



SILCOATES



2027/28

SIXTH FORM
PROSPECTUS



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WELCOME



Mr King, Silcoates Head

I wish you a warm personal welcome to Silcoates Sixth Form, where we are dedicated to supporting you to become the best you can be. Here you will receive a personalised education that will enable you to fulfil and even exceed your potential. Set in 60 acres of picturesque grounds with state-of-the art facilities, Silcoates Sixth Form is a vibrant, friendly community where you will be known and supported as an individual.

With outstanding teaching in a wide range of subjects we will help you foster a life-long love of learning and equip you to make the best academic progress. Outside the classroom you will have the opportunity to get involved in a wide

number of opportunities aimed at broadening your horizons, learning more about yourself and motivating you to make a positive contribution to the school community and beyond. Once you become a Silcoatian you are never on your own, our excellent pastoral care and supportive community will always be there to listen, encourage and support you to succeed.

I hope this prospectus will give you a useful insight into life at Silcoates Sixth Form. Whatever your interests or aspirations we will help you achieve your goals and ensure you can take the next steps in your journey with confidence. Please accept our invitation to come and visit us and experience the community and opportunities that makes this school so special.

I look forward to meeting you.

A handwritten signature in black ink that reads "P. King". The signature is stylized with a large, looped 'P' and a trailing 'K'.

Phil King
BA (Sheffield) PGCE (Sheffield) NPQH (BPN)





Head of Sixth Form & Key Stage Four,
Mr Mistry

A diverse curriculum, numerous leadership opportunities, superb teaching and supportive preparation for University admissions or apprenticeships combine to ensure that our students are prepared for ambitious futures and expect the best, both of themselves and of others.

Our approach is underpinned by a deep commitment to providing our students with foundations for the future, preparing them not only for the next chapter post Silcoates but for life.

Our Sixth Form curriculum gives students the chance to explore their passions in greater depth, as well as investigate some new subjects such as Psychology. This is a time when students can spread their intellectual wings and explore new areas and ways of working that will help them in their transition to higher education and the world after studying.

Beyond A levels, we have an exciting enrichment programme for students to explore, that caters for everyone. We aim to develop intellectually inquisitive young adults who take responsibility for their own learning.

Outside of the classroom we offer a broad range of opportunities through clubs and societies that develop leadership, teamwork and problem solving skills. From our Oxbridge and Top Universities Group to the School Council, there is something for everyone. If we don't do it, ask, and we will do our best to create a bespoke programme that is both engaging and enriching.

Finally, we are a community of valued individuals whose achievements are celebrated, no matter how big or small. Our aim is to provide students with a full and rounded education, enriched by an enjoyable experience, strong friendships and a framework that sets them up for life.

Anand Mistry
Head of Sixth Form & Key Stage 4
BA (Lough) PGCE (Lough)

DISCOVER SILCOATES

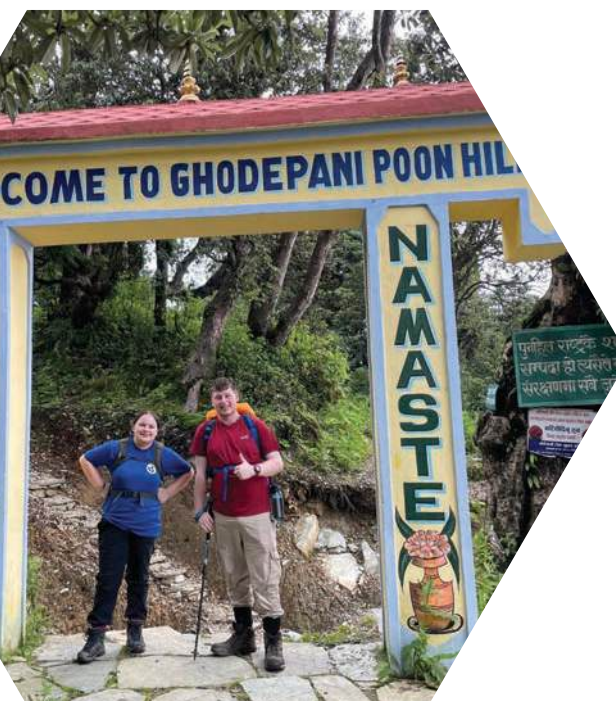
With 17 subjects to choose from, most students will study three A levels, together with equivalent courses as part of our Enrichment Programme.

Small class sizes, an outstanding pastoral support system and dedicated subject specialists ensure that students are well equipped to deal with the rigours of A level study.

Educational experience is not confined to the classroom – students benefit from a number of academic trips, courses and immersion activities as part of our A level programme.

Recent trips have included Physics students visiting CERN in Switzerland, Design Technology students participating in the Rotary Challenge Competition, and English students exploring Shakespeare's Globe Theatre.

Other trips featured an Oxford University Open Day, a Business and Economics masterclass, the Criminology Conference for Psychology students, a cultural visit to Paris for Photography and History students, and a skiing trip to Italy.





Silcoates is a warm and welcoming community. Our students here make friendships that last a lifetime.

For Sixth Form, support, care, and guidance are fundamental in ensuring that each and every student realises their potential. Students are valued as adults and individuals. Each Sixth Form student has a personal tutor, who supports them in all aspects of School life and in preparation for life after School. Academic progress is also fully supported and monitored through a collaborative approach between School, student, and parents.

Our newly refurbished Sixth Form Centre is a dedicated space for students to learn and study in an adult environment. It houses a Learning Centre, which allows students to supplement their classroom learning and work collaboratively with their peers, as well as several common room areas for students to relax in during the day.

Sixth Form students also have their own Café al Silcosta (as we like to call it).

Offering independence, Sixth Formers are permitted to leave the school site during the day, providing they follow a set of guidelines that prioritise safety and accountability. Additionally, as a reward for their hard work throughout the week, a dedicated minibus service operates on Fridays, offering drop-off and pick-up to Wakefield town centre and the Snowhill Retail Park.

CAFÉ AL SILCOSTA





At Silcoates, we realise that the Sixth Form experience is not just about academic success.

We have an outstanding Enrichment Programme, aimed at developing a students' personal growth and education beyond the curriculum. Our enrichment activities are hugely varied and demanding. They equip our students with the confidence and self reliance needed for further study and eventually, the world of work and beyond.

Enrichment Programmes include the Extended Project Qualification, which allows students to demonstrate independent research skills and the Higher Sports Leader Award, a nationally recognised qualification for Sports leadership roles.

Students undertake personal development lessons in Form time, where they study subjects such as risk taking behaviour, consent, drugs and alcohol awareness, careers, and critical thinking.

SILCOATES SUPPORTS

Planning a student's onward journey from Silcoates is just as important to us as their Sixth Form experience.

Every student receives specialist University and careers advice. Support in developing personal statements for University applications is particularly strong. In 2026, 91% of all students secured their first choice university with just one student being accepted into their second choice. Destinations included the University of Warwick, University of Leeds, University of Nottingham and University of Hull, where students went on to study Discrete Mathematics, Mechanical Engineering, History and Politics, and Forensic Science.

Silcoates offers a full support programme, including initiatives such as the Oxbridge Group and academic discussion groups to ensure that these students are fully supported to realise their potential.

A Careers Hub provides students with a dedicated space to explore and actualize their future selves. With support and advice always on hand through our dedicated Careers Adviser, students gain invaluable career insights. Initiatives such as UCAS / Careers Week and other apprenticeship opportunities also take place throughout the year. Students use Unifrog to help collate their applications.

We also recognise the value of first-hand Work Experience and all Lower Sixth students undertake a work experience placement. This is an extremely valuable opportunity, which helps our Sixth Form students to clarify their future higher education or career choices, while also enhancing their long-term employability skills.







