

# **WILSON'S SCHOOL**



## **SIXTH FORM PROSPECTUS**

September 2025 Entry

## INTRODUCTION

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This booklet will introduce you to the opportunities and courses of study that are offered in the Sixth Form at Wilson's School in the academic year 2025-2026. We hope that it will help you to make a well-informed decision about the subjects you would like to study over the next two years.

For nearly all students, the two years spent in the Sixth Form are the most enjoyable and rewarding of their time in school. As a sixth former, you will be specialising in those subjects that you have chosen and which interest you most. Many of you will plan to attend university (here or abroad) or to embark upon degree apprenticeships. The relationship between your work and the achievement of your personal goals will be much clearer than it has been before.

There is obvious continuity between life in Year 11 and the Sixth Form. You will continue to develop your social, academic and co-curricular interests. However, you will also work in a different way, taking more responsibility for your studies and for organising yourself. You will be expected to read around your subject, to work independently and to plan your studies over longer periods of time. The Sixth Form serves as a transition between the close monitoring of work and deadlines that you have experienced through to Year 11 and the much greater reliance on personal initiative and responsibility

that characterises university studies, and indeed the world of work. For the first time, on your timetable will be periods when you'll not be in lessons and when you need to develop independent learning skills. You will be expected to set your ambitions high in all that you do and to approach your education in a way that supports these high ambitions.

As sixth formers you will also be the leaders of the student body and your positive example will set much of the tone and character of the school. You will have opportunities to develop your leadership skills; some of you will become prefects and thereby take on some responsibility for the day-to-day running of the school community and the representation of your peers. In sport, music, drama, CCF, outdoor activities and other co-curricular clubs and societies, but also in links with other schools, we will look to you to not only participate, but also to lead.

Our aim is that you should find your experience in the Sixth Form stimulating, challenging and enjoyable. In partnership with your teachers, you will emerge not just with a first rate set of academic results, but also skills which will set you up for an enriched and fulfilling life.

The process that will lead to the achievement of these goals starts today as you read this prospectus, and an exciting phase of your education lies ahead.

*Mr E McLaughlin*  
*Director of Sixth Form*

## ADVANCED LEVEL STUDY

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### THE STRUCTURE OF LINEAR A-LEVELS

The linear A-level is a single qualification that is examined at the end of the second year of study (during the summer of the Upper Sixth). Unlike the previous system of A-levels, the examination period at the end of the Lower Sixth does not contribute towards the final A-level qualification.

It is still possible to study AS-levels which cover 40% of the A-level content, albeit examined at a lower level. At the time of publishing this prospectus, our intention is that all students will be entered for AS-levels in subjects in 2026, with the exception of subjects where no AS level is offered by the exam board or where the structure of the course means that entry would prohibit from using the material for A-level (e.g. Art). Where AS-level exams are not sat, then internal exams will be sat to take their place.

The reasons for AS-level entry are threefold:

- To provide students with important information to help them improve before the final exams at the end of Year 13
- To provide objective information to inform curriculum choices in the Upper Sixth
- To provide objective information to help determine higher education choices.

In keeping with the spirit of a grammar school, we expect our students to continue with as broad a curriculum as possible. Consequently, students study 4 A-levels in the Lower Sixth and no fewer than 3 A-levels in the Upper Sixth. A number of our highest performing students continue to study 4 subjects in the Upper Sixth and this is a requirement where Further Mathematics is studied alongside Mathematics.

## **ADMISSION CRITERIA FOR ENTRY TO THE SIXTH FORM (Year 12), SEPTEMBER 2025**

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Full details of the school's admissions criteria (including special entry requirements for individual subjects) can be found on the school's website.

<https://www.wilsons.school/sixth-form-admission-criteria/>

## **APPLYING TO WILSON'S SIXTH FORM FROM OTHER SCHOOLS**

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Although we do not guarantee a minimum number of places for external applicants, students who join Wilson's Sixth Form from other schools settle quickly and happily into their new environment and make their own important contributions to the community. They enjoy the same opportunities for leadership and responsibility as longer standing members of the school and many become prefects at the end of their first year.

If you are applying to Wilson's Sixth Form and are currently at another school, you will need to fill in an application form online which will be available on the school's website by the end of December 2024.

You can apply at any time during the academic year, although we do recommend that you apply as early as you can. Once we have received your application form, we will contact your school for some further information.

On the day you receive your GCSE results you should report to the school's reception with a copy of your results from 09:00. Places will be offered subject to your obtaining the appropriate grades and the application of the over subscription criteria (which are that places will be offered in rank order of total points score of the best eight GCSE examination results [from those we accept] and that there is availability of places on your chosen courses).

## BECOMING A SIXTH FORMER AT WILSON'S

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As well as academic qualifications, we are also looking for evidence that demonstrates the capacity for hard work in relation to independent study.

### Ask yourself the following questions:

- What subjects do I particularly enjoy?
- Is there evidence in my GCSE attainment that I am capable of going further?
- Do my teachers think I am suitable to undertake A-level study in this area?
- Am I able to work hard, including independently?
- Am I prepared to study 4 A-level subjects in the Lower Sixth and follow an enriching co-curricular programme?

### How will my Sixth Form programme be organised?

- All students will select 4 subjects to study in the Lower Sixth and will undertake an enrichment programme in addition. Mathematics Pathway 1 or Pathway 2 counts as one choice in the Lower Sixth.
- AS examinations in all 4 subjects will be sat at the end of the Lower Sixth. In those subjects where AS exams are not available, students will sit an internal exam.
- The timetable will be constructed to allow the maximum possible flexibility in both the choice and combination of subjects.
- Students will be asked to express a preliminary choice of subjects. On the basis of this information, the option pattern is constructed. The "final subject choices" are made in the Spring term of Year 11 according to the option pattern. We cannot guarantee all subject combinations.
- An option subject may be withdrawn at any stage of the process if there is

insufficient demand. In the case of over subscription, any criteria that need to be applied for acceptance on a course will be open and fair.

- Once GCSE results are published, students intending to enter the Sixth Form are required to consider whether their agreed subject choices are still appropriate, and advisory interviews with staff may be arranged for those who need them. Further changes to subject choices may then not be possible after this point.
- Obtaining at least CCC at AS is an indication that our students have a good understanding of the A level content and that as a result they are likely to reach their potential. If a student's AS results are below this level, they will be offered the opportunity to re-sit Year 12. This will enable them to have a second chance at achieving their potential and improving their options.
- Typically a minimum of a grade C at AS is advised to continue with a subject at A level. In Art, Music and Philosophy this may be validated by an independent expert in the absence of an AS grade.
- Students must study a minimum of 3 full A-level subjects throughout the Upper Sixth year, or 4 where Mathematics and Further Mathematics are two of the subjects.

### What do we expect of you?

Our expectations are high and are set out in the Sixth Form Agreement which can be found at the end of this document. All students sign this agreement prior to the commencement of study to indicate their serious intention to make the most of the opportunities available to them. Only hard work, resilience and consistent study habits bring success!

## TAKING GOOD CARE OF YOU IN THE SIXTH FORM

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### ACADEMIC TUTORING

During your time in the Sixth Form your progress will be monitored through a process of academic tutoring. In the Lower Sixth your tutor will know you well and will see you for a minimum of 1 hour per week.

### CAREERS EDUCATION AND PLANNING YOUR FUTURE CAREER

Careers guidance is available via our Templeton Head of Higher Education and Careers or an Independent Careers advisor.

- All students are given advice by experienced members of staff in making appropriate, and ambitious, choices.
- Mock interviews are arranged for those who require them.
- We organise a Higher Education Evening and separate Oxbridge and Medical School Information Events.
- An additional programme of support for Oxbridge and Medicine/Dentistry/Veterinary students is organised. Given their strong academic capabilities, we expect all students to seriously consider Oxbridge application.
- UCAS information is available via our Templeton Head of Higher Education and Careers.
- You have the opportunity to visit University "Open Days" and conferences, within a limit set by the school. Most universities allow prospective students to visit on a Saturday or by special arrangement.

### SIXTH FORM FACILITIES

The Sixth Form has its own facilities in the Sixth Form Centre, which contains two large study areas, including a suite of computer terminals available to Sixth Form students for private study and a recently-upgraded wireless network. Senior prefects have their own study with kitchen facilities and all Upper Sixth students can enjoy the use of the social space VI, outside of their core hours.

### 16-19 BURSARY SCHEME

Wilson's has an allocation of funds from the Education Funding Agency (EFA). The 16-19 Bursary Scheme, which is a national fund but administered by the Finance department of

Wilson's School, according to criteria determined by the school but subject to national guidelines. Find additional information and an application form on our website.

### SPORT/CO-CURRICULAR

Sport is a significant strength of Wilson's School and many students gain a great deal of pleasure from representing the school, often at a high level.

Football is played at District, County and National level, with matches every Wednesday (often 8 teams) and Saturdays. Cricket fixtures are played on a Wednesday and Saturday, with cup competition and even a tour at the end of the season. Many other sports are also strong with an excellent fixture list and involvement in District, County and National competitions. These include rugby, badminton, basketball, table tennis, cross-country and athletics.

The school has excellent sports facilities of its own, including a fully equipped sports hall with adjoining gymnasium, 12 all-weather 5-a-side pitches, two seven-a-side pitches, five football pitches, a rugby pitch and two cricket squares and a set of astroturf all weather cricket nets. The school also has a recently-refurbished fitness gym with top range commercial equipment, which is widely used by the students.

We also make use of other sporting venues which are very close to the school. In recent years many students have been selected to play at county, regional and national levels.

### SCS PROGRAMME

All students in Year 12 participate in the school's **S**ervice, **C**reativity and **S**port programme (SCS). This gives you the opportunity to devote an hour each week to helping those around you or engaging in a sporting or creative endeavour. A school SCS award is awarded at the end of the year for students who have excelled in all three elements. The SCS programme is enriching to students, to the school community and to the local community, and something of which the school is very proud in what students achieve.

### MUSIC AND DRAMA

An annual drama programme is organised which usually includes a large-scale junior musical production alongside various other performances. Many sixth formers take part

either as actors or as production assistants for stage management, sound, lighting and set construction.

Wilson's also has a very strong musical culture. There is a vast array of musical ensembles which cater for all abilities and tastes. Singers also have numerous opportunities to perform and participate in ensembles. Further information is available on the school's [microsite](#) for Music.

### **THE COMBINED CADET FORCE (CCF)**

The CCF aims to foster teamwork, leadership skills and confidence to provide cadets with a very different experience outside the curriculum.

Wilson's has one of the most respected and high-achieving cadet units in the country. The CCF consists of an Army and RAF section and is completely voluntary. The contingent parades every Tuesday and both sections attend an October training camp and February range camp. They have separate summer camps – the RAF at an active Air Force base and the Army at an infantry skills camp run by regular units. The cadets attend a variety of courses including leadership, gliding and flying and adventure training. Students joining the Sixth Form with ACF, ATC and CCF experience from other units are accepted and students with no previous experience have been given accelerated training.

### **DUKE OF EDINBURGH (DofE) AWARD SCHEME**

Sixth formers who have previously completed or are close to completing their Silver Duke of Edinburgh's Award are given the opportunity to sign up for the Gold Duke of Edinburgh's Award, taking place during Year 12 and Year 13. Achieving the Gold Award shows that someone has the skills, determination and mentality to really succeed, and many university courses hold the Gold Award in high esteem. Gold Award holders are invited to receive their Award at a royal palace. The school provides the training needed for the 3-night expeditions in wild country, supports them in finding their residential shared activity and the DofE Manager also ensures they are completing suitable activities for their Volunteering, Physical and Skills sections.

### **THE HOUSE SYSTEM**

All students will be part of a House and expected to engage with the wide range of enriching activities that occur as part of our co-curricular offer. The House System facilitates inter-year group communication and care, as

well as new opportunities for leadership and participation, with sixth formers at the forefront of this system.

### **THE SIXTH FORM PREFECT MEETINGS**

The senior prefects represent the student body. They meet in the Board Room with the Director of Sixth Form every two weeks to discuss any Sixth Form matters, acting as a crucial pupil voice forum. The range of matters discussed is wide and ranges from proposed improvements to the Sixth Form facilities, student views on changes to school procedures to the organisation of various social events.

### **LEADERSHIP OF COMMITTEES**

Lower Sixth and Upper Sixth students play an essential role in a range of committees within the school community, including the Charities, Equalities, Wellbeing and Environment committees. Students therefore play a leading role in ensuring that the school community is as inclusive, dynamic and fit-for-purpose as possible, with student voices at the heart of this.

### **RELIGIOUS, SOCIAL AND MORAL EDUCATION**

Religious, social and moral education in the Sixth Form continues via a programme of philosophy and ethics, building upon that taught in Year 11 and the Year 10 RE GCSE. This is supplemented through dedicated assemblies, including Moral Maze components, the tutorial programme, daily Thought For The Day considerations and weekly collective reflections on these.

Students are encouraged to reflect on, express and justify their own opinions in light of their learning about, and from, religion and their study of religious, philosophical, moral and spiritual questions. We encourage them to develop their own values and attitudes in order to recognise their various rights and responsibilities. Importantly, they consider how to relate their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life, all the while developing skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem solving, and communication in a variety of media.

### **ATTENDANCE AT LESSONS**

Sixth Form students are registered electronically in every lesson. Morning and afternoon registration is by way of proximity cards.



Lower Sixth students maintain core hours  
(staying on site) between 08:30 and 15:30.  
Upper Sixth students maintain core hours  
between 08:30 and 13:05.

## NEXT STEPS

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The Next Steps Preparation Programme runs throughout the Lower and Upper Sixth. Its aim is to best prepare students for their chosen next steps after their A levels, whether these involve universities, apprenticeships, school leaver programmes, employment or a combination of these. The key elements of the programme are briefly described below.

### NEXT STEPS INFORMATION VIA EMAIL

Throughout the Lower Sixth, information on open days, taster courses, essay competitions, apprenticeships, school leaver programmes, and many other next steps opportunities, is sent out in the weekly newsletter to students and parents.

Throughout the Lower Sixth and Upper Sixth, numerous opportunities for supercurricular enrichment and information on Next Steps opportunities (e.g. webinars, seminars, lectures and conferences) are published to students via our online homework platform.

### INFORMATION EVENINGS

Throughout the Lower Sixth, there are information evenings on key aspects of the university application process. The Higher Education Evening gives advice on choosing a university, writing a personal statement and applying for student finance, as well as an overview of the key points in the UCAS application process. An Oxbridge Information Evening, hosted by an Oxbridge academic, gives Lower Sixth students the chance to find out more about how to make a successful application to Oxford or Cambridge.

### ABOVE-AND-BEYOND WORK

During the Lower Sixth, all students complete a programme of above-and-beyond work on their chosen degree subject above and beyond the A level curriculum. Additional work of this kind is essential for students applying to top universities, which will expect to see evidence of such work referred to in the teacher references and personal statements that appear on UCAS applications. Such work begins at the start of Lower Sixth, when students are required to research possible degree courses and other post-A level options, compile reading lists of degree-level material in these areas, and undertake wider reading each week in the areas they are most interested in pursuing beyond their A-levels.

Students receive detailed guidance on how to do high quality work of this kind, including through completion of a Templeton Scholarship Project (TSP).

The TSP involves students undertaking a substantial research project on a topic of their choice. Students are guided through this project, including how to access, utilise and reference high-level academic resources, in order that they produce ambitious and intellectually stimulating outcomes. The project is assessed internally by a subject-specialist and this involves a viva. The TSP is an academically demanding programme and generates invaluable evidence of above-and-beyond work.

### MEDICAL PREPARATION PROGRAMME

Throughout the Lower and Upper Sixth, a range of events are run to help students who are applying for Medicine, Dentistry or Veterinary Science. These include:

- A Medical Society meets weekly and is open to both Lower and Upper Sixth students.
- Medical Society activities include: Topical debates, student presentations, book reviews, interview practice, UCAT practice, presentations from external speakers and former students.
- Advice related to work experience and voluntary work for Medicine, Dentistry or Veterinary Science.
- UCAT sessions to prepare the admission test.
- Practice interviews (see below).
- Entry to a National academic poster competition.
- The Medical Information Session

### UCAS GUIDANCE

After they return from exam leave, Lower Sixth students are given detailed and structured guidance on how to set up and progress their UCAS application. Further advice is given at the start of Upper Sixth about completing their UCAS application and, later in the year, about replying to offers from universities and preparing for results day.

### UNIVERSITY PREPARATION PROGRAMME

Towards the end of the Lower Sixth, students undertake a structured programme of undergraduate-level work on the degree subject

that they plan to apply for. This programme is designed and run by subject specialists and generates additional above-and-beyond work that can be referred to on the teacher references and personal statements that appear on students' UCAS applications. It exposes students to degree-level materials, conversations, lectures, and often active university academics, to give experience of the exciting realities of their chosen next steps.

### **PERSONAL STATEMENT INTERVIEWS**

Extensive guidance is given in relation to personal statements in the Lower Sixth. In the first week of Upper Sixth, all students are given a one-to-one interview with a teacher on their personal statement, with guidance given on how to redraft and improve before including it in their final UCAS application.

### **PREPARATION FOR ADMISSIONS TESTS**

In the first half term of the Upper Sixth, students who are applying for courses which require admissions tests are given subject-specialist guidance on how to prepare for these tests. Please note that entrance tests are now required for many courses at a number of universities, including Oxford and Cambridge.

### **INTERVIEW PREPARATION**

Over the course of the Autumn Term in the Upper Sixth, all students who are applying for degree courses for which they may be interviewed (for example, Oxbridge and Medicine courses) are given the opportunity to have practice interview experiences in school. The vast majority of these are with external interviewers with a subject specialist. They are given feedback on what they are doing well and what they can improve. At the same time, applicants to Medicine and Dentistry are given an MMI (Multiple Mini Interview) practice in school.

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**COURSE DESCRIPTION**

The aim of the course is to engage with and explore the visual arts through the production of personal practical work. Outcomes are therefore not prescribed and each candidate has a great deal of autonomy in developing work that they find interesting and inspiring. The Art staff work closely with the A-level candidates in helping them develop their work successfully and in fulfilling the highest examination criteria.

The syllabus offered is Fine Art and all students are encouraged to work in a broad range of materials and approaches. These include 2D and 3D work as well as photographic and film based media. Students interested in illustration and graphic communication can be entered for the Art, Craft & Design specification that allows for a greater variety of pathways.

