Introduction to the course

BTEC offers students the opportunity to achieve A-Level equivalent qualifications that are work-related and vocational. The principle difference between A-Level and BTEC is the method of assessment. Assessment is done through a range of presentations, case studies, practical tasks, written assignments and external assessment. For each assessment you will be graded a Pass, Merit or Distinction. Students continually know where they are and what they need to do to improve their grade. Much of the content is similar to the A-Level in PE.

Learning and teaching styles

Sport and Exercise Science is a theory-based course and although some aspects of the course can be taught in a practical way, students should be prepared to be classroom-based for most of their lessons. The staff will endeavour to vary the teaching style used and allow for opportunities to learn actively whenever possible.

Course details - Exam Board Edexcel

Year 12 Scheme of work: Anatomy, Physiology, Field and Lab-based Fitness Testing, Psychology

Year 13 Scheme of work: Coaching for Performance and Fitness, Specialised Fitness Training, Applied Research Methods in Sport and Exercise Science and Biomechanics

Assessment

Assessment is done through a range of presentations, case studies, practical tasks and written assignments. Anatomy, Physiology and Psychology are tested in an exam and this is worth 25% of your final grade. For each assessment, you will be graded a Pass, Merit or Distinction, depending on the assessment process and the size of the unit points given.

Future opportunities

Many students go onto sport-related university courses with career routes into coaching, sports science, teaching, armed forces, sports development, physiotherapy, personal training and the leisure/fitness industry etc.

Please note that this course is under review. Please check our website for the latest course details.

Level three Diploma

Travel and Tourism

Introduction to the course

This BTEC National Extended certificate course is designed to give students the opportunity to gain a realistic idea of what a career in the Travel and Tourism sector can offer.

However, it is not just about gaining skills that can only be used in this sector. The course will give students the knowledge, understanding and skills that they need to prepare for employment. The qualification will offer potential career paths as well as opportunities for progression to higher education and degree programmes within the same or related areas of studies.

Students will study the topics of -

- The World of Travel and Tourism (Exam)
- Global Destinations (Exam)
- Principles of Marketing in Travel and Tourism
- Visitor Attractions

Learning and teaching styles

Lessons are varied and include opportunities for both group work and independent learning. The course allows students to develop:

- Problem-solving skills e.g. using critical thinking, approaching non-routine problems applying expert and creative solutions.
- Interpersonal skills e.g. communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills e.g. self-management, adaptability and resilience, self-monitoring and development.

Course details - Exam Board Pearson BTEC

Unit 1: The World of Travel and Tourism (Exam)
This unit provides the foundation for learners to study other units in travel and tourism. They will explore the key components and scale of the industry, using data to analyse key trends and their impact.

Unit 2: Global Destinations (Exam)
Learners investigate and analyse information regarding the features and appeal of global destinations, travel planning, and the factors and trends affecting the changing popularity of global destinations.

Unit 3: Principles of Marketing in Travel and Tourism (internal assessment)
Learners investigate the use of marketing in travel and tourism organisations and how to meet customer expectations in order to inform a promotional campaign of their own design.

Unit 4: Visitor Attractions (internal assessment)
Learners develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

Future opportunities

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. The qualification will give learners transferable knowledge, understanding and broad skills such as communicating and presenting ideas.

All of the content in the qualification will help prepare learners for further study.

The qualification carries UCAS points and is recognized by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year program of learning. It combines well with a large number of subjects at Level 3, whether academic or vocational.

Edgbarrow Sixth Form

Additional Information

2025 - 2026

Student Destinations - This is an indication of student destinations and not a comprehensive list.

University	Course
Arts University Bournemouth	Film Production Interior Architecture and Design
Bournemouth	Design Engineering Multi Media Sports Journalism Computer Science Physiotherapy
Bristol, UWE	Electrical and Electronic Engineering Sport Rehabilitation
Cardiff Metropolitan	Advertising and Marketing Management
Cardiff	Physiotherapy Banking and Finance ** Business Management Law Business Management **
Durham	Philosophy Politics and Economics
Hartpury	Veterinary Nursing
Kent Medway Medical School	Medicine
King's College London	Psychology
Kingston	Real Estate Management Marketing and Advertising
Lancaster	Mathematics Operational Research Statistics and Economics (MORSE) (Industry) Cyber Security
Leeds Beckett	Marketing & Public Relations
Loughborough	Criminology * Sports Management Computer Science * Architecture *
Manchester Metropolitan	Fashion Communication
Nottingham Trent	Fashion Photography
Royal Holloway London	Accounting and Finance * History Law History, Politics and International Relations Geography Computer Science -Cyber Security **
Southampton Solent	Sports Coaching and Physical Education Film Production
St Mary'sTwickenham	Sport and Exercise Science Law *
Swansea	Law Business Management (Marketing)
UCFB	Football Business and Media
University Centre Farnborough	Sports Science and Performance Therapy
University of Aberdeen	Computing with Industrial Placement
University of Bath	Politics and International Relations Mathematics and Statistics *(or study abroad) Economics with Politics **(or study abroad) Mathematics, Statistics and Data Science
University of Birmingham	History and Politics Electronic and Electrical Engineering * International Relations Physics
University of Bristol	Geography
University of East Anglia UEA	Biomedicine and Biomedical Science (with foundation year)
University of Exeter	Law Computer Science Finance: Investment Banking Economics and Politics Philosophy

Student Destinations continued - This is an indication of student destinations and not a comprehensive list.

