



**Welcome to**

**Ashlyns School Sixth Form:**

**Information Booklet**

**2027 - 2029**

# ASHLYNS SCHOOL



October 2026

Dear Students, Parents and Carers

Thank you for considering Ashlyns School for the next stage of your education.

Our Sixth Form is a vibrant and thriving community, awarded Outstanding by Ofsted, where students achieve academic excellence and make outstanding personal achievements. Alongside academic rigour, we offer extensive extra-curricular opportunities, providing a good balance of social activities and leadership opportunities. We believe you will find the combination of study and community life in the Sixth Form both enjoyable and rewarding, as well as a strong foundation for further study and future employment.

The Sixth Form team at Ashlyns supports every aspect of your transition to post-16 education, offering an encouraging environment where you are given the right balance of autonomy and support. There is a culture of mutually high expectation within our Sixth Form; we believe in leaving nothing to chance when preparing our students with the skills needed for academic success, adaptability for the future and personal wellbeing.

Ashlyns has a proven track record of success in the Sixth Form. We are delighted with the achievements of our students and the vast majority secure their first choice university place; many progress to some of the most prestigious in the country and a significant number achieve degrees with First Class Honours.

In 2025, 95% of students achieved a place at their first or second choice university, 47% gained places at Russell Group universities, one student gained a place at Oxbridge and five students gained places on Degree Level Apprenticeships.

We hope you will find the information provided helpful; if you require any additional advice or guidance, please do not hesitate to contact us. We understand how important it is to make the right choice of Sixth Form and are more than happy to answer any questions you might have.

We wish you every success in your examinations next summer, and look forward to hearing from you.

Mr J Shapland  
Headteacher

Ms K Gaches  
Head of Sixth Form

**Into the Sixth Evening, Wednesday 21 October 2026**

**Programme of Presentations**  
**Main talks: Chapel and Hall, 6.30pm**

| <b>Room</b>                     | <b>7:15</b>                      | <b>7:35</b>                      | <b>7.55</b>                      | <b>8.15</b>             | <b>8.35</b>                     |
|---------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------|---------------------------------|
| <b>Chapel</b>                   | Business Studies                 | Business Studies                 | Psychology                       | Psychology              | Psychology                      |
| <b>Hall</b>                     | Sociology                        | Sociology                        | Sociology                        | Maths and Further Maths | Maths and Further Maths         |
| <b>LRC</b>                      | Economics                        | Economics                        | Chemistry                        | Chemistry               |                                 |
| <b>86</b>                       | English Literature               | English Literature               | Film Studies                     | Drama                   | Drama                           |
| <b>107</b>                      | Spanish                          | Spanish                          | History                          | History                 | History                         |
| <b>108</b>                      | Computer Science                 | Computer Science                 | French                           | French                  |                                 |
| <b>84</b>                       | PE                               | PE                               | Health and Social Care           | Health and Social Care  | Film Studies                    |
| <b>88</b>                       | Biology                          | Physics                          | Biology                          | Physics                 |                                 |
| <b>113</b>                      | Music                            | Music                            | English Language and Literature  | Geography               | Geography                       |
| <b>114</b>                      | Product Design                   | Product Design                   |                                  | Art                     | Art                             |
| <b>115</b>                      | Photography                      | Photography                      | Philosophy and Ethics            | Philosophy and Ethics   | English Language and Literature |
| <b>116</b>                      | Textiles                         | Textiles                         | Politics                         | Politics                | Politics                        |
| <b>6<sup>th</sup> Form Cafe</b> | Individual Advice & Refreshments | Individual Advice & Refreshments | Individual Advice & Refreshments |                         |                                 |

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## Choosing a Sixth Form

There are two fundamental questions you should ask when considering a school:

1. Will this school provide me with the academic success, skills and confidence needed to maximise my opportunities in an ever-changing world?
2. Will I be happy at this school?

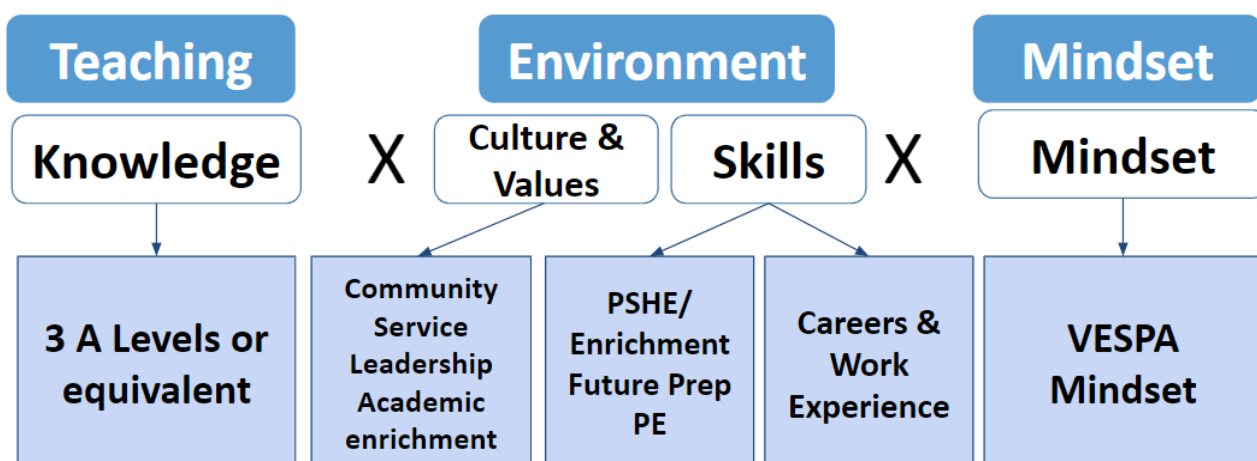
At Ashlyns School, we believe the answer to both of these questions is a resounding 'yes'.

### Ofsted Report 2024

*'Sixth-form students approach their studies with an unwavering focus on high-quality learning and achievement, whether in lessons, study periods or at home.'*

*'In the sixth form, students reach extraordinary levels of learning and achievement that enable them to take very impressive next steps in education and employment...'\**

Our success is built on three key principles:



- Delivering high-quality learning;
- An environment that provides enrichment and leadership opportunities that instil **integrity, inclusivity and independence**, nurturing talent and preparing students for whatever future pathway they should choose;
- Develop a positive, can-do mindset, whilst providing support and feedback to ensure students are informed, supported and on track across two challenging years of education.

To achieve all of this we ensure our Sixth Form students have the dedicated facilities you would expect in a school that cares for their wellbeing.

We offer a wide range of Level 3 courses to a growing and high-achieving number of post-16 students. We were delighted to achieve Outstanding following our Ofsted Inspection in September 2024. The subsequent report recognised the success achieved by our Sixth Form students, which is also reflected in the university destination data for last year's school leavers which is listed on page 9.

## Curriculum and Learning

*'Sixth-form students show a passion for scholarship and debate issues with great maturity.'*\*

Academic excellence is at the heart of everything we do; students who continue on to A Levels and Level 3 qualifications enter our vibrant Sixth Form with high expectations. The step from GCSE to A Level is considerable and we ensure students benefit from expert advice and guidance on the range, relevance and choice of subjects they wish to study. The sixth form curriculum offers a wide choice of subjects to ensure students have access to a broad curriculum offer that serves their needs and aspirations.

Students will only succeed academically if their teaching is inspiring, rigorous and supportive, and these elements are central to our ethos.

*'In the sixth form, teachers use their strong subject knowledge to deliver the curriculum expertly so that students learn the curriculum exceptionally well.'*\*

*'Teachers in the sixth form provide precise feedback to help students address areas they need to improve so that they master the curriculum.'*\*

## Enrichment and Leadership Opportunities

Along with developing our young adults' academic prowess, we also provide a wealth of opportunities through our enrichment and extra-curricular programmes to develop the leadership and social skills that are essential for employment and university. You can be sure that our students develop into well-rounded, independent, confident, politically-inquisitive and astute young adults through opportunities such as:

- The Enrichment Programme: over the last few years this has included the former Vice-President of Spotify, Head of Broadcast and Entertainment for Google, the Deputy Head of Foreign News at Channel 4 News, and Amnesty International. PSHE topics are also covered and students benefit from sessions on: misogyny, safe driving, race and identity, social media and body image, sexual health, alcohol and drugs awareness, consent, relationships, cancer awareness and personal finance. Students also benefit from a range of team-building, self-awareness and study skills activities.
- PE: activities on offer include: football, yoga, gym (fitness suite), volleyball, badminton table tennis and basketball in the sports hall, netball on the courts
- Future Prep: British Sign Language, First Aid, mindfulness, cooking and eating nutritional meals on a budget, yoga, self-defence and a TEFL course for those students who are interested in teaching English as a foreign language.
- Leadership roles on the Sixth-Form Executive, or as House Captains, Subject Mentors and Senior Prefects
- Duke of Edinburgh Award and World Challenge (2013: Nicaragua; 2015: India; 2017: Cambodia; 2019: Nepal; 2022: Ecuador; 2024: Vietnam and 2026: Borneo.)
- Young Enterprise teams; Sports Leaders Level 3 Award; Debating Society
- The Extended Project Qualification
- Core Maths Qualification
- The Ashlyns Community Service Programme

*'Staff in the sixth form teach students the specific skills needed to be successful during and after life in the sixth form.'*\*

## Pastoral Care, Personalised Mentoring and Feedback

Success at Ashlyns School does not happen by chance: extensive support and guidance is provided to each student, who benefit from an experienced and dedicated team of tutors, a Learning Mentor, a Head of Year and a committed Sixth Form team, combined with a personalised mentoring programme.

We utilise the well-researched VESPA Mindset Programme\*\* that enables our students to develop non-cognitive skills that promote educational success.

\*\* Oaks and Griffin, The VESPA Mindset

|                                                                                   |                                                                                       |                                                                                        |                                                                                        |                                                                                                          |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
|  |      |       |     |                       |
| <b>VISION</b><br>Sixth Form students know what they want to achieve               | <b>EFFORT</b><br>Sixth Form students put in many hours of proactive independent study | <b>SYSTEMS</b><br>Sixth Form students organise their learning resources and their time | <b>PRACTICE</b><br>Sixth Form students practise and develop their knowledge and skills | <b>ATTITUDE</b><br>Sixth Form students practise and develop a positive, can-do attitude to their studies |

Alongside this support, parents receive regular information regarding the monitoring and assessment of students in the Sixth Form. Our subject leaders and Sixth Form team work together to identify and target individual students using tracking data to help ensure they achieve the best possible outcome. This helps to keep students well-motivated, focused and thriving on the academic rigours of Sixth Form life.

## Bursary

The 16 to 19 Bursary Fund provides financial support to help students overcome the specific financial barriers to participation they face, so they can remain in education and reach their full potential. Students can apply for the bursary if they are aged 16 to 19 and are studying at school or college in England or on a training course, including unpaid work experience. The bursary can be used to pay for things such as books and other equipment for your course, transport and lunch. Further information is available from [finance@ashlyns.herts.sch.uk](mailto:finance@ashlyns.herts.sch.uk)

## Careers and University Guidance

*'Students receive expert advice to help them shape their career goals.'*\*

We pride ourselves in the quality of preparation of students for higher education and future careers.

In **Year 12** students participate in:

- an introduction to UCAS (university applications)
- visits by experts in higher education
- Post 18 Options Days
- a higher education conference
- a school higher education and careers evening
- careers day
- regular careers advice from a dedicated careers advisor
- work experience

In **Year 13** students:

- receive advice from Form Tutors, Head of Year and Head of Sixth Form on university courses, Personal Statements and completing UCAS forms
- benefit from an extended learning day on UCAS/higher education applications and Personal Statement writing and careers advice
- visit universities/colleges on Open Days
- attend interviews
- have support with apprenticeship applications, CVs, interview preparation and practice and ongoing careers advice

Careers advice is always available and can be booked through the Sixth Form Office or Learning Resource Centre. The higher education careers library is in the main school Learning Resource Centre annexe. In Year 13, students who are interested in apprenticeships, further training or a job application work with our Careers Advisor every Friday morning.

### **Facilities**

Providing the freedom for students to explore learning independently, outside of the classroom, forms an important part of Sixth Form study, as we develop the skills needed for real-world success. Our students enjoy their own dedicated Sixth Form area and our Learning Resource Centre is available for Sixth Form study, as is our dedicated Sixth Form Café. Our Sports Hall provides opportunities for our students to release their energy, allowing them access to high-quality gym membership for free during the school day.

We set professional standards for everybody in Ashlyns Sixth Form and encourage all students to continue to develop a strong, positive work ethic and a responsible, self-reliant attitude. Our students leave Ashlyns equipped with the best possible education and the pastoral guidance they require to help them meet the demands of a fast changing world.

