

A photograph of two young boys in school uniforms. The boy in the foreground is wearing a blue zip-up jacket and is looking down at an open book. The boy in the background is wearing a blue jacket with purple stripes on the sleeve and is also looking at the book. The background is slightly blurred.

THE
WOODROFFE
SCHOOL

TOGETHER WE SUCCEED

6th Form Prospectus

2027-28



The Woodroffe School Sixth Form - An Introduction

Discover Your Future at The Woodroffe School Sixth Form

The Woodroffe School Sixth Form is a vibrant, forward-thinking environment where your next steps truly begin to take shape. Here, potential is not only recognised, but also inspired, developed, and celebrated every day.

Our ambitious and thoughtfully designed curriculum is built to broaden horizons and unlock opportunities. We are committed to ensuring that every student has the chance to succeed, offering rich and engaging learning experiences that build deep knowledge, sharpen key skills, and connect learning to the wider world. At Woodroffe, you are not just preparing for exams, you are preparing for life.

Exceptional teaching lies at the heart of our success. With a diverse range of courses and pathways available, we work closely with you to shape a programme that reflects your ambitions, strengths, and future plans, whether that leads to university, apprenticeships, or employment.

Our students play a central role in shaping the Sixth Form experience. Their enthusiasm, leadership, and creativity bring our community to life, inspiring others and leaving a lasting impact across the school. Through leadership opportunities, volunteering, and wider enrichment, students grow in confidence, develop strong character, and build experiences that distinguish them in competitive applications.

Strong academic outcomes are only part of the story. We believe in educating the whole person. A wide range of enrichment opportunities, both formal and informal, enable students to explore new interests, expand their perspectives, and develop a genuine understanding of the world around them.

Support is fundamental to everything we do. We recognise that every student's journey is unique, which is why our dedicated team provides personalised guidance, encouragement, and challenge throughout your time with us. From your very first day to your final steps beyond Sixth Form, we are committed to helping you achieve your goals.

Our students leave Woodroffe as confident, resilient, and inquisitive young adults, ready to embrace opportunity, navigate change, and make a meaningful difference in the world. Their impact is felt both locally and globally, and we are proud of the paths they go on to shape.

We are excited to be part of your journey and look forward to helping you realise your ambitions and shape a future full of possibility.

Dan Watts
Headteacher





The Woodroffe School Sixth Form - Be Part of the Success!

Whether you are moving up from the lower school or are one of the many students who join us each year from other places, we look forward to welcoming you to the Woodroffe Sixth Form. With 35 courses on offer ranging from Classical Civilisations to Travel and Tourism there really is something for everyone.

The Woodroffe Sixth Form provides a friendly and supportive bespoke learning environment. Our teachers are dedicated, our classes small, and the positive relationships fostered between staff and students contribute to our academic success. Last summer 49% of A levels awarded gained A* to B grades and many of our students headed off to leading universities. In the past 3 years eleven of our students have gone on to Oxford and Cambridge. For more information about the destinations of our students, please turn to the student achievement page.

Our dedicated Sixth Form team knows its students well and prides itself on the extensive pastoral and extracurricular support offered. We have a dedicated member of staff supporting applicants aiming for more competitive courses at Oxford or Cambridge, or for highly competitive medical, dental or veterinary degrees. We also have a strong careers team to help students negotiate their next steps whether they plan to go to university, take up an apprenticeship or enter the world of work.

Our Sixth Form facilities are excellent: a common room with its own café for students to socialise in; a dedicated study centre equipped with computers and laptops for focused study; and an excellent well-resourced library with high quality up to date books and resources. The Sixth Form students have access to a fully equipped gym and fitness suite, providing a great opportunity to stay active, support their wellbeing and maintain a healthy balance alongside their studies.

At Woodroffe we understand that there is more to life than academic achievement which is why we offer so many enrichment opportunities. We offer a comprehensive range of visiting guest speakers, and many trips ranging from St Ives to Italy to New York. Many of our students take part in the Duke of Edinburgh Award scheme, or train for the Ten Tors event.

We are proud of the many Sixth Form students who volunteer to support younger students with their reading and studies through our High Endeavour and Reading Ambassador Programmes. These programmes provide invaluable benefits to students of all ages, fostering confidence, developing positive relationships and creating a strong culture of support across the school. The success stories we see each year are a testament to the positive impact these programmes have.

Woodroffe Sixth Form is a welcoming, friendly and supportive environment. Our students are kind and thoughtful, and we are proud of the positive contribution they go on to make in the world. We look forward to having you join us and becoming part of our Sixth Form community.

Tom Wickins
Head of Sixth Form



Why Join the Woodroffe Sixth Form?

- A level students' achievements are outstanding
- Class sizes are small and teaching is outstanding
- It opens the door to every possible university, apprenticeship and employment opportunity
- Many of our students move on to the best institutions in the country including Oxford and Cambridge
- We have a dedicated Oxbridge coordinator
- Large numbers of external students are welcomed into The Woodroffe School Sixth Form each year
- The Sixth Form offers over thirty level 3 qualifications
- There is a wide choice of complementary subjects
- Students study a varied Personal & Professional Development programme
- There is a dedicated Sixth Form pastoral and well-being support service

Be Part of the Success

Students achieved some outstanding results at A Level in 2026.

- 18% of awarded grades were A*-A
- 49% of awarded grades were A*-B
- 75% of awarded grades were A*-C

- EPQ results are consistently outstanding.
- 34% of awarded grades were A*-A
- 60% of awarded grades were A*-B
- 97% of awarded grades were A*-E

- Level 3 BTEC Grades are consistently outstanding.
- 42% of awarded grades were Distinction*-Distinction
- 96% of awarded grades were Distinction*-Pass

- Eleven students have been awarded places at Oxbridge since August 2023

Which Course of Study is Right for You?

The Sixth Form at Woodroffe opens doors to every possible type of university, employment and apprenticeship opportunity, and helps students decide on the best possible route forward to achieve their ambitions. The majority of our students will select three A levels / BTEC qualifications (studied over two years) plus one Enrichment subject to be studied in Year 12 only. Some students may wish to study four A levels, and this is something we can discuss with individuals during the interview process. Some students study a combination of BTEC and A level qualifications.

Choosing A Level Courses

When choosing which courses to study, it is important to consider the following:

Which subjects do you enjoy learning?

It is vital that you enjoy the subjects you choose in the Sixth Form. The academic demands of A level study are great, and students must be motivated and ready to excel from the start of the course. Make sure that you have researched the course content thoroughly, particularly for new courses.

Which subjects are your strengths?

You must choose subjects where you have a proven track record of success. If you are considering a new subject, then you should have success in related or similar subjects at GCSE.

What are your predicted GCSE grades?

Our baseline entry requirements are five GCSEs at Grade 4 or above. In addition, all A level / BTEC courses have specific entry criteria which must be met in order to be enrolled. Please check that you are likely to meet the GCSE entry criteria for the courses you wish to follow; these can be found on each of the subject specific pages in the prospectus.

Which subjects are required for the career or degree you wish to follow?

The subjects you study at sixth form will influence the degrees which are open to you at university and potentially your future career. Different universities can have different requirements so you should always check the specific subject requirements for degrees you are interested in. University websites should publish if there are any specific subjects that are not acceptable or subjects that are only suitable if taken in combination with others. If you know what university you are interested in, it is important to check their website carefully.

Where can you find guidance?

You are strongly advised to visit the **[Russell Group's new Informed Choices website](#)**.

Here you will be able to select different degrees to see which subjects you may need to study first. You can input countless A level combinations to see which university courses are available.

If you do not know what you would like to study in the future use the following link; (**<https://www.informedchoices.ac.uk/which-degree>**) to see what doors your preferred A level choices will open.

If you know your chosen career path, it is important to research the requirements for different careers and degree courses before making your decision. Some courses have subject specific requirements, for example:

- If you want to study medicine, dentistry or veterinary science, you will need to take Chemistry and at least one other science at A level. Some universities also require Mathematics.
- If you want to study engineering or computer science, you are likely to need both Mathematics and Physics at A level.
- If you would like to study architecture, most universities prefer a visual art subject, and either Mathematics or Physics.
- If you would like to study art, or music, or geography, universities often require you to have taken these subjects at A level.
- If you want to study mathematics, some universities prefer you to have studied both Mathematics and Further Mathematics.
- If you would like to study English literature, universities will require you to have taken this subject at A level.

If you are a potential Oxbridge candidate you will need to think carefully about your A level combination, if you need further guidance on this please email Mrs Steward (nsteward@woodroffe.dorset.sch.uk) and arrange an appointment with her.

For more information on subject specific requirements, you can use the following link <https://www.informedchoices.ac.uk/degrees>. You should also talk to your teachers in school to gain advice about different career pathways.

Although choosing the right subjects to study is an important first step towards university, it doesn't guarantee you a place on your chosen course. Entry to Russell Group universities, in particular, can be highly competitive. Your exam results are vitally important. You need to bear this in mind when choosing your subjects to ensure your choices are aspirational and realistic.

What if you don't know what you would like to do after Sixth Form?

If you don't yet know what you want to study at university, or whether you want to go to university, there are plenty of subjects which will keep your options open until you decide which direction to take. Please do not feel pressured into taking a subject that you do not feel confident about or in which you have no real interest. Choosing a broad balance of subjects that reflect your abilities, strengths and interests is a good place to start. Talk to your teachers for further advice.

Please Note: The school reserves the right to cancel a course if an insufficient number of students apply, although this rarely happens. Courses may also be subject to further changes due to the Department for Education policy.



Timetabling

To enable successful timetabling of Sixth Form lessons and to avoid clashes following the application process, A level subjects are placed in four option blocks and students normally study three subjects across the four blocks. All courses run subject to appropriate student numbers and funding.

In addition, students are expected to take an Enrichment Course in Year 12 choosing from one of the following options:

- **Certificate in Performing Arts**
- **Creative Music Industries Vocational Qualification (L2/L3)**
- **Extended Project Qualification**
- **Financial Studies**
- **Food Enrichment**
- **Mathematical Studies (Core Maths)**
- **Uniformed Protective Services**

We aim to accommodate the vast majority of applicants’ choices; however, we cannot guarantee every course combination due to the restrictions we face as a small Sixth Form.

Monitoring

Progress is regularly discussed with students and parents during progress evenings, interim reviews, and school reports. Sixth Form tutors and the dedicated Sixth Form Wellbeing and Support Officer provide significant support for students ensuring they remain on course to achieve their potential. In Year 12, students complete two rounds of internal assessments, the first in the spring term, the second in the summer term, and students are expected to achieve a grade D or above in the Summer Assessments to be in the best possible position to progress to Year 13.

All Sixth Form students are expected to sign in and out using the electronic fingerprint system. This needs to be done on every occasion when entering/leaving the school site, including during lunch times.

Discussion is used particularly well in Sixth Form lessons to deepen students’ knowledge and get them to make powerful connections between topics.

Enrichment

The Woodroffe School also provides a range of opportunities for personal development. Each student benefits from daily tutorials plus attendance at conferences, visiting speakers who stretch and challenge their world views and regular sessions on independent study and the university application process. Students can participate in a range of activities including:

- **Science Olympiad**
- **TEFL Courses**
- **Life Drawing Classes**
- **Educational Visits in the UK and abroad including Naples and New York**
- **Outlook Expeditions including Morocco and Cambodia**
- **Work Experience in the UK and Overseas**
- **Career Fairs**
- **Regular PE/Games**
- **Ten Tors**
- **International Ski Trips**
- **Fieldwork visits**
- **High Endeavour Scheme**
- **Cookery skills**
- **University summer schools**
- **Lessons from Auschwitz**
- **Open days**
- **UCAS Exhibition in Exeter**
- **Organisation of charity school events for Macmillan, Children in Need, Comic and Sports Relief**
- **Volunteering opportunities within the local community**
- **Duke of Edinburgh-Gold**

Facilities

The school is equipped with state of the art facilities including a fitness suite, a recording studio, refurbished laboratories, a Sixth Form Study Centre, a business suite and extensive art studios including a digital arts suite. The Woodroffe School encourages passion and motivation in each subject area. In addition, students benefit from the Sixth Form Common Room, their own café and dedicated study and outdoor areas.

Financial Support for Students in the Sixth Form - 16-19 Bursary Fund

The 16-19 Bursary Fund is allocated to schools by the Department for Education (DfE) and is aimed at students who would be unable to stay in education after Year 11 without financial help.