Students are encouraged to visit Art Galleries and Exhibitions, in order to develop breadth and depth to their understanding of the creative process.

The department offers after school life-drawing sessions in the Autumn and Spring terms, and students are recommended to attend these as part of their coursework portfolios.

**In the Lower Sixth you will cover the following:**

Component	Content
1	Art and Design Coursework <ul style="list-style-type: none"> <li>• Creative investigative studies</li> <li>• Critical understanding</li> <li>• Practical work</li> <li>• Evidence and recording of personal development</li> </ul> Outcome in response to the component theme

**You will be examined at the end of the Lower Sixth at an equivalent of AS-level. This is an internal examination and does not result in an AS qualification. There is the opportunity for an AS qualification to be gained at the end of the Lower Sixth but this would only occur in unique circumstances and in discussion with the Art Department. Any AS examination material is verified by external scrutiny.**

**In the Upper Sixth you will cover the following:**

Component	Content
1	Art and Design Coursework <b>Part 1</b> Practical work From personal starting points students submit; <ul style="list-style-type: none"> <li>• Supporting studies</li> <li>• Personal outcome(s)</li> </ul> <b>Part 2</b> Personal study Students submit a piece of continuous prose of between 1000 to 3000 words.
2	Art and Design Externally Set Assignment This component represents the culmination of the A-level course. The submission will combine: <ul style="list-style-type: none"> <li>• Preparatory studies</li> <li>• Personal Outcome(s)</li> </ul> The assignment will be set at the beginning of February with a 15 hour sustained focus in May.

**You will be examined at the end of Upper Sixth at Advanced (A) level.**

## EXAMINATIONS

You will take your AS-level equivalent internal exam at the end of The Lower Sixth based upon the work completed during the year and comprising the following:

Level	Date of Exam	Component	Method of Assessment	Weighting
AS-level equivalent	Summer 2026	1	Internally set Internally marked Externally moderated	100% of Lower Sixth

You will take your A-level exams at the end of The Upper Sixth based upon the work completed during the Upper Sixth only and comprising the following:

Level Awarded	Date of Exam	Component	Method of Assessment	Weighting
A-level	Summer 2027	1	Internally set Internally marked Externally moderated	60% of A-level
A-level	Summer 2027	2	Externally set Internally marked Externally moderated	40% of A-level

## ENTRY REQUIREMENTS

At least a grade 7 in Art. Where Art has not been taken at GCSE, a portfolio of evidence of suitable range of skills will be considered.

## LEARNING STRATEGIES AND RESOURCES

There is a sixth form studio that gives students the opportunity to develop independent working methods and the chance to work outside the scheduled periods during the school day. Students are given their own working space and they are encouraged to make use of all the Art Department's resources and other resources throughout the school. Teaching is through "components" of work in which the main study areas are investigated. During the course there will be several visits to galleries and exhibitions and students are encouraged to visit degree courses offered at Universities and Art Colleges. Life drawing classes are organised during the coursework period. This work contributes significantly to both the students A-level work and to portfolios that are required at interview for Higher Education courses.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

The creative industries in Britain are extensive and include advertising and marketing, photography, film and media, graphic design and illustration, interior design, animation and architecture, fashion and textiles design, product design and many more. Careers linked with art and design are clearly varied and interesting, but often require further study in a more specialised field. A common post A-level programme is to complete a one year foundation course then move to a specialist three year degree course, although direct access to a degree course is increasingly popular. Architecture is a popular career option for students studying at Wilson's.

## PLEASE NOTE:

In Art students are not entered for an AS exam, but are given the option of sitting the AS exam if they do not intend continuing with the subject in the Upper Sixth. The reason for this is that, due to the large coursework component, students entered for the AS-level in Art are then required to complete the full A-level in only one year during the Upper Sixth. By not entering students for the AS-level they are able to complete the full A-level over two years.

## STUDENT COMMENT

*"Art is a subject that requires a lot of energy, enthusiasm and creativity. I feel that it has developed my design and communication skills as well as my knowledge of past and present artists. The course offers the ability to gain various skills such as teamwork. The art room is a calm and enjoyable room and I feel the facilities enable us to produce good work. We have our own sixth form art studio, which allows us*

*to go in and work whenever we have time. Art and design has also been an investment for my future as I intend taking a course in architecture at university. I have really enjoyed this course and gained a lot from it."*

## **BIOLOGY**

Course: Biology Linear A-level (Nuffield) (9BN0) • Board: Edexcel

### **COURSE DESCRIPTION**

The Salters-Nuffield (SNAB) course uses a series of contexts and online resources to provide an engaging approach to Biology.

**In the Lower Sixth you will cover the following:**

Unit	Content
<b>Lifestyle, Transport, Genes and Health</b>	This unit will examine the following topics: <ul style="list-style-type: none"><li>• Topic 1: Lifestyle, Health and Risk</li><li>• Topic 2: Genes and Health</li></ul>
<b>Development, Plants and the Environment</b>	This unit will examine the following topics: <ul style="list-style-type: none"><li>• Topic 3: Voice of the Genome</li><li>• Topic 4: Biodiversity and Natural Resources</li></ul>

You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>The Natural Environment and Species Survival</b>	This unit will examine the following topics: <ul style="list-style-type: none"><li>• Topic 5: On the Wild Side</li><li>• Topic 6: Immunity, Infection and Forensics</li></ul>
<b>Energy, Exercise and Co-ordination</b>	This unit will examine the following topics: <ul style="list-style-type: none"><li>• Topic 7: Run for your Life</li><li>• Topic 8: Grey Matter</li></ul>
<b>General and Practical Applications in Biology</b>	This unit will examine the following topics: <ul style="list-style-type: none"><li>• Topics 1-4 (studied at AS Level)</li><li>• Topic 5: On the Wild Side</li><li>• Topic 6: Immunity, Infection and Forensics</li><li>• Topic 7: Run for your Life</li><li>• Topic 8: Grey Matter</li></ul>

You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.

### **EXAMINATIONS**

#### **Practical Assessment**

There are 18 core practicals that cover all 12 techniques required for practical competency. Knowledge of all core practicals can be tested within exam papers. Core practicals will also form part of the practical competency assessment undertaken by teachers and reported alongside the A-level grade.



**You will take your AS-level exams at the end of The Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	<p>Assessment is 1hr 30 mins. The paper consists of 80 marks. Overview of assessment:</p> <ul style="list-style-type: none"> <li>The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.</li> <li>The paper will include questions that target mathematics at Level 2 or above</li> <li>Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.</li> <li>The paper will include questions that target the conceptual and theoretical understanding of experimental methods.</li> </ul>	50% of AS-level only
AS-level	Summer 2026	Paper 2	<p>Assessment is 1hr 30 mins. The paper consists of 80 marks. Overview of assessment:</p> <ul style="list-style-type: none"> <li>The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.</li> <li>The paper will include questions that target mathematics at Level 2 or above</li> <li>Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.</li> <li>The paper will include questions that target the conceptual and theoretical understanding of experimental methods.</li> </ul>	50% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1 Content: Topics 1-6	<p>Assessment is 2 hours. The paper consists of 100 marks.</p> <ul style="list-style-type: none"> <li>The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.</li> <li>The paper will include questions that target mathematics at Level 2 or above</li> <li>Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.</li> <li>The paper will include questions that target the conceptual and theoretical understanding of experimental methods.</li> </ul>	33.3% of A-level

A-level	Summer 2027	Paper 2 Content: Topics 1-4, 7 & 8	<p>Assessment is 2 hours. The paper consists of 100 marks.</p> <ul style="list-style-type: none"> <li>• The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.</li> <li>• The paper will include questions that target mathematics at Level 2 or above</li> <li>• Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.</li> <li>• The paper will include questions that target the conceptual and theoretical understanding of experimental methods.</li> </ul>	33.3% of A-level
A-level	Summer 2027	Paper 3 Content: Topics 1-8	<p>A scientific article will be pre-released on our website 8 weeks before the examination Assessment is 2 hours. The paper consists of 100 marks. The pre-released scientific article will underpin one section of the paper.</p> <ul style="list-style-type: none"> <li>• The paper will include synoptic questions that may draw on two or more different topics.</li> <li>• The paper will include questions that target mathematics at Level 2 or above</li> <li>• Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.</li> <li>• The paper will include questions that target the conceptual and theoretical understanding of experimental methods.</li> </ul>	33.3% of A-level

## ENTRY REQUIREMENTS

A minimum grade 7 in GCSE Biology or a notional Grade 7 on the Biology paper of the Combined Science qualification

## CAREER/HIGHER EDUCATION OPPORTUNITIES

In the past, Biology was largely descriptive; now, biologists take a far more functional approach, working with chemists and physicists to find out by experimentation how the complex and fascinating living world operates. Biologists are interested in every level of organisation: from the biochemistry of sub-cellular life right through to the principles that govern the environment. Many of the key issues facing mankind now and in the future are essentially biological: populations, disease, conservation, genetic engineering, as well as an understanding of the physiology, behaviour and evolution of humans. All this enables the student to see himself in the context of nature as one amongst many species.

Biological expertise is applied within the pharmaceutical, medical, agricultural, environmental, veterinary, microbiological, biotechnological, and food industries. Also, many biologists successfully enter career areas not associated with the subject.

## STUDENT COMMENT

*"I decided to study A-level Biology because I am fascinated by the living world and the processes which keep us alive. The course covers important advances in biology such as the human genome project and its moral and ethical implications. It is a challenging subject: I prefer the dynamic nature of Biology compared to other subjects, but I particularly enjoy learning about how and why organisms function. Since I intend to study medicine, biology for me was essential but I think the skills gained during the A-level course are valuable for all walks of life."*

## CHEMISTRY

Course: Chemistry Linear A-level (7405) • Board: AQA

### COURSE DESCRIPTION

The Examination Board believe that this Chemistry specification is a stepping stone to future study, as they have consulted universities when devising it, to ensure that it allows students to develop the skills that they want to see. They hope that the specification will help to inspire students, nurture their passion for chemistry and lay the groundwork for further study in courses such as chemistry, medicine and pharmacy.

Chemistry is fundamentally an experimental subject. This specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

In the Lower Sixth you will cover the following:

Unit	Content
<b>Paper 1 – Physical and Inorganic Chemistry</b>	<b>Physical Chemistry:</b> Atomic Structure, Amount of substance, Bonding, Energetics, Chemical Equilibria, <b>Inorganic Chemistry:</b> Periodicity, Group 2 chemistry, Group 7 chemistry, Oxidation & Reduction Relevant practical skills
<b>Paper 2 – Physical and Organic Chemistry</b>	<b>Physical Chemistry:</b> Amount of Substance, Bonding, Energetics, Chemical Equilibria, Kinetics <b>Organic Chemistry:</b> Nomenclature, Isomerism, Alkanes, Alcohols, Alkenes, Halogenoalkanes, Organic Analysis Relevant practical skills

You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.

In the Upper Sixth you will cover the following:

Unit	Content
<b>Paper 1 – Physical and Inorganic Chemistry</b>	<b>Physical Chemistry:</b> Atomic Structure, Amount of substance, Bonding, Energetics, Chemical Equilibria, , Thermodynamics, Equilibrium constants, Electrochemical cells, Acids & Bases <b>Inorganic Chemistry:</b> Periodicity, Group 2 chemistry, Group 7 chemistry, Period 3 elements, Oxidation & Reduction, Transition Metals, Ions in aqueous solutions.
<b>Paper 2 – Physical and Organic Chemistry</b>	<b>Physical Chemistry:</b> Amount of Substance, Bonding, Energetics, Chemical Equilibria, Kinetics & Rate Equations <b>Organic Chemistry:</b> Nomenclature, relevant Mechanisms, Isomerism, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Aromatics, Amines, Polymers, Amino Acids, Proteins & DNA, Organic Synthesis, Spectroscopy, Chromatography
<b>Paper 3 – Synoptic</b>	Covering all the content of papers 1 & 2 and testing practical skills and techniques.

You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.

## CORE PRACTICALS

There are twelve core practicals that will be carried out over the two years in order that students may develop and demonstrate their competency in a range of relevant practical skills and techniques. Knowledge of these core practicals will be assessed in written exams as well as via internal assessments, which will form the basis for the practical endorsement which will be reported alongside each student's final A-level grade.

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	2 hours (80marks)	50% of AS-level only
AS-level	Summer 2026	Paper 2	2 hours (80 marks)	50% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	2 hours (105 marks)	35% of A-level
A-level	Summer 2027	Paper 2	2 hours (105 marks)	35% of A-level
A-level	Summer 2027	Paper 3	2 hours (90 marks)	30% of A-level

## ENTRY REQUIREMENTS

A minimum grade 7 in GCSE Chemistry or a notional Grade 7 on the Chemistry paper of the Combined Science qualification.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

Chemistry is all around us – it is about the very essence and quality of life and its continuous improvement. A chemistry degree can take you anywhere from marine chemistry to chemical engineering; food science to neurochemistry; environmental chemistry to biological chemistry; pharmaceutical research, development and deployment. It is also an excellent preparation for a business career. There are also openings for chemical graduates in marketing, scientific journalism, patent work, lecturing and teaching.

Chemistry at A-level is an essential subject for those who wish to pursue a career in medicine, veterinary science, optometry, dentistry, pharmacy, pharmacology and forensic sciences. Chemistry is also a significant component in the study of materials science; chemical engineering; metallurgy; natural sciences; earth sciences; agricultural sciences; food technology; bio-sciences and bio-technology.

## STUDENT COMMENTS

*"Chemistry is a challenging subject that is highly regarded by both universities and potential employers. It complements Physics or Biology A-level. I chose it due to the varied nature of the course and the practical elements that help to relate the subject to the real world."*

*"I knew that Chemistry would be a challenging and fun option choice. I also knew that it would open many doors career-wise. So far I have been proven right!"*

*"I chose Chemistry because it offers an explanation for things that happen in the everyday world. It also gives rise to the opportunity to perform practical experiments and experience what you are learning first hand unlike other subjects where you may have to learn about it in a book and just accept what you learn as fact."*

## **CLASSICAL CIVILISATION**

**Course: Classical Civilisation Linear A-level (H408) • Board: OCR**

***Please note that only one of Classical Civilisation and Latin will run in 2025/2026 as above***

### **COURSE DESCRIPTION**

The course is designed to enable students to approach the classical world of ancient Greece and Rome without the need to have studied Latin or Greek; all our texts will be read in English translation. The keynote of this subject is variety: underneath the Classical Civilisation umbrella can be found topics as diverse as history, art and architecture, literary criticism, philosophy and archaeology.

**In the Lower Sixth you will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>The World of the Hero</b>	This is a unit comprising in-depth study of Homer's "Iliad" or "Odyssey", Ancient Greece's heroic past and the Trojan War. The literature is studied in translation and no prior knowledge is required.
<b>Culture and the Arts</b>	This unit comprises a study of Greek Theatre or Roman Imperial Imagery. Literary sources in translation are studied alongside visual and material sources.

You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.

**In the Upper Sixth you will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>The World of the Hero</b>	This unit comprises a study of Virgil's "Aeneid" and either the "Iliad" or "Odyssey" of Homer. All the literature is studied in translation.
<b>Culture and the Arts</b>	This unit comprises a study of Greek Theatre or Roman Imperial Imagery. Literary sources in translation are studied alongside visual and material sources.
<b>Beliefs and Ideas</b>	This unit comprises a study of one topic from among; Greek religion, Love and relationships, Politics of the Late Republic, or Democracy and the Athenians. Visual and material sources are studied in combination with literary sources.

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

## EXAMINATIONS

You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1 – The World of the Hero H008/11	90 minutes (65 marks)	50% of AS-level only
AS-level	Summer 2026	Paper 2 – Culture and the Arts H008/21 or H008/22	90 minutes (65 marks)	50% of AS-level only

You will take your A-Level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	The World of the Hero	140 minutes (100 marks)	40% of A-Level
A-level	Summer 2027	Culture and the Arts	105 minutes (75 marks)	30% of A-Level
A-level	Summer 2027	Beliefs and ideas	105 minutes (75 marks)	30% of A-Level

## ENTRY REQUIREMENTS

A grade 7 or above in any of English Literature, English Language or History is required.

## LEARNING STRATEGIES AND RESOURCES

In each year of the course, the units will be taught alongside each other, with some lessons devoted to each of the differing units available. Students will be challenged to think hard for themselves and do a good deal of independent research. Writing skills will be tested, analysed and improved. We intend that the course will motivate, inspire, enthuse and challenge. We are a small department and it is a strength of Classics that students will get the fastest, most appropriate support for their studies. Resources for this subject will be published on the Classics pages of the school web site.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

An AS or A-level in Classical Civilisation is comparable with other arts subjects (such as History, French or English) for purposes of entry to employment or university. In most years some students choose to pursue the subject to degree level. A recent study placed Classics students as among the biggest contributors to university life and the most satisfied with their courses. Classics courses for students without Latin or Greek are now run by a large number of major universities (including Oxford and Cambridge), often in combination with options from other arts-based courses. Classics degrees are well respected in the career marketplace, and graduates go on to a range of careers, including business, insurance, accountancy, banking, civil service and media work.

## **COMPUTER SCIENCE**

**Course: Computer Science Linear A-level • Board: OCR**

### **COURSE DESCRIPTION**

The aims of this qualification are to enable learners to develop:

- an understanding of and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

**In the Lower Sixth you will cover the following:**

Unit	Content
1	<ul style="list-style-type: none"><li>• The characteristics of contemporary processors, input, output and storage devices</li><li>• Software and software development</li><li>• Programming</li><li>• Exchanging data</li><li>• Data types, data structures and algorithms</li><li>• Legal, moral, ethical and cultural issues</li></ul>
2	<ul style="list-style-type: none"><li>• Elements of computational thinking</li><li>• Problem solving and programming</li><li>• Algorithms</li></ul>

You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.

**In the Upper Sixth you will cover the following:**

Unit	Content
1	<ul style="list-style-type: none"><li>• The characteristics of contemporary processors, input, output and storage devices</li><li>• Software and software development</li><li>• Exchanging data</li><li>• Data types, data structures and algorithms</li><li>• Legal, moral, cultural and ethical issues</li></ul>
2	<ul style="list-style-type: none"><li>• Elements of computational thinking</li><li>• Problem solving and programming</li><li>• Algorithms</li></ul>
3	<p><i>The candidate will choose a computing problem to work through according to the guidance in the specification.</i></p> <ul style="list-style-type: none"><li>• Analysis of the problem</li><li>• Design of the solution</li><li>• Developing the solution</li><li>• Evaluation</li></ul>

You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.

