



GORDON'S SCHOOL

SIXTH FORM OPTIONS AND ACADEMIC GUIDE

2026–27

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

OFSTED



EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



COURTESY

Showing politeness and thinking of others before yourself.

INTEGRITY

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

DILIGENCE

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

ENTHUSIASM

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

RESILIENCE

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

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

OFSTED, 2017

OPTIONS BOOKLET CONTENT

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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. ”



INTRODUCTION

GORDON'S SIXTH FORM

OUR CURRICULUM IN BRIEF

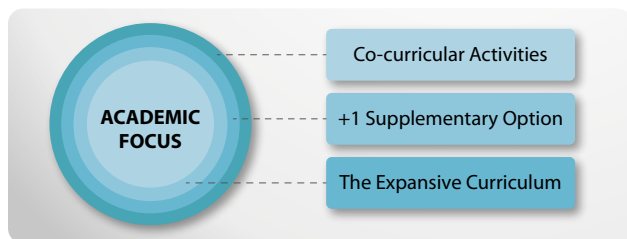
Gordon's School is a non-selective, co-educational state boarding school with a strong focus on academic rigour, an enriching boarding experience, a disciplined environment, abundant co-curricular opportunities, and a Christian ethos.

The core curriculum is highly academic, supplemented by layers of enrichment beyond the standard programme of study. All students select three A Level or BTEC courses, and in exceptional cases, a fourth A Level (Further Maths only) may be taken if students have an average GCSE grade score at least 8. Additionally, students select a +1 Supplementary option for Year 12 only, such as the EPQ, with alternatives available. We aim to accommodate first subject choices, though some students may be required to accept their reserve option.

Through the Expansive Curriculum, students access a range of activities to broaden their experience. The Year 12 Open Study programme develops resilience, cultural capital, and practical life skills, including car maintenance, sewing, and public speaking. The Liberal Arts programme in Year 13 develops intellectual curiosity across disciplines such as politics, critical thinking, and ethics.

Students with strong academic potential can also join the Academic Scholars programme, gaining access to external talks, subject competitions, and workshops that deepen conceptual understanding. The Co-curricular programme allows students to participate in team sports, Young Enterprise, debating, and Model United Nations, further strengthening their university and career prospects.

All students benefit from a comprehensive PSHE programme, enhanced by external speakers and interactive workshops.



PASTORAL

Sixth Form students are assigned to a House and supported by a dedicated team of House Parents, House Assistants, form tutors, and on-site counsellors. This structure promotes a sense of belonging and long-lasting friendships within the House. Students compete in a variety of 'interhouse' activities, and everyone is encouraged to participate in these events.

Each Year 12 student is issued a tablet PC to aid their studies. Involvement in House life, team sports, and other activities is celebrated through the Honours programme, which encourages service and participation. Students must complete 15 hours of voluntary service and 50 hours of participation in co-curricular activities to be eligible for Honours recognition. These achievements are acknowledged within the UCAS reference and students' LinkedIn profiles.

FACILITIES

Sixth Form students have access to dedicated study rooms with secure storage, charging facilities, and communal workspaces. Common rooms within each House provide space for socialising and relaxation. The on-site fitness centre and bespoke training sessions support physical and mental well-being. The Sixth Form library operates until 9pm and offers a collaborative space by day and a quiet environment for focused study from 7.30pm to 9.00pm.

POST 18 SUPPORT

Sixth Form students benefit from extensive support and guidance for their next steps. A comprehensive programme of university and apprenticeship talks, careers interviews, and events provides insight into the application process. Year 12 students have one-to-one meetings with a careers advisor and participate in workshops to hone their personal statement and interview skills.

Specialist support is available for students pursuing applications to Oxbridge and Medical careers. Period 7 tuition and Medical School preparation sessions, along with practice interviews (in collaboration with external institutions such as Wellington College), help students present their best selves. The school's careers provision also includes links with external employers and higher education institutions.

THE BIG 6: BENEFITS OF GORDON'S SIXTH FORM



THE 3 + 1 CURRICULUM

CHOOSING THE RIGHT COURSES

Selecting the right subjects is an important decision that can shape a student's future academic and career opportunities. It is vital that students consider the following:

Career pathway: Students should research their intended future careers and ensure that their subject choices align with entry requirements. The Russell Group's Informed Choices guidance (www.informedchoices.ac.uk) identifies fixed and fluid pathways: fixed pathway subjects are required for entry to certain competitive courses (such as Medicine, Engineering or Economics), whereas fluid pathway subjects enable access to a wider range of disciplines. It is strongly recommended to read this guidance whilst making your A Level choices.

Degree requirements: Some university courses require specific subjects or subject combinations at A Level or BTEC. Students must review these requirements carefully before making their choices.

Interest: Studying at this level demands deep engagement and significant independent work. Choosing subjects that genuinely interest and motivate students will support the development of a strong academic foundation.

COURSE OPTIONS

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

Students are able, should they meet the MER, to combine BTEC and A Level qualifications. For instance, A Diploma in BTEC Sport can be studied alongside one A Level. The National Extended Certificate in BTEC Business Studies can be studied alongside two A Levels. Students can also choose to study both BTEC Sport and BTEC Business, giving them a full complement of subjects.

ENTRY REQUIREMENTS

The minimum academic requirements for entry to the Sixth Form:

- **A Level Courses:** A minimum of five GCSE grades 9 to 5, with at least grade 5 in English and Mathematics.
- **BTEC Courses:** At least five GCSEs at grades 9–4, including a minimum of grade 4 in English and Mathematics.

Additional subject-specific grade requirements are listed on **page 57**.

A LEVEL PROGRESS AND ATTAINMENT TRENDS



75% OF ALL STUDENTS A* TO B (3 YEAR AVERAGE)



VOTED TES BOARDING SCHOOL OF THE YEAR AWARD



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



STUDENT PROGRESS: TOP 5% OF ALL SCHOOLS NATIONALLY



90% OF STUDENTS SECURED THEIR PREFERRED NEXT DESTINATION



2/3 SECURED PLACES AT TIMES TOP 200 WORLD UNIVERSITIES (3 YEAR AVERAGE)

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

DFE 2019

Accountancy & Finance

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

Architecture

Mathematics or Physics can often be preferred, but all courses require a portfolio which needs to come from Product Design or Art.

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.

Drama and Theatre

Typically, students will have studied A Level Drama or Music. A Level English Literature is also favoured, as are Lamda qualifications.

Economics

Mathematics is required. Economics is useful.

Engineering (Aeronautical, Chemical and Mechanical)

Mathematics and Physics required. Product Design is a named 3rd option by the University of Cambridge in their admissions guidance.

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. Russell Group universities value studying Drama if you are taking Law.

Marine Biology

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

Mathematics

Mathematics essential, and Physics preferred.

Medicine

Chemistry essential, Biology highly recommended. 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 ACADEMIC GUIDE

THE SIXTH FORM TEAM

KEY STAGE 5

Head of Sixth Form	Mr Will Jones	wjones@gordons.school
Deputy Head of Sixth Form (Year 13)	Mrs Susannah Hughes	susannahughes@gordons.school
Deputy Head of Sixth Form (Year 12)	Mr Carl Bezuidenhout	cbezuidenhout@gordons.school
Sixth Form Student Services Manager	Mrs Grethel Hall	ghall@gordons.school
Sixth Form Administrator	Mrs Fiona Hugill	fhugill@gordons.school
Oxbridge Co-ordinator	Mrs Michelle Wright	mwright@gordons.school
Medicine, Veterinary and Dentistry	Miss Jessica Weeks	fradley@gordons.school
Head of Academic Enrichment	Miss Jessica Weeks	jweeks@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	Ms Jacqueline Pierce	jpierce@gordons.school
Deputy Head Pastoral	Ms Helen Carruthers	hcarruthers@gordons.school
Director of Co-Curricular	Mr Rhys Rowlands	rrowlands@gordons.school

BOARDING HOUSE CONTACT DETAILS

Augusta House	Mrs Mathews	augusta@gordons.school 01276 859716
Balmoral House	Mr Paul King	balmoral@gordons.school 01276 859719
Buckingham House	Mr Jamie Sinclair	buckingham@gordons.school 01276 859722
China House	Mrs Heidi Doe	china@gordons.school 01276 859739
Gravesend House	Mr Gary Knight	gravesend@gordons.school 01276 859723
Kensington House	Ms Kate Connery	kensington@gordons.school 01276 859710
Khartoum House	Mr Johnathan Griffiths	khartoum@gordons.school 01276 859711
Sandringham House	Mr Pring	sandringham@gordons.school 01276 859724
Victoria House	Mrs Marie Jones	victoria@gordons.school 01276 859715
Windsor House	Mrs Heathcote	windsor@gordons.school 01276 859727
Woolwich House	Mr and Mrs Cooper	woolwich@gordons.school 01276 859747

TIMING OF THE SCHOOL DAY

MONDAY TO 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 - 11.00am
Period 3	11.00am - 11.55am
Period 4A / LUNCH (Y7-10)	11.55am - 12.50pm
Period 4B / LUNCH (Y11-13)	12.50pm - 1.45pm
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	4.00pm - 5.00pm
Tea	5.00pm - 6.15pm
Prep	6.15pm - 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 a strong reputation for academic excellence, built upon the quality of relationships between staff and students, close contact with parents, and high standards of discipline. .

