



GORDON'S SCHOOL

SIXTH FORM OPTIONS

AND

ACADEMIC GUIDE

2020 - 21

"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

“Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent” 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.

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“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

Our Curriculum in Brief

At Gordon's School we believe in educating for life long success and provide an extensive curriculum.

The curriculum at Gordon's is characterized by a strong academic focus at its core and several layers of opportunities for students to extend themselves beyond the core provision. One such opportunity is the Supplementary subject which students choose to accompany their core provision in Year 12.

Other opportunities are through our Super Curriculum and our PSHE programme. The Super curriculum develops students' ability to think critically, to analyse information and construct effective arguments comprising of modules such as Politics, Critical thinking & Ethics. Our PSHE programme focuses on complementing the academic provision by developing students' vision, the ability to self reflect and plan as well as educating students in important fields such as mental and sexual health, First Aid and cooking.

The Co- curricular programme adds further to this model by enabling students to choose team sports, Young Enterprise, Debating and Model United Nations to polish an already impressive portfolio of subjects and skills.

This layered curriculum model extends and broadens the students' portfolio, making them more skilled, prepared for life and more competitive when it comes to university applications and employment

Pastoral

At Gordon's School the Sixth Form students belong to a House and are supported by Houseparent/s and House Assistants as well as tutors. Having this structured framework of Houseparents, tutors and, in addition, onsite counsellors mean that every student is supported as an individual. Belonging to a House gives students an important sense of belonging and they develop strong friendships for life.

Facilities

Every Gordon's Sixth Form student shares a study room. These rooms have lockable cupboards, charging facilities, desks with lights and space for storing folders. They can also socialise in the Sixth Form common rooms within each House and obtain hot drinks at break time, use the onsite fitness centre during study periods or evenings/weekends, and attend early morning training classes to keep both the body and mind fit. Our library is open for Sixth Form students until 9pm and offers a peaceful and quiet place of study.

Post 18 support

Gordon's Sixth Form has a superb careers provision. There are fortnightly talks from a wide range of professionals from a broad range of careers. These give students inspiration and insight into a variety of jobs and the pathway to them. In addition, every Sixth Form student undertakes a psychometric test during their first year and has one to one meetings with our careers advisor. CV writing workshops and sessions led by external professional speakers guide students carefully on how to write their personal statement and interview well for their application to University, Oxbridge and Apprenticeships.

"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

THE BIG 6: BENEFITS OF GORDON'S SIXTH FORM



“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

THE 3 + 1 CURRICULUM

Gordon's School Sixth Form offers a broadly traditional curriculum.

All students choose three A Level subjects, or a combination of A Level and BTEC courses. In addition students choose a fourth subject option from our Supplementary Options (see page 37) to pursue in Year 12 only. Most students choose to undertake the EPQ as their supplementary option as this is an excellent preparation for University.

Our aim is to offer our students a curriculum portfolio where the core consists of rigorous qualifications, and the outer layers are the opportunities to extend themselves using the +1 as well as our extensive opportunities beyond the classroom. Please see page 43 for more information on wider academic opportunities.

CHOOSING THE RIGHT COURSES

This is an important decision so there are factors which should be carefully considered before students make this choice.

Career pathway: Students should do their research and ensure that subject combinations do not restrict future ambitions.

Degree requirements: Some degrees require specific subject choices at A Level and it is important that students have considered this in their choices.

Interest: Studying at this level will require students to immerse themselves in wider reading and self study. It is important to enjoy the subject.

COURSE OPTIONS

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

For students choosing to undertake a BTEC course, please note that Physical Education is a double BTEC course so students should choose one more A Level subject if planning to mix these courses. However, the Business (BTEC Level 3 National Extended Certificate) is a single course, so students should choose an additional two A Level subjects or one double BTEC course.

ENTRY REQUIREMENTS

The minimum academic requirements to study a full A Level programme of 3 A Levels are:

1. A minimum of five GCSE grades 9-5, with at least a grade 5 in English and Mathematics.
PLUS
2. The grade criteria for individual subjects as outlined on page 44 of this booklet.

The entry requirement for the BTEC courses is five GCSE grades 9-4 including English and Mathematics at grade 4.

A-LEVEL PROGRESS AND ATTAINMENT TRENDS



75% OF ALL STUDENTS A* TO B (AVG. 2014-19)



BEST STATE BOARDING SCHOOL IN ENGLAND FOR ACADEMIC PROGRESS



IN THE TOP 20 BOARDING SCHOOLS FOR ACADEMIC PROGRESS
(INCLUDING INDEPENDENT SCHOOLS)



STUDENT PROGRESS: TOP 1% OF ALL SCHOOLS NATIONALLY



TOP 100 SCHOOLS IN ENGLAND FOR ACADEMIC PROGRESS
(INCLUDING INDEPENDENT SCHOOLS)



90% OF STUDENTS SECURED THEIR PREFERRED NEXT DESTINATION



2/3 SECURED PLACES AT TIMES TOP 200 WORLD UNIVERSITIES (2014-19)

“Students at Gordon’s School are more likely to get into a top university than any other state school in Surrey” (DofE 2019)

Accountancy & Finance

Mathematics preferred and usually required, and typically a grade 6 in GCSE Mathematics.

Architecture

Mathematics or Physics can often be preferred, or another route is through Art as a subject basis.

Art & Design

Art is required with a portfolio of work.

Biological sciences

Typically a portfolio with subjects such as Biology, Chemistry, Geography, Mathematics, Physics or Psychology are recommended.

Business

Business or Economics preferred, and typically a grade 6 in GCSE Mathematics.

Chemistry

Chemistry required, Mathematics and additional sciences useful or in some cases required.

Computer Sciences

Mathematics usually required, Computer Science/ Psychology/sciences often useful. Many universities require a grade 6 in Mathematics at GCSE.

Dentistry

Biology and Chemistry are required.

Economics

Mathematics is required. Economics is useful.

Engineering (Aeronautical, Chemical and Mechanical)

Mathematics and Physics required.

English

English Literature required.

Geography

Geography normally required.

Geology

Two sciences often required, and typically Mathematics and Geography are preferred with one science subject.

History

History normally required.

Law

Essay writing subjects such as History and English Literature are seen as advantageous.

Marine Biology

Biology and Chemistry usually required. Mathematics, Geography, Computing or Psychology are useful.

Mathematics

Mathematics essential, and Physics preferred.

Medicine

Biology and Chemistry are required. Mathematics and Physics preferred.

Modern Languages

First Modern Language in the main area of study, and a second modern language preferred. English Literature is seen as useful.

Music

Music normally required.

