

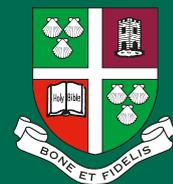
Oxbridge. Industry experience.
Chemistry Olympiad. Creative Arts.
London College of Fashion. Degree
Apprenticeships. Veterinary Science.
Medicine. RADA. A-Levels. Russell
Group University. Straight into work.

**Set *your*
own path**



Photography. App developer.
BTECs. Business. Enterprise.
Physical and Biological Sciences.
Performance and Sports.
Life skills. Engineering. Academic.

Sixth Form Handbook
September 2025 entry



THE SIXTH FORM
AT WOODHOUSE GROVE

The flexibility to find *your* potential

Sixth Form life is very different to school from Years 7 to 11.

And The Sixth Form at Woodhouse Grove is very different to Years 12 and 13 at any other school.

We help our pupils work out where they want to go and then help them get there. Our forward thinking, flexible approach utilises 3 programmes that work in unison, ensuring that every student, whatever their strengths and aspirations – whether these be academic and University focused or more vocational in nature – is offered the teaching, training and opportunities to best achieve their goals and excel out in the real world.

Here's how it works...

Pathway Tutorial Programme

To give direct focus on the future of our Sixth Formers, tutor groups are determined by their future career aspirations, each led by a Form Tutor that has specialist knowledge in that career field. Forms are a mix of Y12 and Y13 pupils, to increase diversity and experience within the tutor group.

Structuring in this way enables form periods and discussion time to be filled with visits from relevant guest speakers and discussion on topical issues relevant to the area of students' interest.

In this way, our Sixth Formers are offered in depth knowledge into relevant future career paths on a weekly basis—supporting their studies and providing invaluable information for interviews and the workplace.

Set *your* own path »»

Programme

This focuses on teaching our pupils the life skills they will require once they leave Woodhouse Grove - and includes exposure to some of the challenges they will face in later life.

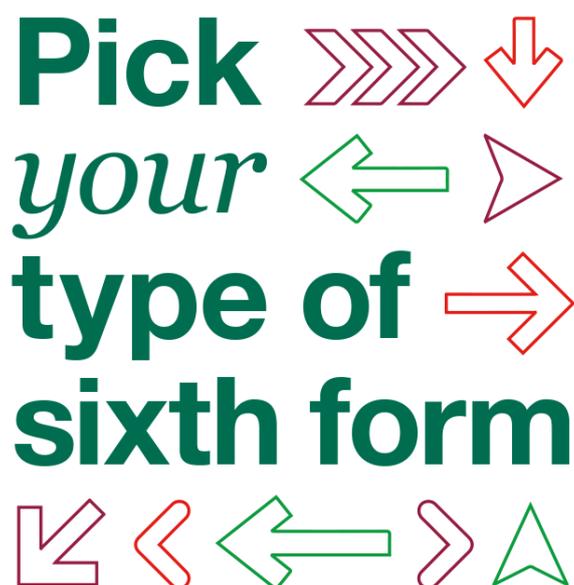
All our Sixth Form pupils take part in fortnightly sessions. Some of these are delivered to the whole year group but others are more bespoke, catering to specific career fields or can be signed up to by the pupil.

Our Sixth Form Partnership Programme recognises the importance of developing skills that will be required beyond school and helps our pupils prepare for moving into the workplace, whether that is straight after school, or after university. Having significant industrial experience on their CV on leaving school will make our pupils stand out from their peers.

Pupils spend time at one of our business partners either as week blocks and/or day/half day work placements or a combination of these. This can be between 30 and 60 days each year. The placements are fitted around A-levels and/or BTEC(s)/Diplomas and may also take place during school holiday times.

Pupils will have an interview with the business partner that they are interested in, and then together we will put together a bespoke programme. Pupils will be visited in the workplace regularly by a member of school staff and all placements will be appropriately health and safety checked.

These placements will allow pupils to build their skills, experience the work environment, and find out about the different careers within that business.



Partnership Programme cont

Pupils will also see what life as an apprentice would be like, and whether this is a route they would be interested in taking after school.

Towards the end of Year 13 our business partners will interview the pupil for an apprenticeship position should the pupils wish to take this route.

For more information on our Partnership Programme, including a list of all our business partners please visit our Sixth Form webpage and go to the Partnership section where there is more information and a guide can be downloaded.

[https://
www.woodhousegrove.co.uk
/sixth-form/](https://www.woodhousegrove.co.uk/sixth-form/)

Rolling Programme

All students are encouraged to enhance their Sixth Form experience and get involved in our large range of co-curricular activities including sport, music and House activities - all of which offer leadership opportunities. Pupils are also able to sign up for academic extension programmes such as the Chemistry Olympiad.

Weekly Assemblies not only cover moral and developmental issues but also enhance our Tutorial Programme with guest speakers whose topics will be applicable to all careers paths. Further discussion within tutor groups expands on how these topics can impact specific career fields e.g. "The Importance of Networking in the Workplace".

Every half term academic reviews are carried out for each student in the Sixth Form and with the support of the Sixth Form team and subject teachers, the required interventions are put in place. Additionally, every term students self-reflect on their current progress and set themselves individual targets that are monitored by their form tutors. These reviews are invaluable in keeping students on track academically, ensuring that they are benefitting from their chosen pathway programme and also monitoring any changes that they might have in their future aspirations. Read on to see how different individuals can benefit from the innovative approach offered by The Sixth Form at The Grove...



Set your own path

The Sixth Form at Woodhouse Grove

Student 1

“I want to go to Oxford/Cambridge or a Russell Group University and study Biomedical Sciences.”

3 or 4 A-levels

Full Pathway Tutorial Programme
Life Skills Programme
Co-curricular Activities

University

Student 2

“I am interested in University but like the idea of an apprenticeship or going straight into a workplace. I would like to have experience in this field whilst studying in the Sixth Form.”

3 A-levels/ BTEC

Full Pathway Tutorial Programme
45 days working within an organisation
Life Skills Programme
Co-curricular Activities

Degree Apprenticeship

Student 3

“I am really interested in going straight into work post Sixth Form and would like to use these two years to study whilst gaining valuable experience in a work environment.”

2 A-levels/ BTEC

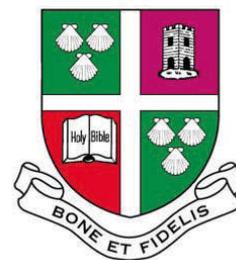
Full Pathway Tutorial Programme
60 days working within a partner organisation
Life Skills Programme
Co-curricular Activities

Full Time Employment at 18

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Decide ↓
your ← →
life's » ↖
direction
↙ ← → ↗



**THE SIXTH FORM
AT WOODHOUSE GROVE**

The flexibility to find *your* potential

What can I study?

Subject Choice

The following pages describe the courses likely to be run next year.

Subjects marked with an asterisk (*) will be subject to demand and teacher availability.

Main Block Choices (Pages 8 to 33)

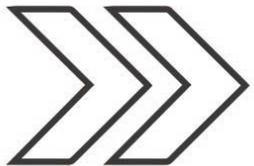
Year 12 students can study up to four subjects, this number depends on which pathway they choose to take. For students picking four subjects, we will do our best to accommodate as many choices as possible when writing the timetable; however there is a chance that some combinations may not be possible.

Extension/Enrichment Choices (Pages 34 to 37)

Every student chooses a Games or Community Service option when starting Year 12.

Students may also take an extension or enrichment option, which may form part of their chosen pathway. These options may lead to formal qualifications as outlined in the handbook.

Our extensive co-curricular programme can be viewed on our [website here](#).

