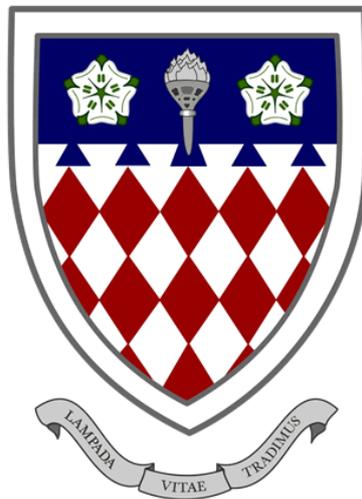


Spalding High School



Sixth Form Prospectus

Entry 2017

Spalding High School

Stonegate, Spalding, Lincolnshire, PE11 2PJ
Telephone 01775 722110 Fax 01775 719724
Email enquiries@spaldinghigh.lincs.sch.uk

Senior Leadership Team

| | |
|-----------------------|------------------|
| Headmistress | Mrs M K Anderson |
| Deputy Headteacher | Mrs T Waldron |
| Assistant Headteacher | Mrs J Abram |
| Assistant Headteacher | Mrs L Ray |
| Assistant Headteacher | Mr J Blackburn |

The Sixth Form Team

Assistant Headteacher

Mr J Blackburn

Overall pastoral responsibility for Sixth Form

Head of Sixth Form

Mrs D Bushell

Overall responsibility for Sixth Form, Head of Year 13, UCAS, Careers and Employability Skills and Personal Development in Sixth Form

Head of Year 12

Mr R Garbett

Oversees extra curricular activities in Sixth Form such as Gold Duke of Edinburgh Award and Young Enterprise

Sixth Form Student Support

Mrs L Barber

Responsibility for student welfare, 16-19 Bursary, UCAS, Personal Development in Sixth Form, Social Events and Sixth Form Administration

Welcome from the Headmistress

Dear Student

Thank you for considering Spalding High School Sixth Form. We are a high achieving academic grammar school offering a large number of A level courses. We offer a caring, purposeful atmosphere with excellent teaching and specialist facilities. Each individual is valued and given opportunities to aim high, develop their talents, grow in confidence and to take on leadership roles within the Sixth Form and the wider school. Our students respond by achieving consistently high examination results and the vast majority move into their first choice university course or employment sector.

We invite applications from students who wish to become part of this vibrant, welcoming community and who will gain most from the challenges and opportunities that it offers. We welcome applications not just from our current students but also from transferees from other schools and a large number of new students join us every year.

If you require any further information, please feel free to contact Mr Blackbourn, Mrs Bushell (Head of Sixth Form), or me.

We hope to see you at Spalding High School soon!

Mrs M Anderson
Headmistress

Head Girl—Maisie Dobbs

Sixth form here at Spalding High School is an incredible opportunity and experience which gives every student key skills which are vital to them whether they wish to carry on into higher education, start work, or go into an apprenticeship. Sixth form also provides students with an environment in which they can flourish and excel, not only as pupils but as individuals. The incredible staff in every department make the transition from GCSEs to A Levels as easy and seamless as possible and every teacher is very approachable with any question or problems you have and they will do everything they can to help you. The sixth form facilities such as the study room encourage independent and flexible working whilst the common room provides sixth formers with a calm environment in which to relax and mingle.

The school offers many opportunities for students to get involved in subject based trips, school musicals, the pantomime, sports day, the Summer Fayre, Duke of Edinburgh Award, World Challenge and our successful Young Enterprise scheme. We are so lucky to have the option to participate in all these experiences and they create so many memories that students will no doubt cherish. In addition to this, sixth formers also have the option to be involved in various social and charity events, to become a peer mentor, to get involved in the house teams or to become a prefect. This not only makes sixth formers part of the school but also enables them to enrich the very fabric of it through various roles and responsibilities.

Having spent the last 6 years at this incredible school, I have built friendships and developed hugely important skills which will help me for the rest of my life. This has all been down to this school and the pride it takes in caring for its students. I can honestly and truthfully recommend Spalding High School sixth form to any prospective students as it is easily the best environment to further yourself as a person, discover your own areas of interest and prepare you for a future career.

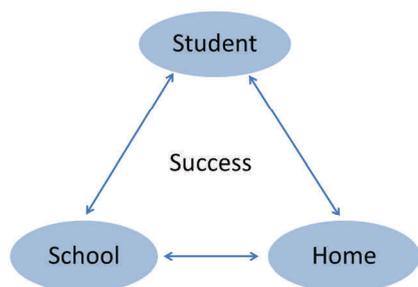
PROMOTING SUCCESS

WORKING TOGETHER

Right from day one we work hard to set up our “SHS” model:

Student—Home—School

Communication is the key to this and students usually stay with their Form Tutor for two years to allow a positive working relationship to develop.



PASTORAL SUPPORT & GUIDANCE

We pride ourselves on the excellent pastoral support and guidance available to our students.

Along with the Head of Sixth Form and Head of Year 12, we have a Sixth Form Student Support Coordinator based in the Sixth Form Centre, all of whom are there on a daily basis to offer advice and support when needed.

FORM TUTORS

PROVIDING PASTORAL AND ACADEMIC SUPPORT

We have an experienced Sixth Form tutor team who also offer support and guidance to students. Emails can be sent to:

enquiries@spaldinghigh.lincs.sch.uk

- ◆ Tutorial support to help students maximise their potential and make the most of the opportunities available
- ◆ An excellent retention rate due to our system of individual support
- ◆ The genuinely caring nature of Spalding High School Sixth Form is one of its greatest strengths. All of the staff do their utmost to help students through their courses and to cope with the challenges caused by the intense nature of study.

We would encourage parents to contact the tutor in the first instance with any questions or queries.

How is form time spent?

| Time | Activities |
|--------------------------------|--|
| AM registration 8.55—9.15am | Time with tutors for conversations and discussions |
| 3 times per week | Form time activities e.g. ice-breaker games, puzzles, debate, review of news / current affairs |
| AM registration 8.55—9.15am | Sixth Form Assembly / Year Group Assembly/ Assembly led by form groups |
| Twice per week | |
| PM Registration 5 minutes | Formal registration and chance to speak to tutor |

GETTING EXTRA HELP

ACADEMIC SUPPORT PLANS (ASP)

Students who need extra monitoring or help with their studies may be placed on an ASP. This extra layer of support involves students working towards specific targets agreed between students, staff and home. The plan may focus on individual subjects or on wider pastoral issues such as attendance.

HOW OFTEN IS PROGRESS REVIEWED?

Targets are reviewed at meetings three times each year and in 2016 20 sixth form students benefited from academic support plans (100% pass rate where subject based).

WHO OVERSEES THE ASP?

Students are assigned a dedicated ASP Lead Tutor who works closely with the student and parents/carers to ensure that proper support, guidance and mentoring is provided.

PERSONAL DEVELOPMENT

All students have one timetabled personal development lesson per fortnight.

We have a varied and extensive programme which includes input from staff and outside speakers to offer guidance and information on topics such as:

| | |
|----------------------------|---------------------------|
| Revision Skills | Organ & blood donation |
| Fixed & Growth mindsets | Alcohol & drugs awareness |
| Mental Health | Road & driving safety |
| Introduction to university | Money Matters |
| Sexual Health | |

FINANCIAL ASSISTANCE

16-19 BURSARY

The 16-19 Bursary Fund is designed to support those young people who may face financial barriers to continuing in education post-16. It aims to ensure that every young person participates in, and benefits from, a place in 16-19 education and training by providing additional financial support to help meet the costs of their participation.

Application forms are available in early September from Mrs Barber who is the Sixth Form Student Support Officer. The policy and additional information are available to view on the school website:

www.spaldinghigh.lincs.sch.uk

CAREERS GUIDANCE & EMPLOYABILITY SKILLS

All students are given information about Higher Education, Further Education, employment and apprenticeship opportunities.

Furthermore, students are assisted in making university applications, given interview practice and advice about how to prepare for open days.

We are currently establishing links with local businesses who are seeking to employ students with a sound work ethic, problem solving skills and a drive and determination to learn.

We offer independent careers advice through a series of external speakers who give presentations in school and answer any questions students may have.

If students require interview practice we arrange this and give constructive feedback.

We assist all students on an individual basis depending on their chosen progression route.



DRESS CODE

The way that sixth form students dress is important to create a smart, disciplined and purposeful academic environment and to promote the public image of the School. As a sixth former in a school where the younger pupils wear a strict uniform, you set an example by adhering to our dress code which is similar to that expected in a professional workplace. All students elected to the post of a school prefect will also need a formal sixth form uniform for School events.

