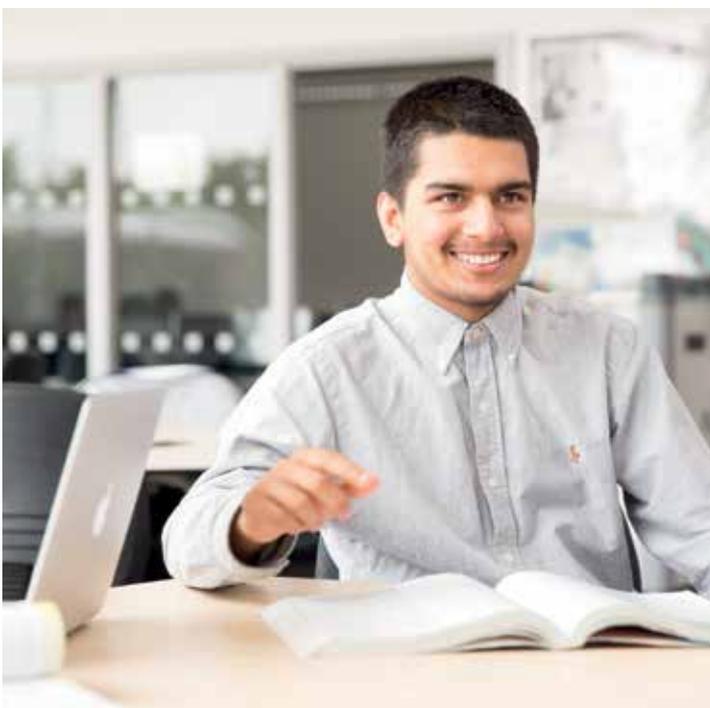


Dormers Wells High School

Opening the door to success

SIXTH FORM PROSPECTUS 2017-18



Sixth Form Prospectus 2017-18

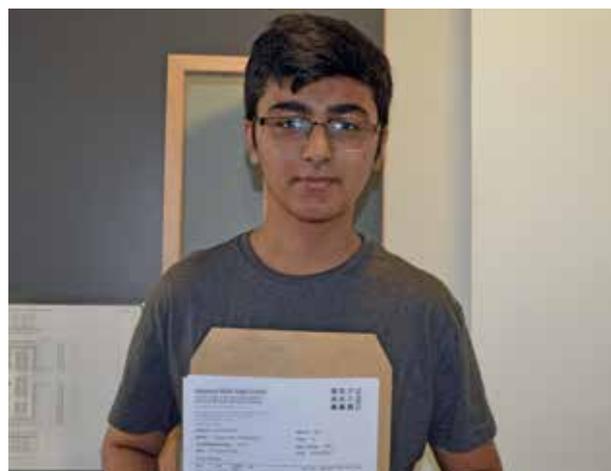


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Sixth Form Team

| | |
|--------------------|--------------------------|
| M H Tippins | Head of Sixth Form |
| Mrs Colley | Head of Year 12/13 |
| Mrs Wheeler | Sixth Form Administrator |



Why choose Dormers Wells Sixth Form?



The decision you make for sixth form study shapes your future. At Dormers Wells we have an ambitious vision for our students: opening the door to a successful life.

Our Post 16 provision is excellent and life as a Sixth Form student at Dormers Wells High School is exciting, challenging and enjoyable. Every student succeeds and leaves us with valuable qualifications and experiences that will last a lifetime and help them to meet their career goals.

Whatever study or career path you wish to follow, we have the right course choice for you. Our course provision includes courses tailored to those of our students looking for a Russell Group university education including Oxford and Cambridge or to study at other top universities worldwide and

to those intending to enter the world of further training and employment. Our students develop skills for life, and a love and respect for learning. They leave Dormers Wells High School as ambitious, principled, caring and internationally minded young people well prepared for higher education or the world of work.

We have high expectations for our students and have embedded an aspirational culture throughout the Sixth Form; our students work hard and aim to achieve their best. Our most recent results put





Dormers Wells Sixth Form in the top 10% nationally in terms of progress. The overall pass rate for A levels in June 2016 was 100% with 23% of all grades A*-A, 48% A*-B and 84% A*-C. Our applied vocational courses also achieved a 100% pass rate across all subjects. Students considering choosing A level science subjects or Maths should look no further than to choose Dormers Wells Sixth Form where last year results were in the top 10% nationally.

In addition to the excellent curriculum offer, delivered by specialist teachers, our students also succeed in many other areas of school life. Our Sixth Formers play an active part in the school house system, taking part in sports events, tutoring and mentoring younger students. Sixth Formers are invited to attend foreign trips and are encouraged to take part in a wide variety of enrichment

activities which include supra-curricular opportunities. Students also encouraged to apply for student leadership role opportunities highly valued by universities and employers. Sixth Formers are provided with experiences beyond the classroom to support their personal development and enhance their personal statements and CVs in readiness for their futures. Our Sixth Form has its own unique identity but remains an integral part of the Dormers Wells community.

We offer students modern purpose build accommodation, excellent teaching from a team of highly qualified teachers and a Sixth Form Tutor Team skilled in monitoring and raising student attainment. Students are mentored by tutors who know them well and who provide support for their general welfare, in addition to their academic needs.

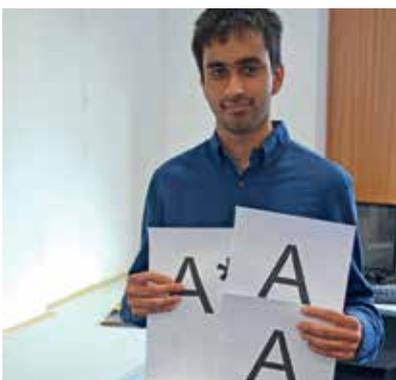
There is also a comprehensive programme of support for applying to university including university visits, speakers, UCAS advice, help applying to summer schools, work shadowing, mock interviews and advice on university finance. Before deciding what course to choose, please consider the following:

- Certain career paths require students to study specific subjects. It is important to refer to the careers information along each subject.
- Certain university choices require a particular combination of A levels to be eligible for those courses. Please read page 22 relating to university courses.
- It is essential that all students reflect on the subjects they enjoy, that they are good at and that they are interested in when considering what A levels to choose.

Please read through the course descriptions and specific entry requirements. All students should talk to the subject teachers at Sixth Form Open Evening for guidance in making their decision. All applications should be handed to a member of the Sixth Form team - following this, students may be invited for a further discussion to ensure the right choice of subjects is being made.

