



Skipton Girls' High School



Sixth Form **PROSPECTUS** 2025-2026

www.sghs.org.uk

Skipton Girls' High School

CARE, COMMUNITY, CURRICULUM AND CULTIVATION

Skipton Girls' High School

STUDENT ENTRANCE

RECEPTION

ALL VISITORS MUST REPORT TO RECEPTION



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Welcome from our Headteacher

**Thank you for considering Skipton Girls' High School
for your Post 16 education.**

This prospectus has been designed to showcase the many opportunities that come your way when you are a Sixth Form student at SGHS. With our focus on Care, Community, Curriculum and Cultivation, we have created an environment where everyone belongs and can be their best. Challenge and support are at the heart of our offer: we expect academic rigour and we provide personalised support.

Our Sixth Form students benefit from their own building that sits separately to the main school, with a café, social spaces and areas for independent study. They access lessons in the main school building and remain connected to our school community and have space to develop independence in preparation for their next steps.

We provide a wealth of opportunities to support students' academic and personal development. Our longstanding partnership with Ermysted's Grammar School means both schools can offer an impressive, tailored study offer, allowing students to pursue their interests and be prepared for the future.

The Sixth Form students of SGHS are highly motivated, inclusive, academically driven and already making a difference to the world around them. If you share these qualities, you will thrive in our Sixth Form and I look forward to welcoming your application.



Ms M Featherstone
Headteacher



CARE, COMMUNITY, CURRICULUM AND CULTIVATION

Care

We treat each other with kindness and respect.

We work together to build a safe and supportive environment to which we all belong. Every voice matters.

We are safe to take risks and we learn from our mistakes.



Our Post 16 Team

Pivotal to your Sixth Form career will be establishing a successful partnership with the Sixth Form Team who include your Personal Tutor and your teachers, as well as the Post 16 Team:



Mrs Roscoe
Assistant Headteacher
Responsible for Post 16 and
Structures for Learning



Mr Blythe
Head of Post 16



Mrs Coia
Assistant Head of Post 16



Miss Smith
Post 16 Pastoral Lead

Our dedicated Post 16 team support students during their time at Sixth Form.

The Post 16 team are approachable, experienced and skilled. They provide a wealth of knowledge, support and challenge to all students, to ensure they meet their potential and beyond. Their responsibilities include:

- communicating relevant information regarding student wellbeing and academic progress to parents and carers.
- building positive relationships based on mutual respect, clear boundaries and a keen sense of personal responsibility.
- Providing effective university, apprenticeship and careers guidance through the dedicated tutorial and PSHE programme, supplementary meetings and extra-curricular events.
- Welcoming and encouraging all students to make the most of extra-curricular opportunities on offer.

As well as the dedicated Sixth Form team, all of our students benefit from the support of a personal tutor, Wellbeing Champions, the Student Executive, a specialist careers advisor and highly experienced teaching staff. Students also have access to an independent counselling service which provides one-to-one support meetings as required. We are committed to meeting the individual needs of all of our students and encourage you to contact the Sixth Form Team should you have any queries related to how we may be able to support you.

Care Giving Opportunities

Our post 16 experience also provides students with many care giving opportunities. All students are part of a vertical tutor group made up of students from Years 7-13. Sixth Formers play a critical role in their tutor groups through leading activities, supporting younger students in the mentoring and experience that they can provide. Being able to lead and motivate people will make our students valuable and successful in all walks of life. We encourage our Sixth Form students to develop these vital leadership skills by actively encouraging them to mentor and support our younger students within their vertical tutor group.

Wellbeing Champions

Students in the Sixth Form have the opportunity to become a Wellbeing Champion and be involved in improving the mental health and wellbeing of their peers in the Sixth Form and beyond. Wellbeing Champions receive training through workshops such as Mental Health Organisations and Apps, Knowing where to go for Support, Mental Health issues in Children and Young People and Looking after your own Mental Health. The training develops skills to support peers, friends and families and helps students to make a positive impact in school. Wellbeing Champions have a leadership role in their tutor groups and help improve awareness of wellbeing strategies across school through gatherings and fundraising.

We look forward to following your progress and supporting you in this exciting and crucial stage in your education.

Financial support

Are You Eligible?

We want to enable all students to succeed at Skipton Girls' High School, regardless of family income or any other circumstances.

You will be eligible to apply for a bursary of up to £1,200, depending on your circumstances, if you:

- Are in Local Authority care or have recently been in care (looked after)
- Have a disability and are in receipt of certain benefits
- Are in receipt of free school meals/have a sibling in receipt of free school meals
- Have a combined household income not exceeding £20,817

16-19 Bursary Fund

The DfE operates a bursary fund for those studying at publicly funded schools or colleges in England aged 16-19.

Funds from this are allocated to schools, academies, and further education (FE) colleges, sixth-form colleges, training providers, specialist independent providers and local authorities. The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education.

The bursary fund is made up of two parts - a guaranteed bursary of £1,200 a year for the most vulnerable students in the Sixth Form and a discretionary fund for the school to distribute. The school sets its own eligibility criteria for the discretionary bursaries and the terms and conditions under which they are awarded.

Please see our 16-19 bursary information on the school website for further information and an application form.

If you currently do or do not fall into a 'Pupil Premium' cohort and you are unsure about whether you meet these requirements, please contact Mrs McMillan on mcmillanf@sghs.org.uk to discuss your options. If you are applying outside of Skipton Girls' High School, the earlier you can do this, the better.



Careers Education, Information, Advice and Guidance

Our Careers Team

Skipton Girls' High School offers high quality careers advice and guidance, to support our high achieving and ambitious students. Mrs Townend is our dedicated Careers Lead at SGHS and we subscribe to the Unifrog platform so that all students (and parents) can access up-to-date information on careers, subjects and different pathways at any time, including the ability to do virtual work experience and complete MOOC courses from prestigious universities. We also employ professionally qualified, independent Careers Advisers to provide bespoke guidance to each student throughout their time with us.

We provide a comprehensive programme of careers education and information, advice and guidance (CEIAG) and activities such as aspirational talks by various visitors, workshops and presentations for

all students throughout their time here but particularly at key transition points, which are delivered through PHSE and Personal Development time. The key focus of which is to help support our students in making the right choices for their next steps to ensure their continued success.

We firmly believe that every student should leave school prepared for life in today's society. High quality, independent careers guidance is crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions. We consistently fulfil this obligation and ensure our students develop high aspirations and consider a broad range of career options and pathways.



Mrs G Townend
SGHS Careers Lead
townendg@sghs.org.uk



Unifrog

Sixth Form students also have exclusive access to our new Unifrog platform, a dedicated online platform that provides a wide range of careers advice and guidance. Unifrog will allow our Sixth Form students to:

- Explore career pathways through personality quizzes, career and subject profiles, online courses and webinars
- Explore opportunities available to them by using intuitive search tools that show live vacancies, courses and placements for apprenticeships, universities and virtual work experience
- Enhance and deepen their learning experience via the many University MOOCs & webinars available for students to complete
- Support the creation of high quality applications for university, apprenticeships and future employment

Community

We are a community of diverse voices and ideas.
We listen, reflect and learn from one another.

We innovate and draw strength through
collaboration and connection with each other.



Our focus on community is central to all that we do. Our school population is diverse and it is important to us that every single member of our school body feels a sense of belonging, inclusion and shared purpose. We are also committed to supporting the wider community of SGHS and work hard to support local charities, schools and connect with businesses and organisations.

A Message from the Head Girl Team

We are very proud to have a long-standing tradition of a Head Girl Team whose role is to develop our school community and work alongside the senior leadership team and student body to develop our school ethos and community.

Sixth Form is a pivotal stage, bridging the gap between GCSEs and A-Levels, where students not only advance academically but also grow in independence.

At Skipton Girls' High School, we are encouraged to develop beyond the classroom, with a wide range of extracurricular activities designed to foster personal growth. Students can take part in established clubs such as the Feminist Society, Eco Club, and Debate Society, as well as sports like netball and football. These activities help to build confidence, communication, leadership, and teamwork skills, while also expanding our knowledge and interests.

Study periods allow for effective time management and responsibility, laying a foundation that prepares us for university life. Alongside this, we have strong pastoral and academic support to rely on, with guidance from both our subject teachers and an expanding pastoral team.

Our X'tra enrichment programme offers further opportunities for personal and professional development through volunteering placements or work experience. Whether assisting with lessons in school or working with local nurseries, schools, care homes, and businesses, students gain valuable real-world

experience that can enhance future university and job applications.