DRESS CODE FOR FEMALE STUDENTS

- A formal skirt suit/trouser suit/dress suit in a formal colour which may include a discreet pattern. Skirts/dresses must be of a suitable length and not excessively short
- A formal and smart blouse/jumper/shirt/top which may be patterned or plain, but with no writing or logos, narrow straps, low necklines or revealing cuts
- A formal 'business' type dress of a suitable length with a formal suit jacket
- Formal, smart shoes or ankle boots with leather type uppers and an appropriate heel height. Smart sandals may be worn in the summer*

DRESS CODE FOR MALE STUDENTS

- A formal suit in a formal colour which may include a discreet pattern or pin stripes
- A formal shirt with collar and tie; both may have a discreet pattern
- Ties must be fastened correctly and shirts tucked in
- Formal, smart shoes or ankle boots with leather type uppers
- Male students must be clean shaven

DRESS CODE FOR ALL STUDENTS

- Hair must not be of an extreme colour or style or contain braids or beads
- Body piercings, other than sensible earrings, must not be worn
- Tattoos must not be visible

* When school summer uniform applies up to the end of July, sixth form students do not need to bring a jacket to school but this must not be replaced by a cardigan or other form of top.

Please speak to Mrs Bushell or Mr Garbett if you require clarification **before** purchasing your dress code items.

THE SCHOOL DAY

The School operates a two week timetable as illustrated below.

| <u>WEEK 1</u> - DAYS 1 - 4 (MON - THURS) | |
|--|-----------------------------------|
| <u>WEEK 2</u> - DAYS 6 - 8 (MON - WED) | |
| 8.55 am | Registration |
| 9.15 am | Period 1 |
| 10.15 - 10.35 am | Break |
| 10.35 - 11.35 am | Period 2 |
| 11.35 - 12.35 pm | Period 3 |
| 12.35 - 1. 35 pm | Lunchtime |
| 1.35 pm | Registration |
| 1.40 - 2.40 pm | Period 4 |
| 2.40 - 3.40 pm | Period 5 |
| 3.45 pm | End of School Day |
| <u>WEEK 1</u> - DAY 5 (FRI) | |
| <u>WEEK 2</u> - DAYS 9 & 10 (THURS & FRI) | |
| 8.55 am | Registration |
| 9.15 - 10.05 am | Period 1 (PD on day 9) |
| 10.05 - 11.00 am | Period 2 |
| 11.00 - 11.20 am | Break |
| 11.20 - 12.10 pm | Period 3 |
| 12.10 - 1.05 pm | Period 4 |
| 1.05 - 1.55 pm | Lunchtime |
| 1.55 pm | Registration |
| 2.00 - 2.50 pm | Period 5 |
| 2.50 - 3.40 pm | Private Study (Period 6 on day 9) |
| 3.45 pm | End of School Day |

Sixth formers may leave school at 2.50pm on a Friday.

SPALDING HIGH SCHOOL 2016 RESULTS - GCSE

| Subject | | Entry | A* | A | B | C | D | E | F | G | %A/A* | %A*-C |
|---|------|-------|----|----|----|----|----|----|---|---|-------|-------|
| Additional Maths | 2016 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| | 2015 | | | | | | | | | | | |
| Art | 2016 | 44 | 34 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 89 | 100 |
| | 2015 | 46 | 34 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 93 | 100 |
| Biology* | 2016 | 66 | 45 | 14 | 5 | 2 | 0 | 0 | 0 | 0 | 89 | 100 |
| | 2015 | 75 | 33 | 20 | 16 | 5 | 0 | 1 | 0 | 0 | 71 | 99 |
| Business | 2016 | 21 | 0 | 7 | 9 | 4 | 1 | 0 | 0 | 0 | 33 | 95 |
| | 2015 | 23 | 0 | 11 | 6 | 6 | 0 | 0 | 0 | 0 | 48 | 100 |
| Chemistry* | 2016 | 66 | 20 | 24 | 12 | 8 | 2 | 0 | 0 | 0 | 67 | 97 |
| | 2015 | 75 | 12 | 16 | 18 | 22 | 6 | 0 | 1 | 0 | 37 | 91 |
| Computing | 2016 | 9 | 0 | 4 | 1 | 2 | 2 | 0 | 0 | 0 | 44 | 78 |
| | | | | | | | | | | | | |
| Drama | 2016 | 16 | 5 | 5 | 5 | 1 | 0 | 0 | 0 | 0 | 63 | 100 |
| | 2015 | 26 | 2 | 13 | 7 | 3 | 1 | 0 | 0 | 0 | 58 | 96 |
| DT:Food | 2016 | 38 | 7 | 12 | 14 | 4 | 1 | 0 | 0 | 0 | 50 | 97 |
| | 2015 | 27 | 1 | 16 | 6 | 4 | 0 | 0 | 0 | 0 | 63 | 100 |
| DT: Product Design | 2016 | 19 | 3 | 7 | 4 | 5 | 0 | 0 | 0 | 0 | 53 | 100 |
| | 2015 | 22 | 0 | 5 | 6 | 8 | 3 | 0 | 0 | 0 | 23 | 86 |
| DT:Textiles | 2016 | 17 | 4 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 47 | 100 |
| | 2015 | 14 | 1 | 5 | 5 | 3 | 0 | 0 | 0 | 0 | 43 | 100 |
| English Language | 2016 | 149 | 14 | 33 | 65 | 32 | 4 | 0 | 1 | 0 | 32 | 97 |
| | 2015 | 144 | 12 | 53 | 60 | 16 | 3 | 0 | 0 | 0 | 45 | 98 |
| English Literature | 2016 | 149 | 14 | 35 | 71 | 28 | 0 | 0 | 0 | 1 | 33 | 99 |
| | 2015 | 144 | 22 | 59 | 52 | 10 | 1 | 0 | 0 | 0 | 56 | 99 |
| French | 2016 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2015 | 122 | 14 | 26 | 22 | 43 | 16 | 1 | 0 | 0 | 33 | 86 |
| Geography | 2016 | 74 | 7 | 29 | 20 | 17 | 1 | 0 | 0 | 0 | 49 | 99 |
| | 2015 | 73 | 13 | 26 | 20 | 10 | 4 | 0 | 0 | 0 | 53 | 95 |
| German | 2016 | 128 | 18 | 24 | 40 | 26 | 20 | 0 | 0 | 0 | 33 | 84 |
| | 2015 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health & Social Care | 2016 | 24 | 1 | 5 | 10 | 7 | 1 | 0 | 0 | 0 | 25 | 96 |
| | 2015 | 24 | 4 | 8 | 10 | 2 | 0 | 0 | 0 | 0 | 50 | 100 |
| History | 2016 | 93 | 12 | 26 | 33 | 15 | 6 | 1 | 0 | 0 | 41 | 92 |
| | 2015 | 87 | 14 | 30 | 26 | 11 | 3 | 2 | 0 | 1 | 51 | 93 |
| Latin | 2016 | 11 | 3 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 91 | 100 |
| | 2015 | 8 | 1 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 75 | 100 |
| Mathematics | 2016 | 148 | 28 | 36 | 49 | 29 | 6 | 0 | 0 | 0 | 43 | 96 |
| | 2015 | 144 | 25 | 33 | 49 | 29 | 8 | 0 | 0 | 0 | 40 | 94 |
| Music | 2016 | 10 | 0 | 1 | 7 | 2 | 0 | 0 | 0 | 0 | 10 | 100 |
| | 2015 | 13 | 0 | 4 | 4 | 2 | 2 | 1 | 0 | 0 | 31 | 77 |
| PE | 2016 | 24 | 4 | 5 | 10 | 5 | 0 | 0 | 0 | 0 | 38 | 100 |
| | 2015 | 18 | 3 | 6 | 3 | 5 | 1 | 0 | 0 | 0 | 50 | 94 |
| Physics* | 2016 | 66 | 34 | 21 | 7 | 4 | 0 | 0 | 0 | 0 | 83 | 100 |
| | 2015 | 75 | 22 | 18 | 26 | 8 | 1 | 0 | 0 | 0 | 53 | 99 |
| Religious Studies | 2016 | 37 | 9 | 13 | 13 | 1 | 1 | 0 | 0 | 0 | 59 | 97 |
| | 2015 | 48 | 15 | 14 | 14 | 5 | 0 | 0 | 0 | 0 | 60 | 100 |
| Rel Education [¹ / ₂] | 2016 | 149 | 12 | 26 | 64 | 42 | 4 | 0 | 0 | 0 | 26 | 97 |
| | 2015 | 142 | 21 | 48 | 40 | 27 | 5 | 1 | 0 | 0 | 49 | 96 |
| Science [Double award] | 2016 | 82 | 4 | 19 | 23 | 22 | 11 | 2 | 1 | 0 | 28 | 83 |
| Science Double award | 2015 | 67 | 5 | 9 | 20 | 19 | 11 | 4 | 0 | 0 | 19 | 78 |
| Science Double award | 2015 | 68 | 2 | 6 | 15 | 25 | 9 | 10 | 1 | 0 | 12 | 71 |
| Spanish | 2016 | 23 | 4 | 7 | 1 | 5 | 6 | 0 | 0 | 0 | 48 | 74 |
| | 2015 | 12 | 3 | 4 | 3 | 2 | 0 | 0 | 0 | 0 | 58 | 100 |

* Students gaining these 3 subjects achieve Triple award science.

