

# SIXTH FORM INFORMATION



SEPTEMBER  
**2026**



**Churston Ferrers  
Grammar School**

Learning to create a better world

## HEADTEACHER

Mr J Simpson

*Sixth Form is an exciting and challenging stage in your education because you are choosing your own subjects and your own future.*



## HEAD OF SIXTH FORM

Mr L Shellum

*Our aim is to make your student experience enjoyable and rewarding and to equip you with the information and skills to make a success of your lives beyond school.*



## WELCOME

Welcome to the Churston Ferrers Grammar School Sixth Form prospectus and thank you for your interest. If you are not familiar with the School, it stands in its own extensive and attractive grounds at the southern end of Torbay serving the coastal towns of Brixham, Paignton, Kingswear and Dartmouth, with many of our students travelling from Torquay, Newton Abbot and Totnes.

Sixth Form is an exciting and challenging stage in your education because you are choosing your own subjects and your own future.

Churston's Sixth Form is unique in the local area as:

- We are a truly co-educational grammar school with more or less equal numbers of female and male students; there are usually about 300 students in total in the Sixth Form.
- The Sixth Form is academic in nature as we specialise in A levels together with the Extended Project and Core Maths qualifications, which allows us to run a very wide variety of subjects.
- We combine our academic excellence with a strong commitment to welfare, community, scholarship, self development, active citizenship, sustainability and social justice.

In addition to most of our Year 11 students transferring to our Sixth Form, between 30-40 students from other schools join us, including a number of international guests on cultural exchange.

We believe in a holistic approach towards the experience of our students, this includes:

- The learning experience
- Student support and wellbeing
- Employability and careers
- Enrichment activities

We have a strong student voice, with the Student Presidential Team significantly involved in decisions about the Sixth Form and student life, as well as a team of Student Ambassadors, Subject Champions and Learning Leaders who have a hugely positive impact throughout the school.

Our aim is to make your student experience enjoyable and rewarding and to equip you with the information and skills to make a success of your lives beyond school.

We hope that you will choose our Sixth Form and one day will remember your time here as a very enjoyable experience and one in which you achieved the success you were hoping for.

**Mr J Simpson and Mr L Shellum**

## STUDENT PRESIDENTS

Adam and Zuzia



Since joining Churston in 2019, we have both been incredibly lucky to have such an incredible experience, and in year 11 when having to make a choice for A-levels, it was absolutely clear what choice we were going to make. After being in Sixth form for a year, we want to tell you why we think Churston is the right place for you and why you should consider studying here in September.

It will be obvious from the get go, the large level of academic support available to you throughout your time at sixth form. Your teachers will demonstrate their passion for their subjects and you will experience an incredibly supportive environment, from both teachers and your peers.

Whilst academics are a core value of Churston, we both feel that once we leave we will feel confident moving into our future. You will be thrown into a huge amount of different ways to develop yourself, prepare for your future whilst always being pushed to excel and do your absolute best.

Something which has really defined Churston for us is the community feel of the school and the way that, whilst sixth forms can sometimes feel detached, so many things are done to bring the whole school together. Beyond this, there are so many opportunities for you to develop into the community beyond the school for example working with primary schools, supporting local charities or even going into the community for concerts and other events.

Most students will always bring up the amount of extra-curricular activities available to them. We can both say, you will never be bored when you're in Churston Sixth Form. This can be anything from representing the school sports teams, being in the school productions, joining a school band or being involved in the school magazine to name but a few. And if there isn't anything which you want to get involved in? You can always form your own club or society providing not only opportunities for other students, but also for yourself in developing personal skills. Beyond the school, you will have the opportunity to get involved in a range of trips; whether in another country or challenging yourself on a DofE expedition, you will be able to build long lasting memories and really build a well rounded experience of your time at Churston Ferrers Grammar School.

We hope that our small insight into Churston has managed to show you why studying here is such an incredible experience and, should you come to Churston, we are sure that you will have just as much of an amazing time as we have had.

We hope to see you here next year.

**Adam and Zuzia**  
Student Presidents 2025/26

### MEET THE PRESIDENTIAL TEAM



## TABLE OF CONTENTS

<b>1</b> Welcome	
02	Meet Mr Simpson & Mr Shellum
03	Welcome
04	Student Presidents
06	Sixth Form   Our Team
07	Support and Guidance
08	Admissions Policy
<b>18</b> Subject Information	
19	Art & Design
20	Biology
22	Business Studies
24	Chemistry
26	Computer Science
28	Design & Technology
30	Digital Photography
33	Drama
34	Economics
36	English Literature
39	Fashion & Textile Design
40	French
44	Geography
12	Academic Entry Requirements
14	Churston Baccalaureate
16	Explore More
17	Student Services Support
46	German
48	History
50	Linguistics (English Language)
52	Mathematics & Further Mathematics
54	Music
56	Philosophy & Religious Studies
59	Physical Education
60	Physics
62	Politics
64	Psychology
65	Sociology
66	Spanish
<b>69</b> Academic Enrichment Subjects	
70	EPQ
72	AS Further Maths
73	Core Maths

## SIXTH FORM

## OUR TEAM



**Mr Lee Shellum**  
Head of Sixth Form  
Assistant Headteacher



**Mr Martin Swannell**  
Head of Year 13  
PE Teacher



**Mrs Kay Chatfield**  
Head of Year 12 and Drama  
Teacher



**Mrs Kate Bennett**  
Sixth Form Administrator  
Attendance Officer



**Mrs Jess Whitelock**  
Sixth Form Administrator



## MEET THE TEAM

## SUPPORT AND GUIDANCE



## Every Student has:

- A personal Tutor
- Pastoral Support
- Easy access to The Sixth Form Team
- Their progress carefully monitored
- Access to personal careers guidance

Churston Ferrers Grammar School is a lively and caring community with a tradition for high academic and sporting achievement, strong pastoral care, and students who go on to achieve great things in higher education and employment.

In addition to offering a very wide range of A Level choices, and a breadth of academic and other enrichment options, the Sixth Form Team, together with an experienced team of tutorial staff, provide guidance and support tailored to the needs of each student. All students are assigned to a tutor with whom they meet regularly, including form tutor one to ones to offer individual support and guidance.

There are also regular assembly sessions and tutor sessions which incorporate Study Skills to aid transition to A Level study, Citizenship & PSHE, and Careers information advice and guidance, which can be supplemented by special support from qualified careers advisors and outside experts and speakers, covering the following:

- Higher Education options and research
- Gap year options
- Studying abroad information
- Student Finance
- Application Processes
- Interview Techniques
- Personal Statements
- Labour Market Information
- Advice on apprenticeships
- Transferable skills

Students also have the opportunity to attend the UCAS Higher Education Fair in Exeter, University Open Days and a variety of Career Events.



## General Principles and Definitions

Students are admitted to the Sixth Form for a two-year A-Level course. Our planned admission number is 150 per year – please note this is for guidance only.

Maximum group size is 30, although it is rare that this will be reached. Minimum group size will be set by the Headteacher, but subjects with small numbers may not be viable and a decision not to run a subject may need to be taken.

Students in Year 12 are expected to study three subjects plus an academic enrichment option of the Extended Project Qualification (EPQ), Core Maths or Further Maths AS Level, but consideration will be given to students studying four A-Level subjects where their Attainment 8 score and early feedback from teachers supports this. We aim to accommodate as many student combinations as possible. To achieve this, we ask students to enter on the application/subject preference form their first three choices of subject. Students who intend to study four subjects need to choose four subjects at this stage. We then compile the option blocks to facilitate the greatest choice of combinations. With any clashes we cannot resolve we will ask students to select another subject (students are notified when clashes are identified).

Applicants need to meet the following conditions:

1. Be under 19 years of age at the start of their programme of study;
2. have the right of abode in the UK;
3. Meet the Academic Entry Criteria (see below);
4. Qualify for funding from the UK Government for the complete A-Level course.

Students will not normally be funded by the Government for a retake of subjects or the retake of a year, therefore students are not guaranteed the right to retake year 12 or undertake a Year 14. However, the school will consider any requests, based on the student's individual circumstances. These include where there are exceptional circumstances outside the control of the student or institution, such as a period of long-term sickness, or good educational reasons, particularly SEN needs that make it appropriate etc. In some circumstances, a change of courses may be required, should a student not successfully complete Year 12 in all subjects. The Headteacher will decide if circumstances are exceptional in the absence of a definition from the Student Funding Agency.

A student in Year 12 is defined as one who is following the first year of GCE A-Level specifications in a majority of timetabled lessons.

A student in Year 13 is defined as one who is following the second year of the GCE A-Level specifications in a majority of timetabled lessons.

All students transferring from Year 11 at CFGS to Year 12 and all external applicants must meet the academic entry criteria. Students are admitted to the School but subject choices cannot be guaranteed.



## ACADEMIC ENTRY CRITERIA:

### Entry to Year 12

1. To guarantee entry students must have a GCSE grade 6 in at least 5 subjects in total, with a grade 5 or better in English Language and Maths.
2. Students need to meet the individual subject requirements for the subjects they wish to study – (see table in the prospectus). However, students meeting the overall entry criteria, but not some subject entry criteria, will be considered for alternative subjects.
3. Other qualifications may be accepted in place of GCSEs; equivalence will be decided by the Headteacher.
4. Applicants who have not studied GCSEs will need to demonstrate that their knowledge and competency of the English Language is sufficient for them to cope with the A-Level subjects they wish to study by holding a suitable equivalent qualification to GCSE English Language.
5. In Year 12 students must study three A-Level subjects plus an academic enrichment option unless otherwise agreed.

NOTE 1: Two short course GCSEs will be counted as one of the 6 full course GCSE grades required provided they are in different subjects.

NOTE 2: Students who do not achieve the academic entry requirements may be accepted, if it is felt that they have the ability and aptitude for Sixth Form study or based on other good educational reasons such as SEN needs.

NOTE 3: Students who are not accepted will have the opportunity to appeal to the Headteacher who will make a decision in time to start the new academic year if the appeal is accepted.

## APPLICATION/TRANSFER

Internal Year 11 students need to submit an application form containing preferred subject choice and external applicants need to submit a completed application form by 13th February 2026. Applicants submitting forms after this date may be disadvantaged in the allocation to a subject group.

It is essential that students confirm on GCSE results day that they intend to take up their place in the Sixth Form, otherwise the offer of a place may be withdrawn.

## Over-subscription Policy for Sixth Form Entry

The admissions number for external applicants for Year 12 is approximately 50, although this may vary depending on the number of internal applicants bearing in mind the total planned admission number. Places for applicants will be allocated in the following order of priority:



1. Children in care, or who were in care but ceased to be in care because they were adopted or made the subject of a child arrangements order or a special guardianship order. These children were looked after until they were adopted (please refer to the Adoption and Children Act 2002 section 46) or made the subject of a child arrangements order or a special guardianship order (Children Act section 14A. Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. They replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.) This priority applies to all children who were formerly in care, regardless of the date they ceased to be in care.
2. Students who applied by the deadline of 10th February and after that by the earliest date of receipt of application.
3. The highest Attainment 8 score.

NOTE: Other qualifications will be dealt with on an individual basis, equivalence to the above qualifications will be decided by the Headteacher.

### Over-subscription Policy for Subject Entry

After the admission of students who have an Education, Health and Care Plan which names the school and who meet the academic standard, the following over-subscription criteria will be applied if there are more applicants than places available:

1. Subjects named on application forms for new admissions received by the deadline of 10th February.
2. Applicants who are Looked after children (children in care) and previously looked after children. (See above).
3. Subjects named on approved applications from students requesting entry into Year 13.
4. Subjects named on approved applications from students requesting entry into Year 14.
5. Subjects named on approved applications from students requesting to repeat Year 12 (whether taken at Churston or another institution).
6. Subject changes or Year 12 applications received after the deadline in order of date of receipt of application.
7. Ranking by the highest UMS score at GCSE in the A-Level subject applied for (double science being equivalent to two separate sciences) or in the first subject in the individual subject criteria.

### Subject Changes after Admission

The school will generally accommodate requests for subject changes made after admission up until the end of September in Year 12 where:

- i. The new subject combination fits with the academic timetable.
- ii. The new class is not full.
- iii. The student meets the entry criteria for the new subject.

Subject change requests will be considered after this date, but granted only in exceptional circumstances.



### Education, Health and Care Plans

Children with an Education, Health and Care Plan (EHCP) are admitted under separate statutory procedures, and not under this policy.

In the normal admission round (i.e. entry to Year 12 in September), children who qualify and who have an EHCP that names Churston Ferrers Grammar School will be admitted prior to the allocation of places to other candidates, and the number of places available to other students within the PAN for Year 12 will be reduced.

At all other times, students who qualify and have an EHCP that names Churston Ferrers Grammar School will be admitted even if that means going over the PAN for that year group.

### Admission of children outside their normal age group

The school would not expect to admit a child outside the normal age group. The process for requesting such an admission is as follows:

- Information about the child's academic, social and emotional development;
- Where relevant, their medical history and the views of a medical professional;
- Whether they have previously been educated out of their normal age group; and
- Whether they may naturally have fallen into a lower age group if it were not for being born prematurely.

The final decision will lie with the school. The school will consider each case on its own merits, taking into account the individual circumstances of the request and the child's best interests. We will also ensure the parent is aware of whether the request for admission for out of age group has been agreed before final offers are made, and the reason for any refusal.

### Late Entry

The school will consider applications for late entry to the Sixth Form, including direct entry into Year 13, on a case by case basis, considering:

- Information about the child's circumstances and needs.
- The compatibility of the courses that the student is currently studying with their desired programme of study.
- The child's ability to cope academically and pastorally with a late start.

### Independent Appeal

If an application for admissions, from either internal or external applicants, has been turned down by the Trustees, then an appeal can be made to an Independent Appeals Panel. Parents and students are able to appeal jointly or separately against any decision refusing a young person admission and, where they appeal separately, the appeals must be heard together. This appeal must be sent in writing to the Academy Trust Secretary at the school within 20 school working days of refusal. Reasons for the appeal must be given in writing and the decision of the Appeals Panel is binding on the Trustees.

### Equality Impact Assessment

It is essential that admission tests, arrangements and all other aspects of this policy are operated with no reference to protected characteristics.

Subject entry without the minimum grade requirements will be considered on a case by case basis.