Set *your*
own path 

Art and Design



Board: Eduqas

What will I study?

The A-level (Art, Craft and Design) course aims to build the essential knowledge and skills needed to develop accomplished, high quality art work.

The students will start by exploring a range of techniques and media during a term's 'Foundation' style course before deciding on a personal theme which they will explore using all their acquired knowledge and skills. They will look at the work of artists and craftspeople, from the past and the present and will make large scale work in both 2D and 3D, generating a diverse and exciting portfolio of work.

How does it work?

The students will be expected to respond to practical demonstrations, practical investigations, group discussions/'crits', one to one tutorials, individual action planning sessions and on occasions lecture style note taking. Each group is taught by two or three members of staff.

Students are encouraged to visit a range of galleries and museums that are relevant to their chosen themes to support their studies.

We also invite life models into the department to allow the students the opportunity to develop their life drawing skills of the human form.

How will I be assessed?

The 2 year A-level consists of two components:

1. An extended personal project (60%)
2. An externally set exam started in February of the second year. (40%)

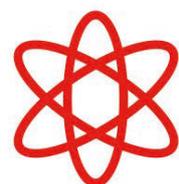
The units are marked using 4 assessment criteria: (AO1) Contextual Understanding, (AO2) Experimentation, (AO3) Researching / Recording (AO4) Personal Response.

Students will have the option of taking AS Art and Design at the end of the first or second year of the two year course as an alternative to the full A-level.

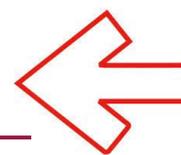
Why Art and Design?

Art is an academic subject and can work well with any combination of subjects. However it is essential if the student wants to pursue a career in architecture or any field of design. Art is now one of this country's biggest income generators and an AS / A-level in Art and Design can lead into courses and careers in many areas. Degrees such as architecture, graphics, fashion, any form of 2D or 3D design course, will expect to see a substantial art portfolio at interview.

Find your future



Biology



Board: AQA

What will I study?

The A-level course aims to develop essential knowledge and understanding of the ideas and skills of biology, and how the practice of science and technological advancements have elicited these.

The students will study the cells, molecules and systems which make up living organisms, their interactions with each other and the environment, how variation is introduced and how the environment influences evolution.

The course requires good literacy, numeracy, interpretative skills and critical thinking skills. 15% of all marks are for investigative skill assessed questions and 10% for numeracy skills.

How does it work?

Lessons are planned with the understanding that students will use a device to take notes, annotate provided notes, use the internet and other online apps. There will also be class discussions, group and independent learning tasks, modelling tasks, analysis of data in class, practical investigation, study and practice of past examination papers. Each set is normally taught by two biology teachers with content being taught in parallel. *All biology students are expected to attend a field course at the beginning of Y13 at the The Cranedale Centre at an additional cost of about £300.*

How will I be assessed?

Paper 1

Cells, molecules, exchanges and variation. 35% of the A-level.

Paper 2

Energy transfers, responses, genetics and gene expression. 35% of the A-level.

Paper 3

All topics. Investigative, numeracy and literacy skills are assessed. Includes a synoptic essay. 30% of the A-level.

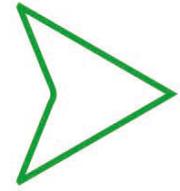
Students may have the option of taking AS Biology at the end of the two year course as an alternative to the full A-level.

Why Biology?



Biology, having a wide skill base, is a highly regarded facilitating subject and can be relevant to many career paths. Biology may be required as a specific entrance qualification for courses such as biology, medicine, veterinary science, dentistry, optometry, biochemistry, genetics, applied biology, pharmacy, radiography, agricultural science, physiotherapy, midwifery and nursing. It is also a good supporting subject for chemistry, geography, environmental science, sports science and psychology. Specific subjects that combine well with biology include: perhaps most importantly chemistry, mathematics, geography, physics and sport.

Business



Board: AQA

What will I study?

This qualification provides students with an excellent grounding in the fundamentals of business. It allows them to get an idea of how the whole business functions together, whilst also allowing them to look in more detail at specific areas of the organisation. A large number of students who study A –level business go on to study it further at university.

At the core of the course is decision making and how this is used to improve the performance of the four functional areas: marketing, operations management, financial and human resources. The focus later on in the course shifts very much to strategy.

How does it work?

Lecture style note taking, video, class discussion, analysis and evaluation of data, individual and group presentations, study and completion of past examination papers.

The business course is taught by specialist teachers, who all have industry experience.



How will I be assessed?

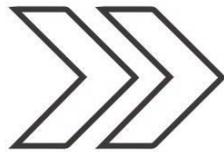
Three equally weighted exam papers covering all of the topic areas. Paper 2 includes data-response questions and Paper 3 includes a compulsory case study.

There is no coursework.

Students will have the option of taking AS Business at the end of the two year course as an alternative to the full A-level.

Why Business?

Because of its broad nature, Business is supported by a wide range of Humanities, Arts and Science subjects. Mathematics, geography, English and, increasingly, modern languages are particularly useful combinations. The A-level course offers an excellent foundation for a university course in Business Studies and Management Studies. It also offers a good introduction to more specialist business courses such as Accounting and Finance, Marketing and Human Resource Management. This course will have relevance to any career in public or private business.

Set your own path 

Chemistry



Board: AQA

What will I study?

The A-level course is designed:

To develop essential knowledge and understanding of the concepts of chemistry.

To increase awareness of how advances in information technology are used in chemistry.

To make students appreciate the contributions of chemistry to society and the responsible use of scientific knowledge and evidence.

To bring together knowledge of ways in which different areas of chemistry relate to each other.

How does it work?

Students will usually be taught by at least two members of staff. Practical lessons run to support the practical endorsement; students complete at least 12 activities over the two years. The remaining lessons being theory / note taking, problem solving exercises or making use of past examination papers.



How will I be assessed?

Paper 1

Physical and inorganic chemistry.
35% of the A-level.

Paper 2

Physical and organic chemistry.
35% of the A-level.

Paper 3

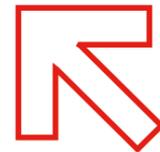
All topics.
30% of the A-level.

Students will have the option of taking AS Chemistry at the end of the two year course as an alternative to the full A-level.

Why Chemistry?

Apart from being a degree course in its own right, chemistry is required or desired for many science based degree courses. It is particularly important for medicine and veterinary science. Degree courses designed to meet modern demands include medicinal chemistry, pharmaceutical chemistry, chemical engineering, material science and forensic science. It is a well thought of option for those wishing to study Law.

Chemistry is usually studied in combination with another science and mathematics. Occasionally, some students combine it with geography and/or economics. Some mathematical ability, particularly in algebra, is required.



Board: AQA/7517

What will I study?

Thinking computationally is an important life skill. The course looks at how a computer works and how to get the best from it and covers a range of topical areas of study.

The course covers:

- Internal computer components
- Cyber security
- Data representation
- Effect of digital technology on society
- Programming
- Networking and the Internet
- Software development

The course has a mathematical element and students are expected to be precise in their definitions and explanations. It would be beneficial, but not essential, to have studied the subject at GCSE.

How does it work?

Study for the non-exam assessment and for parts of paper 1 is very practical with both Python and Lua programming being emphasised. This will be largely self-paced learning. Study for the theoretical aspects of Paper 1 and Paper 2 is done through a variety of teaching methods including a flipped classroom approach and self-research. The specification looks at how computers store and manipulate data, encryption techniques, details about networking, the Internet and how data can be stored and manipulated.

How will I be assessed?

Paper 1: 2½ hour on-screen exam. 40% of the A-level. Questions involve theory and programming.