\* Ofsted Report September 2024

## Key Stage 5 Examination Results : 2026 Summary

### Attainment

Percentage of entries graded A\* to B: 73% (56% nationally)

Percentage of entries graded A\* to C: 89% (78% nationally)

The following subjects achieved an average grade of A\*-B:

Art, Biology, Business Studies, Chemistry, Computer Science, Drama, Economics, English Lang-Lit, English Literature, Film Studies, French, Geography, History, Maths, Further Maths, Philosophy and Ethics, Physics, Politics, Psychology, Sociology, Spanish, Textiles

### Higher Education Destinations Summer 2026

98% of applicants at first or second choice University

79% of applicants achieved their first choice University

67% at Russell Group Universities

5 student gained a place for Medical or Veterinary Science

2 students who gained places at Oxbridge

1 students onto Degree Apprenticeships

## Post-Sixth Form Destinations : Summer 2026

| University                     | Course                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bangor University              | Biology                                                                                                                                                                                                                                                                                                                           |
| University of Bath             | Computer Science and Mathematics<br>International Management with study or work abroad                                                                                                                                                                                                                                            |
| University of Birmingham       | Chemical Engineering<br>Civil Engineering<br>International Relations with French<br>English Literature<br>Engineering<br>Social Policy and Criminology<br>Politics and International Relations<br>Physics                                                                                                                         |
| Birmingham City University     | Business Management                                                                                                                                                                                                                                                                                                               |
| Bournemouth University         | Forensic Investigation<br>Film & TV Production                                                                                                                                                                                                                                                                                    |
| University of Bristol          | Biomedical Sciences<br>English and Modern Languages                                                                                                                                                                                                                                                                               |
| Bristol, UWE                   | Business and Management<br>Interior Design                                                                                                                                                                                                                                                                                        |
| Buckinghamshire New University | Professional Dance and Musical Theatre<br>(Dancebox Studios and Theatre Works)                                                                                                                                                                                                                                                    |
| Cardiff University             | Media and Communications<br>Geology                                                                                                                                                                                                                                                                                               |
| University of East Anglia UEA  | Economics, Behaviour and Data Science                                                                                                                                                                                                                                                                                             |
| The University of Edinburgh    | History and History of Art                                                                                                                                                                                                                                                                                                        |
| University of Essex            | International Relations (Including Placement Year)                                                                                                                                                                                                                                                                                |
| University of Exeter           | Accounting and Finance with Industrial Experience<br>Economics and Politics with Year Abroad<br>Politics and Sociology with Study Abroad<br>Politics and International Relations (with Study Abroad)<br>Business and Management with Industrial Experience<br>Marketing and Management with Year Abroad<br>Politics and Sociology |

|                                                                           |                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fashion Retail Academy                                                    | Marketing & Communication for Fashion<br>(Accelerated Degree)                                                                                                                                                                                                                                                      |
| University of Glasgow                                                     | Medicine                                                                                                                                                                                                                                                                                                           |
| University of Hertfordshire                                               | Nursing (Child)<br>Primary Education (with QTS)<br>Illustration                                                                                                                                                                                                                                                    |
| University of Kent                                                        | Psychology                                                                                                                                                                                                                                                                                                         |
| Kingston University                                                       | Midwifery with Registered Midwife (with<br>Foundation Year)                                                                                                                                                                                                                                                        |
| University of Leeds                                                       | Liberal Arts<br>Sustainability and Environmental Management<br>Law with Hispanic Law<br>International Business and Marketing<br>Biological Sciences (Biotechnology with<br>Enterprise)<br>Geography<br>English, Theatre and Performance<br>English Language and Linguistics                                        |
| University of Leicester                                                   | Business and Management                                                                                                                                                                                                                                                                                            |
| University of Lincoln                                                     | Creative Advertising                                                                                                                                                                                                                                                                                               |
| University of Liverpool                                                   | Medicine<br>Philosophy and Politics<br>Architecture<br>International Management with a Year in<br>Industry<br>Marketing with a Year in Industry<br>Law with a Year Abroad<br>Economics with a Year in Industry<br>Business Management with a Year in Industry<br>Electrical Engineering and Electronics<br>History |
| University of the Arts London                                             | Fashion Marketing and Consumer Behaviour                                                                                                                                                                                                                                                                           |
| London School of Economics and Political<br>Science, University of London | International Social and Public Policy                                                                                                                                                                                                                                                                             |
| Loughborough University                                                   | Fashion Design and Technology (with Placement<br>Year)<br>Computer Science (with placement year)<br>Psychology<br>Aeronautical Engineering                                                                                                                                                                         |
| University of Manchester                                                  | Economics<br>Linguistics and Spanish<br>Law                                                                                                                                                                                                                                                                        |

|                                      |                                                                                                                                                                                                                                                     |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | English Literature                                                                                                                                                                                                                                  |
| Manchester Metropolitan University   | Sports Business Management<br>Interior Design<br>Fashion<br>Physiotherapy (Foundation)                                                                                                                                                              |
| Newcastle University                 | Psychology<br>English Literature and History<br>Bus Accounting and Fin (inc bus place)<br>Linguistics with French<br>Mechanical Engineering<br>Accounting and Finance<br>Film and Media<br>Medicine and Surgery<br>Finance<br>Psychology<br>History |
| Northumbria University, Newcastle    | Football Coaching and Performance                                                                                                                                                                                                                   |
| University of Nottingham             | Politics and International Relations<br>Mathematics<br>History<br>English                                                                                                                                                                           |
| Nottingham Trent University          | Accounting and Finance<br>Architecture<br>Filmmaking                                                                                                                                                                                                |
| University of Oxford                 | Engineering                                                                                                                                                                                                                                         |
| Oxford Brookes University            | Occupational Therapy<br>Early Childhood Studies                                                                                                                                                                                                     |
| University of Plymouth               | Ocean Science<br>Creative Writing                                                                                                                                                                                                                   |
| Queen Mary University of London      | Politics and International Relations                                                                                                                                                                                                                |
| University of Reading                | Psychology                                                                                                                                                                                                                                          |
| Royal Holloway, University of London | Criminology and Psychology with a Year in Industry                                                                                                                                                                                                  |
| University of Sheffield              | Biochemistry<br>Business Management and Economics<br>Philosophy<br>Geography                                                                                                                                                                        |
| University of Southampton            | Environmental Science<br>Law                                                                                                                                                                                                                        |
| University of Stirling               | Sport Psychology                                                                                                                                                                                                                                    |

|                                   |                                                                                                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| University of Surrey              | Mechanical Engineering with Foundation Year<br>International Relations<br>Economics and Finance                                                                         |
| Swansea University                | Business Management (Modern Languages)<br>with a Year Abroad                                                                                                            |
| University of Warwick             | Philosophy and Literature<br>Psychology<br>Law with Study Abroad in English<br>Chemistry<br>History and Philosophy<br>Physics with Astrophysics<br>History and Politics |
| University of Westminster, London | International Marketing<br>Biomedical Science                                                                                                                           |
| University of York                | Business and Management (with a Year in<br>Industry)                                                                                                                    |

## Choosing A Levels for Degree Courses

When choosing A Levels, it is always worth thinking about possible degree courses that you may wish to take. Entry onto many degree courses is dependent upon achievement in specified subjects at A Level. Some examples of required subject combinations for some degree courses are shown below.

Please note that the list does not cover all degree courses. Full details of all courses and course requirements can be found on the UCAS website or on University websites.

## Essential and Useful Subjects for Degree Courses

|                                                                | <b>Essential advanced level qualifications</b>                                                                                                                                                                                                              | <b>Useful advanced level qualifications</b>                                                                                                           |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accountancy<br/>(also Banking/Finance/<br/>Insurance)</b>   | Usually none, although some universities require Mathematics                                                                                                                                                                                                | Mathematics, Business Studies, and Economics                                                                                                          |
| <b>Actuarial<br/>Science/Studies</b>                           | Mathematics                                                                                                                                                                                                                                                 | Further Mathematics, Economics, Business Studies                                                                                                      |
| <b>Aeronautical<br/>Engineering</b>                            | Mathematics and Physics.                                                                                                                                                                                                                                    | Further Mathematics, Design Technology, Computing/ Computer Science.                                                                                  |
| <b>American Studies</b>                                        | Requirements vary but English and/or History are often asked for                                                                                                                                                                                            | Politics                                                                                                                                              |
| <b>Anthropology</b>                                            |                                                                                                                                                                                                                                                             | A small number of courses like a science A Level such as Biology. Sociology is also very relevant.                                                    |
| <b>Archaeology</b>                                             |                                                                                                                                                                                                                                                             | Geography, History or Science subjects can all be useful                                                                                              |
| <b>Architecture</b>                                            | Art / Maths / Science mix                                                                                                                                                                                                                                   | Art, Mathematics, Design Technology and Physics. Do note that a portfolio of drawings and ideas may be asked for.                                     |
| <b>Art and Design</b>                                          | Art or Design, Technology including AGCE/National (to give you the portfolio to get onto an Art Foundation Course, though sometimes AGCE/National Art and Design applicants go straight onto a degree).                                                     | Design Technology, Art & Design. Most entrants onto Art and Design degrees will have taken a one-year Art Foundation Course after completing Year 13. |
| <b>Biochemistry</b>                                            | Always Chemistry and some universities will say you must have Biology as well, while some will say Chemistry plus one from Mathematics/Physics/Biology. Doing Chemistry, Biology and Mathematics or Physics will keep all Biochemistry courses open to you. | Biology, Mathematics, Further Mathematics, Physics, Computing/Computer Science.                                                                       |
| <b>Biology</b>                                                 | Biology, usually Chemistry and sometimes Maths. A few universities specify two sciences.                                                                                                                                                                    | Mathematics or Physics, Computing/Computer Science.                                                                                                   |
| <b>Biomedical Sciences<br/>(including Medical<br/>Science)</b> | Normally two from Biology, Chemistry, Mathematics and Physics.<br>Chemistry is essential for some courses.                                                                                                                                                  | Mathematics, Further Mathematics, Biology, Chemistry, Physics.                                                                                        |

|                                          | <b>Essential advanced level qualifications</b>                                                                                                                  | <b>Useful advanced level qualifications</b>                                                                                                                                                            |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Business Studies</b>                  |                                                                                                                                                                 | Mathematics, Business Studies (AGCE, National and Diploma) and Economics.                                                                                                                              |
| <b>Chemical Engineering</b>              | Chemistry and Mathematics and sometimes Physics as well.                                                                                                        | Physics, Biology, Further Mathematics, Computing/Computer Science.                                                                                                                                     |
| <b>Chemistry</b>                         | Chemistry and sometimes Mathematics. Most courses require Chemistry and would like Mathematics and one other science subject (for example, Physics or Biology). | Mathematics, Further Mathematics, Physics, Biology, Computing/Computer Science.                                                                                                                        |
| <b>Childhood Studies</b>                 |                                                                                                                                                                 | CACHE, Psychology, Sociology, AGCE/National/Diploma Health and Social Care.                                                                                                                            |
| <b>Civil Engineering</b>                 | Mathematics, in many cases Physics. Sometimes one of Physics or Chemistry.                                                                                      | Further Mathematics, Chemistry, Biology, Computing/Computer Science, Design Technology, Geography.                                                                                                     |
| <b>Classical Studies</b>                 | For Classics courses Latin or Ancient Greek are required. For Classical Studies and Classical Civilisation courses most subjects will be considered.            | Modern Foreign Language, English Literature, History, Classical Civilisation.<br>Do note that there are some Classics courses which will allow you to start Latin and/or Classical Greek from scratch. |
| <b>Computer Science</b>                  | For some courses, Mathematics. For some courses Computing/Computer Science and/or Physics.                                                                      | Mathematics, Further Mathematics, Computing/Computer Science, Physics, Philosophy, ICT.                                                                                                                |
| <b>Dentistry</b>                         | Chemistry and Biology for most courses, but some require Mathematics or Physics as well.                                                                        | Mathematics, Physics, Further Mathematics.                                                                                                                                                             |
| <b>Dietetics</b>                         | Chemistry, Biology.                                                                                                                                             | Mathematics                                                                                                                                                                                            |
| <b>Drama</b>                             | Some courses require English Literature and for a few courses English and/or Theatre Studies.                                                                   | English Literature, English Literature and Language, Theatre Studies.                                                                                                                                  |
| <b>Economics</b>                         | Usually Mathematics.                                                                                                                                            | Economics, Computing/Computer Science, History, Business Studies.                                                                                                                                      |
| <b>Electrical/Electronic Engineering</b> | Mathematics, usually Physics.                                                                                                                                   | Further Mathematics, ICT, Design Technology, Computing/Computer Science.                                                                                                                               |
| <b>Engineering (General)</b>             | Mathematics and Physics.                                                                                                                                        | Further Mathematics, Design Technology, Computing/Computer Science.                                                                                                                                    |
| <b>English</b>                           | English Literature or combined English Language & Literature (some courses will accept English Language).                                                       | History, Religious Studies, a foreign language.                                                                                                                                                        |