Ms. H Tippins

Ms H Tippins
Assistant Headteacher,
Head of Sixth Form



“ The atmosphere of the sixth form has been very welcoming. I have really enjoyed the transition from Year 11. ”
[Student]

Our courses

A levels

Art and Design
Biology
Business
Chemistry
Computer Science
Drama and Theatre Studies
Economics
English Literature
French
Geography
History
Mathematics
Media Studies
Photography
Physical Education
Physics
Psychology
Religious Studies
Sociology
Spanish

BTEC (Level 3)

Business
Health and Social Care

BTEC (Level 2)

Business
Health and Social Care

Changes to A levels

From September 2017, all A levels we offer will be a two linear course. Although it is possible for some students to study four A levels, most students will choose to study three A levels for the two years. Terminal examinations in Summer 2018 will test students' knowledge of the entire syllabus of all their subjects.

“ The study room is a great space with plenty of computers for us to use, the quiet area ensures we get our work done. ”

Expectations



Students are encouraged to take responsibility for their own learning and to manage their deadline. Students are guided to further develop their independent thinking and learning skills and to work with others. Students are supported to achieve their full potential and are exposed to the highest quality teaching and learning, support, guidance and pastoral care in a friendly and familiar environment. Students will be given greater independence and freedom but in

return the Sixth Form will expect excellent effort and commitment.

The Sixth Form has the highest expectations of all sixth form students both in terms of attitude to learning and behaviour as role models for the rest of the students. Students are encouraged and celebrated for becoming fully involved in the life of the school, whether it be as a student leader or helping coach one of the sports teams, or in any other aspect of leadership and support.

Sixth formers act as good role models by acting in a mature and sensible manner. [Ofsted]

The impressive new school building supports pupils effectively to make good progress. Pupils and learners in the sixth form conduct themselves well. The atmosphere is calm and orderly. Pupils have high aspirations and work hard. Staff know individuals well, and consequently relationships are good throughout. [Ofsted]

Facilities

The Sixth Form area boasts a supervised study room with extensive ICT facilities and a common room with kitchen area and informal work stations where students can use one of the many

laptops available to them (there is Wi-Fi access throughout the school). The main library has a dedicated supervised Sixth Form area with more ICT facilities and specialist books and materials to support

students in their studies and academic career progression. Throughout the school there are break out study areas available to Sixth Form students to conduct group work activities.

Raising Achievement and Aspiration

At Dormers Wells High School we have high expectations of every student and students are encouraged to have high expectations of themselves. We seek to meet the needs and aspirations of all our young people.

We aim to ensure that students receive a personalised programme of guidance, study support and enrichment activities to enable them to progress to the top universities and more competitive



courses. There are a number of enrichment activities run by the school in order to help raise achievement and increase aspiration and access possibilities within the sixth form:

- Masterclasses in various subjects run by universities
- Summer schools for Year 11 and 12 at universities both locally and nationally
- Links with Higher Education Institutions e.g. Oxbridge, Queen Mary's College, SOAS, Imperial College, Brunel
- Completion of the Extended Project Qualification

Additionally, there are a number of external programmes which help students to become more familiar and confident with the concept of university life as well as encouraging them

to aim for the top universities around the country such as the Futures project which is backed by TeachFirst and the Social Mobility Fund. In addition, every year we have students who are accepted onto various programmes run by universities such as the Imperial STEM Potential programme, The King's College K+ scheme as well SOAS Scholars.

Examples of outstanding practice were seen in the sixth form and the main school, often underpinned by teachers' strong subject knowledge, enthusiasm and confidence inspiring style of delivery. [Ofsted]



Enrichment Activities

In addition to developing academic skills, Dormers Wells Sixth Form furnishes students with experiences that nurture aptitude in critical thinking, problem solving and team work. We hope that all students will take part in a range of activities at Dormers Wells Sixth Form to broaden their skills and interests. Universities and employers are looking for students who have a range of interests outside the classroom and would like to see some sense of community involvement to demonstrate the ability to think of others. To facilitate this, Dormers Wells Sixth Form offer opportunities such as:

- Duke of Edinburgh Award Scheme
- Sporting activities
- Trips – there are a range of trips; both linked to the curriculum and social; within the UK and abroad.
- Community/voluntary work



- Leadership roles - we want all of our students to develop their leadership skills by taking on responsibilities around the school. Students can work

towards awards such as the Sports Leadership Award or can help younger students with their reading or help run clubs for example.



A Level courses

Art and Design

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE Art and Design.

About the course

Within each component, students must demonstrate evidence that they have explored critical and contextual work through a range of two-dimensional and/or three-dimensional processes and media.

Component 1: must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

Component 2: must show evidence of areas of study drawn from one or more of the endorsed titles.

The area(s) of study selected for Component 1 can be the same as, or different to, those selected for Component 2.

Skills and techniques

Students will be expected to demonstrate understanding and skills, in the context of their chosen areas of study.

- Fine art: for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.
- Graphic communication: for example interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics,

branding, multimedia, motion graphics, design for film and television.

- Textile design: for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.
- Three-dimensional design: for example ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design,

environmental design, architectural design, jewellery/body ornament and 3D digital design.

- Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental

Career opportunities/routes

This qualification supports progression into further education or directly into employment in the art and design industry.

Course content

| | |
|--|-----|
| Component 1: Personal investigation Personal investigation based on an idea, issue, concept or theme, supported by written element of 1000-3000 words. | 60% |
| Component 2: Externally set assignment The question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. | 40% |

Biology

Entry requirements

A grade B in GCSE Biology or a grade B in Additional Science (subject to performance in individual subject exam papers). Preferably a grade 5 in GCSE English and Maths (high grade 4 equivalent will be considered via interview). Three further A*-C GCSE passes are also required.

About the course

Biologists study the living world. You will have the chance to learn about and understand key contemporary issues and topics such as

DNA fingerprinting, genetic engineering and some of the latest advances in medicine and biotechnology.

Biology is a popular but challenging subject. You will need to be dedicated and well organised. Wide reading around the subject area will give a solid base to build upon.

Course content

The course content covers the circulatory system and health risks, genetics and health, genome biology, biodiversity and ecology, photosynthesis, the immune system,

physiological adaptation and the nervous system.

There is a strong focus throughout the course on the development of practical skills through completion of a series of core experiments. This both prepares students for the practical focus of the

third examination unit and develops their competence as independent investigators.

Career opportunities/routes

Biology is a solid basis for a university course or career in science, medicine or engineering.

Course content

| | |
|--|-----|
| Paper 1: The natural environment and species survival | 30% |
| Paper 2: Energy, exercise and co-ordination | 30% |
| Paper 3: General and practical applications in biology - this will draw on understanding from all topics, including questions with a strong practical focus and some based on pre-release material | 40% |



I love using the breakout space and conference room in business studies, it makes me feel like I'm in a real business environment. //

[Student]

Business

Entry requirements

A combination of 9 for GCSE English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes. Although a reasonable grade in GCSE Business Studies is desired for enrolment onto this course, it is not essential.

