

**SIXTH FORM
INTRODUCTION
& COURSE
INFORMATION
BOOKLET
2026**

**BORDEN
GRAMMAR
SCHOOL**



**A GUIDE FOR PARENTS &
STUDENTS LOOKING AT
SIXTH FORM**



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WELCOME

“Welcome to the Sixth Form of Borden Grammar School.

At Borden we offer a wide range of A-Level qualifications for our students. This range is extended considerably through our partnership with Highsted Grammar and Fulston Manor Sixth Forms to include over 30 different courses. Our aim is to produce students who are confident, responsible and able to take their place in society. This is achieved through matching the skills and interests of the student with correct courses to enable them to achieve their potential.

Borden Grammar admits approximately 120 students to the Sixth Form each year, the majority of whom come from Borden's present Year 11. However, an increasing number of students join from other Grammar Schools and High Schools in the area. We typically admit between 20–25 students from these local schools each year. Students in the Sixth Form are tutored in smaller form groups where students are able to learn and gain experience from one another in an environment supported by an experienced pastoral team.

The purpose of this prospectus is to give you information regarding the Sixth Form so that you can make an informed judgement as to the courses you might wish to pursue. Subject staff, Year 11 tutors and Senior Staff are always available to give advice as to which choices would be the most appropriate.

The Sixth Form are an essential element of Borden Grammar, through prefectship, role models and student mentors. The wide ranges of options beyond the academic provide the Sixth Form with the opportunities to develop their skills and pursue their interests. A first-class Learning Resource Centre with a dedicated Sixth Form learning area complete with ICT facilities is available to all Sixth Form students, together with an impressive Sixth Form work room and newly refurbished common room.

If you would like further advice or have any queries or questions then please contact me at the school.”

Chris Brinn (Head of Sixth Form)



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ADMISSIONS PROCEDURE

Applications to Borden Grammar Sixth Form are welcomed from both internal and external students. The vast majority of Year 11 pupils return to Borden to enter the Sixth Form and each year they are joined by a number of external candidates, both boys and girls. The entry requirements are stated over, as well as recommended entry grades which are stated on the school website. In practice however, the majority of students achieve far higher than the minimum and the character of the Sixth Form reflects this.

All internal applicants will have an interview with a member of the Leadership Group to identify where their interests lie and which courses might be best for them. Heads of Department and subject teachers are always available to discuss their subjects at A-Level. Applications to the Sixth Form are made through the Kent Choices website which is co-ordinated in partnership with KCC. Support will be made available in school for students who are finding the process difficult.

External candidates are welcome to apply for courses from November 2025, through the Kent Choices website. They are also welcome to visit the school and be shown the facilities available in order to get a feel for Sixth Form life at Borden.

Where possible the subject choices of each applicant will be offered. However, it is in the nature of timetabling that some combinations of subjects may not be possible. Should that situation arise, then Borden will endeavour to match the combination from within the partnership of schools. During this process the school will be in contact to inform the applicant of the progress being made. Regrettably, each year a small number of applicants will find that not all their choices can be fully accommodated. Information on whether requested combinations are not possible will be communicated to students, and alternatives discussed.

The overriding concern is that students select courses whose demands match their interests and capabilities.

Students wishing to apply should do so by February 2026 in order for their course combination to be taken into account when developing the timetable. Students are welcome to apply after this date but should recognise that their course combinations may not be considered when developing the timetable.

Places on courses will be confirmed after GCSE results in August 2026 followed by a formal registration at the beginning of September.



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ADMISSION TO THE SIXTH FORM 2026

The school will admit boys and girls to Year 12 who obtains the entry requirement of:

- At least 5 GCSE passes at grades 9 – 5 in the new qualifications (or A*– B grade in the old GCSEs) including English (either Literature or Language if both were taken) and Mathematics;
- Preference on Advanced Level courses will be given to those students securing at least a grade 6 (or grade B in the old GCSE assessment system) in the subject they wish to study.

For students wishing to commence a new course at Advanced Level their performance in a GCSE subject that relates to the new subject will be paramount; in certain subjects the minimum entry requirement is higher and this is noted in the sixth form prospectus under individual subjects.

Priority for admission to Year 12 will be given to existing students transferring from Year 11.

The PAN for external candidates will be 30 but this figure may be exceeded in the event that this and the number of internal students transferring into Year 12 is less than the overall total figure for the year group. Offers will be made on the basis of predicted performance at GCSE, with the requirement that the above grades are achieved in the final examinations prior to entry to the Sixth Form and the pupil's chosen subjects being accommodated on the timetable, in feasible group sizes. All offers made in Year 11 are conditional on pupils meeting the grade criteria specified and will only be realised upon confirmation of actual GCSE results. Offers will be made before the end of May 2026. Where learners have achieved better results than predicted grades they will be considered on the basis of grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

The school will admit external students to Year 13 if there is a vacant place, if the specification studied in Year 12 dovetails with the Year 13 provision at the school, and if the student would have met the entrance requirement to join the school in Year 12.

In the case of oversubscription, the following criteria will be applied in the order laid out:

- a) Children in the Care of the Local Authority – as defined above
- b) Internal candidates transferring from Year 11
- c) Free School Meal eligibility – as defined above
- d) Current Family Association – as defined above
- e) Health and Special Access Reasons – as defined above
- f) Traditional School Area – as defined above

In the case of oversubscription within one of the above criteria, places will be allocated according to the proximity of the student's home to the School, as defined above.

Parents/Carers/Guardians have a statutory right of appeal, should an application for a place be refused, by writing to The Clerk to the Trustees, care of the school, marking the envelope 'Sixth Form Appeal'.

Later applications for places in the Sixth Form will be considered if places in appropriate subjects are still available after all other applicants have been considered.



SIXTH FORM CURRICULUM

All Borden students follow Advanced Level courses in line with the linear structure recently introduced by the government.

Core Expectation:

Borden's students choose to study 3 or 4 subjects in Year 12 depending on their GCSE performance; in addition, they have a weekly enrichment session. The minimum requirement to be a Borden Grammar School student is to complete three A Levels in Year 13.

Competitive edge: some students' futures will be better served in Year 13 by completing the four subjects that they started in Year 12. This route might be right for a student due to their academic ability, their level of interest in a subject or due to their desire to keep career and/or university options open.

For many students it will be more prudent to pursue three subjects to completion in Year 13. Without doubt Advanced Levels are challenging and the ability to complete three A Levels will be the priority for most students. In turn this is reflected in the overwhelming majority of university offers.

Students who study three subjects will also complete **the Extended Project Qualification** which is an independent research project designed to extend and develop students' abilities beyond their A level specifications and prepare for University of their future career.