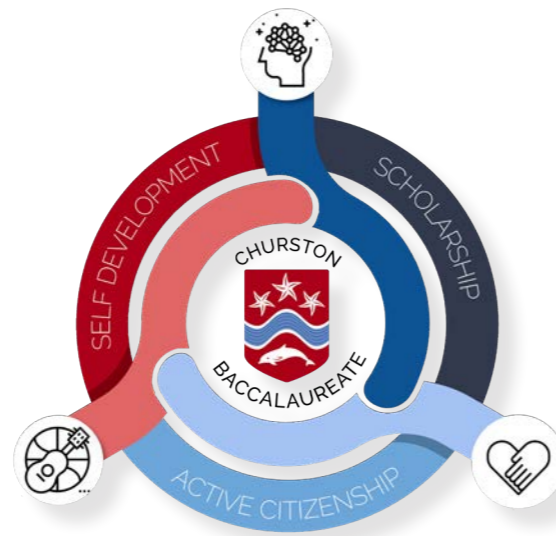
Subject	Minimum GCSE Grade Requirement
ART	Art – Grade 6
BIOLOGY	Combined Science – Grade 7-7 or Biology – Grade 7 Mathematics – Grade 6
BUSINESS STUDIES	Mathematics – Grade 5 (provided they are studying Core Maths); otherwise Grade 6 English Language – Grade 5
CHEMISTRY	Combined Science – Grade 7-7 or Chemistry – Grade 7 Mathematics – Grade 7
COMPUTER SCIENCE	Computer Science – Grade 6 Mathematics – Grade 6
DESIGN & TECHNOLOGY	Design & Technology – Grade 6 in any area
DIGITAL PHOTOGRAPHY	No previous course or experience is required
DRAMA	Drama – Grade 6 English Language and English Literature – Grade 5 (If Drama has not been studied at GCSE, then a Grade 6 will be required in both English Language and Literature, plus relevant practical experience)
ECONOMICS	English Language – Grade 5 Mathematics – Grade 6
ENGLISH LITERATURE	English Language - Grade 6 English Literature - Grade 6
FURTHER MATHEMATICS (INC AS)	Mathematics - Grade 8
FASHION & TEXTILE DESIGN	Art, Art Textiles or Design Technology – Grade 6
FRENCH	French - Grade 6
GEOGRAPHY	Geography/Humanities – Grade 6 English Language - Grade 5
GERMAN	German - Grade 6
HISTORY	History – Grade 6 English Language and English Literature – Grade 5
LINGUISTICS (ENGLISH LANGUAGE)	English Language - Grade 6 English Literature - Grade 6
MATHEMATICS	Mathematics - Grade 7
MUSIC	Music - Grade 6
PE	PE – Grade 6; OR Combined Science – Grade 6; OR Biology Grade 6 Regular participation in at least 1 sport
PHILOSOPHY & RELIGIOUS STUDIES	English Language - Grade 5
PHYSICS	Combined Science – Grade 7-7 or Physics – Grade 7 Mathematics – Grade 7

Subject	Minimum GCSE Grade Requirement
POLITICS	English Language - Grade 5
PSYCHOLOGY	English Language - Grade 5 Either Maths or Biology/Combined Science – Grade 6, with a 5 in the other subject
SOCIOLOGY	English Language - Grade 5
SPANISH	Spanish - Grade 6
EPQ	English Language - Grade 5
CORE MATHS	Mathematics - Grade 5

# CHURSTON BACCALAUREATE

At Churston, we have a vibrant community that shares a common view that pastoral support, academic momentum within the classroom and enrichment experiences go hand in hand towards developing and nurturing our students' progress, character, talents and wellbeing. The sixth form curriculum at Churston provides an all-round educational experience that puts the individual at the centre. Our fundamental belief is that every student is unique and our curriculum is designed so that students can pursue their talents and interests and excel in all aspects of their learning. Allowing pupils to develop individually and collectively through a range of experiences, whilst being stretched and challenged, helps them fully prepare for life beyond Churston.

It is the quality, breadth and depth of our experiences - cultural, social and physical - that help us to understand who we are and what we might become. Our sixth form curriculum has been carefully curated to drive not just well-being and academic achievement, but also to expand horizons, engender a sense of pride, belonging and identity and establish a strong foundation for lifelong mental and physical good health.



The sixth form Churston Baccalaureate is founded on the principle that by taking a holistic approach to every students' development, we provide a platform for their wellbeing and future success. Based on this premise, we have established a sixth form curriculum that supports the scholarship and self development journey of our students through wide ranging opportunity and experience both within and beyond the classroom. We recognise that the skills our students develop are complementary to their academic achievements and their future successes. Our ultimate goal is to foster student aspirations and self-efficacy through providing wide ranging opportunities that nurture individual curiosity and talent.

At Churston, academic achievement is established as a positive outcome of a school curriculum with broader intentions, both in terms of student mindset and skill set. The three components of the Churston Baccalaureate, Scholarship, Self Development and Active Citizenship align with our school principles and our school motto 'learning to create a better world'. By providing a broad range of opportunities in each of these curriculum areas, our students are able to curate their own curriculum journey at Churston and carve their own path towards their future aspirations.

The components of the Churston Baccalaureate are described below:



## SCHOLARSHIP

*"Through learning, we can create a better world; academic high performance is the result of aspiration, curiosity and taking personal responsibility."*

### 3 A levels

With 26 subjects to study at A Level, there is a lot to choose from. To help you understand more about each subject, please explore the subject pages of this booklet.

### Academic curriculum option

Alongside three A-levels, our students study a fourth academic curriculum option, choosing from the Extended Project Qualification (EPQ), Core Maths, AS Further Maths or a fourth A-level of their choice.

### Reading

By choosing to read texts that fascinate and challenge as well as guide our students in the pursuit of scholarship, this gives them a strong foundation for their future studies and careers.



## ACTIVE CITIZENSHIP

*"We believe that the world will become a better place through the ideas, actions, advocacy and impact of Churston students today, and in the future."*

Sixth form students at Churston all contribute at least 10 hours of active citizenship, with many going on to contribute 30, 50 or even 100 hours in the Churston community and beyond. Students record their hours through the Vinspired platform which enables them to not only gain external accreditation for their volunteering but also continue to access volunteering opportunities up to the age of 30. By engaging with the active citizenship programme at Churston, our students build a dynamic and comprehensive skill profile in preparation for their post-18 pathways.



## SELF DEVELOPMENT

*"Through seizing opportunities and being positively self-reflective, we confidently learn, grow and thrive at school and beyond."*

### Enrichment electives

Students select their own electives which take place on a Wednesday afternoon, in the following areas:

- competitive school sport guided non-competitive sport or fitness activities.
- other self development options, such as outdoor education

### Careers Education & Work Experience

The tutor curriculum, careers education and year 12 work experience all support our students to develop as individuals and prepare for the challenges and opportunities that lie ahead.

### Co-curriculum

Clubs and societies, The Duke of Edinburgh's Award and residential trips.

Our overriding aim at Churston, is to ensure that the co-curriculum is a source of fun and enjoyment for our students, with wide ranging activities that give them the opportunity to unwind. Through the activities on offer students develop and demonstrate confidence, resilience, open mindedness, curiosity and effective communication. Our students discover their element through music, sports and drama and many other important and wide-ranging activities on offer in our co-curricular programme at Churston.



Explore More

# TRIPS

Enrichment trips have long been a highly anticipated and memorable part of life at Churston. From subject specific day trips to cultural visits to European cities and adventurous overseas expeditions, we recognise the huge value that the experience of a school trip can bring. Self development through new experiences and challenges underpins the formation of lifelong memories.

Our residential trips programme has been composed in line with our school principles: scholarship, self development, sustainability, active citizenship and social justice. Each trip has been designed following careful consideration of our pupils' self development and learning experiences under one or more of these principles, whilst ensuring our duty of care and providing an effective, enjoyable and safe trip each time.

Click here to view our [Explore More Trip Programme](#)



The Duke of Edinburgh's Award is an internationally recognised scheme providing accreditation for a self-directed programme, working with schools and other organisations across the UK. It gives opportunities to discover new interests and talents and for a participant to develop essential skills for life and work. It is also a well recognised mark of achievement, respected by employers and universities. HRH Prince Philip himself described it as a 'do it yourself toolkit for life'.

DofE has grown into an integral part of the enrichment programme at Churston over the last 20 years - annually an excellent proportion of our students in Y12-13 participate and complete the Gold DofE Award.

There are five sections to complete at the Gold level:

- Volunteering
- Physical
- Skill
- Expedition
- Residential

More information can be found here <https://www.dofe.org/do/sections/>

# STUDENT SERVICES SUPPORT



Alongside excellent pastoral support, Churston Sixth Form benefits from the school's well-supported SEND provision, including a number of teaching assistants, a range of flexible quiet spaces, a full-time therapeutic counselling team and a specialist assessor for examination access arrangements. We work closely with external agencies such as Torbay and Devon 0-25 SEN teams, CAMHS, Educational Psychology and local autism teams, as required.

Churston Ferrers Grammar School believes that happy, challenged and well supported students perform better, and are more caring towards each other. We take a holistic approach in all aspects of a child's development and well-being. To this end, we believe that:

- All students, including those with special education needs or disabilities (SEND) are entitled to a broad, balanced, coherent and relevant curriculum which is differentiated to promote maximum progress;
- In order to best support all of our students, all staff should have high levels of awareness of SEND and appropriate professional skills to identify and address students' individual needs;
- Additional provision and support for students with SEND should be flexible and appropriate and should keep the student at the centre;
- Open communication with students and parents/carers is vital to maintaining proper support within our community.

Where students or parents/carers have a concern about a possible special educational need or disability, they are encouraged to raise their concerns either with a member of Sixth Form Team, the student's tutor, or with the Special Educational Needs and Disabilities Coordinator (SENDCo) in the first instance.

Students joining Churston Sixth Form from other schools are encouraged to provide key information at enrollment so that details of any special educational needs can be discussed with the SENDCo, in order to plan for appropriate provision and discuss any potential enhanced transition visits.

Students who have had examination access arrangements in place for their GCSE examinations will usually continue to receive these same arrangements as they move into Sixth Form; the SEND admin team will complete the administrative process required for this. Occasionally, students' needs become more apparent as they enter Sixth Form and further assessment may be necessary.

**“ BY EXPLORING NEW ACTIVITIES, PUSHING OUR BOUNDARIES AND STEPPING OUT OF OUR COMFORT ZONE, WE TAKE A CHANCE IN LIFE. THESE SMALL COURAGEOUS STEPS OPEN UP NEW WORLDS. WE DISCOVER MEANING, FIND STRENGTH AND APPRECIATE THE BEAUTY OF KINDNESS.”**

G LONGHURST  
ASSISTANT HEADTEACHER



**A Level Subjects**

Maths, Politics, Economics

**Academic enrichment**

EPQ

**Future aspirations**

Become an International Lawyer

**Responsibility, Leadership or Active Citizenship roles**

Outside of school I volunteer for the disabled sailing association to give back to the local community and support my Gold DofE. I gained my active citizenship hours through giving tours, helping with open evenings for my A - level subjects and induction days, planting trees, maths classroom support, and tutoring younger students.

I am currently raising money for the charity Rowcroft Hospice through climbing Kilimanjaro in September 2026 and running a half marathon. I am also vice Economics Subject Champion.

**My activities**

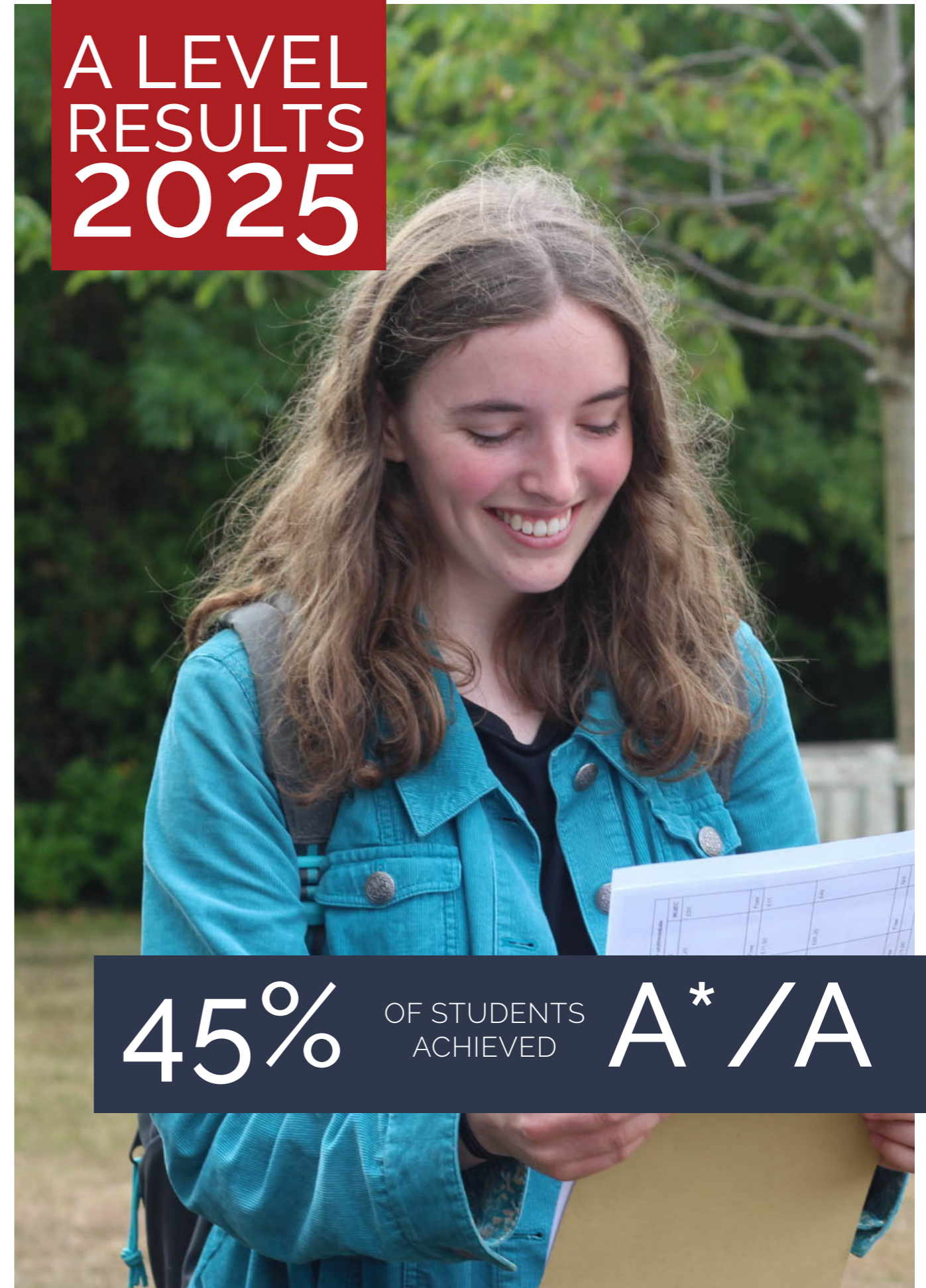
Created and chaired the Politics society  
Completing the Gold Duke of Edinburgh award  
Competitive rower

**How do these activities benefit you?**

These activities have benefited me as it has taught me leadership skills, teamwork, organisation, communication, and confidence.

