

**OPGS SIXTH FORM  
INFORMATION & COURSES  
2025-2026**



# SIXTH FORM INFORMATION AND COURSES 2025

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## **Introduction**

Welcome to Oakwood Park Grammar School. This booklet provides information about applying to the Sixth Form at OPGS, as well as more detailed information about the courses offered for the academic year 2025/26.

We are also delighted to share with you the excellent destinations of the students who left in the summer of 2024, together with previous examination results. At OPGS we are always striving to match the needs of our students to the rapidly changing economic and higher education environments. The number and variety of offers of places from elite universities continue to grow. In the past few years we have also consolidated our connections with City firms and engineering companies and top employers. We are well supported by our alumni in helping students secure opportunities.

We offer a wide range of A level courses. Year 12 students will take three or four courses (dependent on Average Point Score at GCSE and courses chosen), with the option to pick up an Extended Project Qualification in Year 12 or 13.

If you have queries, please do not hesitate to speak to a member of the Sixth Form Team; contact details are available at the back of the booklet.

## **Admissions and Entry Criteria**

Admission is based on the following criteria:

- Students achieving a minimum of at least six GCSEs (9 – 5) of which at least four are at a grade 6 (or equivalent).
- In addition, students must meet subject entry requirements, which in most cases require a minimum of Grade 6 in the subject to be studied, or related subjects. See specific list below
- Students must also achieve a minimum of a grade 5 in English (Language or Literature) and Mathematics.
- Typically, we would expect students following essay-based subjects to gain at least a grade 6 in English Language and students following scientific courses to gain at least a grade 7 in Mathematics.
- The school shall determine which grades at 6 are required when A level subjects requested have not been taken at GCSE Level.

### **Subject Specific Entry Requirements**

- Art - Grade 6 at GCSE
- Biology - Grade 7 at GCSE or 6-7 in Double Science GCSE
- Business- Grade 5 in English Language and Maths
- Chemistry - Grade 7 at GCSE or 6-7 in Double Science GCSE
- Computing - Grade 6 at GCSE
- Design and Technology - Grade 6 at GCSE
- Drama - Grade 6 at GCSE
- Economics - Grade 6 in Mathematics GCSE
- English Language - Grade 6 at GCSE

- English Literature - Grade 6 at GCSE
- French - Grade 7 at GCSE
- Geography - Grade 6 at GCSE
- Graphics - Grade 6 at GCSE in either Graphics or Art
- History - Grade 6 at GCSE
- Mathematics - Grade 7 at GCSE
- Further Maths - Grade 8 at GCSE Maths
- Media Studies – Grade 6 in English Language
- Music - Grade 6 in Music
- Physical Education - Grade 6 at GCSE
- Physics - Grade 7 at GCSE or 6-7 in Double Science GCSE
- Politics - Grade 6 at GCSE in either GCSE History, GCSE Geography or GCSE RS
- Psychology - Grade 6 in any science subject
- Religious Studies - Grade 6 at GCSE or Grade 6 in either GCSE History or GCSE Geography
- Sociology - Grade 6 in either GCSE History, GCSE Geography or GCSE RS
- Spanish - Grade 7 at GCSE

### **Subject Choice**

In choosing your subjects for A level you need to find out about the syllabus, examination requirements, coursework and the approach to study. Choose subjects that interest you and think carefully about the range and combination of subjects you would like to study. You may also wish to consider requirements for Higher Education or career paths.

Students should also note that the school cannot guarantee courses will run if there are not enough applicants. It is also possible that, in some subjects, numbers will have to be limited.

### **Application Process and Decision-Making Timetable**

#### **Internal Applications**

Students will receive support on applications for OPGS Sixth Form in school and will use SIMS Options to select their A level choices.

#### **External Applications**

External applicants can apply for a place in the Sixth Form from Tuesday 10<sup>th</sup> December 2024 onwards. Applications should be made through Kent Choices:

<https://www.kentprospectus.co.uk/login>

**The closing date for external applications is 31<sup>st</sup> January 2025**

Exam Board	AQA <b>FINE ART</b>
Description	<p>Art can be your gateway to developing your confidence, happiness, Independence, problem solving, critical thinking, visual communication and creativity to name put a few important elements that Art allows you to develop. But it is more than that it opens doorways to a wealth of creative industries that might be closed to you forever for example, architect, Illustrator, Photographer, web designer and the list goes on and on. Art allows you to guide your learning by allowing you to pick the projects and develop the themes you are passionate about; you are in control of your learning, not just another cog in the wheel.</p> <p>The A level Art course comprises of two parts: a Personal investigation and an Externally Set assignment.</p> <p>The course emphasises the importance of personal choice and independent study. Students will start by developing their own Projects negotiated with teaching staff. They will then complete workshops to help them develop their skills and knowledge of different processes and materials. Eventually students create personal final pieces realising their intentions in their chosen materials and evaluate their work considering effectiveness.</p> <p>The course also puts a high emphasis on student's ability to analyse artist and contextual references that link to their work. This includes a 3000-word essay that will be developed in conjunction with their second project. Students must also be able to analyse their own work showing links to artists and a deep and firm understanding of the wider issues in their work.</p>
Course content	<p><b>Personal Investigation</b></p> <p>The Personal Investigation takes the form of one project. Students are allowed to independently decide on their personal theme for the project with support from the teaching staff. There is no restriction on the paths that may be followed if the syllabus objectives are addressed as part of the process.</p> <p>Students start the course exploring a range of materials and processes including drawing, painting, printmaking, 3D, photography, and digital processes, from these students then develop their first outcome. After this initial set of workshops students are free to develop and refine their ideas producing large final outcomes to show their progression.</p> <p>Students must show development of ideas: this includes an ability to research a range of artists work, analysing their processes and using the knowledge gained to influence and inspire their own work. Students can also experiment with a range of ideas and materials that are appropriate to their chosen theme, reviewing and refining their work purposefully. Students must have a strong ability to record their ideas and reflect critically on their work and progress. Finally, they must have the ability to create a personal and imaginative final realisation that makes connections between their work and others.</p> <p>Student's practical outcomes can take the form of a range of final realisations that can include paintings, sculptures, printmaking, photography, textiles, multimedia pieces and digital work. Students will be expected to produce high quantity and quality work during the course</p> <p>The practical aspect of the course is complimented with a 3000-word essay that explores the student's chosen practical themes from an analytical viewpoint.</p>

	<p>Students will be expected to devise a title for the essay based on their second project. From this point, they must complete in-depth research on their topic and then write an essay that shows their understanding of the artists and the themes from their research.</p> <p><b>Externally Set Assignment</b></p> <p>The Externally Set Assignment is a response to topics given by the Examining Board. The papers are issued in early February and students have until mid-May to finalise their responses.</p> <p>During this preparatory period students are to complete a range of investigations and developments including experimentations with ideas and materials, exploration into artist and contextual studies, good quality recording from observation and critical analysis of their own work. This should allow students to produce a high quantity of preparatory work while at the same time developing the quality of their work. These studies should help the students devise a final piece for the exam.</p> <p>Students must then complete a 15 hour examination producing a final piece under examination conditions. At the end of the exam all work must be submitted for the final assessment.</p>
<p>Enrichment opportunities</p>	<p>There will be organised trips to London to visit galleries and collect resources for their projects.</p> <p>There will be various afterschool workshops to help students develop their ideas and receive extra mentoring with art staff</p> <p>Students will also be expected to investigate galleries independently in their free time to further their projects and gain better understanding of artists work.</p>
<p>Assessment</p>	<p>There will be continual assessment throughout course using the exam boards' assessment objectives. These are:</p> <p><b>AO1 - Develop</b> – This assesses how students have developed their ideas and themes, students need to learn to show how they have moved from idea to idea but also why and how their ideas have developed in the ways they have. This is reinforced with analysis of other artists work</p> <p><b>AO2 – Experiment</b> – Students must show they have explored and experimented with materials, techniques and ideas. They must demonstrate they have fully experimented with their ideas and made inquiries into all possibilities showing a good understanding of their theme.</p> <p><b>AO3- Record</b> – This assesses the drawing, painting, printmaking and sculpting the students undertake, as well as the analysis of their work</p> <p><b>AO4- Present</b> – This is the final pieces they create, the evaluations they make and the connections they make with other artists.</p> <p>Each assessment objective is worth 25% of the final mark</p>

Exam Board	OCR <b>BIOLOGY</b>
Description	<p>This is a linear course which will be assessed at the end of two years of study. The course is designed to;</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding</li> <li>• develop skills, knowledge and understanding of scientific methods</li> <li>• develop competence and confidence in a variety of practical and problem-solving skills</li> <li>• develop an interest in further study and careers associated with the subject</li> <li>• understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society</li> </ul>
Course content	<p>Module 1 – Development of Practical skills in Biology Skills of planning, implementing, analysis and evaluation</p> <p>Module 2 – Foundations in Biology Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation</p> <p>Module 3 – Exchange and Transport Exchange surfaces, Transport in animals, Transport in plants</p> <p>Module 4 – Biodiversity, Evolution and Disease Communicable diseases, disease prevention and the immune system, Biodiversity, Classification and evolution.</p> <p>Module 5 – Communication, Homeostasis and Energy Communication and homeostasis, Excretion as an example of homeostatic control, Neuronal communication, Hormonal communication, Plant and animal responses, Photosynthesis, Respiration.</p> <p>Module 6 – Genetics, Evolution and Ecosystems Cellular control, Patterns of inheritance, Manipulating genomes, Cloning and biotechnology, Ecosystems, Populations and sustainability.</p>
Enrichment opportunities	<ul style="list-style-type: none"> <li>• Field trip to Wildwood Canterbury to look at conservation, sustainable management and ecosystem sampling techniques.</li> <li>• Participation in the Biology Olympiad</li> </ul>
Assessment	<p>Students are assessed by end of term tests, independent work, practical work and homework.</p> <p><b>External Assessment</b></p> <ul style="list-style-type: none"> <li>• Paper 1 – Biological Processes covering modules 1, 2, 3 and 5. Multiple choice, structured questions and extended response. 2 ¼ hours. 37% weighting.</li> <li>• Paper 2 – Biological Diversity covering modules 1, 2, 4 and 6. Multiple choice, structured questions and extended response. 2 ¼ hours. 37% weighting.</li> <li>• Paper 3 – Unified Biology covering modules 1-6. Structured questions and extended response. 1 1/2 hours. 26% weighting.</li> </ul> <p>Candidates complete a minimum of 12 practical activities to demonstrate practical competence with performance reported separately to the A Level grade</p>