Paper 2: 2½ hour written paper. 40% of the A-level.

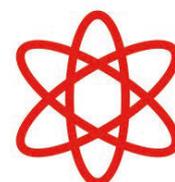
Non-exam assessment: To solve or investigate a practical problem, for example by programming a database or game.

20% of the A-level.

Students will have the option of taking AS Computer Science at the end of the two year course as an alternative to the full A-level.

Why Computer Science?

Computer Science A-level is for any student who has an interest in computers and those who want an understanding of how to get a computer to do what you want it to do. Technology is embedded in every aspect of our lives and Computer Science is being used help solve many of the world's biggest problems. The ability to program is viewed favourably by a large number of university courses.



Design and Technology



Board: Edexcel

What will I study?

Design and Technology offers students an opportunity to gain personal satisfaction from working with a variety of materials. The practical problem solving processes on this course will encourage independent learning, creativity and innovation. The application of the skills of design production processes to a range of technological activities and the presentation of their ideas using information and communication technology still form a major element of this course. It will also allow students to appreciate the complex relationships between design, materials, manufacture and marketing.

How does it work?

The practical Design and Make projects will develop students' understanding of and ability to use appropriately a variety of materials, processes and techniques to achieve products of the highest quality. Background reading and study for the course should include the reading and discussion of contemporary articles in newspapers and journals, visiting exhibitions and critical observations in retail outlets leading to discussion affecting the students' own design project work. The course requires the application of maths and science skills with a high quality of theory content.

How will I be assessed?

Component 1

Principles of Design and Technology
Written Exam – 2½ hours
50% of the A-level.

Component 2

Independent Design and Make Project
Non-examined assessment.
50% of the A-level.

The cost of the materials used by individual students is added to their bill at the end of term. Visits to local industries, museums and designer outlets help to broaden our students' perspective on designs past and present and on industrial production techniques.

Why Design and Technology?

This Design and Technology course will not only lead into design or engineering based degree courses at university, but will also help the student to develop an enquiring and innovative mind through the processes of design, analysis, make and evaluate, making them ideal leaders in the world of manufacturing.

Both science and art based courses of study at A-level will support the type of work involved in this Design and Technology course, in particular physics and art, as well as business studies.



Board: Eduqas

What will I study?

This Eduqas specification is designed to promote an excellent balance between practical theatre making and the theoretical understanding of drama and theatre. This stimulating and engaging course of study encourages learners to make connections between dramatic theory and their own practice.

Learners study five performance texts representing a range of social, historical and cultural contexts; key extracts are studied for performance. Learners also produce three performances: a devised performance, a creative reinterpretation of an extract from the text, and a scripted piece.

How does it work?

Clearly, there will be a good deal of practical work. More traditional discussions, notes and essays still have their place and there will be a balance throughout the course on preparation for the written and practical elements of the assessments. The course will involve several theatre trips to see as much theatre as possible in a variety of diverse styles. Students also get the opportunity to work with professionals and to interview them in Q&A sessions pre or post production.

How will I be assessed?

Component 1: Theatre Workshop
Internally assessed, externally moderated performance. 20% of the grade.

Component 2: Text in Action
Externally examined live performance. 40% of the grade.

Component 3: Text in Performance
Exam. 40% of the grade

We run a number of theatre trips each year. Costs are usually within the range of £12 - £25 each.

Why Drama and Theatre?

The skills learnt at A-level are transferable to courses such as English, art and music, but it fits well with a wide variety of subjects.

Transferable skills include: powers of analysis, evaluative skills, responding to a stimulus, presenting skills, communication skills, team work etc. Drama & Theatre A-level is useful to any degree course involving communication skills; obviously, media, arts, theatre, production management, TV & Film, but also personnel related courses, live events management and teaching.



Board: AQA

What will I study?

The A-level course aims to develop an understanding of economic theories through a critical consideration of current economic issues, problems and institutions that effect everyday life.

The student will apply economic concepts and theories in a range of contexts which aim to give them an appreciation of real world phenomena.

The student will also analyse and evaluate the strengths and weaknesses of the market economy and the role of government in it.

The recommended requirements for Economics are an grade 7 for GCSE Maths and grade 6 for GCSE English.

How does it work?

Lecture style note taking, video, class discussion, analysis and evaluation of data, individual and group presentations, study and completion of past examination papers.

How will I be assessed?

Three equally-weighted exam papers:

Paper 1: Markets and Market Failure (Microeconomics)

Paper 2: National and International Economics (Macroeconomics)

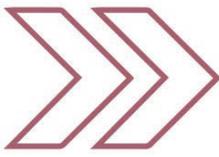
Paper 3: Economic principles and issues

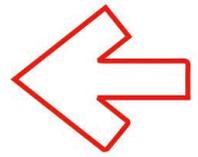
There is no coursework.

Students will have the option of taking AS Economics at the end of the two year course as an alternative to the full A-level.

Why Economics?

Economics is closely related to politics. To have a good grasp of how economies function, it also helps to be able to see economic problems in their historical context and how economic ideas have developed over time. For this reason, economics is closely related to history. Other subjects that are closely related to economics include business studies, psychology and maths. Apart from banking, the civil service also recruits many economists. Economics graduates may go on to specialise in a specific branch of their discipline, such as agriculture or industry, but many are sought by insurance companies and the wider financial and business services sector.

**Set your
own path** 



Board: AQA

What will I study?

Studying language at A-level will help students understand how people communicate and create meaning, how language relates to social factors, psychology, power and justice. Topics will include accent and dialect, language and gender, the language of occupations, World Englishes, language change and child language acquisition. Students will develop critical analysis skills and learn how to challenge assumptions, as well as how to apply fascinating ideas and theories to topical, real-life situations. You'll gain further valuable skills including effective communication and decision-making as well as a vast range of in-depth knowledge. Data collection is key to the study of English language and so students will be immersed in a range of methodologies before gaining practical experience of research and analysis.

How does it work?

Students in this subject will have two teachers. Lessons will consist of a range of activities, including discussion of theories and the application of these to data studying a diverse range of texts. Work, both in and out of the classroom, will consist of reading articles and studies, making notes, planning and writing a range of different response types, preparing presentations, data collection and research.

How will I be assessed?

Paper 1: Language, the Individual and Society Exam, 40% of A-level
Analysis of textual representation in two unseen texts, then data analysis of child language development

Paper 2: Language Diversity and Change Exam, 40% of A-level
A choice of essays on diversity or change, followed by an analytical response to an unseen text and a recreative writing task

Coursework: Language in Action
20% of A-level

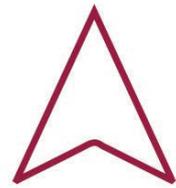
Task 1: Language Investigation
Pupils will choose area of language to investigate and collect own data

Task 2: Original Writing
Pupils will submit a piece of original writing, an annotated style model and a commentary

Why English Language?

Pupils will notice similarities between some of the A-level tasks and the questions that form the English Language IGCSE, but should be aware that the course content is very different; the A-level is very firmly based on the study of linguistics. Contextual ideas gleaned from history, politics and psychology can all be applied here. Students of English Language will be able to demonstrate skills in communication, data collection and analysis which would be valuable in a range of careers.

English Literature



Board: AQA Specification A

What will I study?

English literature comprises a diverse range of texts that students enjoy, including contemporary novels, poetry, drama and Shakespeare. Popular texts include: *The Great Gatsby*, *Othello* and *The Picture of Dorian Gray*. Pupils will also study a 'Modern Times' module, exploring modern literature's presentation of social, political and personal issues which have shaped the latter half of the 20th century, such as *The Handmaid's Tale* and *A Streetcar Named Desire*. The 'Independent Critical Study' allows students the freedom to write a comparative critical study of two texts on a theme of their choice. A willingness to read is essential.