PROGRAMME OF STUDY

Each student chooses three A Level or BTEC courses taught across two years, alongside a supplementary +1 subject in Year 12. The programme includes:

- Chosen academic subjects.
- Weekly PSHE and PE Games lessons.
- Study is studied once a week in Year 12.
- Liberal Arts is studied once a fortnight in Year 13.
- Academic clinics across disciplines in Year 13.
- At least four Period 7 co-curricular periods per week.

REPORTING

Students are awarded: :

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

TARGET GRADES

At Gordon's School, these are set within the top 10% nationally, challenging students to achieve beyond their statistical prediction 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	Minor Cause for Concern
5	Significant Cause for Concern

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

OFSTED

BEHAVIOUR	CRITERIA FOR EFFORT GRADES
Focus	Concentrating in lessons and remaining on task; following the 5Bs (brain, book, browse, buddy, boss).
Prep	Handing in well-presented homework on time and preparing for the next lesson.
Organisation	Being punctual, bringing the correct equipment and books/folders and keeping them in good condition.
Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Growth Mindset	Showing the determination and resilience to respond positively to setbacks in the classroom eg accepting feedback and acting on it, understanding that failure is part of learning and that challenges are a positive thing.

INTERVENTION

Student performance is closely monitored, and any underachievement is addressed promptly. Intervention strategies range from subject-specific 'Next Steps Advice' and academic clinics, to more formal interventions under the 'Centralised Support Initiative'. These are coordinated and monitored by the Head of Sixth Form and parents will be notified in writing if a student is invited to attend an intervention.

- CSI Prep is supervised prep in the library between 6.15 – 7.30pm.
- CSI Study is taught study skills during period 7.

In certain cases, access to privileges or activities may be withdrawn until academic concerns are resolved.

ASSESSMENT, RECORDING AND REPORTING (ARR)

Student assessments comprise:

INTERIM MARKING MOMENTS

These take place between deep marking moments and key assessments. They formatively assess understanding and guide students towards improvements through some 'Next Steps Advice.'

DEEP MARKING MOMENTS

Substantive, exam-style 'Key Assessments' that consolidate learning and measure progress.

THE IMPORTANCE OF FEEDBACK

Feedback is central to academic improvement. Students respond to teachers' 'next steps' advice in purple pen at least twice per half term, reinforcing a culture of reflection and improvement.

ACADEMIC SUPPORT

Additional academic support is available through:

- Supervised prep sessions for students with an effort average exceeding 2.67.
- Compulsory Saturday morning prep sessions (10am – 12pm) for students making insufficient progress.
- Targeted academic clinics across departments.

ASSESSMENT MONTH

During the first month of Year 12, students are assessed across subjects to confirm the appropriateness of their choices. Subject changes can only be authorised by the Deputy Head (Curriculum) and must be requested by the final Friday of September. Where any concerns are raised by a Head of Department over a student's initial progress, a meeting may be set up by the Head of Sixth Form to discuss suitability on the course and a potential subject change.

STUDY SKILLS

Sixth Form students benefit from a programme of study skills events throughout the year, including subject-specific study sessions and Easter revision. We actively teach students how to be better organised, to plan and prioritise studying, to complete generative revision activities that develop long term memory, and to frequently attempt exam questions. The school website provides further guidance and resources.

STUDY LEAVE FOR EXAMINATIONS

There is no authorised study leave during any examination period. Sixth Form students must attend lessons until their subject examinations have finished. Students with morning exams must return to lessons afterwards, while those with afternoon exams may take the morning to revise.

GIVING BACK: SERVICE AND PARTICIPATION

Sixth Form students are expected to contribute 50 hours of service with an additional 15 hours of volunteering during their time in the Sixth Form, which can be satisfied through volunteering and representing the school. See the website for more guidance and what counts are participation and volunteering hours. The Honours Programme recognises and celebrates the highest contributors.

OXBRIDGE

Gordon's supports students aspiring to the top universities by offering:

- A structured programme of academic enrichment.
- Involvement in subject competitions and external seminars.
- Guidance for personal statement writing, admission test preparation, and interviews.
- Links with external institutions such as Wellington College for enrichment and collaborative opportunities.

MEDICINE, VETERINARY SCIENCES AND DENTISTRY

Students applying for competitive medical courses benefit from:

- Tailored preparation for admissions assessments such as the BMAT and UCAT.
- Discussion groups addressing ethics, financial considerations, and topical issues.
- Guided reading and extension work beyond the curriculum.
- Visits from guest speakers and encouragement to attend university open days and summer schools.

WIDER READING

Reading beyond the curriculum is central to academic success. All students have access to J-STOR which contained a variety of peer assessed academic journals. Additionally, the library maintains a subject-specific wider reading section, and teachers actively recommend texts to deepen students' understanding and intellectual curiosity.

POST-18 PROGRESSION: APPLYING TO UNIVERSITY (UCAS)

Students are fully supported throughout the UCAS application process. The key deadlines are:

- **14th October 2025:** Medicine, Dentistry, and Veterinary Science applications.
- **14st January 2026:** Equal consideration deadline for UCAS courses.

Students are given the following guidance:

- Structured UCAS workshops and one-to-one support.
- Three Higher Education talks for parents.
- Talks from universities and apprenticeship organisations.
- A visit to the Surrey UCAS fair.
- Support with conservatoire applications.
- The application fee is paid by the school.

APPRENTICESHIPS

Higher and Degree Apprenticeships provide valuable alternatives to traditional university pathways. These programmes combine practical work experience with academic qualifications and often lead to a degree or professional accreditation.

Additional benefits:

- Salary and structured training with employer support.
- Day or block release for academic studies.
- Opportunities for progression within the company.

For further information:

www.gov.uk/apply-apprenticeship

www.apprenticeships.org.uk

www.notgoingtouni.co.uk

www.unifrog.org

CAREERS PROVISION

Gordon's School is committed to providing all students with a planned programme of careers education, information, advice and guidance (CEIAG), framed by the Gatsby Benchmarks, alongside achieving a range of outcomes including the careers and work-related learning outcomes identified in the Careers Development Institute's (CDI's) Framework for Careers, employability and enterprise education and practical outcomes such as positive destinations, successful transitions and on-going development of employability skills. More information on both the Gatsby Benchmarks and the CDI Framework can be found on the school website.

Sixth form students are supported to understand all Post 18 pathways including University, Apprenticeships and employment, and numerous key events across the two years engage both students and parents. The UCAS application process is embedded in the sixth form programme, students have access to apprenticeship clinics for application advice and mentoring, and specialist tutoring and guidance is available for Oxbridge and Medicine/Dentistry/Veterinary applicants. Every student has personalised guidance and support from their Form Tutors alongside impartial careers guidance from a qualified Careers Advisor.

Year 12 students attend a UCAS Fair and have the option to attend an Apprenticeship Fair to support technical pathways and employment, in addition to the Gordon's School Careers Fair. Year 12 are also required to participate in the work experience programme designed to develop their employability skills and support their choices. Students are introduced to LinkedIn before undertaking work experience so they have the skills and knowledge to start building their networks.

Themed events such as National Apprenticeship Week and National Careers Week ensure that students meet with employers and employees and have the opportunity for meaningful conversations, alongside workplace visits aligned to their curriculums. All students have access to the extensive programme of Careers Insight talks and assemblies, and careers information is embedded in all subjects' schemes of work with labour market information shared regularly via the Careers Bulletin and in class. The school has invested in the UNIFROG platform which offers students excellent resources to support further investigation into career options, and the capacity to document events and achievements and produce a comprehensive and personal record of achievement to support future applications.

More information is available on the school [website](#).



GORDON'S SCHOOL CAREERS DEPARTMENT

Gordon's School is committed to providing a planned programme of careers education, information and guidance to every student in Years 7 - 13 with the intention of inspiring and preparing young people not just for the world of work, but for their lifelong learning journey aligned to the school's 'Better me, Better world' ethos.