Exam Board	Edexcel <b>BUSINESS STUDIES</b>		
Description	The A Level Business Studies course aims to develop enthusiasm for business studies. It will provide students with an insight into real life business case studies, which gives time to be critical thinkers about business activities. Enterprise is at the forefront of the course and developing young people interest in enterprise is enriched throughout the course. Student's will get the opportunity involve themselves in a range of opportunities.		
Course content	<p>The course aims to:</p> <p>Give students a holistic understanding of business in a range of context. Provide young people with the understanding of organisations and the ability to meet society's needs and wants. Allow students to generate enterprising and creative approach to business opportunities, problems and issues.</p> <p>The course is organised into teaching units, each of which is freestanding and builds upon work carried out in GCSEs. The course is split into four teaching themes:</p> <ul style="list-style-type: none"> <li>• Theme 1 – Marketing and People</li> <li>• Theme 2 – Managing business activities</li> <li>• Theme 3 – Business decisions activities</li> <li>• Theme 4 – Global business</li> </ul>		
Enrichment opportunities	Tycoon Enterprise competition Investopedia stock simulator BOSS Guest Speakers		
Assessment	Topic	Assessment	% of grade
	Paper 1 – Marketing, people and global business	100 marks 2 hours written paper	35% of total A level
	Paper 2 – Business activities, decisions and strategy	100 marks 2 hours Written paper	35% of total A level
	Paper 3 – Investigating business in a competitive environment	100 marks 2 hours written paper	30% of total A level



Exam Board	OCR <b>CHEMISTRY</b>		
Description	<p>The OCR Chemistry course has been designed for students who wish to continue with a study of chemistry. This provides progression from GCSE Science, GCSE Additional Science, or from GCSE Chemistry.</p> <p>Experimental work will feature prominently, and this will enable you to develop your skills of manipulation, observation and deduction. It will include learning proper control measures for dealing with hazards. Practical ability will be assessed internally throughout the year. All students will keep a record of practical activities in a laboratory book.</p>		
Course content	<p>The course aims to:</p> <ul style="list-style-type: none"> <li>• Develop your interest and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry.</li> <li>• Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.</li> <li>• Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of <i>How Science Works</i>.</li> <li>• Develop essential knowledge and understanding of different areas of chemistry and how they relate to each other.</li> </ul> <p>The course is organised into teaching units, each of which is freestanding and builds upon work carried out in GCSEs. The course is split into six teaching modules:</p> <ul style="list-style-type: none"> <li>• Module 1 – Development of practical skills in chemistry</li> <li>• Module 2 – Foundations in chemistry</li> <li>• Module 3 – Periodic table and energy</li> <li>• Module 4 – Core organic chemistry</li> <li>• Module 5 – Physical chemistry and transition elements</li> <li>• Module 6 – Organic chemistry and analysis</li> </ul>		
Enrichment opportunities	Students take part in The Cambridge Lower Sixth Form Challenge. This will take place in lessons during the summer term.		
Assessment	Topic	Assessment	% of grade
	Periodic table, elements and physical chemistry	100 marks 2 hours 15 minutes written paper	37% of total A level
	Synthetic and Analytical techniques	100 marks 2 hour 15 minutes Written paper	37% of total A level
	Unified chemistry	70 marks 1 hour 30 minutes written paper	26% of total A level
	Practical endorsement in chemistry	Pass/Fail	

Exam Board	AQA <b>COMPUTER SCIENCE</b>
Description	<p>Linear course</p> <p>Develop skills in:</p> <ul style="list-style-type: none"> <li>• Computational Thinking – the kind of reasoning used by both humans and machines; what can be computed, programming and problem-solving including communication and networking</li> <li>• The fundamental principles of the subject, focusing on programming through a problem-solving scenario</li> <li>• The hardware and software aspects of Computing and the social and economic consequences of Computing</li> </ul>
Course content	<p>1 Fundamentals of programming</p> <p>2 Fundamentals of data structures</p> <p>3 Fundamentals of algorithms</p> <p>4 Theory of computation</p> <p>5 Fundamentals of data representation</p> <p>6 Fundamentals of computer systems</p> <p>7 Fundamentals of computer organisation and architecture</p> <p>8 Consequences of uses of computing</p> <p>9 Fundamentals of communication and networking</p> <p>10 Fundamentals of databases</p> <p>11 Big Data</p> <p>12 Fundamentals of functional programming</p> <p>13 Systematic approach to problem solving</p> <p>14 Non-exam assessment - the computing practical project</p>
Enrichment opportunities	<p>British Informatics Olympiad</p> <p>Programming in different languages and environments</p> <p>Networking computers</p> <p>Discussions of real life uses of Computing</p>
Assessment	<p><b>Paper 1</b> – tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject 1-4 above and the skills required from section 13 above.</p> <p><b>Questions</b> - Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document</p> <p><b>Assessed</b> - On-screen exam: 2 hours 30 minutes</p> <p>40% of A-level</p> <p><b>Paper 2</b> - tests a student's ability to answer questions from subject content 5-12 above.</p> <p><b>Questions</b> - Compulsory short-answer and extended-answer questions.</p> <p><b>Assessed</b> - Written exam: 2 hours 30 minutes</p> <p>40% of A-level</p> <p><b>Non-Exam Assessment</b></p> <p>Assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 13 above.</p> <p><b>Assessed</b> - 75 marks</p> <p>20% of A-level</p> <p>Students are assessed in school via modular tests, end of unit test and continued practical assessment.</p>

Exam Board	AQA <b>DESIGN &amp; TECHNOLOGY</b> - Product Design (7552)
Description	<p>This course has been designed to encourage students to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing. Product Design encourages students to enhance their knowledge and skills in CAD / CAM, design, material knowledge and manufacture.</p> <p>This is a brand new course which has been created in collaboration with degree students, manufacturing companies and experts from a varied range of design and manufacturing industries.</p>
Course content	<p><b>Paper 1 - Materials, Components and Application</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2.5 hours</li> <li>• 120 marks</li> <li>• 30% of A-level</li> <li>• Section A: Materials and Components</li> <li>• Section B: Design and Market Influences</li> <li>• Section C: Processes and Manufacture</li> </ul> <p>Based primarily on materials and components and consisting of three sections. This exam is designed to test your knowledge of manufacturing processes, properties of a range of materials and their suitability in the design and make of industrial products. Students will also develop knowledge of the health and safety issues relevant to working with materials and will learn about the use of computer aided design (CAD) and computer aided manufacture (CAM) in design. In addition to this, students will gain an understanding of the broader issues related to design such as; environmental sustainability of products and their manufacture, ergonomic and anthropometrics and consumer safety.</p> <p><b>Paper 2 - Design and Manufacture</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1.5 hours</li> <li>• 80 Marks</li> <li>• 20% of A-level</li> </ul> <p>Section A:</p> <ul style="list-style-type: none"> <li>• Product Analysis: 30 marks</li> <li>• Up to 6 short answer questions based on visual stimulus of product(s).</li> </ul> <p>Section B:</p> <ul style="list-style-type: none"> <li>• Commercial manufacture: 50 marks</li> <li>• Mixture of short and extended response questions</li> </ul> <p><b>Topics include:</b> Major developments in technology, product life cycle, the influence of design and technology in society, the role of the designer, the marketing function, design processes, safety legislation, illustration, selection and use of appropriate 2D/3D techniques, human factors, and the work of past and present designers, sustainability and environmental concerns.</p> <p>Specialist knowledge, technical, designing, and making principles.</p>

	<p><b>Non Exam Assessment (NEA) - Design and Making Practice</b></p> <ul style="list-style-type: none"> <li>• Substantial design and make task</li> <li>• 45 hours</li> <li>• 100 marks</li> <li>• 50% of A-level</li> </ul> <p>This is a major design and make unit where knowledge of the Product Design subject content is applied to the design and manufacture of the student's own projects.</p> <p>Students will have the opportunity to analyse, research, design and develop a product from a set brief before getting creative in the workshop and indulging in a range of practical skills. The non exam assessment allows the students to investigate modern design trends and manufacture a working prototype of their own creation using the modern materials and machinery available to them.</p> <p>The students will also have the opportunity to learn and use the range of CAD / CAM facilities available in the workshop.</p>
Enrichment opportunities	<p>Students have the opportunity to visit the Design Museum, where they can attend design workshops and the latest exhibitions. The school workshop and range of equipment are available for students to use on a range of projects.</p>
Assessment	<p><b>Exam x 2:</b></p> <p>Students complete two exams at the end of the two year course.</p> <p><b>Non Exam Assessment:</b></p> <p>Design and Manufacture task - a continuous design and manufacture project (approx. 45 hours) in Year 12 and 13</p>

Exam Board	Pearson/Edexcel <b>DRAMA AND THEATRE</b>
Description	<p>Linear Course Structure</p> <p>Edexcel's Drama and Theatre specification is designed to provide a balance across a range of learning activities. This specification combines the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all of these elements. Students completing the course successfully will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.</p>
Course content	<p><b>Component 1: Devising (Component Code: 9DR0/01)</b></p> <p>Non-Examination Assessment (NEA) 40% of the qualification 80 marks Content overview</p> <ul style="list-style-type: none"> <li>• Devise an original performance piece.</li> <li>• Use one key extract from a performance text and a theatre practitioner as stimuli.</li> <li>• Student and Teacher choice of text and practitioner.</li> <li>• Performer or designer routes available.</li> </ul> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• There are two parts to the assessment: <ol style="list-style-type: none"> <li>1. a portfolio (60 marks, assessing AO1 and AO4) the portfolio submission recommendations are: <ul style="list-style-type: none"> <li>➤ can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes</li> </ul> </li> </ol> </li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>➤ can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).</li> </ul> <ol style="list-style-type: none"> <li>2. the devised performance/design realisation (20 marks, assessing AO2).</li> </ol> <p><b>Component 2: Text in Performance (Component Code: 9DR0/02)</b></p> <p>Non-Examination Assessment (NEA) 20% of the qualification 60 marks Content overview</p> <ul style="list-style-type: none"> <li>• A group performance/design realisation of one key extract from a performance text.</li> <li>• A monologue or duologue performance/design realisation from one key extract from a different performance text.</li> <li>• Student &amp; Teacher choice of performance texts.</li> </ul> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• AO2 is assessed.</li> <li>• Externally assessed by a visiting examiner.</li> <li>• Group performance/design realisation: worth 36 marks.</li> <li>• Monologue or duologue/design realisation: worth 24 marks.</li> </ul>

