



# GORDON'S SCHOOL

## SIXTH FORM OPTIONS AND ACADEMIC GUIDE

2025–26

“ The Sixth Form is outstanding. Students make excellent academic progress and achieve high academic standards. Sixth Form students now make a strong contribution to the culture of the whole school; they are highly visible role models. Younger students aspire to join the Sixth Form and this spurs them on to achieve academically. ”

OFSTED



# EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



## COURTESY

Showing politeness and thinking of others before yourself.

## INTEGRITY

Being honest and doing the right thing, whether or not anyone is watching.

## DILIGENCE

Always working to the best possible standard, taking care in even smallest details.

## ENTHUSIASM

Approaching everything with a positive attitude, and enjoying what you do.

## RESILIENCE

Keeping going, even when it is difficult.  
Recovering when things go wrong.

““ Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent. ””

OFSTED, 2017

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“ Sixth Form students take advantage of a wide range of opportunities to develop leadership skills and the vast majority go on to secure places in higher education. ”



# INTRODUCTION

# GORDON'S SIXTH FORM

## OUR CURRICULUM IN BRIEF

Gordon's is a non-selective, co-educational state boarding school. Our success is based on a rigorous academic curriculum; a boarding community with exceptional pastoral care; ceremony; a disciplined environment; abundant extra-curricular opportunities and a Christian ethos.

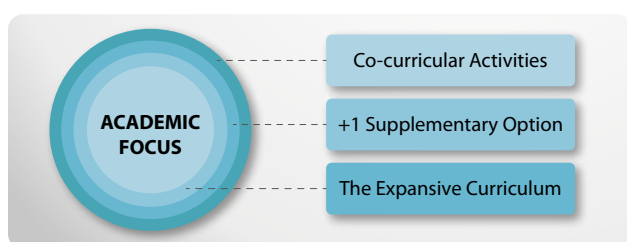
The curriculum model at Gordon's School comprises a strong academic focus at its core and several layers of opportunities around this core for students to extend themselves beyond the pure academic provision. This is achieved by students taking the equivalent of three A Level or BTEC courses, forming their core portfolio. In addition the +1 Supplementary options, the Expansive Curriculum and co-curricular offer provide further opportunities for students to extend their skillset. This prepares them well for life as they secure qualifications, develop transferable skills such as confidence, self-management, cultural capital and an understanding of the wider world and their options.

As a part of our Expansive Curriculum, in Year 12 we begin to broaden the students' exposure to a range of experiences in our Open Study programme. This is designed with a view to building their skills, resilience and cultural capital. Students will attend a series of modules which entail everything from life skills, such as car maintenance, and sewing to vital employment and confidence building activities such as presentation skills. This strand continues with a personal development module which focusses on enhancing and developing students' transferable skills and ability to self-assess. This programme is research-led and explores personality types and habits of the most successful people in the world. Students also develop presentation skills and undertake a series of self-assessments to identify their own strengths and weaknesses.

An additional opportunity for students to extend themselves is delivered through our Academic Scholars programme. Here students are invited to participate in a wide range of subject competitions, external talks, workshops and experiences designed to stimulate their intellectual curiosity. For more information please see **page 46**.

All students receive PSHE education in line with statutory guidance for Key Stage 5. This programme is enhanced by speakers and workshops where applicable.

The Co-curricular programme adds further to this model by enabling students to choose team sports, or Academic pursuits such as Young Enterprise, Debating and Model United Nations to polish an already impressive portfolio of subjects and skills. This layered curriculum model extends and broadens the students' portfolio, making them more skilled, prepared for life and more competitive when it comes to university applications and employment.



## PASTORAL

At Gordon's School the Sixth Form students belong to a House and are supported by Houseparent/s and House Assistants as well as tutors. Having this structured framework of Houseparents, tutors and, in addition, onsite counsellors mean that every student is supported as an individual. Belonging to a House gives students an important sense of belonging and they develop strong friendships for life. Each Year 12 Student will be provided with a tablet PC to aid with their Sixth Form study when they join Gordon's School.

## FACILITIES

Every Gordon's Sixth Form student shares a study room. These rooms have lockable cupboards, charging facilities, desks with lights and space for storing folders. They can also socialise in the Sixth Form common rooms within each House and obtain hot drinks at break time, use the onsite fitness centre during study periods or evenings/weekends, and attend early morning training classes to keep both the body and mind fit. Our library is open for Sixth Form students until 9pm and offers a collaborative learning space during the day and a peaceful and quiet place of study from 7.30-9pm.

## POST 18 SUPPORT

Gordon's Sixth Form has a superb Post 18 support. We hold several events throughout the year for students and parents with speakers from universities and apprenticeship panels. These inform students and parents of the application process. The Sixth Form tutors then offer personal support and guidance to students. In addition, Year 12 students have one to one meetings with our careers advisor. Further support offered are CV writing workshops to guide students carefully on how to write their personal statement and interview well for their application to University, Oxbridge and Apprenticeships . We have specialised tutors and events for applications to Oxbridge and Medicine careers. Students aiming to study at these destinations can enrol in classes for STEP maths and attend medical school preparation to prepare for tests.

## THE BIG 6: BENEFITS OF GORDON'S SIXTH FORM



## Gordon's School Sixth Form offers a broadly traditional curriculum.

All students choose three A Level subjects, or a combination of A Level and BTEC courses. In addition, students choose a fourth subject option from our Supplementary Options (see **page 39**) to pursue in Year 12 only. Most students choose to undertake the EPQ as their supplementary option as this is an excellent preparation for University.

Our aim is to offer our students a curriculum portfolio where the core consists of rigorous qualifications, and the outer layers are the opportunities to extend themselves using the +1 as well as our extensive opportunities beyond the classroom. Please see **page 46** for more information on wider academic opportunities.

## CHOOSING THE RIGHT COURSES

This is an important decision so there are factors which should be carefully considered before students make this choice.

**Career pathway:** Students should do their research and ensure that subject combinations do not restrict future ambitions.

**Degree requirements:** Some degrees require specific subject choices at A Level or BTEC and it is important that students have considered this in their choices.

**Interest:** Studying at this level will require students to immerse themselves in wider reading and self study. It is important to enjoy the subject.

## COURSE OPTIONS

- Art and Design
- Biology
- Business
- Business (BTEC Level 3 National Extended Certificate)
- Chemistry
- Computer Science
- Design and Technology (Product Design)
- Drama and Theatre Studies
- Economics
- English Language
- English Literature
- French
- Geography
- German
- History
- Information Technology (BTEC Level 3 Certificate)
- Mathematics
- Further Mathematics
- Media Studies
- Music
- Photography
- Physical Education
- Diploma in Sport (Double BTEC Level 3 Certificate)
- Physics
- Psychology
- Sociology
- Spanish

For students choosing to undertake BTEC courses, please note that all of these are single courses. Students can therefore mix these with A Level courses or choose a menu of three BTEC courses.

## ENTRY REQUIREMENTS

The minimum academic requirements to join Gordon's Sixth Form are:

### For Any A Level Course

- A minimum of five GCSE grades 9 to 5, with at least grade 5 in English and Mathematics.

### PLUS

- The grade criteria for individual subjects as outlined on page 48 of this booklet.

### For Any BTEC Course

- A minimum of five GCSE grades 9 to 4, with at least grade 4 in English and Mathematics.

### PLUS

- The grade criteria for individual subjects as outlined on page 48 of this booklet.



## A LEVEL PROGRESS AND ATTAINMENT TRENDS



75% OF ALL STUDENTS A\* TO B (3 YEAR AVERAGE)



VOTED TES BOARDING SCHOOL OF THE YEAR AWARD



IN THE TOP 20 BOARDING SCHOOLS FOR ACADEMIC PROGRESS (INCLUDING INDEPENDENT SCHOOLS)



STUDENT PROGRESS: TOP 5% OF ALL SCHOOLS NATIONALLY



90% OF STUDENTS SECURED THEIR PREFERRED NEXT DESTINATION



2/3 SECURED PLACES AT TIMES TOP 200 WORLD UNIVERSITIES (3 YEAR AVERAGE)

“ Students at Gordon’s School are more likely to get into a top university than any other state school in Surrey. ”

DFE 2019

**Accountancy & Finance**

Mathematics preferred and usually required, and typically a grade 6 in GCSE Mathematics.

