

Saffron Walden
County High School

*A local school of
exceptional quality*

2024
**Sixth Form
Prospectus**



“

The excellent induction programme for students who enter the Sixth Form from other schools means that they integrate quickly into the school.”

— Ofsted

Welcome

Welcome to SWCHS Sixth Form



Amy Kennedy
Director of Sixth Form

The Sixth Form at SWCHS is a special place; it is large enough to offer a wealth of subjects and opportunities for students to excel, but small enough for personalised support. We will inspire you to achieve your full potential and challenge you to be independent, so you are ready for life after school. You can choose from over forty A-Level and Diploma courses, and we provide a range of pathways offering combinations of up to 4 subjects, to help you achieve your goal in your chosen field.

Our Sixth Form is a vibrant community. With numerous clubs, societies and student bodies to be part of, there really is something exciting here for everyone. Our amazing facilities, including Saffron Screen, Saffron Hall and our 3G football pitch, give students extraordinary opportunities. Whether your interests are super curricular or extra curricular, there is so much on offer at SWCHS.

Regardless of where you have previously studied, SWCHS Sixth Form is a new experience for all. There is no catchment area for our Sixth Form, so wherever you live, come and discover your potential! Over one hundred students join us from other schools each year, and our extensive summer induction programme is designed to ensure everyone is comfortable and ready to start their Sixth Form journey in September. The facilities, support and care you will receive are exceptional, and we are proud to be one of the leading Sixth Forms in the country.

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A Level

Level 3

Level 2

AS Level

How to apply

1

Course Choice

Read the SWCHS Sixth Form Prospectus and research the subjects you are interested in. Check your forecast grades against each subject and select a suitable pathway.

2

Open Evening

**Wednesday 18th
October 2023**

Please visit our website at www.swchs.net for further information.

3

Apply

Please complete the online application form on our website, at www.swchs.net

The deadline for applications is:

30th November 2023

Newcomers to SWCHS will need to provide their most recent forecast grades to check eligibility for courses.

4

Guidance Discussions

In February 2024, you will be invited to meet with a member of the Sixth Form team to discuss your application. Portfolios of work will be required for Digital Media, Art, and Photography subjects. Music Academy auditions will take place in Saffron Hall.

5

Conditional Offers

Conditional offers will be sent out before Easter 2024. These are based on your Guidance Discussion and eligibility for chosen courses and will be subject to course availability and timetabling. Changes to subjects can be made during Induction.

6

Induction Week

**Monday 1st July –
Wednesday
3rd July 2024**

Induction is an important opportunity to experience Sixth Form life, attend lessons in your chosen subjects and try out other courses.

7

GCSE Results/ Enrolment Day

August 2024

This is a virtual event. All applicants will need to enrol and accept their offers. Further guidance will be given nearer the time.

Entry Criteria

Please see our Admissions Policy for Sixth Form at www.swchs.net

Induction

Join us for a Taster Week

At the end of the summer term, we hold a Sixth Form Induction Week. Over three days, you will follow a timetable of your chosen courses, attending typical lessons and getting a taster of the skills, content and style of teaching you would experience in each subject. You will also have the option to try out other lessons, with the view to changing courses if places are available.

SWCHS Sixth Form is a dynamic and inclusive body, and we hope that all students will feel welcomed into our community during this week. Newcomers to SWCHS can take part in orientation sessions, and there will be opportunities to learn about our systems and all that we offer at SWCHS. Alongside lessons, we provide lots of activities during Induction Week to showcase our amazing facilities. There is also a chance for students to meet their Form Tutor and work with friends both old and new. The Sixth Form Collegiate, current students and members of the Induction Team will be on hand to answer any questions or concerns students may have.

Induction Week is a crucial introduction to post-16 education, as it forms the start of Year 12 studies. Here at SWCHS, we are one of the few further education providers to offer a three-day Induction timetable. The feedback we receive from our Year 12 students is that Induction Week is an invaluable experience, fully preparing them for the next steps of their education.

“Induction Week provided a unique chance to trial the subjects on offer in Sixth Form. It gave me confidence in my option decisions, helped me get to know my peers, and introduced me to all the incredible opportunities the Sixth Form has to offer.”

— Tim Lane

Introduction to Courses

We strongly encourage applicants to be realistic about their abilities and choose subjects where their forecast grades meet the grade criteria, and where the route of study matches learning preferences in terms of coursework and examination performance.

A-Levels

We provide a wide range of A-Levels at SWCHS Sixth Form. Applicants have a unique opportunity to start their studies on four A-Levels, dropping down to three A-Levels, if preferable, during Year 12. Assessment for A-Levels can be examination and/or coursework based. Students sit an internal exam at the end of Year 12, and their A-Level assessment in Year 13 determines the entire overall result.

Level 3 BTEC, CTEC, C&G, WJEC Diplomas

The Level 3 Diplomas we offer qualify for points on the 'UCAS Tariff' for entry into higher education, in the same way that A-Level qualifications do. A wealth of Diploma subjects can be taken alongside A-Level courses; these Diploma subjects usually consist of around 50% coursework. Work is assessed throughout the Diploma course, which means students can keep improving and do not need to rely solely on exam results.

Level 2 CTEC, C&G Diplomas

We offer Level 2 courses in Business and Animal Care. These are one-year courses which are similar in level to GCSEs. They can be taken alongside Maths and/or English GCSE resits.



AS-Level Core Mathematics: Quantitative Reasoning

This course is ideal if you are not taking A-Level Mathematics, but have an interest in studying Maths past GCSE. The course is assessed in two, 2-hour written examinations at the end of Year 13.

Maths/English GCSE resits

These are compulsory courses for all students who achieve a grade of 3 or less in their GCSEs.



How to Choose your Courses

PATHWAY

1

4 x A-LEVEL subjects

WHAT YOU NEED

Five or more GCSE grades at 5-9, and aiming for a minimum of 5 in English Language **AND** Maths

PATHWAY

2

3 x A-LEVEL subjects
PLUS
1 x LEVEL 3 Diplomas

WHAT YOU NEED

Five or more GCSE grades at 5-9, and aiming for a minimum of 5 in English Language **AND** Maths

PATHWAY

3

2 x A-LEVEL subjects
PLUS
2 x LEVEL 3 Diplomas

OR

1 x A-Level subject
PLUS
3 x Level 3 Diplomas

WHAT YOU NEED

Five or more GCSE grades at 4-9, and aiming for a minimum of 5 in English Language **AND** Maths

PATHWAY

4

1 x A-LEVEL subject
PLUS
2 x LEVEL 3 Diplomas

OR

3 x Level 3 Diplomas

WHAT YOU NEED

Five or more GCSE grades at 4-9, and aiming for a minimum of 5 in English Language **AND** Maths

You will re-sit Maths **OR** English Language (if required)

PATHWAY

5

Level 2 C&G/CTEC Diplomas

This is a one-year course. Students will apply to restart Year 12 on Pathways 2-4 once their Level 2 course is completed

WHAT YOU NEED

Five or more GCSE grades at 3-9

You will resit GCSE Maths **AND/OR** English Language, as required

Please check individual subjects for grade entry criteria

Table of Subjects

A-Levels

Department	A-Level Subject	GCSE Grades Required	Page
Business and Computing	Business	GCSE 5 in Business (if studied) and 5 in English and Maths	p38
	Computer Science	GCSE 7 in Maths, or GCSE 6 in Maths and 7 in Computer Science	p43
	Economics	GCSE 6 in Maths and 5 in English	p49
English and Film/ Media	English Language	GCSE 5 in English Literature and English Language	p50
	English Literature	GCSE 5 in English Literature and English Language	p51
	Film Studies	GCSE 5 in English Literature	p53
	Media Studies	GCSE 5 in English Language	p63
Expressive Arts	Art, Craft & Design	GCSE 5 in Art	p35
	Art & Textile Design	GCSE 5 in Art or Textiles	p36
	Drama & Theatre	GCSE 5 in Drama or English	p47
	Music	GCSE 5 in Music, plus Grade 5 on Instrument, plus Grade 5 in Theory	p64
	Music Technology	GCSE 5 in Music or equivalent	p65
	Photography	Application by letter, plus interview and Photographic/Art portfolio to show at interview	p67
Humanities	Classical Civilisation	GCSE 5 in History or English	p42
	Earth Science (Geology)	GCSE 5 in Geography and 5 in a Science subject	p48
	Geography	GCSE 5 in Geography (or another Humanities subject), plus 5 in English and Science	p56

Department	A-Level Subject	GCSE Grades Required	Page
Humanities	History	GCSE 5 in History and English	p59
	Latin	GCSE 6 in Latin	p61
	Philosophy	GCSE 6 in English, 5 in Maths and 6 in Religious Studies (if studied)	p66
	Politics	GCSE 5 in English plus 5 in a Humanities subject	p70
Social Sciences	Religion, Philosophy and Ethics	GCSE 5 in Religious Studies (if studied) and English	p73
	Psychology	GCSE 5 in Maths, English and Science	p72
	Sociology	GCSE 5 in English or a Humanities subject	p75
Languages	French	GCSE 6 in French	p54
	German	GCSE 6 in German	p57
	Spanish	GCSE 6 in Spanish	p76
Mathematics	Further Mathematics	GCSE 8 in Maths	p55
	Mathematics	GCSE 7 in Maths	p62
PE	Physical Education	GCSE 6 in a Science subject and preferably a 6 in PE (if studied)	p68
Science	Biology	GCSE 6 in Maths, GCSE 6 in Biology and Chemistry or 7/7 in Combined Science	p37
	Chemistry	GCSE 6 in Maths. GCSE 6 in Chemistry or 7/7 in Combined Science	p41
	Environmental Science	GCSE 5/5 in Combined Science, plus 5 in English	p52
	Physics	GCSE 7 in Maths. GCSE 6 in Physics or 7/7 in Combined Science	p69
Technology	Product Design	GCSE 5 in a Design and Technology subject, English and Maths	p71
	3D Design & Architecture	GCSE 6 in an Art & Design or Technology subject and 4 in English	p78

Level 3 Diplomas

Department	Type of Diploma	GCSE Grades Required	Page
Agricultural Science	Animal Management (C&G)	4 GCSEs at 5 or above (including English Language or Maths, and Science)	p33
Business and Computing	Business (CTEC)*	GCSE 4 in English and Maths	p40
	Information Technology (BTEC)*	GCSE 4 in English and Maths	p60
English and Film/Media	Digital Media (CTEC)	GCSE 4 in English Language + media portfolio	p46
Expressive Arts	Art & Design (CTEC)*	GCSE 4 in Art	p34
Social Sciences	Criminology (WJEC Diploma)	GCSE 5 in English	p45
	Health & Social Care (CTEC)*	GCSE 4 in English, plus 4 recommended in Science	p58
PE	Sport (BTEC)*	GCSE 4 in English	p77
Science	Applied Science (AQA)	GCSE 4/5 in Combined Science, plus 5 in English	p74
Humanities	Tourism (WJEC Diploma)	GCSE 4 in a Humanities subject, plus 4 in English Language	p79

* If you have studied this subject at GCSE, a minimum of 4 is required.
The courses above are one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.

Level 2 Diplomas (one-year courses)

Department	CTEC, C&G Diplomas	GCSE Grades Required	Page
Agricultural Science	Animal Care (C&G)	Minimum of 4 subjects with an average GCSE score of 4 (including English and Maths or English and Science)	p32
Business	Business (CTEC)	Minimum of 5 subjects with an average GCSE score of 3	p39

AS Level (two-year course)

Department	AS Level Subject	GCSE Grades Required	Page
Mathematics	Core Mathematics: Quantitative Reasoning	GCSE 5 in Maths	p44





The Sixth Form Experience

We aim to help our students to flourish both educationally and personally, by providing a wealth of academic, extra curricular and pastoral opportunities. Commitment, aspiration and progress are at the heart of our Sixth Form ethos.

“It is a hard balance between supporting a Sixth Form student and encouraging independence. We believe that SWCHS have exactly the right balance and approach to this.”

— Parent



Super Curricular



Life Lessons Course

To help our students reach their full potential, we offer a structured Life Lessons course. Students produce a CV and take part in mock interviews; they also develop skills in independent study, organisation and effective revision. Students use the online tool Unifrog to research future choices, relating to both university and employment applications.

The Life Lessons course also offers a fortnightly lecture, delivered by keynote speakers such as politicians, scientists, and physicians. Students take part in topical debates, whilst developing note-taking skills.



Core Mathematics: Quantitative Reasoning (AS Level)

This course aims to help students become more mathematically aware. It is ideal for those who enjoy Mathematics but are not taking it as an A-Level; it also supports A-Level subjects with mathematical elements, such as Psychology, Business and Economics. As a qualification, Core Mathematics is widely welcomed by many universities. Please see the Core Mathematics page for further information.



Extended Project Qualification (EPQ)

Towards the end of Year 12, students who are achieving their target grades are offered the chance to undertake the EPQ. There is a free choice of topic, but students must show their theme is academically useful; it can be related to their current course of study or future career. The EPQ takes the format of either a written report, a musical or drama composition, or a study of an artefact. Students present their projects in an exhibition, which is viewed by other students, parents and members of the local community.

“The guest speakers for the Life Lessons course were really inspirational. It was good to have time to step back from my other subjects and think about wider issues.”

— Elena Theodorou

Extra Curricular

At SWCHS we have the unique advantage of being able to use Saffron Hall to showcase music and drama performances. We are also proud of our extensive sporting facilities, which include a 3G Astro Turf pitch for students to compete competitively or use recreationally.



Electives

At SWCHS Sixth Form we aim to ensure that each student has a well-balanced experience, by offering a weekly elective one afternoon a week.

The elective programme encourages students to pursue two different extra curricular activities over the year, which not only complement university and job applications, but help develop vital skills and provide a break from study. There are a wide range of electives on offer, from sport to music and drama, as well as debating and working with students within the Lower School. Students can even start their own elective.



Drama

Each year SWCHS puts on a whole school drama performance in Saffron Hall, where students from Years 7-13 take part in acting, stage design and orchestral accompaniment.

The school play runs over a week, with tickets sold through Saffron Hall and the Saffron Walden Tourist Office. This is a hugely popular event for the local community; recent sell-out performances include 'The Wizard of Oz', 'The 39 Steps', and 'Around the World in 80 Days'.



Music

For students with an interest in music, there are a wealth of choirs, orchestras and contemporary bands to join. Students can perform in regular school concerts and participate in our annual Music Tour, which travels to a variety of European countries.

Sixth Form Music Academy students enjoy a weekly timetabled session, covering all instruments and voices in both classical and jazz idioms. During their time at the Music Academy, students take part in Masterclasses delivered by world-class performers.



Sport

A wide range of sports are available to all our students, including those not studying Sport as a qualification.

We offer non-competitive activities in our Sports Hall, such as trampolining and badminton. Students can take advantage of interactive gym equipment and weights in our fitness suite, and our fully fitted dance studio offers impressive barre facilities. We have an extensive fixtures list for hockey, netball, rugby, football, rounders and cricket, giving students access to both county and national competitions.



Trips and Visits

There are an extensive range of trips and visits on offer, both for academic studies and for general cultural enrichment. Our Geology students travel to Arran in Scotland and Biology students go on a trip to Devon. Film and Media students make an annual pilgrimage to the BFI on London's Southbank. To help students integrate in Year 12, we offer an outdoor adventure weekend in Norfolk, involving paddleboarding, kayaking and archery. Duke of Edinburgh Gold is also available through application.



Student Support

Tutor Team

Our Personal Tutor system is highly regarded for supporting students academically, whilst also ensuring that their pastoral needs are met. Our team of specialist tutors work closely with students throughout the year, with daily registration. Tutors communicate with teachers and parents, when appropriate, to provide the best possible support for our students.

Pastoral Support

In addition to our Personal Tutor system, our Sixth Form Collegiate Team, Study Centre Manager and our Sixth Form Collegiate Team, Study Centre Manager and Safeguarding Officer work together to provide an exceptional and inclusive environment for our students. We aim to support vulnerable students with one-to-one mentor sessions, enabling them to achieve their full potential.

Special Educational Needs and Disabilities (SEND)

The Learning Support department, led by Phil Heath, helps students with SEND towards the goal of independent learning. Interventions are tailored to individual needs, and may for example include one-to-one tuition on study skills and exam preparation, or in-class support. The department also offers drop-in sessions and access to specialist TAs.