How does it work?

Lessons are taught by two members of the department and include: class discussions, presentations, annotating texts, independent research and essay writing. The course is more independent than at GCSE/IGCSE, and students will be encouraged to respond individually to a range of texts, discussing various interpretations.



How will I be assessed?

Unit 1: Love through the Ages

Exam. Three texts: one poetry, one prose and one Shakespeare text.
40% of the A-level grade.

Unit 2: Texts in Shared Contexts

Exam. Three texts: one poetry, one prose and one drama text.
40% of the A-level grade.

Unit 3: Independent Critical Study

Coursework: 1 essay.
20% of the A-level grade.

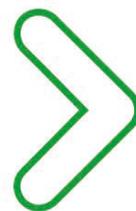
Students will be charged for their own copies of the texts they study. The department will provide examination copies. Students will also be offered the opportunity to see any relevant theatre productions.

Why English Literature?

Past students of English literature have gone on to study a range of degree subjects, including: law, English, journalism, drama, medicine and media studies. The skills learnt in lessons are used in a wide variety of careers.

English A-levels (literature or language) work well alongside all subjects. The essay writing content means that the skills learnt can be applied to a range of subjects. Students choose to take the course with other creative subjects, or may choose it to balance mathematical or science-based options.

Enterprise and Entrepreneurship



Board: BTEC/Pearson

What will I study?

This subject is designed to allow candidates to develop an understanding and appreciation of the factors that lead to successful entrepreneurs and enterprises. Areas of study include marketing, business and personal finance and entrepreneurs themselves. There are 2 internally assessed units, 1 set assignment and 1 written exam. This approach means students can showcase for future employers how they apply their learning to practical, everyday workplace challenges.

How does it work?

Lecture style note making, practical investigations (research into local businesses and entrepreneurs), group discussion, individual research, oral presentations to class.

Visits to local businesses are an essential part of the course; we also expect to arrange talks from entrepreneurs.

Access to a local business or businesses, or entrepreneur, would be useful in helping to carry out the research. However, help will be provided for this.

How will I be assessed?

Mandatory units:

Enterprise and Entrepreneurs

Developing a Marketing Plan

Personal and Business Finance

Optional units

(1 of these will count)

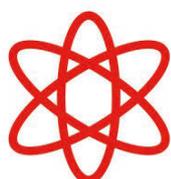
Social Enterprise

Entrepreneurship and Intrapreneurship

Why Enterprise and Entrepreneurship?

This is a very flexible course that can match with any other subject. It is ideal for pupils that would like to set up their own business in the future, work in and develop a current family business or go onto university. For university entry it would need to be combined with other subjects.

If the student plans to combine this subject with A-levels in business and/or economics we would advise you to discuss these plans with the Sixth Form team early in the process.



Find your future





Board: AQA

What will I study?

The A-level course aims to develop the ability to use French for the purpose of practical communication, whether in speech or in writing. It also provides an insight into the structure of the language and into the culture of the French-speaking world.

Students will study a wide variety of material in French, including magazine articles, television programmes, songs, films and literature.

How does it work?

Lessons are delivered as much as possible in French but not exclusively. Discussion, individual research, film and literature, grammatical exercises, listening, translation and essay work are all undertaken and students work regularly either individually, in pairs or in small groups with the French assistant. Students have regular access to the language lab and to digital online resources.

A visit to a French-speaking country is advisable but not compulsory. We are happy to help to arrange such visits if needed.



How will I be assessed?

Paper 1: 2 hours 30 minutes:
Exam testing listening, reading and translation skills. 40% of the A-level grade.

Paper 2: 2 hours:
Exam. 2 essays in French, on books/films studied during the course. 30% of the A-level grade.

Paper 3: 16-18 minutes:
A speaking test, comprising discussion of a stimulus card and of an individual research project carried out by the student. 30% of the A-level grade.

Students will have the option of taking AS French at the end of the two year course as an alternative to the full A-level.

Why French?

French links well with other languages, English, history, politics, business studies and economics. It is useful for students wishing to study law and business-orientated subjects. French can be studied on its own at university or with other languages. Increasing numbers of our students are choosing to combine their language with another subject on a combined degree course. A degree in French can lead to a wide variety of careers, including International business, marketing, interpreting and teaching.



Board: AQA

What will I study?

The A-level course aims to allow students to engage with the relationship of human populations to each other over space and time and their relationship with their physical environment at a variety of scales.

It allows opportunities for students to consider:

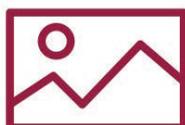
- their own roles, values and attitudes in relation to themes and issues being studied
- the roles, values and attitudes of others, including decision-makers.

How does it work?

A variety of teaching and learning styles are used, including online materials, multimedia, teacher-led, class-led, discussion, individual research, analysis of data as a class, study of past examination papers.

Each set is usually taught by three geography teachers specialising in specific topics.

There is a requirement to undertake 4 days of fieldwork throughout the course, which may be all or partly residential and will incur an additional cost. This is to allow the students to prepare for the geographical investigation component.



How will I be assessed?

Component 1 - Physical Geography

Water and carbon cycles; coastal systems and landscapes; hazards

Component 2— Human Geography

Global systems and global governance; changing places; changing urban environments.

Both are exams worth 40% of the A-level grade each.

Component 3— Geographical investigation

20% of total A-level mark

Students complete an individual investigation relating to any part of the specification which must include data collected in the field. The question or issue is defined and developed by the student.

Why Geography?

Geography is a subject that complements most others studied at A-level. Those wishing to specialise in physical geography might consider the sciences, maths and physical education. Those whose interests are in human geography might consider business studies, economics, history and politics. Geography can be studied as a single or joint honours degree or directly supports law, architecture, town planning, international studies, marine studies, etc.

German



Board: AQA

What will I study?

The A-level course aims to develop the ability to use German for the purpose of practical communication, whether in speech or in writing. It also provides an insight into the structure of the language and into the culture of the German-speaking world.

Students will study a wide variety of material in German, including magazine articles, television programmes, songs, films and literature.

How does it work?

Lessons are delivered as much as possible in German but not exclusively. Discussion, individual research, film and literature, grammatical exercises, listening, translation and essay work are all undertaken and students work regularly either individually, in pairs or in small groups with the German assistant. Students have regular access to the language lab and to digital online resources.

A visit to a German-speaking country is advisable but not compulsory. We are happy to help to arrange such visits if needed.



How will I be assessed?

Paper 1: 2 hours 30 minutes:
Exam testing listening, reading and translation skills. 40% of the A-level grade.

Paper 2: 2 hours:
Exam. 2 essays in German, on books/films studied during the course. 30% of the A-level grade.

Paper 3: 16-18 minutes:
A speaking test, comprising discussion of a stimulus card and of an individual research project carried out by the student. 30% of the A-level grade.

Students will have the option of taking AS German at the end of the two year course as an alternative to the full A-level.

Why German?

German links well with other languages, English, history, politics, business studies and economics. It is useful for students wishing to study law and business-orientated subjects, European history and English. German can be studied on its own at university or with other languages or in combination with another subject on a combined degree course. A degree in German can lead to a wide variety of careers, including international business, marketing and teaching.



Board: Edexcel

What will I study?