Eligibility

To be eligible to receive this bursary, students must be aged 16 or over but under 19 on 31st August in the academic year in which they start their full programme of study. Applicants must satisfy the residency criteria in the **16 to 19 Bursary Fund guide: 2026 to 2027 - GOV.UK**.

There are three levels of entitlement to the 16-19 Bursary Fund:

A. Bursary for defined vulnerable groups

The defined vulnerable groups are students who are:

- in care
- a care leaver
- claiming Income Support or Universal Credit because they are financially supporting themselves
- receiving Disability Living Allowance or Personal Independence Payments in their own right as well as Employment and Support Allowance or Universal Credit in their own right.

Students from the above groups may receive a Bursary of up to £1,200 per year from the Fund. Payments will be dependent on financial need, attendance, behaviour and progress on the course.

Evidence

The school requires original evidence from the Local Authority, external agencies, key worker/social worker or evidence of Income Support / Universal Credit etc in your own name. There is more detail on evidence required in the **16 to 19 Bursary Fund guide: 2026 to 2027 - GOV.UK**.

Application

We should already be aware of any internal students in this category, however any external students joining the Sixth Form who fit these criteria should contact Mr Wickins or Mrs Marmion on registration day.

B. 16-19 Discretionary Bursary

Students from this group do not have the same entitlement to the 16-19 Bursary Fund as the vulnerable group, however they may be funded for Sixth Form related costs at the discretion of the school should funding permit through the 16-19 Discretionary Bursary.

Payments will be in kind where possible and will depend on total household income. Students must:

- Live in a household where the total annual income is under £35,000.
- Meet the behaviour standards expected of Sixth Form students and adhere to Woodroffe's attendance and academic expectations.

Evidence

The school requires the original documentation showing the household income for the year (or previous year if the current years is unavailable and the income is unlikely to change). This is likely to include the 3 most recent Universal Credit monthly award statements, which can then be multiplied by 4 for an estimate of income for the whole year (the take-home pay figure in addition to the amount of UC after all deductions will give a total monthly income).

Full copies of Income Support, Employment Support Allowance and payslips can often help support the application as evidence of household income.

In addition to this we will require a signed note from the applicant's parent/carer confirming the household income status.

Payments from the 16-19 Bursary Fund will be paid in kind where possible and are expected to contribute to the following:

- Essential educational trips
- Books/learning resources and stationery
- Necessary course-related equipment and uniform
- UCAS fees/higher education travel related expenses
- University Open Days

Students eligible for help from the Discretionary Bursary Fund should not expect that support will cover all course-related expenses: there is a limited amount available to the school each year and this will be distributed amongst students in need. The DfE do not expect the Bursary Fund to be used to fund extra-curriculum activities unless they are essential to the course.

C. The Sixth Form Bus Travel Contribution Bursary

The aim of this Bus Travel Bursary Contribution (BTBC) is to provide some financial support towards travel costs for eligible students who are aged 16-19, currently attending The Woodroffe School Sixth Form and following a full-time course. Payments will depend on total household income and students must:

- Live in a household where the total household income is under £51,000.
- Live more than 3 miles from Woodroffe.
- Have their own bank account.
- Must be able to provide proof of bus ticket purchase prior to any reimbursements being made.
- Require a bus to get to and from school.

Applications to The Discretionary and Sixth Form Bus Travel Contribution Bursary

Students applying for any of the above bursaries can access the application forms online on the Woodroffe website under the Sixth Form pages. This form should be completed in full with copies of supporting paperwork sent to Mrs Marmion in the Sixth Form office.

Further Information

Further details on the Bursary Fund can be found here: **Financial Support – The Woodroffe School**

Creating Their Future

Life in the Sixth Form and the qualifications students achieve prepare them for their future career paths. Over the past 2 years the vast majority of our students who applied to university were placed on their first-choice university course. Here are some examples of where our students went after Woodroffe Sixth Form.

Name	Destination	Reading
Alfred	Falmouth University	Graphic Design
Delilah	Bristol, UWE	Law
Rosa	Bristol, UWE	Environment and Sustainability
Jack	University of Surrey	Physics with Nuclear Astrophysics
Max	Oxford Brookes University	Sociology
Isaac	Cardiff University	Politics and International Relations
Jasmine	Falmouth University	Creative Advertising
Wilfred	University of Surrey	Music and Sound Recording
Benjamin	Bournemouth University	Sport Coaching
Poppy	Falmouth University	Fine Art
Oscar	Bournemouth University	Forensic Science
Eryn	Liverpool John Moores University	Mathematics
Alice	University of Bath	Politics and International Relations
Philip	Bournemouth University	Cyber Security with Digital Forensics
Callum	Cardiff Metropolitan University	Sport Coaching
Stella	University of Bristol	Geography
Paige	University of Southampton	Graphic Communication
Toby	Aberystwyth University	Microbiology
Annabel	Oxford Brookes University	Business and Marketing Management
Matilda	Oxford Brookes University	Law
Thomas	University of Southampton	Mathematical Sciences
Joseph	Durham University	Philosophy, Politics and Economics

Creating Their Future

Name	Destination	Reading
Sofia	Manchester Metropolitan University	Business Management
Bailey	Falmouth University	Computing for Games
Ethan	Exeter and North Devon Colleges Group	Business
Leo	Swansea University	Physics with a Year in Industry
Isaac	University of Exeter	Politics and International Relations
Imogen-Elizabeth	University Centre Weston	Early Years Education
Jasmine	University of Winchester	Sports Therapy
Finley	Aberystwyth University	Politics and Modern History
Beatrice	Cardiff University	Politics and International Relations
Amy	University of Plymouth	Psychology
Megan	Cardiff University	Media, Journalism and Culture
Daniel	Cardiff University	Mathematics with a Year of Study Abroad
Poppy	Aberystwyth University	Pure Mathematics/Statistics
Maya	University of Bristol	Sociology with Study Abroad
Isaac	Newcastle University	Mathematics
Maizie	University of Exeter	Engineering
Seren	Swansea University	Marketing with a Year in Industry
Amber	University of York	Mathematics
Lola	University of Exeter	Criminology
Henry	Falmouth University	Television & Film Production
Olivia	Swansea University	Ancient History
Charlotte	University of Oxford	Geography

Student Achievements – Beyond Woodroffe

Radiography, Journalism, Illustration, Geology, Economics, Food Science and New Product Development, International Business Management, Computer Science, Mathematics, Law, Music, Nursing, Aerospace Engineering and Biomedical Sciences are just some of the courses previous Year 13 students have left to pursue. Others have chosen to take a gap year and are taking part in worthwhile projects working for charities around the world or going into full-time apprenticeships and employment.

Here’s news of some of our former Woodroffe students and what they went on to do after leaving the Sixth Form.

- Noah Tucker spent a year travelling and doing voluntary work in Kenya including climbing Mount Kenya and working in a ski resort in Canada before going on to study Automotive Engineering at The University of South Wales.
- Albert Dare has spent a year travelling including interrailing around Europe before planning his exciting next steps.
- Nate Gillan has spent a year working as a TA at Woodroffe in between his studies at Cardiff University.
- Lucie Le Bas has had a gap year enjoying working the ski season in Canada.
- James Turner spent a year teaching Humanities in a Burundian International School and is now studying Norse, Anglo Saxon and Celtic at The University of Cambridge.
- Roisin Hogarth achieved a First in International Relations from Kings College and is now working for the Civil Service.
- Isabella Marmion achieved a 2:1 Bsc in Food Science and New Product Development from Harper Adams University. She is now travelling around the world.
- Chloe Mansi is studying Zoology at the University of Exeter.
- Freddie Coles has spent the past year in Melbourne with the University of Birmingham as part of his Physics degree.
- Will Ralph and Harry Cullen are now both at Cardiff University studying Physics.
- Merlin Thompson is at the University of Glasgow studying Aerospace.
- Jade Shapter has just been offered a job as Housing Allocation Systems Officer at the University of Winchester.
- Nathan Kendall has accepted a new role within the marketing team at Usborne Books in Oxford.
- Matt Rattenbury is now a qualified Third Officer serving on the cruise ship Britannia.
- Ben Rattenbury left school to pursue a career in the Royal Navy.
- Maisie Watts is now working for legal firm, Porter Dodson on a training contract in Taunton.
- Henry Rudkin is now working as a paralegal for Trowers & Hamlins in Exeter.
- Nathan Kendall has accepted a new role within the marketing team at Usborne Books in Oxford.
- Josh Yelland - Graduated from University of Reading with a 1st Class Honours degree in Politics and Economics. Then became a Chartered Accountant working at Deloitte and MHA, Became a trustee of several charities focusing on Scouting, Education and Faith projects.
- Seb Khan -graduated from University of Brighton with a BS in business management with economics and then became Senior Account Manager at a PR firm
- Rosa Sawyer - graduated from University of Leeds with a BA Hons in English and Spanish and is now a Health Coach and Yoga Teacher
- Connor Woodhouse - Did the AAT at a local accountancy firm and now works as an Accounts Supervisor at Exeter Chiefs
- Chris Nichol - Graduated with a 1st from Nottingham Trent Uni in Bsc in Quantity Surveying and Commercial Management, now a quantity surveyor for Siemens Mobility
- Jane Strawbridge - went into the social care sector and is now Deputy Director at a firm supporting adults with learning difficulties

The Application Process

- Research your courses well – what skills and qualifications will future universities or employers be looking for?
- Discuss your choices with your parents, teachers, tutor and Head of Year.
- Complete your online Sixth Form application form by Friday 8th January 2027. Interviews start in February 2027.
- Conditional confirmation of your place will be given after interviews.

If you need further guidance please email the Sixth Form office via 6formadmin@woodroffe.dorset.sch.uk or you can call the team on 01297 442232.

UCAS Tariff

Universities offer places on either a system reflecting qualifications and grades achieved or a points system (UCAS Tariff). For applications made from September 2026 for full time courses starting in September 2027 the following tariff will apply:

AS Level	A Level	UCAS Tariff Points	BTEC National Extended Certificate	BTEC National Certificate
	A*	56	D*	
	A	48	D	
	B	40		
	C	32	M	
		28		D*
	D	24		D
A		20		
B	E	16	P	M
C		12		
D		10		
		8		P
E		6		



Subject Choices

Students in the Sixth Form take qualifications that are well matched to their interests and ambitions.

Arts

Art, Craft and Design
Drama and Theatre Studies
Graphic Communication
Music
Music Technology
Photography

English & Media

English Language
English Literature
Media Studies

Humanities

Classical Civilisation
Geography
Government and Politics
History
Law
Religious Studies