WHOLE SCHOOL PROVISION

GORDON'S CAREERS FAIR

CAREERS WEBSITE

CREATIVE CAREERS DAY

WORK-PLACE VISITS

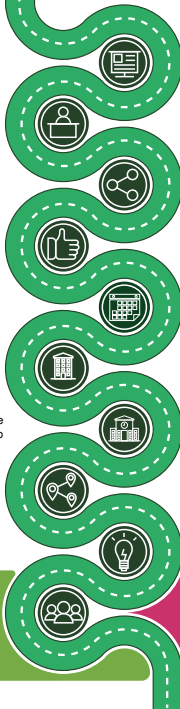
DROP IN CAREERS SUPPORT CLINIC

WHOLE SCHOOL PROVISION

KEY EVENTS AND EXPERIENCES

- YEAR 13**
 - WEX Reflection & Employer Engagement
 - Additional 121 careers guidance & support for nominated students
 - PSHE & careers lessons
 - Advanced Study & Revision skills
 - Apprenticeships workshop
 - Student Finance
 - Optional TEFL qualification
- YEAR 12**
 - Work experience programme
 - 121 Careers guidance
 - HE Information Sessions for students & parents
 - UCAS Fair & Festival of Skills Conference
 - PSHE & careers lessons
 - Apprenticeships workshop
 - Speed networking event
 - Gold Duke of Edinburgh Awards/Young Enterprise Scheme
- YEAR 11**
 - Post 16 information events and activities
 - Apprenticeships workshop
 - Sixth Form information events
 - Advanced study skills
 - Additional 121 careers guidance & support for nominated students
 - PSHE programme
- YEAR 10**
 - Work experience programme
 - 121 Careers Guidance
 - FE information sessions for students & parents
 - Study skills workshop
 - PSHE & careers lessons
 - Speed networking event
 - Dragons Den showcase/Young Enterprise Scheme
 - Silver Duke of Edinburgh Award
- YEAR 9**
 - Study skills: progression to GCSE
 - GCSE options information sessions for students & parents
 - Employability skills programme delivered via PSHE
 - Study skills workshop
 - WW1 Battlefields/ language and culture trips
 - Bronze Duke of Edinburgh Award
- YEAR 8**
 - Step into NHS Careers Competition
 - Workplace skills programme delivered via PSHE
 - Speak Out challenge
 - Study skills workshop
 - Compulsory academic enrichment programme
 - Think CAREers Roadshow
 - CREST Aware (STEM Project)
- YEAR 7**
 - Team building camp, Transition and oracy skills
 - Developing skills, aspirations and employability programme delivered via PSHE
 - BAE Systems STEM Roadshow
 - Study skills workshop
 - Speak Out challenge
 - Compulsory academic enrichment programme

MILESTONES AND LEARNING OUTCOMES



- YEAR 13**
 - Be equipped to make well informed post-18 choices
 - Understand career sectors & how to use LMI to support future progression pathways
 - Feel fully supported for next steps into HE, apprenticeships, vocational training or employment
 - Build mental resilience to prepare for life after school
- YEAR 12**
 - Acquire skills & knowledge to plan for post-18 options
 - Have an impartial 121 careers guidance interview
 - Attend CV & personal statement workshops
 - Develop LinkedIn profile
 - Use UNIFROG to support careers & LMI research
 - Understand professional conduct
 - Undertake EPQ
 - Contribute to the school's volunteer programme
- YEAR 11**
 - Be equipped to make well informed post-16 decisions linked to careers progression pathways
 - Attend Sixth Form open days
 - Embed excellent study habits & get ahead with revision
 - Build confidence & mental resilience to cope with exams
 - LinkedIn
 - Work experience reflection
 - Have an intended destination
- YEAR 10**
 - Revisit exploring post 16 & 18 career pathways
 - Link personal skills to the world of work
 - Take part in CV writing workshop
 - Understand how to search & apply for work experience/employment
 - Have a meaningful employer encounter
 - Have an impartial 121 careers guidance interview
 - Consider life beyond school
- YEAR 9**
 - Understand career sectors and how to use LMI
 - Explore career pathway opportunities including apprenticeships, technical & educational routes in preparation for KS4
 - Consider workplace challenges, equality & diversity
 - Link curriculum subjects to careers to inform GCSE choices using UNIFROG
- YEAR 8**
 - Develop a growth mindset
 - Explore personal strengths for employment
 - Understand behaviours for work
 - Grow communication skills
 - Focus on organisation & research skills
 - Use UNIFROG to explore career options & LMI
- YEAR 7**
 - Transition successfully into secondary education
 - Identify personal skills and strengths and how they apply to future choices
 - Begin to explore the world of work & LMI
 - Develop skills for independent learning
 - Launch UNIFROG to support the careers journey through school & beyond

MANAGE CAREER

EXPLORE POSSIBILITIES

GROW THROUGHOUT LIFE

SEE THE BIG PICTURE

BALANCE LIFE AND WORK

CREATE OPPORTUNITIES



SIXTH FORM SUBJECT OPTIONS



CONTACT DETAILS

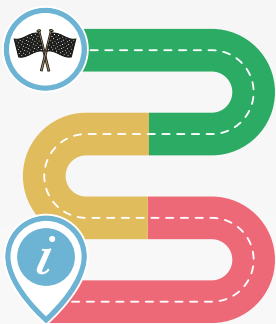
Head of Department
Miss E Pankhurst
epankhurst@gordons.school

(Maternity Cover until January 2026)
Miss Gabriella Croci
gcroci@gordons.school

Exam Board
Edexcel

Specification
9AD01

CURRICULUM MAP



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
Personal Investigation	60%	<p>A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions.</p> <p>Assessment Objectives: Required skills and knowledge:</p> <p>A01: Develop ideas through a sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>A02: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>A03: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>A04: Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements.</p> <p>In addition, one 3,000 word essay accompanies the practical work.</p>
Exam	40%	<p>This paper will be given early February, in advance of the exam. The theme is set externally.</p>



WIDER READING

- Ways of Seeing by John Berger
- The Art of Creative Thinking by Rod Judkins
- The American Leonardo: A Tale of 20th Century Obsession, Art and Money by John Brewer
- The Shock of the New by Robert Hughes
- A Big Important Art Book by Danielle Krysa



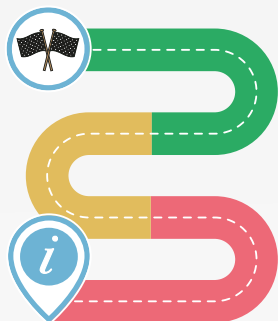
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Exam Board
AQA

Specification
7402

CURRICULUM MAP



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 response 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 comprehension 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
- New Scientist (available in the library or see www.newscientist.com)
- Biological Sciences Review



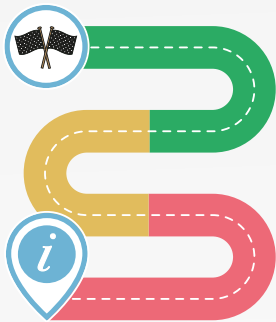
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Exam Board
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Specification
9BS0

CURRICULUM MAP



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 focus on developing a competitive advantage through interacting with customers and adapting their marketing strategy. This theme also considers the role of human resources, exploring how businesses recruit, train, organise and motivate their employees, as well as the role of enterprising individuals and leaders.

In **Theme 2** students develop an understanding of raising and managing finance as well as methods used to measure business performance. Resource management and operational strategies are explored to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that can impact 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 different case studies and questions, based on topic content from themes 1 and 4 .
Paper 2: Business activities, decisions and strategy	35%	Sections A and B each comprise different case studies and questions, based on topic content from themes 2 and 3 .
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



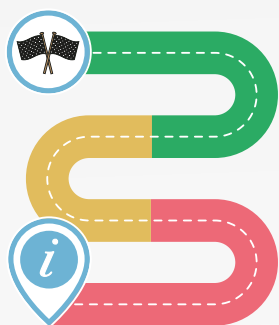
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Exam Board
Pearson Edexcel

Specification
601/7159/5

CURRICULUM MAP



COURSE DETAILS

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 how businesses need to be dynamic and innovative to survive.

In **Unit 3 Personal and Business Finance**, 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 include accounting terminology, the purpose and importance of business accounts and the various sources of finance available to businesses.

In **Unit 8 Recruitment and Selection**, students will explore how the recruitment process is conducted 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.

YEAR 13

As part of **Unit 1 Exploring Business**, students will study the purposes of different businesses, their structure, and the effect of the external environment.

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.

