

GORDON'S SCHOOL

SIXTH FORM OPTIONS

AND

ACADEMIC, BOARDING &  
CO-CURRICULAR GUIDE



*"The Sixth Form is outstanding. Students make excellent academic progress and achieve high academic standards. Sixth Form students now make a strong contribution to the culture of the whole school; they are highly visible role models. Younger students aspire to join the Sixth Form and this spurs them on to achieve academically." Ofsted*



# EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



## COURTESY

Showing politeness and thinking of others before yourself.

## INTEGRITY

Being honest and doing the right thing, whether or not anyone is watching.

## DILIGENCE

Always working to the best possible standard, taking care in even smallest details.

## ENTHUSIASM

Approaching everything with a positive attitude, and enjoying what you do.

## RESILIENCE

Keeping going, even when it is difficult.  
Recovering when things go wrong.

*"Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent" Ofsted, 2017.*

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# INTRODUCTION

## GORDON'S SIXTH FORM

Gordon's Sixth Form is a high achieving, vibrant place for post-16 education. If you have the academic qualifications as well as the maturity and self-discipline to participate successfully in the life of the Sixth Form we look forward to welcoming you to the warm, friendly and purposeful environment which is Gordon's School.

The Key Stage 5 curriculum entitlement includes a broad range of AS and A-Level subjects, as well as BTEC courses. Further details of these qualifications can be found from page 11.

Art and Design	German
Biology	History
Business	Information Technology (BTEC Level 3 National Diploma)
Business (BTEC Level 3 National Extended Certificate)	Mathematics
Chemistry	Further Mathematics
Computer Science	Media Studies
Design and Technology	Music
Drama and Theatre Studies	Photography
Economics	Physical Education
English Language	Physical Education (BTEC Level 3 Diploma in Sport)
English Literature	Physics
French	Psychology
Geography	Spanish

In Year 12, students choose four or five AS Level subjects from the above list. All Year 13 students follow a minimum of three A-Level subjects, although some students will choose to follow four.

For students choosing to undertake a BTEC course, please note that IT and Physical Education are double BTEC courses so students should choose two additional AS levels if choosing one of these. However the Business (BTEC Level 3 National Extended Certificate) is a single course, so students should choose an additional three AS subjects or one AS subject and one double BTEC course. The entry requirement for the BTEC courses is five GCSE grades 9-4 including English and Mathematics at grade 4. Students can only choose one BTEC course if it's a double.

## ENTRY REQUIREMENTS

The minimum academic requirements to join the Sixth Form are:

1. A minimum of five GCSE grades 9-4, with at least a grade 4 in English Language and Mathematics.  
**PLUS**
2. The grade criteria for individual subjects as outlined on page 39 of this booklet.

### **Note:**

**Students may appeal to governors in the event of academic requirements not being met.**

*"Sixth Form students take advantage of a wide range of opportunities to develop leadership skills and the vast majority go on to secure places in higher education." Ofsted, November 2014*

# WHY GORDON'S SIXTH FORM?

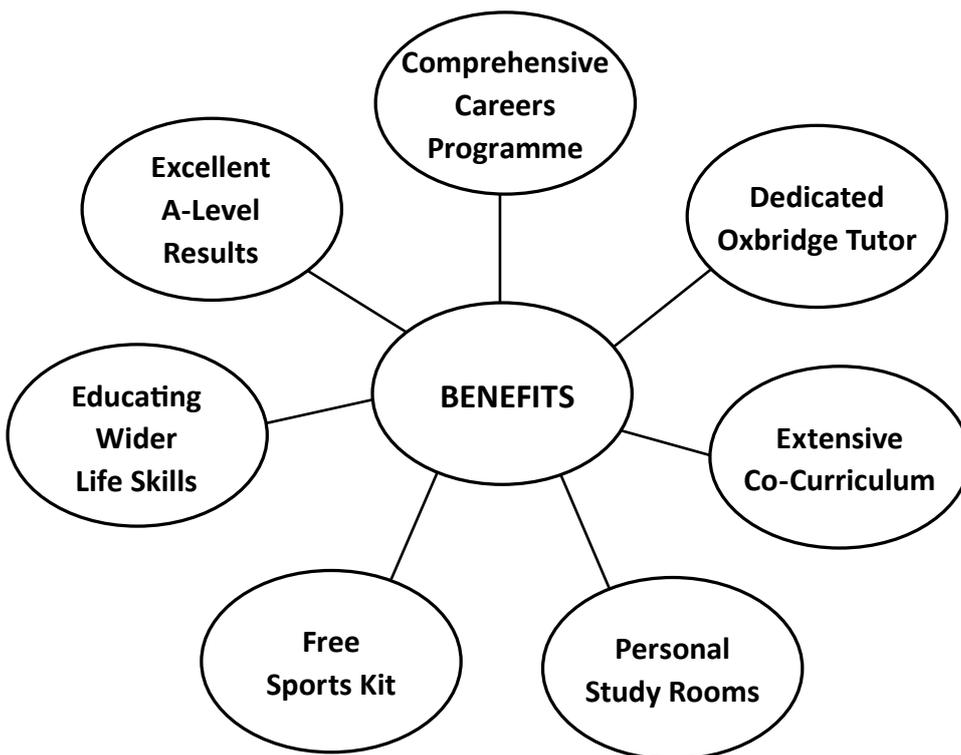
A world class education which creates world class students. We view each individual as unique, and encourage and support every student to become the best version of themselves. We expect our students to take every opportunity to ensure they fulfil their academic potential and develop into confident, well-rounded young people, ready to take their place in the world.

Gordon's Sixth Form offers an academically rigorous curriculum which provides students with respected qualifications and outstanding results. Students at Gordon's Sixth Form benefit from excellent teaching from subject specialists.

Gordon's Sixth Form also recognises the importance of students developing the wider competencies necessary to succeed in a competitive world. With this in mind, an extensive range of opportunities are available for students to develop an enhanced set of skills.

We provide extensive guidance and support to students making higher education choices including: career industry talks, higher education visits, an extensive Oxbridge programme, and structured tutor assistance with UCAS applications. All students receive access to our dedicated careers service with one-to-one meetings and free psychometric assessment.

## BENEFITS OF GORDON'S SIXTH FORM



*“The leadership and management of the Sixth Form are outstanding. Senior leaders have high expectations of all students and set appropriately challenging targets for them which are well understood by the students.” Ofsted, November 2014*

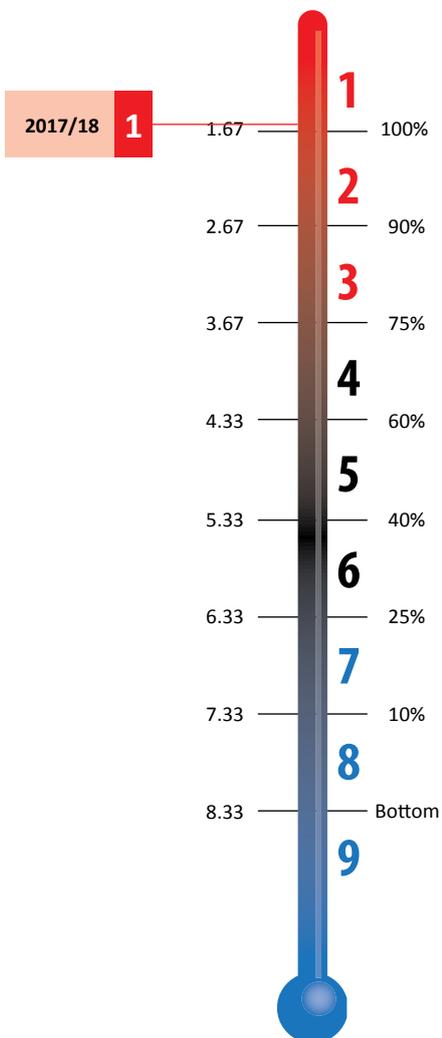
# A-LEVEL PROGRESS AND ATTAINMENT TREND

## A-LEVEL AVERAGE THREE YEAR ATTAINMENT TREND

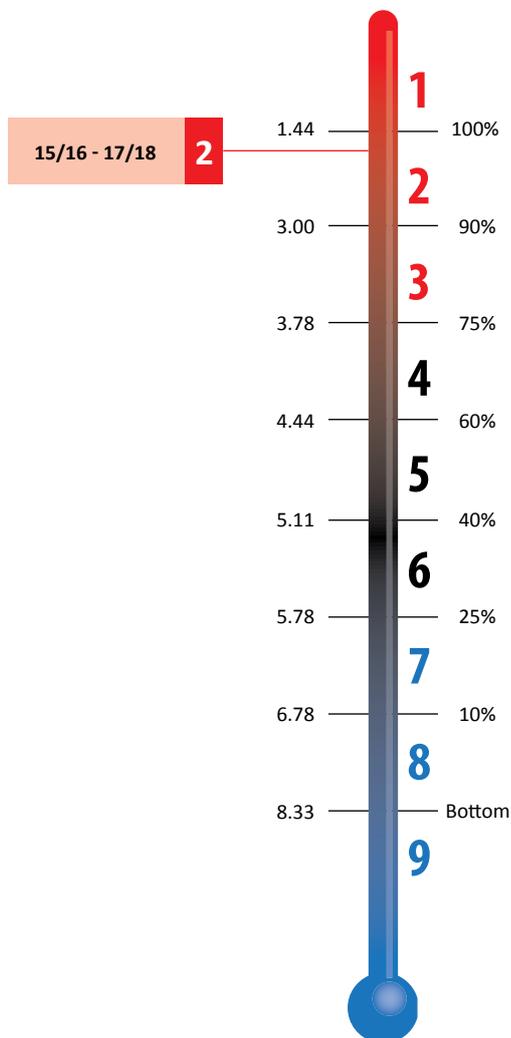
YEAR	A*-A	A*-B	A*-C
2015-2018	43.8%	76.1%	93.4%

## A-LEVEL PROGRESS TREND - CONSISTENTLY IN TOP 10%

Single Year T Score  
2017/18  
(Top 1% of ALPS Schools nationally)

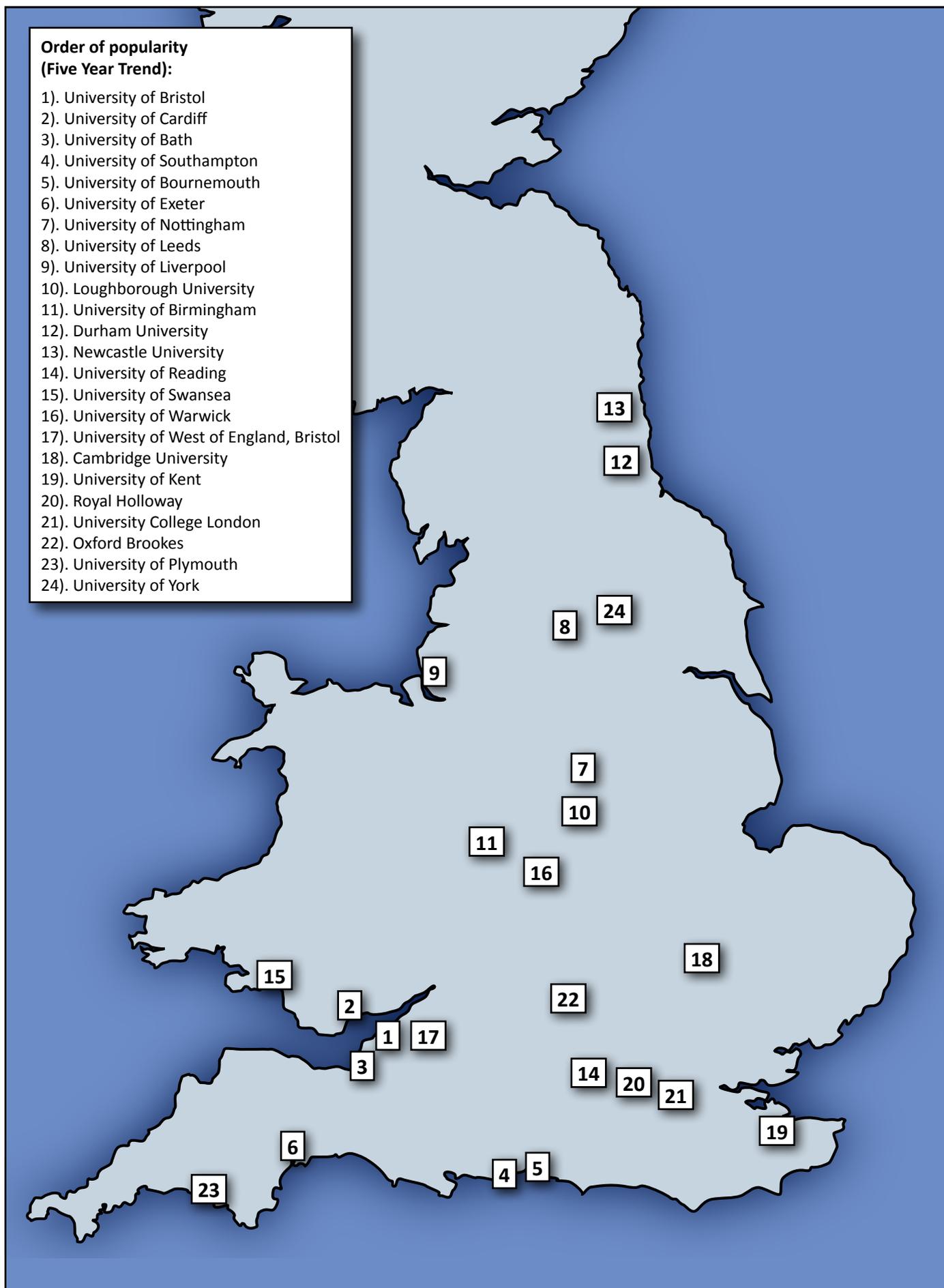


Three Year T Score  
2015/16 - 2017/18  
(Top 10% of ALPS Schools nationally)



*“The progress made by students at AS and A-Level, in 2016 and over the past three years, is on par with the best performing institutions in the country.” Alps, 2016*

# SIXTH FORM LEAVERS' TOP DESTINATIONS OVER TIME







# ART & DESIGN

## HEAD OF DEPARTMENT

Mrs S Gibbs  
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## Exam Board

Edexcel

## Specification

8AD01 (AS)

9AD01 (A2)

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at the end of Year 13.

### Year 12

#### Component 1: Personal Investigation

This component incorporates two major elements: supporting studies and practical work. In this unit students will be developing their knowledge, skill and understanding (through practical work and experimentation) of Art and Design.

#### Component 2: Externally Set Assignment

This paper is given in early January, in advance of the exam. Preparation is to be brought to the 10 hour exam. The theme is set externally, internally assessed and externally moderated.

### For Year 13

#### Component 1: Personal Investigation- Practical Work and Personal Study

##### Practical Work

Students create a body of work based on a selected focus that includes research from primary and other sources and contexts. Students develop their ideas using media and processes to explore and produce a sustained practical investigation. In addition, they are required to present an ongoing review with a personal response, demonstrating connections to contexts.

##### Personal Study

Appropriate research is taken from a range of contextual sources related to ongoing practical work and in-depth analysis and evaluation. Students choose an exploration of different aspects of historical and contemporary art, craft and evaluation using media and process exploration with a list of references.

#### Unit 4: Externally Set Assignment

This paper is given in early February, in advance of the exam. Preparation is to be brought to the 15 hour exam. The theme is set externally, internally assessed and externally moderated.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
Personal Investigation	50%	<b>Coursework:</b> Body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions
Externally Set Assignment	50%	This paper will be given early January, in advance of the exam. The theme is set externally. Preparatory studies must be completed and handed in at the end of the exam.
Exam Papers Year 13	% of GCE	Details
Personal Investigation	60%	<b>Coursework:</b> Appropriate research from a range of contextual sources related to ongoing practical work and in-depth analysis and evaluation. One 3,000 word essay.
Externally Set Assignment	40%	This paper will be given early February, in advance of the exam. The theme is set externally.