Mathematics

Mathematics
Further Mathematics

Languages

French

Sciences

Biology
Chemistry
Environmental Science
Physics

Social Sciences

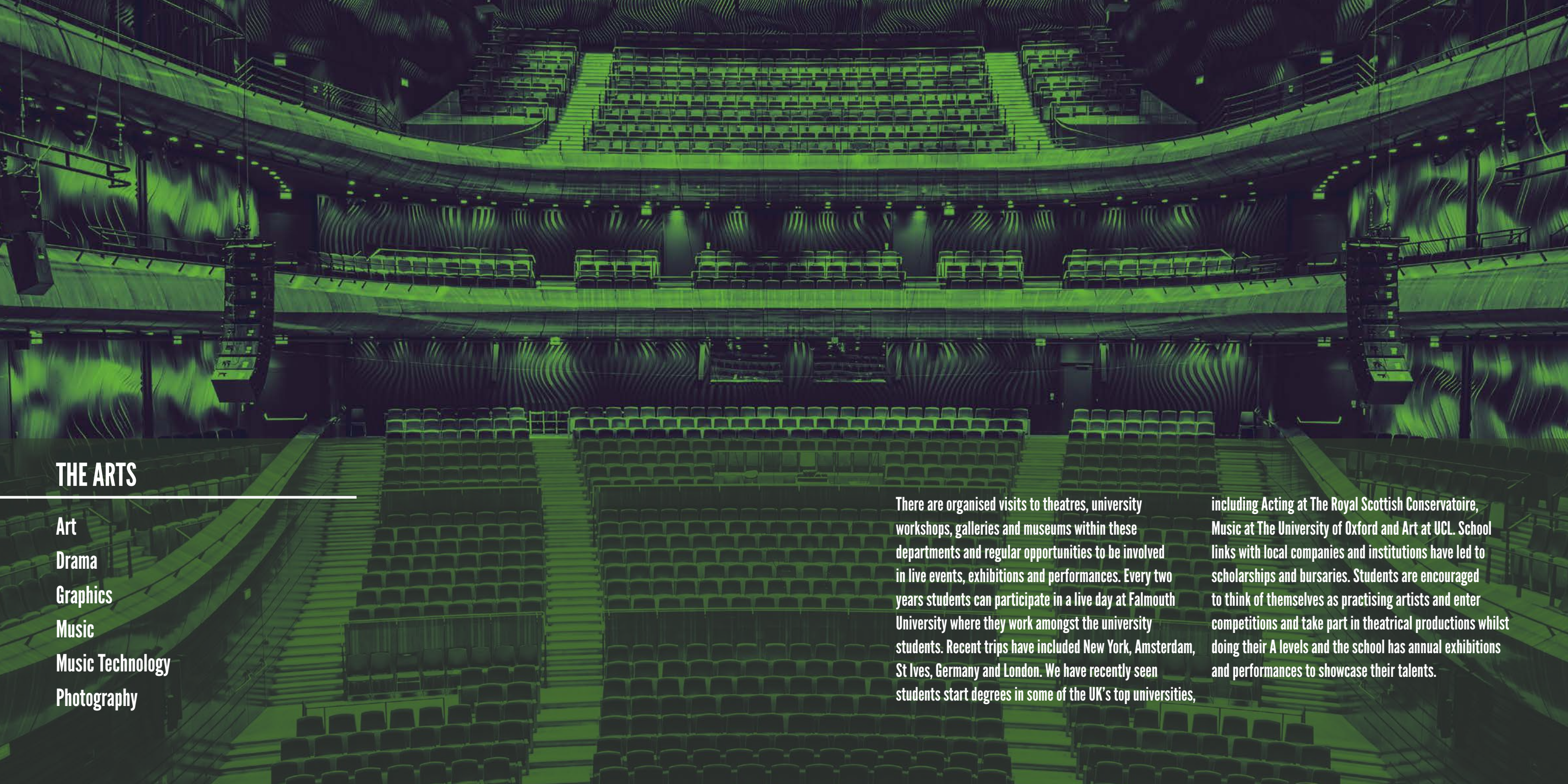
Psychology
Sociology

Vocational

BTEC Business
BTEC Sport
BTEC Travel & Tourism
Level 2 Vocational Pathway

Enrichment

Certificate in Performing Arts
Creative Music Industries Vocational Qualification (L2/L3)
Extended Project Qualification
Financial Studies
Food Enrichment
Mathematical Studies (Core Maths)
Uniformed Protective Services



THE ARTS

Art

Drama

Graphics

Music

Music Technology

Photography

There are organised visits to theatres, university workshops, galleries and museums within these departments and regular opportunities to be involved in live events, exhibitions and performances. Every two years students can participate in a live day at Falmouth University where they work amongst the university students. Recent trips have included New York, Amsterdam, St Ives, Germany and London. We have recently seen students start degrees in some of the UK's top universities,

including Acting at The Royal Scottish Conservatoire, Music at The University of Oxford and Art at UCL. School links with local companies and institutions have led to scholarships and bursaries. Students are encouraged to think of themselves as practising artists and enter competitions and take part in theatrical productions whilst doing their A levels and the school has annual exhibitions and performances to showcase their talents.

Art, Craft and Design A Level

Staff: Mr M Greenhough, Mr S Petty

Overview

In Art, Craft and Design students will develop their investigative, analytical, experimental, practical, technical and expressive skills. The course is designed to enhance all students’ aesthetic understanding, critical judgement and knowledge of art, craft and design, media and technologies in contemporary and past societies and cultures. Students will develop a knowledge and experience of real-world contexts and where appropriate, links to creative industries via live projects with real clients. Students taking this course would expect to progress onto higher education courses in Art and History or Art and Media.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including a grade 5 in Art and Design or Graphics. In certain cases, students who have not studied Art and Design or Graphics at GCSE may still be considered if they have achieved a grade 5 in GCSE English and can present a strong portfolio of work.

Curriculum

Years 12 & 13	Component 1: Non-examination assessment. Students produce design work based on themes and subject matter developed from personal starting points (to be negotiated with the teacher). This forms 60% of the final A level mark. Students will learn the practical skills most relevant to Art and Design and produce outcomes in paint, 3D ceramics, sculpture and printmaking. Component 2: This is an externally set exam that starts on 01 February in Year 13. Students respond to a given title over three months and develop their idea in preparation for the final fifteen hour exam. This forms the remaining 40% of the A level.
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Assessment and Reporting - Exam Board: Eduqas

Year 12	Students will have one written internal assessment to support the personal study aspect of the course; a written essay on their chosen theme. This written study is worth 20% of the coursework and will require ongoing assessment of submissions throughout the course.
Year 13	All student work is initially marked internally as it progresses and is given a final mark by teaching staff at the end of the course. An external assessor from the exam board then moderates this before final grades are awarded.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The department is equipped with specialist facilities for Art, Craft and Design including three etching press machines, screen-printing and photography/filmmaking equipment and specialist ceramic facilities including two kilns.

Additional Activities

Students taking Art, Craft and Design will be eligible for the Art department’s international visits as well as the annual educational visit to key exhibitions relevant to their course. Life drawing classes, gallery visits and live projects all form part of the learning experience within the course.

Drama and Theatre Studies A Level

Staff: Miss H Hughes, Mrs H French

Overview

Drama and Theatre Studies is a practical, intellectual and artistic subject. You will be expected to explore the structural elements of theatre from the page to the stage. Students will extend their ability to create theatrical work, either in a performing or production role. The course will involve performing, designing, studying plays and playwrights and regular visits to the theatre. It can lead to further study in Drama, Theatre Studies and Performing Arts at degree level.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including a grade 5 in English. It is essential that students have an interest in understanding how theatre and plays work and have a passion to be part of and watch theatrical performances.

Curriculum

Years 12 & 13	Component 1: Devising Forms Students explore a performance text in the light of a practitioner. They then devise a piece of theatre from an aspect of what they have explored, which they perform. They record the process in a portfolio. Component 2: Text in Performance Students take part in a group performance from a performance text and perform a monologue or duologue from a different text. Component 3: Theatre Makers in Practice Section A – evaluation of a piece of live theatre. Section B – exploration of set text, ‘Equus’ as performer and designer. Section C – interpretation of a different set text, ‘Woyzeck’ as a director.
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Assessment and Reporting - Exam Board: Pearson

Year 12	Component 1: Internally assessed and externally moderated and will be completed in Year 12. It forms 40% of the A level. Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade, however, students must obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Component 2: Externally assessed by a visiting examiner. It forms 20% of the A level. Component 3: Two hours 30 minutes written exam that forms 40% of the A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The Woodroffe School has an excellent purpose built Drama Studio, which is versatile for performance work and an inspiring, space to work in for lessons.

Additional Activities

Theatre trips will be arranged but students are also expected to become independent theatre goers. From time to time there may also be opportunities to take part in practical drama workshops with professional theatre practitioners.



Staff: Mr M Greenhough, Mr S Petty

Overview

In Graphic Communication, students will develop their investigative, analytical, experimental, practical, technical and expressive skills. The course is designed to enhance all students’ aesthetic understanding, critical judgement and knowledge of art, craft and design, media and technologies in contemporary and past societies and cultures. Graphics students will develop a knowledge and experience of real-world contexts and where appropriate, links to creative industries via live projects with real clients. Students taking this course would expect to progress onto higher education courses in Graphic Design or Media or begin working in the graphics/media industry.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including a grade 5 in Art and Design or Graphics. In certain cases, students who have not studied Art and Design or Graphics at GCSE may still be considered if they have achieved a grade 5 in GCSE English and can present a strong portfolio of work.

Curriculum

Years 12 & 13	Component 1: Non-examination assessment. Students will produce design work based on themes and subject matter developed from personal starting points, to be negotiated with the teacher. Students will learn to use the digital and practical tools most relevant to Graphic Communication and produce outcomes related to illustration, animation, packing and multimedia. This forms 60% of the final A level mark. Component 2: This is an externally set exam that starts on 01 February in the second year. Students respond to a given title over three months and develop their idea in preparation for the final fifteen hour exam. This forms 40% of the final A level mark.
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Assessment and Reporting - Exam Board: Eduqas

Year 13	Students will have one written internal assessment to support the personal study aspect of the course; a written essay on their chosen theme. This written study is worth 20% of the coursework and will require ongoing assessment of submissions throughout the course. Practical work is initially marked as it progresses and given a final mark by teaching staff at the end of the course. An external assessor from the Exam Board then moderates this before final grades are awarded.
Assessments, alongside students’ classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The department is equipped with specialist facilities for Graphic Design including purpose built rooms with iMacs. These have Adobe software with Animate, After Effects, Premier, Photoshop, Illustrator and InDesign, all of which are used for the course. We also use more ‘hands on’ facilities including the etching press, screen-printing and photography/filmmaking equipment.

Additional Activities

Students taking Graphic Communication will be eligible for the Art department’s international visits as well as the annual educational visits to London.

Music A Level

Staff: Mrs H Butt, Miss I Pupaza

Overview

This course offers an opportunity to gain skills as a performer and composer and to enhance enjoyment and understanding through detailed listening to, and analysis of, a variety of musical styles. Students will have the opportunity to perform on a regular basis, and gain skills in composing through exercises based on examples studied in class.
Free instrumental/vocal lessons are provided for all A level Music students to support the Performance Component.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including Music GCSE grade 5 or above. If the GCSE requirement is not achieved, please discuss with Mrs Butt.

Curriculum

Year 12	Composition: Exploring composition techniques through short projects. Appraising music: Students study Western Classical Tradition (The Development of the Symphony 1750-1900) and one other area of study from Rock & Pop 1960-1990 and Jazz. Performance: taking part in a short recital and other solo performance opportunities.
Year 13	Composition: Composition to a set brief and free composition. Appraising music: Year 13 builds on the study from Year 12, but with an additional choice from Twentieth Century Music or Twenty-first Century Music. Performance: includes solo/ensemble performing as an instrumentalist/vocalist or production. Performance is assessed by an external assessor in a recital performance.

Assessment and Reporting - Exam Board: WJEC Eduqas

Year 12	Internal examinations will take place and will form the basis of discussions as to suitability for continued study into Year 13. Internal Performance: 4 to 6 minutes as an instrumentalist/vocalist/music production. Internally marked composition task (minimum of four minutes of music in total). Appraising music: written exam with listening and written questions.
Year 13	Two Units: Performing & Composing Option A: Performing as an instrumentalist/vocalist/music production (10-12 minutes) 35%. Composing one piece to a brief and one free composition (4-6 minutes in total) 25%. Appraising music: written exam with listening and written questions 2 hours 15 minutes 40%. Option B: Performing as an instrumentalist/vocalist/music production (6-8 minutes) 25%. Composing one piece to a brief and one free composition (8-10 minutes in total) 35%. Appraising music: written exam with listening and written questions 2 hours 15 minutes 40%.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The Music department is equipped with 23 iMacs with MuseScore, Garageband and Logic ProX software.

Additional Activities

Students will have opportunities to attend concerts and workshops as well as a wide range of extra-curricular activities.

Music Technology A Level

Staff: Mrs H Butt, Miss I Pupaza

Overview

On completion of this course, many students choose to progress to the wide range of specialist Music Technology and Recording courses. Job roles in this sector include Studio Technician and Music Producer.

Minimum Entry Requirement

Five GCSEs at grade 4 or above. Music is desirable but not essential. Basic skills on an instrument are essential.

Curriculum

Years 12 & 13	Component 1: Students are required to produce a recording of a popular song chosen from a list of ten provided by the exam board. The chosen song recording must consist of a minimum of five compulsory instruments and two additional instruments. Total between 3 – 3 ½ minutes. Component 2: One technology-based composition chosen from three briefs set by the Exam Board. Synthesis, sampling/audio manipulation and creative effects use must be included. Total 3 minutes. Component 3: Application of knowledge related to all three areas of study: Recording and production techniques for both corrective and creative purposes. Principles of sound and audio technology, and the development of recording and production technology. Component 4: Application of knowledge related to two of the areas of study: Recording and production techniques for both corrective and creative purposes, and principles of sound and audio technology.
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Assessment and Reporting - Exam Board: Pearson

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade however students will be expected to obtain a D grade or above in the summer exam to progress to Year 13.
Year 13	Components 1 and 2: A non-examination assessment submitted to the Exam Board as two tracks on CD. 40% of the A level. Component 3: Externally marked one hour 15 minute written exam. 25% of the A level. Component 4: Externally marked one hour 45 minute written/practical exam. 35% of the A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The Music department is equipped with 32 iMacs with Logic software and a 64 track digital recording studio for students to use both during lessons and personal study time. There is also a dedicated 6th form work area where students have access to an iMac for lessons and self-supported study.

