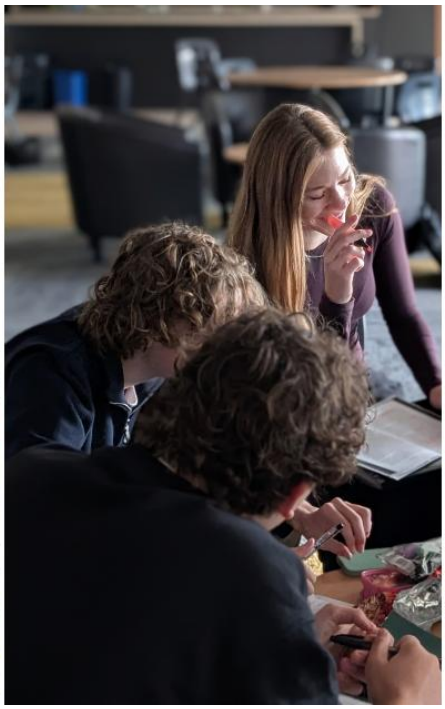
SANDY
SIXTH FORM

Options Booklet



Empowering Our Students to Shine

September 2026

www.sandysecondaryschool.co.uk

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01. Head of Sixth Form's Welcome

I am proud to lead a Sixth Form where academic ambition goes hand in hand with personal care. My commitment is that every student is known, challenged and supported to achieve their very best.

Our small size is one of our greatest strengths. Alongside a choice of more than 30 subjects, we offer a close-knit community where staff understand each student's strengths, aspirations and individual needs. This enables us to provide personalised guidance, high-quality pastoral care and the right balance of support and challenge throughout their studies.

Academic rigour underpins our curriculum. We expect students to think deeply, engage critically with ideas and take increasing responsibility for their learning. Through challenging teaching, regular feedback and purposeful independent study, we prepare them for the demands of higher education and their future careers. We are proud of our students' success in securing university places, including at leading Russell Group universities, as well as progressing to specialist higher education and higher-level apprenticeships.

Learning also extends beyond students' main subjects. Opportunities such as the Duke of Edinburgh's Award and the Extended Project Qualification develop resilience, teamwork and independent research skills, while Core Maths provides additional mathematical preparation where this supports students' chosen pathways.

Above all, I want every student to leave us with strong qualifications, confidence in their abilities and a clear sense of direction. I look forward to welcoming you to our Sixth Form and supporting you as you take this exciting next step.

Mr Will Leversley
Head of Sixth Form

> *"The sixth form provides students with a broad and diverse curriculum through which they can deepen their learning. Thoughtful guidance and careers support ensure that students are well informed about a wide range of future pathways."*
>
> Ofsted Report, Graded 'Good,' June 2025

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02. About Our Sixth Form

Our Sixth Form combines ambitious teaching with the personal support of a close-knit community. Students are known as individuals, encouraged to aim high and supported to progress to university, higher-level apprenticeships and rewarding careers.

Dedicated Sixth Form facilities include a spacious study area, common room, cafeteria and garden, providing spaces to work, socialise and relax. Students also benefit from specialist facilities across the school, including art and photography studios, science laboratories, computer rooms and a VR suite.

Sixth Form brings greater independence and responsibility. Students learn to manage their time and make purposeful use of independent study periods, developing skills for their next steps. Our experienced and dedicated Sixth Form team provides guidance, encouragement and challenge throughout.

Joining our Sixth Form means becoming part of a welcoming, purposeful community where ambition and wellbeing go hand in hand. Through strong teaching, high expectations and individual support, we help students achieve academically, grow in confidence and prepare for life beyond school.

Confident. Connected. Future Ready.

Our Vision

We have high expectations and aspirations for every student, regardless of ability or background. Through a rich and ambitious curriculum, we encourage students to think deeply, achieve highly and develop a lifelong love of learning. Learning extends far beyond the classroom.

Every Student Matters

We recognise that every student is unique, with their own strengths, interests and ambitions. Whether their talents lie in science, mathematics, sport, music, drama, art, technology, leadership or community service, we are committed to helping them flourish.

A Community That Cares

Strong relationships are at the heart of everything we do. We work in partnership with families to ensure that every student feels valued, supported and encouraged to be the very best they can be.

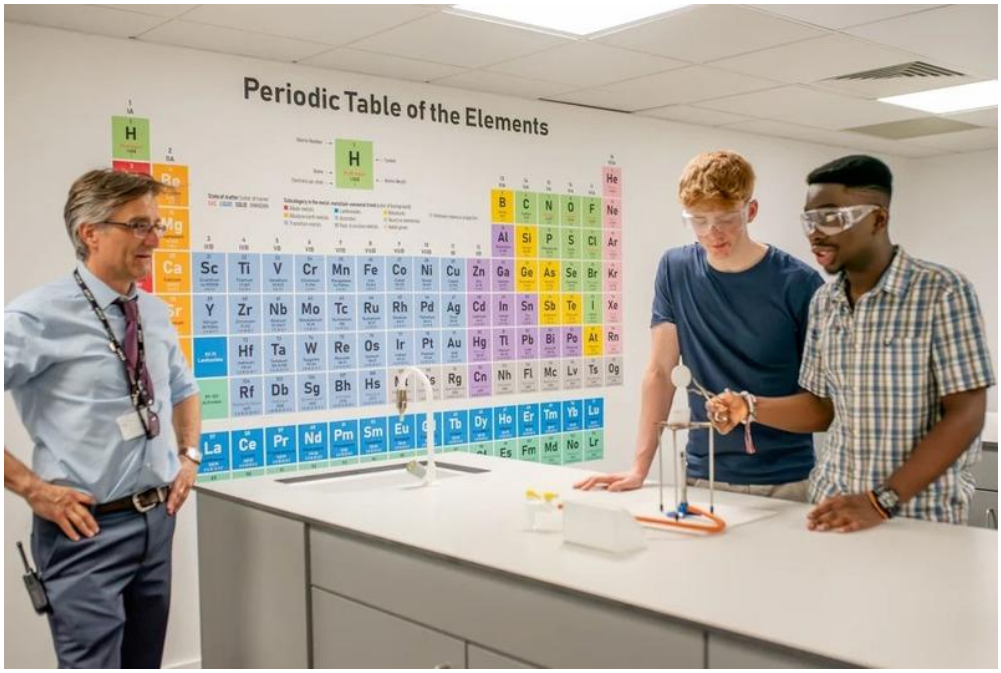
Academic excellence	Supportive community	Opportunities to grow	Vocational & academic routes	Be part of something bigger

Our established Sixth Form places high-quality teaching and learning at the heart of a purposeful and supportive student experience.

At Sandy Secondary School, we want every student to fulfil their potential, both academically and beyond the classroom. Through high expectations and an ambitious curriculum, we develop the knowledge, understanding and skills students need to achieve their goals and contribute confidently to society.
Whatever your child's interests, strengths or ambitions, our Sixth Form provides a strong foundation for future success. Students benefit from expert teaching, individual guidance and an increasing emphasis on independent learning, helping them become confident, motivated young adults.

Choosing a Sixth Form is an important decision. Whether students continue with us from Year 11 or join from another school, we welcome them into a community where they can build friendships, explore their interests and enjoy a rewarding and challenging two years.

With over **30 courses**, our broad curriculum reflects a wide range of interests and career aspirations. Students can choose a programme that builds on their strengths while opening doors to further study, apprenticeships and employment.
Our A Level subjects offer opportunities to deepen subject knowledge, explore ideas and develop the analytical and creative skills valued by universities and employers.
Alongside these, we offer a growing range of vocational and practical Level 3 qualifications. Students can study A Levels, vocational qualifications or a combination of both, creating a programme suited to their ambitions and preferred ways of learning.
In 2026, every student who wished to progress to university successfully secured a place.



03. Sixth Form Facilities

In September 2024, Sandy Secondary School celebrated fifty years of education on this site and began an exciting new chapter with the opening of our new teaching block. Alongside 28 classrooms, food technology rooms and computer suites, the building houses a dedicated Sixth Form Centre with a study area, common room and kitchen. This gives students their own space to study, socialise and enjoy greater independence, while remaining part of our supportive school community.

Sixth Form students also benefit from the extensive facilities across our wider school site. These include a VR suite, offering opportunities for immersive learning, an athletics track, and specialist spaces for art, drama and the performing arts. Together with our science laboratories and photography studios, these facilities support practical exploration, creativity and the development of specialist skills, enriching students' learning beyond the traditional classroom.

Students continuing from Year 11 benefit from established relationships with staff who understand their strengths and ambitions, while those joining from other schools receive a warm welcome and the same individual care and guidance.

04. Learning Pathways Post-16

As students move into Post 16 education they will need to plan carefully their learning pathway. The learning pathway should include all learning experiences and not just formal learning experiences. There are also learning experiences which are non-formal and informal.

Academic
Organised learning opportunities leading to approved qualifications: GCE A levels, BTEC, NVQ, Skills Challenge Certificate

Applied
Organised programmes that may lead to accreditation but are typically outside of the National Qualifications Framework (NQF): Duke of Edinburgh, NCS, Wadham Project

Extended
Wider experiences normally without formal recognition: Extracurricular activities, sports/clubs/hobbies, part-time employment, citizenship activities

We want our students to develop into well rounded individuals who reach and exceed their potential by exploring all of their interests and talents and by acquiring as many skills and experiences as possible, academically and outside the classroom.

Increasingly universities and employers are expecting students to follow a “Super-curriculum” which demonstrates their interest and passion for particular disciplines outside of their taught curriculum. We want to help our students to be prepared for this world and to help them stand out, and so offer students the opportunity to be involved in student leadership, Young Enterprise, National Citizens Service, and Duke of Edinburgh award scheme in our enrichment programme.

Students are encouraged to improve their Personal development through assemblies, Drop-down days, tutor sessions and student led activities.

05. Pastoral Care

As well as ensuring that every student achieves the highest possible grades, we also provide the highest standards of pastoral care. We have a strong pastoral system and know our students very well.

Every student belongs to a tutor group; they are individually known and catered for. Sixth Form students are also an integral part of wider school life, mentoring peers and younger students, supporting learning in lessons, and taking on responsibility and leadership whilst setting an example to younger students.

Student well-being is at the heart of all we do and we aim to do everything we can to make each student succeed. We know that success at this level is the result of positive partnerships between students, parents/guardians and the school. It is our desire to foster these relationships, and we take great pride in the many achievements of our students. Recognising and celebrating student success is a valued and regular feature of our school life through assemblies, our newsletter, the press, website and social media.

06. High Aspirations

We are proud of our strong record of helping prepare Sixth Form students for their next steps. We expect all students to engage in our extensive preparation for higher education, apprenticeships and employment.

Studying in our Sixth Form equips students with the necessary abilities, characteristics and confidence to progress to higher education including Oxbridge, the Russell Group of Universities. Theatre schools and Conservatoires, and leading Colleges of Art.

We also support students who wish to enter the world of work or join apprenticeship schemes through regular visitor assemblies, enrichment activities and trips to key exhibitions and events. We have close links with our local universities; University of Cambridge, University of Hertfordshire, and the University of Bedford. We are also part of the Wadham Project (based at Oxford University) and the Raising Aspirations Project.