SPALDING HIGH SCHOOL 2016 RESULTS - GCE AS LEVEL

| Subject | | Entry | A | B | C | D | E | U | %A&B | % A-E |
|-------------------------|------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| ICT | 2016 | 14 | 0 | 2 | 7 | 5 | 0 | 0 | 14 | 100 |
| Applied ICT | 2015 | 4 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 100 |
| Art & Design | 2016 | 20 | 20 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| | 2015 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| Biology | 2016 | 37 | 8 | 10 | 6 | 8 | 4 | 1 | 49 | 97 |
| | 2015 | 35 | 4 | 7 | 8 | 6 | 7 | 3 | 31 | 91 |
| Business Studies | 2016 | 21 | 6 | 4 | 4 | 4 | 3 | 0 | 48 | 100 |
| | 2015 | 10 | 3 | 2 | 1 | 3 | 1 | 0 | 50 | 100 |
| Chemistry | 2016 | 20 | 6 | 3 | 5 | 3 | 3 | 0 | 45 | 100 |
| | 2015 | 20 | 2 | 5 | 6 | 3 | 3 | 1 | 35 | 95 |
| Classical Civilisation | 2016 | 8 | 1 | 4 | 1 | 2 | 0 | 0 | 63 | 100 |
| | 2015 | 5 | 1 | 0 | 2 | 2 | 0 | 0 | 20 | 100 |
| DT: Food Technology | 2016 | 13 | 5 | 3 | 4 | 0 | 0 | 1 | 62 | 92 |
| | 2015 | 12 | 6 | 2 | 2 | 2 | 0 | 0 | 67 | 100 |
| DT: Product Design | 2016 | 7 | 1 | 3 | 1 | 0 | 2 | 0 | 57 | 100 |
| | 2015 | 6 | 1 | 0 | 1 | 3 | 1 | 0 | 17 | 100 |
| DT: Textiles | 2016 | 4 | 1 | 1 | 0 | 0 | 2 | 0 | 50 | 100 |
| | 2015 | 7 | 1 | 1 | 3 | 0 | 1 | 1 | 29 | 86 |
| Drama & Theatre Studies | 2016 | 19 | 2 | 8 | 9 | 0 | 0 | 0 | 53 | 100 |
| | 2015 | 13 | 6 | 4 | 2 | 0 | 1 | 0 | 77 | 100 |
| English Literature | 2016 | 39 | 6 | 17 | 9 | 7 | 0 | 0 | 59 | 100 |
| | 2015 | 30 | 3 | 7 | 10 | 6 | 4 | 0 | 33 | 100 |
| French | 2016 | 13 | 6 | 2 | 3 | 2 | 0 | 0 | 62 | 100 |
| | 2015 | 5 | 0 | 1 | 2 | 2 | 0 | 0 | 20 | 100 |
| General Studies | 2016 | 32 | 3 | 8 | 6 | 7 | 4 | 4 | 34 | 88 |
| | 2015 | 26 | 3 | 4 | 3 | 7 | 4 | 5 | 27 | 81 |
| Geography | 2016 | 19 | 4 | 3 | 4 | 5 | 1 | 2 | 37 | 89 |
| | 2015 | 21 | 2 | 7 | 4 | 4 | 3 | 1 | 43 | 95 |
| German | 2016 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2015 | 10 | 0 | 5 | 4 | 1 | 0 | 0 | 50 | 100 |
| History | 2016 | 43 | 10 | 13 | 10 | 9 | 0 | 1 | 53 | 98 |
| | 2015 | 39 | 5 | 12 | 10 | 9 | 3 | 0 | 44 | 100 |
| Mathematics | 2016 | 41 | 12 | 7 | 7 | 3 | 5 | 7 | 46 | 83 |
| | 2015 | 39 | 8 | 8 | 8 | 6 | 5 | 4 | 41 | 90 |
| Music | 2016 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 100 |
| | 2015 | 5 | 1 | 1 | 2 | 1 | 0 | 0 | 40 | 100 |
| Spanish | 2016 | 5 | 1 | 2 | 1 | 1 | 0 | 0 | 60 | 100 |
| | 2015 | 3 | 0 | 2 | 0 | 1 | 0 | 0 | 67 | 100 |
| Physical Education | 2016 | 10 | 1 | 2 | 0 | 0 | 7 | 0 | 30 | 100 |
| | 2015 | 7 | 2 | 2 | 2 | 0 | 1 | 0 | 57 | 100 |
| Physics | 2016 | 17 | 3 | 5 | 3 | 5 | 1 | 0 | 47 | 100 |
| | 2015 | 16 | 3 | 2 | 3 | 2 | 3 | 3 | 31 | 81 |
| Psychology | 2016 | 61 | 4 | 7 | 14 | 12 | 8 | 16 | 18 | 74 |
| | 2015 | 34 | 2 | 9 | 8 | 10 | 5 | 0 | 32 | 100 |
| Religious Studies | 2016 | 37 | 7 | 22 | 4 | 3 | 1 | 0 | 78 | 100 |
| | 2015 | 23 | 7 | 5 | 7 | 4 | 0 | 0 | 52 | 100 |
| Sociology | 2016 | 39 | 13 | 11 | 10 | 5 | 0 | 0 | 62 | 100 |
| | 2015 | 29 | 12 | 13 | 1 | 3 | 0 | 0 | 86 | 100 |
| | 2016 | 520 | 120 | 137 | 108 | 82 | 41 | 32 | 49 | 94 |
| | 2015 | 414 | 87 | 99 | 91 | 77 | 42 | 18 | 45 | 96 |

SPALDING HIGH SCHOOL 2016 RESULTS - GCE A2

| Subject | | Entry | A* | A | B | C | D | E | U | %A*-B | % A*-E |
|-------------------------|------|-------|----|----|-----|----|----|----|---|-------|--------|
| Applied ICT | 2016 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 100 |
| | 2015 | 9 | 0 | 0 | 5 | 0 | 4 | 0 | 0 | 56 | 100 |
| Art & Design | 2016 | 13 | 11 | 2 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| | 2015 | 11 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| Biology | 2016 | 21 | 2 | 3 | 7 | 5 | 4 | 0 | 0 | 57 | 100 |
| | 2015 | 26 | 4 | 4 | 6 | 9 | 3 | 0 | 0 | 54 | 100 |
| Business Stds | 2016 | 8 | 0 | 2 | 3 | 2 | 1 | 0 | 0 | 63 | 100 |
| | 2015 | 8 | 0 | 1 | 5 | 1 | 1 | 0 | 0 | 75 | 100 |
| Chemistry | 2016 | 12 | 0 | 1 | 5 | 5 | 1 | 0 | 0 | 50 | 100 |
| | 2015 | 18 | 3 | 2 | 4 | 5 | 4 | 0 | 0 | 50 | 100 |
| Classical Civilisation | 2016 | 5 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 60 | 100 |
| | 2015 | 0 | | | | | | | | | |
| DT: Product Design | 2016 | 3 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 67 | 100 |
| | 2015 | 4 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 50 | 100 |
| DT: Textiles | 2016 | 4 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 75 | 100 |
| | 2015 | 6 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 50 | 100 |
| DT: Food Technology | 2016 | 10 | 0 | 6 | 2 | 0 | 1 | 1 | 0 | 80 | 100 |
| | 2015 | 9 | 0 | 4 | 3 | 2 | 0 | 0 | 0 | 78 | 100 |
| Drama & Theatre Studies | 2016 | 10 | 0 | 1 | 4 | 5 | 0 | 0 | 0 | 50 | 100 |
| | 2015 | 10 | 2 | 4 | 3 | 0 | 1 | 0 | 0 | 90 | 100 |
| English Literature | 2016 | 21 | 5 | 3 | 9 | 2 | 2 | 0 | 0 | 81 | 100 |
| | 2015 | 30 | 5 | 2 | 8 | 6 | 8 | 1 | 0 | 50 | 100 |
| French | 2016 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 33 | 100 |
| | 2015 | 7 | 1 | 2 | 1 | 1 | 2 | 0 | 0 | 57 | 100 |
| General Stds | 2016 | 9 | 0 | 2 | 4 | 2 | 0 | 1 | 0 | 67 | 100 |
| | 2015 | 43 | 2 | 5 | 14 | 17 | 5 | 0 | 0 | 49 | 100 |
| Geography | 2016 | 10 | 0 | 1 | 4 | 3 | 2 | 0 | 0 | 50 | 100 |
| | 2015 | 24 | 5 | 7 | 7 | 5 | 0 | 0 | 0 | 79 | 100 |
| German | 2016 | 7 | 0 | 0 | 4 | 0 | 3 | 0 | 0 | 57 | 100 |
| | 2015 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 100 |
| History | 2016 | 30 | 0 | 4 | 7 | 11 | 5 | 3 | 0 | 37 | 100 |
| | 2015 | 25 | 0 | 4 | 12 | 7 | 2 | 0 | 0 | 64 | 100 |
| Further Mathematics | 2016 | 5 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 40 | 100 |
| | 2015 | 6 | 2 | 0 | 3 | 1 | 0 | 0 | 0 | 83 | 100 |
| Mathematics | 2016 | 23 | 0 | 6 | 8 | 5 | 3 | 1 | 0 | 61 | 100 |
| | 2015 | 26 | 2 | 11 | 4 | 4 | 4 | 1 | 0 | 65 | 100 |
| Music | 2016 | 3 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 67 | 100 |
| | 2015 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 100 | 100 |
| Physical Education | 2016 | 6 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 67 | 100 |
| | 2015 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 100 |
| Physics | 2016 | 7 | 0 | 1 | 3 | 0 | 2 | 1 | 0 | 57 | 100 |
| | 2015 | 11 | 0 | 2 | 5 | 3 | 0 | 1 | 0 | 64 | 100 |
| Psychology | 2016 | 26 | 0 | 1 | 10 | 8 | 5 | 2 | 0 | 42 | 100 |
| | 2015 | 37 | 3 | 2 | 8 | 13 | 10 | 1 | 0 | 35 | 100 |
| Religious Studies | 2016 | 20 | 0 | 5 | 8 | 5 | 2 | 0 | 0 | 65 | 100 |
| | 2015 | 28 | 1 | 8 | 8 | 11 | 0 | 0 | 0 | 61 | 100 |
| Sociology | 2016 | 24 | 2 | 11 | 7 | 3 | 1 | 0 | 0 | 83 | 100 |
| | 2015 | 38 | 5 | 15 | 18 | 0 | 0 | 0 | 0 | 100 | 100 |
| Spanish | 2016 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 100 | 100 |
| | 2015 | 7 | 1 | 0 | 2 | 3 | 1 | 0 | 0 | 43 | 100 |
| TOTALS | 2016 | 284 | 22 | 54 | 97 | 65 | 36 | 10 | 0 | 61 | 100 |
| | 2015 | 387 | 45 | 77 | 120 | 93 | 47 | 5 | 0 | 63 | 100 |