University	Course
University of Gloucestershire	Cyber Security **
University of Kent	Computer Science **
University of Leeds	Modern Languages and Linguistics
University of Manchester	Dentistry (BDS first year entry)
University of Nottingham	Criminology Industrial Economics
University of Portsmouth	Criminology and Forensic Investigation Diagnostic Radiography and Medical Imaging
University of Reading	Pharmacology with foundation Business and Management English Literature and Film Ecology and Wildlife Conservation (with Foundation) War, Peace and International Relations Psychology ** Primary Education
University of Southampton	Politics and International Relations Philosophy and Politics Computer Sciences Psychology Midwifery Law Oceanography English History History Archaeology
University of Surrey	Modern Languages (French and Spanish) Game Design Law Business Management with Human Resource Management Nursing Studies (Registered Adult Nursing) Computer Science Chemical Engineering
University of the Arts—London	Journalism
University of Warwick	History and Politics Hispanic Studies and History Philosophy Economics
University of Winchester	Education Physiotherapy Accounting & Finance Business Management
University of Worcester	Creative Writing and English Language

Apprenticeships
Everyone Active
S&W (audit accountancy apprenticeship)
Car Mechanic
Engineering
Vodaphone Ltd—Telecoms network training level 3
Samsung Chartered Management

Forces
Army
Police
RAF

* Year in Industry

** Professional Placement

Exam Results Summary 2025

A-Level Results (% includes UCAS equivalent grade and Vocational)

36% A* - A grades
57% A* - B grades
80% A* - C grades
99% Overall pass rate

B= Average grade at Key Stage 5

Post-16 Study Programmes

The purpose of a Study Programme is to provide a personalised curriculum that meets the needs of the individual.

A Study Programme has several elements that are provided at Edgbarrow Sixth Form.

- **Level 3 Qualifications** – a balanced programme of qualifications that support students to reach the next stage of their education or allow them to begin a career. At Edgbarrow we offer a range of academic and vocational qualifications. Generally, students are expected to study for the equivalent of three A-Levels.
- **High-Quality Work Experience** – purposeful, substantive placements will be undertaken by all. Students are supported to secure a relevant five-day placement towards the end of Year 12. Should other specific placement opportunities occur at different times then the school may offer flexibility on this front. Other shorter/remote work experience opportunities are offered to students on a weekly basis in the Work Experience Newsletter.
- **Maths and English** – students are required to continue to study Maths and English until they have achieved at least a grade 4 at GCSE level.
- **PSHE** - we have a Personal Development curriculum to give our students a wider knowledge of the world and to prepare for life outside Edgbarrow. This programme includes; taught sessions with form tutors, one-to-one meetings, study skills, destinations support and guest speakers.
- **Enrichment** - a programme designed to support student wellbeing, help develop transferable skills such as leadership and teamwork, give back to the school/local community, and increase employability. Students are also encouraged to run their own clubs and societies. All students can use Wednesday afternoons and/or other allotted time within the week to enjoy one of the many enriching opportunities on offer, including:
    - ♦ Sports and fitness, including rugby, netball, football and badminton
    - ♦ Lesson Helper and Paired Reading Schemes
    - ♦ The Umbrella Society
    - ♦ Sports Leaders
    - ♦ Extended Project Qualification
    - ♦ Drama productions
    - ♦ Duke of Edinburgh Award

It is important that students recognise that Post-16 education is about more than just the qualifications they achieve, and the Edgbarrow Sixth Form team will track and support all elements of a Study Programme.

Operation Wallacea

We offer our students the opportunity to take part in a significant overseas expedition. No matter which exotic destination is chosen, this is a challenging and rewarding experience that helps to develop important life skills and knowledge of forest/wildlife conservation, reef systems and marine research. As well as being personally enriching, this experience is superb for the students' CV or university application.

Student Support

The Pastoral System

At Edgbarrow we pride ourselves on strong pastoral relationships across the school, and particularly in the Sixth Form. Students begin Year 12 with an experienced and dedicated Sixth Form tutor. This personal contact means that it is easy for tutors to support students and, if things start to go wrong, intervene to get students back on track. We try to speak to students as much as possible and encourage them to talk to us about any concerns they have, and we include parents in our conversations so that they can also support their son/daughter throughout the year. Staff really do give huge amounts of time to their students at Edgbarrow.

If students encounter any major obstacles in their life they can also be referred to our dedicated Student Support Manager who gives them time to explore their worries and concerns. Student Support can refer students to professional external agencies, if necessary.

Support with Destinations

We offer individual support to all Sixth Formers to work towards goals on their own horizon. This may be helping you with English skills because English is your second language; supporting potential Oxbridge students; supporting applications to med schools; giving university advice; advice and assistance with apprenticeship choices and applications; building your confidence; helping with coursework organisation; helping with UCAS Personal Statements; and giving interview practice for jobs or university. No issue is too big or too small. We work with individuals. We organise visits to Oxford, we invite staff from elite universities to Edgbarrow, and we ensure lots of practice interviews from specialists to all students who need them.