## WIDER READING

- Minimalism by David Batchelor
- The Fundamentals of Architecture by Lorraine Farrelly
- Portraiture: Facing the Subject by Joanna Woodall

# BIOLOGY

## HEAD OF DEPARTMENT

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## Exam Board

AQA

## Specification

7401/7402

## COURSE DETAILS

### Examination

The AS course is examined at the end of Year 12 and the A-Level as a whole at end of Year 13.

Topic 1: Biological Molecules

Topic 2: Cells

Topic 3: Organisms exchange substances with their environment

Topic 4: Genetic information, variation and relationships between organisms

Topics 1 – 4 are taught in Year 12. Also in Year 12 students complete 6 Required Practicals. These will be assessed in the exams.

Topic 5: Energy transfers in and between organisms

Topic 6: Organisms respond to changes in their internal and external environment

Topic 7: Genetics, populations, evolution and ecosystems

Topic 8: The control of gene expression

Topics 5 – 8 are taught in Year 13. Also in Year 13 students complete 6 Required Practicals. These will be assessed in the exam.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1: Topics 1 – 4 90 mins – 75 marks</b>	<b>50%</b>	This paper is made up of 65 marks of short answer questions, and 10 marks of comprehension questions.
<b>Paper 2: Topics 1 – 4 90 mins – 75 marks</b>	<b>50%</b>	This paper is made up of 65 marks of short answer questions, and 10 marks of extended prose questions.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1: Topics 1 – 4 2 hours – 91 marks</b>	<b>35%</b>	This paper is made up of 76 marks, a mixture of short and long answer questions, and 15 marks of extended prose questions.
<b>Paper 2: Topics 5 – 8 2 hours – 91 marks</b>	<b>35%</b>	This paper is made up of 76 marks, a mixture of short and long answer questions, and 15 marks of extended response questions.
<b>Paper 3: All 8 Topics 2 hours – 78 marks</b>	<b>30%</b>	This paper is made up of 38 marks of structured questions including practical techniques, 15 marks of critical analysis of experimental data, and 25 marks of one essay from a choice of two titles.

## WIDER READING

- Nessa Carey: The Epigenetics Revolution; Junk DNA: A Journey for the Dark Matter of the Genome
- Rachel Carson: Silent Springs
- Richard Dawkins: The Selfish Gene; The Blind Watchmaker; The Greatest Show on Earth

## ESSENTIAL

- New Scientist (available in the library or see [www.newscientist.com](http://www.newscientist.com))

# BUSINESS

## HEAD OF DEPARTMENT

Mr A Grace  
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## Exam Board

Edexcel

## Specification

8BS0/9BS0

## COURSE DETAILS

### Examination

The AS course is examined at the end of Year 12 and the A Level as a whole at end of Year 13.

### Year 12

For a business to operate effectively, tasks must be carried out by different functional areas (or departments) such as marketing, people, finance and operations.

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

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

### Year 13

In Year 13, students explore influences on business strategy and decision-making (Theme 3), as well as exploring business activity in a global context (Theme 4). Students learn about larger businesses and the challenges they face on both a day to day basis and in planning for the future, including the ethical and moral dimensions of global business activities.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1: Marketing and people</b>	50%	This paper contains short answer questions and some extended writing questions; max 20 marks from theme 1 topics.
<b>Paper 2: Managing business activities</b>	50%	This paper contains short answer questions and some extended writing questions; max 20 marks from theme 2 topics.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1: Marketing, people and global businesses</b>	35%	Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question on theme 3 and 4.
<b>Paper 2: Business activities, decisions and strategy</b>	35%	Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question on theme 1 and 2.
<b>Paper 3: Investigating business in a competitive environment</b>	30%	Comprises data response questions and open extended questions. Focus is on application of knowledge and understanding from <b>themes 1, 2, 3 and 4</b> , and link this to a particular industry or sector that they have been provided with the pre-released theme.

## WIDER READING

- Bannatyne, D. (2007) *Anyone Can Do It: My Story*, London: Orion
- Branson, R. (2015) *The Virgin Way: How to Listen, Learn, Laugh and Lead*, London: Virgin Books
- Liker, J. (2014) *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*, McGraw-Hill Education; Reissue edition

# BUSINESS (BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE)

## HEAD OF DEPARTMENT

Mr A Grace  
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## Exam Board

Pearson

## Specification

601/7159/5

## COURSE DETAILS

### Examination

The Extended Certificate in Business (equivalent in size to one A Level) is assessed through a combination of coursework and external assessment methods, including an exam.

It is designed for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, including university and apprenticeships, as well as to help prepare them for future employment.

### Year 12

Practical skills and theoretical understanding are at the heart of understanding the world of business. In **Unit 1 Exploring Business**, students will study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

In **Unit 2 Developing a Marketing Campaign**, students will gain skills relating to, and an understanding of, how a marketing campaign is developed. Marketing is a dynamic field central to the success of any business. This unit will explore the different stages of the process that a business goes through when developing its marketing campaign for a given product/service, including the role of market research data and other information.

### Year 13

As part of the **Unit 3 Personal and Business Finance topic**, students will develop the skills and knowledge needed to understand, analyse and prepare financial information. Personal finance involves the understanding of why money is important and how managing money can help prevent future financial difficulties. The business finance aspects of the unit includes accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses.

In **Unit 8 Recruitment and Selection**, students will explore how the recruitment process is carried out in a business, be taught the skills needed for an interview situation and then be given the opportunity to participate in selection interviews and review their own performance.

## HOW WILL I BE ASSESSED?

Y12 Assessment	% of Grade	Details
Unit 1 Exploring Business	25%	This unit is <b>assessed by coursework</b> . Students need to complete three written assignments.
Unit 2 Developing a Marketing Campaign	25%	This unit is <b>assessed under supervised conditions</b> . Part A is released two weeks before Part B is scheduled to enable learners to carry out research. Part B is a supervised written assessment of three hours taken in a single session during the two-day period timetabled by Pearson. The assessment is set and marked by Pearson, and the number of marks available is 70.
Y13 Assessment	% of Grade	Details
Unit 5	33%	This unit is <b>assessed by a written examination</b> set by Pearson. The examination will be two hours in length. The number of marks for the examination is 100.
Unit 6	17%	This unit is <b>assessed by coursework</b> . Students need to complete two written assignments.

## WIDER READING

- Bannatyne, D. (2007) *Anyone Can Do It: My Story*, London: Orion
- Branson, R. (2015) *The Virgin Way: How to Listen, Learn, Laugh and Lead*, London: Virgin
- Schmidt, E (2015) *How Google Works*, London: John Murray

## ESSENTIAL

- A level student magazine: *Business Review*

# CHEMISTRY

## HEAD OF DEPARTMENT

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## Exam Board

AQA

## Specification

7404/7405

## COURSE DETAILS

### Examination

The AS course is examined at the end of Year 12 and the A-Level as a whole at end of Year 13.

### Year 12 Chemistry

**Physical chemistry:** Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and K<sub>c</sub>, oxidation, reduction and redox equations.

**Inorganic chemistry:** Group 2 the alkaline earth metals, Group 7 the halogens, periodicity.

**Organic chemistry:** Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis.

Also in Year 12 students complete six required practicals. These will be assessed in the exams.

### A-Level Chemistry

All of the above in addition to the following topics:

**Physical chemistry:** Thermodynamics, Acids and Bases, Electrode potentials and electrochemical cells, Rate equations, Equilibrium constant K<sub>p</sub> for homogeneous systems.

**Inorganic chemistry:** Transition metals, Reactions of ions in aqueous solution, Properties of Period 3 elements and their oxides.

**Organic chemistry:** Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, Nuclear magnetic resonance spectroscopy, Chromatography, Organic synthesis.

Also in Year 13 students complete six required practicals. These will be assessed in the exams and provide the evidence for the practical endorsement.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Relevant Physical chemistry topics, Inorganic chemistry and relevant practical skills. 90 mins - 80 marks	50%	This paper is made up of 65 marks of short and long answer questions, and 15 marks of multiple choice questions.
<b>Paper 2:</b> Relevant Physical chemistry topics, Organic chemistry and relevant practical skills. 90 mins – 80 marks	50%	This paper is made up of 65 marks of short and long answer questions, and 15 marks of multiple choice questions.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Relevant Physical chemistry topics, Inorganic chemistry and relevant practical skills. 2 hours – 105 marks	35%	This paper is made up of 105 marks with a mixture of short and long answer questions.
<b>Paper 2:</b> Relevant Physical chemistry topics, Organic chemistry and relevant practical skills. 2 hours – 105 marks	35%	This paper is made up of 105 marks with a mixture of short and long answer questions.
<b>Paper 3:</b> Any content, any practical skills. 2 hours – 90 marks	30%	40 marks of questions on practical techniques and data analysis, 20 marks of questions testing across the specification and 30 marks of multiple choice questions.

## WIDER READING

- Why Chemical Reactions Happen, James Keeler
- The Disappearing Spoon...and other true tales from the Periodic Table by Sam Kean
- The Shocking History of Phosphorus: A Biography of the Devil's Element, John Emsley

# COMPUTER SCIENCE

## HEAD OF DEPARTMENT

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## Exam Board

AQA

## Specification

7516/7517

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13. There is a small, non-examined assessment (NEA) in Year 13 worth 20% of the final grade.

### Unit 1: (Year 12 and Year 13)

In Year 12 this unit focuses on programming using standard programming concepts such as definite and indefinite iteration with conditions, use of arithmetic, relational and Boolean operations. Students will also program using a procedural-oriented method. Students will also develop their knowledge of the theoretical side of computer science ranging from fundamentals of programming to the theory of computation (abstraction, decomposition, composition and automation).

In Year 13, this unit will also include the fundamentals of algorithms and the skills learnt whilst studying the systematic approach to problem solving.

### Unit 2: (Year 12 and Year 13)

This unit focuses on fundamentals of data representation such as natural, rational, irrational, real and ordinal numbers plus different number systems used by computers to represent data. Fundamentals of computer systems includes hardware, software and programming languages as well as computer organization and architecture and consequences of functional programming.

For Year 13 this unit also includes fundamentals of databases, big data and the fundamentals of functional programming.

### Unit 3: Non-Exam Assessment – The computing practical project (Year 13 only)

The non-exam assessment assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving. When creating the project, a student will analyse, design, create and test a program to solve a problem, this could be a website with dynamic content and a database back-end, a mobile app, an application for artificial intelligence, a computer game or something completely different.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
Paper 1	50%	This is an <b>on-screen exam</b> . Students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by the exam board.
Paper 2	50%	This paper tests a student's ability to answer questions from <b>unit 2</b> . The paper consists of a series of short-answer and extended-answer questions.
Exam Papers Year 13	% of GCE	Details
Paper 1	40%	This is an <b>on-screen exam on unit 1</b> . Students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by the exam board.
Paper 2	40%	This paper tests a student's ability to answer questions from <b>unit 2</b> . The paper consists of compulsory short-answer and extended-answer questions.
Unit 3 Non-Exam Assessment	20%	The non-exam assessment tests a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.

## WIDER READING

- The New Turing Omnibus, A K Dewdney, (Palgrave Macmillan, 2003)
- How to Think Like a Mathematician, Kevin Houston, (Cambridge University Press, 2009)
- Computer Science Illuminated Sixth Edition, Nell Dale, John Lewis, (Jones and Bartlett, 2015)

# DESIGN AND TECHNOLOGY (PRODUCT DESIGN)

## HEAD OF DEPARTMENT

Miss K Klavenes  
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## Exam Board

AQA

## Specification

AS Level: 7551

A Level: 7552

## COURSE DETAILS

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

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by undertaking their own iterative design process and by producing prototypes of their choice as part of the NEA (Non Examined Assessment).

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

**Please note:** Product Design is heavy in theory and written content. Mathematics content at A Level is equivalent to Grade 8 at GCSE. Students are required to attain at least a Grade 5 (higher tier) in Maths at GCSE and must also attain at least a Grade 6 in Design & Technology.

## HOW WILL I BE ASSESSED?

Assessment Y12	% of GCE	Details
Paper 1: 1.5 hours	50% of AS Level	<b>80 marks, Technical principles &amp; Designing and making principles:</b> Short answer and extended response questions as well as applied problem solving mathematics questions.
NEA: 35 hours	50% of AS Level	<b>80 marks: Single design and make task</b> using one of three contextual challenges set by AQA (Sustainable Futures/ Sport & Fitness/ Advancements in Materials & Technology). Iterative design process. Electronic portfolio.
Assessment Y13	% of GCE	Details
Paper 1: 2.5 hours	30% of A Level	<b>120 marks, Technical principles:</b> Mixture of short answer and extended response as well as applied problem solving mathematics questions.
Paper 2: 1.5 hours	20% of A Level	<b>Designing and making principles:</b> Mixture of short answer and extended response and some mathematics questions. Section A, Product Analysis (30 marks): Up to 6 short answer questions based on visual stimulus of product(s). Section B, Commercial manufacture (50 marks): Mixture of short and extended response questions.
NEA: 45 Hours	50% of A Level	<b>100 marks (200 max scaled mark):</b> Substantial design and make task with photographic evidence of final prototype. Self-directed, iterative design process. Approx. 45 electronic portfolio pages.

## WIDER READING

- The Inclusive Design Toolkit <https://www-edc.eng.cam.ac.uk/downloads/idtoolkit.pdf>
- Iterative Design in Action <https://www.youtube.com/watch?v=Rnsk5IA52ps>
- Innovation - Students of Product Design (Ep 1-4) [https://www.youtube.com/watch?v=CnKeVs-\\_9zs](https://www.youtube.com/watch?v=CnKeVs-_9zs)

# DRAMA AND THEATRE STUDIES

## HEAD OF DEPARTMENT

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## Exam Board

Eduqas

## Specification

A690QS

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

### Component 1: Theatre Workshop (Year 12 and Year 13)

This component requires students to demonstrate skills and understanding in performance; either as actors or designers.

In the study of this component students will perform in, or design for, a scripted monologue or duologue performance and write a creative log exploring the process of developing the performance work as well as develop a reinterpretation of a scripted extract and perform in, or design for it.

### Component 2: Text in Action (Year 13 only)

This component requires students to demonstrate skills and understanding of text based and devised performance, as well as the ideas and influences of particular theatre practitioners, companies and styles.

In the study of this component students will devise and either perform in, or design, two pieces, and write a process and evaluation report exploring how both pieces were researched, developed and evaluate the dramatic effectiveness of the work.

### Component 3: Text in Performance (Year 12 and Year 13)

This component is a written exam. Students will study three set texts: *Machinal*, *Saved* and *The Curious Incident of the Dog in the Night Time* from the perspectives of directors, actors and designers. In the study of this component students will develop understanding of the texts' original performance conditions, explore how the texts could be interpreted from a performance, design and directorial perspective, and develop ideas for the staging of the texts, demonstrating how the theatre they have seen has influenced them.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>C1: Performance workshop</b>	<b>60%</b>	Internally assessed and externally moderated. Acting or design practical assessment of monologue or duologue and text reinterpretation. Written creative logs (1,500 words) for both pieces and an evaluation (1,500 words) of the reinterpreted piece.
<b>C2: Text in context</b>	<b>40%</b>	Written paper (1 hour 30 minutes) based on pre-1956 text <i>Machinal</i> . Four part question exploring the text from an acting, design and directorial perspective.
Exam Papers Year 13	% of GCE	Details
<b>C1: Theatre workshop</b>	<b>20%</b>	Internally assessed and externally moderated. Acting or design practical assessment of text reinterpretation and an accompanying creative log (1,500 words). The piece and marks for AS will be resubmitted for Year 13.
<b>C2: Text in action</b>	<b>40%</b>	Externally assessed by visiting examiner. Acting or design practical assessment of a text performance and a devised performance. Written process and evaluation report for both pieces (1,600 words).
<b>C3: Text in performance</b>	<b>40%</b>	Written paper (2 hr 30 mins) covering pre 1956 text <i>Machinal</i> , post 1956 text <i>Saved</i> and <i>The Curious Incident of the Dog in the Night Time</i> . Answers explore texts from directorial, design and acting perspectives.