We believe in a balanced Sixth Form, where students are nurtured yet given independence. Students are allowed to leave the site during the day if they are not in a timetabled session, enabling them to choose the most appropriate learning environment and timing. With such privilege comes responsibility, students must ensure that all deadlines are met and that work is of the highest standards, or they risk having these privileges removed.

High Aspirations and Outstanding Achievement

Our primary aim at Sandy Secondary School Sixth Form is to provide the best possible education for all our students and equip them with the skills and knowledge to move on to university, further education, apprenticeships or employment. We want all our students to succeed and, therefore, set aspirational targets to motivate and challenge them to aim for the highest results achievable.

07. Additional Qualifications

We offer a range of **additional qualifications** designed to broaden our students' skills, knowledge and experiences, helping them to become confident, well-rounded individuals and preparing them for their future beyond Sixth Form. These opportunities complement students' main programmes of study and provide valuable experiences that can support their personal development, university applications and future careers.

All Level 3 students **must** select **one** of the following options. Further information about each option can be found in Section 14.

EPQ	The **Extended Project Qualification** and is recognised by top universities and in some cases can be used as part of the points score needed to secure a place. It is worth half an A level (28 UCAS points). The EPQ requires students to carry out research on a topic that they have chosen.
Core Maths	**Core Maths** is recommended for students taking a Level 3 course which requires a high level of mathematical knowledge if they have not taken A Level Mathematics.
DofE Gold Award	**The Duke of Edinburgh Award** is a nationally recognised programme that develops students' wider skills. Students are responsible for covering the additional costs.
Food Science & Nutrition Award	This Level 3 Qualification is for students who are passionate about food science, nutrition and health. It is especially beneficial if you're looking to pursue careers in areas such as dietetics, food science, nutrition consultancy, public health or food product development.

08. Entry Requirements

For Level 3 courses there is a minimum requirement of at least **6 GCSE qualifications** at grade **4 to 9**. In most subjects the entry requirement will be at least a grade 6, and in some cases, students will need to achieve grade 7 to undertake the course. The individual entry requirement for each subject are listed in Section 11, and there are essential and desirable requirements for each course. If a student does not meet the entry requirements, then the school will look at each student on an individual basis with an interview process to review the situation. Students must achieve at least a grade 4 in either English Language of English Literature to be able to access the high literacy content of the Level 3 courses.

Students will be able to select a combination of courses dependent on their achievements at the end of Year 11. The recommended number of courses is listed below but is discussed as part of the interview and enrolment process.

Grades	**Course Selection**
Mainly 7, 8 & 9	4 A Level or BTEC (Level 3) Courses and EPQ OR 3 A Levels or BTEC (Level 3) and 1 Additional Course
Mainly 6	3 A Levels or BTEC (Level 3) and 1 Additional Course
Mainly 5	3 A Levels or BTEC (Level 3) and possibly 1 Additional Course
Mainly 4s	3 A Levels or BTEC (Level 3)

09. Application Process

Students who wish to join Sandy Secondary School need to complete the application form and return this by **Friday 4th December**.

This will be followed by interviews to review the choices made by each student and their suitability for the courses on offer.

The application form can be found here (the final page of this booklet) and on our website: https://sandysecondaryschool.co.uk/sixth-form-admissions/

Sixth Form Induction

Sixth Form Induction takes place at the start of September for those students who are joining the Sixth Form and is essential preparation for the start of new courses.

Students are given the opportunity to undertake team building exercises and meet with students in Year 13 to start the process of creating the Sixth Form identity which greatly supports the progress and achievement of students at Sandy Secondary School Sixth Form.

10. University/Career Requirements

Certain university courses and careers specify which Level three courses should be studied. It is essential to research future pathways carefully.

Specific University Courses

If you are interested in taking specific courses at university, some might prefer you to have, or study, certain qualifications. We have given some courses in the list below, but this is not definitive and some universities will be different from others.

Fundamentally, all universities will want good passes at GCSE in both English and Mathematics, and some courses might have other requirements, such as a Humanity or a Language at GCSE, too. Lots of these courses also require a minimum amount of work experience in that sector so that applicants can demonstrate an understanding of what it is that they are undertaking.

Course	Compulsory or Preferable Subjects
Accountancy	You might need Mathematics, but you can join this industry at any stage with good qualifications
Architecture	Maths / Physics and Art or Design
Art + Design	Either Art or Design – it might be worth taking a Foundation Course in Art after the Sixth Form to develop a strong and broad portfolio of work
Engineering	Maths and Physics
Law	English, History or Philosophy preferable, with some universities recommending students do not study Law at A Level.
Medicine **Dentistry** **Veterinary Science**	Triple Science (GCSE) is preferable 2 of Maths, Biology, Chemistry (please check individual universities)
Nursing	A science at A level, or BTEC Health & Social Care
Physiotherapy	A science at A level
Social Work	None usually specified, but often Philosophy looks good on applications

11. Attendance and Dress Code

Clothing for Sixth Form students should be of a comfortable fit and suitable to wear in a professional office environment.

- Smart trousers, not skinny-fit; smart knee length shorts in summer
- Three-quarter length, or Capri trousers may be worn in summer. Leggings may only be worn under a skirt or dress.
- Collared shirt or blouses or workwear smart top (strappy tops, vests, crop tops, or transparent clothing are not permitted). Sleeveless dresses/tops are permitted.
- Skirts/dresses – knee length (maximum four fingers width above the knee)
- Smart shoes (no sandals, flip flops, plimsolls, or canvas shoes) and certain sports shoes are permitted, including those made of leather such Nike Airforce Ones, Adidas Samba's and we also allow Converse. No running shoes should be worn.
- Jumper/cardigan (no hoodies or sweatshirts)
- Jacket or site (optional)
- Smart coat
- No denim material, logos, or slogans
- Hats (e.g., baseball), are not to be worn.
- Hair – only natural colours and no extreme hairstyles
- Subtle jewellery and make-up
- No facial piercings or retainers (clear studs)

Clothing which does not adhere to this dress code, or deemed inappropriate, may result in the student being asked to cover up/remove the offending item(s) or (if safe to do so) return home for alternative clothing.

12. Level 3 Courses

This is a **provisional** list, and subjects may change depending on numbers of applications for that subject. The entry requirements for each course are the guidelines used to assess the suitability of students to courses. Where students do not meet the entry requirements discussion will take place with subject leaders to decide on suitability for the course. You don't necessarily need to have studied a subject at GCSE or Level 2 BTEC to take it at Level 3. For example, students who have not taken Geography at GCSE can take it at Level 3 provided they have done well in History and Science. Where a subject has been studied the grades give an indication of the standard that needs to be achieved. For more information about suitability for each course please speak to the subject specialists

Course	Essential Entry Requirements	Desirable Entry Requirements
A Level Art	5 in Art	
A Level Biology	6 in 2 Sciences 5 in Maths	6 in Maths
BTEC Business	4 in English 4 in Maths	
A Level Chemistry	6 in 2 Sciences 6 in Maths	
A Level Computer Science	6 in Computer Science 6 in Maths	7 in Maths If Computer Science not previously studied - 2 grade 6s in Science
A Level Dance	5 in Dance	
A Level Drama and Theatre Studies	5 in Drama / Pass in RSL Acting 4 in English	
A Level English Language	5 in Literature 6 in Language	6 in both Language & Literature Or 6 in essay-based subject such as History
A Level English Literature	6 in Literature 5 in Language	6 in both Language & Literature Or 6 in essay-based subject such as History

Course	Essential Entry Requirements	Desirable Entry Requirements
A Level Environmental Sciences	6 in 2 Sciences 5 in Maths	
A Level French	6 in French	
A Level Further Maths	8 in Maths	
A Level Geography	5 in Geography or 6 in History 5 in English	5 in Maths
A Level History	5 in History 5 in English	
A Level Mathematics	7 in Maths	
A Level Media Studies	5 in English	
A Level Music	5 in Music	Working at approximately Grade 4/5 practical level (instrument/voice)
A Level Philosophy & Ethics	5 in English or History	6 in an essay-based subject
A Level Photography	5 in Art or Photography	
A Level Physical Education	Experience of a Sport course during year 11/10. Grade 4 or Level 2 Merit at BTEC. Grade 4 in 2 Sciences. Playing a sport outside of school OR Coach a sport outside of school.	GCSE PE Course. Grade 5 or Level 2. Grade 5 in Biology and Chemistry/Physics. Playing at club level. OR Coach competitively at club level/age group.
A Level Physics	6 in 2 Sciences 6 in Maths	
A Level Product Design	5 in Product Design	

Course	Essential Entry Requirements	Desirable Entry Requirements
A Level Psychology	5 in English, Maths & Science	
A Level Sociology	5 In English	
A Level Spanish	6 in Spanish	
AAQ Applied Science	4 in English, Maths & Science	
BTEC Creative Digital Media Production	4 in English	
AAQ Health & Social Care	4 in English and 5 Combined Science/Biology	
BTEC ICT	4 in English	
RSL Music Practitioners	4 in English Play a musical instrument	
RSL Creative & Performing Arts (Acting)	4 in English 4 in Drama	
WJEC Criminology	5 in English & Science	

13. Level 3 Course Descriptions

You will find detailed information about all the Level 3 courses available at Sandy Sixth Form in the following pages. Each course includes an overview of the content and units you may study, how you will be assessed, and the skills and knowledge you will develop.

We have also included information about where each subject could take you in the future, including further study, higher education and potential career pathways. Where possible, you'll also find examples of destinations and opportunities previous students have progressed to after studying the course.

We hope you find this information useful as you explore your options and make the right choice for your next steps.

Subject: A Level Art & Design

Specialisms: Art, Craft and Design / Photography / Textiles Design

Examination Board: Pearson Edexcel

Curriculum Leader: Miss E Hart

Course Units and Content:

An exciting and stimulating course for students who enjoy creativity, experimentation and developing personal ideas. Students explore a range of materials, techniques and processes, research artists and practitioners, and develop their own work in response to themes. Ideas are documented and refined in a work journal, leading to personal outcomes.

Students can specialise in Art, Craft and Design, Photography or Textile Design. All three specialisms follow the same A-Level course structure and assessment framework, with practical work tailored to the chosen discipline.

Assessment:

Coursework—Personal investigation = 60%.

- A portfolio of practical work exploring, experimenting with and developing ideas.
- A 3,000-word written personal study linking artists and practitioners to the student's own work.

Externally Set Assignment = 40%.

- Students respond to a theme set by Pearson Edexcel.
- Preparatory work leads to a **15-hour practical examination**, in which students produce a final outcome under examination conditions.

All work is internally assessed and externally moderated.

Enrichment Opportunities:

- Gallery Visits
- Exhibitions
- Workshops

Progression and Careers:

Higher Education: Foundation Diploma in Art & Design, Bachelor of Arts, Master of Arts. Digital Media / Graphic design degree courses.

Careers: Architect, Photographer, Graphic Designer, Textile Designer, Jeweller and Silversmith, Illustrator, Film making, Interior Designer, Fine Artist, Fashion Designer, Graphic Designer, Illustrator, Printmaker, Textile Designer, Art Teacher / lecturer.

Additional Information:

Independent Study: Students are expected to work independently outside of lessons to develop ideas, complete practical work, research artists and refine their portfolios. Organisation, commitment and effective time management are essential.