Pharmacology

Chemistry, Biology typically required, and either Physics or Mathematics.

Philosophy

Essay writing subjects such as History and English Literature are seen as advantageous.

Physics

Physics and Mathematics are essential.

Politics

No specific essential subject. Government & Politics is helpful.

Psychology

Psychology and Biology are useful.

Sports Science

Physical Education A Level or BTEC required.

Theology

Essay writing subjects such as History and English Literature are seen as advantageous.

Veterinary Sciences

Chemistry and Biology are typically required and/or Mathematics and Physics.

Zoology

Biology and one other science usually required.



SIXTH FORM SUBJECT OPTIONS

ART & DESIGN

HEAD OF DEPARTMENT

Miss E Pankhurst
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Exam Board

Edexcel

Specification

9AD01

COURSE DETAILS

This course is examined at the end of Year 13.

Year 12: Component 1 (Foundation skills)

Students work through a series of experimental workshops designed to develop technical skill and knowledge of new media for the first two terms. Students then progress to a more independent way of working, selecting media to investigate further and developing personal responses to a theme, for example 'A Sense of Place'. The practical work will be informed by critical research and investigations into the work of professional artists and designers. The work students produce will be refined and organised into a portfolio which will demonstrate skills in the four assessment objectives; develop, experiment and refine, record observations, and present. Students will be pushed technically and creatively to respond to the theme in new and imaginative ways.

Year 13, A Level: Component 1 (Personal Investigation)

Portfolio including a personal Study, 60% of A Level marks: Students are guided through the writing of a research question, tailored to their interests, to respond to in their portfolios. Students then work through a series of experimental workshops designed to develop technical skill and knowledge of new media in response to their research question. They learn to interpret art work in a more meaningful way, investigating key periods or themes of art and design history and learn to critically analyse artwork. Students select their preferred media and refine their practice, developing their own style and ways of working. They present their practical work which is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present. A supporting essay (1000-3000 words) which provides a critical analysis of their work is also presented for assessment.

Component 2:

Exam, 40% of A Level marks: Students develop a personal response to an exam question, the exam concludes with a 15 hour practical piece. All the work they produce is assessed against the four assessment objectives.

HOW WILL I BE ASSESSED?

Components	% of GCE	Details
1. Personal Investigation	60%	A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions. Assessment Objectives – Required skills and knowledge: AO1: Develop ideas through a sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements. In addition, one 3,000 word essay accompanies the practical work.
2. Exam	40%	This paper will be given early February, in advance of the exam. The theme is set externally.

WIDER READING

- Ways of Seeing by John Berger
- The Art of Creative Thinking by Rod Judkins

BIOLOGY

HEAD OF DEPARTMENT

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HEAD OF BIOLOGY

Mrs A Beecham
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Exam Board

AQA

Specification

7402

COURSE DETAILS

Examination

All topics will be examined at the end of Year 13 along with 12 required practicals.

Topic 1: Biological Molecules - carbohydrates, lipids, proteins, nucleic acids and water

Topic 2: Cells - eukaryotic cells, prokaryotic cells, movement across membranes, mitosis and immunology

Topic 3: Organisms exchange substances with their environment - gas exchange, digestion and absorption, mass transport

Topic 4: Genetic information, variation and relationships between organisms - DNA, protein synthesis, diversity and taxonomy

Topic 5: Energy transfers in and between organisms - photosynthesis, respiration, energy and ecosystems and nutrient cycles

Topic 6: Organisms respond to changes in their internal and external environment - nervous coordination, homeostasis and negative feedback

Topic 7: Genetics, populations, evolution and ecosystems - inheritance, populations, evolution and ecology

Topic 8: The control of gene expression - stem cells, epigenetics, cancer, genome projects and gene technology

HOW WILL I BE ASSESSED?

Exam Papers	% of GCE	Details
Paper 1: Topics 1 – 4 2 hours – 91 marks	35%	This paper is made up of 76 marks, a mixture of short and long answer questions, and 15 marks of extended prose questions.
Paper 2: Topics 5 – 8 2 hours – 91 marks	35%	This paper is made up of 76 marks, a mixture of short and long answer questions, and 15 marks of extended response questions.
Paper 3: All 8 Topics 2 hours – 78 marks	30%	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)

BUSINESS

HEAD OF DEPARTMENT

Mr A Grace
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Exam Board

Edexcel

Specification

8BS0/9BS0

COURSE DETAILS

Examination

This course is examined through 3 two hour written papers, which cover a range of topics and themes taught in Year 12 and 13, with a focus on both qualitative and quantitative skills.

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.

Allocated research and discussion time is also given to a particular industry/market in which businesses operate in, which Edexcel set as a key investigation for study each year.

HOW WILL I BE ASSESSED?

Exam Papers Year 13	% of GCE	Details
Paper 1: Marketing, people and global businesses	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.
Paper 2: Business activities, decisions and strategy	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.
Paper 3: Investigating business in a competitive environment	30%	Comprises data response questions and open extended questions. Focus is on application of knowledge and understanding from themes 1, 2, 3 and 4 , 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

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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 assessed by coursework . Students need to complete three written assignments.
Unit 2 Developing a Marketing Campaign	25%	This unit is assessed under supervised conditions . 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 3 Personal and Business Finance	33%	This unit is assessed by a written examination set by Pearson. The examination will be two hours in length. The number of marks for the examination is 100.
Unit 8 Recruitment and Selection Process	17%	This unit is assessed by coursework . 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

CHEMISTRY

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HEAD OF CHEMISTRY

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Exam Board

AQA

Specification

7405

COURSE DETAILS

Examination

The course is examined at the end of Year 13.

Year 1

Physical chemistry: Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and K_c, 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.

Year 2

Physical chemistry: Thermodynamics, Acids and Bases, Electrode potentials and electrochemical cells, Rate equations, Equilibrium constant K_p 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.

Over the course students complete twelve 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 13	% of GCE	Details
Paper 1: 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.
Paper 2: 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.
Paper 3: 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

Mr A Grace
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LEAD TEACHER OF COMPUTER SCIENCE

Mr J Sumsion
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Exam Board

AQA

Specification

7517

COURSE DETAILS

Examination

The course is examined at the end of Year 13 by 2 exams (1 written 1 on screen). In addition, there is a non-examined assessment (NEA) worth 20% of the final grade completed during the course.

Unit 1:

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 an object-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). This unit will also include the fundamentals of algorithms and the skills learnt whilst studying the systematic approach to problem solving.