DISCOVER CREATIVITY

Artistic expression is widely encouraged at Silcoates. Drama, Music and Art thrive throughout the School.

Backed by our state of the art, purpose built Music School, there are a number of exciting opportunities that Sixth Form students can become involved in, regardless of whether these subjects are studied at A level.

Creative opportunities abound - from getting involved in Whole School productions, such as the recent *Matilda Jr.* musical, to performing in the School Choir and Music Ensembles.







DISCOVER TEAM WORK

Sport and exercise are important features of life at Silcoates.

Silcoates is uniquely positioned in the local area, situated high above the countryside on a greenfield site, with extensive playing fields set in 60 acres of the glorious West Yorkshire hills. In addition, Silcoates also boasts extensive sporting facilities – an Astroturf pitch, Netball and Tennis courts, an indoor swimming pool, fully equipped Sports Hall and a Fitness Suite.

Our Sixth Form students enjoy access to all of these facilities. For those who wish to compete, we have sporting teams in Cricket, Cross Country, Football, Hockey, Netball and Rugby. Participation in competitions on a National, Regional and International level frequently leads to success.

Our Sixth Form Sports teams also regularly tour abroad – Dubai, Africa and America are some of the most recent destinations.

More importantly, at Silcoates we firmly believe that Sport is for all and emphasise participation and development as much as achievement.



SILCOATES CHARITIES



Charity work plays an important part in Sixth Form life at Silcoates.

The Sixth Form Charity Committee organises fundraising and charity events throughout the year. Funds raised are divided between charities, which have been chosen by the whole Sixth Form. In 2026, we supported MIND, Wakefield Hospice and Yorkshire Wild Life Trust.

Our dedicated Charity Prefects ensure that as a community, we support local charities as well as nationally recognised charities. Sixth Form students also participate in overseas charity projects. This is a once-in-a-lifetime experience for our Sixth Form students to learn new skills and immerse themselves in different cultures.

Recently, 14 students travelled to Nepal on a cultural trip, exploring the country, teaching in schools, and hiking in the Nepalese mountains.

BECOME A SILCOATIAN

To join the Sixth Form we usually require five GCSE passes at Level 5 or above, including Mathematics and English Language. Some subjects have other specific requirements.

A levels require independent learning, wider reading, note taking, research and in some cases, practical skills. Motivation is therefore a key factor and students are expected to take personal responsibility for their learning.

They should expect to spend a minimum of six hours per week, per subject, on independent study and homework. There is no organised homework timetable and their tutor will help with issues, such as time management and targets.

Silcoates offers a number of bursaries and scholarships for Sixth Form students.

Please see our website for further details or contact our Admissions Department on 01924 885245

www.silcoates.org.uk







SILCOATES

SUBJECTS

ART

It is recommended that you achieve a minimum Grade 5 in GCSE Art to undertake this course. If GCSE Art has not been completed, a portfolio of work will be required.

Art is all around us, everywhere you look. You can see Art not only in galleries but in the graphics of a magazine cover, wallpaper, and even in the design of clothes. It is clear to see the important part that Art plays in our visual world.

Students follow the Edexcel course for Art and Design Fine Art. Students will explore a range of materials and skills such as oil painting, charcoal, acrylic, printing, drawing, mix media and much more. We encourage students to find their passion within the subject, and experiment with this, to produce their most successful work.

We go on some great trips, both home and abroad. The Louvre, Tate Modern and Yorkshire Sculpture Park are some of the galleries we visit regularly.

Component 1: Personal Investigation

This component is all coursework. Students develop a collection of work to create a portfolio, which explores a series of themes, is personal, and develops a relationship between ideas and art practice. They explore the work of selected, relevant artists and learn from these ideas. A sketchbook is produced to document the journey of each project. Students must demonstrate a strong analytical approach to ensure their research supports their practical work. Each project is concluded with a final piece. To support the practical work, a personal study (essay) is written, linking to the student's chosen topic.

Component 1 is worth 60% of the total marks of the course.

Component 2: Examination Assignment

This is a fifteen hour examination on a theme set by the exam board. Once the theme has been received, students have a period of time to research and develop an idea. The student's ideas and experiments will be documented in a sketchbook and through practical work. The project will work towards a final piece which will be completed in the set exam time.

Component 2 is worth 40% of the total marks of the course.



DISCOVER

A CAREER IN ART AND DESIGN

Many students go on to pursue careers in Art, Design or Architecture. If you are planning on going to University to study a subject other than Art, you need to ensure that the University still accepts Art for your chosen course.

Exam Board - Edexcel

BIOLOGY

It is recommended that you achieve a minimum Grade 6 in GCSE Biology and GCSE Maths to undertake this course.

Building on the knowledge and skills developed at GCSE, students study in greater depth the Biology of the major human and plant body systems.

They cover the science behind DNA and advances in DNA technology that make up much of the scientific news. Ecology, the study of plants and animals in their environment, is covered in greater detail, including the opportunity to undertake fieldwork. A strong emphasis is placed on developing a student's practical skills, with practical work being seen as an essential part of the course.

Students follow the AQA Biology Specification. The course is linear with exams being taken at the end of Year 13. There is no controlled assessment but students complete twelve compulsory practicals. Provided they are completed to the required standard, this will be acknowledged on their A level certificate. Assessment of practical skills gained will be within the written exams only.

Year 12 Topics:

- Biological molecules
- Cell structure and function
- Movement in and out of cells
- The immune system
- The digestive system and enzymes
- The circulatory system
- Gas exchange in humans and other animals
- Transport in plants
- The structure and function of DNA and genetic diversity
- Taxonomy

Year 13 Topics

- The biochemistry of respiration and photosynthesis
- Energy and nutrient transfer in ecosystems
- The nervous system
- The functioning of muscles
- Homoeostasis
- Genetics and the control of gene expression
- Evolution and speciation DNA technology
- Populations and ecosystems



DISCOVER

A CAREER IN BIOLOGY

Biology can lead to a wide variety of careers including: research, medicine, dentistry, psychology, pharmacology, agriculture, physiotherapy, teaching, forensic science, biochemistry, genetics, and microbiology.

Exam Board - AQA

BUSINESS

You are required to achieve a minimum Grade 5 in GCSE Business to undertake this course. If GCSE Business has not been completed, a Grade 5 in GCSE English and Maths will be accepted.

This course is designed to attract students who wish to study Business at A level, as a building block from GCSE or as a new subject area. It covers the classic Business topics of finance, marketing, operations and human resources by studying both small enterprises as well as larger multi-national organisations.

Students will be encouraged to develop an understanding of how businesses operate in both local and global markets. The topics covered in the course include markets and marketing, resource and human management, revenue and costs, sources of finance and different types of business decision making tools.

Students will gain an appreciation of Real World Business within the course and it can lead to applying for related courses at university or for apprenticeships.