**Architecture**

Mathematics or Physics can often be preferred, but all courses require a portfolio which needs to come from Product Design or Art.

**Art & Design**

Art is required with a portfolio of work.

**Biological Sciences**

Typically a portfolio with subjects such as Biology, Chemistry, Geography, Mathematics, Physics or Psychology are recommended.

**Business**

Business or Economics preferred, and typically a grade 6 in GCSE Mathematics.

**Chemistry**

Chemistry required, Mathematics and additional sciences useful or in some cases required.

**Computer Sciences**

Mathematics usually required, Computer Science/ Psychology/sciences often useful. Many universities require a grade 6 in Mathematics at GCSE.

**Dentistry**

Biology and Chemistry are required.

**Economics**

Mathematics is required. Economics is useful.

**Engineering (Aeronautical, Chemical and Mechanical)**

Mathematics and Physics required. Product Design is a named 3<sup>rd</sup> option by the University of Cambridge in their admissions guidance.

**English**

English Literature required.

**Geography**

Geography normally required.

**Geology**

Two sciences often required, and typically Mathematics and Geography are preferred with one science subject.

**History**

History normally required.

**Law**

Essay writing subjects such as History and English Literature are seen as advantageous. Russell Group universities value studying Drama if you are taking Law.

**Marine Biology**

Biology and Chemistry usually required. Mathematics, Geography, Computing or Psychology are useful.

**Mathematics**

Mathematics essential, and Physics preferred.

**Medicine**

Chemistry essential, Biology highly recommended. Mathematics and Physics preferred.

**Modern Languages**

First modern language in the main area of study, and a second modern language preferred. English Literature is seen as useful.

**Music**

Music normally required.

**Pharmacology**

Chemistry, Biology typically required, and either Physics or Mathematics.

**Philosophy**

Essay writing subjects such as History and English Literature are seen as advantageous.

**Physics**

Physics and Mathematics are essential.

**Politics**

No specific essential subject. Government & Politics is helpful.

**Psychology**

Psychology and Biology are useful.

**Sports Science**

Physical Education A Level or BTEC required.

**Theology**

Essay writing subjects such as History and English Literature are seen as advantageous.

**Veterinary Sciences**

Chemistry and Biology are typically required and/or Mathematics and Physics.

**Zoology**

Biology and one other science usually required.



# SIXTH FORM SUBJECT OPTIONS



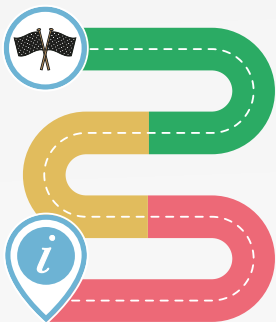
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**Exam Board**  
Edexcel

Specification  
9AD01

## CURRICULUM MAP



## COURSE DETAILS

This course is examined at the end of Year 13.

### YEAR 12: COMPONENT 1 (FOUNDATION SKILLS)

Students work through a series of experimental workshops designed to develop technical skill and knowledge of new media for the first two terms. Students then progress to a more independent way of working, selecting media to investigate further and developing personal responses to a theme, for example 'A Sense of Place'. The practical work will be informed by critical research and investigations into the work of professional artists and designers. The work students produce will be refined and organised into a portfolio which will demonstrate skills in the four assessment objectives; develop, experiment and refine, record observations, and present. Students will be pushed technically and creatively to respond to the theme in new and imaginative ways.

### YEAR 13, A LEVEL: COMPONENT 1 (PERSONAL INVESTIGATION)

**Portfolio including a personal study, 60% of A Level marks:** Students are guided through the writing of a research question, tailored to their interests, to respond to in their portfolios. Students then work through a series of experimental workshops designed to develop technical skill and knowledge of new media in response to their research question. They learn to interpret art work in a more meaningful way, investigating key periods or themes of art and design history and learn to critically analyse artwork. Students select their preferred media and refine their practice, developing their own style and ways of working. They present their practical work which is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present. A supporting essay (1000-3000 words) which provides a critical analysis of their work is also presented for assessment.

### COMPONENT 2:

**Exam, 40% of A Level marks:** Students develop a personal response to an exam question, the exam concludes with a 15 hour practical piece. All the work they produce is assessed against the four assessment objectives.

## HOW WILL I BE ASSESSED?

COMPONENTS	% OF GCE	DETAILS
Personal Investigation	60%	<p>A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions.</p> <p><b>Assessment Objectives: Required skills and knowledge:</b></p> <p><b>A01:</b> Develop ideas through a sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>A02:</b> Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p><b>A03:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>A04:</b> Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements.</p> <p>In addition, one 3,000 word essay accompanies the practical work.</p>
Exam	40%	<p>This paper will be given early February, in advance of the exam. The theme is set externally.</p>



## WIDER READING

- Ways of Seeing by John Berger
- The Art of Creative Thinking by Rod Judkins
- The American Leonardo: A Tale of 20<sup>th</sup> Century Obsession, Art and Money by John Brewer
- The Shock of the New by Robert Hughes
- A Big Important Art Book by Danielle Krysa



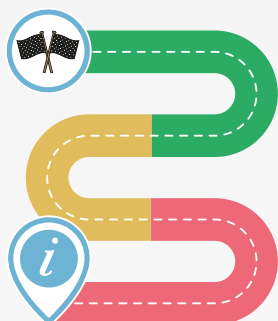
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**Exam Board**  
AQA

**Specification**  
7402

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

All topics will be examined at the end of Year 13 along with 12 required practicals.

**Topic 1: *Biological Molecules*:** carbohydrates, lipids, proteins, nucleic acids and water

**Topic 2: *Cells*:** Eukaryotic cells, prokaryotic cells, movement across membranes, mitosis and immunology.

**Topic 3: *Organisms exchange substances with their environment*:** gas exchange, digestion and absorption, mass transport.

**Topic 4: *Genetic information, variation and relationships between organisms*:** DNA, protein synthesis, diversity and taxonomy

**Topic 5: *Energy transfers in and between organisms*:** Photosynthesis, respiration, energy and ecosystems and nutrient cycles.

**Topic 6: *Organisms respond to changes in their internal and external environment*** - nervous coordination, homeostasis and negative feedback.

**Topic 7: *Genetics, populations, evolution and ecosystems*:** Inheritance, populations, evolution and ecology.

**Topic 8: *The control of gene expression*:** stem cells, epigenetics, cancer, genome projects and gene technology.

## HOW WILL I BE ASSESSED?

EXAM PAPERS	% OF GCE	DETAILS
<b>Paper 1: Topics 1 – 4</b> 2 hours – 91 marks	35%	This paper is made up of 76 marks, a mixture of short and long answer questions, and 15 marks of extended response questions.
<b>Paper 2: Topics 5 – 8</b> 2 hours – 91 marks	35%	This paper is made up of 76 marks, a mixture of short and long answer questions, and 15 marks of comprehension questions.
<b>Paper 3: All 8 Topics</b> 2 hours – 78 marks	30%	This paper is made up of 38 marks of structured questions including practical techniques, 15 marks of critical analysis of experimental data, and 25 marks of one essay from a choice of two titles.



## WIDER READING

- Nessa Carey: The Epigenetics Revolution; Junk DNA: A Journey for the Dark Matter of the Genome
- Rachel Carson: Silent Springs
- Richard Dawkins: The Selfish Gene; The Blind Watchmaker; The Greatest Show on Earth
- New Scientist (available in the library or see [www.newscientist.com](http://www.newscientist.com))
- Biological Sciences Review



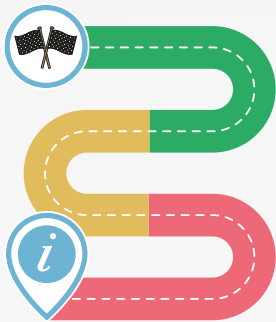
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**Exam Board**  
Edexcel

**Specification**  
9BS0

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

This course is examined through 3 two hour written papers, which cover a range of topics and themes taught in Year 12 and 13, with a focus on both qualitative and quantitative skills.

#### YEAR 12

For a business to operate effectively, tasks must be carried out by different functional areas (or departments) such as marketing, people, finance and operations.

**Theme 1** enables students to understand how businesses identify opportunities and focus on developing a competitive advantage through interacting with customers and adapting their marketing strategy. This theme also considers the role of human resources, exploring how businesses recruit, train, organise and motivate their employees, as well as the role of enterprising individuals and leaders.