Unit 2:

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. Networking and the Internet. Fundamentals of computer systems includes hardware, software and programming languages as well as computer organization and architecture and consequences of functional programming. This unit also includes fundamentals of databases, big data and the fundamentals of functional programming.

Unit 3: Non-Exam Assessment – The computing practical project

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 13	% of GCE	Details
Paper 1	40%	This is an on-screen exam on unit 1 . Students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by the exam board. 2 sections of the exam will be based on a pre-released skeleton program. 2 Hours 30 Minutes.
Paper 2	40%	This paper tests a student's ability to answer questions from unit 2 . The paper consists of compulsory short-answer and extended-answer questions. 2 Hours 30 Minutes.
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 course is examined at the end of Year 13.

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 6** (higher tier) in Maths at GCSE and must also attain at least a Grade 6 in Design & Technology.

HOW WILL I BE ASSESSED?

Assessment Y13	% of GCE	Details
Paper 1: 2.5 hours	30% of A Level	120 marks, Technical principles: Mixture of short answer and extended response as well as applied problem solving mathematics questions.
Paper 2: 1.5 hours	20% of A Level	80 Marks, Designing and making principles: 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	100 marks (200 max scaled mark): Substantial design and make task with photographic evidence of final prototype. Self-directed, iterative design process. Approx. 45 electronic portfolio pages.

WIDER READING

- Making It: Manufacturing Techniques for Product Design - Chris Lefteri
- 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>

DRAMA AND THEATRE STUDIES

HEAD OF DEPARTMENT

Miss K Moore

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Exam Board

Eduqas

Specification

A690QS

COURSE DETAILS

Examination

The course is examined at the 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 reinterpretation of a scripted extract. Students will be asked to take a section of script and reinterpret it in the style of a different Practitioner or Theatre Company to its original form.

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 and 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 13	% of GCE	Details
C1: Theatre workshop	20%	Internally assessed and externally moderated. Acting or design practical assessment of text reinterpretation and an accompanying creative log (1,500 words).
C2: Text in action	40%	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 (3,000 words).
C3: Text in performance	40%	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 DEPARTMENT

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HEAD OF ECONOMICS

Mr C Lewis
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Exam Board

Edexcel

Specification

9ECO for A-Level

COURSE DETAILS

Examination

The course is examined at the end of Year 13.

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 13	% of GCE	Details
Paper 1: Markets and business behaviour	35%	Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3
Paper 2: The national and global economy	35%	Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4
Paper 3: 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

- The Economic Naturalist: Why Economics Explains Almost Everything (Robert Frank)
- The Undercover Economist (Tim Harford)
- Doughnut Economics (Kate Raworth)

ENGLISH LANGUAGE

HEAD OF DEPARTMENT

Mr P Berry
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Exam Board

AQA

Specification

7702

COURSE DETAILS

Examination

The course is examined at the end of Year 13 and consists of three main aspects.

Unit 1: Language and the individual

Students will study textual variations and representations. They will also explore methods of language analysis and study children's language development.

Unit 2: Language varieties

For this unit students will study language diversity and writing skills. This paper includes how language changes over time. 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.

Unit 3: Non-exam assessment: Language in action

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

HOW WILL I BE ASSESSED?

Exam Papers Year 13	% of GCE	Details
Paper 1: Language, the individual and society.	40%	Students are assessed on their knowledge, understanding, application and evaluation of textual variations and representations . They will also answer a question on children's language development.
Paper 2: Language diversity and change	40%	Students are assessed on their knowledge, understanding, application and evaluation of language diversity and change .
Paper 3: 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

Mr P Berry
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Exam Board

AQA Specification A

Specification

7712

COURSE DETAILS

Examination

The course is examined at the end of Year 13.

Unit 1: Love through the ages

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

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

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 13	% of GCE	Details
Paper 1: 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.
Paper 2: Texts in shared contexts	40%	Students are assessed on their knowledge and understanding of the literature of WW1 and its aftermath.
Paper 3: Non-exam assessment essay	20%	Students produce a 2,500 word extended critical essay on texts of their choice.

WIDER READING

- Thomas Hardy, Tess of the d'Urbervilles
- At least one title from the 'Wider Reading List'
- Oscar Wilde, The Picture of Dorian Gray

FRENCH

HEAD OF DEPARTMENT

Miss M Cottam
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Exam Board

Eduqas

Specification

603/0071/1

COURSE DETAILS

Examination

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

Unit 1: Social Issues and Trends

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

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

Prescribed works

Vercors: Le silence de la Mer and Éric Toledano, Olivier Nakache: Intouchables.

Unit 3: Diversity and difference

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

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

HOW WILL I BE ASSESSED?

Exam Papers Year 13	% of GCE	Details
Paper 1: Speaking	30%	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.
Paper 2: Listening, Reading and Translation	50%	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.
Paper 3: Critical response in Writing	20%	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

Mr P Schofield
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Exam Board

Edexcel

Specification

A-Level 9GEO

COURSE DETAILS

Examination

The course is examined at the end of Year 13.

Year 12 (Year 1 - A Level)

Unit 1 Dynamic landscapes:

Topic 1: Tectonic Processes and Hazards and Topic 2: Landscape Systems, Processes and Change. Fieldwork: Physical Geography.

Unit 2 Dynamic Places:

Topic 3: Globalisation and Topic 4: Shaping Places

Year 13 (Year 2 - A Level)

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 2hrs 15mins, 70 marks and 20% of the A Level.

Coursework - Independent Investigation: A 4000-word fieldwork project using higher level skills. 70 marks and 20% of the A Level.

HOW WILL I BE ASSESSED?

Exam Papers Year 13	% of GCE	Details
Paper 1: 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.
Paper 2: 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.
Paper 3: 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.
Coursework: 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

7662

COURSE DETAILS

Examination

The course is examined at the end of Year 13.

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

- Aspects of German-speaking society.
- Artistic culture in the German-speaking world.
- Multiculturalism in the German speaking world.
- Aspects of Political Life in the German speaking world.
- Grammar.
- Written exam: 2 hours 30 minutes.

Paper 2: Writing (Year 13)

- One text and one film from the lists in the specification (Film: Lola Rennt, Tom Tykwer & Set text: Andorra, Max Frisch).
- Grammar.
- Written exam: 2 hours (A-Level).

Paper 3: Speaking (Year 12 and Year 13)

- A-Level: Individual Research Project (chosen by student).
- Discussion of stimulus card based on 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: 21-23 minutes (A-Level).

HOW WILL I BE ASSESSED?