Another exciting opportunity is the chance to join the student leadership team, which gives Year 13 students roles such as House Captains, Heads of House, Deputy Head Girls, and Head Girl. These roles promote leadership, confidence, and responsibility, allowing students to make a meaningful impact on the school while creating lasting memories. Year 12 students can also join the Student Executive team, collaborating with the Senior Leadership Team to shape the student experience based on peer feedback.

Additionally, becoming a Wellbeing Champion offers the chance to promote positive wellbeing during tutor time and lead school-wide activities. This role comes with training and recognition, adding valuable experience for future CVs.

Skipton Girls' High School Sixth Form fosters an environment of growth and independence. As we approach the end of our school journey in Year 13, we feel confident that the skills, values, and support we have received have prepared us to embark on our next adventures, knowing we will always have the backing of our school community.



From Left to Right: Lucy Roden (Deputy), Lucy Neild (Head Girl), Lia Puthenkalam (Deputy), Zoya Atif (Deputy)



Our Sixth Form nurtures lots of positive change, and students will quickly adapt to a more independent lifestyle.

Volunteering

The Sixth Form has a long history of volunteering and engaging with the local community. Every member of the Sixth Form has the opportunity to engage in voluntary work, including many students undertaking outreach work in local primary schools where they support younger pupils with their reading, social development and literacy. We are proud to have volunteers working at Skipton Parish Church C of E Primary School, Carleton Endowed CE (VA) Primary School St Stephen's, Christ Church, Brougham Street Nursery School, Brooklands Community Special School, Embsay C of E Primary School, Otley Street Nursery, Greatwood Community School and Eastwood Primary School in Keighley.

In addition to these partnerships, our students volunteer in a huge range of non-educational settings, including care homes such as Craven Nursing Home, local hospitals, charity shops, hospices, community outreach programmes and charitable organisations.



Leadership

To cultivate their leadership skills, encourage our students to take on an active, leadership role within the Sixth Form through extra-curricular activities. Here are some of the leadership/enrichment opportunities made available to students in the Sixth Form:

- Head Girl and Deputy Head Girl
- Head of House and House Captains
- Wellbeing Champions
- Young Enterprise
- Duke of Edinburgh
- Voluntary work and relevant work experience - we also would like to encourage you to include the equivalent of at least one period of voluntary action a week. Many of you already do volunteering and anyone interested in Law, Medicine, Science, Engineering or Arts-based degrees should look to do something relevant as it will enrich their university application as well as benefit the community.
- Peer Mentoring - a fabulous opportunity to develop leadership skills. More details will be given to you in September about these schemes.



Curriculum

We value academic excellence.

We enjoy challenge and are ambitious about our future.

We are creative, curious and innovative learners.



At Skipton Girls' High School, our curriculum is knowledge-rich, fosters debate and free-thinking and offers our young people a balanced suite of subjects to open doors for their future. We provide a curriculum that challenges each and every individual. We want every student to achieve the best possible qualifications that they can, but we believe that the curriculum goes beyond that which is purely examinable.

Every learner is entitled to a rich, diverse and varied curriculum that is challenging and inspiring. The changing nature of society and employment means that life-long learning, collaboration and leadership are essential to be successful. The development of leadership, effective learning strategies and confident voice are central to our evolving curriculum. Our curriculum promotes pupils' moral, cultural, spiritual, emotional and physical development at school and within the community more widely. It also promotes learning with a global outlook, where we want our young people to think deeply about their place in the world and their ability to change it.

In our Sixth Form, students can choose from a wide range of linear A Level options. All students study three A Levels and exceptionally able candidates may study four levels. We encourage all students to study an Extended Project Qualification (EPQ) because of the huge benefits to their broader educational experience. Our collaboration with Ermysted's Grammar School, allows us to offer a broad range of opportunities for students in both schools.

All departments are well resourced, and every member of the school community has access to the latest IT resources to help enhance learning further. Teachers are experts in their field, highly qualified and motivated to bring their subject to life.

Our KS5 curriculum encourages specialism and ambition. We pride ourselves on offering our young people a depth of expertise from our highly-skilled teaching staff, who have thought deeply about the examined curriculum, as well as its hinterland and connections with further study and career opportunities. We offer all our students the opportunity to study an Extended Project Qualification as an enhancement to their A level options. In our experience, this qualification develops independence, research skills, deep thinking and the ability to self-manage, whilst often being a key factor in students attaining ambitious goals of further study and apprenticeship.

Ultimately, our curriculum is designed to enrich, whilst providing a variety of career education and guidance that helps students make informed decisions about their futures. Our students benefit from the development of personal and social skills, a nuanced understanding of PHSCE topics, knowledge about British values and protected characteristics and an understanding of citizenship, including environmental responsibilities. We offer the Duke of Edinburgh qualification across our key stages to boost learning beyond the classroom and offer wider leadership opportunities at all levels.



Knowledge gives people the freedom to innovate and think freely, while contributing to the progress of our shared world.

- Ye-Seul Kim, 2021





Outcomes and Progress

SGHS students have a long-standing tradition of exceptional outcomes and progress to Higher Education and training with many students gaining access to the top universities. 44% of the 2024 cohort are now attending Russell Group Universities. Students go on to study a wide range of courses, which is reflective of our ethos of providing individualized careers advice and helping students find their vocation. This year, students have chosen courses related to STEM careers, the arts, International Politics, Architecture, Psychology, Medicine, Criminology, Liberal Arts, Veterinary Science, Film and Television Production and Journalism, to name a few!

A Level Results 2024

Performance Indicators	Skipton Girls' High School	National
A*	10%	9.3%
A*-A	35.2%	27.8%
A*-B	62.7%	53.9%
A*-C	83.7%	76.4%



The curriculum at SGHS offers our students the opportunity to achieve their personal best. We offer courses to suit a wide range of interests, talents and aspirations.

All students study three advanced level qualifications, an EPQ, PSHE, and have and an enrichment option in Year 12.

Core Curriculum
1. A-Level
2. EPQ
3. PSHE
Whole Enrichment Curriculum
1. X'tra Scheme

Running alongside our academic A Level timetable is a PSHE programme that is themed to respond to the needs of our 16–19-year-old students. The programme provides encounters with a wide range of external stakeholders, including universities, apprenticeship providers, employers, and other local and national organisations. It also provides opportunities for students to explore critical issues such as mental health, alcohol use, study skills, careers, personal finance, and online safety. Our aim is not only to prepare our students for A Level success, but also to enable them to make better decisions in all aspects of their lives.

University Destinations 2023-24



What will you study?

We offer the following A Level courses

- > Art & Design
- > Biology
- > Business
- > Chemistry
- > Computer Science
- > Design & Technology: Product Design
- > Economics
- > English Language
- > English Literature
- > Geography
- > History
- > Mathematics
- > Media
- > Further Maths
- > Modern Foreign Languages (French, German, Spanish)
- > Music
- > Physical Education
- > Physics
- > Politics
- > Psychology
- > Religious Studies



Art & Design

Specification: AQA A Level Art and Design

Contact: Mrs B Scott (Curriculum Leader: Art)

Entry requirements: Grade 6 in Art & Design or Photography or equivalent.

The structure of our course includes a large element of Photography and as a consequence, this course could be of interest to those students who studied GCSE Photography.

Is this course for me?

You really enjoyed Art at GCSE (or Photography). You are enthusiastic and passionate about all aspects of Art & Design you have a creative and imaginative mind and love exploring a wide range of media, techniques and processes. You may envisage your future working in the creative, media, design, engineering or architecture based industries.

Opportunities

You may find yourself working within fine art, photography, fashion design, textile design, printmaking, ceramics, graphic design, product design, surface pattern (soft furnishings, furniture design, interior design, architecture, design engineering, advertising, broadcasting, film and television design, film making, theatre design, costume design, illustration, animation, web design, gaming design, teaching, curating and many more fields within the creative industries.

Qualification Structure

Year 12 Term One

Portfolio: "Environment" - A project comprising of experimental workshops and developing confidence and your skills base. This will include experiments with drawing, painting, printing and Photography.

Year 12 Term Two

Portfolio: "Line – Moving 2D into 3D" - A project comprising experimental workshops and developing confidence and your skills base developing a series of drawings and maquettes making reference to appropriate work by others.

Year 12 Term Three and Autumn Term of Year 13

Component 1: Personal Investigation - The investigation must show clear development from initial intentions to the final outcome or outcomes. This personal investigation is supported by written work of between 1500 – 3000 words.

Component 1 is 60% of your A Level.