Details of the individual subject specifications can be found under the departmental entries in this booklet. As ever, we will try to ensure that as many students as possible can access their first choices however timetabling restrictions may apply in certain cases. The courses available to take at A Level are as follows:

Art & Design	Biology	Business Studies
Chemistry	3D Design	English Language & Literature
Film Studies	French	Geography
History	ICT/Computing	Mathematics
Further Mathematics	Photography	Physical Education
Physics	Politics	Psychology
Spanish	Statistics	

To summarise

- Students must select 3 or 4 A Levels to study and list them in order of importance on their application, with number 1 being their first choice.
- Borden will review your progress through the audit system (grade sheets) and will guide you as to the appropriateness of following four subjects to the full A-Level.
- Our experience is that Sixth Form students do not know in advance which subjects they will perform best in, or enjoy the most, so decisions about which subjects to pursue to the full A level will be best off being made later in their courses.



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STUDYING A-LEVELS AT BORDEN GRAMMAR SCHOOL

A-Level studies make very different demands on students from GCSEs. Students are required to assume greater responsibility for their own learning and will need to show the ability to organise themselves so that the many pressures on their time can be met.

A normal four subject course will provide a full timetable when including enrichment. You will normally be allocated four lessons of contact time per subject per week. In addition to these five hours of teaching per subject, it is expected that students undertake and manage their own private study time per subject per week. Clearly then the development of a capacity to work independently and effectively is essential. Sixth form should be viewed as a stepping stone from the formal work of GCSE to the independent work required at University or in working life. The aim at Borden is to provide our students with the skills to make this transition smoothly.

During private study time students are able to use the dedicated facilities in the Library Resource Centre as well as the Sixth Form work room. This has proved extremely popular as it enables students to work in a quiet environment with access to all the resources they may need.

Sixth Form life is not merely about work. There are greater opportunities for the pursuit of personal interests. Team sports can be played to a higher standard. Musical and dramatic skills can be extended in school concerts and productions, and voluntary work in the local community through sport or education can be arranged. In recent years the Sixth Form have been involved in Peer Mentoring, volunteering at local charities, the junior branch of the Rotary organisation, Swale Youth Forum and Borden Theatre.

PART-TIME EMPLOYMENT

Employment is not something we would wish to discourage but there has to be recognition that part time jobs must not take priority over sixth form study. It is important that you do not take on an excessive number of hours in this way. Although experience in the world of work is useful (as is the income it generates) it should certainly not involve, as an absolute maximum, more than one evening and one weekend session a week. To do more than this will almost certainly prove disastrous. Recent research shows a clear link between working more hours and obtaining lower grades at A-Level. Effectively, over 9 hours per week will cost one grade per subject.

16-19 BURSARY FUND

The 16-19 Bursary Fund is available to eligible students who meet certain criteria. Students who are eligible will receive a payment that should go towards expenses relating to their education. These expenses may include, but are not limited to, transportation, educational materials, food and clothing.



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CAREERS

During the Sixth Form, students will receive a wide range of information designed to help them make a positive decision about the future. The majority of students who attend Borden Sixth Form will take up a place at the University of their choice. Some will take a Gap Year and the remainder will go directly into work. It is important that whatever pathway the students decide to follow, the decision is a positive one based on evidence gained during the Sixth Form.

Advice is available from a range of different sources: Unifrog (an online careers platform), Mr Brinn, Mrs Searle and Ms Das along with Form Tutors and subject teachers. Throughout the spring term in Year 12 students have talks from a range of outside speakers on different aspects of University life and the benefits of taking a Gap Year. There is an opportunity for all Year 12 students to take up a work shadowing placement in Term 6 as well as a careers day where individuals from different professions and HE institutions come in and deliver talks in July.

Towards the end of Year 12 students will gain substantial advice on their own career path, including an explanation of the process of applying to University or work.

All candidates applying to University submit their application via the UCAS 'apply' system. This is an internet based application process and as such can be accessed from any computer with the internet. Applications will be completed in the autumn term of Year 13 and students are strongly encouraged to have made their choices by the end of Year 12. This is essential in the case of those students applying to Oxford and Cambridge as well as those interested in studying medicine, veterinary science and dentistry. Preparation for interviews is given to those students who require it.



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SIXTH FORM PARTNERSHIP

The Sixth Form Partnership between Highsted, Fulston Manor and Borden is designed to increase student choice post-16, particularly at A-level.

The advantages

- Students can select subjects from their own school and also choose subjects from the partner schools.
- As a result of the schools combining in this way, over thirty A-Level courses become available to each student.

Combining resources in this way gives students a broad range of subjects to choose from. Although not every combination is possible, due to a common timetable of five option blocks there is a greater possibility that a student's choices can be accommodated.

How does it work?

- Year 11 pupils from each school, and their parents, are given information about the courses at all three schools. They may also attend Partnership Schools' Sixth Form information evenings.
- When Year 11 pupils are asked about their provisional choices for A-Level, they can indicate whether they wish to take a course at a Partnership School.
- The senior teachers in charge of the timetable at each school share this information and use it as part of their planning data.
- Students wishing to make use of the Partnership may select one, or more exceptionally, two courses at a neighbouring school. In normal circumstances students remain in their home school. In exceptional cases a student may wish to transfer to another Partnership school. These circumstances should be discussed with the Headteacher of the home school.

Entry Qualifications

Borden, Fulston Manor and Highsted operate a Sixth Form Partnership rather than a joint Sixth Form. We try to harmonise as many aspects of the day-to-day working as possible. Discussion is taking place regarding policy decisions to widen and strengthen co-operation post-16 across Swale. There are at present elements which differ between the three schools, one of which is the entry qualifications for starting A-Level courses. The current minimum requirement may be found in each school's Sixth Form Prospectus.

What are the additional A-Level subjects available within the Partnership?

Additional subjects from Fulston Manor: Health and Social Care; Textiles; Sociology; Religious Studies; Law; Computing; Performing Arts and Music.

Additional subjects from Highsted: Science in Society; Sociology; Economics; Media Studies; Theatre Studies and Music.

What are the limitations of choice?

Each school will try to meet the subject combination choices of as many students as possible. If staffing for a course cannot match demand in any particular school, then the staffing resources of the other two schools will be used to help the situation wherever possible. If, in spite of this, there are more students wishing to take a subject than can be accommodated then the students will be prioritised in the following order.