Portfolio Development: Students develop a personal portfolio that showcases their creativity, practical skills, research and ability to develop ideas. This can support applications for creative degree courses and future employment.

Equipment and Resources: Students should bring their own basic drawing equipment and sketchbooks. Specialist materials and equipment will be discussed with students according to their chosen specialism. This could be purchased through school. You should choose Art because:

- Enjoy drawing, making and being creative.
- Want to explore and experiment with different materials, techniques and processes.
- Are interested in researching artists and practitioners.
- Are organised and willing to develop ideas independently, both in lessons and at home.
- Enjoy developing personal ideas and producing original work.

Subject: A Level Biology

Examination Board: AQA
Specification: A Level 7402

Curriculum Leader: Mr M Cuff

Course Units and Content:

In Year 12 students will study modules of work covering aspects of:

- Biological molecules
- Cells
- Organisms and the exchange of substances with the environment
- Genetic information; variation and relationships between organisms

To complete the A Level in Year 13 students will also study aspects of:

- Responding to change; how organisms respond to changes in external and internal environment
- Energy transfers
- Genetics; populations, evolution and ecosystems
- The control of Gene expression

Assessment:

Paper 1
· 2 hour examination
· 91 marks 35% of A level
· Content taken from Year 12 programme of study including relevant practical skills
· 76 marks: short and long answers
· 15 marks: extended response questions
Paper 2
· 2 hour examination
· 91 marks 35% of A level
· Content from Year 13 programme of study, including relevant practical skills
· 76 marks: short and long answers
· 15 marks: comprehension questions
Paper 3
· 2 hour examination
· 78 marks 30% of A level
· Assessing any content
· 38 marks – structured questions including practical techniques
· 15 marks critical analysis of given experimental data
· 25 marks essay from a choice of two titles

Progression and Careers:

A Level Biology is identified as a key subject by the Russell Group of Universities. Biology is a solid choice for students considering a career in Medicine, Biomedical Sciences, Microbiology, Veterinary Science, Dentistry, Environmental Science and Sport Science.

Student views:

"Biology A level incorporates many different topic areas from biochemistry to ecology, which provides a sound all-round knowledge of biological processes that can be applied in many different situations."
"The topics in Biology at A level are really interesting and you get to study them in much more detail than before, which clarifies some of those unanswered questions."

"The fieldtrip was fantastic! It was great to learn in a different environment and helped develop my practical and group work skills, which are vital for University."

"The support from teachers has been vital in my success in Biology and this along with varied and interesting lessons has made it an enjoyable subject to study at A level."

Where have students from Sandy Secondary School gone on to?

Most students studying Biology go on to complete degrees in Biosciences including:

- Biomedical Science at Sheffield
- Biochemistry at Bath
- Ecology at Hull
- Biomedical Science at Liverpool
- Palaeontology at Portsmouth
- Veterinary Science at Nottingham

Subject: BTEC National Level 3 Diploma in Business

Examination Board: Pearson Edexcel
BTEC Level 3 Diploma in Business is the equivalent to two A Levels.

Curriculum Leader: Miss K Hayward

Course Units and Content:

Unit 1 Exploring Businesses: Learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

Unit 2: Developing a Marketing Campaign: Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed.

Unit 3 Personal and Personal Finance: Learners study the purpose and importance of personal and business finance, developing the skills and knowledge needed to understand, analyse and prepare financial information.

Unit 4 Managing an Event: Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event.

Unit 5 International Business: Learners study how UK businesses develop strategies to trade globally and consider the factors that influence the implementation of these strategies.

Unit 6 Principles of Management: Learners understand how the role of management and leadership in the workplace contributes towards business success.

Unit 8 Recruitment and Selection Processes: Learners explore how the recruitment process is carried out in a business.

Assessment:

Unit 3 is an exam unit. Units 2 and 6 are controlled assessments marked by the exam board. These can be retaken if required.
All other remaining units are internally assessed using a number of methods including written reports, presentation, role plays and implementing a project.

Progression and Careers:

Over the two years of study this qualification provides an excellent insight into the world of work as well as providing a sound base for students who wish to continue studying the subject beyond Key Stage 5 to university and a career in a variety of different business areas, including:

Human Resources: HR assistant, Junior HR assistant

Sales & Marketing: Customer Sales Advisor, Membership Sales Consultant, Shop Floor Staff, Telesales Executive/Administrator

Finance: Payroll Assistant, Payroll Clerk, Trainee Payroll Administrator, Finance Assistant

Administration: Junior Secretary, Office Administrator, Marketing Executive

Customer service: Customer Service Operator, Customer Support Officer, Customer Service Team Leader

Event management: Event organiser, Personal Relations (PR)

Student views:

"I thoroughly enjoyed organising an event so much I'm looking into event planning as a degree."

"There was so much variety of units...I can now choose to specialise."

Subject: A Level Chemistry

Examination Board: AQA
Specification: A Level 7405

Curriculum Leader: Mr W Levesley

Course Units and Content:

In Year 12 students will study modules of work covering aspects of:

- Physical Chemistry, an introduction to the foundations of chemistry, including atomic structure, bonding, kinetics, equilibria and quantitative chemistry
- Inorganic Chemistry, including study of periodicity, Group 2 and Group 7 elements.
- Organic Chemistry, including Hydrocarbon chemistry and organic analysis

To complete the A Level in Year 13 students will also study aspects of:

- Physical Chemistry, including thermodynamics, acids and bases, rates of reaction and electrochemical processes
- Inorganic Chemistry, including period 3 elements and transition metals and the reactions of ions
- Organic Chemistry, including polymerisation, isomerism, aromatic chemistry, aldehydes and ketones, organic synthesis and analysis.

Assessment:

Paper 1
· 2 hour examination
· 105 marks 35% of A level
· Topics taken from Physical Chemistry and Inorganic Chemistry, with assessment of relevant practical skills.

Paper 2
· 2 hour examination
· 105 marks 35% of A level
· Topics taken from Physical Chemistry and Organic Chemistry, with assessment of relevant practical skills.

Paper 3
· 2 hour examination
· 90 marks 30% of A level
· 30 multiple choice, 40 marks on practical techniques.
· 20 marks testing across the specification

Progression and Careers:

Although not always necessary, the majority of careers in Chemistry require further education to degree or masters level. They include:

- Analytical Chemist
- Chemical Engineer
- Clinical Biochemist
- Pharmacologist
- Science Writer
- Toxicologist

Student views:

"I enjoy practicals as they are a really good challenge."

"It's really interesting to take the GCSE knowledge further and find out the truth about Chemistry."

Where have students from Sandy Secondary School gone on to?
Most students studying Chemistry go on to complete degrees in Biosciences including:

- Sheffield University—Biomedical Science
- University of Bath—Biochemistry
- University of Hull—Ecology

Subject: A Level Computer Science

Examination Board: OCR

Curriculum Leader: Mrs T Moncrieff

Course Units and Content:

- The characteristics of contemporary processors
- Input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms
- You will choose a computing problem to work through according to the guidance in the specification.
- Analysis of the problem
- Design of the solution
- Implementation and testing of the solution
- Evaluation

Assessment:

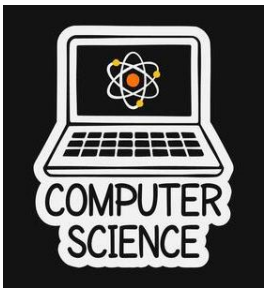
Computer Systems (01)	40% of A level
2½ hour written paper	140 marks
Algorithms & Programming (02*)	40% of A level
2½ hour written paper	140 marks
Programming Project (03/04)	20% of A level
Non-examination assessment	70 marks

Progression and Careers:

- Software Engineer
- Teacher
- Website Developer
- Network Manager
- Vast majority of Graduate jobs
- Database Analyst

Where have students from Sandy Secondary School gone on to?

- IT Apprenticeships
- University degree to study ICT
- University degree to study Computer Science



Subject: A Level Dance

Examination Board: AQA

Curriculum Leader: Mrs K Etienne

Course Units and Content:

Performance and Choreography
- Solo performance linked to a specific practitioner within an area of study
- Performance in a quartet
- Group Choreography

Critical Engagement
- Students will study a compulsory set work (Rooster, Christopher Bruce) and understanding its location within a corresponding area of study (Rambert Dance Company).
- Students will study a second set work (Singin' in the Rain, Gene Kelly and Stanley Donen) and understanding its location with its area of study– American Jazz Dance.

Assessment:

Performance and Choreography
Practical examination
· 80 marks
50% of A Level

Critical Engagement
· Written examination: 2 hours 30 minutes
· 100 marks
50% of A Level

Progression and Careers:

- Dancer
- Dance Therapist
- Front of House Manager
- Dance Scientist
- Dance Teacher
- Movement Director
- Choreographer
- Theatre Manager
- Marketing Officer
- Dance Critic/Journalist
- Set Designer
- Stage Manager
- Lighting Designer
- Events Organiser

Student views:

"Studying A Level Dance has helped my confidence to grow. I am now developing into a mature and confident person and my passion for Dance grows everyday."

"I absolutely love A Level Dance! I really enjoy developing my skills, not just as a performer, but as a choreographer. I am now going to pursue Dance as a career in the future - all thanks to A Level Dance."

Where have students from Sandy Secondary School gone on to?
- Northern School of Contemporary Dance
- Rambert Dance School
- London Studio Centre
- Royal Centre School of Speech and Drama
- University of Chichester

Subject: A Level Drama & Theatre Studies

Examination Board: Edexcel

Curriculum Leader: Miss N McDowall

Course Units and Content:
Drama continues to be a popular subject where students excel. Not only do students develop their skills as practitioners and performers in preparation for further study, but the cross-curricular links in regard to textual analysis enable and empower students to succeed in other areas of their school career, from both an understanding of politics and political and social structure, to their understanding of English literature.

Component 1: Devising
● Devise an original performance piece ● Use one key extract from a performance text and a theatre practitioner as stimuli ● Centre choice of text and practitioner ● Performer or designer routes available.

Component 2: Text in Performance
● A group performance/design realisation of one key extract from a performance text ● A monologue or duologue performance/design realisation from one key extract from a different performance text ● Centre choice of performance texts

Component 3: Theatre Makers in Practice
Written examination: 2½ hours
● Live theatre evaluation – choice of performance ● Practical exploration and study of a complete performance text – focusing on how this can be realised for performance ● Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience ● Choice of eight practitioners ● Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 word and the performance text they have studied. They, as theatre makers, intend to realise the extract in performance ● Students answer from the perspective of a performer, director or designer.

Assessment:
Component 1: 40% of the qualification 80 marks
Component 2: 20% of the qualification 60 marks
Component 3: 40% of the qualification 80 marks

Progression and Careers:

Actor, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, TV Production Assistant/ Presenter/Producer, Radio Presenter, Director, Script Writer, Theatre Technician, Creative Designer.

Student views:

"Drama is the place where I can explore spiritual, moral, social and cultural issues and plays as a drama practitioner. Not only does it develop my understanding as a performer through the practical exploration of plays, it is the one place where I can be anyone I want to be.

Whether you have desire to work within the performing arts industry one day, or whether you just love drama and practical work, it has something for everyone."

Where have students from Sandy Secondary School gone on to?