	<p><b>Component 3: Theatre Makers in Practice (Paper Code: 9DR0/03)</b></p> <p>Written examination: 2 hours 30 minutes 40% of the qualification 80 marks</p> <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Live theatre evaluation – choice of performance.</li> <li>• Practical exploration and study of a complete text – focusing on how this can be realised for performance.</li> <li>• Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience.</li> <li>• Choice of 15 performance texts from prescribed play list</li> <li>• Choice of eight practitioners from prescribed practitioners list</li> </ul> <p><b>Assessment overview</b></p> <p>Section A: Live Theatre Evaluation</p> <ul style="list-style-type: none"> <li>• 20 marks</li> <li>• Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.</li> <li>• Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</li> </ul> <p>Section B: Page to Stage: Realising a Performance Text</p> <ul style="list-style-type: none"> <li>• 36 marks</li> <li>• Students answer two extended response questions based on an unseen extract from the performance text they have studied.</li> <li>• Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.</li> <li>• Students answer from the perspective of a performer and a designer.</li> <li>• Performance texts for this section are not allowed in the examination as the extracts will be provided.</li> </ul> <p>Section C: Interpreting a Performance Text</p> <ul style="list-style-type: none"> <li>• 24 marks</li> <li>• Students will answer one extended response question from a choice of two using their chosen text.</li> <li>• Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.</li> <li>• Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.</li> <li>• Students are allowed to bring clean copies of their performance texts for this section, but no other printed materials.</li> </ul>
<p>Enrichment opportunities</p>	<p>The demands of the A Level course are such that students will be expected to attend the theatre at least six times over the two years. Further to this, students will have the opportunity to work with younger students to share their expertise in drama and theatre and develop communication and leadership skills. Students will also have the opportunity to take part in theatre training overseas (Athens) and be part of the annual school musical.</p>
<p>Assessment</p>	<p>Students are assessed through continuous assessment of their performance and written work marked against the assessment criteria of each component. The assessment method of each component is outlined above. The written paper is assessed throughout the term and there is a final exam at the end of the course in June.</p>

Exam Board	Pearson Edexcel A <b>ECONOMICS</b>
Description	Economics, they say, makes the world go round. Few decisions are taken that are not influenced to some degree by economics. The Economics course offers the opportunity to learn about the latest economic theories and practice them in the context of different economic issues both nationally and internationally. It allows us to explore the fundamentals that affect our lives, such as employment, prices, inflation, international trade and many more. Economists are often in healthy debate with each other over these issues. It is this controversy which makes Economics lively and interesting. This course will develop a range of analytical skills which will enable you to progress in a business environment and provides you with an array of subject-specific and transferable skills highly sought after by employers and top universities.
Course content	<p><b>Theme 1: Introduction to markets and market failure</b></p> <ul style="list-style-type: none"> <li>• Nature of economics</li> <li>• How markets work</li> <li>• Market failure</li> <li>• Government intervention.</li> </ul> <p><b>Theme 2: The UK economy – performance and policies</b></p> <ul style="list-style-type: none"> <li>• Measures of economic performance</li> <li>• Aggregate demand</li> <li>• Aggregate supply</li> <li>• National income</li> <li>• Economic growth</li> <li>• Macroeconomic objectives and policy.</li> </ul> <p><b>Theme 3: Business behaviour and the labour market</b></p> <ul style="list-style-type: none"> <li>• Business growth</li> <li>• Business objectives</li> <li>• Revenues, costs and profits</li> <li>• Market structures</li> <li>• Labour market</li> <li>• Government intervention</li> </ul> <p><b>Theme 4: A global perspective</b></p> <ul style="list-style-type: none"> <li>• International economics</li> <li>• Poverty and inequality</li> <li>• Emerging and developing economies</li> <li>• The financial sector</li> <li>• Role of the state in the macroeconomy.</li> </ul>
Assessment	<p><b>Paper 1 – 2 hours (35%)</b> Comprises of a range of multiple choice questions, short answer questions, data response and extended open-response questions; all based on Themes 1 &amp; 3.</p> <p><b>Paper 2 – 2 hours (35%)</b> Comprises of a range of multiple choice questions, short answer questions, data response and extended open-response questions; all based on Themes 2 &amp; 4.</p> <p><b>Paper 3 – 2 hours (30%)</b> Comprises two sections. Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two and are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all <b>four</b> themes.</p>
Enrichment Opportunities	<ul style="list-style-type: none"> <li>• Royal Economic Society – Young Economist of the year essay competition</li> <li>• LSE essay competition</li> <li>• IEA budget challenge</li> <li>• Talks, debates and conferences</li> <li>• Wharton Investment Challenge</li> </ul>

Exam Board	AQA <b>ENGLISH LANGUAGE</b>
Description	<p>A Level English Language is a Linear course</p> <p>Skills developed by the course encourage you to deepen your interest and enjoyment in the use of English as you:</p> <ul style="list-style-type: none"> <li>➤ develop and apply your understanding of the concepts and methods appropriate for the analysis and study of language</li> <li>➤ undertake independent investigative work related to language in use</li> <li>➤ engage creatively and independently with a varied programme for the study of English from the past to the present day</li> <li>➤ develop your skills as producers and interpreters of language</li> </ul>
Course content	<p><b>Paper 1: Language, the Individual and Society</b></p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Textual variations and representations</li> <li>• Children's language development (0-11 years)</li> </ul> <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 2 hours 30 minutes</li> <li>• 100 marks</li> <li>• 40% of A-level</li> </ul> <p><b>Section A - Textual Variations and Representations</b></p> <p>Two texts (one contemporary and one older text) linked by topic or theme.</p> <ul style="list-style-type: none"> <li>• A question requiring analysis of one text</li> <li>• A question requiring analysis of a second text</li> <li>• A question requiring comparison of the two texts</li> </ul> <p><b>Section B - Children's Language Development</b></p> <p>A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks) Methods of language analysis are integrated into the activities</p> <p><b>Paper 2: Language Diversity and Change</b></p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Language diversity and change</li> <li>• Language discourses</li> <li>• Writing skills</li> <li>• Methods of language analysis are integrated into the activities</li> </ul> <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 2 hours 30 minutes</li> <li>• 100 marks</li> <li>• 40% of A-level</li> </ul> <p><b>Section A - Diversity and Change</b></p> <p>One question from a choice of two:</p> <p><b>Either:</b> an evaluative essay on language diversity</p> <p><b>Or:</b> an evaluative essay on language change</p>



	<p><b>Section B - Language Discourses</b>  Two texts about a topic linked to the study of diversity and change.</p> <ul style="list-style-type: none"> <li>• A question requiring analysis of how the texts use language to present ideas, attitudes and opinions</li> <li>• A directed writing task linked to the same topic and the ideas in the texts</li> </ul> <p><b>Non-exam assessment: Language in Action</b></p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Language Investigation</li> <li>• Original Writing</li> <li>• Methods of language analysis are integrated into the activities</li> </ul> <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Word count: 3,500</li> <li>• 100 marks</li> <li>• 20% of A-level</li> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> </ul> <p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• a language investigation (2,000 words excluding data)</li> <li>• a piece of original writing and commentary (1,500 words total)</li> </ul>
<p>Enrichment opportunities</p>	<ol style="list-style-type: none"> <li>1. Creative writing opportunities</li> <li>2. University taster days</li> <li>3. Additional programme of lectures to support extra-curricular learning</li> </ol>
<p>Assessment</p>	<p>Students are assessed in school using exam questions, knowledge and understanding tests language levels, group research and presentation activities as well as regular homework tasks.</p> <p>Students sit two exams at the end of Year 13 and submit one component of coursework.</p>

Exam Board	AQA <b>ENGLISH LITERATURE</b>
Description	<p>Linear course</p> <p>English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received, and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives.</p>
Course content	<p><b>Paper One: Love through the ages</b></p> <p>Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Examination will include two unseen poems.</p> <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 3 hours</li> <li>• open book in Section C only</li> <li>• 75 marks</li> <li>• 40% of A-level</li> <li>•</li> </ul> <p><b>Questions</b></p> <p><b>Section A:</b> Shakespeare: one passage-based question with linked essay  - <b><i>OTHELLO</i></b></p> <p><b>Section B:</b> Unseen poetry: compulsory essay question on two unseen poems  <b>Section C:</b> Comparing texts: one essay question linking two texts  - <b><i>Anthology of Love Poetry through the Ages: Pre-1900</i></b>  - F. Scott Fitzgerald - <b><i>The Great Gatsby</i></b></p> <p><b>Paper Two: Texts in shared contexts</b></p> <p><b>OPTION B:</b>  Modern times: literature from 1945 to the present day.</p> <p>Examination will include an unseen prose extract</p> <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• open book</li> <li>• 75 marks</li> <li>• 40% of A-level</li> </ul> <p><b>Questions</b></p> <p><b>Section A:</b> Set texts. One essay question on set text  Study at least <b>ONE</b> of three texts:</p> <ul style="list-style-type: none"> <li>- <b>Poetry: Carol Ann Duffy - <i>Feminine Gospel</i> (post 2000)</b></li> </ul>

	<p><b>Section B: Contextual linking</b></p> <ul style="list-style-type: none"> <li>• one compulsory question on an unseen extract</li> <li>• one essay question linking two texts</li> <li>- <b>Drama: Tennessee Williams - <i>A Streetcar Named Desire</i></b></li> <li>- <b>Prose: Alice Walker – <i>Color Purple</i></b></li> </ul> <p><b>Non-exam assessment (NEA): Independent critical study: texts across time</b></p> <ul style="list-style-type: none"> <li>• Comparative critical study of two texts, at least one of which must have been written pre-1900</li> <li>• One extended essay (2500 words) and a bibliography</li> </ul> <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• 50 marks</li> <li>• 20% of A-level</li> <li>• assessed by teachers</li> <li>• moderated by AQA</li> </ul>
Enrichment opportunities	<ol style="list-style-type: none"> <li>1. Cinema/ theatre trips to a range of productions</li> <li>2. Creative writing opportunities</li> <li>3. University taster days</li> <li>4. Additional programme of lectures to support extra-curricular learning</li> </ol>

Exam Board	Edexcel <b>FRENCH</b>
Description	Linear
Course content	<p>Students will be assessed by three exams and they will focus on varied aspects of the French language which will be covered during the course and in preparation for the three parts of the assessment.</p> <p><b>Paper 1: Listening, reading and translation</b></p> <p>Students will be assessed on their understanding of spoken and written French from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from French into English. Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to France and French-speaking countries and are drawn from the four main themes.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand main points, gist and detail from spoken and written material</li> <li>● infer meaning from complex spoken and written material</li> <li>● assimilate and use information from spoken and written sources, including material from online media</li> <li>● summarise information from spoken sources, reporting key points and subject matter</li> <li>● translate from French into English.</li> </ul> <p><b>Paper 2: Written response to works and translation</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from a prescribed list provided</li> <li>● produce responses that relate to features such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied</li> <li>● present viewpoints; develop arguments; persuade; and analyse and evaluate</li> <li>● manipulate language accurately through translating an unseen passage from English into French. Students must study two discrete French works: either two literary texts, or one literary text and one film. The works must be taken from a prescribed list of texts and films. The literary texts listed include a range of novels, plays and a series of short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes.</li> </ul>

### Paper 3: Speaking

Students should be able to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse skill in manipulating language accurately
- the ability to respond to written language in speech. These aspects are assessed via two distinct tasks conducted entirely in the target language, which are carried out in consecutive order in one session.