A LEVEL - Two Year Course

The course is assessed by three examinations at the end of the Upper Sixth. You will study four themes:

Theme 1: Marketing and People

Theme 2: Managing Business Activities

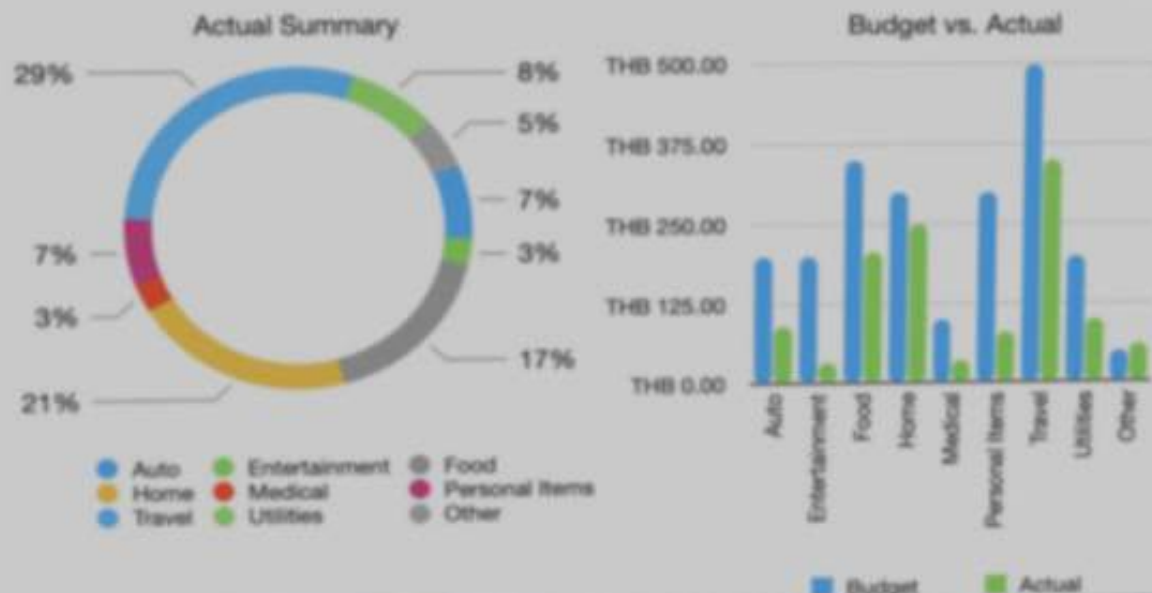
Theme 3: Business Decisions and Strategy

Theme 4: Global Business

The final examination is based upon a specific industry. Students have to familiarise themselves with the research topic then answer questions based upon that topic. For example, previous topics included an investigation into the health and fitness industry and a study of the chocolate confectionary market.

Monthly Budget

HOW TO USE: Enter your budget for each category in the **Summary By Category** table below. Enter transactions on the **Transactions** sheet to see how your actual spending compares to your budget.



DISCOVER

A CAREER IN BUSINESS

Students will develop transferrable skills that support higher education study and a transition to an apprenticeship or employment in a wide range of careers from banking, product management to public sector organisations.

Exam Board - Edexcel

CHEMISTRY

You are required to achieve a minimum Grade 7 in GCSE Chemistry and Grade 6 in GCSE Maths to undertake this course.

Students follow the AQA A level specification which is the most popular exam board for this subject and is highly respected by schools, colleges, universities and employers alike. The A level Chemistry course qualification builds upon knowledge and skills developed at GCSE.

The A level Chemistry course is split into three units:

- Physical Chemistry (e.g. atomic structure, rate equations and kinetics)
- Inorganic Chemistry (e.g. periodicity, transition metals and the halogens)
- Organic Chemistry (e.g. alcohols, halogenoalkanes and amines)

Visit the AQA Chemistry website for a full list of topics studied in these three units.

There are three, two hour exams that test students on their knowledge and understanding of the three topics, as well as the practical skills they have developed throughout the two years.

Papers are not equally weighted – Paper 1 and Paper 2 are both 35% and Paper 3 is 30% of the student's final grade. The exams are a mixture of short and long answer questions and multiple choice. There is no controlled assessment.

Practical work is at the heart of Chemistry. Students must complete twelve compulsory practicals but these do not contribute to the final A level mark. Provided they are completed to the required standard, this will be acknowledged on their A level certificate. Assessment of practical skills gained will be within the written exams only.



DISCOVER

A CAREER IN CHEMISTRY

The Chemical industry, education and research are a few of the careers open to chemists. Many university courses, including medicine dentistry, pharmacy, veterinary science, chemical engineering and biochemistry require A level Chemistry.

Exam Board - AQA

CRIMINOLOGY

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of Psychology, Law and Sociology. An understanding of Criminology is relevant to many job roles within the Criminal Justice sector, Social and Probation work and Sociology and Psychology.

This is an Applied General qualification, designed primarily to support learners progressing to university. It offers exciting and interesting experiences through applied learning, i.e. through the acquisition of knowledge and understanding to the criminal justice system.

UNIT 1: enables learners to demonstrate understanding of different types of crime, influences on perceptions of crime, and why some crimes are unreported. Furthermore, there is an exploration of how the media represent crime.

UNIT 2: allows learners to gain an understanding of why people commit crime, examining sociological, biological and individualistic theories into the causes of criminal behaviour.

UNIT 3: provides an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

UNIT 4: learners will apply their understanding of the criminal justice system, the role of punishment, and the measures used in social control.

Each unit 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. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment.

Units 1 and 3 are assessed in School using controlled assessments in Years 12 and 13, respectively.

Units 2 and 4 are each assessed by a 90 minute exam at the end of Years 12 and 13, respectively.



DISCOVER

A CAREER IN CRIMINOLOGY

This Level 3 Applied Diploma can be used to support access to higher education degree courses in Criminology, Law, Psychology, and Sociology.

The qualification also provides learners with the required understanding and skills to consider employment within some aspects of the criminal justice system.

Exam Board - WJEC

DESIGN AND TECHNOLOGY

Ever wondered what designers actually do? Thought about how things move or work? Questioned how a product continues to stay popular in the market place? Been curious about how you can design products to be good for the environment?

Product Design is focused towards consumer products and applications, and their analysis in respect of; material, components, and marketability, and their selection and uses in an industrial and commercial context of product development.

What's Included?

During the two year course, you will study a range of materials. You will develop a technical understanding of how products function and how they are made to appropriately support the design and manufacture of your own design solutions. You will learn about wider design principles and the effect of design on users and the world we live in.

You will identify market needs and opportunities for new products, initiate and develop design solutions, and make test prototypes/products. You will develop your subject knowledge, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

Upper Sixth students undertake an iterative project, lasting one year, which is worth 50% of their final mark. Learners will develop a critical mind through enquiry and problem-solving, exploration, creation, and evaluation of iterative designs. We encourage freedom in approaches towards designing and making so as not to limit the possibilities of project work or the materials and processes being used.

What are the benefits?

The course will strengthen your critical thinking and problem-solving skills within a creative environment, enabling you to develop and make prototypes that solve real world problems.

You will develop intellectual curiosity of the design and manufacture of products and systems, and their impact on daily life and the wider world.

It will help you to be creative in your approach to work and develop your sketching ability and use of digital technologies in designing and creating quality products.

You will learn about important issues that affect design in the wider world such as sustainability, globalisation and inclusive design.

A photograph of two male students in a workshop. They are wearing safety glasses and dark shirts. They are working on a piece of wood on a workbench. In the background, there is a green 'EXIT' sign and various workshop equipment.

It is recommended that you achieve a minimum Grade 5 in GCSE Product Design to undertake this course. If GCSE Product Design has not been completed, a portfolio of drawings and design skills will be required.

DISCOVER

A CAREER IN DESIGN AND TECHNOLOGY

You will gain skills that are useful in a wide range of jobs, in further study of design or engineering, and in your personal life. Develop decision-making skills, including the planning and organisation of time and resources when managing a project.

Exam Board - OCR

ENGLISH LITERATURE

English Literature is a classic academic subject which provides the analytical and communication skills necessary for success at university and in the workplace. Students who study English Literature at A level often go on to traditional and highly respected universities to study a wide range of degrees, including English, Law, Economics, Psychology and History.

The A level course is not so different to IGCSE Literature, although more independent reading of a challenging nature is involved - and expected. Successful students in English Literature are those who enjoy reading, thinking and writing in their own time. The course encourages detailed and independent study, analytical essay-writing and oral debate - precisely the key qualities sought by universities.