Many of our students go on to study a BA (HONS) course in Acting, Drama & Theatre Studies or Performing Arts. Several have been accepted into top drama schools such as the Central School of Speech and Drama.

Drama is a subject that develops well rounded and creative students, a quality that is sought by many top universities in the country. As a result we have also had students leave to take university degrees in vocations varying from Midwifery to Natural Sciences. Some have then gone on to that Masters Degrees and Doctorates.

Subject: A Level English Language

Examination Board: AQA

Curriculum Leader: Mrs S Sumners

Course Units and Content:

Core content:

- Textual variations and representations
- Children's language development
- Language diversity and change
- Language discourses
- Writing skills
- Language Investigation
- Original Writing

Assessment:

Paper 1: Language, the Individual and Society
Section A - Textual Variations and Representations
Section B - Children's Language Development
Written examination: 2½ hour closed book/100 marks/40% of A Level

Paper 2: Language Diversity and Change
Section A - Diversity and Change
Section B - Language Discourses
Written examination: 2½ hour closed book/100 marks/40% of A Level

Non-examination Assessment:
Independent Critical Study: Texts across Time Tasks
Students produce:

- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (1,500 words total)

20% of A Level

Progression and Careers:

This is a versatile qualification that is desirable to many universities and employers. It is often seen as a beneficial qualification for careers such as

- Law
- Journalism
- Public Relations
- Marketing
- New technologies such as Blogging
- Project Managing
- IT careers

Enrichment Opportunities:

English Coursework Support/Examination Preparation takes place as required after school, Saturdays and during holidays.

Links to local universities and the study of language development will be explored.

Subject: A Level English Literature

Examination Board: AQA
Specification A, Option 2 B

Curriculum Leader: Mrs S Sumners

Course Units and Content:

Core content:
- Love through the Ages
- Texts in Shared Contexts
- Independent Critical Study: Texts across Time

Assessment:

Paper 1: Love Through the Ages
Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play.
Written examination: 2½ hour closed book/75 marks/40% of A Level.

Paper 2: Texts in Shared Contexts
Option 2B: Modern Times: Literature from 1945 to the Present Day. Study of two comparative texts (*A Streetcar Named Desire/The Help*) and Carol Ann Duffy poetry anthology *Feminine Gospels.*
Written examination: 2½ hour/open book/75 marks/40% of A Level.

Non-examination Assessment:
Independent Critical Study: Texts across Time
Comparative critical study of two texts, at least one of which must have been written pre-1900. One extended essay (2500 words) and a bibliography.
Extended Essay: 50 marks/20% of A level/assessed by teachers/moderated by AQA.

Progression and Careers:

This is a versatile qualification that is desirable to many universities and employers. It is often seen as a beneficial qualification for careers such as
- Law
- Journalism
- Public Relations
- Marketing
- New technologies such as Blogging
- Project Managing
- IT careers

Enrichment Opportunities:

English Coursework Support/Examination Preparation takes place as required after school, Saturdays and during holidays.
Theatre trips to London and Milton Keynes to see such plays as: '*A Streetcar Named Desire*, '*Othello, 'An Inspector Calls'* and '*A View from a Bridge'*. Students are encouraged to attend external university visits to enhance their understanding of the subject.
We also participate in National Theatre screenings of set texts at Cineworld in Bedford or surrounding areas.

Subject: A Level Environmental Science

Examination Board: AQA

Curriculum Leader: Mrs S Neesam

Course Units and Content:

Students will study 7 modules of work across two years, focusing on:
The living environment – the interaction of organisms with their environment
The physical environment – how anthropogenic activities are interconnected with physical processes
Energy resources – the importance of energy resources and impact of future energy supply problems
Pollution – how the properties of materials and energy forms interact to result in environmental change
Biological resources – the challenges posed by the need to provide food and resources for a growing human population without damaging the planet's life support systems
Sustainability – the interconnected nature of environmental problems and the solutions to these problems
Research Methods – methods used to investigate a wide range of environmental issues

Assessment:

There are two papers, each one is:
- 3 hours
- 120 marks
- 50% of A Level

They both contain a mix of multiple choice, short answer, and extended writing questions as well as a 25 mark essay question.

Progression and Careers:

Environmental Science opens doors to one of the fastest-growing sectors in the global economy, but its value extends far beyond dedicated environmental roles. While it provides a direct foundation for careers in ecology, microbiology, conservation, and sustainability, the communication, analytical and scientific skills you will develop are equally valuable in a variety of sectors. Universities and employers recognize A Level Environmental Science as a core science qualification which offers real world relevance and provides a solid foundation for learners in their future education or careers.

Popular degree courses include: Environmental Science, Biology, Geology, Geography, Ecology, Marine Biology, Zoology

It could also lead you to: Law, Architecture, Archaeology, Horticulture, Engineering, Medicine, Veterinary Medicine, Meteorology, Animal Science, Urban Planning

Why choose Environmental Science?

According to global workforce data, green roles are growing twice as fast as the qualified workforce to fill them. Studying this subject equips you to tackle the planet's most urgent pressing issues, e.g.:
- Climate adaptations: preparing infrastructure and society for rising extreme weather
- Habitat and wildlife restoration: halting biodiversity loss and implementing nature recovery initiatives
- Sustainable AI and tech energy: managing the massive water and carbon footprint of new technologies

Sustainability is now embedded in every major job sector, so there is relevance no matter what career you are interested in.

Subject: A Level French

Examination Board: AQA
French 7652

Curriculum Leader: Mrs S Vevers

Course Units and Content:

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. The course is designed to be taken over two years.

Course content:

- Aspects of French-speaking society: social issues and trends
- Political and Artistic culture
- Works: Literary texts and Films
- Grammar: A level students are required to use grammar and structures actively and accurately.

Assessment:

Paper 1: Listening, Reading and Writing

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political in the French-speaking world
- Written examination: 2 hours 30 minutes
- 50% of A level

Paper 2: Writing

One text and one film or two texts from the list set in the specification

- Grammar—active and accurate use
- Written examination: 2 hours
- 80 marks in total
- 20% of A level

Paper 3: Speaking

- Oral examination: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A level

Progression and Careers:

Finance, Law, Engineering, Transport, Tourism and Leisure, Central and Local government, Business, Teacher, Sales and Marketing, Energies and Utilities, International Organisations (United Nations, EU, NATO), Logistics, Fashion design, Lecturer.
An A Level language is a well-respected qualification. It is classed as a 'Facilitating Subject' which means it will look good on a UCAS or job application. A language will help you in any chosen career within our international community.

Student views:

"It's really interesting – you learn about current affairs and different cultures."

"It's fulfilling to use your language skills in the country where it is actually spoken."

Where have students from Sandy Secondary School gone on to?

There are many degree combinations available for students who wish to pursue French after A level. For example:
French / Maths with French / International Business with French / Law with French / Education and French / French and English Language / European Studies with French / French and Politics / Art History and French / French and Journalism, Media and Communication.

Subject: A Level Further Mathematics

Examination Board: Edexcel

Curriculum Leader: Miss G Smith

Course Units and Content:

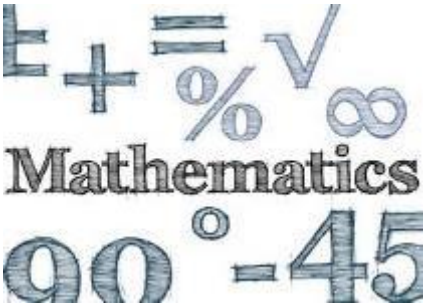
The aims and objectives of this qualification are to enable students to extend their range of mathematical skills and techniques whilst understanding the coherence and progression in mathematics and how different areas of mathematics are connected.

Pure Mathematics
All students must study a course which covers the elements of Pure Mathematics at a deeper level than that met in A level Mathematics. These include matrix algebra, complex numbers, differential equations and different coordinate systems.

Optional Areas
Students may choose to study a range of options that suit their particular interests and needs, for example further mechanics, statistics or pure mathematics, and also decision mathematics.

Assessment:

Four examinations: two in Pure Mathematics, and two based on the option choices made.



Progression and Careers:

Further Mathematics better prepares a student for higher level study in Mathematics or a related physical science.
There are a wide range of careers available that rely on the skills developed in this subject. Numerate graduates are particularly in demand in the accountancy and financial services sector, research and development in science and engineering as well as education and the IT sector.

Student views:

"I chose to do Further Mathematics A level because it gives me a good foundation for other Sciences, such as Physics."

"I chose to study A level Further Mathematics because I enjoy a challenge and the subject is both interesting and useful."

"Being able to complete something that initially looks incomprehensible leaves me feeling excited and empowered."

Where have students from Sandy Secondary School gone on to?

Students have recently gone on to study Mathematics at the following universities:

- Oxford
- Nottingham
- Warwick
- Cardiff
- Swansea

Subject: A Level Geography

Examination Board: Edexcel

Curriculum Leader: Mr C Meehan

Course Units and Content:

Unit 1: Physical Geography
- Tectonic processes and hazards
- Coastal landscapes and change
- The water cycle and water insecurity
- The carbon cycle and energy security

Unit 2: Human Geography
- Globalisation
- Regenerating places
- Superpowers
- Health, human rights and intervention

Unit 3: **Synoptic Themes based upon a Geographical Issue**
The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Unit 4: Coursework— an independent study based upon coursework

Assessment:

Unit 1: 2 hour 15 mins examination
105 marks 30% of final grade

Unit 2: 2 hour 15 mins written examination
105 marks 30% of final grade

Unit 3: 2 hours 15 mins written examination
70 marks 20% of final grade

Please note that students will be required to attend a residential field trip in order to complete this course. This will be included in 4 days of compulsory fieldwork.

SECONDARY GEOGRAPHY QUALITY MARK
Recognising quality geography since 2006

Progression and Careers:

Geography is a broad based academic subject which is well respected by employers. Geography graduates have one of the highest rates of graduate employment.

Geography supports a number of career choices due to its diverse skill base and management approach to issues: finance, management, advertising, marketing, research, chartered surveyor, tourism, land and water management, housing and social welfare, conservation, volcanologist, geologist, palaeontologist, teacher, lawyer, medicine, journalist, MP, environmentalist, ecologist, engineer, pilot, armed forces, civil servant (to name a few!)
https://www.rgs.org/geography/choose-geography/careers/
https://www.geography.org.uk/jobs-and-careers-in-geography

Student views:

"It is preparing me for the world of work beyond school."
"An enjoyable course. It's hands on."
"Investigates world issues and their complexities."
"Helps to improve literacy skills when forming extended answers."
"It's challenging in a positive way."
"Varied topics and themes keeps it interesting."

Where have students from Sandy Secondary School gone on to?

- Natural Sciences/Geological Science—Cambridge
- Geography—Bangor
- Geography—Keele
- Physical Geography—Aberystwyth (scholarship)
- Lincoln – International Relations and Politics

Subject: A Level History

Examination Board: Edexcel

Curriculum Leader: Mr S Watt

Course Units and Content:

Year 12

- **Paper 1** - Britain transformed, 1918-97 British social & political History.
- **Paper 2** - The USA 1955-92: conformity and challenge. The Civil Rights Movement and political change.

Year 13

- **Paper 3** - England 1485-1603: Rebellion and Disorder under the Tudors. Henry VII—Elizabeth I.
- **Coursework:** - The Origins of the First World War - Was German aggression the most significant cause of the First World War?