**The course will cover four main themes throughout the two years:**

- Thème 1 : Les changements dans la société française
- Thème 2 : La culture politique et artistique dans les pays francophones
- Thème 3 : L'immigration et la société multiculturelle française
- Thème 4 : L'Occupation et la Résistance

Assessment	Written examination  80 marks 2 hours	Listening 30 marks Reading 30 marks Translation into English 20 marks	40% of total A Level
	Written examination  120 marks 2 hour 40 minutes	Translation into French 20 marks Written response to works (literary texts) 50 marks Written response to works (films) 50 marks	30% of total A Level
	Speaking  72 marks 21-23 minutes	Discussion of a theme 30 marks Independent research presentation and discussion 42 marks	30% of total A Level

Exam Board	Edexcel <b>FURTHER MATHEMATICS</b>
Description	It provides a very good foundation for the study of Mathematics at a higher level, which is essential for further study in some Mathematical and Physical sciences, and desirable for many others including Physics, Engineering, Economics, Accountancy and Finance and Computer Science, Medicine and Veterinary Medicine, Philosophy, Architecture, Biology, Chemistry and Geology as well as Mathematics itself. Many top universities desire Further Maths at A-Level as a pre-requisite for studying maths based courses.
Course content	<p><b>Paper 1: Core Pure Mathematics 1</b></p> <p>Complex Numbers Series Roots of polynomials Volumes of revolution Matrix Algebra Further vectors Proof by induction</p> <p><b>Paper 2: Core Pure Mathematics 2</b></p> <p>Further Complex Numbers Further series Further calculus Polar coordinates Hyperbolic functions Differential equations</p> <p><b>Paper 3: Further Pure Mathematics 1</b></p> <p>Vectors Conic sections Inequalities Taylor Series Methods in calculus Numerical methods Reducible differential equations</p> <p><b>Paper 4: Further Mechanics 1</b></p> <p>Momentum and impulse Energy and Power Elastic, springs and strings Elastic collisions in one dimension Elastic collisions in two dimensions</p>
Enrichment opportunities	Timetabled Oxbridge sessions are provided for students who need to complete entrance exams, including STEP, TMUA, MAT. Timetabled tutorial sessions are also put in place for those who need additional support in converting to a top grade. Sessions are also timetabled for those who need additional support. Year 12 and 13 students have the opportunity to sit the UKMT Senior Maths Challenge. Students also have the opportunity to compete in the UKMT/FMSP Senior Maths Team Challenge and to attend enrichment activities at local universities. The department also arranges a team of sixth form students to help younger students at local primary schools. There is also a team of sixth formers who act as subject mentors and provide tutoring to lower school members
Assessment	Students are assessed in school using a variety of end of topic tests, end of unit tests and homework assignments. These are monitored closely and are linked to reporting, rewards and interventions

Exam Board	Edexcel <b>GEOGRAPHY</b>
Description	<p>This is a linear course with all examinations at the end of the two years of study.</p> <p>Geography is a current and relevant subject that will help you make sense of real world issues and places. Geography in the Sixth form will encourage you to:</p> <ul style="list-style-type: none"> <li>• Acquire and apply knowledge and understanding of physical processes and environments</li> <li>• Acquire communication, numerical, graphical, problem solving and teamwork skills</li> <li>• Develop an understanding of the inter-relationships between people and their environments</li> <li>• Understand how decisions are made concerning the use and management of environments and resources</li> <li>• Develop your own values and attitudes in relation to geographical issues and questions</li> <li>• Become critical, reflective and independent learners</li> <li>• Help prepare you to succeed in your chosen pathway.</li> </ul>
Course content	<p>The A level Geography course contains the following units:</p> <p>Area of study 1: Dynamic Landscapes</p> <ul style="list-style-type: none"> <li>• Tectonic Processes and Hazards</li> <li>• Landscape Systems, Processes and Change</li> </ul> <p>Area of study 2: Dynamic Places</p> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Regenerating Places</li> </ul> <p>Area of study 3: Physical Systems and Sustainability</p> <ul style="list-style-type: none"> <li>• The Water Cycle and Water Insecurity</li> <li>• The Carbon Cycle and Energy Security</li> </ul> <p>Area of study 4: Human Systems and Geopolitics</p> <ul style="list-style-type: none"> <li>• Superpowers</li> <li>• Migration, Identity and Sovereignty</li> </ul> <p>Students will also undertake an individual piece of coursework based upon their own independent investigation</p>
Enrichment opportunities	<p>Students will complete a minimum of <b>four</b> days of fieldwork. For example:</p> <ul style="list-style-type: none"> <li>- An investigation into the impacts of regeneration strategies used on the Isle of Dogs</li> <li>- Examining the coastal management strategies used along the North Kent Coast</li> <li>- Investigating how and why Margate needs rebranding</li> <li>- A study of the sand dune ecosystem at Camber Sands</li> </ul>
Assessment	<p>Students are assessed in school using exam questions, end-of-unit tests and homework activities.</p>

**Paper 1 Written examination: 2 hours**  
**30% of the qualification 90 marks**

*This paper will examine the following topics:*

- Tectonic Processes and Hazards
- Landscape Systems, Processes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

The examination may include short open, open response and resource-linked questions. The examination includes 10-mark and 15-mark extended writing questions.

**Paper 2 Written examination: 2 hours**  
**30% of the qualification 90 marks**

*This paper will examine the following topics:*

- Globalisation
- Regenerating Places
- Superpowers
- Migration, Identity and Sovereignty

The examination may include short open, open response and resource-linked questions. The examination includes 10-mark and 15-mark extended writing questions.

**Paper 3 Written examination: 1 hour and 45 minutes**  
**20% of the qualification 60 marks**

This paper is a synoptic investigation which will draw on knowledge from all of the compulsory topics. Students will be given a resource booklet and answer questions relating to:

- Players
- Attitudes and actions
- Futures and uncertainties

The examination may include short open, open response and resource-linked questions. The examination includes 6-mark, 15-mark and 18-mark extended writing questions.

**Coursework: Independent Investigation (9GE0/04)**

***Non-examined assessment***

**20% of the qualification 60 marks**

The student defines 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.



Exam Board	AQA <b>GRAPHIC COMMUNICATION</b>
Description	<p>In a world that is increasingly ruled by visuals Graphic Communication sets you up for the future. It is a gateway to a world of creative prospects, that include illustrator, animator, game designer and of course graphic designer to name but a few. Graphic Communication will give you important soft skills such as independent thinking, creative problem solving and visual communication. But also give you skills in state-of-the-art image manipulation software that will set you out from the crowd. Graphics allows you to guide your learning by allowing you to pick the projects and develop the themes you are passionate about; you are in control of your learning, not just another cog in the wheel.</p> <p>The A level Graphic Communication course comprises of two parts: a Personal investigation and an Externally Set assignment.</p> <p>The course emphasises the importance of personal choice and independent study. Students will start by developing their own briefs negotiated with teaching staff. They will then complete workshops to help them develop their skills and knowledge of different processes both analogue and digital. Students experiment and develop their ideas in a range of materials and techniques including painting, printmaking, 3-Dimensional options, photography, digital work including Photoshop and Illustrator. Eventually students create personal final pieces realising their intentions in their chosen materials and evaluate their work considering effectiveness.</p> <p>The course also puts a high emphasis on student's ability to analyse Graphic illustrators' work and contextual references that link to their work. This includes a 3000-word essay that will be developed in conjunction with their second project. Students must also be able to analyse their own work showing links to artists and a deep and firm understanding of the wider issues in their work.</p>
Course content	<p><b>Personal Investigation</b></p> <p>The Personal Investigation takes the form of one project. Students are allowed personal choice with the emphasis on independent learning. Students must design their own brief focusing on a project that allows them to explore a range of graphical outcomes that is thoughtfully discussed with the teaching staff. After designing a brief, students must develop and explore their themes creating a range of outcomes in a professional manner.</p> <p>Students start the course exploring a range of materials and processes including, drawing, painting, printmaking, 3D, photography, and digital processes, from these students then develop their first outcome. After this initial set of workshops students are free to develop and refine their ideas producing a range of final outcomes to show their progression.</p> <p>Students must show a development of ideas; this includes an ability to research a range of artists work, analysing their processes and using the knowledge gained to influence and inspire their own work. Students must also have the ability to experiment with a range of ideas and materials that are appropriate to their starting points, reviewing and refining their work purposefully. Students must have a strong ability to record their ideas and reflect critically on their work and progress. Finally they must have the ability to create a personal and imaginative final realisation that makes connections between their work and others.</p>