**“ YOU MISS 100% OF THE OPPORTUNITIES YOU DON'T TAKE. ”**

**A LEVEL RESULTS 2025**



**45%** OF STUDENTS ACHIEVED **A\* / A**

# SUBJECT INFORMATION

## ART & DESIGN

Head of Department - Mrs M Harris



### Entry Requirements

Art - Grade 6

### Examination Board

OCR:H601

### Introduction/General Advice and Requirements

Throughout the course, students will develop a working knowledge of materials, processes and techniques within Art.

Fundamental to the course are the major disciplines of drawing and painting. Students will have the opportunity to work in some of the following areas: multimedia experimentation, drawing, painting, stage set design, photography and fibre arts.

### Course Content and Assessment

The 'A' level qualification comprises of two components:

**01 Personal Investigation:** (120 marks) 60% of total A level.

The Personal Investigation comprises of two elements:

- A portfolio of practical work, showing a personal response to a theme, brief or stimulus. The use of sketchbooks and A1 development boards are used throughout the course.
- A related written study of a minimum of 1000 words.

**02 Externally Set Task:** (80 marks) 40% of total A level.

The early release paper, which will be released at the beginning of February, will provide students with a number of themes, from which ONE must be chosen.

This unit of work will then end with a final 15 hour unaided practical assessment in April.

All the work is internally assessed and externally moderated.

### Career Opportunities

An extremely broad range of career opportunities exist for students studying Art & Design.

A specialist foundation course in Art & Design can be followed before going on to a degree at University.

Courses vary from Architecture to Fine Art, Illustration to Fashion buying, from Animation to Graphic design.



## BIOLOGY

Head of Department - Mr A Garlick

### Entry Requirements

Grade 7-7 in Combined Science OR a Grade 7 in Biology, Mathematics – Grade 6

### Examination Board

AQA



### Introduction/General Advice and Requirements

Biology is the study of life on every scale; from large ecosystems, such as rainforests, to a single antibiotic resistant bacterium; from the nervous system to DNA and biochemistry. The study of Biology will allow you to discover how diverse the natural world really is.

To succeed in AS or A-level Biology, you will need to have:

**Scientific ability** - Students often say that they find A-level Biology very different from GCSE. It is a scientific course and contains compulsory elements of Chemistry and Mathematics.

**A willingness to work hard** - Biology contains a wealth of fascinating detail that you will need to assimilate before you can attempt the analytical questions that come up on exam papers. A-level Biology students are given regular assignments to do each week to help them to meet this challenge.

**A real liking for science** - A-level Biology involves students in a very wide range of activities. These include microscopy, laboratory based practical investigations, fieldwork, calculations, statistical analysis, essay writing and the study of biochemistry as well as those activities encountered more regularly at GCSE. Would you enjoy getting involved in these activities?

**Ability in Mathematics and English** – Because A-level Biology involves both essay writing and many calculations, we recommend a minimum of grade 6 in English and Mathematics.

Our Students will follow the AQA A-level Biology course (7402) which is divided into eight units:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Generic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of the gene expression

## BIOLOGY continued

### Course Content and Assessment

#### Examinations

Paper	Content	Duration of Exam	Style of Questions	Percentage of A-level marks
1	Any content from topics 1-4, including relevant practical skills	2 Hours	A mixture of short & long questions and an extended response question	35%
2	Any content from topics 5-8, including relevant practical skills	2 Hours	A mixture of short & long questions and an extended response question	35%
3	Any content from topics 1-8, including relevant practical skills	2 Hours	Structured questions, critical analysis of experimental data and one essay	30%

### Career Opportunities

An A-level in Biology will allow you access to a tremendous range of opportunities in higher education and beyond.

**University:** Many of our students go on to university to study Biology related subjects like medicine, veterinary science, pharmacy, neuroscience, biochemistry, psychology, sports science, biotechnology or biomedical science.

**Careers:** Opportunities exist in many areas including the food industry, plant and animal breeding, the health and medical professions, sport, pharmaceuticals, agriculture, nature conservancy, medical engineering, research, education and politics.

Biology is a stimulating, relevant and absorbing subject. During their A level course, many students develop an enthusiasm for Biology which stays with them for the rest of their lives, whether or not they pursue a Biological career.



## BUSINESS STUDIES

Head of Department - Mr M Glew



### Entry Requirements

Mathematics - Grade 5 (provided they are studying Core Maths); otherwise Grade 6  
English Language – Grade 5

### Examination Board

Pearson Edexcel Level 3 Advanced GCE in Business

### Introduction/General Advice and Requirements

Business Studies is essentially a problem solving course, centering on how businesses operate in the real world. The subject can be applied to whichever organisation and it will also offer an insight into the opportunities and challenges that lie ahead in any career.

The A-level specifications for Business Studies are both stimulating and practical for the real world. There is significant emphasis on how to start up a new business, moving into the development of those new enterprises, through to the dynamic and challenging nature of global commerce. Students are expected to be aware of, and up to date with, current affairs.

### Course Content and Assessment

#### Year 12

**Theme 1: Marketing and people** This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders.

**Theme 2: Managing Business Activities** This theme enables students to develop an understanding of raising and managing finance, and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.

#### Year 13

**Theme 3: Business Decisions and Strategy** This theme moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow, and develop an understanding of the impact of external influences. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty.

## BUSINESS STUDIES continued

### Course Content and Assessment

**Theme 4: Global Business** Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.

#### Assessment

##### Paper 1: Marketing, people and global businesses (2 hours: 35%)

Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

##### Paper 2: Business activities, decisions and strategy (2 hours: 35%)

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

##### Paper 3: Investigating business in a competitive environment (2 hours: 30%)

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued on our website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer.

**Enrichment Opportunities:** We aim to enrich Business Studies students with Industrial Visits, Outside Speakers, and other in- house and public competitions.

### Career Opportunities

Taking this course allows an individual to apply the skills across a huge range of vocations. In every area of employment, you will be required to work for yourself, as a small group or in a large team. Careers which are more obvious include such things as business management, consultancy, marketing, accountancy, banking, insurance, media, information technology, teaching, the law, hotel and catering, tourism and retail management.

## CHEMISTRY

Head of Department - Dr C Hall

### Entry Requirements

Grade 7-7 in Combined Science OR a grade 7 in Chemistry.

Mathematics – Grade 7

### Examination Board

OCR B(Salters) H433



### Introduction/General Advice and Requirements

This course offers an interesting and varied 2 years of study for those who would enjoy extending their knowledge of Chemistry beyond GCSE.

The Salters Chemistry course is structured in a series of modules known as storylines. Each of these brings together ideas from different areas of Chemistry to address topics such as the development of fuels, the importance of ozone, or the use of metals in different applications including medicines.

The course places a particular emphasis on practical chemistry. There is no marked assessment of practical work; instead there will be written questions about practical techniques. Students who complete a required set of practical activities receive a Practical Endorsement to their A Level.

Chemistry is a very attractive subject to employers and Universities. As well as continuing with Chemistry or related studies, it is essential for many medical or veterinary courses.

I look forward to meeting all those who are keen to make the most of this opportunity in September. I am happy to discuss the specification and its requirements in more detail with anyone who may be interested in joining our group.

### Course Content and Assessment

A theme-based approach which covers the whole range of modern chemistry:

Elements of life	The Chemical Industry
Developing Fuels	Polymers and Life
Elements from the Sea	The Oceans
The Ozone story	Developing Metals
What's in a Medicine?	Colour by Design

## CHEMISTRY continued

### Course Content and Assessment

There are three written examination papers at the end of the two-year course. They are:

- **Fundamentals of Chemistry** (110 marks, 41%)
- **Scientific Literacy in Chemistry** (100 marks, 37%)
- **Practical Skills in Chemistry** (60 marks, 22%)

There are also 12 practical activities, carried out over the two years, which must be completed in order to qualify for the Practical Endorsement.

### Career Opportunities

There are former Churston A-Level students in the Chemistry departments of many Russell group universities and they are well on the way towards successful careers in industry and research. Chemistry is an essential A-level for any medical or biological degree course and very useful for Engineering courses. Universities are aware of the demands of A-level Chemistry; a high grade will help you to gain a place on any degree course, even in unrelated subjects such as French or Law.



## COMPUTER SCIENCE

Head of Department - Mr P Sutton



### Entry Requirements

Computer Science – Grade 6  
Mathematics – Grade 6

### Examination Board

AQA

### Introduction/General Advice and Requirements

Computer Science is a practical subject where students can apply the academic principles learnt in the classroom to real-world systems. Students will learn how to use the computer as a tool to make our world function as it does today, from making games and mobile applications to building networks and robots. Computer Science is an intensely creative subject that combines invention and excitement and allows for observations of the natural world through a digital prism. The qualification centres on computational thinking, developing the highly transferable skills of problem solving and systems analysis. These are the concepts that lie at the heart of Computer Science. It will be a most valuable preparation for students wishing to enter the ever-growing Knowledge Economy.

### Course Content and Assessment

1. Fundamentals of Programming
2. Fundamentals of Data Structure
3. Fundamentals of Algorithms
4. Theory of Computation
5. Fundamentals of Data Representaion
6. Fundamentals of Computer Systems
7. Fundamentals of Computer Organisation and Architecture
8. Consequences of Uses of Computing
9. Fundamentals of Communication and Networking
10. Fundamentals of Databases
11. Big Data
12. Fundamentals of Functional Programming
13. Systematic Approach to Problem Solving
14. NEA - Non-exam Assessment: Programming Project

## COMPUTER SCIENCE continued

### Course Content and Assessment

Assessment:

#### Paper 1 - 40%

This on-screen exam (duration 2h 30min) tests the student's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1-4 and 13.

#### Paper 2 40%

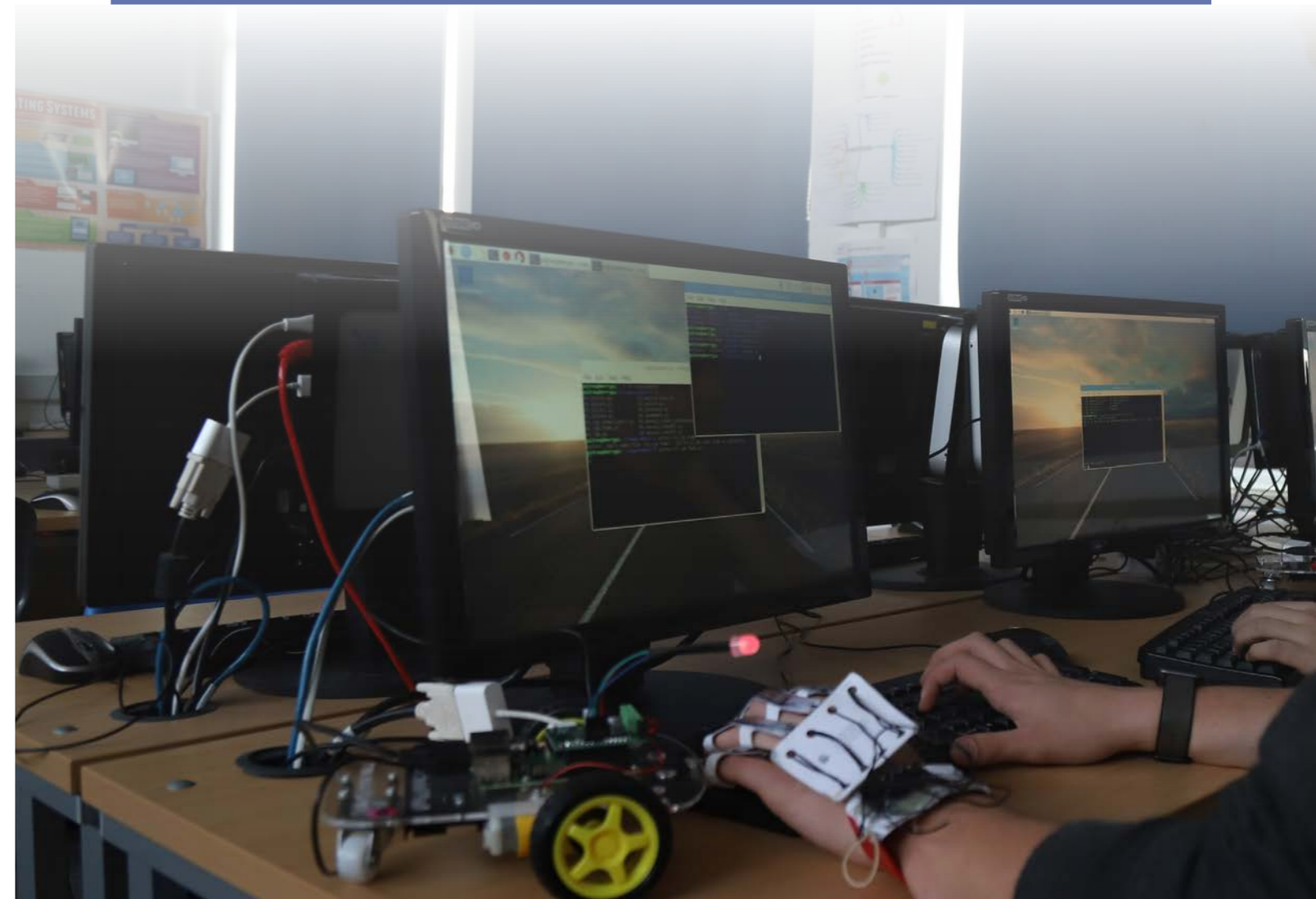
This paper-based exam (duration 2h 30min) tests the student's ability to answer questions relating to the subject content 5-12.