For information on exam access arrangements, please contact Georgina Drake, Exam Access Officer.

Wellbeing

We offer a Wellbeing programme to all our Year 12 students, to ensure they are informed of their rights and responsibilities and receive expert guidance on health and safety, both in and out of Sixth Form. Throughout the year, youth workers and health care professionals visit our Sixth Form to offer a bespoke programme of workshops, focusing on issues such as mental and sexual health, and abuse of drugs and alcohol.

Pastoral Hub

The Hub is a tranquil space where students can get involved in one of the many activities on offer, or receive individual support and counselling. Anna Moorhouse, Wellbeing Co-ordinator, Beth Robertson, School Counsellor and Student Support Officers are often on hand to provide a calm working environment and help students feel supported after a period of crisis or distress.

Financial Support – 16–19 Bursary

The Government have set aside funding for schools, to be allocated to young people in need of financial support, enabling them to stay on in further education or training. There are two types of bursary, the Vulnerable Student Bursary and the Discretionary Bursary.

For more information on financial support, please visit our website.





Student Community

Student Union

The Student Union is the ideal forum for students to discuss a wide range of Sixth Form issues, all aiming to improve students' wellbeing and environment. During their weekly meetings, the Union brainstorm ideas and suggest improvements to academic and social aspects of the Sixth Form. Union Reps then pass suggestions on to teachers for consideration. The Union are responsible for our Senior Citizens party, including the hamper and buddy scheme, where students contact an elderly local resident on a regular basis.

Student Council

The Student Council helps Sixth Formers to engineer real change throughout the school. The Student Council hosts a series of weekly 'Student Seminars', where students share a topic of their choice with fellow Sixth Formers. The Council also introduced initiatives to help Year 11 students on their journey into Sixth Form, offering advice on subject choices, as well as participating in learning reviews.

Head Students

The Head Students represent the school and student community and are a key link between students and teachers. Along with their official roles, each Head Student also undertakes an individual project to initiate positive change across the school. Past projects have focused on improving mental health provision, diversity, mentoring and creating supportive links between the school and local community.

Student Committee

The Sixth Form Committee organises fantastic events for the school and local community, including the whole school Variety Show. The Committee are proud to present the annual Charities Week for Lower School students. This three-day event raises thousands of pounds for local charities.



Facilities



Study Centre

The Sixth Form Study Centre is open from 8.00am to 6.00pm every weekday during term. In the main study area, students can access both desktop and laptop computers, along with our extensive library of course textbooks, books for further reading, academic journals and other research materials. During free periods, students can also study in the Learning Centre in the main school. For students who wish to relax and read at the same time, we have a comfortable Book Nook adjacent to the Study Centre. A mixture of popular fiction and non-fiction texts are available for students to enjoy.



Study Café

Students use this large, newly refurbished communal area to purchase drinks and snacks, meet with friends and work together in a relaxed group environment. The Sixth Form coffee shop is located on the ground floor of the Sixth Form building, offering barista-style coffee and hot food. Students also have the option to use the main school canteen to sample a range of healthy lunches. In addition, outdoor seating areas and recreational spaces are available for use during warmer weather.



Digital Learning

Microsoft Teams has become an integral part of our Sixth Form life and is used by teachers and students for bulletin updates, community building and assessment setting. Sixth Form students are required to subscribe to the online platform Unifrog, in order to research options for Higher Education in the UK, as well as Europe and the USA. Unifrog also provides essential information on employment and apprenticeship opportunities, supporting competitive applications for both.



Saffron Hall and Saffron Screen

At SWCHS, we are privileged to house the award-winning, 740-seat Saffron Hall. This performance space offers a wide range of critically acclaimed evening and weekend concerts throughout the year. Past performances include the London Philharmonic Orchestra, Courtney Pine and Nicola Benedetti. We also host Saffron Screen, an independent cinema which showcases mainstream and art-house films during holidays and at weekends. Each venue offers lectures from a wealth of keynote speakers, with plenty of opportunities for students to get involved.



Progression

During the autumn term of Year 12, all students are signed up to the 'Unifrog' platform. This allows all students, regardless of their destination, to access a range of online resources that prepares them for life beyond SWCHS Sixth Form. During the summer term of Year 12, students take part in a one-week work experience placement. We will help students find rewarding placements in a variety of industries, and their employers will be required to complete a short reference, assessing employability skills such as reliability, independence and engagement with the role. Such references are invaluable for employment, apprenticeship or UCAS applications.

Apprenticeship and Employment Programme

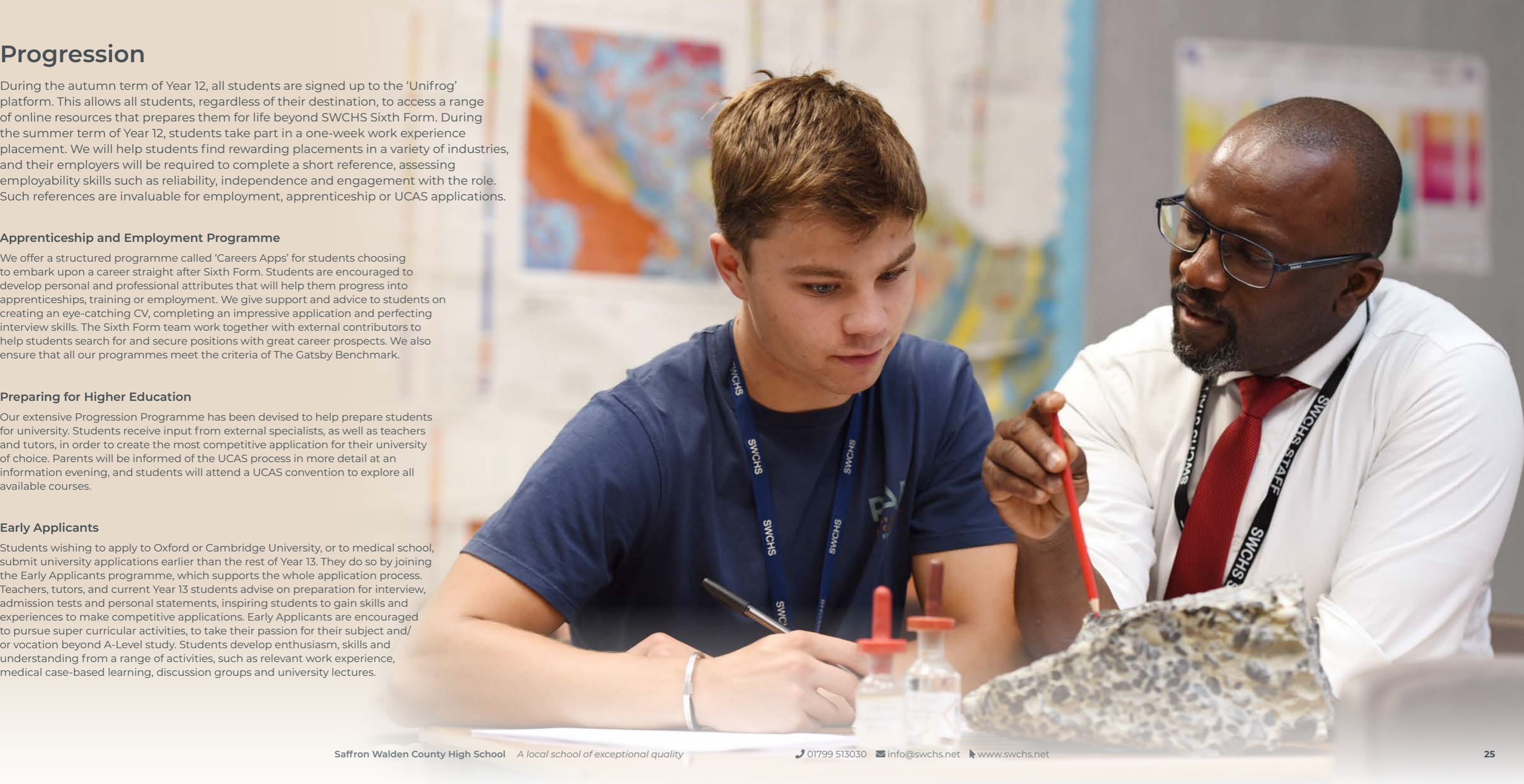
We offer a structured programme called 'Careers Apps' for students choosing to embark upon a career straight after Sixth Form. Students are encouraged to develop personal and professional attributes that will help them progress into apprenticeships, training or employment. We give support and advice to students on creating an eye-catching CV, completing an impressive application and perfecting interview skills. The Sixth Form team work together with external contributors to help students search for and secure positions with great career prospects. We also ensure that all our programmes meet the criteria of The Gatsby Benchmark.

Preparing for Higher Education

Our extensive Progression Programme has been devised to help prepare students for university. Students receive input from external specialists, as well as teachers and tutors, in order to create the most competitive application for their university of choice. Parents will be informed of the UCAS process in more detail at an information evening, and students will attend a UCAS convention to explore all available courses.

Early Applicants

Students wishing to apply to Oxford or Cambridge University, or to medical school, submit university applications earlier than the rest of Year 13. They do so by joining the Early Applicants programme, which supports the whole application process. Teachers, tutors, and current Year 13 students advise on preparation for interview, admission tests and personal statements, inspiring students to gain skills and experiences to make competitive applications. Early Applicants are encouraged to pursue super curricular activities, to take their passion for their subject and/or vocation beyond A-Level study. Students develop enthusiasm, skills and understanding from a range of activities, such as relevant work experience, medical case-based learning, discussion groups and university lectures.



Student Achievement

“A Sixth Form that is exemplary in every respect.”
— Ofsted report

OFSTED Report

The effectiveness and efficiency of this inclusive Sixth Form are outstanding. Standards are well above average and achievement is consistently high. This is because the environment for learning is extremely positive and much excellent teaching promotes rapid progress. Because students are keen to learn, they very quickly acquire the independent learning and other skills they need to be successful.

Outstanding leadership and management ensure that students' progress is closely monitored and well-focussed support provided where necessary. Students speak highly of the excellent care and guidance they receive, both before entering and while in the Sixth Form. This guidance, together with a curriculum that is well matched to their needs and aspirations, helps to ensure that students are well suited to their courses, with the result that few drop out early. Students' personal development is outstanding. They enjoy and appreciate their education, making a significant contribution to the school and wider community.

As one student said, “We are encouraged to be well-rounded individuals and not just academically successful.”

2023 A-Level Grades:		
Grade	National (England)	SWCHS
A* - A	26.5%	30%
A* - B	52.7%	62%
A* - C	75.4%	86%
A* - E	97.2%	100%

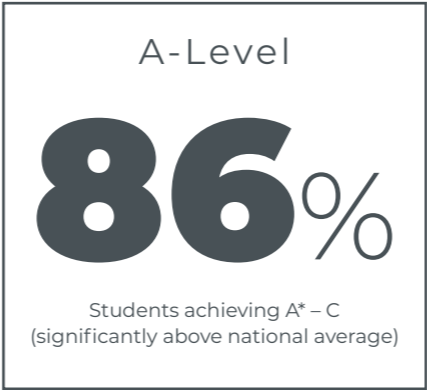
Academic Excellence

The progress our students make is amongst the very best for both schools and colleges, and our results reflect the hard work of students across all ability ranges. ALPS, a measure for progress, consistently places SWCHS Sixth Form within the top 5% of schools and colleges nationally.

In 2023, thirty percent of grades were A or A* standard, significantly higher than the national average. Over eighty percent of grades were at C grade or higher, and one hundred percent of grades were E grade or higher.

For more detailed subject results, please see www.swchs.net

Vocational Qualifications:		
Grade	2022	2023
D*D*	16%	39%
D*D	28%	61%
DD	53%	87%
DM	74%	96%
MM	93%	100%
D*	22%	18%
D	59%	60%
M	88%	90%
P	98%	97%



Destinations

291 students applied to university, with over 34 per cent of them choosing to study at Russell Group universities. Additionally, five students will now be studying at either Oxford or Cambridge across a range of subjects including English, History and Natural Sciences.

We also see many students seeking apprenticeships and employment. These students receive specific and personal support both from our tutors and Form the Future, our careers advice service. Some students enjoy a gap year before applying to university or employment. We continue to support these students, as we want to help them with the next stage of their lives.

“I decided university wasn’t for me; I’m more suited to the world of work. The Sixth Form team helped me with applications to various apprenticeships and I hope to secure one with a large reputable company, such as Tesco or Nestlé.”

— Charlotte Gramlick

2023 Destinations

University Destinations

- Russell Group Universities: 98 students
- Oxford or Cambridge Universities: 5 students

Most Popular Universities

- Nottingham Trent: 19 students
- University of East Anglia: 16 students
- University of Bath: 11 students
- University of Southampton: 11 students
- Exeter University: 10 students

Apprenticeships

- Grant Thornton
- HSBC Asset Management
- Metropolitan Police
- AstraZeneca
- MOD & Armed Forces



Music Academy

Saffron Hall is a renowned concert venue and home to an impressive programme of events.

As a school, we can benefit from the advantage it provides in supporting and promoting music education. Musicians applying to SWCHS Sixth Form have the unique opportunity to join our Music Academy and become involved in ensembles, choirs and workshops on composition and conducting. Music Academy students join a variety of bands and orchestras, such as Senior Jazz Band, Chamber Choir, Senior String Orchestra and Symphony Orchestra, performing in numerous concerts at Saffron Hall. Ensembles tour to Europe each summer, and our Academicians are often student conductors.

The Music Academy programme runs alongside normal studies and Sixth Form Academy students enjoy a weekly timetabled session. It is tailored to specific needs each year, covering all instruments and voices in both classical and jazz idioms. During their time at the Music Academy, students take part in Masterclasses delivered by world-class performers.

Our students have been fortunate to benefit from visiting artists such as Nicola Benedetti, Jess Gillam and Robert Hollingworth, who have generously lent their professional expertise, offering students incomparable advice and tuition. Music Academy students have performed with the English Touring Opera, the NYJO, LPO and Halle Orchestra, and have also watched the LSO, Aurora and BBCSO in rehearsal.

We have strong links with the National Youth Orchestra and the Guildhall School of Music. The Music Academy also works closely with the Saffron Centre for Young Musicians (SCYM), a Saturday school on the school site that furthers the music careers and future education plans of our Music Academy students. The Music Academy focuses on the interests and skills of their students, encouraging them to promote their solo recitals and ensemble performances, both in Saffron Hall and in the school foyer. Music Academy students are also involved in creating and leading exciting outreach projects at local primary schools.

Who are the Music Staff?

Ms Caroline Law
BA (Hons) PGCE
Director of Music
Attended Chetham's School of Music in Manchester before reading Music and completing a PGCE at Durham University. Ms Law has worked in a range of schools as a teacher of Music and Head of Department. She is a singer, pianist and violinist and a member of professional choirs. She is committed to engaging as many students as possible in music, both as performers and within the curriculum.

Mrs Jane Patterson
BA (Hons) PGCE
A graduate of Exeter University, Mrs Patterson completed her PGCE at Homerton College, Cambridge. She has worked at several secondary schools, including being Head of Department. A first study flautist, she also plays the violin and piano, and enjoys singing.

Mr Elis Reed
BA Mus. (Cantab) LTCL
A Cambridge University graduate, Mr Reed is a first study pianist who also plays the trumpet. A Logic Pro expert, he is interested in the use of music technology to further learning. Mr Reed has worked for the Cambridge educational outreach programme. He is a composer and musicologist.

Miss Fiona Muir
BA Mus PGCE
A graduate of Oxford Brookes university, Miss Muir completed a PGCE at Homerton College, Cambridge. She is a first study flautist, plays the saxophone and is a singer. Miss Muir has considerable pastoral experience as a staff member of the National Youth Choir during school holidays, and having been the Graduate Music Assistant at Downe House School.

What is expected from Academy students?

- Be a regular member of one or more Senior Ensembles
- Agree to and work on an area for development
- Participate in the Masterclass programme
- Take part in concerts, recitals and festivals
- Make a sustained contribution to the wider SWCHS musical community
- Generally seek to maximise the opportunities offered by the Saffron Hall programme and the hall itself

Subject requirements:

- + Grade 6 Merit instrument or voice
- + Grade 5 theory, or following ABRSM practical examination series

Applicants will be required to perform as part of the interview process.