SPALDING HIGH SCHOOL ADMISSIONS

| | |
|--|-----|
| Approximate number of students in the Sixth Form (Y12 & Y13) | 250 |
| Planned Admission Number (PAN) of Year 12 Transferees* | 50 |
| (*Transferees are students being admitted to the school for the first time in Year 12) | |

ENTRY REQUIREMENTS & ACADEMIC CRITERIA

General and subject specific entry requirements are available in more detail on the School website (Admissions) and within this Sixth Form Prospectus.

Our general entry requirement is that students achieve at least Grade 5 in Mathematics and either English Language or English Literature in addition to four other GCSE grades of C or above. Students must achieve at least Grade B/ Grade 6 in the three A levels they wish to study.

All applicants must meet the School's overall academic standards for admission to the Sixth Form and any specific requirement for the particular subject which the School has determined and published to applicants in our sixth form prospectus.

SIXTH FORM STUDENT NUMBERS 2012-2016

Applications made by Year 12 students over the past 5 years.

| YEAR | RETAINED STUDENTS | TRANSFEREES | TOTAL |
|------|-------------------|-------------|-------|
| 2016 | 99 | 26 | 125 |
| 2015 | 101 | 27 | 128 |
| 2014 | 90 | 11 | 101 |
| 2013 | 106 | 24 | 130 |
| 2012 | 95 | 12 | 107 |

OVERSUBSCRIPTION CRITERIA

In accordance with the 1996 Education Act the allocation of school places for children with a Statement of Special Educational Needs or an Education, Health and Care Plan will take place first. Remaining places will be allocated in accordance with this policy.

The oversubscription criteria are listed in the order we apply them. Words marked with a number, for example 1, 2 and 3 are explained separately in the definition and notes section of our Whole School Admissions Policy available on the School website. This policy also has information on appeals, fraudulent or misleading applications, children of UK service personnel and admission of children outside their normal age group.

If there are more applicants than places available then applicants will be offered places in the following order:

- The child is in the care of the local authority or had previously been in care (1).
- The grade achieved in the relevant subject or subjects, or for those subjects not available at GCSE, a relevant subject specified in the School's sixth form brochure. The applicant with the higher grade will have priority.
- The average points score achieved across all GCSE subjects taken by the applicant. The applicant with the higher score will have priority.
- Driving distance (2) from home to school, with the applicant living nearer to the school having priority. This would be the tie-breaker if necessary; in the event of a tie on distance the school can offer extra place(s).

The Headmistress will consider all applications carefully and reserves the right to apply professional judgement to individual cases where students may fall short of a subject specific entry requirement.

SPALDING HIGH SCHOOL STANDARD CORE CURRICULUM

Students will study 3 A level (or Equivalent*) subjects from the following list:

| | |
|---------------------------|-------------------------|
| Art & Design : Fine Art | Geography |
| Biology | History |
| Business | Information Technology* |
| Chemistry | Latin |
| Classical Civilisation | Mathematics |
| Drama & Theatre Studies | Music |
| DT: Fashion & Textiles | Photography |
| DT: Product Design | Physical Education |
| English Language | Physics |
| English Literature | Psychology |
| French | Religious Studies |
| Food Science & Nutrition* | Sociology |
| Further Mathematics | Spanish |

Subjects will be examined at the end of the course (linear approach) so students will not take AS examinations in Year 12. There will be a formal internal Year 12 examination week and students' results in these examinations will be used as a basis for UCAS predicted grades.

It may be appropriate for a small number of students to take four A levels, please indicate on your application form if you would like to consider taking four A levels and this option will be discussed with you on an individual basis.

DATES FOR YOUR DIARY

Sixth Form Information Evening

Wednesday 9th November 2016 at 7.00pm

Sixth Form Taster Day

Tuesday 21st February 2017

Deadline for Applications

Friday 24th February 2017

Introductory Day

Wednesday 28th June 2017

SPALDING HIGH SCHOOL EXTENDED CORE CURRICULUM

All students will participate in:

- Careers & employability skills lessons
- Personal Development lessons
- Sixth form games
- Supervised study periods

The extended curriculum may also include:

- Work experience
- Working with younger students in the classroom or acting as a 'study-buddy'
- Additional qualifications such as **Level 3 Core Mathematics**

CORE MATHEMATICS

Core Mathematics is a Level 3 course designed for Post-16 students with GCSE Grade 5 or above, who wish to continue studying maths but not at A level.

The qualification will help students retain, deepen and extend their mathematical knowledge and be better prepared for higher education and employment.

Studying Core Mathematics will help students to understand and apply clear mathematical reasoning to real-life problems, analyse and interpret data in various contexts and confidently deal with everyday financial mathematics.

The Core Mathematics qualification was first examined in June 2016. The qualification merits UCAS points equivalent to AS level.

Courses for September 2017 will be subject to student demand and the availability of specialist teaching staff, but we shall endeavour to meet all requests and subject combinations.

ENTRY REQUIREMENTS 2017 INTAKE

Students must fulfil the following entry requirements:

- Achieve at least a Grade 5 in Mathematics and either English Language or English Literature in addition to 4 further GCSEs at Grades A*-C
- Achieve at least a GCSE Grade B/Grade 6 in the **THREE** subjects they wish to study at A level. **For exceptions to this see the tables below**
- In the case of new subjects (not studied at GCSE) students will need to achieve at least a GCSE Grade 6 in English Language

In exceptional circumstances the overall profile of GCSE grades will be considered.

Subjects that can be studied on achievement of the entry requirements listed above:

Business, Classical Civilisation, Drama & Theatre Studies, DT: Product design, DT: Fashion & Textiles, English Language, Food Science & Nutrition, Geography, History, Information Technology, Religious Studies, Sociology

French, Latin and Spanish can only be chosen if studied previously.