	<p>Student’s practical outcomes can take the form of a range of final realisations that can include 2-D paintings, printmaking, photography, textiles, multimedia pieces and digital work packaging, posters, magazine covers. Students will be expected to produce high quantity quality work during the course</p> <p>The practical aspect of the course is complimented with a 3000-word essay that explores the students chosen practical brief from an analytical viewpoint. Students will be expected to devise a title for the essay based on their second project. From this point they must complete in-depth research on their topic and then write an essay that shows their understanding of the designers and the themes from their research.</p> <p><b>Externally Set Assignment</b> The Externally Set Assignment is a response to topics given by the Examining Board. The papers are issued in early February and students have until mid-May to finalise their responses.</p> <p>During this preparatory period students are to complete a range of investigations and developments including experimentations with ideas and materials, exploration into artist and contextual studies, good quality recording from observation and critical analysis of their own work. This should allow students to produce a high quantity of preparatory work while at the same time developing the quality of their work. These studies should help the students devise a final piece for the exam.</p> <p>Students must then complete a 15 hours examination creating a final piece under examination conditions. At the end of the exam all work must be submitted for final assessment.</p>
Enrichment opportunities	<p>There will be organised trips to London to visit galleries and collect resources for their projects.</p> <p>There will be various afterschool workshops to help students develop their ideas and receive extra mentoring with art staff</p> <p>Students will also be expected to investigate galleries independently in their free time to further their projects and gain better understanding of artist’s work.</p>
Assessment	<p>There will be continual assessment throughout the course using the exam board’s assessment objectives.</p> <p><b>AO1 - Develop</b> – This assesses how students have developed their ideas and themes, students need to learn to show how they have moved from idea to idea but also why and how their ideas have developed in the ways they have. This is reinforced with analysis of other artist’s work</p> <p><b>AO2 – Experiment</b> – Students must show they have explored and experimented with materials techniques and ideas. They must demonstrate they have fully experimented with their ideas and made inquiries into all possibilities showing a good understanding of their theme.</p> <p><b>AO3- Record</b> – This is the drawing, painting, printmaking, digital work and sculpting the students undertake, as well as the analysis of their work</p> <p><b>AO4- Present</b> – This is the final pieces they create, the evaluations they make and the connections they make with other artists.</p> <p>Each assessment objective is worth 25% of the final mark</p>

Exam Board	OCR <b>HISTORY</b>
Description	All exams will be taken at the end of Year 13
Course content	<p><b>Year 12</b></p> <p>Students will study one <b>British period study</b> for Unit 1 and one <b>non-British period study</b> for Unit 2.</p> <p>The British topic is <b>England 1445–1509</b>: Lancastrians, Yorkists and Henry VII, which will cover Edward IV, Richard III and Henry VII's rule in England, examining topics such as battles, patronage, opposition and the nobility. This also includes the sources Enquiry topic <i>the Wars of the Roses 1445–1461</i> which examines the Outbreak of the Wars, the actions of Richard, Duke of York, war and his defeat. Students learn about the famous Princes in the Tower and about many aspects of government.</p> <p>The European topic is <b>Italy 1896–1943</b> and allows students to track the development of the country from reunification to the collapse of the Fascist regime during the Second World War. Students also learn about the impact of the First World War and the Peace Treaties, the rise of Mussolini, his creation of a dictatorship, propaganda and Italian alliance with the Axis powers.</p> <p><b>Year 13</b></p> <p>Students will study a <b>thematic and interpretations study</b> for Unit 3, which is <b>Russia and its Rulers 1855–1964</b>. This begins in the age of the Tsars, moving to the First World War's impact and the revolutions of 1917. Students also learn about the development of Communism and the USSR's role in the Cold War. There is also the <b>non-exam assessment</b> which is a coursework essay on a topic of the student's own choice – 3000-4000 words written in Year 13</p>
Enrichment opportunities	Free online lectures and seminars from top universities. Essay competitions to enhance your essay writing and subject knowledge. Historical London 'Pomp and Propaganda' walking tour Enrichment Day including visits to Westminster Abbey and the National Portrait Gallery.
Assessment	<p>All exams in the summer of Year 13. Coursework completed by April of Year 13. Assessment as follows:-</p> <ul style="list-style-type: none"> <li>• British period study Unit 1 (25%)</li> <li>• Non-British period study Unit 2 (15%)</li> <li>• Thematic and interpretations study for Unit 3 (40%)</li> <li>• Non-exam assessment: coursework essay (20%)</li> </ul>

Exam Board	EDEXCEL <b>MATHEMATICS</b>
Description	It provides a good foundation for the study of Mathematics at a higher level, which is essential for further study in many Mathematical and Physical sciences, and desirable for many others including Physics, Engineering, Economics, Accountancy and Finance, Computer Science, Medicine and Veterinary Medicine, Philosophy, Architecture, Biology, Chemistry and Geology as well as Mathematics itself
Course content	<p>Mathematics will follow the 2017 Edexcel exam board specification. Mathematics is a popular choice and it complements many other subjects in the curriculum. The course is linear and students will take all exams at the end of the two-year course.</p> <p><b>Paper 1 and Paper 2: Pure Mathematics 1</b></p> <p>Proof Algebra and Functions Coordinate Geometry in the <math>(x, y)</math> plane Arithmetic Sequences and Series Trigonometry Exponentials and logarithms Differentiation Integration Vectors Numerical methods</p> <p><b>Paper 3: Statistics and Mechanics</b></p> <p>Statistical sampling Representation and Summary of Data Probability Statistical distributions Statistical hypothesis testing Quantities and units in mechanics Kinematics Forces and Newton's Laws Moments</p>
Enrichment opportunities	Timetabled Oxbridge sessions are provided for students who need to complete entrance exams, including STEP, TMUA, MAT. Timetabled tutorial sessions are also put in place for those who need additional support. Year 12 and 13 students have the opportunity to sit the UKMT Senior Maths Challenge. Students also have the opportunity to compete in the UKMT/FMSP Senior Maths Team Challenge and to attend enrichment activities at local universities. The department also arranges a team of sixth form students to help younger students at local primary schools. There is also a team of sixth formers who act as subject mentors and provide tutoring to lower school members
Assessment	Students are assessed in school using a variety of end of topic tests, end of unit tests and homework assignments. These are monitored closely and are linked to reporting, rewards and interventions.

Exam Board	WJEC/EDUQAS <b>MEDIA STUDIES</b>
Description	Students do not need to have studied GCSE Media Studies to take the subject at A Level, although it provides them with a good foundation of skills, which they can develop. The A Level course extends students' skills of analysis, expecting them to demonstrate their knowledge through the rigor of formal academic essays. It also allows them to use their creative skills designing and creating their own texts.
Course content	<p>The A Level Media Studies course includes two exam modules, one on 'Investigating Media Products, Industries and Audiences' worth 35% and one on 'Media Forms and Products In Depth' worth 35%, and one coursework module in which you have the opportunity to create your own Media production piece worth 30%. The Year 13 course asks students to consider the same Media products introduced at Year 12 level in more depth, with greater emphasis on how theories and contextual factors can be evaluated to help our understanding of the products. The NEA element requires students to have some creative flair and a strong understanding of computer skills and software.</p> <p>The exam modules are split into 2 sections. Component 1 is aimed to provide students with a framework for analysing the media and requires them to explore representations and audience/user responses. We explore genre, narrative, representation and audience reactions through a range of media texts, ranging from television and film marketing, music videos and video games, to magazines, newspapers, webpages and vlogs.</p> <p>Component 2 asks students to study in depth six case studies set by the exam board based on the industries of television, magazines and media in the online age. Students will also need to learn a wider range of case studies in relation to music videos and video games, advertising and film marketing, newspapers and radio news/ current affairs programmes. Within these they look in depth at analysing the texts within their social, cultural and historical contexts, their representations and audience responses and also investigating the industry context of production, marketing and regulation.</p> <p>The NEA module will be completed by students in Year 13; this requires students to create their own cross-media production based on magazines with one print based task and either one audio-visual both in relation to the same media form and genre. Students will be asked to create 4 x printed pages of a magazine and accompanying podcast or vlog.</p>
Enrichment opportunities	Enrichment activities are frequently based around individual tuition on computer packages like Photoshop, InDesign and Audacity to push students to create excellent coursework production pieces. Students will also have the opportunity to help contribute journalistic articles and reviews to the school's termly magazine @Oakwood. We also plan to take students on trips when relevant topics come up, these can include BFI Study Day, talks from experts in the industry invited into school, and the IntoFilm Festival.
Assessment	<p>Students are internally assessed with formal essay assessments at least twice every half a term.</p> <p>NEA assessment occurs internally and is rigorously moderated to ensure students are marked according to examination criteria.</p> <p>This is a 2 year linear course so in Year 13 students will also have external examinations which require essay based responses to both stimulus materials shown in the exam and material learnt over the duration of the course.</p>

Exam Board	Eduqas <b>MUSIC</b>
Description	Eduqas A Level Music, which is a two-year course in KS5, continues to focus on the three main strands of music, while allowing students to deepen their knowledge and repertoire of music. This includes looking at three Areas of Study; AoS A: The Western Classical Tradition, AoS B: Rock and Pop, and AoS E: Into The Twentieth Century.
Course content	<p>Students have the option to specialise in performing or composing at A Level for 10% of the qualification.</p> <p><b>Component 1: Performing:</b></p> <p><b>Option A: Performing (35%)</b></p> <p>A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.</p> <p><b>Option B: Performing (25%)</b></p> <p>A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.</p> <p><b>Component 2: Composing:</b></p> <p><b>Option A: Composing (25%)</b></p> <p>Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC/EDUQAS. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.</p> <p><b>Option B: Composing (35%)</b></p> <p>Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC/EDUQAS. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. 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.</p>

	<p><b>Component 3: Appraising:</b></p> <p><b>Area of study A: The Western Classical Tradition</b> (The Development of the Symphony 1750-1900) which includes two set works; one set work for detailed analysis and the other for general study.</p> <ul style="list-style-type: none"> <li>• Symphony No. 104 in D major, 'London': Haydn (detailed analysis)</li> <li>• Symphony No. 4 in A major, 'Italian': Mendelssohn (general study)</li> </ul> <p><b>Area of study B: Rock and Pop</b></p> <p><b>Area of study E: Into the Twentieth Century</b> including two set works:</p> <ul style="list-style-type: none"> <li>• Trio for Oboe, Bassoon and Piano, Movement II: Poulenc</li> <li>• Three Nocturnes, Number 1, Nuages: Debussy</li> </ul> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Set work analysis with a score</li> <li>2. Extended responses on wider context</li> <li>3. Unprepared extracts of music with and without a score</li> <li>4. Comparison questions</li> </ol> <p>This component includes a listening examination. Students should be good performers and have a genuine curiosity about a wide range of music genres. A good knowledge of music theory would be an advantage.</p>
Enrichment opportunities	It is expected that A Level students will take part in the musical life of Oakwood Park, including concerts, school shows, and external performance opportunities, from gigs to collaborations with other schools.
Assessment	Components 1 and 2 are completed during the course and are externally assessed. Component 3 is studied throughout the course and concludes with an externally assessed written exam at the end of the course.