#### Project 20%

This is real-world programming task testing the student's ability to use the knowledge and skills gained through the course to solve real-world problems in a systematic manner.

### Career Opportunities

Graduates of the subject are equipped with life-long skills that can be applied to a whole variety of jobs: from management to consulting, from programming to information systems administration, from IT companies to any company, large or small.



## DESIGN AND TECHNOLOGY:PRODUCT DESIGN

Head of Department - Mr B Nisbett

### Entry Requirements

Design & Technology – Grade 6 in any area

### Examination Board

AQA 7552



### Introduction/General Advice and Requirements

Following a Design and Technology course at this level provides the opportunity for students to add a dimension to their education that will assist them in becoming informed decision makers in a technological age. The course has been constructed as a development of the National Curriculum GCSE Design and Technology.

The A level is highly regarded by all universities as an indicator of capability in a society that is ever changing, often as a result of design innovation.

Experience of a GCSE Design and Technology syllabus is preferable. Any of the D & T GCSE courses would serve as a suitable foundation and a grade 6 or above would represent evidence of potential for further development at A level.

### Course Content and Assessment

#### SYLLABUS

The syllabus is designed to enable students to:

- Analyse design situations and requirements
- Design, make, test, evaluate and where appropriate, modify or produce quality solutions/prototypes to satisfy design needs
- Examine the implications of industrial production with regard to products, but also in a wider global sense
- Demonstrate a sound knowledge of manufacturing technologies and the implications for product/system design and production
- Acquire interest in and enthusiasm for, the processes of overcoming design and making challenges by producing quality design solutions

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

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

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

## DESIGN AND TECHNOLOGY:PRODUCT DESIGN continued

### Course Content and Assessment

**Paper 1 June** Technical principles written examination 2 hours 30 minutes **30% of A Level**

**Paper 2 June** Designing and making principles written examination 2 hours **20% of A Level**

**Non – Examined Assessment (NEA)** Submitted May Practical application of technical principles, designing and making principles and specialist knowledge Substantial design and Make task using digital design portfolio 45 hours **50% of A Level**

### Career Opportunities

An extremely broad range of career opportunities exists for students specialising in Design and Technology. These vary from any of the engineering disciplines through Product and Graphic Design into architecture, fashion design and advertising.

## DIGITAL PHOTOGRAPHY

Head of Department - Mrs M Harris



### Entry Requirements

No previous course or experience is required

### Examination Board

OCR : H603

### Introduction/General Advice and Requirements

Throughout the course, students will develop a working knowledge of materials, processes and techniques within Digital Photography.

Students will have the opportunity through Photography to seek an expressive and interpretive artistic response to the visual world around us. The genres of portrait and landscape, documentary and fashion photography are topical themes.

Technical skills such as shutter speed, aperture, ISO, effective lighting and digital editing will all be studied.

Access to a DSLR camera is preferable.

### Course Content and Assessment

The 'A' level qualification comprises of two components

- **01 Personal Investigation: (120 marks) 60% of total A level.** The Personal Investigation comprises of two elements.
  - A portfolio of practical work, showing a personal response to a theme, brief or stimulus.
  - A related written study of a minimum of 1000 words.
- **02 Externally Set Task: (80 marks) 40% of total A level.**
  - The early release paper on the 1st February will provide students with a number of themes, from which ONE must be chosen.
  - This unit of work will then end with a final 15 hour unaided practical assessment in April.

All the work is internally assessed and externally moderated.

### Career Opportunities

An extremely broad range of career opportunities exist for students either studying Photography as a specialist subject or as a subject to improve a student's overall learning and creativity. Digital Photography will enhance and complement many subjects.



*Daisy*  
Vice President

### A Level Subjects

Photography, Psychology, Drama

### Academic enrichment

Core maths

### Future aspirations

In the future, I hope to work in a role where I can try and make an impact on other people's lives - possibly in social work or alternative provision capacities. I hope to complete an undergraduate degree in social work. Wanting to help people has been a massive drive for me throughout my education and external life so for my future I hope to create a wider impact, helping to be a safe and understanding space for people.

### Responsibility, Leadership or Active Citizenship roles

I am currently part of the student presidential team here at Churston. At the beginning of year 12, despite being a new student, I became a Subject Champion for photography, volunteered at open days, and gave a speech in front of prospective year 12s. Despite not being at this school in the lower school, being part of these teams allows me to feel as though I am volunteering and giving my time back, which is extremely rewarding and allows me to feel like I am making a positive impact.



**TAKE EVERY OPPORTUNITY THAT IS GIVEN TO YOU  
- EVEN THE SMALL ONES**



## DRAMA

Head of Department - Miss J Sullivan



### Entry Requirements

Drama - Grade 6  
English Language and English Literature – Grade 5

### Examination Board

Edexcel

### Introduction/General Advice and Requirements

WHAT QUALITIES DO I NEED TO SUCCEED ON THE A LEVEL COURSE?

- **Passion:** A genuine interest in theatre and performance.
- **Creativity:** Original, dynamic work is the key to high levels of success on this course.
- **Commitment:** Students will be required to attend frequent after school rehearsals and give 100% effort in their work.
- **Team Player:** Much of the course requires students to work in a group and develop their interactive skills.
- **Enthusiasm:** The confidence to 'have a go' in all areas of the course.

A GCSE grade 6 in Drama and grade 6 in English Literature or Language is a required entry for the course. However, in exceptional circumstances, related Drama and Theatre experience will be considered.

### Course Content and Assessment

During the two year course students will study three components;

**Component 1** Students will study a practitioner, Steven Berkoff, and then create their own piece of theatre in the style of that practitioner as either an actor or designer.

**Component 2** requires students to create a group performance/design realisation of one key extract from a performance text and also a monologue or duologue performance/design realisation from a different performance text.

**Component 3** is a written exam comprising three sections:

**Section A:** Live Theatre Evaluation where Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen. **Section B:** Page to Stage: Realising a Performance Text where Students answer two extended response questions based on an unseen extract from the performance text they have studied, answering from the perspective of a performer and a designer. **Section C:** Interpreting a Performance Text where Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.

We regularly arrange visits to a wide range of theatre, which have recently included: 'Othello', 'The Believers' and 'Beautiful Burnout' produced by Frantic Assembly; 'Blood Brothers' by Willy Russell; 'Curious Incident of the Dog in the Night Time' produced by The National Theatre; 'Great Britain' by Richard Bean, '1984' produced by Headlong; 'The 39 Steps', 'Threepenny Opera' produced by the National Theatre, 'The Woman in Black', 'Nativity', 'Things I know to be true' and 'Matilda'.

### Career Opportunities

Inter-personal teamwork and presentation skills, together with imagination and creativity, are crucial to every career. Drama students are popular with all employers because they have creative, communication and organisational skills. Students develop confidence, self-presentation, analytical skills and self-discipline. They will also get used to working in a team and develop good research skills – abilities that will take them far.

## ECONOMICS

Head of Department - Mr M Glew

### Entry Requirements

English Language – Grade 5  
Mathematics – Grade 6

### Examination Board

Pearson Edexcel Level 3 Advanced GCE in  
Economics A



### Introduction/General Advice and Requirements

"Economics is, in essence, solving the problem of the world's infinite wants with the finite resources available". In Western economies like the UK this problem is solved through the laws of Supply and Demand. Private firms competing for profits will provide what consumers want and shortages are rationed through prices. A-level Economics will look into how resources are allocated applying theoretical models to real world situations, and discuss the problems which arise from this.

Economics is an extremely rigorous and demanding A level and students should be prepared to feel significantly challenged by the content. Students are expected to be aware of, and up to date with, current affairs.

### Course Content and Assessment

#### Year 12

##### Theme 1: Introduction to Markets and Market Failure

This theme is one of two in this qualification that focuses on microeconomics. This theme introduces students to the microeconomic nature of economics, looking at economic problems and the ways economists think and work. In this theme students will consider how markets work, looking at how supply and demand interact to allocate resources in local, national and international markets. They will learn how to apply supply and demand analysis to real-world situations and be able to offer explanations of consumer behaviour. This will involve looking at both how consumers act in a rational way to maximise utility and how firms maximise profit, but also why consumers may not behave rationally. Having investigated how markets work, students will then look at market failure. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy market failures.

##### Theme 2: The UK Economy – Performance and Policies

This theme is one of two in this qualification that focuses on macroeconomics. This theme introduces the key measures of economic performance and the main instruments of economic policy primarily in a UK context. Students will be introduced to the aggregate demand/aggregate supply model so that they can use it to analyse changes in real output and the price level. They will: examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance; recognise the underlying assumptions; predict the likely impact and effectiveness of such policies and consider these in an historical context.

## ECONOMICS continued

### Course Content and Assessment

#### Year 13 Theme 3: Business Behaviour and the Labour Market

This theme builds on the content of Theme 1 and focuses on business economics. It examines how the number and size of market participants, and the level of contestability, affect the pricing and nature of competition among firms. Students will consider the size and growth of firms through exploring organic growth, mergers and takeovers. They will look at the reasons for demergers and why some firms tend to remain small. Students will look at the rational assumption that firms are profit maximisers and then challenge this by looking at alternative business objectives.

Revenues, costs and profits are explored before linking these ideas to different market structures. Students will then be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision making. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive and non-competitive markets.

#### Theme 4: A Global Perspective

This theme builds on the knowledge and skills gained in Theme 2 and applies them in a global context. Students will be expected to understand the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector in a global context. Students will consider the factors influencing the growth and development of emerging and developing countries. In examining these areas, application, analysis and evaluation of economic models is required as well as an ability to assess policies that might be used to address national and global economic challenges. Students should develop an awareness of trends in the global economy over the last 25 years through wider reading and research so that they can include relevant examples in their analysis and evaluation.

#### Assessment

**Paper 1: Markets and business behaviour (2 hours; 35%)** Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.

**Paper 2: The national and global economy (2 hours; 35%)** Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.

**Paper 3: Microeconomics and Macroeconomics (2 hours; 30%)** Paper 3 will assess both microeconomics and macroeconomics and questions will be drawn from Themes 1, 2, 3, & 4.

### Career Opportunities

Economics opens up many doors, some specific and some more general. Specific vocations include economic consulting and analysis for private firms or governments, the legal profession, banking, finance and teaching. More generic vocations such as corporate management, tax advice, market research, human resources and journalism all recognise and value studies in Economics.

## ENGLISH LITERATURE

Head of Department - Mrs S Howgate



### Entry Requirements

English Language – Grade 6  
English Literature – Grade 6

### Examination Board

Edexcel

### Introduction/General Advice and Requirements

Literature is an art form that uses language to create imaginative experiences. Through these, it communicates ideas and emotions; it entertains, educates and inspires; it looks back to the past and onward to the future; and it holds a mirror up to the world and to ourselves. It is, without question, an essential part of our lives.

Studying A Level Literature means looking deeply into a body of highly influential prose, drama and poetry written by both long-established and contemporary writers. Integrating history, cultural theory, politics, gender studies, psychology and numerous other disciplines, it promotes a profound appreciation for the power of literature and its study, and encourages wide, independent and critical reading. It also hones your written and oral skills by developing your ability to construct incisive arguments and interrogate ideas with clarity and precision. For these reasons, it is an intellectually demanding and therefore highly regarded course.

### Course Content and Assessment

Paper 1: Drama  
2 hour, 15 minute exam  
30% of qualification

Section A: Shakespeare's timeless tragedy *Othello* (1603), a powerful examination of the intersection between race and masculinity.

Section B: Tennessee Williams' *A Streetcar Named Desire* (1947), an incredibly popular American play exploring the tension between the past and present in the mid-20th century South.

Paper 2: Prose  
1 hour, 15 minute exam  
20% of qualification

A comparison of Oscar Wilde's widely read morality tale *The Picture of Dorian Gray* (1891) and Toni Morrison's *Beloved* (1987) challenging, confronting examination of slavery in the US and its continuing legacy.

Paper 3: Poetry  
2 hour exam  
30% of qualification

## ENGLISH LITERATURE continued

### Course Content and Assessment

Section A: A selection of works from the most eminent Romantic poets, a literary movement that emerged in the late 18th century and revolutionised literature.

Section B: A selection of poetry published after 2001, reflecting a diverse and dynamic landscape, and grappling with themes which speak to contemporary experiences.

Coursework  
20% of qualification

A 2,500-3,000 comparison of two texts you have chosen based on your personal and academic interests. These can be any combination of prose, drama and poetry, and you are encouraged to be ambitious in your selection.

### Career Opportunities

The skills developed in studying English Literature are highly valuable for a variety of pathways post-sixth form. If you are considering further study in any of the humanities and arts subjects, especially history, philosophy and drama, then the course has much to offer in its focus on the force of language and the ability to interrogate texts. Careers in journalism, publishing, teaching, public relations, marketing and law also require the skills A Level English Literature helps to refine. STEM professions also increasingly value the interpersonal skills the subject helps develop.





## FASHION & TEXTILE DESIGN

Head of Department - Mrs M Harris



### Entry Requirements

Grade 6 from either Art, Art Textiles, or Design Technology

### Examination Board

OCR:H604

### Introduction/General Advice and Requirements

Throughout the course, students will develop a working knowledge of materials, processes and techniques within Fashion and Textile Design.

Fundamental to the course are the major Textile techniques of applique, machine embroidery, quilting, knitting, weaving, patchwork and free machine stitching. Students will have the opportunity to work in some of the following areas; multimedia experimentation, drawing, fibre arts, hand painting, costume and fashion design. Course Content & Assessment

### Course Content and Assessment

The 'A' level qualification comprises of two components

**01 Personal Investigation:** (120 marks) 60% of total A level. The Personal Investigation comprises of two elements.

- A portfolio of practical work, showing a personal response to a theme, brief or stimulus.
- A related written study of a minimum of 1000 words.

**02 Externally Set Task:** (80 marks) 40% of total A level.

- The early release paper on the 1st February will provide students with a number of themes, from which ONE must be chosen.
- This unit of work will then end with a final 15 hour unaided practical assessment in April.