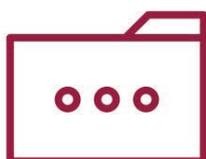
This course examines the way that the UK is governed and the participation of citizens in that process. Also global issues are examined which puts the UK into a worldwide context. The main focus of the first two components is British politics. Students will learn about all aspects of the state, the nature of democracy, the role of the media and the core political ideas which have shaped the UK's political landscape. Students will then go onto examining global politics in the third component. Students do not need any prior knowledge of politics, but must have an interest in current affairs and political issues

How does it work?

Written work is important and students will be taught exam technique and key vocabulary. Discussion is also central to the teaching as a way of developing the students' ideas and confidence.

The teaching is shared between two teachers.

There is an optional but popular annual day trip to Parliament which usually costs around £50 per student.



How will I be assessed?

There are 3 units which are all worth 33.3% of the final A-level.

Component 1: UK Politics examines the key elements of the British political system and core political beliefs.

Component 2: UK Government examines the roles of the various institutions of the state.

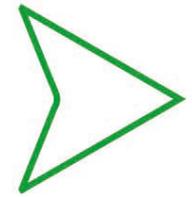
Component 3: Comparative Politics looks at politics on a global level examining the different issues and perspectives.

There is no coursework.

Why Government and Politics?

This subject links to a variety of others primarily history, economics and business studies. Government and Politics is viewed as a well respected A-level by all universities. For those wanting to pursue a career in law this A-level would be highly desirable. Other careers which could lead from studying this subject include Business Management, Civil Service, Local Government, Education, Social Service, Armed Forces and Journalism.

History



Board: AQA

What will I study?

History at A-level aims to develop the knowledge and understanding of people and events, and seeks to work out how these have impacted on society then and in the present day. Whether it is the challenges that the British people faced during the years 1783-1885, the German people under the Weimar and Nazi regimes during the inter-war years, or even the development of independent thought in the American civil rights movement, A-level history aims to delve deep into the big questions!

How does it work?

Lecture style note -making, discussion and debate, individual research, analysis of sources, lectures series, video, visual and kinaesthetic teaching methods, timed questions, peer assessment and study of past examination papers. Each set is taught by two history teachers.

There are only costs to be incurred if the department take the students on a trip such as Auschwitz or Berlin. Every two years the department makes a trip to an international place of significance, so all sixth form history students will have the opportunity to attend.

How will I be assessed?

Component 1: Breadth Study

Britain 1783- 1885: Industrialisation and the People

Component 2: Depth Study

Democracy and Nazism: 1918-45

Both are exams worth 40% of the A-level grade each.

Component 3: Historical Investigation

Coursework - 20% of the A-level grade.

The topic of the enquiry will be 'The witch craze of sixteenth and seventeenth century'.

Why History?

Religious studies, English, politics and geography, which are similar subjects in their approach and skill-set. The trips to Berlin and Auschwitz tie into RS in regards content and the analytical and essay-based nature of the subject has links with English.

History is a very versatile and well-respected academic subject. Such a degree can lead to career opportunities that are broader than you may think; for example, law, television, research, politics, Journalism, publishing, business, the police force and management... the list is very long!

Mathematics



Board: Edexcel

What will I study?

A-level Maths is split into pure and applied sections. Pure maths builds on and considerably extends the number and algebra work covered in the higher tier GCSE/IGCSE course and also incorporates integration. Applied maths uses these pure skills in mechanics and statistical contexts.

Mathematics develops problem-solving and analytical skills; mathematicians are valued for their ability to work methodically and carefully and also for their creativity and ability to apply ideas to new situations and problems.

How does it work?

Teaching will be a mixture of discussion, notes and examples, as well as regular opportunities to solve problems and prove results. Exercises on each topic will be set and marked regularly; it is by means of these exercises together with thorough and continuous learning of new material that most of a student's learning takes place. In statistics, pupils will be taught many of the required techniques with reference to a large data set and use of technology is encouraged to make this process more efficient.



How will I be assessed?

Paper 1: Pure Mathematics 1

Any of the pure mathematics content. 2 hours, 100 marks.

Paper 2: Pure Mathematics 2

Any of the pure mathematics content. 2 hours, 100 marks

Paper 3: Statistics and Mechanics

Statistics (50 marks)

Mechanics (50 marks)

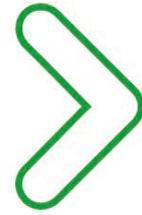
2 hours, 100 marks. A calculator will be allowed in all three papers.

Students are provided with their own textbook and access to online material. To succeed in A-level maths, students require an enhanced scientific calculator (Casio fx-991EX) and we strongly recommend buying the Casio CG50 graphical calculator.

Why Mathematics?

Mathematics has particularly strong links with physics through the study of mechanics although the two subjects approach it in different ways. In addition, statistics is an essential skill for geography, biology, business studies and psychology. Mathematics is a 'facilitating subject', one which is required more often than others for university entry. It is essential for engineering, physics and actuarial science degrees. It is also advantageous when applying for medicine, dentistry, computing, economics and architecture courses.

Further Mathematics



Board: Edexcel

What will I study?

Further Mathematics extends the work covered for A-level Mathematics both in scope and depth. It is intended for the student who finds the work for mathematics A-level relatively straightforward and who has the interest in the subject to take it to a more rigorous level. This is either because of an interest in mathematics itself, or because of a wish to take a subject such as engineering or physics at a university where a high level of mathematical preparedness is assumed.

How does it work?

The majority of the teaching will be by standard classroom teaching: discussion of a topic, the provision of notes and examples. Exercises on each topic will be set and marked regularly; it is by means of these exercises, together with thorough and continuous learning of new material that most of a student's learning takes place. Students are given opportunities to use technology such as graphical calculators and online graphing software to further develop their understanding. We also encourage students to participate in the UKMT senior team and individual maths challenge competitions.

How will I be assessed?

(Each 75 marks, 1.5 hours)

Paper 1: Core Pure Mathematics

and

Paper 2: Core Pure Mathematics Based on the fixed core content.

Paper 3: Further Mathematics Option 1 and

Paper 4: Further Mathematics Option 2

Students are taught three of the following options:

- Further Pure
- Further Mechanics
- Further Statistics
- Decision Mathematics

Why Further Mathematics?

Studying further mathematics enhances and consolidates the work done in mathematics. The mathematics studied at this level enables a more thorough discussion of topics in physics and if the statistics option is chosen, of some of the statistical methods used in social sciences, biology and geography. Further Mathematics is essential for many mathematics degree courses and is advantageous for computer science, physics, economics, engineering or any degree course with a high mathematical content.





Board: AQA

What will I study?

Media Studies explores a range of contemporary forms of mass communication such as TV drama, music videos, video games, advertising and film marketing, newspapers and magazines, and online and social media.

You will study:

The values and messages within the media.

How media products are constructed and who creates them.

How media is used to portray people, places and events.

How audiences consume, use and respond to different media.

What impact and influence they might have.

The course combines theoretical exploration and analysis with practice and you will develop a range of technical skills throughout the course as you explore and produce your own media products.

How does it work?

The lessons will include critical discussions, presentations, annotations and deconstructions of a range of media texts, theoretical exploration, debates and essay writing. The course shares a lot of skills with English as you explore the meaning and messages which are encoded in media products that we consume every day.

How will I be assessed?

Media One: Exam (35% of A-level)

Questions will focus on Close Study Products of advertising and marketing, music videos, radio, newspapers, film and one unseen media product.

Media Two: Exam (35% of A-level)

Questions will focus on the in-depth Close Study Products of television, magazines and online, social and participatory media, video games and one unseen media product. This exam calls for a synoptic understanding of media.

Non-exam assessment (NEA): Creating cross-media production (30% of A-level)

A choice from six annually changing briefs, set by AQA.

Why Media Studies?