- Year 12 students from the Home School
- Year 12 students from the Partnership School
- Year 13 students from the Home School
- Year 13 students from the Partnership School



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SUBJECT

ART & DESIGN

ADMISSIONS - The course is intended to form part of an educational continuum, which progresses naturally from GCSE. It is intended to suit the needs of pupils who have an interest and aptitude in the subject, and who may or may not wish to undertake further studies leading to careers for which an Art and Design background is relevant. There are a great deal of transferable skills covered within the course and the addition of art to a selection of A-level choices is considered a positive for a number of different career paths that do not have an obvious link to art and design. It is preferable for students to have achieved at least a grade 6 in GCSE Art.

SPECIFICATION - AQA

COURSE - The course is designed in such a way that we bring out the best of students as individuals - we have been praised by exam board moderators for the individuality of each students work, whether it is fine art or design that students are interested in we are flexible and support students to reach their potential. The Art and Design course is more challenging than GCSE and students intending to take it should be highly motivated and able to use fragmented periods of time constructively. In their own time students are required to spend a minimum of four hours a week on project work. Students will need to demonstrate a high degree of commitment and self-discipline combined with a good technical and creative ability.

Along with practical work across a range of processes and media, a high level of theoretical and conceptual understanding is developed over the two years. Students are required to produce a written assignment which will accompany their evolving practical outcomes.

COURSE CONTENT

- Component 1 - Worth 60% of A-level marks. - Personal Investigation (Practical Coursework) and Personal Study (Essay 1000 words minimum).
- Component 2 - Worth 40% of A-level marks - Externally set assignment this also includes a 15 hour exam to complete a final piece.

ASSESSMENT - The Art Department will continually assess the work throughout the course. This will in the main take the form of tutorials and in progress discussions where appropriate. Regular written feedback and targets will be given throughout the year. All work will be internally marked at the completion of units and externally moderated by a representative of the Examination board.

CAREERS - Beyond A Level, courses are available at both degree and higher BTEC levels in three of our local Art Colleges. These range from the Fine Arts to courses in most areas of 2 and 3 dimensional designs and could lead to career opportunities in the fields of multi-media, film and television, the theatre, advertising, product and architectural design, fashion design and industrial design amongst others.



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SUBJECT

BIOLOGY

ADMISSIONS – A level biology is suitable for students who:

- have an interest in, and enjoy biology;
- want to find out about how things in the biological world work;
- enjoy applying their mind to explaining everyday responses;
- enjoy carrying out practicals to develop their skills and understanding further;
- have preferably achieved a 6 grade or better in combined science or biology and in mathematics and English at Level 2 GCSE.

SPECIFICATION – OCR

COURSE – Teaching and learning follows a developmental approach using the OCR A Specification. This approach begins with links from GCSE to year-1 and then year-2. With knowledge being built upon previous understanding and reinforced with core practicals. Support sessions are run frequently between the department on a designated lunchtime.

COURSE CONTENT

Three exams spread over 6 hours of assessment. Topics students will cover are cells, microscopes, plants and photosynthesis, animals and respiration, disease, evolution, ecology and genetics.

ASSESSMENT – Topics will be assessed by three written examination papers. Papers will consist of multiple choice questions, shorter structured questions that will be designed to test mainly knowledge and understanding of the specification content of the particular topics. Longer questions will also test skills of interpretation and evaluation of data or information related to the content of the particular topics. Students may be required to apply their knowledge and understanding of biology to situations that they have not seen before.

Also included will be synoptic questions that may draw on knowledge and understanding across the different topics studied. For example, a question could ask students to compare nerve impulses with hormonal messages using examples from any topic covered.

The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.

The course includes the **development of practical skills in biology**.

This non exam assessment will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills must be assessed through a minimum of 9 identified practical activities within the course. Students must show practical competency by completing a number of core practicals throughout the course.

The content for Advanced GCE in Biology includes all the content studied at Advanced Subsidiary GCE.

CAREERS – Biology leads on to a wide range of courses and careers. You could go on to use Biology to support other qualifications or progress onto further studies or employment. This could be:

- from a Higher National programme to degree level;
- courses ranging from Applied Biology, Pharmacology, Medicine to Biotechnology; Biochemical Engineering and related programmes;
- employment in the area of horticulture, and biotechnology as possible examples.

In fact Biology is recognised as a facilitating qualification for a wide range of Higher Education courses and employment. Allowing you to aim for the best courses in this country and abroad.



SUBJECT

BUSINESS STUDIES

ADMISSIONS – There is no prerequisite for admission onto the course other than gaining admission to the Sixth Form in general. However, students will preferably have gained grade 6 in English and Mathematics at GCSE.

SPECIFICATION – EDEXCEL

COURSE – This is a thought provoking and stimulating subject. Its aim is to instil an awareness of how business operates, how the environment of the firm is a major determinant of how a firm operates and, in particular, what constraints firms face. Success in Business Studies depends upon mastering four key skills. They are Knowledge, Application, Analysis and Evaluation. The relative importance of each varies throughout the two-year course.

COURSE CONTENT

Students will study business in a variety of contexts (eg large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful eg the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

ASSESSMENT –

<p>Paper 1: Marketing, people and global businesses</p> <ul style="list-style-type: none">• written exam: 2 hours• 100 marks in total• 35% of A-level <p>Questions</p> <p>The paper comprises of two sections.</p> <ul style="list-style-type: none">• Students answer all questions from both sections.• Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.• Duration: 2 hours.	<p>Paper 2: Business activities, decisions and strategy</p> <ul style="list-style-type: none">• written exam: 2 hours• 100 marks in total• 35% of A-level <p>Questions</p> <p>The paper comprises of two sections.</p> <ul style="list-style-type: none">• Students answer all questions from both sections.• Sections A and Beach comprise one data response question broken down into a number of parts, including one extended open-response question.• Duration: 2 hours.	<p>Paper 3: Investigating business in a competitive environment</p> <ul style="list-style-type: none">• written exam: 2 hours• 100 marks in total• 30% of A-level <p>Questions</p> <p>The paper comprises of two sections.</p> <ul style="list-style-type: none">• Students answer all questions from both sections.• Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.• Duration: 2 hours.
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Before the qualification can be awarded, students must undertake all the assessments.



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SUBJECT CHEMISTRY

ADMISSIONS - Students will preferably have achieved a grade 6 in Chemistry GCSE or a grade 6 in Additional Science.

SPECIFICATION - EDEXCEL

COURSE - The A level course builds on work that has already been covered at GCSE, enabling the student to have a deeper understanding of Chemistry. For detailed information about the course (especially the student's guide to Chemistry) please go to www.edexcel.org.uk.

COURSE CONTENT

- PAPER 1: Advanced Inorganic and Physical Chemistry (9CH0/01)
- PAPER 2: Advanced Organic and Physical Chemistry (9CH0/02)
- PAPER 3: General and Practical Principles in Chemistry (9CH/03)

ASSESSMENT - Paper 1 & 2 are 1 hour 45 minutes and consist of 90 marks. Paper 3 is 2 hours 30 minutes and consists of 120 marks. The papers may include multiple-choice, short open, open-response, calculations and extended writing questions. The papers will include questions that target mathematics at Level 2 or above and a minimum of 20% of the marks across the three papers will be awarded for this.