## EXAMINATIONS

You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	1	1 hr 15 mins exam	50% of AS-level only
AS-level	Summer 2026	2	1 hr 15 mins exam	50% of AS-level only

You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	1	2 hrs 30 mins exam	40% of A-level
A-level	Summer 2027	2	2 hrs 30 mins exam	40% of A-level
A-level	Summer 2027	3	Non-exam assessment	20% of A-level

## ENTRY REQUIREMENTS

If Computing GCSE has been taken then a grade 7 must be achieved. If Computing has not been studied at GCSE, then at least a grade 8 in Mathematics is required. If oversubscribed, additional criteria will be applied.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

An A level in Computer Science lays the groundwork for diverse higher education and career opportunities. Students can pursue degrees in disciplines like computer science, software engineering, artificial intelligence, data science, and cybersecurity. Joint honours programmes combine computing with fields such as Mathematics, Business, or Psychology, while specialised courses focus on areas such as game design, robotics, and network engineering.

The course fosters analytical and problem-solving skills, equipping students for emerging areas like blockchain, augmented reality, and artificial intelligence. Many universities highly value the programming, logic, and computational thinking skills developed, preparing students for cutting-edge research and industry challenges.

Students with a degree in Computer Science find opportunities across many industries, ranging from software development, systems analysis, financial technology, cybersecurity, and data analysis. The healthcare sector offers roles in artificial intelligence diagnostics and health informatics; whilst virtual reality and augmented reality dominate the entertainment industry. Retail, automotive, and manufacturing industries utilise robotics and automation. These are just a few examples that showcase the versatility of a computing related qualification.



## **DESIGN & TECHNOLOGY**

**Course: Product Design Linear A-level • Board: OCR**

### **COURSE DESCRIPTION**

The course in design and technology is designed to enable students to:

- make use of subject knowledge and reflective practices in order to work on tasks that are challenging and often require definition;
- develop and sustain their creativity and innovative practice;
- recognise and overcome challenges and constraints when working towards the production of high-quality products;
- develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective;
- draw on a range of skills and knowledge from other subject areas including mathematics and science, to inform decisions in design and the application or development of technology;
- draw on and apply knowledge, understanding and skills of production processes to a range of design and technology activities;
- develop an understanding of contemporary design and technology practices;
- use information and communications technology (ICT) and information handling skills to enhance their design and technological capability;
- recognise the values inherent in design and technological activities, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts.

This is a two-year course. The first year develops design and manufacturing skills, adding breadth and depth to the AS level. This will be examined internally at the end of the Lower Sixth. The second year will develop a wider understanding of Product Design through the design, make and evaluate project. A-level theory content is taught alongside this.

**In the Lower Sixth and Upper Sixth you will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>H406/01: The Principles of Design</b>	<p>In this unit we will build on the technical knowledge studied in the AS year and increase sophistication for the requirements of the non-examined assessment and the Principles of Product Design.</p> <ol style="list-style-type: none"><li>1. Identifying requirements</li><li>2. Learning from existing products and practice</li><li>3. Considerations of the wider user</li><li>4. Design thinking and communication</li><li>5. Material and component considerations</li><li>6. Technical understanding</li><li>7. Manufacturing processes and techniques</li><li>8. Viability of wider solutions</li><li>9. Health &amp; safety</li></ol>
<b>H406/02: Unseen Challenge</b>	<p>The 'Unseen Challenge' focuses on the application your knowledge, understanding and skills of designing and manufacturing prototypes and products through a set design task, then reflecting on your design solution in relation to wider factors and other theoretical knowledge.</p> <ul style="list-style-type: none"><li>• Practice breaking down design challenges</li><li>• Sketching for a design task</li><li>• Materials and manufacturing processes</li><li>• Applying wider factors and theoretical knowledge</li></ul>
<b>H406/03: Iterative Design Project</b>	<p>A non-examined 'Iterative Design Project' is a substantial design, make and evaluate project centred on the iterative process of explore, create and evaluate. Students will produce a chronological portfolio supported by real-time evidence of their project development. Innovative approaches will be required resulting in a final prototype that can be tested against the user and the market.</p>

	<ul style="list-style-type: none"> <li>• The focus of a 'Product Development' that will focus on a range of domestic, commercial and industrial contexts.</li> <li>• Disassembly, testing and comparison of similar products, components and materials.</li> <li>• Communicating with users and wider stakeholders to support the development of a product.</li> <li>• Constructional requirements of any iterative design solutions to be explored using different media, such as hand drawn sketches and modelling.</li> <li>• Using real-time media to document the design process.</li> <li>• Producing final design solutions with extensive detail to be interpreted by third party manufacturers.</li> <li>• The use of CAD/CAM and image manipulation software and their appropriate use in modelling, experimenting and prototyping.</li> </ul>
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**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level as well as completing the iterative design challenge NEA.**

### **EXAMINATIONS**

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

<b>Level Awarded</b>	<b>Date of Exam</b>	<b>Unit</b>	<b>Method of Assessment</b>	<b>Weighting</b>
AS-level	Summer 2026	Principles of Product Design (01) 75 marks	<p>This paper is set out through five sets of questions that cover the full scope of examined content. Learners will be required to:</p> <ul style="list-style-type: none"> <li>• analyse existing products</li> <li>• demonstrate applied mathematical skills</li> <li>• apply their technical knowledge and understanding of materials, product functionality, manufacturing processes and techniques</li> <li>• demonstrate their understanding of design thinking and wider social, moral and environmental issues that impact on the design and manufacturing industries.</li> </ul> <p>1 hour 45 minutes written paper.</p>	50% of AS-level only
AS-level	Summer 2026	Product Development (02, 03) 75 marks	<p>Learners will be required to undertake a 'product development' in response to a given context that is open to their interpretation. Their 'product development' will be user-centred and will either deliver iterative improvements to an existing product or re-purpose a product for alternative use. Innovative approaches will be required resulting in a final prototype that can be tested against the user and the market. Contexts released on 1 June each year. Approx. 30 hours non-exam assessment.</p>	50% of AS-level only

You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Principles of Product Design (01) 75 marks	<p>This paper is set out through four sets of questions that predominantly cover technical principles within each endorsed title. Learners will be required to:</p> <ul style="list-style-type: none"> <li>analyse existing products</li> <li>demonstrate applied mathematical skills</li> <li>demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques</li> <li>demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.</li> </ul> <p>1 hour 30 minutes written paper</p>	25% of A-level
A-level	Summer 2027	Unseen Challenge (02) 75 marks	<p>This component has two sections that respond to selected tasks.</p> <ul style="list-style-type: none"> <li><b>Section A</b> focuses on learners applying their knowledge, understanding and skills of designing and manufacturing prototypes and products.</li> <li><b>Section B</b> requires learners to reflect on their design task in Section A in relation to wider factors/issues from the design principles.</li> </ul> <p>2 hours 30 minutes design/written paper</p>	25% of A-level
A-level	Summer 2027	Iterative Design Project (03,04) 150 marks	<p>The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Learners identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.</p> <p>Approx. 45 hours non-exam assessment</p>	50% of A-level

## ENTRY REQUIREMENTS

At least a B must be achieved at AS for those who have studied this course. Students who have not studied the subject at GCSE / AS will need to present a portfolio of their work to be considered. \*For external applicants who have studied GCSE in Resistant Materials, Product Design and/or Systems and Control, at least a grade 8 is required.

## **LEARNING STRATEGIES AND RESOURCES**

Individual industrial visits will be necessary to obtain research materials prior to designing and manufacturing the Major project for unit 3 at A level. The latter may also be a source for components and pre-manufactured hardware. Access to local industry and in house demonstrations are incorporated into the practical and technological theory. Internet, libraries and the departmental resource area are used for all major project developments.

## **CAREER/HIGHER EDUCATION OPPORTUNITIES**

There are many courses which could be followed with Design and Technology. Mechanical, Automotive and Aeronautical Engineering, Product Design and Design Engineering have proved to be some of the more popular courses studied at university by students from Wilson's. Previous students have found certain courses require them to show a physical example which displays these traits at interview and others have found it a very useful addition to set themselves apart from other candidates. Management courses are also looking for students holding the above A-level as many of the assessment statements are entwined within the philosophy of this discipline. Several graduates of the Design and Technology department have decided to take up prestigious Engineering apprenticeships at British Aerospace Engineering, Jaguar, BMW and Mini.

## **STUDENT COMMENT**

*"Design and technology is very demanding but also relaxed and extremely enjoyable. The atmosphere and relationships between staff and students are very close and friendly. You begin the course by producing a small project, which provides an opportunity for the student to learn and practise using all of the machines and tools in the technology lab. This is followed by two coursework projects and in the second year the major project is undertaken where you are free to build whatever you wish within reason. For most people this part of the course is the main reason for choosing the subject."*

## **ECONOMICS**

**Course: Economics Linear A-level • Board: Edexcel**

### **COURSE DESCRIPTION**

Economics deals with some of the most challenging issues we face. Its range encompasses both large-scale government decisions which impact upon unemployment, inflation and development, and the small-scale decisions made by consumers and firms. The course is suitable for students who are interested in playing a full part in society and have an interest in learning how businesses and the government create benefits and economic wealth and conversely, how they may create costs which society has to pay, such as those associated with pollution or the housing market.

**In the Lower Sixth you will cover the following:**

Unit	Content
<b>Theme 1: Introduction to markets and market failure</b>	This theme focuses on microeconomic concepts. Students will develop an understanding of: <ul style="list-style-type: none"><li>• nature of economics</li><li>• how markets work</li><li>• market failure</li><li>• government intervention</li></ul>
<b>Theme 2: The UK economy – performance and policies</b>	This theme focuses on macroeconomic concepts. Students will develop an understanding of: <ul style="list-style-type: none"><li>• measures of economic performance</li><li>• aggregate demand</li><li>• aggregate supply</li><li>• national income</li><li>• economic growth</li><li>• macroeconomic objectives</li><li>• government policy</li></ul>

The Lower Sixth will help you develop a greater understanding of issues such as why the price of goods change, what impact does economic activity have on the environment and how can the government manage the economy to achieve key economic objectives such as reducing unemployment.

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>Theme 3: Business behaviour and the labour market</b>	This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: <ul style="list-style-type: none"><li>• business growth</li><li>• business objectives</li><li>• revenues, costs and profits</li><li>• market structures</li><li>• labour market</li><li>• government intervention</li></ul>
<b>Theme 4: A global perspective</b>	This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: <ul style="list-style-type: none"><li>• international economics</li><li>• poverty and inequality</li><li>• emerging and developing economies</li><li>• the financial sector</li><li>• role of the state in the macroeconomy.</li></ul>

The second year will develop a wider understanding of economics in a global context addressing issues such as world poverty and the role of trade. Additionally, the impact of monopolies and different market structures on businesses and consumers will be assessed as well as considering the role of the government in managing the modern economy.

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

## EXAMINATIONS

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	<b>Introduction to markets and market failure:</b> Paper 1 will assess microeconomics and questions will be drawn from Theme 1.	50% of AS-level only
AS-level	Summer 2026	Paper 2	<b>The UK economy – performance and policies:</b> Paper 2 will assess macroeconomics and questions will be drawn from Theme 2.	50% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	<b>Markets and business behaviour:</b> Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.	35% of A-level
A-level	Summer 2027	Paper 2	<b>The national and global economy:</b> Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.	35% of A-level
A-level	Summer 2027	Paper 3	<b>Microeconomics and macroeconomics:</b> Paper 3 will assess content across all four themes.	30% of A-level

## ENTRY REQUIREMENTS

If Business has been taken at GCSE, then a 7 must be achieved to study A Level Economics.

If Business has not been taken at GCSE, then at least a grade 7 in both Mathematics and English (Language or Literature) are required to study A Level Economics.

## LEARNING STRATEGIES AND RESOURCES

Economists use models to help simplify and explain observations of the real world. These models and techniques are developed using a variety of teaching and learning methods in class. Students will need to keep up to date with current affairs as these form the basis for many theories, as well as shaping the way in which we all live. Examples of resources are available on the internet and from the Economics department at the school.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

Combining elements of the sciences and the arts, Economics A-level is a widely respected qualification, providing a base for understanding and study in a variety of subjects and vocations. It is of particular relevance to any of the social sciences and careers within the financial and business sectors. A very large number of students from Wilson's continue their studies of Economics or related subjects at university.

### **STUDENT COMMENT**

*“Economics is a fascinating subject as it is relevant to our daily lives. Current issues such as how interest rates affect the economy and why some countries remain poor are interesting and relevant. Controversial issues such as “High unemployment may be a price worth paying for low inflation” often lead to lively discussions, which lead to a greater understanding of the economic theories behind this and similar statements. The variety of skills gained whilst studying economics can lead you in many directions. You soon realise that a successful economist will learn how to analyse information, have high standards of numeracy, literacy and communication, and develop problem solving and evaluation techniques.”*

## **ENGLISH LITERATURE**

**Course: English Literature Linear A-level • Board: Edexcel**

### **COURSE DESCRIPTION**

During the Lower Sixth, students study in detail a play from the genre of tragedy or comedy, a selection of contemporary poetry and two prose texts, linked by a common theme.

During the Upper Sixth, students study in depth either a comedy or tragedy by Shakespeare, and related critical material, as well as another play from the same genre. They also study two prose texts in detail, linked by a common theme (such as 'Science and Society' or 'The Supernatural'). In terms of poetry, they study a selection of contemporary poetry, as well the work of a particular poet or literary period (such as John Keats or poetry of the Romantic era). Students also complete an extended comparative study of two texts for coursework. It is worth noting that, occasionally, text choices differ from those below, as we seek to keep the course relevant and fresh for all our students. For example, this year we have introduced new coursework texts at A Level ("The Buddha of Suburbia" by Hanif Kureishi and "The Little Stranger" by Sarah Waters) to increase the diversity of text types, authors and periods studied.

**In the Lower Sixth you will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>Poetry and drama</b> (8ETO/1)	Students study a post-2000 selection of poetry and "Doctor Faustus", a tragedy.
<b>Prose</b> (8ETO/2)	Students study two prose texts on the theme of Science and Society: "Frankenstein" and "Never Let Me Go".

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>Drama</b> (9ETO/1)	Students study "Othello". They also study critical essays related to the Shakespeare play from an Anthology supplied by the examination board. They also review "Doctor Faustus".
<b>Prose</b> (9ETO/2)	Students study two prose texts on the theme of Science and Society: "Frankenstein" and "Never Let Me Go".
<b>Poetry</b> (9ETO/3)	Students study a post-2000 selection of poetry and a collection of Metaphysical Poetry – seventeenth-century English poetry by Donne, Herbert, Marvell and their contemporaries.
<b>Coursework</b> (9ETO/4)	Students study and produce an extended comparative response of 2,500-3,000 words on two texts, Students will choose between "The Remains of the Day", "The Little Stranger", "Howards End" and "The Buddha of Suburbia".

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

### **EXAMINATIONS**

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**



Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Poetry and drama (8ETO/1)	2hr exam. In Section A of the examination, students answers one question from a choice of two, in which they compare two poems from the selection they have studied (one of which is named in the question; the other is chosen by the student). In Section B of the examination, students answer one question from a choice of two, on the play they have studied. Clean copies of the texts may be taken into the examination.	60% of AS-level only
AS-level	Summer 2026	Prose (9ETO/2)	1 hr exam. In the examination, students answer one comparative question on the texts they have studied, from a choice of two. Clean copies of the texts may be taken into the examination.	40% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Drama (9ETO/1)	2hr 15 mins exam. In Section A of the examination, students answer one question on the Shakespeare play they have studied, in which they also make links to the related critical reading undertaken from the anthology. In Section B of the examination, students answer one question on the other play they have studied. Students may take clean copies of their plays into the examination, but they may not take in copies of the critical anthology.	30% of A-level
A-level	Summer 2027	Prose (9ETO/2)	1 hr exam. In the examination, students answer one comparative question on the texts they have studied, from a choice of two. Clean copies of the texts may be taken into the examination.	20% of A-level
A-level	Summer 2027	Poetry (9ETO/3)	2hr 15 mins exam. In Section A of the examination, students answer one question from a choice of two, in which they compare a poem from the post-2000 selection they have studied to an unseen poem. In Section B of the examination, students answer one question from a choice of two on the period or poet they have studied. Clean copies of the texts may be taken into the examination.	30% of A-level
A-level	Summer 2027	Course-work (9ETO/4)	Coursework	20% of A-level

## **ENTRY REQUIREMENTS**

A minimum grade 7 in English Language **or** English Literature.

## **CAREER/HIGHER EDUCATION OPPORTUNITIES**

Students with A-Level English Literature have a wide range of possible career and higher education opportunities. They will learn and use a wide variety of transferable skills during the course. These include writing for a variety of purposes, responding to literary texts, expressing informed and independent opinions and identifying and developing the links between different parts of the subject. These skills are in demand from employers and universities and are also valuable in their own right.

English Literature can be studied as a single subject at university or can be combined with a wide variety of other subjects. It could form a good basis for study in any arts-based subject in combination with, for example, history, media studies, philosophy, law, politics or languages.

Some students will also use their qualification to go straight into employment. Studying English Literature would prove a useful preparation for areas such as journalism, the media or the law.

## **STUDENT COMMENT**

*“English Literature at A-level is a highly rewarding, challenging and enjoyable subject. It has given me the opportunity not only to develop my powers of analysis but also to study a whole range of the theological, philosophical and political contexts. I feel it has broadened my cultural awareness and encouraged me to develop my own thought to a greater extent than perhaps any other subject.”*

## **FRENCH**

**Course: French Linear A-level • Board: AQA**

### **COURSE DESCRIPTION**

The aims of the course are:

- (a) to develop a high level of competence in communication skills in French,
- (b) to promote an awareness of aspects of francophone society,
- (c) to develop study skills as a preparation for further study, the world of work and leisure,
- (d) to offer an intellectual challenge to the students,
- (e) to encourage a lifelong interest in matters linguistic and the French speaking world.