Increasingly, our lives are becoming saturated with media as we use it as entertainment, for communication and in order to express ourselves. This course gives you a critical standpoint to be able to explore the power the media can have in shaping society. It is an essay-based subject and, because the content of A level Media Studies is firmly embedded within cultural, socio-political and economic life, it sits well alongside many subjects. Media Studies can also develop a wide range of transferable skills including analysis, visual communication, problem solving, as well as communication, presentation and organisational skills.

Music



Board: AQA

What will I study?

The A-level Music course allows students to extend their knowledge post GCSE and lay the foundations for further musical study.

The written examination papers require listening skills, study of prescribed works and detailed knowledge of a chosen area of study. The compositions require knowledge of harmony, counterpoint, texture and structure. The performance portfolios are recorded in school with a free choice of repertoire chosen by the student and their instrumental/vocal teacher.

How does it work?

Music classes are taught by all the music staff, with a focus on independent practice as part of the course. Composition and set works are covered in tutorial style classes; where students are expected to submit exercises, essays, short answer questions and conduct research tasks for preparation.

Throughout the course students receive instruction in matters such as advanced harmony, various historical periods and listening techniques.

Music students are also encouraged to attend concert trips and purchase standard study guides and musical scores to annotate during their studies.

How will I be assessed?

Component 1: Appraising Music

Exam with listening and analytic sections worth 40% of the marks.

Component 2: Performance

Externally assessed solo and/or ensemble performances worth 35% of the marks.

Component 3: Composition

Externally assessed; two compositions worth 25% of the marks.

All music students will be expected to take formal instrumental/vocal lessons by their own arrangement.

Why Music?

Music is an academic subject and is highly valued by admissions tutors. Music A-level students do not all take music at degree level although this is a common option. Music graduates can work as performers, composers, publishers, teachers, therapists or can end up in professions like law and accountancy.

Music links well with a number of other subjects. Mathematics is a common foil for musical studies, whilst those with a gift for performing may take drama. Some students take Music Technology as a parallel course and still others use music as an antidote to a selection of “standard” A-levels like the sciences or languages.



Board: Edexcel

What will I study?

Music Technology is a practical-based course with a large element of time spent practising and refining skills. Students will be expected to learn the finer points of music software and hardware and become skilled in producing professional standard tracks both recording live and programming sequencers, working from existing recordings and creating original material. This course requires students to work on practical tasks between lessons. This course is entirely based on popular music.

How does it work?

Much of the teaching for Music Technology is done using hands-on practical tutorials; small group work is fundamental to the course as students learn the art of sound capture and production techniques. Due to the large amount of practical assessment lessons are often spent examining a technique and then using it to record or create tracks. Lessons on the development of music technology focus on historical and current issues as well as listening and analysing a broad range of popular and jazz styles. Students are expected to purchase a study guide which they will annotate during lessons and they are expected to take part in a trip to a professional recording studio.

There is no board requirement for students to possess a studio set up at home although some elementary music technology set up is advisable for students to develop and practise skills between lessons.

How will I be assessed?

Unit 1—Recording 20%

Unit 2—Technology Based Composition
20%

Unit 3—Listening and analysis Exam 25%

Unit 4—Production (practical) Exam 35%

Why Music Technology?

Music Technology is often taken in parallel to Music; students with an interest in acoustics and sound engineering have taken physics while others have used it as a partner to art or taken it as a less academic foil to a brace of more traditional subjects. This practical course can be a good introduction to the world of recording and students have gone on to study recording and popular music at degree level. It can form a first step into a career in the recording and popular music industries.



Philosophy



Board: AQA

What will I study?

The philosophy specification asks these questions:

What can we know?

How do we make moral decisions?

Can the existence of God be proved?

Are my mind and body separate?

These questions form the basis of philosophical enquiry. The material covered in the specification not only provides students with a good understanding of how these debates have, so far, been framed, but also acts as a springboard for consideration and discussion of students' own ideas.

How does it work?

Pupils will work through PowerPoint presentations which are delivered by staff and which involve tasks for completion. There will be discussion about the issues raised which will be supported by material drawn from a number of media sources including the Internet and DVDs. There will also be a number of opportunities for research by the students, whilst small group sessions involving past paper study and essay writing skills will work towards the exam paper preparation. Students will need to read and become familiar with key philosophical texts, philosophical vocabulary, and a high level of literacy.

How will I be assessed?

Each section is assessed by an exam.

Section A: Epistemology

Year 1 **Section B: Moral Philosophy**

3 hour written examination

Section A: Metaphysics of God

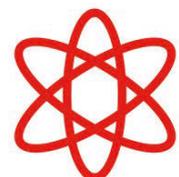
Year 2 **Section B: Metaphysics of Mind**

3 hour written examination

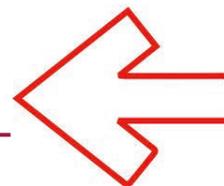
All questions are compulsory. There is no coursework. GCSE RS is **not** required to study Philosophy at A-level.

Why Philosophy?

Students of philosophy will develop and refine a range of transferable skills, students are required to ask penetrating questions, to analyse and evaluate the arguments of philosophers and to present their own view points in a clear, logical and cohesive format. It allows students to develop persuasive skills and encourages students to think independently promoting self- autonomy . Philosophy is a good choice for ambitious students seeking a challenge. Careers followed by students are wide ranging and include business, civil service, law, journalism, medicine and education to name a few.



Physics



Board: AQA

What will I study?

Studying A-level physics will teach the student the basic principles of classical physics and provide an introduction to some aspects of modern physics, providing insights into the underlying forces that determine the behaviour of the universe. The student will also learn many transferable skills that are valued by potential employers: numeracy, graphical skills and the ability to analyse problems.

The A-level physics course covers topics such as subatomic particles, quantum physics, kinematics, dynamics, electricity, nuclear physics and heat engines.

How does it work?

Students are divided between two sets according to their A-level choices. The teaching of all students is shared between two teachers. Each topic is followed up with short questions for homework. Once a section has been completed, examination style questions are completed by students and marked by their teacher. Past examination papers are used to prepare students for examinations. Practical skills are continuously developed throughout the course and are assessed through practical focused questions on exam papers

How will I be assessed?

Paper 1

Particles, waves, mechanics and electricity. 34% of the A-level.

Paper 2

Thermal physics, fields and nuclear physics. 34% of the A-level.

Paper 3

Practical skills, data analysis and an optional topic. 32% of the A-level.

Students will have the option of taking AS Physics at the end of the two year course as an alternative to the full A-level.

Why Physics?

Physics has always been one of the most versatile and well respected subjects for both university entrance requirements and for career choices including the Armed Forces. As well as the obvious relevance to courses in science, mathematics and engineering, physics is also found useful for medical, law, financial, computing, architecture and geography departments to name just a few.

Studying mathematics at A-level is not essential for the A-level physicist but it does provide useful reinforcement of some key ideas in mechanics etc. Chemistry and biology are also complementary subjects for those students wishing to go down a science route.



Board: AQA

What will I study?

The A-level course serves as a broad introduction to Psychology as an academic and medical science, with more than a passing nod to its roots in philosophy.

Six key approaches (perspectives) are covered – psychodynamic, behavioural, cognitive, evolutionary, social and biological – and applied in a range of practical, ‘real life’ applications, from memory to conformity to relationships to gender to mental illness. There is also a strong emphasis on the empirical methods psychologists use in research.

How does it work?

Lecture style note making, PowerPoints, video, discussion, individual and paired research, basic analysis of data as a class, mini-practicals, and study of past examination papers.

Students will get the opportunity to design and take part in their own experiments.