Year 13 Term One

Component 1: Continue with Personal Investigation

Year 13 Term Two & Three

Component 2: Externally Set Assignment - This is set by AQA, internally assessed and externally moderated by AQA. There is a 15 hour period of supervised time in which you will produce a final piece under exam conditions.

Component 2 is 40% of your A Level.



I like the freedom we have to explore our ideas, to express our individuality and experiment with a wide variety of media - painting, drawing sculpture photography, textiles and printing.

Biology

Specification: AQA A Level Biology 7402

Contact: Mr A Wilson (Curriculum Leader: Biology)

Entry requirements: Grade 6 in either GCSE Biology or a Grade 6 in combined science and a Grade 6 in Maths.

Is this course for me?

If you enjoy studying a wide range of topics and developing your ability to link your understanding across these topics and apply it to unfamiliar contexts, you will be well suited to the study of A Level Biology. Biology is both a challenging and rewarding subject, which develops an array of transferable skills that are essential for a successful career, including essay-writing, practical and mathematical skills, as well as skills in self-direction, independent learning and teamwork. Ultimately, you should take Biology because you are either interested in the subject or are good at it, ideally both!

Opportunities

Many students enjoy the study of Biology at A Level so much that they choose to study a biology-related degree course at university, such as biomedical science, medicine, veterinary science, midwifery or physiotherapy. Others go on to careers in law or teaching, for example, but are able to utilise the skills they developed in A Level Biology. Biology is one of the facilitating subjects identified by the Russell Group of universities.



Biology has a lot of really fascinating content – just make sure to keep up with the work so you understand it as you go along!

Qualification Structure

In the Biology course, students will need to be able to: use standard form, use significant figures, rearrange equations, use logarithms and have a good grasp of algebra to succeed.

A Level Biology is a linear qualification, with students sitting all the A Level examinations at the end of their A Level course. There are three assessments: paper 1 will assess any content from sections 1 to 4 of the course, including relevant practical skills; paper 2 will assess any content from sections 5 to 8 and relevant practical skills; paper 3 is a synoptic paper based on all content from sections 1 to 8, including practical skills. The subject content is broken down into eight sections, each of which has associated mathematical and practical skills (Sections 5 to 8 are designed to be taught in the second year of the A Level course):

Section 1: Biological molecules

Section 2: Cells

Section 3: Organisms exchange substances with their environment

Section 4: Genetic information, variation and relationships between organisms

Section 5: Energy transfers in and between organisms

Section 6: Stimuli, both internal and external, are detected and lead to a response

Section 7: Genetics, populations, evolution and ecosystems

Section 8: The control of gene expression



Business

Specification: AQA A Level Business 7132

Contact: Mr M Blythe (Curriculum Leader: Business and Learning Director: Post 16)

Entry requirements: Grade 6 in Business or in English Language or Literature.

Is this course for me?

Business Studies is an exciting and dynamic subject that reflects the ever-changing nature of the business world. Students will study a wide range of business concepts and theories; from human resources, finance and marketing to business strategy, all of which will give them a winning edge in the employment market. The course aims to introduce students to the principles of business and how to set up a business, including researching the market and employing people. The course also aims to focus on the strategic management of larger organisations and exploring how businesses manage change.

Opportunities

A business qualification can open the door to literally hundreds of careers - too many to list here! Whatever route you choose to follow throughout your career, your business qualification will provide relevant knowledge whether it's marketing, management, customer services or accounting.

Qualification Structure

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



Chemistry

Specification: AQA A Level Chemistry 7405

Contact: Mrs J Palmer (Curriculum Leader: Chemistry)

Entry requirements: Grade 6 in either GCSE Chemistry or a Grade 6 in combined science and a Grade 6 in GCSE Maths.

Is this course for me?

Chemistry helps us to understand the world we live in. Why do leaves change colour in the Autumn? Why is blood red? How is cheese made? What is in soap and how does it clean? If you have an inquisitive mind, a passion for science and a thirst for knowledge, then Chemistry is for you.

Opportunities

Chemistry is the course for you if you want to go on to study dentistry, medicine, veterinary science, forensic science, pharmaceuticals, patent law, oceanography, geochemistry, chemical engineering or biochemistry, to name but a few and it is held in high regard by employers.



I really enjoyed learning about atomic structure – there's so much more to it than they'd have you believe at GCSE! It's a lot more in depth but much better for it.

Qualification Structure

In the Chemistry course, students will need to be able to: use standard form, use significant figures, rearrange equations, use logarithms and have a good grasp of algebra to succeed.

A level Chemistry is a linear course. Students will sit all three papers at the end of their two years studying. Paper 1 will assess physical & inorganic chemistry, Paper 2 will assess physical and organic chemistry and Paper 3 will cover all aspects of the course including practical work. Students also work towards acquiring the skills and competencies needed for practical verification

1 Physical Chemistry

Covers atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle, oxidation, reduction and redox equations, thermodynamics, rate equations, equilibrium constant K_c for homogeneous systems, electrode potentials and electrochemical cells, acids and bases.

2 Inorganic Chemistry

Covers periodicity, group 2, the alkaline Earth metals, group 7(17), the halogens, properties of period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution.

3. Organic Chemistry

Covers Introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis, optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, nuclear magnetic resonance spectroscopy, chromatography.



Computer Science

Specification: OCR A Level Computer Science H446

Contact: Mrs R Lofthouse
(Curriculum Leader: Computer Science)

Entry requirements: Grade 6 in GCSE Computer Science or a Grade 6 in GCSE Maths.

Is this course for me?

Are you driven to figure out the answers to problems? Do you tend to take an analytical approach to solve problems? Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. Computer Science is an exciting and challenging field and it is constantly evolving.

Opportunities

Computing and computer technology are part of just about everything that touches our lives. From engineering to business management, medicine to biology, and language processing through to psychology, sociology and archaeology – all the sciences today need computer science in some form or another. This is exactly what makes the subject so exciting and is opening up ever more employment opportunities for computer scientists. Computer Science, therefore, is a forward-looking discipline that offers excellent prospects.

Qualification Structure

The course is split into three areas, two written exam papers (40% each, totalling 80%) and then one programming project (20%)

Computer systems (01)

The characteristics of contemporary processors, input, output and storage devices

- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

Written Paper – 140 Marks (40%)

2 hours 30 mins paper

Algorithms and programming (02)

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Written Paper – 140 Marks (40%)

2 hours 30 mins paper

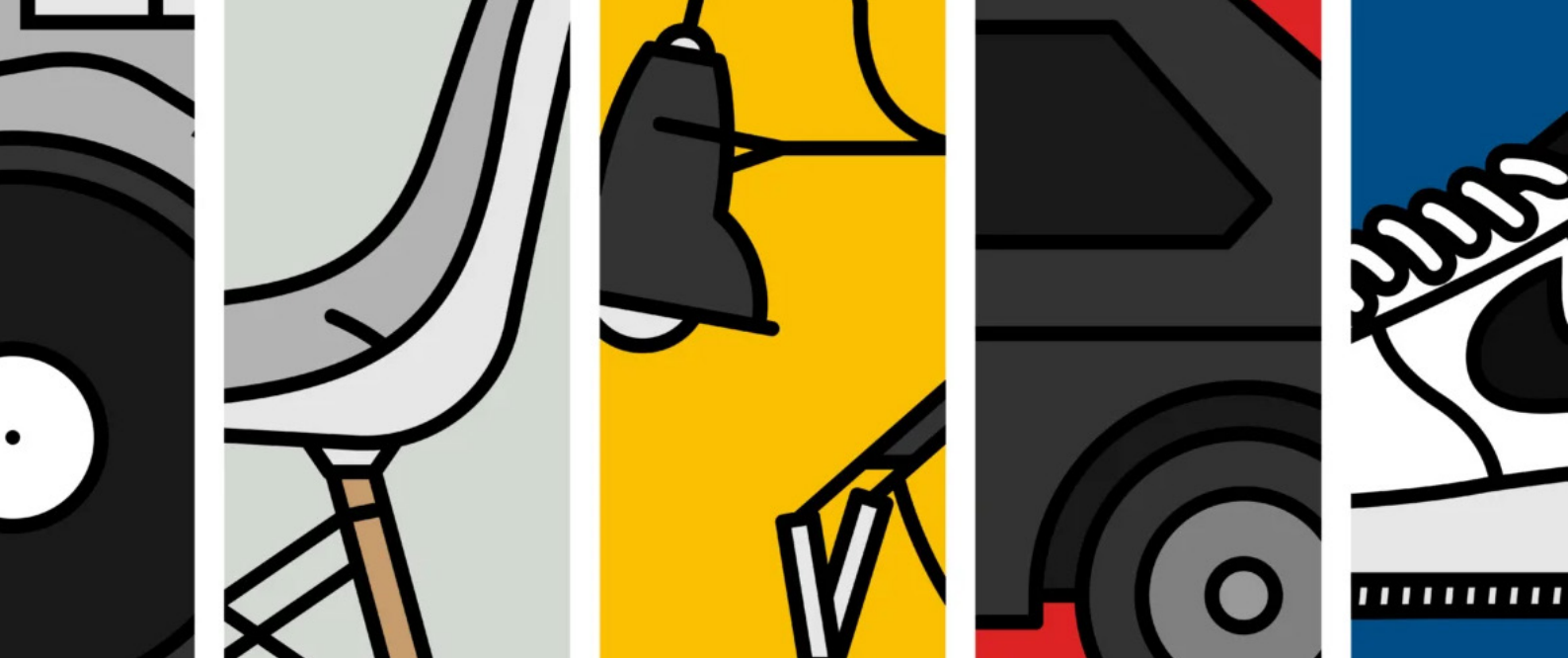
Programming project (03 or 04)