## WIDER READING

- Drama and Theatre Studies at AS and A-Level: Neelands and Dobson. Hodder and Stoughton 2000
- Drama and Theatre Studies: Mackey and Cooper. Nelson Thornes 2000
- Practical Theatre- A Post-16 Approach: Mackey. Nelson Thornes 1997

# ECONOMICS

## HEAD OF BUSINESS EDUCATION CURRICULUM

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## HEAD OF DEPARTMENT

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## Exam Board

Edexcel

## Specification

8ECO for AS Level  
9ECO for A-Level

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 when students will achieve the Year 1 AS qualification. Students continuing to Year 2, will take the full A-Level. The AS Level grade will not contribute to the A-Level grade but can be used for UCAS predicted grades and apprenticeship applications.

### Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of: The nature of economics, how markets work, market failure and government intervention.

### Theme 2: The UK economy – performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of: Measures of economic performance, aggregate demand, aggregate supply, national income, economic growth, macroeconomic objectives and policy.

### Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: Business growth, business objectives, revenues, costs and profits, market structures, the labour market and government intervention.

### Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: International economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macro economy.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Introduction to markets and market behaviour	50%	Paper 1 will assess microeconomics and questions will be drawn from Theme 1
<b>Paper 2:</b> The UK economy – performance and policies	50%	Paper 2 will assess macroeconomics and questions will be drawn from Theme 2
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Markets and business behaviour	35%	Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3
<b>Paper 2:</b> The national and global economy	35%	Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4
<b>Paper 3:</b> Microeconomics and macroeconomics	30%	Paper 3 will assess content from across all four themes. Students are required to apply their knowledge and understanding, make connections and demonstrate higher order skills.

## WIDER READING

- Happiness: Lessons from a New Science (Richard Layard)
- The Economic Naturalist: Why Economics Explains Almost Everything (Robert Frank)
- The Undercover Economist (Tim Harford)

# ENGLISH LANGUAGE

## HEAD OF DEPARTMENT

Mr P Berry  
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## Exam Board

AQA

## Specification

7701/7702

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at the end of Year 13.

### Unit 1: Language and the individual

Students will study textual variations and representations. They will also explore methods of language analysis. For Year 13, students will also study children's language development.

### Unit 2: Language varieties

For this unit students will study language diversity and writing skills. Students will adopt a variety of methods of language analysis to explore a range of texts. Students will be expected to write discursive essays on each topic. For Year 13, this paper includes how language changes over time.

### Unit 3: Non-exam assessment: Language in action (Year 13 only)

Students are required to produce original writing and an independent language investigation.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Language and the individual	50%	Students are assessed on their knowledge, understanding, application and evaluation of <b>textual variations and representations</b> . This paper contains three extended writing questions; max 25 marks per question.
<b>Paper 2:</b> Language varieties	50%	Students are assessed on their knowledge, understanding, application and evaluation of <b>language varieties</b> . This paper consists of two questions.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Language, the individual and society.	40%	Students are assessed on their knowledge, understanding, application and evaluation of <b>textual variations and representations</b> . They will also answer a question on children's language development.
<b>Paper 2:</b> Language diversity and change	40%	Students are assessed on their knowledge, understanding, application and evaluation of <b>language diversity and change</b> .
<b>Paper 3:</b> Non-exam assessment essay	20%	Students produce a piece of original writing and a language investigation for their non-exam assessment.

## WIDER READING

- Bill Bryson, Mother Tongue
- Victoria Fromkin, Robert Rodman and Nina Hyams, An Introduction to Language
- Sara Thorne, Mastering Advanced English Language
- David Crystal, Rediscover Grammar (for reference)

# ENGLISH LITERATURE

## HEAD OF DEPARTMENT

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## Exam Board

AQA

## Specification

7711/7712

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at the end of Year 13.

### Unit 1: Love through the ages

Study of a variety of texts: one Shakespeare play, two prose texts and one AQA anthology of love poetry through the ages (pre-1900 or post-1900).

### Unit 2: Texts in a shared context

For this unit students will study the literature of WW1 and its aftermath.

Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000. Examination will include an unseen extract.

### Unit 3: Non-exam assessment: independent critical study on texts across time (Year 13 only)

Students are required to produce a 2,500 word extended critical essay on texts of their choice.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Love through the ages: Shakespeare and poetry	50%	Students are assessed on their knowledge, understanding and evaluation of one Shakespeare play and a collection of love poems.
<b>Paper 2:</b> Love through the ages: prose	50%	Students are assessed on their knowledge, understanding and evaluation of two prose texts and an unseen extract.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Love through the ages	40%	Students are assessed on their knowledge and understanding of various texts on the theme of 'Love through the ages': one play, two unseen love poems, and one prose text compared with some set text poems.
<b>Paper 2:</b> Texts in shared contexts	40%	Students are assessed on their knowledge and understanding of the literature of WW1 and its aftermath.
<b>Paper 3:</b> Non-exam assessment essay	20%	Students produce a 2,500 word extended critical essay on texts of their choice.

## WIDER READING

- F. Scott Fitzgerald, *The Great Gatsby*
- At least one title from the 'Wider Reading List'
- Oscar Wilde, *The Picture of Dorian Gray*

# FRENCH

## HEAD OF DEPARTMENT

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## Exam Board

Eduqas

## Specification

603/0064/4; 603/0071/1

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

### Unit 1: Social Issues and Trends (Year 12 and Year 13)

Students will study three topics within this unit; families and citizenship, youth trends and personal identity and education and employment opportunities.

### Unit 2: Understanding the French speaking world (Year 12 and Year 13)

For this unit students will study regional culture and heritage in France, media, art, film and music in the French speaking world.

### Prescribed works (Year 12 and Year 13)

Vercors: Le silence de la Mer (Year 13) and Éric Toledano, Olivier Nakache: Intouchables (Year 12).

### Unit 3: Diversity and difference (Year 13 only)

In this unit students will study migration and integration, cultural identity and marginalization, cultural enrichment and difference and discrimination and diversity.

### Unit 4: France 1940-1950 (Year 13 only)

Students will study June 1940-May 1945, The cultural dimension in occupied France and 1945-1950.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Speaking	<b>30%</b>	The speaking assessment will last 12-14 minutes in total. In addition, prior to commencement of the assessment, candidates will have 15 minutes' preparation time.
<b>Paper 2:</b> Listening, Reading and Translation	<b>50%</b>	Stimulus material will be in French, based on the two themes under the areas of interest: social issues and trends and political and/or intellectual and/or artistic culture.
<b>Paper 3:</b> Critical response in Writing	<b>20%</b>	Candidates write one essay on one literary work/film that they have studied
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Speaking	<b>30%</b>	The speaking assessment will last 21-23 minutes in total. In addition, prior to commencement of the assessment, candidates will have five minutes' preparation time.
<b>Paper 2:</b> Listening, Reading and Translation	<b>50%</b>	Stimulus material will be in French, based on the four themes under the areas of interest: social issues and trends and political and/or intellectual and/or artistic culture.
<b>Paper 3:</b> Critical response in Writing	<b>20%</b>	Candidates write an essay of approximately 300 words on each of the two works they have studied. One essay will be based on a literary work and the second on an additional literary work or film from the prescribed list.

## WIDER READING

- Antoine de Saint Exupéry : Le Petit Prince
- Eric Emmanuel Schmitt : Oscar et la Dame Rose, Monsieur Ibrahim et les fleurs du Coran
- Guy de Maupassant: Boule de Suif et autres Contes de Guerre

# GEOGRAPHY

## HEAD OF DEPARTMENT

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## Exam Board

Edexcel

## Specification

AS 8GEO/ A-Level 9GEO

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

### Year 12

**Unit 1: Dynamic landscapes:** Exam is 1hour 45minutes, 90 marks, and 50% of AS course. Topic 1: Tectonic Processes and Hazards and Topic 2: Landscape Systems, Processes and Change. Fieldwork: Physical geography.

**Unit 2: Dynamic Places:** Exam is 1hour 45minutes, 90 marks, and 50% of AS course. Topic 3: Globalisation and Topic 4: Shaping Places. Fieldwork: Human geography.

### Year 13

**Physical systems and sustainability:** Exam is combined with Dynamic landscapes and is 2hrs 15mins, 105 marks and is 30% of the A-Level.

Topic 5: The Water Cycle and Water Insecurity

Topic 6: The Carbon Cycle and Energy Security

**Human systems and geopolitics:** Exam is combined with Dynamic places and is 2hrs 15mins, 105 marks, and is 30% of the A-Level.

Topic 7: Superpowers

Topic 8: Global Development and Connections

**Geographical Issues Analysis:** A pre-release booklet is provided in order to prepare for a synoptic examination. Exam is 2hours 15minutes, 70 marks, and 20% of the A-Level.

**Coursework - Independent Investigation:** A 4,000 word fieldwork project using higher level skills. 70 marks, and 20% of the A-Level.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Dynamic landscapes	50%	The examination may include multiple-choice questions, short open, open response, calculations and resource-linked questions. It will assess fieldwork and assesses students' understanding of one of three synoptic themes and of one of the core geographical concepts.
<b>Paper 2:</b> Dynamic places	50%	The examination may include multiple-choice questions, short open, open response, calculations and resource-linked questions. It will assess fieldwork and assesses students' understanding of one of three synoptic themes and of one of the core geographical concepts.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Dynamic landscapes and Physical systems and sustainability	30%	Section A relates to Topic 1, section B relates to Topic 2. Students answer questions on either Topic 2A: Glaciated Landscapes and Change or Topic 2B: Coastal Landscapes and Change. Section C relates to Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security.
<b>Paper 2:</b> Dynamic place and Human systems and geopolitics	30%	Section A relates to Topics 3 and 7 and section B relates to Topic 4. Students answer questions on either Topic 4A or 4B. Section C relates to Topic 8. Students answer questions on either Topic 8A: Health, Human Rights and Intervention or Topic 8B: Migration, Identity and Sovereignty.
<b>Paper 3:</b> Geographical Issues analysis	20%	An externally-assessed written examination comprising three sections. A resource booklet will contain information about the geographical issue. Sections A, B and C all draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course.
<b>Coursework:</b> Independent Investigation	20%	Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3,000-4,000 words.

## WIDER READING

- Geography Review – Phillip Allen magazines (Essential)
- National Geographic Magazine - National Geographic Society
- Waugh, D (2009): Geography; An integrated Approach, Nelson Thornes

# GERMAN

## HEAD OF DEPARTMENT

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## Exam Board

AQA

## Specification

7661/7662

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

### Paper 1: Listening, reading and writing (Year 12 and Year 13)

- Aspects of German-speaking society.
- Artistic culture in the German-speaking world.
- Grammar.
- Written exam: 1 hour 45 minutes (AS) 2 hours 30 minutes (A-Level).
- In Year 13 this paper includes Multiculturalism and Aspects of Political Life as topics.

### Paper 2: Writing (Y12 and Y13)

- One text or one film from the lists in the specification (Lola Rennt: Tom Tykwer).
- Grammar.
- Written exam: 1 hour 30 minutes (AS) 2 hours (A-Level).
- In Year 13 students will study the set text (Andorra: Max Frisch) as well.

### Paper 3: Speaking (Year 12 and Year 13)

- AS: One sub-theme from aspects of German-speaking society and one sub-theme from artistic culture in the German-speaking world.
- A-Level: Individual Research Project (chosen by student).
- One of four sub-themes i.e. aspects of German-speaking society, artistic culture in the German-speaking world, Multiculturalism in German-speaking society, or aspects of political life in German-speaking society.
- Speaking exam: 12-14 minutes (AS) 21-23 minutes (A-Level).

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Listening, Reading and Writing	<b>45%</b>	<b>Listening &amp; responding</b> to spoken passages from a range of contexts & sources in different registers. <b>Reading &amp; responding</b> to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Translation into English; a passage of minimum 70 words.
<b>Paper 2:</b> Writing	<b>25%</b>	<b>Translation into German;</b> a passage of minimum 70 words. <b>One essay question in German</b> on a set film from a choice of two questions. Analysis of plot, character, techniques etc (250 words approx.).
<b>Paper 3:</b> Speaking Exam	<b>30%</b>	Discussion of <b>two sub-themes</b> (6 – 7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Listening, Reading and Writing	<b>50%</b>	As AS, but including aspects of <b>political culture and multiculturalism</b> Translation into English AND German (minimum 100 words)
<b>Paper 2:</b> Writing	<b>20%</b>	As AS, except students will have to write <b>TWO</b> essays of approximately 300 words from a choice of two on <b>the set text and the set film</b>
<b>Paper 3:</b> Speaking Exam	<b>30%</b>	Discussion of <b>ONE sub-theme</b> with the discussion based on a <b>stimulus</b> card (5–6 minutes). Presentation (2 minutes) and discussion (9–10 minutes) of <b>individual research project</b> .

## WIDER READING

- Durrell, M. (2002) Hammer's German Grammar and Usage; 4th edition
- Dürrenmatt, F. (1979) Der Besuch der alten Dame. Methuen; 20th Century German texts edition.

## FILM

- Goodbye Lenin (2002) Wolfgang Becker

# HISTORY

## HEAD OF DEPARTMENT

Miss K Fairweather  
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## Exam Board

Edexcel

## Specification

8H10/ 9H10

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12, then as a whole at end of Year 13.

### Unit 1: Revolutions in Early Modern and Modern Europe (Y12)

For this Unit, students will study Britain, 1625-1701: Conflict, Revolution and Settlement. They will also study historical interpretations of the Glorious Revolution of 1688-89, in order to build on analytical and evaluative skills.

### Unit 2: France in Revolution 1774-99 (Y12)

Within this Unit, students will study the causes and the course of the French Revolution, examining the consequences for the country and its people. They will gain an in-depth understanding of the challenges that faced the ancient regime, the monarchy and the people on the eve of revolution, resulting in a political, economic and social shift.

### Unit 3: Germany 1871-1990: United, Divided and Reunited (Y13)

Students will study social, economic and political changes in Germany and West Germany during this time period. This Unit takes them through the unification of a new state, the defeat of the First World War, Nazi rule, the establishment of a new federal republic and finally, reunification. This option comprises two parts: aspects in breadth and aspects in depth.