Additional Entry Requirements:

If you have studied the subject before:

| Subject | |
|---------------------|--|
| Biology | At least a Grade A in both parts of the Science Double Award OR at least grades AB in the Edexcel Certificate (iGCSE) OR at least a Grade B in Biology |
| Chemistry | At least a Grade A in both parts of the Science Double Award OR at least grades AB in the Edexcel Certificate (iGCSE) OR at least a Grade A in Chemistry |
| Physics | At least a Grade A in both parts of the Science Double Award OR at least grades AB in the Edexcel Certificate (iGCSE) OR at least a Grade B in Physics |
| Mathematics | At least a Grade 7 in GCSE Mathematics |
| Further Mathematics | At least a Grade 8 in GCSE Mathematics |
| PE | At least a Grade B in GCSE PE and the minimum of a Grade C in one GCSE Science. Students must continue to represent the School or club in at least one sport/dance |
| Psychology | At least a Grade B in psychology and the minimum of a Grade B in one GCSE Science |

If you have not studied the subject before:

| Subject | |
|------------------------------|---|
| Art & Design and Photography | At least a Grade 6 in English Language at GCSE and a suitable portfolio |
| English Literature | At least a Grade 6 in English Language at GCSE |
| Music | At least a Grade 6 in English Language at GCSE and the ABRSM (or equivalent) Grade 5 or 6 in an instrument or voice |
| PE | At least a Grade 6 in English Language at GCSE and the minimum of Grade C in one GCSE Science. Students must continue to represent the School or club in at least one sport/dance |
| Psychology | At least a Grade 6 in English Language at GCSE and a minimum of a Grade B in one GCSE Science |

ART & DESIGN (FINE ART)

COURSE CONTENT AND AIMS

The Fine Art A level encourages students to think and work like artists and to gain a deeper understanding of creative processes. They will develop vital transferable skills which would benefit any vocational setting and for those who wish to study subjects within the creative sector. All students are offered an exciting broad based curriculum, with constant opportunities to work in an exploratory and experimental fashion, encouraging them to take ownership of the direction of their work. Drawing in all its forms underpins the course. Students understand how to generate interesting ideas to produce engaging personal lines of inquiry leading to diverse and skilful outcomes. Students develop the ability to effectively research and critically analyse a range of practitioners and related topics. They are given a range of opportunities to further develop their practice including gallery trips and a foreign study visit.

BIOLOGY

COURSE CONTENT AND AIMS

Biology is a popular subject covering a wide range of topics, with traditional knowledge acquisition running smoothly alongside the development of experimental techniques, data analysis skills and application of biological principles to everyday contexts. It frequently links to the GCSE content of a number of subjects and complements a range of other A Level options. Biology is an excellent springboard onto a wide range of university courses, further education opportunities or a career linked to one of its many facets; medicine, veterinary science, environmental science, forensic science, genetics, pathology, sports science, biochemistry, nutrition and biotechnology are all options, with local agricultural, environmental and food industries as potential employers.

Topics: 1. Lifestyle, Health and Risk, 2. Genes and Health, 3. Voice of the Genome, 4. Biodiversity and Natural Resources, 5. On the Wild Side, 6. Immunity, Infection and Forensics, 7. Run for Your Life and 8. Grey Matter.

EXAMINATION DETAILS

Exam Board— AQA
www.aqa.org.uk

ENTRY CRITERIA

GCSE Grade B or above in Art.
If not studied previously at least a Grade 6 in English Language at GCSE and a suitable portfolio

How is it assessed?

| Qualification | Examined units |
|--|--|
| 7202/c A Level Fine Art | Component one- Personal investigation - practical unit with a written study. |
| 7202/x A Level Fine Art | Component two- Externally set assignment –practical unit leading to a 15hr exam. |

EXAMINATION DETAILS

Exam Board— Edexcel (Salters-Nuffield)
<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html>

Entry Criteria

GCSE Grade A in both parts of the Science Double Award
AB in Science Edexcel Certificate (iGCSE)
GCSE Grade B or above in Biology

How is it assessed?

| Qualification | Examined units |
|--|--|
| 9BNO A Level Biology (SNAB/Biology A) | Papers 1, 2 and 3 are 2 hours long, out of 100 marks and worth 33.33% of the A Level grade each. |

All of these assessments can include multiple-choice, short open, open-response, calculations, extended writing and experimental method questions, with Paper 3 also including synoptic questions drawing on two or more topics and questions on the pre-released scientific article.

A Science Practical Endorsement can also be awarded for the suitable completion of the 18 compulsory

BUSINESS

COURSE CONTENT AND AIMS

A Level Business covers everything from what a business is and how they are set up, to managing strategic change in international businesses. Students study a variety of types of organisation from small one person owned businesses through to major multinational corporations such as Apple.

The focus is always on the four major functional areas of business:

Human Resources—managing and motivating people.

Finance—raising start-up capital, managing the finance and assessing performance. **Marketing**—researching the market to make sure customers are able and willing to buy the product or service. **Operations**—managing the manufacture of the product or service and ensuring that it is produced in a cost efficient manner

With a focus on helping students to become good decision makers, they will learn essential managerial skills, alongside techniques to help them become an analytical problem solver. These skills are all highly sought after and valued by employers.

CHEMISTRY

COURSE CONTENT AND AIMS

Chemistry impacts upon all of our lives, from providing materials to build and construct to medicines and drugs to save lives. It is a fascinating subject to study at A Level, not least because of the wide choice of career pathways that a Chemistry qualification opens up. The skills that students will learn in Chemistry of problem solving, effective communication and working in teams are three key areas that universities and employers are constantly looking for when filling their vacancies.

Aside from studying for a Chemistry degree the skills and knowledge students will gain from an A level course are in demand in industry, research and in specific degree courses e.g. veterinary science, medicine, biological sciences, forensic science, food science, law and accountancy, teaching.

Chemistry A level is both challenging and rewarding and can be heartily recommended.

EXAMINATION DETAILS

Exam Board— AQA

www.aqa.org.uk

ENTRY CRITERIA

GCSE Grade B or above in BACS/Business Studies
If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|-----------------|---|
| 7132 | Paper 1: Business 1 |
| A Level | |
| Business | Paper 2: Business 2 |
| Studies | Paper 3: Business 3 |
| | Each of these 3 papers are worth 33.3% of the final A level grade |

EXAMINATION DETAILS

Exam Board— OCR

www.ocr.org.uk

ENTRY CRITERIA

GCSE Grade A in both parts of the Science Double Award
AB in Science Edexcel Certificate (iGCSE)
GCSE Grade A or above in Chemistry

How is it assessed?

| Qualification | Examined units |
|------------------|---|
| H432 | Examined units are H032 Breadth in Chemistry (01) and Depth in Chemistry (02). |
| A Level | |
| Chemistry | H432 Periodic table, elements and physical chemistry (01), synthesis and analytical techniques (02), unified Chemistry (03) and Practical Endorsement (04) |

CLASSICAL CIVILISATION

COURSE CONTENT AND AIMS

The study of the ancient world through its languages, literature, culture and history shows that people grappled with exactly the same issues that we do: life, death, gods, sex, love, family, children, education, the nature of the world, our origins and development, the past, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, empire and war. In short, Classical Civilisation lends itself well to interesting and engaging discussions directly relevant to today's world. For students wishing to progress onto Higher Education, Classics qualifications can be extremely useful. Students not only acquire specific knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. They learn to formulate and support an argument and gain a valuable understanding of the Western world's first literate civilisations, which were uninfluenced by Christianity or globalism or mass communication systems.

DRAMA & THEATRE STUDIES

COURSE CONTENT AND AIMS

This exciting and inspiring specification provides students with the opportunity to work as either performers and/or designers on **three** different performances. In Component One, students *reinterpret* a text to create a piece of theatre which is a combination of the selected text and original ideas. In Component Two, students engage with a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice and the other a devised piece.

Both Components One and Two encourage students to make connections between dramatic theory and their own practice. This also involves an exploration of the work of **two** theatre practitioners of their own choice and watching at least **two** live theatre productions to learn about the processes and practices involved in interpreting and performing theatre.

In Component Three, students explore **two** complete performance texts (pre 1956 and post 1956) and **one** extract from a third text to be chosen by the student.

EXAMINATION DETAILS

Exam Board - OCR

www.ocr.org.uk

ENTRY CRITERIA

If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|--|--|
| H408 A Level Classical Civilisation | Compulsory element: 'The world of the hero' (40% of the total mark) Component 2: Classical culture and classical beliefs, (30%) Component 3: Greek theatre and Love and relationships (30%) |

EXAMINATION DETAILS

Exam Board— WJEC Eduqas

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/as-a-level/>

ENTRY CRITERIA

GCSE Grade B or above in Drama

If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|--------------------|---|
| Component 1 | Theatre Workshop: Practical assessment. Internally assessed and externally moderated. 20% of A Level qualification. |
| Component 2 | Text in Action: Practical assessment. Externally assessed by a visiting examiner. 40% of A Level qualification. |
| Component 3 | Text in Performance: Written examination: 2 hours 30 minutes. 40% of qualification |

DT: FASHION & TEXTILES

COURSE CONTENT AND AIMS

This creative and thought-provoking new qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a broad range of careers. Students who simply enjoy studying the subject can use their UCAS points to gain university places to read subjects such as Chemistry, Geography and Business while others may embark upon exciting Art and Performance related HE courses or retail employment.

You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning in to practice by producing products of your own choice.