Texts may include some of the following:

The Kite Runner by Khaled Hosseini: Now an adult in America, Amir reflects on his childhood in Afghanistan, and the terrible sin that has haunted the whole of his life...

A Doll's House by Henrik Ibsen: Nora's husband is obsessive and controlling, and her marriage has become a prison. Can she escape?

The Handmaid's Tale by Margaret Atwood: The future for women is bleak. A religious order rules where women are little else but incubators for the next generation of the male elite. One woman, however, dares to think for herself...

Never Let Me Go by Kazuo Ishiguro: In a dark, dystopian twist on modern England, this brilliant novel follows Kathy: she attends an idyllic school, but an inescapably painful future awaits her and her closest friends...

Fahrenheit 451 by Ray Bradbury: In the not-too-distant future, Guy Montag is a fireman: His job is to start fires, and his mission is to burn all books. Because books are forbidden by the government...

Course Structure

A level Paper 1: Literary Genres. 40% of A Level; 2½ hours.

This exam will be focused on three brilliant comedy or tragedy texts, such as *The Importance of Being Earnest*, *Twelfth Night* and a collection of poetry.

A level Paper 2: Texts and Genres. 40% of A Level; 3 hours.

This paper will focus on political and social protest writing or crime writing. Texts could include fantastic modern fiction such as Khaled Hosseini's *The Kite Runner*, a classic play such as *A Doll's House* and a collection of poetry by William Blake.

A level Coursework: Two 1500-word essays. 20% of A Level.

You will study two texts, such as *Fahrenheit 451* and the poetry of Carol Ann Duffy. You will write a 1500-word essay about each one, linking each text to a different literary theory such as feminism and marxism.

DISCOVER

A CAREER IN ENGLISH LITERATURE

Career paths include law, journalism, education, publishing, administration, advertising, marketing and the theatre.

Exam Board - AQA Specification B

GEOGRAPHY

You are required to achieve a minimum Grade 6 in GCSE English to undertake this course. A GCSE in a humanities subject is also required.

Do you have a deep appreciation of our planet? Are you keen to find out more about the big rock we live on? If so, A level Geography would be a great choice for you. This course doesn't just give you a comprehensive understanding of the geographic environment but explores how people interact with it and the impact we make.

A level Geography covers contemporary geographical issues within physical and human geography topics, builds geographical skills and explores fieldwork. There are two exams taken at the end of the Upper Sixth, one based on physical topics (40% A level) and one based on human topics (40% of A level). However, some synoptic understanding across the units is expected to be shown by the students in both of these exams.

Students are also expected to complete a 3000-4000 word report. This is based on a fieldwork project which students design and carry out independently and can be based on any aspect of the course outlined above. This makes up 20% of the A level.

Human Geography

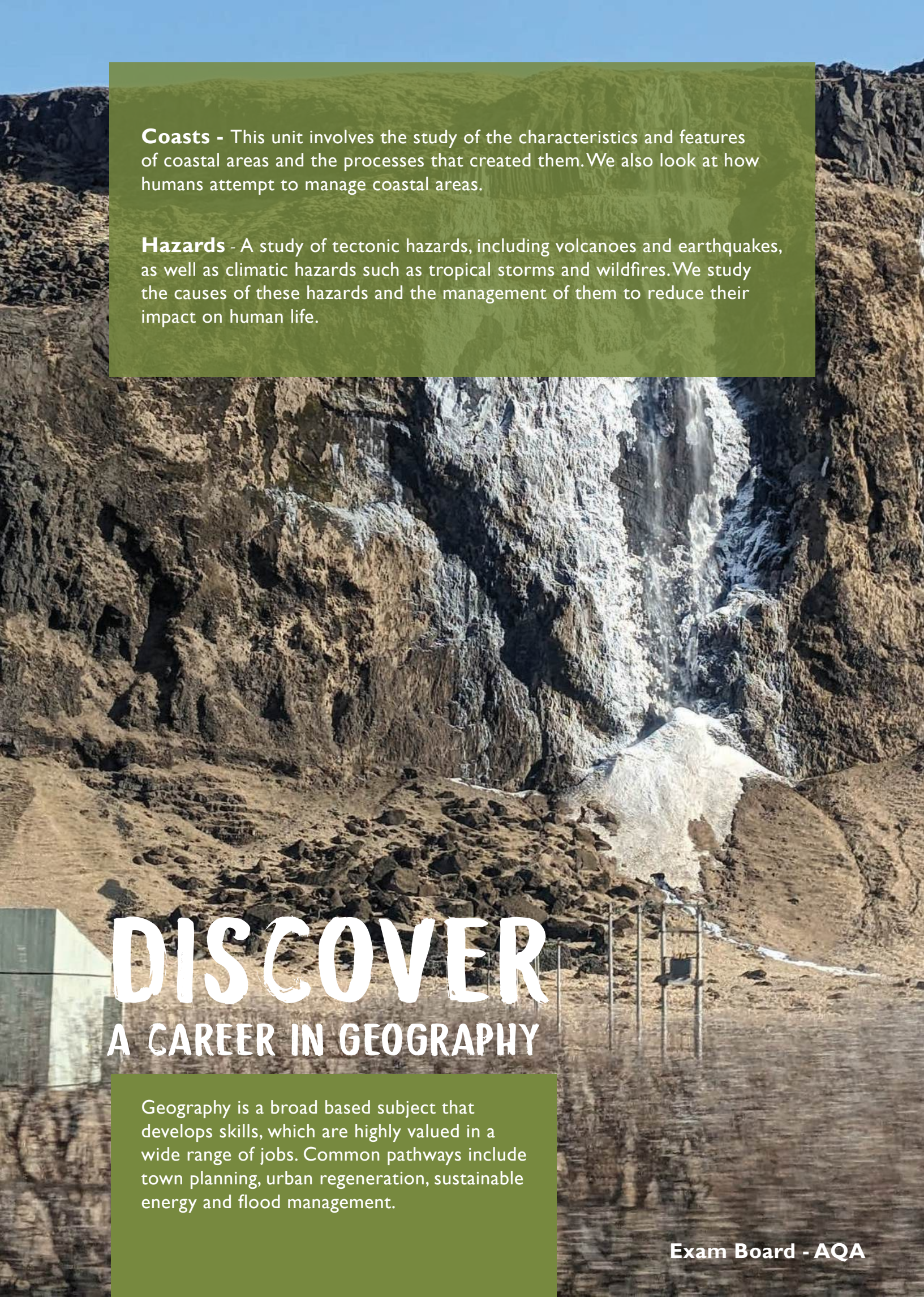
Changing Places - This section focuses on people's engagement with places and their experience of them as well as the factors and processes which impact upon places and how they develop over time.

Global Governance - This section focuses on globalisation and the economic, political and social changes associated with this process.

Resource Security - Students will look at the issues surrounding the large scale exploitation of unevenly distributed natural resources, including water, energy and minerals.

Physical Geography

Water and Carbon Cycles - We focus on the major stores of water and carbon at, or near the earth's surface, and the relationship associated with them.



Coasts - This unit involves the study of the characteristics and features of coastal areas and the processes that created them. We also look at how humans attempt to manage coastal areas.

Hazards - A study of tectonic hazards, including volcanoes and earthquakes, as well as climatic hazards such as tropical storms and wildfires. We study the causes of these hazards and the management of them to reduce their impact on human life.

DISCOVER

A CAREER IN GEOGRAPHY

Geography is a broad based subject that develops skills, which are highly valued in a wide range of jobs. Common pathways include town planning, urban regeneration, sustainable energy and flood management.

Exam Board - AQA

The AQA level specification comprises three components; a breadth study, a depth study and a historical investigation. Students study a range of different historical periods covering aspects of both British and International History.