About the course

Business students will benefit greatly from drawing on experience of employment, experience as consumers and what they see in the media.

You will gain an understanding of how to identify whether or not a business is performing well financially, the strengths and weaknesses of the business,

and how to communicate the results. You will also develop a range of important and transferable skills: data skills; presenting arguments and making recommendations on the basis of the available evidence; and problem solving.

Course content

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to

improve financial performance

6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Career opportunities/routes

Progression possibilities include study at a higher education or roles as business manager and civil servant, entrepreneur; careers in: banking and accountancy; personnel and human resources; marketing and sales; administration and business law as well as teaching. The subject nature ensures that students develop a broad range of skills that will suit a range of careers.

Course content

| | |
|---|-------|
| Paper 1: Multiple choice questions, short answer and two essays | 33.3% |
| Paper 2: Three compulsory data response questions | 33.3% |
| Paper 3: One compulsory case study consisting of six questions | 33.3% |

Chemistry

Entry requirements

A grade B in GCSE Chemistry or a grade B in Additional Science (subject to performance in individual subject exam papers). Preferably a grade 5 in GCSE English and Maths (high grade 4 will be considered via interview). Three further A*-C GCSE passes are also required.

About the course

As the study of materials, their properties and how they are made, chemistry represents a discipline that impacts on all of our lives in numerous ways. It is essential for a good understanding of other science subjects such as zoology, medicine and veterinary

science. Chemistry is concerned with the physical and chemical properties of molecules and their composition, structure and synthesis in the context of contemporary life. Chemistry is a challenging subject yet increasingly popular.

You will need to be dedicated and well organised. Wide reading around the subject area will give a solid base to build upon. A feature of the specification is the value of understanding the principles of chemistry and being able to apply these in unfamiliar settings.

Course content

The course content covers inorganic, organic and physical

chemistry, encompassing: atomic structure, bonding, redox, the chemistry of group 2/7, organic chemistry, analytical techniques, energetics, kinetics, equilibria, acids/bases and transition metals.

There is a strong focus throughout the course on the development of practical skills through completion of a series of core experiments.

This both prepares students for the practical focus of the third examination unit and develops their competence as independent investigators.

Career opportunities/routes

Chemistry is a solid basis for a university course or career in science, medicine or engineering.

Course content

| | |
|---|-----|
| Paper 1: Advanced inorganic and physical chemistry | 33% |
| Paper 2: Advanced organic and physical chemistry | 33% |
| Paper 3: General and practical principles in chemistry - this will draw on understanding from all topics, half of which will have a strong practical focus. | 33% |

A Level courses

Computer Science

Entry requirements

Preferably a grade 6 in GCSE Maths (high grade 5 equivalent to a grade B will be considered via interview). Minimum of grade 4 in GCSE English along with three further A*-C GCSE passes.

About the course

This course is designed to encourage students to develop the capacity to think creatively, innovatively, analytically, logically and critically. Students will understand how computer systems are constructed, organised and controlled through learning about software, hardware, data and communications. There is a significant mathematical and programming element to this course.

Skills and techniques

Students will learn to apply the skills, knowledge and understanding of Computer Science, including programming, in a range of contexts to solve problems. They will develop their understanding of basic programming techniques by studying in further detail, classic algorithms. A level students will also undertake a detailed project, based on a real problem, which they are required to solve and approach in a systematic way. This will involve designing, creating and testing either a desktop, mobile or web application.

Students will be encouraged and required to make logical links between the theory

and practical aspects of the course, perceiving their field of study in a broader perspective. Students will develop an understanding of the consequences of using computers, and an awareness of emerging technologies.

Career opportunities/ routes

Progression routes to computing, computing systems, computer science and programming.

| Course content | % |
|------------------------------------|-----|
| Unit 1: Computer Systems | 40% |
| Unit 2: Algorithms and programming | 40% |
| Unit 3: Programming project | 20% |

Drama and Theatre Studies

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE Drama.

About the course

Performing arts allows students the opportunity to combine a sophisticated practical and academic response to theatre and performance in all of its forms. Students will study set texts and the work of several theatrical practitioners as well as performing individually

and in small groups. Students considering this course should be willing to spend time outside of timetabled lessons and have a genuine interest in theatre. A willingness to experiment and a sense of fun are also important.

Career opportunities/ routes

Students can go on to careers in performing arts/ media industry, teaching, law, advertising, events management, human resources, sales and marketing.

| Course content | % |
|--|-----|
| Component 1: Practitioners in practice Learners will research and practically explore practitioners and the work of others. | 40% |
| Component 2: Exploring and performing texts Learners will explore one performance text. | 20% |
| Component 3: Analysing performance Learners will explore practically two performance texts on a chosen theme. | 20% |
| Component 4: Deconstruction texts for performance Learners will interpret and explore practically a performance text considering how to create, develop and direct performance for an audience. | 20% |

Economics

Entry requirements

5 A*-C GCSE passes including Preferably a grade 6 in GCSE Maths (high grade 5 equivalent to a grade B will be considered via interview). Minimum of grade 4 in GCSE English along with three further A*-C GCSE passes.

About the course

Studying A-Level Economics will provide students with a better understanding of the world around them. You'll look at fundamental issues such as employment, process, international trade and poverty.

These ever changing issues make Economics a dynamic and interesting subject. This course provides an introduction to the two main branches of economics: microeconomics

(which studies the way in which markets work) and macroeconomics (which studies how economies operate).

Students will need to be able to manipulate data in a variety of forms and to interpret their results, present arguments and make judgements and justify recommendations on the basis of the available evidence.

Course content?

Individuals, firms, markets and market failure

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market

4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets
9. The national and international economy
10. The measurement of macroeconomic performance
11. How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
12. Economic performance
13. Financial markets and monetary policy
14. Fiscal policy and supply-side policies
15. The international economy

Career opportunities/routes

Economics at this level opens doors across a range of higher education courses and careers. Employment rates for economists are among the highest for graduates. They are likely to find employment in finance, banking, insurance, accountancy, politics, management and consultancy. Some go on to become professional economists.

Course content

| | |
|---|-------|
| Paper 1: Markets and market failure | 33.3% |
| Paper 2: National and international economy | 33.3% |
| Paper 3: Economic principles and issues | 33.3% |

English Literature

Entry requirements

Preferably a grade 5 in GCSE English (high grade 4 will be considered via interview). A minimum of grade 4 in Maths and three further A*-C GCSE passes are also required.

About the course

This specification encourages students to understand how narrative works, to look at genre and to learn about critical approaches to texts.

Students discover how central narrative is to the way literary texts work and they are introduced to the different aspects within

genres. Encouraging wide and independent reading, the course also considers different types of critical approaches and how texts can reflect cultural meanings.