### **Content**

The course is modular and it is anticipated that two units will be taken at the end of the lower sixth year, the final two units will be taken at the end of the upper sixth. The language work will deal with up to date topics and cover a broad range of interests. The general content of the course will be sourced from many media and will cover a wide range of topics. In the upper sixth the breadth of study will be broadened by the addition of further topics. Successful completion of this course will give students a solid grounding in language skills and knowledge of the culture and society of the francophone world.

**In the Lower Sixth you will cover the following:**

Unit	Content
<b>Paper 1</b>	Listening, Reading and Writing
<b>Paper 2</b>	Writing (Translation and one essay)
<b>Paper 3</b>	Speaking

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>Paper 1</b>	Listening, Reading and Writing
<b>Paper 2</b>	Writing
<b>Paper 3</b>	Speaking

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

### **EXAMINATIONS**

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	Written exam: 1 hour 45 minutes • 80 marks	40% of AS-level only
AS-level	Summer 2026	Paper 2	Written exam: 1 hour 15 minutes • 60 marks	30% of AS-level only
AS-level	Summer 2026	Paper 3	Oral exam: 12–14 minutes • 60 marks	30% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	Written exam: 2 hours 30 minutes • 160 marks	40% of A-level
A-level	Summer 2027	Paper 2	Written exam: 2 hours • 90 marks	30% of A-level
A-level	Summer 2027	Paper 3	Oral exam: 21–23 minutes (5m prep) • 60 marks	30% of A-level

## ENTRY REQUIREMENTS

A minimum Grade 7 in GCSE French.

## LEARNING STRATEGIES AND RESOURCES

All students will be encouraged to visit France with a view to practising what has been acquired in lessons. A full programme of individual research runs parallel to work in class. Students are encouraged to develop their own interests but using French as the medium to discuss them. A variety of media will provide the basis for discussion and written work.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

Students who study a modern foreign language to an advanced level are less likely than their contemporaries in other fields of academic study to find themselves unemployed at the end of their course. Many firms are eager to employ staff who have mastered a modern foreign language. Studying French at A-level obviously prepares you to continue studying the language at university but it can also be studied as an adjunct to other courses: many institutions offer dual degrees in a language and another area of study, for example French and Law or French and Business.

The United Kingdom's exit from the European Union will fundamentally change its relationships with the countries of the EU, and with the rest of the world. We will need to reach out, within and beyond Europe, to maintain and improve our economic position, to build trust, strengthen our international influence and cultural relationships, and to keep our country safe. International and intercultural awareness and skills are crucial for the UK's success on the world stage, but also in enabling the UK's next generation to play a meaningful role in the global economy and in an increasingly networked world. (source: *British Council*).

## STUDENT COMMENT

*“Studying French at A-level is a painless progression from GCSE. It builds on previous knowledge and the topics covered are varied, interesting and also relevant when it comes to visiting any Francophone countries. Speaking another language is not just about facilitating a basic transaction; it deepens cultural understanding and opens doors to international experience and opportunity. I have found using it for real a very rewarding experience.”*

## **GEOGRAPHY**

**Course: Geography Linear A-level • Board: Edexcel**

### **COURSE DESCRIPTION**

The Geography syllabus provides a balanced geographical education which builds on GCSE knowledge. The content is taught to emphasise the unity of the subject through reference to the concepts, theories, principles and practice appropriate to the study of both physical and human geography.

**In the Lower Sixth you will cover the following content:**

Unit	Content
<b>Component 1:</b>	<b>Physical Geography:</b> <ul style="list-style-type: none"><li>• Coastal Landscapes and Change</li><li>• Tectonic Processes and Hazards</li><li>• Geography fieldwork investigation (Jurassic Coastline) and geographical skills</li></ul>
<b>Component 2:</b>	<b>Human Geography and Geography fieldwork investigation:</b> <ul style="list-style-type: none"><li>• Globalisation</li><li>• Regenerating Places (rural and urban change including a study of population and migration)</li><li>• Geography fieldwork investigation (Boscombe) and geographical skills</li></ul>

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following content:**

Unit	Content
<b>Component 1:</b>	<b>Physical Geography:</b> <ul style="list-style-type: none"><li>• Water and Carbon Cycles</li><li>• The Carbon Cycle and Energy Security</li><li>• Revision of Tectonic Processes and Hazards and Coastal Landscapes and Change.</li></ul>
<b>Component 2:</b>	<b>Human Geography:</b> <ul style="list-style-type: none"><li>• Superpowers</li><li>• Health, Human Rights and Intervention</li><li>• Revision of Regenerating Places (rural and urban change including a study of population and migration) and Globalisation</li></ul>
<b>Component 3:</b>	<b>Geographical investigation:</b> <p>Students complete a synoptic paper which requires them to bring together their knowledge from across human and physical geography. The exam will centre around a geographical issue that has been studied throughout the units of the A-Level.</p>
<b>Component 4:</b>	<b>Non-Examined Assessment:</b> <p>Students complete an investigation which must include data collected in the field (at the Jurassic Coast or Boscombe). The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.</p>

You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.

## EXAMINATIONS

You will take your AS-level exams at the end of The Lower Sixth based upon the content covered during the year and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Component 1	Written exam: 1 hour 45 minutes	50% of AS-level only
AS-level	Summer 2026	Component 2	Written exam: 1 hour 45 minutes	50% of AS-level only

You will take your A-level exams at the end of the Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Component 1	Written exam: 2 hour 15 minutes	30% of A-level
A-level	Summer 2027	Component 2	Written exam: 2 hour 15 minutes	30% of A-level
A-level	Summer 2027	Component 3	Written exam: 2 hour 15 minutes	20% of A-level
A-level	Summer 2027	Component 4	3000-4000 words (Marked by teacher, moderated by Edexcel)	20% of A-level

## ENTRY REQUIREMENTS

A minimum Grade 7 in GCSE Geography.

## LEARNING STRATEGIES AND RESOURCES

The Geography department uses a whole range of teaching and learning styles – some teacher led, others student led. This will include practical map work, statistics and problem-solving exercises. In preparation for the compulsory coursework component for the examination, field research, data collection analysis and presentation skills form an integral part of the techniques for Geography. We therefore run a field trip for the Lower Sixth - a four-day residential trip in Year 12 to Dorset.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

Geography is often chosen by students who do not want to specialise too rigidly at 16+, but it is a challenging, respected and useful degree subject at university which can lead into **either** a BSc **or** BA degree in Geography or into other associated degrees such as oceanography, marine studies, environmental management, geology, international relations or international development. In terms of employment, it is a subject that provides many openings into business management and the technical professions as well as the armed services, the civil service and local government. It is highly regarded as a broad-based subject relevant to topical issues and future problems on local and global issues.

## STUDENT COMMENT

*"As a subject that combines a variety of disciplines, I find that it always keeps me interested and thirsty for more knowledge. I have found that it ties in excellently with my other two A-level choices – Biology and Chemistry. Next year I hope to continue my geographical studies by taking the natural sciences course at Durham University – focusing on Biology, Geography, Geology and Anthropology. Geography can be classified as an arts subject, science or social science and thus opens many doors other subjects would not. I recommend it to anyone with a genuine interest in current affairs, the environment, science or an interest in travel and the world around them!"*

## **GERMAN**

**Course: German Linear A-level • Board: AQA**

### **COURSE DESCRIPTION**

The aims of the course are -

- (a) to develop a high level of communication skills and linguistic competence in German
- (b) to develop awareness of various aspects of a society or societies in which the target language is spoken
- (c) to develop study skills as a preparation for the world of work, further study, training or leisure
- (d) to extend students intellectually
- (e) to be enjoyable, interesting and relevant to the needs of students

### **Content**

The course is modular and it is anticipated that two units will be taken at the end of the lower sixth year. There are four units in all. The first two units form the AS-level and they constitute 50% of the A-level syllabus. The teaching and testing are almost exclusively in German.

**In the Lower Sixth you will cover the following:**

Unit	Content
<b>Paper 1</b>	Listening, Reading and Writing
<b>Paper 2</b>	Writing (Translation and one essay)
<b>Paper 3</b>	Speaking

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>Paper 1</b>	Listening, Reading and Writing
<b>Paper 2</b>	Writing
<b>Paper 3</b>	Speaking

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

### **EXAMINATIONS**

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	Written exam: 1 hour 45 minutes • 80 marks	40% of AS-level only
AS-level	Summer 2026	Paper 2	Written exam: 1 hour 15 minutes • 60 marks	30% of AS-level only
AS-level	Summer 2026	Paper 3	Oral exam: 12–14 minutes • 60 marks	30% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	Written exam: 2 hours 30 minutes • 160 marks	40% of A-level
A-level	Summer 2027	Paper 2	Written exam: 2 hours • 90 marks	30% of A-level
A-level	Summer 2027	Paper 3	Oral exam: 21–23 minutes (5m prep) • 60 marks	30% of A-level

## ENTRY REQUIREMENTS

A minimum Grade 7 in GCSE German.

## LEARNING STRATEGIES AND RESOURCES

In the course itself, communication and effective practical use of language are of prime consideration and consequently German will be the principal language of communication and instruction.

At all times during the course emphasis will be placed on what students can achieve in the language. Positive aspects of work submitted will be identified and rewarded. Much of the work covered will be based on contemporary authentic materials and is likely to involve integrated and cross-curricular skills.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

The A-level course is intended for those students who want to study the language at university either on a traditional languages course or on one of the many business, scientific, legal or engineering courses which now include a language component. These are a direct result of the growing awareness within business and academic circles of the increasing desirability of advanced skills in at least one foreign language which are clearly now recognised as an asset within the job market.

The aim of the A-level German course is to enable students in the Sixth Form to continue, as their contemporaries in other EU countries do, with the study of a modern European language in a practical context. The ability to communicate in more than one language is becoming increasingly apparent in many aspects of contemporary business and scientific life and this is reflected in the growing number of 'scientific' courses at universities which are also offering a language option or element. It is also to be seen as an opportunity to improve your language skills beyond mere 'tourist' German and to enable you to hold a conversation, expressing views and opinions, with a native speaker. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence. The United Kingdom's exit from the European Union will fundamentally change its relationships with the countries of the EU, and with the rest of the world. We will need to reach out, within and beyond Europe, to maintain and improve our economic position, to build trust, strengthen our international influence and cultural relationships, and to keep our country safe. International and intercultural awareness and skills are crucial for the UK's success on the world stage, but also in enabling the UK's next generation to play a meaningful role in the global economy and in an increasingly networked world. (source: British Council).



**STUDENT COMMENT**

*"I studied German at A-level because it is an increasingly important language in both commerce and industry. It is a language of amazing breadth and diversity but because of its logical construction and pronunciation it is a comparatively easy language to learn."*

## **GOVERNMENT AND POLITICS**

**Course: Government and Politics Linear A-Level • Board: Edexcel**

### **COURSE DESCRIPTION**

Over the course of the last thirty years, the pace of political change has been accelerating. With the ending of the Cold War, the international system has been in a state of flux and there has been a growing questioning of widespread assumptions about consensus and the legitimacy of institutions. The shock waves provoked by the BREXIT vote and the growing support for Scottish independence from the UK are British manifestations of a global crisis impacting on established Liberal Democracies. The new AS course focuses on British Politics and, in particular, the workings of the modern British Political system at a time of growing change and uncertainty about the relationship between Britain and the outside world.

At A level, the focus is mainly on comparative politics. In addition to a paper on current political issues in British politics, there is an expectation that there will be an awareness of how international developments and institutions impact on domestic issues. There is also a focus both on comparative political ideologies and global politics. There will be an exploration of themes such as international governance, cooperation and regionalism with the rise of new global players in Asia and South America. The aim is to give candidates a greater knowledge and awareness of the interconnected nature of the world in which they live and also debates on whether there has been a shift in power and influence and the rise of a new World Order.

**In the Lower Sixth you will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>Component 1 - UK Politics (Political Participation)</b>	<p>The focus of this component is on participation and engagement, answering the question: How and why do people engage with the democratic political process in a democracy?</p> <p>The course follows the themes below:</p> <ul style="list-style-type: none"><li>• Democracy</li><li>• Participation</li><li>• Electoral patterns</li><li>• Voting behaviour</li><li>• Impact of the media on politics and behaviour</li></ul>
<b>Component 2 - UK Government</b>	<p>The focus of this component is on the different institutions of the UK Government, and answers the following questions: How is the UK governed? Where does power lie in the British political system? Has the position of the Prime Minister become presidential? How effective is Parliament- is it merely a rubber stamp? What is the constitution and why has it become a major political issue in elections?</p> <p>The course follows the themes below:</p> <ul style="list-style-type: none"><li>• The Constitution</li><li>• Parliament</li><li>• Prime Minister and central government</li><li>• Relationships between the different arms of government, including the judiciary</li></ul>

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your A Level.**

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>Component 1: UK Politics and Core Ideologies</b>	Political Participation - using current UK examples, the unit will consider the ways in which democracy functions. It explores themes similar to those at AS but in greater depth. In addition, it considers the role of core comparative ideologies: Liberalism, Socialism and Conservatism and their influencing ideas as a powerful motivator for political beliefs and action;
<b>Component 2: UK Government and Non-Core Ideologies</b>	This unit focuses on the nature of power and the interrelationship between the core arms of government essential for the operation of any political system. It explores topics similar to that followed at AS but in greater depth. In addition, there will be a consideration of a comparative non-core ideology which is Feminism.
<b>Component 3: Global Politics</b>	Global Politics. This unit focuses on the current international system and how states, regions and regional organisations interrelate. It looks at the impact of globalisation, considering the contradictory effects of integration and centrifugal nationalism. In particular, the unit looks at different political systems and changes in the international system with emerging powers in Asia, South Africa and Latin America as challenges to the status quo.

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

## **EXAMINATIONS**

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	Written exam: 1 hour 30 minutes	50% of AS-level only
AS-level	Summer 2026	Paper 2	Written exam: 1 hour 30 minutes	50% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	Written exam: 2 hours	33.3% of A-level
A-level	Summer 2027	Paper 2	Written exam: 2 hours	33.3% of A-level
A-level	Summer 2027	Paper 3	Written exam: 2 hours	33.3% of A-level

## **ENTRY REQUIREMENTS**

At least a grade 7 in English Language or English Literature, History or Geography.

## **LEARNING STRATEGIES AND RESOURCES**

A wide range of skills is required and will be enhanced by this course. In particular:

- Communication – written and oral,
- Information Technology – presenting arguments, researching topics,
- Problem Solving – personal research.

You will be involved in class discussions, group activity, making presentations, a visit to Parliament, individual tutoring, reading and research. To be successful students need to read widely and carefully. You will need to be interested in current affairs and be prepared to regularly read newspapers and listen to political podcasts to demonstrate your interest in relevant current affairs'.

## **CAREER/HIGHER EDUCATION OPPORTUNITIES**

With the analytical and evaluative skills developed during the study of Government and Politics as well as a clear understanding of how both national and global society and government work, these transferrable skills facilitate students to pursuing a wide range of degree subjects such as: International Relations, Politics, Economics, Geography and other social sciences. This transferability of skills also translates to the job market, in which students having studied Politics or a Politics related subject at university level can be found in many areas of employment: from media to business, economics to law and even directly working in politics in national and local government.

## **STUDENT COMMENT**

*"In my opinion, one of the most vital things to know in life is what you yourself believe and why. A really good way to understand what you truly believe in, is by studying Politics. Not just did I want to know what I believe in, but I wanted to explore alternative ideologies and parallel viewpoints to my own on how society, our country and by extension how the world should and actually does operate. The A-Level Politics course does this flawlessly - learning about the fundamental structure and procedures in UK politics in Year 12, moving onto differing views on key societal principles like the state and the economy via Ideologies and Global Politics in Year 13. Politics is organic in nature - it's a subject which constantly changes and evolves which explains why textbooks can become outdated. This only broadens the knowledge you can gain from studying Politics. Lastly, it's important to note how flexible Politics is with other disciplines. Philosophy and Politics go hand in hand in regard to the understanding and critique of ideological viewpoints. Politics and Economics too are extremely interrelated with a lot of economic policy having implications on the political climate within a state, as are Politics and Geography for similar reasons. For this reason, I would really recommend studying Politics to anyone, regardless of the interests they may have, primarily because of its flexible nature across all disciplines."*

## **HISTORY**

Course: History Linear A-level • Board: AQA

### **COURSE DESCRIPTION**

The course looks at aspects of the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries in Britain, Italy and Germany. The focus of the course is on contrasts - the failure of democracy and the rise of fascism in Italy and the rise of a secure parliamentary state in Britain against a background of repression and reform. For the coursework, we offer a study of Germany in the years 1870-1990. The focus is on whether Germany was on a 'special path' to Nazism or whether this period of history was in fact an aberration in the wider context of Germany History.