Component 1: Breadth Study – The Tudors: England 1485-1603

This option allows students to study in breadth issues of change, continuity, cause, and consequence across a period of turbulent and fascinating English History.

Part 1: Consolidation of the Tudor Dynasty: England 1485-1547

- Henry VII, 1485-1509
- Henry VIII, 1509-1547

Part 2: England: Turmoil and Triumph, 1547-1603

- Instability and consolidation: 'the Mid-Tudor Crisis', 1547-1563
- The triumph of Elizabeth, 1563-1603

Component 2: Depth Study – France in Revolution, 1774-1815

This option provides for the in-depth study of a key period of history, which was the change of the relationship between the ruler and the governed, not only in France but throughout Europe and in the wider world. Key concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship will all be addressed.

Part 1: The end of Absolutism and the French Revolution, 1774-1795

- The origins of the French Revolution 1774-1789
- The Experiment in Constitutional Monarchy, 1789-1792
- The emergence and spread of the Terror, September 1792-1815

Part 2: Napoleon's impact on France & Europe, 1795-1815

- The directory and Napoleon's rise to power, 1795-1799
- The impact of Napoleon's rule on France, 1799-1815
- The impact of Napoleon's rule on Europe, 1799-1815



Component 3: Historical Investigation – Russia from the Tsars to Dictatorship, 1855-1953

This option enables students to develop skills, knowledge and historical understanding. Students develop an enhanced understanding of the nature and purpose of History as a discipline and how historians work.

Students are required to independently develop a question to investigate and evaluate relevant primary sources and historical interpretations in relation to it. Their final piece will be 4,000-4,500 words and is worth 20% of the final grade.

Examination A level: Two written examinations to be completed within two and a half hours at the end of Year 13, plus a 4,000-4,500 word piece of written coursework.

DISCOVER

A CAREER IN HISTORY

A level History is a multifaceted subject that opens a lot of doors, both in terms of higher education and future career paths. History is an academically demanding subject in which you develop key transferrable skills and strong verbal communication skills. Such skills are recognised and valued by employers and universities.

Exam Board - AQA

MATHEMATICS

You are required to achieve a minimum Grade 7 at GCSE to undertake this course. However, a Grade 8 is recommended.

Mathematics is an interesting and challenging course which extends methods learnt at GCSE and includes more application of Mathematics in statistics and mechanics. Studying Mathematics will develop your ability to think more logically and to recognise and analyse situations which can be represented mathematically.

Who could consider studying Mathematics?

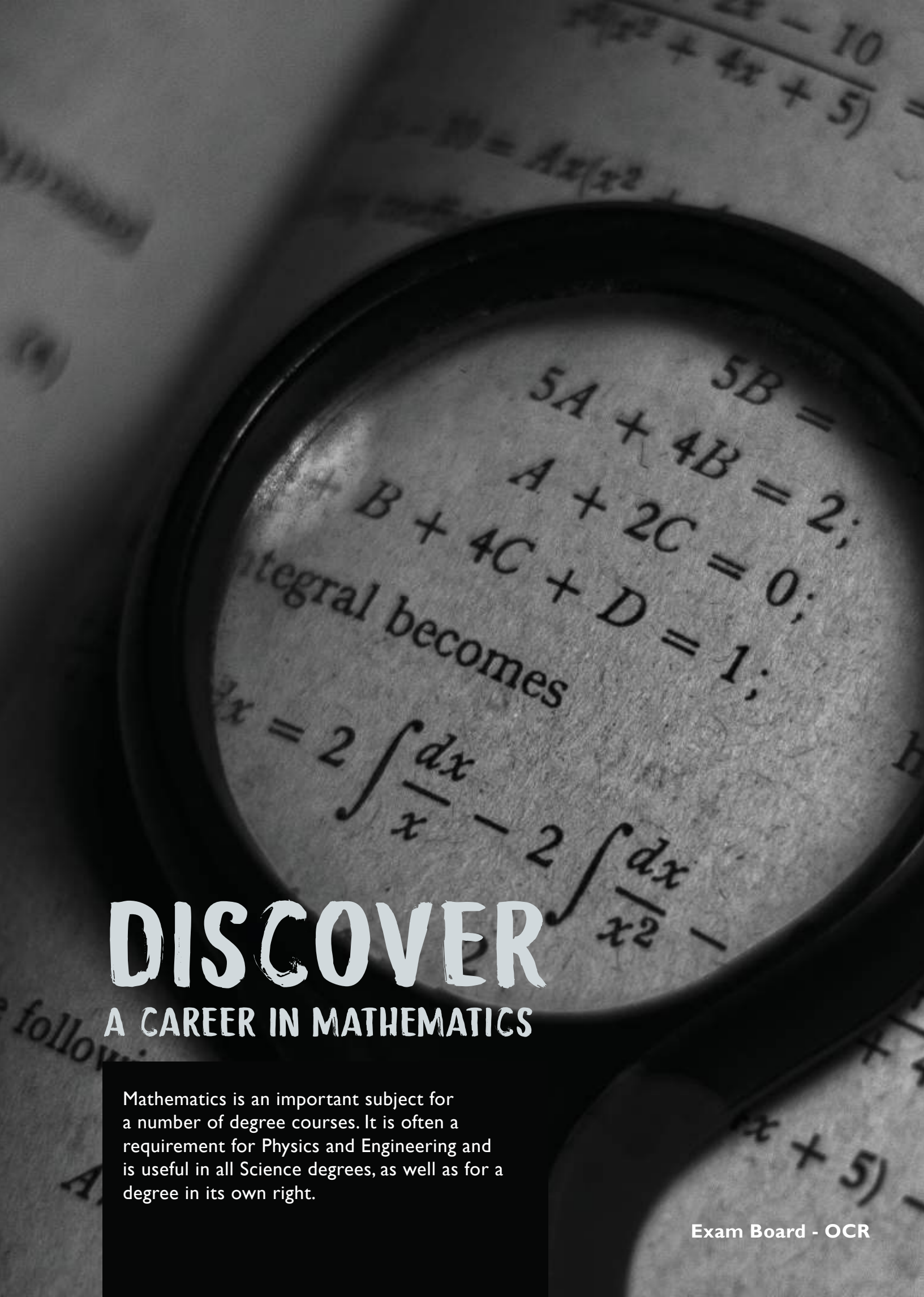
Ideally you should have achieved a Level 8 or above at IGCSE. A level Mathematics is a fascinating course that requires a mature and dedicated mind, and enthusiasm for studying all aspects of the subject. It can be challenging at times, both in terms of complexity of the problems to be solved and in the volume of content that is to be covered. The transition to A level is demanding, but support is always readily available.

What will I study?

The content of A level Mathematics is comprised of Pure Mathematics, Statistics and Mechanics. Pure Mathematics topics include Algebra and Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Calculus, Vectors, Numerical Methods and Proof. Statistics topics include Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions and Hypothesis Testing. Mechanics topics include Kinematics, Forces and Moments.

How will I be assessed?

The OCR Mathematics A level is assessed through three examination papers taken at the end of Upper Sixth, each of two hours duration, covering Pure Mathematics, Pure Mathematics with Statistics and Pure Mathematics with Mechanics. Two thirds of the examination content will, therefore, be Pure Mathematics topics, and one third Applied Mathematics.

A black and white photograph of a magnifying glass resting on a document filled with mathematical equations. The magnifying glass is positioned over a system of linear equations. The equations visible through the lens are: $5A + 4B = 2$, $A + 2C = 0$, and $B + 4C + D = 1$. Below these, it says 'Integral becomes' followed by $2 \int \frac{dx}{x} - 2 \int \frac{dx}{x^2}$. Other equations like $\frac{2x - 10}{x^2 + 4x + 5} =$ and $-D = Ax(x^2 + 4x + 5)$ are visible in the background but out of focus.