You will explore a wide range of literature, from Shakespeare's plays, poetry, novels and drama alongside critical thinking. Coursework in A level English Literature allows you considerable freedom on your choice of topic and can allow for creative approaches as well as the academic critical essay.

Enrichment opportunities include trips to the theatre and a visit to the British Library and to the theatre and clubs such as the 'Critics Club' where A level students work with GCSE English students.

Career opportunities/routes

English graduates follow career paths as diverse as working in the legal profession, journalism, publishing, TV/media, education, retail and writing.

Course content

| | |
|---|-----|
| Component 1: Shakespeare & Drama and Poetry pre-1900 | 40% |
| Component 2: Close reading in chosen topic area with a comparative and contextual study from chosen topic area. | 40% |
| Component 3: Close reading OR re-creative writing piece with commentary and a comparative essay. | 20% |

A Level courses

French

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE French.

About the course

The focus of this course is to develop communication skills, to encourage the development of the knowledge and skills acquired at GCSE level and use the language learned in a wide range of contexts. You will gain a useful insight and appreciation of the society and culture of Francophone countries

as well as reflecting on aspects of contemporary society.

You will acquire a rich vocabulary and will learn to master the structures needed to convey more complex ideas. Where possible students will have sessions timetabled with the foreign language assistant and have the opportunity to visit France.

If you want to study French at university you will need to take A level French, however studying a language at A level is a valuable asset to combine with any other programme of study.

Course content

1. Social issues and trends
 2. Political and artistic culture
 3. Grammar
- Options**
4. Works: Literary texts and films

Career opportunities/routes

Airport airline industry; business (most of British business is export);

diplomatic service; Euro MP; journalism; law; media; teaching; translation; travel & tourism; army.

Assessments

| Assessments | % |
|--|-----|
| Paper 1: Listening, reading and writing Written exam assessing aspects of French-speaking society, political life and artistic culture. | 50% |
| Paper 2: Writing Written exam assessing a text and film or two texts from the list set in the specification. | 20% |
| Paper 3: Speaking test Speaking exam assessing an individual research project and aspects of French-speaking society. | 30% |

Geography

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE Geography.

About the course

The course comprises of three synoptic themes within the compulsory content areas which will help you explore the human and physical world around you:

- Players
- Attitudes and actions
- Futures and uncertainties.

During the course a number of fieldwork locations will be introduced to you to help complete the component 3 section of your course.

We currently visit the river

Chess to carry out field work collection and last year students also visited the London docklands to look at the £11.8 Billion regeneration projected started in the 1980's.

What is 'quality of life' and how can it be improved? Why do natural disasters occur and how do people respond? How should natural systems be managed? Why are countries at war? If you are interested in the roles, values and attitudes of others and have an interest in the world around you then come and study geography. You will study a combination of physical and human geography, develop geographical skills and investigate contemporary issues.

Career opportunities/ routes

Some jobs relate directly to geography, such as in town and transport planning, land and water management, environmental consultancy, development policy, tourism

and recreation. Other more generalist careers, such as information technology, the civil service, administration and management, the financial sector, and marketing all make use of the skills learnt through the study of geography.

Course content

| | |
|--|-----|
| Paper 1: Physical Geography | 30% |
| Paper 2: Human geography | 30% |
| Paper 3: Geographical investigation and skills | 20% |
| Geographical fieldwork: Students will complete an independent coursework investigation | 20% |

“ The school’s facilities are amazing and are an inspiration to me. ”
 [Student]

History

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE History.

About the course

Studying History helps us to make sense of the world around us, better understand the complex problems that exist within societies today and enables us to build an identity through which we can approach the ever changing challenges of the future.

The skills developed through the study of History help students to be more perceptive, analytical thinkers and are transferable to many

other subjects and careers following school. They include research, building successful arguments, analysing evidence and applying large amounts of knowledge to specific issues.

At A level, these skills are developed through the study of separate topics which look at historical events from around the world. These include Apartheid in South Africa, Civil Rights in America, and the establishment and fall of the British Empire across many different continents.

Each topic is presented with its own problems and themes to analyse and highlights issues that still impact upon the world today.

Career opportunities/ routes

History students will develop many skills which will help them to successfully pursue

work in a wide range of professions including law, management, the arts, media, journalism, the Civil Service, education and politics.

Course content

| | |
|--|-----|
| Paper 1: Breadth study with interpretations 1F: In search of the American Dream: the USA, c1917–96 | 30% |
| Paper 2: Depth Study 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ | 20% |
| Paper 3: Themes in breadth with aspects in depth 3S.1: Britain: losing and gaining an empire, 1763–1914 | 30% |
| Coursework Assessment of ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings. | 20% |

Mathematics

Entry requirements

Preferably a grade 6 in GCSE Maths (high grade 5 equivalent to a grade B will be considered via interview). Minimum of grade 4 in GCSE English along with three further A*-C GCSE passes.

About the course

The challenge of A level Mathematics is likely to appeal to students who have enjoyed and found success in studying Mathematics at Key Stage 4. Strength in using algebra and applying logical thinking will be necessary for higher level problem solving in topics such as Coordinate Geometry, Trigonometry and Calculus.

There is a significant jump from GCSE to A level Mathematics.

Students will need to show considerable determination to achieve a good grade at A level. The rigour of Mathematics is highly regarded by the top universities.

Career opportunities/routes

For those with a background in Mathematics, an unlimited number of well-paid and rewarding career opportunities are available. Mathematics A level would be applicable for the following courses/careers:

Mathematics, engineering and most areas of physics; computing, accountancy, economics, business, banking, retail management, architecture, surveying, cartography, psychology and teaching.

Course content

| | |
|--|-------|
| Paper 1: Pure Mathematics 1 Topics: Proof; Algebra and functions; Coordinate geometry in the (x,y) plane; Sequences and series; Trigonometry; Exponentials and logarithms; Differentiation; Integration; Vectors. | 33.3% |
| Paper 2: Pure Mathematics 2 Topics: Proof; Algebra and functions; Coordinate geometry in the (x,y) plane; Sequences and series; Trigonometry; Differentiation; Integration; Numerical methods. | 33.3% |
| Paper 3: Statistics and Mechanics Section A: Statistics Topics: Statistical sampling; Data presentation and interpretation; Probability; Statistical distributions; Statistical hypothesis testing. Section B: Mechanics Topics: Quantities and units in mechanics; Kinematics; Forces and Newton’s laws; Moments. | 33.3% |

A Level courses

Media Studies

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE Media Studies.

About the course

Students selecting Media studies will focus on four units that introduce them to practical filmmaking and editing skills as well as the theoretical approaches to the subject by creating case studies and investigating critical perspectives within the media. Students require academic skills for the written elements of the course including the ability to critically

evaluate their own work on completion of practical units, which in turn require the creative ability to produce a film brief and see it through to completion.