**In the Lower Sixth you will cover the following:**

Unit	Content
1	<b>Part One: The Impact of Industrialisation: Britain, c1783–1832</b> <b>Pressure for Change, c1783–1812</b> <ul style="list-style-type: none"><li>• The British political system in 1783</li><li>• Government of Pitt the Younger</li><li>• Economic and social developments such as industrialisation</li><li>• Pressures on government from the French Revolution and Napoleonic Wars</li></ul> <b>Government and a changing society, 1812–1832</b> <ul style="list-style-type: none"><li>• Governments of Lord Liverpool, Canning, Goderich and Wellington</li><li>• Economic and social developments such as free trade working class discontent</li><li>• Pressures for change including Luddism and radical agitation</li><li>• Greater democracy via the Whigs and the Great Reform Act</li></ul>
2	<b>Part One: The Crisis of Liberal Italy and the Rise of Mussolini, c1900–1926</b> <b>The Crisis of Liberal Italy, c1900–1915</b> <ul style="list-style-type: none"><li>• The political, economic and social condition of Italy c1900</li><li>• The political system and Giolittianism</li><li>• Challenges to the ruling elites</li><li>• Italian foreign policies</li></ul> <b>The Collapse of Liberal Italy and Mussolini's Rise to Power, 1915–1922</b> <ul style="list-style-type: none"><li>• Italy's war effort and the 'Mutilated Victory'</li><li>• The post-war economic crisis and social unrest</li><li>• Political breakdown and the rise of extremism</li></ul> <b>Mussolini and the establishment of Fascist Italy, 1922–1926</b> <ul style="list-style-type: none"><li>• The appointment of Mussolini as prime minister</li><li>• The Fascist movement</li><li>• Mussolini's consolidation of power</li><li>• The Fascist state by 1926</li></ul>

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A Level qualification.**

In the Upper Sixth you will cover the following:

Unit	Content
1	<p><b>Part Two: The Age of Reform: Britain, 1832–1885</b></p> <p><b>Political change and social reform, 1832-1846</b></p> <ul style="list-style-type: none"> <li>• Governments of Grey and Melbourne</li> <li>• The Whig response to social change e.g. Poor Law</li> <li>• Pressure for change from the Chartists, Irish radicals etc</li> <li>• The Conservative revival under Peel</li> <li>• Economic and social developments such as the railway 'revolution'</li> </ul> <p><b>Economy, Society and Politics, 1846–1885</b></p> <ul style="list-style-type: none"> <li>• Government and developing political organisation including the emergence of the Liberal Party</li> <li>• Governments of Gladstone and Disraeli</li> <li>• Economic and social developments during the mid-Victorian boom and golden age of agriculture</li> </ul>
2	<p><b>Part Two: Fascist Italy, 1926–1945</b></p> <p><b>Fascist society, 1926–1940</b></p> <ul style="list-style-type: none"> <li>• Propaganda and the cult of Il Duce</li> <li>• The police state</li> <li>• Fascist society and economic policies</li> </ul> <p><b>Fascist foreign policies, 1926–1940</b></p> <ul style="list-style-type: none"> <li>• Mussolini's foreign policy ambitions</li> <li>• Mussolini the statesman and search for an Empire</li> <li>• The slide towards war</li> </ul> <p><b>Fascist Italy and war, 1940–1945</b></p> <ul style="list-style-type: none"> <li>• The decision to enter the war and Italy's war effort</li> <li>• The fall of Mussolini in 1943</li> <li>• The final collapse of Fascism</li> </ul>
3	<p><b>Historical Investigation</b></p> <p>A personal study based on Germany 1870-1990. There is a choice of 4 questions centred around the question of German authoritarian nature accross German history in the years 1870-1990.</p> <p>Students write an extended enquiry of 4,500 words. It is marked by teachers and moderated by AQA.</p>

You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) Level.

## EXAMINATIONS

You will take your AS exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	1	1hr 30 min exam	50% of AS only
AS-level	Summer 2026	2	1hr 30 min exam	50% of AS only

**You will take your A-level exams at the end of the Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	1	2hr 30 min exam	40% of A Level
A-level	Summer 2027	2	2hr 30 min exam	40% of A Level
A-level	Summer 2027	3	Coursework	20% of A Level

### **ENTRY REQUIREMENTS**

At least a grade 7 in History GCSE or at least a grade 7 in English Language or English Literature if History has not been taken.

### **LEARNING STRATEGIES AND RESOURCES**

A wide range of skills is required and will be enhanced by this course. You will be involved in class discussions, group activity, making presentations, reading, essay writing and research. To be successful students need to be able to read widely and carefully.

### **CAREER/HIGHER EDUCATION OPPORTUNITIES**

People with History degrees are found in many walks of life, from business CEOs to world leaders, from the high courts of justice, to journalism and finance.

The study of History at A Level develops students' critical thinking abilities and so the subject is very well-regarded by leading universities. You will learn skills of problem solving and argument formation, as well as analytical and research skills. History complements a number of A Level and degree subjects, not just the humanities. Historians from Wilson's frequently go on to study Law, Economics, Modern Languages, English, Medicine and Politics, as well as History, at university. A Level students from 2024 all achieved between Grade A\* to B, and students frequently go on to student at Oxbridge or other Russell Group universities.

### **STUDENT COMMENT**

*"I wasn't sure whether or not to study History at A Level but I'm glad that I did. I have really developed my analytical skills and I have found it very satisfying to gain in-depth knowledge and understanding of British, Italian and German history in the 19th and 20th centuries. High quality teaching and instruction makes Wilson's a great place to study A Level History."*

## LATIN

Course: Latin Linear A-level (H443) • Board: OCR

### COURSE DESCRIPTION

This subject offers you the opportunity to study elements of the language and literature of the Classical world, acquiring in the process some understanding of the culture, politics and social life of Rome at significant periods in its history. It is primarily designed for students who have already completed Latin GCSE to a satisfactory level. Other subjects which would go well with Latin are English, other languages, Mathematics, History and Philosophy.

**Please note that only one of Classical Civilisation and Latin will run in 2025/2026 as above**

In the Lower Sixth you will cover the following:

Unit	Content
1	<b>Latin Language</b> Learners build their knowledge of vocabulary and linguistic structures to become familiar with the 700-plus words contained within the Defined Vocabulary List (DVL) and the prescribed accidence and syntax.
2	<b>Latin Verse and Prose Literature</b> Learners study in detail one prose set text from Group 1 and one verse set text from Group 3. Learners are required to have read a small amount of literature in translation so that they understand the context from where the set texts have been taken.

You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A Level qualification.

In the Upper Sixth you will cover the following:

Unit	Content
1	<b>Unseen Translation</b> Learners build on their knowledge of vocabulary and linguistic structures. There is no Defined Vocabulary List for these components. Learners are expected to become familiar with the vocabulary and linguistic structures used by the authors they study in preparation for these two components.
2	<b>Prose Composition or Comprehension</b> Learners build on their knowledge of vocabulary and linguistic structures. There is no Defined Vocabulary List for these components. Learners are expected to become familiar with the vocabulary and linguistic structures used by the authors they study in preparation for these two components.
3	<b>Prose Literature</b> Learners study <b>two</b> prose set texts. Learners will study one prose set text from <b>Group 1</b> and one prose set text from <b>Group 2</b> . Learners also study additional literature in translation so that they understand the context from which the set texts have been taken. Our chosen author is likely to be Tacitus and Cicero.
4	<b>Verse Literature</b> Learners study <b>two</b> verse set texts. Learners will study one prose set text from <b>Group 3</b> and one prose set text from <b>Group 4</b> . Learners also study additional literature in translation so that they understand the context from which the set texts have been taken. Our chosen authors are likely to be Ovid and Virgil.

You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) Level.



## EXAMINATIONS

You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	90 minutes (80 marks)	50% of AS-level only
AS-level	Summer 2026	Paper 2	90 minutes (80 marks)	50% of AS-level only

You will take your A-Level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	105 minutes (100 marks)	33% of A-Level
A-level	Summer 2027	Paper 2	75 minutes (50 marks)	17% of A-Level
A-level	Summer 2027	Paper 3	120 minutes (75 marks)	25% of A-Level
A-level	Summer 2027	Paper 4	120 minutes (75 marks)	25% of A-Level

## ENTRY REQUIREMENTS

A minimum Grade 7 in GCSE Latin.

## LEARNING STRATEGIES AND RESOURCES

In each year of the course, the units will be taught alongside each other, with some lessons devoted to language and others to the study of literature. The pace and style of the course will continue in a vein similar to that of the Year 11 Latin GCSE course. Resources for this subject will be published on the Classics pages of the school web site.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

With a qualification in Latin you could go on to Higher Education or directly into employment. Employers and Admissions Tutors prize the analytical skills and intellectual flexibility developed in this course. Those students wishing to study Classics will note that Latin A-level advances your cause tremendously.

## STUDENT COMMENT

*"A Level Latin allowed me to be able to delve into social, political and historical background to a depth which I did not get to experience in other subjects. Each new text is a window into another aspect of the ancient world, and you get immersed in it. The small class size means there is constant collaboration and the teaching can be tailored to you more directly. The A Level Latin course allowed me to develop a passion for Latin literature and a proficiency in the language which meant I was able to read any text in Latin by the end of Year 13. This was incredibly rewarding."*

## **MATHEMATICS – Pathway 1**

**Course: Mathematics Linear A-level • Board: OCR**

### **COURSE DESCRIPTION**

A Level Mathematics is a broad-based mathematics course that covers the essential elements of Pure Mathematics and also covers Applied Mathematics through the study of statistics and mechanics. Overarching themes running throughout the course are mathematical argument, language and proof, mathematical problem solving and mathematical modelling.

**In the Lower Sixth you will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>Pure Mathematics</b>	<p>This area focuses on pure mathematical concepts and skills. The subject areas covered are as follows:</p> <ul style="list-style-type: none"><li>• Proof</li><li>• Algebra and Functions</li><li>• Coordinate Geometry in the x-y Plane</li><li>• Sequences and Series</li><li>• Trigonometry</li><li>• Exponentials and Logarithms</li><li>• Differentiation</li><li>• Integration</li><li>• Vectors</li></ul>
<b>Statistics</b>	<p>This area focuses on the techniques required to carry out exploratory data analysis, modelling, sampling and testing. The subject areas covered are as follows:</p> <ul style="list-style-type: none"><li>• Statistical Sampling</li><li>• Data Presentation and Interpretation</li><li>• Probability</li><li>• Statistical Distributions</li><li>• Statistical Hypothesis Testing</li></ul>
<b>Mechanics</b>	<p>This area focuses on applying mathematical problem solving to mechanics. The subject areas covered are as follows:</p> <ul style="list-style-type: none"><li>• Quantities and Units on Mechanics</li><li>• Kinematics</li><li>• Forces and Newton's Laws</li></ul>

In the Lower Sixth you will learn essential mathematical skills and processes whilst developing your approaches to problem solving and mathematical argument, language and proof. Mathematical modelling techniques will help your approaches to solving Applied Mathematics problems in Statistics and Mechanics. In particular there will be a focus on the use of technology including the study of a large data set in statistics.

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>Pure Mathematics</b>	<p>Pure Mathematics develops all the subject areas covered in the lower 6<sup>th</sup> to a more advanced stage and also applies these skills to a range of contexts. New subject areas are also introduced with the list of topics as follows:</p> <ul style="list-style-type: none"> <li>• Algebra and Functions: rational expressions, modulus, functions, combined transformations, combination of graphical transformations, partial fractions,</li> <li>• Coordinate Geometry in the x-y Plane: parametric equations</li> <li>• Sequences and Series: binomial expansion, arithmetic and geometric sequence</li> <li>• Trigonometry: radians, small angles, inverse and reciprocal trigonometric ratios, further trigonometric identities, proof</li> <li>• Differentiation: second derivatives, differentiation of trigonometric functions, natural exponentials and logarithms, points of inflection, product and quotient rule, parametric curves</li> <li>• Integration: trigonometric functions, natural exponentials and logarithms, area between two curves, integration by substitution and by parts, partial fractions, solving differential equations</li> <li>• Numerical methods: sign change methods, iterative methods, numerical integration</li> <li>• Vectors: vectors in 3 dimensions</li> </ul>
<b>Statistics</b>	<p>Statistics develops all the subject areas covered in the lower 6<sup>th</sup> to a more advanced stage and also applies these skills to a range of contexts. New subject areas are also introduced with the list of topics as follows:</p> <ul style="list-style-type: none"> <li>• Probability: conditional probability, Venn diagrams, modelling</li> <li>• Statistical Distributions: normal distribution</li> <li>• Statistical Hypothesis Testing: hypothesis tests using normal distributions and using Pearson's correlation coefficient</li> </ul>
<b>Mechanics</b>	<p>Mechanics develops all the subject areas covered in the lower 6<sup>th</sup> to a more advanced stage and also applies these skills to a range of contexts. New subject areas are also introduced with the list of topics as follows:</p> <ul style="list-style-type: none"> <li>• Kinematics: use of vectors in 2 dimensions, gravity, projectiles</li> <li>• Forces and Newton's Laws: resolving forces, equilibrium, connected particles, resultant forces in 2 dimensions, dynamics in 2 dimensions, limiting friction, contact forces</li> <li>• Moments</li> </ul>

The second year will develop a broader and deeper understanding of mathematics and will apply this in a variety of contexts. All content covered in the lower 6<sup>th</sup> will be assumed as a starting point for second year material and may be examined at the same level of difficulty or at a higher level of difficulty in the second year. Mathematical techniques learnt in Pure Mathematics may be required to solve problems in mechanics and in statistics.

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

## EXAMINATIONS

You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	<b>Paper 1: Pure Mathematics and Statistics</b> Paper 1 assesses content from Pure Mathematics and Statistics	50% of AS-level only
AS-level	Summer 2026	Paper 2	<b>Paper 2: Pure Mathematics and Mechanics</b> Paper 2 assesses content from Pure Mathematics and Mechanics	50% of AS-level only

You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	<b>Paper 1: Pure Mathematics</b> Paper 1 assesses content from Pure Mathematics	33.3% of A-level
A-level	Summer 2027	Paper 2	<b>Paper 2: Pure Mathematics and Statistics</b> Paper 2 assesses content from Pure Mathematics and Statistics	33.3% of A-level
A-level	Summer 2027	Paper 3	<b>Paper 3: Pure Mathematics and Mechanics</b> Paper 3 assesses content from Pure Mathematics and Mechanics.	33.3% of A-level

## ENTRY REQUIREMENTS

At least a grade 8 in GCSE Maths will give you access to Pathway 1. This pathway prepares students for both the AS Mathematics qualification in Year 12 and the A Level Mathematics qualification in Year 13.

## LEARNING STRATEGIES AND RESOURCES

Students learn mathematics through investigation and discussion led by their teachers along with plenty of opportunities to work independently to consolidate their learning. Homework is an essential part of the learning process. The Smartboards are used to bring ICT resources into the classroom, particularly through the use of Desmos/Autograph. Students are taught by experienced and well-qualified teachers and are regularly assessed to monitor their progress.

The use of technology, including graphing software and spread sheets, plays an integral part of the course and enables students to investigate graphical properties as well as analyse data sets and investigate mathematical models. Students will be expected to have their own scientific calculator that has the ability to compute summary statistics and access probabilities from standard statistical distributions. The calculator that we recommend to purchase for the course is the Casio fx-991cw (ClassWizz).

Students have the opportunity to enrich their learning at problem-solving clubs and by attending mathematics lectures, including our own Mathematics Circle lectures. The mathematics section of the library is an excellent resource for investigating alternative approaches to the material covered or broadening mathematics knowledge beyond the confines of the A-level course. Students planning to read a mathematical course at university will receive support with their university application and entrance exams such as TMUA, MAT and STEP.

## **CAREER/HIGHER EDUCATION OPPORTUNITIES**

Mathematics at A-level is widely recognised by both employers and admission tutors as a most desirable qualification. Apart from standing on its own as a subject at university, Mathematics is very versatile in that it can be combined with many other courses of study at degree level. Further to this, A-level Mathematics is essential for specific degree courses including Sciences, Engineering and certain Economics and Computing courses.

## **MATHEMATICS – Pathway 2 (aptitude for Further Mathematics to be assessed on this Pathway)**

**Course: Further Mathematics Linear A-level • Board: OCR**

### **COURSE DESCRIPTION**

Pathway 2 assesses suitability for the Further Mathematics course which is broader and deeper than A-level mathematics and introduces new mathematical concepts that have wide applications in engineering, physical sciences, economics and computing. The Pure Core provides the foundations for further mathematical study onto which learners add statistics and mechanics. It is a fantastic preparation for university courses with a large mathematical content such as Engineering, Economics, Physics and other science degrees.

**The Further Mathematics course will cover the following:**

<b>Unit</b>	<b>Content</b>
<b>Pure Core</b>	<p>In Pure Core learners will extend and deepen their knowledge of proof, algebra and vectors studied in AS Level Mathematics. They will also broaden their knowledge into other areas of pure mathematics that underpin the further study of mathematics. The subject areas covered are as follows:</p> <ul style="list-style-type: none"><li>• Proof</li><li>• Complex Numbers</li><li>• Matrices</li><li>• Further Vectors</li><li>• Further Algebra</li></ul>
<b>Statistics</b>	<p>In statistics learners will explore the theory which underlies the statistics content in A- Level Mathematics, as well as extending their tool box of statistical concepts and techniques. The subject areas covered are as follows:</p> <ul style="list-style-type: none"><li>• Permutations and Combinations</li><li>• Discrete Random Variables</li><li>• Chi-squared Tests</li><li>• Non-parametric Tests</li><li>• Correlation</li><li>• Linear Regression</li></ul>
<b>Mechanics</b>	<p>In mechanics learners extend their knowledge of particles, kinematics and forces from A Level Mathematics, using their extended pure mathematical knowledge to explore more complex physical systems. The subject areas covered are as follows:</p> <ul style="list-style-type: none"><li>• Dimensional Analysis</li><li>• Work, Energy and Power</li><li>• Impulse and Momentum</li><li>• Centre of Mass</li><li>• Motion in a Circle</li></ul>

For Further Maths, content at AS Level Mathematics is assumed but will only be explicitly assessed where it appears in the Further mathematics specification. For Mechanics and Statistics, knowledge of the Pure Core content is also assumed. There will also be overarching themes of mathematical argument, language and proof, mathematical problem solving and mathematical modelling that will be running throughout the course.

For a student on Pathway 2, then throughout Lower Sixth there will be internal examinations and ongoing assessment at AS level, which will determine whether a student has the aptitude to study A Level Further Mathematics in Year 13.

**In the Upper Sixth the Further Mathematics course covers the following:**

Unit	Content
<b>Pure Core</b>	<p>Pure Core develops all the subject areas covered in the Lower Sixth to a more advanced stage and also applies these skills to a range of contexts. New subject areas are also introduced with the list of topics as follows:</p> <ul style="list-style-type: none"> <li>• Proof: more demanding scenarios</li> <li>• Complex Numbers: exponential form, Euler's formula, De Moivre's Theorem, further geometric problems</li> <li>• Matrices: consistent and inconsistent solutions</li> <li>• Further Vectors: equation of a plane and intersections, shortest distance between lines</li> <li>• Further Algebra: further partial fractions, summing series</li> <li>• Hyperbolic Functions: sketching, inverses, differentiation and integration</li> <li>• Further Calculus: Maclaurin Series, Improper integrals, volumes of revolution, mean values, further integration</li> <li>• Polar coordinates: sketching, enclosed area</li> <li>• Differential Equations: second order differential equations, simple harmonic motion, damped oscillations, linear systems</li> </ul>
<b>Statistics</b>	<p>Statistics builds on subject areas covered in the Lower Sixth to a more advanced stage and applies these skills to a range of contexts. New areas are introduced with the list of topics as follows:</p> <ul style="list-style-type: none"> <li>• Continuous Random Variables</li> <li>• Linear Combinations of Random Variables</li> <li>• Hypothesis Tests and Confidence Intervals</li> <li>• Wilcoxon Rank Sum Test</li> </ul>
<b>Mechanics</b>	<p>Mechanics develops the same subject areas covered in the Lower Sixth to a more advanced stage and also applies these skills to a range of contexts. New areas are also introduced with the list of topics as follows:</p> <ul style="list-style-type: none"> <li>• Work, Energy and Power: work done and power using a variable force, use of scalar product, elastic strings and springs</li> <li>• Impulse and Momentum: 2 dimensions, variable force</li> <li>• Centre of Mass: Lamina and rigid bodies,</li> <li>• Motion in a Circle: variable speed, vertical motion</li> <li>• Further Dynamics and Kinematics: leading to differential equations</li> </ul>

The second year will develop an even broader and deeper understanding of mathematics and will apply this in a variety of contexts. Mathematical techniques learnt in Pure Core mathematics may be required to solve problems in mechanics or statistics.