HOW WILL I BE ASSESSED?

Y12 ASSESSMENT	% OF GRADE	DETAILS
Unit 1: Exploring Business <i>Learning Aim: E</i>	8%	This unit is assessed by coursework . Students need to complete one written assignment.
Unit 3: Personal and Business Finance	33%	This unit is assessed by a written examination set by Pearson Edexcel. 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.
Y13 ASSESSMENT	% OF GRADE	DETAILS
Unit 1: Exploring Business <i>Learning Aims: A, B, C & D</i>	17%	This unit is assessed by coursework . Students need to complete two written assignments.
Unit 2: Developing a Marketing Campaign	25%	This unit is assessed under supervised conditions . Part A is released one day before Part B to enable learners to conduct research. Part B is a supervised written assessment of three hours taken in a single session during the day timetabled by Pearson. The assessment is set and marked by Pearson, and the number of marks available is 70.



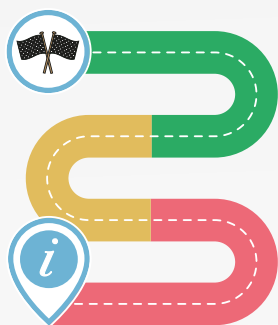
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Exam Board
AQA

Specification
7405

CURRICULUM MAP



COURSE DETAILS

EXAMINATION

The course is examined at the end of Year 13.

YEAR 12

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 13

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	35%	<i>Relevant Physical chemistry topics, Inorganic chemistry and relevant practical skills (2 hours: 105 marks)</i> This paper is made up of 105 marks with a mixture of short and long answer questions.
Paper 2	35%	<i>Relevant Physical chemistry topics, Organic chemistry and relevant practical skills (2 hours: 105 marks)</i> This paper is made up of 105 marks with a mixture of short and long answer questions.
Paper 3	30%	<i>Any content, any practical skills (2 hours: 90 marks)</i> 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

- 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



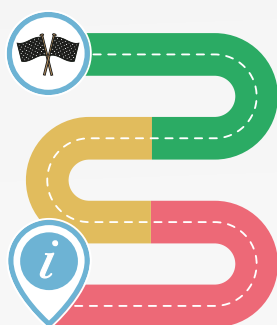
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Exam Board
AQA

Specification
7517

CURRICULUM MAP



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 Computing in society. 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)



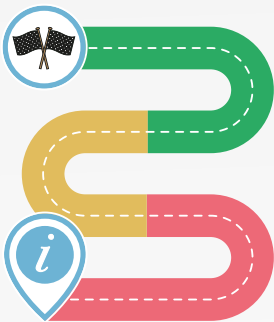
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Exam Board
AQA

Specification
A Level: 7552

CURRICULUM MAP



COURSE DETAILS

This course is examined at the end of Year 13 and on the NEA (Non Exam Assessment) portfolio.

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.

Theory topics are as follows:

Units 1-4: Performance characteristics of papers and boards, polymers, woods and metals;

Unit 5: Composite, smart and modern materials;

Units 6-9: Processing and working with papers and boards, polymers, woods and metals;

Unit 10: Modern industrial and commercial practice

Unit 11: Product design considerations

Unit 12: Product design & development

Unit 13: Design methods

Unit 14: Design processes

Unit 15: Responsible Design

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. Students are expected to spend a significant amount of time outside lessons developing their design portfolios and progressing their prototypes in the workshop.

HOW WILL I BE ASSESSED?

ASSESSMENT Y13	% OF GCE	DETAILS
Paper 1: 2 hours 30 minutes	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 hour 30 minutes	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.
Non Exam Assessment: 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
- Iterative Design in Action <https://www.youtube.com/watch?v=Rnsk5lA52ps>



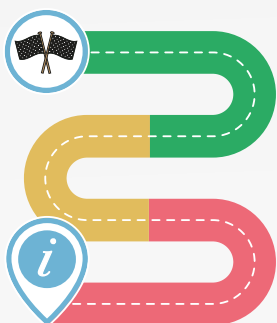
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Exam Board
Pearson Edexcel

Specification
9DRO

CURRICULUM MAP



COURSE DETAILS

EXAMINATION

The course is examined at the end of Year 13.

Component 1: Devising (Year 12)

This component requires students to demonstrate skills and understanding in performance; either as actors or designers. In the study of this component students will study a play text and then use an extract from the play as a stimulus for devising. Students will devise in the style of an influential theatre practitioner.

Component 2: Text in Performance (Year 13)

Text in Performance (Year 13) This component requires students to demonstrate skills and understanding of scripted performance. In the study of this component students can opt for a performing or designing route. They will rehearse and perform will devise and either perform in, or design, two pieces: either a monologue or duologue and a group performance.

Component 3: Theatre Makers in Practice (studied in Year 12 and Year 13, examined in Year 13)

Theatre Makers in Practice (studied in Year 12 and Year 13, examined in Year 13). This component is a written exam. Students will study two set texts, *Machinal* and *Dr Faustus* from the perspectives of directors, actors and designers. *Dr Faustus* will also be studied and interpreted from the perspective of an influential theatre practitioner. Pupils will also be required to answer a question based on a live theatre production they have seen during the course and analyse and evaluate the effect on the production on the audience.

HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
C1: Devising	40%	<ul style="list-style-type: none"> Devise an original performance piece. Use one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes available. 3000 word portfolio coursework. Internally assessed, externally moderated.
C2: Text in Performance	20%	<ul style="list-style-type: none"> A group performance/design realisation of one key extract from a performance text. A monologue or duologue performance/design realisation from one key extract from a different performance text. Performer or designer routes available.
C3: Theatre Makers in Practice	40%	<ul style="list-style-type: none"> Written exam. Section A: One extended response question from a choice of two, analysing and evaluating a live theatre performance. Section B: Two extended response questions based on an unseen extract from <i>Machinal</i>. Section C: One extended response question from a choice of two based on an unseen named section from <i>Dr Faustus</i>.



WIDER READING

- Drama and Theatre Studies: Mackey and Cooper. Nelson Thornes 2000
- Theatre in Practice: A Student's Handbook. Nick O'Brien. Routledge



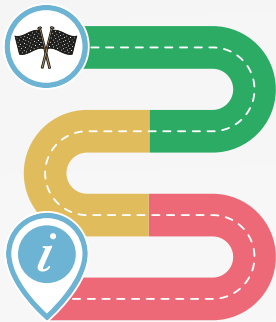
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Exam Board
Edexcel

Specification
9ECO for A-Level

CURRICULUM MAP



COURSE DETAILS

EXAMINATION

The course is structured into four themes and consists of three externally examined papers 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

- A Little History of Economics by Niall Kishtainy
- The Economic Naturalist: Why Economics Explains Almost Everything by Robert Frank
- The Undercover Economist by Tim Harford
- Freakonomics by Levitt and Dubner
- The Undercover Economist by Stephen D. Levitt
- Donut Economics by Kate Raworth



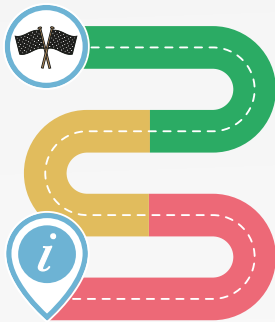
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Exam Board
AQA

Specification
7702

CURRICULUM MAP



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)



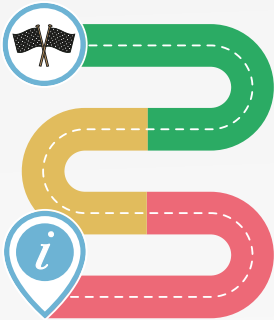
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Exam Board
AQA Specification A

Specification
7712

CURRICULUM MAP



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 either the literature of WW1 and its aftermath or texts from Modern Times: literature from 1945 to the present day. Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000. Examination will include an unseen prose 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 or Modern Times.
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



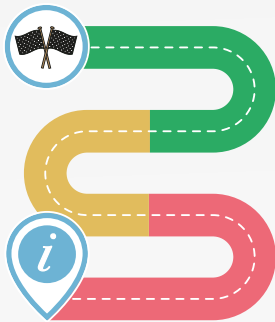
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Exam Board
Eduqas

Specification
603/0071/1

CURRICULUM MAP



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:

Short story: Vercors: Le Silence de la Mer
Film: Éric Toledano, Olivier Nakache: Les 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 <i>21-23 minutes</i> 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 <i>300 words</i> 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*



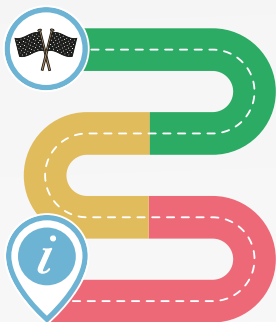
CONTACT DETAILS

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pschofield@gordons.school

Exam Board
Edexcel

Specification
A-Level 9GEO

CURRICULUM MAP



COURSE DETAILS

EXAMINATION

The course is examined at the end of Year 13.