DISCOVER

A CAREER IN MATHEMATICS

Mathematics is an important subject for a number of degree courses. It is often a requirement for Physics and Engineering and is useful in all Science degrees, as well as for a degree in its own right.

Exam Board - OCR

FURTHER MATHEMATICS

You are required to achieve a minimum Grade 8 at GCSE to undertake this course. However, a Grade 9 is recommended.

It is possible to study Further Mathematics in addition to Mathematics, as another A level. You might consider this option if you are intending to take a Mathematics or related degree and it is one of your strongest subjects. Further Mathematics would be taken as a fourth subject.

At A level, the Further Mathematics course becomes quite demanding and is only suitable for the strongest mathematicians. Ideally, you would have achieved at least a Grade 9 at IGCSE and be willing to commit a significant amount of time outside of lessons.

You will extend your study of Pure Mathematics to a much deeper level of understanding. You will also develop two applied branches of Mathematics from Statistics, Discrete and Mechanics.

If you are planning to take a degree such as Engineering, Sciences, Computer Science or Mathematics itself, you will benefit from taking Further Mathematics. Students who have studied Further Mathematics find the transition to such degrees far more straightforward. It is essential for some Mathematical courses at the top universities.

$$\frac{EI}{L^3} \begin{bmatrix} 12 & 6L \\ 6L & 4L^2 \\ -12 & -6L \\ 6L & 2L^2 \end{bmatrix}$$

$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

MUSIC

A level Music includes the elements of performing, composing and appraising. Students are required to undertake individual instrumental or vocal lessons, and should be working at or towards Grade 6 standard by the start of Lower Sixth. Students are expected to participate in music groups and engage fully in the musical life of the School.

A level Music is 100% externally assessed, and consists of one written paper and two non-examined assessment components.

Component 1 (30%): Performing (NEA)

Students present a performance on their chosen instrument or voice, either as a soloist or as part of an ensemble. The recital may include two or more pieces and the total performance time must be a minimum of eight minutes. A standard of Grade 7 or higher is expected. The performance will take place in March/April of Year 13 and will be recorded for submission to the exam board.

Component 2 (30%): Composing (NEA)

Students submit two compositions with a combined minimum duration of six minutes. The first composition, carrying 2/3 of the marks for this component is a free composition. This composition must be at least four minutes in duration. The second composition, carrying 1/3 of the marks for this component, will be a Bach chorale composition. Students will learn how to effectively harmonise two Bach chorales and compose two in Year 13 under exam conditions.

Component 3 (40%): Appraising (Written Examination)

This component develops listening and appraising skills through the study of set works taken from six areas of study: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions. Set works include: The Beatles, Kate Bush, Batman, Psycho, Berlioz, and Stravinsky. The skills of musical analysis and evaluation of Music in students will be required to demonstrate understanding of musical elements, musical contexts and musical language. The examination will include short and long questions, based on extracts from the set works, as well as one essay question on an unfamiliar piece of music, a 30-mark essay on a set work and a musical dictation exercise.



DISCOVER A CAREER IN MUSIC

Television, radio, recording, journalism, publishing, teaching, as well as performing, are some of the career opportunities open to musicians. Music has also been accepted as an A level to study medicine.

Exam Board - Edexcel

PHOTOGRAPHY

It is recommended that you achieve a minimum Grade 5 in a creative GCSE subject to undertake this course. A photography portfolio is also required.

A picture is worth a thousand words. Our students soon find out how true this statement is as they experiment with capturing a moment in time to tell a story with their own photography.

Students follow the Edexcel course for Art and Design Photography and gain experience in the principles of digital photography and digital processing. The students will explore using a range of courses materials, software and hardware in the development of ideas. There will be detailed tuition on using Photoshop and developing DSLR camera skills. We have a variety of equipment that will support students to improve their confidence in taking successful photographs.

Students will have the opportunity to go on trips, both home and abroad. The Louvre, Tate Modern and YSP are the galleries we visit regularly

Component 1: Personal Investigation

This component is all coursework. It consists of four main elements; supporting studies, practical work, an annotated sketchbook and a personal study (essay). The purpose of this work is to create and develop a portfolio of practical work and annotation to show critical understanding within the sketchbook, and development of skills and ideas.

This is worth 60% of the total marks of the course.

Component 2: Examination Assignment

This is made up of three main elements; preparatory studies, an annotated sketchbook, and the final piece. A theme is set by the exam board, from which the students create their preparatory studies and sketchbook. This helps provide focus for the development of ideas and outcomes. Students will develop their own personal work towards a final piece completed in the fifteen hour controlled exam.

This is worth 40% of the total marks of the course.



DISCOVER

A CAREER IN PHOTOGRAPHY

A range of careers might be considered with this qualification, including graphic designer, magazine features editor, medical illustrator, photographer, press photographer, television camera operator, advertising art director or film/video editor.

Exam Board - Edexcel

PHYSICAL EDUCATION

COMPONENT 1 (30%): Physical Factors Affecting Performance (Written Paper)

Applied Anatomy and Physiology

This involves a study of the skeletal, muscular, cardiovascular, respiratory and energy systems in relation to physical activity. Environmental factors (altitude and heat) are also studied.

Exercise Physiology:

This is a study of how diet, ergogenic aids and different training methods prepare the body for exercise. Also included is the study of the impact of training on lifestyle diseases, as well as injury prevention and rehabilitation of injury.

Biomechanics, including Technology in Sport:

Included in this area are the study of motion, force, levers and the use of technology to optimise performance. Linear and angular motion, fluid mechanics and projectile motion are also studied.

COMPONENT 2 (20%): Psychological Issues Affecting Performance (Written Paper)

Skill Acquisition:

This section looks at how skilful performance is acquired and developed through practice and coaching. Information processing and memory models are also studied.

Sports Psychology:

This section focuses on factors such as individual differences, group dynamics, attitudes, motivation, confidence and leadership in relation to sporting performance. Stress management is also studied.

COMPONENT 3 (20%): Socio-Cultural Issues in Physical Activity and Sport

Sport and Society:

This area examines the emergence and evolution of modern sport, as well as the background and impact of global sporting events.

Contemporary Issues in Physical Activity and Sport:

This area covers ethics and deviance in sport, the effect of commercialisation and the media, as well as the routes to sporting excellence in the UK. The impact on modern technology in sport is also studied.

COMPONENT 4 (30%): Performance within Physical Education (Non-Exam Assessment)

This component is split into two equal parts:

Part 1 (Practical): Performance/coaching of a sport or activity from the approved OCR specification.

Part 2 (Verbal response): The Evaluation and Appreciation of Performance for Improvement (EAPI) of a sport or activity from the approved OCR specification.

DISCOVER

A CAREER IN PHYSICAL EDUCATION

Health and fitness, coaching, leisure services, sports management, professional sport and teaching are just a few of the careers available.

PHYSICS

You are required to achieve a minimum Grade 7 in GCSE Physics and Grade 6 in GCSE Maths to undertake this course.

Students follow the OCR Physics specification. Physics A level covers traditional concepts and their modern applications, with experimentation playing a significant role.

Module 1: Development of Practical Skills in Physics

The study of experimental techniques and best practice. Choice of apparatus and the treatment of errors. Skills required for successful evaluation and analysis of data.

Module 2: Foundation of Physics

Physical quantities and units. Scalars and Vectors. Measurements.

Module 3: Forces and Motion

Motion equations. Forces in action. Work, energy and power. Materials and their behaviour. Newton's Laws and momentum.

Module 4: Electrons, Waves and Photons

Charge and current flow. Energy, power and resistance. Electrical circuits. Waves. Quantum Physics.

Module 5: Newtonian World and Astrophysics

Heat transfer and thermal physics. Circular motion. Oscillations. Gravitational fields. Astrophysics.