The personal skills and qualities developed include decision making, resourcefulness, imagination, responsibility, innovation, observation and a regard for high standards. These are qualities important to all individuals and highly valued by Higher Education and employers. The type of work set may be individual and group work, and will involve investigation, sketching, note taking, product analysis and presentations.

DT: PRODUCT DESIGN

COURSE CONTENT AND AIMS

“D&T has put me ahead of most of the other students on my course” – Former SHS student now studying Astronautics and Space Technology.

Ours is a creative real world STEM subject, making sense of the theories of many other subjects. It is an inspiring, rigorous and practical subject which prepares students to live and work in the future. The course is extremely enjoyable by allowing students to explore latest technologies.

Theories: Materials/ Performance / Processes / Digital Technologies / Manufacturing Industries / Sustainability / Legislation / Project Management / Enterprise / Marketing / Critical Analysis

Teaching is shared by teachers; in Year 12 students will be learning and applying theories in a range of short design and making assignments and in Year 13 more in depth theories are applied in an independent design and make project of your choice. We are focused on giving students the tools, knowledge and information they need to become more effective, more experienced and more efficient.

EXAMINATION DETAILS

Exam Board— AQA

www.aqa.org.uk

ENTRY CRITERIA

There are no previous requirements although GCSE Textiles Technology is a good grounding for A Level Fashion and Textiles and if studied a Grade B is required

If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|--|---|
| 7562 A Level DT: Fashion & Textiles | 2 x 2 hour written exams NEA (own choice substantial Design and Make task) |

EXAMINATION DETAILS

Exam Board—Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html>

ENTRY CRITERIA

There are no previous requirements although GCSE Design Technology is a good grounding for A Level study and if studied a Grade B is required

If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|--|--|
| 9DT0 A Level DT: Product Design | Component 1: Principles of Design and Technology 50 % Written examination Component 2: Independent Design and make project 50% of qualification |

ENGLISH LANGUAGE

COURSE CONTENT AND AIMS

This course aims to enable students to build on the skills they have developed at GCSE by engaging creatively and critically with a wide range of texts. Students will use exciting and relevant text and data-based sources to allow them to expand their understanding of a subject which forms an important part of life.

Language is fascinating: it is remarkable how often language turns up as a topic of interest in daily conversation; whether it is a question about accents and dialects, a comment about usage and standards, or simply curiosity about a word's origins and history. Skills and knowledge gained in studying English Language are prized by academics and admissions tutors and provide a thorough foundation for further study, regardless of the subject.

Students should expect to explore the structure and functions of language along with how language varies in differing contexts and use this knowledge to inform their own creative writing. A genuine interest in language is essential. Students are expected to work independently in researching concepts, sourcing and analysing a variety of texts, and writing creatively.

ENGLISH LITERATURE

COURSE CONTENT AND AIMS

P. G. Wodehouse once said that 'A classic is a book that has never finished saying what it has to say'. In A Level English Literature classes, we regularly prove his assertion to be an accurate one.

Literature provides us with an often profound means of viewing the world around us and this course aims not only to prepare students for attaining the highest grades in the examinations but to enrich them as individuals too.

This course also aims to enable students to build on the skills they have developed at GCSE by engaging analytically and creatively with a wide range of texts. Students will explore the aspects of tragedy found in plays such as *King Lear* by Shakespeare and *Death of a Salesman* by Arthur Miller. In the second year, they will interrogate a writer's conforming or subverting of crime / detective fiction conventions in texts such as Ian McEwan's *Atonement* and Graham Greene's *Brighton Rock*. In Year 13, students will also have the freedom to investigate prose and poetry of their own choice in the two coursework essays.

EXAMINATION DETAILS

Exam Board— AQA
www.aqa.org.uk

Entry Criteria

GCSE Grade 6 or above in English Language

How is it assessed?

| Qualification | Examined units |
|--------------------------------------|---|
| 7702 A Level English Language | Paper 1: Language, the Individual and Society |
| | Paper 2: Language Diversity and Change |
| | Non-exam assessment: Language in action |

EXAMINATION DETAILS

Exam Board— AQA
www.aqa.org.uk

Entry Criteria

GCSE Grade 6 or above in English Literature.
If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|--|---|
| 7717AA A Level English Literature | Paper 1: Tragedy: King Lear, Death of a Salesman and Keats' poetry. |
| | Paper 2: Crime Fiction: Atonement, Brighton Rock and a selection of poetry. |
| | Non-exam assessment: Two pieces of coursework: Prose and Poetry. |

FRENCH

COURSE CONTENT AND AIMS

The course builds on the knowledge, understanding and skills gained at GCSE. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity. The main focus of the course is to develop students' skills in listening, speaking, reading and writing French through the study of stimulating topic areas such as social issues and trends in French speaking societies as well as aspects of political life and artistic culture in the French speaking countries.

Students will achieve this by using authentic spoken and written sources in French as well as speaking sessions with the French assistant. Students will study texts and/or a film and have the opportunity to carry out independent research on an area of their choice. The importance of acquiring Modern Language skills has increased considerably and can only continue to do so, given the growing levels of co-operation between European nations. The range of openings for students following courses in Modern Languages is continuing to expand. Students need to have an interest in and enthusiasm for language learning and be willing to communicate in the foreign language but also to have the desire to develop their knowledge of French culture, art and politics.

FOOD SCIENCE & NUTRITION (Level 3 Diploma)

COURSE CONTENT AND AIMS

An exciting, creative course that aims to develop academic and practical skills through applied learning, allowing students to gain a depth of knowledge about food, food science and human nutrition.

A strong emphasis is placed on high level practical skills in order to solve nutritional issues and problem solving case studies to address food processing and food science problems.

Students will be able to consider university study or employment in the following industries:

Food Science, Nutrition, Food Processing and Technology, Hospitality, Sports Nutrition and Food retail amongst others.

EXAMINATION DETAILS

Exam Board— AQA
www.aqa.org.uk

Entry Criteria

GCSE Grade B or above in French

How is it assessed?

| Qualification | Examined units |
|----------------------------|---|
| 7652 A Level French | Paper 1: Listening, Reading and Writing Paper 2 : Writing (including an assessment of one text and one film or two texts from the specified list) Paper 3: Speaking (individual research project) |

EXAMINATION DETAILS

Exam Board—WJEC
<http://www.wjec.co.uk/qualifications/food-science-and-nutrition/>

Entry Criteria

GCSE Grade B or above in Food Technology
GCSE Grade C in a science is desirable
If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|---------------|--|
| Unit 1 | Meeting the Nutritional Needs of specific groups. Internal assessment and external examination |
| Unit 2 | Ensuring Food is Safe to Eat. External assessment |
| Unit 3 | Current Food Issues in Food Science and Nutrition. |

GEOGRAPHY

COURSE CONTENT AND AIMS

AQA have produced a course designed to challenge and inspire students in their Sixth Form studies.

In studying this A level students will learn about Water and Carbon Cycling, Coastal Systems and Landscapes and Hazards as your physical geography topics. For the human topics students will study Global Systems & Global Governance, Changing Places and Contemporary Urban Environments.

In addition students will be required to complete an individual investigation focused on a question of their choosing which builds upon a topic you have studied. This must include data collected during fieldwork. Four days of fieldwork study are required.

HISTORY

COURSE CONTENT AND AIMS

In Year 12, students study two 20th Century units. Paper 1 is a thematic study of Britain 1918-1997 combined with an in-depth study of the differing interpretations of Margaret Thatcher. Paper 2 is an in-depth examination of America 1920-55. In Year 13, students study Tudor England, focusing on the challenge of disorder in a period of social change. With such a broad range of topics and skills the students will hopefully find the course engaging, particularly the range of debates surrounding topics such as Thatcher.

The most important thing needed in A Level History is enthusiasm. Students will be expected to independently 'read around' the topics we cover so that the issues can be discussed, analysed and debated in class and within essays. They will have to select and use relevant information and develop their answer logically.

Additionally there are source evaluation tasks that require knowledge of the context and critical comment on its provenance, building on GCSE skills. The qualification therefore represents an academic challenge, and positively highlights the hard work and analytical skills of students.

EXAMINATION DETAILS

Exam Board— AQA

www.aqa.org.uk

ENTRY CRITERIA

GCSE Grade B or above in Geography

If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|---------------------------------------|--|
| 7037 A Level Geography | Two written papers and the fieldwork investigation. Paper 1 Physical Geography (40% of A level) Paper 2 Human Geography (40% of A level) Paper 3 Fieldwork investigation (20% of level) |

EXAMINATION DETAILS

Exam Board— Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

Entry Criteria

GCSE Grade B or above in History

If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|---------------------------------|--|
| 9H10 A Level History | Unit 1H-Britain 1918-1997. 2hr 15m examination Unit 2H.1- USA, c.1920-55. 1hr 30m examination Unit 3 (Option 31)- Rebellion and Disorder under the Tudors, 1485 -1603. 2hr 15m examination Coursework- 4000 word independently researched essay |

Btec NATIONAL EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY

COURSE CONTENT AND AIMS

The new BTEC Extended Certificate in Information Technology covers these fundamental aspects of IT in a modern business environment:

- U1 Information Technology Systems
- U2 Creating Systems to Manage Information
- U3 Using Social Media in Business
- U4 Data Modelling (Spreadsheets) **OR** Website Development

It also delivers fundamental IT skills required by most other disciplines and is therefore an excellent choice to supplement or lead A level subject selection.