Exam Papers Year 13	% of GCE	Details
Paper 1: Listening, Reading and Writing	50%	Listening & responding to spoken passages from a range of contexts & sources in different registers. Reading & responding 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. Translation into English AND German (minimum 100 words)
Paper 2: Writing	20%	Students will write TWO essays of approximately 300 words from a choice of two on the set text and the set film
Paper 3: Speaking Exam	30%	Discussion of ONE sub-theme with the discussion based on a stimulus card (5–6 minutes). Presentation (2 minutes) and discussion (9–10 minutes) of individual research project .

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 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	% of GCE	Details
Paper 1: Breadth study with interpretations	30%	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.
Paper 2: Depth Study	20%	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.
Paper 3: Themes in breadth with aspects in depth	30%	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.
Coursework	20%	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, Berghahn Books (2005)

MATHEMATICS

HEAD OF DEPARTMENT

Mr M Eaden
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Exam Board

Edexcel

Specification

A Level Mathematics 9MA0

COURSE DETAILS

A-Level Mathematics:

Examination

The course is examined in Year 13.

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 must sit three exams at the end of Year 13.

HOW WILL I BE ASSESSED?

Exam Papers	% of GCE	Details
Paper 1: Pure Mathematics 1	33.3%	Written examination: 2 hours, 100 marks
Paper 2: Pure Mathematics 2	33.3%	Written examination: 2 hours, 100 marks
Paper 3: Statistics and Mechanics	33.3%	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

Mr M Eaden
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Exam Board

Edexcel

Specification

A-Level Further Mathematics
9FMO

COURSE DETAILS

A Level Further Mathematics:

Examination

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

Pure Mathematics and Applied Mathematics:

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 additional elements on Further Mechanics (momentum and impulse, collisions in one and two dimensions, work, energy and power, elastic strings and springs and elastic energy) and Decision Mathematics (algorithms, graph theory, algorithms on graphs, critical path analysis and linear programming).

All students completing the A Level in Further Mathematics must sit four exams at the end of Year 13.

HOW WILL I BE ASSESSED?

Exam Papers	% of GCE	Details
Paper 1: Core Pure Mathematics 1	25%	Written examination: 1 hour 30 minutes, 75 marks
Paper 2: Core Pure Mathematics 2	25%	Written examination: 1 hour 30 minutes, 75 marks
Paper 3: Further Mechanics 1	25%	Written examination: 1 hour 30 minutes, 75 marks
Paper 4: Decision Mathematics 1	25%	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

Mr P Berry
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HEAD OF MEDIA STUDIES

Mrs A Leonce
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Exam Board

AQA

Specification

7572

COURSE DETAILS

Examination and Non-exam Assessment

The course is examined at the end of Year 13. Students complete one non-exam assessment.

Year 12

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)

Students will produce half of the NEA in Year 12; with the other half completed in Year 13. The submission of this project is in Year 13. 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 close-study product booklet 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. This will be marked internally at Gordon's School and moderated externally by AQA.

HOW WILL I BE ASSESSED?

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.

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
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Exam Board

Eduqas

Specification

A660PA

COURSE DETAILS

Examination

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

Unit 1 and 2: Option A: 35% Performance and 25 % Composition

Students are required to give a performance consisting of a minimum of three pieces either as a soloist or as part of an ensemble or a combination of both. The duration of the performance will be between ten and twelve minutes and will be marked by a visiting examiner. Performances should be at Grade 6 instrumental level or higher.

For this option students are required to produce two compositions, of 4.5-7 mins in length, with one being based on a brief set by the exam board. Plenty of opportunity is given during the course to practice these skills in both formal and informal settings. There is an expectation that students will be receiving tuition on their instrument or voice for the duration of the course.

Option B: 25% Performance and 35% Composition

For this option students are required to produce three compositions, of 8-10 mins in length, with one being based on a brief set by the exam board and one fulfilling the characteristics of one other area of study.

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. The duration of the performance will be between six and eight minutes and will be marked by a visiting examiner. Performances should be at Grade 6 instrumental level or higher.

Unit 3: Appraising

This unit is assessed through a written exam which will assess knowledge and understanding of music through three areas of study: Western Classical Music, Musical Theatre and Music Into the Twentieth Century. This unit also includes an in-depth study of the development of the symphony from 1750-1900.

HOW WILL I BE ASSESSED?

Exam Papers Year 13	% of GCE	Details
Unit 1: Performance Exam	25% or 35%	This component is externally assessed by a visiting examiner between 1st March and 15th May. Students must present 6-8 (25%) OR 10-12 (35%) minutes of music at Grade 6 or above.
Paper 2: Composition Coursework	25% or 35%	This component is externally assessed by the exam board. Students must submit two compositions (25%) or three compositions (35%).
Paper 3: Listening and Appraising Exam	40%	Students must demonstrate understanding of the three areas of study: Western Classical Music, Musical Theatre and Into the Twentieth Century. Students are tested on their aural awareness and more extended written responses to essay questions.

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

Miss E Pankhurst
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Exam Board
Edexcel

Specification
9AD01

COURSE DETAILS

Year 12:

Component 1: Foundation skills

Students work through a series of technical workshops designed to develop photographic skills. They learn how to; capture images in a variety of lighting conditions, explore angles, composition concepts, depth of field and focusing techniques. Students then progress to editing and learn to enhance and manipulate their images using Adobe Photoshop. Students are also encouraged to manipulate photographs through other means, and can create pieces combined with artistic techniques, using a range of materials. In the past, students have then been able to create 3D installations and sculptures using these techniques, encouraging further creativity. Throughout the year students work both in the studio and outside in natural light. They investigate different themes and purposes of photography looking at documentary, advertising, staging, portraiture, still life and artistic photography. The practical work will be informed by critical research and investigations into the work of professional artists and photographers from a range of times and countries. Work is refined and organised into a portfolio which will demonstrate skills in the four assessment objectives, outlined below.

Year 13, A Level:

Component 1: Personal Study, 60% of A Level marks: Students work through a series of technical workshops designed to develop photographic skills. They are then guided through the writing of a research question based on an area of interest. They will write an essay which is also assessed as part of their A Level personal study work. They learn to interpret photographic work in a more meaningful way, investigating key periods or themes of photography. Students select their preferred techniques and refine their practice, developing their own style and ways of working. They present their practical work which is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present. A supporting essay (1000-3000 words), providing a critical analysis of their work and the work of relevant artists and photographers, is also presented for assessment.

Component 2:

Exam, 40% of A2 marks: Students develop a personal response to an exam question, the exam concludes with a 15 hour practical. All the work they produce is assessed against the four assessment objectives, outlined below.

HOW WILL I BE ASSESSED?