Additional Activities

Students will have opportunities to set up and operate live sound set ups for school events such as the school concert, showcases and the whole school musicals.

Photography (Lens-based Media) A Level

Staff: Mr M Greenhough, Mr S Petty

Overview

This course allows students to develop their skills in Lens-based Media using associated software. This builds on the skills students acquire during the GCSE Art and Design and/or Graphics courses. Students will find this a useful subject to accompany other A level courses that require any image-based input or media work. The technical skills taught will give students an excellent understanding of how cameras work and turn enthusiasts into competent photographers.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including a grade 5 in Art and Design or Graphics. In certain cases, students who have not studied Art and Design or Graphics at GCSE may still be considered if they have achieved a grade 5 in GCSE English and can present a strong portfolio of work.

Curriculum

Years 12 and 13	Component 1: This unit is a theme-based exploration involving research, analysis and creative thinking. Students will develop advanced technical skills using digital and 35mm film cameras. Students will work in the dark room and on iMacs. A large amount of the course involves research into the work of professional practitioners. This forms 60% of the final A level. Component 2: This is an externally set exam which starts on 1st February in Year 13. Students respond to a given title over three months and develop their idea in preparation for the final fifteen hour exam. This forms 40% of the final A level.
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Assessment and Reporting - Exam Board: Eduqas

Year 12	Students will have one written internal assessment during the spring term. The assessment will launch the personal study (written) element of the course which makes up 20% of the final coursework mark.
Year 13	All student work is initially marked internally as it progresses and given a final mark by teaching staff at the end of the course. This is then moderated by an external assessor from the exam board before final grades are awarded.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The department is equipped with specialist facilities for digital photography including purpose built rooms with iMacs, Adobe Lightroom and Photoshop. There is also a fully equipped dark room that enables students to explore more traditional chemical photography processes and techniques. Students will learn how to control studio lighting equipment to an industry level. Students benefit from purchasing their own cameras (both digital and film) in advance of the course and guidance on this can be provided by Mr Greenhough.

Additional Activities

Students taking this course will be eligible for trips and annual education visits to London. Students will be expected to visit galleries and exhibitions in their own time to further their own interests within the subject. The department have a long-standing tradition of exhibiting student work beyond the school gates and also of winning local and national competitions.



The background of the entire page is a photograph of a modern building's exterior, featuring a complex grid of metal beams and glass panels. The image is overlaid with a semi-transparent blue filter. White text is placed on the left side, and two paragraphs of white text are on the right side.

ENGLISH & MEDIA

English Language
English Literature
Media Studies

Students of English Literature, Language and Media Studies enjoy the demands of studying these A levels. These courses can often complement each other well, and recent Woodroffe graduates have used these subjects to support their studies in a range of degree courses, including offers to study English Literature and Law at the University of Cambridge, and European Law at Maastricht University.

We have also seen a sharp rise in the number of students enjoying success at A level Media Studies and heading off to a broad range of universities to continue their studies. Recent placements include the University of Liverpool, Goldsmiths, University of London and Bournemouth University.

English Language A Level

Staff: Mrs Z Cowdrey, Mrs C Petty

Overview

This course requires students to be interested in language and its role in our society, as well as to enjoy writing for different purposes. Texts studied will be from contemporary as well as historical contexts. It will be an excellent grounding for anyone considering an arts based university course or a career which requires a high level of communication skills and an understanding of how texts affect audiences.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including English Literature and grade 5 or above in English Language.

Curriculum

Year 12	Students will develop their knowledge and understanding of language methods and how language works in a variety of situations, as well as how individuals and groups use language to represent themselves. They will write to express ideas and opinions.
Year 13	Language. The individual and Society, Textual Variation and Representations, and Children’s Language Development. Language Diversity and Change, Language Discourses and Writing skills. Language in Action, Language Investigation and Original Writing.

Assessment and Reporting - Exam Board: AQA

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These will not have any bearing on the final A level grade, however, students will be expected to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Two written exams lasting two hours 30 minutes which each form 40% of the A level, plus a non exam assessment which forms 20% of the A level. Paper 1: Section A - Textual Variation and Representations. Two texts linked by topic or theme. Three questions: Questions 1 and 2 – Separate analyses of the two texts. Question 3 Section B – Children’s Language Development. A choice of two questions requiring an essay. Paper 2: Language Diversity and Change. Section A – An evaluation essay on either language or language change. Section B – A question requiring analysis of two texts and a directed writing task. Non-examination assessment. Language investigation (2,000 words). A piece of original writing and commentary (1,500).
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

Study days in London are organised to participate in university-style lectures delivered by a variety of prominent academics.

English Literature A Level

Staff: Mrs E Booth, Mrs L Daly, Mrs M Hopton

Overview

This course requires students to be interested in literature and to enjoy reading widely, as well as to be able to write in detail about what they read. Lessons are centred around discussion of a varied range of literary texts, from 1300 to the present day. Students will be encouraged to discuss a range of interpretations to build their appreciation of literary texts and explore the effects of writers’ methods. Many of our students have gone on to study English Literature at university. Recently, two of our students took up places at Oxford University to study English Literature. The A level has always been highly regarded by higher education institutions.

Ian McEwan, the novelist, commented, “Studying English Literature at school was my first and probably my biggest step towards mental freedom and independence. It was like falling in love with life”. We aim to foster a similar level of enthusiasm amongst our students.

Minimum Entry Requirement

Five GCSE grades 4 or above including grade 5 or above in English Literature.

Curriculum

Years 12 & 13	Love Through the Ages Modern Times – Literature from 1945 to Present Day Texts Across Time - Independent non-examination assessment (NEA)
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Assessment and Reporting - Exam Board: AQA

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. Students will be expected to obtain a D grade or above in the Summer assessment to progress to Year 13.
Year 13	Paper 1: Three hour written exam which forms 40% of the A level (open book exam with the exception of Othello). Paper 2: Two hour 30 minute written exam which forms 40% of the A level (open book exam). NEA: 2500 word comparative essay which forms 20% of the A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment. Students will be given copies of our set texts to use in the exams, but we encourage students to buy their own copies in order to allow for annotation.

Additional Activities

Students are encouraged to use the library and are expected to read widely throughout the course. Theatre visits are organised to London or regional theatres whenever possible. We also make use of National Theatre screening events, either in the cinema or through shared access with the drama department. Study days in London are organised to participate in university-style lectures delivered by a variety of prominent academics.

Media Studies A Level

Staff: Mrs E Booth, Mrs L Daly

Overview

This course should appeal to anyone who is interested in society, people, communication, current affairs and creative use of technology. It is a study of contemporary broadcast, digital and print based media. It will also cover the ways in which Media constructs messages and the influence these have on people in society. In each year there is a practical hands-on component.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including English Language and or English Literature at grade 5.

Curriculum

Years 12 and 13	Media A level is separated into two exam components: Media One and Media Two. Both components explore media through four key concepts: media language; media representations; media industries and media audiences. The media forms students’ study in Media One include advertising and marketing, music videos, film industry, radio and newspapers. The media forms students’ study in Media Two include television, magazines, online social and participatory media/video games. There is an exam board prescribed set of texts (CSPs) that students will explore in depth. These texts are designed to provide rich and challenging opportunities for interpretation and in-depth critical analysis, enabling students to develop a detailed understanding of how the media communicate meanings and how audiences respond. They cover different historical periods and different global settings and will include examples of media students would not normally engage with, for example at least one media product produced before 1970 and at least one media product produced for a non-English speaking audience.
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Assessment and Reporting - Exam Board: AQA

Year 12	Two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade however, students will be expected to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Paper 1: Two hour written exam which forms 35% of the A level. Questions relate to the theme with both short and long answer questions. Paper 2: Two hour written exam which forms 35% of the A Level. Non-examination assessment – Creating a media project. A choice of topics related to the overarching (annually changing theme). Internally assessed and moderated by the Exam Board. This forms 30% of the A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

Students will use a variety of digital Media in the non-examination assessment element.

Additional Activities

Speakers and outside visits are arranged when possible.





HUMANITIES

Classical Civilisation

Geography

Government and Politics

History

Law

Religious Studies

We are fortunate to be able to offer a diverse range of subjects under the umbrella of Humanities. In what is arguably one of the busiest areas of 6th form study, students can get involved in an incredible range of super-curricular activities. We have an annual visit from George Parker, Political Editor of the Financial Times, who has provided Politics students with exceptional work placements in the heart of Westminster. The Geography

and History departments team up to run an incredibly successful and enjoyable trip to Naples and Pompeii. The opportunities for students are endless, and results within these subjects are consistently high. Recent graduates have secured places studying Classics at the University of Oxford, Ancient History at the University of Birmingham, Politics at the University of Liverpool and Geography at the University of Bristol.

Staff: Mr A Stanford, Mr T Wickins

Overview

Classical Civilisation focuses on the civilisations of Greece and Rome. The subject is wide-ranging, and pupils who study this subject will have the opportunity to study ancient literature, material culture, thoughts, and ideas in their historical context. The course offers pupils a fascinating perspective from which to grapple with issues that continue to affect us two millennia later. In the past students studying this subject have enjoyed bringing their learning to life through trips to the British Museum and Pompeii and Herculaneum.

As well as being superb preparation for the further study in the Classics, a study of Classical Civilisation complements many other popular A level subjects including Art, Drama, English Literature, Government and Politics and History.

Minimum Entry Requirement

5 GCSEs at grade 4 or above including GCSE grade 5 or above in History, Ancient History, Classical Civilisation or another subject involving written analysis and investigation. GCSE English (Literature or Language) will be required. There is no requirement to have studied History, Ancient History or Classical Civilisation at GCSE to study this subject.

Curriculum

Years 12 & 13	Unit 1: The world of the Hero - an investigation of the epics of Homer and Virgil. Unit 2: The Imperial Image. Unit 3: Politics of the Late Republic.
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Assessment and Reporting - Exam Board: OCR

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade, however, students will be expected to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Paper 1: The world of the Hero. Two hours 20 minutes which forms 40% of the A level. Paper 2: The Imperial Image. One hour 45 minutes which forms 30% of the A level. Paper 3: Politics of the Late Republic. One hour 45 minutes which forms 30% of the A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

Trips to the British Museum, Pompeii and Herculaneum help to enrich pupils learning.

Staff: Miss E Keaney, Mr B Williams

Overview

This is a synoptic course designed to identify global and local issues and how they affect the environment and people around us. Issues such as climate change, coastal erosion and management, rural regeneration, the geopolitics of our world and migration.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including English. It is also expected that students will have achieved a grade 5 or above in Geography or History and a grade 5 in Maths.

Curriculum

Year 12	Unit 1 – Dynamic Landscapes. This focuses on the meaning, cause, impact and management of global physical challenges. It includes global hazards both meteorological and tectonic along with our changing coastline. Unit 2 – Dynamic Places. This focuses on globalisation and global interdependence alongside changing human environments. We study the topics Globalisation and Regenerating Places.
Year 13	Unit 3 – Physical Systems and Sustainability. This includes how we manage our water resources. Is there a long term solution to meeting our energy needs and what are the future scenarios with regard to climate change? We study the topics of the Water and Carbon Cycles Unit 4 – Human Systems and Geopolitics - how do the world’s countries interact over politics, the environment and economics? In this module, we study Superpowers and Migration, Identity and Sovereignty.

Assessment and Reporting - Exam Board: Pearson Edexcel

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A Level grade, however, these grades will be used to set grade predictions and used for UCAS entry predictions.
Year 13	Students will have a mock exam early in the spring term. Paper 1 – Two hours 15 minutes written exam which forms 30% of the A level. Paper 2 – Two hours 15 minutes written exam which forms 30% of the A level. Paper 3 – Two hours 15 minutes written exam which forms 20% of the A level. All three papers may include short, open response and resource-linked questions.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The Geography department is well equipped with textbooks, journals and fieldwork equipment that is used to support students with their NEA work.

Additional Activities

Students will carry out at least four days of fieldwork. Towards the end of Year 12, students have a three-day residential visit to Leeson House, Dorset, where they will carry out fieldwork in a range of locations, such as Chesil Beach, Boscombe and Studland Bay. Students may also have the opportunity to visit the Bay of Naples.