Exam Board	AQA <b>PHYSICAL EDUCATION</b>
Description	<p>A-Level linear course</p> <p>This is a highly regarded qualification for all those who wish to pursue further education and/or a career related to the Sports and Fitness Industry. The course also develops student's understanding of a balanced, active and healthy lifestyle, which would be a huge benefit to any career or further education programme.</p>
Course content	<p><b>The theoretical course content for AQA:</b></p> <p>Paper 1 – Applied anatomy and physiology Skill acquisition and Sport and society</p> <p>Paper 2 – Exercise physiology Biomechanics Sport psychology and Sport and society and technology in sport</p> <p><b>The non-examined assessment content:</b></p> <p>Students will choose to follow one chosen activity from the prescript list provided by the Department for Education, as a player/performer or coach.</p> <p>Activity list: Boxing, Football, Athletics, Badminton, Basketball, Camogie, Canoeing, Cricket, Cycling, Dance, Diving, Equestrian, Gaelic Football, Golf, Gymnastics, Handball, Hockey, Hurling, Kayaking, Lacrosse, Netball, Rock Climbing, Rowing, Rugby League, Rugby Union, Sculling, Skiing, Snowboarding, Squash, Table Tennis, Tennis, Trampolining, Volleyball, Blind Cricket, Boccia, Goal Ball, Powerchair Football, Polybat, Table Cricket, Wheelchair Basketball, Wheelchair Football or Wheelchair Rugby</p> <p>The students will work on core skills performed in various conditioned situations and performance in the full competitive scenario.</p> <p>The coursework will be a written document of approximately 5000 words which will focus on the analysis and evaluation of a chosen performance. The document will focus on the theoretical application to practical scenarios.</p>
Enrichment opportunities	Opportunities to work as coaches and officials with the lower school sports teams.



	<p>Working with the department during school inter-house competitions, extra-curricular sports clubs. Coaching or officiating at school training sessions and fixtures.</p>
Assessment	<p>Theoretical Assessment, the weighting is 70% of the final grade:</p> <p>AQA details: Paper 1 (35% weighting)- Factors affecting participation in physical activity and sport Paper 2 (35% weighting)- Factors affecting optimal performance in physical activity and sport</p> <p>Non-examined Assessment (Practical and Coursework), the weighting is 30% of the overall grade</p> <p>Students will be assessed in core skills for their activity and then in the full competitive situation.</p> <p>Example 1: Football will be assessed by looking at attacking skills, defensive skills and tactics and strategies. Example 2: Trampolining skills will be assessed through a compulsory routine, a voluntary routine and finally the use of choreographical strategies.</p> <p>They will also complete a 3500-word written analysis of performance piece of coursework. This will focus on the analysis of a performance and the evaluation and planning to improve the performance observed.</p>

Exam Board	OCR <b>PHYSICS</b>
Description	<p>This is a linear course which will be assessed at the end of two years of study. The course is designed with a focus on being relevant to real world experiences and to prepare students for future studies in science or engineering.</p>
Course content	<ul style="list-style-type: none"> <li>•</li> <li>• Module 1 - Development of practical skills in physics</li> <li>• Module 2 - Foundations of physics</li> <li>• Module 3 - Forces and motion</li> <li>• Module 4 - Electrons, waves and photons</li> <li>• Module 5 - Newtonian world and astrophysics</li> <li>• Module 6 – Particles and medical physics</li> <li>•</li> </ul>
Enrichment opportunities	<ul style="list-style-type: none"> <li>➤ Opportunities to attend Physics in Action day at UCL and workshops run by the Rutherford Physics Partnership</li> <li>➤ Participation in the Oxford Physics Olympiad</li> <li>➤ Trips to: Maidstone Oncology Department, JET Fusion, the Diamond Light Source, CERN Geneva</li> </ul>
Assessment	<p>Students are assessed by end of module tests, independent work, practical work and homework.</p> <p><b>External Assessment</b> The course will be externally assessed by three papers at the end of year 13.</p> <p>Paper 1 assesses Modules 1, 2, 3 &amp; 5 lasting 2 hours 15 minutes and accounts for 37% of the qualification.</p> <p>Paper 2 assesses Modules 1, 2, 4 &amp; 6 lasting 2 hours 15 minutes and accounts for 37% of the qualification.</p> <p>Paper 3 assesses all 6 modules and last 1 hour 30 minutes and accounts for 26% of the qualification.</p> <p><b>Practical Endorsement:</b> Pupils will complete a minimum of 12 required practicals (known as PAGs – Practical Activity Groups) to demonstrate key practical skills. These do not affect the grade achieved, but are needed to be completed so that the exam board will award a grade based on the examination results only.</p>

Exam Board	Edexcel <b>POLITICS</b>
Description	Linear Course
Course content	<p><b>Component 1 = UK Politics</b> Written examination: 2 hours (33⅓ % of the qualification)</p> <p>Content overview <i>Political Participation</i>: ● democracy and participation, political parties, electoral systems, voting behaviour and the media.</p> <p><i>Core Political Ideas</i>, students will study: ● conservatism, liberalism, socialism.</p> <p><b>Component 2: UK Government</b> Written examination: 2 hours (33⅓ % of the qualification)</p> <p>Content overview <i>UK Government</i> ● the constitution, parliament, Prime Minister and executive, relationships between the branches.</p> <p><i>Optional Political Ideas</i> students will study: ● ONE idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism</p> <p><b>Component 3 = Comparative Politics</b> Written examination: 2 hours (33⅓ % of the qualification) USA Politics</p> <p>Content overview <i>USA Politics</i>: ● the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights.</p>
Enrichment opportunities	<p>Visit to the House of Commons and Supreme Court</p> <p>Politics Club weekly</p> <p>Weekly Faculty Debates</p> <p>Debating Club</p>
Assessment	<p>End of Unit Test</p> <p>Autumn Assessment</p> <p>End of Unit test</p> <p>Year 12 Mock</p> <p>End of Unit Test</p> <p>Autumn Assessment</p> <p>End of Unit test</p> <p>Year 13 PPE</p>

Exam Board	AQA <b>PSYCHOLOGY</b>
Description	<p>Psychology is the scientific study of the mind and behaviour, a multifaceted discipline covering human development, social behaviour, and cognitive processes. Psychology looks to explain why people (and animals) behave the way they do and questions if nature or nurture are our biggest influence.</p> <p>In Psychology we cover fascinating, ground-breaking and (often) notorious studies. These include Phillip Zimbardo's Stanford Prison experiment, where he looked to further understand conformity and the impact of expectation on our behaviour. We also question the extent to which fundamentally good people can do terrible things, when we evaluate Milgram's infamous study into obedience.</p> <p>It offers students the opportunity to learn transferable skills such as the ability to analyse arguments and evidence, testing hypotheses and making informed judgements. Students will conclude the course with the skills to write concisely and accurately, be numerate and able to give reasoned explanations for human behaviour. These are all skills valued by any subject in Higher Education and by employers.</p> <p>The AQA A Level Psychology course offers an engaging and effective introduction to Psychology which will appeal to a cross-section of students, regardless of whether they have studied the subject before. The AQA qualification builds on skills developed in the sciences and humanities and enables progression into a wide range of other subjects.</p>
Course content	<p><b>Compulsory content</b></p> <ul style="list-style-type: none"> <li>• 1 <u>Social influence</u></li> <li>• 2 <u>Memory</u></li> <li>• 3 <u>Attachment</u></li> <li>• 4 <u>Psychopathology</u></li> <li>• 5 <u>Approaches in Psychology</u></li> <li>• 6 <u>Biopsychology</u></li> <li>• 7 <u>Research methods</u></li> <li>• 8 <u>Issues and debates in Psychology</u></li> </ul> <p><b>Optional</b></p> <p><b>One option will be selected from each group below by the course teachers. This year we are studying Gender, Schizophrenia and Forensic Psychology</b></p> <p><b>Option 1</b></p> <ul style="list-style-type: none"> <li>• 9 <u>Relationships</u></li> <li>• 10 <u>Gender</u></li> <li>• 11 <u>Cognition and development</u></li> </ul>

	<p><b>Option 2</b></p> <ul style="list-style-type: none"> <li>• 12 <u>Schizophrenia</u></li> <li>• 13 <u>Eating behaviour</u></li> <li>• 14 <u>Stress</u></li> </ul> <p><b>Option 3</b></p> <ul style="list-style-type: none"> <li>• 15 <u>Aggression</u></li> <li>• 16 <u>Forensic Psychology</u></li> <li>• 17 <u>Addiction</u></li> </ul>
Enrichment opportunities	<p>We offer various enrichment opportunities including:</p> <p>-A talk hosted by Phillip Zimbardo – who lead the infamous Stanford Prison experiment.</p> <p>-A visit to a serial killer talk at the end of year 12</p>
Assessment	<p>All assessment is carried out at the end of the course in Year 13</p> <p><b>Paper 1: Introductory Topics in Psychology</b> Compulsory content sections 1-4 above. 2 hour written exam (33.3% of A Level) consisting of mixture of multiple choice, short answer and extended writing questions.</p> <p><b>Paper 2: Psychology in Context</b> Compulsory content sections 5-7 above. 2 hour written exam (33.3% of A Level) consisting of mixture of multiple choice, short answer and extended writing questions.</p> <p><b>Paper 3: Issues and Options in Psychology</b> Compulsory content section 8 above One option from sections 9-11, one option from sections 12-14 and one topic from sections 15-17. 2 hour written exam (33.3% of A Level) consisting of mixture of multiple choice, short answer and extended writing questions.</p>

Exam Board	OCR <b>PHILOSOPHY &amp; RELIGIOUS STUDIES</b>
Description	This qualification is designed 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.
Course content	<p><b>Component 01: Philosophy of religion</b> Students study philosophical language and thought, and issues and questions raised by belief:</p> <ul style="list-style-type: none"> <li>• Ancient philosophical influences</li> <li>• The nature of the soul, mind and body</li> <li>• Arguments about the existence or non-existence of God</li> <li>• The nature and impact of religious experience</li> <li>• The challenge for religious belief of the problem of evil</li> <li>• Ideas about the nature of God</li> <li>• Issues in religious language.</li> </ul> <p><b>Component 02: Religion and ethics</b> Students explore key concepts and the works of influential thinkers, ethical theories and their application:</p> <ul style="list-style-type: none"> <li>• Normative ethical theories (Natural Law; Situation Ethics; Utilitarianism; Kantian Ethics)</li> <li>• The application of ethical theory to two contemporary issues of importance (Euthanasia; Business Ethics)</li> <li>• Ethical language and thought.</li> <li>• Debates surrounding the significant idea of conscience.</li> <li>• Sexual ethics and the influence on ethical thought of developments in religious beliefs.</li> </ul> <p><b>Component 03: Developments in the religious thought of Christianity</b></p> <ul style="list-style-type: none"> <li>• Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world.</li> <li>• Sources of religious wisdom and authority</li> <li>• Practices which shape and express religious identity, and how these vary within a tradition</li> <li>• Significant social and historical developments in theology and religious thought</li> <li>• Key themes related to the relationship between religion and society.</li> </ul>
Enrichment opportunities	Students are offered opportunities to attend Philosophy of Religion and Ethics conferences.
Assessment	<p>There are 3 examinations for Religious Studies.</p> <p>Each examination is 2 hours.</p> <p>Each examination is worth 33⅓% of the qualification</p> <ol style="list-style-type: none"> <li>1. Philosophy of religion (01)</li> <li>2. Religion and ethics (02)</li> <li>3. Developments in religious thought (03)</li> </ol>