CAREERS - Careers could include Medicine, Veterinary sciences, Chemical engineering, Forensics, research, finance and teaching.



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3D DESIGN

ADMISSIONS – The course is intended to suit the needs of pupils who have an interest and aptitude in design, and who may wish to undertake further studies leading to working in the design industry. It is preferable for students to have at least a grade B in Product Design GCSE.

SPECIFICATION – AQA

COURSE – Three-dimensional design is aimed at students that enjoy problem solving and making. This is a making based course with no theory exam. This is a coursework based option. Three-dimensional design is the ideal opportunity to explore ideas and develop skills and is a great first step for those who wish to follow a course in design at university. However the balance of practical, academic and analytical skills are widely transferable and students intending to study courses unrelated to design find that it complements their other subject choices. A course in three-dimensional design will enable you to select appropriate materials and learn how they fit together, develop an understanding of scale and experiment with texture and surface finish.

COURSE CONTENT

- Component 1 – Worth 60% of A-level marks. – Practical Coursework consisting of four projects you will develop a range of skills, making, modelling, drawing, computer aided design, computer aided manufacture as well as a personal study (essay 1000 words minimum).
- Component 2 – Worth 40% of A-level marks – Externally set assignment commences in February with a three month preparatory project resulting a 15 hour exam to complete a final product.

ASSESSMENT – The Design and Technology Department will continually assess the work throughout the course. This will in the main take the form of tutorials and in progress discussions where appropriate. Regular feedback and targets will be given throughout the year. All work will be internally marked at the completion of units and externally moderated by a representative of the examination board.

CAREERS – Studying a three-dimensional design related degree at university will give you all sorts of exciting career opportunities, including:

- Architect
- Jewellery designer
- Ceramicist
- Landscape architect
- Design consultant
- Model maker
- Exhibition designer
- Product designer
- Environmental designer
- Teacher
- Furniture designer
- Toy designer
- Interior designer
- Set designer



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ENGLISH LANGUAGE & LITERATURE

ADMISSIONS – Students need preferably to have achieved a grade 6 at least, in English Language and Literature. It is important that candidates have a willingness to read a wide range of texts critically and enjoy creative writing.

SPECIFICATION – EDEXCEL

COURSE – The course begins where English Language and Literature GCSEs left off. The range of texts studied is wider than in English Literature, although no more are studied in depth, and there is much greater importance placed on students' own creative efforts.

COURSE CONTENT

- Component 1: consists of analysis of voice in 20th and 21st century extracts and study of a dramatic work from a prescribed list (examples include 'A Streetcar Named Desire' and 'The History Boys'. Your teacher will decide which text to study). Written examination, lasting 2 hours 30 minutes. 40% of qualification.
- Component 2: involves close reading of two literary texts from a prescribed list (examples include 'Great Expectations', 'The Great Gatsby' and 'Othello'). Your teacher will decide which ones to study. Students also study prose non-fiction texts. Written examination, lasting 2 hours 30 minutes. 40% of qualification.
- Coursework: Topic-based research leads to original writing – one fiction piece, one non-fiction piece and an analytical commentary. Students have free choice of text and topic here. Total advisory word count: 2500–3250. 20% of qualification.

ASSESSMENT – As in most subjects, assessment is by a variety of methods: tests on reading, assessment of note-taking, research, essay-planning and writing, oral presentations and creative exercises. There will be opportunities for students to assess work themselves against the criteria, and a series of preparatory assignments in each unit.

CAREERS – Journalism, teaching, advertising, public relations; general arts-related careers such as the Law or the Civil Service or Human Resources.



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FILM STUDIES

ADMISSIONS – Students are recommended to have preferably achieved grade 6s at least in English Language and Literature. You should have a genuine interest in film and sound essay writing skills.

SPECIFICATION – EDUQAS

COURSE – This course of study encourages learners to watch, engage critically with and explore a wide range of film; to develop and sustain confident, personal responses to film via textual analysis; and to enjoy a variety of critically acclaimed films across the major genres. These include films from different cultural perspectives, films from the Silent Era to the present day, and different forms of film, including documentary, shorts and experimental.

COURSE CONTENT

- **Component 1: Varieties of film and filmmaking** Written examination: 2½ hours 35% of qualification This component assesses knowledge and understanding of six feature-length films. **Section A:** Hollywood 1930–1990 (comparative study) One question from a choice of two, requiring reference to two Hollywood films, one from the Classical Hollywood period (1930–1960) and the other from the New Hollywood period (1961–1990). Currently Vertigo and Blade Runner **Section B:** American film since 2005 (two-film study) One question from a choice of two, requiring reference to two American films, one mainstream film and one contemporary independent film. Currently Inception and Boyhood. **Section C:** British film since 1995 (two-film study) One question from a choice of two, requiring reference to two British films. Currently This is England and Trainspotting.
- **Component 2: Global filmmaking perspectives** Written examination: 2½ hours 35% of qualification **Section A:** Global film (two-film study). One question from a choice of two, requiring reference to two global films: one European and one produced outside Europe. Currently Pan's Labyrinth and City of God. **Section B:** Documentary film One question from a choice of two, requiring reference to one documentary film. Currently Amy. **Section C:** Film movements – Silent cinema. One question from a choice of two, requiring reference to one silent film or group of films. Currently Buster Keaton. **Section D:** Film movements – Experimental film (1960–2000). One question from a choice of two, requiring reference to one film option. Currently Pulp Fiction
- **Component 3: Production.** Non-exam assessment 30% of qualification This component assesses one production and its evaluative analysis. Learners produce:
 1. either a short film (4–5 minutes) or a screenplay for a short film (1600–1800 words) plus a digitally photographed storyboard of a key section from the screenplay
 2. an evaluative analysis (1600 – 1800 words).

ASSESSMENT – As in most subjects, assessment is by a variety of methods: there will be an emphasis on reading, discussing, summarising, analysing, individual and group research, essay planning and writing, oral presentations and creative exercises. There will be opportunities for students to assess work themselves against the examination criteria, and a series of core assignments in each unit.

CAREERS – Journalism, teaching, television and film production and marketing; generalist arts-based careers such as arts administration.



BORDEN
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SUBJECT

FURTHER MATHEMATICS

ADMISSIONS – Students will have studied GCSE Mathematics at Higher Level and achieved a grade 8 or 9 and will be studying Mathematics A Level concurrently.