How will I be assessed?

Three, equally-weighted exam papers:

Paper 1: Introductory Topics in Psychology

Paper 2: Psychology in Context

Paper 3: Issues and Options in Psychology

There is no assessed coursework.

Students may have the option of taking AS Psychology at the end of the two year course as an alternative to the full A-level.

Why Psychology?

Subjects such as English and philosophy are similar subjects in their approach and skills set in terms of the essay based nature of the course. There is some cross-over with Biology, with biological explanations of behaviour forming a distinct stream within psychology. PE/sports science draws substantially upon biological, cognitive and behavioural psychology. British Psychological Society -accredited degree courses are key routes to working in Clinical and Occupational Psychology, Social Work and Counselling/Psychotherapy. Psychology courses are also highly useful to those contemplating careers in education, policing, politics and just about any form of management.

**Set your
own path**



Board: AQA

What will I study?

The A-level course aims to develop the ability to use Spanish for the purpose of practical communication, whether in speech or in writing. It also provides an insight into the structure of the language and into the culture of the Spanish-speaking world.

Students will study a wide variety of material in Spanish, including magazine articles, television programmes, songs, films and literature.

How does it work?

Lessons are delivered as much as possible in Spanish, but not exclusively. Discussion, individual research, film and literature, grammatical exercises, listening, translation and essay work are all undertaken and students work regularly either individually, in pairs or in small groups with the Spanish assistant. Students have regular access to the language lab and to digital online resources.

A visit to a Spanish-speaking country is advisable but not compulsory. We are happy to help to arrange such visits if needed.

How will I be assessed?

Paper 1: 2 hours 30 minutes:
Exam testing listening, reading and translation skills. 40% of the A-level grade.

Paper 2: 2 hours:
Exam. 2 essays in Spanish, on books/films studied during the course. 30% of the A-level grade.

Paper 3: 16-18 minutes:
A speaking test, comprising discussion of a stimulus card and of an individual research project carried out by the student. 30% of the A-level grade.

Students will have the option of taking AS Spanish at the end of the two year course as an alternative to the full A-level.

Why Spanish?

Spanish links well with other languages, English, history, politics, business studies and economics. It is useful for students wishing to study law and business-orientated subjects (e.g. marketing/events, management, tourism, economics), European history and English. Spanish can be studied on its own at university or with other languages. Increasing numbers of our students are choosing to combine their language with another subject on a combined degree course. A degree in Spanish can lead to a wide variety of careers, including international business, marketing, interpreting and teaching.



Board: Pearson

What will I study?

Everyone taking this qualification will study three mandatory units, covering the following content areas:

1. Anatomy and physiology.
2. Fitness training and programming for health, sport and well-being.
3. Professional development in the sports industry.

In addition, you can choose one optional unit that has been designed to differentiate progression needs. They cover the following content areas: · application of fitness testing · sports psychology · practical sports performance · sports leadership.

How does it work?

Lessons will differ in style between lecture style note taking, practical investigations, video analysis, oral presentations and case study health analysis.

When time allows, year 13 students will also be given the opportunity to visit a local University to carry out some performance and fitness analysis using the state of the art equipment.

Regular performance in at least one sport is advised to ensure the knowledge base is present when applying the theory to practical in case studies.

How will I be assessed?

Over the course of the 2 years, there will be a mixture of assessment formats including:

Year 12:

1 x formal external exam - anatomy & physiology (90 minutes)

3 x internal assignments

Year 13:

1 x formal external case study exam – fitness training & programming (2.5 hours supervised)

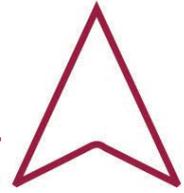
3 x internal assignments

Why Sport?

The sport industry contributes billions of pounds each year to the UK economy and is a continuously growing sector. The industry employs more than 400,000 people and offers many career openings in a range of areas, including management, fitness, leisure, recreation, outdoors, well-being, elite performance, coaching and teaching.



EPQ (Extended Project Qualification)



Board: AQA

How does it work?

The course begins midway through Year 12. Students are given lessons on a variety of skills that will be required to complete the qualification – e.g. presentation, researching, referencing. Students complete an independent research project on a question of their own choice. The project involves the completion of a 5000 word essay or 1000 words plus an artefact.

Each student is appointed a staff supervisor with whom they meet at regular intervals to review progress.

How will I be assessed?

Assessment is through the production of a research log, a presentation, the research project itself and a review. The qualification gives UCAS points up to A* equivalent to half an A-level.

Level 3 Qualification in Sports Leadership



What will I study?

Unit 1 - Developing leadership skills

Unit 2 - Lead safe sport/physical activity sessions

Unit 3 - Know how to plan inclusive sport/physical activity sessions

Unit 4 - Plan, lead and evaluate a progressive series of inclusive sport/ activity sessions

Unit 5 – Plan, lead and evaluate a sports/ physical activity event

Unit 6 – Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups

How does it work?

Students will attend a weekly theoretical session during the 18 months of the programme which will enable them to complete the relevant content in Units 1-5.

Students will then volunteer to undertake their leadership practical assessments during their free lessons and/or after-school activities. Students are required to complete their Learner Evidence Records (LERs) as well as having formal observations and feedback from teachers supporting them in their sessions.



How will I be assessed?

SLQ Sports Leaders have provided an easy-to-use Learner Evidence Record (LER) for this qualification.

The LER is mandatory and uses the following assessments:

- Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions
- Assessment of written tasks (task worksheets provided in the LER)
- Plans and evaluations completed during the course

Includes 14 hours demonstration of leadership:

Unit 5 – 2 hours demonstration of event leadership

Unit 6 – 12 hours demonstration of sport/ activity session leadership (see Unit 6 for guidance)

Why Sports Leadership?

The leadership qualification is designed with today's education landscape in mind and to help young people return to more consistent learning patterns after a prolonged period of turbulence, are the perfect way to empower your learners with the leadership skills they need in order to recover from disruptions or challenges and thrive in the future.

Learners will develop their abilities in five key skills: Communication, Teamwork, Self-Management, Self-Belief and Problem Solving, boosting their confidence to become more employable through re-connecting with their communities and encouraging others to lead.

LEAP (Leeds Enterprise Advisory Project)



How does it work?

Have you ever watched The Apprentice on the television and said, 'I could have done a better job myself?!' Well here is your chance to prove it!

Students get the amazing opportunity to set up and run their own business in a safe environment. From choosing the company's name and logo, to producing the products and selling them; they even get to keep the profit!

All of the teams will have support and advice from link tutors with business experience, to help them on their way. This option is particularly useful for business and economics students but is open to all.

As with any real-life business, the students will be required to raise capital through selling shares. They might do this by investing a small amount themselves or by asking friends and/or families; the choice is theirs!

How will I be assessed?

There is no formal assessment, as such; the businesses will be assessed under a number of criteria. These include: most profit, most innovative product and most thorough administration, with the prospect of winning prizes.

ESOL and overseas students



What will I study?

Students without GCSE English may need to sit the IELTS exam in order to enter university. Preparation classes are arranged around the students' timetable and they focus on the four skills of reading, writing, listening and speaking as well as increasing vocabulary. The course equips students with the range of academic language needed to succeed in further education. Overseas students are also encouraged to sit A-levels in their home language. This earns the student extra UCAS points when applying for university.

How does it work?

ESOL lessons cost £10 per lesson when in a small group and £26 when opting for one to one. The IELTS exam costs about £205.

How will I be assessed?

The IELTS exam can be taken as often as needed and results take up to two weeks to be returned. It consists of a one hour reading exam, a one hour writing exam, a forty minute listening exam and a fifteen minute speaking exam.