YEAR 12 (YEAR 1: A LEVEL)

Dynamic landscapes:

Topic 1: Dynamic landscapes: Tectonic processes and hazards.

Topic 2b: Landscape systems, processes and change - Coastal landscapes and change.

Dynamic Places:

Topic 3: Dynamic places - Globalisation

Topic 4a: Shaping Places - Regenerating places

YEAR 13 (YEAR 2: A LEVEL)

Physical systems and sustainability:

Topic 5: Physical systems and sustainability - The water cycle and water insecurity

Topic 6: Physical systems and sustainability - The carbon cycle and energy security.

Human systems and geopolitics:

Topic 7: Human systems and geopolitics - Superpowers.

Topic 8: Global development and connections - Health, human rights and intervention.

Assessment

Paper 1 Written examination 2 hours and 15 minutes (30% of qualification - 105 marks)

Paper 2 Written examination 2 hours and 15 minutes (30% of qualification - 105 marks)

Paper 3 Written examination 2 hours and 15 minutes (20% of qualification - 70 marks)

Coursework

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

Please be aware that this course requires four full days of fieldwork over the two years at a cost of approximately £400.

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



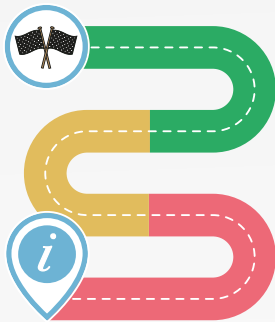
CONTACT DETAILS

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Exam Board
AQA

Specification
7662

CURRICULUM MAP



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.

Paper 3: Speaking (Year 13)

- 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.
- Presentation and Discussion of Individual Research Project (chosen by student).

Speaking exam: 21-23 minutes (including preparation time).

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 including writing a 90 word summary from aural stimulus. Reading & responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary including writing a 90 words summary of a written text. 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 – “Andorra” and “Lola Rennt”
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; fourth edition
- Dürrenmatt, F. (1979) Der Besuch der alten Dame. Methuen; Twentieth Century German texts edition.
- Goodbye Lenin (2002) Wolfgang Becker (FILM)



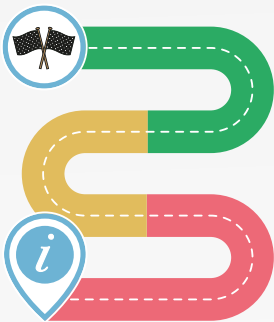
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Exam Board
Edexcel

Specification
8H10/ 9H10

CURRICULUM MAP



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 questions 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)



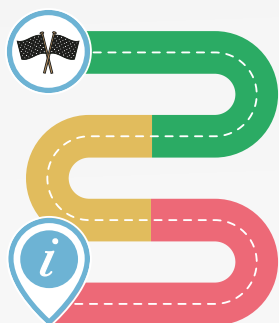
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Exam Board
Edexcel

Specification
A Level Mathematics 9MA0

CURRICULUM MAP



COURSE DETAILS

EXAMINATION

The course is examined in Year 13.

Pure Mathematics and Applied Mathematics:

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

All students must sit three exams at the end of Year 13.

HOW WILL I BE ASSESSED?

A LEVEL EXAMS	% 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)



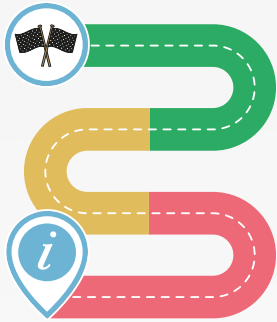
CONTACT DETAILS

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Exam Board
Edexcel

Specification
A-Level Further Mathematics
9FMO

CURRICULUM MAP



COURSE DETAILS

EXAMINATION

The course is examined at the end of Year 13.

Pure Mathematics and Applied Mathematics:

Students will study the compulsory elements of Core 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).

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)



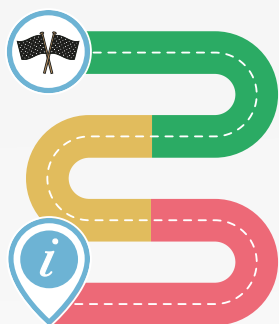
CONTACT DETAILS

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Mrs S Hughes
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Exam Board
AQA

Specification
7572

CURRICULUM MAP



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

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).

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.

YEAR 13

Paper One and Paper Two

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.

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)



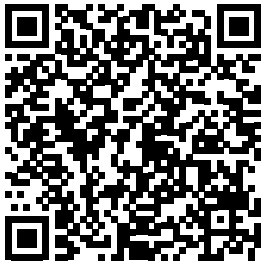
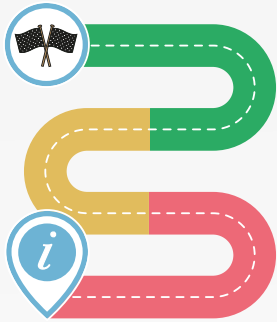
CONTACT DETAILS

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Exam Board
Eduqas

Specification
A660PA
A660PB

CURRICULUM MAP



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 practise 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 1 st March and 15 th 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



CONTACT DETAILS

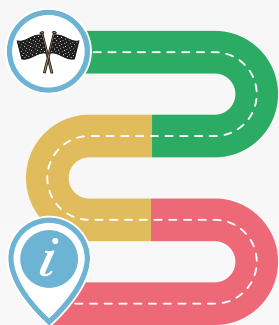
Head of Department
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(Maternity Cover until January 2026)
Miss Gabriella Croci
gcroci@gordons.school

Exam Board
Edexcel

Specification
9AD01

CURRICULUM MAP



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
Personal Investigation	60%	<p>A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions.</p> <p>Assessment Objectives: Required skills and knowledge</p> <p>A01: Develop ideas through a sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>A02: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>A03: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>A04: Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements.</p> <p>In addition, one 3,000 word essay accompanies the practical work.</p>
Exam	40%	<p>This paper will be given in early February, in advance of the exam. The theme is set externally.</p>



WIDER READING

- Read This If You Want To Take Great Photographs by Henry Carroll
- The Essence of Photography: Seeing and Creativity by Bruce Barnbaum
- Bound by Rachel Hazell
- The British Journal of Photography online: <https://www.bjp-online.com>

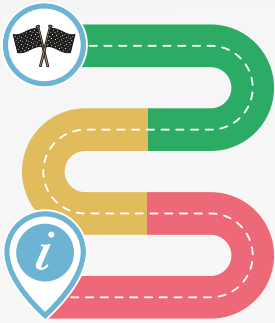


CONTACT DETAILS

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Exam Board
AQA
Specification
7582

CURRICULUM MAP



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.

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 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 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



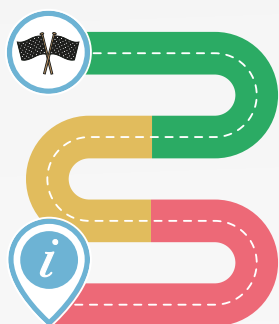
CONTACT DETAILS

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Exam Board
Pearson - Edexcel

Specification
2017 Diploma

CURRICULUM MAP



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 17: *Sports Injury Management*
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): <i>External Exam</i>
Unit 2	Fitness Training and Programming for Health, Sport and Well-Being (M): <i>External Exam</i>
Unit 3	Professional Development in the Sports Industry (M): <i>Internal Assessment</i>
Unit 4	Sports Leadership (M): <i>Internal Assessment</i>
Unit 5	Application of Fitness Testing (O): <i>Internal Assessment</i>
YEAR 13 COURSE OUTLINE	DETAILS
Unit 6	Sports Psychology (O): <i>Internal Assessment</i>
Unit 17	Sports Injury Management (O): <i>Internal Assessment</i>
Unit 22	Investigating Business in Sport and the Active Leisure Industry (M): <i>External Exam</i>
Unit 23	Skill Acquisition in Sport (M): <i>Internal Assessment</i>



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



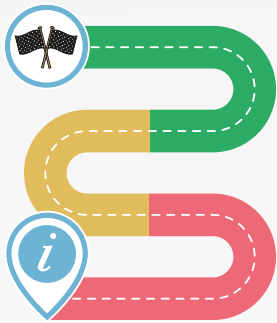
CONTACT DETAILS

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Exam Board
AQA

Specification
7408

CURRICULUM MAP



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
- Topic 6:** Further Mechanics

Topics 1 – 6 taught in Year 12. Also in Year 12 students complete 6 required practicals. These will be assessed in public examinations in Year 13.