|                                                                   | <b>Essential advanced level qualifications</b>                                                                 | <b>Useful advanced level qualifications</b>                                                                                                                                                                         |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Environmental Science/Studies</b>                              | Many courses will ask for two from Biology, Chemistry, Mathematics, Physics and Geography.                     | Another facilitating subject, particularly a science.                                                                                                                                                               |
| <b>European Studies</b>                                           | A Modern Foreign Language.                                                                                     | Another Modern Foreign Language, English Literature, History, Politics.                                                                                                                                             |
| <b>French</b>                                                     | French                                                                                                         | Another Modern Foreign Language, English Literature, History, Politics.                                                                                                                                             |
| <b>Geography</b>                                                  | Most degrees require Geography.                                                                                | Some Geography BSc (science) degrees prefer one from Biology, Chemistry, Mathematics or Physics.                                                                                                                    |
| <b>Geology/Earth Sciences</b>                                     | Usually two from Mathematics, Physics, Chemistry and Biology.                                                  | Geography, Geology, Computing/Computer Science.                                                                                                                                                                     |
| <b>German</b>                                                     | German (a handful of universities offer the opportunity to study German from scratch, without German A Level). | Another Modern Foreign Language, English Literature, History, Politics                                                                                                                                              |
| <b>History</b>                                                    | Most degrees require History.                                                                                  | Economics, English Literature, Philosophy, Politics, Sociology, Theology/Religious Studies, a modern or classical language.                                                                                         |
| <b>History of Art</b>                                             |                                                                                                                | Art, English Literature, History, Theology/Religious Studies, History of Art, French, German, Spanish, Italian.                                                                                                     |
| <b>Italian</b>                                                    | Italian or another language such as French, German or Spanish.                                                 | Another Modern Foreign Language, English Literature, History, Politics.                                                                                                                                             |
| <b>Law</b>                                                        | Usually none, although a few universities require English.                                                     | History; other facilitating subjects. There really are no essential subjects for Law. Maybe one choice should involve essay or report writing. History gives you good relevant skills for Law but is not essential. |
| <b>Management Studies</b>                                         | Sometimes Mathematics.                                                                                         | Mathematics, Economics, Business Studies (AGCE, National and Diploma).                                                                                                                                              |
| <b>Materials Science (including Biomedical Materials Science)</b> | Normally two from Chemistry, Mathematics, Physics, Biology (also Design Technology for some universities).     | Chemistry, Design and Technology, Further Mathematics, Computing/Computer Science.                                                                                                                                  |
| <b>Mathematics</b>                                                | Mathematics and sometimes Further Mathematics.                                                                 | Further Mathematics, Physics, Computing/Computer Science.                                                                                                                                                           |
| <b>Mechanical Engineering</b>                                     | Mathematics, usually Physics.                                                                                  | Further Mathematics, Design Technology, Computing/Computer Science.<br>Mechanical Engineering departments may have a preference for Mathematics A Levels with a strong mechanics component.                         |

|                                                        | <b>Essential advanced level qualifications</b>                                                                                                                                                                                                                                                     | <b>Useful advanced level qualifications</b>                                                                        |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Media Studies (including Communication Studies)</b> | A few courses ask for English or Media Studies.                                                                                                                                                                                                                                                    | English, Media Studies, Sociology, Psychology.                                                                     |
| <b>Medicine</b>                                        | If you do Chemistry, Biology and one from Mathematics or Physics you will keep all the medical schools open to you. If you do Chemistry and Biology you will keep open the vast majority. If you do Chemistry and one from Mathematics and Physics you will limit your range of choices much more. | Further Mathematics or a contrasting (non-science) subject, Computing/Computer Science.                            |
| <b>Music</b>                                           | For most traditional courses, Music and Grade VII/VIII, although some universities will consider candidates without A Level Music.                                                                                                                                                                 | Some universities have a preference for at least one essay-based subject.                                          |
| <b>Nursing and Midwifery</b>                           | Usually Biology or another science.                                                                                                                                                                                                                                                                | Biology, CACHE, Sociology, Psychology, Chemistry, Mathematics, Physics.                                            |
| <b>Occupational Therapy</b>                            | Some courses ask for Biology.                                                                                                                                                                                                                                                                      | Psychology, Physical Education, Sociology or another science.                                                      |
| <b>Optometry (Ophthalmic Optics)</b>                   | Two from Biology, Chemistry, Mathematics or Physics (some courses prefer Biology as one of the choices).                                                                                                                                                                                           | Further Mathematics, Computing/Computer Science.                                                                   |
| <b>Orthoptics</b>                                      | Biology                                                                                                                                                                                                                                                                                            | Chemistry, Mathematics, Physics, Computing / Computer Science.                                                     |
| <b>Pharmacy</b>                                        | Chemistry and one from Biology, Mathematics and Physics keeps the vast majority of courses open to you. Some courses like to see Chemistry, Biology and Mathematics. Doing Chemistry and Biology keeps most courses open.                                                                          | Mathematics, Physics, Computing/Computer Science.                                                                  |
| <b>Philosophy</b>                                      |                                                                                                                                                                                                                                                                                                    | Mathematics, Classical Civilisations, Philosophy and Religious Studies/Theology.                                   |
| <b>Physics</b>                                         | Mathematics, Physics.                                                                                                                                                                                                                                                                              | Further Mathematics, Chemistry, Computing/Computer Science.                                                        |
| <b>Physiotherapy</b>                                   | Most courses will consider you with just Biology. However, some also require a second science from Chemistry, Mathematics or Physics.                                                                                                                                                              | Chemistry, Mathematics, Physics, Psychology.                                                                       |
| <b>Planning</b>                                        | Sometimes Geography.                                                                                                                                                                                                                                                                               | Geography, Mathematics, Economics.                                                                                 |
| <b>Politics</b>                                        |                                                                                                                                                                                                                                                                                                    | Politics, History, Philosophy, Law, Sociology, Economics, English Literature, Religious Studies, Business Studies. |

|                                                    | <b>Essential advanced level qualifications</b>                                                                                                                                                                                 | <b>Useful advanced level qualifications</b>                                                                                                                                                     |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Psychology</b>                                  | A few courses ask for one from Biology, Chemistry, Mathematics, Physics.                                                                                                                                                       | Biology, Mathematics, Psychology, Sociology, Computing/Computer Science.                                                                                                                        |
| <b>Religious Studies/Theology</b>                  |                                                                                                                                                                                                                                | Religious Studies/Theology, Philosophy, English Literature, History.                                                                                                                            |
| <b>Sociology</b>                                   |                                                                                                                                                                                                                                | Sociology, Psychology, Geography, Computing/Computer Science.                                                                                                                                   |
| <b>Spanish</b>                                     | Spanish (some degrees will also consider French, German or Italian).                                                                                                                                                           | Another Modern Foreign Language, English Literature, History, Politics.                                                                                                                         |
| <b>Speech Therapy</b>                              | Some universities want a Science such as Biology, Chemistry or Physics.<br>Some specify Biology, but some degrees will consider candidates with none of these.                                                                 | A modern foreign language (e.g. French, German, Spanish, Italian), English Language (and Literature), Psychology                                                                                |
| <b>Sports Science/Physical Education</b>           | Many courses want to see one from Biology/Chemistry /Mathematics/Physics (some courses will treat Physical Education as a science equivalent).                                                                                 | Physical Education, Psychology.                                                                                                                                                                 |
| <b>Surveying</b>                                   |                                                                                                                                                                                                                                | For some types of Surveying e.g. Building Surveying, Mathematics and Physics could be helpful. For Estate Management (General Practice Surveying) most A-level combinations will be considered. |
| <b>Teacher Training (Primary and/or Secondary)</b> | At least one from Art, Biology, Chemistry, Computing, Design and Technology, Drama, English, French, Geography, History, ICT, Italian, Mathematics, Music, Physics, Physical Education, Religious Studies (Theology), Spanish. | Another of the subjects listed.                                                                                                                                                                 |
| <b>Veterinary Science</b>                          | You should do Chemistry and Biology and one from Mathematics/Physics so that you have all universities open to you.                                                                                                            | Further Mathematics                                                                                                                                                                             |

## Dress Code

Students who elect to come to our outstanding Sixth Form are committing to adhering to our dress code. We want our Sixth Form students to take pride in their appearance and wear clothing that is suitable for a formal, professional environment.

Our dress code does allow students the independence to make choices about the clothing that they wear, but it must be in line with the compulsory elements of our dress code.

The leadership of our sixth formers is a real source of pride and looking smart and professional is one way that you ensure that you are a role model to our younger students.

### Suit:

Comprising a tailored jacket with either tailored trousers or a tailored skirt\*. If a tailored skirt is worn, **it must be no more than 7cm above the knee in length.**

### Worn with:

- Shirt and tie, or a **collared** blouse
- Smart **black or brown** shoes or smart **ankle** boots with a sensible heel. **No other form of footwear may be worn**
- Jumpers must have a 'v' neck as a collared blouse, or shirt and tie must be visible at all times. Hooded tops and sweatshirts must never be worn
- A Sixth Form lanyard must be worn and visible at all times.

### Additional Information:

- Skirts must be worn no more than 7cm above the knee and must be tailored\*. Dresses may not be worn.
- Only ear piercing is permitted; no other facial piercings are allowed.
- Hair should be neat, a natural colour and not outrageous in style.
- No garments made of stretch fabric (including skirts), no t-shirts, vest tops, jeans, jeggings, leggings, shorts/culottes or chinos.
- Denim and leather jackets/trousers/skirts must not be worn.
- Mobile phones must not be used or visible around the school.
- Earbuds/headphones must not be used or visible around the school.
- Coats must not be worn around the school.
- For PE/Games, students are expected to wear appropriate sports attire; this does not need to be Ashlyns branded but must be in keeping with the school's dress code e.g. plain sports T shirts, leggings, tracksuit bottoms, or football style sports shorts (compression shorts are not permitted).

**A tailored jacket must be worn at all times and is a compulsory part of the Sixth Form dress code.**

\* Tailored skirts are made from structured materials (like wool blends, tweed, or heavy cotton) rather than soft, stretchy fabrics and include a structured waistband, zipper, precise lining, and sharp seam.

## **Admission Requirements**

### **Advanced Level (2 Year, Level 3 Courses)**

Sixth Form courses require a high level of intellectual ability and commitment to work, which is why advanced courses will necessitate students achieving at least a Grade 4 in English and Mathematics and an average of Grade 4 in six other GCSEs. Students must also meet the minimum entry requirements specified for the subjects they wish to study.

Students falling just below this target will be given best advice on their futures in terms of courses/careers advice.

Students who achieve 7+ APS and grade 7 in English and Maths may be considered for a fourth subject, if appropriate. This subject will usually be Further Maths alongside Maths. Please note that Core Maths and Extended Project Qualification, although part of the option blocks, must be studied with three other A levels, and these A levels must be prioritised in terms of choices fitting within option blocks. Students may not choose both Extended Project Qualification and Core Maths.

Any students close to a points boundary must see Ms Gaches who will give 'best advice' on future study.

NB: Individual subjects require a specific grade for entry – please refer to the following page.