Government and Politics A Level

Staff: Mr M Harding, Mr D Hennessy

Overview

A Level Politics is a fascinating study of ideological perspectives and contemporary political ideas. Students who take the course will evaluate the ideas behind the key social movements and political ideologies that dominate the world today and debate the most hotly contested issues in UK politics. Whilst the main focus of much of the course is politics in the UK, there are many opportunities to investigate the role of political ideas in an international context. The broad scope of the course means that it combines very well with a range of other A levels including History, Geography and Business. The course develops skills of persuasive arguing and critical analysis, which are useful in a wide variety of careers including law, journalism and management.

Minimum Entry Requirement

5 GCSEs at grade 4 or above including GCSE at grade 5 or above in English Literature and/or a Humanities subject (Geography/History/Religious Studies).

Curriculum

Year 12	Component 1: UK Politics. Students investigate the key themes associated with politics in the UK. Referendums and voting systems are critically assessed and students will evaluate the role of the media and pressure groups in the UK’s democratic system. Students also undertake a detailed study of key political ideologies such as liberalism, conservatism and socialism. Component 2: UK Government. Students will study the constitution, parliament, Prime Minister and executive, relationships between the branches. Students will also make a detailed analysis of one idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism.
Year 13	The first units are concluded early in Year 13 and then we move on to the third unit. Component 3: Comparative politics (global). Students will study: sovereignty and globalisation, global governance: political and economic, global governance; human rights and environmental, power and developments, regionalism and the European Union, comparative theories.

Assessment and Reporting - Exam Board: Pearson

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A Level grade. Students will be expected to obtain a D Grade or above in the summer assessment to progress to Year 13.
Year 13	Each of the three units will be assessed by a two-hour exam, which will include topics from across the two-year course. Students will be required to write several essays in each exam. Each exam forms 33.3% of the total A Level.
Assessments, alongside students’ classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

An interest in reading and a broad curiosity about politics will undoubtedly be an advantage for anyone taking the course. Students will be required to work together to analyse and debate the issues in class before writing essays.

History A Level

Staff: Ms R Brown, Mr G Rice

“History is a relentless master. It has no present, only the past rushing into the future. To try to hold fast is to be swept aside.” JFK

Overview

The A level History course offers students the opportunity to study a range of exciting topics across a broad time period, from the Early Modern period to the present day.

History is an extremely well regarded A level subject, and students studying History have gone on to study a wide variety of subjects at university. It combines well with other arts subjects such as English, Languages and Art, or it can broaden a Science portfolio. Through A level History students develop their ability to analyse both sources and interpretations, and to create and sustain arguments. In the words of Winston Churchill, ‘Study history, study history. In history lies all the secrets of statecraft’.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including GCSE grade 5 or above in History or Ancient History. Those who have not taken History at GCSE will need a grade 5 or above in subjects involving written analysis and investigation. English GCSE at grade 5 or above will also be required.

Curriculum

Year 12	England, 1509–1603: authority, nation and religion. This is a breadth of study covering Tudor monarchs from Henry VIII to Elizabeth I, including politics, religion, and rebellions. Luther and the German Reformation, c1515–55.
Year 13	The British Experience of Warfare 1790-1918: perception and reality. Students will study the Napoleonic War, Crimean War, Boer War and World War One, looking at the developments in military and the political, economic and social impact of war. Coursework: Students will examine the extent of public support for the Nazi regime – was there coercion or consent.

Assessment and Reporting - Exam Board: Pearson

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade. Students will be expected to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Paper 1 – 2 hours 15 minutes written exam which forms 30% of the A level. Paper 2 – 1 hour 30 minutes written exam which forms 20% of the A level. Paper 3 – 2 hours 15 minutes written exam which forms 30% of the A level. Non-exam assessment (coursework) which forms 20% of the A level.
Assessments, alongside students’ classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

Students are able to participate in national writing competitions in the subject.

Law A Level

Staff: Mr M Harding, Mrs S Donnelly

Overview

Studying Law gives students an understanding of the role of Law in today’s society and raises their awareness of the rights and responsibilities of individuals. During the course, you will learn about legal rules and how and why they apply to real life. In learning about the Criminal Justice System and Human Rights you will also develop your analytical ability, decision making, critical thinking and problem-solving skills. You will learn about a wide range of real life influential cases and consider their implications. The study of A level Law supports students wanting to study Law, History, Politics, Philosophy, Business, Journalism and related subjects at university, it can also support those wanting to explore apprenticeships in legal, business or public service sectors (e.g. conveyancer, legal executive, probate executive, agricultural management).

Minimum Entry Requirement

Five GCSEs at grade 4 or above, including GCSE grade 4 or above in English and Maths.

Curriculum

Year 12	The Nature of Law and English Legal Systems: Students will explore theories of justice as well as the structure of the criminal justice system and the civil courts. Tort: Students will explore civil law topics such as negligence, nuisance, and psychiatric injury. Criminal Law: Students will understand the law around fatal and non-fatal offenses against the person, criminal defences and offences against property.
Year 13	The Nature of Law and English Legal Systems: Students will extend their understanding from Year 12 to include law reform and parliamentary law-making as well as theories of law and morality. Human Rights: The course will consider the details of the European Convention on Human Rights, theories of morality and Human Rights in the UK.

Assessment and Reporting - Exam Board: Eduqas

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade. Students will be expected to obtain a grade D or above in the summer assessment to progress to Year 13.
Year 13	Paper 1: 25% 1 hour 30 minutes – The Nature of Law & the English Legal System. Paper 2: 37.5% 2 hours 15 minutes – Applications of Tort, Criminal Law and Human Rights. Paper 3: 37.5% 2 hours 15 minutes – Perspectives on Tort, Criminal Law and Human Rights.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

If any trips take place they will be publicised in lessons.

Religious Studies (Religion, Philosophy and Ethics) A Level

Staff: Mr D Hennessy, Mrs M Sydenham

Overview

This course explores fundamental questions addressed by philosophers and religious traditions about the nature and origins of human existence. The work of important religious and non-religious thinkers is analysed, religious traditions are carefully examined and the main theories of ethics are introduced and evaluated using examples of modern ethical dilemmas. The Religious Studies course encourages clear, analytical thinking and teaches students to spot flaws in arguments and express themselves in an articulate and persuasive manner. These skills are valued in all areas of work, but are especially valuable in law, journalism, education, human resources and management. The subject combines very well with both other humanities subjects and the sciences, and is highly regarded by universities.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including GCSE at grade 5 or above in English Literature and/or a Humanities subject (Geography/History/Religious Studies).

Curriculum

Year 12	Unit 1: Philosophy of Religion. Students will study ancient philosophers and a broad range of more recent thinkers to help answer fundamental questions about the nature of reality, personal identity, the purpose of life and the existence of God. Unit 2: Religion and Ethics. Students will critically assess a wide variety of ethical theories that attempt to tell us what is ‘good’ and then apply them to contemporary ethical issues such as euthanasia to help assess their validity and usefulness.
Year 13	The first two units are completed Unit 3: Developments in Religious Thought. Key texts are closely analysed to draw out the important aspects of a religion. Different theological interpretations will be debated. We will examine the way that religions have responded to changes in our society. For example, we will analyse the ways in which religions have adapted to changing views of gender.

Assessment and Reporting - Exam Board: OCR

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade. Students will be expected to obtain a D Grade or above in the summer assessment to progress to Year 13.
Year 13	Each of the three units will be assessed by a two-hour exam, which will include topics from across the two-year course. Each exam forms 33.3% of the A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

An interest in reading and a broad curiosity about religious, philosophical and ethical issues will be an advantage for anyone taking the course. Whilst the course is assessed by written examination, students debate the issues in class before writing essays.



MATHEMATICS

Mathematics

Further Mathematics

Maths continues to be one of the most popular A levels here at Woodroffe. Students understand the importance of A level Maths in enabling them to access a broad range of degree courses. Students who study A level Maths can access courses and careers in engineering, IT, accountancy, consultancy, banking and finance, medicine, science and research to name just a few. Being able to

offer Mathematics as well as Further Mathematics also means our students are not at a disadvantage in being able to apply to the top universities in the UK. Recent graduates have secured places at the University of Cambridge studying Engineering, the University of Sheffield studying Mathematics and the University of Bristol studying Economics.

Mathematics A Level

Staff: Mrs M Adams, Miss A Edmunds, Mrs F Pethybridge, Mr K Poole, Ms L Prince, Mr N Vincent

Overview

It is almost impossible to get through a day without using Maths in some way. Our world is full of numbers to handle and problems to solve. Studying Maths provides students with the tools to make sense of it all. Maths is an incredibly versatile subject and fits well with virtually any combination of A levels. The subject provides good preparation for many university courses including engineering, medicine, architecture, geography, business studies, psychology and any science course.

We use technology in a variety of ways to enhance learning and have a dedicated set of laptops for Year 12 and Year 13 Mathematicians. Students are encouraged to become familiar with graphic and geometry software as well as spreadsheets. All students are required to have an appropriate calculator and many choose to have a more powerful graphical version.

Minimum Entry Requirement

Five GCSEs at grade 4 or above, including grade 6 or above in GCSE Maths.

Curriculum

Years 12 & 13	A combined curriculum of teaching units to enable students to tackle the following three papers: Paper 1 – Pure Mathematics 1 Paper 2 – Pure Mathematics 2 Paper 3 – Statistics and Mechanics
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Assessment and Reporting - Exam Board: Pearson Edexcel

Year 12	Assessed homework is completed throughout the course; this involves students answering exam style questions at the end of each unit which is marked by teachers. We will assess students’ understanding by providing regular internal assessments at appropriate times throughout the year. This includes two sets of Practise exams that everyone partakes in – one during the spring term and one during the summer term.
Year 13	Like Year 12, students will be set assessed homework and have regular internal assessments to track student progress. At the end of the course students will sit three written papers each lasting two hours. Each will form 33.3% of the A level. All exams are taken in May/June of Year 13.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

Students are invited to participate in the Senior Maths Challenge which is an individual event. We also participate in the Dorset Team Maths Challenge which is a multi-round event. Students have access to a Sixth Form Maths Clinic for further challenge or additional support and guidance.

Further Mathematics A Level

Staff: Miss A Edmunds, Mr K Poole, Ms L Prince, Mr N Vincent

Overview

Further Maths is a highly regarded qualification and enables students to distinguish themselves in the university and employment market. It is much sought after by the top universities, especially from students who want to study Mathematics or a highly Maths based subject such as Engineering, Sciences, Computer Science or Economics. Even if your strength is in an apparently unconnected subject such as History, studying Further Maths can be very rewarding and develops logic and thinking skills to a high level. The course is available to those who also opt for Maths, but requires a high level of commitment and interest as it will account for two options worth of time. For someone who enjoys Maths, it provides a challenge and a chance to explore new and more sophisticated mathematical concepts.

As per the Maths A level course, students will become familiar with using technology to enhance their learning. Our students regularly progress on to top universities to study Mathematics or other Maths based subjects.

Minimum Entry Requirement

Five GCSEs at grade 4 or above, including grade 7 or above in GCSE Maths with a keen interest in the subject. Students must also take Maths A level.

Curriculum

Years 12 & 13	Two units of Core Pure Mathematics plus further units in Statistics and Mechanics.
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Assessment and Reporting - Exam Board: Pearson Edexcel

Year 12	Assessed homework is completed throughout the course; this involves students answering exam style questions at the end of each unit which is marked by teachers. We will assess students’ understanding by providing regular internal assessments at appropriate times throughout the year. This includes two sets of Practise exams that everyone partakes in – one during the spring term and one during the summer term.
Year 13	Like Year 12, students will be set assessed homework and have regular internal assessments to track student progress. Four written papers each lasting 1 hour 30 minutes. Each will form 25% of the A level. All exams are taken in May/June of Year 13.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

Woodroffe is an active member of the Further Maths Network, which co-ordinates opportunities to meet for study days, lectures and other activities. It also provides additional electronic support materials which many students find very interesting. Students taking Further Maths are actively encouraged to participate in the Senior Maths Challenge and also the Team Maths challenge. Guidance regarding STEP and University Entrance Examinations is provided.

An aerial photograph of Paris, France, featuring the Arc de Triomphe in the center. The city's dense urban landscape, with numerous buildings and streets, is visible. The image is overlaid with a semi-transparent purple rectangle containing text.

LANGUAGES

French

The Languages team provide an excellent standard of teaching to our talented linguists in the Sixth Form. The students who take French at A level enjoy the benefits of being taught in small teaching groups, as well as the chance to participate in a range of experiences outside of the classroom. Recent Woodroffe students have continued

their studies of French or gone on to study other languages such as Spanish and Japanese at universities in the UK and abroad. One ex-student returned to Woodroffe recently from the University of Portsmouth to undertake teaching practice as part of her degree course in French and Spanish.