**You will be examined on all course content at the end of the Upper Sixth at Advanced (A) level.**

## EXAMINATIONS

You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	<b>Paper 1: Pure Core</b> Paper 1 assesses content from the Pure Core	25% of A-level
A-level	Summer 2027	Paper 2	<b>Paper 2: Pure Core</b> Paper 2 assesses content from the Pure Core	25% of A-level
A-level	Summer 2027	Paper 3	<b>Paper 3: Statistics</b> Paper 3 assesses content from Statistics	25% of A-level
A-level	Summer 2027	Paper 4	<b>Paper 4: Mechanics</b> Paper 4 assesses content from Mechanics	25% of A-level

## ENTRY REQUIREMENTS

A grade 9 in GCSE Mathematics will allow access to Pathway 2. This pathway prepares students for both AS Mathematics (Year 12) and A Level Mathematics (Year 13). It also provides students with the opportunity to have their aptitude for studying A Level Further Mathematics in Year 13 assessed.

## LEARNING STRATEGIES AND RESOURCES

Students learn mathematics through investigation and discussion led by their teachers along with plenty of opportunities to work independently to consolidate their learning. Homework is an essential part of the learning process. The Smartboards are used to bring ICT resources into the classroom, particularly through the use of Desmos/Autograph. Students are taught by experienced and well-qualified teachers and are regularly assessed to monitor their progress.

The use of technology, including graphing software and spread sheets, plays an integral part of the course and enables students to investigate graphical properties as well as analyse data sets and investigate mathematical models. Students will be expected to have their own scientific calculator that has the ability to compute summary statistics and access probabilities from standard statistical distributions. The calculator that we recommend to purchase for the course is the Casio fx-991cw (ClassWizz).

Students have the opportunity to enrich their learning at problem-solving clubs and by attending mathematics lectures, including our own Mathematics Circle lectures. The mathematics section of the library is an excellent resource for investigating alternative approaches to the material covered or broadening mathematics knowledge beyond the confines of the A-level course. Students planning to read a mathematical course at university will receive support with their university application and entrance exams such as TMUA, MAT and STEP.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

Mathematics and Further Mathematics at A-level are widely recognised by both employers and admission tutors as most desirable qualifications. Apart from standing on its own as a subject at university, Mathematics is very versatile in that it can be combined with many other courses of study at degree level. Further to this, A-level Mathematics is essential for specific degree courses including Sciences, Engineering and certain Economics and Computing courses.

## STUDENT COMMENT

*"I studied Maths because of the endless possibilities it opened up for university courses – all universities rate it highly – and for my future career. The maths department has an array of dedicated teachers who help develop the analytical and evaluative skills required to become a successful mathematician. The*



*maths AS/A-level course is very thought provoking and tackles a broad range of topics and in addition there is also the opportunity to undertake Further Maths and Cambridge STEP papers which fully extend the gifted mathematician."*

## MUSIC

Course: Music Linear A-level • Board: Edexcel

### COURSE DESCRIPTION

The A-level Music course develops a wide range of musical skills, introducing students to a variety of styles of composition and performance, and developing analytical and listening skills.

The vast majority of A-level musicians will have achieved highly at GCSE, but it is possible to access the course without having studied a specific GCSE specification. To do well at A-level, students should be aspiring to the highest instrumental grades and be receiving regular professional instrumental lessons. It is also essential that students participate in departmental ensembles.

Students will have valuable access to the department's ICT resources, instruments, and other equipment. They will be given the chance to direct instrumental groups, meet professional musicians, and attend live music events.

In the Lower Sixth you will cover the following:

Unit	Content
1	<b>Performing</b> Students should be receiving instrumental/vocal tuition on a regular basis. They should be working on Grade 7 or above. They will perform a solo piece in the Sixth Form Recital Evening.
2	<b>Composing</b> Student will be taught to compose in different styles using a range of composition techniques in preparation for producing their composition coursework (see details below) in the Upper Sixth. Styles/techniques include: 20 <sup>th</sup> century Bebop Romantic Sonata Form Orchestration
3	<b>Listening</b> There will be a Listening exam covering six Areas of Study. The Set Works in each Area of Study are as follows:  <b>Vocal Music: Movements from Bach's Cantata <i>Ein Feste Burg ist unser Gott</i></b> and excerpts from Mozart's <i>The Magic Flute</i> <b>Instrumental Music: The first movement from C Schumann's <i>Piano Trio in G Minor, Op.17</i></b> and the entirety of Vivaldi's <i>Concerto in D Minor, Op. 3, No. 11</i> <b>Music for Film: Cues from Elfmann's soundtrack for <i>Batman Returns</i></b> and cues from Portman's soundtrack for the film <i>The Duchess</i> <b>Popular Music and Jazz: Tracks from Courtney Pine's <i>Back in the Day</i></b> and tracks from Kate Bush's <i>Hounds of Love</i> <b>Fusions: Movements from Debussy's <i>Estampes</i></b> and music by Familia Valera Miranda from the album <i>Caña Quema</i> ) <b>New Directions: <i>Petals</i> by Saariaho</b> and Dance No. 1 from Cage's <i>Three Dances for Two Prepared Pianos</i> .  *In 2021, the specification was altered to reduce the number of set works. Those highlighted in <b>bold</b> above remain in the specification and we consider these "primary" set works. The other works are studied as part of the development of the students' wider listening to cultivate greater historical and analytic understanding.

	<p>The paper includes:</p> <ol style="list-style-type: none"> <li>1. Short answer questions on extracts from the set works</li> <li>2. An essay question on a piece of unfamiliar music (heard for the first time in the exam)</li> <li>3. An essay question on a set work</li> </ol> <p>Students must draw connections between the set works and other pieces of music ('wider listening') across the paper. Accordingly, much time outside of lessons will be expected to be used for listening to music which is not a set work but is from a related style, area of study, or genre.</p> <p>Students are given their own copy of the audio tracks in the examination to listen to the extracts as they see fit.</p>
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**You will set an internal exam at the end of the Lower Sixth based on the material covered so far. This does not result in an AS qualification or contribute towards your A-level.**

**In the Upper Sixth you will cover the following:**

Unit	Content
1	<p><b>Performing</b> Students perform as a soloist for a minimum of 8 minutes. There will only be two opportunities to complete their performance, which must take place after March 1<sup>st</sup>.</p>
2	<p><b>Composing</b> Students compose two pieces. One piece is in response to a brief set by the board from a choice of four, or a free composition in the style of the student's choice. This composition carries 40 of the 60 marks available for this component (20% of the entire A-level). The other piece is in response to a brief from a choice of four, assessing compositional technique. This composition carries 20 of the 60 marks available for this component (10% of the entire A-level).</p>
3	<p><b>Listening</b> The listening paper covers six Areas of Study, each with 2-3 primary set works. In addition to the set works studied during Year 12, students will study the following works:  <b>Vocal Music:</b> Movements from Vaughan Williams', <i>On Wenlock Edge</i>  <b>Instrumental Music:</b> Movements from Berlioz's <i>Symphonie Fantastique</i>  <b>Music for Film:</b> Cues from Herrmann's soundtrack for <i>Psycho</i>  <b>Popular Music and Jazz:</b> Tracks from The Beatles' album <i>Revolver</i>  <b>Fusions:</b> Tracks from Anoushka Shankar's album <i>Breathing Underwater</i>  <b>New Directions:</b> Movements from Stravinsky's <i>The Rite of Spring</i></p> <p>The paper includes:</p> <ol style="list-style-type: none"> <li>1. Short answer questions on extracts from the set works</li> <li>2. An essay question on a piece of unfamiliar music (heard for the first time in the exam)</li> <li>3. An essay question on a set work</li> </ol> <p>Students must draw connections between the set works and other pieces of music ('wider listening') across the paper. Accordingly, much time outside of lessons will be expected to be used for listening to music which is not a set work but is from a related style, area of study, or genre.</p> <p>Students are given their own copy of the audio tracks in the examination to listen to the extracts as they see fit.</p>

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

## EXAMINATIONS

You will take your A-level exams at the end of the Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	1	Coursework	30% of A-level
A-level	Summer 2027	2	Coursework under supervised exam conditions	30% of A-level
A-level	Summer 2027	3	2 hour written exam	40% of A-level

## ENTRY REQUIREMENTS

Demonstrate theory knowledge at Grade 5 level alongside regular and on-going professional instrumental/vocal tuition. Where Music has been studied at GCSE, at least a GCSE grade 7 and on-going professional instrumental/vocal lessons.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

In many cases students will pursue the subject beyond A-level at music colleges and universities, and some will continue into a career in performing, music technology, composing or teaching. Music is an excellent subject for students hoping to study medicine, law or other unrelated subjects as it develops lateral thinking, broadens the mind, and reinforces effective learning strategies; this is a highly respected A-level at elite universities (it is on Cambridge University's 'A-list' of 'suitable A-level courses').

## STUDENT COMMENT

*"Small teaching groups make for very friendly relations between the teachers and students. My confidence and performance standards have improved as a result. The lively atmosphere stimulates creativity and broadens our musical horizons."*

## **PHILOSOPHY**

**Course: Philosophy Linear A-Level • Board: AQA**

### **COURSE DESCRIPTION**

*'Philosophy, if it cannot answer so many questions as we could wish, has at least the power of asking questions which increase the interest of the world, and show the strangeness and wonder lying just below the surface even in the commonest things of daily life.'* (Bertrand Russell, *The Problems of Philosophy*)

Philosophy is best seen as asking and attempting to answer questions in a search for the truth. What do we know? How do we know it? What is it that knows? What is our "mind"? Do we have a soul? Is there a God? Can we prove God's existence? Can we know our own minds? What is the morally right thing to do in any given scenario? These are just a few of the questions that will be discussed during the course. You will also be introduced to a number of seminal works of Philosophy.

Philosophy is a subject that will appeal particularly to those who enjoy discussion and debate, who are prepared to think hard about abstract questions and not settle for superficial answers, who enjoy reading and who are prepared to work hard at expressing themselves clearly and precisely both orally and in writing. No previous knowledge of Philosophy is required to study the subject. Philosophy works well in any combination of art or science subjects.

**In the Lower Sixth you will cover the following:**

Unit	Content
<b>Section A: Epistemology</b>	This unit seeks to introduce students to one of the major areas in the history of Philosophy – Epistemology (The Theory of Knowledge). In this section students examine the debate between the empiricists and the rationalists on where we acquire our knowledge from: is our mind a blank slate that is 'written on' by experience or are we born with some kind of innate knowledge? Also covered will be realist and anti-realist theories of perception: when we perceive the external world can we trust what our senses tell us and, indeed, is there even an external world beyond our minds?
<b>Section B: Moral Philosophy</b>	This unit looks at answers to two main questions in the field of Moral Philosophy – how do we decide what is morally right to do and what do we actually mean when we use the language of morality? Ethical theories encountered include: Utilitarianism, Kantian Deontological Ethics and Aristotle's Virtue Ethics. Students will apply these theories to real life ethical issues, evaluating their strengths and weaknesses, before moving onto consider the status of ethical language in philosophical discussion.

**In the Upper Sixth students will cover the following:**

Unit	Content
<b>Section A: The Metaphysics of God</b>	In this unit, 4 principal areas are covered: <ol style="list-style-type: none"><li>1. The concept of God – what do people mean when they use the term God philosophically? Is it possible to have a coherent concept of a being that is omnipotent, omniscient and omnibenevolent? Can God be both outside time and involved in time? What are the problems with these attributes?</li><li>2. Arguments relating to the Existence of God – Ontological arguments, Design arguments and Cosmological Arguments.</li><li>3. The problem of Evil – how to reconcile God's omnipotence, omniscience and supreme goodness with the existence of evil.</li><li>4. Religious Language – what do people actually mean when they say they believe in God and how does our understanding of language affect this.</li></ol>
<b>Section B: The Metaphysics of Mind</b>	The focus of this unit revolves around one key question: what is the relationship between the mental and the physical? This raises both metaphysical and epistemological questions concerning the mind: What is the mind? What is its place in nature? What is the relationship between mentality and physicality? How are mental states identified, experienced and known?

Students will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level. There will be one 3 hour exam on Epistemology and Moral Philosophy and another 3 hour exam on The Metaphysics of God and The Metaphysics of Mind.

## EXAMINATIONS

You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Epistemology and Moral Philosophy	3 hour written exam	50% of A-level
A-level	Summer 2027	The Metaphysics of God and The Metaphysics of Mind	3 hour written exam	50% of A-level

## ENTRY REQUIREMENTS

At least a grade 7 in any of Religious Studies, English Language, English Literature or History is required.

## LEARNING STRATEGIES AND RESOURCES

Teaching relies heavily on seminar and tutorial methods and students are expected to come to lessons with work prepared in advance, ready to discuss and defend their views. A very well-structured schedule of work is provided for each unit. The resources are either primary or secondary texts and use is made of web resources. Students are also given the opportunity to enter essay competitions and to attend talks at universities and other schools.

## CAREER/HIGHER EDUCATION OPPORTUNITIES

All good universities offer courses in Philosophy either as a discrete subject or as a component of a combined degree course. A very high percentage of Wilson's students studying Philosophy have gone on to study the subject at university. Employers look very favourably on the thinking skills that graduates in Philosophy have and there are numerous career opportunities in areas ranging from business, law and teaching, to journalism, the media and the civil service.

## STUDENT COMMENT

*When it came to picking my A-levels, I remember I found the choice very difficult: there were so many subjects to pick (including ones I had never studied before) and I could only choose four. Yet there was one subject that appealed to me more than any other, and that was Philosophy A-level.*

*Philosophy allowed me to think more deeply and critically about questions I had previously thought about: how can we tell if we are right? How do we know we aren't in a simulation? Does God exist, and if he does, what is he like? Yet what really drew me to the subject was the fact that you get to test and experiment with your own ideas, which allows you to make the subject your own. You can create your own arguments, thought experiments and ideas while getting to debate and listen to other people's perspectives. It is an incredibly rewarding and fulfilling subject that teaches you more about yourself and the world around you, and if any of this interests you, I strongly recommend that you take Philosophy!*

## **PHYSICS**

**Course: Physics Linear A-level • Board: OCR**

### **COURSE DESCRIPTION**

The content is split into six teaching modules: Modules 1 to 4 constitute the stand-alone AS-level qualification; Modules 1 to 6, combined with the Practical Endorsement, constitute the A-level.

All components include a synoptic assessment.

**In the Lower Sixth you will cover the following:**

Unit	Content
<b>Module 1 – Development of practical skills in physics</b>	1.1 Practical skills assessed in a written examination
<b>Module 2 – Foundations of physics</b>	2.1 Physical quantities and units 2.2 Making measurements and analysing data 2.3 Nature of quantities
<b>Module 3 – Forces and motion</b>	3.1 Motion 3.2 Forces in action 3.3 Work, energy and power 3.4 Materials 3.5 Newton's laws of motion and momentum
<b>Module 4 – Electrons, waves and photons</b>	4.1 Charge and current 4.2 Energy, power and resistance 4.3 Electrical circuits 4.4 Waves 4.5 Quantum physics

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>Module 1 – Development of practical skills in physics</b>	1.1 Practical skills assessed in a written examination 1.2 Practical skills assessed in the practical endorsement
<b>Module 5 – Newtonian world and astrophysics</b>	5.1 Thermal physics 5.2 Circular motion 5.3 Oscillations 5.4 Gravitational fields 5.5 Astrophysics and cosmology
<b>Module 6 – Particles and medical physics</b>	6.1 Capacitors 6.2 Electric fields 6.3 Electromagnetism 6.4 Nuclear and particle physics 6.5 Medical imaging

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

## CORE PRACTICALS

There are a minimum of twelve core practicals that will be carried out over the two years in order that students may develop and demonstrate their competency in a range of relevant practical skills and techniques. Knowledge of these core practicals will be assessed in written exams as well as via internal assessments, which will form the basis for the practical endorsement which will be reported alongside each student's final A-level grade.

## EXAMINATIONS

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Breadth in Physics (H156/01)	1 hour 30 minutes written paper	50% of AS-level only
AS-level	Summer 2026	Depth in Physics (H156/02)	1 hour 30 minutes written paper	50% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Modelling Physics (H556/01)	2 hours 15 minutes written paper	37% of A-level
A-level	Summer 2027	Exploring Physics (H556/02)	2 hours 15 minutes written paper	37% of A-level
A-level	Summer 2027	Unified Physics (H556/03)	1 hour 30 minutes written paper	26% of A-level
A-level	Summer 2027	Practical endorsement in Physics (H556/04)	Non-exam assessment	Reported Separately



## **ENTRY REQUIREMENTS**

A minimum grade 7 in GCSE Physics or a notional Grade 7 on the Physics paper of the Combined Science qualification

## **LEARNING STRATEGIES AND RESOURCES**

Students are provided with textbooks and a range of other support materials such as electronic documents and recommended web links. Consolidation of knowledge outside of lessons is very important, including reading up about the theory from additional sources to gain more clarity of understanding. There are drop-in support sessions and student support networks are encouraged.

## **CAREER/HIGHER EDUCATION OPPORTUNITIES**

Physics is a subject of great importance and relevance to students today. It is an essential part of any science, engineering or technology course studied at university and highly desirable in many other areas. A physics qualification gives a great range of opportunities to a student both in a career and at degree level.

## **STUDENT COMMENT**

*"Physics is a subject that draws together many strands of science that are relevant to us today. Not only that, you will also be introduced to the mind-blowing concepts involved with the beginning of time and quantum mechanics. As you approach new frontiers you will feel glad that you chose physics as you gain a greater understanding of the world around us."*

## SPANISH

Course: Spanish Linear A-level • Board: AQA

### COURSE DESCRIPTION

The aims of the course are:

- (a) to develop a high level of communication skills and linguistic competence in Spanish,
- (b) to develop awareness of various aspects of a society or societies in which the target language is spoken,
- (c) to develop study skills as a preparation for the world of work further study, training or leisure,
- (d) to extend students intellectually,
- (e) to be enjoyable, interesting and relevant to the needs of students.