Components	% of GCE	Details
1. Personal Investigation	60%	A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions. Assessment Objectives – Required skills and knowledge: AO1: Develop ideas through a sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress AO4: Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements In addition, one 3,000 word essay accompanies the practical work.
2. Exam	40%	This paper will be given in early February, in advance of the exam. The theme is set externally.

WIDER READING

- Read This If You Want To Take Great Photographs by Henry Carroll
- The Essence of Photography: Seeing and Creativity by Bruce Barnbaum

PHYSICAL EDUCATION

HEAD OF DEPARTMENT

Mr P King
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Exam Board

AQA

Specification

7582

COURSE DETAILS

Examination

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

A2 Level

Paper 1: Factors affecting participation in physical activity and sport

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

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

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	% of GCE	Details
Paper 1: 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
Paper 2: 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
Non-exam assessment: 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:

Unit 1 - Anatomy and Physiology
Unit 2 - Fitness Training and Programming for Health, Sport and Well-Being
Unit 3 - Professional Development in the Sports Industry
Unit 4 - Sports Leadership
Unit 5 - Application of Fitness Testing

Year 13 course outline:

Unit 6 - Sports Psychology
Unit 10 - Sport Event Organisation
Unit 22 - Investigating Business in Sport and the Active Leisure Industry
Unit 23 - Skill Acquisition in Sport

Assessment:

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

Higher education courses linked to the subject:

Having studied 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
Unit 1	Anatomy and Physiology (M) - External Exam
Unit 2	Fitness Training and Programming for Health, Sport and Well-Being (M) – External Exam
Unit 3	Professional Development in the Sports Industry (M) – Internal Assessment
Unit 4	Sports Leadership (M) – Internal Assessment
Unit 5	Application of Fitness Testing (O) – Internal Assessment
Year 13 course outline	Details
Unit 6	Sports Psychology (O) – Internal Assessment
Unit 10	Sport Event Organisation (O) – Internal Assessment
Unit 22	Investigating Business in Sport and the Active Leisure Industry (M) – External Exam
Unit 23	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

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HEAD OF PHYSICS

Mrs K Lockett
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Exam Board

AQA

Specification

7408

COURSE DETAILS

Examination

The course is examined 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 – 5 taught in Year 12. Also in Year 12 students complete 6 required practicals. These will be assessed in public examinations in Year 13.

Topic 6: Further Mechanics

Topic 7: Fields

Topic 8: Nuclear Physics

Topic 9: Option Topic

Topics 6 – 9 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 13	% of GCE	Details
Paper 1: Topics 1 – 6 & periodic motion (6.1) (2 hours)	34%	85 marks: 60 marks of short and long answer questions, 25 marks of multiple choice.
Paper 2: topics 6.2-8 (2 hours)	34%	85 marks: 60 marks of short and long answer questions, 25 marks of multiple choice, assumed knowledge from previous topics.
Paper 3: Practical skills & option topic.	32%	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)

BOOKS:

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

PSYCHOLOGY

HEAD OF DEPARTMENT

Miss L Collingwood
lcollingwood@gordons.school

Exam Board

AQA

Specification

7182

COURSE DETAILS

Examination

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

Unit 1: Introductory topics in Psychology (Year 1).

Students will study three topics within this unit: **Social Influence, Attachment and Memory, and Psychopathology**. 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. This paper will include some research methods.

Unit 2: Psychology in context, Biopsychology (Year 1 and 2).

For this unit students will study **Research Methods 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.

Unit 3: Issues and options in Psychology (Year 2).

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 13	% of GCE	Details
Paper 1: Introductory topics in psychology	33%	Students are assessed on their knowledge, understanding, application and evaluation of Social Influence, Attachment, Memory and Psychopathology topics .
Paper 2: Psychology in context	33%	Students are assessed on their knowledge, understanding, application and evaluation of Biopsychology and Approaches, and Research Methods . Data interpretation and mathematical content included.
Paper 3: Issues and options in psychology	33%	Students are assessed on their knowledge, understanding, application and evaluation of Schizophrenia, Relationships and Forensic Psychology .

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

Mrs J Quinlan
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Exam Board

AQA

Specification

7691/7692

COURSE DETAILS

Examination

The course is examined 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 - *La Casa de Bernarda Alba*.

HOW WILL I BE ASSESSED?

Exam Papers Year 13	% of GCE	Details
Paper 1: Listening, Reading and Writing	50%	What's assessed? 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.
Paper 2: Writing	20%	What's assessed? One text and one film. Written exam: 2 hours.
Paper 3: Speaking	30%	What's assessed? 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



EXAMPLES OF
SUPPLEMENTARY SUBJECT OPTIONS

THE EXTENDED PROJECT QUALIFICATION (EPQ)

HEAD OF DEPARTMENT

Mrs S Radford

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Exam Board

AQA

Specification

7993

COURSE DETAILS

The Extended Project Qualification (EPQ) is a standalone qualification designed to stretch and challenge students and introduce them to independent project management.

The EPQ offers opportunities for students to:

Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project. It helps to develop and improve their own learning and performance as critical, reflective and independent students. They need to develop and apply decision-making and problem solving skills to be successful in this qualification, as well as extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.

It is partly taught but mostly independent and student led. Skills which are taught are research skills, referencing, evaluating research methods and how to follow the necessary format for the EPQ. Students choose their research area which cannot overlap with their curriculum. They have to design and monitor an action plan with set objectives which they decide and keep to.

The project is assessed by students meeting deadlines and completing a detailed production log, an essay/report of 5000 words plus a presentation. Assessment objectives can be seen below.

HOW WILL I BE ASSESSED? OBJECTIVES:

Assessment Objectives	Details	Weighting
AO1	Manage: Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
AO2	Use Resources: Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	20%
AO3	Develop and Realise: Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	40%
AO4	Review: Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	20%

WIDER READING

- Nuts and Bolts of EPQ, MOOC from Bath University
- Andrews, C. (2019) Extended Project Qualification. Hodder Education: Banbury.
- Flanagan, C. and McGee, J. (2018) EPQ Toolkit for AQA. Illuminate Publishing, Cheltenham.

GLOBAL PERSPECTIVES (CAMBRIDGE PRE-U)

CONTACT

Mr C Lewis
clewis1@gordons.school

Exam Board

Cambridge

Specification

1340

COURSE DETAILS

Cambridge Pre-U Global Perspectives is a one-year course that prepares young people for positive engagement with a rapidly changing world. Learners will study and explore different and global issues, and sometimes opposing perspectives and through this develop thinking and reasoning skills as well as research and communication skills.

These skills will enable learners to meet the demands of the twenty-first century and make a successful transition to study in higher education.