The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Programming Project – 70 Marks (20%)

Non-exam assessment



Design & Technology: Product Design

Specification: AQA A Level Design and Technology: Product Design (7552)

Contact: Mr S Wood (Curriculum Leader: Design & Technology)

Entry requirements: GCSE Grade 6 in Engineering or a Technology subject and a Grade 6 in Maths.

Is this course for me?

- Are you interested in how things; move, work, what they are made from and why they look the way they do?
- Do you care about everyday products, how they have changed over time and the impact they have on our environment?
- Have you ever wondered how products are designed with the user in mind and the difference they can make to everyone's lives?
- Do you like to problem solve, research and design new and exciting things using Sketching and Modelling?
- Are you excited to learn and use new technologies to design and make products using Computer Aided Design (CAD), 3D Printing (CAM) and a range of other equipment, materials and processes?
- Do you like to make things?
- Are you an independent learner who would 'look forward' to coming to the lessons to gain new knowledge, experiences and develop new skills?
- Are you resilient and prepared to apply yourself?
- Would you learn from failure, be reflective and improve in order to get the best possible outcomes.

The content and structure of this course is aimed at students with a passion for design in its many guises. This course will introduce you to some of the challenges involved in becoming a product designer. You will be encouraged to take a broad view of Product Design, to develop your capacity to design and make products and to appreciate the complex relationships between design, materials, manufacture, and marketing. You will learn a range of technical designing and manufacturing skills and gain an understanding of market influences on product design.

Opportunities

Students who study product design at A level unlock an array of exciting career prospects. This versatile field equips them with a unique blend of creativity and technical skills, making them valuable assets in the job market. They can venture into diverse industries, from design consultancies to manufacturing, or find their niche in technology, driving innovation in digital product design. Entrepreneurship is a viable option, allowing them to launch their own design firms or innovative products. The global nature of design opens doors to international collaborations, enabling them to contribute to the global exchange of ideas and shape the future of design worldwide.

Please note: Design & Technology: Product Design will be taught in mixed classes at Ermysted's Grammar School.

Qualification Structure

Theoretical content is split into two main sections and tested across two written papers.

1. Technical principles
2. Designing and making principles

Assessments: Paper 1, Paper 2 & NEA

Paper 1

What's assessed

Technical principles.

How it's assessed:

- Written exam: 2 hours and 30 minutes
- 120 marks
- 30% of the A-level: Questions are a mixture of short answer and extended response

This section of the Specification is predominantly about Materials and Manufacture. As a designer you need to be aware of the properties of different materials (what they can do / are good or bad at) and how best to apply them to different parts of a solution to get the best outcomes. You also need to understand how to manipulate them in respect to understanding the available processes utilised to shape, cut, and join into useful forms. Safety is also studied in respect to the working of materials but also in the workplace. Interesting topics such as Intellectual Property; Open Design, Inclusive design, Enterprise and Marketing are also studied.

Paper 2:

What's assessed

Designing and making principles.

How it's assessed

- Written exam: 1 hour and 30 minutes (80 marks)
- 20% of the A-level: Questions are a mixture of short answer and extended response questions.

Section A: Product Analysis: 30 marks (Up to 6 short answer questions based on visual stimulus of products).

Section B: Commercial manufacture: 50 marks (Mixture of short and extended response questions)

This section is super interesting. You look back in history at design movements such as 'Streamlining' and 'Post Modernism' and their associated influential designers. You will look at the product lifecycle, design obsolescence, quality control, project management, design failure and environmental impact. Related to this is the need for designers to understand the impact their products will have on the wider world both socially and morally. You also study the sections that support your understanding and creation of the NEA.

Non-exam assessment (NEA)

What's assessed

Practical application of technical principles, designing and making principles.

How it's assessed

- Substantial design and make project
- 50% of A-level: 100 marks.

(Evidenced through a written or digital design portfolio along with photographic evidence of final prototypes).

The NEA will require you to identify a design opportunity and solve a problem from a context of your own choice. You will then create a portfolio that evidences your skill throughout this project. Ideally you will find a real client, do substantive research including Primary, empathetic & Secondary, and ideate a range of ideas that you will develop through to a workable solution. This will then be manufactured, tested, and evaluated by the client and the wider market. You will be encouraged to utilise and build on the broad range of techniques, media, materials, and processes that you have experienced during year 12. This unit runs alongside the theory, starts in May of year 12 and takes around 10 months.

How will this be delivered?

Different pedagogies will be used to deliver the content and skills necessary to be successful in this subject including; focused practical tasks, Project based learning, Collaborative Learning, Industrial Case Studies, Practical Demonstrations, Cross Curricular Integration, Regular Formative Assessment, Student Showcases, Guest Speakers and Industrial Visits.



Good design is as little design as possible. Less, but better.

- Dieter Rams

Design & Technology: Design Engineering

Specification: OCR A Level Design and Technology: Design Engineering (H404-406)

Contact: Mr S Stewart (Head of Creative Arts at Ermysted's Grammar School)

Entry requirements: Applicants will require at least a Grade 6 in GCSE English Language or Literature or a Grade 6 in GCSE Mathematics.

Why study Design Engineering?

Do you question how things work? Everything around us is designed and engineered. Studying Design Engineering at A-Level nurtures your passion for innovation and problem-solving through real engineering challenges. You'll develop critical thinking and gain skills in electronic and mechanical engineering via academic and project-based learning. This subject complements Physics, Maths, and Geography, particularly in sustainable design and urban planning. It opens diverse career paths in engineering, whether through a degree or apprenticeship.

Design Engineering Course Outline

OCR Design Engineering covers various topics through problem-solving and collaborative projects. Year 12 lessons, co-taught with Product Design, build a solid foundation. You'll develop metalworking skills, program electronic circuits, and use CAD software to create innovative solutions, working on an engineering project without exam board constraints.

Qualification Structure

- Principles of Design Technology: Written exam (26.7%, 1.5 hours, 80 marks). Assesses core and in-depth content.
- Problem Solving: Written exam (23.3%, 1.75 hours, 70 marks). Evaluates contextual design solutions.
- Iterative Design Project: NEA (50%). Demonstrates skills over time, reflecting real-world design considerations. Internally assessed, externally moderated.

Please note: Design & Technology: Design Engineering will be taught in mixed classes at Ermysted's Grammar School.





Economics

Specification: AQA A-level Economics 7136

Contact: Ms Pauline Collins (Head of Humanities at EGS)

Entry requirements: Applicants will require at least a Grade 6 in GCSE English Language or Literature or a Grade 6 in GCSE Mathematics.

Please note: Economics will be taught in mixed classes at Ermysted's Grammar School.

Is this course for me?

Economics is a social science. It is a study of human behaviour, looking at the production and consumption of scarce resources in national and international economies and how government can act to maximise the well-being of society. The course is split into two main parts:

Microeconomics: This is the study of individuals and firms operating in a variety of markets.

Macroeconomics: This is the study of the British and International economy and covers many of the important issues that dominate the news on television and in the newspapers and magazines.

Universities want students who possess the skills A Level Economics develops. These include analysis and evaluation, building strong evidence-based arguments, the ability to defend opinions and viewpoints, a knowledge of current affairs and confidence in self-expression. Those with an Economics background tend to be among the highest paid workers in the country. Economics graduates commonly find work as economists, statisticians and actuaries, business management, marketing and sales, accountancy, investment advisers and analysts, journalism, the Civil Service, financial services, banking and insurance

Qualification Structure

Unit One considers microeconomic elements, including economic decision making, markets and market failure. In this unit you will study a) economic methodology and the economic problem b) individual economic decision-making c) price determination in a competitive market d) production, costs and revenue e) perfect competition, imperfectly competitive markets and monopoly f) the labour market g) poverty, inequality and the distribution of income and wealth h) the market mechanism, market failure and government intervention in markets.