### Content

The course is thematic, with two key themes (Aspects of Hispanic Society and Artistic Culture in the Hispanic World) covered in the Lower and two in the Upper Sixth. The first two themes are assessed in the AS-level and these are then reassessed at a greater depth, along with the two additional themes (Multiculturalism in the Hispanic World and Aspects of political life in the Hispanic World), at the end of the course in the full A Level. We also conduct an analytical study of both a film and a short novel. The teaching and testing are almost exclusively in Spanish.

**In the Lower Sixth you will cover the following:**

Unit	Content
<b>Paper 1</b>	Listening, Reading and Writing
<b>Paper 2</b>	Writing (Translation and one essay)
<b>Paper 3</b>	Speaking

**You will be examined on this content at the end of the Lower Sixth at Advanced Subsidiary (AS) level. This is a stand-alone qualification and does not contribute towards your final A-level qualification.**

**In the Upper Sixth you will cover the following:**

Unit	Content
<b>Paper 1</b>	Listening, Reading and Writing
<b>Paper 2</b>	Writing
<b>Paper 3</b>	Speaking

**You will be examined on all of the content from the Lower and Upper Sixth at the end of the Upper Sixth at Advanced (A) level.**

### EXAMINATIONS

**You will take your AS-level exams at the end of the Lower Sixth based upon the content covered during the year and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
AS-level	Summer 2026	Paper 1	Written exam: 1 hour 45 minutes • 80 marks	40% of AS-level only
AS-level	Summer 2026	Paper 2	Written exam: 1 hour 15 minutes • 60 marks	30% of AS-level only
AS-level	Summer 2026	Paper 3	Oral exam: 12–14 minutes • 60 marks	30% of AS-level only

**You will take your A-level exams at the end of The Upper Sixth based upon the content covered during both the Lower and Upper Sixth and comprising the following:**

Level Awarded	Date of Exam	Unit	Method of Assessment	Weighting
A-level	Summer 2027	Paper 1	Written exam: 2 hours 30 minutes • 160 marks	40% of A-level
A-level	Summer 2027	Paper 2	Written exam: 2 hours • 90 marks	30% of A-level
A-level	Summer 2027	Paper 3	Oral exam: 21–23 minutes (5m prep) • 60 marks	30% of A-level

## **ENTRY REQUIREMENTS**

A minimum grade 7 in GCSE Spanish.

## **LEARNING STRATEGIES AND RESOURCES**

In the course itself, communication and effective practical use of language are of prime consideration and consequently Spanish will be the principal language of communication and instruction.

At all times during the course emphasis will be placed on what students can achieve in the language. Positive aspects of work submitted will be identified and rewarded. Much of the work covered will be based on contemporary authentic materials and is likely to involve integrated and cross-curricular skills.

## **CAREER/HIGHER EDUCATION OPPORTUNITIES**

The A-level course is intended for those students who want to study the language at university either on a traditional languages course or on one of the many business, scientific, legal or engineering courses which now include a language component. These are a direct result of the growing awareness within business and academic circles of the increasing desirability of advanced skills in at least one foreign language which are clearly now recognised as an asset within the job market.

The aim of the A-level Spanish course is to enable students in the Sixth Form to continue, as their contemporaries in other EU countries do, with the study of a modern European language in a practical context. The ability to communicate in more than one language is becoming increasingly apparent in many aspects of contemporary business and scientific life and this is reflected in the growing number of 'scientific' courses at universities which are also offering a language option or element. It is also to be seen as an opportunity to improve your language skills beyond mere 'tourist' Spanish and to enable you to hold a conversation, expressing views and opinions, with a native speaker. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence.

The United Kingdom's exit from the European Union will fundamentally change its relationships with the countries of the EU, and with the rest of the world. We will need to reach out, within and beyond Europe, to maintain and improve our economic position, to build trust, strengthen our international influence and cultural relationships, and to keep our country safe. International and intercultural awareness and skills are crucial for the UK's success on the world stage, but also in enabling the UK's next generation to play a meaningful role in the global economy and in an increasingly networked world. (source: British Council).

## **STUDENT COMMENT**

*"I studied Spanish at A-level because it is an increasingly important language in both commerce and industry. Learning about a different culture and being able to understand it interests me but through learning Spanish I am not learning how to understand one other culture but many others which is really great."*

## GCE ADVANCED LEVEL EXAMINATION RESULTS & 2024 DESTINATIONS

### GCE EXAMINATION RESULTS HEADLINES (2024)

These are published on the school's website [here](#).

### DESTINATIONS - UNIVERSITIES AND COURSES – 2024

Institution	Course
Apprenticeship	Google
Brighton and Sussex Medical School	Medicine
Brighton and Sussex Medical School	Medicine
Cardiff University	Architectural Engineering
Degree Apprenticeship	RSM UK
Degree Apprenticeship	Deloitte
Degree Apprenticeship	PA Consulting
Durham University	Combined Honours in Social Sciences
Durham University	Geography
Durham University	Law
Durham University	Natural Sciences
Durham University	Philosophy
Imperial College London	Biochemistry
Imperial College London	Chemistry
Imperial College London	Computing
Imperial College London	Computing
Imperial College London	Economics, Finance and Data Science
Imperial College London	Electrical & Electronic Engineering
Imperial College London	Electrical & Electronic Engineering
Imperial College London	Electronic and Information Engineering
Imperial College London	Mathematics
Imperial College London	Mathematics and Computer Science
Imperial College London	Medicine
Imperial College London	Physics
Imperial College London	Physics
Imperial College London	Physics
King's College London	Accounting & Finance
King's College London	Computer Science
King's College London	Computer Science with Management
King's College London	Economics
King's College London	General Engineering
King's College London	Geography
King's College London	Law
King's College London	Mathematics with Finance
King's College London	Mathematics with Management & Finance
King's College London	Medicine
King's College London	Physics with Astrophysics
King's College London	Physiotherapy
Kingston University	Aerospace Engineering
Kingston University	Design Marketing

Lancaster University	Economics
London South Bank University	Electrical and Electronic Engineering
Loughborough University	Sport and Exercise Science
LSE (London School of Economics)	Economics
LSE (London School of Economics)	Economics and Economic History
LSE (London School of Economics)	Finance
LSE (London School of Economics)	Law (Bachelor of Laws)
LSE (London School of Economics)	Mathematics and Economics
LSE (London School of Economics)	Mathematics with Economics
LSE (London School of Economics)	Politics
Newcastle University	Computer Science
Newcastle University	Physical Geography
Queen Mary University of London	Business Management
Queen Mary University of London	Computer Science
Queen Mary University of London	Finance
Queen Mary University of London	Geography with Business
Queen Mary University of London	Mathematics and Statistics
Queen Mary University of London	Medicine
Queen Mary University of London	Medicine
Queen Mary University of London	Medicine
Queen Mary University of London	Medicine
UCL (University College London)	Archaeology
UCL (University College London)	Biochemistry
UCL (University College London)	Biochemistry
UCL (University College London)	Data Science
UCL (University College London)	Economics
UCL (University College London)	Economics
UCL (University College London)	Economics
UCL (University College London)	Economics
UCL (University College London)	Economics
UCL (University College London)	Economics
UCL (University College London)	Economics
UCL (University College London)	Economics and Business with East European Studies
UCL (University College London)	Geography
UCL (University College London)	Geography
UCL (University College London)	German with Management Studies
UCL (University College London)	History, Politics and Economics
UCL (University College London)	Mathematics
UCL (University College London)	Mechanical Engineering
UCL (University College London)	Mechanical Engineering
UCL (University College London)	Medicine
UCL (University College London)	Medicine (6 years)
UCL (University College London)	Physics
UCL (University College London)	Psychology
UCL (University College London)	Psychology
UCL (University College London)	US History and Politics

University of Bath	Aerospace Engineering
University of Bath	Aerospace Engineering
University of Bath	Chemical Engineering
University of Bath	Economics
University of Bath	Economics
University of Bath	Mathematics
University of Bath	Mathematics
University of Bath	Mathematics
University of Bath	Mechanical Engineering
University of Bristol	Biochemistry with Medical Biochemistry
University of Bristol	Chemistry
University of Bristol	Computer Science
University of Bristol	Dentistry - BDS entry
University of Bristol	Economics and Management
University of Bristol	Economics and Politics
University of Bristol	Engineering Mathematics
University of Bristol	Mathematics
University of Bristol	Mechanical Engineering
University of Bristol	Medicine
University of Cambridge	Computer Science
University of Cambridge	Computer Science
University of Cambridge	Economics
University of Cambridge	Economics
University of Cambridge	Land Economy
University of Cambridge	Law
University of Cambridge	Mathematics
University of Cambridge	Medicine
University of Cambridge	Medicine
University of Cambridge	Medicine
University of East Anglia UEA	Paramedic Science
University of Exeter	Law
University of Leeds	Biological Sciences
University of Leeds	Geography
University of Liverpool	Psychology
University of Manchester	Architecture
University of Manchester	Biotechnology with Entrepreneurship
University of Manchester	Medicine
University of Manchester	Physics
University of Manchester	Physics with Theoretical Physics
University of Northampton	Esports
University of Nottingham	Economics
University of Nottingham	Economics
University of Nottingham	Economics
University of Nottingham	Economics
University of Nottingham	Economics
University of Nottingham	History
University of Nottingham	Mathematics

University of Nottingham	Mechanical Engineering
University of Nottingham	Politics and International Relations
University of Oxford	Biochemistry
University of Oxford	Economics and Management
University of Oxford	Engineering
University of Oxford	History
University of Oxford	History and German
University of Oxford	Law
University of Oxford	Mathematics and Statistics
University of Oxford	Medicine
University of Oxford	Physics
University of Oxford	Physics
University of Oxford	Physics and Philosophy
University of Sheffield	Geography
University of Sheffield	History and Politics
University of Southampton	Aerospace Electronic Engineering
University of Southampton	Biomedical Sciences
University of Southampton	Business Management
University of Southampton	Business Management
University of Southampton	Chemistry with Maths
University of Southampton	Economics
University of Southampton	Economics
University of Southampton	Economics and Finance
University of Southampton	Geography
University of Southampton	Mechanical Engineering
University of Southampton	Mechanical Engineering
University of Southampton	Mechanical Engineering
University of Southampton	Medicine
University of Southampton	Medicine
University of Southampton	MORSE
University of Southampton	Philosophy
University of Surrey	Accounting and Finance
University of Surrey	Business and French
University of Surrey	Business Economics with Foundation Year
University of Surrey	Computer Science
University of Surrey	Economics
University of Surrey	Economics and Mathematics
University of Sussex	Economics
University of Warwick	Accounting and Finance
University of Warwick	Accounting and Finance
University of Warwick	Accounting and Finance
University of Warwick	Computer Science
University of Warwick	Computer Science
University of Warwick	Computer Science
University of Warwick	Discrete Mathematics
University of Warwick	Economics
University of Warwick	Economics

University of Warwick	Economics
University of Warwick	Economics
University of Warwick	Economics
University of Warwick	Mathematics
University of Warwick	Mathematics and Statistics





## SIXTH FORM AGREEMENT

### Introduction

Life in the Sixth Form is unique. It forms a bridge between compulsory schooling and university study or employment. Students are expected to work with a greater degree of maturity and to take fuller responsibility for their learning. It is during this time that they are also reaching maturity as young adults.

An essential part of preparing for life beyond Wilson's is developing and securing academic excellence, not just for the value of the qualifications themselves and the opportunities that these provide for the future, but in the development of good working habits. With this aim, we work to help each student reach their full potential both inside and beyond the classroom. Wilson's provides all students with a wide range of opportunities and experiences and these are essential in developing character and in ensuring that sixth form life is not only academically and personally challenging, but also enjoyable and rewarding. As an appendix to the school's Code of Conduct, the Sixth Form Agreement sets out our expectations and is based on this desire to create a professional, scholarly, enjoyable and caring learning environment in which all students are able to reach their potential. The agreement applies to all activities where the school is represented regardless of time or location – a student is as much a representative of the school on the way to it or at a social event as they are whilst they are on site.

As role models, our students are expected to approach their time in the Sixth Form with:

- Respect
- Integrity
- Commitment
- Courtesy
- Reliability

We know that the great majority of students more than meet our expectations in terms of good conduct and reasonable, adult behaviour. Their maturity and leadership contribute greatly to the excellence of the school. Students appreciate the very hard work and care of members of the Sixth Form team to help them thrive and succeed.

The following pages set out our expectations across all areas of Sixth Form life:

## **Contents**

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## Core Hours, Private Study and Study Leave

In order to be successful, students have to work hard and this necessitates completing a realistic amount of private study. We do not expect students to progress from a fully timetabled curriculum in Year 11 to a high level of autonomy in Year 12 in a single step and therefore we retain a degree of structure. By the time our students leave us for university and employment, we want them to have learnt how to plan and use their own time well. For these reasons we maintain core hours in Years 12 and 13.

During these hours, when students are not taking part in a timetabled lesson, we expect them to complete silent or collaborative private study in school overseen by the Sixth Form team and staff supervisors. Private study should not be seen as 'free' time or as being less important than timetabled lessons. Study in the Sixth Form is about much more than completing what is set. It is an opportunity to prepare for or to consolidate learning, to complete homework and coursework tasks, to conduct reading, research and to revise. The requirement for study during the school day is balanced against an extended lunch for relaxation (1.5 hours) and Wednesday afternoons which are protected time for the SCS Programme. In maintaining an appropriate work-life balance, students who use their study time wisely are demonstrably able to pursue a much more active social life in the evenings.

We expect students to take responsibility for their private study periods and to plan their work to make best use of each one.

Use of Private study	It is important that students do not squander their study time or make it difficult for others to complete their work. The Sixth Form team will intervene where students find it difficult to plan and use this time maturely and a persistent failure to work diligently during private study periods is taken as a disciplinary breach. Independent study (SIL) periods are for the consolidation of understanding or supercurricular work, rather than completion of homework. Developing good habits around homework completion and management of one's time outside of school is an important scholarly habit that must be practised ahead of higher education.
SCS Programme & Games	All students in Year 12 participate in the school's Service, Creativity and Sport programme (SCS). This provides the opportunity to devote an hour each week to helping others in the community or engaging in a sporting or creative endeavour – Wednesday afternoons are given in lieu to provide an opportunity for this to take place. A school SCS diploma is awarded at the end of the year for students who have excelled in all three elements. Students choosing to be involved in Games fixtures will sign their commitment to the fixtures list and the associated regular practice sessions at the beginning of the school year. Permission to be absent from fixtures or practice sessions must be sought from the relevant coach within the PE Department. Year 12 students also have a timetabled Sport & Exercise period each fortnight, 3 where they undertake physical activity under the supervision and guidance of a member of the PE department.
Core hours	For all Year 12 students, core hours are from 08:30 until 15:30 on Monday, Tuesday and Thursday, from 08:30 until 13:05 on Wednesday and from 08:30 to 15:05 on Friday. For all Year 13 students, core hours are 08:30 to either 13:05 where a lesson has not been timetabled during period 5, or to 15:30 where a lesson has been timetabled. All

	Sixth Form students are able to leave the school site during lunch breaks if their attendance is not required by a member of staff. Where we feel it would be useful as a support mechanism, we reserve the right to extend a Year 12 or 13 student's core hours.
Study leave	<p>Study leave is occasionally granted at periods during the academic year to allow students to work flexibly from home, in support of their academic studies and in particular in preparation for internal and public examinations, and is given expressly for this purpose. Study leave is therefore part of the academic cycle and members of the teaching staff can require attendance at school to support academic study or for meetings during these periods.</p> <p>The Sixth Form team reserves the right to place restrictions on study leave where there are serious concerns about the ability of a student to use their study leave effectively. This could, for example, mean a student being required to maintain core hours.</p> <p>Requests for leave of absence are required during periods of study leave as per the rest of the academic year. (See Attendance below)</p>

## Attendance

Attendance Definitions	
98-100%	Expected
95-97%	Satisfactory
Below 95%, but above 90%	A cause for concern
Below 90%	A serious cause for concern.

*Excellent attendance to lessons is important in maintaining academic progress. Developing a robust approach to attendance is also an important life skill and future employers will insist upon it. Furthermore, student absence inevitably increases the workload and demands made upon our teaching staff. For all of these reasons, we insist that it is kept to a minimum.*

## Requests for Leaves of Absence

Students are responsible for securing approval for planned absence if it is to be authorised. We ask for requests for absence to be made at least ten working days prior to the planned absence date, or the date by which arrangements need to be made. Travel arrangements and/or deposits of any kind should not be paid until a planned absence has been approved. The school calendar should be referred to in order to avoid making requests for leave of absence during so called 'no absence weeks' when Year 12 return from study leave. In order to minimise disruption to the curriculum, every effort must be made to arrange planned absence to take place during SIL periods or Wednesday afternoon.

The following table sets out the way in which non-attendance counts towards the school's absence totals:

Code	Full name	Description
The student is counted as <b>present</b> .		
/ or \	Present am or pm	Present in school during registration.
L	Late	Late arrival before the register has closed

The student is counted as <b>present</b> , at an Approved Educational Activity.		
B	Educated off Site	The student is at an off-site supervised educational activity approved by the school.
K	Education provision provided by LA	Education provision arranged by a local authority, rather than the school
P	Sporting Activity (Approved)	Pupil is taking part in a sporting activity that has been approved by the school and supervised by someone authorised by the school.
V	Educational trip	A residential trip organised by the school or a supervised strictly educational trip arranged by an approved organisation.
W	Work Experience	A student in the final two years of compulsory education is attending work experience.
The student is counted as <b>absent, authorised</b> .		
C	Other Authorised Absence	Leave of absence for exceptional circumstance
C1	Other Authorised Absence	Absence for a regulated performance or employment abroad
C2	Other Authorised Absence	Pupils on part-time timetables
J1	Interview	Leave of absence to attend an interview for employment or admission into another educational institution
E	Excluded	If a student is excluded but still on the admission register, they should be marked E, for up to the sixth consecutive day of any fixed period (referred to as 'suspensions' by the DfE from Autumn 2021) or permanent exclusion.
M	Medical/Dental Appointments	The student is absent due to a medical or dental appointment that could not be made outside of school hours.
R	Religious Observance	The student is absent for religious observance on a day designated by the religious body.
S	Study Leave	Study leave should be used sparingly and only granted to Year 11 pupils for public exams. Students should still be able to come into school to revise.
T	Traveller Absence	Used when Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) or New Travellers are known to be travelling for occupational purposes and have agreed this with the school.
I	Illness	This Illness code can be used for any form of illness, if you don't want to distinguish Covid-19 illness.