Cambridge Pre-U Global Perspectives provide opportunities to acquire disciplined and scholarly research skills and to promote a critical, questioning approach to information that is often taken for granted. It encourages self-reflection and independence of thought as well as encourage an understanding of, and engagement with, some of the key global issues that they will face wherever they live and work.

This syllabus also encourages an awareness and understanding of, and respect for, the diversity of perspectives on global issues. To encourage learners to think critically, this syllabus presents an approach to analysing and evaluating arguments and perspectives called the Critical Path. Candidates will learn how to deconstruct and reconstruct arguments by researching global issues and interrogating evidence. They will reflect on the implications of their research and analysis from a personal perspective and communicate their findings and ideas as reasoned arguments.

HOW WILL I BE ASSESSED?

Y12 Assessment	% of GCE	Details
Component 1: 30 marks	25%	Written paper 1 hour 30 minutes. Structured questions, written paper, externally assessed.
Component 2 (Essay): 30 Marks	30%	Essay, externally assessed.
Component 3: (Presentation, max 15mins) 40 marks	45%	Presentation based on pre-released source material, externally assessed.

HIGHER SPORTS LEADERS AWARD LEVEL 3

CONTACT

Mr P King
pking@gordons.school

Exam Board

SLQ

Specification

601/8586/7

COURSE DETAILS

The Sports Leaders UK Level 3 Award in Higher Sports Leadership is a nationally recognised qualification that is great for a personal statement and UCAS application (16 UCAS points). This course gives students the opportunity to learn the skills needed to plan and deliver sessions for specialist community groups and schools and to develop their knowledge on coaching/leading on different sports. It helps to develop confidence and the ability to communicate effectively with other people and peers.

The course is of value to those who wish to further develop their coaching skills or progress onto a career involving any leadership. As a nationally recognised qualification it is a stepping stone to Higher education, voluntary or paid work in sports development, leisure management, teaching and coaching sport.

Examination

The course is examined throughout Year 12. Assessment is through portfolio work, practical demonstration, community work and the running of a major sports event for local primary schools.

Course content:

Unit 1 – Developing leadership skills

Unit 2 – Plan, lead and evaluate a sport/physical activity event

Unit 3 – Lead safe sport/physical activity sessions

Unit 4 – Plan, lead and evaluate a sport/physical activity sessions for children

Unit 5 – Plan, lead and evaluate a sport/physical activity sessions in the community.

Optional units – *the learner must complete two units from Units 5, 6 and 7.*

Unit 5 – Plan, lead and evaluate sport/physical activity sessions in the community

Unit 6 – Plan, lead and evaluate sport/physical activity sessions for disabled people

Unit 7 – Plan, lead and evaluate sport/physical activity sessions for older people

HOW WILL I BE ASSESSED?

Assessment	%	Details
Assessment is by practical observation	100%	<ul style="list-style-type: none"> Learner Evidence Record Worksheets Planning and Evaluating

AS MATHEMATICS

CONTACT

Mr M Eaden
meaden@gordons.school

Exam Board

Edexcel

Specification

AS Level Mathematics
8MA0

COURSE DETAILS

AS Level Mathematics

Examination

The course is examined at the end of Year 12.

This is a stand-alone AS level course for those students not intending to continue to a full A level.

Pure Mathematics and Applied Mathematics

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).

All students must sit two exams at the end of Year 12.

HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
Paper 1: Pure Mathematics	62.5%	Written examination: 2 hours, 100 marks
Paper 2: Statistics and Mathematics	37.5%	Written examination: 1 hour 15 minutes, 60 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)

AS SOCIOLOGY

CONTACT

Mrs S Radford
sradford@gordons.school

Exam Board

AQA

Specification

7191

COURSE DETAILS

AS Sociology is the study of human behaviour in groups, in our society. It highlights how invisible forces can affect individuals' life chances and introduces core themes such as conflict, power, and identity. There are core themes which are compulsory and an optional topic; of which we will study Families & Households.

Examination

The course is examined at the end of Year 12.

Unit 1: Education

This module explores the role and functions of the education system, including its relationship to the economy and to class structure as well as • differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. It also analyses the micro elements of education; such as relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.

Unit 2: Research Methods and Topics in Sociology

Includes learning about types of data and methodologies in human sciences and the disadvantages and advantages of each. This then has to be applied to an assessment for Research Methods in Context.

The topic in this unit is Families & households: this unit examines the role and functions of families, how their structure has changed over time and governmental policies affecting the family as a unit. It also explores the role of childhood and compares childhood as a concept across cultures.

HOW WILL I BE ASSESSED?

Exam Papers Year 12	% of GCE	Details
Paper 1: Education with Methods in Context	50%	Demonstrate knowledge and understanding of sociological theories, concepts and evidence and sociological research methods and be able to apply these to a range of issues. Students are also assessed on their ability to analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements, draw conclusions as applied to the topic of Education.
Paper 2: Research Methods and Topics in Sociology	50%	Demonstrate knowledge and understanding of sociological theories, concepts and evidence and sociological research methods and be able to apply these to a range of issues. Students are also assessed on their ability to analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements, draw conclusions as applied to the topic of Families & Households.

WIDER READING

- Wills, P (2016) Learning to Labour: How working class kids get working class jobs. Routledge: Abingdon.
- Dorling, D (2015) Inequality and the 1%. Versobooks: London.
- Venkatesh, S (2008) Gang leader for a day: a Rogue sociologist takes to the streets. Penguin Press: Chicago

BEYOND THE CLASSROOM

LIBERAL ARTS

Liberal Arts is an interdisciplinary course covering topics ranging from the Arts, Humanities, Social Science and the Sciences. It aims to go beyond the confines of any one subject and encourage students to learn as much as they can about the world around them. The two-year course in Liberal Arts will allow Sixth Form students to consider ethical, moral, political and cultural topics impacting upon the modern world. It will encourage students to consider the historical reasons for current tensions within the world as well as how science can be harnessed to solve current global issues.

Throughout the course students will be encouraged to read widely and therefore gain analytical, evaluative, critical and creative thinking skills – all of which fit well into our Thinking School journey. It will foster an ability to be sensitive to others and be tolerant of cultural differences.

SUPER-CURRICULUM

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. The Super-Curriculum has been designed to stretch, challenge and develop the most curious of minds. It comprises opportunities for students to join in subject based discussion groups, the Liberal Arts programme, Insight lectures and library talks, as well as our Scholars' Programme.