“The collaborative spirit of the Music Academy takes music outside the practice room onto Saffron Hall’s world-class stage. With exceptional masterclasses and two years of free concert tickets, every musician’s need for full immersion is satisfied.”

— Ben Somers-Heslam

Subject requirements:

+ Minimum of 4 subjects with an average GCSE score of 4 (including English and Maths or English and Science)

Teacher contact:

Miss E Blakey

Are you interested in:

- A career with animals?
- Improving your animal knowledge?
- Building your scientific thinking?
- Working in practical ways?
- Understanding more about farming and husbandry?

Leading to a career in:

- Employment in the land-based sector
- Employment with animals
- Apprenticeships in farming
- Further Science courses
- Level 3 Animal Management

Exam Board:

City & Guilds

Animal Care

This qualification is aimed at students who wish to work in the animal care industry or progress to further learning and/or training in this sector. This qualification builds a foundation of knowledge and the chance to practise skills used within the animal care industry. Students may progress to Level 3 qualifications such as Technical Levels. Alternatively, students could progress into employment or an apprenticeship. This qualification has been developed in collaboration with employers, sector experts, colleges and training providers.

Course Content

The following units are compulsory:

- Animal health and welfare
- Practical animal feeding
- Animal accommodation
- Work-related experience in land-based industries

Students follow these optional units, although these can be amended to reflect the interests of a particular student cohort:

- Animal nursing
- The principles of animal biology
- British wildlife species, habitats and rehabilitation
- Caring for exotic animals Students will gain a broad scientific and practical introduction to handling and caring for a range of farm and small animals, together with related work experience.

Assessment Criteria

To gain this qualification, students will complete the following assessments:

- Internally marked assessments for each unit.
- A work experience portfolio
- An externally sat examination may be required

This qualification is subject to confirmation of central funding.

“I have always wanted to work with animals; the course made this a reality. It gave me experience of animals I never thought I could work with.”
— Amber Jackson



Animal Management

This qualification is aimed at students who may wish to work in the animal management industry, or progress to further learning and/or training in this sector. Career progression may include an Advanced Apprenticeship in Animal Management, or a related university degree. Students will gain a broad scientific and practical introduction to handling and caring for a range of farm and small animals, together with related work experience.

Course Content

The following units are compulsory:

- Principles of health and safety
- Work related experience in land-based industries
- Animal health and husbandry
- Animal feeding and nutrition
- Animal behaviour and communication
- Biological systems of animals
- Animal welfare and breeding

Students follow these optional units, although these can be amended to reflect the interests of a particular student cohort:

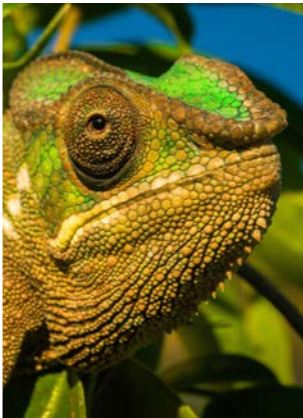
- Animal nursing
- Animal training or kennel and cattery management
- Small animal rehabilitation

Assessment Criteria

To gain this qualification, students will complete the following assessments:

- Internally marked assessments for each unit.
- A work experience portfolio
- An externally sat examination may be required

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.



“I have loved studying animal management – it’s given me so many opportunities. The balance between theory and practical lessons means you learn theory then put it into practice. Would definitely recommend.”
— Emily Montgomery

Subject requirements:

+ 4 GCSEs at 5 or above (including English Language or Maths and Science)

Teacher contact:

Miss E Blakey

Are you interested in:

- A career with animals?
- A career in the land-based sector?
- Building your scientific thinking?
- Working in practical ways?
- Understanding more about farming and husbandry?

Leading to a career in:

- Employment in the land-based sector
- Employment with animals
- Apprenticeships in farming/sciences
- Undergraduate science courses
- Undergraduate animal courses

This subject goes well with:

- Environmental Science
- Health and Social Care
- Biology

Exam Board:

City & Guilds

This qualification is subject to confirmation of central funding.

Subject requirements:

+ GCSE 4 in Art and 5 in Graphics/Technology
+ ONE of EACH of the following from GCSE or personal portfolios (eg in Powerpoint presentation, one image per slide):
observational drawing;
work showing good use of media; research piece on artist or designer; final piece of artwork or design;
your favourite, most successful piece of work

Teacher contact:

Mrs N Macro

Are you interested in:

- Media and materials?
- Fine art and print making?
- 3-D design?
- Graphics, illustration and design?
- Artists, galleries, museums?

Leading to a career in:

- Design
- Illustration
- Architecture
- Fashion
- Photography

This subject goes well with:

- Product Design
- Media Studies
- Mathematics

Exam Board:

05375 600/6151/0

Art and Design

This Diploma introduces students to a wide range of art and design practices and is delivered in a work-related context, to allow students to develop an understanding of the art and design sector. It is a 12-unit Diploma equivalent to two A-Levels. There is the opportunity for this to be studied as the Subsidiary Diploma, which is equivalent to one A-Level. The course is ideal if students are fully committed to the visual arts and considering progressing within the art and design field, whether in employment or university. Students have their own space within a studio and have access to a wide range of art and design resources.

Course Content

Students will experience a wide range of media and approaches, working to briefs for fine art, craft or design outcomes. Students will develop a contextual understanding and research art and design roles to further advance portfolio work. Practical exploration is supported by written work that documents how ideas and understanding have developed.

Throughout the year, students have an opportunity to make links with practitioners through trips and completing work-related assignments. The second year will allow students to explore more personal themes and develop ideas. Students continue to develop a portfolio and follow a personalised progression programme.

Assessment Criteria

All units are centre assessed and moderated by OCR. The coursework units are graded as Pass, Merit and Distinction. There is no examination.

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.



Art, Craft and Design

This course extends the creative skills and experiences of GCSE, exploring a wide range of media, materials, artists and processes. A personal approach to skills development and the exploration of art is encouraged.

Course Content

Year 12

Component 1: Throughout the Year 12 course you will develop work for your portfolio. The course includes drawing, painting, ceramics and print making. The study of artists and illustrators enhances the development of your work. During Year 12 you create your own self-directed portfolio project, that allows you to explore and develop a wide range of work from your own chosen starting point.

Component 2: 'Non exam assessment' is an internally set exam. You choose one question and complete preparatory work in the lead-in period before your final ten-hour practical exam at the end of the course.



Year 13

A-Level (60% coursework, 40% exam)

Component 1: Consists of the 'Personal Investigation', based on a theme, concept or starting point of your choice. This will allow you to study a wide variety of media, materials, techniques and processes. You will use your understanding of artists and designers to develop your own practical work. The Personal Investigation includes a compulsory written element of 1,000 – 3,000 words.

Component 2: 'Externally set assignment', worth 40% of your A-Level. The project involves a lead in period of preparatory work followed by 15-hours of 'supervised time', in which you complete your final piece at the end of the course.



Assessment Criteria

Assessment Objective 1:
Developing ideas/using reference/sustainment

Assessment Objective 2:
Experimentation/reflection/technical expertise

Assessment Objective 3:
Recording/research/observations

Assessment Objective 4:
Personal response

A-Level

Subject requirements:

+ GCSE 5 in Art + ONE of EACH of the following from GCSE or personal portfolios (eg in Powerpoint presentation, one image per slide):
observational drawing;
work showing good use of media; research piece on artist or designer; final piece of artwork or design;
your favourite, most successful piece of work

Teacher contact:

Mrs C Wyman Smith

Are you interested in:

- Media and materials?
- Fine art and print making?
- 3-D design?
- Graphics, illustration and design?
- Artists and museums?

Leading to a career in:

- Design
- Illustration
- Architecture
- Fashion
- Photography

This subject goes well with:

- Product Design
- Media Studies
- Business

Exam Board: AQA

A-Level:
7201/C and 7201/X

"I have developed as an artist and a person during this course and developed my own style. I feel well prepared for the next steps, which for me is a Graphics course at university."

— Amelia Smith

"You experiment with different styles and choose which one is right for you in the final piece. I have enjoyed trying out expressive techniques that I'd previously been sceptical about."

— Ellen Organ

Subject requirements:

+ GCSE 5 in Art or Textiles + ONE of EACH of the following from GCSE or personal portfolios (eg in Powerpoint presentation, one image per slide): observational drawing; work showing good use of media; research piece on artist or designer; final piece of artwork or design; your favourite, most successful piece of work

Teacher contact:

Mrs C Wyman Smith

Are you interested in:

- Textile media and materials?
- Fashion design?
- Fine art textiles?
- Interior design?
- Art?

Leading to a career in:

- Design: Costume, Fashion and Soft Furnishings
- Pattern Cutting
- Textiles
- Stylist
- Fashion Buying

This subject goes well with:

- Product Design
- Business
- Media Studies

Exam Board: AQA

A-Level: 7204/C and 7204/X

Art and Textile Design

The Art and Textile Design course focuses on creative skills, techniques and processes associated with fine art textiles and fashion, exploring both decorative and constructed textiles.

Course Content

Year 12

Component 1: Consists of your 'Portfolio of Work', during which you will experience a wide range of approaches, including printed, dyed, embellished, stitched, and constructed textiles. You will explore specialisms associated with textile art and fashion design within your Portfolio.

Component 2: 'Non exam assessment' set within school. You choose one question and complete preparatory work in the lead-in period before your final ten-hour practical exam at the end of the course.

Year 13

A-Level: 60% coursework, 40% exam

Component 1: Consists of the 'Personal Investigation', based on a theme, concept or starting point of your choice.

This will allow you to study either fine art, constructed and decorative textiles, or garment design and construction. You will use your understanding of textile artists and designers to develop your own practical work. The Personal Investigation includes a compulsory written element of 1,000–3,000 words.

Component 2: 'Externally set assignment', worth 40% of your A-Level.

The project involves a lead in period of preparatory work followed by 15-hours of 'supervised time', in which you complete your final piece at the end of the course.

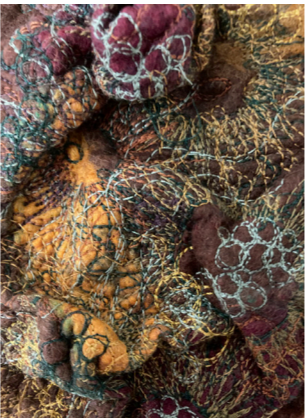
Assessment Criteria

Assessment Objective 1: Developing ideas/using reference/sustainment

Assessment Objective 2: Experimentation/refection/technical expertise

Assessment Objective 3: Recording/research/observations

Assessment Objective 4: Personal response



Biology

Biology is the study of the mechanisms that underpin all living organisms. It covers the rapidly changing fields of genetics and biotechnology.

Course Content

You will study digestive, circulatory and gas exchange systems, including the role of enzymes as biological catalysts, and passive and active transport across membranes. Also, the similarities and differences in the biochemical basis and cellular organisation of living organisms are discussed. The course examines structured communities within dynamic and largely stable ecosystems through which energy and chemical elements are recycled. Students sample different communities on an Ecology residential fieldtrip. The course also looks at the response to stimuli, including the control of heart rate, transmission of nerve impulses, muscle contraction and the use of gene cloning technologies to design new industrial and medical processes.

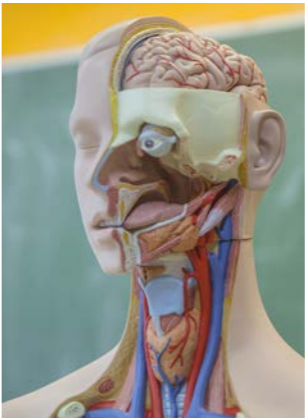
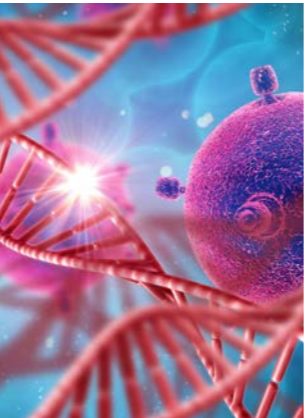
Assessment Criteria

Students sit three modules at the end of the A-Level course. The three exams form 100% of the course assessment. Throughout the two-year course, a minimum of twelve core investigations are conducted and assessed, and the Practical Endorsement is issued to those who have completed these to a suitable standard.

Paper 1: Topics 1–4

Paper 2: Topics 5–8

Paper 3: All content including practical skills and a synoptic essay



“Brilliant teachers and resources allowed me to explore my passion for Biology. I was supported throughout, enjoying great opportunities.”
— Noah Shriever

Subject requirements:

+ GCSE 6 in Maths. GCSE 6 in Biology and Chemistry or 7/7 in Combined Science

Teacher contact:

Miss S Ogilvy

Are you interested in:

- The human body?
- How science contributes to modern society?
- Disease risk factors?
- Medical developments?
- Our impact on the environment?

Leading to a career in:

- Medicine
- Veterinary Science
- Biomedical Research
- Forensic Science
- Environmental Science

This subject goes well with:

- Chemistry
- Psychology
- Environmental Science

Exam Board: AQA

A-Level: 7402

Subject requirements:

+ GCSE 5 in Business (if studied), and 5 in English and Maths

Teacher contact:

Mrs M Boulton

Are you interested in:

- How the economy, political decisions, social trends, and technology impact on business?
- Setting up a business of your own?
- Understanding why businesses make the decisions they do?
- Learning more about finance and financial decision making?
- The impact of globalisation on business?

Leading to a career in:

- Management
- Accounting
- Financial Services
- Human Resources
- Marketing

This subject goes well with:

- Geography
- Economics
- Psychology

Exam Board: AQA

A-Level: 7132

Business

In today's world business is all around us, which makes it a constantly evolving, exciting subject. Study of Business requires a variety of skills, such as analysing, interpreting and responding to data, calculating financial ratios, and communicating your analysis and arguments. You will investigate a variety of contemporary issues, such as globalisation and how technology is changing business.

Course Content

You look at a variety of firms in different industries, starting with: What is business? Why do businesses exist? What are their aims? How do you measure their success?

You will then look at the role of managers, finding out about different styles of leadership and the way decisions are made using scientific methods and intuition. You will examine functional strategies businesses use to be successful.

How can businesses change to improve their performance? You will analyse the strategic position of firms, using tools like financial ratios. You will consider external factors on businesses, such as the economy. You will see how firms choose their strategic direction, which markets to compete in and what products to offer. You will investigate how firms manage change.

Assessment Criteria

Three 2-hour examinations. You will be assessed through a mixture of multiple choice, short answer (including calculations), data response and essay questions.

“Interacting with and investigating business improves your understanding of the subject and equips you with valuable life skills. You'll enjoy the engaging aspect of this course!”

— Charlie Reeder



Business and Higher Project Qualification (Level 2)

This is a one-year route designed to enable students to retake their GCSEs in English, Maths or both, and to gain a Diploma in Business and the Higher Project Qualification. The Diploma in Business is assessed completely by coursework assignments and gives students an overview of the world of business. The Higher Project Qualification provides students with an opportunity to independently research and produce a project of their choice. This means they can research and develop skills in an area of their own personal interest.

Course Content

- Business Purposes
- Business Organisations
- Financial Forecasting
- People in Organisations
- Marketing Plan
- Verbal/Non-verbal Communication
- Customer Service

A compulsory one-week work experience will back up and enhance classroom learning. Students have their own room,

computers and other resources and quickly develop strong relationships with teachers and other students on the course. Coursework feedback is given throughout, to update students on their progress. This is highly motivating, as are small class sizes that allow for a high degree of personal support from teaching staff. Targets are given to each student and regularly checked to ensure students keep on track.

Assessment Criteria

All units are centre assessed and externally moderated by the exam board. There are no exams. The full award and units from this qualification are graded as Pass, Merit or Distinction.



“This wasn't my first option, however it has motivated and enabled me to get where I am today. I'm now studying three A-Levels and am predicted AAB!”

— Olivia Day

Cambridge Technicals Level 2 Diploma & Higher Project Qualification

Subject requirements:

Minimum of 5 subjects with an average GCSE score of 3

Teacher contact:

Mrs M Boulton

Are you interested in:

- How companies are organised?
- How businesses are financed?
- Recruitment and selection of staff?
- How to market a product/service?
- Setting up your own business?