Unit 2 considers the macroeconomic principles of Economics. You will study a) the measurement of macroeconomic performance b) how the macroeconomy works c) economic performance d) financial markets and monetary policy e) fiscal policy and supply-side policies f) the international economy.

Unit 1: Markets and Market Failure

Exam 2hrs 33.3% of final grade

Unit 2: National and International Economy

Exam 2hrs 33.3% of final grade

Unit 3: Economic Principles and Issues

Exam 2hrs 33.3% of final grade

English Language

Specification: AQA A Level English Language 7702
Contact: Mrs K O'Leary-Hall (Curriculum Leader: English)
Entry requirements: Grade 6 in GCSE English Literature.

Is this course for me?

You need to be able to analyse in depth and get to grips with a vast amount of linguistic terminology very quickly. You will also need to be proficient in written communication, expressing yourself in a logical, accurate and often creative manner. You should enjoy unpicking language, including grammar, and deciphering its meanings.

Opportunities

English Language can lead to a range of careers that require communication and creativity. Popular choices include journalism, publishing, teaching/lecturing, media and television careers, researching, writing, advertising, speech therapy, to name but a few.

Qualification Structure

Unit 1: Language, the Individual and Society

This is an examination unit; students must write three essays closely analysing texts from different time periods. The second half of the paper asks students to explore child language development.

Unit 2: Language Diversity and Change

In this examination, students write a critical essay on the topic of language change (from 1400) or diversity - how our language is shaped by factors like gender, age, socio-economic status, region, and occupation.

Students also write an analysis of two texts, and then produce a creative editorial presenting linguistic concepts to a non-specialist audience.

Unit 3: Language in Action

This is non-examined assessment, where students produce a language investigation (2500 words) independently on a linguistic concept of their choice. They collect their own data and analyse it to explore a hypothesis. Students also produce a creative piece of their choice with a commentary explaining their linguistic choices and methods. (1500 words)



English Language has challenged my creative and analytical abilities. I love to write in different genres and have had plenty of opportunity to do so, crafting a monologue and a newspaper editorial. You get chance to analyse in a different way to GCSE, looking at social and cultural factors that influence language use in spoken and written contexts.





English Literature

Specification: OCR A Level English Literature H472

Contact: Mrs K O'Leary-Hall
(Curriculum Leader: English)

Entry requirements: Grade 6 in English Literature.



English Literature gives you the opportunity to read across a range of time periods and genres. Lessons are really fun, where you get chance to debate about different interpretations. It can get pretty heated! It's very academic because you have to analyse different texts in depth, research critical opinions and write essays

Is this course for me?

You need to enjoy reading for this course. You will have to read a vast range of different texts independently. You should also be proficient at close analysis and essay writing. You will be required to research around the subject, engaging with critics and contextual factors that surround a text. The examination units within this course are all closed book and there are difficult synoptic elements to the course, meaning you must be good at recall, memorisation and must be able to 'think on your feet'.

Opportunities

English Literature can lead to a huge variety of careers that require a range of academic skills, such as: analysis, written communication and emotional and social intelligence. Popular careers stemming from an English Literature qualification include TV and print journalism, publishing, teaching/ lecturing, researching, writing, managerial careers and archivism, to name but a few.

Qualification Structure

Component 1: Shakespeare and Drama Pre-1900

This is an examination unit. There are two questions; the first question asks you to analyse a Shakespeare passage in close detail and link it to the play as a whole, and the second question asks you to write a comparative essay on one drama and poetry text.

Component 2: Topic Area Study

This is an examination unit focusing on either Gothic or Dystopian fiction. In the first part of the exam, students perform a close analysis of an unseen text taken from the topic area. In the second part of the exam, students study two texts from a reading list within the chosen topic area and write an essay comparing the two texts. Set texts include: 'Dracula' and 'The Bloody Chamber', for the Gothic option and 'The Handmaid's Tale' and 'Nineteen Eighty-Four' for the Dystopian option.

Component 3: Literature Post-1900

In this coursework unit, students study three texts across the forms of poetry, prose and drama. Texts change annually, but have included: 'The Magic Toyshop' by Angela Carter, 'Circe' by Madeline Miller, 'A Streetcar Named Desire' by Tennessee Williams, 'Ariel' by Sylvia Plath, Hardy's 'Poems of 1912-1913' and 'That Face' by Polly Stenham. Students write one comparative essay (2000 words max) and either a re-creative response to one text or a critical analysis of a section of one text (1000 words max).

Geography

Specification: AQA A Level Geography 7037

Contact: Ms H Phillips (Curriculum Leader: Geography)

Entry requirements: Students who have taken GCSE Geography should have a Grade 6 in the subject. Students who have not taken GCSE Geography should have a Grade 6 in English Language or Literature and a Science or Maths.

Is this course for me?

If you are interested in social, economic or political events that are currently shaping our world or if you want to know more about the planet we live on and consider how we can carefully manage our use of it then this course is for you. In addition, the course will provide you with valuable skills of data analysis and synthesis which are skills employers highly value.

Opportunities

Geographers go into many lines of work. Many geographers can be found working in financial services including leading accountants and fund managers. Geography teaching is a career for which a Geography degree is obviously a must but geographers are also highly sought in work requiring highly developed logistical operations such as supermarkets. In addition many geographers also work in environmental management, law, advertising and sales. In short, Geography opens doors to many careers and closes very few.



Qualification Structure

This qualification is linear and will be assessed at the end of the two year course. It also includes an internally assessed geographical investigation.

Component 1 – Physical Geography

This unit investigates the processes leading to several current geographical issues and how we can manage them. You will study: major stores of water and carbon cycles at or near the Earth's surface and the dynamic cyclical relationships associated with them and investigate impacts and human responses to natural hazards including seismic and storms in contrasting areas across the world.

You will also study glacial systems and landscapes with detailed study into the origin and development of landforms and landscapes of glacial erosion/deposition.

You will also begin to consider the concept of environmental fragility with studies of human impacts on fragile cold environments over time and on a variety of scales. You will consider the recent and prospective impact of climate change on cold environments with attempts to express how management strategies may be adopted in alternate possible futures.

Component 2 – Human Geography

This section explores the relationships between population numbers, population health and wellbeing, levels of economic development and the role and impact of the natural environment. You will also have the opportunity to investigate the dynamics of changing places with consideration to the topography, physical geography, history, land use, built environment and infrastructure, demographic and economic characteristics. You will also study trends in the volume and pattern of international trade and investment associated with globalisation as well as the development of technologies, systems and arrangements supporting international trade.

Component 3 – Geographical Investigation

You will be given the opportunity to conduct a minimum of four days of fieldwork which relate to both human and physical elements of the course. This will enable the opportunity to explore a range of data collection techniques as well as analyse and interpret findings before concluding and critically evaluating in relation to a hypothesis/key question.

Fieldwork is an essential component of geography and you will have at least 4 days' fieldwork in the local area and Leeds in which you will learn essential techniques which you can then use to collect your own fieldwork data for your NEA (coursework). In the past few years we have also run a non-compulsory Y13 trip to London in support of the human side of the course and specifically to look at changes taking place in the Brick Lane area of east London.

There will be two exams based on the Human and Physical elements of the course lasting 2 hours 30 mins each. The Geographical Investigation will be internally assessed and contributes to 20% of the final A Level grade.



You can do a lot with a History qualification, for example work in law or journalism.

History

Specification: AQA A Level History 7042

Contact: Ms K Johnson (Curriculum Leader: History, Government & Politics)

Entry requirements: Students who have taken GCSE History should have a Grade 6 in the subject. Students who have not taken GCSE History should have a Grade 6 in English Language or Literature.

Is this course for me?

Students taking the A Level History course should enjoy the study of History and be prepared to study periods that they may not be familiar with. The course demands a commitment to reading and investigation!

Opportunities

The skills most developed by History are those of critical thinking, analysis and the ability to express ideas, knowledge and interpretations clearly and coherently - valuable in the fields of management, law, administration, accountancy, journalism and marketing.

Qualification Structure

Component 1 - Tsarist and Communist Russia, 1855-1964

Breadth Study: This unit combines the use of interpretations and own knowledge and provides an overview of the principal political, social and economic developments of a revolutionary period in Russian history, including Tsars, Lenin, Stalin and Khrushchev.