I01	Illness	This code maps to the statutory mark of I. This is for students absent due to non-coronavirus related illness (unless the truthfulness of the claim is in question). This code should not be used for medical or dental appointments.
I02	Confirmed case of Covid-19	This code maps to the statutory mark of I. This is for pupils who have a confirmed case of coronavirus.
The student is counted as <b>absent, unauthorised</b> .		
G	Family Holiday (Not Agreed)	The Holiday was not authorised by the school or in excess of the period determined by the headteacher.
N	No Reason	The reason for the absence has not been provided. If no reason for an absence is provided after a reasonable amount of time, it should be changed to O.
O	Unauthorised Absence	If the school is not satisfied with the reason given for absence they should record it as unauthorised.
U	Late (After Register Closes)	Schools should keep registers open for a reasonable amount of time, after which the student should be marked with a U.
These codes are not counted so will not affect attendance figures.		
D	Dual Registration	The student is registered at another school and attends it during this lesson e.g. students at a pupil referral unit. Schools should only record attendance and absences for sessions the pupil is scheduled to attend at their school.
X	Non-statutory school age absence	Sessions non-compulsory school-age children are not expected to attend. This code should only be used for early years students who have not yet passed the 1st January, 1st April or 1st September following their 5th birthday.
Y1	Unable to attend	Absence due to transport normally provided not being available.
Y2	Unable to attend	Widespread disruption to travel
Y3	Unable to attend	Part of school closed.
Y4	Unable to attend	Unexpected whole school closure (different from # for planned closures).
Y5	Unable to attend	Pupils in the criminal justice system.
Y6	Unable to attend	Absence due to public health guidance or law.
Y7	Unable to attend	Any other unavoidable cause.
Z	Pupil Not On Roll	This code can be used when setting up registers in advance of pupils joining. Schools must take attendance for pupils from the first day the student should be attending the school.

#	School Closed To Pupils	This code should be used for whole or partial school closures that are known or planned in advance such as if the school is used as a polling station.
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Minimum attendance expectations	<p>We expect students to maintain an attendance level of between 98-100% with a minimum level of 95%. Students falling below this level are monitored and interventions are put in place for those approaching very poor attendance levels of 90%. At the discretion of the Sixth Form team, students whose attendance falls below 90% for any subject or for their attendance as a whole could have a stage of their agreement invoked or the right to sit one or more of their examinations withdrawn. It should be appreciated that attendance of only 90% equates to an average of one day of absence per fortnight and this is clearly an unacceptable level of absence, causing serious disruption to teaching and learning.</p> <p>In the case of illness, parents should telephone the school on the first morning and every day thereafter and follow directions on the answering service to record the absence. Parents are asked to record (i) their son's name, (ii) their form and (iii) the reason for absence.</p>
Students are not permitted to be absent for any of the following reasons:	<ul style="list-style-type: none"> <li>• Driving lessons.</li> <li>• Routine medical appointments (including the orthodontist / optician, unless the appointment is urgent or with a consultant).</li> <li>• Unauthorised visits (including Open Days which have not been approved in advance).</li> <li>• Unauthorised examinations outside of school.</li> <li>• Employment / unauthorised volunteering.</li> <li>• Unauthorised revision or private study off site.</li> <li>• Other non-urgent / unauthorised absence (as defined by the school).</li> </ul> <p><b>Holiday leave will not be authorised for any Sixth Form student throughout term time.</b></p> <p><b>Planned absence will not be granted during no absence weeks</b> (published on the school calendar).</p> <p><b>Paid or unpaid employment must not interfere with school commitments including the ability to complete homework satisfactorily, or to attend after-school or weekend commitments.</b></p>
Truancy	<p><b>Truancy from school, lessons or private study periods is always treated seriously and a stage of the agreement is usually invoked. Students cannot self-certificate (give themselves permission) for absence, nor can they decide to go home without authorisation from the Sixth Form Team.</b></p> <p><b>Truancy includes being off site without permission during core hours or not attending lessons whilst on site.</b></p>

## Punctuality

*Excellent punctuality is expected in school as it is in professional life. Prompt arrival to school and lessons demonstrates both courtesy and ensures that lessons are able to start purposefully. The school's systems allow for excellent punctuality (there is a five minute changeover between*

*lessons) and therefore there are very few legitimate reasons for arriving late to lessons at any time of the school day.*

All students are expected to ensure that their travel arrangements to school are suitable and allow for time of travel and reasonable transport disruptions. A tolerance of two late marks per student per fortnight is included in our analysis. To be late more than twice a fortnight is not acceptable. Please note that, in the Sixth Form, arriving to school after 0835 counts as two late marks (one for morning registration and one for Period 1).

The Sixth Form Administrator oversees electronic registration procedures for AM and PM registration. A late mark will be given where a student forgets to register in the morning or afternoon. Subject teachers maintain subject registers. The school's records of lateness will be taken as definitive and the school's decision on all matters relating to the accuracy and validity of such registers is final.

Occasional lateness	Punctuality to lessons is reviewed at least each fortnight by the Sixth Form team. Any student with more than two late marks to lessons and/or AM and PM registration will receive a Directors' Detention after school for one hour.
Pattern of lateness	Should this pattern be repeated in the following fortnight (two successive fortnights where 3 or more late marks have been recorded) a stage of the Sixth Form agreement will be invoked and a Head's Detention issued. Other patterns of very poor punctuality can lead to a stage of the agreement being invoked at the discretion of the Sixth Form team. Same-day sanctions may also be issued.
Persistent lateness	Students who do not routinely have patterns of lateness, but nevertheless have a number of late marks in excess of the termly tolerance will be reviewed and a final decision made by the Sixth Form team about whether or not to apply the Sixth Form Agreement.

## Scholarship

*Academic progress is important and it is right, therefore, that each Sixth Form student take responsibility for their learning by working in partnership with their teachers and by demonstrating good behaviour, active participation, a positive approach and enthusiasm. We expect the diligence of each student in the classroom and in private study to be excellent. We also expect students to show an appreciation that their approach to study has a direct influence upon the progress of those around them and can enable or limit the opportunities of all.*

Each student's progress is monitored at points throughout the school year through their subject teacher's professional views and through monitoring attainment and diligence data. This tracking data is used to help teachers and the Sixth Form team support students in their academic progress. Parents receive a 'settling in check' in October, followed by reports at the end of the autumn and spring terms.

For repeated low order issues	Students should not disrupt lessons, fail to arrive properly equipped or submit work late or of a poor standard. Those who repeatedly fail to meet these expectations will be monitored as potential or actual progress concerns. Should the advice and support offered by subject teachers, Heads of Department or the Sixth Form team not be acted upon and a
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	clear improvement to diligence made, a stage of the Sixth Form Agreement will be invoked.
For one off serious failures in scholarship	<p>Both in school and in the professional environment, deadlines matter. Deadlines for drafts and final submission of coursework (NEA) and for the Templeton Scholarship Project must always be met. Students failing to do so will be referred to the Sixth Form team and copied to the Head of Department. The agreement will always be invoked.</p> <p>Any form of plagiarism, deliberate or otherwise, including the unacknowledged use of AI, is unacceptable. Any instance of plagiarism, whether in routine class, homework or coursework will be reported by the subject teacher to the Head of Department. The Head of Department is responsible for ensuring that plagiarism is reported to the exam board if the work is to be submitted as part of a qualification and the candidate declaration has been signed.</p> <p>The Head of Department must report any instance of plagiarism to the Sixth Form Team and a stage of the Sixth Form agreement will be invoked. It is worth noting that plagiarism is often viewed as fraud and can lead to dismissal from university or employment.</p>
Curriculum	In the Lower Sixth, all students pursue a four A level programme. In the Upper Sixth, students must pursue at least three A levels (Mathematics and Further Mathematics count as one A level for these purposes).
Transition Arrangements	<ul style="list-style-type: none"> <li>• Our students have high aspirations and inevitably the very best academic institutions and employers have high expectations. Obtaining at least CCC at AS is an indication that our students have a good understanding of the A level content and that as a result they are likely to reach their potential.</li> <li>• If a student's AS results are below this level, they will be given the option to re-sit Year 12. This will enable them to have a second chance at achieving their potential.</li> <li>• Special entry requirements for Further Mathematics: Students will be permitted to continue their study of Further Mathematics on the basis of internal assessment. The school has the final say about whether Further Mathematics is to be pursued or not and in so doing will take into account progress across the curriculum.</li> </ul>

The majority of our students leave Wilson's for university level study. An important area of our work is in helping our students to successfully apply for and gain a suitable university place. Year 12 is important for the university application process in a number of ways:

- In securing the AS grades (or the equivalent where AS exams do not apply) that will influence the UCAS predicted grades made by the school for A Level. These are also the only advanced qualifications completed by the time the UCAS applications are submitted.
- Attendance, punctuality and diligence patterns can be reflected in future workplace references provided by the school.

- Our university preparation programme, completed during Year 12 (the UCAS reference is finalised at the start of Year 13), provides a rich source of detailed information for personal statements of above and beyond commitment to academic study, references and, where relevant, for use at interview.
- It is during Year 13, of course, that the final A level qualifications are secured. Most university places are subject to a specific grade offer and therefore the work completed during Year 13 is vital in meeting these grade offers.

We do acknowledge that some of our students choose to follow a variety of other paths other than university in the UK. Support is offered to them on an individual basis.

## Personal Appearance

*At Wilson's we adopt a business style dress code as opposed to uniform in recognition of the maturity of our students and we expect our students to look smart.*

Students in the Sixth Form must wear:	<ul style="list-style-type: none"> <li>• A plain blue, black or grey business-style suit (no loud patterns or fashion suits)</li> <li>• Formal collared shirt</li> <li>• Full-length neck tie (no novelty or joke styles or bow ties). The Prefect, CCF or other school colours ties can be worn.</li> <li>• Optional formal jumper (plain, v neck only)</li> <li>• Formal leather or leather-look shoes (not trainers)</li> <li>• Matching waistcoats (not cardigans) are permitted</li> <li>• A smart dark plain coat or jacket may be worn over the blazer to and from school, but not instead of a blazer. Leather and denim coats and jackets are not acceptable. Hoodies are not allowed</li> <li>• When required, members of the CCF are entitled to wear their regulation CCF uniform.</li> </ul>
Further notes on dress:	<ul style="list-style-type: none"> <li>• Visible piercings and tattoos are not permitted.</li> <li>• Coats and hats must be removed on entering the school and should not be worn around the school.</li> <li>• No jewellery, other than a wristwatch, may be worn. No badges, other than House or Prefect badges (or other badges awarded for participation in a school activity) may be worn.</li> <li>• Book bags and small rucksacks can be carried and taken to lessons. These must be sober in colour, in keeping with the business dress theme. Large sports bags or wheeled bags are not permitted anywhere other than in lockers / storage areas.</li> </ul>
Hair length and styles:	<ul style="list-style-type: none"> <li>• Hair must be kept smart and tidy and discretely tied back if it reaches the collar of the blazer.</li> <li>• Top knots, hair bands and/or shaved patterns in hair/eyebrows are not permitted.</li> <li>• Noticeable highlights or dyeing / bleaching are not permitted.</li> </ul>
Facial Hair	<ul style="list-style-type: none"> <li>• Well-groomed facial hair is permitted</li> </ul>

Failure to comply	<ul style="list-style-type: none"> <li>• The final arbiter in relation to the Dress Code rests is the Sixth Form team.</li> <li>• A student failing to follow any part of the dress code will be asked to comply in the first instance. Refusal or persistent failure to comply will be treated as defiance and a stage of the agreement could be invoked.</li> </ul>
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## Use of Computers, the Internet and Email

*In addition to the main facilities around the school, Sixth Form students have access to dedicated computing and printing facilities. WiFi is available in the Sixth Form centre and students are welcome, at their own risk, to bring in their own laptops, tablets, etc for use in the study centre.*

*The computers, internet and email facilities are provided for the purposes of school work and must only be used for such. If these facilities are misused or abused, access to the network will be withdrawn for a time specified by the Director or Deputy Directors of Sixth Form, regardless of access at home, impending deadlines or courses of study. All students agree to and must comply with the Acceptable Use Policy*

Examples of misuse and the expected length of ban are as follows:	<ul style="list-style-type: none"> <li>• <b>3-5 days:</b> Gaming, unrelated entertainment related websites, YouTube clips unrelated to subject studies.</li> <li>• <b>15 days:</b> Accessing or attempting to access pornography or other distasteful material.</li> <li>• <b>15 days:</b> Sending an unsolicited e-mail to the student or staff body.</li> <li>• <b>Undefined:</b> Attempting to access or accessing a student's or staff member's account. Accessing illegal material or breaking the law whilst using the school network. Uploading offensive or distasteful material to websites or social media pages.</li> </ul>
Email use	<p>Students must only contact members of staff via email using their school account. Likewise, members of staff will only email students using their school account and will always copy another member of staff into the email as a record of the correspondence.</p> <p><b>It is important that email accounts remain serviceable and are not allowed to become full so that further emails cannot be received. We expect students to check their email accounts at least once per day and to respond to emails from staff members promptly and courteously.</b></p> <p>Students will be warned if their email account is full and will need to act immediately to delete unwanted emails. If this is not done within two school days the account will be emptied and important information could be lost.</p> <p>Students are expected to read the Weekly Update (sent via Arbor to parents and emailed to students) as an important source of information from the Sixth Form team.</p>
Use of electronic devices	Mobile phones, smart watches, ear buds or other electrical devices (other than laptops or tablets) may not be used in school except in certain designated study areas. In these areas music may be listened to

	<p>through headphones at an appropriate level and provided that it is used as an aid to study and does not cause distraction to others.</p> <p>If a teacher sees a mobile phone or another electrical device outside of the designated study areas, it will be confiscated and passed to the Sixth Form team. It will then be returned to the student at the end of the subsequent school day.</p> <p>When a student is speaking to another student, to a member of staff, or using our collaborative area to speak with other students, then it is expected that they remove any ear buds or headphones, as a matter of courtesy.</p>
The Sixth Form Agreement	<p>Any 15 day ban will result in an immediate invocation of the Sixth Form agreement, as will repeated behaviour resulting in a 3-5 day ban. It is also very likely that a 15 day ban would constitute behaviour short of gross misconduct, or gross misconduct itself.</p> <p>Please note that a ban undefined in length could lead to the withdrawal of a Sixth Form place. Accessing the account of a member of staff is a very serious offence and could result in permanent exclusion.</p> <p>Any member of staff who suspects this has happened must refer it immediately to the Head.</p>

## Conduct

*Good conduct is not simply the absence of poor behaviour, but also manifests polite, cooperative and cheerful behaviour. We expect students to comply with any reasonable request with good grace.*

We will not attempt to outline all aspects of good or poor behaviour here, but suffice to say that sullen, rude and uncooperative behaviour is not acceptable and will always be challenged.

Misconduct falling short of Gross Misconduct	<p>All members of staff will insist on the highest standards of manners and respectful behaviour and should deal with any failures firmly. Misconduct includes rudeness, defiance and actions that might bring the school into disrepute.</p> <p>At their discretion, teachers may issue either a warning or refer the matter to the Director or Deputy Directors of Sixth Form to be dealt with further as they deem appropriate, up to and including escalation to Stage 3 of the Sixth Form Agreement depending on the incident.</p> <p>Students must be familiar with the procedures and sanctions as laid out in the school's Drugs Policy.</p> <p><b>Stage 3 can always be invoked for a student who fails to comply with a request made by the Head, his Deputies or his Assistants</b></p>
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As in professional life, there are some types of behaviour that are so serious that they can lead to permanent exclusion. Aggressive or abusive behaviour and deliberate or careless behaviour that risks or leads to damage or harm is clearly unacceptable and will be treated as gross misconduct.

Please refer to Appendix 2 of the school's Code of Conduct for examples of gross misconduct

## Breaches of the Code of Conduct and Sixth Form Agreement

### Agreement Stages

Where a student is in breach of the terms of the school's Code of Conduct (including the Sixth Form Agreement) they may be placed on a stage. Being placed on an Agreement stage is a serious matter and the vast majority of students never reach this level of sanction. Agreement stages are reserved for serious and avoidable breaches of the Agreement or the school's expectations.

STAGE	INTERVENTION	CONTACT WITH PARENTS	WHO? <i>One or more of:</i>
Stage 1	<ul style="list-style-type: none"> <li>Written warning.</li> <li>Head's Detention.</li> <li>Possible internal isolation</li> </ul>	Letter to parents.	<ul style="list-style-type: none"> <li>Director of Sixth Form</li> <li>Member of SLT / ALT</li> <li>Deputy Directors of Sixth Form</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>Written warning.</li> <li>Head's Detention / possible Fixed Term exclusion</li> </ul>	Letter to parents. Initial meeting with parents.	<ul style="list-style-type: none"> <li>Director of Sixth Form</li> <li>Member of SLT /ALT</li> <li>Deputy Directors of Sixth Form</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>Meeting with parents.</li> <li>Final written warning.</li> <li>Fixed term exclusion</li> <li>Referral to Governors' Disciplinary Committee.</li> <li>Appearance before PDC.</li> </ul>	Letter to parents. Meeting with parents. Attendance at PDC.	<ul style="list-style-type: none"> <li>Head (or the named senior leader in charge of the school in his absence) re: fixed term exclusion.</li> <li>Deputy Head</li> <li>Member of ALT / SLT</li> <li>Director of Sixth Form</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>Permanent exclusion.</li> <li>Meeting with PDC.</li> </ul>	Letter to parents. Attendance at PDC.	<ul style="list-style-type: none"> <li>Head</li> </ul>
Whilst progression is typically incremental (from Stage 1 to 2 etc), the Stage of the Agreement invoked (up to and including Stage 4) will depend on the seriousness of the incident. Aggravating and mitigating factors are taken into account when determining the sanction			