### Entry Requirements for Each Subject

| Subject                       | Minimum GCSE entry requirements                                                                                                                                                                                                                                                                                   |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art                           | Grade 5 in Art                                                                                                                                                                                                                                                                                                    |
| Biology                       | Two Grade 6s in Science and a Grade 6 in Mathematics                                                                                                                                                                                                                                                              |
| Business                      | Grade 5s in English Language and Mathematics<br>Business Studies at GCSE is desirable but not essential. If Business Studies is studied at GCSE, students must achieve a minimum of a Grade 5.                                                                                                                    |
| Chemistry                     | Two Grade 6s in Science and a Grade 6 in Mathematics                                                                                                                                                                                                                                                              |
| Computer Science              | Grade 6 in Computer Science and 5 or above in Mathematics and English Language                                                                                                                                                                                                                                    |
| Drama                         | Average points score of at least 4 across the best 8 subjects taken at GCSE, including Grade 4 in English and Mathematics<br>Drama at GCSE is desirable but not essential                                                                                                                                         |
| Economics                     | Grade 5 in English Language and Grade 6 in Mathematics                                                                                                                                                                                                                                                            |
| English Language & Literature | Grade 5 in English Language & Grade 5 in English Literature                                                                                                                                                                                                                                                       |
| English Literature            | Grade 6 in English Language and Grade 6 in English Literature                                                                                                                                                                                                                                                     |
| Film Studies                  | Grade 5 in English Language and either a Grade 5 in Film Studies, if studied, or a Grade 5 in English Literature                                                                                                                                                                                                  |
| French                        | Grade 6 in French                                                                                                                                                                                                                                                                                                 |
| Further Mathematics           | Grade 7 in Mathematics. You must also be studying A Level Mathematics. If you achieve a Grade 7 you will need to attend an advice and guidance meeting with the Head of Maths.                                                                                                                                    |
| Geography                     | Grade 6 in Geography and Grade 5 in English Language                                                                                                                                                                                                                                                              |
| Health & Social Care - BTEC   | Average points score of at least 4 across the best 8 subjects taken at GCSE, including Grade 4 in English and Mathematics                                                                                                                                                                                         |
| History                       | Grade 6 in History and Grade 5 in English Language                                                                                                                                                                                                                                                                |
| Mathematics                   | Grade 7 in Mathematics                                                                                                                                                                                                                                                                                            |
| Music                         | Grade 6 in Music; it is recommended that students are Grade Five standard in performance and in music theory                                                                                                                                                                                                      |
| Religious Studies             | Grade 5 in English Language and a Grade 5 in a Humanities subject                                                                                                                                                                                                                                                 |
| Photography                   | Average points score of at least 4 across the best 8 subjects taken at GCSE, including Grade 4 in English and Mathematics.<br>Art and Design at GCSE is desirable but not essential.                                                                                                                              |
| Physical Education A-Level    | Grade 5 in PE and PE theory (or a Level 2 Distinction in Cambridge Nationals Sport Studies) and two Grade 5s in Science.<br>Students should also have a high level of competency in at least one practical sport and participate regularly in competitive activities associated with that sport outside of school |
| Physics                       | Minimum of two Grade 6s in Science and a Grade 6 in Mathematics                                                                                                                                                                                                                                                   |
| Politics                      | Grade 5 in English Language and a Grade 5 in a Humanities subject                                                                                                                                                                                                                                                 |
| Product Design                | Grade 5 in Product Design                                                                                                                                                                                                                                                                                         |
| Psychology                    | Grade 5 in English Language, Mathematics and one Grade 6 in Science                                                                                                                                                                                                                                               |
| Sociology                     | Grade 5 in English Language                                                                                                                                                                                                                                                                                       |
| Spanish                       | Grade 6 in Spanish                                                                                                                                                                                                                                                                                                |
| Textiles                      | Grade 5 in Textiles or Product Design                                                                                                                                                                                                                                                                             |

## Course Information: Contents

This section of the booklet provides a brief overview of subjects offered in the Sixth Form; more detailed individual subject information is available at the Into the Sixth evening.

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|                                    | Psychology                    | 48          |

## Business - Edexcel

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

Students should be confident in formulating written responses and manipulating data. An interest in current business and economics affairs is vital. Students need to have obtained a grade 5 in GCSE English Language and Maths.

GCSE Business Studies is not essential, although if taken, a grade 5 is required.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

Through four themes, students will develop an understanding of the following:

#### What will I do?

- Research topical issues
- Develop analytical and evaluation skills
- Consider real life business case studies and draw conclusions from them
- Learn to apply practical business concepts to your own ideas

#### The four themes are examined through three papers:

**Paper 1:** Marketing, people and global businesses (35% of the total qualification). Questions will be drawn from Themes 1 and 4, and from local, national and global contexts

**Paper 2:** Business activities, decisions and strategy (35% of the total qualification). Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

**Paper 3:** Investigating business in a competitive environment (30% of the total qualification). Questions will be drawn from all four themes, and from local, national and global contexts. Pre-release material, which will focus firstly on an industry or market in which businesses operate, and secondly on a specific business within that industry, will provide the context for this paper.

#### For what kind of student is this course suitable?

Anyone who is interested in studying the theory and practice behind the real world of business both in the UK and internationally.

| Theme 2: Marketing and people                                                                                                                                                                                                                              | Theme 2: Managing business activities                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Meeting customer needs</li><li>• The Market</li><li>• Marketing mix and marketing strategy</li><li>• Managing people</li><li>• Entrepreneurs and leaders</li></ul>                                                 | <ul style="list-style-type: none"><li>• Raising finance</li><li>• Financial planning</li><li>• Managing finance</li><li>• Resource management</li><li>• External influences</li></ul>                 |
| Theme 3: Business decisions and strategy<br>(develops the concepts introduced in Theme 2)                                                                                                                                                                  | Theme 4: Global business<br>(develops the concepts introduced in Theme 1)                                                                                                                             |
| <ul style="list-style-type: none"><li>• Business objectives and strategy</li><li>• Business growth</li><li>• Decision-making techniques</li><li>• Influences on business decisions</li><li>• Assessing competitiveness</li><li>• Managing change</li></ul> | <ul style="list-style-type: none"><li>• Globalisation</li><li>• Global markets and business expansion</li><li>• Global marketing</li><li>• Global industries and multinational corporations</li></ul> |

Contact: Mr M Nicholson - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

### WHAT SKILLS DO I NEED BEFORE TAKING THIS COURSE?

The course requires you to **analyse** the likely cause and effect of economic actions and **evaluate** the best solutions to problems and likely outcomes. You should be comfortable working with **words, data** and **diagrams** - economics is a **polymath** subject. Whilst economics is a social science, most of your answers must be presented in a longer written (essay) format, so strong literacy and logical writing are essential. An interest in the role and effectiveness of government policy as well as business decisions is vital. The course is surprisingly academic; the best answers draw upon economic theory to explain and then evaluate the 'expected' effect of actions, before setting this theory in the context of the political and economic reality of the last 15 years i.e. the 'in real life' evidence.

At least a grade 5 in English Language and grade 6 in Maths are essential. GCSE Business Studies is not required, although if taken, we would expect at least a grade 5.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

There are four themes, that are examined across three papers at the end of the two-year course:

**Paper 1:** Markets and Business Behaviour (35% of the total qualification). This is a **Microeconomics** paper covering the topics taught in Theme 1 and Theme 3. There is a short answer Section A (25 marks), Section B (50 marks) comprising longer questions based on explaining & discussing a previously unseen case study, and Section C (25 marks) comprising one long 25 mark essay.

**Paper 2:** The National and Global Economy (35% of the total qualification). This is a **Macroeconomics** paper covering the topics taught in Theme 2 and Theme 4. There is a short answer Section A (25 marks), Section B (50 marks) comprising longer questions based on explaining & discussing one previously unseen case study, and Section C (25 marks) comprising one long 25 mark essay.

**Paper 3:** A synoptic paper that includes topics from all 4 of the Microeconomics and Macroeconomics themes (30% of the total qualification) - this paper has two separate sections, each based on a previously unseen case study.

#### Other Considerations

If you are considering studying economics at university, please note that most economics degree courses require Maths, and some also require Further Maths to be studied at A Level.

| Theme 1: An Introduction to Markets and Market Failure                                                                                                                                                                      | Theme 2: The UK Economy – Performance and Policies                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• The Nature of Economics</li><li>• How Markets Work</li><li>• Market Failure</li><li>• Government Intervention</li></ul>                                                             | <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 and Policy</li></ul> |
| Theme 3: Business Behaviour and the Labour Market (develops the concepts introduced in Theme 1)                                                                                                                             | Theme 4: A Global Perspective (develops the concepts introduced in Theme 2)                                                                                                                                                                |
| <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> | <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>• The Role of the State in the Macro Economy</li></ul> |

Contact: Mrs S Hobbs - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

## Art - Edexcel

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING UP THE COURSE?

The Study of Art at A Level intends to provide a natural progression from GCSE. The best start that you can give yourself is achieved by getting the best possible grade (for you) at GCSE Level. You need to achieve at least a grade 5 in GCSE Art.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

Ultimately the structure of teaching and learning experiences will allow you to advance your understanding. You will be given opportunities to increase your skills and you will produce work with increased freedom and choice. Through individually targeted learning experiences, we hope to enhance your strengths and iron-out your weaknesses. You should at the end of the course be able to appreciate the visual world and respond to it in highly creative ways.

### A Level is a 2 year course comprising 2 units

| Component 1: Personal Investigation (60%)                                                                                                                                                                                                                                                                                                                                                                            | Component 2: Externally Set Exam (40%)                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Part 1: practical work (72 marks)</b></p> <ul style="list-style-type: none"><li>• From personal starting points</li><li>• Students submit: supporting studies and personal outcomes</li></ul> <p><b>Part 2: personal study (18 marks)</b></p> <ul style="list-style-type: none"><li>• Students submit a piece of continuous prose of a minimum of 3000 words</li></ul> <p><b>Total marks available: 90</b></p> | <ul style="list-style-type: none"><li>• Externally-set, broad-based themes</li><li>• Sustained focus period of 15 hours controlled assessment in which students create final response(s) to the theme</li></ul> <p><b>Total marks available: 72</b></p> |

### Where does the course lead?

The successful completion of the course would allow students to gain entry to an Art Foundation Course at college which can then be extended at university. Students would also be able to consider applying directly from A Level study for university courses such as Interior Design, Civic Design, Fashion Design, Illustration, Architecture, Digital Animation, Graphics or Fine Art.

Contact: Ms K Gaches - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

## **Drama - Edexcel**

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

It is useful to have taken Drama at GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances. You need to be curious about political and social issues and ideas and have a creative instinct for communicating your ideas through drama. You may be keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays of different styles performed by different theatre companies. Entry requirements: GCSE average points score of at least 4 across the best 8 subjects taken at GCSE, including Grade 4 in English and Mathematics. Drama at GCSE is desirable but not essential.

### **WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?**

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre. You will also be required to write about drama and to develop your evaluation and analytical skills to become an informed critic. The course will involve taking part in drama productions, as well as studying plays, playwrights and theatre practitioners.

#### **Component 1: Devising (40% of the qualification 80 marks)**

Overview: Students will devise an original performance piece using an extract from a performance text and a theatre practitioner as stimuli, students will also create a working portfolio which documents the journey of creating unique theatre.

#### **Component 2: Theatre Text in Performance (20% of the qualification 60 marks)**

Overview: Students will perform in a group performance of one key extract from a performance text. In addition, students will perform a monologue or duologue performance from one key extract from a different performance text. This performance is examined externally.

#### **Component 3: Theatre Makers in Practice (Written examination: 2 hours 30 minutes 40% of the qualification 80 marks)**

Overview: Students will write a live theatre evaluation of a performance they have seen. Students will explore two complete texts – focusing on how they can be realised for performance – and how they could be reimaged for a contemporary audience.

Trips: You will need to attend a minimum of two live theatre productions to write a review, these trips will cost approximately between £30-£40.

**Contact: Mrs E Hill-Schopp - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)**

## **Health and Social Care - BTEC Alternative Academic Qualification in Health and Social Care Edexcel (Extended Certificate)**

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

BTEC AAQ Nationals offer the right blend of technical and academic skills to support students on the first steps to their chosen career. Students will apply their learning through practical assessments in the form of internally assessed assignments, and external written examinations. An average points score of at least 4 will be required across the best 8 subjects taken at GCSE, including Grade 4 in English and Mathematics.

Students should have a love and passion about the health and social care sector. You should have an avid interest in human lifespan development and individual care and support needs. Students should be able to learn independently and research actively and methodically, and be able to give presentations and be an active member of a group. You should have effective writing skills and an ability to read technical texts, whilst being analytical.

### **WHAT WILL I LEARN ON THIS BTEC AAQ EXTENDED CERTIFICATE COURSE?**

Learners will cover physical, intellectual, emotional and social development across the human lifespan and the factors affecting development and the effects of ageing. Students will develop a knowledge base of working with people in every stage of their lives, exploring key aspects of growth, development and human health. They will also focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

#### **Unit 1 Human Lifespan Development (External Examination 25%)**

Students will develop their knowledge of the key aspects of growth and development, and the experience of health and wellbeing. They will learn about factors that can influence human growth and development and human health. Students will learn about the number of theories and models to explain and interpret behaviour throughout the different life stages.

#### **Unit 2 Human Biology and Health (External Examination 25%)**

Students will explore the organisation, structure and normal physiological functioning of the human body, and the effect on health of common disorders of the body systems. You will learn how the body is organised into cells, tissues, organs and organ systems and how healthy bodily function is achieved.

#### **Unit 3 Principles of Health and Social Care Practice (Internal 25%)**

Students will focus on the principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care. Focusing on core values expected of NHS and social care professionals which underpin professional standards, skills and attributes and how these should be applied in practice to meet the needs of individuals in health and social care environments.

#### **Unit 12 Health Science (Internal 25%)**

Students will cover the key microbiological concepts relevant to the field of health science and the role of microbiology in the diagnosis and spread of disease on a local, national and international scale.

**Contact: Mr J Preston - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)**

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

The A Level music course requires a thorough understanding of music theory. Students will need to have achieved a grade 6 or higher at GCSE. Their performing and theoretical knowledge should be at least equivalent to grade 5 at the start of the course. The ability to read and understand music notation in treble and bass clefs is essential.