Exam Board	OCR <b>SOCIOLOGY</b>
Description	Linear Course
Course content	<p><b>Paper 1 - Introducing socialisation, culture and identity and Youth subcultures.</b></p> <p><b>Paper 2 - Research methods and researching social inequalities Understanding social inequalities.</b></p> <p><b>Paper 3 - Globalisation and the digital social world Debates explored through a detailed study of Crime and deviance.</b></p>
Enrichment opportunities	<p>Sociology London Walk to sites of Diversity and Equality</p> <p>Crown Court Trips</p> <p>Work with UCL on digital projects</p>
Assessment	<p>End of Unit Test</p> <p>Autumn Assessment</p> <p>End of Unit test</p> <p>Year 12 Exams</p> <p>End of Unit Test</p> <p>Autumn Assessment</p> <p>End of Unit Test</p> <p>Year 13 PPE</p>

Exam Board	Edexcel <b>SPANISH</b>
Description	Linear
Course content	<p>Students will be assessed by three exams and they will focus on varied aspects of the Spanish language which will be covered during the course and in preparation for the three parts of the assessment.</p> <p><b>Paper 1: Listening, reading and translation</b></p> <p>Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Spanish into English. Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to Spain and Spanish-speaking countries and are drawn from the four main themes.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● understand main points, gist and detail from spoken and written material</li> <li>● infer meaning from complex spoken and written material</li> <li>● assimilate and use information from spoken and written sources, including material from online media</li> <li>● summarise information from spoken sources, reporting key points and subject matter</li> <li>● translate from Spanish into English.</li> </ul> <p><b>Paper 2: Written response to works and translation</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from a prescribed list provided</li> <li>● produce responses that relate to features such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied</li> <li>● present viewpoints; develop arguments; persuade; and analyse and evaluate</li> <li>● manipulate language accurately through translating an unseen passage from English into Spanish. Students must study two discrete Spanish works: either two literary texts, or one literary text and one film. The works must be taken from a prescribed list of texts and films. The literary texts listed include a range of novels, plays and a series of short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes.</li> </ul> <p><b>Paper 3: Speaking</b></p> <p>Students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>● knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject</li> </ul>



	<p>of interest they have researched linked to the social and cultural context of the language studied</p> <ul style="list-style-type: none"> <li>● the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions</li> <li>● the ability to interact and hold a natural and fluent discourse skill in manipulating language accurately</li> <li>● the ability to respond to written language in speech. These aspects are assessed via two distinct tasks conducted entirely in the target language, which are carried out in consecutive order in one session.</li> </ul> <p><b>The course will cover four main themes throughout the two years:</b></p> <ul style="list-style-type: none"> <li>● La evolución de la sociedad Española</li> <li>● La cultura política y artística en el mundo hispanohablante</li> <li>● La inmigración y la sociedad multicultural Española</li> <li>● La dictadura franquista y la transición a la democracia</li> </ul>		
Enrichment opportunities	<p>There is a work experience opportunity for students who have opted to continue with Spanish at A Level and they spend a week in Spain working in different companies to gain a better understanding of real work life in Spain as well as the chance to further develop their language skills.</p>		
Assessment	<p>Written examination</p> <p>80 marks</p> <p>2 hours</p>	<p>Listening 30 marks</p> <p>Reading 30 marks</p> <p>Translation into English 20 marks</p>	<p>40% of total A Level</p>
	<p>Written examination</p> <p>120 marks</p> <p>2 hour 40 minutes</p>	<p>Translation into Spanish 20 marks</p> <p>Written response to works (literary texts) 50 marks</p> <p>Written response to works (films) 50 marks</p>	<p>30% of total A Level</p>
	<p>Speaking</p> <p>72 marks</p> <p>21-23 minutes</p>	<p>Discussion of a theme 30 marks</p> <p>Independent research presentation and discussion 42 marks</p>	<p>30% of total A Level</p>

## Year 13 DESTINATIONS 2024

- **University destinations**

Aberystwyth University	Business Economics
Bangor University	Zoology
University of Bath	Chemical Engineering Psychology
University of Bedfordshire	Physiotherapy
University of Birmingham	Law Geography & Urban Planning Mechanical Engineering
Bournemouth University	Economics Law Sport Management
University of Brighton	Geography Politics & International Relations Sport & Exercise Science
University of Bristol	History & Politics History
Bristol University of West of England	Architecture & Planning
Brunel, University of London	Human Geography & Anthropology
Canterbury Christchurch University	Counter Terrorism & Transnational Crime
Cardiff University	Biochemistry Medicine Optometry
University of Chester	Accounting & Finance
Chichester University	Music Performance
Coventry University	Automotive & Transport Design
University of Creative Arts	Accounting & Performing Interior Architecture
University of Derby	Animation

Durham University	Economics
University of East Anglia	Environmental Sciences Medicine
Edge Hill University	Psychology & Criminology
University of Edinburgh	Chemistry
College of Esports	International Esports Business & Events Management
University of Essex	Filma & Creative Writing
University of Greenwich	Landscape Architecture
Imperial College London	Electrical & Electronic Engineering
Keele University	Medicine Pharmaceutical Sciences
University of Kent	Actuarial Science Computer Science Economics Law Politics Psychology
King's College London	Engineering
Lancaster University	Law
University of Law	Law
University of Leeds	History
University of Leicester	Biological Sciences
Loughborough University	Aeronautical Engineering Human Biology Industrial Design
University of Manchester	Ancient History & History English Literature History
University of Nottingham	Dietetics & Nutrition
University of Portsmouth	Counter Terrorism, Intelligence & Cybercrime Engineering & Physical Sciences International Development & Languages Palaeontology

University of Plymouth	Marine Biology
Queen Mary, University of London	Mathematics Mathematics with Finance & Accounting
Queen's University Belfast	Computer Science
University of Reading	Economics Quantity Surveying
University of Sheffield	Mathematics
University of Southampton	Aeronautics & Astronautics Marine Biology with Oceanography Chemical Engineering Fashion Marketing with Management Law Marketing Physical Geography Physiotherapy Computer Science
University of Surrey	Chemistry Economics
University of Sussex	Electrical & Electronic Engineering Physics
Swansea University	Biochemistry
UCFB	Football Business & Marketing
University College London	Pharmacy Sociology & Politics Urban Planning & Management
University of Warwick	Biochemistry Computer Science Mathematics
University of York	Computer Science with Artificial Intelligence

## **Apprenticeship and Employment destinations include**

ATG Entertainment

Technical Apprentice

GRS Integrated Solutions

Management Trainee

Keystone Property Finance

Data Analyst

National Crime Agency

High Level Apprenticeship

NatWest

Finance Trainee

OPGS

Science Technician

OPGS

Student Development & Support Internship

**Oakwood Park Grammar School**  
**A Level Results**

**2023/24 RESULTS ACHIEVED BY STUDENTS AGED 17 OR 18 AT THE END OF  
THEIR SECOND YEAR OF STUDY**  
**GCE “A” LEVEL RESULTS (Students - Boys and Girls - aged 17 or 18)**

**A Level Headline Figures**

A\*/A = 29.95%  
A\*/B = 53.00%  
A\*/C = 77.88%  
A\*/E = 99.08%

15 students achieved all A\*/A

46 students achieved all A\*/B

71 students achieved all A\*/C

43% of students who transferred to university gained a place at a Russell Group or Top 20 university (44%)

17.56% of students gained 3 A levels at AAB with two in facilitating subjects (14.53%)

Group – Whole School 131 Students	APS/Candidate 35.18	A*-B % 53.00%
Boys 108 Students (146 students)	34.65	48.17%
Girls 23 Students (26 students)	37.68	57.97%
SEN 3 Students (0 students)	27.78	22.22%
EAL 13 Students (16 students)	34.87	53.85%
Bursary 10 Students (7 students)	33.67	43.33%