In **Theme 2** students develop an understanding of raising and managing finance as well as methods used to measure business performance. Resource management and operational strategies are explored to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that can impact businesses, including economic and legal factors.

#### YEAR 13

In Year 13, students explore influences on business strategy and decision-making (Theme 3), as well as exploring business activity in a global context (Theme 4). Students learn about larger businesses and the challenges they face on both a day to day basis and in planning for the future, including the ethical and moral dimensions of global business activities.

Allocated research and discussion time is also given to a particular industry/market in which businesses operate in, which Edexcel set as a key investigation for study each year.

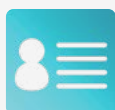
## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Marketing, people and global businesses	35%	Sections A and B each comprise different case studies and questions, based on topic content from <b>themes 1 and 4</b> .
<b>Paper 2:</b> Business activities, decisions and strategy	35%	Sections A and B each comprise different case studies and questions, based on topic content from <b>themes 2 and 3</b> .
<b>Paper 3:</b> Investigating business in a competitive environment	30%	Comprises data response questions and open extended questions. Focus is on application of knowledge and understanding from <b>themes 1, 2, 3 and 4</b> , and link this to a particular industry or sector that they have been provided with the pre-released theme.



## WIDER READING

- Bannatyne, D. (2007) *Anyone Can Do It: My Story*, London: Orion
- Branson, R. (2015) *The Virgin Way: How to Listen, Learn, Laugh and Lead*, London: Virgin Books
- Liker, J. (2014) *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*, McGraw-Hill Education; Reissue edition



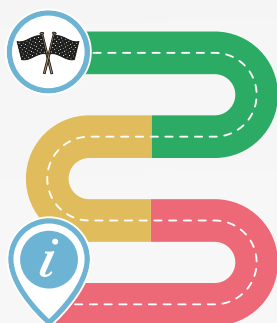
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**Exam Board**  
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**Specification**  
9BS0

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The Extended Certificate in Business (equivalent in size to one A Level) is assessed through a combination of coursework and external assessment methods, including an exam.

It is designed for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, including university and apprenticeships, as well as to help prepare them for future employment.

### YEAR 12

Practical skills and theoretical understanding are at the heart of understanding the world of business. In **Unit 1 Exploring Business**, students will study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

In **Unit 2 Developing a Marketing Campaign**, students will gain skills relating to, and an understanding of, how a marketing campaign is developed. Marketing is a dynamic field central to the success of any business. This unit will explore the different stages of the process that a business goes through when developing its marketing campaign for a given product/service, including the role of market research data and other information.

### YEAR 13

As part of the **Unit 3 Personal and Business Finance** topic, students will develop the skills and knowledge needed to understand, analyse and prepare financial information. Personal finance involves the understanding of why money is important and how managing money can help prevent future financial difficulties. The business finance aspects of the unit include accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses.

In **Unit 8 Recruitment and Selection**, students will explore how the recruitment process is carried out in a business, be taught the skills needed for an interview situation and then be given the opportunity to participate in selection interviews and review their own performance.

## HOW WILL I BE ASSESSED?

Y12 ASSESSMENT	% OF GRADE	DETAILS
<b>Unit 1:</b> Exploring Business	25%	This unit is <b>assessed by coursework</b> . Students need to complete three written assignments.
<b>Unit 2:</b> Developing a Marketing Campaign	25%	This unit is <b>assessed under supervised conditions</b> . Part A is released two weeks before Part B is scheduled to enable learners to carry out research. Part B is a supervised written assessment of three hours taken in a single session during the two-day period timetabled by Pearson. The assessment is set and marked by Pearson, and the number of marks available is 70.
Y13 ASSESSMENT	% OF GRADE	DETAILS
<b>Unit 3:</b> Personal and Business Finance	33%	This unit is <b>assessed by a written examination</b> set by Pearson. The examination will be two hours in length. The number of marks for the examination is 100.
<b>Unit 8:</b> Recruitment and Selection Process	17%	This unit is <b>assessed by coursework</b> . Students need to complete two written assignments.



## WIDER READING

- Bannatyne, D. (2007) *Anyone Can Do It: My Story*, London: Orion
- Branson, R. (2015) *The Virgin Way: How to Listen, Learn, Laugh and Lead*, London: Virgin
- Schmidt, E (2015) *How Google Works*, London: John Murray



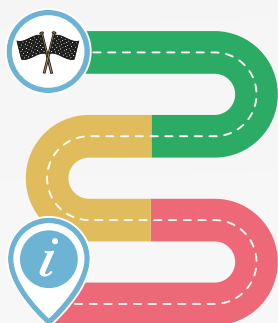
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**Exam Board**  
AQA

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7405

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13.

### YEAR 12

**Physical Chemistry:** Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and  $K_c$ , oxidation, reduction and redox equations.

**Inorganic Chemistry:** Group 2 the alkaline earth metals, Group 7 the halogens, periodicity.

**Organic Chemistry:** Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis.

### YEAR 13

**Physical Chemistry:** Thermodynamics, Acids and Bases, Electrode potentials and electrochemical cells, Rate equations, Equilibrium constant  $K_p$  for homogeneous systems.

**Inorganic Chemistry:** Transition metals, Reactions of ions in aqueous solution, Properties of Period 3 elements and their oxides.

**Organic Chemistry:** Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, Nuclear magnetic resonance spectroscopy, Chromatography, Organic synthesis.

Over the course students complete twelve required practicals. These will be assessed in the exams and provide the evidence for the practical endorsement.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
Paper 1	35%	<i>Relevant Physical chemistry topics, Inorganic chemistry and relevant practical skills (2 hours: 105 marks)</i> This paper is made up of <b>105 marks</b> with a mixture of short and long answer questions.
Paper 2	35%	<i>Relevant Physical chemistry topics, Organic chemistry and relevant practical skills (2 hours: 105 marks)</i> This paper is made up of <b>105 marks</b> with a mixture of short and long answer questions.
Paper 3	30%	<i>Any content, any practical skills (2 hours: 90 marks)</i> <b>40 marks</b> of questions on practical techniques and data analysis, <b>20 marks</b> of questions testing across the specification and <b>30 marks</b> of multiple choice questions.



## WIDER READING

- Bannatyne, D. (2007) *Anyone Can Do It: My Story*, London: Orion
- Branson, R. (2015) *The Virgin Way: How to Listen, Learn, Laugh and Lead*, London: Virgin
- Schmidt, E (2015) *How Google Works*, London: John Murray





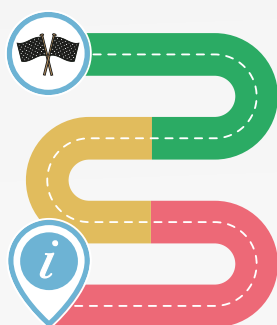
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**Exam Board**  
AQA

**Specification**  
7517

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13 by 2 exams (1 written 1 on screen). In addition, there is a non-examined assessment (NEA) worth 20% of the final grade completed during the course.

#### Unit 1:

This unit focuses on programming using standard programming concepts such as definite and indefinite iteration with conditions, use of arithmetic, relational and Boolean operations. Students will also program using an object-oriented method. Students will also develop their knowledge of the theoretical side of computer science ranging from fundamentals of programming to the theory of computation (abstraction, decomposition, composition and automation). This unit will also include the fundamentals of algorithms and the skills learnt whilst studying the systematic approach to problem solving.

#### Unit 2:

This unit focuses on fundamentals of data representation such as natural, rational, irrational, real and ordinal numbers plus different number systems used by computers to represent data. Networking and the Internet. Fundamentals of computer systems includes hardware, software and programming languages as well as computer organization and architecture and consequences of Computing in society. This unit also includes fundamentals of databases, big data and the fundamentals of functional programming.

#### Unit 3: Non-Exam Assessment: *The computing practical project*

The non-exam assessment assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving. When creating the project, a student will analyse, design, create and test a program to solve a problem, this could be a website with dynamic content and a database back-end, a mobile app, an application for artificial intelligence, a computer game or something completely different.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
Paper 1	40%	This is an on-screen exam on unit 1. Students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by the exam board. 2 sections of the exam will be based on a pre-released skeleton program. (2 Hours 30 Minutes)
Paper 2	40%	This paper tests a student's ability to answer questions from unit 2. The paper consists of compulsory short-answer and extended-answer questions. (2 Hours 30 Minutes)
Unit 3 Non-Exam Assessment	20%	The non-exam assessment tests a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.