### FOR WHAT KIND OF STUDENT IS THIS COURSE SUITABLE?

An A Level music student must have a desire to investigate and analyse music across a wide variety of styles and genres from the 17th to the 20th centuries. They will want to take their instrumental/vocal abilities to a standard that transforms them from being players to being performers. They will have the drive to take their composition skills to a higher, more sophisticated level. They will enjoy analysing music and communicating their conclusions in written form.

### WHAT WILL I LEARN ON THIS A LEVEL COURSE?

Students will learn to analyse set works from the score. They will recognise structure, melody, harmony, texture and other elements and place their use in the stylistic context of the music. They will use the work of established composers to influence and inform their own compositions. They will establish a rigorous practice regime using directed time and study periods to develop and improve their ability on their chosen instrument/voice.

For this course students must choose **either** option A in both components 1 and 2 **or** option B in both components 1 and 2. All students must study component 3. Option A allows students to specialise in performing, while option B allows students to specialise in composition.

#### Component 1: Performing (30% of the qualification)

- Option A: Students will present a performance lasting a minimum of **10-12** minutes comprising 35% of the qualification.
- Option B: Students will present a performance lasting a minimum of **6-8** minutes comprising 25% of the qualification.

Performances will take place in the spring of year 13 and will be assessed by a visiting examiner.

#### Component 2: Composing (30% of the qualification)

- Option A: Students will prepare a portfolio of **two** compositions lasting a total of 4-6 minutes comprising 25% of the qualification.
- Option B: Students will prepare a portfolio of **three** compositions lasting a total of 8-10 minutes comprising 35% of the qualification.

#### Component 3: Appraising (40% of the qualification)

Students will be assessed on their knowledge and understanding of music through **three** areas of study:

- Area of study A: **The Western Classical Tradition** (The Development of the Symphony 1750-1900)
- Area of study C: **Musical Theatre**
- Area of study E: **Into the Twentieth Century**

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## Photography - Edexcel

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

This course is perfect for creative people and those who are interested in using Photography to convey ideas. The course equips students with photographic techniques and skills, encourages experimentation and creative thinking and aims to give students a sense of the world and what is happening around them. The course begins with lessons in photographic techniques and skills. Using digital processes students gain a full understanding of the development of photography and moving image. They will learn what makes an excellent and powerful photograph and how to achieve that. Students also learn how to research and develop themes and ideas and write comprehensively about art and photography. **Entry requirements: GCSE average points score of at least 4 across the best 8 subjects taken at GCSE, including Grade 4 in English and Mathematics. Art and Design at GCSE is desirable but not essential.**

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

**A Level is a 2 year course comprising 2 units**

| Component 1: Personal Investigation (60%)                                                                                                                                                                                                                                                                                                                                                 | Component 2: Externally Set Exam (40%)                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Part 1: practical work (72 marks)</b> <ul style="list-style-type: none"><li>From personal starting points</li><li>Students submit: supporting studies and personal outcomes</li></ul> <b>Part 2: personal study (18 marks)</b> <ul style="list-style-type: none"><li>Students submit a piece of continuous prose of a minimum of 1000 words</li></ul> <b>Total marks available: 90</b> | <ul style="list-style-type: none"><li><b>Externally-set, broad-based theme.</b></li><li><b>Sustained focus period of 15-hours controlled assessment in which students create final response(s) to the theme</b></li></ul> <b>Total marks available: 72</b> |

### Where does the course lead?

The successful completion of the course would allow students to gain entry to a Foundation Course at college or university. Students could extend their study of Photography at degree level. Students could also use the skills learnt throughout the course to secure work in the Photography industry. There are many opportunities for well-trained photographers.

### A few examples are;

Fine Art, Wildlife, Travel, Photojournalism, Social, Studio Assistant, Commercial, Sports, Scientific & Health and Events.

The skills and knowledge acquired on the course create a springboard into many other creative pathways, including Art and Design, Film Production and Art History.

**Contact: Mr A Grant - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)**

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

Students should be well versed in all the theoretical components of the GCSE Physical Education course: having achieved a grade 5 in GCSE PE and on both the PE Theory components, or a Level 2 Distinction in Cambridge Nationals Sport Studies, and at least two Grade 5s in Science. They should be able to write longer prose answers to analytical questions and apply their knowledge. They will need to know the factors that underpin performance and involvement in activity and sport such as; applied anatomy and physiology, movement analysis, sports psychology and sport in society and be able to analyse and evaluate them. A commitment to extra-curricular Physical Education and playing in regular competitions is essential as there are no structured practical lessons during the school day. **Students should also have a high level of competency in at least one practical sport and participate regularly in competitive activities associated with that sport outside of school.**

### **WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?**

70% Theoretical content (External Examinations) 30% Practical (Performance and NEA)

#### **Component 1: Scientific Principles of Physical Education (40%)**

This area is divided into three sections: applied anatomy and physiology, exercise physiology and applied movement analysis (biomechanics). This will develop the students' knowledge of the anatomical/structural and physiological/functional roles performed in the body. They will cover how different stresses will bring about both acute and chronic responses, and how the principles of Newton's Laws of motion and movement analysis can be applied to sporting technique in order to improve performance. They will understand concepts of energy and how they relate to physical activity.

#### **Component 2: Psychological and Social Principles of Physical Education (30%)**

The fundamental aim of this unit is to increase the students' knowledge and understanding of skill acquisition, sports psychology and sport and society. They will learn about the nature and development of skills within sport, the different learning theories, how memory systems process the information and the acquisition of skill. They will understand the role that sports psychology plays in facilitating optimal performance by exploring the different psychological views, theories and perspectives and applying them to discover an explanation of behaviour. They will gain an insight into the relationship between sport and society and the parallels between societal changes and sport, utilising this knowledge to consider historical and contemporary events and trends and the potential future developments. They will gain knowledge of the role commercialisation, politics, ethics and pressure play on a performer and the relationship between the media and sport.

#### **Component 3: Practical Performance (15%)**

Students will be required to perform or coach in one physical activity from the prescribed list. They will need to demonstrate their skills under pressure, in conditioned practices and a formal/competitive situation. They will be assessed on their decision making, technique, and use of strategies and tactics.

#### **Component 4: Performance Analysis (15%)**

The task encompasses a thorough analysis of a performer by investigating two components of a physical activity (physiological or technical/tactical). Students will produce an evaluation demonstrating the strengths and weaknesses and areas for subsequent development of a performer. They will then design a personal development plan focusing on the key areas for development.

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## English Language & Literature - AQA

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

You need to be prepared to develop a disciplined, critical and personal response to English language and literature. You should enjoy reading a wide range of literary material: novels, poetry and drama across periods and genres. Having the ability to discuss confidently, read perceptively and write coherently is crucial.

Individuals should have a keen interest in reading and analysing quality text types and be prepared to take on a reasonable weight of reading during the course. Entrants are expected to have at least grade 5 in their English Language and English Literature GCSEs. We welcome a range of students, from those who are committed to taking the subject as far as possible to those who are particularly interested in other subject areas and who look to English Language and Literature to broaden their horizons.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

The A Level course provides an extremely broad range of material both fiction and non-fiction. Students should be prepared to read widely and independently, and support their study with their own research. Students will study three components for the A level course:

**Unit 1:** Telling Stories: students learn about a variety of ways in which writers present stories, and study a range of texts, including both modern and literary heritage poetry, prose, and non-fiction. This is assessed by a 3 hour external examination, and makes up 40% of the A Level.

**Unit 2:** Exploring Conflict: students study the topic of writing about society, and produce their own re-creative responses. They are required to evaluate their own writing as part of the exam. Within this unit they also study a drama text. This is assessed by a 3 hour external examination, and makes up 40% of the A Level. In the past we have covered novels such as *The Kite Runner* by Khaled Hosseini.

**Unit 3:** Making Connections: students choose a personal interest and produce an investigation into a particular theme or literary technique of interest. This is assessed through the production of a coursework essay, and makes up 20% of the A Level.

Learning will be varied: through small group and whole class discussion, presentations and seminars led by individual students and teachers, independent research, reading and note taking, and essay writing (some of it 'timed', to prepare for the exam papers). Outside lectures, theatre visits and reference to films, documentaries and radio will all support in-class and library-based learning.

### HOW IS THIS COURSE ASSESSED?

Assessment is separate for each component, and the exam components will be taken in May or June of Year 13. The non-examination essay will be submitted to the board in Year 13; however, students may prepare for and write this in Year 12.

### HOW CAN I DEVELOP MY FULL RANGE OF SKILLS BY DOING THIS COURSE?

The course will develop a sharp academic edge, a critical and reflective mind, and greater personal, social and emotional awareness. Particular skills of speaking and listening, reading and writing will be taken to a higher level. More able and especially motivated students will have specifically directed extension reading and suggestions for wider critical research of texts, to prepare them for possible University courses in the subject.

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### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

You need to be prepared to develop a disciplined, critical and personal response to Literature. Ideally, you should enjoy reading a wide range of literary material: novels, poetry and drama across periods and genres. Having the ability to discuss confidently, read perceptively and write coherently is crucial.

Individuals should have a keen interest in quality literature and be prepared to take on a reasonable weight of reading during the course. Entrants are expected to have at least English Language GCSE at grade 6 and English Literature at grade 6 or above. We welcome a range of students, from those who are committed to taking the subject as far as possible, to those who are interested in other subject areas and who look to English Literature to broaden their horizons.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

The A Level course provides an extremely broad range of literature. Students should be prepared to read widely and independently, and to support their study with their own reading. Students will study four components for the A level course:

**Component 1:** Poetry, covering both pre and post-1900 poetry, from a selected list prescribed by the exam board. This is assessed by an external exam, and makes up 30% of the qualification. Some of the poets usually studied include: Carol Ann Duffy, Philip Larkin and Christina Rossetti.

**Component 2:** Drama, covering one Shakespeare play and two other plays, one pre-1900, and one post-1900, from a selected list prescribed by the exam board. This is assessed by an external exam, and makes up 30% of the qualification. Drama texts studied have included: 'A Streetcar Named Desire' and 'The Duchess of Malfi.'

**Component 3:** Unseen texts, covering both poetry and prose, over the period 1880-1939. This is assessed by an external exam, and makes up 20% of the qualification.

**Component 4:** Prose Study. Students produce one essay based on the reading of two prose texts from different periods, one pre-2000 and one post-2000. This is a non-examination assessment.

Learning will be varied: through small group and whole class discussion, presentations and seminars led by individual students and teachers, independent research, reading and note taking, and essay writing (some of it 'timed', to prepare for the exam papers). Outside lectures, theatre visits and reference to films, documentaries and radio will all support in-class and library-based learning.

### HOW IS THIS COURSE ASSESSED?

Assessment is separate for each component, and the exam components will be taken in May or June of Year 13. The non-examination essay will be submitted to the board in Year 13; however, students may prepare for and write this in Year 12.

### HOW CAN I DEVELOP MY FULL RANGE OF SKILLS BY DOING THIS COURSE?

The course will develop a sharp academic edge, a critical and reflective mind, and greater personal, social and emotional awareness. Particular skills of speaking and listening, reading and writing will be taken to a higher level. More able and especially motivated students will have specifically directed extension reading and suggestions for wider critical research of texts, to prepare them for possible university courses in the subject.

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## Film Studies - Eduqas

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

There is no requirement in terms of having studied GCSE Film Studies; however, students are required to work independently on projects. Therefore, organisation and motivation are key requirements. This course is most suitable for students who already have an interest in cinema. You will also need to be prepared to watch a variety of films, including foreign films. Students with the creative ability to plan storyboards, write screenplays and make their own films tend to be successful.

Candidates are expected to have a minimum of grade 5 in English Language; and either a Grade 5 in Film Studies if studied, or a Grade 5 in English Literature.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

**A Level** – A two-year linear course. You will learn how to analyse a variety of genres. You will learn to use film language and understand how micro features work together to produce cinematic experiences. The film industry, in terms of style and audiences, is also studied through an exploration of European Film and American Film. You will continue your study of audience responses through examination of a variety of films and filmmaking, such as Global filmmaking perspectives. (e.g. Documentary).

#### Component 1: Varieties of film and film-making

This component assesses knowledge and understanding of four American films and two British Films.

Section A: Comparison of two US Hollywood films 1930-1990 (Casablanca and Bonnie and Clyde)

Section B: A two-film study of American film since 2005 ( La La Land and Captain Fantastic)

Section C: A two-film study of British films 1995-present (This is England and Trainspotting)

#### Component 2: Global filmmaking perspectives

This component assesses knowledge and understanding of two Global films, one documentary film and two from different film movements.

Section A: A two-film study of non-English language films (Pan's Labyrinth and City of God)

Section B: Documentary film (Amy)

Section C: Silent Cinema (Sunrise)

Section D: Experimental film (Memento)

#### Component 3: Production

This component assesses one production (Short Film or Screenplay with a digital storyboard) and its accompanying evaluative analysis.