Leading to a career in:

- Accounting
- Marketing
- Sales
- Customer Service
- Human Resources

Exam Board: Business OCR

Course Code: 05325

Higher Project Qualification: AQA

Cambridge
Technical Level 3
(Single and
Double)

Subject requirements:

+ GCSE 4 in English
and Maths
+ GCSE 4 in Business
(if studied)

Teacher contact:

Mrs M Boulton

Are you interested in:

- Understanding the environment in which businesses operate?
- Strategic business decisions?
- Influences on customer behaviour?
- Marketing and advertising?
- Setting up a business of your own?

Leading to a career in:

- Retail Management
- Financial Services
- Accountancy
- Marketing
- Human Resources

This subject goes well with:

- Media Studies
- Information Technology
- Geography

Exam Board:

Course Codes:
Extended Certificate
05835
Diploma 05837

Business (Level 3)

Business is a real-world subject. Whatever your choice of career, you need to understand the decisions businesses make. Cambridge Technicals contain a large coursework component. They are a recognised pathway into higher education and employment, combining well with a variety of other subjects. The course can be taken either as a 5 unit Extended Certificate (equivalent to one A-Level) or a 10 unit Diploma (equivalent to two A-Levels).

Course Content

Mandatory for the 5 and 10 Unit course:

The Business Environment

Topics include: functional areas; ownership; stakeholders; business plans; organisational structures; financial information and the external influences on business

Working in Business

Protocols, documents and methods of communication when working within a business

Customers and Communication

Influences on customer behaviour and communication in business

Marketing and Market Research

How to conduct market research and target customers

Principles of Project Management

Project planning; internal and external factors that impact on the process

Diploma students also take the following units:

- Business Decisions
- Marketing Strategy
- Marketing Campaign
- Change Management
- Delivering a Business Project

Assessment Criteria

Extended Certificate (One A-Level):
50% Coursework; 50% Exam

Diploma (Two A-Levels):
67% Coursework; 33% Exam

The qualifications are graded using a Pass, Merit, Distinction and Distinction* method (the UCAS points for a Distinction* are the same as an A* at A-Level)

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.

“I enjoy learning and doing group work with my classmates, because friendships have been created and we can now help each other, which is great.”
— Kyla Etheridge



Chemistry

Chemistry is called the 'central science' because it connects the sciences together and is essential for a variety of career paths. There are many jobs involving Chemistry, but even if you are looking in another field, the analytical and problem-solving skills you gain through the study of Chemistry are in high demand. Our course is designed to stretch and challenge all students; valuable transferable practical, analytical, evaluative and communication skills will be developed.

Course Content

Year 12

Students study the principles of physical, inorganic and organic chemistry and explore these through experimental work. Students study the relationships between atomic structure, chemical reactivity and patterns in the Periodic Table. Students also study the energetics and kinetics that govern chemical reactions. This leads to an introduction to organic chemistry, looking at groups of profitable chemicals, making models and constructing mechanisms.

Year 13

Students develop the Year 12 concepts further, looking in physical chemistry at thermodynamics, pH and fuel cells. Organic chemistry includes the study of aromatic compounds, proteins and DNA and spectroscopic techniques. Inorganic chemistry looks at transition metals, complex metal ions and anti-cancer drugs.

Practical endorsement component (awarded separately from A-Level):

A minimum of 12 practicals, completed and written up to an appropriate standard.

Assessment Criteria

A-Level: 100% examination. Three 2-hour written exams covering the whole two-year course, including practical skills, containing long, short and multiple choice questions.



“It's one thing to be told by the textbook that a reagent will react in a certain way, but being able to perform that experiment in real life makes it all the more interesting.”
— Adrian Ramirez-Valdez

A-Level

Subject requirements:

+ GCSE 6 in Maths
GCSE 6 in Chemistry
or 7/7 in Combined
Science

Teacher contact:

Miss C Lucas

Are you interested in:

- Practical chemistry?
- Applications of science?
- Problem solving?
- Scientific research?
- Laboratory work?

Leading to a career in:

- Chemistry and related subjects
- Chemical Engineering
- Medicine and related fields
- Veterinary Studies
- Biochemistry

This subject goes well with:

- Biology
- Physics
- Mathematics

Exam Board: AQA

A-Level: 7405

A-Level

Subject requirements:
+ GCSE 5 in History or English

Teacher contact:
Mrs C. Wheeldon

- Are you interested in:**
- History?
 - Literature?
 - Politics?
 - The development of societies and cultures?
 - Archaeology?

- Leading to a career in:**
- Law
 - Civil Service
 - Archaeology and Museums
 - Teaching and Research
 - Publishing

- This subject goes well with:**
- Latin
 - History
 - English Literature

Exam Board: OCR
Course Codes:
H408/11
H408/22
H408/34

Classical Civilisation

Classical Civilisation is the study of the fascinating history, culture and literature of both the Ancient Greeks and the Romans. Delve into The Iliad and The Aeneid, great epics full of war, heroes, love and loss; study Augustus’ creation of an imperial image in a fundamentally anti-monarchical society; explore the ancient Athenians’ world-famous democracy, a foundation stone of Western culture. All of these have had a profound impact on our world today. Students will develop key skills, such as careful analysis and evaluation through examination of ancient texts, art and archaeological evidence.

Course Content

- Year 12**
The World of the Hero: Homer’s *Iliad*
Culture and the Arts: Imperial Image
- Year 13**
The World of the Hero: Virgil’s *Aeneid*
Beliefs and Ideas: Democracy and the Athenians

Assessment Criteria

The A-Level is assessed through 100% examination.

Year 12
Internal examinations will take place to assess knowledge and understanding.

A-Level:
The World of the Hero (Iliad and Aeneid) 2 hours 20 minutes – 40% of A-Level
Culture and the Arts: Imperial Image 1 hour 45 minutes – 30% of A-Level
Democracy and the Athenians 1 hour 45 minutes – 30% of A-Level

“The course covers a range of topics, such as classical literature, history and politics. You find out about the foundations of our society and its influence on our culture today.”
— George Jossaume



Computer Science

The emphasis of this course is on abstract thinking, general problem solving and algorithmic and mathematical reasoning. The course develops students’ computational problem-solving ability. Students will also develop a range of skills, including high and low-level programming languages, network topologies, communication and Boolean algebra.

Course Content

- The course covers the following aspects of Computer Science:
1. Fundamentals of programming
 2. Fundamentals of data structures
 3. Fundamentals of algorithms
 4. Theory of computation
 5. Fundamentals of data representation
 6. Fundamentals of computer system
 7. Fundamentals of computer organisation and architecture
 8. Consequences of uses of computing
 9. Fundamentals of communication and networking
 10. Fundamentals of databases
 11. Big Data
 12. Fundamentals of functional programming
 13. Systematic approach to problem solving

Assessment Criteria

Paper 1: A 2-hour 30 minutes exam, covering topics 1–4 above (40% of A-Level)

Paper 2: A 2-hour 30 minutes exam, covering topics 5–13 above (40% of A-Level)

Coursework –
A practical programming project of own choosing (20% of A-Level)



“The course helped me control my lights, TV and sound system from Alexa and Siri. I enjoyed working with Engineering and Maths students to build and program a drone.”
— Billy Bromell

A Level

Subject requirements:
+ GCSE 7 in Maths, or GCSE 6 in Maths and 7 in Computer Science

Teacher contact:
Ms J Symonds

- Are you interested in:**
- Computer programming?
 - How the Internet works?
 - Solving problems?
 - Whether or not a problem can be solved?
 - Mathematical thinking?

- Leading to a career in:**
- Science
 - Engineering
 - Software Development
 - Information Technology
 - Computing

- This subject goes well with:**
- Mathematics
 - Physics
 - Economics

Exam Board: AQA
Course Code:
7517

AS Level

Subject requirements:
+ GCSE 5 in Maths

Teacher contact:
Miss S Barker

Are you interested in:

- Personal finance, eg budgeting, tax returns, interest, credit and loans?
- Analysing and evaluating data?
- Financial calculations and business modelling?
- Probability and estimation calculations?
- Sequences and growth scenarios in the natural world, science and technology?

Leading to a career in:

- Finance
- Cyber Intelligence
- Criminology
- Journalism
- Data Analysis and Statistics

This subject goes well with:

All subjects

Exam Board: OCR
Unit code: H866

Core Mathematics: Quantitative Reasoning

Core Mathematics is an exciting Mathematics qualification. It is the Maths you need to move on to independent living, as you think about leaving home and getting a job. Core Mathematics makes you more mathematically aware, more employable and less susceptible to the mathematical pitfalls of life. This course is ideal if you enjoy Maths (but are not taking the A-Level), and will support your other A-Level studies. It is widely welcomed by many universities, with some altering entry requirements for those with a high grade in this qualification. You can choose Core Maths alongside three or four other subjects.

Course Content

Core Maths builds on and extends GCSE Mathematics, with a sharper focus on problem-solving skills. Topics covered include Mortgages, Student Loans, Buying a Car, Managing Finances, Insurance, Medical Risk, Estimation, Business Planning and Spreadsheets. The skills taught support mathematical knowledge that is required in other A-Level subjects, such as Economics, Psychology, Sociology, Geography, Business, PE, History and Music.

The course covers:

- Statistics and algebra
- Probability and estimation
- Data analysis and modelling
- Sequences and growth
- Financial planning and management
- Collaborative problem-solving approaches and techniques
- Using technology and spreadsheets

Assessment Criteria

The course is assessed in two, 2-hour written examinations at the end of Year 13.



“Core Maths helped me with maths elements in my other subjects, such as standard deviation in Psychology. I found it really engaging, as all the topics had a real-life application.”
— Sophia Ali

Criminology

Criminology is the study of crime and criminals. This applied qualification will give you the opportunity to study different types of crime, why people commit crime, how the criminal justice sector works, and how policies can be implemented to try and reduce crime.

Course Content

Year 12 (Certificate)

Unit 1: Changing Awareness of Crime

Students develop an understanding of different types of crime, influences on perceptions of crime, and why some crimes are unreported. Students create their own campaign for change to raise awareness of unreported crimes.

Unit 2: Criminological Theories

Students gain an understanding of why people commit crime and how criminological theories impact policy making and the criminal justice system.

Year 13 (Diploma)

Unit 3: Crime Scene to Courtroom

Students acquire an understanding of the criminal justice system and the various organisations within it. Students learn about the legal process when investigating a crime (from crime scene to court room).

Unit 4: Crime and Punishment (synoptic)

Students acquire an understanding of agencies of social control within the criminal justice system, as well as models of punishment in England and Wales and how effective they are.

Assessment Criteria

Unit 1 and Unit 3 are assessed internally through controlled assessment (50%)

Unit 2 and Unit 4 are assessed externally through examination (50%)

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.



“I enjoy learning about theories of criminality, linking them to real world examples, and looking at the psychological mindset of famous criminals and their victims.”
— Finn Mangan

Level 3 Diploma

Subject requirements:
+ GCSE 5 in English

Teacher contact:
Miss K Sogi

Are you interested in:

- Crime in our society?
- Criminal behaviour and deviance?
- Why and how we punish people?
- Controlling criminality?
- How criminal theory influences social policy?

Leading to a career in:

- Police service
- Probation service
- Prison service
- Social work
- Social research

This subject goes well with:

- Sociology
- Psychology
- Politics

We advise against taking Criminology, Psychology and Sociology together, as it narrows academic scope.

Exam Board: WJEC

- Level 3 Applied Certificate in Criminology: 601/6249/1
- Level 3 Applied Diploma in Criminology: 601/6248/X

Subject requirements:

+ GCSE 4 in English Language + ONE of the following: creative writing piece (eg screenwriting); essay on a media text; film or TV review; audio-visual production (eg short film); print-based production (eg advert or poster); graphic design piece (eg album cover); web-based design or blog

Teacher contact:

Mr I Culley-Morgan

Are you interested in:

- Making your own content?
- Film?
- TV?
- Sound Design?
- Marketing?

Leading to a career in:

- Film
- Radio
- Television
- Journalism
- Teaching

This subject goes well with:

- English Language
- Business
- Film Studies

Exam Board: OCR

Digital Media

The Digital Media Extended Certificate is equivalent to one A-Level. With a strong emphasis on independence, you will develop confidence in working with your peers and in building industry connections. The Digital Media Diploma is equivalent to two A-Levels.

Focusing on independence, initiative and creativity, you will have an opportunity for hands-on learning through the production of audio-visual products. You will also develop skills and confidence in building connections with professionals in the media sector. Both the Extended Certificate and the Diploma courses develop an understanding of how a range of media products are made, from concept to realisation. Students on both courses learn how to work effectively in a production team.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work, and are recognised for UCAS tariff points.

Course Content

The Extended Certificate course provides the opportunity, through applied learning, to develop core principles and specialist knowledge and understanding required in the digital media.

The Diploma course develops an understanding of audiences and institutions through analysing professional products and industry processes, and through production of your own media products to reflect industry practices.

Assessment Criteria

Extended Certificate: 50% coursework and 50% exam

Diploma: 55% coursework and 45% exam

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.

“If you want confidence in life, the Digital Media course is the path. It gives you skills to communicate, create and produce.”
— Ester Rade



Drama and Theatre

A-Level Drama and Theatre offers a highly practical and challenging course of study, which fully prepares students for Higher Education. The specification is designed to promote an excellent balance between practical theatre making and the theoretical understanding of drama and theatre. In all performance assessments, students can be assessed on either acting or design.

Course Content

Year 12

Component 1: Performance Workshop

Students will study a text set by the exam board, and will then create a piece of theatre, where they reinterpret the original script using the ideas of a theatre practitioner, in order to make it relevant for a contemporary audience. Students will also produce a creative log, which documents the choices made during the rehearsal process. Assessed in the Spring Term.

Component 3: Text in Performance

Practical exploration and research of Component 3 texts in preparation for the exam in Year 13.

Year 13

Component 2: Text in Action

Students create, develop and perform two pieces of theatre based on a given stimulus and produce an evaluation of their work. Assessed in the Spring Term.

Component 3: Text in Performance

Sections A and B: Two exam questions, based on two texts, pre- and post-1956.

Section C: A series of exam questions based on a specified extract of text. Assessed in the Summer Term.

Assessment Criteria

Component 1:
Internally examined;
20% of qualification

Component 2:
Externally examined;
40% of qualification

Component 3:
2 hour 30 minutes written
exam; 40% of qualification



“I have loved developing my characterisation through research and work with my teachers. It has enabled me to become a more captivating actor.”
— Izzy Patmore

A-Level

Subject requirements:

+ GCSE 5 in Drama or English

Teacher contact:

Mrs M McIlwaine

Are you interested in:

- Performance?
- Working in groups in a creative context?
- Developing strong communication skills?
- Close textual analysis?
- Learning about how plays are structured?

Leading to a career in:

- Performance
- Theatre Production
- Stage Management
- Lighting and Set Design
- Arts Administration

This subject goes well with:

- English Literature
- Film Studies
- Psychology

Exam Board: Eduqas

A-Level: A690QS

Subject requirements:
+ GCSE 5 in Geography
and a 5 in a Science
subject

Teacher contact:
Mr C McConnaughie &
Miss S Makepeace

- Are you interested in:**
- Fossils?
 - Evolution of life on Earth?
 - Mass extinctions?
 - Plate tectonics, earthquakes and volcanoes?
 - The causes and effects of climate change?

- Leading to a career in:**
- Natural Hazard Management
 - Mining
 - Engineering Geology
 - Water Supply Management
 - Environmental and Land Management

- This subject goes well with:**
- Geography
 - Environmental Science
 - Chemistry

Exam Board: WJEC

Earth Science (Geology)

Geology is the 'Earth Science'. It is an accessible, practical and exciting science that involves the study of the Earth – its structure, the processes that form rocks, the role of plate tectonics in creating earthquakes and volcanoes, and the way fossils show how life has evolved on Earth. The course also covers long-term climate change, which sets an invaluable context to today's concerns about global warming. The course will develop the scientific knowledge and practical skills required to understand the different areas of Earth Science and how they relate to each other, including 'real-world' applications such as civil engineering, engineering geology, hydrogeology, mining geology and petroleum geology.