The qualification is aimed at progression to higher education but also enables students to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.

Alongside these subject specialist skills, a level 3 BTEC in Information Technology also aims to develop employability skills in the areas of cognition and problem-solving and interpersonal skills.

The course is equivalent to 1 full A level and holds full UCAS points for progression to university.

LATIN

COURSE CONTENT AND AIMS

A Level Latin specifications are designed to inspire, motivate and challenge – encouraging students to read widely, and gain a deeper understanding of the life and culture of the ancient world through the literature studied. Language skills are developed to enable students to read both prose and verse texts in the original language. Students will develop and apply critical analytical skills, with which to sensitively engage and evaluate the ancient language. Learning Latin can be invaluable in improving the English language skills of students. Classical subjects can allow an amazing amount of scope for building Equality and Diversity into the curriculum: from women in the Ancient World, to the study of religious beliefs and ancient acts of intolerance. All Classics subjects involve extended writing, developing core essay and critical analytical skills, equipping them to progress to higher education.

EXAMINATION DETAILS

Exam Board—Pearson

<http://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html>

ENTRY CRITERIA

GCSE Grade B or above in Computing/BACS

If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|---|---|
| Btec National Extended Certificate in Information Technology | 3 mandatory units |
| | 1: Information Technology Systems |
| | 2: Creating Systems to Manage Information |
| | 3: Using Social Media in Business |
| | Plus one optional unit |
| | 1: Data Modelling |
| | 2: Website Development |

EXAMINATION DETAILS

Exam Board—OCR

www.ocr.org.uk

Entry Criteria

GCSE Grade B or above in Latin

How is it assessed?

| Qualification | Examined units |
|----------------------|--|
| H443 | • Translation language paper |
| A Level Latin | • Prose Composition or Comprehension paper |
| | • Prose literature paper. Two Latin Prose Literature set texts studied in depth. |
| | • Verse literature paper. Two Latin Verse Literature set texts studied in depth. |

MATHEMATICS

COURSE CONTENT AND AIMS

A level Mathematics is an interesting and challenging course which extends the methods students learned at GCSE and includes additional applications of mathematics, such as Statistics and Mechanics. Mathematics is a subject that is highly desired by universities and employers alike.

The new 2017 syllabus, more than ever, promotes logical and analytical thinking, incorporates the use of ICT to model situations mathematically and through development of these skills, facilitates their ability to move on to higher education/training in the STEM subjects.

The skills students learn in A level Mathematics are of great benefit in other A level subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology, and Business Studies.

Through solving problems students develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help them to formulate reasoned arguments. Importantly, they will have excellent numeracy skills and the ability to process and interpret data.

FURTHER MATHEMATICS

COURSE CONTENT AND AIMS

Further Mathematics is fun and rewarding. It broadens students mathematical skills and promotes deeper mathematical thinking. Students will be introduced to interesting new areas of pure mathematics such as complex numbers and apply mathematics in a wider range of contexts.

Studying A level Further Mathematics is also likely to improve student's grade in A level Mathematics. The extra time, additional practice, further consolidation and development of techniques beyond A level Mathematics provide enrichment promoting attainment of the higher grades in both A levels .

Mathematics and Further Mathematics are versatile qualifications, well-respected by employers and are both "facilitating" subjects for entry to higher education. Having A level Further Mathematics on a student's university application is a way to make it stand out. It is highly sought after by universities, especially as part of an application to higher education in the STEM subjects as the additional content helps ensure a successful progression to university.

EXAMINATION DETAILS

Exam Board— Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

ENTRY CRITERIA

GCSE Grade 7 or above in Mathematics

How is it assessed?

| Qualification | Examined units |
|---|--|
| 9MA0 A Level Mathematics | Paper 1 – Pure Mathematics 1 – 9MA0/01 * |
| | Paper 2 – Pure Mathematics 2 – 9MA0/02 * |
| | Paper 3 – Statistics and Mechanics – 9MA0/03 * |

Calculators will be required for each paper.

* Awaiting accreditation from OFQUAL for finalised examination codes.

EXAMINATION DETAILS

As above

Entry Criteria

GCSE Grade 8 or above in GCSE Mathematics

How is it assessed?

| Qualification | Examined units |
|--|---|
| 9FM0* A Level Further Mathematics | Four 90 minute papers, each comprising 75 marks and worth 25% of the qualification. There are several examination routes permitted for A Level Further Mathematics, providing flexibility of study. Each of these routes comprises the mandatory Paper 1 and Paper 2 and a choice of four options for Paper 3 and seven options for Paper 4. Students choose one option for each paper. Options available in Statistics, Mechanics or Decision Mathematics. |

* Awaiting accreditation from OFQUAL for finalised examination codes.

MUSIC

COURSE CONTENT AND AIMS

OCR's A Level in Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising.

Students are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge.

This specification will enable students to explore performance and composition in greater detail and allow them to choose a specialism in performance or composition.

Through the various genres, styles and eras contained in our areas of study they will explore musical context, musical language and performance and composition skills.

OCR's A Level in Music has options and pathways designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions.

PHOTOGRAPHY

COURSE CONTENT AND AIMS

A level Photography encourages students to think and work like photographers to gain a deeper understanding of creative processes within light based and lens based media. They will develop vital transferable skills which would benefit any vocational setting and those who wish to study subjects within the creative sector. Students will gain technical experience of both digital and analogue processes within photography and will have the freedom to explore personal lines of inquiry through a very exploratory and experimental approach to creative darkroom practice, animation, film and digital image manipulation. Students are encouraged to take ownership of the direction of their work through the ability to effectively research and critically analyse a variety of practitioners and related topics as an integral part of their practice. Students are given a range of engaging opportunities to develop their practice further including gallery and site visits and a foreign study trip.

EXAMINATION DETAILS

Exam Board— OCR
www.ocr.org.uk

ENTRY CRITERIA

GCSE Grade B in Music
If not studied previously at least Grade 6 in English Language GCSE and ABRSM (or equivalent) Grade 5 Or 6 in an instrument or voice

How is it assessed?

| Qualification | Examined units |
|-------------------------------------|-------------------------------|
| H543 A Level Music | Performing A (01) or B (02) |
| | Composing A (03) or B (04) |
| | Listening and Appraising (05) |

EXAMINATION DETAILS

Exam Board—AQA
www.aqa.org.uk

Entry Criteria

GCSE grade B in Art
If not studied previously at least a Grade 6 in English Language at GCSE and a suitable portfolio

How is it assessed?

| Qualification | Examined units |
|---|--|
| 7206/c A Level Photography | Component one- Personal investigation- practical unit with a written study. |
| 7206/x A Level Photography | Component two- Externally set assignment –practical unit leading to a 15hr exam. |

PHYSICAL EDUCATION

COURSE CONTENT AND AIMS

This specification builds upon the student experience from Key Stage 4 and GCSE and then further develops knowledge and understanding of the factors that affect performance and participation in physical education. The qualification aims to equip students with the skills and expertise required for higher education or the world of work. The content of the course includes topics of study such as: anatomy/physiology; skill acquisition; biomechanics; sports psychology and technology in sport.

This course also enables students to gain credit towards their A Level from talents and skills in their favourite sport. Students have gone on to study a wide range of subjects at university, not just in PE and the Sport Sciences but also the health professions (including Medicine and Physiotherapy) as well as many other wide ranging careers in combination with other subjects.

PHYSICS

COURSE CONTENT AND AIMS

Physics is the gateway to many opportunities within the scientific world and beyond. It can give students access to many higher level courses of study, even if it is not linked directly to Physics. If students are intrigued by the way everything around them works and have an interest in developing their understanding, then A level Physics would be ideal for them.

The course covers a wide range of topics from the more traditional Mechanics and Electricity, to the exciting Particles topic, where new discoveries are being made. This links in with a trip to CERN which we try to organise for students each year.

Physics develops not only students knowledge but also competence and confidence in a variety of practical skills, which are transferable into many careers: from developing to testing, analysing and evaluating outcomes.

It is not a requirement that A Level Mathematics is studied but strong skills in Mathematics are vital.