### Unit 4: Coursework: An Individual Investigation (Y13)

In this Unit, students are able to develop critical analytical and evaluative skills in their own independently researched assignment, which will be 4,000 words in length. The main focus of this is to interpret and understand the work of the historian. From this, they are required to form an opinion based on applicable reading on their historical debate, and analyse, explain and evaluate the interpretations of three historians.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Breadth study with interpretations	<b>30%</b>	Students answer three questions: one from Section A, B, and C. Section A and B includes breadth essay questions to assess understanding, of which students have two essay choices for each section. Section C is one compulsory question, designed to assess analytic and evaluative interpretations. This examination lasts 2 hours 15 minutes and is marked out of 60.
<b>Paper 2:</b> Depth Study	<b>20%</b>	Students answer two questions: one from Section A and one from Section B. Section A consists of a compulsory two-part question designed to assess the ability of the student to analyse and evaluate primary and/or contemporary source material. Section B has a choice of three essay questions that assess understanding. This examination lasts 1 hour and 30 minutes and is marked out of 40.
Exam Papers Year 13	% of GCE	Details
<b>Paper 3:</b> Themes in breadth with aspects in depth	<b>30%</b>	Students answer three questions: one from Section A, one from Section B and one from Section C. Section A has one compulsory question that assesses the students' ability to analyse and evaluate primary/contemporary source material. Section B and C comprises a choice between two essay question that assess understanding. This examination lasts 2 hours 15 minutes and is marked out of 60.
<b>Coursework</b>	<b>20%</b>	Students are required to research independently an enquiry into an historical area. They are assessed on their ability to analyse and evaluate historical interpretations, and successfully communicate the findings. Students are advised to write between 3,500 and 4,000 words. This assignment is marked out of 40.

## WIDER READING

- Anderson, A. An Introduction to Stuart Britain, Hodder (1999)
- Andress, D. The Terror: Civil War in the French Revolution, Abacus (2005)
- Berghahn, V.R. Imperial Germany 1871-1918: Economy, Society, Culture and Politics, Berhhahn Books (2005)

# INFORMATION TECHNOLOGY (BTEC NATIONAL DIPLOMA)

## HEAD OF DEPARTMENT

Mr A Walters

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## Exam Board

Pearson/EDEXCEL

## Specification

31760H

## COURSE DETAILS

### Examination

This course is equivalent to two A Levels and is assessed through both internal and external assessments. The course has an examination for unit 1 Information Technology Systems. The rest of the course is assessed using board set tasks or internal assignments

### Unit 1: Information Technology Systems 120 Guided Learning Hours (GLH)

Students study the role of computer systems and the implications of their use in personal and professional situations.

### Unit 2: Creating Systems to Manage Information 90 GLH

Students study the design, creation, testing and evaluation of a relational database system to manage information.

### Unit 3: Using Social Media in Business 90 GLH

Students explore how businesses use social media to promote their products and services. Students also implement social media activities in a business to meet requirements.

### Unit 4: Programming 90 GLH

Students study the underpinning concepts and implications of programming languages to design, develop and test computer programs.

### Unit 9: IT Project Management 90 GLH

Students study how data modelling can be used to solve problems. They will design and implement a data model to meet client requirements.

### Unit 11 Cyber Security and Incident Management 120 GLH

Students investigate website development principles. They will design and develop a website using scripting languages.

*Plus the following options:*

**Unit 5 Data Modelling and Unit 8 Computer Games Development**

## HOW WILL I BE ASSESSED?

Exam Papers Y12	% of GCE	Details
<b>Unit 1: Information Technology Systems 2 hours/90 marks</b>	<b>17%</b>	This unit is externally assessed through a written examination set and marked by Edexcel. Students will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations. There is a requirement that the student will PASS the exam unit.
<b>Alternative Assessment</b>		
<b>Unit 2: Creating Systems to Manage Information – 66 marks</b>	<b>12.5%</b>	This unit is externally assessed through a task set and marked by Pearson. The set task will be completed under supervised conditions for 10 hours in a one-week period set by Edexcel. The set task will assess students' ability to design, create, test and evaluate a relational database system to manage information.
<b>Unit 3: Using Social Media in Business</b>	<b>12.5%</b>	Students will be assessed through completing an assignment set and marked internally. The assignment will produce a comprehensive, well-balanced evaluation of how a business uses social media.
<b>Unit 4: Programming</b>	<b>12.5%</b>	Students will be assessed through completing an assignment set and marked internally. Students must develop a program to solve a specific problem.
Exam Papers Y13	% of GCE	Details
<b>Unit 9: IT Project Management</b>	<b>12.5%</b>	Students will be assessed through completing an assignment set and marked internally. Students will implement an IT project through the life cycle stages of planning, executing, monitoring, controlling and using an appropriate methodology.
<b>Unit 11: Cyber Security and Incident Management</b>	<b>17%</b>	This unit is externally assessed by a task set and marked by Edexcel. The set task will be completed under supervised conditions in sessions: Part A is five hours and Part B is four hours. The set task will assess students' ability to design appropriate cyber security measures for networked systems and to analyse a security incident. The number of marks for the unit is 80.
<b>Unit 5: Data Modelling</b>	<b>8%</b>	Students will be assessed through completing an assignment set and marked internally. Students will provide evidence of designing and developing a data model for a specified scenario that meets client requirements.
<b>Unit 8: Computer Games Development</b>	<b>8%</b>	Students will be assessed through completing an assignment set and marked internally. Students must provide evidence of planning and developing a computer game. The computer game must be of sufficient complexity to show use of a range of appropriate software development tools and techniques.

## WIDER READING

- BTEC Nationals Information Technology Student Book 1 Publisher: Pearson, Author: Jenny Phillips, Alan Jarvis ,Mark Fishpool, Richard McGill, Tim Cook, David Atkinson-Beaumont.
- BTEC National Information Technology Revision Guide, Publisher: Pearson, Author: Ian Bruce, Daniel Richardson, Alan Jarvis.
- Unit 3 Social Media [www.theguardian.com/media/social-media](http://www.theguardian.com/media/social-media))

# MATHEMATICS

## HEAD OF DEPARTMENT

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## Exam Board

Edexcel

## Specification

AS Level 8MA0

A-Level 9MA0

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

### AS Level Mathematics:

#### Elements of Pure Mathematics and Applied Mathematics (Year 12).

Students will study elements of Pure Mathematics (proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, and vectors), elements of Statistics (statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing) and elements of Mechanics (quantities and units, kinematics, forces and Newton's laws).

### A-Level Mathematics:

#### Pure Mathematics and Applied Mathematics (Year 13).

Students will study elements of Pure Mathematics (proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors), elements of Statistics (statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing) and elements of Mechanics (quantities and units, kinematics, forces, Newton's laws and moments).

All students completing the A-Level in Mathematics must sit three exams at the end of Year 13, regardless of whether they were tested at the end of Year 12.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Pure Mathematics	<b>62.5%</b>	Written examination: 2 hours, 100 marks
<b>Paper 2:</b> Statistics and Mathematics	<b>37.5%</b>	Written examination: 1 hour 15 minutes, 60 marks
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Pure Mathematics 1	<b>33.3%</b>	Written examination: 2 hours, 100 marks
<b>Paper 2:</b> Pure Mathematics 2	<b>33.3%</b>	Written examination: 2 hours, 100 marks
<b>Paper 3:</b> Statistics and Mechanics	<b>33.3%</b>	Written examination: 2 hours, 100 marks

## WIDER READING

- A Mathematician's Apology by G.H. Hardy (CUP, 1992)
- Fermat's Last Theorem by Simon Singh
- The Music of the Primes by Marcus du Sautoy (Harper-Collins, 2003)

# FURTHER MATHEMATICS

## HEAD OF DEPARTMENT

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## Exam Board

Edexcel

## Specification

A-Level Mathematics  
9MA0

A-Level Further Mathematics  
9FMO

## COURSE DETAILS

### Examination

The A-Level Mathematics course is examined at the end of Year 12, and the A-Level Further Mathematics course is examined at the end of Year 13.

### A-Level Mathematics:

#### Pure Mathematics and Applied Mathematics (Year 12).

Students will study elements of Pure Mathematics (proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors), elements of Statistics (statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing) and elements of Mechanics (quantities and units, kinematics, forces, Newton's laws and moments).

All students completing the A-Level in Mathematics must sit three exams at the end of Year 12, all at A-Level standard.

### A-Level Further Mathematics:

#### Pure Mathematics and Applied Mathematics (Year 13).

Students will study the compulsory elements of Further Pure Mathematics (proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations). In addition to this, students will study two optional elements on Further Mechanics (momentum, collisions, work, energy, power, elastic strings and springs) and Decision Mathematics (algorithms, graph theory, algorithms on graphs, critical path analysis and linear programming).

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Pure Mathematics 1	<b>33.3%</b>	Written examination: 2 hours, 100 marks
<b>Paper 2:</b> Pure Mathematics 2	<b>33.3%</b>	Written examination: 2 hours, 100 marks
<b>Paper 3:</b> Statistics and Mechanics	<b>33.3%</b>	Written examination: 2 hours, 100 marks
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Core Pure Mathematics 1	<b>25%</b>	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 2:</b> Core Pure Mathematics 2	<b>25%</b>	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 3:</b> Further Mechanics 1	<b>25%</b>	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 4:</b> Decision Mathematics 1	<b>25%</b>	Written examination: 1 hour 30 minutes, 75 marks

## WIDER READING

- Mathematics: a very short introduction by Timothy Gowers (CUP, 2002)
- Surely You're Joking, Mr Feynman by R.P. Feynman (Arrow Books, 1992)
- The Pleasures of Counting by T.W.Körner (CUP, 1996)

# MEDIA STUDIES

## HEAD OF DEPARTMENT

Mrs A Leonce  
aleonce@gordons.school

## Exam Board

AQA

## Specification

7571/7572

## COURSE DETAILS

### Examination and Non-exam Assessment

The course is examined at the end of Year 12 and in Year 13. Students complete two non-exam assessments.

### Year 12 - Paper One

AS Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework\*.

Students are required to study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video).
- online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing).
- print forms (newspapers, magazines, advertising and marketing).

### Year 12 - Non-exam Assessment (NEA)

To complete the NEA, students must independently create a statement of intent and a media product in response to a brief set by AQA. This brief will be released on 1st June before the start of the course via Secure Key Materials and will change annually.

### Year 13 – Paper One

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.

### Year 13 – Paper Two

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) provided by AQA and other subjects they have studied.

### Year 13 – Non-exam Assessment (NEA)

Students must produce a statement of intent and cross-media products made for an intended audience.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
Paper 1	70%	Students have an unseen source with multiple choice questions testing breadth of knowledge of the framework, followed by short answer questions testing in-depth knowledge of the framework and then an extended response question assessing the understanding of the issues relating to the NEA.
Non-exam Assessment	30%	Production of a media product
Exam Papers Year 13	% of GCE	Details
Paper 1	35%	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 framework.
Paper 2	35%	Questions will focus on the analysis of media products with reference to the Close Study Products supplied by AQA and other products they have studied.
Non-exam Assessment	30%	Students produce a statement of intent and cross-media products made for an intended audience.

\*NB The theoretical framework consists of the four main areas of media at this level: language, representation, industries and audience.

## WIDER READING

- AQA Media Studies for A Level Year 1 & AS - Hendry, Stephenson (Illuminate Publishing 2018)
- Semiotics: The Basics - Chandler, Daniel (2007)
- Representations: Cultural Representations and Signifying Practices - Hall, Stuart (2013)

# MUSIC

## HEAD OF DEPARTMENT

Mrs R Brazendale  
rbrazendale@gordons.school

## Exam Board

Eduqas

## Specification

B660QS

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

### Unit 1: Performance

Students are required to give a performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of an area of study. The duration of the performance will be between six and eight minutes and will be marked by a visiting examiner.

Year 13 performance increases to 10-12 minutes with Grade 6 as the standard level.

### Unit 2: Composition

For this unit students are required to prepare a portfolio of two compositions:

1. A composition which reflects the musical language, techniques and conventions associated with Western Classical Music in response to a brief set by the exam board.
2. A free composition for which students set their own brief.

Year 13 students can take either a 35% composition path (three compositions) or a 25% composition path (two compositions). It is possible to reuse AS work.

### Unit 3: Appraising

This unit is assessed through a written exam which will assess knowledge and understanding of music through two areas of study. Area of study A is the Western Classical Tradition and the second area of study will be Musical Theatre. This unit also includes an in-depth study of Haydn Symphony 104, movements 1 and 2.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Unit 1:</b> Performance Exam	<b>30%</b>	This component is externally assessed by a visiting examiner between 1st March and 15th May. Students must present 6-8 minutes of music at Grade 5 standard or above.
<b>Unit 2:</b> Composition Coursework	<b>30%</b>	This component is externally assessed by the exam board. Students must submit two compositions; one to a brief set by the exam board and one which is a free composition.
<b>Unit 3:</b> Listening and Appraising Exam	<b>40%</b>	Students are assessed on their knowledge and understanding of two areas of study, as well as the development of the symphony and an in-depth understanding of Haydn Symphony 104, movements 1 and 2.
Exam Papers Year 13	% of GCE	Details
<b>Unit 1:</b> Performance Exam	<b>25% or 35%</b>	This component is externally assessed by a visiting examiner between 1st March and 15th May. Students must present 10-12 minutes of music at Grade 6 or above.
<b>Paper 2:</b> Composition Coursework	<b>25% or 35%</b>	This component is externally assessed by the exam board. Students must submit two compositions (25%) or three compositions (35%).
<b>Paper 3:</b> Listening and Appraising Exam	<b>40%</b>	In addition to the AS requirements, students must demonstrate understanding of a second set work – Mendelssohn Italian Symphony and an additional area of study (into the 20th century).

## WIDER READING

- Steen, M (2004) Mendelssohn: The Great Composers. Icon Books Ltd.
- Block, G. (2009) Enchanted Evenings: The Broadway Musical from Show Boat to Sondheim and Lloyd Webber. OUP
- Everett, W (2008). The Cambridge Companion to the Musical. Cambridge

# PHOTOGRAPHY

## HEAD OF DEPARTMENT

Photography Teacher

Miss H Cotton

hcotton@gordons.school

Head of Art

Mrs S Gibbs

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## Exam Board

Edexcel

## Specification

8PY0/9PY0

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 for AS Level and at the end of Year 13 for the full A Level.

### Component 1: Personal Investigation (Y12 50%).

This component incorporates three major elements: supporting studies, practical work and a personal study of continuous prose. The purpose of the Personal Investigation is to develop a portfolio of practical work and a continuous prose that shows critical understanding in relation to the practical portfolio. The Personal Investigation is internally set and assessed, and externally moderated.

### Component 2: Externally Set Assignment (ESA) (Y12 50%).

This component incorporates two major elements: preparatory studies and the 10-hour period of sustained focus. The ESA comprises an externally set theme which students will need to develop their own personal work from. The ESA will be available from 1 January. Students then begin their preparatory studies, culminating in the final 10-hour period of sustained focus under examination conditions.

### Component 1: Personal Investigation (Y13 60%).

This component incorporates three major elements: supporting studies, practical work and a personal study\* of continuous prose. The purpose of the Personal Investigation is to develop a portfolio of practical work and a continuous prose that shows critical understanding in relation to the practical portfolio. The Personal Investigation is internally set and assessed, and externally moderated.

\*The personal study comprises 12% of the final qualification and is marked out of 18.

### Component 2: Externally Set Assignment (ESA) (Y13 40%).

This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. The ESA comprises an externally set theme which students will need to develop their own personal work from. The ESA will be available from 1 February. Students then begin their preparatory studies, culminating in the final 15-hour period of sustained focus.

## HOW WILL I BE ASSESSED?

Component	Assessment Objectives				Total
	AO1	AO2	AO3	AO4	
Component 1: Personal Investigation	15%	15%	15%	15%	60%
Component 2: Externally Set Assignment	10%	10%	10%	10%	40%
<b>Total for this qualification:</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## WIDER READING

- Photographic Composition: A Visual Guide, 2010, by Richard D. Zakia and David Page
- What Makes Great Photography: 80 Masterpieces Explained by Val Williams
- 1001 Photographs: You Must See Before You Die by Paul Lowe, Fred Ritchin

# PHYSICAL EDUCATION

## HEAD OF DEPARTMENT

Mr P King  
pdking@gordons.school

## Exam Board

AQA

## Specification

AS: 7581

A2: 7582

## COURSE DETAILS

### Examination

AS Level: This qualification is a linear course. Students will sit one exam and submit all their non-exam assessments at the end of Year 12. A2: This qualification is a linear course. Students will sit two exams and submit all their non-exam assessments at the end of Year 13.