SPECIFICATION – EDEXCEL

COURSE – The course 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 strong foundation to progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are be connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- generalise mathematically
- construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- recognise when mathematics can be used to analyse and solve a problem in context
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively to recognise when such use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

CALCULATORS – Students may use a graphics calculator in all A Level Mathematics examinations. Students are responsible for making sure that their calculators meet specific guidelines and must include the following features:

- an iterative function
- the ability to compute summary statistics and access probabilities from standard statistical distributions

ASSESSMENT – Students are assessed by examinations, the details of which are still to be confirmed.

PROGRESSION – Students can progress from this qualification to:

- a range of different, relevant academies or vocational higher education qualifications
- employment in a relevant sector
- further training

CAREERS – Engineering of various types; architecture; education; finance; insurance; accountancy; actuary; armed services ... the list is endless.



BORDEN
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SUBJECT

FRENCH

ADMISSIONS – Students must have studied GCSE French and preferably achieved grade 6 or better.

SPECIFICATION – AQA

COURSE – The course is designed to help students develop the grammatical knowledge and linguistic skills (listening, reading, writing and speaking) practised at GCSE level further, but places greater emphasis on authentic resources and situations. By the end of the course, students will find that they are able to express themselves more fluently and more spontaneously, not only in speech but also in writing.

COURSE CONTENT

- Year 12: students will focus essentially on the cultural and technological change in French-speaking countries through the study of a film and a range of topics such as music and new technologies.
- Year 13: students will learn more about social and political aspects of the French-speaking world. They will also have the opportunity to carry out independent research on an area of their choice.

ASSESSMENT – A Level French is a two-year linear course. All examinations will take place at the end of Year 13.

- Paper 1 – Listening, reading and translation exercises (40%)
- Paper 2 – Writing – One question on the film studied and one question on the text studied (30%)
- Paper 3 – Speaking – Discussion of a topic studied and the individual research project (30%)

VISITS TO FRANCE – Students opting for French in the Sixth Form will have the opportunity to go to Paris and/or the South of France as part of their studies to help them develop their linguistic skills and understanding of French culture and society.

CAREERS – Being able to communicate successfully in a foreign language and to understand other cultures can open up many career avenues in fields as diverse as marketing and PR, finance and banking, media, engineering, diplomacy, security, teaching and, of course, translating and interpreting. It is highly regarded by top universities and employers and, in an increasingly global economy, give jobseekers a competitive edge.

The British Chambers of Commerce believes that the knowledge of foreign languages is a critical skill for the UK economy.



BORDEN
GRAMMAR
SCHOOL

SUBJECT GEOGRAPHY

ADMISSIONS – Students will preferably have studied GCSE Geography achieving at least a grade 6, but applications will be considered on an individual basis.

SPECIFICATION – EDEXCEL

COURSE – The GCE course builds on the work started at GCSE and coursework plays an important part in the work completed. We study a range of topic areas, incorporating a breadth of current events and topical issues; consequently independent research is a key element throughout the course and this skill is put into practice for the Research Report paper 3 and Coursework paper 4.

Successful Geographers will exhibit a wide range of transferable skills that include the ability to research from a range of sources, work independently on a number of topics, organise effectively their file and demonstrate an ability to record techniques, manipulate data, complete problems solving and decision making exercises and present and report their findings.

COURSE CONTENT

- **Paper 1** (Paper code: 9GE0/01) Written examination: 2 hours and 15 minutes 30% of the qualification 105 marks. **Area of study 1, Topic 1:** Tectonic Processes and Hazards. **Area of study 1, Topic 2:** Landscape Systems, Processes and Change – including optional sub-topics from which students choose one from two: 2A: Glaciated Landscapes and Change or 2B: Coastal Landscapes and Change. **Area of study 3, Topic 5:** The Water Cycle and Water Insecurity. **Area of study 3, Topic 6:** The Carbon Cycle and Energy Security. An externally-assessed written examination comprising three sections. **Section A** relates to Topic 1: Tectonic Processes and Hazards. **Section B** relates to Topic 2: Landscape Systems, Processes and Change. Students answer questions on either Topic 2A: Glaciated Landscapes and Change or Topic 2B: Coastal Landscapes and Change. **Section C** relates to Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security. The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.
- **Paper 2** (Paper code: 9GE0/02) Written examination: 2 hours and 15 minutes 30% of the qualification 105 marks. **Area of study 2, Topic 3:** Globalisation **Area of study 2, Topic 4:** Shaping Places – including optional sub-topics from which students choose one from two: 4A: Regenerating Places or 4B: Diverse Places. **Area of study 4, Topic 7:** Superpowers. **Area of study 4, Topic 8:** Global Development and Connections – including optional sub-topics from which students choose one from two: 8A: Health, Human Rights and Intervention or 8B: Migration, Identity and Sovereignty. An externally-assessed written examination comprising three sections. **Section A** relates to Topics 3 and 7: Globalisation | Superpowers. **Section B** relates to Topic 4: Shaping Places. Students answer questions on either Topic 4A: Regenerating Places or Topic 4B: Diverse Places. **Section C** relates to Topic 8: Global Development and Connections. Students answer questions on either Topic 8A: Health, Human Rights and Intervention or Topic 8B: Migration, Identity and Sovereignty. The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.
- **Paper 3** (Paper code: 9GE0/03) Written examination: 2 hours and 15 minutes 20% of the qualification 70 marks. The specification contains three synoptic themes within the compulsory content areas: Players, Attitudes and actions, Futures and uncertainties. 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. An externally-assessed written examination comprising three sections. A resource booklet will contain information about the geographical issue. **Sections A, B and C** all draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course. The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.
- **Coursework: Independent Investigation** (9GE0/04). Non-examined assessment, 20% of the qualification 70 marks. The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human. The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location. The investigation report is internally assessed and externally moderated. The student will produce a written report of 3000-4000 words.

ASSESSMENT – Students are assessed using a range of methods that meet the exam board's requirements. These include essay writing, independent research, presentation (both oral and visual), report and project writing.

CAREERS – An enormous range of careers that include: Finance, Environmental, Surveying, Retail, Logistics, Statistics, Design, Management, and Teaching amongst others.



BORDEN
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SUBJECT HISTORY

ADMISSIONS – It is advantageous to have studied GCSE History but not a pre-requisite. It is more important that you have a genuine interest in History and a willingness to read a range of material critically. Independent learning and an appreciation for the value of learning are also a requirement. Students who wish to question, analyse and learn about the past and how it has affected our future should also take this course.