- Topic 1:** Measurements and errors
- Topic 7:** Fields
- Topic 8:** Nuclear Physics
- Topic 9:** Option Topic

Topics 1 and 7 to 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

- Stephen Hawking: A Brief History of Time; The Grand Design
- Brian Cox: Wonders of the Solar System; Wonders of the Universe; Why does $E=mc^2$?; The Quantum universe
- Richard Feynman: QED – The Strange Theory of Light and Matter; Surely You're Joking Mr Feynman



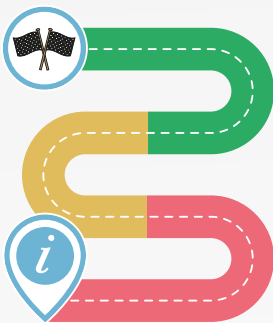
CONTACT DETAILS

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Exam Board
AQA

Specification
7182

CURRICULUM MAP



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 four topics within this unit: Social Influence, Attachment, 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 (Year 1 and 2)

For this unit students will study Research Methods, Biopsychology 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. 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, Approaches, and Research Methods. Data interpretation and mathematical content is also 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

- Sacks, Oliver (1985) The Man Who Mistook His Wife for a Hat.
- Blink: The power of thinking without thinking Malcolm Gladwell (2005)
- Surrounded by idiots (2019) Thomas Erikson



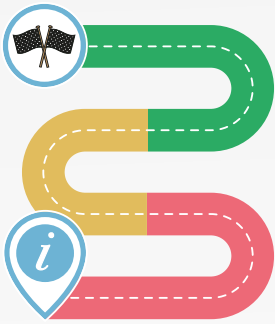
CONTACT DETAILS

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Exam Board
AQA

Specification
7192

CURRICULUM MAP



COURSE DETAILS

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.

EXAMINATION

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

Unit 1: Education and Research Methods

Students will study the role and functions of the education system, differential achievement by social groups as well as the impact of educational policies. Students will also study sociological research methods and must be able to apply these to a range of issues.

Unit 2: Topics in Sociology

Students will study the topics of families and household and beliefs in society. The study of these topics will engage students in theoretical debate and will also foster a critical awareness of contemporary social processes and change.

Unit 3: Crime and Deviance

Students will study the topic of crime and deviance which will include the social distribution of crime, crime control and punishment. Students will also need to be actively aware of the role of research methods and the processes involved.

HOW WILL I BE ASSESSED?

EXAM PAPERS	% OF GCE	DETAILS
Paper 1: Education with theory and methods	33.3%	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: Topics in Sociology	33.3%	Students are 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 and Households and Beliefs in Society.
Paper 3: Crime and deviance with theory and methods	33.3%	Students are 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 crime and deviance. Students must also be able to apply the use of research methods to the topic and show understanding of the processes involved when carrying out research.



WIDER READING

- Invisible Women (2020) Caroline Criado Perez
- Venkatesh, S (2008) Gang leader for a day: a Rogue sociologist takes to the streets. Penguin Press: Chicago
- Wilson, A (2021) In Black and White: A Young Barrister's Story of Race and Class in a Broken Justice System. Octopus Publishing Group: London



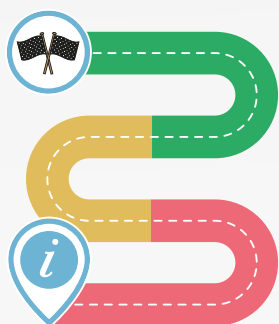
CONTACT DETAILS

Head of Department
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Exam Board
AQA

Specification
7692

CURRICULUM MAP



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 Almodóvar* and text - *La Casa de Bernarda Alba, Lorca*.

HOW WILL I BE ASSESSED?

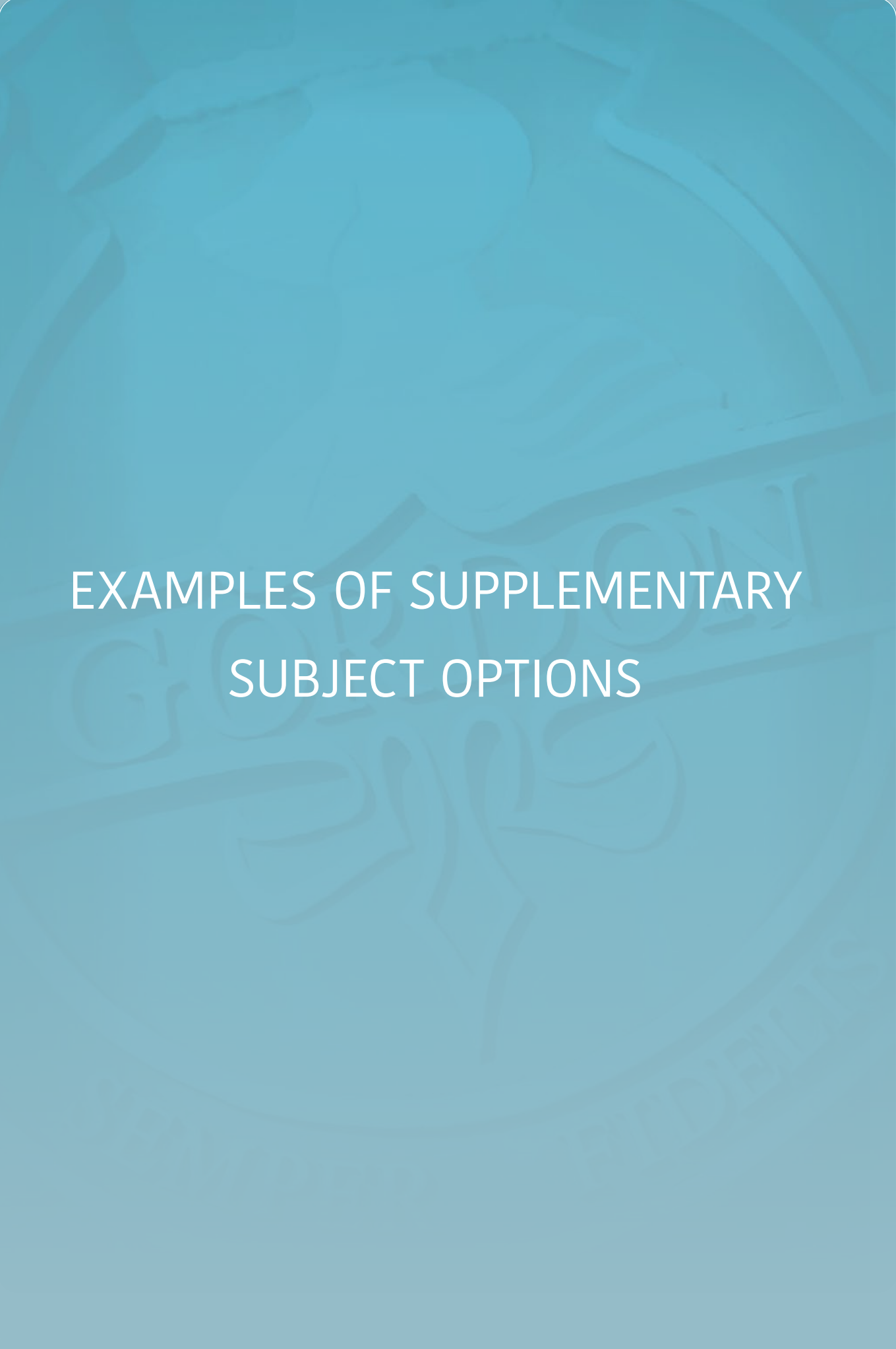
EXAM PAPERS YEAR 13	% OF GCE	DETAILS
Paper 1: Listening, Reading and Writing	50%	What's assessed? Aspects of Hispanic society, Artistic culture in the Hispanic society, Multiculturalism in Hispanic Society, Aspects of political life in Hispanic society. <i>Written exam: 2 hours 30 minutes.</i>
Paper 2: Writing	20%	What's assessed? One text and one film. <i>Written exam: 2 hours.</i>
Paper 3: Speaking	30%	What's assessed? Individual research project. One of four sub-themes. <i>Oral exam 21 – 23 minutes.</i>



WIDER READING

- Ian Gibson: *Fire in the Blood - The New Spain* (details changes in Spain over the last century until modern times)
- Turk, P, Thacker, M. (2018) *Palabra por palabra : Spanish Vocabulary for AQA A Level*
- Turk, P, Zollo, M, Villatoro, F. (2018) *¡Acción Gramática!: Spanish Grammar for A Level*

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EXAMPLES OF SUPPLEMENTARY
SUBJECT OPTIONS



CONTACT DETAILS

Contact

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Exam Board

Trinity College London

Specification

Arts Award Gold



COURSE DETAILS

The Arts Award Gold Level 3 Award is a nationally recognised qualification that is superb for providing impact in personal statements and UCAS applications (16 UCAS points). This course gives students the opportunity to further develop and explore any arts discipline of their choosing (music (including pipes and drums), art, drama, film, media, dance, creative writing etc) and to demonstrate leadership qualities. It is particularly suited to those already doing a creative A Level, or those who have a particular interest in the arts outside the classroom.