Module 6: Particles and Medical Physics

Capacitors. Electric fields. Electromagnetism. Nuclear physics and fundamental particles. Medical imaging techniques.



This course is examined by three papers. The first two each account for 37% of the total marks and examine content in specific modules using a combination of multiple choice, short and long answer questions. The third paper accounts for 26% of the total marks with questions that are synoptic in nature, which can draw on knowledge from any of the topics.

There is also a practical endorsement of skills that is carried out during lessons throughout the course. This uses practicals which are suggested by the exam board, and provided they are completed to the required standard, they will be acknowledged on the A level certificate. Assessment of practical skills gained will be within the written exams only.

DISCOVER

A CAREER IN PHYSICS

Physics is a key A level for the study of engineering and many Science degrees including medicine, veterinary science, and physiotherapy. There are many opportunities available in health, education and industry.

PSYCHOLOGY

You are required to achieve a minimum Grade 6 in the following GCSE subjects to undertake this course: Maths, English and one Science.

Psychology is the scientific study of behaviour and the mind, rooted in the scientific method and open to evaluation from multiple perspectives. It offers a unique educational experience, developing a broad and valuable set of skills.

This engaging AQA course encourages students to think like psychologists, building strong literacy and numeracy skills. They learn to communicate using subject-specific language, interpret and evaluate scientific data, and analyse psychological theories and research. The course is assessed across three terminal components, each worth 33.3% of the total A Level:

Paper 1: Introductory Topics in Psychology

This paper covers foundational topics in psychology, focusing on key theories, studies, and applications. Students examine Social Influence (conformity, obedience, and social change), Memory (models of memory, forgetting, and eyewitness testimony), Attachment (caregiver-infant interactions, theories of attachment, and deprivation), and Clinical Psychology and Mental Health (definitions in mental health, phobias, depression, and OCD).

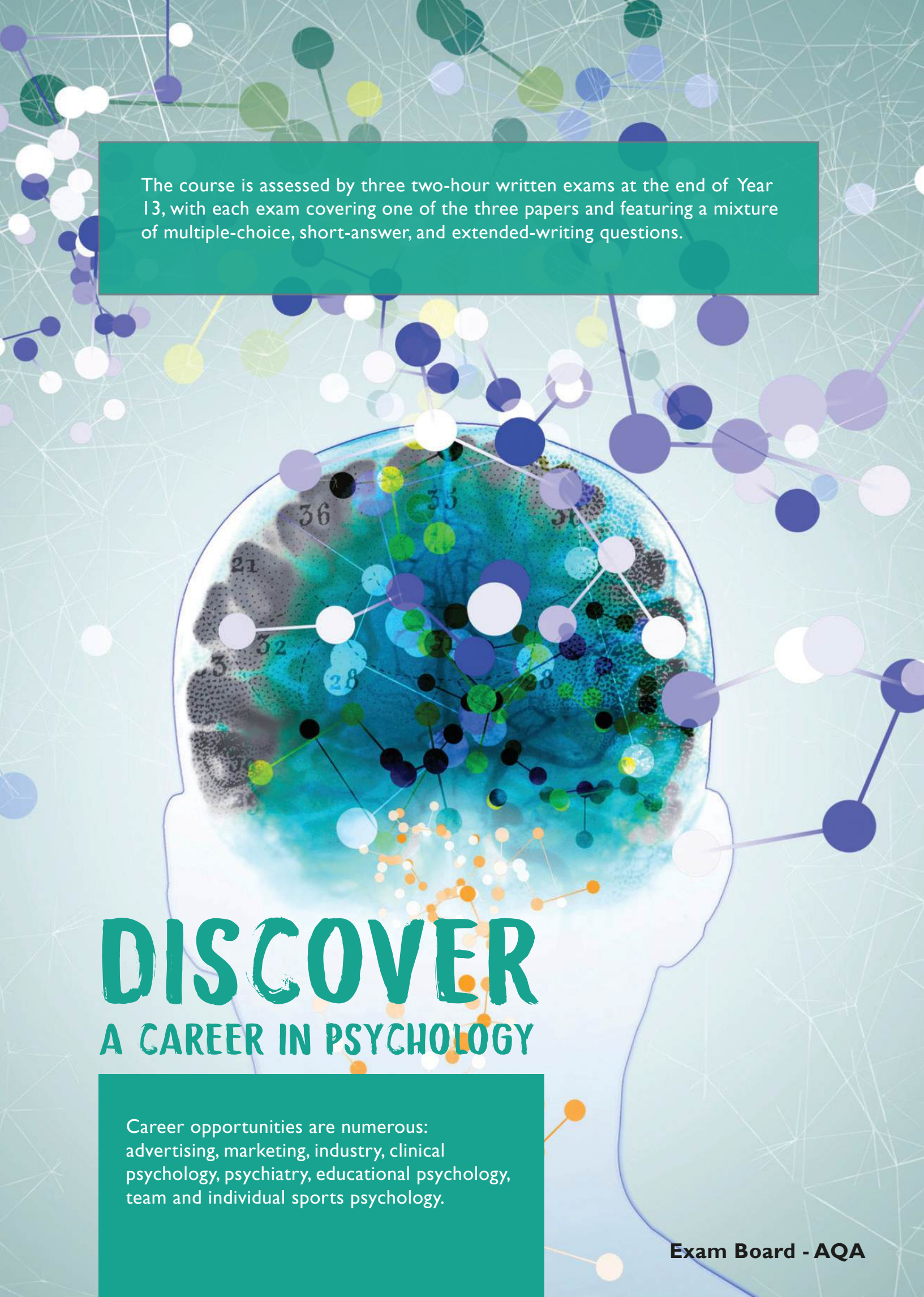
Paper 2: Psychology in Context

This component focuses on the frameworks, biological foundations, and methodologies of the discipline. Students explore Approaches in Psychology (learning, cognitive, biological, psychodynamic, and humanistic), Biopsychology (the nervous system, neurons, synaptic transmission, localisation of brain function, and circadian rhythms), and Research Methods (experimental design, observational techniques, self-reports, correlation, inferential statistics, and scientific processes).

Paper 3: Issues and Options in Psychology

Students consider overarching debates in the subject before exploring specialised optional topics. The core section addresses Issues and Debates in Psychology (such as nature vs. nurture, free will vs. determinism, and reductionism vs. holism). Students then study three option areas:

- Option 1: Relationships, Gender, or Cognition and Development
- Option 2: Schizophrenia, Eating Behaviour, or Stress
- Option 3: Aggression, Forensic Psychology, or Addiction



The course is assessed by three two-hour written exams at the end of Year 13, with each exam covering one of the three papers and featuring a mixture of multiple-choice, short-answer, and extended-writing questions.

DISCOVER

A CAREER IN PSYCHOLOGY

Career opportunities are numerous: advertising, marketing, industry, clinical psychology, psychiatry, educational psychology, team and individual sports psychology.

Exam Board - AQA

RELIGIOUS STUDIES

You are required to achieve a minimum Grade 6 in GCSE English to undertake this course. A GCSE in a humanities subject is also required.

A level Religious Studies follows the Eduqas exam board and is a sought-after qualification due to its multi-faceted approach. Open-mindedness, objective reasoning, problem-solving, evaluation and tolerance are all fostered by this course, creating a well-rounded student, capable of taking on a range of professions.