## WIDER READING

- The New Turing Omnibus, A K Dewdney, (Palgrave Macmillan, 2003)
- How to Think Like a Mathematician, Kevin Houston, (Cambridge University Press, 2009)
- Computer Science Illuminated Sixth Edition, Nell Dale, John Lewis, (Jones and Bartlett, 2015)



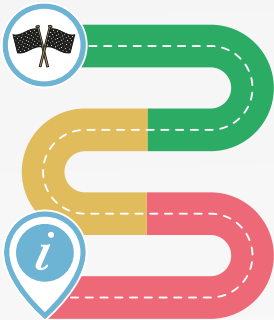
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**Exam Board**  
AQA

**Specification**  
A Level: 7552

## CURRICULUM MAP



## COURSE DETAILS

This course is examined at the end of Year 13 and on the NEA (Non Exam Assessment) portfolio.

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

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by undertaking their own iterative design process and by producing prototypes of their choice as part of the NEA.

### Theory topics are as follows:

**Units 1-4:** Performance characteristics of papers and boards, polymers, woods and metals;

**Unit 5:** Composite, smart and modern materials;

**Units 6-9:** Processing and working with papers and boards, polymers, woods and metals;

**Unit 10:** Modern industrial and commercial practice

**Unit 11:** Product design considerations

**Unit 12:** Product design & development

**Unit 13:** Design methods

**Unit 14:** Design processes

**Unit 15:** Responsible Design

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

**Please note:** Product Design is heavy in theory and written content. Mathematics content at A Level is equivalent to Grade 8 at GCSE. Students are required to attain at least a Grade 6 (higher tier) in Maths at GCSE and must also attain at least a Grade 6 in Design & Technology. Students are expected to spend a significant amount of time outside lessons developing their design portfolios and progressing their prototypes in the workshop.

## HOW WILL I BE ASSESSED?

ASSESSMENT Y13	% OF GCE	DETAILS
<b>Paper 1:</b> 2 hours 30 minutes	30% of A Level	<b>120 marks: Technical principles:</b> Mixture of short answer and extended response as well as applied problem solving mathematics questions.
<b>Paper 2:</b> 1 hour 30 minutes	20% of A Level	<b>80 Marks: Designing and making principles:</b> Mixture of short answer and extended response and some mathematics questions. Section A, Product Analysis (30 marks): Up to 6 short answer questions based on visual stimulus of product(s). Section B, Commercial manufacture (50 marks): Mixture of short and extended response questions.
<b>Non Exam Assessment:</b> 45 hours	50% of A Level	<b>100 marks: 200 max scaled mark:</b> Substantial design and make task with photographic evidence of final prototype. Self-directed, iterative design process. Approx. 45 electronic portfolio pages.



## WIDER READING

- Making It: Manufacturing Techniques for Product Design - Chris Lefteri
- Iterative Design in Action <https://www.youtube.com/watch?v=Rnsk5lA52ps>



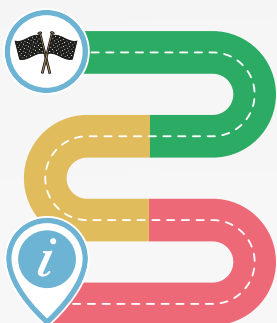
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**Exam Board**  
Eduqas

**Specification**  
A690QS

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13.

### Component 1: Theatre Workshop (Year 12)

This component requires students to demonstrate skills and understanding in performance; either as actors or designers.

In the study of this component students will perform in, or design for, a reinterpretation of a scripted extract. Students will be asked to take a section of script and reinterpret it in the style of a different Practitioner or Theatre Company to its original form.

### Component 2: Text in Action (Year 13)

This component requires students to demonstrate skills and understanding of text based and devised performance, as well as the ideas and influences of particular theatre practitioners, companies and styles.

In the study of this component students will devise and either perform in, or design, two pieces, and write a process and evaluation report exploring how both pieces were researched and developed, and evaluate the dramatic effectiveness of the work.

### Component 3: Text in Performance (Year 12 and Year 13)

This component is a written exam. Students will study three set texts from the perspectives of directors, actors and designers. In the study of this component students will develop understanding of the texts' original performance conditions, explore how the texts could be interpreted from a performance, design and directorial perspective, and develop ideas for the staging of the texts, demonstrating how the theatre they have seen has influenced them.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
C1: Theatre workshop	20%	Internally assessed and externally moderated. Acting or design practical assessment of text reinterpretation and an accompanying creative log. <b>(1,500 words)</b>
C2: Text in action	40%	Externally assessed by visiting examiner. Acting or design practical assessment of a text performance and a devised performance. Written process and evaluation report for both pieces. <b>(3,000 words)</b>
C3: Text in performance	40%	<b>Written paper (2 hr 30 mins)</b> covering pre 1956 text <i>Machinal</i> , post 1956 text <i>Saved</i> and <i>The Curious Incident of the Dog in the Night Time</i> . Answers explore texts from directorial, design and acting perspectives.



## WIDER READING

- Drama and Theatre Studies at AS and A-Level: Neelands and Dobson. Hodder and Stoughton 2000
- Drama and Theatre Studies: Mackey and Cooper. Nelson Thornes 2000
- Practical Theatre- A Post-16 Approach: Mackey. Nelson Thornes 1997



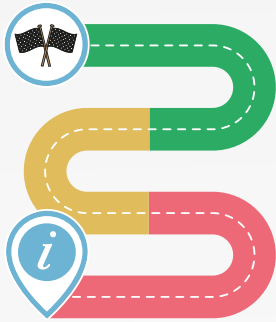
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**Specification**  
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## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is structured into four themes and consists of three externally examined papers at the end of Year 13.

#### Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of the nature of economics, how markets work, market failure and government intervention.

#### Theme 2: The UK economy: performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of measures of economic performance, aggregate demand, aggregate supply, national income, economic growth, macroeconomic objectives and policy.

#### Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of business growth, business objectives, revenues, costs and profits, market structures, the labour market and government intervention.

#### Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macro economy.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Markets and business behaviour	35%	Paper 1 will assess microeconomics and questions will be drawn from <b>Themes 1 and 3</b> .
<b>Paper 2:</b> The national and global economy	35%	Paper 2 will assess macroeconomics and questions will be drawn from <b>Themes 2 and 4</b> .
<b>Paper 3:</b> Microeconomics and macroeconomics	30%	Paper 3 will assess content from across all four themes. Students are required to apply their knowledge and understanding, make connections and demonstrate higher order skills.



## WIDER READING

- A Little History of Economics by Niall Kishtainy
- The Economic Naturalist: Why Economics Explains Almost Everything by Robert Frank
- The Undercover Economist by Tim Harford
- Freakonomics by Levitt and Dubner
- The Undercover Economist by Stephen D. Levitt
- Donut Economics by Kate Raworth



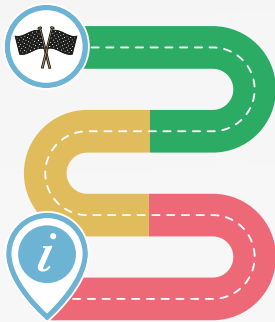
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**Exam Board**  
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**Specification**  
7702

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13 and consists of three main aspects.

#### Unit 1: *Language and the Individual*

Students will study textual variations and representations. They will also explore methods of language analysis and study children's language development.

#### Unit 2: *Language Varieties*

For this unit students will study language diversity and writing skills. This paper includes how language changes over time. Students will adopt a variety of methods of language analysis to explore a range of texts. Students will be expected to write discursive essays on each topic.

#### Unit 3: *Non-Exam Assessment: Language in Action*

Students are required to produce original writing and an independent language investigation.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Language, the Individual and Society	40%	Students are assessed on their knowledge, understanding, application and evaluation of textual variations and representations. They will also answer a question on children's language development.
<b>Paper 2:</b> Language Diversity and Change	40%	Students are assessed on their knowledge, understanding, application and evaluation of language diversity and change.
<b>Paper 3:</b> Non-Exam Assessment Essay	20%	Students produce a piece of original writing and a language investigation for their non-exam assessment.