**All the work is internally assessed and externally moderated.**

### Career Opportunities

An extremely broad range of career opportunities exist for students studying Art and Textile design. A specialist foundation course in Art and Design can be followed before going on to a degree at university with direct entry to fashion design/buying degrees. Careers in fashion, buying, sales, promotion, shop/window display etc. are also widely available.

# FRENCH

Head of Department - Mrs I V Bright

## Entry Requirements

French – Grade 6

## Examination Board

AQA



## Introduction/General Advice and Requirements

**French is, along with English, the only language spoken on all five continents.** French is a major language of international communication. French is also the second most widely taught language after English and is taught on every continent. The OIF, an international organisation of French-speaking countries, is made up of 77 member States and governments. France also operates the biggest international network of cultural institutes, which run French-language course for close on a million learners.

**A career asset** The ability to speak both French and English is an advantage for finding a job with the many multinational companies using French as their working language, in a wide range of sectors (retailing, automotive, luxury goods, aeronautics, etc.). France, as the world's sixth biggest economy, attracts entrepreneurs, researchers and the cream of foreign students.

**The language of international relations** French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Proficiency in French is essential for anyone considering a career in any international organisation.

**A unique opportunity to run primary school workshops in French**, enabling you to support younger learners in the community. This is an amazing opportunity to pass on your passion for French culture as well as your knowledge of the French language. By displaying excellent communication skills in a foreign language you will stand out from the crowd!

## Course Content and Assessment

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment, business, international law or further study, including a modern languages degree.

**In the first year**, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries including; the changing nature of family, the 'cyber-society', the place of voluntary work as well as France and its heritage, Contemporary Francophone music and cinema.

# FRENCH continued

## Course Content and Assessment

**In the second year**, further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings.

Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstration as well as positive features of a diverse society, life for the marginalized and how criminals are treated.

**Paper 1 50% of A level Listening, reading and writing** What is assessed

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

**Paper 2 20% of A level Writing** What is assessed

- One text Joseph (Joffo Un sac de billes) and one film (Au revoir les enfants)

**Paper 3 30% of A level Speaking** What is assessed

- Individual research project e.g. a French region, Freedom of expression, Science and technology in modern France
- One of four sub-themes: - Aspects of French-speaking society: current trends - Aspects of French-speaking society: current issues, - Artistic culture in the French-speaking world - Aspects of political life in the French-speaking world
- Grammar

## Career Opportunities

- Broadcast journalist
- Diplomatic Services operational officer
- English as a foreign language teacher
- International aid/development worker - Unesco - La croix rouge
- Logistics and distribution manager
- Marketing executive
- Sales executive
- Tour manager
- Interpreter
- Secondary school teacher
- Primary school teacher - Languages are compulsory at KS2
- Translator
- Foreign civil service
- Airline service
- Advertising
- Editing and publishing
- Import /export specialist
- Hotel management

Language graduates have a vast array of career opportunities open to them, ranging from work with well-known multinational companies to international organisations or charities. There are exciting opportunities - often involving travel abroad- in finance/ banking, sales, manufacturing, community/social services, research/ medicine, transport/communication. Invest in the future by studying A level languages.

Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. Students with a good level of French are eligible for French government scholarships to enrol in postgraduate courses in France in any discipline and qualify for internationally recognised French degrees.

Ruzia  
Student President



**A Level Subjects**

Politics, English Language and Sociology

**Academic enrichment**

EPQ

**Future aspirations**

To study social sciences at university

**Responsibility, Leadership or Active Citizenship roles**

Student President, Wellbeing Ambassador, English Language Subject Champion, Youth Advisory Group Member of the Careers and Enterprise Company

**My activities**

School magazine editor and teaching swimming

**How do these activities benefit you?**

Editing and collaborating with the school magazine has taught me how to work in a team that amplifies diverse student voices across the entire school through creative, collaborative projects. Teaching swimming has strengthened my patience and empathy, helping children to overcome fear and build confidence. Both experiences have shaped my ability to support others, lead and grow through meaningful connection.

“PEOPLE WILL FORGET WHAT YOU DID, PEOPLE WILL FORGET WHAT YOU SAID, BUT PEOPLE WILL NEVER FORGET HOW YOU MADE THEM FEEL

Adam  
Student President



**A Level Subjects**

Biology Chemistry and Maths

**Academic enrichment**

EPQ

**My activities**

The medical society, funk band, drama, and chemistry workshops.

**How do these activities benefit you?**

The medical society and my workshops have given me a great sense of achievement in building society sessions and chemistry workshops, and seeing people get something out of them. It has been incredibly rewarding to be able to assist my peers whilst also working with them towards a shared goal. I've been able to develop lots of new skills and have been able to meet lots of different people. In the funk band, being part of a community, mixing with other year groups, and making new friends.

**Future aspirations**

To study medicine at university

“WHY NOT TRY EVERYTHING, YOU NEVER KNOW YOU MIGHT BE ABLE TO FIND THE THING YOU ENJOY MOST.

# GEOGRAPHY

Head of Department - Mrs C Dogherty

## Entry Requirements

Geography/Humanities – Grade 6  
English Language – Grade 5

## Examination Board

Edexcel



## Introduction/General Advice and Requirements

<b>Year 12 Dynamic Landscapes</b>	<b>Year 12 Dynamic Places</b>
<b>Topic 1:</b> Tectonic Processes and Hazards	<b>Topic 3:</b> Globalisation
<b>Topic 2:</b> Landscape Systems, Processes and Change	<b>Topic 4:</b> Shaping Places – option 4A Regenerating Places
Option 2B Coastal Landscapes and Change	
<b>Year 13 Physical Systems and Sustainability</b>	<b>Year 13 Human Systems and Geopolitics</b>
<b>Topic 5:</b> The Water Cycle and Water Insecurity	<b>Topic 7:</b> Superpowers
<b>Topic 6:</b> The Carbon Cycle and Energy Security	<b>Topic 8:</b> Global Development and Connections 8A Health, Human Rights and Intervention

## Course Content and Assessment

<b>Paper 1 Paper code: 9GE0/01</b> <b>Written examination: 2 hours and 15 minutes</b> <b>30% of the qualification</b> <b>105 marks</b> The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.	<b>Section A</b> Area of study 1, Topic 1: Tectonic Processes and Hazards <b>Section B</b> Area of study 1, Topic 2: Landscape Systems, Processes and Change – including optional sub-topic 2B: Coastal Landscapes and Change <b>Section C</b> Area of study 3, Topic 5: The Water Cycle and Water Insecurity Area of study 3, Topic 6: The Carbon Cycle and Energy Security
<b>Paper 2 (Paper code: 9GE0/02)</b> <b>Written examination: 2 hours and 15 minutes</b> <b>30% of the qualification</b> <b>105 marks</b> The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.	<b>Section A</b> relates to Topics 3 and 7: Globalisation / Superpowers. <b>Section B</b> relates to Topic 4: Shaping Places. Topic 4A: Regenerating Places <b>Section C</b> relates to Topic 8: Global Development and Connections. Students answer questions on either Topic 8A: Health, Human Rights and Intervention or Topic 8B: Migration, Identity and Sovereignty.

# GEOGRAPHY continued

## Course Content and Assessment

<b>Paper 3 (*Paper code: 9GE0/03)</b> <b>Written examination: 2 hours and 15 minutes</b> <b>20% of the qualification</b> <b>70 marks</b> An externally-assessed written examination comprising three sections. A resource booklet will contain information about the geographical issue. The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.	The specification contains three synoptic themes within the compulsory content areas: <ul style="list-style-type: none"> <li>• Players</li> <li>• Attitudes and actions</li> <li>• Futures and uncertainties.</li> </ul> The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.
<b>Coursework: Independent Investigation (9GE0/04)</b> <b>Non-examined assessment</b> <b>20% of the qualification</b> <b>70 marks</b> The investigation report is internally assessed and externally moderated. A written report of 3000–4000 words.	<ul style="list-style-type: none"> <li>• You will define a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification</li> <li>• Your investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data</li> <li>• The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human</li> <li>• The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing</li> <li>• You will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.</li> </ul>

## Career Opportunities

Geography provides links to career in a range of areas including travel, tourism, leisure and culture, environment and sustainability, settlement, society, geographical techniques, physical systems, the business world, development and global issues.

For more details see: [Choose geography - RGS](#), [Careers Snapshot](#) and [Why study Geography?](#)

# HISTORY

Head of Department - Mrs M Gilbert

## Entry Requirements

History – Grade 6  
English Language and English Literature – Grade 5

## Examination Board

AQA



## Introduction/General Advice and Requirements

Advanced Level History is concerned primarily with fostering and developing skills in handling and analysing information, and with the ability to use information to construct a clear and concise argument.

Both Higher and Further Educational establishments hold History in high regard as an entry qualification, and employers recognise the value of historical studies as an academic discipline that provides the context for political, social and economic developments.

## Course Content and Assessment

The course is divided into 3 units:

### UNIT 1C: The Tudors: England, 1485–1603 40% of A Level

This focuses on the Tudor dynasty from Henry VII – Elizabeth I. 1485-1547 (Henry VII and VIII) is taught in year 12 and 1547 - 1603 (Edward VI, Mary I and Elizabeth 1) taught in year 13.

In Year 12 the course covers:

- Political history of the period e.g. threats to the throne, the divorce, consolidation of power, role of government ministers e.g. Wolsey, Cromwell
- The Reformation and the Break with Rome
- Foreign policy, relations with Scotland, France and Spain
- Tudor Rebellions
- Economic history including trade and exploration

In Year 13 the course covers:

- A Mid Tudor Crisis? The reigns of Edward and Mary
- Foreign policy and war with Spain
- The threat of Mary Queen of Scots
- Tudor Rebellions – Wyatt, Kett, Western, Northern Earls, Essex
- The changing religious policies of Edward, Mary and Elizabeth.

### UNIT 2R: The Cold War, c1945–1991 40% of the A Level

This focuses on the Brink of Nuclear War: International Relations, c1945–1963 which is taught in Year 12 and From Détente to the end of the Cold War, c1963–1991 which is taught in Year 13.

# HISTORY continued

## Course Content and Assessment

**In Year 12** the course covers:

- Relations at the end of WWII, the Iron Curtain, Truman Doctrine, the division of Germany, the Berlin Blockade and the foundation of the Cold War by 1949
- The Cold War in Asia - the fall of China to Communism by 1949, Japan's importance as a geopolitical ally of the West, the Korean War
- The formation of global alliances such as NATO and the Warsaw Pact
- The construction of the Berlin Wall
- The Cuban Missile Crisis
- Key world leaders e.g. Stalin, Khrushchev, Roosevelt, Eisenhower, J. F Kennedy, Churchill, Kim Il Sung

**In Year 13** the course covers:

- The Vietnam war
- The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan
- Relations between the USA, China and the Soviet Union
- The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989
- The ending of Cold War tensions in Asia (Afghanistan); the Americas (Cuba, Nicaragua and El Salvador); Africa (Angola and Ethiopia)
- Role of individuals such as L. B Johnson, Richard Nixon, Reagan, Brezhnev, Gorbachev and Thatcher

### UNIT 3: Coursework 20% of A Level - Russia: The Last Tsars, Lenin and Stalin

This involves a study of approximately 100 years of Russian History from 1856 to 1964. This includes the last Tsars, Alexander II and III and Nicholas II; the Russian Revolution and the regimes of both Lenin and Stalin. Students will be required to complete an extended essay of 3000-4000 words. Students will be taught a complete course during the Summer Term of year 12 and will write it in the first half of year 13.

**Students will sit 2 examinations at the end of Year 13 on Units 1 and 2. This will examine the whole of the course content covered in both year 12 AND year 13.**

## Career Opportunities

Both Higher and Further Educational establishments hold History in high regard as an entry qualification, and employers recognise the value of historical studies as an academic discipline that provides the context for political, social and economic developments.

Many prominent lawyers, journalists, TV researchers, politicians and professionals in a wide variety of fields have used a History A Level to good effect. Most History graduates progress to vocational and professional qualifications, which include law, the Civil Service, management, teaching, accountancy, banking, journalism, publishing, administration and the heritage industry.

Not only does a History A Level give you the skill set to apply for these jobs but the skills you develop are as important as the knowledge you gain from the content. The top 100 British companies, the so-called FTSE, have just over 1000 directors. The most common first degree subjects studied by these directors are History, Engineering, Science, Maths and Economics.

## LINGUISTICS (ENGLISH LANGUAGE)

Head of Department - Mrs S Howgate

### Entry Requirements

English Language – Grade 6  
English Literature – Grade 6

### Examination Board

Eduqas (part of WJEC)



### Introduction/General Advice and Requirements

In one form or another, English is used by more people, in more areas and for a wider set of purposes than any other language in the world. As some of its 1.5 billion users, it's what we use to build relationships, communities, societies and cultures. It structures our thoughts and influences our perception of the world around us. It stimulates and entertains us. In almost every sense, it defines who we are.

A Level English Language is the starting point for understanding just how powerful and indispensable the English language is to us.

The course is designed to foster independence as you explore how the English language is used. It provides opportunities to develop a wide and deep knowledge of the systems of the English language and of social issues relating to how we use it. It also develops creativity, both in the ways we think about language and in the ways we develop expertise in using language to communicate in different ways.

### Course Content and Assessment

#### Component 1

2 hour exam  
30% of qualification

Section A, Spoken Language Analysis: This section is based on spoken language and covers a wide range of contexts and genres. It introduces you to the ways we use language in ordinary, everyday situations to present ourselves and interact with others.

Section B, Language Concepts and Issues: This involves the study of four areas of controversy in linguistics: language and social class, language and power, language and situation and finally, child language acquisition. It provides an overview of decades of research and debate in key areas of linguistics.

#### Component 2

2 hour, 15 minute exam  
30% of qualification

Section A, Language Change over Time: This focuses on unseen written texts from different periods, linked by genre. It considers changes since 1500 in words, grammar, spelling and punctuation, as well as the evolution of words' meanings and what the typical features of written genres are.

Section B, English in the 21st Century: This covers the ways in which language is used distinctively in the 21st century. It concerns itself with how language is evolving to reflect technological and cultural changes, with a particular focus on the influence of digital communication.

## LINGUISTICS (ENGLISH LANGUAGE) continued

### Course Content and Assessment

#### Component 3: Creative and Critical Use of Language

1 hour, 45 minute exam  
20% of qualification

This component gives the opportunity for you to demonstrate your expertise in communicating in different ways by creating your own fiction and nonfiction texts. You will also critically appreciate your own writing.