### AS Level

#### Paper 1: Factors affecting participation in physical activity and sport (Year 12 only)

Section A: Applied physiology  
Section B: Skill acquisition and sports psychology  
Section C: Sport and society and technology in sport

**Non-exam assessment:** Practical performance in physical activity and sport (Year 12 only)  
Students assessed as a performer or coach in the full sided version of one activity.  
Plus: written/verbal analysis of performance.

### A2 Level

#### Paper 1: Factors affecting participation in physical activity and sport (Year 13)

Section A: Applied anatomy and physiology  
Section B: Skill acquisition  
Section C: Sport and society

#### Paper 2: Factors affecting optimal performance in physical activity and sport (Year 13)

Section A: Exercise physiology and biomechanics  
Section B: Sport psychology  
Section C: Sport and society and technology in sport

**Non-exam assessment: Practical performance in physical activity and sport (Year 13)**  
Students assessed as a performer or coach in the full sided version of one activity.  
Plus: written/verbal analysis of performance.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Factors affecting participation in physical activity and sport	70% of AS	Section A: Applied physiology, Section B: Skill acquisition and sports psychology and Section C: Sport and society and technology in sport. Written exam: 2 hours
<b>Non-exam assessment:</b> Practical performance in physical activity and sport	30% of AS	Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Factors affecting participation in physical activity and sport	35% of A2	Section A: Applied physiology, Section B: Skill acquisition and sports psychology and Section C: Sport and society and technology in sport. Written exam: 2 hours
<b>Paper 2:</b> Factors affecting optimal performance in physical activity and sport	35% of A2	Section A: Exercise physiology and biomechanics, Section B: Sport psychology and Section C: Sport and society and technology in sport. Written exam: 2 hours
<b>Non-exam assessment:</b> Practical performance in physical activity and sport	30% of A2	Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

## WIDER READING

- Bailey, Vamplew: 100 Years of PE
- Bartlett: Introduction to Sports Biomechanics
- Clegg: Exercise Physiology

# PHYSICAL EDUCATION – (BTEC LEVEL 3 DIPLOMA IN SPORT)

## HEAD OF DEPARTMENT

Mr P King  
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## Exam Board

Pearson - Edexcel

## Specification

2017 Diploma

## COURSE DETAILS (EQUIVALENT TO 2 A-LEVELS)

### Year 12 course outline:

<i>Unit 1</i>	-	Anatomy and Physiology
<i>Unit 2</i>	-	Fitness Training and Programming for Health, Sport and Well-Being
<i>Unit 3</i>	-	Professional Development in the Sports Industry
<i>Unit 4</i>	-	Sports Leadership

### Year 13 course outline:

<i>Unit 5</i>	-	Application of Fitness Testing
<i>Unit 6</i>	-	Sports Psychology
<i>Unit 10</i>	-	Sport Event Organisation
<i>Unit 22</i>	-	Investigating Business in Sport and the Active Leisure Industry
<i>Unit 23</i>	-	Skill Acquisition in Sport

### Assessment:

<i>Coursework</i>	-	55% (6 units)
<i>Examinations</i>	-	45% (3 units – Unit 1 - examination, Units 2 and 22 – controlled) <i>(units are weighted differently)</i>

### Higher education courses linked to the subject:

Having studies BTEC Sport you will be able to study Sports Science, Sports Studies, PE teaching, Sport and Fitness, Sports Coaching, Sports nutrition, Sports Psychology

### Careers linked to the subject:

Possible career options include sports coach, fitness instructor, sports therapist, sports nutritionist, PE teacher, leisure management

## HOW WILL I BE ASSESSED?

Year 12 course outline	Details
<b>Unit 1</b>	Anatomy and Physiology (M) - External Exam
<b>Unit 2</b>	Fitness Training and Programming for Health, Sport and Well-Being (M) – External Exam
<b>Unit 3</b>	Professional Development in the Sports Industry (M) – Internal Assessment
<b>Unit 4</b>	Sports Leadership (M) – Internal Assessment
Year 12 course outline	Details
<b>Unit 5</b>	Application of Fitness Testing (O) – Internal Assessment
<b>Unit 6</b>	Sports Psychology (O) – Internal Assessment
<b>Unit 10</b>	Sport Event Organisation (O) – Internal Assessment
<b>Unit 22</b>	Investigating Business in Sport and the Active Leisure Industry (M) – External Exam
<b>Unit 23</b>	Skill Acquisition in Sport (M) – Internal Assessment

## WIDER READING

- McArdle, Katch, Katch: Exercise Physiology
- Pearson, BTEC Nationals Sport Student Book 1
- Pearson, Revise BTEC National Sport Units 1 and 2 – Revision Guide

# PHYSICS

## HEAD OF DEPARTMENT

Mrs K Lockett  
klockett@gordons.school

## Exam Board

AQA

## Specification

7407/7408

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

Topic 1: Measurements and errors

Topic 2: Particles and radiation

Topic 3: Waves and optics

Topic 4: Mechanics and materials

Topic 5: Electricity

Topics 1 – Five taught in Year 12. Also in Year 12 students complete 6 required practicals. These will be assessed in public examinations.

Topic 6: Further Mechanics

Topic 7: Fields

Topic 8: Nuclear Physics

Topic 9: Option Topic

Topics 6 – Nine taught in Year 13. Also in Year 13 students complete 6 more required practicals. These will be assessed in public examinations.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> (90 minutes)	<b>50%</b>	70 marks of short and long answer questions split by topic.
<b>Paper 2:</b> (90 minutes)	<b>50%</b>	Section A: 20 marks of short and long answers covering practical skills and data analysis; Section B: 20 marks of short and long answer questions split by topic; Section C: 30 marks of multiple choice.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Topics 1 – 6 & periodic motion (6.1) (2 hours)	<b>34%</b>	85 marks: 60 marks of short and long answer questions, 25 marks of multiple choice.
<b>Paper 2:</b> topics 6.2-8 (2 hours)	<b>34%</b>	85 marks: 60 marks of short and long answer questions, 25 marks of multiple choice, assumed knowledge from previous topics.
<b>Paper 3:</b> Practical skills & option topic.	<b>32%</b>	80 marks: 45 marks of short and long answer questions on practical skills and data analysis; 35 marks of short and long answer questions from the option topic.

## WIDER READING

### MAGAZINES:

- Physical Sciences Review
- New Scientist (available in the library or see [www.newscientist.com](http://www.newscientist.com))

### BOOKS:

- Stephen Hawking: A Brief History of Time. The Grand Design

# PSYCHOLOGY

## HEAD OF DEPARTMENT

Miss L Collingwood  
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## Exam Board

AQA

## Specification

7181/7182

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

### Unit 1: Introductory topics in psychology (Year 12 and Year 13).

Students will study three topics within this unit: **Social Influence, Attachment and Memory**. Each topic requires students to explain key concepts and ideas, evaluate those ideas using research evidence and also to apply knowledge to an unseen scenario. For Year 13 this paper includes **Psychopathology** as a topic.

### Unit 2: Psychology in context (Year 12 and Year 13).

For this unit students will study **Research Methods, Psychopathology and Approaches**. Students are asked to explain and evaluate a range of research methods and will also be assessed on their ability to analyse and perform calculations of data. Students will also learn explanations for various psychological disorders in the Psychopathology topic. The 'Approaches' topic includes a range of psychological theories and students will need to be able to describe and evaluate each theory. For Year 13 this paper excludes **Psychopathology** but draws in more depth on **Biopsychology**.

### Unit 3: Issues and options in psychology (Year 13 only).

This unit reflects the pure A-Level content of options chosen as well as underpinning the issues and debates topic. In the Issues and debates topic students will explore issues such as gender bias within Psychology. Options chosen at A-Level are Schizophrenia, Relationships and Forensic Psychology.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Introductory topics in psychology	50%	Students are assessed on their knowledge, understanding, application and evaluation of <b>Social Influence, Attachment and Memory topics</b> . This paper contains multiple choice, short answer questions and some and extended writing questions; max 12 marks.
<b>Paper 2:</b> Psychology in context	50%	Students are assessed on their knowledge, understanding, application and evaluation of <b>Research Methods, Psychopathology and Approaches</b> .
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Introductory topics in psychology	33%	Students are assessed on their knowledge, understanding, application and evaluation of <b>Social Influence, Attachment, Memory and Psychopathology topics</b> . No MC, and the extended writing is 16 marks.
<b>Paper 2:</b> Psychology in context	33%	Students are assessed on their knowledge, understanding, application and evaluation of <b>Research Methods, Biopsychology and Approaches</b> . Data interpretation and mathematical content included.
<b>Paper 3:</b> Issues and options in psychology	33%	Students are assessed on their knowledge, understanding, application and evaluation of <b>Schizophrenia, Relationships and Forensic Psychology</b> . No MC, and the extended writing is 16 marks.

## WIDER READING

- Bowlby, J. (2005) *The Making and Breaking of Affectional Bonds*. Routledge; New Ed edition.
- Milgram, S. (2010) *'Obedience to Authority'*. London, Pinter & Martin Ltd.
- Zimbardo, P. (2008) *The Lucifer Effect: How Good People Turn Evil*. Rider.

# SPANISH

## HEAD OF DEPARTMENT

Miss S Amos  
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## Exam Board

AQA

## Specification

7691/7692

## COURSE DETAILS

### Examination

The course is examined at the end of Year 12 and as a whole at end of Year 13.

**Unit 1: Social issues and trends** including aspects of Hispanic society such as values, cyberspace, equal rights and a focus on multiculturalism in Hispanic society which also comprises Immigration, Racism and Integration. The third aspect of this unit is grammar.

**Unit 2: Political and artistic culture** which includes Artistic culture in the Hispanic world, modern day idols, regional identity and cultural heritage. The second part of this unit is aspects of political life in the Hispanic World with subtopics of today's youth tomorrow's citizens, monarchies and dictatorships and popular movements.

There is also a section which is examined and which has optional content where students will study literary text and one film. The film – *Volver Pedro Almodovar* and text - *Como Agua Para Chocolate*.

## HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
<b>Paper 1:</b> Listening, Reading and Writing	45%	<b>What's assessed?</b> Aspects of Hispanic society, Artistic culture in the Hispanic world, Grammar. Written exam: 1 hour 45 minutes.
<b>Paper 2:</b> Writing	25%	<b>What's assessed?</b> One text or one film. Written exam: 1 hour 30 minutes.
<b>Paper 3:</b> Speaking Exam	30%	<b>What's assessed?</b> One sub-theme from Aspects of Hispanic society and one sub-theme from Artistic culture in the Hispanic society. Oral exam 12 – 14 minutes.
Exam Papers Year 13	% of GCE	Details
<b>Paper 1:</b> Listening, Reading and Writing	50%	<b>What's assessed?</b> Aspects of Hispanic society, Artistic culture in the Hispanic society, Multiculturalism in Hispanic Society Aspects of political life in Hispanic society. Written exam: 2 hours 30 minutes.
<b>Paper 2:</b> Writing	20%	<b>What's assessed?</b> One text and one film. Written exam: 2 hours.
<b>Paper 3:</b> Speaking	30%	<b>What's assessed?</b> Individual research project. One of four sub-themes. Oral exam 21 – 23 minutes.

## WIDER READING

- Ian Gibson: Fire in the Blood - The New Spain (details changes in Spain over the last century until modern times)
- Victoria Hislop: The Return (insight into the Spanish Civil War)
- Rosa Montero: La Hija del Canibal (novel) 1997

# KEY STAGE 5 OPEN STUDY PROGRAMME

At Gordon's School, we firmly believe in educating the person beyond examination results. We therefore offer an extensive Open Study programme, which aims to prepare Sixth Form students for life after A- Levels. The programme is compulsory to all Sixth Form students and comprises several modules with different focus. Students have one lesson per week timetabled across the two years. See below an outline of the planned content for the programme.

## **Cooking for University**

Year 13 students take this module to prepare them for survival beyond the gates! The aim is to help them become more independent and to be able to cater for themselves when they go on their Post-18 journey, after Sixth Form. They learn to cook a wide range of recipes, to budget and assess the nutritional value of meals. They also learn to bake a selection of cookies/puddings and leave with a printed recipe booklet of both savoury and sweet dishes, which they have all completed.

## **Lifestyle Fitness**

This is a Year 12 and Year 13 module . In addition to cooking we aim to educate our students with regards to a healthy lifestyle. In this module students get to explore a range of fitness classes and reflect on their own personal training goals. There is an element of mindfulness and a partial focus on nutrition through healthy eating.

## **First Aid at Work**

An externally accredited qualification, this module is delivered through a 2 hour lesson over three weeks in Year 12. It focuses both on theory and practice. Students will learn to how to respond to an emergency situation, how to save someone who is choking, perform CPR and stem a bleeding wound. Students completing all three lessons are assessed continuously and accredited by NUCO, the external examination board. Not only will this qualification help save lives, it also offers our students an advantage when seeking part-time jobs, as they will have a sought after qualification.

## **Finance**

This module is delivered both in Year 12 and Year 13, although with a different focus for each year group. In Year 12, the focus is on preparing students to become financially independent. Students will create a financial planning road map for their short, medium and long term goals whilst looking into topics that will impact them directly, such as the cost of learning to drive and running a car (e.g. insurance, tax, servicing), current accounts, savings accounts and credit cards. Students will also become aware of the cost of living away from home, gap year costs, and direct debits.

In Year 13, the finance module focuses on student life at university (living on a budget, researching accommodation costs), understanding the pay slip, credit cards, savings and investment, understanding PAYE and taxes.

## **Politics**

This module is delivered in Year 13 and aims to provide a firm grounding in politics for our Year 13 students who will soon be eligible to vote. Students are guided as to what is meant by 'Left and Right wing' ideologies, and what the basics of each political party are.

## **Critical Thinking & Ethics**

This module is delivered to both Year 12 and Year 13 and is designed to enhance students' critical thinking skills and to analyse arguments and case studies from various perspectives. It is delivered through discussion groups and students are guided by teacher led input.

## **PSHE**

Both Year 12 and Year 13 receive PSHE lessons through the Open Study programme which covers important aspects of their wider understanding of the world such as symptoms and causes of different mental health issues, unhealthy and healthy romantic relationships, how to plan a gap year and keep themselves safe.