## WIDER READING

- Bill Bryson, *Mother Tongue*
- Victoria Fromkin, Robert Rodman and Nina Hyams, *An Introduction to Language*
- Sara Thorne, *Mastering Advanced English Language*
- David Crystal, *Rediscover Grammar* (for reference)



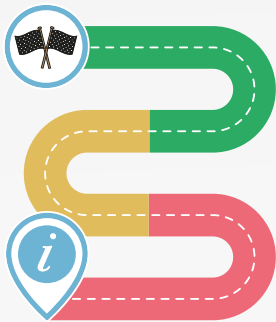
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**Exam Board**  
AQA Specification A

**Specification**  
7712

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13.

### Unit 1: Love Through the Ages

Study of a variety of texts: one Shakespeare play, one prose text and one AQA anthology of love poetry through the ages (pre-1900). Unseen love poetry.

### Unit 2: Texts in a Shared Context

For this unit students will study either the literature of WW1 and its aftermath or texts from Modern Times: literature from 1945 to the present day. Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000. Examination will include an unseen prose extract.

### Unit 3: Non-Exam Assessment: Independent Critical Study on Texts Across Time

Students are required to produce a 2,500 word extended critical essay on texts of their choice.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Love through the ages	40%	Students are assessed on their knowledge and understanding of various texts on the theme of 'Love through the ages': one play, two unseen love poems, and one prose text compared with some set text poems.
<b>Paper 2:</b> Texts in shared contexts	40%	Students are assessed on their knowledge and understanding of the literature of WW1 and its aftermath or Modern Times.
<b>Paper 3:</b> Non-Exam Assessment Essay	20%	Students produce a 2,500 word extended critical essay on texts of their choice.



## WIDER READING

- Thomas Hardy, Tess of the d'Urbervilles
- At least one title from the 'Wider Reading List'
- Oscar Wilde, The Picture of Dorian Gray



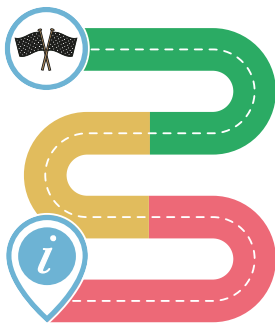
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**Specification**  
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## CURRICULUM MAP



## COURSE DETAILS

### Examination

The course is examined as a whole at end of Year 13.

### Unit 1: Social Issues and Trends

Students will study three topics within this unit; families and citizenship, youth trends and personal identity and education and employment opportunities.

### Unit 2: Understanding the French speaking world

For this unit students will study regional culture and heritage in France, media, art, film and music in the French speaking world.

### Prescribed works:

*Short story: Vercors: Le Silence de la Mer*  
*Film: Éric Toledano, Olivier Nakache: Les Intouchables.*

### Unit 3: Diversity and difference

In this unit students will study migration and integration, cultural identity and marginalization, cultural enrichment and difference and discrimination and diversity.

### Unit 4: France 1940-1950

Students will study June 1940-May 1945, The cultural dimension in occupied France and 1945-1950.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Speaking	30%	The speaking assessment will last <i>21-23 minutes</i> in total. In addition, prior to commencement of the assessment, candidates will have five minutes' preparation time.
<b>Paper 2:</b> Listening, Reading and Translation	50%	Stimulus material will be in French, based on the four themes under the areas of interest: social issues and trends and political and/or intellectual and/or artistic culture.
<b>Paper 3:</b> Critical response in Writing	20%	Candidates write an essay of approximately <i>300 words</i> on each of the two works they have studied. One essay will be based on a literary work and the second on an additional literary work or film from the prescribed list.



## WIDER READING

- Antoine de Saint Exupéry: *Le Petit Prince*
- Eric Emmanuel Schmitt: *Oscar et la Dame Rose*, *Monsieur Ibrahim et les fleurs du Coran*
- Guy de Maupassant: *Boule de Suif* et autres *Contes de Guerre*



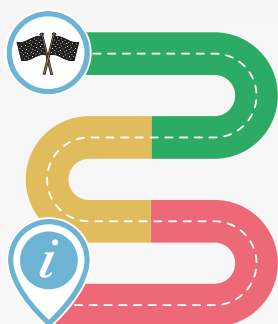
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**Exam Board**  
Edexcel

**Specification**  
A-Level 9GEO

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13.

### YEAR 12 (YEAR 1: A LEVEL)

#### *Dynamic landscapes:*

**Topic 1:** Dynamic landscapes: Tectonic processes and hazards.

**Topic 2b:** Landscape systems, processes and change - Coastal landscapes and change.

#### *Dynamic Places:*

**Topic 3:** Dynamic places - Globalisation

**Topic 4a:** Shaping Places - Regenerating places

### YEAR 13 (YEAR 2: A LEVEL)

#### *Physical systems and sustainability:*

**Topic 5:** Physical systems and sustainability - The water cycle and water insecurity

**Topic 6:** Physical systems and sustainability - The carbon cycle and energy security.

#### *Human systems and geopolitics:*

**Topic 7:** Human systems and geopolitics - Superpowers.

**Topic 8:** Global development and connections - Health, human rights and intervention.

#### Assessment

**Paper 1** Written examination 2 hours and 15 minutes (30% of qualification - 105 marks)

**Paper 2** Written examination 2 hours and 15 minutes (30% of qualification - 105 marks)

**Paper 3** Written examination 2 hours and 15 minutes (20% of qualification - 70 marks)

#### Coursework

Independent Investigation: A 4000-word fieldwork project using higher level skills. 70 marks and 20% of the A Level.

**Please be aware that this course requires four full days of fieldwork over the two years at a cost of approximately £400.**

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Dynamic landscapes and Physical systems and sustainability	30%	<b>Section A</b> relates to Topic 1, section B relates to Topic 2. Students answer questions on either Topic 2A: Glaciated Landscapes and Change or Topic 2B: Coastal Landscapes and Change. <b>Section C</b> relates to Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security.
<b>Paper 2:</b> Dynamic place and Human systems and geopolitics	30%	<b>Section A</b> relates to Topics 3 and 7 and section B relates to Topic 4. Students answer questions on either Topic 4A or 4B. <b>Section C</b> relates to Topic 8. Students answer questions on either Topic 8A: Health, Human Rights and Intervention or Topic 8B: Migration, Identity and Sovereignty.
<b>Paper 3:</b> Geographical Issues analysis	20%	An externally-assessed written examination comprising three sections. A resource booklet will contain information about the geographical issue. <b>Sections A, B and C</b> all draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course.
<b>Coursework:</b> Independent Investigation	20%	Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is <b>3,000-4,000 words</b> .



## WIDER READING

- Geography Review – Phillip Allen magazines (Essential)
- National Geographic Magazine - National Geographic Society
- Waugh, D (2009): Geography; An integrated Approach, Nelson Thornes





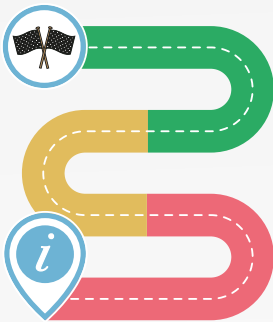
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**Exam Board**  
AQA

**Specification**  
7662

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13.

#### Paper 1: Listening, reading and writing (Year 13)

- Aspects of German-speaking society.
- Artistic culture in the German-speaking world.
- Multiculturalism in the German speaking world.
- Aspects of Political Life in the German speaking world.
- Grammar.

*Written exam: 2 hours 30 minutes.*

#### Paper 2: Writing (Year 13)

- One text and one film from the lists in the specification (Film: Lola Rennt, Tom Tykwer & Set text: Andorra, Max Frisch).
- Grammar.

*Written exam: 2 hours.*

#### Paper 3: Speaking (Year 13)

- Discussion of stimulus card based on one of four sub-themes i.e. aspects of German-speaking society, artistic culture in the German-speaking world, Multiculturalism in German-speaking society, or aspects of political life in German-speaking society.
- Presentation and Discussion of Individual Research Project (chosen by student).

*Speaking exam: 21-23 minutes (including preparation time).*

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Listening, Reading and Writing	50%	Listening & responding to spoken passages from a range of contexts & sources in different registers including writing a 90 word summary from aural stimulus. Reading & responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary including writing a 90 words summary of a written text. Translation into English AND German (minimum 100 words).
<b>Paper 2:</b> Writing	20%	Students will write TWO essays of approximately 300 words from a choice of two on the set text and the set film - "Andorra" and "Lola Rennt"
<b>Paper 3:</b> Speaking Exam	30%	Discussion of ONE sub-theme with the discussion based on a stimulus card (5-6 minutes). Presentation (2 minutes) and discussion (9-10 minutes) of individual research project.