Games - Wednesday Afternoon



What will I study?

Involvement in some activity is compulsory for Year 12 students and optional (but recommended) for those in Year 13.

Students may choose a games option or a community service option at the start of each term and will need appropriate PE kit. Optional Sixth Form games kit is available from Grays Team Sport detail can be found on the uniform section of our [website](#).

Games Activities:

Rugby Rugby Sevens

Netball Basketball

Cricket Football

Tennis Squash

Swimming Handball

Cross Country Athletics

Climbing Badminton

Fitness Suite

Community Service

How does it work?

Senior fixtures and Tournaments

These are occasionally played on Wednesday afternoons during the games sessions, and on Saturdays across a range of sports and activities. We see Saturday fixtures as a key element of the school's co-curriculum and there is an expectation to represent the school on a Saturday if selected.

The flexibility to
find *your* potential 

Useful Information



Careers advice

There is a comprehensive careers guidance programme available to all our Sixth Form students. Students have ready and easy access to our well-equipped Careers Room and the Careers staff. Support is also built in through the tailored Pathway Tutorial Programme.

University Applications

The students are prepared thoroughly for the UCAS (University and College Admissions Service) process, with advice and guidance being given at every stage of the procedure. Other information provided includes a handbook on types of universities and courses (entitled "After Sixth Form"), a handbook on how to complete the UCAS form, university entry requirements, dates of university open days and further careers information. Year 12 are also taken to the Higher Education Fair at which every Higher Education establishment in the country has a stand. The Fair also features displays from potential future employers such as the Armed Forces, as well as many gap year organisations.

Individual support is provided with UCAS applications from specialist staff as well as interview practice and additional support with university admissions tests.

Sixth Form Centre

The recently remodelled Sixth Form Centre provides an excellent space for both Year 12 and Year 13. The area is usually open from 7.30 a.m. to 6.00 p.m. and includes quiet individual work areas with internet access along with comfortable common room space.

The Sixth Form Centre includes Woody's Café which provides a selection of hot drinks and snacks throughout the day. The Director of Sixth Form and the Sixth Form team have offices in the Sixth Form Centre and so are easily accessible to all Sixth Form students on a 'drop in' basis or, if more time is needed, by appointment. Many aspects of Sixth Form life, including the Sixth Form facilities, are discussed at meetings of the Sixth Form Committee.

We also host a post-18 launch event in April of Year 12, inviting students and parents into school to hear about options for after Sixth Form. This also provides you with the opportunity to speak to a range of universities, employers and gap year providers.

A new additional Sixth Form building is due to be completed later this year and will be fully operational early in 2024. This will provide additional study space for individuals or small groups as well as Sixth Form classrooms and seminar rooms.



Private study time

Sixth Form students have Private Study time which can be spent in a variety of locations: the school library, the IT rooms (subject to availability) and of course the Sixth Form Centre.

Private Study time in the Sixth Form centre and library is supervised and emphasis is given by subject and the Sixth Form staff to helping the student acquire good and effective study skills, so that students can make the best use of their time.

Learning Support

At Sixth Form level, there are no formal lessons in the Learning Support Unit but staff are still available for consultation. Some support may be arranged by cross-referencing pupil free periods with staff timetables.

If you are joining The Sixth Form at The Grove and had any exam concessions at GCSE (e.g. reader, word processor use, extra time) it is very important that you make early contact with Miss Monk, Head of Learning Support. Such pupils (new or existing) will need updated testing to establish if concessions are still appropriate. We have in-house tests to support such applications.

Dress Code



The school expects Sixth Form students to dress in a **smart and business-like manner.**

Girls

Jacket

A smart, business-like jacket.

Skirt

A dress or formal trousers as part of a suit

The skirt or dress must be of sufficient length to preserve modesty, must not be figure-hugging (no lycra), and must be business-like in style and worn with a jacket. Neither jeans nor shorts may be worn.

Top

A smart top, but not a vest top.

Jumper

A smart jumper may be worn in addition to, but not in place of, a jacket. Hoodies and sweatshirts are not permitted.

Shoes

Smart dark shoes with a sensible heel. Boots are not permitted.

Additional information

A colour or representative blazer may be worn by either gender, and is encouraged. An outdoor coat may be worn only when travelling to and from school. The Sixth Form dress code aims to prepare students for the modern working environment.

Boys

Suit

A smart, plain or pinstriped suit in a dark colour i.e. the jacket and trousers must be made of the same material. (The material may not be jersey, denim, tweed or corduroy.)

Shirt

A shirt with a collar fastened at the neck.

Tie

An acceptable tie. Colours or representative ties may be worn.

Jumper

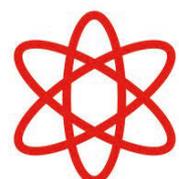
A smart plain jumper may be worn in addition to, but not in place of, a jacket. Hoodies and sweatshirts are not permitted.

Shoes

Smart dark shoes. Boots are not permitted. Trainer socks are not allowed.

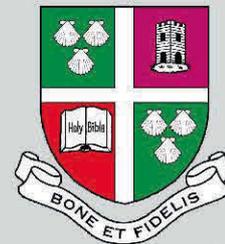
Facial hair

Students are expected to be clean shaven. (Rare exceptions may be made relating to or on religious grounds, supported by appropriate confirmation)



WOODHOUSE GROVE SCHOOL

Leavers' Destinations 2024



Other UK Destinations 2024

Bath University Economics, Health and Exercise Science

Bradford University Mechanical Engineering, Law, Clinical Sciences

University City of London Business Management

College of Estate Management Chartered Surveying

De Montford University Biomedical Sciences

University of Huddersfield Pharmacy, Creative Music Production, Music Performance, Health Foundation

Keele Pharmacy

Kent and Medway Medical School Medicine

Lancaster Business Management (2), Finance

Leeds Arts University Games Art

Leeds Beckett Creative Writing, Law, Real Estate & Property Management, Business Management with Marketing

Leicester University Medicine

Liverpool John Moores English, Media & Cultural Studies

Loughborough Commercial Management & Quantity Surveying

Manchester Metropolitan Psychology (2), Banking and Finance, Business Management, Events Management, Fashion Communication

Northumbria Geography and Environmental Science, Business (2), Architecture, History, Economics and Finance

Nottingham Trent Business Management & Marketing, Sociology

Portsmouth University Engineering & Technology

University of Salford Quantity Surveying

York St John Education, SEN and Mental Health

International Destinations 2024

Hong Kong Universities (2 students)

Woosong University, South Korea (International Hotel Management)

St Thomas University, Miami, USA Sports Management)

Russell Group Destinations 2024

Newcastle

Accounting and Finance
History & Archaeology
Psychology
English Language and Literature
Film and Media
Mathematics and Economics
Geography and Urban Planning

Durham

History ★
Geography ★

Natural Sciences

Leeds

Philosophy and Politics
International Development
Mathematics

Manchester

Finance
Architecture (2)
Planning & Real Estate
Economics and Finance
Accounting and Finance
Mathematics and Statistics ★
Sociology and Criminology
Geography



York

English
Sociology with Criminology



Sheffield

Aerospace Engineering
Applied Social Sciences
Business and Economics



Liverpool

Criminology and Sociology
Business Economics



Nottingham

Veterinary Medicine (2)
Finance, Accounting & Management
Economics & Econometrics



Oxford

Law



Imperial College

Aeronautical Engineering
Design Engineering

Apprenticeships

Police Constable Apprenticeship

Country Style Foods

JM Bentley

Employment

Aon

Belvoir Estate Agents

Russell Taylor

Bespoke Stairlift