Progress Department

The Progress Department is there to support students with general or specific learning difficulties, to enable all students to gain full access to the curriculum. It also serves those students where English is their second language as well as assessing students for Access Arrangements.

The 16-19 Bursary Fund

Students who may need financial support to help them fully access their courses, are encouraged to apply for a bursary in September. Further details about this scheme are available on our website.

Student Progress Evenings & Reports

Academic Monitoring

Whilst all students are encouraged to take responsibility for their own learning, their attendance, achievement and effort levels are carefully monitored. There are regular grade reports issued through the year and one Student Progress Evening. Two sets of mock exams are also held for each year group. We believe that this regular flow of information to students and parents allows students to stay firmly on track. If any problems arise, a chat or a phone call usually helps to solve the problem quickly. We encourage parents to email us whenever they have a concern or simply want an update on progress.

Dress Code

We do not have a uniform for Sixth Form students and casual dress is acceptable. Students are required to wear clothing that is suitable for an educational environment where they are role models for pupils in the rest of the school. We ask students to be mindful of others and that no offensive logos are displayed on clothing, as young adults they should carefully consider what they wear, as they would in any place of work. Wearing your lanyard with your Sixth Form ID badge is also an essential part of the Sixth form dress policy.

Attendance

Sixth Form students will register with their form tutor on three mornings each week. One of these sessions may be allocated as a year group assembly.

Entry Requirements

- To study A-Level courses, a student must secure five grade 5s at GCSE (or vocational course Distinctions), including English and Maths.
- To study a specific A-Level course, a student must secure at least a grade 6 in that subject (or a similar specified subject/s). Please see individual course requirements.
- To study any Level 3 vocational courses (e.g. BTEC), a student must secure five grade 4s at GCSE (or vocational course Merits). Please see individual course requirements as some courses require specific subjects to be passed.

Maths and English GCSE re-take courses will be in place for those students who have not achieved a grade 4.

All students considering Post-16 courses are given specific information, advice and guidance throughout Year 11, both prior to and subsequent to the options process in the autumn term. Every effort is made to ensure that students access the right courses at the right level and that the combination of courses provides sufficient breadth and challenge to aid progression into further education, higher education or the world of work. In particular, students aiming to gain a university place at an Oxbridge or other elite institution should make sure that they choose the 'facilitating subjects' necessary.

A number of students may not be considering Post-16 provision at Edgbarrow. The school will also offer information, alternative advice and guidance to support these students into further education, employment or an apprenticeship.

How to Apply

The application process is straight forward and is accessible via the Sixth Form area of our website. Applications are welcome from **Thursday 10th October until Sunday 3rd November**.

We look forward to meeting and spending two enjoyable years with you at this important and exciting time of your life.

Sixth Form Open Evening - Thursday 9th October 2025

We look forward to welcoming new students to this informative open event where you will see and hear what we have to offer as well as having opportunities to ask any questions. The evening will start at 6pm and end at 8pm.

- Please visit us in the Sixth Form Centre where you can find out more about us, meet members of the Sixth Form Team and student representatives. Various subject areas will also be located there. You are also encouraged to visit the other school locations on site where you will meet subject specialists within their departmental areas. We will provide a map for your use.
- A presentation from our Head of Sixth Form will be in the School Hall at 6:30pm and repeated at 7:10pm.
- Online applications to our Sixth Form are welcome from the day of the event, and up until Monday 3rd November. (Please note, we may not be able to consider applications received after that time).

Please see the Sixth Form area of our website for the application link.

Important Dates

- **Thursday 9th October 2025 - Applications Open**
  Application Form available on school website.
- **Monday 3rd November 2025 - Application deadline**
  All applications should be completed online. **Non-Edgbarrow students should provide a copy of their most recent grade report with their application.** Please note: we may not be able to process late applications.
- **Monday 1st December 2025 - Meetings for Edgbarrow students start**
- **Monday 12th January 2026 - Meetings for new students start**
  Meetings will take place with senior staff to discuss subject choices and entry requirements.
- **Wednesday 22nd April 2026 – Deadline for accepting offer** All students should reply to the offer as soon as possible and before the above date. **If offers have not been confirmed by this date, we cannot guarantee your place.**
- **Monday 22nd June 2026 - Induction Programme**
  A one-day event at Edgbarrow to give students a flavour of Sixth Form, meet fellow students and experience lessons in chosen subjects.
- **Thursday 20th August 2026 – GCSE results day**
  The Sixth Form Team will be present to discuss any issues with courses/grades for Edgbarrow students on the day and two subsequent days (dates tbc). **External students: please add your results to Applicaa as soon as possible.**
- **Tuesday 1st September 2026 – New students confirm results**
  The final deadline for **external** students to confirm their GCSE results, with appropriate documentation. **If this information is not forthcoming we shall not be able to guarantee your place.**

Headteacher: Stuart Matthews
Chair of Governors: Daphne Hill

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