GORDON'S SIXTH FORM ENTRANCE CRITERIA SEPTEMBER 2019 ENTRY

Subject	Notes	Minimum Entry Requirements: Five GCSE grades 9 – 4 including Grade 4 in English Language & Mathematics.
<b>Art *</b>	If destination is Architecture, Art typically is taken with Maths and/or Physics.	The expected entry criteria for each subject is shown below: GCSE grade 6 in Art or Photography.
<b>Biology</b>	Needed for some Sports Science subjects at University. Highly recommended for medicine. Strongly recommended that students have a GCSE Mathematics grade 6.	GCSE grade 7-7 in Combined Science, or grade 7 in Biology and grade 6 in Chemistry if separate sciences studied.
<b>Business *</b>		GCSE grade 6 in Business or BTEC Business level 2 Distinction if studied, or GCSE grade 5 in English Language & Mathematics are required.
<b>Chemistry</b>	Required for Medicine. Complements A Level Biology. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 7 in Chemistry or 7-7 in Combined Science.
<b>Computer Science</b>	Strongly recommended to be taken with Mathematics.	GCSE grade 6 in Computer Science if studied, or a GCSE grade 6 in Mathematics is required.
<b>Drama &amp; Theatre Studies *</b>	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied, or GCSE Grade 5 in English Language or English Literature.
<b>Design &amp; Technology *</b>	Strongly advisable to those wishing to study Engineering, Architecture, Product/ Graphic Design and aligns well with Arts or STEM subjects. Some Architecture degrees require Maths, others favour arts. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Technology if studied, or GCSE grade 5 in Mathematics is required.
<b>Economics</b>		GCSE grade 6 in Economics or GCSE Grade 6 in Business if studied, or GCSE grade 6 in Mathematics and grade 5 in English Language.
<b>English Language</b>		GCSE grade 6 in English Language.
<b>English Literature</b>		GCSE grade 6 in English Literature and grade 6 English Language
<b>French</b>	Exceptions may be made for native speakers.	GCSE grade 6 in French.
<b>German</b>	Exceptions may be made for native speakers.	GCSE grade 6 in German.
<b>Geography</b>	Biology usually needed if planning to study Geology at University.	GCSE grade 6 in Geography.
<b>History</b>		GCSE grade 6 in History.
<b>Mathematics</b>	Mathematics is required for Physics or Engineering. Further Mathematics also needed if Mathematics to be studied at a Russell Group University.	GCSE grade 7 in Mathematics and 'bridging assessment' success required in September 2019.
<b>Further Mathematics</b>	A level Mathematics will be studied in Year 12 and Further Mathematics will be studied in Year 13.	GCSE grade 8 in Mathematics & must study A Level Mathematics in Year 12.
<b>Media Studies *</b>		GCSE grade 5 in English Language or English Literature.
<b>Music</b>	Mathematics needed to study Music Technology at some Universities.	GCSE grade 6 in Music or minimum grade 5 instrument and grade 5 Theory.
<b>Physical Education *</b>	30% of the final AS/A Level grade is practical. Students should be regularly competing at school 1st team standard.	GCSE grade 6 in GCSE Physical Education if studied, or a grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
<b>Physics</b>	Both Mathematics & Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined Science and must take A Level Mathematics in Year 12.
<b>Photography</b>		GCSE grade 6 in Art or Photography.
<b>Psychology</b>	Strongly recommended to be taken with other science subject(s) as some Psychology degrees ask for this. It is also strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Psychology if studied, or a GCSE grade 6-6 in Combined Science, or grade 6 in Biology if separate sciences studied, and a grade 5 in English Language.
<b>Spanish</b>	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
Other Level 3 courses on offer		
<b>Information Technology (BTEC)</b>	Double BTEC course. Should be combined with two AS subjects.	GCSE grade 4 in English Language and Mathematics are required.
<b>Physical Education – Level 3 Diploma in Sport (BTEC)</b>	Double BTEC course. Should be combined with two AS subjects.	GCSE grade 4 in English Language and Mathematics are required.
<b>Business (BTEC)</b>	Single BTEC course. Where a student has taken BTEC Business or Enterprise level 2 it is strongly recommended that they have achieved a Merit grade.	GCSE grade 4 in English Language & Mathematics are required
<b>Supporting information:</b>		
<ol style="list-style-type: none"> <li>For the sciences, IGCSE Single Award Science (or CIE IGCSE Cambridge Combined Science) is not part of the minimum entry requirement.</li> <li>In terms of access to AS Level courses, IGCSE qualifications are considered equal to ordinary GCSE qualifications. Students taking IGCSE Double Award Science require a grade AA or 7-7 to access any of the three sciences and who require a grade BB to access Psychology.</li> <li>Russell Group facilitating subjects are: Mathematics and Further Mathematics, Physics, Biology, Chemistry, History, Geography, Modern and Classical Languages and English Literature. Students are advised to research this area before selecting A Level courses.</li> </ol>		
* Consider accompanying these subjects with facilitating subjects when applying to <b>Russell Group</b> Universities.		





## THE SIXTH FORM TEAM

Head of Sixth Form: Mrs Sandra Radford

[sradford@gordons.school](mailto:sradford@gordons.school)

Deputy Head of Sixth Form (Curriculum): Mrs S Hughes

[suhughes@gordons.school](mailto:suhughes@gordons.school)

Deputy Head of Sixth Form (Pastoral): Mr A Walters

[awalters@gordons.school](mailto:awalters@gordons.school)

Sixth Form Administration: Mrs Grethel Hall

[ghall@gordons.school](mailto:ghall@gordons.school)

Oxbridge Co-ordinator: Mrs Michelle Wright

[mwright@gordons.school](mailto:mwright@gordons.school)

Medicine, Veterinary and Dentistry: Miss Ramla Ali

[rali@gordons.school](mailto:rali@gordons.school)

Sixth Form Tutors may be contacted via the school telephone number or Sixth Form email address.

## SENIOR LEADERSHIP TEAM

Head Teacher	Mr Andrew Moss	head@gordons.school
Deputy Head Curriculum	Mr Andrew Reeve	areeve@gordons.school
Deputy Head Pastoral	Mr Robert Pavis	rpavis@gordons.school

## BOARDING HOUSE CONTACT DETAILS

Augusta House	Mr and Mrs Mathews	01276 859716
Balmoral House	Mr and Mrs Duffield	01276 859719
Buckingham House	Mr Jamie Sinclair	01276 859722
China House	Mrs Heather Pavis	01276 859739
Gravesend House	Mrs Helen Bryan	01276 859723
Kensington House	Ms Kate Connery	01276 859710
Khartoum House	Mr Chris Davies	01276 859711
Sandringham House	Mr and Mrs Moore	01276 859724
Windsor House	Mr and Mrs Aukett	01276 859727
Victoria House	Ms Sarah Maslen	01276 859715

# TIMING OF THE SCHOOL DAY

## Monday - Friday

Arrival	8.00am
Tutor Group/Assembly/Chapel	8.20am - 8.40am
Period 1	8.40am - 9.35am
Period 2	9.35am - 10.30am
<b>Break</b>	<b>10.30am - 10.50am</b>
Period 3	10.50am - 11.45am
Period 4	11.45am - 12.40pm
<b>Lunch</b>	<b>12.40pm - 1.45pm</b>
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	3.55pm - 4.55pm
<b>Tea</b>	<b>5.00pm</b>
Prep	6.00pm - 7.30pm

Library private study is open 7.30pm - 9.00pm Monday to Friday and for residential boarders on Sundays 7.30pm to 9.00pm. Day Boarders are strongly encouraged to stay for prep until 7.30pm Monday to Thursday and on Friday until 7.00pm.

# SIXTH FORM ACADEMIC INFORMATION

Gordon's Sixth Form has an outstanding reputation. We pride ourselves on achieving excellent results, good discipline and polite, courteous students. We achieve this due to the excellent quality of relationships between staff and students, our close contact with parents and our very high expectations of student behaviour. Please see below a guide for our parents and students on the academic, boarding and co-curricular aspects of our Sixth Form.

## A-LEVEL PROGRAMME OF STUDY

### Programme of Study:

The majority of Year 12 students follow courses in four AS Level subjects, going on to complete three full A-Levels in Year 13. Students who are undertaking double BTEC courses will also study two AS subjects in their first year, and those choosing a single BTEC course will need to choose either a double BTEC or three AS subjects. Sixth Form students' timetabled programme of study will contain more than their subject choices. It will include:

- The subjects they have chosen
- One Open Study lesson per week  
Open Study is a compulsory programme aimed at broadening the skill set of Year 12 and Year 13 students to prepare them for life after A-Levels. Examples of modules they will study: Cooking for University, Emergency First Aid at Work, Finance, Politics, Lifestyle Fitness, Critical Thinking & Ethics and UCAS. See page 38 for more details.
- Physical Education – compulsory for Year 12
- Academic clinics across subjects  
Subject departments will either nominate students to attend their weekly academic clinics or open it up for everyone who wishes to extend themselves further within the subject. When the teacher in a subject announces the day and time for clinics, it is imperative that these slots are added to students' timetables.
- At least one co-curricular period/activity per week  
Period 7 is Gordon's Co-curricular programme. This includes a wide range of options from Academic Pursuits, Sports, Outdoor Pursuits and Creative Arts. There is something for everyone to get involved in! Sixth Form students must participate in at least one Period 7 activity per week.

## ADMIN WEEKS FOR YEAR 12 & 13 STUDENTS

In registration during the weeks identified in the calendar, Sixth Form Tutors will give students the time and resources to organise their subject folders and check they have the materials they need to work and revise effectively. Subject teachers will support students by giving clear advice to them on the contents they should have by checking folders in lessons.

- Tutors will ask students to bring each subject folder to registration; this needs to be done one subject at a time.
- Tutors will give every student a set of dividers and plastic wallets for each subject studied.
- Students will organise folders following department advice but with the following expectation that the contents of each folder will include:

All students will have in their books / folders as a minimum:

- Curriculum Content page
- Evidence of spelling corrections in the back of their books/ folders.

Students will also receive:

- Examination specifications
- Content and date of important assessment points.

## EXPECTED FOLDER ORGANISATION

Sixth Form students' folders should be organised in the following way:

1. Specification and assessment objectives
2. Topic notes and other subject content material
3. Key assessments and other marked work
4. Examination past papers
5. All revision materials and advice.

*NB: In subjects where students have different folders for different units the same action will apply to each folder.*

## REPORTING

The majority of reports at Gordon's consist of the awarding of two primary grades; effort grades and working grades.

Definitions of various grades that are awarded to students:

- **Effort grade** - The grade reflects how hard a student is working. It is not a reflection of academic ability or performance. Teachers have discretion on awarding effort grades but clearly should not penalise students who are less able in a subject.
- **Target grade** - A statistically generated National Curriculum level, GCSE, AS or A-Level grade that is personal to each student and subject. It is designed to be both achievable and challenging.
- **Working grade** - The National Curriculum level, GCSE, AS or A-Level grade that a student is currently working at.

## REPORTING GOOD EFFORT GRADES

Effort Grade	Grade Descriptors
1	Outstanding
2	Very Good
3	Good but occasionally inconsistent
4	Cause for Concern
5	Unacceptable

## ASSESSMENT

Subjects are assessed according to the specification requirements and the demands of each subject. At the start of each year students will be given guidance and an outline of the assessment schedule for each subject. Reports will be posted home each half term and a copy issued to students to include in their planner. These reports will form the basis of discussion with teachers and parents. Any student failing to make their best effort or who is underachieving in any subject will be put onto intervention strategies which will be compulsory. This will be reviewed each half term and parents will be involved in all discussions with Heads of Department or, in extreme cases, senior staff in the school.

Intervention strategies are based on Gordon's tracking and intervention subject ABC checklist. These include:

**Advise:** Students are provided with Next Steps Advice in each subject with clear targets set for improvements.

**Boost** with extra work or time: clinics are offered at lunchtime, Period 7 and as prep sessions.

**Contact** home: subject teachers liaise with Heads of Houses, mentors and parents with regards to issues and concerns regarding students' progress and intervention.

Intervention strategies can include:

- Student going on report
- Lunch time support/sanction
- Compulsory attendance at clinics and revision sessions
- Compulsory attendance at prep in the evening.

In extreme cases this will also include some or all of the following:

- Withdrawal of privileges
- Study period supervision
- Supervised prep
- Withdrawal from sport fixtures.

## ASSESSMENT MONTH

During September all Key Stage 5 students will be assessed on each course to ensure subject choices support student progress. During this month students may request to change a subject but will still be expected to complete an assessment in all their subjects. Subject teachers will also identify concerns and be able to recommend subject changes during this time. Only changes sanctioned by the Deputy Head Curriculum can officially take place. No requests for a change in a subject will be accepted after the last working day in September.

## A GRADE HIGHER: TARGET SETTING, TRACKING AND INTERVENTION

At Gordon's all students aim high and do well but we want them to do even better. Monitoring and intervention within subjects is first and foremost the responsibility of the subject teacher.

**Target grades:** Targets for KS5 students are set at the top 10% nationally, meaning that progress and achievement for those obtaining this standard is outstanding and a grade higher than achieved in most schools.

Targets	A-Level
Students	90th PA (top 10% nationally, based on prior attainment only)

Target grades are given out at the beginning of the Autumn Term and recorded in students' planners (KS5).

Students have until October half-term to request a change (requests must go via the Deputy Head Curriculum and, downgrades especially, will only be granted in exceptional circumstances).

## ASSESSMENT, RECORDING AND REPORTING (ARR)

**Tri-Weeklies - a minimum of every three weeks (9/10 lessons) there is substantive formative feedback**

Tri-Weekly Assessments between Key Assessments provide students with additional next steps advice.

These assessments may come in many forms e.g. presentations, preps, classwork, controlled assessments (not publicly examined work), performances or mini projects and the work may be individual or group based.

Tri-Weeklies should nonetheless provide a substantial narrative 'even better if' guidance that aids students' understanding of how to improve against clear success criteria.

Annotation in book/file: 

'UNACCEPTABLE WORK' stamp – To be used by the teacher to acknowledge unacceptable work. This could be for a number of reasons e.g. poor quality, poor quantity or poor presentation. A comment of explanation should accompany the stamp.

- a. Students should expect work that has been clearly rushed or poorly presented will be deemed to be unacceptable and work should be re-done
- b. Repetitive student errors should be tracked and clearly addressed by department teams. In most cases departments will have 'common errors' that will be tracked and tackled across each year.

## Key Assessments – twice a term there is a substantive exam-style assessment

These are assessment events which provide students with:

1. Feedback on their performance in the assessment
2. Next steps advice to take forward into future lessons and the next key assessment.

Key guidance:

- Printed on pink paper to aid identification
- Key Assessment mark is not necessarily their working grade
- Next steps advice should be useful i.e. refer to improvement required.

		Year 12	Year 13
Every three weeks or one every 9/10 lessons	Tri-weeklies	Yes	Yes
Half-term 1	Key Assessment	Yes	Yes
Half-term 2	Key Assessment	Yes	Yes
Half-term 3	Key Assessment	Yes	Yes
Half-term 4	Key Assessment	Yes	Yes
Half-term 5	Key Assessment	No	No
Half-term 6	Key Assessment	No	No

## EFFORT GRADES WITHIN MARKING

In conjunction with this there will also be an effort grade ranging from 1 – 5 that accompanies it. These numbers are attributed as follows:

- 1 = Outstanding
- 2 = Very good
- 3 = Good, but occasionally inconsistent
- 4 = Cause for concern
- 5 = Unacceptable

‘VERBAL FEEDBACK’ – To be used by teachers to acknowledge work and identify when students were given verbal feedback on work completed.

Annotation in book/file:  plus date

## CLINICS

Throughout the year, Departments will deliver academic clinics to students at lunchtime or after school. Some clinics are compulsory while others are optional.

## STUDY SKILLS

Throughout the academic year all students will participate in a Study Skills programme delivered by Elevate Education. Support materials from each session will be published on the school website at the end of each event. Student evaluations will also be completed for each section of the programme. Easter Revision sessions will be supported through advice and work set by subjects which will also be published on the school website. During the academic year subject clinics will run during the working week.

## SIXTH FORM WIDER ACADEMIC OPPORTUNITIES

High academic expectations are a hallmark of Gordon’s but should mean more than simply good examination results: students should become increasingly engaged in learning and the world around them. With this in mind Period 7 and subject-based opportunities are available for all students to extend their learning and go beyond what is expected.

## SCHOLARS’ PROGRAMME

Gordon’s Scholars’ Programme involves a commitment from students to participate in a range of opportunities designed to broaden their thinking and understanding of the wider world. Students who demonstrate the necessary commitment, academic ability and intellectual curiosity may receive offers to join the schools’ Scholars’ Programme.