#### Component 4: Language and Identity

Coursework  
20% of qualification

This component is a 2,500-3,000 word investigation into the relationship between language and social identity. You will choose your own focus based on your personal and academic interests from one of these broad topics:

- Language and Self-Representation
- Language and Culture
- Language and Gender
- Language and Diversity

You will conduct your investigation independently, developing your methods of language analysis through research, data collection and interpretation.

### Career Opportunities

A Level English Language provides a solid foundation for numerous pathways post-sixth form. For those of you considering further study in areas such as the social sciences, languages, law and politics, proficiency in sociological research and language skills are indispensable. Professions such as publishing, marketing, public relations and journalism also value highly the deep understanding of language and expertise in language use that the course offers.

## MATHEMATICS & FURTHER MATHEMATICS

Head of Department - Mrs J Barnhorn



### Entry Requirements

Mathematics – Grade 7  
Further Mathematics – Mathematics Grade 8

### Examination Board

Edexcel

### Introduction/General Advice and Requirements

The subject is an exciting, challenging and high profile one. Mathematics is flexible and combines and supports all other A level subjects. Students can gain success in Mathematics if they are prepared to work hard.

### Course Content and Assessment

All of the content in the new A Level Mathematics qualification is compulsory and is now the same for all examination boards. The course is made up from Pure Mathematics (66%), Statistics (17%) and Mechanics (17%).

**Pure Mathematics** involves developing methods and techniques which underpin the study of all other areas of Mathematics, such as trigonometry, proof, calculus and vectors.

**Statistics** enables you to reach conclusions from data. You will study sampling methods, data presentation techniques and probability, which leads into the study of statistical distributions. You will apply your statistical skills to analyse a large data set based on weather data from the Met Office.

**Mechanics** is the study of the physical world, modelling the motion of objects and the the forces acting upon them. Students planning careers in Physics or Engineering will find the Mechanics elements of the course particularly useful.

**Assessment** is made up of three equally weighted papers, each 1 hour 30 minutes long. Paper 1 and Paper 2 cover the pure content and Paper 3 is made up of two sections covering Statistics and Mechanics.

**Further Mathematics** is an additional A Level qualification which is designed to stretch and challenge able Mathematicians and prepare them for university courses in Mathematics and other related subjects. This qualification includes 50% of Pure Mathematics that is prescribed and the remainder of the content is made up from additional Pure Mathematics, additional Statistics and/or Mechanics and/or Decision Mathematics.

### Career Opportunities

Mathematics is relevant to many different degrees and careers, all of which now require better quantitative skills. The following bullet points outline some career opportunities for those who choose to study Mathematics.

- There are many new applications of Mathematics in technology, including game design, internet security and communications.
- A good understanding of algebra, graphs, logarithms and probability are beneficial for those who study Chemistry, Biology and Geography.
- Psychologists use statistics to analyse relationships between variables and predict behaviours.
- Financial systems and online purchasing systems are also underpinned by Mathematics, relying heavily on online security and encryption.

# YOUR DAY

Your full timetable awaits you with classes, tutorials, private study and a co-curricular programme for you to join.

There are plenty of areas around the school for you to complete studies; common social spaces to meet new friends and catch up during break times and lunchtime!

# MUSIC

Head of Department - Mrs N Austin



## Entry Requirements

Music - Grade 6

## Examination Board

Eduqas

## Introduction/General Advice and Requirements

A pass at Grade 5 theory is recommended. An understanding of Sibelius composing software is essential, as is the ability to research topics and pick out analytical features independently. Students will be expected to write essays and analyse music, as well as developing their listening, performing and composing skills. A good grasp of music terminology and notation is essential.

## Course Content and Assessment

The subject is made up of 3 areas:

### 1. APPRAISING MUSIC - 40%

What is assessed?

- Listening
- Analysis
- Contextual Understanding

How is it assessed?

Questions: 1. Set work analysis with a score 2. Extended responses on wider context 3. Unprepared extracts of music with and without a score 4. Comparison questions This component includes a listening examination.

1. Western Classical tradition 1650-1910 (compulsory)
2. Rock and Pop Music
3. Into the Twentieth Century (including set works by Poulenc and Debussy)

### 2. PERFORMING - Option A - 35% or Option B - 25%

How is it assessed?

A minimum of three performance pieces for Option A or two pieces for Option B. The standard of pieces is expected to be at least Grade 6 (preferably Grade 8). The pieces will be chosen to show a variety of styles, technique, period and/or approach.

### 3. COMPOSITION - Option A -25% or Option B - 35%

How is it assessed?

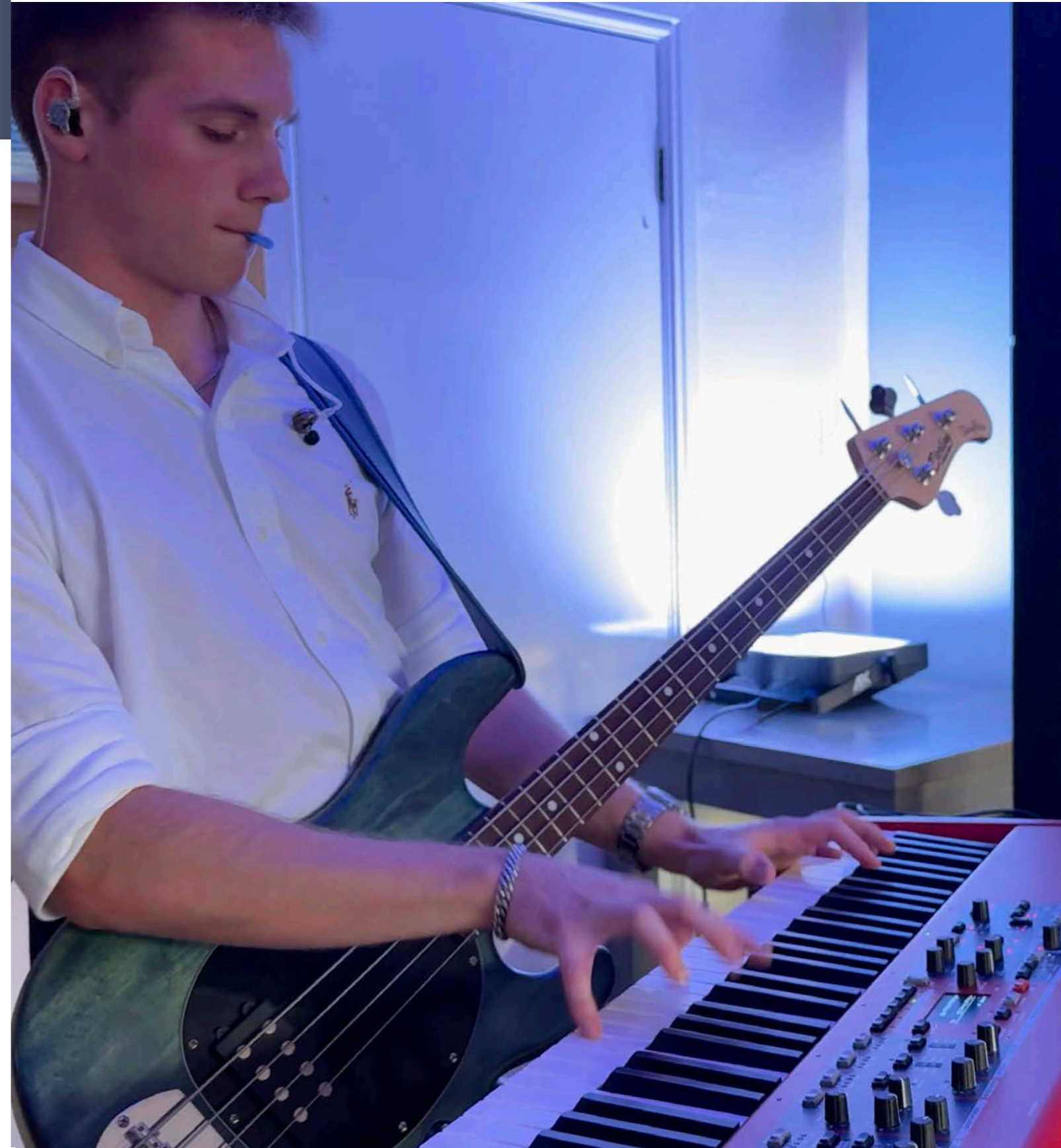
Option A -Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a set brief.

The second composition is a free composition.

Option B - Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a set brief. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

## Career Opportunities

Music A Level is highly desired by the top Russell Group Universities; indeed, Music comes in the second tier of favoured subjects, only below the 'Facilitating' subjects. Universities view a good pass at Music A Level extremely favourably. Music A Level makes you a better "all round" musician, developing analysis, aural, composition, performance and essay writing skills. Students may go on to work in the fields of performance, sound engineering and producing, composing or music business.



## PHILOSOPHY AND RELIGIOUS STUDIES (PRS)

Head of Department - Mr M Beckett



### Entry Requirements

English Language - Grade 5

### Examination Board

OCR

### Introduction/General Advice and Requirements

Advanced Level Religious Studies is a subject that develops your thinking skills, rewards originality and encourages discussion and debate on a variety of abstract and contemporary issues. You'll learn to articulate your views with confidence, both through academic writing, discussion and structured debate. You'll also tackle perspectives you hadn't considered prior to taking the course - on the universe, God, goodness, politics, human nature and eternity.

Teachers in the Philosophy and Religious Studies department will help you to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.

As the course is often taught through extended critical reading, and as skills are practiced through the writing of extended essays, it will be particularly suited to students who enjoyed studying Religious Studies, History, English Literature and English Language at GCSE.

Realising that there are often more questions than answers can be both exciting and alarming. As such, if you want to develop your inquiring mind and challenge basic assumptions we make about life and human living, then studying the Advanced Level Religious Studies may be the right subject for you.

### Course Content and Assessment

OCR A Level Religious Studies is divided into three equally weighted components:

Philosophy of Religion

An exploration of philosophical issues and questions raised by religion and belief, exploring philosophical language and thought.

Religion and Ethics

The study of ethical theories, contemporary issues, ethical language and the relationship between religion and ethical theories.

Developments in Christian Thought

A study of Christian beliefs, values and teachings, their interconnections, how they have developed historically and how they are presently discussed.

In more detail, each component can be broken down as follows:

Component 1: Philosophy of Religion

ancient philosophical influences: Plato and Aristotle

the nature of the soul, mind and body

arguments about the existence or non-existence of God

## PHILOSOPHY AND RELIGIOUS STUDIES (PRS) continued

### Course Content and Assessment

Component 2: Religion and Ethics

ethical theories with religious origins: Natural Moral Law and Situation Ethics

ethical theories with secular origins: Utilitarianism and Kantian Ethics

applying ethical theories to issues of business, euthanasia and sex

ethical language and thought

debates surrounding the idea of conscience

the influence on ethical thought of developments in religious beliefs.

Component 3: Developments in Christian Thought

human nature in the context of the purpose of life, the self and immortality

the relationship between faith and reason

historical and theological understandings of the person of Jesus Christ

the Bible, Church and reason as sources of wisdom and authority

Christian moral values and how these are put into practice

how Christian traditions view other religious and non-religious worldviews

issues of gender identity, equality and discrimination in Christianity

how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophy and politics.

Standard procedure is to be taught philosophy and ethics by two specialist teachers in Year 12, with advanced philosophical and ethical debates and the topics in component three being reserved for Year 13. Teaching involves lectures, seminar-style discussions, extended critical reading, practicing extended essays, research and presenting ideas and findings to others.

Assessment is entirely through examination at the end of Year 13. Students will sit three exams, each lasting two hours. In each exam, students write three extended essays on a variety of philosophical, ethical and theological topics.

### Career Opportunities

OCR A Level Religious Studies develops critical thinking, ethical reasoning, and the ability to engage with complex ideas — skills highly valued across a wide range of careers. Students who opt for Advanced Level Religious Studies often go on to pursue degrees in philosophy, religious studies, theology, English literature, English language, law, politics, sociology, drama, psychology, or education. The subject provides a strong foundation for careers in:

law

journalism

social work

## PHYSICAL EDUCATION

Head of Department - Mr M Skelly



### Entry Requirements

Regular participation in at least 1 sport  
Grade 6 in GCSE PE or Grade 6/6 in Combined Science or Grade 6 in Biology

### Examination Board

AQA

### Introduction/General Advice and Requirements

Physical Education continues to be one of the largest growth subjects at A level. The course focuses on all aspects of the performer physically, psychologically and practically. Each unit of the course is taught by a specialist teacher.

**SYLLABUS:** We follow the syllabus offered by AQA. The A-Level PE course is suitable for students of proven sporting ability and genuine interest in sport as a whole. The theory aspect of the course is divided into 3 distinct sections; Anatomy, Physiology and Biomechanics, Sport Psychology and finally Sport and Society and Technology in Sport. With its emphasis on Human Biology, Anatomy and Physiology a grade 6 in GCSE Science is recommended.

### Course Content and Assessment

35% - Exam Paper 1 (Anatomy & Physiology, Skill Acquisition, Sport & Society)  
35% - Exam Paper 2 (Exercise Physiology, Sport Psychology, Sport Society & Technology in Sport)  
15% - Practical performance in ONE chosen sport.  
15% - Coursework - Analysis & Evaluation of performance

### Career Opportunities

An A-Level in Physical Education is an excellent qualification for students considering a career in leisure and recreation, teaching and coaching, the armed forces, physiotherapy and other allied medical careers and is accepted by all universities as an A-Level entrance qualification for their courses.

**“NEVER SAY NEVER  
BECAUSE LIMITS, LIKE FEARS,  
ARE OFTEN JUST ILLUSIONS”**

MICHAEL JORDAN

# PHYSICS

Head of Department - Mr B Lovick

## Entry Requirements

Grade 7-7 in Combined Science OR a grade 7 in Physics, Mathematics – Grade 7

## Examination Board

OCR A - H556



## Introduction/General Advice and Requirements

**Are you:** Curious about how things work?  
Keen to solve both theoretical and practical problems?  
Good at maths?

**Do you:** Enjoy a challenge?  
Want to contribute positively to an increasingly technological society?  
Value keeping your career options open?