Course Content

- The A-Level includes the following components:
- Development of practical skills in Earth Science, including laboratory and fieldwork investigations
 - Minerals and rocks
 - Fossils and time
 - The structure of the Earth
 - Plate tectonics, geological structures and geohazards
 - Mining geology

- Engineering geology
- Quaternary Geology

Fieldwork

Geology is a practical course, offering opportunities to explore the subject outside the classroom.

We offer a one-day fieldtrip to Hunstanton in Year 12, and a residential visit to the Dorset Jurassic Coast in Year 13.

Assessment Criteria

The full A-Level course is assessed at the end of Year 13 by three synoptic examinations, totalling 6 hours. These include a range of question types, such as multiple choice, short answer and extended response answers.



“*Geology explores the physical aspect of Geography, providing an insight into how past events and processes might influence the future.*”
— Kristian Rogers

Economics

Technically, Economics is the study of how the forces of demand and supply allocate scarce resources, for consumers, firms and at national level. In practice, it includes all sorts of real issues, such as a tax on sugar, a minimum price for alcohol, the best way of reducing unemployment, whether income tax should be raised or cut and the impact of emerging markets such as India and Nigeria.

Students should both be able to write fluent essays and have a good grasp of numeracy. Quantitative skills are an essential aspect of the course, for example calculating and understanding ratios, fractions, percentages, index numbers, averages and graphs.

Course Content

Students will be introduced to the reasons why prices change, why markets don't always work and how and why governments then intervene, not always for the better! We also look at topics such as inflation, unemployment, international trade and economic growth, as well as discussing government policies such as taxation, keeping the economy growing and the Bank of England's role in setting interest rates.

As your understanding deepens, we will consider the application of economic concepts to the world economy, the behaviour of firms, and the labour market. You will discuss topics such as monopoly power, wage inequality, and bigger concerns such as inflation, the influence of China, developing economies, sustainability, globalisation, the EU and the Euro, as well as looking at the UK financial sector. All of this is in the context of differing approaches to policy making.

Assessment Criteria

100% examination, comprising multiple choice, data response and essay questions.



“*Economics has the most interesting lessons and explains so much of the world around us.*”
— Ella Heath

Subject requirements:
+ GCSE 6 in Maths and
5 in English

Teacher contact:
Mr N Weersing

Are you interested in:

- The financial impact of rising energy costs?
- The government's economic response to Covid-19 and Russia's aggression?
- Worldwide poverty and inequality?
- Current affairs and politics?
- Mathematical reasoning?

Leading to a career in:

- Management
- Financial Services
- Economic Analysis
- Civil Service
- Politics

This subject goes well with:

- Mathematics
- History
- Geography

Exam Board: EDUQAS

- A-Level: A520QSL
- Component 1 – A520U10
- Component 2 – A520U20
- Component 3 – A520U30

Subject requirements:
+ GCSE 5 in both
English Literature and
English Language

Teacher contact:
Mr P Wilson

Are you interested in:

- Reading?
- Analysing texts?
- Developing your own editorial and writing skills?
- Exploring the effective use of language?
- Learning about grammar and its usage?

Leading to a career in:

- Journalism and the Media
- Teaching
- Publishing
- Advertising
- Legal Profession

This subject goes well with:

- English Literature
- History
- Psychology

Exam Board: OCR

Course Code:
H470

English Language

English Language challenges students both to analyse texts and to write their own. In doing so, they develop their own original writing skills and the ability to analyse both written and spoken language varieties. Students are also encouraged to collect their own research data for highly rewarding individual projects.

Course Content

The first examined unit, 'Exploring Language', assesses students' ability to analyse 'real-world' texts – looking in detail at their lexical and grammatical choices in relation to contextual factors. Students will learn how to identify patterns in texts and to explore their effects on readers. This unit also involves students writing about topical language issues, such as how technology impacts on language, or how gender influences speech. Students also learn to compare and contrast texts from different non-fiction genres – including spoken transcripts featuring different accents and dialects.

The second unit, 'Dimension of Linguistic Variation', leads to students investigating how

children acquire language, how language is used in the media and how language has changed over the course of time. This analytical unit is also examined externally.

The coursework unit, 'Independent Language Research' is a fantastic opportunity for students to explore a topic of their own choice through their own collection of linguistic data. Topics might range from 'The Language of Barack Obama' to 'The Language of American Sitcoms'. This is a rewarding and motivating experience for students, as they transcribe and then analyse their own data. The project is accompanied by a piece of creative writing that students produce, which

turns the investigation into something more mainstream; it tests students' ability to distil the detail of their investigation into core features and findings.

Assessment Criteria

The A-Level is assessed through 80% examination and 20% coursework.



"I loved studying English and the structure of language at GCSE, but didn't want to focus on literature. English Language is a brilliant option, expertly taught."
— Adam Hunter

English Literature

The OCR English Literature course is academically challenging, highly rewarding and extremely popular. Students follow a lively and varied programme of study, with opportunities to read and discuss a wide range of texts, issues and authors.

Course Content

During your A-Level course, you will study a range of genres across different periods.

The first examined unit, entitled 'Drama and Poetry Pre-1900' involves the study of a Shakespeare play and the comparative study of drama and poetry produced pre-1900. Not only will students broaden their horizons in terms of the texts that they have read before, but they will learn the vital importance of the contexts surrounding these texts.

The second unit, 'Comparative and Contextual Study' invites students to become experts

in a specific period or genre of literature (such as American Fiction or The Gothic). In this unit, they will prepare to answer questions on key 'set texts' as well as an 'unseen' passage in their specialist topic area. They will also explore new ways of interpreting literature, such as Marxist and Feminist readings of texts.

The coursework unit of A-Level study is a fabulous opportunity for students to improve their close analysis skills, as well as their appreciation of 21st Century literature.

Assessment Criteria

The A-Level is assessed through 80% examination and 20% coursework.



"Not only is the course diverse, but you explore a variety of interpretations within each text, reconsidering initial impressions through class discussions and critical reading."
— Florence Wolter

Subject requirements:
+ GCSE 5 in both
English Literature and
English Language

Teacher contact:
Mr P Wilson

Are you interested in:

- Reading widely?
- Exploring and sharing ideas?
- Developing your analytical skills and essay writing?
- Discussing literary texts?
- Analysing Shakespeare?

Leading to a career in:

- Journalism
- Publishing
- Teaching
- Advertising
- Legal Professions

This subject goes well with:

- History
- English Language
- Drama and Theatre

Exam Board: OCR

Course Code:
H472

Subject requirements:

+ GCSE 5/5 in
Combined Science,
plus 5 in English

Teacher contact:

Mrs D Chadwick

Are you interested in:

- The sustainability of our planet?
- Investigating real-life case studies?
- Learning more about climate change?
- Researching the biological environment?
- Undertaking field work?

Leading to a career in:

- Zoology and Conservation
- Hydrology
- The Environment Agency
- Environmental Design and Green Technology
- Environmental Law, Science or Engineering

This subject goes well with:

- Geography
- Earth Science
- Biology

Exam Board: AQA

Environmental Science

Environmental Science is a highly relevant science option, ideal for anyone concerned with environmental issues, systems thinking and sustainability. Students who enjoy a multi-disciplinary approach to learning and have a keen interest in sustainability will find this subject engaging and thought provoking. Scientific research is a fundamental part of Environmental Science; good research skills are needed for collecting representative data to formulate reliable conclusions. Students acquire a range of field work skills, scientific knowledge and understanding, developing the ability to work with others. Students also gain an appreciation of work in the environmental sector, allowing for progression into further education, employment, or training.

Course Content

Two teachers teach the course to Year 12 and Year 13, with nine lessons per fortnight.

Topics include:

1. Biological environment
2. Physical environment
3. Energy resources
4. Biological resources
5. Pollution
6. Sustainability

Assessment Criteria

All topics are mandatory. Two three-hour external exams at the end of the two-year course.

Year 12

The physical and biological environments are covered with an internal exam at the end of the first year. Students are also required to complete 2–4 days of field work throughout the year.

Year 13

The remaining topics are covered in the second year.

“We learn how we can benefit from sustainable energy, discovering how the environment is affected by various issues, and how our generation can fix it.”
— Lucy Williams



Film Studies

Film Studies explores the dominant art form of the 20th Century. Jean-Luc Godard said, ‘Film is life 24 frames per second.’ We study that. You have an opportunity to develop a detailed knowledge and appreciation of how film makes meaning and generates responses. The course allows you to experience aspects of practical film making, including cinematography, editing and sound design, whilst encouraging appreciation of Hollywood cinema, silent film, experimental cinema, and key historical movements.

Course Content

The course covers a diverse range of films and documentaries. You will study independent and mainstream films from America, Britain and Europe, including topics on Hollywood 1930 – 1990, American film since 2005 and British film since 1995. You will also study global cinema, documentary, experimental film, and silent cinema.

There will be opportunities for you to explore filmmaking and screenwriting, with an emphasis on how films are designed, shot and edited.

Component 1 (Exam is 35% of the qualification)

Section A: Varieties of film and filmmaking, with a comparative study

Section B: US Independent Cinema

Section C: British Cinema

Component 2 (Exam is 35% of the qualification)

Global filmmaking; films from diverse, non-English language speaking cultures; silent cinema; experimental films like ‘Pulp Fiction’

Coursework (30% of the qualification)

Coursework provides opportunities for short-filmmaking and analysis

Assessment Criteria

70% of the course is examination assessed and 30% is coursework



“I have really enjoyed the mixture of theoretical and practical work, and the skills I have gained are invaluable. I hope to study Film at university.”
— Katie Langton

Subject requirements:

+ GCSE 5 in English
Literature

Teacher contact:

Mr I Culley-Morgan

Are you interested in:

- Film?
- Documentaries?
- Cinematography?
- Editing?
- Sound design?

Leading to a career in:

- Film
- Radio
- Television
- Journalism
- Teaching

This subject goes well with:

- English Literature
- English Language
- Photography

Exam Board:
WJEC/Eduqas

Subject requirements:
+ GCSE 6 in French

Teacher contact:
Mr J Sleightholm

- Are you interested in:**
- How language works?
 - Living or working abroad?
 - Social and cultural issues?
 - Communication?
 - Studying the literature and films of foreign cultures?

- Leading to a career in:**
- International Business
 - Travel and Tourism
 - Interpreting and Translating
 - Law
 - International Relations and Diplomatic Work

- This subject goes well with:**
- History
 - Economics
 - English Literature

Exam Board: Edexcel
French (9FR0)

French

The course develops your listening, speaking, reading and writing skills, as well as your general knowledge of the countries where the language is spoken. You will develop these skills through researching and discussing topics in written and spoken language.

Course Content

Two teachers teach the course to Year 12 and Year 13, with nine lessons per fortnight. You will also have an hour of speaking a fortnight with our French Foreign Language Assistant.

Year 12

We cover the following topics:

- Family
- Education
- Work
- Music
- Media
- Festivals

You will also study a French film ('Intouchables' dir. Olivier Nakache & Éric Toledano).

The oral exam consists of a response to a stimulus card on two of the topics you have studied.

Year 13

We cover the following topics:

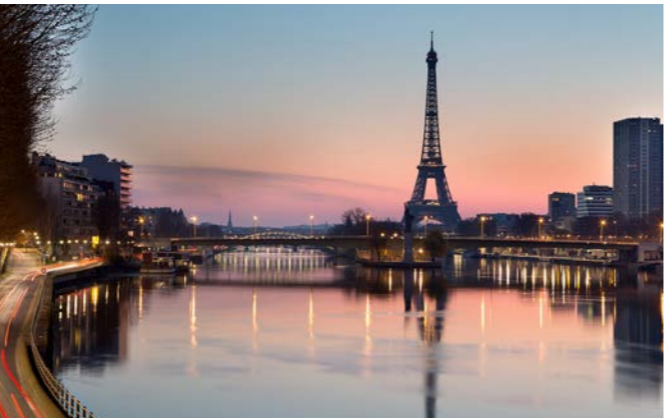
- Immigration
- France in WW2—the Occupation, the Vichy regime and the Resistance
- You will also study a French book ('L'Étranger' by Albert Camus).

The oral exam consists of an independent research project on a topic of your choice and a response to a stimulus card on two of the topics you have studied.

Assessment Criteria

The A-Level is assessed through 30% Speaking, 40% Reading and Listening, 30% Writing and Translation.

“Studying French allows you to formulate and communicate your opinions of current issues. Language learning sets you apart from other students, as it is such a lifelong, valuable skill.”
— Daisy Alcoe



Further Mathematics

The Further Mathematics course covers both A-Level Mathematics and A-Level Further Mathematics. It extends the understanding gained in A-Level Mathematics to higher levels, as well as exploring new topics, such as imaginary numbers. It is advantageous to students considering studying Mathematics at university. Also, students wishing to study Physics or Engineering will benefit from meeting the Mathematics they might need at this stage of their education. Students who select A-Level Further Mathematics as one of their choices should not select A-Level Mathematics as well, as A-Level Mathematics is incorporated into the Further Mathematics course. Please note that A-Level Further Mathematics counts as a double subject (two A-Levels).

Course Content

Year 12

The course will introduce topics that are not covered in the regular Mathematics A-Level, with an emphasis on logical deduction, constructing mathematical arguments and proof. New content here will include complex numbers and matrices, as well as proof by induction. The course will also introduce new statistical processes.

Year 13

In Year 13, some ideas met in Year 12 are extended. This includes further complex numbers and matrices. New integration techniques are also taught here. In addition, the modelling techniques used in the statistics and mechanics section of the Maths A-Level are refined and extended, and new ideas fundamental to undergraduate Mathematics are explored.

Assessment Criteria

All content is assessed at the end of the course in four written examinations, in addition to the three examinations for A Level Maths. There is no coursework element.



“Further mathematicians are taught together, allowing us to work at a faster pace with like-minded people. This creates a cohesive and supportive atmosphere.”
— Rosie Chen

Subject requirements:
+ GCSE 8 in Maths

Teacher contact:
Mrs S Mortimer Billings

- Are you interested in:**
- The language of the universe?
 - How real-life situations are modelled with Mathematics?
 - How decisions are made based on statistics?
 - Computer programming?
 - Mathematics for its own sake?

- Leading to a career in:**
- Economics and Finance
 - Computing
 - Medicine
 - Statistical Research
 - Engineering

- This subject goes well with:**
- Physics
 - Biology
 - Computer Science

Exam Board: MEI B
(Examined through OCR)

A-Level

Subject requirements:
+ GCSE 5 in Geography (or another Humanities subject, if Geography not studied at GCSE), and 5 in English and Science

Teacher contact:
Miss S Makepeace

- Are you interested in:**
- The challenges facing the environment?
 - Understanding the concept of place?
 - The pressures and opportunities of populations?
 - The impact of natural hazards on society?
 - Fieldwork and research?

- Leading to a career in:**
- Conservation
 - Travel and Tourism
 - Meteorology and Climatology
 - Geomorphology
 - Hazard Management

- This subject goes well with:**
- Earth Science (Geology)
 - Economics
 - Environmental Science

Exam Board: AQA
A-Level: 7037

Geography

Geography is the study of the world around us and the human impact upon it. It considers the physical and human influences that shape and style our world. The course offers the opportunity to exercise and develop geographical skills, including observation, measurement, and geospatial mapping skills, through a range of case studies and fieldwork.

Course Content

- Year 12**
- Water and Carbon Cycles
 - Coastal Landscapes
 - Population and the Environment
 - Changing Places
 - Geographical Skills
- Year 13**
- Natural Hazards
 - Global Systems and Global Governance
 - Geographical Fieldwork Investigation (NEA)

To meet the demands of the specification and support the NEA, four days of fieldwork will be undertaken during Year 12. This will involve a day at the River Rib to carry out river studies, and two days in Saffron Walden/Cambridge to investigate changing places. Towards the end of Year 12, students will visit Epping Forest to study water and carbon cycles and to undertake essential skills in data collection for their NEA.

Assessment Criteria

Year 12: An internal examination will take place to assess knowledge and understanding.

A-Level: 80% examination with two 90-minute exams, one on physical and one on human geography, each worth 40% of the full A-Level.