The course is of value to those who wish to further develop their artistic 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 arts organisations and teaching and coaching any arts subject both at school and in the community.

Examination

The course is examined at the end of Year 12. Assessment is through portfolio work, practical demonstration, community work and the running of a major arts event either in school or in the wider community.

Course content:

Personal Arts Development: Unit 1

Part A: *Extending your arts practice to create new work*

Part B: *Placement, volunteering, training and research*

Part C: *Reviewing arts events and finding out about career pathways*

Part D: *Making the case for an arts issue and communicating the case*

Leadership of an Arts Project

- Planning a project, identifying the project's aims and outcomes
- Organising the people and resources
- Delivering the project and managing the effectiveness
- Managing a public showing of the work
- Reviewing the leadership development and finding ways to collect and evaluate feedback
- from participants, audience members and other stakeholders.

HOW WILL I BE ASSESSED? OBJECTIVES:

ASSESSMENT	WEIGHTING	DETAILS
Assessment is by portfolio submission	100%	<ul style="list-style-type: none"> • Learner Evidence Record • Worksheets • Planning and Evaluating • Video, photographic or recorded evidence



CONTACT DETAILS

Head of Department

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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?

ASSESSMENT OBJECTIVES	WEIGHTING	DETAILS
A01	20%	Manage: Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.
A02	20%	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.
A03	40%	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.
A04	20%	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.



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.



CONTACT DETAILS

Head of Department
Mrs A Beecham
abeecham@gordons.school

Exam Board
CREST

Specification
Gold Award



COURSE DETAILS

The CREST Gold Award is a longer independent project that immerses students in real research.

The Project

Pupils complete a 70-hour independent STEM project with an aim to: design and make a new product, carry out a practical investigation, do a research project or create a communication campaign for a target audience.

The completed project will make an original contribution to a STEM field of study, in an area of the student's choice.

Students will be supported in school by a STEM teacher and have supervised access to the labs and technical support.

Students will also be paired with a STEM industry specialist in the area of research, who will act as a mentor.

Students will hone their investigative skills and employ scientific methods to conduct their own piece of research. CREST Gold can be used by students to enhance their UCAS personal statements. The award is recognised and respected by universities and employers.

ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

ASSESSMENT OBJECTIVES	DETAILS
1. Planning the project	<ul style="list-style-type: none"> Set a clear aim for the project and break it down into smaller objectives Explain a wider purpose for the project Identify a range of approaches to the project Describe and explain the plan for the project Plan and organise time well
2. Skills throughout the project	<ul style="list-style-type: none"> Make good use of the materials and people available Research the background of the project and acknowledge the sources appropriately
3. Finalising the project	<ul style="list-style-type: none"> Make logical conclusions and explain the implications for the wider world Explain how actions and decisions affected the project's outcome Reflect on learning points and discuss improvements
4. Project-wide criteria	<ul style="list-style-type: none"> Demonstrate understanding of the science behind the project, to an appropriate level Evidence of decisions made to direct the project, taking account of ethical and safety issues Show creative thinking Identify and overcome problems successfully Explain the project clearly, in writing or conversation

HOW WILL I BE ASSESSED?

All Gold projects are assessed by CREST assessors via the online platform, against the CREST criteria.



CONTACT DETAILS

Contact

Mr M Gullick
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COURSE DETAILS

The gym instructor level 2 course has both theory and practical elements within, offering any student interested in health and fitness the opportunity to become a qualified gym instructor.

All practical lessons will take place within the gym, where students will be shown how to use equipment safely, be able to demonstrate and perform the correct technique in multiple exercises, understand how to safely plan and programme a training session for a variety of individuals, as well as be able to communicate the correct terminology to a potential client using their knowledge of anatomy and physiology.

The course consist of 5 modules:

- Principles of anatomy, physiology and fitness
- Professionalism and customer care for fitness instructors
- Health and safety in the fitness environment
- Conducting client consultations to support positive behaviour change
- Planning and instructing gym-based exercise

HOW WILL I BE ASSESSED?

THE ASSESSMENT IS BROKEN DOWN INTO 4 SECTIONS:

1. Completion of project
2. Multiple choice examination
3. Portfolio of evidence
4. Practical assignment



WIDER READING

- Everett, G: Olympic Lifting: A complete guide for athletes and coaches
- Lloyd, R and Oliver, J: Strength and Conditioning for Young Athletes
- Turner, A and Comfort, P: Advanced Strength and Conditioning



CONTACT DETAILS

Head of Department
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Exam Board
SLQ

Specification
601/8586/7



COURSE DETAILS

EXAMINATION

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: Lead Safe Sport/physical activity session

Unit 3: Know how to plan inclusive sport/ physical activity session

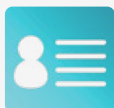
Unit 4: Plan, lead and evaluate a progressive series of inclusive sport/activity sessions

Unit 5: Plan, lead and evaluate a sports/physical activity event

Unit 6: Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups

HOW WILL I BE ASSESSED?

YEAR 12	% OF GCE	DETAILS
Unit 1	8	Developing Leadership Skills
Unit 2	9	Lead Safe Sport/physical activity session
Unit 3	28	Know how to plan inclusive sport/ physical activity session
Unit 4	25	Plan, lead and evaluate a progressive series of inclusive sport/activity sessions
Unit 5	27	Plan, lead and evaluate a sports/physical activity event
Unit 6	28	Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups



CONTACT DETAILS

Contact

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Exam Board

Edexcel

Specification

AS Level Mathematics
8MA0



COURSE DETAILS

EXAMINATION

The course is examined at the end of Year 12.

Content

Students will study elements of Pure Mathematics (proof, algebraic methods, coordinate geometry, 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).

Although this is a standalone course, students will be taught alongside those taking the full A Level. Transfer to the full course is possible, subject to Head of Department approval.

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:	62.5%	Pure Mathematics Written examination: 2 hours, 100 marks
Paper 2:	37.5%	Statistics and Mathematics 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)



CONTACT DETAILS

Head of Department
Mr M Eaden
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Exam Board
Edexcel

Specification
A-Level Further Mathematics
9FMO



COURSE DETAILS

EXAMINATION

The course is examined at the end of Year 13.

Pure Mathematics and Applied Mathematics:

Students will study the compulsory elements of Core 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).

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



CONTACT DETAILS

Head of Department
Mrs F Lewis
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Exam Board
OCR

Specification
AS Religious Studies
H173



COURSE DETAILS

EXAMINATION

The course is examined in Year 12.

AS Level Religious Studies

AS Level Religious Studies will provide students with the opportunity to gain a deeper understanding of world religions, and explore philosophy of religion, and religion and ethics.

Students will engage with relevant topical issues and acquire knowledge and a critical understanding of major issues that are relevant to students in the twenty first century.

COURSE CONTENT:

Philosophy of Religion (01)

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil

Religion and Ethics (02)

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance: euthanasia and business ethics

Development in Religious Thoughts in Christianity (03)

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition

HOW WILL I BE ASSESSED?

The exam will be taken in the Summer Term of Year 12

EXAM PAPERS	% OF GCE	DETAILS
Component 1 Philosophy of Religion	33.3%	Written examination, two questions from three: 1 hour 15 minutes, 60 marks
Component 2 Religion and Ethics	33.3%	Written examination, two questions from three: 1 hour 15 minutes, 60 marks
Component 3 Development in Religious Thought (Christianity)	33.3%	Written examination, Two questions from three: 1 hour 15 minutes, 60 marks



WIDER READING

- Gaardner, J: Sophie's World
- Vardy, P: The Puzzle of Ethics
- McGrath, E: Christianity an Introduction
- VIDEO: A History of Ideas (BBC Radio 4 on You Tube)

OPEN STUDY

Open Study, delivered in Year 12, focusses on enhancing and developing students' practical and transferable skills as well as their ability to self-assess. This programme is research-led and explores personality types and habits of the most successful people in the world. Students also develop presentation skills and undertake a series of self-assessments to identify their own strengths and weaknesses.