French A Level

Staff: Miss N David, Mrs C Hales

Overview

The course is designed to be challenging and motivating, enabling students to develop an advanced level knowledge and understanding of the French language and the culture of France and other francophone countries, as well as practical language skills. Over the course, students will develop the fluency and confidence in speaking to enable them to use French outside of the classroom and have the skills they need to progress to higher level study if they choose. Our aim is for students to really enjoy French as well as being well prepared for their exams.

Minimum Entry Requirement

Five GCSEs at grade 4 or above, including grade 6 or above in French GCSE.

Curriculum

Year 12	The course will cover social issues and trends, artistic culture and the study of a set film in addition to the study of grammar. Subtopics include Family, Technology, Cultural Heritage, Francophone Music and Cinema.
Year 13	In addition to developing the topics studied in Year 12, students will also study a literary text, currently a contemporary novel. Additional subtopics include Immigration and Multiculturalism, Diversity, Crime and Young People’s Attitudes to Politics. Each student will choose an aspect of francophone culture to research, and will be expected to discuss their project as part of the speaking exam. Students will also continue to develop skills in reading, writing, translation, listening and oral discussion.

Assessment and Reporting - Exam Board: AQA

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade, however, students will be expected to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Listening, reading and writing exam lasting two hours 30 minutes, which forms 50% of the A level. Essay writing exam lasting two hours, based on the film and literary text studied, which forms 20% of the A level. Speaking exam lasting approximately 20-25 minutes, which forms 30% of the A level.
Assessments, alongside students’ classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have a specialist A level teaching room with up-to-date equipment, as well as a library of French texts, reference books, films and listening material. We also have online subscriptions to learning resources for independent study.

Additional Activities

Students are encouraged and supported in making contact with French native speakers of their own age from our link schools in France. Students have recently undertaken private exchange visits and work experience in France. We do all we can to support and encourage such activities.





THE SCIENCES

Biology

Chemistry

Environmental Science

Physics

The number of students taking combinations of A level sciences continues to go from strength to strength at Woodroffe. Students benefit from small class sizes, outstanding teaching and a range of super-curricular opportunities, including the Black Sea MAP STEM Scholar Programme, which saw a recent Woodroffe graduate achieve the highest accolade of a Gold Crest Award. Each year a high percentage of students successfully apply

to study medicine and sciences at the top universities in the UK. These include Physics with Astrophysics at Bath, Computer Science at the University of Edinburgh, Chemical Engineering at the University of Cambridge and Medicine at the University of Oxford. We also have an ex-student who has recently graduated from Oxford with a first-class honours degree in Biomedical Science.

Biology A Level

Staff: Mrs T Ballam, Mrs K Wills

Overview

Biology involves the study of a wide range of exciting topics ranging from molecular biology to ecosystems; from microorganisms to mammoths. Studying Biology can open up a huge range of careers, from the more familiar medical and laboratory jobs to managing trials, scientific sales and advisory roles. Biology A level is enhanced by, and enhances, the following subjects: Chemistry, Geography, Environmental Science and Psychology. A good understanding of Maths is essential, representing 10% of examined marks and hence studying Maths A level or Core Maths in combination with Biology is advantageous and encouraged.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including two Separate Science GCSEs at grade 6 or above including Biology and preferably Chemistry, or alternatively two GCSE grade 6 or above from Combined Science. A grade 6 or higher in GCSE Maths is also required; however, students with a grade 5 in Maths will still be accepted if they choose Core Maths as their Enrichment Subject. A grade 5 or higher in GCSE English Language or Literature is also required.

Curriculum

1	Biological Molecules	6	Microbiology and Pathogens
2	Cells and Viruses	7	Modern Genetics
3	Classification	8	Origins of Genetic Variation
4	Exchange and Transport	9	Control Systems
5	Energy for Biological Processes	10	Ecosystems

Assessment and Reporting - Exam Board: Pearson

Year 12	Students have two internal assessments – one during the spring term and one during the summer term. These assessments are internal and will not have any bearing on the final A level grade.
Year 13	Paper 1: Advanced Biochemistry, Microbiology and Genetics Questions draw on content from topics 1 to 7. A written exam lasting 1 hour 45 minutes which forms 30% of the A level. Paper 2: Advanced Physiology, Evolution and Ecology Questions draw on content from topics 1 to 4, 8, 9 & 10. The paper length, weight and format is the same as for paper 1. Paper 3: General and Practical Principles in Biology A written exam lasting 2 hours 30 minutes, worth 40% of the total marks.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades. In addition, Common Practical Assessment Criteria (CPAC) are assessed throughout the course leading to a Practical Endorsement that is required for entry to university science courses.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

A number of activities take place throughout the year and are publicised in lessons, including a fieldwork trip.

Chemistry A Level

Staff: Miss K Hamshere, Mr R Spiller

Overview

Chemistry is one of the fundamental ways that we can learn about our environment, what makes things work and even life itself. It is a requirement for a number of important careers and useful for a great many more. Chemistry fits well with the other Science disciplines and with Maths and it is essential for many degrees in related subjects. Our aim is to develop students who have a detailed knowledge and understanding of the subject and are able to think through problems in a logical and scientific way. Chemistry is essentially a practical subject and we aim to let the students do as much practical investigation as possible.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including a grade 6 or above in Chemistry, or alternatively two GCSEs grade 6 from the Combined Science. A GCSE grade 6 or above in Maths is essential due to a minimum of 20% of the available marks being awarded for Maths at Level 2 standard or above. It is advisable to be studying A level Maths and another Science A level alongside this course.

Curriculum

Years 12 and 13	Paper 1: Inorganic and Physical Chemistry. Paper 2: Organic and Physical Chemistry. Paper 3: Practical Skills, Data Handling and Synopsis. Practical Skills: (16 Core Practicals)
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Assessment and Reporting - Exam Board: Pearson

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade however, students will be expected to perform well to secure their progress into Year 13.
Year 13	Paper 1: Written exam lasting one hour 45 minutes worth 90 marks. A mixture of both short and long answer questions. This forms 30% of the A level. Paper 2: Written exam lasting one hour 45 minutes worth 90 marks. A mixture of both short and long answer questions. This forms 30% of the A level. Paper 3: Written exam lasting two hours 30 minutes worth 120 marks. The paper may include multiple-choice, short open, open-response, calculations and extended writing questions. This forms 40% of the A level. Practical endorsement- confirmation on completion of all 16 core practicals.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We aim to carry out all lessons in a laboratory which is equipped with the necessary apparatus. Most of our laboratories are furnished with extractors and fume cupboards; we also have access to safety equipment whenever necessary.

Additional Activities

The students are involved in visits for example, the University of Exeter Organic Molecules practical day and A level Chemistry Live. We also aim to offer our students the opportunity to be involved in the UK Chemistry Olympiad.



Staff: Miss J Ireland, Mrs C Lemon

Overview

Do you feel that there are big questions that need addressing when it comes to our environment? How can the decline in species be stopped? What are the energy options in the future? What are the best or worst case scenarios facing the environment in the 21st Century?

Students with an interest in the world around them including the Earth’s composition and processes, its wildlife and how they interact with each other, will suit this course. It includes some aspects of Geography, Biology and Chemistry in an environmental context by reviewing the scientific principles behind them.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including English and Maths and a 55 in GCSE Combined Science.

Curriculum

Year 12	Unit 1 – The Living Environment. An introduction to biodiversity of life on planet earth. Students investigate the importance of conservation, ecological relationships between organisms and their abiotic and biotic environments are studied in order to understand conservation problems. Unit 2 – The Physical Environment. Humans exploit and manage physical resources to provide higher material standards of living.
Year 13	Unit 3 – Energy Resources and Environmental Pollution. Students investigate future energy supply problems and how these may be resolved. Unit 4 – Biological Resources and Sustainability. The course covers the factors controlling human population growth and the demands placed on resources and the life support systems of the plant.

Assessment and Reporting - Exam Board: AQA

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These will not have any bearing on the final A level grade, however, students will be expected to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Paper 1 – The Physical Environment, Energy Resources and Pollution – A three hour paper which contains multiple choice, short answer and extended writing questions. It forms 50% of the A level. Paper 2 – The Living Environment, Biological Resources and Sustainability – A three hour paper which contains multiple choice, short answer and writing questions. It forms 50% of the A level.
Assessments, alongside students’ classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

There is a broad range of fieldwork equipment which is used to practice data collection in a variety of environments. Some lessons are also taught in the science laboratories where lab-based practical skills can be learnt.

Additional Activities

Students undertake a visit to Studland Beach to study sand dune succession and observe conservation practices put into action.

Physics A Level

Staff: Mr B Lee, Mr S Ransome-Williams

Overview

The aim of the Physics course is to teach a sound knowledge and understanding of physical principles together with developing scientific problem solving skills both practical and theoretical in nature. The course seeks to develop an enthusiasm for the subject and stimulate enquiring minds. Physics leads to many possible university courses and careers, which can vary from pure research through science journalism to finance. It can provide useful background and insight into some of the most exciting scientific developments today as well as demonstrating a student’s ability to grasp and manipulate complex ideas. Questions assessing mathematical skills at Level 2 or above will form 40% of the marks across the three papers.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including a grade 6 or above in Physics, or alternatively two GCSEs grade 6 or above from Combined Science. A GCSE grade 6 or above in Maths is also required.

Curriculum

Year 12	Core content. The course will include Measurements and their errors, Particles and Radiation, Waves, Mechanics and Materials and Electricity.
Year 13	Core content. The course will include Further Mechanics and Thermal Physics, Fields and their consequences, Nuclear Physics, Options, Astrophysics, Medical Physics, Engineering Physics, Turning points in Physics and Electronics.

Assessment and Reporting - Exam Board: Pearson

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade, however, students will be expected to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Paper 1 – One hour 45 minutes written exam totalling 90 marks, which forms 30% of the A level. Paper 2 – One hour 45 minutes written exam totalling 90 marks, which forms 30% of the A level. Paper 3 – Two hour 30 minutes written exam totalling 120 marks, which forms 40% of the A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The Physics department uses a variety of specialist equipment to help illustrate the theory and mathematics behind the concepts taught.

Additional Activities

The students will attend the Particle Physics Day at the University of Southampton which will provide an opportunity for students to attend lectures and take part in some data analysis using the university facilities and laboratories. Students will also attend other lectures and competitions when they arise.





SOCIAL SCIENCES

Psychology
Sociology

Social Science courses at Woodroffe are popular A level choices. Results are strong and each year a number of students go on to study social science courses at university. Both Psychology and Sociology work well with

other A levels, as well as together. Recent graduates have gone on to study Psychology at the University of the West of England and Criminology at Liverpool John Moores University.

Psychology A Level

Staff: Mrs E Ingrams, Mrs S Donnelly

Overview

Ever wondered if prison really does change criminal behaviour? Or why some people conform? Or perhaps if the experiences you had before the age of five really do shape the person you are today?

A Level Psychology will give students an understanding of the way people think and why people behave in certain ways. Students will learn a variety of skills including analytical thinking, improved communication, problem solving and evaluation, which will help prepare them for an exciting future with the possibility of a range of fantastic careers. Degree courses taken by students who have an A level in Psychology include Psychology, English Studies, Sociology, Sport and Exercise, Science and Law.

Studying Psychology at university can give students a whole host of exciting career options, including Marketing, Business Development, Accountancy, Human Resources, Forensic Psychology, Occupational Therapy, Clinical Psychology and Nursing.

Minimum Entry Requirement

Five GCSEs at grade 4 or above, including GCSE grade 5 or above in English and a Science.

Curriculum

Year 12	Subject content Social influence. Memory. Attachment. Approaches in psychology. Biopsychology. Mental health. Research methods.
Year 13	Compulsory content - Issues and Debates in psychology Option one – Cognition and development. Option two – Schizophrenia. Option three – Forensic psychology.

Assessment and Reporting - Exam Board: AQA

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade, however, students need to obtain a D grade or above in the summer assessment to progress to Year 13.
Year 13	Three written exams, each lasting two hours. Each accounts for 96 marks and forms 33.3% of the A level. The exams consist of a mixture of short answer and extended writing questions covering knowledge, application and evaluation.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

A number of activities take place throughout the year and are publicised in lessons. A clinical psychologist will visit the school to provide insight into how he supports patients with depression, phobias and anxiety. Additionally, a lecturer, from King's College London, will speak with students about the genetic role of schizophrenia.