## WIDER READING

- Durrell, M. (2002) Hammer's German Grammar and Usage; fourth edition
- Dürrenmatt, F. (1979) Der Besuch der alten Dame. Methuen; Twentieth Century German texts edition.
- Goodbye Lenin (2002) Wolfgang Becker (FILM)



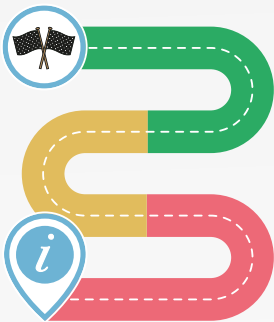
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**Exam Board**  
Edexcel

**Specification**  
8H10/ 9H10

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at end of Year 13.

### Unit 1: Revolutions in Early Modern and Modern Europe (Y12)

For this Unit, students will study Britain, 1625-1701: Conflict, Revolution and Settlement. They will also study historical interpretations of the Glorious Revolution of 1688-89, in order to build on analytical and evaluative skills.

### Unit 2: France in Revolution 1774-99 (Y12)

Within this Unit, students will study the causes and the course of the French Revolution, examining the consequences for the country and its people. They will gain an in-depth understanding of the challenges that faced the ancient regime, the monarchy and the people on the eve of revolution, resulting in a political, economic and social shift.

### Unit 3: Germany 1871-1990: United, Divided and Reunited (Y13)

Students will study social, economic and political changes in Germany and West Germany during this time period. This Unit takes them through the unification of a new state, the defeat of the First World War, Nazi rule, the establishment of a new federal republic and finally, reunification. This option comprises two parts: aspects in breadth and aspects in depth.

### Unit 4: Coursework: An Individual Investigation (Y13)

In this Unit, students are able to develop critical, analytical and evaluative skills in their own independently researched assignment, which will be 4,000 words in length. The main focus of this is to interpret and understand the work of the historian. From this, they are required to form an opinion based on applicable reading on their historical debate, and analyse, explain and evaluate the interpretations of three historians.

## HOW WILL I BE ASSESSED?

EXAM PAPERS	% OF GCE	DETAILS
<b>Paper 1:</b> Breadth study with interpretations	30%	Students answer three questions: one from Section A, B, and C. Section A and B includes breadth essay questions to assess understanding, of which students have two essay choices for each section. Section C is one compulsory question, designed to assess analytic and evaluative interpretations. This examination lasts 2 hours 15 minutes and is marked out of 60.
<b>Paper 2:</b> Depth Study	20%	Students answer two questions: one from Section A and one from Section B. Section A consists of a compulsory two-part question designed to assess the ability of the student to analyse and evaluate primary and/or contemporary source material. Section B has a choice of three essay questions that assess understanding. This examination lasts 1 hour and 30 minutes and is marked out of 40.
<b>Paper 3:</b> Themes in breadth with aspects in depth	30%	Students answer three questions: one from Section A, one from Section B and one from Section C. Section A has one compulsory question that assesses the students' ability to analyse and evaluate primary/contemporary source material. Section B and C comprises a choice between two essay questions that assess understanding. This examination lasts 2 hours 15 minutes and is marked out of 60.
<b>Coursework</b>	20%	Students are required to research independently an enquiry into an historical area. They are assessed on their ability to analyse and evaluate historical interpretations, and successfully communicate the findings. Students are advised to write between 3,500 and 4,000 words. This assignment is marked out of 40.



## WIDER READING

- Anderson, A. An Introduction to Stuart Britain, Hodder (1999)
- Andress, D. The Terror: Civil War in the French Revolution, Abacus (2005)
- Berghahn, V.R. Imperial Germany 1871-1918: Economy, Society, Culture and Politics, Berghahn Books (2005)



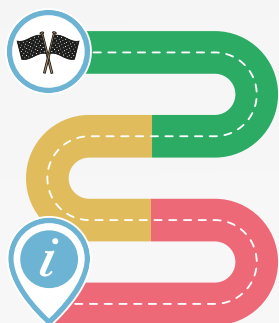
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Edexcel

**Specification**  
A Level Mathematics 9MA0

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined in Year 13.

### Pure Mathematics and Applied Mathematics:

Students will study elements of Pure Mathematics including proof, algebraic methods, coordinate geometry, functions and graphs, trigonometry, sequences and series, exponentials and logarithms, differentiation, integration, parametric equations, numerical methods and vectors, elements of Statistics including statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing and elements of Mechanics including quantities and units, kinematics, forces and Newton's laws, projectiles and moments.

*All students must sit three exams at the end of Year 13.*

## HOW WILL I BE ASSESSED?

A LEVEL EXAMS	% OF GCE	DETAILS
<b>Paper 1:</b> Pure Mathematics 1	33.3%	Written examination: 2 hours, 100 marks
<b>Paper 2:</b> Pure Mathematics 2	33.3%	Written examination: 2 hours, 100 marks
<b>Paper 3:</b> Statistics and Mechanics	33.3%	Written examination: 2 hours, 100 marks



## WIDER READING

- A Mathematician's Apology by G.H. Hardy (CUP, 1992)
- Fermat's Last Theorem by Simon Singh
- The Music of the Primes by Marcus du Sautoy (Harper-Collins, 2003)



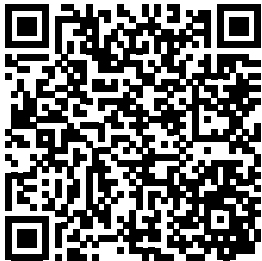
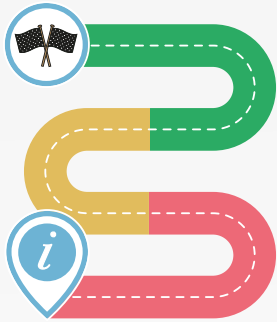
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## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13.

### Pure Mathematics and Applied Mathematics:

Students will study the compulsory elements of Core Pure Mathematics (proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations). In addition to this, students will study two additional elements on Further Mechanics (momentum and impulse, collisions in one and two dimensions, work, energy and power, elastic strings and springs and elastic energy) and Decision Mathematics (algorithms, graph theory, algorithms on graphs, critical path analysis and linear programming).

## HOW WILL I BE ASSESSED?

EXAM PAPERS	% OF GCE	DETAILS
<b>Paper 1:</b> Core Pure Mathematics 1	25%	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 2:</b> Core Pure Mathematics 2	25%	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 3:</b> Further Mechanics 1	25%	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 4:</b> Decision Mathematics 1	25%	Written examination: 1 hour 30 minutes, 75 marks



## WIDER READING

- Mathematics: a very short introduction by Timothy Gowers (CUP, 2002)
- Surely You're Joking, Mr Feynman! by R.P. Feynman (Arrow Books, 1992)
- The Pleasures of Counting by T.W.Körner (CUP, 1996)



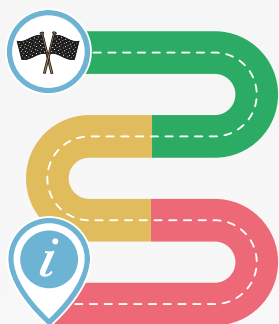
## CONTACT DETAILS

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**Exam Board**  
AQA

**Specification**  
7572

## CURRICULUM MAP



## COURSE DETAILS

### Examination and Non-exam Assessment

The course is examined at the end of Year 13. Students complete one non-exam assessment.

#### YEAR 12

Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework.

Students are required to study media products from all of the following media forms:

- Audio-visual forms (TV, film, radio, advertising and marketing, video games and music video).
- Online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing).
- Print forms (newspapers, magazines, advertising and marketing).

#### NON-EXAM ASSESSMENT (NEA)

Students will produce half of the NEA in Year 12; with the other half completed in Year 13. The submission of this project is in Year 13. To complete the NEA, students must independently create a statement of intent and a media product in response to a brief set by AQA.