Students on the Scholars' Programme should complete series of tasks and attend a range of events which will enhance their academic experience and fine tune their wider critical thinking skills. Students should therefore draw on the extensive co-curricular academic offer as illustrated below as a part of their scholarship journey. This could include mentoring a younger scholarship student, attending library lectures, Chemistry Olympiad or STEP (Sixth Term Examination Papers) Mathematics, participating in debating or MUN (Model United Nations), read extensively around a subject, completing an EPQ and competing in a national essay based competition.

## EXAMPLES OF ACADEMIC OPPORTUNITIES FOR SIXTH FORM STUDENTS

- Extended Project (EPQ)
- Career Industry Talks
- Yearbook
- Debating
- Model United Nations (MUN)
- Presentation skills
- LAMDA lessons
- TEFL Level 2 Qualification, two-day course
- Insight Talks
- Library Lectures
- Medical School Preparation
- Chemistry Olympiad
- Further Biology
- STEP Maths
- Young Enterprise
- Journalism

## INSIGHT TALKS

The termly Insight Talks are open to all members of the Gordons' community, including students who will be expected to attend if the subject matter is relevant to a course of study. Speakers over the past few years have included Caryn Franklin of The Clothes Show, Falklands War Veteran Simon Weston, Alan Foster, Executive Operations Director for McLaren Automotive, Justin King, former CEO of Sainsbury's and Jeremy Paxman, broadcaster, journalist and author.

## THE EXTENDED PROJECT QUALIFICATION (EPQ)

The Extended Project aims to inspire, enthuse and motivate students by providing learners with the skills that Universities and Higher Education institutions look for through the encouragement of independent study. This gives students the freedom to work in their own way to complete a project based either on a subject they are studying or in an area of personal interest, meaning it will stretch the more academic scholar.

Benefits:

- Improve learning and performance as critical, reflective and independent students
- Develop and apply decision-making and problem-solving skills
- Extend planning, research, critical thinking, synthesis, evaluation and presentation skills
- Apply skills creatively, demonstrating initiative and enterprise.

The Extended Project is worth half an A-Level (28 UCAS points) so can be used to earn extra UCAS points.

In 2019-20 entry will be open to all Year 12 students. Those students who wish to attempt the EPQ must attend an introductory set of lessons during Period 7 every Monday, which will prepare them to choose a topic and carry out research. For much of the course they will work independently, although their progress will be monitored by supervisors, who will offer guidance and support. During the course, there will be further lessons to develop the analytical skills of the students and to prepare them to write the final dissertation, which will be approximately 5,000 words in length. In addition to the dissertation, students will be required to complete a presentation and written review of their project. Gordon's School follows the AQA 7993 EPQ specification.

The EPQ represents a significant additional undertaking for any A-Level student, so good time management will be essential. Introductory lessons for the EPQ will begin immediately in September and thereafter sessions will run to the following March. There will be regular meetings with supervisors and students will be expected to make significant progress during the Christmas and Easter breaks. The course is not compulsory but it offers significant benefits to those involved. All Year 12 students who embark on the EPQ are expected to complete the final dissertation and qualification before the end of the summer term in the first year of Sixth Form.

## WIDER READING

Reading has been proved to be one of the biggest, if not the biggest, factors influencing academic success. Subject departments will do all they can to encourage students to read around their subject and foster their curiosity and thirst to continually learn. In support the Library has a subject specific wider reading section; subject teachers should encourage these books to be read, and referred to.

## CAREERS AND POST-18 PROGRESSION

We value each individual, encouraging and supporting every student to make the most of their many talents. We expect our students to take every opportunity to ensure that they fulfil their academic potential and develop into confident, well-rounded young people, ready to take their place in the world. The majority of our students go onto higher education but for those who do not, additional support structures are in place.

## OXBRIDGE PLUS

The aim of this programme is to ensure that students, at the more able end of the ability range, have the opportunity to broaden their knowledge and skills inside and outside the classroom, with a view to admission to the top universities (Oxford, Cambridge and Russell Group). This process begins within the classroom and develops into broader co-curricular provision in Years 12 and 13, whilst the focus remains very much on subject preparation. The key to success is reading, research and conceptual reflection beyond the constraints of the syllabus.

## MEDICINE, VETERINARY SCIENCES AND DENTISTRY

The aim of this programme is to aid the students as they prepare for applications for Medicine, Veterinary Sciences or Dentistry. The preparation process involves practising and training for the challenging tests involved with applications, such as BMAT and UKCAT, and will be delivered as teacher led sessions as a part of the co-curricular provision. Alongside this, we hold discussion groups to broaden students' knowledge and understanding of the key matters involved, for example ethics, financial considerations and current affairs. Students who are dedicated will demonstrate continuous reading of newspaper articles and relevant journals, such as the student BMJ. In addition, they will be motivated to broaden their subject knowledge beyond the syllabus in their science subjects by reading and reflecting on areas of interest.

For both pathways:

- During terms 1 and 2 of Year 12, students are briefed on the requirements for Oxbridge and Medicine and discussion sessions begin around extra reading. Visiting speakers form an important part of the programme and students are encouraged to attend the many Oxford and Cambridge Study Days in the spring term and the University Open Days in July. Application for the Eton Summer School and other university summer schools is also encouraged. Heads of Department play an important role in identifying and supporting the potential candidates academically.
- From June of Year 12, students are given support and guidance with their personal statements and help completing the UCAS form to meet the early deadline of October 15th. A rigorous schedule of test preparation and practice interviews, with a variety of interviewers both from Gordon's and from outside (including an Oxford Interview workshop) ensures candidates are well prepared for this part of the process. Recently, we have linked up with Wellington College and other schools to broaden interview provision.

## POST-18 PROGRESSION: APPLYING TO UNIVERSITY (UCAS)

There are three application deadlines for courses through UCAS – 15 October, 15 January and 24 March - it is important that students check the deadline for their chosen course(s). For Year 13 these dates apply:

- 15th October 2019: application deadline for the receipt at UCAS of applications for all medicine, dentistry, veterinary medicine and veterinary science courses
- 15th January 2020: application deadline for the receipt at UCAS of applications for all courses except those listed above
- 24th March 2020: application deadline for the receipt at UCAS of applications for art and design courses except those listed with a 15th January deadline.

*Applications received by the above deadlines are guaranteed to be considered by the universities and colleges.*

## GORDON'S HIGHER EDUCATION TIMETABLE - TWO YEAR CYCLE

Month/Year	Event
Autumn (Year 12)	Introduction to UCAS.
February	Higher Education Evening: HE Launch to Year 12 parents and students.
June	AS Level examinations.
June - July	Open days start. Higher Education Evening Year 12 parents and students. Higher Education Day: Year 12 Personal statement writing day. Application information for logging onto UCAS issued. Work experience.
August	AS Level results issued. Course interviews with senior staff. Research continues. Personal Statement drafted and reviewed for first day back at school.
September (Year 13)	Parents' Information Evening. UCAS Predicted A-Level grades issued. Medic/Oxbridge applications completed. Saturday UCAS clinic opens.
October	Oxbridge/Medic applications sent prior to 15th October. All other applications completed by half-term. Open days ongoing.
November	Student finance talk.
December	Oxbridge Interviews.
January - May	UCAS deadline: 15th January. Interviews and offers made. Student acceptance of firm and insurance offers sent. Student Finance Forms completed online.
June	A-Level examinations.
August	A-Level results. Celebrate!

## HIGHER EDUCATION APPLICATION

We provide extensive guidance and support to students making higher education choices including: talks, visits, an Oxbridge programme and structured tutor assistance with UCAS applications. The application fee is paid by the school to support all students at this crucial time. Mock interviews are organised to prepare students for university entrance interviews. Career interviews are also organised to take place in school.

## THE RUSSELL GROUP UNIVERSITIES

[www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)

The Russell Group represents the leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector. The informed choices booklet on the Russell Group website (see link above) is useful for students in both Key Stages 4 and 5. The universities involved are:

University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, Durham University, University of Edinburgh, University of Exeter, University of Glasgow, Imperial College London, King's College London, University of Leeds, University of Liverpool, London School of Economics & Political Science, University of Manchester, Newcastle University, University of Nottingham, University of Oxford, Queen Mary University of London, Queen's University Belfast, University of Sheffield, University of Southampton, University College London, University of Warwick and University of York.

## UNIFROG

The School subscribes to Unifrog, ([www.unifrog.com](http://www.unifrog.com)) a user-friendly search engine for researching university courses in the UK, overseas and Higher Apprenticeships. Unifrog helps students make informed choices when applying for an Apprenticeship or University. It matches universities' entry requirements to students' likely performance, encouraging them to apply for aspirational, solid and safe universities.

Students and parents can see how every Apprenticeship vacancy and University Course in the UK ranks against a range of factors, including starting salary, fees, distance from home and accommodation costs.

The platform makes it easy for students to record what they are good at and write their CVs and Personal Statements. Teachers can give their students feedback quickly, and write references more efficiently. Everyone knows their next task, and nothing gets lost.

## OVERSEAS UNIVERSITIES

In this global world there is an increasing trend for many students to explore Higher Education options abroad. We offer a 'Study Abroad' roadshow annually with over 16 universities from across the world exhibiting at Gordon's School. Many universities abroad also teach in English. Please see the below link for more information:

<https://www.gooverseas.com/blog/10-universities-where-you-can-study-abroad-in-english>

## CAREERS SUPPORT

For students who do not wish to go to university, support structures are in place for students to seek advice and focus their research. All Sixth Form students will be interviewed by a professional careers counsellor at least once during Key Stage 5. Those who do not wish to go to university will be seen early and on more than one occasion. As well as university support and advice, students are also able to make use of: the U-EXPLORE programme, psychometric testing, fortnightly industry talks and Insight lectures. Throughout the academic year careers talks take place and students are directed to these as appropriate. All Year 12 students participate in work experience.

## FORMER STUDENTS' CAREERS

Gordon's Sixth Form students have gone on to work in companies such as PepsiCo, Walkers Crisps, KFC's Marketing Department, Novartis, Deloitte and Touche, Richard Ward, Rolls Royce, McLaren, Transport for London, Red Bull, and careers such as property management, events management, clinical trial research, marketing and more!

## SATURDAY MORNING UCAS ASSISTANCE

Parents may wish to make an appointment to discuss university and careers queries or concerns between 10.00am-12.00pm every Saturday from September start of term until October half term. **To make an appointment please contact: [sixthform@gordons.school](mailto:sixthform@gordons.school)**. Students are also welcome to make use of this time in school.

*"Students say they are very well cared for and feel safe at all times. Through an effective programme of advice and guidance they are extremely well prepared for the next stage in their education which for the vast majority is a place in higher education, many achieving places at Russell Group universities."*

*Ofsted, November 2014*

# USEFUL WEBSITES

## CAREERS

[www.u-explore.com](http://www.u-explore.com) – a useful guide to careers and employability solutions

[www.prospects.ac.uk](http://www.prospects.ac.uk) – this site will show you which careers you can do with a range of degrees. It has case studies, employment prospects and examples of jobs that you can consider. Also on this site is 'What do Graduates Do?'. This shows statistical information about the destinations of graduates from a wide range of disciplines. This is an essential site to visit when deciding on your degree.

[www.apprenticeships.org.uk/](http://www.apprenticeships.org.uk/) – guide to modern apprenticeships

## GAP YEARS

[www.bunac.org/uk](http://www.bunac.org/uk) – gap year with Bunac

[www.csv.org.uk](http://www.csv.org.uk) – volunteering opportunities

[www.lattitude.org.uk/](http://www.lattitude.org.uk/) – volunteering opportunities overseas

[www.etrust.org.uk/year\\_in\\_industry.cfm](http://www.etrust.org.uk/year_in_industry.cfm) – year in industry options

## HIGHER EDUCATION

[www.ucas.com](http://www.ucas.com) – the first place to look for course searches, links to HE websites and online applications [www.unifrog.com](http://www.unifrog.com)

[www.ukcoursefinder.com](http://www.ukcoursefinder.com) – another good way to look at specific courses

[www.timesonline.co.uk](http://www.timesonline.co.uk) (search for university in the search bar) – a site that looks at university rankings and enables you to see which institutions are highly ranked. Use as a guide only – data goes out of date quickly and there are many other factors to consider other than just the rankings.

[www.scit.wlv.ac.uk/ukinfo](http://www.scit.wlv.ac.uk/ukinfo) – very comprehensive site covering most aspects of HE including a map of the UK with all the HE institutions clearly marked.

[www.bestvalueHE.org.uk](http://www.bestvalueHE.org.uk) – helps you to find detailed graduate information – what happens to students after they graduate.

[www.opendays.com](http://www.opendays.com) – all the open days by calendar month, advice and links to universities. Make sure you visit as many as possible.

[www.unistats.com](http://www.unistats.com) – designed to allow you to compare universities and colleges in the UK.

[www.studentfinance.direct.gov.uk](http://www.studentfinance.direct.gov.uk) – all the information you will need regarding finance to get to university and how to finance your time there.

## HIGHER APPRENTICESHIPS

If students have achieved five good GCSEs (grades A\*-C/9-4) and good post-16 results at A-Level they might be interested in looking into doing a Higher Apprenticeship. A Higher Apprenticeship is similar to other apprenticeships; it gives students the chance to build up practical work experience while progressing academically up to a higher education level, all whilst being paid a decent salary. All Higher Apprenticeships offer a different route to traditional university study.

## WHAT IS INVOLVED IN A HIGHER APPRENTICESHIP?

Higher Apprenticeships involve a combination of learning on-the-job, working alongside experienced colleagues, with off-the-job training at a college, training provider or university.

As a higher apprentice you might find your off-the-job training to be:

- day-release, for example, one day a week at college or university.
- block-release, for example a 'block' of several weeks (or even your first year) full-time at a college, training centre or university. For example, higher apprentices on Rolls-Royce's Higher Apprenticeship spend the first year at a specialist engineering training centre.

## PROGRESSION AFTER A HIGHER APPRENTICESHIP

- A Higher Apprenticeship can lead to further academic qualifications such as an Honours Degree.
- You might also be able to work towards professional qualifications specific to your industry - for example, engineers can take the first steps towards gaining chartered status.
- The majority of apprentices continue working for the company they trained with and work towards promotion at a higher level.
- Higher level qualifications can also help you to move to another company if you need to.

## WHAT ARE DEGREE APPRENTICESHIPS?

Degree Apprenticeships are a new government development. Apprentices will split their time between university study and the workplace and will be employed throughout – gaining a full Bachelor’s or Master’s Degree from a top university while earning a wage and getting real on-the-job experience in their chosen profession. The cost of course fees will be shared between government and employers, meaning that the apprentice can earn a full Bachelor’s or even Master’s Degree without paying any fees.

## HOW TO FIND A HIGHER APPRENTICESHIP

To find more information and search for Higher Apprenticeships visit:

[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

# BOARDING AND PASTORAL INFORMATION

## ATTENDANCE AT KEY STAGE 5

1. Sixth Form students are expected to attend **all registration sessions and all lessons on time.**
2. Absence (Day Boarders). If students are unwell, or in the case of a known absence, parents must contact the school by calling the school's main number on 01276 858084 Option #1 and leaving a message on Option #1, or emailing [absence@gordons.school](mailto:absence@gordons.school)

## BIOMETRIC ATTENDANCE MONITORING

- All Day Boarders must register their arrival in school at the beginning of the day using any biometric reader located on site.
- All Residential Boarders must register their presence in school before leaving the House every morning (before breakfast, EMT etc.).
- All Day Boarders must register their departure from school at the end of each day (either after Period 6, Period 7, tea or after prep). Day Boarders do not need to do this on a Saturday or on Parade days.
- Residential Boarders do not need to 'sign-out' at the end of the school day, unless they are leaving site for any reason.
- All Day and Residential Boarders must sign out using a biometric reader every time they leave site during the day or evening.
- Sixth form students may sign out using biometric readers during Private Study periods to visit the local shop (Shivs).
- Day boarders who stay until 9.00pm for private study in the library must sign out using the biometric reader in the library.