SPECIFICATION – OCR

COURSE – The course builds upon some of the work started at GCSE. There is no coursework at in Year 12; coursework is however a key component at Year 13 encompassing 20% of the award. You will learn to:

- acquire and effectively communicate knowledge and understanding of selected periods of history
- develop an understanding of historical terms and concepts
- explore the significance of events, individuals, issues and societies in history
- understand the nature of historical evidence and the methods used by historians in analysis and evaluation
- develop an understanding of how the past has been interpreted and represented
- develop an understanding of the nature of historical study
- develop your interest in and enthusiasm for history.

COURSE CONTENT

- Component 1: Britain 1930–1997 – Period & Enquiry Study. This option allows students to study in breadth issues of change, continuity, cause and Consequence. Students will consider the roles of key individuals in shaping Britain's domestic and international past in the twentieth century.
- Component 2: Democracy and Dictatorships in Germany 1919–1963 – Depth Study. This option provides for the study in depth of a period of German history in which democracy gave way to dictatorial rule and consequently returned to a divided yet democratic state.
- Component 3: Britain and Ireland 1791–1921 – Thematic Study with Historical Interpretations. This option allows students to explore the relationship that existed between Britain and Ireland in one of the most turbulent periods of its history; students will be able to study different interpretations of the period and how the relationship evolved.
- Component 4: Historical Investigation. The topic based essay is an independently researched essay of 3000–4000 words in length. This unit is a non-exam assessment.

ASSESSMENT – Students are assessed using a range of methods. These include project work, PowerPoint presentations, tutorials, essays, source work and independent research.

CAREERS – History is an excellent academic qualification to possess. By its very nature, the subject is about enquiry and analysis of information. Any career which requires the analysis of information will be open to someone with these critical skills; examples are careers in law, business, marketing, and management. Even if you are aiming to be a scientist, all scientists have to communicate effectively. Their projects are not isolated but carried out in a context that relates to the whole of society. History as a qualification is highly thought of by universities because at the heart of it is the ability to communicate fluently and with clarity, using knowledge and understanding.



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SUBJECT ICT/COMPUTING

ADMISSIONS – This course demands a considerable amount of essay style writing and therefore a Grade 5 in GCSE English language is essential, while a Grade 6 is highly recommended. Although no previous ICT knowledge is assumed, the coursework element of this course demands a high level of practical competence. You will be expected to spend as much time as necessary developing the requisite practical skills. In addition, you will be expected to demonstrate the ability to work independently and meet course deadlines.

SPECIFICATION – OCR

COURSE – The qualification aims to develop your knowledge, understanding and skills of the principles of IT and Global Information Systems. You will gain an insight into the IT sector as you investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.

COURSE CONTENT

You will study a total of five units over the duration of this two year course:

- **Unit 1:** Fundamentals of IT. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT. After completing this unit, the knowledge, skills and understanding you will have developed will underpin your study for the additional units. This unit is assessed through a 1hr 30min written examination. The result in this unit contributes to 25% of the final qualification grade.
- **Unit 2:** Global Information. The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. You will discover that good management of both data and information is essential and that it can give any organisation a competitive edge. This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information they will encounter. This unit is assessed through a 1 hr 30 min written examination. The result in this unit contributes to 25% of the final qualification grade.
- **Unit 3:** Cyber Security This unit has been designed to enable you to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. You will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges. You will be able to apply your knowledge and understanding of cyber security issues and solutions by reviewing and making recommendations for ways to best protect digital systems and information. This unit is assessed through a 1 hr written examination. The result in this unit contributes to 16.6% of the final qualification grade.
- **Unit 9:** Product Development. The purpose of this unit is to prepare you to undertake product development activities. You will learn about different product design methodologies and the role of the product development life cycle. In addition, you'll discover the factors that influence product developments. The key to any product development being a success is the analysis, client review, design, testing and final acceptance that takes place. The skills that you will learn can be applied to the development of any product, large or small. You will use product development skills and work through the product development life cycle. This unit is assessed through an internally set assignment that you will complete during your timetabled lessons. The result in this unit contributes to 16.6% of the final qualification grade.
- **Unit 17:** Internet of Everything (IOE). This unit is about the use of the Internet and how it is impacting people and society. You will learn about the Internet of Everything (IOE) and how it is used. Using your knowledge, you'll carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your proposal. This unit is assessed through an internally set assignment that you will complete during your timetabled lessons. The result in this unit contributes to 16.6% of the final qualification grade.

NOTE: This qualification is equivalent to 1 GCE 'A' Level qualification and carries equivalent UCAS tariff points. The final qualification is graded Pass, Merit, Distinction or Distinction*. In order to complete the qualification, students must achieve a minimum of a Pass in all four units.

CAREERS – University Courses linked to L3 IT include, but are not limited to: Computer Science, Business Information Systems, Graphic/ Computer Game Design, Electronic Engineering, Robotics, Marketing and PR, Data analysis, Machine Learning and Artificial Intelligence. Apprenticeships linked to L3 IT include, but are not limited to: IT/ Network/ Infrastructure Technicians, Digital/Social media marketing, Website development/Content Management, Graphic/ Computer Game Design.

The Cambridge Technical in IT gives you a boost in most job roles, as many of the skills are transferrable, including communication skills, use of different software packages and project management.

Specific careers in Information Technology include: Systems Analysis, ICT / Information Systems Management, Software Engineering, Consultancy and Design, Education.



BORDEN
GRAMMAR
SCHOOL

SUBJECT MATHEMATICS

ADMISSIONS – Students will have studied GCSE Mathematics at Higher Level and achieved a grade 7, 8 or 9.

SPECIFICATION – EDEXCEL

COURSE – The course 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 strong foundation to progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- generalise mathematically
- construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- recognise when mathematics can be used to analyse and solve a problem in context
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively to recognise when such use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

CALCULATORS – Students may use a graphics calculator in all A Level Mathematics examinations. Students are responsible for making sure that their calculators meet specific guidelines and must include the following features:

- an iterative function
- the ability to compute summary statistics and access probabilities from standard statistical distributions

ASSESSMENT – Students are assessed by examinations, the details of which are still to be confirmed.

PROGRESSION – Students can progress from this qualification to:

- a range of different, relevant academies or vocational higher education qualifications
- employment in a relevant sector
- further training

CAREERS – Engineering of various types; architecture; education; finance; insurance; accountancy; actuary; armed services ... the list is endless.



BORDEN
GRAMMAR
SCHOOL

SUBJECT PHYSICS

ADMISSIONS – A level physics is suitable for students who:

- have an interest in, and enjoy physics;
- want to find out about how things in the physical world work;
- enjoy applying their mind to solving problems;
- enjoy carrying out investigations by the application of imaginative, logical thinking;
- have preferably achieved a grade 6 in Additional Science or Physics and in Mathematics at Level 2 GCSE.