There will then be a 4,000-word geographical fieldwork investigation, contributing to 20% of the full A-Level.



“In light of disasters such as the European migration crisis and climate change, Geography is both relevant and interesting to study at A-Level.”
— Thomas O'Brien

German

The course develops your listening, speaking, reading and writing skills as well as your general knowledge of the country where the language is spoken. You will develop these skills through researching and discussing topics in written and spoken language.

Course Content

Two teachers teach the course to Year 12 and Year 13, with nine lessons per fortnight. You will also have an hour of speaking a fortnight with our German Foreign Language Assistant.

- Year 12**
- We cover the following topics:
- Environment
 - Education
 - Work
 - Music
 - Media
 - Festivals

You will also study a German film ('Goodbye, Lenin!' dir. Wolfgang Becker).

The oral exam consists of a response to a stimulus card.



- Year 13**
- We cover the following topics:
- Immigration
 - The Reunification of Germany – life in the DDR before reunification, key events leading up to reunification, life after reunification

You will also study a German novel ('Der Vorleser' by Bernhard Schlink).

The oral exam consists of an independent research project on a topic of your choice and a response to a stimulus card on two of the other topics you have studied.



Assessment Criteria

The A-Level is assessed through 30% Speaking, 40% Reading and Listening, 30% Writing and Translation.

“I really enjoy the enthusiasm in the classroom, and everyone is eager to learn. The teachers are very kind and understanding, especially when dealing with harder topics.”
— Joanna Czarnocka

A-Level

Subject requirements:
+ GCSE 6 in German

Teacher contact:
Miss C Hall

- Are you interested in:**
- How language works?
 - Living or working abroad?
 - Social and cultural issues?
 - Communication?
 - Studying the literature and films of foreign cultures?

- Leading to a career in:**
- International Business
 - Travel and Tourism
 - Interpreting and Translating
 - Law
 - International Relations and Diplomatic Work

- This subject goes well with:**
- History
 - English Literature
 - Politics

Exam Board: Edexcel
German (9GN0)

Level 3 Extended Certificate (Single Award)

Subject requirements:

- + GCSE 4 in English
- + 4 recommended in Science
- + 4 in Health & Social Care (if studied at GCSE)

Teacher contact:

Miss C Miller

Are you interested in:

- Who is responsible for the quality of care in public services?
- The importance of individual needs and choice in care provision?
- Supporting people to live with long-term conditions?
- How social media has influenced attitudes to health care?
- Ensuring equal and fair access to health and social care services?

Leading to a career in:

- Nursing, Midwifery and Paramedicine
- Occupational Therapy
- Early Years Teaching
- Social Work
- Police

This subject goes well with:

- Sociology
- Criminology
- Sport

Exam Board: OCR

Course Codes:
05830
05831
05832
05833

Health and Social Care

This course introduces knowledge needed by practitioners in the Health, Early Years Education and Social Care sectors. Students explore settings and services, analyse how these meet the needs of client groups, and analyse how legislation protects the rights of vulnerable groups. Students also discuss current social problems and learn how historic cases have helped inform modern provision.

Course Content

Exam Units

Year 12

- Equality, diversity and rights
- Health, safety and security in health and social care settings

Year 13

- Anatomy and physiology

Coursework Units

Year 12

- Communication and relationship building in health and social care settings

Year 13

- Supporting people living with long term conditions
- Public health

Assessment Criteria

3 internally assessed units and 3 external exams over 2 years. Exams and coursework in January and May.

Each unit is graded at a Pass, Merit or Distinction. Points from each unit are combined for the overall grade.

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.

“I have gained theoretical understanding and the ability to analyse the UK’s healthcare system, making me well equipped to confidently pursue a career in nursing.”
— Tilly Macgiffin



History

History challenges students to analyse the cause and consequences of significant historical events and developments over time. It also assesses a student’s ability to evaluate primary source material and claims made by historians. You will have the opportunity to engage deeply with historical developments and debates and to carry out your own investigations.

Course Content

The following units are studied:

Unit 1 Breadth Study: Tsarist and Communist Russia, 1855–1964

Year 12: Tsarism in crisis and the Russian Revolutions. 1855 – 1917

Year 13: The establishment of the Communist dictatorship under Lenin, Stalin and Khrushchev. 1917 – 1964

Unit 2 Depth Study: The Wars of the Roses, 1450 – 1499

Year 12: The fall of the House of Lancaster. 1450 – 1471

Year 13: The fall of the House of York. 1471 – 1499

Unit 3 Independent Investigation

c.100-year investigation of Imperial, Weimar and Nazi Germany. c.1848 – c.1945, focussing on one of the following topics:

- Developments in the status of women
- Anti-Semitism
- The development of nationalism

OR c.100-year investigation on inequality experienced by African Americans and the advancement of civil rights in the period c.1865–c.1965

OR another topic of choice (subject to approval)

Assessment Criteria

Year 12

Internal examinations will take place to assess knowledge and understanding.

Year 13

Unit 1: Examination of 2 hours 30 minutes (40%)

Unit 2: Examination of 2 hours 30 minutes (40%)

Unit 3: Coursework (20%)



“There is an enormous range of topics, which keeps you interested. You learn about history from different perspectives, and question the causes and consequences of events.”
— Chris Bogg

A-Level

Subject requirements:

+ GCSE 5 in History and English

Teacher contact:

Mrs J Hesketh

Are you interested in:

- Analysing information?
- Discussion and debate?
- Research?
- Independent reading?
- Evaluating evidence?

Leading to a career in:

- Law
- Management Consultancy
- Business
- Government
- Media

This subject goes well with:

- English Literature
- Politics
- Economics

Exam Board: AQA

A-Level: 7042

BTEC Level 3
(Single)

Subject requirements:
+ GCSE 4 in English and Maths
+ 4 in Computer Studies (if studied at GCSE)

Teacher contact:
Ms J Symonds

- Are you interested in:**
- How computers are used in the business environment?
 - How social media works in the business world?
 - Website development?
 - Management of data?
 - Understanding the use of cloud technologies?

- Leading to a career in:**
- Business
 - Games Design
 - Website Design
 - IT Consultancy
 - Marketing

- This subject goes well with:**
- Business
 - Media Studies
 - Digital Media

Exam Board: Edexcel
A-Level (Single):
BTEC National Level 3
Extended Certificate

Information Technology

The Single Award course for Information Technology consists of four units and is equivalent to an A-Level at the end of Year 13. It is also possible to achieve a Certificate in IT at the end of Year 12. This is equivalent to half an A-Level and carries UCAS points, making it a great option as a fourth subject.

Course Content

- Year 12**
- You will study the two following units during Year 12:
- Unit 2: Creating Systems to Manage Information**
- During this unit you will learn how to normalise data and build database systems using Microsoft Access.
- Unit 3: Social Media in Business**
- You will look at different applications and how businesses use them for promotion and customer service. You will carry out a social media campaign and analyse how effective it was. There are opportunities to work with real clients, which is a great experience.

- Year 13**
- During Year 13 you will study:
- Unit 1: Information Technology Systems**
- This unit covers fundamentals of computing, cyber security, laws surrounding computing, how computers work.
- Unit 6: Website Development**
- You will learn the principles surrounding interface design, and factors affecting website performance. You will gain skills to build interactive webpages, learning basic HTML, JavaScript and CSS. You will create web pages, putting these skills into practice.

Assessment Criteria

The assessment includes a range of teacher marked coursework assignments, exam board set tasks, and written exams.

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.



“I enjoyed constructing a database and learning about normalising data. We discussed information collected about users on social networking sites like Facebook and Twitter.”
— Will Morrow

Latin

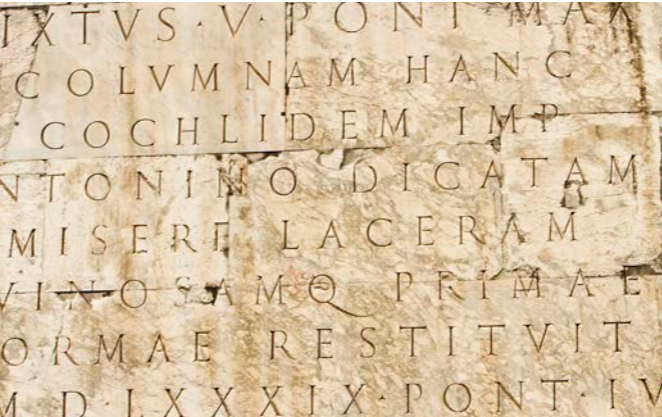
Studying Latin presents the unique opportunity to expand your knowledge of the language, literature and culture of the fascinating ancient world. We read a range of Latin texts from renowned Roman writers, including Cicero, Virgil, Livy and Ovid. This allows us to delve into the intriguing epics, poetry, politics and history of the Romans. The course helps students develop highly valued transferable skills, such as keen analysis, problem solving and attention to detail, making the study of Latin very worthwhile.

Course Content

- Year 12**
- Translation and prose composition
 - Cicero, Pro Caelio, 51–58, 61–68
 - Virgil, Aeneid Book 2, 40–249
- Year 13**
- Translation (Livy and Ovid) and prose composition
 - Pliny, Letters 1.9, 3.16, 4.2, 4.19, 8.8, 8.16, 8.17, 9.6
English: Pliny, Letters 1.12, 2.6, 2.20, 3.14, 5.8, 7.5, 9.12
 - Ovid Fasti 2 267–358, 685–852
English: Fasti Book 2

Assessment Criteria

- The A-Level is assessed through 100% examination.
- Year 12**
- Internal examinations will take place to assess knowledge and understanding.
- A-Level**
- Unseen Translation (one prose and one verse text): 1 hour 45 minutes – 33% of A-Level
 - Prose Composition or Comprehension: 1 hour 15 minutes – 17% of total A-Level
 - Prose Literature: 2-hours – 25% of A-Level
 - Verse Literature: 2-hours – 25% of A-Level



“I have really enjoyed studying Latin. I now appreciate the influence Roman language and culture has had, from Maths to Modern Languages and Literature.”
— Gracie Adam

A-Level

Subject requirements:
+ GCSE 6 in Latin

Teacher contact:
Mrs C Wheeldon

- Are you interested in:**
- The Ancient World?
 - Languages (ancient and modern)?
 - Literature?
 - Culture and history?
 - The challenges of translation?

- Leading to a career in:**
- Law
 - Politics
 - Journalism
 - Foreign Office
 - Teaching and Research

- This subject goes well with:**
- Classical Civilisation
 - Modern Foreign Languages
 - English Literature

Exam Board: OCR
A-Level: H443

Subject requirements:
+ GCSE 7 in Maths

Teacher contact:
Mrs S Mortimer Billings

- Are you interested in:**
- The language of the universe?
 - How real-life situations are modelled with Mathematics?
 - How decisions are made based on statistics?
 - Computer programming?
 - Mathematics for its own sake?

- Leading to a career in:**
- Finance and Economics
 - Computing
 - Medicine
 - Architecture
 - Statistical Research

- This subject goes well with:**
- Physics
 - Biology
 - Computer Science

Exam Board: MEI B
(Examined through OCR)

Mathematics

Mathematics has developed over time as a means of solving problems and as an academic discipline to be studied for its own sake. Mathematics can stimulate moments of pleasure and wonder, when you solve a problem for the first time, discover a more elegant solution, or notice hidden connections. It is important not just to understand how, but also why we spend so much of our time delving into the depths of Mathematics.

Course Content

Year 12

The course consists of a mixture of Pure Mathematics and Applied Mathematics. The Pure units are made up of Algebra, Sequences and Series, Calculus, Coordinate Geometry, Trigonometry and Exponentials and Logarithms. The applied units include new statistical techniques and modelling of physical systems.

Year 13

In Year 13, we explore some of the Pure topics of Year 12 in greater depth. We start to investigate the fundamental rules of Calculus, such as the Chain Rule and Product Rule. Also, new topics such as Vectors and Numerical Methods are introduced. Students spend time developing more sophisticated techniques in Applied Statistics and Mechanics. We complicate our methods for our applied areas, to make them more representative of the real-life situations we are trying to model. This is a big step up from Year 12, but one which our students thoroughly enjoy.

Assessment Criteria

All content is assessed at the end of Year 13 in three written examinations.

“The teachers care about your progress and make learning as fun as possible. They always take time out of their day to help you excel.”
— Joe Stride



Media Studies

Media Studies is ‘the ability to create, use, analyse and understand media products, within the context of their audiences and institutions.’ There will be opportunities to produce your own media products, such as music videos and print artefacts, as informed by your knowledge and understanding. There will be an emphasis on how media texts represent and position audiences. You will analyse a variety of media texts, including independent and mainstream, as well as media texts produced before 1970.

Course Content

- The course covers a variety of topics, including:
- Advertising & Music Video (unseen extract)
 - News in the Online Age
 - Media in the Global Age

You will be required to produce a cross-media product in response to a set brief, combining audio-visual and print-based work.

Component 1 (Exam is 35% of the qualification)

Section A: Knowledge and understanding of Media language and representation, partly in response to an unseen text.

Section B: Focus on Media industries, including Film, Advertising, Newspapers, Radio and Video Games.

Component 2 (Exam is 35% of the qualification)

Media Forms and Products, with a focus on TV in the Global Age, Magazines and Media in the Online Age.

Coursework (30% of the qualification)

Work on a cross-media production, based on a set brief.

Assessment Criteria

70% of the course is examination assessed and 30% is coursework.



“This course gives you the freedom to be creative with practical work. I have come to appreciate the media industry from an entirely new perspective.”
— Emily Purkiss

Subject requirements:
+ GCSE 5 in English Language

Teacher contact:
Mr I Culley-Morgan

- Are you interested in:**
- Film?
 - TV?
 - Print media?
 - Video games?
 - Online content?

- Leading to a career in:**
- Film
 - Radio
 - Television
 - Journalism
 - Teaching

- This subject goes well with:**
- English Language
 - Photography
 - Film Studies

Exam Board: WJEC

Subject requirements:

- + GCSE 5 in Music
- + Grade 5 on an Instrument + Grade 5 in Theory

Teacher contact:

Miss C Law

Are you interested in:

- Performance?
- Composition?
- Analysis?
- Listening?
- Understanding music?

Leading to a career in:

- Performance
- Teaching
- Music Production and Management
- Publishing and Journalism
- Arts Administration

This subject goes well with:

All subjects

Exam Board: WJEC

A-Level: A660QSL

Music

Music is a subject with numerous transferable skills, popular with universities and employers alike. On this course, you will compose, perform and analyse music to broaden your understanding of how music works. All students are expected to engage fully with performance opportunities in the department. Students may also apply for our Music Academy and follow a special programme alongside their normal studies; a weekly timetabled Academy session covers all instruments and voices in classical and other idioms. Additional Academy opportunities include ensemble playing, composition and conducting.

Course Content

Year 12

Composing and Performing make up 60% of the course content. The remaining 40% is the Appraisal Component on the Development of the Symphony from 1750–1830. This unit also focusses on jazz and music of the Twentieth Century.

Year 13

You can adjust the balance of Performance and Composition to suit your interests and skills; one must be 35% and the other 25% of the final submission. The Appraisal part of the course is assessed by a traditional exam, which includes questions on prepared and unseen musical extracts and scores. It extends the study of both the Symphony and Jazz/C20.

Assessment Criteria

Your grade is based on individual and ensemble performances, composition, and developing and demonstrating musical understanding through close analysis.

“

I'm really enjoying this course as it's great to meet like-minded people. Also, the smaller class size allows for more 'one-on-one' tuition."

— Luke Lawlor



Music Technology

The Music Technology course is a challenging and exciting specification, designed to introduce you to the skills and knowledge you need to work in the music industry. This new specification places an emphasis on the practical techniques – both creative and technical – of working with music technology, as well as helping you to master the underlying theory.

Course Content

You will study recording and production techniques, the principles of sound and audio technology, and the development of recording technology. Both Year 12 and Year 13 complete the following components:

1. Recording (20%)
2. Composition (20%)
3. Listening and Analysing (25%)
4. Producing and Analysing (35%)

Assessment Criteria

In Year 13, there are two 'non-examined assessment' projects and two exams.

Non-Examined Assessment

You will produce a high-quality audio recording in our studio in Saffron Hall, as well composing an original piece of music using synthesis and sampling techniques in our iMac suite.