Career opportunities/routes

Students studying media studies to A Level can expect to go on to higher education courses in media or film studies, as well as a wide range of other courses including English, law and psychology. The practical and research skills they acquire will equip them for a range of specific media and film jobs, or for any role where advanced communication skills are necessary.

| Course content | |
|---|-----|
| Paper 1: Questions will focus on issues and debates in the media. A topic will be released in advance of the exam. Students will be expected to use any relevant elements of the theoretical framework in order to explore the ideas in the paper. | 35% |
| Paper 2: Questions will focus on the analysis of media products, through the lens of the theoretical framework. Students will be expected to refer to the Close Study Products (CSPs) and other products they have studied. They will also be expected to demonstrate understanding of the contexts in which the products were created. | 35% |
| Non-exam assessment: Creating a media product Assessment of application of knowledge and understanding of the theoretical framework and of practical skills relating to the medial format of their choice. | 30% |

Photography

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes.

About the course

A level Photography is an innovative course that stimulates creativity and provides challenge. Students are given the freedom to express their own thoughts and opinions through the powerful visual medium of lens based media. They will explore the work of key practitioners and be introduced to important historical trends. They will develop a good understanding of photographic technology

through practical tasks presented in the form of a technical workbook. They will develop their ability to research and analyse, both orally and in writing, important examples of photography from its origins to the present time.

In Component 1, students will begin their personal investigation by identifying an area of photography practice that interests them and by beginning to conduct strategic research. They will experiment with making relevant responses of their own, developing stronger ideas over time and refining and developing their work.

In Component 2, students will select one of the prompts from the exam board's Externally Set Tasks. They will use the assessment objectives to guide their working process and complete a response in a 15 hour controlled assessment.

Career opportunities/routes

Students may go on to study photography, digital imaging or art based degrees at universities and colleges in the UK and abroad. Students may also use their A level photography portfolio in their applications to leading art and design foundation courses.

| Course content | |
|--|-----|
| Component 1: Personal investigation No time limit Non-exam assessment set and marked by the centre and moderated by AQA during a visit to the centre | 60% |
| Component 2: Externally set assignment Preparatory period + 15 hours supervised Non-exam assessment set by AQA, marked by the centre and moderated by AQA during a visit to the centre. | 40% |

“ As a sixth form media student I greatly enjoy the new equipment and the hands on style of work which we are presented with when we enter into our first year of sixth form. I also appreciate the new building as it has improved the work space and it is a more learning-friendly environment. ”

[Student]

Physical Education

Entry requirements

A grade C in GCSE PE is desired. A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a grade C in GCSE Science (Core/Additional) or a grade C in GCSE Biology for Triple Science students.

About the course

This A level course allows learners to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge

and understanding of the subject.

A level PE will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Career opportunities/routes

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will

also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry such as physiotherapy, leisure

management and PE teaching. Successful completion of A level Physical Education can also lead to a career as a coach or official within sport.

| Course content | |
|--|-----|
| Component 1: Physiological factors affecting performance Applied anatomy and physiology Exercise physiology Biomechanics | 30% |
| Component 2: Psychological factors affecting performance Skill acquisition Sports psychology | 20% |
| Component 3: Socio-cultural issues in physical activity and sport Sport and society Contemporary issues in physical activity and sport | 20% |
| Component 4: Performance in physical education Performance or coaching Evaluation and analysis of performance for improvement | 30% |

Physics

Entry requirements

A grade B in GCSE Physics or a grade B in Additional Science (subject to performance in individual subject exam papers). Preferably a grade 6 in GCSE Maths (high grade 5 equivalent will be considered via interview). A minimum of grade 4 in GCSE English and three further A*-C GCSE passes are also required. It is expected that students take A level Mathematics alongside this course.

About the course

Any physicist will tell you that physics is the subject upon which all the other sciences rely for a true understanding of the universe. It is the basis upon which areas like engineering depend. If

you have a good grasp of mathematics and an aptitude for using numbers to solve problems then you will find physics to your liking. In past years enrichment activities have included a particle physics workshop at Royal Holloway University of London and a residential trip to CERN and the Large Hadron Collider in Geneva.

Physics is a challenging subject yet increasingly popular. You will need to be dedicated and well organised. Wide reading around the subject area will give a solid base to build upon. A feature of the specification is the value of understanding and being able to apply the principles of physics to unfamiliar settings.

Course content

The course content covers a mixture of classical and modern physics: mechanics, electrical circuits and components, fields (electric, magnetic and gravitational), materials, nuclear and particle physics, the quantum theory of light, oscillations and astrophysics.

There is a strong focus throughout the course on

the development of practical skills through completion of a series of core experiments. This both prepares students for the practical focus of the third examination unit and develops their competence as independent investigators.

Career opportunities/routes

Physics is a solid basis for a university course or career in science, medicine or engineering.

| Course content | |
|--|-----|
| Unit 1: This unit will cover mechanics, fields and particle physics | 30% |
| Unit 2: This unit will cover materials, the nature of light, space, thermodynamics and oscillations | 30% |
| Unit 3: This unit will focus on general and practical principles in physics. It will draw on understanding from all topics, half of which will have a strong practical focus | 40% |

A Level courses

Psychology

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in a science subject.

About the course

Psychology is the science of mental processes and behaviour. It is the study of what humans and animals do and why they do it. Psychologists do not simply explain people's behaviour but they use their understanding to help people overcome difficulties, and bring about changes for the better. By taking A

level Psychology you will be given a general introduction to psychological concepts, theories, research findings and their application to real life.

Career opportunities/ routes

As it offers a wide range of topics, students are able to go on to university studying psychology with possible joint degrees. This will enable students to choose from a wide range of career pathways such as becoming clinical psychologists, educational or occupational psychologists.

| Course content | |
|--|-------|
| Paper 1: Introductory topics in Psychology Social Influence; Memory; Attachment; Psychopathology | 33.3% |
| Paper 2: Psychology in Context Approaches in Psychology; Biopsychology; Research methods | 33.3% |
| Paper 3: Issues and options in Psychology Issues and debates in psychology; Further options to be decided | 33.3% |

Religious studies

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE Religious Studies.

About the course

A Level comprises of exciting, challenging and thought-provoking courses in philosophy and ethics. Ethics involves a study of a range of ethical theories and their application to contemporary moral issues. This rigorous A level offers an excellent preparation for University and is a demanding and richly rewarding course.