Assessment:

Paper 1: Breadth Study with interpretations

- 30% of A level
- Two essays and one interpretations question
- (2 hours 15 minutes)

Paper 2: Depth Study

- 20% of A level
- One source question, one depth essay
- (1 hour 30 minutes)

Paper 3: Themes in breadth

- 30% of A level
- Two essays and one source question
- (2 hours 15 minutes)

Coursework

- 20% of A level
- 3000-4000 word independently produced essay

Progression and Careers:

History is a strong academic subject, and is recognised as such by employees and universities. The skills you will acquire from History will allow you to analyse, critique and synthesise information and arguments; you will also develop the ability to look at a situation with an understanding and open mind.

Graduates from History degrees go into many professions: accountancy, administration, archaeology, architecture, archiving, the armed forces, business management, the Civil Service, conservation, human resources, information technology, journalism, law, local government, media and television, museums and galleries, national government, politics, teaching, university research, to name but a few.

Student views:

"It is a challenging subject but really interesting. You get to learn about why the modern world is the way it is."
"It has helped me develop my analytical skills and it encourages interesting debate."
"I have a passion for History and my teachers have really encouraged me to develop my ideas and understanding of different areas of history.
"I love the interesting lessons."

Where have students from Sandy Secondary School gone on to?

Many students go on to read History at university. Many of our students apply to read History at Russell Group universities. Former Sandy Secondary School students have studied History at a number of top universities, including Kings College, London.

Subject: A Level Mathematics

Examination Board: Edexcel

Curriculum Leader: Miss G Smith

Course Units and Content:

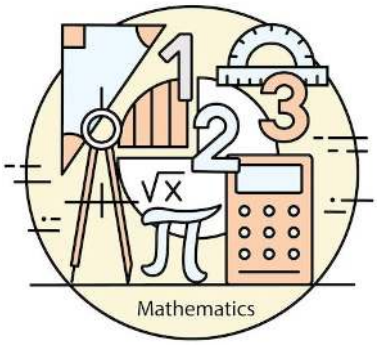
The aims and objectives of this qualification are to enable students to understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.

Pure Mathematics
Students will continue to study algebra to an advanced level, along with the topics of coordinate geometry, trigonometry, numerical methods for the solution of equations, vectors and they will be introduced to the techniques of integration and differentiation.

Mechanics and Statistics
Students will study Newton's laws of motion, kinematics, forces and moments, while in statistics they will continue to develop their skills in probability, sampling, representing data as well as being introduced to hypothesis testing.

Assessment:

Assessment is by three examination papers, of equal weighting, at the end of the 2 year course. Two examinations in Pure Mathematics, and one examination in Mechanics and Statistics.



Progression and Careers:

Mathematics is one of the most popular A levels in the country, as it underpins many essential skills in the sciences, and the new statistical part of the syllabus ensures that students will further understand the use of mathematics in geography, psychology, economics and computing.

There are a wide range of careers available that rely on the skills developed in this subject. Numerate graduates are particularly in demand in the accountancy and financial services sector, research and development in science and engineering as well as education and the IT sector.

Student views:

"I chose to do Mathematics A level because it gives me a good foundation for other Sciences such as Physics."

"I chose to study A level Mathematics because I enjoy a challenge and the subject is both interesting and useful."

"Being able to complete something that initially looks incomprehensible leaves me feeling excited and empowered."

Where have students from Sandy Secondary School gone on to?

Students have recently gone on to study Mathematics at the following universities:

- Nottingham
- Warwick
- Cardiff
- Swansea
- Engineering at Cambridge & Oxford

Subject: A Level Media Studies

Examination Board: AQA

Curriculum Leader: Mrs D Harrison

Course Units and Content:
Students will study a theoretical framework comprising Media Language, Industries, Audiences and Representation through Close Study Products, provided by the examination board, in nine different media forms.

- Introduction to the framework four areas
- Advertising and Marketing
- Film
- Magazines
- Television, including one foreign language TV series
- Music videos
- Video games
- Non-examined assessment practical production
- Newspapers
- Radio
- Online social and participatory media

Assessment:

Media Paper One —35% of A Level
Section A will focus on Media Language and Media Representations. Questions on:

- Advertising and marketing
- Music video

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- Radio
- Newspapers
- Film (industries only)

Media Paper Two—35% of A Level
Questions will focus in-depth on:

- Television
- Magazines
- Online, social and participatory media/video games

Non-examined assessment — 30% of A Level
Creating a cross-media production
Application of knowledge and understanding of the theoretical framework in creating a media product. Students produce:

- A statement of intent
- A cross media production made for an intended audience

Progression and Careers:

The media is a growing, increasingly wide-ranging field. Journalism, public relations, advertising, communication studies, information management, broadcasting, TV and film are some of the many subjects that it includes. Communication in all its forms is becoming more sophisticated, and demanding a more educated workforce.

Student views:

"It is fun to complete the production portfolio. It's amazing to see what we have created."

"Team work is a big part of this course. I enjoy being part of a team. This is a skill I can carry forward into University."

"Media Studies has allowed me to get in touch with my creative side."

"I have developed my ICT skills supported by my teacher."

Where have students from Sandy Secondary School gone on to?

- University of Westminster—Studies TV Production: Thomas Brown
- Film Editor for MMA UK—Jamie Penn

Subject: A Level Music

Examination Board: Eduqas

Curriculum Leader: Mr G Mullaly

Course Units and Content:

Component 1:
Performing: externally assessed 35% or 25% of the qualification
1. A recital performance (lasting 8-12 minutes) of usually three pieces in front of an Eduqas examiner.
2. Performance can be on one instrument/voice or multiple instruments (and can be performed all solo, or a mixture of solo and ensemble).
Grade 6 is the expected instrumental/vocal standard of your recital pieces.

Component 2:
Composing: externally assessed 25% or 35% of the qualification
Composing two or three pieces – one responding to an Eduqas brief released in Year 13 (in a Western Classical style) and one being a free composition (any style permitted). Total combined length: 6-8 minutes.

Component 3:
Appraising: 40% of the qualification
One exam (lasting 2 ¼ hours) consisting of a listening section and a written section. Students will study set works and complete wider listening across three main Areas of Study in preparation.

Assessment:

Written exam (40%)
Sat at the end of Year 13, comprising of 3 sections:
Section 1: Development of the Symphony (1750-1900)
Exploring from the early symphonists (Stamitz, Haydn, Mozart) to mid-period (Beethoven, Schubert, Berlioz) through to late symphonists (Dvořák, Tchaikovsky, Mahler).
Section 2: Jazz (1920-1960)
Exploring from the early origins (Ragtime, Blues, Dixieland) to mid-period Big Band through to Bebop and Cool Jazz.
Section 3: Into the 20th Century
Exploring Impressionism (Debussy, Ravel etc.), Neo-Classicism (Stravinsky, Prokofiev etc.) and Expressionism (Schoenberg, Webern etc.)

Non-examined Assessment (60%)
- Performance can either be 35% or 25% of the A-Level (8-12 mins)
- Composition can either be 25% or 35% of the A-Level (6-8 mins)

Progression and Careers:

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities will be looking for.

Student views:

"I have enjoyed the opportunity to choose to specialise in Performance more so than Composition—this has played to my strengths."

"The set works in the areas of study allow me to learn about a vast range of musical genres and apply this to a range of significant composers & pieces"

"I like how the exam is only worth 40% and coursework is 60%"

Is this course for me?

On A Level Music, you can develop your existing performance ability and use this towards achieving an A level. If you already enjoy writing your own music or songs, you can use this ability and experience, and learn how to develop your ideas into successful pieces. If you love listening to music, you will learn more about what makes the music you enjoy work so well.

Subject: A Level Philosophy, Religion and Ethics

Examination Board: AQA A Level Religious Studies 7062

Curriculum Leader: Miss B Selonke

Course Units and Content:

Component 1: Philosophy of religion and ethics

Section A: Philosophy of religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

Section B: Ethics and religion

- Natural moral law
- Situation ethics
- Aristotle's virtue ethics
- Application of ethical theories (e.g. abortion)
- Meta-ethics: the meaning of right & wrong
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

Component 2: Study of Christianity and dialogues

- Sources of wisdom and authority
- God
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism.

- Dialogues between philosophy of religion and religion.

Assessment:

- There are two written exams that are 3 hours in duration.
- 100 marks are available in each exam.
- 50% of the A-level marks are in each exam.

Questions comprise of 10, 15 and 25 marks.

Progression and Careers:

A Level Philosophy, Religion and Ethics is highly regarded by both higher education institutions and employers. It can lead onto reading Philosophy, Theology, Law, Sociology, Politics, History, Psychology and Economics at higher education, and Broadcasting, Journalism, Education, Law, Counselling, Medicine, Social Work, and Business in employment, to name a few.

A level Philosophy, Religion and Ethics will develop skills and qualities such as analysis, critiquing and evaluation. A successful 'A' level Philosophy & Ethics student will be an articulate and academically confident individual, someone who is able to read widely and make sense of complex issues and concepts, and form original ideas through debate and discussion.

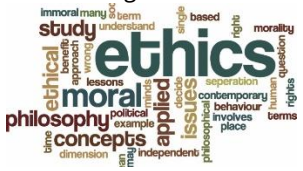
Student views:

"I chose to do Philosophy & Ethics at A level because it is an intellectually stimulating subject and I enjoyed it and did well in it at GCSE."

"The subject inspires deeper thinking and encourages you to question your own beliefs and values on topical issues."

"You should take Philosophy and Ethics because you develop lots of skills, such as essay writing, presenting, how to structure an argument and how to successfully have a debate. This is quite challenging, but very enjoyable. The subjects are interesting and are concerned with current affairs which is really good for learning about what is happening in the world".

"You get to discuss and argue relevant ethical issues."



Subject: A Level Physical Education

Examination Board: AQA

Curriculum Leaders:
Mr J Fuller and Mrs L Funge

Course Units and Content:

- Anatomy and Physiology
- Skill Acquisition
- Socio-Cultural Studies relating to participation in physical activity
- Sports Psychology
- Biomechanics
- Exercise and Sport Physiology

Additional Information:

Students are strongly recommended to be **actively engaged in sports outside of school**. All students will be required to compete in a chosen sport/activity, to a high standard.

Assessment:

Component 1: theoretical aspect = 70%

- Paper 1 (Anatomy & Physiology & Biomechanics) = 2h
- Paper 2 (Sports Psychology & Socio Cultural Aspects of performance) = 2h

Component 2: practical assessment in 1 chosen sport = 3-%

- Via practical moderation and written NEA task piece

A practical assessment in one sport is also involved, whereby students can take on the role of a performer or a coach.

Progression and Careers:

- Sports Psychologist
- Professional Dancer
- Professional/Semi-Professional performer
- Lecturer (Via additional Masters or PhD)
- Sport Scientist
- Sports Therapist
- Sports Management
- Sports Analyst
- Teacher
- Fitness Instructor
- Physiotherapist
- Sports Development
- Coach
- Choreographer
- Dance Therapist
- Leisure Management

Student views:

"Positive learning environment."
"Supportive staff."
"Motivated me to go on and have a career in sport and opened my eyes to university options."
"It applies theoretical knowledge to physical situations. Meaning you learn how your body and mind works"
"Enjoyable subject to learn."