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## Sociology - AQA

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

The study of Sociology is the scientific study of people in society – their lives, opportunities, beliefs and behaviour. It looks especially at how people's lives are often influenced by such factors as their age, gender, ethnicity and/or class background. Some examples of this are given in the topics outlined below.

Sociology involves the analysis and presentation of material in written and, occasionally, in statistical form. Students should, therefore, be competent in English Language (at least a grade 5 at GCSE) and interested in one or more of Humanities, Sciences, Arts, and Social Sciences.

Ideally, students opting for Sociology at Advanced Level should also have an interest in the world around them: observing people, keeping up with the news and watching relevant documentaries, podcasts on social media and TV all help.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

Sociology is organised around three modular units.

#### A Level

##### **Unit 1 – Education with Theory and Methods** (Written examination 2 hours).

Issues to be examined include: how class, gender and ethnicity influence educational achievement rates, and the relationship between schooling and the world of work.

##### **Unit 2 – Topics in Sociology** (Written examination 2 hours).

Students will study two topics. Families and Households examines the changes in the way people live and asks questions like the following: Why do more people live on their own? Is the family in decline? What is happening to the divorce rate and why? Are men and women more equal than they used to be? Beliefs in Society explores the role of religion and other belief systems in society, including the way religion can exert a positive influence as well as causing social conflict.

##### **Unit 3 – Crime & Deviance with Theory and Methods** (Written examination 2 hours).

The topic of Crime and Deviance covers debates about the changing rate of crime, why the typical offender is young and male, how the mass media report crime and globalisation has changed its nature.

Like any good A Level, Sociology can be taken as an indicator of general academic ability. Indeed, its academic credentials are reinforced by its inclusion in the elite Russell Group of universities' categorisation of A Level subjects, and it works well in a range of combinations. It is a good counterbalance to those opting for sciences at A Level and would be especially recommended for those wishing, later, to study science in some medical or environmental context. Equally, it is very closely related in subject matter with aspects of politics, history, geography and philosophy whilst the skills required overlap with those in English Literature or similar 'literary' subjects.

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## Computer Science - OCR

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

You will need a grade 6 or above in GCSE Computer Science, and a grade 5 or above in Mathematics and English Language.

Computer Science A Level is a challenging and rewarding course designed for students who wish to gain an understanding of how technology is constructed and designed. The skills required for computing underpin other courses such as Mathematics and Science. The course is designed to give students a secure grounding in the subject and develop critical thinking skills which assist in higher levels of scientific study.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

The qualification has a broad appeal and develops students' programming and logical thinking skills. Throughout the course students are pushed to develop their understanding of how everyday devices and software actually work. The transferable skills gained will serve students who wish to study a variety of courses at higher education which require critical thinking and algorithmic skills.

**A Level CS** - The course comprises three modules which are compulsory and assessed at the end of the two year course.

#### **Unit 1** – H446/01: Computer Systems (External Assessment) 40%

This theory-based unit ensures that students have an understanding of computing covering theoretical topics such as the Fetch-Execute cycle, CPU architecture, Regular Expressions, Boolean Algebra and Logic Gates. The material covered gives a broad overview of computer science as a whole ensuring that students understand how different aspects of the subject relate to each other.

#### **Unit 2** - H446/02: Algorithms and Programming (External Assessment) 40%

This unit requires students to have an in-depth knowledge of computer programming and algorithm design. Students are expected to be able to construct, deconstruct and implement standard algorithms such as searching and sorting, along with designing their own. Students will be assessed in Python3, JavaScript and Pseudo Code in an exam at the end of the course.

#### **Unit 3** - H446/03 or H446/04: Programming Project (External Assessment) 20%

The programming project allows students to apply the programming skills they have gained in a personal project of their choosing. Students design, implement and test their own program following the System Development Life Cycle. This project gives students an insight into the processes undertaken in industry and serves as a talking point at interview for students wishing to pursue Computer Science at a higher level of study.

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## **Textiles - AQA**

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

Students embarking on A Level study in Fashion and Textiles are expected to have achieved at least grade 5 in GCSE Textiles or Design & Technology. In addition, students will be expected to be able to have some further background understanding and interest in issues related to the subject.

### **WHAT WILL I LEARN ON THIS A LEVEL COURSE?**

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

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, alongside enjoying opportunities to develop textile techniques and skills. Students put their learning into practice by producing textile products of their choice.

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

### **Subject content**

1. Core technical principles
2. Core designing and making principles
3. Additional specialist knowledge

### **ASSESSMENTS**

#### **Paper 1**

**What's assessed** - Technical principles

**How it's assessed** - Written exam: 2.5 hours, 120 marks (30% of A Level)

**Questions** - Mixture of short answer and extended response.

#### **Paper 2**

**What's assessed** - Designing and making principles

**How it's assessed** - Written exam: 1.5 hours, 80 marks (20% of A Level)

**Questions** - Mixture of short answer and extended response questions

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

**Section B** - Commercial manufacture: 50 marks - Mixture of short and extended response questions.

#### **Non-exam assessment (NEA)**

**What's assessed** - Practical application of core technical principles, core designing and making principles and additional specialist knowledge

**How it's assessed** - Substantial design and make task - 100 marks, 50% of A Level

**Evidence** - Written or digital design portfolio and photographic evidence of final prototype.

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## Geography - Edexcel

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

Before taking this course, you should feel confident that you have a broad interest in the wider world, be it curiosity about how a landscape has formed, or an interest in how a community might be affected by transnational corporations. You must be motivated to expand your employability skills as well as your academic abilities. You should already feel confident in your literacy, numeracy and independent research skills. You need to be prepared to leave the classroom and see for yourself what is going on! You need to have studied GCSE Geography to take an Advanced GCE course in this subject. Students are required to achieve a grade 6 Geography and grade 5 in English Language/Literature GCSE. Students will benefit from a strong science background.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

The course will provide an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change.

#### Area of Study 1. Dynamic Landscapes

Topic 1: Tectonic Processes and Hazards

Topic 2: Landscape Systems, Processes and Change: Coastal landscapes and change

#### Area of Study 2. Dynamic Places

Topic 3: Globalisation

Topic 4: Shaping Places: Regenerating Places

#### Area of Study 3.

##### Physical Systems and Sustainability

Topic 5: The Water Cycle and Water Insecurity

Topic 6: The Carbon cycle and Energy Security

##### Human Systems and Geopolitics

Topic 7: Superpowers

Topic 8A: Health Human Rights and Intervention

### Examinations:

There are 4 areas of assessment which include:

**Paper 1:** 2 hour paper (30% of the qualification)

**Paper 2:** 2 hour paper (30% of the qualification)

**Paper 3:** 1 hour 45 mins (20% of the qualification)

**Coursework:** 4000 written report (20% of the qualification)

The examinations may include short open, open response and resource-linked questions. The examinations include 10-mark and 15-mark extended writing questions, with unit 3 including an 18 and 24 mark question.

**Fieldwork** - A minimum of 4 days fieldwork is required to support the A Level qualification. Coursework is based on the fieldwork investigation where students will conduct, present and analyse primary fieldwork and secondary data. A residential trip to Cranedale will provide students with the opportunity to study a range of dynamic landscapes and places including physical and urban geographies.

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## History - OCR

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING UP THE COURSE?

You do have to have studied GCSE History to take the Advanced GCE course in this subject. However individual cases will be considered on merit. The topics offered are new to all students. You will need an enquiring mind, an interest in the past, understand the course's relevance to current affairs and have an ability to communicate your ideas effectively. Students will need a Grade 5 in GCSE English Language and a Grade 6 in History to study the course. History GCSE students will find that the skills learned will form a solid foundation for further studies at A Level.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

Advanced History forms an excellent preparation for further study of history at degree level but it has more to offer than that. Students have access to a wide range of career and higher education opportunities. By the end of the course they will have learned how to evaluate and analyse information, how to weigh up evidence and communicate complex ideas effectively. These skills are recognised and valued by employers, universities and colleges.

The course provides an excellent foundation for a number of popular careers including international relations, journalism, law, civil service and business and has an important contribution to make to lifelong learning.

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1</b><br>British period study and enquiry<br>Source based<br><br><b>England 1485–1558: the Early Tudors</b><br><b>Enquiry Topic: Mid Tudor Crises 1547–1558</b> | The government of Henry VII and threats to his rule<br>Henry VII's foreign policy<br>Henry VIII and Wolsey<br>The reign of Henry VIII after 1529<br>The stability of the monarchs<br>Religious changes 1547-58<br>Rebellion and unrest 1547-58                              |
| <b>Unit 2</b><br>Non-British period study<br><b>The Cold War in Asia 1945–1993</b>                                                                                      | Western policies in post-war Asia 1945-1979<br>The Korean War 1950-53 and its impact to 1977<br>Indochina 1945 – 1967<br>Wars in Vietnam and Cambodia 1968-1993                                                                                                             |
| <b>Unit 3</b><br>Thematic study and historical interpretations<br><br><b>Russia and its Rulers 1855–1964</b>                                                            | The nature of government<br>The impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR<br>The impact of war and revolution on the development of the Russian Empire and the USSR<br>Russia: Empire, nationalities and satellite states |
| <b>Unit 4</b><br><br>Topic based essay                                                                                                                                  | The History A unit topic-based essay is an independently researched essay of 3000-4000 words in length. This unit is a non-exam assessment. The work will be marked by centres and moderated by OCR.                                                                        |

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## Religious Studies - OCR

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

You will need to have achieved a grade 5 or above in any Humanities subject and a grade 5 or above in GCSE English Language.

### WHAT WILL I LEARN?

This course provides a coherent and thought-provoking programme of study, developing skills of research, in-depth discussion and analysis highly regarded by universities and employers in a wide variety of diverse sectors.

Students will develop knowledge and understanding of some of the fundamental questions of human existence, gaining valuable insight into historical attempts to answer them and how they shape our view of society and ourselves. In doing so, they will nurture an appreciation of religious, cultural and social beliefs and teachings, debate complex and fascinating issues concerning theoretical and practical ethics and examine the fundamental nature of what it means to be a human being.

### Content and assessment overview

The Advanced GCE in Religious Studies consists of three externally examined papers from the OCR examination board, each lasting 2 hrs and comprising a third of the total A Level grade.

| Content Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assessment Overview                                                                    |                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------|
| <b>Philosophy of religion</b> <ul style="list-style-type: none"><li>the ancient philosophies of Plato and Aristotle</li><li>the idea of the soul, the mind and the body</li><li>arguments for and against the existence of God</li><li>the nature and impact of religious experience</li><li>how evil and suffering in the world challenges the idea of a good, all-powerful God</li><li>religious language; how it affects our perception of the divine and the world in which we live.</li></ul> | <b>Philosophy of religion (01)</b><br><br>120 marks<br>2 hour written paper            | 33.3% of total A Level |
| <b>Religion and ethics</b> <ul style="list-style-type: none"><li>the study of methods of moral decision-making, such as natural law, situation ethics, utilitarianism, and the theories of Immanuel Kant</li><li>analysis of the rights and wrongs of euthanasia, business practices and same-sex relationships</li><li>meta-ethics; how we speak and think about ethical issues and ideas</li><li>debates surrounding the concept of conscience</li></ul>                                         | <b>Religion and ethics (02)</b><br><br>120 marks<br>2 hour written paper               | 33.3% of total A Level |
| <b>Developments in religious thought</b> <ul style="list-style-type: none"><li>how religious beliefs, values and teachings, their interconnections and how they vary historically influence and guide the contemporary world</li><li>sources of religious wisdom and authority</li><li>how religious practice shapes and expresses social identity and diverse traditions</li><li>Contemporary social and historical developments in the relationship between faith and society</li></ul>          | <b>Developments in religious thought (03)</b><br><br>120 marks<br>2 hour written paper | 33.3% of total A Level |

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### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

Students should have a good command of English, demonstrated by a grade 5 or above in GCSE English Language and a Grade 5 in any Humanities subject. Students should possess good powers of analysis and have an interest in current affairs and society. The course specification provides an approach to Government and Politics that allows candidates to acquire knowledge and understanding of the political dimension within their own and other societies. This includes knowledge and understanding of authority, control and power and the nature and articulation of different interests in western societies. Candidates will develop an understanding of political systems and study different levels of government, comparing the practices of the British and United States systems of government. Candidates will have the opportunity to study different political ideologies and theories; for example conservatism, feminism, liberalism and socialism.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

This specification is designed to encourage candidates to:

- develop their critical thinking skills and the ability to interpret, evaluate and comment
- develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes
- acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom and how these may differ from those of other political systems
- acquire knowledge and informed understanding of the rights and responsibilities of the individual
- develop an interest in and engagement with contemporary politics

Politics textbooks are out of date on the day they are published, this is because the subject changes daily. Significant changes are taking place in the UK, European, US and World politics. The Russian invasion of Ukraine continues to have far-reaching ramifications on World politics. As the conflict continues one wonders for how long the military and diplomatic support from the West will continue in its present form. From the price of our energy, inflation and the change in the world order; along with a change in our own Prime Minister with, it appears, a return to trickle-down economics and the passing of the Queen and the dawning of the reign of King Charles III - all of these momentous changes are reflected in how politics reacts, with its effects on all our lives.