EXAMINATION DETAILS

Exam Board— AQA

www.aqa.org.uk

ENTRY CRITERIA

GCSE Grade B or above in PE, also a minimum of Grade C in one GCSE Science

If not studied previously at least a Grade 6 in English Language and a Grade C in one GCSE Science

In both cases students must continue to represent the school or a club in at least once sport/dance

How is it assessed?

| Qualification | Examined units |
|--|--|
| 7582 A Level Physical Education | Examined Units <ul style="list-style-type: none">• Applied anatomy and physiology• Skill acquisition• Sport and society• Exercise physiology and biomechanics• Sport psychology• Sport and society and technology in sport |

Students are assessed as a performer or coach in the full sided version of one activity, plus a written/verbal analysis of performance.

EXAMINATION DETAILS

Exam Board—AQA

www.aqa.org.uk

Entry Criteria

GCSE Grade A in both parts of the Science Double Award

AB in Science Edexcel Certificate (iGCSE)

GCSE Grade B or above in Physics

How is it assessed?

| Qualification | Examined units |
|---|--|
| 7408 A Level Physics | Three 2 hour written papers. Paper 1: AS topics and periodic motion. Paper 2: A level topics. Paper 3: practical skills and data analysis, along with questions on an optional topic (chosen by the school) |

PSYCHOLOGY

COURSE CONTENT AND AIMS

The AQA A Level course offers a stimulating, engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by higher education and employers, including critical analysis, independent thinking and research. Students are encouraged to develop an understanding of the behaviour of the individual; to engage in practical activities to appreciate the methods used to gather evidence and to consider the direct application of psychological knowledge to everyday situations. Students will develop their knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to a number of topics: Social Influence, Memory, Attachments and Psychopathology. The first year will consist of the study of introductory topics in Psychology and Psychology in context and during the second year the students will study an additional three option topics: Cognition and Development, Schizophrenia and Forensic Psychology.

RELIGIOUS STUDIES

COURSE CONTENT AND AIMS

Students will study three components: Philosophy of Religion, Religion and Ethics and Developments in Religious Thought. Philosophy of Religion explores the philosophy of Plato and Aristotle, philosophical views on the soul and body, differing beliefs about life after death, arguments for God's existence and challenges to the belief in God e.g. the problem of evil. In the Religion and Ethics component students examine a range of ethical theories including Natural Law, Situation Ethics, Kantian Ethics and Utilitarianism. These ethical theories are then applied to moral issues such as euthanasia, business ethics and sexual ethics. Students will also explore ideas about conscience and challenges to the view that conscience comes from God. The third paper is Developments in Religious Thought and focuses on Christianity. This will include Christian beliefs about God and Christ, life after death, views regarding the roles of men and women, Feminist Theology and the ideas of atheistic thinkers such as Marx, Dawkins and Freud.

The course enables students to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects.

EXAMINATION DETAILS

Exam Board— AQA
www.aqa.org.uk

ENTRY CRITERIA

GCSE Grade B or above in Psychology
If not studied previously at least a Grade 6 in English Language at GCSE
A minimum of Grade B in one GCSE Science is also required

How is it assessed?

| Qualification | Examined units |
|---|--|
| 7182 A Level Psychology | Paper 1: Introductory Topics in Psychology |
| | Paper 2: Psychology in Context |
| | Paper 3: Issues and options in Psychology. |
| Each of these 3 papers are worth 33.3% of the final A level grade | |

EXAMINATION DETAILS

Exam Board— OCR
www.ocr.org.uk

ENTRY CRITERIA

GCSE Grade B or above in Religious Studies
If not studied previously at least a Grade 6 in English Language at GCSE

How is it assessed?

| Qualification | Examined units |
|---|--|
| H573 A Level Religious Studies | Paper 1: Philosophy of Religion |
| | Paper 2: Religion and Ethics |
| | Paper 3: Developments in Christian Thought |
| Each of these 3 papers are worth 33.3% of the final A level grade | |

SOCIOLOGY

COURSE CONTENT AND AIMS

The aim of the course is to provide students with an exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own experiences - for example, the composition of families today, inequality in society or the impact of digital communication upon relationships. During the course students can acquire knowledge and a critical understanding of contemporary society. They have the opportunity to develop a broad set of key skills, including the ability to analyse and formulate clear, logical arguments with scope for extensive evaluation of theoretical perspectives. Developing strong critical thinking skills and considering issues with a global outlook will be of huge benefit to students in the future. Sociology complements most other subjects - popular combinations are Psychology, Biology, Geography, History and English. It is particularly useful for those considering careers in HR, the media, social work and nursing.

SPANISH

COURSE CONTENT AND AIMS

Spanish A Level builds on the knowledge, understanding and skills gained at GCSE focusing on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity. The content is suitable for students who wish to progress to employment and enhance their career opportunities or to further study, including a modern languages degree.

We examine how Spanish-speaking society has been shaped socially and culturally. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered focusing on issues associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world focusing on young people and their political engagement. Students will explore the influence of the past on present day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them.

Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

EXAMINATION DETAILS

Exam Board—OCR

www.ocr.org.uk

Entry Criteria

GCSE Grade B or above in Sociology

If not previously studied GCSE Grade 6 or above in English Language

How is it assessed?

| Qualification | Examined units |
|---------------------------------------|---|
| H580 A Level Sociology | 1: Introducing socialisation, culture and identity. This will be developed in the context of families and relationships 2: Researching and understanding social inequalities 3: Debates in contemporary society explored through the detailed study of education and globalisation and the digital social world |

EXAMINATION DETAILS

Exam Board— AQA

www.aqa.org.uk

ENTRY CRITERIA

GCSE Grade B or above in Spanish

How is it assessed?

| Qualification | Examined units |
|-------------------------------------|--|
| 7692 A Level Spanish | Paper 1: Listening, reading and writing Paper 2: Writing (including an assessment of one text and one film or two texts from the specified list) Paper 3: Speaking (individual research project) |

WHAT OUR STUDENTS SAY...

'Choosing to study your A levels at Spalding High will be the first big step towards determining your future. With careers advice, the opportunity for work experience placements and talks from outside speakers, you will be able to develop an understanding of the 'real world,' alongside gaining superb academic support. The sense of community provides you with the perfect environment for maximum achievement and happiness.'

'As an external student, everyone was very welcoming and easy to get along with. All the teachers also made it easy to settle in having just joined a new school.'

'The sixth form at Spalding High School has enabled me to build self-confidence. Through being involved in a range of opportunities, such as helping at school events, I have been able to meet new people and develop my social skills.'

'Spalding High School has all the vital elements an individual needs to enable them to flourish and achieve their full potential. The staff are so willing to put in the extra time and effort that you can't help but be inspired and want to work hard. I honestly can't think of anywhere else which would have prepared me so fully for higher education and life as a whole.'

'The sixth form study area is amazing as it allows me to do my school work during my non-contact periods. This means that I find it easier to balance my school work and my job, as well as my social life. The study room is also great as there is always a free computer as they are for sixth form only use and working in quiet rather than the common room is great too.'

'After a year at Spalding High School, I can look back with joy. After joining as an external student, I felt nervous in my new environment, however, I was made extremely welcome by both students and staff and have formed many new friendships. I have also been involved in many school events, which I have enjoyed and have been glad to be a part of.'

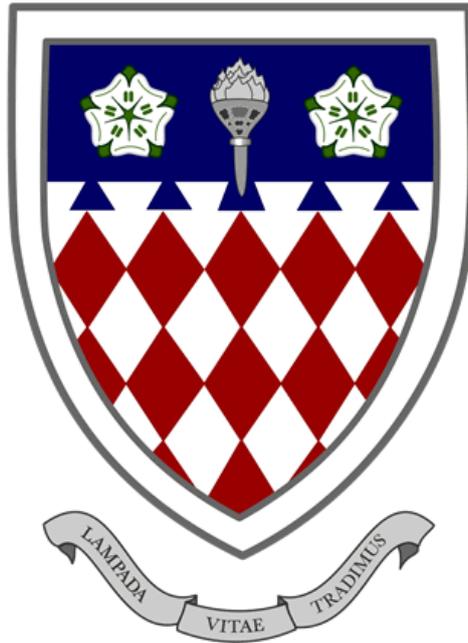
'My favourite thing about the Sixth Form here at Spalding High is the independence we are given. Having non-contact periods and library studies allows me to take time to focus on getting my work done in a suitable environment. It is also great that despite the freedom we are offered, there are always members of staff willing to offer support whenever it is needed.'

'There are many sporting opportunities for me to participate in and the facilities are excellent. It helps people to get to know each other better due to there being a diverse range of sports suitable for everyone.'

'The School has given me opportunities to get involved with a variety of activities, from basketball to technical theatre. The teachers here have a real passion for their subject; this really makes you want to learn.'

'There is no other place I would have rather spent the past seven years calling my second home. I have loved every minute of my time here and have made friends and experienced things which I will carry with me for the rest of my life.'

'Spalding High School has enabled me to gain essential skills and become a confident and motivated individual. I am incredibly grateful for the opportunities that have been offered to me throughout my time here, and I would recommend the sixth form to any potential student.'



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