#### YEAR 13

##### Paper One and Paper Two

Questions will focus on issues and debates in the media. A close-study product booklet will be released in advance of the exam. Students will be expected to use any relevant elements of the theoretical framework in order to explore the ideas in the paper.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
Paper 1	35%	Questions will focus on issues and debates in the media. A topic will be released in advance of the exam. Students will be expected to use any relevant elements of the framework.
Paper 2	35%	Questions will focus on the analysis of media products with reference to the Close Study Products supplied by AQA and other products they have studied.
Non-exam Assessment	30%	Students produce a statement of intent and cross-media products made for an intended audience.



## WIDER READING

- AQA Media Studies for A Level Year 1 & AS - Hendry, Stephenson (Illuminate Publishing 2018)
- Semiotics: The Basics - Chandler, Daniel (2007)
- Representations: Cultural Representations and Signifying Practices - Hall, Stuart (2013)



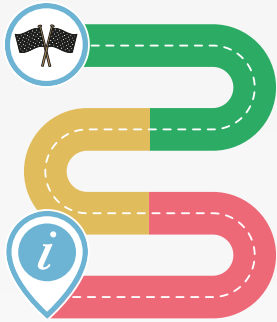
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**Exam Board**  
Eduqas

**Specification**  
A660PA  
A660PB

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined as a whole at the end of Year 13.

#### Unit 1 and 2: Option A: 35% Performance and 25 % Composition

Students are required to give a performance consisting of a minimum of three pieces either as a soloist or as part of an ensemble or a combination of both. The duration of the performance will be between ten and twelve minutes and will be marked by a visiting examiner. Performances should be at Grade 6 instrumental level or higher.

For this option students are required to produce two compositions, of 4.5-7 mins in length, with one being based on a brief set by the exam board. Plenty of opportunity is given during the course to practise these skills in both formal and informal settings. There is an expectation that students will be receiving tuition on their instrument or voice for the duration of the course.

#### Option B: 25% Performance and 35% Composition

For this option students are required to produce three compositions, of 8-10 mins in length, with one being based on a brief set by the exam board and one fulfilling the characteristics of one other area of study.

Students are required to give a performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. The duration of the performance will be between six and eight minutes and will be marked by a visiting examiner. Performances should be at Grade 6 instrumental level or higher.

#### Unit 3: Appraising

This unit is assessed through a written exam which will assess knowledge and understanding of music through three areas of study: Western Classical Music, Musical Theatre and Music Into the Twentieth Century. This unit also includes an in-depth study of the development of the symphony from 1750-1900.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Unit 1:</b> Performance Exam	25% or 35%	This component is externally assessed by a visiting examiner between 1 <sup>st</sup> March and 15 <sup>th</sup> May. Students must present 6-8 (25%) OR 10-12 (35%) minutes of music at Grade 6 or above.
<b>Paper 2:</b> Composition Coursework	25% or 35%	This component is externally assessed by the exam board. Students must submit two compositions (25%) or three compositions (35%).
<b>Paper 3:</b> Listening and Appraising Exam	40%	Students must demonstrate understanding of the three areas of study: Western Classical Music, Musical Theatre and Into the Twentieth Century. Students are tested on their aural awareness and more extended written responses to essay questions.



## WIDER READING

- Steen, M (2004) Mendelssohn: The Great Composers. Icon Books Ltd.
- Block, G. (2009) Enchanted Evenings: The Broadway Musical from Show Boat to Sondheim and Lloyd Webber. OUP
- Everett, W (2008). The Cambridge Companion to the Musical. Cambridge



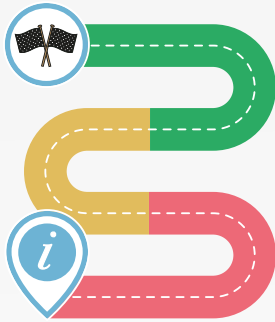
## CONTACT DETAILS

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**Exam Board**  
Edexcel

**Specification**  
9AD01

## CURRICULUM MAP



## COURSE DETAILS

### YEAR 12:

#### Component 1: Foundation skills

Students work through a series of technical workshops designed to develop photographic skills. They learn how to; capture images in a variety of lighting conditions, explore angles, composition concepts, depth of field and focusing techniques. Students then progress to editing and learn to enhance and manipulate their images using Adobe Photoshop. Students are also encouraged to manipulate photographs through other means, and can create pieces combined with artistic techniques, using a range of materials. In the past, students have then been able to create 3D installations and sculptures using these techniques, encouraging further creativity. Throughout the year students work both in the studio and outside in natural light. They investigate different themes and purposes of photography looking at documentary, advertising, staging, portraiture, still life and artistic photography. The practical work will be informed by critical research and investigations into the work of professional artists and photographers from a range of times and countries. Work is refined and organised into a portfolio which will demonstrate skills in the four assessment objectives, outlined below.

### YEAR 13 (A LEVEL):

#### Component 1: Personal Study 60% of A Level marks

Students work through a series of technical workshops designed to develop photographic skills. They are then guided through the writing of a research question based on an area of interest. They will write an essay which is also assessed as part of their A Level personal study work. They learn to interpret photographic work in a more meaningful way, investigating key periods or themes of photography. Students select their preferred techniques and refine their practice, developing their own style and ways of working. They present their practical work which is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present. A supporting essay (1000-3000 words), providing a critical analysis of their work and the work of relevant artists and photographers, is also presented for assessment.

#### Component 2: Exam, 40% of A2 marks

Students develop a personal response to an exam question, the exam concludes with a 15 hour practical. All the work they produce is assessed against the four assessment objectives, outlined below.

## HOW WILL I BE ASSESSED?

COMPONENTS	% OF GCE	DETAILS
Personal Investigation	60%	<p>A body of work covering the Assessment Objectives with final outcomes in 2 and 3 dimensions.</p> <p><b>Assessment Objectives: Required skills and knowledge</b></p> <p><b>A01:</b> Develop ideas through a sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p><b>A02:</b> Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p><b>A03:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p><b>A04:</b> Present a personal and meaningful response that realizes intentions, and where appropriate, make connections between visual and other elements.</p> <p>In addition, one 3,000 word essay accompanies the practical work.</p>
Exam	40%	<p>This paper will be given in early February, in advance of the exam. The theme is set externally.</p>



## WIDER READING

- Read This If You Want To Take Great Photographs by Henry Carroll
- The Essence of Photography: Seeing and Creativity by Bruce Barnbaum
- Bound by Rachel Hazell
- The British Journal of Photography online: <https://www.bjp-online.com>

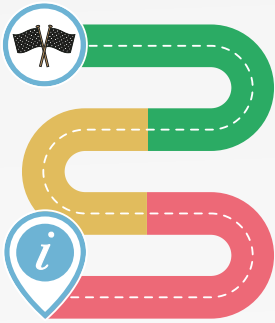


## CONTACT DETAILS

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**Exam Board**  
AQA  
**Specification**  
7582

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

This qualification is a linear course. Students will sit two exams and submit all their non-exam assessments at the end of Year 13.

#### **Paper 1: Factors affecting participation in physical activity and sport**

**Section A:** Applied anatomy and physiology  
**Section B:** Skill acquisition  
**Section C:** Sport and society

#### **Paper 2: Factors affecting optimal performance in physical activity and sport**

**Section A:** Exercise physiology and biomechanics  
**Section B:** Sport psychology  
**Section C:** Sport and society and technology in sport

#### **Non-Exam Assessment: Practical performance in physical activity and sport**

Students assessed as a performer or coach in the full sided version of one activity.  
**Plus:** written/verbal analysis of performance.

## HOW WILL I BE ASSESSED?

EXAM PAPERS	% OF GCE	DETAILS
<b>Paper 1:</b> Factors affecting participation in physical activity and sport	35% of A2	<b>Section A:</b> Applied physiology, <b>Section B:</b> Skill acquisition and sports psychology <b>Section C:</b> Sport and society and technology in sport. Written exam: 2 hours
<b>Paper 2:</b> Factors affecting optimal performance in physical activity and sport	35% of A2	<b>Section A:</b> Exercise physiology and biomechanics, <b>Section B:</b> Sport psychology <b>Section C:</b> Sport and society and technology in sport. Written exam: 2 hours
<b>Non-exam assessment:</b> Practical performance in physical activity and sport	30% of A2	Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.