Exams

The first exam focuses on listening skills, including identifying and commenting on the choices made by the producers and technicians of unfamiliar recordings. The second exam is practical: you will edit and manipulate audio and MIDI files, demonstrating your mastery of the software.



“

Easy access to Saffron Hall provides a great opportunity for practical experience, and builds solid foundations on which to develop skills."

— Ashton Fox

Subject requirements:

- + GCSE 5 in Music or equivalent (eg Grade 6+ in an instrument; Music Technology or Music Production qualification; demonstrable Music Production skills)

Teacher contact:

Mr E Reed

Are you interested in:

- Music technology?
- Composing music?
- Recording techniques?
- Popular music?
- Demonstrating your musical understanding?

Leading to a career in:

- Media composing
- Music production
- Recording engineering
- Arts management
- Musician

This subject goes well with:

- Music
- Maths
- Physics

Exam Board: Edexcel

A-Level: 9MT0

A-Level

Subject requirements:

+ GCSE 6 in English, 5 in Maths and 6 in Religious Studies (if studied)

Teacher contact:

Miss E Carne & Mrs A Popple

Are you interested in:

- What you can be certain of?
- Does anything else exist?
- What does it mean to be good?
- Do other people see things the way I do?
- The nature of a supreme being?

Leading to a career in:

- Law
- Journalism
- Education
- Civil Service
- Social Services

This subject goes well with:

- History
- Mathematics
- Psychology

Exam Board: AQA

A-Level: 7172

Philosophy

Philosophy means the love of wisdom. It is the activity of seeking out truth regarding ultimate questions on life. In Philosophy we consider how others have answered these questions. We assess their answers, before making judgements about the most likely solutions to some of the big questions of existence.

Course Content

Year 12

There are two compulsory units focussing on two of the biggest foundational ideas in Philosophy and introducing the skills of logical analysis.

Section A: Epistemology asks the question: 'What can we know?' This includes how we acquire knowledge, the relationship between truth, belief and justification, and whether we can ever be certain of anything.

Section B: Moral Philosophy asks the question: 'What is the good?' It examines whether moral truths can even be known. We consider the meaning of ethical language like 'good' and 'evil'; the philosophical approaches of Kant, Aristotle and Bentham; and contemporary moral debates.

Year 13

Two further compulsory units focussing on metaphysics, which asks us to consider the nature of existence.

Section C: Metaphysics of God asks the questions: 'What do we mean by God?' and 'Does God exist?'

We consider arguments that attempt to use reason to prove God's existence, including the ontological argument and cosmological argument, as well as considering what religious language means.

Section D: Metaphysics of Mind asks the question: 'What is the connection between our mental states and our physical body?'

Considering key scholars like Descartes, we consider if we can know other people have the same experience as us, if the mind is connected to the brain, and whether we can talk meaningfully about mental states.

Assessment Criteria

A-Level: Two 3-hour exams

"I enjoy open discussion and debate, but after doing Philosophy for just one term I have greatly developed my ability to think for myself. This subject really encourages open-mindedness."
— Joseph Preston



Photography

Photography is an artistic and technical subject that develops your creativity and practical skills. It helps you to expand your imaginative capacity and technical knowledge; the course will challenge your intellectual and analytical ability. Year 12 runs as a foundation year to build knowledge and skills, with the A-Level following on in Year 13. Across the two years, there are a total of four components of work. Students produce a portfolio of coursework material, which exemplifies work carried out during the A-Level course. Students will also sit a controlled test in both Year 12 and 13.

Course Content

Year 12

Component 1: Coursework 'Portfolio' (September to February) – analogue and digital processes.

Component 2: Internally set assignment, preparatory work from February onwards, plus a ten-hour examination.

Year 13

During the A-Level course you will undertake a 'Personal Investigation' that allows you to explore in depth a theme, concept or idea of your choice, including a compulsory 1,000 – 3,000 word written assignment.

Component 1: 60% of total A-Level – Personal Investigation (September – February)

Component 2: 40% of total A-Level – A-Level externally set assignment, preparatory work from February onwards, plus a fifteen-hour examination.

Assessment Criteria

Assessment Objective 1: Developing ideas/using reference/sustainment

Assessment Objective 2: Experimentation/reflection/technical expertise

Assessment Objective 3: Recording/ research/ observations

Assessment Objective 4: Personal response



"Photography has made me more confident in my work and developed my analytical skills. Working independently, whilst still guided, has allowed individual expression throughout the course."
— Caitlin Baker

A-Level

Subject requirements:

+ Application by Letter (see Sixth Form area of SWCHS website), + Interview with any existing Photographic work/Art Portfolio to show at interview (eg in a sketchbook and/or Powerpoint presentation, one image per slide)

Teacher contact:

Miss S Adams

Are you interested in:

- Using a 35mm film camera and digital SLR?
- Using a darkroom?
- Photoshop digital skills?
- Studio lighting?
- Visiting art galleries?

Leading to a career in:

- Commercial Photography
- Art Direction/Digital Media
- Digital Manipulation
- Lighting/Filming (TV, Theatre, Film)
- Photo Journalism

This subject goes well with:

- Media Studies
- Film Studies
- Art and Design

Exam Board: AQA Endorsed

A-Level: 7206/C and 7206/X

Subject requirements:
+ GCSE 6 in a Science subject and preferably a 6 in PE (if studied)

Teacher contact:
Miss K Naylor

- Are you interested in:**
- Sport in all its forms?
 - Analysing and improving performance?
 - Performing practically?
 - Coaching?
 - Improving health and fitness in the community?

- Leading to a career in:**
- Sport Science
 - Physiotherapy
 - Personal Trainer
 - Sports Journalism
 - Teaching

- This subject goes well with:**
- Biology
 - Psychology
 - Business

Exam Board: AQA
A-Level: 7582

Physical Education

This course covers a diverse range of topics. You will discover how the body works, learn about the health benefits of physical activity and how performance can be enhanced, analysed and monitored. You will study sport psychology, nutrition, injury prevention and management, and the sports industry.

Sport and Fitness is a fast-growing business. Whether your goal is working for a football club, becoming a personal trainer, or training to be a physiotherapist, there are multiple career opportunities. PE goes well with other subjects; for a career in PE, you might also consider taking Biology or Psychology.

Course Content

Year 12

Factors affecting participation in sport

Section A: Applied physiology

Section B: Skill acquisition and sport psychology

Section C: Sport and society

Year 13

Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport, society and technology in sport

Assessment Criteria

The A-Level Physical Education is 70% theory and 30% non-exam assessment (practical performance), of which 15% is based on students assessed in the role of player/performer or coach, and 15% is analysis and evaluation of performance.

Practical/Coaching Examination: A combination of multiple choice, short and extended questions.

Activities for assessment: Boxing, Football, Athletics, Badminton, Basketball, Canoeing, Cricket, Cycling, Dance, Diving, Golf, Gymnastics, Handball, Hockey, Equestrian, Kayaking, Lacrosse, Netball, Rock Climbing, Rowing, Rugby, Skiing, Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining, Volleyball.

Students are assessed as a player or coach in the full-sided version of one activity (15%) Written/verbal analysis of performance (15%).



“I really enjoy the variety of topics, from human anatomy to the psychological side of physical activity. It is applicable to real life and links well to multiple subjects.”
— Ben Roberts

Physics

Physics asks ‘why’ relentlessly. Physicists do not accept things at face value; they insist on digging deeper, uncovering the real fundamentals of Science, and when we say the fundamentals, we mean nothing less than the frontiers of human understanding. Physicists relish the questions that cannot be answered easily. We scrutinise the very small (as witnessed by the experiments at the Large Hadron Collider in Switzerland), and we grapple with incomprehensible scale as we painstakingly map the universe itself. This curiosity has led to huge technological advances that continue to radically change our lives — mobile phones, 3D medical scanning, the Internet...

Course Content

The course covers a wide field of Physics topics, including quantum behaviour, fields, nuclear physics, astrophysics, thermodynamics and motion analysis. While the course has no coursework element, with the assessment being 100% examined, practical work is still core to our teaching. Students are given a teacher-assessed endorsement of their practical skills and their knowledge of mandatory experiments from the specification is tested in their exams. Mathematical questions make up at least 40% of the A-Level assessment, so choosing Physics and Maths together is a very strong option choice.

Assessment Criteria

Students take two internal papers at the end of Year 12, covering all the year's material. At the end of Year 13, students take three papers that cover the full content of the two year course. These three papers provide the full A-Level grade.



“Physics was my last option, but the course is so stimulating it is now my favourite subject. I am looking to study it at University.”
— Tom Farmer

Subject requirements:
+ GCSE 7 in Maths. GCSE 6 in Physics or 7/7 in Combined Science

Teacher contact:
Mr C Holman

- Are you interested in:**
- Fundamental questions?
 - Intellectual challenge?
 - Experimental work?
 - Problem solving?
 - Showing universities and employers you don't shy away from a challenging A-Level?

- Leading to a career in:**
- Physics
 - Medicine
 - Engineering
 - Architecture
 - Computing

- This subject goes well with:**
- Mathematics
 - Chemistry
 - Computer Science

Exam Board: OCR Physics A
A-Level: H556

Subject requirements:
+ GCSE 5 in English
and 5 in a Humanities
subject

Teacher contact:
Mrs J Hesketh

Are you interested in:

- Law?
- Civil Service?
- Local Government?
- Media Management?
- Politics?

Leading to a career in:

- Finance
- Media
- International Relations
- Civil Service
- Local Government and Planning

This subject goes well with:

- History
- Geography
- Economics

Exam Board: AQA

Politics

On this course, you will study the workings of government and political culture in the United Kingdom and the United States. You will situate these core topics in the wider global context. You will also study political ideas such as liberalism, conservatism, socialism and nationalism. The course analyses current events, issues, controversies and scandals in conjunction with political theory and historical developments. Every day, Downing Street and the White House, Parliament and Congress, Fleet Street and Wall Street will raise important issues for debate.

Course Content

Unit 1: Government and Politics of the UK

- The nature and sources of the British Constitution
- The structure and role of Parliament
- The Prime Minister and Cabinet
- The judiciary
- Devolution
- Democracy and participation
- Elections and referendums
- Political parties
- Pressure groups
- The European Union

Unit 2: Government and Politics of the USA and Comparative Politics

- The legislative branch of government: Congress
- The executive branch of government: President
- The judicial branch of government
- The electoral process and direct democracy
- Political parties
- Pressure groups
- Civil rights

Students will use the above theoretical approaches to

analyse key similarities and differences between the USA and UK, and evaluate the extent to which they explain these similarities and differences.

Unit 3: Ideologies

- Liberalism
- Conservatism
- Socialism
- Nationalism

Assessment Criteria

100% examination for A-Level



“Exploring current affairs and their significance in the wider political context leads to greater understanding and generates thoughtful discussions and debates.”
— Callum Parris

Product Design

Product Design allows students to experience the design and manufacture of innovative and personalised products. You will solve real-life design problems and research, design and model your ideas in tasks linked to the real world of commercial design.

Course Content

Year 12

You learn communication and presentation skills, advanced drawing techniques and how to use CAD programs and workshop equipment. Your main project develops these core skills.

Project Information:
Based on a real design issue involving key aspects of the design process:

- Discovering main design requirements
- Researching these design requirements
- Problem solving skills
- Generating ideas
- Development and prototyping
- Manufacturing an outcome

Theory and Maths is also taught throughout the year.



Year 13

You will undertake a substantial 'design, make and evaluate' project study. You will be expected to build on skills acquired from Year 12 projects and develop a unique product that solves a real design problem for a real client. The design focus has real commercial use with a real client, simulating design in industry.

Possible project themes:
Storage solutions, furniture (outside and inside applications), casing, sports equipment, music equipment.

Exam assessment will be at the end of this year. You will continue to learn core theory and receive focused revision sessions closer to the examination.



Assessment Criteria

Component 1: Principles of Design and Technology

Written examination: 2 hours 30 minutes (50% of the qualification)

Students cover core theory throughout the course. The exam is at the end of Year 13.

Component 2: Independent Design and Make Project

50% of the qualification. This component allows flexibility to choose an area of design. Coursework starts at the end of Year 12 and is assessed at the end of Year 13.

“I enjoy using CAD programmes such as SketchUp and Photoshop the most. They are used when we are able to create ideas and start to design things ourselves.”
— Oscar Wilson-Toy

Subject requirements:
+ GCSE 5 in a Design
& Technology subject,
English & Maths

Teacher contact:
Mr D Bennett

Are you interested in:

- Practical making skills?
- Using CAD software?
- Traditional drawing techniques?
- Working properties of materials?
- The relationship between design and manufacturing?

Leading to a career in:

- Industrial Design
- Product Design
- Engineering
- Carpentry
- Furniture Design

This subject goes well with:

- Mathematics
- Physics
- Chemistry

Exam Board: Edexcel
9DTO/01 + 9DTO/02

Subject requirements:
+ GCSE 5 in Maths,
English and Science
(Preference: Biology)

Teacher contact:
Miss K Sogi

- Are you interested in:**
- How the mind works?
 - The relationship between mind and body?
 - Individual differences and mental disorders?
 - The scientific study of the human being?
 - The role of memory in learning?

- Leading to a career in:**
- Personnel or Social Work
 - Counselling, Health or Medicine
 - Teaching or Child Care
 - Forensic Psychology or Police
 - Marketing

- This subject goes well with:**
- Biology
 - Sociology
 - Health and Social Care

We advise against taking Criminology, Psychology and Sociology together, as it narrows academic scope.

Exam Board: AQA

Psychology

Psychology is the scientific study of the human mind and behaviour. Studying Psychology at A-Level involves learning about theories of the human mind and behaviour, then evaluating these using research evidence. It also includes understanding research methods and approaches in Psychology.

Course Content

Year 12

Component 1:

Memory – how memory works, why forgetting occurs and issues with memory

Attachment – why children form attachments and what happens when they don't

Approaches in Psychology – how different approaches assume human behaviour can be explained using specific key concepts

Biopsychology – an introduction to biological factors that affect behaviour

Social Influence – why some people conform and obey and why some people don't; how social change takes place

Psychopathology – definitions and evaluation of abnormality; approaches to explain and treat mental health disorders

Year 13

Issues, debates and approaches in Psychology

Biopsychology – localisation, brain scanning and biological rhythms

Research Methods

Relationships – the formation and maintenance of romantic relationships; factors affecting attraction; virtual and para-social relationships

Schizophrenia – how schizophrenia is clinically classified; approaches used to explain and treat schizophrenia

Aggression – explanations of aggression, institutional aggression and media influences on aggression

Assessment Criteria

100% exam. No coursework.

“

We learn about a variety of topics and how they apply to real life. The subject is unique – I always look forward to each lesson.”

— Amelie Maris



Religion, Philosophy & Ethics

This course is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. Teaching reflects the Christian tradition and its influence of Western society. We look at both classical and contemporary developments in Christian thought and consider some of the most pressing debates in Christian Theology, Ethical Studies and Philosophy of Religion.

Course Content

Year 12

Paper 1: Study of Religion – Christianity

We consider questions about the nature of the Christian God, Jesus as a religious and social influencer, and how Christians demonstrate their faith.

Paper 2: Philosophy of Religion

We consider arguments for and against a belief in God, including the cosmological argument and the problem of evil. We then discuss the nature of religious experiences.

Paper 3: Religion and Ethics

We consider religious and non-religious approaches to ethics and apply them to contemporary issues, such as Euthanasia, animal experimentation and polyamory.

Year 13

Paper 1: Study of Religion – Christianity

We consider contemporary issues in Christianity, including responses to poverty and injustice as well as the changing role of Christianity in Britain today.

Paper 2: Philosophy of Religion

We consider if religious language can have meaning, whether miracles prove the existence of God, and psychological views of religion including Freud and Jung.

Paper 3: Religion and Ethics

We look at the meaning of ethical words such as 'good' and 'bad', examine in depth recent developments in ethical thought, and consider issues of immigration and the death penalty.

Assessment Criteria

100% examination at A-Level.

Three 2-hour exams.



“

The topics we cover lead to fascinating discussions on complex aspects of human experience, helping us develop moral, intellectual, emotional, and even spiritual self-knowledge.”