Where have students from Sandy Secondary School gone on to?

- University of Bedfordshire—BA(Hons) Physical Education
- Leeds Metropolitan—BSc Sports Science
- Cardiff Metropolitan —BA (Hons) Secondary Physical Education with QTS

Subject: A Level Physics

Examination Board: AQA
Physics A Level 7408

Curriculum Leader: Mrs T Hinson

Course Units and Content:

In Year 12 students will study modules of work covering aspects of:

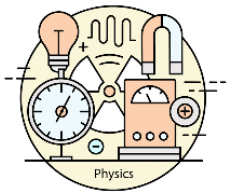
- Measurements and errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

To complete the A level in Year 13 students will also study aspects of:

- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics

There will be an optional unit of work chosen from:

- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics electronics



Assessment:

Paper 1
· Two hour examination
· 85 marks including 25 multiple choice questions
· 34% of A level
· Examining Year 12 topics (see above) and periodic motion and relevant experiments

Paper 2
· Two hour examination
· 85 marks including 25 multiple choice questions
· 34% of A level
· Examining compulsory Year 13 topics and relevant experiments

Paper 3
· Two hour examination
· 80 marks including 45 marks of questions on practical experiments and data analysis and 35 marks on the optional topic.

Progression and Careers:

A Level Physics is identified as a key subject by the Russell Group of Universities. Physics is a solid choice for students considering a career in Medicine, Veterinary Science, Dentistry, Computing, Chemistry, Biology, Mathematics and Environmental Science. Physics will also prepare students for industry careers, such as engineering or electronics.

Student views:

"Physics is an enjoyable subject in which you dive head first into genuinely interesting topics. This, along with the fantastic support from the teachers, means that it is an incredibly worthwhile subject to take."

"For any student looking to enhance their knowledge of the world around them whilst also learning skills that will be invaluable in the future in many walks of life, physics is a great A level choice."

"It answers the unknown, if you have a question about the universe, physics can answer it, in ways no other can, so along with enjoying it as a science, taking it at A level fulfils your questions as an individual."

Where have students from Sandy Secondary School gone on to?

Most Physics students will go on to study a science or mathematics related degree course. Students progressed to a range of further education courses, including:

- Cambridge University—Engineering
- Cardiff University—Physics
- University of Hertfordshire —Astrophysics
- University of Kent—Physics
- Nottingham University—Theoretical Physics
- Oxford University—Engineering

Subject: A Level Politics

Examination Board: Edexcel

Curriculum Leader: Mr S Watt

Course Units and Content:

Politics is one of the most lively, debate-inspiring and relevant subjects you can study. This course will provide you with an insight into how the UK and American political system works. It will also show you how you can get involved in the political system of our country.
The course is made up of three units. They are:

Unit 1 - UK Politics
Democracy and participation, political parties, electoral systems, voting behaviour and the media. Core Political Ideas including conservatism, liberalism and socialism.

Unit 2 - UK Government
The constitution, parliament, Prime Minister and executive, relationships between the branches.

Unit 3 - Comparative Politics. One idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism.
US Politics and Government
The US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

Assessment:

Students will sit 3 papers at the end of Year 13:

Paper 1 — 2 hours
Section A: Political Participation
Section B: Core Political Ideas

Paper 2 — 2 hours
Section A: UK Government
Section B: Non-core Political Ideas

Paper 3
Section A: US Politics
Section B: Comparative theories

Progression and Careers:

A Level Politics is a valued course by many universities. It is a subject that can form part of or the whole of a degree.

Future careers
The civil service, local government, law, journalism, caring, teaching and business.

Student views:

"I really have enjoyed learning Politics. It has made me more aware of the way our country works."

Subject: A Level Product Design (Design & Technology)

Examination Board: AQA

Curriculum Leader: Mr D Matthews

Course Units and Content:

This Product Design course provides students with the opportunity to **create and manufacture** products using a wide range of **materials and technology** based manufacturing techniques.

Alongside woodwork, metal and plastics, you will be encouraged to learn and use computer aided design and manufacturing techniques in your work, taking advantage of the departments excellent facilities.

Y12 will consist of mainly practical skills development through five individual projects. Theory and exam content will be taught through this 'applied' method. This allows for suitable depth and **expansion of design awareness** to progress and develop into a more **user centred** and **context driven** project work.

Assessment:

Paper 1: Technical Principles
- Written exam: 2 hours and 30 mins
- 120 marks
- 30% of A Level
- Questions: Mixture of short and extended response

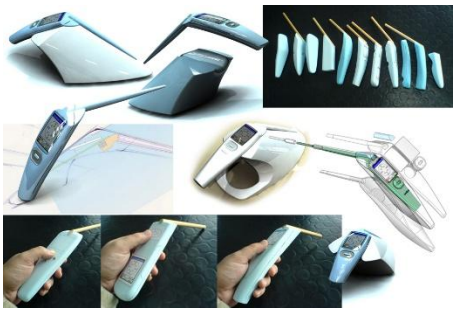
Paper 2: Designing and making principles
- Written exam: 1 hour and 30 mins
- 80 marks
- 20% of A Level
- Questions: Mixture of short/extended response questions

Non-exam Assessment (NEA) (Coursework project)
What's assessed: Practical application of technical principles, designing and making principles
- Substantial design and make project
- 100 marks
- 50% of A Level
- Evidence – written or digital design portfolio and photographic evidence of final prototype

Progression and Careers:
- Product Design
- Industrial Design
- 3D design
- Mechanical or Design Engineering
- Degree Apprenticeships
- Foundation Courses

Student views:

"The course is really creative and has allowed me to experiment with materials."



Where have students from Sandy Secondary School gone on to?

- Art Foundation course - Pre-university / college entry
- Degree / HND courses in Design and related courses.
- Work experience / apprenticeship placements.

Subject: A Level Psychology

Examination Board: AQA

Curriculum Leader: Miss C Kinghorn

Course Units and Content:

In Year 12 students will consider aspects of:

- Social influence
- Memory
- Attachment
- Approaches in Psychology
- Psychopathology
- Research methods

To complete the A level in year 13, students will study aspects of:

- Biopsychology
- Further research methods
- Issues and debates in Psychology
- Plus one of three optional topics:
- Gender
- Schizophrenia
- Forensic psychology

Progression and Careers:

All areas of human behaviour have the potential to require psychological analysis or intervention. Psychology can lead to a diverse range of applications in both employment and further study.

Most Psychology students go on to study a degree in Business and Management, Education, Law, Psychology, Science, Social Sciences or Sports-related disciplines.

Student views:

"Studying Psychology has not only made me look at myself differently, it's also made me question the world I live in."

Assessment:

There are three exam papers at the end of the A Level psychology course (year 13):

Paper 1

- Introductory Topics
- Written exam: 2 hours
- 96 marks = 33% of Award
- 4 Compulsory structured Sections

Paper 2

- Psychology in Context
- Written exam: 2 hours
- 96 marks = 33% of Award
- 3 Compulsory structured Sections
- 2 Worth 24 Marks & 1 Worth 48 marks

Paper 3

- Issues / Debates & Options
- Written exam: 2 hours
- 96 marks = 33% of Award
- 1 Compulsory structured Section, plus
- 3 Sections worth 24 marks each.

Where have students from Sandy Secondary School gone on to?

All areas of human behaviour have the potential to require psychological analysis or intervention. Psychology can lead to a diverse range of applications in both employment and further study.
Most Psychology students go on to study a degree in Business and Management, Education, Law, Psychology, Science, Social Sciences or Sports-related disciplines.

Psychology students require a range of academic skills in order to be successful, including essay writing skills and statistical inference. Therefore we would recommend that students undertake a maths qualification alongside their A Level Psychology course, such as A Level Maths or Core Maths.

Subject: A Level Sociology

Examination Board: AQA
A Level Sociology 7192

Curriculum Leader: Ms H Bacon

Course Units and Content:

During year 12 there are three topics of study:
Education: The first topic examines explanations of the role and purpose of schooling, patterns in achievement, and policies that affect the experience of schooling.
Research Methods and Methods in Context: This explores the way sociologists collect data, and the strengths and limitations of these approaches. This is then applied to a research scenario within education.
Families & Households: This topic looks at issues such as demography, family diversity, childhood and the roles family members take on within the home.

In year 13, we cover the following:
Crime & Deviance: This topic explores explanations for crime, punishment and control as well as types of new crimes such as state crimes and green crimes.
Beliefs in Society: This looks for explanations for patterns of belief, whether this is through traditional organised religion, cults or New Age movements, or beliefs in science, across the globe.
Theories and Debates: Looks at the empirical theoretical questions such as how important are values, and how influential is sociology on society?

Assessment:

There are three examinations at the end of the course:
- **Paper 1**: Education with Methods in Context
- **Paper 2**: Topics in Sociology (Families & Households *and* Beliefs in Society)
- **Paper 3**: Crime & Deviance with Theory & Methods

The majority of assessment within sociology is through essay writing, therefore having confidence with researching, planning and writing, especially within exam conditions, is essential.

Progression and Careers:

There are endless careers in which Sociology would be beneficial. These include:
- Allied Health professionals (such as Nursing & Midwifery)
- Business (Marketing, sales, and human resources)
- Charity work (aid work, campaigning) Government and Market Research Management), Law
- Journalism
- Police
- Teaching
- Social work and working within Social Services

Student views:

"I chose this course because it is a good combination with Psychology and the Science subjects I'm studying".

"I enjoy Sociology because it helps me to understand the world I live in".

"I enjoy the debates and some of the more controversial points of view."

Where have students from Sandy Secondary School gone on to?

Students have progressed on to degree subjects, such as Criminology, Childhood Studies, Law, Psychology, Social Work and Sociology.
All agree that it is an excellent foundation for further study, developing critical essay writing skills and for understanding research.

Subject: A Level Spanish

Examination Board: AQA
A Level Spanish 7692

Curriculum Leader: Mrs L Toop

Course Units and Content:

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. The course is designed to be taken over two years.

Course content:

- Social Issues and Trends:
- Political and Artistic culture
- Works: Literary texts and Films
- Grammar: A level students are required to use grammar structures actively and accurately.

Assessment:

Paper 1: Listening, Reading and Writing

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar
- Written examination: 2 hours 30 minutes
- 50% of A level

Paper 2: Writing

One text and one film or two texts from the list set in the specification and grammar.

- Grammar—active and accurate use
- Written examination: 2 hours
- 80 marks in total
- 20% of A level

Paper 3: Speaking

- Oral examination: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A level

Progression and Careers:

IT, creative and media, central and local government, business, teacher, law, police and RAF, Army, Navy, tourism, hospitality, energies and utilities, construction, engineering, manufacturing, overseas (United Nations, NGO, EEC), retail, computer games production, fashion design, sport development, lecturer.
A language will help you in any chosen career within our international community.

Student views:

"It's really interesting – you learn about current affairs and different cultures."

"It's fulfilling to use your language skills in the country where it is actually spoken."

Where have students from Sandy Secondary School gone on to?