LIBERAL ARTS

Liberal Arts is a compulsory 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. This year long 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 key cultural references our students should know.

TUTOR PROGRAMME

Our tutor programme further enhances students' personal developments. The mindset programme guides students to reflect on their own personal goals, their strengths and weaknesses. It teaches them organisation skills how to cope with workload as well as sharpening their academic skills with sessions on referencing and research.

CO-CURRICULAR ACTIVITIES

We offer a vast range of co-curricular activities such as academic, sporting, creative arts and outdoor pursuits. These activities outside the classroom are key components in developing transferable skills and fostering well-being. Physical and mental health, alongside a competitive spirit, are essential to academic excellence and lifelong learning.

LEADERSHIP

Leadership forms a core part of the Gordon's Sixth Form journey. Students are encouraged to take responsibility and develop themselves by joining the Sixth Form Committee, the various student councils, by applying for leadership positions such as Prefects and Head Boy/Girl, or shouldering a position of responsibility within their House. We also offer a formal leadership qualification known as ILM Level 3.

ACADEMIC ENRICHMENT: THE SCHOLARS PROGRAMME

The Scholars Programme involves a commitment from certain students to participate in a range of opportunities designed to broaden their thinking and understanding of the wider world. Students will complete a series of tasks and attend a range of academic events which will enhance their academic experience and wider critical thinking skills. They are also expected to participate in the Academic Pursuits available within the wider co-curricular programme, such as Model United Nations (MUN) or Debating. Students who demonstrate the necessary commitment, academic ability and intellectual curiosity may receive offers to join the Programme or may seek to join through their own initiative.

EXAMPLES OF ACADEMIC OPPORTUNITIES FOR STUDENTS

Extended Project (EPQ)	LAMDA lessons	Young Enterprise
Public Speaking	National Essay Competitions	Mock Trials
Debating	TEFL Level 2 Qualification, two-day course	Robotics Competitions
Model United Nations (MUN)	Medical School Preparation	

GORDON'S SIXTH FORM ENTRANCE CRITERIA

ALL SUBJECTS ARE OFFERED ON AN UNDERSTANDING THAT CLASSES CONTAIN A VIABLE NUMBER OF STUDENTS

Entry 2026 Onwards		Minimum Entry Requirements: Five GCSE grades 9 – 5 including Grade 5 in English & Mathematics for any A level course
Subject	Notes	The expected entry criteria for each subject is shown below:
Art	If destination is Architecture, Art typically is taken with Mathematics and/or Physics.	GCSE grade 6 in Art or Photography.
Biology	Needed for some Sports Science subjects at University. Highly recommended for Medicine. Strongly recommended that students have a GCSE English and Mathematics grade 6.	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 7 in Computer Science if studied. If not studied, grade 5 in English, and a GCSE grade 7 in Mathematics is required.
Drama & Theatre Studies	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied. If not studied, GCSE grade 5 in English is required.
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 and grade 6 in Mathematics.
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 and grade 6 in Mathematics.
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
Further Mathematics		GCSE grade 8 in Mathematics & must study A Level Mathematics over two years. Average GCSE points score of 8 required if one of four A Levels.
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 A Level grade is practical. Students should be regularly competing at school 1st team standard. If subject studied at GCSE and a grade lower than 5 is achieved, the alternative entry requirements will not be considered.	GCSE grade 6 in Physical Education, or grade 5 in English and grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
Physics	Both Mathematics and Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined science and a GCSE grade 7 in Maths. A level Physics must be accompanied by 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.	A GCSE grade 6 in Maths and grade 6 in Biology, or grades 6-6 if double sciences studied, and a grade 5 in English.
Sociology		GCSE grade 5 in either English Language or English Literature.
Spanish	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
Other Level 3 courses on offer: Single BTEC Courses unless stated		Minimum Entry Requirements: Five GCSE grades 9 – 4 including Grade 4 in English & Mathematics for any BTEC course
Business (BTEC) Level 3 Extended Certificate	Please note, this subject has a high maths content. Equivalent to one A level	GCSE grade 4 in English and Mathematics are required. Where Business Enterprise level 2 is studied, a Merit is required.
Diploma in Sport (BTEC) Level 3	Double BTEC course, equivalent to two A Levels	GCSE grade 4 in English and Mathematics are required.
Supporting information:		
<ol style="list-style-type: none"> For the sciences, IGCSE 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, IGCSE qualifications are considered equal to ordinary GCSE qualifications. Students taking IGCSE Double Award Science require a grade AA or 7-7 to access any of the three sciences and require a grade BB to access Psychology. Follow the Informed Choice guidance to find recommended subject combinations from the Russell Group. 		

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KEY DATES

2025-26 AND 2026-27

KEY DATES FOR ACADEMIC YEAR 2025-26

AUTUMN TERM 2025

Inset: Monday 1st September 2025
Inset: Tuesday 2nd September 2025 (new boarders arrive between 4.00 and 5.00 pm)
Inset: Wednesday 3rd September 2025
New Student & Y12 Induction Day: Wednesday 3rd September 2025
First Day of Term: Thursday 4th September 2025
Exeat: Saturday 27th September and Sunday 28th September 2025
Parade: Sunday 12th October 2025

Half Term Begins (1.5 weeks): Wednesday 22nd October 2025

Inset: Monday 3rd November 2025
Inset: Tuesday 4th November 2025
Lessons Resume: Wednesday 5th November 2025
Parade: Sunday 9th November 2025
Exeat: Saturday 22nd November and Sunday 23th November 2025
Last Day of Term: Wednesday 17th December 2025

SPRING TERM 2026

Inset: Wednesday 7th January 2026
First Day of Term: Thursday 8th January 2026
Memorial Weekend: Saturday 17th January and Sunday 18th January 2026
Exeat: Saturday 24th January and Sunday 25th January 2026
Half Term Begins (1 week) - Friday 13th February 2026
Exeat: Saturday 14th March and Sunday 15th March 2026
Parade - Sunday 22th March 2026
Last Day of Term - Friday 27th March 2026

SUMMER TERM 2026

Inset Day: Wednesday 15th April 2026
First Day of Term: Thursday 16th April 2026
Exeat: Saturday 2nd May and Sunday 3rd May 2026
Public Holiday: Monday 4th May 2026
Half Term Begins (1 week): Friday 22nd May 2026
Parade & Fun Day: Saturday 6th June 2026
Exeat: Saturday 20th June and Sunday 21st June 2026
Annual Parade & Prize Giving: Saturday 4th July 2026
Last Day of Term: Saturday 4th July 2026 after the Annual Parade & Prize Giving

KEY DATES FOR ACADEMIC YEAR 2026-27

AUTUMN TERM 2026

Inset - Tuesday 1st September 2026

Inset - Wednesday 2nd September 2026

First Day of Term - Thursday 3rd September 2026

Exeat - Saturday 26th and Sunday 27th September 2026

Parade - Sunday 11th October 2026

**Half Term Begins (2 weeks) - Thursday 17th October 2026
after Saturday morning activities have finished**

Inset - Monday 19th October 2026

Inset - Tuesday 20th October 2026

Lessons Resume - Monday 2nd November 2026

Parade - Sunday 8th November 2026

Exeat - Saturday 21st and Sunday 22nd November 2026

Last Day of Term - Wednesday 16 December 2026 at 12.00pm

SPRING TERM 2027

Inset - Wednesday 6th January 2027

First Day of Term - Thursday 7th January 2027

Whitehall Parade - Saturday 16th January 2027

Guildford Cathedral Service - Sunday 17th January 2027

Exeat - Saturday 23rd and Sunday 24th January 2027

Half Term Begins (1 week) - Friday 12th February 2027 at 3.35pm

Lessons Resume Monday 22nd February 2027

Exeat - Saturday 13th and Sunday 14th March 2027

Parade - Sunday 21st March 2027

Last Day of Term - Wednesday 24th March 2027 at 12.00pm

SUMMER TERM 2027

Inset Day - Monday 12th April 2027

First Day of Term - Tuesday 13th April 2027

Exeat - Saturday 1st and Sunday 2nd May 2027

Public Holiday - Monday 3rd May 2027

Half Term Begins (1 week) - Friday 28th May 2027 at 3.35pm

Lessons Resume - Monday 7th June 2027

Parade - Sunday 13th June 2027

Annual Inspection and Prize Giving - Saturday 3rd July 2027

Last Day of Term - Saturday 3rd July 2027 (after Annual Parade and Prize Giving)



GORDON'S SCHOOL
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