Exam: 2 hours 30 mins

Component 2 - Wars and Welfare: Britain in Transition 1906-57

Depth Study: This unit combines the use of sources and own knowledge and provides a depth study of the impact of war upon the economy, society and class in Britain. It also focuses upon political developments and Britain's role in the world, including the impact of both the First and Second World Wars.

Exam: 2 hours 30 mins

Component 3 - Historical Investigation

This is a coursework unit and is based upon the completion of a Historical Enquiry of 4,500 words.

Mathematics

Specification: OCR A Level Mathematics H640

Contact: Miss G Hughes (Head of Mathematics)

Entry requirements: Students will need a Grade 6 or higher at GCSE.

Is this course for me?

You enjoy Maths and have a willingness to solve problems, keep trying, seek assistance and discuss with staff and fellow students to further your understanding.

Opportunities

Mathematics is a valuable supporting subject, especially for the sciences, geography, psychology, medicine, economics and law. Careers can be found in engineering, architecture, medicine, accountancy, economics, teaching, psychology, environmental studies and computer sciences.



Qualification Structure

The three overarching themes of the new A Level Mathematics specification are:

1. Mathematical argument, language and proof
2. Mathematical problem-solving
3. Mathematical modelling

First Year

Pure Maths

You will build on and develop techniques learnt at GCSE in order to gain the fluency required for advanced maths. These include algebraic manipulation, coordinate geometry and trigonometry.

You will also be introduced to new concepts which are fundamental to advanced maths. These include exponential and logarithmic functions and calculus.

Applied Maths

You will learn a combination of statistical and mechanical techniques that will help you solve complex problems that are intrinsically linked to real-world contexts.

Second Year

Pure Maths

You will build on and develop techniques learnt in the first year, with an emphasis on proof and calculus. You will also learn about advanced sequences and their use in mathematical modelling. This culminates in further applications to real-world problems.

Applied Maths

You will gain a deeper understanding of probability and data distributions and be able to carry out further hypothesis testing which is integral to so many scientific studies. You will also learn how to model the effects of gravity, friction and turning moments in everyday situations.



It's really satisfying – when you have a difficult question to do and you get the right answer, it's great!



Further Maths

Specification: OCR A Level Further Mathematics H645

Contact: Miss G Hughes (Head of Mathematics)

Entry requirements: Potential students will need to have gained a Grade 8 or 9 at GCSE to be equipped for the challenge of Further Mathematics. Further Mathematics will need to be taken as a separate option alongside A Level Mathematics.

Is this course for me?

If you are passionate about Mathematics, then Further Mathematics gives you the opportunity to gain a much wider and deeper understanding of advanced mathematics.

Opportunities

Further Mathematics is very favourably looked on by universities offering technical and engineering degrees, as well as being highly valuable for those who want to study Mathematics.



Maths is extremely useful if you are also studying a science subject.

Qualification Structure

The three overarching themes of the New A Level Further Mathematics specification are:

1. Mathematical argument, language and proof
2. Mathematical problem-solving
3. Mathematical modelling

First Year

You will expand your understanding of the number system and algebra through complex numbers and new forms of algebraic proof. Your work in Further Mathematics will complement your work in Mathematics by expanding upon the statistics work and applying Numerical Methods to some of the techniques learned.

Second Year

You will develop your understanding of the topics studied in the first year as well as learning about new types of functions and new ways of plotting coordinates. You will also build upon the mechanics work undertaken in Mathematics. At the end of the course you will take exams in Numerical Methods, Statistics, Mechanics and Pure Maths.



Media

Specification: OCR Media Studies (TBC)

Contact: Mrs K O'Leary-Hall (Curriculum Leader: English)

Entry requirements: Students who have taken GCSE Media Studies should have a Grade 6 in the subject. If students have not taken GCSE Media Studies, they should have a Grade 6 in GCSE English Literature

Is this course for me?

The media is everywhere around us and it shapes our world, and our perspectives! Studies suggest the average adult in the UK consumes up to 8 hours a day of media content. If you want to join one of the fastest-growing A-Level subjects in the UK to understand the way the media works, how it constructs representations of people, places and ideas, and how we respond to those constructions, this course is for you. You'll gain technical skills through your NEA as well as skills of analysis and writing clear focused ideas.

Opportunities

Over a hundred UK universities offer media-related courses, and this A-Level helps progression into subjects including English, History, Humanities and Social Sciences. There are a staggering number of career choices; the media industry is worth £76 billion and the video game sector is currently valued at half the UK's whole entertainment industry. Careers include content production, journalism, advertising and marketing, and digital media – whether you want to work for a huge international corporation or a dynamic start-up, there's somewhere you can go with Media.

Qualification Structure

You will study a full range of media including in-depth studies of several genres. You'll explore media language and the way the media constructs representations of different groups, people and ideologies. You'll study the way that the media industries work in relation to different genres, and the way that audiences engage with the media.

Examinations

(2 papers of 2 hours each, worth 35% each)

Non-examined assessment (30%):

Creating a cross-media project in response to a set brief

Modern Foreign Languages

French, German and Spanish

Specification: We currently offer French and Spanish at SGHS and we follow the AQA syllabus in both languages (AQA 7652, 7692). German is offered at Ermysted's Grammar School, where our students also follow the AQA syllabus (AQA 7662).

Contact: Mrs H Clarke (Learning Director for MFL & Expressive Arts)

Entry requirements: Grade 6 at GCSE in the relevant language.

Is this course for me?

French, German or Spanish A Levels suit those who are interested in the language and who would like to explore the respective cultures while improving their conversational and debating skills. You need to be self-motivated and organised.

Opportunities

Students have gone on to study a variety of languages at university, as well as combining languages with courses in Law, Business or Politics.

Speaking a foreign language can open up opportunities in a huge range of careers, as well as offering the chance of living or studying abroad, whether for a short time or permanently.



Qualification Structure

Subject Content

You will be studying three themes:

1. Social Issues and Trends
2. Political and Artistic Culture
3. Works: one set film and one set text

You will also work on an Individual Research Project where you will have the opportunity to research a particular societal/cultural/linguistic aspect of a country/ countries where French/Spanish/German is spoken.

Assessment:

This qualification is linear, which means that students will sit their exams at the end of Year 13

Paper 1:

Listening, Reading and Translating from and into French/Spanish/ German

*Written exam: 2 hours 30 mins
100 marks, 50% of A Level*

Paper 2:

Essay Writing: one on a set film and one a set text

*Written exam: 2 hours
80 marks in total, 20% of A Level*

Paper 3:

Speaking: discussion of one aspect of a theme studied during the two-year course and presentation and discussion regarding the Individual Research Project.

*Oral exam: 21-23 mins (including
5 mins preparation time)
60 marks, 30% of A Level*

Music

Specification: Eduqas A Level Music

Contact: Mrs L Chilvers (Curriculum Leader: Music)

Entry requirements: See below

Entry Requirements

Prospective candidates must have a minimum of either:

1. GCSE Music Grade 6 or
2. Grade 5 in a Practical Examination of the Associated Board (or similar body).

Knowledge of treble and bass clef and the ability to read conventional staff notation is essential.

If you are unsure if you have the appropriate level of practical experience for this course, please discuss this with subject staff who will be happy to help you.

Is this course for me?

The most important thing for anyone wanting to take this course is a passion for, and a commitment to music. You need to be open-minded to a range of musical styles and be ready to overcome new challenges. You will also need an ability to work independently and to a deadline.

Music helps to develop the following skills:

- Performance Skills
- Understanding traditional Western Harmony
- Aural Skills
- Analytical Skills
- Essay Writing
- Score Reading
- Ability to work independently

Opportunities

There are many career options following the study of Music A level. These include session player, teacher, composer, studio engineer, producer, journalist, artist representation, music therapist and many many more.

Qualification Structure

Component 1: Performing

Option A: Performing can be worth 35% and composing is worth 25%

You will be required to perform a minimum of three pieces for 10-12 minutes at Grade 6 standard or above. One of three pieces must be a solo. You may perform the other pieces as a soloist or as a member of an ensemble. Two of the pieces must link with two different areas of study: The Western Classical Tradition (Baroque, Classical & Romantic), Rock & Pop, Musical Theatre, Jazz, Into the 20th Century and Into the 21st Century.

Option B: Performing can be worth 25% and composing worth 35%

You will be required to perform a minimum of two pieces, for 6-8 minutes at Grade 6 standard or above. You may perform as a soloist or as a member of an ensemble or a combination of both. One piece must link with an area of study: The Western Classical Tradition (Baroque, Classical & Romantic), Rock & Pop, Musical Theatre, Jazz, Into the 20th Century and Into the 21st Century.