- Glasgow: Maths and Spanish
- Cardiff: French and Spanish
- Nottingham: Spanish and Portuguese
- Nottingham Trent: Spanish and Mandarin

Subject: AAQ Applied Science Level 3 Extended Certificate

Examination Board: Pearson
(Equivalent to one A Level)

Curriculum Leader: Mrs S Neesam

Course Units and Content:

Compulsory Exam Unit (50% of grade):
Key Concepts in Science

- Core Concepts of Biology (e.g. cell structure, homeostasis)
- Core concepts of Chemistry (e.g. atomic structure, bonding)
- Core concepts of Physics (e.g. electricity, dynamics)

Compulsory Coursework Units (50% of grade):
Applied Experimental Techniques

- Practical application of lab skills: Learners carry out and report on six mandatory practicals covering Biological, Chemical, and Physical techniques (e.g., Volumetric Analysis, Respiration Rate, Resistivity).
- The Human Body
- In-depth study of human anatomy and physiology, including the structure and function of the digestive, musculo-skeletal, and nervous systems.

Optional Unit (one to be selected)

- Science investigation skills
- Contemporary issues in science

Assessment:

3 x Written Exams - 50% of grade

2 x Coursework Units (Internally Assessed) - 50% of grade

Progression and Careers:

Degree courses in: engineering, sport psychology, nursing, sport and exercise science, environmental science, laboratory science, chemistry, biology.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses.

Key Skills Developed:

- Hands-on practical laboratory skills and safety procedures.
- Critical thinking and evaluation of scientific data and media.
- Scientific report writing and research skills.
- Development of mathematical skills in scientific contexts.

Subject: BTEC Level 3 National Extended Certificate in Creative Digital Media Production

Examination Board: Pearson
(Equivalent to one A Level)

Curriculum Leader: Mrs T Moncrieff

Course Units and Content:

Over 2 years students develop their understanding of the media industry through analysing media representations and pitching and producing media projects.

The qualification is equivalent to one A Level.

The course structure is made up of four units of which three are mandatory and two are external. The mandatory content makes up 83% of the course and external assessment is 58%.

Assessment:

Students study four units:

Unit 1: 'Media Representations' is externally assessed through an on-screen examination. The unit focuses on the understanding of media production and consumption from across the qualification as the basis for an analysis of media products and their messages, meanings and values.

Unit 4: 'Pre Production Portfolio' is internally assessed. The unit deals with the tasks and procedures that ensure the successful planning of a media production.

Unit 8: 'Responding to a Commission' is externally assessed. The unit tests students' ability to respond to a given scenario using their understanding of the production process for creative digital media products as well as their creativity and problem solving skills.

Optional unit enable students to develop an understanding of one of the creative digital media sub-sectors. This unit is internally assessed.

Progression and Careers:

- Film and Television Production
- Media Studies and Communications
- Digital Marketing and Advertising
- Games Design and Interactive Media
- Journalism and Publishing

Study Support and Home Learning

Homework is set on a regular basis to strengthen learning in the classroom.

Weekly intervention is offered to provide students with additional support with classwork and homework.

Subject: AAQ Level 3 National Extended Certificate in Health & Social Care

Examination Board: Pearson
(Equivalent to one A Level)

Curriculum Leader: Miss C Kinghorn

Course Units and Content:

Health and Social Care is a popular subject which continues to be offered by the Social Sciences department. It has been adapted from a BTEC National to our new Alternative Academic Qualification (AAQ) this means compulsory topics have been updated.
Topics studied in Health & Social Care include:

Human Lifespan Development
The covers physical, intellectual, emotional and social development across the human life stages. It also focuses on factors affecting development and the effects of ageing. This is usually assessed by exam.

Principles of Health and Social Care Practice
This topic explores the different types of Health and Social Care Services available how they work within values, principles and legal frameworks. It also examines how service users with a range of needs can access services.

Human Biology and Health
In this part of the course students explore the organisation, structure and normal physiological functioning of the human body, and the effect on health of common disorders of the body systems.

Science requirements
There is content related to human biology including anatomy, genetics, health conditions and illnesses that are studied within the Health and Social Care Course. Therefore a 5 in GCSE Sciences (combined or biology) is required.

Progression and Careers:

This course is an ideal platform for anyone considering a career an allied health care professionals (for example, health care assistants, nursing, midwifery, paramedical sciences occupational therapy), social work, primary teaching, or biomedical sciences.

Student views:

"Health & Social Care is a very interesting course which gives you an insight into many different aspects of health and care. Over the period of the course you build up a broad knowledge base and develop key skills for the future."

"Health & Social Care develops your research skills and is 40% coursework based, so there is less pressure with exams. The exams are spread out and there is an opportunity to retake them."

"Health & Social Care is a good course that is interesting and opens a lot of doors for your future."

Assessment:

There are 2 compulsory exam units, with an opportunity to resit . There is also a written report and presentation made to the class.

Where have students from Sandy Secondary School gone on to?

Students have either on onto further study such as college study (Access), apprenticeships in early years, or a degree as an allied health professional (occupational therapy, nursing, operating theatre technician) or teaching. Students who have entered employment have taken on roles such as health care assistants or support workers.

Subject: Level 3 AAQ BTEC National in Information Technology (Extended Certificate)

Examination Board: Pearson
(Equivalent to one A Level)

Curriculum Leader: Mrs T Moncrieff

Course Units and Content:

The course is for students who are interested in learning about the Information Technology sector alongside other fields of study, with a view to progressing to a wide range of higher education courses. It is designed to be taken as part of a programme of study that includes A Levels.

Unit 1 - Information Technology Systems:
Students will study the role of Information Technology (IT) systems and the implications of their use in personal and professional situations.

Unit 2 - Cyber Security & Incident Management:
Students will study cyber security threats and vulnerabilities, the methods used to protect organisations against threats and managing security incidents.

Unit 3 - Website Development:
Students will investigate fundamental principles in website development. They will design and develop a website in response to a client brief.

Unit 4 - Students will examine relational database development principles to understand the importance of data storage and normalisation techniques and apply their skills to design and develop data storage solutions to meet a client's requirements.

Assessment:

Learners study 4 units, of which 4 are mandatory and 2 are externally assessed.

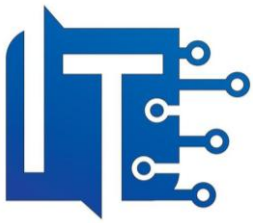
- Mandatory content - 100%
- External assessment - 66.6%

Progression and Careers:

- Higher Nationals (HND/HNC) in Computing at Further Education College
- Apprenticeships
- Computer Science or Software Engineering
- Information Technology and Information Systems
- Cyber Security and Incident Management
- Business Information Technology or Business Studies
- Web Developer

Where have students from Sandy Secondary School gone on to?

- IT Apprenticeships
- University to study ICT
- University to study Computer Science



Subject: Subsidiary Diploma for Music Practitioners

Examination Board: RSL
(Equivalent to 1.5 A Levels)

Curriculum Leader: Mr G Mullaly

Course Units and Content:

This qualification, which is **equivalent to 1.5 A Levels,** gives a broad overview of the music sector, with a focus on music performance. Students taking this qualification will complete 5 units over the two years.

Unit 349 Planning for a Career in Music [15]
In this unit, you will plan effectively to develop a range of knowledge and skills to support future engagement with the music profession. You will assess your current knowledge and skills and apply this to a chosen career.

Unit 359 Live Music Performance [15]
In this unit, you will demonstrate the skills required to perform a set on your instrument in a live music event and identify strengths and areas requiring development. This unit culminates with a 25-minute performance to an audience on your chosen instrument/voice.

Unit 365 – Auditioning for Music [15]
This unit will explore the required skills for an audition. Many of the skills needed for attending an audition are very similar to the skills needed for being interviewed and rely heavily on presentation and communication. For a musician, possessing the skills to audition effectively and successfully is therefore vital. In this unit, you will undertake a music audition which includes a musical performance on your instrument/voice.

Unit 358 – Music Rehearsal Skills [15]
This unit will focus on developing rehearsal skills and demonstrating the skills to rehearse effectively for a specific music performance. For rehearsals to be effective, the artist should have clear aims for what they are trying to achieve in order to give the rehearsals structure and purpose. In this unit, you will undertake an effective rehearsal process for a music performance on your chosen instrument/voice and identify strengths and areas for development.

Unit 389 – Music Promotion & Event Management [30]
This unit involves planning and managing a live music event. The first task is about planning and promoting your event. Next, your event will actually take place and you need to manage it effectively. You will be working towards a brief and it is your responsibility to ensure the event runs smoothly. You will then evaluate the success of your event.

Assessment:
Unit 349, 359, 365 and 358 are internally assessed and moderated by RSL Awards. Unit 389 is externally assessed.

Progression and Careers:

- Solo Artist
- Session Musician
- Promotion / Marketing
- Sound engineer
- Artist manager
- Arts administrator

Facilities

Our department now boasts a fully functioning iMac suite, with all midi and recording equipment for each station, a well-equipped professional recording studio space and multiple practice rooms with various instruments.

Notable Alumni:
Successful artists such as Ed Sheeran and Jess Glynne studied this course!

Is this course right for me?
To succeed in this course, you must have a keen interest in music and the music industry. You will be a capable performer with some experience performing to an audience.

Subject: Tech Level in Creative & Performing Arts

Examination Board: RSL
(Equivalent to 1.5 A Levels)

Curriculum Leader: Miss N McDowall

Course Units and Content:

Students can choose their own pathway: Acting, Musical Theatre or Dance. There is not a design pathway in this course like in A Level Drama & Theatre Studies.

Students will learn how to:

- Perform effectively
- Rehearse and display acting /performance/dance skills
- Initiate and develop repertoire
- Understand contextual issues relating to acting styles, theatrical genres and the performing arts industry

Students can take this alongside other Performance related A Levels including A Level Drama and Theatre Studies and A Level Dance, if they wish to.

Students must undertake 7 units in order to gain their qualification:

Externally Assessed Core Unit (x1):
CAPA 304 Performance Preparation

- Explore different performance styles and genres
- Prepare and perform an audition
- Plan and collaborate on a production with other

Internally Assessed Core Unit (x1):
CAPA 306 Planning for a Career in the Creative and Performing Arts

· Create a career action plan to support future engagement in the creative/performing arts profession.
· Establish strategies for getting work in the creative and performing arts industries

Optional Units (x5):
Learners can choose from a selection of pathway specific optional units to make up a programme which qualifies for the chosen qualification. Optional units include: Acting for camera, Drama in the Community, Working with Masks, Audition Technique, Musical Theatre Performance, Approaches to Acting, Choreography, Global Dance Styles, Ensemble Dance Performance.

Assessment:
This course is coursework and practical based. There is no formal written exam. All work is either internally or externally marked.

Progression and Careers:

- Actor,
- Theatre Practitioner,
- Teacher,
- Drama Therapist
- Arts Administrator

Facilities

Students will have access to our brand new theatre and its top of the range facilities which includes brand new stage lighting and a new sound system to showcase their work in.

Notable Alumni:
Successful artists such as Ed Sheeran and Jess Glynne studied this course!

Is this course right for me?
To succeed in this course, you must have a keen interest in Drama, Dance or Musical Theatre. You will be a capable performer with some experience performing to an audience.

Subject: WJEC Criminology Level 3 Applied Diploma

Examination Board: WJEC

Curriculum Leader: Miss C Kinghorn

Course Units and Content:

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that compliments studies in both the Sciences and Humanities. An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology.