Career opportunities/ routes

This subject allows students to compete for places at university with a significant advantage over other candidates. The course encourages further development of academic skills including communication, knowledge application and problem solving. These skills are required in a number of professions including law, politics, medicine, teaching and journalism.

| Course content | |
|---|-------|
| Component 1: Philosophy of religion Ancient philosophical influences; The nature of soul, mind and body; Arguments about the existence or non-existence of God; The nature and impact of religious experience; The challenge for religious belief of the problem of evil; Ideas about the nature of God; Issues in religious language. | 33.3% |
| Component 2: Religion and ethics Normative ethical theories; The application of ethical theory to contemporary issues of importance; Ethical language and thought; Debates surrounding the significant idea of conscience; Sexual ethics and the influence on ethical thought of developments in religious beliefs. | 33.3% |
| Component 3: Development in religious thought Religious beliefs, values and teachings, their interconnections and how they can vary historically and in the contemporary world; Sources of religious wisdom and authority; Practices which shape and express religious identity, and how these vary within a tradition; Significant social and historical developments in theology and religious thought; Key themes related to the relationship between religion and society. | 33.3% |

Sociology

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes.

About the course

Studying sociology offers insights into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, crime, education, mass media, childhood and families.

The focus of the course is to:

- Provide an appropriate foundation for further study of sociology and related subjects in higher education, for example criminology.
- Provide a worthwhile course for candidates of various ages and from diverse backgrounds in

terms of general education and lifelong learning.

- Prepare a solid foundation for candidates intending to pursue careers in the field of social sciences.

Subject content

Compulsory content

Education with Theory and Methods

- Education
 - Methods in Context
 - Theory and Methods
- #### Crime and Deviance with Theory and Methods

- Crime and Deviance
- Theory and Methods Plus

- Families and Households
- The Media

Career opportunities/routes

Sociology prepares us for life in the 21st century as it develops

the skills of investigation, analysis, valuation and team work. It encourages us to look at the world around us. You may go on to university to study sociology, but it also helps you to access a number of different courses, including medicine and law. The career options available

to students who study sociology are wide ranging, it is a great choice for people who want a career in social work, medicine, nursing, law and journalism. In addition it is useful in a number of other careers such as marketing, advertising, politics, PR or teaching.

| Course content | | |
|---|--|-------|
| Paper 1: Education with Theory and Methods <i>Written examination:</i> 2 hour (80 marks) <i>Questions:</i> Education: short answer and extended writing, 50 marks Methods in Context: extended writing, 20 marks Theory and Methods: extended writing, 10 marks | | 33.3% |
| Paper 2: Topics in Sociology <i>Written examination:</i> 2 hour (80 marks) <i>Questions:</i> Family and Households: extended writing, 40 marks Mass Media : extended writing, 40 marks | | 33.3% |
| Paper 3: Crime and Deviance with Theory and Methods <i>Written examination:</i> 2 hour (80 marks) <i>Questions:</i> Crime and Deviance: short answer and extended writing, 50 marks Theory and Methods: extended writing, 30 marks | | 33.3% |

Spanish

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes including a minimum of a grade C in GCSE Spanish.

About the course

The focus of this course is to develop communication skills, to encourage the development of the knowledge and skills acquired at GCSE level and use the language learned in a wide range of contexts.

You will learn how to express personal ideas and opinions in a broad range of situations and on a variety of topics with fluency and spontaneity. You will acquire a rich vocabulary and will learn to master the structures needed to convey more complex ideas. You

will study a wide variety of authentic texts through reading magazine articles and literary texts, watching DVDs and researching on the internet.

Where possible students will have sessions timetabled with the foreign language assistant.

If you want to study Spanish at university you will need to take the A level but a language is a valuable asset to combine with any other programme of study. In the current economic climate, it is of utter importance to improve one's competitiveness on the labour market and knowledge of languages has become increasingly important in both business and government jobs. This course will enhance your employment prospects, facilitate foreign travel and allow you to experience the

Course content

1. Social issues and trends
2. Political and artistic culture
3. Grammar

Options

4. Works: Literary texts and films

enjoyment and motivation of improving your linguistic level.

Career opportunities/routes

Spanish is the world's 3rd most spoken language, after

Chinese and English, and ranks 2nd in terms of native speakers. Spanish is also an official language of the UN and its organizations. If you are bilingual, you might want to consider some of the following career opportunities: counselling/social services, sales/marketing, education, customer services, human resources, banking/finance, business, import/export, government and law.

| Assessments | % |
|---|-----|
| Paper 1: Listening, reading and writing Written exam assessing aspects of Spanish-speaking society, political life and artistic culture. | 50% |
| Paper 2: Writing Written exam assessing a text and film or two texts from the list set in the specification. | 20% |
| Paper 3: Speaking test Speaking exam assessing an individual research project and aspects of Spanish-speaking society. | 30% |

BTEC Level 3 courses

Business

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes. A grade of 'Merit Merit' is required if progressing from Level 2 to Level 3 BTEC Business..

About the course

Exam units subject to change due to revised specification being released this academic year. Students have to complete a minimum of 180 credits. This is made up of 40 credits from the four mandatory units and 140 credits from the optional units.

Assessment is through a portfolio of evidence. There are no examinations for this course. Each unit can be credited at either Pass, Merit, Distinction or Distinction* Level.

There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three A Levels.

Career opportunities/routes

This course may prepare students to enter a specialist area of employment or to progress to a degree, HND or other professional development programmes.

| Mandatory units | Credits |
|--|---------|
| 1 The business environment | 10 |
| 2 Business resources | 10 |
| 3 Introduction to marketing | 10 |
| 4 Business communication | 10 |
| Optional units | Credits |
| 5 Business accounting | 10 |
| 7 Management accounting | 10 |
| 9 Creative product promotion | 10 |
| 10 Market research in business | 10 |
| 12 Internet marketing | 10 |
| 13 Recruitment and selection | 10 |
| 15 Human resource management | 10 |
| 16 Development planning for a career in business | 10 |
| 19 Developing teams in business | 10 |
| 21 Contract and business law | 10 |
| 27 Health and safety in business | 10 |
| 29 Understanding retailing | 10 |
| 36 Starting a small business | 10 |
| 37 Understanding business ethics | 10 |

Health and Social Care

Entry requirements

A combination of 9 for English and Maths (minimum of grade 4 in either) and three further A*-C GCSE passes. A grade of 'Merit Merit' is required if progressing from Level 2 to Level 3 BTEC Health and Social Care.

About the course

The course is exam and coursework based. There are in total 12 units which students must complete. Students must pass all 12 units to achieve a qualification. There are three exams and one research project which is assessed by an external examiner. Out of the 12 units, eight units are assessed through a portfolio of evidence. Each unit can be credited at Pass, Merit, Distinction or Distinction* Level.