Physics is arguably the most exciting and intellectually stimulating of the natural sciences. It is also the most basic, and underpins other sciences and engineering. Topics in Physics range from the quantum world of subatomic particles to the formation and destiny of the universe. Between these extremes are the studies of nuclei, atoms and the materials that make up the world in which we live. In the process of discovery Physicists have developed quantum mechanics, relativity, thermodynamics and a detailed knowledge of the forces between particles. Advances in Physics are responsible for many of the benefits of modern society. For example, semiconductor physics has transformed communication and computational technology, X-rays and nuclear magnetic resonance are indispensable in health care, and lasers are employed in a variety of useful ways from medicine to machinery. Physics has a continuing, vital role to play in developing alternative energy sources.

The course is designed to be a progression from GCSE Science: Double Award, or from GCSE Physics courses. It is expected that all students starting the course will have obtained grade 7 or better in Double Award Science or grade 7 in Physics. The nature of Physics is such that students need to be competent in Mathematics. It is not necessary to be studying AS level Mathematics (although these students will find themselves at an advantage) but we require students to have obtained grade 7 or better in GCSE Mathematics. Students who feel they may struggle with these requirements should discuss this with the Head of Department.

Note that students intending to take Physics or engineering courses at university will probably need to study A level mathematics.

## Course Content and Assessment

The aims of the A level Physics courses are to encourage candidates to:

- develop their interest in, and enthusiasm for Physics, including developing an interest in further study and careers in Physics
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works
- develop essential knowledge and understanding of different areas of Physics and how they relate to each other.

# PHYSICS continued

## Course Content and Assessment

There is no coursework but students who complete the entire A level will have the opportunity of obtaining a practical endorsement. The A Level is assessed by 4 examinations:

### Module 1: Development of practical skills in Physics

Practical skills assessed in a written examination and in the practical endorsement

### Module 2: Foundations of Physics

Physical quantities and units, making measurements and analysing data, nature of quantities

### Module 3: Forces and Motion

**Motion** - Kinematics, Linear motion, projectile motion

**Forces in action** – Dynamics, Nonlinear motion, Equilibrium, Density and pressure

**Work and energy** - Work and conservation of energy, Kinetic and potential energies

**Materials** - Behaviour of springs and materials

**Newton's laws and momentum** - Collisions

### Module 4: Electrons, Waves and Photons

**Electric current** - Charge, Mean drift velocity

**Energy, power and resistance** - Circuit symbols, E.m.f. and p.d., Resistance, Resistivity, Power

**Electrical circuits** - Series and parallel circuits, Practical circuits, internal resistance, potential dividers

**Waves** - Wave motion, Electromagnetic waves, Superposition, Stationary waves

**Quantum physics** - Energy of a photon, The photoelectric effect, Wave-particle duality

### Module 5: Newtonian world and astrophysics

**Thermal Physics** - Solid, liquid and gas, Temperature, Thermal properties of materials, Ideal gases

**Circular motion** - Circular motion, Centripetal force

**Oscillations** - Simple harmonic oscillations, Damping

**Gravitational Fields** - Masses, Newton's law of gravitation, planetary motion, gravitational and potential energy

**Astrophysics and cosmology** - Stars, Electromagnetic radiation from stars

### Module 6: Particles and medical physics

**Capacitors and exponential decay** - Capacitors, Energy

**Electric and magnetic fields** - Electric fields, Magnetic fields, Electromagnetism, Motion of charged particles

**Nuclear and particle physics** - The nuclear atom, Fundamental particles, Radioactivity, Nuclear fission and fusion

**Medical imaging** - X-rays, Diagnostic methods in medicine, Ultrasound

## Career Opportunities

Your future matters. So, if you have an enquiring mind, enjoy a challenge and like solving problems, give yourself the best chance by studying physics - the subject of the future. From the smallest part of the human body to the great clusters of galaxies, physics helps us understand how our world works. The applications, like the career opportunities, are infinite. Employers today actively seek out people who can prove their ability to think logically, understand complex ideas and apply them to the real world. Whether you want to pursue a career in science, the media, education, business or a host of other fields, physics can help give you the edge.

## POLITICS

Head of Department - Mr D Troake

### Entry Requirements

English Language - Grade 5

### Examination Board

Edexcel



### Introduction/General Advice and Requirements

If you find that you have an interest in current affairs and want to understand how decisions are made, and how you can influence them, studying Government and Politics will be an ideal subject for you. The course provides a thorough grounding in British Politics, Political Ideology (Conservatism, Liberalism, and Socialism) and American Politics. If you like discussion and debate you will love the lessons.

### Course Content and Assessment

#### Component 1: UK Politics

Written examination: 2 hours; 33.3 % of the qualification.

#### Content overview

1. Political Participation, students will study: Democracy and participation, political parties, electoral systems, voting behaviour and the media.
2. Core Political Ideas, students will study: Conservatism, liberalism, socialism.

#### Assessment overview

##### Section A: Political Participation

One 30-mark questions from a choice of two (each question is based on a quote) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

##### Section B: Core Political Ideas

One 24-mark question from a choice of two.

#### Component 2: UK Government

Written examination: 2 hours; 33.3 % of the qualification.

#### Content overview

1. UK Government, students will study: The constitution, parliament, Prime Minister and executive, relationships between the branches.
2. Optional Political Ideas, students will study: One idea from the following: anarchism, ecology, feminism, multiculturalism, nationalism.

## POLITICS continued

### Course Content and Assessment

#### Assessment overview

##### Section A: UK Government

One 30-mark question from a choice of two (each question is based on a quote) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

##### Section B: Optional Political Ideas

One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

##### Component 3: Comparative Politics

Written examination: 2 hours; 33.3 % of the qualification

Students study either USA or Global

#### Content overview

For USA, students will study: the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights.

OR

For Global, students will study: theories of Global Politics, sovereignty and globalisation, global governance: political and economic, global governance: human rights and environmental, power and developments, regionalism and the European Union.

#### Assessment overview for 3A and 3B

**Section A** One 12-mark question from a choice of two.

**Section B** One compulsory 12-mark question based on a source.

**Section C** Two 30-mark questions from a choice of three

### Career Opportunities

Government and Politics leads to a variety of degree and career choices and will also complement a number of other subjects. Typical students may go on to study Politics or International relations degrees. Careers in the civil service, global charities and pressure groups, are also common. More importantly, studying politics allows you to develop a range of aptitudes that will benefit you in any degree/career choice. These include

- The ability to write analytical essays.
- The ability to make an argument.
- The ability to discuss/debate.
- Confidence in your communications skills.

## PSYCHOLOGY

Head of Department - Mrs N Risdon

### Entry Requirements

English Language - Grade 5  
Either Maths or Biology/Combined Science – Grade 6,  
with a 5 in the other subject

### Examination Board

AQA



### Introduction/General Advice and Requirements

This qualification offers an engaging and effective introduction to Psychology, which will appeal to a cross-section of students, regardless of whether they have studied Psychology before. It builds on skills developed in the sciences and humanities, and enables progression into a wide range of other subjects. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.

Psychology is a complex subject. To complete this course successfully you will need to be able to analyse and evaluate issues and ideas and express those ideas in writing. Due to the scientific nature of the subject an interest in how science works including the testing of ideas and interpretation of evidence is essential.

### Course Content and Assessment

The emphasis of the course is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking. There is a large scientific component to the course which will promote students' skills in solving scientific problems and students will come to understand how scientists investigate phenomena in their attempts to explain the world about us.

#### Compulsory content is as follows:

1. Social influence
2. Memory
3. Attachment
4. Psychopathology
5. Approaches in Psychology
6. Biopsychology
7. Research methods
8. Issues and debates in Psychology

The optional content will include relationships, schizophrenia and forensic psychology

The A level will be assessed through three equally weighted units each two hours long:

**Paper 1:** Introductory topics: assessing compulsory content 1-4 above

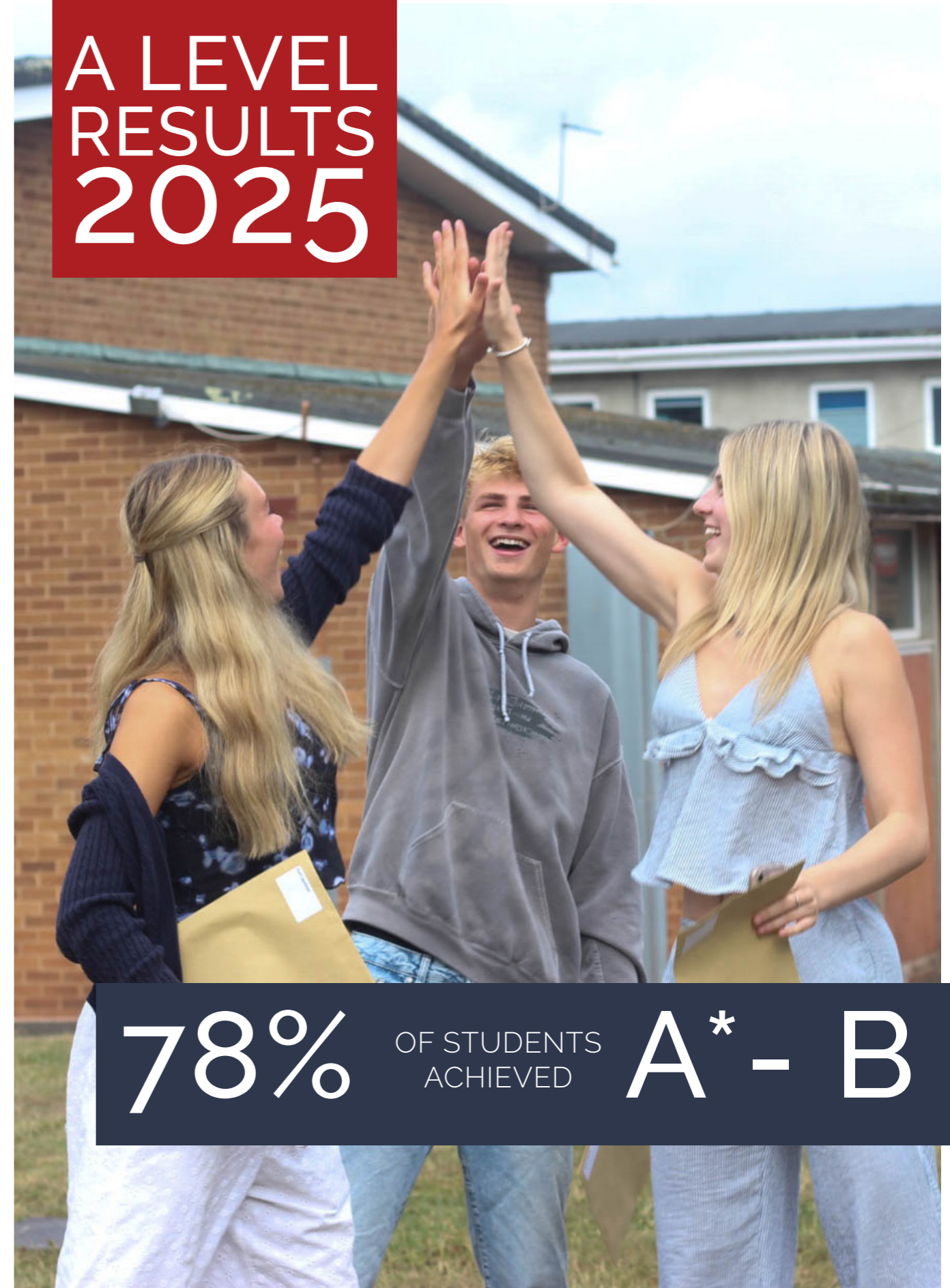
**Paper 2:** Psychology in context: assessing compulsory content 5-7 above

**Paper 3:** Issues and options: assessing compulsory content 8 above and optional content.

### Career Opportunities

As well as its obvious application for people wishing to go on to study medicine, it applies to any career where an understanding of people is important, such as social work, teaching, law and politics.

# A LEVEL RESULTS 2025



# 78%

OF STUDENTS  
ACHIEVED

# A\* - B

# SOCIOLOGY

Head of Department - Ms S Moss

## Entry Requirements

English Language - Grade 5

## Examination Board

AQA



## Introduction/General Advice and Requirements

A Level Sociology is an academically rigorous and intellectually engaging course that examines the structures, institutions, and cultural norms that shape human behaviour and society. It encourages students to think critically about the social world, to question taken-for-granted assumptions, and to explore patterns of inequality, power, and change.

At A Level, you will engage with key sociological theories and debates, developing an understanding of how evidence is used to explain complex social phenomena. You will analyse issues such as the role of education, the nature of crime, the function of the family, and the place of belief systems in contemporary society.

To do sociology you need to be interested in such issues and have a desire to go beyond 'common sense' explanations. You need to be comfortable with getting uncomfortable and prepared to make the familiar strange. As a social science, sociology adopts rigorous methods of research and applies them to human behaviour.

Sociology appeals to students who are curious about the world around them and who are keen to explore how social identities, values, and institutions are formed and contested. It is particularly suited to those who enjoy critical thinking, constructing arguments, analysing data and exploring the relationship between individuals and the wider social structures in which they live.

## Course Content and Assessment

At Churston Ferrers, we study the following topics: Education; Families and Households; Beliefs in Society; Crime and Deviance; Sociological Theory; Research Methods.

In more detail, these include:

Education:

- the role and functions of the education system
- differential educational achievement of social groups by social class, gender and ethnicity
- processes within schools
- student identities and subcultures
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity.

Families and Households:

- the relationship of the family to the social structure and social change
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and family diversity
- gender roles, domestic labour and power relationships within the family
- the nature of childhood, and changes in the status of children
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, migration and globalisation.

# SOCIOLOGY continued

## Course Content and Assessment

### Beliefs in Society:

- the relationship between social change and social stability, and religious beliefs, practices and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements
- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.

### Crime and Deviance:

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

### Sociological theory and research methods:

- consensus, conflict, structural and social action theories, including:
- functionalism, Marxism, feminism and interpretivism
- the concepts of modernity and post-modernity
- the extent to which Sociology can be regarded as scientific
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy
- different research methods
- different types of data
- the theoretical, practical and ethical considerations influencing sociological research.