## CELEBRATING SUCCESS

Sixth Form students who enjoy success or achieve well do so in both academic and wider participation aspects of school life. Success is celebrated through: assemblies, website notices, letters home, trophies, prizes and certificates. These may be awarded by subjects, Houses, the Sixth Form team or the Head Teacher. We welcome all communication from parents regarding their child's successes outside school and celebrate these as above.

## CONTACTING PARENTS

Students are at the heart of everything we do and parents are crucial partners in our work. Parents are kept informed through the Head of House, subject parents' evenings, half-termly reports, parent information evenings, letters home, and Friday School-comms. In addition, tutors and teachers regularly communicate as occasions arise and parents are always welcome to visit or contact staff.

## PREP

At Key Stage 5, staff will aim to set Year 12 students at least 6 hours per subject per week and Year 13 students at least 8 hours per subject per week. Next-day prep is acceptable and sometimes necessary. Persistent failure and/or the regular production of work not compatible with a student's ability is likely to result in a sanction. Continued non-compliance is likely to result in a referral to the Deputy Head Curriculum.

## PRIVATE STUDY

Post 16 study involves a great deal of independent work outside timetabled lessons. Students in Year 12 are expected to spend a minimum of six hours every week for each subject on research and homework tasks. In Year 13, this is extended to eight hours in each subject. Organising their time efficiently is extremely important and students must ensure that other activities, such as jobs out of school, are undertaken sensibly. Private study rooms are provided for all Sixth Formers. Boys and girls must not work together in study rooms in Houses of opposite gender. In addition the library is designated for Sixth Form reference and research and they are able to work there during study periods and after school.

Students who do not make best use of study periods and facilities may lose the privilege of working unsupervised in private study rooms. Students who are seen to be underachieving or giving cause for concern will be supervised during study periods and prep.

*"Residential boarders flourish and make exceptional academic, social and emotional progress. Residential boarding brings added value to the school and makes a vital contribution in assisting residential boarders fulfil their potential and make the most of their unique abilities. Residential boarding enhances academic achievement". Ofsted, 2017.*

## REMOTE ACCESS AND BYOD

Sixth Form students are expected to bring their own device to school. Students are encouraged to store and access all files using Office 365 and cloud technology. The School network can be accessed from home through the school website. Students can also use their personal electronic device on the school's Wi-Fi. Please see the IT Acceptable Use Policy.

## RESIDENTIAL BOARDERS

By virtue of their age and status, Sixth Form Residential Boarders have more freedom than other boarders. With this extra freedom comes increased responsibility and trust. All Residential Boarders work closely with Heads of House to ensure that they receive every support as well as contributing as senior members of the school. Responsibilities include getting up for breakfast and following the clear guidelines for going out in the evenings or at weekends. Any Sixth Form Residential Boarder who breaks school rules will be in jeopardy of losing their boarding place.

## SIXTH FORM EVENTS

Sixth Form events run throughout the year. Sixth Form students are expected to participate in a range of activities as part of their Tutor Group. All students should participate in the Dance Off and at least one other event throughout the year. All Sixth Form students should also participate in at least one Inter-House competition per year.

## SATURDAY SCHOOL

Sixth Form students who represent the school in a sport must be prepared to attend either morning or afternoon sporting fixtures on a Saturday. There is also a regular Saturday study clinic from 10.00-12.00 (term time only, non-EXEAT weekends) which is supervised by senior staff and which offers students a chance to study in a supervised, silent environment.

## SIXTH FORM PERIOD 7 AND SATURDAY MORNING ACTIVITIES

Attendance at one Period 7 activity each week will be compulsory for all students in the autumn and spring terms. Some may be whole school activities but others may be Sixth Form only activities such as Sixth Form supported study at 10.00-12.00 on Saturdays. Sixth Form students can also be involved in coaching younger students. This would contribute towards volunteering hours. Please see the Head of Key Stage 5 or Director of Co-Curricular if you have ideas for activities you would like to see take place.

## STUDENT PLANNERS

The planner is an integral part of student life and an important vehicle for organising the demands of advanced study as well as providing another form of communication with parents. With more independent learning and study time than is experienced lower down the school, Sixth Formers need to use their planners to good effect, recording prep, wider reading, deadlines and revision schedules. Planners must be taken to all lessons and should be signed by tutors regularly.

## PARKING

Parking on school premises is at the Head Teacher's discretion. A parking permit is required and must be displayed at all times when on school premises. Permits are limited and issued on a first come, first served basis. Students must only park on the North Side of the site and walk across the bridge to access houses and classrooms. Students must complete a request form and provide a copy of their driving licence and insurance certificate in order to obtain a parking permit. Sixth Form students must not drive cars onto the main site other than in exceptional circumstances and with permission from their Head of House.

## STUDY LEAVE FOR EXAMINATIONS

**There is no Study Leave during mock examinations.** Details of study leave in the summer term will be sent out before the Easter holiday. All Y12 students will return to normal lessons immediately after Half-Term in June. All Y12 and Y13 students must continue to attend all lessons in a subject up until the final exam in that subject.

## VOLUNTARY SERVICE & THE HONOURS PROGRAMME

Students are expected to give back and volunteer 20 hours per year. Staff sign to confirm completion of activities or time. Students are awarded for their voluntary service as part of the Honours Programme where the top performing students in terms of hours given back are recognised and awarded prizes and certificates.

# CO-CURRICULAR INFORMATION

## WIDER PARTICIPATION

Gordon's School offers an extensive co-curricular programme with several strands: Academic Enrichment, Academic Pursuits, Adventurous Pursuits, Creative Arts, Leadership and Sports,

## ACADEMIC PURSUITS

Academic Pursuits are on offer with a focus on enhancing the already rich academic curriculum by providing opportunities such as partaking in a mock trial, debating, Model United Nations, competing in Public Speaking and Poetry by Heart competitions.

## CREATIVE ARTS

The Creative Arts Department at Gordon's offer many opportunities for students to get involved. Our Creative Arts Identified Teams currently consist of an auditioned chamber choir (Semper Fidelis Singers), Pipes and Drums, a Drama Theatre Company, our Inspiring Artists scheme and our recently launched new Jazz ensemble. We also offer students the chance to take part in the annual school play. In addition, we host masterclasses offered by professionals in their chosen field, such as the recent masterclasses held by Musical Director, Steve Hill direct from his run in London's West End of 'Five Guys Named Moe'.

## SPORTS

Students will receive guidance on nutrition, sports psychology, strength and conditioning and rehabilitation. These will be offered to students as a comprehensive sports development programme that couples sports participation with elite sports performance. Sporting opportunities available at Gordon's for Sixth Form students are Netball, Hockey, Rugby, Football, Golf, Karting, Rowing, Cricket, Kayaking, Cycling and Equestrian.

## YOUNG ENTERPRISE – YEARS 12/13

The Young Enterprise Company Programme requires students to set up their own real company, develop a business idea, and then produce and sell it, thereby creating a unique and fun platform to test their entrepreneurial skills. Experienced business mentors will pass on their expertise and knowledge to students during a weekly Period 7 session and in addition there are regular Trade Fairs, workshops and competitions against other schools. Young Enterprise is open to all Sixth Form students, not just those studying A-Level Business. Participation can enhance student CVs and UCAS personal statements, whilst developing communication, team work and critical thinking skills, all of which are essential for current studies and future employment.

## LEADERSHIP

All students are encouraged to take on responsibilities and contribute to Gordon's life through our extensive opportunities in volunteering and leadership. As well as helping to build self-esteem and confidence, these opportunities cultivate the character attributes of courtesy, integrity, determination, enthusiasm and resilience which underpin the school ethos.

Opportunities for leadership are offered within each House as well as across the whole school. Wider school positions of leadership and responsibility for Sixth Form students include the roles of senior prefects. These are widely coveted positions for which all students can apply. Selection is based on interviews. Sixth Form students are also welcome to apply for positions such as Head Boy and Head Girl and Deputy Head Boy and Deputy Head Girl.

Upon appointment, these students will be entered for the Institute of Leadership & Management Level 3 Award in Leadership & Management, a nationally recognised qualification, which they will complete in the Summer term.

## STUDENT VOICE

An important aspect of participation in Sixth Form life is student voice, but to encourage authentic skills of leadership the student voice is not accepted unconditionally; students' views are constructively challenged, their thinking interrogated and debated, helping them to learn to present, justify and defend their opinions.

The Sixth Form Committee, which comprises two Year 12 students and one Year 13 student from each House, with a student Chairman who has been elected by the students themselves. Meetings are student led, held once every half term and students provide agenda points to be discussed.

Upon appointment, these students will be entered for the Institute of Leadership & Management Level 3 Award in Leadership & Management, a nationally recognised qualification, which they will complete in the Summer term.

## LIBRARY LECTURES

The monthly Library Lectures provide an opportunity for students to extend and deepen their knowledge within their chosen subject areas as well as exposure to topical issues. Students are invited to attend these lectures from prominent speakers and can themselves be involved in both planning the lecture programme and hosting visiting speakers.

# KEY DATES FOR ACADEMIC YEAR 2018-19

## **AUTUMN TERM 2018**

INSET - Monday 3<sup>rd</sup> September 2018

INSET - Tuesday 4<sup>th</sup> September 2018

New Y7-10 Residential Students Arrive - Tuesday 4<sup>th</sup> September between 4-5pm

Y12 Residential Students Arrive - Wednesday 5<sup>th</sup> September between 10am and 12pm

INSET - Wednesday 5<sup>th</sup> September 2018

New Student Induction Day (Y7-10) - Wednesday 5<sup>th</sup> September 2018 (9.30am)

New Student Induction Day (Y12) - Wednesday 5<sup>th</sup> September 2018 (12.30pm)

First Day of Term - Thursday 6<sup>th</sup> September 2018

PARADE - Sunday 23<sup>rd</sup> September 2018

EXEAT - Saturday 29<sup>th</sup> and Sunday 30<sup>th</sup> September 2018

HARVEST PARADE - Sunday 14<sup>th</sup> October 2018

Half Term begins (1.5 weeks) - Friday 19<sup>th</sup> October 2018 at 3.35pm

INSET - Wednesday 31<sup>st</sup> October 2018

Lessons Commence - Thursday 1<sup>st</sup> November 2018

REMEMBRANCE PARADE - Sunday 11<sup>th</sup> November 2018

EXEAT - Saturday 24<sup>th</sup> and Sunday 25<sup>th</sup> November 2018

Last Day of Term - Friday 14<sup>th</sup> December 2018 at 12.40 pm

## **SPRING TERM 2019**

First Day of Term - Thursday 3<sup>rd</sup> January 2019

WHITEHALL PARADE - Saturday 19<sup>th</sup> January 2019

Guildford Cathedral Service - Sunday 20<sup>th</sup> January 2019

EXEAT - Saturday 26<sup>th</sup> and Sunday 27<sup>th</sup> January 2019

PARADE - Sunday 10<sup>th</sup> February 2019

Half Term Begins (1 week) - Friday 15<sup>th</sup> February 2019 at 3.35 pm

EXEAT - Saturday 16<sup>th</sup> and Sunday 17<sup>th</sup> March 2019

PARADE - Sunday 24<sup>th</sup> March 2019

Last Day of Term - Friday 29<sup>th</sup> March 2019 at 12.40 pm

## **SUMMER TERM 2019**

INSET - Tuesday 23<sup>rd</sup> April 2019

First Day of Term - Wednesday 24<sup>th</sup> April 2019

EXEAT - Saturday 4<sup>th</sup> and Sunday 5<sup>th</sup> May 2019

Public Holiday - Monday 6<sup>th</sup> May 2019

Half Term Begins (1 week) - Friday 24<sup>th</sup> May 2019 at 3.35 pm

PATRON'S PARADE - Saturday 8<sup>th</sup> June 2019

Annual Inspection and Prize Giving - Saturday 29<sup>th</sup> June 2019

EXEAT - Sunday 30<sup>th</sup> June and Monday 1<sup>st</sup> July 2019

Last Day of Term - Friday 12<sup>th</sup> July 2019 at 12.40 pm

# KEY DATES FOR ACADEMIC YEAR 2019-20

## **AUTUMN TERM 2019**

INSET - Monday 2<sup>nd</sup> September 2019

INSET - Tuesday 3<sup>rd</sup> September 2019

New Y7-10 Residential Students Arrive - Tuesday 3<sup>rd</sup> September between 4-5pm

Y12 Residential Students Arrive - Wednesday 4<sup>th</sup> September between 10am and 12noon

INSET - Wednesday 4<sup>th</sup> September 2019

New Student Induction Day (Y7-10) - Wednesday 4<sup>th</sup> September 2019 (9.30am)

New Student Induction Day (Y12) - Wednesday 4<sup>th</sup> September 2019 (12.30pm)

First Day of Term - Thursday 5<sup>th</sup> September 2019

PARADE – Sunday 22<sup>nd</sup> September 2019

EXEAT - Saturday 28<sup>th</sup> and Sunday 29<sup>th</sup> September 2019

PARADE – Sunday 20<sup>th</sup> October 2019

Half Term begins (1.5 weeks) – Wednesday 23<sup>rd</sup> October 2019 at 3.35 pm

Lessons Commence – Monday 4<sup>th</sup> November 2019

PARADE - Sunday 10<sup>th</sup> November 2019

EXEAT - Saturday 23<sup>rd</sup> and Sunday 24<sup>th</sup> November 2019

Last Day of Term - Friday 13<sup>th</sup> December 2019 at 12.40 pm

## **SPRING TERM 2020**

INSET – Monday 6<sup>th</sup> January 2020

First Day of Term – Tuesday 7<sup>th</sup> January 2020

Memorial Weekend - Saturday 18<sup>th</sup> and Sunday 19<sup>th</sup> January 2020

EXEAT - Saturday 25<sup>th</sup> and Sunday 26<sup>th</sup> January 2020

PARADE – Sunday 9<sup>th</sup> February 2020

Half Term Begins (1 week) - Friday 14<sup>th</sup> February 2020 at 3.35 pm

EXEAT - Saturday 14<sup>th</sup> and Sunday 15<sup>th</sup> March 2020

PARADE - Sunday 22<sup>nd</sup> March 2020

Last Day of Term – Tuesday 31<sup>st</sup> March 2020 at 3.35 pm

## **SUMMER TERM 2020**

INSET – Monday 20<sup>th</sup> April 2020

First Day of Term – Tuesday 21<sup>st</sup> April 2020

EXEAT - Saturday 2<sup>nd</sup> and Sunday 3<sup>rd</sup> May 2020

Public Holiday - Monday 4<sup>th</sup> May 2020

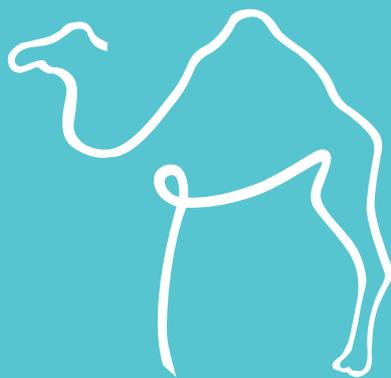
Half Term Begins (1 week) - Friday 22<sup>nd</sup> May 2020 at 3.35 pm

PATRON'S PARADE & Family Fun Day – Saturday 6<sup>th</sup> June 2020

EXEAT – Saturday 20<sup>th</sup> and Sunday 21<sup>st</sup> June 2020

ANNUAL PARADE and Prize Giving - Saturday 4<sup>th</sup> July 2020

Last Day of Term – Wednesday 8<sup>th</sup> July 2020 at 12.40 pm



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