Career opportunities/routes

This course readily enables progression to Higher Education in health, social care and early years. It provides an excellent foundation for those seeking employment in a wide range of careers such as nursing/ health visitor, social work, occupational therapy, social administration, physiotherapy and teaching.

| Mandatory units | GLH | Assessment |
|---|-----|--------------------------------------|
| Unit 1: Human Lifespan Development | 90 | Exam |
| Unit 2: Working in Health and Social Care | 120 | Exam |
| Unit 3: Anatomy and Physiology for Health and Social Care | 120 | Exam |
| Unit 4: Enquiries into Current Research in Health and Social care | 120 | Research project Externally assessed |
| Unit 5: Meeting Individual Care and Support Needs | 90 | Coursework |
| Unit 6: Work Experience in Health and Social care | 60 | Coursework |
| Unit 7: Principles of Safe Practice in Health and Social Care | 90 | Coursework |
| Unit 8: Promoting Public Health | 90 | Coursework |
| Optional units | | |
| Unit 10: Sociological Perspectives | 60 | Coursework |
| Unit 11: Psychological Perspective | 60 | Coursework |
| Unit 18: Assessing Children's Development Support Needs | 60 | Coursework |
| Unit 19: Nutritional Health | 60 | Coursework |

BTEC Level 2 courses

Business

Entry requirements

BTEC Diploma Level 1 Award pass plus 3 other GCSE's at grade D or above or 4 GCSE's at Grade D or above (or equivalent).

Who is this course for?

Do you aspire to be successful? Are you aiming for a career in business, retail, management, finance, accounting or law? If so, this Business BTEC Extended Certificate Level 2 course is your perfect starting point. You will learn and practice professionalism, gain confidence and a clear understanding of the fundamentals of business, enabling you to progress your career in this sector.

This course is ideal for those who wish to develop a broader knowledge and understanding of business sector. The content has been designed to give you opportunities to develop your transferable skills related to study and provide a platform for success both within the business sector and elsewhere. To pass this qualification you will work on a number of practical assignments with grades awarded as Pass, Merit or Distinction for each assessment.

85% of the course will be assessed by course work and the rest will be assessed by external exams.

Career opportunities/routes

The majority of students progress to Level 3 course in Business. Alternatively, you may decide to go straight into employment. With further training or study you could consider pursuing a career in one of the following roles: Trainee Marketing Officer; Customer Service Advisor; Business Support Officer; Assistant Finance Officer.

Units will be selected from the following list:

Unit 1: Enterprise in the Business World

Unit 2: Finance for Business

Unit 3: Promoting a Brand

Unit 4: Principles of Customer Service

Unit 5: Sales and Personal Selling

Unit 6: Introducing Retail Business

Unit 7: Providing Business Support

Unit 8: Recruitment, Selection and Employment

Unit 9: Principles of Marketing

Unit 10: Using Business Documentation

Unit 11: Building Successful Business Teams

Unit 12: Introducing Law and Consumer Rights

Unit 13: Financial Planning and Forecasting

Unit 14: Business Online

Unit 15: Public Sector Business

Unit 16: Enhancing the Customer Experience

Unit 17: Visual Merchandising in Retail Business

Health and social care

Entry requirements

BTEC Diploma Level 1 Award pass plus 3 other GCSE's at grade D or above or 4 GCSE's at Grade D or above (or equivalent).

About the course

Students must complete four core units and optional specialist units to reach a total of 360 GLH (guided learning hours)

Assessment is through a portfolio of evidence and two externally assessed 1 hour exams.

This course provides opportunities for students to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life in the Health and Social Care Sectors. It also permits the student to understand the role of the health or social care worker, their relationship with patients/service users and their responsibilities towards patients / service users and the wider health and social care sectors.

Career opportunities/routes

This course enables progress to level 3 courses in Health and Social Care with the further potential for employment in a range of health and social care related occupations such as Nursing, health Visiting, Child Care, Social Work, Occupational therapy, Physiotherapy and Teaching.

In order to progress to a level 3 course – students will be expected to achieve the BTEC level 2 course at a minimum of Merit level.

The units the students will study are; Each unit can be credited at Level 1, Pass, Merit or Distinction.

Students will study:

Unit 1 Human Lifespan Development: External exam

Unit 2 Health and Social Care Values

Unit 3 Effective Communication in Health & Social Care

Unit 4 Social Influences on Health & Wellbeing

Unit 6 The Impact of Nutrition on Health & Wellbeing

Unit 7 Equality and Diversity in Health & Social Care

Unit 9 Healthy Living: External Exam

Unit 10 Human Body Systems and Care of Disorders

Unit 11 Services in Health & Social Care

Unit 12 Creative & Therapeutic Activities in Health & Social Care

// School, facilities, subjects, teachers and the overall experience is just amazing! //

[Student]





Student destinations

In June 2016, all of our Sixth Form students accepted places on the following university courses:

Accounting and Finance; Accounting for Management; Adult Nursing; Anthropology and Sociology; Applied Languages; Banking and International Finance; Biomedical Sciences; Business and Management; Business Studies with Marketing; Computer Science; Criminology; Dentistry; Economics; Education; Electronic and Electrical Engineering; English Literature; Event Management/Tourism, Film, Television and Digital Production; History; Interior Architecture and Design; International Management; Language Sciences and Psychology; Law; Management with Information Systems; Mechanical Engineering; MLaw (Integrated Masters in Law); Pharmacy with Health Foundation Year; Photography; Physics with Foundation Year; Politics and Economics; Psychology; Science and Engineering Foundation Programme; Sociology; Sport and Exercise Sciences; Sports Management.

Students went to a wide range of universities and institutions further afield than ever before with 14% of students attending **Russell Group Universities**:

Aston University; Bath University; Bournemouth University; **Bristol University (Russell Group)**; Brunel University; City University; Goldsmiths University; Herts University; Keele University; London Southbank University; Middlesex University; **Nottingham University (Russell Group)**; Portsmouth University; **Queen Mary University (Russell Group)**; Reading University; Roehampton University; Royal Holloway University; SOAS; **Southampton University (Russell Group)**; Surrey University; Westminster University.

A level results

- A level pass rate: 100%
- A*-A grades: 23%
- A*-B grades: 48%
- A*-C grades: 84%

Level 3 BTEC results

100% pass rate.

University options

In 2016, 100% of our Year 13 students who applied to university were successful. When choosing your options it is thus very important that you consider what you would like to study when you progress on to university.

The list below offers a brief guide to help you in choosing your options. For more information go to www.ucas.com and have a look at the Russell Group publication on our school website called 'Informed Choices'. It is important to note that virtually every higher education course will insist on English and maths GCSE at a grade equivalent to a grade C or higher.

Archaeology

Usually no specific requirements, however history may help.

Architecture

Mathematics is preferred very often along with physics and a creative subject like art or product design.