Component 2: Composing

Option A: Composing can be worth 25% and Performing 35%

You will be required to write two composition of 4 to 6 minutes in duration. One from the Western Classical Tradition which Eduqas will set a brief and one Free Composition which the student will set a brief.

Option B: Composing can be worth 35% and Performing 25%

You will be required to write three compositions of 8 to 10 minutes in duration. One from the Western Classical Tradition, one from another area of study (Rock & Pop, Musical Theatre, Jazz, Into the 20th Century and Into the 21st Century) and one Free Composition.

Component 3: Appraising

The Listening exam is worth 40% of total A level.

The exam is 2 hours and 15 minutes in duration. This Component requires you to develop listening, analytical, aural and essay writing skills. You will study music from a variety of styles to enable you to answer examination questions and write analytically about the music. You will study The Western Classical Tradition which focus' on the development of the symphony through the Classical and Romantic eras (1750-1900). ou will study one Symphony in detail and then a secondary Symphony in general. You will also study the areas of study Jazz and Into the 20th Century.

Physical Education

Specification: OCR A Level Physical Education H555

Contact: Miss E Starr (Curriculum Leader: PE)

Entry requirements: GCSE Grade 6 in Biology. Study of GCSE PE is desirable but not compulsory. It will be expected that all students have a keen interest in sport and the issues surrounding it. You will be expected to compete in regular fixtures/performances in at least one sporting activity which can be assessed at A Level outside of school.

Is this course for me?

This is a demanding and academic course and you must be very good at practical PE and have a strong interest in the subject if you are to do well.

Opportunities

This could lead to a range of career opportunities such as PE teacher, sports psychologist, sports scientist, leisure and recreation manager, sports administrator, physiotherapist, conditioning coach, performance analyst, sports development manager and fitness professional.



Qualification Structure

Unit 1: Anatomy & Physiology

The application of the following knowledge is needed to analyse the response of the body to physical activity: a general overview of the skeletal system; types of joints, movements and muscle structures; control of the cardiac, vascular and respiratory systems; basic biomechanical principles.

Exercise and Sports Physiology

The application of the following knowledge to improve physical performance:

Concepts of energy, energy production in the body, effects of exercise upon the body and the recovery process. Components of fitness and methods of fitness testing. Principles of training and methods and ethics of performance enhancement.

Examination – 2 hours

Unit 2: Sports Psychology

This course will also provide students with the opportunity to develop their understanding of Sports Psychology and its links to performance. You will investigate areas such as personality, attitude, motivation, group/team dynamics, leadership aggression and audience effects on performance.

Skill Acquisition

With continual links to practical examples, students will develop a fundamental psychological knowledge of the characteristics of skilful performance, classification of movement skills/abilities and knowledge of the development of skilful performance. From this position, students will increasingly link psychological knowledge to performance and learn how individuals and teams develop.

Examination – 1 hour

Unit 3: Contemporary Studies in PE

Understanding and application of the concepts of play, leisure, recreation, sport and physical education. Issues surrounding the pursuit of excellence & mass participation including: the role of the media, drugs in sport, the role of sporting agencies, ethical issues, violence and corruption.

Historical Studies

How did sports begin? Popular recreation activities pre 1800, 19th century public school influences on sporting activities, rational recreational developments in competitive sport, 1870 onward. Developments in 20th century physical education.

Examination – 1 hour

NEA Coursework (30%)

Evaluating and planning for improvement in performance – a 'viva voce' examination to camera. Candidates will have the opportunity to prepare this piece of work - 10%

Demonstrations of technique and understanding in one activity area - 20%

Physics

Specification: AQA A Level Physics 7408

Contact: Mr J Mackenzie (Curriculum Leader: Physics)

Entry requirements: A Grade 6 in either GCSE Physics or a Grade 6 in combined science and a Grade 6 in GCSE Maths or be studying A Level Maths.

Is this course for me?

Take Physics because you like understanding how the world works, you like to think and solve practical problems, you enjoy practical work, you are comfortable with maths and equations and you're not afraid of a bit of hard work!

Opportunities

Students who have studied Physics often go on into careers such as engineering, finance, scientific research and many more. Students considering oversubscribed courses such as Medicine and Veterinary Science often choose Physics to demonstrate their calibre and set themselves apart from the rest of the field! They are seen by employers to have exceptional problem solving skills, the ability to work in a logical manner and are able to work to a high standard.



I enjoy Physics due to the way the teachers put across the subject, ensuring all students understand and making it an enjoyable experience along the way.

Qualification Structure

In the Physics course, students will need to be able to: use standard form, use significant figures, rearrange equations, use logarithms and have a good grasp of algebra to succeed.

This is a linear qualification with students sitting exams at the end of the two year course through the completion of three 2 hour exams. Question papers are a mixture of long, short and multiple choice questions. 15% of the marks in paper three will be assessing practical knowledge, with an internally assessed practical endorsement from teachers after completion of 12 required practicals over the course.

Core Content

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics
9. Astrophysics





Politics

Specification: AQA A Level Politics 7152

Contact: Ms K Johnson (Curriculum Leader: History, Government & Politics)

Entry requirements: Grade 6 in English and a Grade 6 in either History or Geography.

Is this course for me?

Lively, relevant, controversial... there are many ways to describe A Level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how each country is run and develops research, written communication and debate skills.

Opportunities

It's ideal if you're considering studying history, law, politics, ethics, business management or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Qualification Structure

Unit 1 – Government and Politics of the UK

Students will study two different aspects:

- The government of the UK including the nature and sources of the British Constitution; the structure and role of Parliament; the PM & Cabinet; the judiciary; and devolution.
- The politics of the UK including democracy & participation; elections and referendums; political parties; pressure groups; and the EU.

Unit 2 – Government and Politics of the USA

Students will study:

- The government of the USA including the constitutional framework; Congress; the Presidency; and the Supreme Court
- The politics of the USA including the electoral process and direct democracy; political parties; pressure groups and civil rights.
- Comparative approaches to politics following the three theoretical approaches – structural, rational and cultural.

Unit 3 – Political Ideas

Students will study the core political ideologies of Liberalism, Conservatism, Socialism and Feminism.

Psychology

Specification: AQA A Level Psychology 7182

Contact: Mrs S Woodhouse (Curriculum Leader: Psychology)

Entry requirements: This is an inter-disciplinary subject and no prior knowledge of Psychology is expected. It is, however, expected that all students will have a minimum of a Grade 6 in English Language or Literature.

Is this course for me?

You need to ask yourself if you are interested in understanding human behaviour and whether you have a scientific and inquiring mind. Psychology is the scientific study of behaviour and experience and involves looking at how people behave both as individuals and within groups. Throughout this course you will develop an understanding of the key approaches in Psychology such as Behaviourism, Cognitive Psychology, Psychoanalytical and Humanist perspectives. You will also study Biopsychology and the influence that biology has on our thinking and behaviour. Additional topics to be studied include Memory, Social Psychology, Psychopathology and Child Development.

Forming a firm foundation for further study in this area you will develop your research skills and an awareness of the difference between experimental and non-experimental research methods, whilst also extending your use of descriptive and inferential statistics.

In your second year of study you will also have the opportunity to choose from such topics as: Cognition & Development, Gender, Relationships, Schizophrenia, Eating Behaviour, Stress, Aggression, Forensic Psychology and Addiction. Throughout the two years you will develop the ability to engage in Psychological debate to discuss the main issues affecting the understanding and analysis of human behaviour.

Opportunities

The course offers insight into aspects of human behaviour and will be useful to anyone planning a career that involves working with people such as care, the police, social work, prison work, personnel, advertising, the media and even business management. Even if you are not considering a career that involves direct contact with people, it will provide you with a valuable insight into the behaviour of yourself and others.

Qualification Structure

The areas of study will be assessed as follows:

Paper 1

Introductory Topics in Psychology

33.3% of the total A Level marks

2 hour exam

Paper 2

Psychology in Context

33.3% of the total A Level marks

2 hour exam

Paper 3

Issues and Options in Psychology

33.3% of the total A Level marks

2 hour exam



Psychology is a fun, exciting subject with interesting topics and lessons



Religious Studies

Specification: OCR A Level Religious Studies H573

Contact: Mrs S Priory (Curriculum Leader: Religious Studies)

Entry requirements: It is not necessary to have studied the subject at GCSE Level. A Grade 6 at GCSE English Language or Literature indicates that you will cope with the essay-based nature of the course.