SPECIFICATION – EDEXCEL

COURSE – Teaching and learning follows a concept-led approach. This approach begins with a study of the laws, theories and models of physics and finishes with an exploration of their practical applications.

COURSE CONTENT

- Paper 1: Mechanics, Electric circuits, Further Mechanics, Electric & Magnetic fields, Nuclear & Particle Physics.
- Paper 2: Thermodynamics, Materials, Waves & Particle nature of Light, Space, Nuclear radiation, Gravitational Fields, Oscillations.

ASSESSMENT – Topics will be assessed by three written examination papers. Two papers will consist of multiple choice questions, shorter structured questions that will be designed to test mainly knowledge and understanding of the specification content of the particular topics. Longer questions will also test skills of interpretation and evaluation of data or information related to the content of the particular topics. Students may be required to apply their knowledge and understanding of physics to situations that they have not seen before.

The third paper will include synoptic questions that may draw on two or more different topics. For example, a question could ask students to compare electric fields with gravitational fields.

The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.

The course includes the Science Practical Endorsement.

This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills must be assessed through a minimum of 12 identified practical activities within the course. Students must show practical competency by completing a number of core practicals throughout the course.

The content for Advanced GCE in Physics includes all the content studied at Advanced Subsidiary GCE (Edexcel 8PH0). Advanced GCE in Physics builds on the knowledge, skills, and understanding achieved when studying the Advanced Subsidiary GCE in Physics.

CAREERS – Physics leads on to a wide range of courses and careers. You could go on to use Physics to support other qualifications or progress onto further studies or employment. This could be: from a Higher National programme to degree level; courses ranging from Physics, the Sciences, Medicine to Engineering; Chemical Engineering and related programmes; employment in the area of radiography, and biotechnology as possible examples.

In fact Physics is recognised as an entry qualification for a wide range of Higher Education courses and employment.



BORDEN
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SUBJECT

PHYSICAL EDUCATION

ADMISSIONS – Students will preferably have studied GCSE Physical Education and achieved at least a grade 6 in the theory paper or within one of their Sciences.

SPECIFICATION – AQA

COURSE – The A Level course builds on work started at GCSE. There is a strong element of applying theory to practice. Students should be willing to participate in practical activities, which are used to illustrate theoretical concepts. A-level students are expected to commit themselves to school sport, whether playing, coaching, or officiating.

COURSE CONTENT

A-Level units are split into two examination papers and a practical assessment.

- Paper 1: Factors affecting participation in physical activity and sport (35% of A Level). Topic list: Applied anatomy and physiology, Skill acquisition & Sport and society.
- Paper 2: Factors affecting optimal performance in physical activity and sport (35% of A Level). Topic list: Exercise physiology, Biomechanical movement, Sport psychology & Sport and society and the role of technology in physical activity and sport
- Practical Unit: Practical performance in physical activity and sport (30% of A Level). Students are assessed as a performer or coach in the full sided version of one activity (15%). Written/verbal analysis of performance (15%).

ASSESSMENT – Students are assessed in two end of course exams (70%) as well a written analysis of their own performance (15%). Practical performance is also assessed in one sport (15%).

CAREERS – Careers in sport related subjects are the biggest growth area at present and include sports management, physiotherapy, coaching, teaching, sports administration, sport and technology.



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SUBJECT PHOTOGRAPHY

ADMISSIONS - The course is intended to suit the needs of pupils who have an interest and aptitude in photography, and who may wish to undertake further studies leading to careers for which a Photography background is relevant. There are a great deal of transferable skills covered within the course and the addition of an arts subject to a selection of A-level choices is considered a positive for a number of different career paths that do not have an obvious link with an arts based qualification. It is preferable for students to speak to the head of art and show a selection of their photography if the student has not completed a GCSE in art - GCSE Art is not essential.

SPECIFICATION - AQA

COURSE - This is an exciting course where students are taught to challenge the realms of photography. We have been praised by respected universities for the structure of the course. Students are challenged and nurtured to find what they love and excel in it. The Photography course would suit students who are highly motivated and able to use fragmented periods of time constructively. Outside the classroom students are required to spend a minimum of four hours a week on project work and will need to demonstrate a high degree of commitment and self-discipline combined with a good technical and creative ability.

Along with practical work across a range of processes and media, a high level of theoretical and conceptual understanding is developed over the two years. Students are required to produce a written dissertation which will accompany their evolving practical outcomes.

COURSE CONTENT

- Component 1: Worth 60% of A-level marks - Personal Investigation (Practical Coursework) and Personal Study (Essay 1000 words minimum).
- Component 2: Worth 40% of A-level marks - Externally set assignment this also includes a 15 hour exam to complete a final piece.

ASSESSMENT - The Art Department will continually assess the work throughout the course. This will in the main take the form of tutorials and in progress discussions where appropriate. Regular written feedback and targets will be given throughout the year. All work will be internally marked at the completion of units and externally moderated by a representative of the Examination board.

CAREERS - Beyond A Level, courses are available at both degree and higher BTEC levels in three of our local Art Colleges. These range from the Fine Arts to courses in most areas of 2 and 3 dimensional designs and could lead to career opportunities in the fields of multi-media, film and television, the theatre, advertising, product and architectural design, fashion design and industrial design amongst others.



BORDEN
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SUBJECT POLITICS

ADMISSIONS – This is an opportunity to study a new subject, which you will not have taken at GCSE. This course allows students to develop a good understanding of British, European and international politics in the twenty-first century. At a time of enormous political tension and change in the world, students will find the debates which are central to this subject fascinating. This subject is highly prized by Universities and links well with History, English and Business courses.

SPECIFICATION – EDEXCEL

COURSE – There is no formal coursework requirement. However, we do have internal patterns of assessment that include close monitoring of notes, set written work assignments on a regular basis, periodic tests and general monitoring of progress. We expect students to follow current affairs closely and to report to the class in groups on Politics in the News.

You will:

- Deepen your general understanding of politics and its significance in the modern world
- Think about and evaluate issues in a balanced and logical way
- Understand that politics is central to the developments and processes that are shaping our society and personal lives today
- Stimulate your interest in different areas of the subject.
- Develop the ability to interpret and apply evidence from different sources and reach appropriate and credible conclusions

COURSE CONTENT

- Component 1: UK Politics. This unit introduces students to the key channels of communication between government and the people. It encourages students to question the adequacy of existing arrangements for representation in the UK.
- Component 2: UK Government. This unit introduces students to the major government processes within the UK. It encourages students to develop a critical understanding of the role and effectiveness of key institutions.
- Component 3: Comparative Politics This unit will involve a study of global political theories including sovereignty and globalization. Global governance both politically and economically. Human rights and environmental issues, regionalism and the European Union.
- Extra Component: Political Ideas. In addition to component one students will explore the traditional political ideas of conservatism, liberalism and socialism. Furthermore in addition to component two the ideas of anarchism, ecologism, feminism, multiculturalism and nationalism.