Art and Design

Fine art and/or photography. You will also need to produce a portfolio of work.

Biochemistry

Biology, chemistry and physics or maths.

Business and Management

Any business course; economics, geography and a foreign language may complement this choice.

Chemical Engineering

Chemistry, physics and maths.

Design

Any design course, including fine art and photography. Media Studies may also complement this choice.

Drama

Drama, performing arts, English literature may also complement this choice.

Economics

Maths; geography is also an option.

Engineering

Maths, physics, product design.

English

English literature, plus other arts subjects or a language.

Geography

Geography and then either science or art subjects.

Geology

Chemistry, physics, maths and/or geography.

History

History plus two other art subjects.

Law

A wide range of arts subjects are useful, especially history and English literature.

Mathematics

Maths, further maths plus physics.

Medicine, Veterinary Science

Chemistry required, plus biology and either physics or maths.

Modern Languages

Some courses expect no prior knowledge e.g. Russian. But most require an A level in the chosen language and some request a second language.

Music

Music, music technology, plus evidence of performance at a high level.

Pharmacology, Physiology

Chemistry, biology.

Philosophy and Ethics, Theology

No particular subjects are preferred, however RE A level and other arts subjects are preferable.

Politics

Politics, history and possibly a language.

Psychology

Psychology is not essential but is helpful. A wide range of other subjects are accepted.

Sociology

A range of art and science subjects are useful.

FAQ - Frequently

How do I choose my courses?

Read through all the course descriptions and talk to your teachers. Find out as much information as you can. Think carefully about which subjects you enjoy and will help you move on to university or work. Which subjects will open up the kinds of opportunities and possibilities you might want or need in the future? Research some universities and courses. What courses might you want to study at university? What are their entry requirements? Research jobs and careers. Which subjects, qualifications and skills will make employers keen to employ you?

What grades do I need?

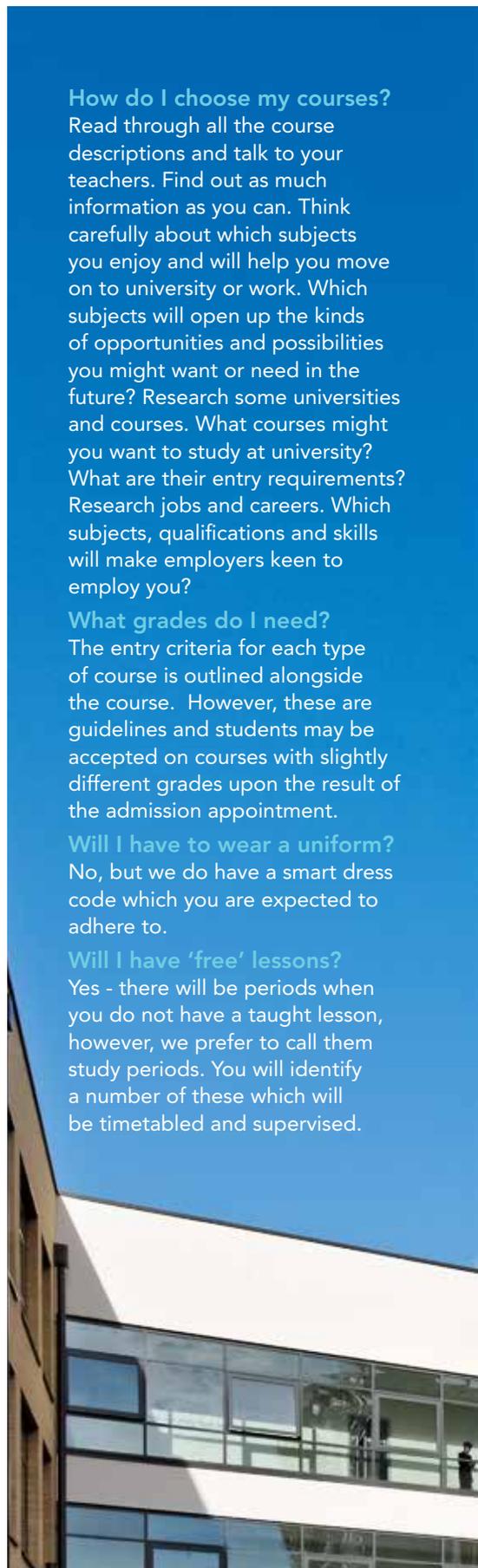
The entry criteria for each type of course is outlined alongside the course. However, these are guidelines and students may be accepted on courses with slightly different grades upon the result of the admission appointment.

Will I have to wear a uniform?

No, but we do have a smart dress code which you are expected to adhere to.

Will I have 'free' lessons?

Yes - there will be periods when you do not have a taught lesson, however, we prefer to call them study periods. You will identify a number of these which will be timetabled and supervised.



asked questions

Sixth Form students have their own Study Room where you are expected to get on with your learning in a quiet environment. You can also do enrichment activities or use some of the sports facilities.

What help will I receive as a Sixth Form student?

Just because you are in the Sixth Form it doesn't mean that we stop helping you! You will have a personal tutor as well as the Year Leader to help look after you and to monitor your progress. We also have a Connexions advisor in school for advice and guidance.

What facilities are there for Sixth Form students?

The facilities in the Sixth Form are some of the most up to date in the Borough of Ealing. The Sixth Form area contains a study room with extensive ICT with wi-fi facilities. The common room has a kitchen area, soft seating areas and informal work stations where students can use one of the many laptops that are available. In addition there is a dedicated sixth form area of the Library, again with extensive ICT facilities as well as books, journals, magazines and information on Higher Education.

What are the lunch arrangements for Sixth Formers?

Sixth Formers will be able to access the dining hall earlier than other students. You can also go out of the school for lunch, as long as you are back in time for your next lesson.

Is there financial support for Sixth Form students?

Yes - The sixth form receives a 16 – 19 Bursary Grant from the Local Authority and the Department of Education. Students will need to have full attendance (apart from any absences authorised by the school), a good punctuality record and keep up-to-date with work.

How do you cater for students who are more able?

We want the Sixth Form to be a place where all students can develop their specific gifts and talents, as well as uncovering ones you might not have known you had. Teachers plan their lessons to stretch and challenge you, while also supporting you in your development.

We have programmes for those looking to apply to competitive universities and courses including Oxbridge and the Russell Group Universities or need preparation for specific University admissions tests (e.g. LNAT, ELAT, BMAT, UKCAT etc). Our enrichment programmes, will help you develop much sought after skills and build your confidence in your own abilities and talents.

Will the school help me apply to university?

Dormers Wells High School Sixth Form has a very good track record in helping students achieve places at university. Each student is allocated a personal tutor to help guide them through their UCAS application. We always ensure that applications are sent off early and there are numerous workshops, talks and visits.





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