Is this course for me?

This course will suit anyone with a keen interest and understanding of diverse philosophical and ethical viewpoints. Those of you who like to analyse and evaluate strengths and weaknesses of ideas will find the course suits you well.

Opportunities

Students gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media.



I find Religious Studies a fun and enjoyable subject, what we learn helps us to understand different people's views and opinions.



Qualification Structure

A Level Religious Studies is a linear qualification so students will take examinations at the end of the two year course assessing all units of study.

There are three examination papers in the following components:

Philosophy and Religion

This includes: ancient philosophical influences, the nature of the soul, mind and body, arguments about the existence or non-existence of God, religious experience, the problem of evil, the nature of God and issues in religious language.

Religion and Ethics

This includes: normative ethical theories, the application of these theories to euthanasia and business ethics, ethical language and thought, the conscience and sexual ethics.

Developments in Christian Thought

This includes: Christian beliefs, values and teachings, sources of wisdom and authority and practices, social and historical developments, and key themes related to the relationship between religion and society e.g. gender, pluralism and secularism.

These areas of study will be assessed as follows:

Paper 1

Philosophy of Religion

33.3% of total A Level - 2 hour exam

Paper 2

Religion and Ethics

33.3% of total A Level - 2 hour exam

Paper 3

Developments in Christian Thought

33.3% of total A Level - 2 hour exam

Cultivation

We use our voices to nurture talent, promote leadership and foster confidence.

We seek opportunities to enrich our lives through education and we let nothing stand in our way.



At SGHS, we want to encourage students to cultivate the skills and interests that are important to them and bring them joy. We actively encourage students to pursue extra-curricular pursuits, whether those are long standing commitments, or helping them to discover a new skill or interest. Where appropriate, we are also delighted to give post 16 students the opportunity to lead extra-curricular activities for younger students. In all year groups, students explore a range of opportunities alongside the taught curriculum through sport, music and a wide range of extra-curricular provision. School visits and trips are an important feature of the post 16 experience.



Enrichment

We place great emphasis on encouraging all our students to reach their academic potential but this is only part of the picture. The nurturing of wider personal characteristics such as taking responsibility, showing leadership, engaging in teamwork, and developing empathy and awareness are just as important.

At Skipton Girls' High School we feel it is important that our students have opportunities that will enable them to have a well-rounded experience of Sixth Form life. All Year 12 students choose an elective option from our "X'tra" Enrichment programme alongside their subjects. Some of them carry additional qualifications, others allow students to develop a new skill or simply a way of letting off steam.

The "X'tra" enrichment programme follows four discrete paths. If pupils wish they have the opportunity to complete an Extended Project Qualification. Some students studying the sciences or courses with a lot of statistics also benefit from some additional Maths to help them with their studies. There are also opportunities to volunteer in the local community.

The vast majority of students find their volunteering very rewarding and feel that it broadens their experiences. Many students will continue with their volunteering into Year 13 and this is something which we encourage. Students can also choose skills based courses or vocational work experience. For those students who are hoping to study a vocational course at university (Teaching, Medical, Dentistry or Veterinary Science for example) this is an opportunity to gain the work experience that they will be required to show on their UCAS application.

As well as the enrichment programme, there are other opportunities to extend your experience. Whatever you go on to do after Sixth Form, it is always good to have a point of difference on your CV or UCAS application, and this opportunity allows students to explore and develop outside the normal constraints of an academic environment.

Academic Courses

- EPQ
- Teaching English as a Foreign Language (TEFL)

Community

(Elective option 1)

- Volunteering opportunities
- KS3 Literacy Leaders
- KS3 Numeracy Leaders
- KS3 Language Leaders

Skills based courses

(Elective option 2)

- Life Guard training
- Duke of Edinburgh
- Young Enterprise

Vocational work experience

(Elective option 3)

- Veterinary experience
- Medical experience
- Dentistry experience
- Primary schools
- Leisure sector
- Engineering sector
- Arts sector

What do SGHS students go on to achieve?

The Facts in 2024:-

- 95% of the year group applied to Higher Education
- 44% obtained a place at a Russell group university.
- 10 students obtained a place studying Medicine.
- 3 students have taken up a place at Oxbridge.
- Over the last three years, the universities in the north of England and closer to home are still the most popular with our students: Lancaster, Liverpool, Manchester and Newcastle.



Holly Chapman

After leaving the Sixth Form Holly was selected to participate in the PwC higher apprenticeship programme, based in Leeds, where she will receive a level 4 apprenticeship qualification. Within the programme Holly divides her time between learning and developing a wide range of business skills and also working on client and internal projects. This experience has given her the opportunity to travel not only cross country for work, but also worldwide. As of the end of the apprenticeship, Holly will be invited to become an associate at PwC, joining the graduate programme.

Hetty Shaw

After leaving SGHS, Hetty went on to study Biological Sciences at Lancaster University, achieving the Royal Society of Biology Top Student Award and contributing towards the \$40-million Gates-funded Realizing Increased Photosynthetic Potential research project. She completed her Masters-level Primary PGCE at Cambridge University, being awarded the Charles Fox Prize for Outstanding Academic Achievement, her research proposal requested to be published as a journal article. Hetty has since returned to the Northern Star Academies Trust, now as a teacher.

Sally Plum

After leaving SGHS Sally started a Degree Apprenticeship with Laing O'Rourke in Civil Engineering. Over the 5 year Apprenticeship she worked on some of the UK's major construction projects – Yorkshire Schools, Manchester Airport Terminal 2 Extension, Liverpool Clatterbridge Cancer Hospital and Google HQ Kings Cross London. She studied for 5 years at Bolton University studying 2 degrees. In terms of career development she has worked her way through the ranks from Technician Engineer, to Site Engineer and is currently a Section Engineer working on the New Everton Stadium in Liverpool.

How to apply

Post 16 expectations

Along with the opportunity to lead your learning and apply your leadership skills there also come other responsibilities. Students joining SGHS will sign an agreement with their parents to attend school on a full time basis and undertake study outside of their subject classes.

In addition, the school expects all students to understand and adhere to the values of SGHS, which is, with an emphasis on mutual respect at all times and at all levels.

Course Requirements

Choosing to study at Skipton Girls' High School is a positive commitment to Post 16 Education. You are starting a programme of full time education, which needs your full energy and support.

Sixth Form applicants need to consider their options wisely to ensure they are choosing a set of subjects that will engage them and that will play to their strengths.

The curriculum at Skipton Girls' High School consists of 12, seventy-five minute lessons. All students study **three advanced level qualifications and an enrichment option** in Year 12. Each A Level course is taught in 4 seventy-five minute periods per week. For each subject that you study we expect additional hours of individual study time - and thus, expect all our Post 16 students to remain in school for all their non-contact study time.

The minimum qualifications for entry into the Sixth Form at the school are:

- At least 5 GCSE's 9-4 including Maths and English

When we consider applications to our Sixth Form, we find it helpful to look at recent school reports as well as final GCSE grades. If a student does meet the minimum qualifications, we are always prepared to discuss their situation and prospects before a decision is made.

Admissions Timeline

Friday 18 October 2024

Applications open online.

Thursday 7 November 2024

Sixth Form Open Evening - 6.00-8.00pm.

Thursday 28 November 2024

Closing date for online registration.

Please complete the online application form at: <https://bit.ly/sixthformapply-2025>

13 - 31 January 2025

Internal applicant interviews.

Wednesday 22 January 2025

External applicant interviews 4.00pm - 6.00pm.

By 3 February 2025

Offer letters emailed to students.

Thursday 13 March 2025

New to School evening 5.30pm – 7.30pm.

Friday 27 June 2025

Post 16 Experience Day.

Thursday 21 August 2025

Enrolment Day at SGHS.

Apply Online

Please complete our online application form at:

<https://bit.ly/sixthformapply-2025>

- If you have any questions please contact the Post 16 admissions team at post16admissions@sghs.org.uk

APPLY NOW



Could a career in teaching be right for you?

Northern Star ITT shapes committed, creative and passionate individuals into responsive, inspirational and highly skilled teachers.

Together, we transform the lives of young people.

We are currently recruiting to our Post Graduate Certificate of Education course for September 2025.

Please see our website or contact us for more information.



The professional learning aspect of the course fits seamlessly with what we are putting into practice on placement, and the teams at Northern Lights and at my placement school have been immensely supportive and welcoming.

Bursaries Available

www.nsitt.org.uk

t: 01756 707628 **e:** training@nsitt.org.uk



APPLY NOW



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