In the US, the tribalism of politics continues to astound seasoned observers. With Trump returning to 'lead' the 'US Superpower' in 2024. The role and influence of NATO and the UN will be under threat if he returns to the Oval Office. The questions over whether he can and will run for another term will continue to shape US and World politics.

The world of British politics really opens up to teenagers after their eighteenth birthdays, with the vote giving them the ability to change our nation and allow the principles they hold dear to thrive. With this in mind, it could easily be said that Politics is the most applicable subject on offer at any school, and is a subject that people should be encouraged to take due to the way it prepares you for entering the adult world.

In Year 12, our study of UK Politics offers a comprehensive understanding of the UK political system, examining such topics as **democracy and participation** (including pressure groups and rights), the **British Constitution** (its nature, sources, and reform debates), **electoral systems and voting behaviour**, and the core institutions of government including **Parliament** and the **Executive** (Prime Minister and Cabinet).

In Year 13 students study US Politics and this forms a broader module on **Comparative Politics** - comparing political processes and institutions in the US with those in the UK. The key focus is on an **in-depth study of the US Constitution and its core principles** (federalism, separation of powers, checks and balances), alongside a critical examination of the three branches of government: the **Presidency** (formal and informal powers), **Congress** (structure, function, and partisan gridlock), and the **Supreme Court** (judicial review and its role in civil liberties). The content is designed to facilitate **direct comparison with the UK political system**, allowing students to evaluate the similarities, differences, and relative effectiveness of institutions, elections, and political participation (parties and pressure groups) in both countries.

Prominent speakers who have visited the school in recent years include John Bercow, Michael Portillo, Douglas Carswell, Matthew Barzun (former US Ambassador to the UK), Peter Kellner (YouGov chairman & BBC election pundit), Baroness Tyler of Enfield.

At Ashlyns we offer the Edexcel Politics A level syllabus. Students will be examined over three two-hour papers:

- i) UK Politics & Core Political Ideas (Liberalism, Conservatism & Socialism)
- ii) UK Government & Non-Core Political Ideas (Multiculturalism)
- iii) Comparative Politics (US Politics).

A link to the Edexcel Government & Politics site is provided below:

[Edexcel A level Government and Politics | Pearson qualifications](#)

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## **Mathematics - Edexcel**

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

Mathematics at Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging and interesting. It builds on work you will have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought-after qualification for the workplace and courses in higher education.

You will need at least a grade 7 at GCSE Mathematics.

### **WHAT WILL I LEARN ON THIS A LEVEL COURSE?**

Mathematics Advanced GCE is divided into three areas:

#### **Core Mathematics**

When studying core mathematics Advanced GCE you will be extending your knowledge of such topics as algebra and trigonometry as well as learning some brand new ideas such as calculus. If you enjoyed the challenge of problem solving at GCSE using such mathematical techniques, then you should find the prospect of this course very appealing. Although many of the ideas you will meet in core mathematics are interesting in their own right, they also serve as an important foundation for other branches of mathematics, especially mechanics and statistics.

#### **Mechanics**

When you study mechanics you will learn to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. You will learn the technique of mathematical modelling; that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods. Many of the ideas you will meet in the course form an almost essential introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

#### **Statistics**

When you study statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the pure mathematics course. Many of the ideas you will meet in this course have applications in a wide range of other fields.

While studying mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems
- solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics
- simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use the mathematics that you learn to solve problems that are given to you in a real-life context
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology
- use spreadsheets and specialist statistical packages

**Contact: Mrs H Burton - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)**

## **Further Mathematics - Edexcel**

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

You will need to be studying towards an advanced level qualification in Mathematics. Students with a high aptitude and a genuine interest in Mathematics would benefit from the challenges and diversity of the course. It is strongly recommended for students considering studying Mathematics in higher education. You need to have achieved at least a grade 7 at GCSE; If you achieve a Grade 7 you will need to attend an advice and guidance meeting with Mrs Burton. You must also be studying A Level Mathematics.

### **WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?**

Further concepts for advanced mathematics – this will account for 50% of the course and all exam boards will include the content prescribed by the DFE. This core content will include proof, complex numbers, matrices, further algebra and functions, further calculus, vectors, polar coordinates, hyperbolic functions and differential equations.

The remaining 50% of the course has optional content. This content will include topics from decision mathematics and further mechanics.

### **WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?**

Higher Education courses or careers that would benefit from greater advancement in mathematical knowledge include: economics, medicine, architecture, engineering, accountancy, teaching, psychology, environmental studies, computing, and information and communication technology

If you wanted to continue your study of mathematics after Advanced GCE you could follow a course in mathematics at degree level or even continue further as a postgraduate and get involved in mathematical research.

**Contact: Mrs H Burton - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)**

## **Core Maths**

### **Entry requirements: GCSE Grade 5 in Mathematics.**

AQA's Level 3 Certificate in Mathematical Studies sets itself apart by staying clear of complex algebra and theory. Instead, it prioritises practicality, including competent and efficient use of a calculator.

Core Maths is all about giving students the skills they need for study, for work and for everyday life. These skills come to life when you think about something as simple as drinking coffee. Students can dissect the cost to consumers, the profits for coffee companies, the environmental impact and the waste produced.

Whether it's analysing graphs in a Science class or critically examining mathematical claims in Geography, Core Maths prepares students to navigate our data-driven world.

It is an excellent option for students studying subjects that are maths related or require maths skills, such as Economics, Business, and Geography, amongst others. It is studied alongside three A levels and is not an A level option choice on its own.

**Contact: Mrs S Thurley - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)**

**WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

In order to be considered for this course, students must achieve a grade 6 or above in French at GCSE. Students should have a secure knowledge of key tense formations and other key grammatical rules. This course is suitable for students who have a real passion for languages and who are proactively searching opportunities to develop their knowledge of the language. Students should enjoy studying authentic written and multimedia materials.

**WHAT WILL I LEARN ON THIS COURSE?**

Our aim is to develop further the four skills acquired at GCSE: listening, speaking, reading and writing. During the course, students will explore a range of topics with the emphasis very much on the culture of French-speaking countries.

**COURSE CONTENT**

Material for study at both levels is drawn from the following topic areas:

**Changes in French Society**

- The change in family structure; education; the working world

**The Political and Artistic Culture in French Speaking Countries**

- Music and its impact on popular culture; media and its impact on society and politics; festivals, customs and traditions.

**French-Language Literature/Film**

- “No et Moi” by Delphine de Vigan

**Immigration and the Multicultural French Society**

- The positive impact of immigration on French society; facing up to the challenges of immigration and integration in France; the extreme right-wing and the National Front

**The Occupation and the Resistance**

- Occupied France; the Vichy regime; the resistance

**French-Language Literature/Film**

- “Les Intouchables” by Olivier Nakache and Eric Toledano

**WHAT WILL I DO?**

Students are encouraged to immerse themselves in the language and culture of the country/countries where the language is spoken. Target language is widely used in lessons and students are encouraged to participate in oral discussions in French. Outside the classroom, students are encouraged to read widely in the target language, to listen to radio broadcasts of foreign language stations and to watch TV programmes and films in French.

Each student will spend one hour per week with a French language assistant to develop his/her listening and speaking skills. Students also need to work independently on their listening and exam skills through the use of interactive websites with their personalised logins.

It is recommended that students spend as much time as possible in France. We have recently started running a study visit to France for our Year 12 students. For further information about career opportunities using foreign languages visit: [www.languageswork.org.uk](http://www.languageswork.org.uk)

**Contact: Mrs S Manns - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)**

## Spanish - Edexcel

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

In order to be considered for this course, students must achieve a grade 6 or above in Spanish at GCSE. Students should have a secure knowledge of key tense formations and other key grammatical rules. This course is suitable for students who have a real passion for languages and who are proactively searching for opportunities to develop their knowledge of the language. The students should enjoy studying authentic written and multimedia materials.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

Our aim is to further develop the four skills acquired at GCSE: listening, speaking, reading and writing. During the course, students will explore a range of topics with the emphasis very much on the culture of Spanish-speaking countries.

### COURSE CONTENT

Material for study at both levels is drawn from the following topic areas:

#### The Evolution of Spanish Society

- The change in family structure; the working world; the impact of tourism on Spain

#### The Political and Artistic Culture in the Spanish Speaking World

- Music and its impact on contemporary culture; media and its impact on society and politics; festivals, customs and traditions.

#### Spanish-Language Film

- *El Laberinto del Fauno* by Guillermo del Toro

#### Immigration and the Multicultural Spanish Society

- The positive impact of immigration on Spanish society; facing up to the challenges of immigration and integration in Spain; the social and public reactions towards immigration in Spain

#### The Franco Dictatorship and the Transition to Democracy

- The Civil War and the rise of Franco (1936-1939); the Franco dictatorship; the transition to democracy

#### Spanish-Language Literature

- *La Casa de Bernarda Alba* by Federico García Lorca

### WHAT WILL I DO?

Students are encouraged to immerse themselves in the language and culture of the countries where the language is spoken. Target language is widely used in lessons and students are encouraged to participate in oral discussions in Spanish. Outside the classroom, students are encouraged to read widely in the target language, to listen to radio broadcasts of foreign language stations and to watch TV programmes and films in Spanish.

Each student will spend an hour per week with our Spanish language assistant to develop his/her listening and speaking skills. All students must undertake extra study in either the multi-media ICT suite or as part of their private study at home.

It is recommended that students spend as much time as possible in Spain. We hope to be able to offer the opportunity for our Year 12 & 13 students to participate in a cultural study visit to Spain at the beginning of July.

For further information about career opportunities using foreign languages visit: [What can I do with a modern languages degree? | Prospects.ac.uk](http://www.prospects.ac.uk/What-can-I-do-with-a-modern-languages-degree/)

**Contacts:** Mrs S Yoxall and Mrs S Manns - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

## Biology - Edexcel SNAB A

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

You should have achieved two grade 6s in Science GCSEs and a grade 6 in Mathematics. This course is suitable for students who:

- have an interest in and enjoyment of Biology and problem solving
- want to find out how and why living things work
- enjoy active learning including ICT-based activities and practical work
- enjoy carrying out investigations which involve imaginative and logical thinking
- want to use Biology to complement other qualifications (e.g. Mathematics, Geography, PE) or progress onto Higher Education or employment
- want a grounding in a relevant worthwhile qualification of recognised value
- want to broaden their educational experience

### WHAT WILL I LEARN ON THIS COURSE?

The aims of the GCE in Biology are to enable students to:

- develop their interest in and enthusiasm for Biology, including developing an interest in further study and careers in the subject
- appreciate how society makes decisions about Biology-related issues and how Biology contributes to the success of the economy and society
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works
- develop essential knowledge and understanding of different areas of Biology and how they relate to each other.

Students will sit three written exams:

**Paper 1: The Natural Environment and Species Survival** examines Topics 1,2,3,4,5 & 6.

**Paper 2: Energy, Exercise and Coordination** examines Topics 1,2,3,4,7 & 8.

**Paper 3: General and Practical Applications in Biology** includes questions from topics 1-8, including synoptic questions that may draw on two or more different topics. It will also include a section underpinned by a pre-release article pre-released 8 weeks before the examination.

Students must complete all assessments (each lasting 2 hours and consisting of 100 marks) in May/June of Year 13. Students are also expected to carry out eighteen core practical experiments.

Students will be awarded a practical skills endorsement to their A level if they show sufficient practical competency in the core practical work. This endorsement or lack of it will not affect the A level grade.

**Topic 1: Lifestyle, Health and Risk** - builds on students' knowledge of the circulatory system and the importance of lifestyle choices to health. The role of diet and other lifestyle factors in maintenance of good health is considered with particular reference to the heart and circulation and to cardiovascular disease (CVD). The structures and functions of some carbohydrates and lipids are also detailed within this context. Ideas about correlation, causation and the concept of risks to health are covered.

**Topic 2: Genes and Health** - Considers the following biological principles through the context of the genetic disease cystic fibrosis: the properties and transport of materials across cell membranes and gas exchange surfaces, DNA structure and replication, protein synthesis, enzymes and monohybrid inheritance. The social and ethical issues surrounding the genetic screening for genetic conditions are also discussed.