— Alice Shikell

Subject requirements:
+ GCSE 5 in Religious
Studies (if studied)
and English

Teacher contact:
Miss E Carne &
Mrs A Popple

- Are you interested in:**
- The role of ethics and religion in contemporary issues?
 - Why there are conflicting views on morality?
 - Whether we have the right to end human life?
 - Can we prove that God exists?
 - How Christians demonstrate their faith?

- Leading to a career in:**
- Education
 - Law
 - Politics and Government
 - Development Work
 - Health Care

- This subject goes well with:**
- Politics
 - English Literature
 - Psychology

Exam Board: Eduqas
A-Level: 601/8700/1

Level 3
Certificate
and Extended
Certificate

Subject requirements:
+ GCSE 4/5 in
Combined Science,
plus 5 in English

Teacher contact:
Mrs D Chadwick

Are you interested in:

- How things work?
- Doing experiments?
- How science is used in the real world?
- The human body?
- Laboratory work?

Leading to a career in:

- Nursing, Midwifery and Healthcare
- Medical and Laboratory technician
- Sports Science
- Chemical industry
- Food and Catering industry

This subject goes well with:

- Health and Social Care
- Physical Education
- Environmental Science

**Exam Board: AQA
Science (Applied)**

Science (Applied)

This course provides students with a broad understanding of vocationally-related sciences. It is suitable alongside other A-Level sciences or Level 3 vocational qualifications.

Students develop their knowledge and understanding of scientific principles, as well as practical skills recognized by higher education institutions and employers. Students acquire transferable skills, such as problem solving, research and communication. The qualification is equal to one GCE A-Level. It provides a sound basis for progression to a range of science-based Higher Education courses. The qualification also maintains and supports recognized standards demanded for science education and training to meet the requirements of many employers in the science sector.

Course Content

Teachers from each specialism teach the course to Year 12 and Year 13, with nine lessons per fortnight.

Units covered:

1. Key Concepts in Science
2. Experimental Techniques
3. Science in the Modern World
4. Human Body
5. Investigating Science
6. Microbiology

Assessment Criteria

All subjects are mandatory and are completed over two years.

Year 12

Units 1, 2 and 3. Assessment consists of an exam covering basic scientific principles, six full experimental reports and an exam using a pre-released case study as stimulus.

Year 13

Units 4, 5 and 6. Assessment consists of an exam on the Human Body and practical assignments and reports on Investigations in Science.

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.



“The subject is really interesting. The application of the subject to real life is great and the coursework aspect means there is less pressure at exam time.”
— Joe Kirby

Sociology

Sociology focuses on the relationship between individuals and the society in which they live. It encourages an investigation and understanding of cultural and identity issues found within modern society. In addition, it includes a study of research findings and evaluation of sociological research methods.

Course Content

Year 12

Families and Households: Focuses on family structure, government policy, the nature of childhood, demographic changes and their impact on the family.

Education: Areas include the role and purpose of education, reasons for differential achievement, the significance of educational policy changes and an understanding of research methods.

Year 13

Beliefs in Society: Includes the relationship between religious belief, social change and stability, links between different social groups and spiritual organisations and the extent of secularisation.

Crime and Deviance: Areas include social groups and crime rates, theories of crime, crime control and punishment, theory and methods.

Assessment Criteria

100% exam. No coursework



“It’s great having topics that are so different but can be linked together synoptically in many ways. Discussions in sociology are always so interesting.”
— Isabel Clare

A-Level

Subject requirements:
+ GCSE 5 in English or
Humanities subject

Teacher contact:
Miss K Sogi

Are you interested in:

- Social issues?
- Current affairs?
- Diversity and difference?
- Understanding society?
- Social change?

Leading to a career in:

- Social Work
- Police
- Criminology
- Journalism
- Teaching

This subject goes well with:

- Politics
- Criminology
- Psychology

*We advise against taking
Criminology, Psychology
and Sociology together, as
it narrows academic scope.*

Exam Board: AQA
A-Level: 7192

A-Level

Subject requirements:
+ GCSE 6 in Spanish

Teacher contact:
Ms S Hargett

Are you interested in:

- How language works?
- Living or working abroad?
- Social and cultural issues?
- Communication?
- Studying the literature and films of foreign cultures?

Leading to a career in:

- International Business
- Travel and Tourism
- Interpreting and Translating
- Law
- International relations and diplomatic work

This subject goes well with:

- History
- Economics
- English Literature

Exam Board: Edexcel
Spanish (9SP0)

Spanish

This course develops your listening, speaking, reading and writing skills as well as your general knowledge of the countries where Spanish is spoken. You will develop these skills through researching and discussing topics in written and spoken language.

Course Content

You will have an hour of speaking a fortnight with our Spanish Foreign Language Assistant.

Year 12

We cover the following topics:

- Family
- Tourism
- Work
- Music
- Media
- Festivals

You will also study a Spanish film ('Volver' dir. Pedro Almodóvar).

The oral exam consists of a response to a stimulus card on two of the topics you have studied.

Year 13

We cover the following topics:

- Immigration
- Franco and the Civil War; the transition from dictatorship to democracy

You will also study a Spanish play ('La Casa de Bernarda Alba' by Federico García Lorca).

The oral exam consists of an independent research project on a topic of your choice and a response to a stimulus card on two of the topics you have studied.

Assessment Criteria

The A-Level is assessed through 30% Speaking, 40% Reading and Listening, 30% Writing and Translation.



“The Spanish course covers a diverse range of topics like politics, literature, history and film. Essentially, you can carry on doing subjects that you enjoy, whilst learning about Spanish culture and language!”
— Meg Sansom

Sport

This course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace, and develop study skills to continue onto Higher Education. Students study each unit in depth to acquire a range of practical and transferable skills. The range of assessments – both practical and written – help students showcase their learning and achievements to best effect.

Course Content

Extended Certificate Units

1. Anatomy and Physiology (external exam)
2. Fitness Training and Programming for Health, Sport and Well-Being (external exam)
3. Professional Development in the Sports Industry (internal assignments)
4. Sport Psychology (internal assignments)

Diploma Units: Above units, plus:

5. Sports Leadership (internal assignments)
6. Coaching for Performance (internal assignments)
7. Rules, Regulations and Officiating in Sport (internal assignments)
8. Investigating Business in Sport and the Active Leisure Industry (external exam)
9. Skill Acquisition in Sport (internal assignments)

Assessment Criteria

Units are assessed on a scale of Distinction, Merit, Pass and Unclassified. Qualifications are graded on a scale of P–D* (Extended Certificate) or PP to D*D* (Diploma).

Unit 1: Anatomy and Physiology

Students sit a 1 hour 30 minute exam

Unit 2: Fitness Training and Programming for Health, Sport and Well-Being

Part A: Students are given a scenario, with 6–8 hours to prepare for the final assessment.

Part B: (Final assessment): Students are given more information and use this and their research to produce their final plan. In all other units, students are assessed by assignments, including research, projects, investigations, fieldwork, and experiments, and linking theory with practical exercises.

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.



“The course allowed me to work independently, suiting my learning style. The teachers were always there to support me with resources and good teaching.”
— Jo Barylski

National Diploma (Level 3):
Extended Certificate
Diploma (Single and Double)

Subject requirements:
+ GCSE 4 in English
+ GCSE 4 in PE (if studied)

Teacher contact:
Mr S Macfie

Are you interested in:

- Sport in all its facets?
- The role of sport in the community?
- Watching and analysing sport?
- The leisure and fitness industry?
- Health and nutrition?

Leading to a career in:

- Sports Performance and Development
- Sports Coaching/Teaching
- Sports Officiating
- Sports Journalism
- Sports Medicine

This subject goes well with:

- Business
- Health and Social Care
- Information Technology

Exam Board: Pearson BTEC

- Pearson BTEC National Extended Certificate in Sport (Level 3) (QcF) 601/7218/6
- Pearson BTEC National Diploma in Sport (Level 3) (QcF) 603/0460/1

A-Level

Subject requirements:

+ GCSE 6 in an Art & Design or Technology subject plus 4 in English + ONE of EACH of the following from GCSE or personal portfolios (eg in Powerpoint presentation, one image per slide): observational drawing; work showing good use of media; research piece on artist or designer; final piece of artwork or design; your favourite, most successful piece of work

Teacher contact:

Mr D Bennett

Are you interested in:

- Architectural studies?
- Physical modelling?
- Digital design?
- Drawing techniques?
- Sustainable design?

Leading to a career in:

- Architecture
- Interior Design
- Product Design
- Set Design
- Graphics

This subject goes well with:

- History
- Mathematics
- Geography

Exam Board:
Edexcel 9TDO

Three-Dimensional Design & Architecture

This Art and Design course focuses on architecture and spatial design. It develops your capacity to design like an Architect and appreciate the complex relationship between the built environment and our modern world.

You will explore the full process of design, investigating past, present and future developments in architecture, and developing knowledge and understanding of materials and processes. You will gain skills in concept development, 3D experimentation, creating physical models and producing industry-standard working drawings and computer-generated visualisations. Activities include practical workshops, idea generation approaches and theoretical studies.

Course Content

This course starts with short, skills-based projects, focusing on developing presentation skills, drawing techniques, CAD modelling and development/practical skills. An extended project follows, where you decide on the theme, develop ideas, select appropriate materials and produce a 3D outcome. The extended project forms the majority of the final submission and you will undertake self-directed research to inform your studies and use the design cycle to generate and refine work.

Possible project themes: Regeneration, Sustainable Design, Commercial Development and Residential Design.

Assessment Criteria

Component 1: Personal Investigation

Internally set and assessed; externally moderated. (60% of the qualification). Students generate and develop ideas, research sources, record practical and written observations, experiment with media and processes, and refine ideas towards a resolved outcome.

Component 2: Externally set assignment

Externally set, internally assessed, and externally moderated (40% of the qualification). Students generate and develop ideas, research sources, record practical and written observations, experiment with media and processes, and refine ideas in response to a set theme, towards a resolved outcome.

“Creative freedom allows for further exploration of drawing skills along with CAD development, allowing you to explore different design ideas and concepts in creating a range of architectural structures.”

— Isabella Foote



Tourism

As an industry sector, Tourism is expanding rapidly as people prioritise their time off work; this rapid growth has led to a huge demand for a more flexible workforce.

With the UK being one the top global tourist destinations, our Tourism course gives students the knowledge and skills needed to be successful, whether they choose to study at university, or go directly into employment. The course dovetails with Level 3 Diploma courses such as Environmental Science and Business, or with A-Level subjects such as Geography or English. Universities accept this qualification equally alongside more traditional A-Level courses. This is the course for you if you enjoy coursework and are interested in the planning, management and sustainability of the global tourist industry.

Course Content

The Level 3 Tourism qualification is made up of a Certificate in Tourism (completed in Year 12) and a Diploma in Tourism (which is added on to the Certificate in Year 13).

Certificate Units:

Unit 1: The UK Tourism Product

What does the UK offer in terms of inbound and domestic tourism and how has this product developed in recent years? (Externally assessed)

Unit 2: Worldwide Tourism Destinations

Which factors determine a person's choice of tourism destination? (Internally assessed)

Diploma units:

Unit 3: The Dynamic Tourism Industry

An examination of the ever-changing nature of the Tourism industry, looking at environmental, economic, political and technological factors as well as the impact of culture and consumer trends. (Externally assessed)

Unit 4: Event and Itinerary Planning

In this unit, students have to plan a range of services to meet the needs of a range of customers. (Internally assessed)

Assessment Criteria

The WJEC Level 3 Certificate in Tourism will be graded A–E. The WJEC Level 3 Diploma in Tourism will be graded A*–E – just like the current A-Level. The qualification will carry the same weight and UCAS value as all other A-Level subjects.

Please note this course is one year only in the first instance. Only upon successful completion of the first year, will students be invited to complete the second-year qualification.



“Tourism is a great subject that covers a variety of topics, like the hospitality industry, marketing, and destination ‘appeal’. It is a fun yet challenging course.”

— Charlotte Loe

Level 3 Diploma

Subject requirements:

+ 4 in a Humanities subject and 4 in English Language

Teacher contacts:

Mr G Marshall & Miss C. Miller

Are you interested in:

- Working in an expanding industry?
- Sustainable tourism development?
- Exploring other cultures?
- Traveling to exotic places?
- The business of tourism?

Leading to a career in:

- Tour Operations
- Travel Management
- Hospitality Management
- Event Management
- Marketing

This subject goes well with:

- Business
- Geography
- English Language

Exam Board: WJEC

Travelling to SWCHS

By Car



From London or the South:
Junction 8 of the M11, A120 towards Hertford, B1383 to Newport, B1052 to Saffron Walden, then left at the roundabout for Audley End Road.

From Cambridge or the North:
Junction 10 of the M11, A505 east to Newmarket, A13031, B184 to Saffron Walden, London Road, Audley End Road.



PHOTO CREDITS

Joe Higham's Reportage jhreportage.co.uk

Roger King saffronphoto.co.uk

Carmel Jane Photo carmeljane.co.uk

Cycling/Walking



There is a cycle lane path from Audley End Station via Wenden Road at an approximate distance of 1.6 miles to SWCHS. Saffron Walden town centre is within walking distance from SWCHS at approximately 0.6 miles in distance to the High Street.

By Bus



Stephensons buses to SWCHS:

- 414** Felsted, Dunmow, Thaxted, Wimbish, Howlett End, Saffron Walden, SWCHS
- 417/419** Great Saling, Rayne, Blake End, Stebbing, Bran End, Great Bardfield, Shalford, Wethersfield, Finchingfield, Little Sampford, Great Sampford, Radwinter, Swards End, Saffron Walden, SWCHS
- 438** Great Yeldham, Ridgewell, Baythorne End, Birdbrook, Steeple Bumpstead, Hempstead, Radwinter, Swards End, Saffron Walden, SWCHS
- 441** Takeley, Birchhanger, Stansted Mountfitchet, Elsenham, Henham, Ugley, Rickling Green, Quendon, Newport, Audley End, SWCHS
- 444** Barley, Great Chishill, Heydon, Chrishall, Elmdon, Littlebury Green, Littlebury, Wendens Ambo, Newport, SWCHS
- 446** Manuden, Berden, Stocking Pelham, Brent Pelham, Clavering, Langley, Arkseden, Wicken Bonhunt, Newport, SWCHS

All routes accurate at time of going to press.

For further timetable information and travel costs please visit the website: www.stephensonsofessex.com

By Train



Audley End Station is the nearest train station to SWCHS. Train services run to Audley End from London, Harlow, Bishops Stortford, Stansted Airport and Cambridge.

Other bus routes to Saffron Walden:

- Stagecoach Citi7** Cambridge City Centre, Cambridge Station, Addenbrookes, Great Shelford, Stapleford, Sawston, Pampisford, Whittlesford, Duxford, Ickleton, Great Chesterford, Little Chesterford, Littlebury, Saffron Walden
- Stephensons 313** Great Dunmow, Little Easton, Great Easton, Duton Hill, Thaxted, Debden, Wimbish, Saffron Walden
- Stephensons 314** Great Dunmow, Great Easton, Thaxted, Howlett End, Saffron Walden
- Central Connect** Please see following routes: 301, 316, 318, 319, 320, 321. Stops are available from Bishops Stortford, Stansted Mountfitchet, Takeley, Haverhill, Helions Bumpstead

For journey planners, visit: www.traveline.info

Please note that this is a condensed list of buses to Saffron Walden and there are further routes listed on the traveline website.

2023 Destinations

University Destinations



Russell Group Universities
98 students



University of Oxford



University of Cambridge
5 students

Total University Offers



261 confirmed offers

Most Popular Universities



Nottingham Trent University
19 students



University of East Anglia
16 students



University of Bath
11 students



University of Southampton
11 students



University of Exeter
10 students

Apprenticeships Included



Grant Thornton



HSBC Asset Management



Metropolitan Police



AstraZeneca



MOD & Armed Forces



**Saffron Walden County High School
Sixth Form**

Saffron Academy Trust
Audley End Road
Saffron Walden
Essex CB11 4UH

☎ 01799 513030
🖱 www.swchs.net
✉ info@swchs.net
🐦 @swchssixthform

“*The Sixth Form
is outstanding
with sustained
very high
achievement.*”

— Ofsted