Sociology A Level

Staff: Mrs T Rowe

Overview

Have you ever wondered how we developed into the society we are today? How different groups in society are viewed, and how these views change, develop and vary? Whether men or women are more likely to commit a crime?

Studying Sociology offers insights into social and cultural issues. Students are required to examine different sociological perspectives and methods. They learn how to use these ideas to structure considered arguments, as well as drawing conclusions about the reasons our society is the way it is. Degree courses taken by students who have an A level in Sociology include Sociology, Psychology, English Studies, Business Studies, Law, and Teaching.

Minimum Entry Requirement

Five GCSEs at grade 4 or above, including GCSE grade 4 or above in Maths and 5 or above in English. This course is most suited to students who typically achieve at least a 5 in subjects with written analysis.

Curriculum

Year 12	Education Theory and Methods and Methods in Context Families and Households
Year 13	Crime and Deviance Theory and Methods Beliefs in Society

Assessment and Reporting - Exam Board: AQA

Year 12	Students will have two internal assessments – one during the spring term and one during the summer term. These assessments will not have any bearing on the final A level grade. However, students will be expected to obtain a D Grade or above in the summer assessment to progress to Year 13.
Year 13	Three written exams, each lasting two hours. Each accounts for 80 marks and forms 33.3% of the A level. The exams consist of a mixture of short answer and extended writing questions, with most questions being 10 marks or above.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

Students are taught in a range of rooms across the school site.

Additional Activities

Students will be required to read widely around the subject and remain up-to-date with current sociological issues by watching news and documentary programmes.

A person wearing a cap is sitting in a lounge chair, looking out of a large window at an airplane on a tarmac. The scene is bathed in a warm, orange-gold light, suggesting sunrise or sunset. The person is in silhouette, and the airplane is visible through the window panes.

VOCATIONAL COURSES

BTEC Business

BTEC Sport

BTEC Travel & Tourism

Level 2 Vocational Pathway

BTEC courses offer a slightly different way of studying that really suits many of our students. Recent graduates of the BTEC courses have gone on to study degree courses such as Sport and Exercise Science, Sports Performance Analysis and Sports Coaching and Development at top universities around the UK. On completion of their BTEC Business students have gone on to study Business Management with Economics at The University of Brighton, Events Management at Bournemouth University and Marketing

and Business Management at The University of Exeter. On completion of their BTEC qualifications, students have also progressed onto several different apprenticeships, within a range of industries including Boeing flight engineering, childcare/nursery work, and engineering. We have also had one student progress onto Flight School, having studied BTEC Travel and Tourism as part of their studies.

BTEC Level 3 Extended Certificate in Business

Staff: Mr M Holding

Overview

The BTEC Business qualification has been developed to provide students with the opportunity to enter employment in the business sector, to progress to higher vocational qualifications such as BTEC Higher Nationals in Business or to study related subjects at university.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including a grade 4 or above in Business and/or English and Maths.

Curriculum

Year 12	Unit 1: Exploring Business This unit will provide students with an overview of the key ingredients for business success; how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. Unit 2: Developing a Marketing Campaign Marketing is a dynamic field central to the success of any business. Students will gain an understanding of how a marketing campaign is developed.
Year 13	Unit 3: Personal and Business Finance Students will learn all about how individuals and businesses use money. Students will also perform a wide range of mathematical calculations to evidence their practical understanding. Unit 8: The Recruitment and Selection Process Students focus on career aspirations, or work area, including Recruitment and Selection.

Assessment and Reporting - Exam Board: Pearson (Edexcel)

Years 12 & 13	BTEC Level 3 National Certificate (worth up to 56 UCAS points) The Extended Certificate is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is equivalent in size to one A level.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

The assessment approach of the BTEC qualifications in Business allows students to receive feedback on their progress throughout the course. All work is assessed through a range of coursework evidence. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, role play and presentations.

Facilities

We have subject specific classrooms with access to IT equipment. Students have access to a wide range of books, publications and other resources throughout the course.

Additional Activities

Students are encouraged to select suitable businesses as part of their Year 12 Work Experience. Students should also regularly be reading business news around the subject, particularly focusing on the impacts to the UK economy.

BTEC Level 3 Extended Certificate in Sport

Staff: Mr T Kelly, Mrs J How, Miss H Moses

Overview

BTEC Level 3 Extended Certificate in Sport will appeal to any student considering further education or a career in the Sport or Sport and Exercise Science field. This course is equivalent to one A level. In total, four units will be covered over the two years.

Minimum Entry Requirement

Five GCSEs at grade 4 or above. grade 4 or above in Science and/or GCSE PE is essential.

Curriculum

4 Units: (2 internally assessed and 2 externally assessed)	1. Anatomy and Physiology 2. Fitness Training and Programming for Health, Sport and Well-Being 3. Professional Development in the Sports Industry 4. Sports Leadership
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Assessment and Reporting - Exam Board: Pearson

Year 12	Unit 1 – One externally assessed written exam. Unit 3 – Two internally assessed assignments
Year 13	Unit 2 – An externally assessed task; set and marked by the exam board and completed under supervised conditions. Unit 4 - Two internally assessed assignments.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

The school has a vast array of sporting facilities including a sports hall; fitness suite; gymnasium, netball courts; MUGA, extended field space with two rugby pitches and multiple football pitches; an ICT suite and a PE classroom

Additional Activities

There will be opportunities for students to spend time observing or learning from external education establishments or employers.

While many of the assignments are written tasks, some of the units require students to be hands on and practically involved in their own and others' learning.



BTEC Level 3 Extended Certificate in Travel and Tourism

Staff: Mr M Banfield

Overview

Whether you aim to go onto Higher Education or straight into the world of work, this course will enable you to discover, not only, the theory of Travel and Tourism, but also how it works in the real world. You will be involved in classroom activities and primary research into real organisations.

Minimum Entry Requirement

Five GCSEs at grade 4 or above.

Curriculum

Years 12 & 13	Unit 1: The World of Travel and Tourism This provides the foundation needed to study the other units. It involves exploring key components and the scale of the industry as well as using data to analyse key trends and their impact. Unit 2: Global Destinations This mandatory unit broadens the knowledge of global destinations. Unit 3: Principles of Marketing in Travel and Tourism Investigating the use of marketing in travel and tourism organisations. Unit 9: Visitor Attractions Identifying and exploring the types of visitor attractions available, and how they meet visitor needs and expectations of customers.
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Assessment and Reporting - Exam Board: BTEC/Edexcel

Year 12	Unit 1: The World of Travel and Tourism A one hour 30 minute written examination set and marked by Pearson. The maximum number of marks for the examination is 75. Unit 3: Principles of Marketing in Travel and Tourism Two pieces of coursework must be completed which will be internally assessed.
Year 13	Unit 2: Global Destinations This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period to carry out research. Unit 9: Visitor Attractions This unit is assessed through three internally set and assessed assignments.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

There is a well-equipped classroom with a full suite of computers, as well as a range of up-to-date travel and tourism resources including textbooks, travel guides, magazines and brochures.

Additional Activities

Students will benefit from a range of visits to several travel and tourism-based businesses, in order to experience the world of travel and tourism for themselves.

Level 2 Vocational Pathway, including GCSE English and Maths Resit

Staff: Mr M Harding, Mrs M Sydenham

Overview

This one-year pathway offers students the opportunity to build on and retake their GCSE Maths and English. In addition, students will undertake the BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development in the Community. The Vocational Pathway will prepare them for the world of work or for a further programme of study within the Sixth Form.

Minimum Entry Requirement

No minimum entry requirements

Curriculum

Year 12	BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development in the Community This practical and rewarding course is ideal for students interested in volunteering, public services, or working within their community. You'll gain valuable, transferable skills—such as communication, leadership and collaboration—that are highly sought after by employers and essential for real-world success. Alongside hands-on experiences and, where relevant, opportunities linked to voluntary organisations, you'll work towards a nationally recognised BTEC qualification. The course is designed to support your personal growth, boost your confidence in learning, and help you achieve success—whatever your starting point. Most importantly, this qualification can open doors to further study at Level 3 and beyond, giving you a strong foundation for your future career.
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Assessment and Reporting - Exam Board: BTEC

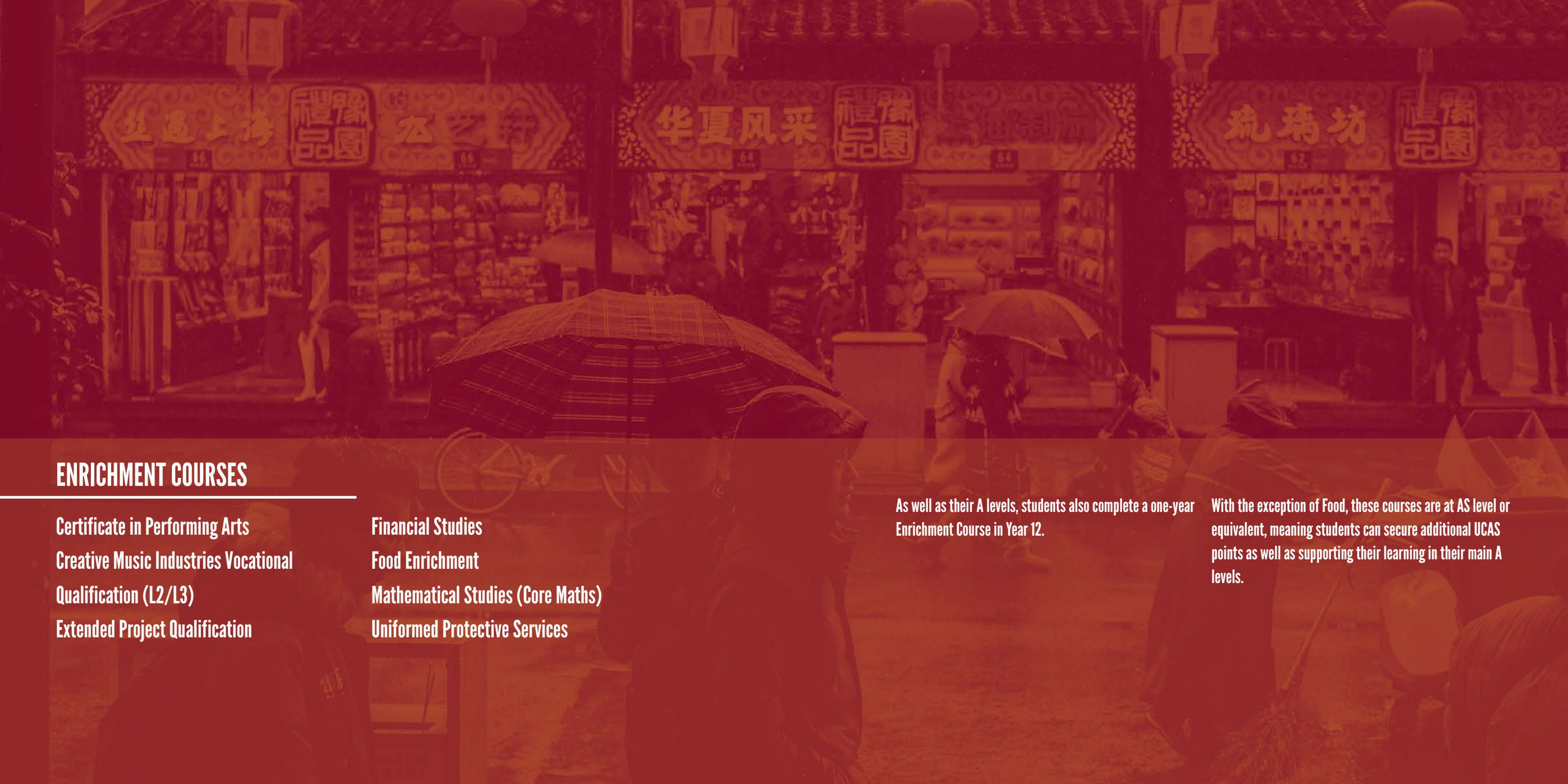
Year 12	Each unit is assessed through coursework or a portfolio of learner evidence.
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Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

Students will benefit from a range of guest speakers and visits that are relevant to the industry sectors that they study.



ENRICHMENT COURSES

Certificate in Performing Arts
Creative Music Industries Vocational
Qualification (L2/L3)
Extended Project Qualification

Financial Studies
Food Enrichment
Mathematical Studies (Core Maths)
Uniformed Protective Services

As well as their A levels, students also complete a one-year
Enrichment Course in Year 12.

With the exception of Food, these courses are at AS level or
equivalent, meaning students can secure additional UCAS
points as well as supporting their learning in their main A
levels.