SCHOLARS' PROGRAMME

Students on the Scholars' Programme should complete a 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 and academic opportunities offered as illustrated below as a part of their scholarship journey. This could include mentoring a younger scholarship student, attending library lectures 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
- Debating
- Model United Nations (MUN)
- Presentation skills
- LAMDA lessons
- National Essay Competitions
- TEFL Level 2 Qualification, two-day course
- Insight Talks
- Lecture Programme
- Medical School Preparation
- STEP Maths
- Young Enterprise

INSIGHT TALKS

The termly Insight Talks are open to all members of the Gordon's 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.

LECTURE PROGRAMME

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.

GORDON'S SIXTH FORM ENTRANCE CRITERIA SEPTEMBER 2020 ENTRY

Subject	Notes	Minimum Entry Requirements: Five GCSE grades 9 – 5 including Grade 5 in English & Mathematics
Art *	If destination is Architecture, Art typically is taken with Mathematics and/or Physics. Needed for some Sports Science subjects at University. Highly recommended for medicine. Strongly recommended that students have a GCSE English and Mathematics grade 6.	The expected entry criteria for each subject is shown below: GCSE grade 6 in Art or Photography.
Biology		GCSE grade 7-7 in Combined Science, or grade 7 in Biology and grade 6 in Chemistry if separate sciences studied.
Business		GCSE grade 6 in Business or Distinction in BTEC Enterprise (Business) if studied. If not studied, grade 5 in English and Mathematics.
Chemistry	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.
Computer Science	Strongly recommended to be taken with Mathematics.	GCSE grade 6 in Computer Science if studied. If not studied, grade 5 in English, or a GCSE grade 6 in Mathematics is required.
Drama & Theatre Studies *	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied, or GCSE Grade 5 in either English Language or English Literature.
Design & Technology *	Strongly advisable to those wishing to study Engineering, Architecture, Product/Graphic Design and aligns well with Arts or STEM subjects. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Technology if studied. If not studied, grade 5 in English and Mathematics.
Economics		GCSE grade 6 in Economics if studied, and GCSE grade 6 in Mathematics. If not studied, grade 5 in English.
English Language		GCSE grade 6 in English Language.
English Literature		GCSE grade 6 in English Literature and grade 6 English Language.
French	Exceptions may be made for native speakers.	GCSE grade 6 in French.
German	Exceptions may be made for native speakers.	GCSE grade 6 in German.
Geography	Biology usually needed if planning to study Geology at University.	GCSE grade 6 in Geography.
History		GCSE grade 6 in History and grade 6 in English Literature.
Mathematics	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 2020.
Further Mathematics		GCSE grade 8 in Mathematics & must study A Level Mathematics over two years.
Media *		GCSE grade 5 in either English Language or English Literature.
Music	Mathematics needed to study Music Technology at some Universities.	GCSE grade 6 in Music plus minimum grade 5 instrumental/vocal. If a student has not studied Music, then a Grade 5 Instrumental/vocal (any board) and Grade 5 Theory (ABRSM) is required.
Physical Education *	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. If not studied, grade 5 in English, or a grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
Physics	Both Mathematics & Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined Science and must be accompanied by A Level Mathematics for two years, or AS Mathematics in Year 12.
Photography		GCSE grade 6 in Art or Photography.
Psychology	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. If not studied, grade 5 in English, or a GCSE grade 6-6 in Combined Science, or grade 6 in Biology if separate sciences studied.
Spanish	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
Other Level 3 courses on offer		
Physical Education – Level 3 Diploma in Sport (BTEC)	Double BTEC course.	GCSE grade 4 in English Language and Mathematics are required.
Business (BTEC)	Single BTEC course.	GCSE grade 4 in English Language and Mathematics are required. Where Business Enterprise level 2 is studied, a Merit is required.
Supporting information:		
<ol style="list-style-type: none"> For the sciences, (GCSE Single Award Science (or CIE IGCSE Cambridge Combined Science) is not part of the minimum entry requirement. In terms of access to A Level courses, GCSE 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 require a grade BB to access Psychology. 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. * Consider accompanying these subjects with facilitating subjects when applying to Russell Group Universities. 		



SIXTH FORM
ACADEMIC GUIDE

THE SIXTH FORM TEAM

Head of Sixth Form: Mrs Sandra Radford

hradford@gordons.school

Deputy Head of Sixth Form (Year 13): Mrs S Hughes

suhughes@gordons.school

Deputy Head of Sixth Form (Year 12): Mrs Heidi Cross

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Sixth Form Administration: Mrs Grethel Hall

ghall@gordons.school

Oxbridge Co-ordinator: Mrs Michelle Wright

mwright@gordons.school

Medicine, Veterinary and Dentistry: Ms Kathryn Armstrong

karmstrong@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 Heathcote	01276 859719
Buckingham House	Mr Jamie Sinclair	01276 859722
China House	Mrs Heather Pavis	01276 859739
Gravesend House	Mr Gary Knight	01276 859723
Kensington House	Ms Kate Connery	01276 859710
Khartoum House	Mr Chris Davies	01276 859711
Sandringham House	Mr and Mrs Webb	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
Break	10.30am - 10.50am
Period 3	10.50am - 11.45am
Period 4	11.45am - 12.40pm
Lunch	12.40pm - 1.45pm
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	3.55pm - 4.55pm
Tea	5.00pm
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 aspects of our Sixth Form.

A-LEVEL PROGRAMME OF STUDY

Programme of Study:

Students will choose three A Level subjects or BTEC courses which are taught over two years. They also need to choose one supplementary subject which can be an EPQ, AS Sociology, Global Perspective, AS Mathematics or Higher Sports Leaders Award.

Their programme will consist of their chosen courses plus PSHE and compulsory Games sessions.

- The subjects they have chosen
- One PSHE lesson per week
- One Liberal Arts lesson fortnightly
- Physical Education/Games
- Academic clinics across subjects
- At least one co-curricular period/activity per week

REPORTING

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

Definition 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 A-Level grade that is personal to each student and subject. It is designed to be both achievable and challenging.
- **Working grade** - The A-Level grade that a student is currently working at.

THE TARGET GRADE - A GRADE HIGHER

Target setting, tracking and intervention

We are unashamedly ambitious for our students. Therefore, 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 Key Stage 5 (Sixth Form) 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.

REPORTING GOOD EFFORT GRADES

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

Average effort grade for Year 12 in 2018-19 was 1.7.

Behaviour	Criteria For Effort Grades
Focus	Concentrating in lessons and remaining on task; following the 4Bs (brain, book, buddy, boss)
Prep	Handing in well-presented homework on time and preparing for the next lesson.
Attention to detail	Being punctual, bringing the correct equipment and taking pride in work e.g. correctly referenced evidence, clear titles and sub-headings, accurate facts and dates.
Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Response to feedback	Showing the determination to respond positively to feedback and then acting upon it.