**APS per Entry**

APE 2018	APE 2019	APE 2020	APE 2021	APE 2022	APE 2023	APE 2024
35.84	34.18	41.15	39.66	38.27	34.08	35.18

**APS per Candidate**

APE 2018	APE 2019	APE 2020	APE 2021	APE 2022	APE 2023	APE 2024
111.84	105.57	127.24	125.6	117.38	103.47	106.34

**A Level Subject Performance**

<b>A Level Courses Subject</b>	<b>Entries</b>	<b>% A*-A</b>	<b>% A*-B</b>	<b>% A*-C</b>	<b>% A*-E</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>Art</b>	<b>5</b>	40.00 (100)	100.00 (100)	100.00 (100)	100.00 (100)		2	3				
<b>Biology</b>	<b>40</b>	30.00 (33.33)	52.50 (50)	75.00 (70.83)	100.00 (100)	2	10	9	9	10		
<b>Chemistry</b>	<b>37</b>	27.03 (24.14)	67.57 (41.38)	83.78 (51.72)	100.00 (95.55)	3	7	15	6	4	2	
<b>Computer Science</b>	<b>12</b>	41.67 (37.5)	58.33 (37.5)	83.33 (75)	100.00 (100)		5	2	3	1	1	
<b>Design &amp; Technology</b>	<b>9</b>	22.22 (22.22)	55.56 (38.89)	88.89 (94.44)	100.00 (100)	1	1	3	3	1		
<b>Drama &amp; Theatre</b>	<b>4</b>	25.00 (50)	50.00 (50)	100.00 (66.67)	100.00 (100)		1	1	2			
<b>Economics</b>	<b>23</b>	4.35 (9.09)	21.74 (36.36)	73.91 (61.36)	100.00 (97.73)		1	4	12	3	3	
<b>English Language</b>	<b>9</b>	11.11 (7.69)	44.44 (53.85)	77.78 (84.62)	100.00 (100)		1	3	3	1	1	
<b>English Literature</b>	<b>6</b>	33.33 (11.76)	50.00 (35.29)	50.00 (70.59)	100.00 (100)	1	1	1		3		
<b>Extended Project</b>	<b>37</b>	64.86 (68.42)	86.49 (89.47)	94.59 (100)	100.00 (100)	8	16	8	3		2	
<b>French</b>	<b>3</b>	0.00 (50)	33.33 (50)	33.33 (100)	100.00 (100)			1		2		
<b>Further Maths</b>	<b>7</b>	71.43 (100)	71.43 (100)	85.71 (100)	100.00 (100)	2	3		1		1	
<b>Geography</b>	<b>29</b>	10.34 (14.81)	31.03 (53.7)	55.17 (85.19)	100.00 (98.15)		3	6	7	10	3	
<b>Government &amp; Politics</b>	<b>11</b>	45.45 (44.44)	54.55 (83.33)	100.00 (100)	100.00 (100)	1	4	1	5			
<b>Graphics</b>	<b>4</b>	50.00 (44.44)	100.00 (77.78)	100.00 (100)	100.00 (100)		2	2				
<b>History</b>	<b>12</b>	16.67 (24)	66.67 (60)	100.00 (76)	100.00 (100)		2	6	4			
<b>Maths</b>	<b>45</b>	51.11 (34.69)	66.67 (55.1)	88.89 (79.59)	95.56 (97.96)	12	11	7	10	2	1	2
<b>Media Studies</b>	<b>21</b>	19.05 (5)	38.10 (40)	90.48 (95)	100.00 (100)	1	3	4	11	2		
<b>Music (No students sat Music A Level 2022/23)</b>	<b>2</b>	0.00	50.00	100.00	100.00			1	1			
<b>Physical Education</b>	<b>13</b>	23.08 (15.79)	30.77 (26.32)	84.62 (68.42)	100.00 (100)	1	2	1	7	2		
<b>Physics</b>	<b>23</b>	30.43 (13.51)	43.48 (27.03)	56.52 (51.35)	91.30 (97.3)	3	4	3	3	5	3	2
<b>Psychology</b>	<b>47</b>	14.89 (14.58)	29.79 (43.75)	46.81 (64.58)	100.00 (95.83)	1	6	7	8	17	8	
<b>Religious Studies</b>	<b>6</b>	33.33 (0)	66.67 (50)	83.33 (50)	100.00 (100)		2	2	1	1		
<b>Sociology</b>	<b>25</b>	16.00 (18.18)	56.00 (45.45)	88.00 (87.88)	100.00 (100)	1	3	10	8	2	1	
<b>Spanish</b>	<b>1</b>	0.00 (40)	0.00 (80)	100.00 (100)	100.00 (100)				1			
<b>Turkish (non curriculum)</b>	<b>1</b>	100.00	100.00	100.00	100.00		1					
<b>Further Maths AS Level</b>	<b>2</b>	100.00 (100)	100.00 (100)	100.00 (100)	100.00 (100)		2					
<b>Totals</b>	<b>434</b>	<b>29.95</b>	<b>53.00</b>	<b>77.88</b>	<b>99.08</b>	<b>37</b>	<b>93</b>	<b>100</b>	<b>108</b>	<b>66</b>	<b>26</b>	<b>4</b>
Totals Previous Year	536	23.3	49.1	75.6	98.5	35	90	138	142	88	35	8

Sixth Form Dress Code

The Sixth Form dress code is designed to enable students to look at their professional best. The dress code allows considerable freedom whilst ensuring that everyone's appearance is smart, sober in style and business-like.

Students must wear business attire such as a formal jacket and trousers/skirt.

Shirts/blouses/tops can be plain or patterned but must be formally cut. No visible brands are allowed. Ties must be worn with shirts, but not with blouses.

Jumpers must be worn with a shirt or blouse, not on their own. No sweatshirts or hoodies.

Skirts must be worn with 40 denier tights or thicker. Skirts must not be too short or clingy. Students breaking this rule will be given a replacement skirt by Ms Hern.

Trousers should be formal in style. Leggings or drawstring trousers are not permitted.

No strappy or low cut tops.

No Leather or Pleather.

Outdoor coats, jackets and scarves should not be worn inside the school buildings.

Students are permitted to wear studs in ear piercings. A single small stud is allowed for a nose piercing.

Septum jewellery must not be visible.

Extremes of hair style and/or colour are unacceptable.

No visible tattoos.

Formal footwear must be worn.

### **Key Staff and Information**

Headteacher	Mrs S Craig
Deputy Headteachers	Ms J Bevan and Mr J Martin
Assistant Headteachers Director of Sixth Form Studies	Ms K Ryan and Ms A Hillier Ms A Hern
Assistant Director of Sixth Form Studies (Year 13)	Mrs J Williams
Assistant Director of Sixth Form Studies (Year 12) Assistant Director of Sixth Form Studies	Mr M Mayes Ms E Biddle
Sixth Form Administrator Sixth Form Studies Supervisor	Mrs J Stedman Ms A Rose
School Telephone Number	01622 726683
E-Mail Address	<a href="mailto:sixthform@opgs.org">sixthform@opgs.org</a>
Web Site	<a href="http://www.opgs.org">www.opgs.org</a>
School Address	Oakwood Park Maidstone Kent ME16 8AH



Oakwood Park Grammar is a high achieving, oversubscribed school with highly committed, well qualified staff, excellent resources, Specialist College Status and a wealth of extra-curricular activities, all of which go toward providing an enriching educational experience for our students. Oakwood Park Grammar welcomes applications for entry into the Sixth Form from Oakwood Park School Year 11 students and Year 11 students currently attending other schools.

### **Basic Information**

Oakwood Park is committed to:

- High quality teaching that engages and challenges all students to become more independent and successful in their learning.
- Excellent standards of behaviour from all of our students to create a positive climate for learning based on respect for and tolerance of others.
- A wide range of exceptional opportunities for all our students to extend their learning beyond the classroom.
- Personalised Information Advice and Guidance for all our students at every stage of their school career and beyond so they can develop their learning and contribute to the wider community.
- Outstanding professional development opportunities for all our staff; they too are learners.

### **Application Procedures and Dates**

- Applications can be made following the Sixth Form Open Evening which takes place in early December.
- External students need to make an application through the online application system, currently kent choices. Applications should be received by January 31<sup>st</sup> 2025
- Once all the application deadlines have passed, decisions will be made concerning which course/s will run, and also who will be allocated a place on each course.
- Predicted grades for all applicants will be sought.
- The school will endeavour to run all courses applied for but reserves the right to withdraw a course if applications are below a cost-effective number.
- In the case that a course becomes full but that other courses are available, we shall offer the candidate an alternative choice.
- Confirmation of places on a course is organised as follows:
- Internal candidates will have their place in the sixth form confirmed when they receive their GCSE results.
- External candidates should confirm their GCSE results and acceptance of a place on results day or at the latest by the Friday following results day.

### **Admission to Year 12**

Admission is based on the following criteria:

- Students achieving a minimum of at least six GCSEs (9 - 5) of which at least four are at a grade 6 (or equivalent).
- In addition, students must meet subject entry requirements, which in most cases require a minimum of Grade 6 in the subject to be studied, or related subjects.
- Students must also achieve a minimum of a grade 5 in English Language or Literature and Mathematics.
- Typically, we would expect students following essay-based subjects to gain at least a grade 6 in English Language and students following scientific courses to gain at least a grade 7 in Mathematics.
- The school shall determine which grades at 6 are required when A level subjects requested have not been taken at GCSE Level.
- Priority will be given to existing pupils transferring from Year 11 who meet the entrance criteria.

All offers are conditional on students meeting the grade criteria specified and will only become firm offers upon confirmation of actual GCSE results. Offers made will also take into account capacity in the subjects chosen. Some courses may become over-subscribed even though the overall admissions number has not been reached. Where appropriate a reserve subject would be considered.

The admission number for external candidates will be 30, but this figure may be exceeded in the event that this and the number of internal pupils transferring into Year 12 is less than the overall figure for the year group, which is 180.

### **Over-subscription**

Following the admission of internal students transferring from Year 11 students, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the following oversubscription criteria will be applied in the order set out below to rank pupils until the overall figure for the year group is reached:

1. Children in Local Authority Care, Previously in Local Authority Care or Internationally Adopted Previously Looked After Children (IAPLAC) - a “looked after child” or a child who was previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989). (IAPLAC) – Children who appear to KCC to have been in state care outside of England and ceased to be in state care as a result of being adopted. See form at end of policy.
2. Current Family Association — a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, step brothers or sisters and foster brothers or sisters.
3. Health and Special Access Reasons — medical/health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend Oakwood Park Grammar School. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend Oakwood Park Grammar School.

Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and Oakwood Park Grammar School.

4. Children in receipt of Pupil Premium – a child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last six years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to children in local authority care or previously in local authority care, however these children will be prioritized in the relevant criteria above. Parents wishing to apply under this criteria must ensure they complete the attached Supplementary Information Form and return it to the school by 31st October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their

child cannot be considered for a place.

5. Nearness of children's homes to school — we use the distance between the child's permanent home address and Oakwood Park Grammar School measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by the NLPG. The same address point on the school site is used by everybody. When we apply the distance criterion for the school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

After a place has been offered the school reserves the right to withdraw the place in the following circumstances:

- a. When the parent or learner has failed to respond to an offer within a reasonable time; or
- b. When a parent or learner has failed to notify the school of important changes to the application information; or
- c. The admission authority offered the place on the basis of a fraudulent or intentionally misleading application from the parent or learner.

### **Offers and Appeals**

Offers will be made on the basis of predicted performance at GCSE, with the requirement that the above grades are achieved in the final examinations prior to entry to the Sixth Form and the pupil's chosen subjects being accommodated on the timetable, in feasible group sizes.

All offers made during Year 11 are conditional on pupils meeting the grade criteria specified and will only become firm offers upon confirmation of actual GCSE results. Conditional offer letters will be sent at the end of March/early April 2025. Offers will be confirmed once the school has been notified of GCSE results in August 2025.

Where learners have achieved better results than the predicted grades, they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

Parents have a statutory right of appeal, should an application for a place be refused, by writing to The Clerk to the Appeal Panel, care of the school.

Late applications will be considered if places in appropriate subjects are still available after all other applicants have been considered.

A waiting list will be held, ranked according to the over-subscription criteria