BTEC Level 3 National Certificate in Uniformed Protective Services

Staff: Mr M Banfield

Overview

This BTEC qualification is designed to support students who want an introduction to the uniformed protective services sector. The uniformed protective services sector is diverse and encompasses uniformed public services such as the police service, the fire and rescue service, the armed services and the prison service.

Minimum Entry Requirement

Five GCSEs at Grade 4 or above including a grade 5 in English.

Curriculum

Year 12	The Pearson BTEC Level 3 National Certificate in Uniformed Protective Services is intended to support progression to further study. Its primary purpose is to support students in accessing higher education in public services and related areas. It is ideal for students who would like an introduction to the uniformed protective services sector, with a view to ultimately securing employment within the sector.
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Assessment and Reporting - Exam Board: Pearson

Year 12	The qualification is equivalent in size to 0.5 of an A level and has been designed to be taken alongside other Level 3 qualifications or Maths / English retake. No prior study of the sector is needed, but learners should normally have a range of achievement at Level 2 in GCSEs or equivalent qualifications. Mandatory Unit: Unit 2: Behaviour and Discipline in the Uniformed Protective Services - Externally assessed. Optional Units, may include: Skills for Outdoor Activities and the Uniformed Protective Services. Expedition Skills. Introduction to Criminology. Police Powers and the Law. Professional Development in the Uniformed Protective Services.
Assessments, alongside students' classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

A number of activities take place throughout the year and are publicised in lessons.

Certificate in Financial Studies (CeFS)

Staff: Mr M Banfield

Overview

The Certificate in Financial Studies (CeFS) is studied in Year 12. The course covers the core disciplines of personal financial education. Students are encouraged to become responsible borrowers and sensible savers and to appreciate the need for financial planning throughout their lives. It prepares them for further study by developing the core skills of critical analysis and evaluation, verbal communication (through classroom discussion) and written communication.

Minimum Entry Requirement

Five GCSEs at grade 4 or above including English and Maths GCSE at grade 5 or above.

Curriculum

Year 12	Unit 1: Financial Capability for the Immediate and Short Term (FCIS) Unit 2: Financial Capability for the Medium and Long Term (FCML)
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Assessment and Reporting - Exam Board: Agored Cymru

Year 12	Both units will be assessed by a paper-based exam and an exam via the Agored Cymru e-test electronic testing system. They will be made up of the following components: Part A – 35 multiple choice questions in a 45-minute exam totalling 35 marks. Part B – Pre-release case study requiring essay responses to five case study questions and five non-case study questions, in an exam lasting one hour 45 minutes totalling 60 marks. Spelling, punctuation and grammar will form 5 marks.
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Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

A number of activities take place throughout the year and are publicised in lessons.

Food Enrichment

Staff: Mrs J Neave

“Everyone should have the opportunity to learn to cook; without it we become dependent on others to feed us, or on convenience foods to fuel us – neither of which is sustainable. It’s crucial that young people have a good understanding of where food comes from, how to cook it and how it affects our bodies for good health in later life.” - Jamie Oliver

Overview

The Food Enrichment course is a fantastic opportunity for you to build essential cooking skills and develop a strong understanding of nutrition, food safety, and healthy living. Through fun, hands-on learning, you’ll gain the confidence to prepare tasty, affordable meals for breakfast, lunch, dinner, and snacks.

Along the way, you’ll master kitchen basics such as knife skills, food storage and rotation, fridge management, and meal planning. You’ll also explore seasonal ingredients, create shopping lists, and learn how to make balanced meals for yourself and others—skills that will stay with you for life.

Bring along your enthusiasm and creativity, and you’ll soon be turning simple ingredients into mouth-watering dishes. You’ll also gain a valuable life skill that will serve you for years to come – from preparing healthy meals at home to boosting your CV with a nationally recognised Level 2 Hygiene Certificate.

Minimum Entry Requirement

This course is open to everyone! All you need is a willingness to get involved, a curious mind, and a passion for food.

Curriculum

Year 12	What You’ll Learn in the Kitchen The chance to cook both individually and as part of a team, developing confidence in the kitchen while experimenting with a wide range of techniques and flavours. You’ll create an exciting variety of sweet and savoury dishes, from everyday meals to special occasion treats. • Vegetarian dishes packed with flavour and balance • Family meals that are nutritious, affordable, and easy to share • Budget-conscious recipes that prove healthy eating doesn’t have to be expensive • Meat preparation skills, including how to joint a chicken safely and effectively • Fish preparation techniques, such as filleting and portioning • Festive baking projects, like creating and decorating your own traditional Christmas cake • Advanced baking skills such as choux and puff pastry and enriched Italian bread dough
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Facilities

The newly refurbished Food Department is equipped with specialist tools such as a blast chiller, air fryers, pasta makers, and food processors, giving you the opportunity to experiment with recipes and techniques in a professional-style environment.

Additional Activities

As part of the course, you’ll visit local hospitality establishments to see food preparation in action and gather inspiration for your own cooking. You’ll also complete the Level 2 Hygiene Certificate, a qualification that gives you a real advantage when applying for part-time jobs, apprenticeships, or careers in the food industry. Plus, you’ll get the chance to learn from local chefs and food specialists who will demonstrate their skills and share their expertise with you.



BTEC Level 3 National Certificate in Performing Arts

Staff: Mrs H French & Miss H Hughes

Overview

The performing arts are a major part of the creative & cultural industries. It is an evolving industry that offers diverse employment opportunities, for example in dance, drama, music, theatre, film, puppetry, costume design, directing, set design, make-up & special effects.

Who is this qualification for?

This engaging & stimulating course is for students with an interest in performing arts. It will equip students with transferable knowledge and skills such as, self-confidence, analytical skills, writing skills, self-presentation, personal discipline, time management & organisation skills to progress to higher education.

Minimum Entry Requirement

Five GCSEs at grade 4 or above.

Curriculum

Year 12	Unit 1: Investigating Practitioners work This mandatory unit is external. Learners will carry out research into several key practitioners’ work through workshops, visits, talks, lessons and independent research exploring professional repertoire and key themes. Unit 2: Developing Life Skills & Techniques for Live Performance This mandatory unit is internal. Learners will develop performance skills in two styles within their chosen discipline (acting, dance, musical theatre, physical theatre or a variety). They will be assessed on performance skills in one style.
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Assessment and Reporting - Exam Board: Pearson

Year 12	Unit 1: Investigating Practitioners work A research project is carried out in preparation for a monitored research session exploring a theme through the chosen practitioners. Unit 2: Developing Life Skills & Techniques for Live Performance A devised piece is rehearsed and performed as a group. Prior to this a presentation understanding the role & skills of a performer, followed up by a performance log to evaluate their work.
Assessments, alongside students’ classwork and homework, will help staff to make informed decisions about predicted grades.	

Facilities

There is a large drama studio with professional dance flooring and a lighting rig creating an adaptable space for performances and workshops along with the main hall for larger events with raked seating.

Additional Activities

Students will immerse themselves in watching professional performances through visiting local theatres, watching live recorded work, performing their own devised pieces, experiencing drama in the local & school community, professional workshops and trips to larger venues like the Old Vic and the West End when appropriate.

Extended Project Qualification

Staff: Dr M Stuttaford, Mrs Steward

Overview

The Extended Project Qualification (EPQ) is a Level 3 qualification. It provides an opportunity for students to extend their abilities beyond the A Level syllabus, stand out and prepare for university or their future career. It can also be used to earn extra UCAS points. The Extended Project will develop and extend from one or more of the student’s study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the school. Delivery of the EPQ will include 30 guided learning hours teaching the necessary skills with supervision and assessment of the student’s progress throughout. It will involve 90 hours of extended autonomous work by the student.

Minimum Entry Requirement

Maths and English GCSE at grade 5 or above. Please note, the course is competitive and places are limited.

Curriculum

Year 12	Students are required to choose an area of interest and develop a project which they plan, research and complete, detailing its aims and providing evidence of all stages of the process. Students may turn their topic into a question which will lead to writing a discursive essay. Students will also deliver a presentation in class to showcase their work. Projects in previous years have covered an incredibly wide range of topics including dowsing, endangered animals, teenage pregnancy, filmmaking, language teaching, chocolate, historical episodes, political issues and more. Throughout the project the focus is on the research process and marks are awarded for an individual’s research skills, not simply for the quality of the final essay.
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Assessment and Reporting - Exam Board: AQA

Year 12	The EPQ is assessed by a completed Production Log, a 5,000-word essay or artefact supported by 1000-word essay and presenting the academic findings and the project’s methodological approach in front of a small audience. The project is marked internally and then externally moderated. The qualification is similar in size to an AS Level, but students can achieve an A* Grade. Students will be required to work independently throughout the course.
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The Project is worth half an A level (up to 28 UCAS points) so can be used to earn extra UCAS points. An increasing number of universities are including the EPQ in their offers to students.

Facilities

Students will make regular use of the library in carrying out their research They are supported in undertaking resource searches using online facilities such as Google Scholar, Core, PubMed and JSTOR. They are encouraged to engage with research material provided by universities.

Additional Activities

Students will benefit from a visit to the library of The University of Exeter in their first term. Further to this, they will, within their 30 hour taught skills’ lessons, be watching some specialist sessions delivered by The University of Southampton. These sessions will be focusing on vital academic skills needed for the undertaking of the EPQ.



Staff: Mrs M Adams, Mr M Hayward

Overview

Mathematical Studies (Core Maths) is a course for those who want to keep up their valuable maths skills but are not planning to take A level Maths. It is a one-year course at Level 3 and is taught over four lessons per fortnight with assessment, homework and research outside lesson time. As it is comparable to an AS, UCAS points are awarded accordingly.

Minimum Entry Requirement

Grade 5 or above in GCSE Maths.

Curriculum

Year 12	Mathematical Studies has been designed to maintain and develop real-life maths skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and it includes a financial maths element. It also helps with other A Level subjects including Science, Geography, Psychology, Sociology and Business. The skills developed in the study of maths are increasingly important in the workplace and in higher education; taking Mathematical Studies will help you keep these essential skills. Most students who study maths after GCSE improve their career choices and increase their earning potential.
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Assessment and Reporting - Exam Board: AQA

Year 12	Students will sit regular internal assessments to prepare students for the real exams and to monitor their progress. It is assessed at the end of the one-year course. Paper 1: One hour 30 minute exam. Paper 2: One hour 30 minute exam.
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Facilities

We have subject specific classrooms with access to IT equipment.

Additional Activities

A number of activities take place throughout the year and are publicised in lessons.

Music Production

Staff: Mrs H Butt, Miss I Pupaza

Overview

This course is for students:

- interested in the recording of sound – how to use microphones and manipulate audio for creative purposes.
- wanting to develop skills and understanding using Logic and work creatively with a finished outcome suitable for a portfolio of creative work.

Level: Level 2 / Level 3 (depending on experience). Level 3 can earn 8, 12 or 14 UCAS points depending on the final grade.

Minimum Entry Requirement

Five GCSEs at grade 4 or above.

Curriculum

Year 12	Recording Sound These units explore the fundamentals of sound recording. These skills are used to create a project which demonstrates understanding of microphones, recording processes, and production skills. You finish with a finished DAW project and track, which can be used as part of a portfolio of creative work in the music industry. Core Skills and Understanding: Microphone types Use of DI boxes, amps and leads Processing audio using Logic Music Sequencing and Production These units develop your understanding of synthesisers and sampling as part of a creative composition task. You will explore the development of synthesisers and samplers and use your skills to create original sounds including synth patches, drum tracks and sample patches combined in a creative project. Core skills and Understanding: How to use a DAW to create original sounds History of synthesis and samplers Audio and Midi editing techniques Use of plug-ins, mixer and automating parameters
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Assessment and Reporting - Exam Board: RSL (Rock School Awards)

Year 12	Assessment is in the form of a portfolio. Regardless of which project is undertaken, you must produce: a) a plan outlining your approach to the task, b) creative project evidence with logbook outlining processes undertaken, and the journey from draft audio to finished product, and c) an evaluation of how successful your working practices were.
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Facilities

The Music department is equipped with 23 iMacs with MuseScore, Garageband and Logic ProX software. There is also a dedicated 6th form work area where students have access to an iMac for lessons and self-supported study.

“Sixth Form students are well-equipped for life after school, with numerous trips providing opportunities to expand their horizons.”



Information correct at time of publication and may be subject to change without notice

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“Students get the impartial advice that they need. Sixth Form students are particularly positive about the support they receive when applying to university.”