Component 1: Christianity

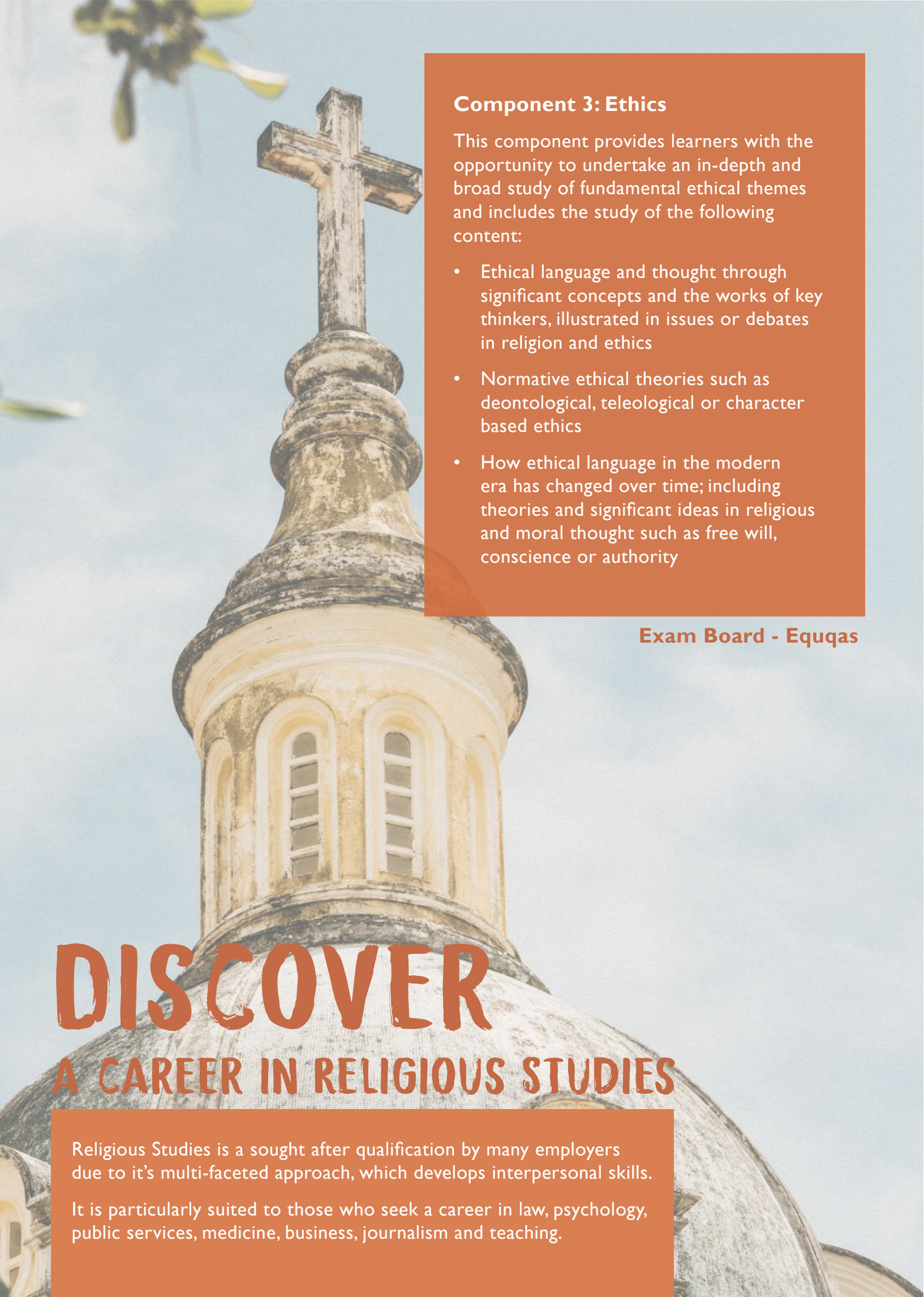
Learners undertake an in-depth and broad study of Christianity, covering themes ranging from religious figures and sacred texts, to practices that shape religious identity and include the study of the following content:

- Religious beliefs, values and teachings, in their interconnections and as they vary historically and in the contemporary world
- Sources of wisdom and authority
- Practices that shape and express religious identity
- Significant social and historical developments in theology or religious thought, including the challenges of secularisation, science, responses to pluralism and diversity within traditions, migration, the changing roles of men and women, feminism and liberationism

Component 2: Philosophy

Learners undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the use of religious language. This component includes the study of the following content:

- Philosophical issues and questions raised by religion and belief.
- The nature and influence of religious experience
- Challenges to religious belief such as the problems of evil and suffering
- Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion



Component 3: Ethics

This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental ethical themes and includes the study of the following content:

- Ethical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in religion and ethics
- Normative ethical theories such as deontological, teleological or character based ethics
- How ethical language in the modern era has changed over time; including theories and significant ideas in religious and moral thought such as free will, conscience or authority

Exam Board - Equqas

DISCOVER

A CAREER IN RELIGIOUS STUDIES

Religious Studies is a sought after qualification by many employers due to it's multi-faceted approach, which develops interpersonal skills.

It is particularly suited to those who seek a career in law, psychology, public services, medicine, business, journalism and teaching.

ENRICHMENT

AT SILCOATES





SPORTS LEADERS AWARD

This is an exciting course, specifically designed to complement the studies of students with an active interest in sport or physical activity.

Successful students achieve a nationally recognised **Level 3 Qualification** in Sports Leadership awarded by the Leadership Skills Foundation.

The qualification provides evidence of practical leadership capability as well as knowledge and understanding, and carries **16 UCAS** tariff points. It can provide useful evidence for applications to higher education, employment, apprenticeships and volunteering opportunities.

A key feature of the qualification is the opportunity to lead others in practice. Students complete **12 hours of leadership delivery** with a range of participant groups, putting their learning into action and developing confidence through genuine leadership experience.

They also plan, organise and lead a sports or **physical-activity event lasting at least 2 hours**, providing valuable experience of taking responsibility for an activity from preparation through to delivery and evaluation.

This course involves a **minimum of 14 hours of practical delivery**. We will expect students to find their own leadership experience within the community, though we can assist in finding suitable placements if required.



THE EXTENDED PROJECT QUALIFICATION AQA LEVEL 3

The Extended Project Qualification (EPQ) is offered to Sixth Form students who achieve a minimum of 5 grade 7's at GCSE.

The EPQ is an opportunity for a student to select a particular field of interest and then conduct independent research culminating in a 5,000 word essay or the creation of an artefact. The project can be on anything the student finds interesting.

The key element is that the EPQ demonstrates skills of independent study and research. The aim of the course is to prepare students for university study, by introducing them to new skills, such as referencing, critical research skills and academic discussion. The EPQ is worth 28 UCAS points for an A*, however, many universities lower their entry requirements if a student achieves a Grade A or higher, as this showcases desirable skills.

The research and project are completed in Year 12, with the summative Presentation Evening held towards the end of the process. The modules relate to the process of completing an EPQ, as it is the overall process that is marked, as well as the final content. The EPQ aims to develop independent enquiry, creative thinking, reflective learning, self-management and academic discussion. It equips students for further education.

A student is assigned a mentor, who will guide them through the process, but the emphasis is on individual research (70 hours).

RECENT EPQ ESSAY TOPICS HAVE BEEN:

- Why Fascism was allowed to thrive in certain countries in the early 20th century and what lessons can be learned from similar emerging trends in the modern day.
- Is jury service the best solution for reaching the correct verdict in court?
- How linguistics can be weaponised and used to divide, and why local dialects and languages should be protected.

RECENT EPQ ARTEFACT PROJECTS HAVE BEEN:

- A large crotched quilt
- A coding project with applications for crowd simulation, art, plasma and cell behaviour, and video games.



EPQ

The skills developed through the EPQ are excellent preparation for university study. Students can refer to their EPQ in their UCAS personal statements, and at interview, to demonstrate many of the qualities that universities are looking for. Students selecting their own area of research also makes for a wholly interesting and academically satisfying course.

NOTES





SILCOATES

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