### Assessment:

- A Level Sociology is assessed through three two-hour exams at the end of Year 13:
- Paper 1: Education with Theory and Methods (33.3%)
- Paper 2: Family and Households and Beliefs in Society (33.3%)
- Paper 3: Crime and Deviance with Theory and Methods (33.3%)

### Each of these papers features a variety of question types, including:

- 4 and 6 mark outlines
- 10 mark explanations
- 10 mark analyses
- 20 and 30 mark evaluations

## Career Opportunities

Sociology provides an excellent foundation for a wide range of university courses and careers. Its emphasis on analytical thinking, research skills, and understanding social processes makes it particularly valuable for pathways in social research, law, education, criminology, journalism, politics, social work, and public policy. Employers and universities alike value the ability to interpret data, think critically about complex issues, and understand the perspectives of diverse social groups — all of which are central to the study of Sociology. Whether you pursue a career directly related to the subject or apply its insights in a different field, Sociology equips you with the tools to engage thoughtfully and effectively with the challenges of modern society.

# SPANISH

Head of Department - Mrs R Gerry

## Entry Requirements

Spanish – Grade 6

## Examination Board

AQA



## Introduction/General Advice and Requirements

### Did you know?

- **A-Level Spanish is extremely highly regarded by universities, regardless of the course students choose**
- **Knowledge of another language can prove to be a tie-breaker when two equally good candidates are considered for a job**
- **Approximately 270 million people speak Spanish worldwide**
- **Spanish is second only to English in terms of geographical distribution**
- **A recent report has shown that more than a third of employers specifically recruit people for their language skills**

Given the immense value of Spanish both in Europe and America, and the fact that language graduates are among the highest earners three to four years after university, Spanish A-Level is the perfect complement to any other subject. It offers an excellent opportunity for students to improve their employability and develop towards fluency in a language which will also allow for accelerated learning of French, Italian, Portuguese and Romanian.

## Course Content and Assessment

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment, business, international law or further study, including a modern languages degree.

**In the first year**, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries.

- the changing nature of family, the 'cyber-society', the place of voluntary work
- Spain and its heritage, contemporary Spanish music, cinema

**In the second year** further aspects of the social background are covered, this time focusing on issues, such as life for those on the margins of Spanish-speaking society as well as looking at the positive influences that diversity brings.

Students also study aspects of the political landscape in a Spanish country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations (positive features of a diverse society, life for the marginalised, how criminals are treated).

# SPANISH continued

## Course Content and Assessment

### Paper 1 50% of A level Listening, reading and writing

What's assessed

- Aspects of Spanish society: current trends
- Aspects of Spanish society: current issues
- Artistic culture in the Spanish-speaking world
- Aspects of political life in the Spanish-speaking world
- Grammar

### Paper 2 20% of A level Writing

What's assessed

- One text (El otro árbol de Guernica) and one film (Volver by Almodóvar)

### Paper 3 30% of A level Speaking

What's assessed

- Individual research project - a Spanish region, Freedom of expression, Science and technology in modern Spain
- One of four sub-themes - Aspects of Spanish-speaking society: current trends, - Aspects of Spanish-speaking society: current issues - Artistic culture in the Spanish-speaking world - Aspects of political life in the Spanish-speaking world
- Grammar

## Career Opportunities

Studying A-Level Spanish will not only give students a firm grounding in one of the world's most important languages, but could also be the key to accessing a huge range of jobs across several continents. Language graduates often go on to develop exciting careers in areas such as:

- International relations
- Media and journalism
- The civil service and international agencies and embassies
- International law
- Interpreting and translating
- International business management
- The armed forces

The importance of languages cannot be downplayed in the current climate of extreme competition for university places and jobs. Furthermore, the traditional lack of interest in languages in the UK means that there is now far less competition for jobs requiring knowledge of foreign languages.

## A Level Subjects

Maths, Economics, Music

## Academic enrichment

EPQ

## Future aspirations

I hope to study PPE (Politics, Philosophy, and Economics) at university. I don't really know exactly what I want to do after that, which is why I want to study a broader degree to help keep my options open.

## My activities

I participate in the school Funk Band and Orchestra, as well as the School Shows every year. I also attend the Politics Society run by students and am doing my Gold DofE

## How do these activities benefit you?

Participating in music and drama events has helped me develop my confidence throughout my time at Churston, helping me to feel comfortable performing on a stage to a crowd of people. These things also teach you how to be dedicated, and work towards a common team goal, which has also massively developed my teamwork skills. Gold DofE has also been brilliant in developing both of these skills. Since I want to study politics at university, attending the school's Politics Society is a great supercurricular activity to participate in, which allows me to develop my passion for politics outside of lessons

## Responsibility, Leadership or Active Citizenship roles

I am the Student Vice President for Active Citizenship and have been working on various projects with both staff and the rest of the presidential team. As well as this, as part of the SPT we take on lead roles in other active citizenship roles such as helping out with induction days, open evenings, etc. I am also an Independent Learning leader, helping out with Independent Learning lessons.

## My 'one thing'

Whether it's being rewarded for time well-spent revising to achieve better grades, standing on a podium after all the training you've done, bowing to a cheering audience after all those rehearsals, or just feeling a sense of self-fulfilment for volunteering in the school community. These are all feelings you'll only discover if you put the work in to get there in the first place.



*Tom*

Vice President



**IF MY TIME AT CHURSTON HAS TAUGHT ME ANYTHING, IT'S THAT YOU REALLY ARE REWARDED FOR THE EFFORT YOU PUT INTO THINGS**

In addition Year 12 students must undertake an academic enrichment option

**EPQ**

**CORE MATHS**

**AS FURTHER MATHS**



## EPQ

Head of Department - Mr B Williams

### Entry Requirements

English Language - Grade 5

### Examination Board

AQA



### Introduction/General Advice and Requirements

The Extended Project Qualification (EPQ) offers students the opportunity to expand their skills beyond their sixth-form curriculum, helping them to stand out and prepare for university. Through the EPQ, students will develop research skills and explore a wide range of sources including websites, textbooks, academic journals and specialist articles. Additionally, students will learn how to properly reference their work - crucial skills at university. Successful completion of the EPQ can earn students up to 28 UCAS points and is often taken into consideration in university admissions.

It is an independent research qualification, and the outcome is not predetermined. You will receive guidance and support to develop a project of your choice, which could take the form of an extended essay of around 5,000 words or an artefact such as a film, book, art installation, clothing, computing project, event, or magazine, accompanied by a commentary of 1000 words or more. Throughout the process, you will be supervised and guided by a member of staff, with taught skills delivered in weekly timetabled lessons.

Skills taught as part of the EPQ include:

- Critical thinking skills – developing the ability to analyse and evaluate sources of information
- Research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- Project management skills including time, resource and task management
- The format and structure of accepted academic forms of research report
- Referencing, the evaluation of sources and the prevention of plagiarism
- Presentation skills

### Course Content and Assessment

The course is entirely coursework-based and graded from A\* to E. Under appropriate supervision, students are expected to choose an area of interest, draft a project title and aims for formal approval by the EPQ Coordinator, conduct research, complete the project, and deliver a presentation to a non-specialist audience. Additionally, all stages of production and development need to be documented within the production log.

Students will be assessed against four objectives:

AO1 Manage 20%

Identify, design, plan and complete the individual project or task within a group project, applying organisation skills and strategies to meet stated objectives.

AO2 Use resources 20%

Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic.

## EPQ continued

### Course Content and Assessment

AO3 Develop and realise 40%

Select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes.

AO4 Review 20%

Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present outcomes and conclusions.

### Career Opportunities

This qualification is highly valued to many employers and university courses. The skills and independence gained by completing the EPQ is heralded by some University courses as so important that they reduce the grade offered for successful EPQ students, or count the UCAS points towards meeting an offer.

Universities very much like the EPQ because completing one demonstrates so many of the skills universities are looking for, including self-discipline, critical thinking, passion and time management. This is summarised by Lancaster University, "Lancaster University places a high value on success in the EPQ and we are strong advocates of the scheme - we think it is a great opportunity for young people to develop independent research skills which will come in so useful at university. The majority of our degree schemes will incorporate the EPQ into an offer."

As per Lancaster, many universities will make alternative offers for candidates that hold an EPQ. For example, University of Exeter say, "for students who receive a standard offer, make Exeter their Firm choice and achieve a grade A in the EPQ we guarantee to confirm their place if they achieve 1 grade below our offer, excluding any subject conditions." Bath, Birmingham, Southampton and Bristol plus many others, make similar statements.

The EPQ qualification equips students with the skills to pursue careers in various industries after leaving Sixth Form. The freedom to choose a topic allows students to align it with a career interest in an area they haven't directly studied, such as law, or explore a different aspect of their subjects.

## AS FURTHER MATHS

Lead Teacher - Mr K Butler



### Entry Requirements

Mathematics - Grade 8

### Examination Board

Edexcel

### Introduction/General Advice and Requirements

Further Mathematics AS is an academic enrichment option and can be studied alongside your 3 A level choices. In order to complete the course you must also be studying A level Mathematics. The course is designed for students who really enjoy the challenge of solving difficult mathematical problems and aims to extend the knowledge of A level Mathematics by exploring new and interesting concepts. Students who study Further Mathematics often say it is their favourite subject.

Further Mathematics also helps to prepare students for mathematical based subjects at university such as Mathematics, Physics and engineering and some universities will adjust their grade requirements favourably to students with a Further Mathematics qualification.

Please note to extend these topics further you can choose A level Further Mathematics as one of your A level options and complete the full A level.

### Course Content and Assessment

The course is divided into different modules, Core Pure (50%), Further Statistics (25%) and Decision Mathematics (25%).

#### Core Pure

- Complex Numbers
- Series
- Roots of Polynomials
- Volumes of Revolution
- Matrices
- Linear Transformations
- Proof by Inductions
- Vectors

#### Further Statistics

- Discrete Random Variables
- Poisson Distributions
- Hypothesis Testing
- Chi-squared tests

#### Decision Mathematics

- Algorithms
- Graphs and Networks
- Algorithms on Graphs
- Route Inspection
- Critical Path Analysis

### Career Opportunities

The skills gained from studying a science, technology, engineering or mathematics (STEM) subject at A level or degree level are in demand by employers. Graduates with STEM degrees earn on average 5% to 10% higher salaries than the mean for all graduates.

A wide range of STEM and non-STEM subjects are underpinned by mathematics. Having a broad mathematical knowledge and secure technical ability will help the transition from sixth-form to higher education. Together with good mathematical skills, employers are looking for the ability to work in a team, communicate effectively and show initiative.

## CORE MATHS

Head of Department - Mrs J Barnhoorn



### Entry Requirements

Mathematics - Grade 5

### Examination Board

AQA

### Introduction/General Advice and Requirements

Core Maths is a relatively new course which helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography as well as technical and vocational qualifications.

The course is designed for those students who wish to pursue mathematics post-16 who do not wish to take an A level in Mathematics. The mathematical content of the course is mostly based on what the students will already know from their GCSEs, but looks to enhance their understanding, problem solving skills, knowledge retention and the ability to apply them to contextualised problems.

A course of study leading to this qualification should enable students to:

- study a mathematics curriculum that is integrated with other areas of their study, work or interest leading to the application of mathematics in these areas
- develop mathematical modelling, evaluating and reasoning skills
- solve problems some of which will not be well defined and may not have a unique solution
- solve substantial and real life problems encountered by adults
- use ICT as an exploratory tool for developing mathematical understanding and when solving problems
- develop skills in the communication, selection, use and interpretation of their mathematics
- enjoy mathematics and develop confidence in using mathematics

### Course Content and Assessment

Roughly 80% of the course content is focused on using and applying skills learnt at GCSE. Course content will include:

#### Analysis of data

- Collecting and sampling data
- Representing numerically and diagrammatically

#### Maths for personal finance

- Percentages
- Interest rates
- Repayments and cost of credit
- Graphical representation
- Taxation
- Financial problem (e.g. budgeting, exchanges rates etc)

#### Estimation

#### Statistical techniques

- Normal distribution
- Probabilities and estimation
- Correlation and regression

The exam is made up of two papers which are equally weighted exams, each 1 hour 30 minutes long. Paper 1 covers Analysis of Data, Maths for Personal Finance and Estimation. Paper 2 covers Critical Analysis and Statistical Techniques.

### Career Opportunities

This Level 3 Certificate Mathematical Studies qualification will consolidate students' mathematical understanding, build their confidence and competence in applying mathematical techniques to solve a range of problems and introduce them to new techniques and concepts that will prepare them for further study and future employment within a broad range of academic, professional and technical fields.

# 94%

OF STUDENTS WHO  
APPLIED TO UNIVERSITY  
ACHIEVED THEIR FIRST  
CHOICE OF UNIVERSITY

A LEVEL  
RESULTS  
2025

#### A Level Subjects

English Literature, Biology, Psychology

#### Academic enrichment

Core Maths

#### Future aspirations

I would like to study Psychology at university and then hope to go on to become a neuropsychologist.

#### My activities

Within school, me and the other wellbeing ambassadors run a wellbeing club for the younger year groups, and I have also enjoyed running an English revision club for year 11 students.

#### How do these activities benefit you?

Running the wellbeing club allows me to connect with younger students on a more personal level and I feel this is important, as being part of the sixth form means potentially coming across as intimidating to younger students and I would like to change this as I am passionate that a student support system will give Churston students a space to openly talk about anything they need.

Running the English revision club has allowed me to help other students in an area that I feel strongly about, which has helped other students prepare for their English GCSE.

#### Responsibility, Leadership or Active Citizenship roles

I am part of the sixth-form student presidential team - my role is the vice president of scholarship. Being part of this team is incredibly rewarding as we come together to help give back to the school through things such as whole-school events. I am also the subject champion for psychology and the vice subject champion for Biology and English, taking on these roles allows me not only to deepen my love for my subjects but to promote and hopefully share this love with other students.



**TAKE EVERY OPPORTUNITY THAT PRESENTS ITSELF TO YOU EVEN IF IT'S SOMETHING THAT YOU WOULDN'T USUALLY DO AND PUSHES YOU OUT OF YOUR COMFORT ZONE**

*Anna*  
Vice President







Call: 01803 842289



Email: [enquiries@churstongrammar.com](mailto:enquiries@churstongrammar.com)



Website: <https://churstongrammar.com>



Churston Ferrers Grammar School  
Greenway Road  
Brixham  
Devon  
TQ5 0LN



**Churston Ferrers  
Grammar School**  
Learning to create a better world