**Topic 3: Voice of the Genome** - Follows development of multicellular organisms from single cells to complex individuals. Cell ultrastructure, cell division, the importance of fertilisation, the roles of stem cells, gene expression, cell differentiation and tissue organisation are all studied, as are the roles of the genotype, epigenetics and the effect of environment on phenotype.

**Topic 4: Biodiversity and Natural Resources** - Focuses on biodiversity and the wealth of natural resources used by humans. Why there are so many different species is considered first, with the concept of niche and adaptation explored. The topic looks at how all this diversity has come about through adaptation and natural selection and how this leads to evolution. The concerns for disappearing biodiversity and loss of potential natural resources are used to highlight the need for biologists to identify, name and classify species. Traditional and novel uses of plants and plant fibres and the use of chemical extracts from animals and plants are covered. The relationship of plant anatomy to function and the structure and role of cellulose and starch is studied. The topic ends with the issue of sustainability and the role of zoos and seed banks in conservation of endangered species.

**Topic 5: On the Wildside** – Builds an appreciation that photosynthesis is the primary process that underpins the majority of ecosystems, and provides students with an understanding of how ecosystems work. The topic continues by looking at whether climate change will lead to extinction of species or evolution by natural selection, and looks at the evidence for climate change and its effects on plants and animals. By the end of the topic students should appreciate how scientific understanding can make us aware of our responsibilities as stewards of the environment.

**Topic 6: Immunity, Infection and Forensics** - Starts by looking at how forensic pathologists use a wide variety of analytical techniques to determine and identify the time and cause of death of organisms, including humans. It then considers how bacteria and viruses use a variety of routes into their hosts and how hosts have evolved barriers and internal mechanisms to combat infections. These protections are not always successful and many people in the world still die from infectious diseases. This topic also investigates the evolutionary battles that take place between invading pathogens and their hosts. The topic ends by looking at hospital-acquired infections, their prevention and control.

**Topic 7: Run for your Life** - Centred on the physiological adaptations that enable animals and humans, particularly sports people, to undertake strenuous exercise. The topic explores the links between an animal's physiology and its performance. The biochemical requirements for respiration are summarised and the links between homeostasis, muscle physiology and performance are examined. It ends by looking at how medical technology is enabling more people to participate in sport, and raising the issue of whether the use of performance-enhancing substances by athletes can be justified.

**Topic 8: Grey Matter** - The scene is set by considering how the working of the nervous system enables us to see. Brain imaging and the regions of the brain are considered. The topic also demonstrates how an understanding of brain structure and functioning is relevant to issues such as the response to stimuli, the development of vision and learning. It investigates how imbalances in brain chemicals may result in conditions such as Parkinson's disease, which can be treated with suitable drugs. Students discuss the ethical issues raised by the Human Genome Project and the risks and benefits of using genetically modified organisms.

**Contact: Mrs N Gunton** - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

## Chemistry - Edexcel

### WHAT DO I NEED TO BE ABLE TO DO BEFORE TAKING THIS COURSE?

You should have achieved 2 grade 6s in Science and a Grade 6 in Mathematics.

This course is suitable for students who enjoy:

- Developing practical competence
- Analysing and problem solving
- Researching and presenting ideas
- Working as a member of a team
- Independent learning and wider reading

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

**Paper 1 Advanced Inorganic and Physical Chemistry:** a written paper (1h45m) examined in the summer of Year 13 (30% of qualification).

**Paper 2 Advanced Organic and Physical Chemistry:** a written paper (1h45m) examined in the summer of Year 13 (30% of qualification).

**Paper 3 General and Practical Principles in Chemistry:** a written paper (2h30m) examined in the summer of Year 13 (40% of qualification) containing synoptic questions. Half of this paper will test students' knowledge and understanding of practical skills and techniques.

Questions involving the use of mathematical skills in Chemistry will contribute to 20% of the assessment.

Students will be awarded a practical skills endorsement to their A level if they show sufficient practical competency in the core practical work. This endorsement or lack of it will not affect the A level grade.

|                                | Inorganic Chemistry                                                                                                                                                                                                                                            | Organic Chemistry                                                                                                                                                                                                                                     | Physical Chemistry                                                                                                                                                                                                                                                         |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topics covered in both AS & A2 | <ul style="list-style-type: none"><li>• Inorganic chemistry &amp; the periodic table</li><li>• Structure &amp; bonding</li><li>• The alkaline-earths</li><li>• Redox reactions</li><li>• Halogens, halides and halates</li><li>• Shapes of molecules</li></ul> | <ul style="list-style-type: none"><li>• Naming organics</li><li>• Alkanes &amp; alkenes</li><li>• Substitution, addition &amp; free radical reactions</li><li>• Alcohols and halogenoalkanes</li><li>• Mechanisms</li><li>• Green chemistry</li></ul> | <ul style="list-style-type: none"><li>• Periodicity of physical &amp; chemical properties</li><li>• Atomic structure</li><li>• Energy changes</li><li>• Intermolecular forces</li><li>• Rates of reaction &amp; equilibria</li><li>• Mass &amp; infrared spectra</li></ul> |
| Further topics for A2 only     | <ul style="list-style-type: none"><li>• Acid and base theory</li><li>• Catalysis</li><li>• Redox chemistry of the transition elements</li><li>• Complexes</li></ul>                                                                                            | <ul style="list-style-type: none"><li>• Carbonyl compounds</li><li>• Aromatics</li><li>• Organic nitrogen compounds</li><li>• Organic synthesis</li></ul>                                                                                             | <ul style="list-style-type: none"><li>• Further rates &amp; equilibria</li><li>• Entropy</li><li>• Electrochemistry</li><li>• Spectroscopy &amp; chromatography</li></ul>                                                                                                  |

Contact: Mrs N Gunton - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

## Physics - Edexcel

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

Students should have achieved 2 grade 6s in Science and a grade 6 in Mathematics. This course is suitable for students who:

- have an interest in and enjoyment of Physics and problem solving
- want to find out how and why things work
- enjoy carrying out investigations which involve imaginative and logical thinking
- want to use Physics to support other qualifications (eg Mathematics, Further Mathematics, Chemistry, Geography, Technology) or progress onto further studies or employment
- want a grounding in a relevant worthwhile qualification of recognised value want to broaden their educational experience

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

**Paper 1 Advanced Physics I:** written paper 1 hour 45 minutes examined in the summer of Year 13 (30% of qualification)

**Paper 2 Advanced Physics II:** written paper 1 hour 45 minutes examined in summer of Year 13 (30% of qualification)

**Paper 3 General and Practical Physics Principles:** written paper 2.5 hours examined in the summer of Year 13 (40% of qualification) - containing synoptic questions and assessment of practical skills. Students will complete 16 core practicals during the course which are linked to questions in paper 3.

Students will be awarded a practical skills endorsement to their A level if they show sufficient practical competency in the core practical work. This endorsement or lack of it will not affect the A level grade.

### MATHEMATICS

In this qualification, 40% of the quantitative skills will require mathematics at level 2 or above. It is therefore highly desirable that students take A Level Mathematics.

Students are not required to learn all formulae and will be given a data sheet and formula sheet for use in the exam. They must however know what the symbols mean and know the SI units for each quantity.

### TRIPS

We do our best to ensure each year group visits a particle accelerator facility to support learning of Particle Physics.

| A Level Physics 1 (Year 12)                                                                                                                                                                                                                                                                                                                                                                           | A Level Physics 2 (Year 13)                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working as a Physicist</b> - This involves learning how to work scientifically and apply physics principles to applications and practicals<br><b>Mechanics</b> - 'suvat' equations, energy and projectiles<br><b>Electric circuits</b><br><b>Materials</b> - fluids and solids<br><b>Waves and the particle nature of light</b><br><b>Further mechanics</b> (momentum, circular motion and energy) | <b>Gravitational Fields</b><br><b>Electric and Magnetic Fields</b><br><b>Nuclear and Particle Physics</b><br><b>Thermodynamics</b><br><b>Space</b><br><b>Oscillations</b><br><b>Nuclear Radiation</b> |

Contact: Mrs N Gunton - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

## Psychology - AQA

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

Students who take Psychology need a combination of curiosity and scepticism and need to enjoy research. Psychology students often also study Sociology, Law, Biology, English or Sports Studies. They are expected to have achieved a minimum of one grade 6 in GCSE Science and grade 5 in GCSE English Language and Maths to be considered for this course.

### WHAT WILL I LEARN?

Psychology is the science of behaviour and experience. It is a science because it aims to objectively study the human mind and behaviour through conducting research.

Some of the questions that we aim to answer are: Why is it that some people suffer from stress and mental illness? How do we remember things? It also has real world applications to issues in everyday life, ranging from things like artificial intelligence to social change.

### The aims of the Psychology programme at A Level are to:

- investigate psychological theories, research terminology, concepts, studies and methods
- develop skills of analysis, interpretation and evaluation
- develop an understanding of different areas of psychology including the core areas of Cognitive, Social, development, Biological and Individual Differences and Research Methods
- design and report psychological investigations, analyse and interpret data
- develop an understanding of ethical issues in Psychology, including the ethical implications of psychological research
- Investigations, research, discussions, presentations, essays
- Explore topics and support learning through several trips such as visiting UCL for research purposes, revision conferences, and other trips to increase learning and knowledge of Psychology.

**Year 12** – This is the first year of the course. It covers some core areas of psychology and research methods.

**Paper 1** - Introductory Topics in Psychology including: Social Psychology, Cognitive Psychology and Developmental Psychology and Clinical Psychology and Mental Health.

**Paper 2** - Psychology in Context include: Approaches in Psychology, Biopsychology and Research Methods.

**Year 13** – This is the second year of the course.

**Paper 3** - This goes into greater depth, and considers topics such as Issues and debates in Psychology, Relationships, Schizophrenia and Forensic Psychology.

**Paper 1** - Introductory Topics in Psychology

**Paper 2** - Psychology in Context

**Paper 3** - Issues and Options in Psychology

**Contact: Mr G Monks** - [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)

## Option Blocks 2027-2029

| Block A          | Block B                                      | Block C              | Block D           |
|------------------|----------------------------------------------|----------------------|-------------------|
| Computer Science | Biology                                      | Art                  | Business Studies  |
| Drama            | Business Studies                             | Biology              | Chemistry         |
| English Lang Lit | <i>EPQ</i>                                   | Economics            | <i>Core Maths</i> |
| French           | Exam PE                                      | English Lit          | Politics          |
| Geography        | Film Studies                                 | Further Maths        | History           |
| Politics         | Music                                        | Health & Social Care | Maths             |
| History          | Physics                                      | Maths                | Photography       |
| Maths            | Psychology                                   | Psychology           | Sociology         |
| Product Design   | Philosophy and Ethics<br>(Religious Studies) | Sociology            | Textiles          |
| Sociology        | Spanish                                      |                      |                   |

### Notes for Guidance

You should choose 3 subjects to study, no more than one from the same block.

Students who expect to achieve equivalent to a grade 7 APS may indicate a fourth option on the form if they wish to be considered for a fourth A Level subject. This subject would usually be Further Maths, in addition to Maths. Please indicate up to two 'reserve' selections.

Please note that Core Maths (Option Block D) and EPQ (Option Block B) are optional fourth subjects, in addition to students' three A level choices; any student choosing Core Maths or EPQ should select this in addition to their first three subject choices.

Priority should be given to your first three A Level subject choices, as Core Maths and EPQ are optional additions to the main courses. There is an application process for EPQ.

## Next Steps

|                         |                                                                                                                                                                                                              |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 October 2026         | Year 11 Parent-Teacher Consultation Evening for internal applicants                                                                                                                                          |
| 21 October 2026         | Sixth Form Information Evening                                                                                                                                                                               |
| <b>14 December 2026</b> | <b>Sixth Form Application Form deadline</b>                                                                                                                                                                  |
| January/February 2027   | Second stage of application process for all students                                                                                                                                                         |
| March 2027              | Written confirmation of Sixth Form offer, subject to GCSE results                                                                                                                                            |
| May/June 2027           | GCSE exams take place                                                                                                                                                                                        |
| 29 June 2027            | Year 12 Induction Day                                                                                                                                                                                        |
| 19 August 2027          | GCSE results published<br><br>Internal applicants will receive their grades and a letter from Ms Gaches confirming the next steps<br><br>External applicants to present their results and discuss next steps |
| 20 August 2027          | Senior staff available by appointment for post-results advice and guidance, as required                                                                                                                      |
| September 2027          | Year 12 courses begin                                                                                                                                                                                        |

## How to Apply

To apply for a place in our Sixth Form, please complete our online application form (via link or QR code below) by **14 December**. If you need help completing the form, or have any questions, please contact the Sixth Form Office. Email: [sixthform@ashlyns.herts.sch.uk](mailto:sixthform@ashlyns.herts.sch.uk). Phone: 01442 863605.

### [Sixth Form Application Form 2027-2029](#)