Units of Study & Assessment
Learners must complete **ALL** units.

- **Unit 1: Changing Awareness of Crime** - *Controlled assessment in year 12*
- **Unit 2: Criminological Theories** - *External exam towards the end of year 12*
- **Unit 3: Crime Scene to Courtroom** - *Controlled assessment in year 13*
- **Unit 4: Crime and Punishment** - *External exam at the end of year 13*

Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

Internal Assessments: Units 1 & 3 are scheduled over two days (one per year) and split into a range of tasks. Students need to respond to an unseen brief and word-process a report in response to each brief. Students are allowed to bring with them a controlled assessment folder including their own notes, and students will build these portfolios in preparation for the controlled assessment in the term that precedes the scheduled assessment. This will need to be submitted for checking prior to the controlled assessment to ensure that materials included within the folder are compliant with awarding body regulations.

External Assessments: Units 2 & 4 are 90-minute examination, totaling 75 marks. The exams include short and extended answer questions, based on an applied problem-solving scenario. There will be mock opportunities to practice these assessments throughout the course.

Progression and Careers:

The WJEC Level 3 Applied Diploma in Criminology is to support access to higher education degree courses, such as further study in criminology, forensic sciences, law, psychology, sociology.

Additionally, students have progressed onto apprenticeship degrees within the police.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university; through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

14. Additional Courses – Level 3

Students on Level 3 Courses have the opportunity to enrich their curriculum and extend their knowledge by completing one of the following courses.

All students **must** select one of the following:

1. Core Mathematics
2. EPQ – Extended Project Qualification
3. DofE – Duke of Edinburgh Gold Award
4. Food Science and Nutrition Certificate

Course details can be found below.

Subject: Core Mathematics

Examination Board: AQA
Equivalent to a Level 3/AS Level

Curriculum Leader: Miss G Smith

Course Units and Content:

Core Mathematics is the qualification for those who want to keep up their valuable maths skills but are not planning to take AS or A level mathematics. At the end of the two-year course, students will come out with a Level 3 qualification – with equivalent UCAS points to an AS level. Universities are really keen to see that a student has taken their maths beyond GCSE.

The course is intended for those students who have achieved a grade 4, 5 or 6 in GCSE Mathematics. Core Mathematics builds on GCSE Mathematics with a sharper focus on problem solving skills by considering and tackling mathematics in meaningful contexts.

Familiar topics from number, graphs, statistics and probability, as well as financial mathematics are studied and applied to real situations.

Assessment:

Two external examinations at the end of the course.

Progression and Careers:

There has been a tremendous amount of coverage in the Media recently about the UK's gap in basic mathematics skills. Only 20% of students study mathematics beyond GCSE in the UK – the lowest rate in leading developed countries in the world; in Japan, this figure is 85%. This puts young people in the UK at a major disadvantage in a global job market.

Core Mathematics aims to fill the gap for those who do not wish to pursue an A level in mathematics, yet wish to take their study of mathematics further to support other subject areas or their own interests. The large amount of statistical analysis met on the course will help those who wish to continue studying in the sciences, psychology, history, geography, business or economics.

The ICT element of the course places a strong emphasis on becoming competent in the use of spreadsheets such as Microsoft Excel, which is traditionally a weak area for a number of young people leaving school at age 18.

Subject: Level 3 EPQ (Extended Project Qualification)

Examination Board: AQA
Equivalent to half an A Level

Curriculum Leader: Mr W Levesley

Course Units and Content:

Our popular Extended Project Qualification (EPQ) allows students to extend their abilities beyond the A level syllabus and prepare for university or their future career.

The EPQ is a standalone qualification designed to extend and develop students' skills in independent research and project management.

It is worth half an A level (28 UCAS points) so can be used to earn extra UCAS points.

The EPQ requires students to carry out research on a topic that they have chosen and is not covered by their other qualifications. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

Study & Assessment:

Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project
- Deliver a presentation to a non-specialist audience

AND

- Provide evidence of all stages of project development and production

Academic Inquiry:

Delivery of the Extended Project Qualification involves the teaching of those necessary skills, supervision and assessment essential for a student's progress. It requires extended autonomous work by the student and involves in total 120 guided learning hours.

Progression and Careers:

Is it recognised by universities or employers?
The EPQ is awarded UCAS points worth half an A level and is recognised by universities and employers; many leading universities make alternative offers to students undertaking an EPQ.

AQA Realising potential

Planning	Researching	Report-writing	Review
• mind-mapping • identifying a topic • initial research • forming a research question • project planning; planning and managing time.	• planning research • using Library resources • evaluation of sources and reliability • recording research • using research to plan.	• planning and structuring an academic report • quoting and referencing sources • plagiarism • creating a bibliography.	• reflective writing • self-evaluation • planning a presentation • public speaking.

Subject: Duke of Edinburgh (DofE) Gold Award

Examination Board: Duke of Edinburgh Award

Curriculum Leader: Miss E Hart

Course Units and Content:

The DofE is a life-changing adventure you don't want to miss. It's about going the extra mile, learning new skills for work and life, getting fitter, helping others, and exploring the countryside.
Millions of young people in the UK have already done their DofE.

The DofE is a nationally and internationally recognised Award favoured by employers. Participants develop key employability skills and attributes valued in young recruits. These skills include **communication**, **teamwork**, **problem solving**, **self-management** and a **positive approach to work**.

Achieving a DofE Award requires resilience and commitment and enables young people to see how their efforts add value and impact, both to themselves and others. The experiences gained through completing a DofE programme provides them with plenty of discussion points at interviews and examples of situations where they have demonstrated skills such as leadership, team building, commitment, perseverance and organisational skills.

Cost for the Award
Please note there is a cost involved in the award, this varies for each section dependent on what the participant choses to attend for each. The expedition will incur a separate cost approx. £600, however, this is subject to change with numbers.

The initial registration for the Award is £30, this includes enrolment/registration onto the online system and a welcome pack to be sent via post.

What is involved?

You achieve an Award by completing a personal programme of activities in four sections:
Volunteering: undertaking service to individuals or the community.
Physical: improving in an area of sport, dance or fitness activities.
Skills: developing practical and social skills and personal interests.
Expedition: planning, training for and completion of an adventurous journey in the UK or abroad.

At Gold level, you must do an additional **Residential** section, which involves working and staying away from home doing a shared activity.

Who can participate in the Award?

Anyone aged over 16, don't worry if you are not quite 16 yet, as long as you turn 16 before enrolling onto the program in September.

If you are participating in NCS during the summer and would like to use that as your residential for the award, please make sure you are 16 prior to participating as otherwise it will not be able to be counted towards the award.

More information

There will be a launch assembly and information evening in September explaining key information/ dates to note.

Volunteering	Physical	Skill	Expedition	Residential
12 months	One section for 12 months and the other section for 6 months		Plan, train for and complete a 4-day, 3-night expedition	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights
Direct entrants must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills section.				

Subject: Food Science and Nutrition Award

Examination Board: WJEC
Entry Requirement: Have taken Hospitality & Catering for GCSE

Curriculum Leaders:
Mrs Perrin – Curriculum Leader Hospitality
Mrs Hulatt – Teacher of Hospitality

Course Units and Content:
The WJEC Level 3 Alternative Academic Qualification in Food Science and Nutrition (Certificate) is designed for 16–18-year-olds who are passionate about food science, nutrition and health, and who are considering pursuing graduate careers in these fields. If you're interested in understanding the science behind food production, dietary health and how nutrition impacts well-being, this qualification is a great fit for you. It blends academic knowledge with practical application, helping you develop valuable real-world skills while building a solid academic foundation.

This qualification is especially beneficial if you're looking to continue your education at university and pursue careers in areas such as dietetics, food science, nutrition consultancy, public health or food product development. It provides in-depth knowledge on key topics like food safety, the role of nutrients in the body and how to create innovative food products. By focusing on applied learning, it equips you with the research, analytical, and practical skills needed for university and beyond.

Knowledge and Skills you will develop:
By studying Food Science and Nutrition you will develop a range of essential skills that will be valuable for higher education and future professional roles, including: Independent learning and research Problem-solving and analytical skills Practical laboratory and food preparation skills Data analysis and interpretation Communication and teamwork Adaptability and innovation. The Certificate is a smaller Level 3 qualification (which is the same size as an AS Level and half the size of an A Level). You should take this Certificate qualification if you want a small Level 3 qualification that builds some applied knowledge.

What subjects complement this course?
Biology, Business. Chemistry, Health and Social Care, Mathematics, Physical Education, Psychology
You can take this alongside your A Levels or other Level 3 courses as part of your Key Stage 5 study programme.
It's a good way to broaden your learning and strengthen your skills for university or other higher education paths.

What you will study and how you will be assessed:

UNIT 1: Nutritional Needs Across the Life Stages	UNIT 2: Developing Practical Food Production Skills
This unit will provide you with an in-depth understanding of the properties and functions of nutrients, the impact of food production on nutritional value and how dietary requirements vary across different life stages. These topics are directly relevant to human nutrition and food science degrees. You will be assessed through a written examination. • 1 hour 30 minutes • 50% of qualification • 80 marks	You will apply theoretical knowledge in a hands-on environment, learning advanced food preparation techniques while considering nutritional value and dietary needs. These skills mirror practical elements found in undergraduate laboratory-based / practical food science modules. You will be assessed through a non-examination assessment (NEA). • 9 hours 30 minutes • 50% of qualification • 100 marks

15. Contact Details

If you have a Sixth Form enquiry, please use the contact details below:

Key Contacts:

Mr W Levesley
Associate Assistant Principal - Head of Sixth Form
WLevesley@sandysecondaryschool.com

Mrs T Hinson
Vice Principal - Sixth Form
THinson@sandysecondaryschool.com

Mrs C Tumulty
Pastoral Support Assistant (PSA) – Sixth Form
CTumulty@sandysecondaryschool.com

If you have a general enquiry, or would like to book a tour of Sixth Form, please contact the main office using the contact details below:

	Address	Sandy Secondary School Engayne Avenue Sandy, Bedfordshire SG19 1BL
	Email Enquiries	office@sandysecondaryschool.com
	Telephone Enquiries	01767 680598
	Website	https://sandysecondaryschool.co.uk/welcome-to-sixth-form/
	Facebook	www.facebook.com/sandysecondaryschool/
	Instagram	www.instagram.com/sandysecondaryschool/

Sixth Form Application Form

For September 2027 start

Student Name:	Form Group:

If an external applicant, please complete your details below:

Address:
Telephone:
Email:
Current school/educational setting/other:

Please make your course choices:

A Level / Level 3 Course Choices Students must select 4 courses:	**Additional Course** - All students **must** select one of the following choices (see Section 14 of Sixth Form Options Booklet): 1. Core Mathematics 2. EPQ – Extended Project Qualification 3. DofE – Duke of Edinburgh Gold Award 4. Food Science and Nutrition Certificate
1.	1st Choice:
2.	2nd Choice:
3.	
4.	
Reserve(s)	

Potential career:

PLEASE RETURN TO SANDY SECONDARY SCHOOL BY FRIDAY 4TH DECEMBER 2026

Forms can be emailed to: office@sandysecondaryschool.com

Courses will only run if sufficient applications for the course are made.