ASSESSMENT – You will learn using active and collaborative learning approaches, as well as individual reading and written assignments. You will be expected to keep up with current affairs by reading newspapers, watching and listening to the news and you will also be given access to a rich array of visual and auditory resources to help you through the course website.

CAREERS – Politics at this level can lead to many opportunities and is accepted by all universities. In the past we have noticed that students with ambitions to go into the Legal profession, Business, Journalism and the Civil Service have found the course particularly useful.



BORDEN
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SCHOOL

SUBJECT

PSYCHOLOGY

ADMISSIONS – A level psychology is suitable for students who:

- have an interest in how the mind works;
 - are interested in how people behave individually and in groups;
 - enjoy discussions and evaluation of key theoretical view points;
 - are interested in research methodology
 - have preferably achieved at least a grade 6 in their GCSE English, Mathematics and Science.
- Students do not require any prior knowledge in psychology to take this course.

SPECIFICATION – AQA

COURSE – This course helps students to gain an understanding of how and why we behave as individuals and within groups, as well as develop a good understanding of the research process.

COURSE CONTENT

- Paper 1: Social Influence, Memory, Attachment, Psychopathology.
- Paper 2: Approaches in Psychology, Biopsychology, Research methods.
- Paper 3: Issues and debates in psychology, Relationships, Schizophrenia, Forensic psychology Research methods including inferential statistics (Embedded within questions).

ASSESSMENT – Topics will be assessed by three written examination papers each 2 hours in length. These papers consist of multiple choice questions, short answer questions designed to test key knowledge and longer essay style questions of 16 marks that aim to assess a student's ability to critically evaluate a statement or theoretical perspective.

Within the course students will have opportunities to carry out research methodology practice, develop research skills, create and present data findings, study investigative research studies in the field of psychology and complete exam practice essays.

CAREERS – The knowledge and skills acquired in this course are very useful to a wide range of higher education courses. Students could choose to continue their studies focusing on psychology, or other social sciences such as sociology, criminology or any other further education course.

A wide range of career opportunities could include: Psychologists, Research, Social Work, Teaching, Civil Service, Probation Officers, Sport sector, Health psychologists, and elements can be applied to many other fields of employment.



BORDEN
GRAMMAR
SCHOOL

SUBJECT STATISTICS

ADMISSIONS – Students will have studied GCSE Mathematics at Higher Level and achieved a grade 6 or higher.

SPECIFICATION – EDEXCEL

COURSE – The course aims and objectives of this qualification are to enable students to:

- understand the application of techniques within the framework of the statistical enquiry cycle and the research methodologies used in experiments and surveys
- apply statistical techniques to data sourced from a variety of contexts, appreciating when samples or population data could be used and applying appropriate sampling techniques
- generate and interpret the diagrams, graphs and measurement techniques used in performing statistical investigations
- have an understanding of how visualisations of multivariate data are used to gain a qualitative understanding of the multiple factors that interact in real life situations, including, but not limited to, population characteristics, environmental considerations, production variables etc.
- understand how technology has enabled the collection, visualisation and analysis of large data sets to inform decision-making processes in public, commercial and academic sectors
- develop skills in interpretation and critical evaluation of methodology including justifying the techniques used for statistical problem solving
- apply appropriate statistical formulae

CALCULATORS – Students may use a calculator in all A Level Statistics examinations. Students are responsible for making sure that their calculators meet the guidelines. Calculators must include the following features:

- the ability to compute summary statistics (to include mean, standard deviation, regression and correlation coefficients)
- the ability to access probabilities from standard statistical distributions (to include binomial, Poisson and normal)

ASSESSMENT – Students are assessed by three examinations of equal weighting.

Paper 1: Data and Probability, Paper 2: Statistical Inference and Paper 3: Statistics in Practice.

PROGRESSION – Students can progress from this qualification to:

- a range of different, relevant academies or vocational higher education qualifications
- employment in a relevant sector
- further training

CAREERS – This qualification provides a foundation in statistics for students seeking to undertake higher education in social sciences, biological sciences or medicine and related health studies. It is the perfect choice if students are looking to follow a career path into finance or business. Career examples include software engineer, actuary, surveyor, insurance underwriter, research scientist, financial trader, data analyst and many more.

It is imperative that students firmly express an interest in this course at the earliest stage possible to ensure the course will run.



BORDEN
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SUBJECT

SPANISH

ADMISSIONS - Students must have studied GCSE Spanish and preferably achieved grade 6 or better.

SPECIFICATION - AQA

COURSE - This course continues to develop the four language skills (listening, reading, writing and speaking) which were practised at GCSE level. However, students at A-Level will relish the opportunity to express themselves more fluently in speech and writing as opposed to learning large chunks of language off by heart.

COURSE CONTENT

Students will study a Spanish film and a book in depth and will also look at a range of topics, relating to Spain, including Spanish regional differences, Spanish youth and monarchies and dictatorship in the Spanish speaking world.

The study of Grammar continues, although students will find that a large portion of the grammar required will already have been introduced at GCSE level. The key difference is that now students will want to use grammar to create new language to facilitate self-expression.

ASSESSMENT -

- Paper 1 - Listening, reading and writing. Includes listening, reading and translation exercises. (50%)
Paper 2 - Writing. Two 300 word essays to write based on our chosen film and book. (20%)
- Paper 3 - Speaking. A discussion of a topic we have studied this year as well as an individual research project, presented and discussed. (30%)

VISITS TO SPAIN - A trip to Malaga or Madrid is usually organised for October for years 12 and 13, allowing students invaluable access to the target language and culture. The trip will be launched in April/May and so ideally only those students certain to take Spanish in Year 12 should put their names forward.

CAREERS - Any career would be enhanced with a Modern Foreign Language. The following are examples where a language could be directly related to a career field:

Banking, accountancy, sales and marketing, law, translation and interpreting, teaching, food and drink, work with any international organisation, work with any company with international ties.



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USEFUL INFORMATION



KENT CHOICES

This includes details about career options in the local area.



UNIFROG

A really useful website for students to look at career options and look at requirements and routes for different careers.



SIXTH FORM PROSPECTUS

Link to the sixth form prospectus.



Y12/13 CURRICULUM OVERVIEWS

This will give you further detail on what to expect from A-Level courses.



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GET IN TOUCH

We hope that you find this booklet useful. Please don't be worried about asking lots of questions and do talk to us at any point if you need further guidance.

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