INTERVENTION

The reports process 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, RECORDING AND REPORTING (ARR)

Assessments are done both formatively and summatively. There is a set rhythm to assessments.

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

Every three weeks, departments set assessments which will be deep marked and offer students next steps advice. These occur between Key Assessments which further 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.

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

These are assessment events which provide students with:

- Feedback on their performance in the assessment
- 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.

ACADEMIC SUPPORT

Support offered is split between academic and pastoral support. Students in Y12 & Y13 with an effort grade average greater than 2 will attend one prep session per week supervised by senior staff. An average greater than 2 in successive reporting windows will add 1 more evening of supported prep sessions up to 3 evenings per week. In addition, a Saturday morning study session between 10.00-12.00pm will be added. Where students continue to cause a concern over 2 or more successive reporting windows, suspension from some activities and school teams may be imposed.

CLINICS

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

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 Friday in September.

STUDY SKILLS

Throughout the academic year all students will participate in a Study Skills programme. Supporting material 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.

STUDY LEAVE FOR EXAMINATIONS

There is no Study Leave during 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.

GIVING BACK: SERVICE AND 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.

OXBRIDGE

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 with 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.

WIDER READING

Reading has 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. Each subject has an extensive reading list available to students.

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 2020: application deadline for the receipt at UCAS of applications for all medicine, dentistry, veterinary medicine and veterinary science courses.
- 15th January 2021: application deadline for the receipt at UCAS of applications for all courses except those listed above.

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

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.

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. UCAS Higher Education Fair
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!

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.** 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."

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KEY DATES FOR ACADEMIC YEAR 2019-20

AUTUMN TERM 2019

INSET - Monday 2nd September 2019
INSET - Tuesday 3rd September 2019
New Y7-10 Residential Students Arrive - Tuesday 3rd September 2019 (between 4pm and 5pm)
Y12 Residential Students Arrive - Wednesday 4th September 2019 between (10am and 12pm)
INSET - Wednesday 4th September 2019
New Student Induction Day (Y7-10) - Wednesday 4th September 2019 (9.30am)
New Student Induction Day (Y12) - Wednesday 4th September 2019 (12.30pm)
First Day of Term - Thursday 5th September 2019
PARADE - Sunday 22nd September 2019
EXEAT - Saturday 28th and Sunday 29th September 2019
HARVEST PARADE - Sunday 20th October 2019
Half Term begins (1.5 weeks) - Wednesday 23rd October 2019 (at 3.35pm)
Lessons Commence - Monday 4th November 2019
REMEMBRANCE PARADE - Sunday 10th November 2019
EXEAT - Saturday 23rd and Sunday 24th November 2019
Last Day of Term - Friday 13th December 2019 (at 12.40pm)

SPRING TERM 2020

INSET - Monday 6th January 2020
First Day of Term - Tuesday 7th January 2020
WHITEHALL PARADE - Saturday 18th January 2020
Guildford Cathedral Service - Sunday 19th January 2020
EXEAT - Saturday 25th and Sunday 26th January 2020
PARADE - Sunday 9th February 2020
Half Term Begins (1 week) - Friday 14th February 2020 (at 3.35pm)
EXEAT - Saturday 14th and Sunday 15th March 2020
PARADE - Sunday 22th March 2020
Last Day of Term - Friday 31st March 2020 (at 3.35pm)

SUMMER TERM 2020

INSET - Monday 20th April 2020
First Day of Term - Tuesday 21st April 2020
Public Holiday - Friday 8th May 2020
EXEAT - Saturday 9th and Sunday 10th May 2020
Half Term Begins (1 week) - Friday 22nd May 2020 (at 3.35pm)
PATRON'S PARADE - Saturday 6th June 2020
EXEAT - Saturday 20th and Sunday 21st June 2020
Annual Inspection and Prize Giving - Saturday 4th July 2020 (from 2pm)
Last Day of Term - Wednesday 8th July 2020 (at 12.40pm)

KEY DATES FOR ACADEMIC YEAR 2020-21

AUTUMN TERM 2020

INSET - Wednesday 2nd September 2020
INSET - Thursday 3rd September 2020
New Residential Boarders Arrive - Thursday 3rd September 2020 (between 4pm and 5pm)
INSET - Friday 4th September 2020
Y12 Residential Boarders Arrive - Friday 4th September 2020 between (10am and 12pm)
New Student Induction Day (Y7-10) - Friday 4th September 2020 (9.30am)
New Student Induction Day (Y12) - Friday 4th September 2020 (12.30pm)
First Day of Term - Monday 7th September 2020
PARADE - Sunday 20th September 2020
EXEAT - Friday 25th at 3.35 pm / Saturday 26th / Sunday 27th September 2020
PARADE - Sunday 18th October 2020
Half Term Begins (1½ weeks) - Wednesday 21st October 2020 (3.35pm)
Inset - Monday 2nd November 2020
Lessons Resume - Tuesday 3rd November 2020
PARADE - Sunday 8th November 2020
EXEAT - Friday 27th at 3.35 pm / Saturday 28th / Sunday 29th November 2020
Last Day of Term - Thursday 17th December 2020 (12.40pm)

SPRING TERM 2021

INSET - Wednesday 6th January 2021
First Day of Term - Thursday 7th January 2021
MEMORIAL WEEKEND - Saturday 23rd / Sunday 24th January 2021
EXEAT - Friday 29th (3.35pm) / Saturday 30th / Sunday 31st January 2021
PARADE - Sunday 7th February 2021
Half Term Begins (1 week) - Friday 12th February 2021 (3.35pm)
EXEAT - Friday 12th (3.35pm) / Saturday 13th / Sunday 14th March 2021
PARADE - Sunday 21st March 2021
Last Day of Term - Wednesday 31st March 2021 (12.40pm)

SUMMER TERM 2021

First Day of Term - Monday 19th April 2021
EXEAT - Friday 30th April 2021 (3.35pm) / Saturday 1st / Sunday 2nd May 2021
Public Holiday - Monday 3rd May 2021
Half Term Begins (1 week) - Friday 28th May 2021 (3.35pm)
PARADE & FUN DAY - Saturday 12th June 2021
EXEAT - Friday 25th (3.35pm) / Saturday 26th / Sunday 27th June 2021
Annual Parade & Prize Giving - Saturday 3rd July 2021 (2pm)
Last Day of Term - Saturday 3rd July 2021 after the Annual Parade
First Day of the Autumn Term - Monday 6th September 2021



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