## WIDER READING

- Bailey, Vamplew: 100 Years of PE
- Bartlett: Introduction to Sports Biomechanics
- Clegg: Exercise Physiology





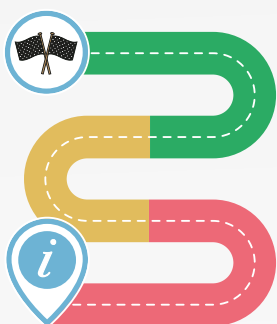
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Exam Board  
Pearson - Edexcel

Specification  
2017 Diploma

## CURRICULUM MAP



## COURSE DETAILS (EQUIVALENT TO 2 A-LEVELS)

### Year 12 course outline:

Unit 1: *Anatomy and Physiology*  
Unit 2: *Fitness Training and Programming for Health, Sport and Well-Being*  
Unit 3: *Professional Development in the Sports Industry*  
Unit 4: *Sports Leadership*  
Unit 5: *Application of Fitness Testing*

### Year 13 course outline:

Unit 6: *Sports Psychology*  
Unit 17: *Sports Injury Management*  
Unit 22: *Investigating Business in Sport and the Active Leisure Industry*  
Unit 23: *Skill Acquisition in Sport*

### Assessment:

Coursework: 55% (6 units)  
Examinations: 45% (3 units – Unit 1 - examination, Units 2 and 22 – controlled)  
(units are weighted differently)

### Higher education courses linked to the subject:

Having studied BTEC Sport you will be able to study Sports Science, Sports Studies, PE teaching, Sport and Fitness, Sports Coaching, Sports nutrition, Sports Psychology

### Careers linked to the subject:

Possible career options include sports coach, fitness instructor, sports therapist, sports nutritionist, PE teacher, leisure management

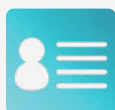
## HOW WILL I BE ASSESSED?

YEAR 12 COURSE OUTLINE	DETAILS
Unit 1	Anatomy and Physiology (M): <i>External Exam</i>
Unit 2	Fitness Training and Programming for Health, Sport and Well-Being (M): <i>External Exam</i>
Unit 3	Professional Development in the Sports Industry (M): <i>Internal Assessment</i>
Unit 4	Sports Leadership (M): <i>Internal Assessment</i>
Unit 5	Application of Fitness Testing (O): <i>Internal Assessment</i>
YEAR 13 COURSE OUTLINE	DETAILS
Unit 6	Sports Psychology (O): <i>Internal Assessment</i>
Unit 17	Sports Injury Management (O): <i>Internal Assessment</i>
Unit 22	Investigating Business in Sport and the Active Leisure Industry (M): <i>External Exam</i>
Unit 23	Skill Acquisition in Sport (M): <i>Internal Assessment</i>



## WIDER READING

- McArdle, Katch, Katch: *Exercise Physiology*
- Pearson, BTEC Nationals Sport Student Book 1
- Pearson, Revise BTEC National Sport Units 1 and 2 – Revision Guide



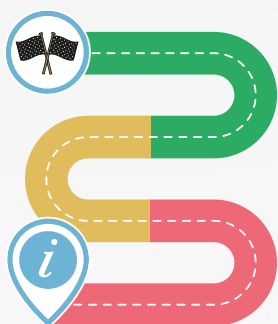
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**Exam Board**  
AQA

**Specification**  
7408

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined as a whole at end of Year 13.

- Topic 1:** Measurements and errors
- Topic 2:** Particles and radiation
- Topic 3:** Waves and optics
- Topic 4:** Mechanics and materials
- Topic 5:** Electricity
- Topic 6:** Further Mechanics

Topics 1 – 6 taught in Year 12. Also in Year 12 students complete 6 required practicals. These will be assessed in public examinations in Year 13.

- Topic 1:** Measurements and errors
- Topic 7:** Fields
- Topic 8:** Nuclear Physics
- Topic 9:** Option Topic

Topics 1 and 7 to 9 taught in Year 13. Also in Year 13 students complete 6 more required practicals. These will be assessed in public examinations.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Topics 1: 6 & periodic motion (6.1) (2 hours)	34%	85 marks: 60 marks of short and long answer questions, 25 marks of multiple choice.
<b>Paper 2:</b> Topics 6.2-8 (2 hours)	34%	85 marks: 60 marks of short and long answer questions, 25 marks of multiple choice, assumed knowledge from previous topics.
<b>Paper 3:</b> Practical skills & option topic.	32%	80 marks: 45 marks of short and long answer questions on practical skills and data analysis; 35 marks of short and long answer questions from the option topic.



## WIDER READING

- Stephen Hawking: A Brief History of Time; The Grand Design
- Brian Cox: Wonders of the Solar System; Wonders of the Universe; Why does  $E=mc^2$ ?; The Quantum universe
- Richard Feynman: QED – The Strange Theory of Light and Matter; Surely You're Joking Mr Feynman



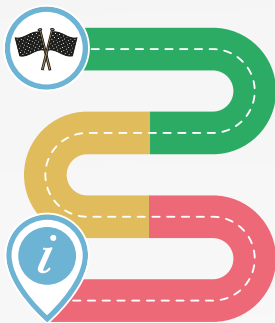
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**Exam Board**  
AQA

**Specification**  
7182

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined as a whole at the end of Year 13.

#### Unit 1: Introductory topics in Psychology (Year 1)

Students will study four topics within this unit: Social Influence, Attachment, Memory and Psychopathology. Each topic requires students to explain key concepts and ideas, evaluate those ideas using research evidence and also to apply knowledge to an unseen scenario. This paper will include some research methods.

#### Unit 2: Psychology in context (Year 1 and 2)

For this unit students will study Research Methods, Biopsychology and Approaches. Students are asked to explain and evaluate a range of research methods and will also be assessed on their ability to analyse and perform calculations of data. The 'Approaches' topic includes a range of psychological theories and students will need to be able to describe and evaluate each theory.

#### Unit 3: Issues and options in Psychology (Year 2)

This unit reflects the pure A-Level content of options chosen as well as underpinning the issues and debates topic. In the Issues and Debates topic, students will explore issues such as gender bias within Psychology. Options chosen at A-Level are Schizophrenia, Relationships and Forensic Psychology.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Introductory topics in psychology	33%	Students are assessed on their knowledge, understanding, application and evaluation of Social Influence, Attachment, Memory and Psychopathology topics.
<b>Paper 2:</b> Psychology in context	33%	Students are assessed on their knowledge, understanding, application and evaluation of Biopsychology, Approaches, and Research Methods. Data interpretation and mathematical content is also included.
<b>Paper 3:</b> Issues and options in psychology	33%	Students are assessed on their knowledge, understanding, application and evaluation of Schizophrenia, Relationships and Forensic Psychology.



## WIDER READING

- Ronson, Jon (2011) *The psychopath test: A journey through the madness industry.* London: Picador.
- Sacks, Oliver (1985) *The Man Who Mistook His Wife for a Hat.* London: Picador
- Tatum, Beverly Daniel (2021) *Why Are All the Black Kids Sitting Together in the Cafeteria?* London: Penguin.



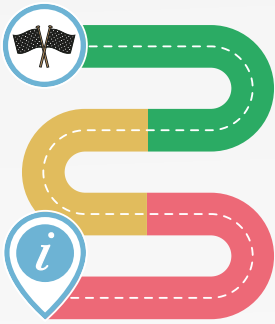
## CONTACT DETAILS

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**Exam Board**  
AQA

**Specification**  
7192

## CURRICULUM MAP



## COURSE DETAILS

Sociology is the study of human behaviour in groups in our society. It highlights how invisible forces can affect individuals' life chances and introduces core themes such as conflict, power, and identity.

### EXAMINATION

The course is examined as a whole at the end of Year 13.

#### Unit 1: Education and Research Methods

Students will study the role and functions of the education system, differential achievement by social groups as well as the impact of educational policies. Students will also study sociological research methods and must be able to apply these to a range of issues.

#### Unit 2: Topics in Sociology

Students will study the topics of families and household and beliefs in society. The study of these topics will engage students in theoretical debate and will also foster a critical awareness of contemporary social processes and change.

#### Unit 3: Crime and Deviance

Students will study the topic of crime and deviance which will include the social distribution of crime, crime control and punishment. Students will also need to be actively aware of the role of research methods and the processes involved.

## HOW WILL I BE ASSESSED?

EXAM PAPERS	% OF GCE	DETAILS
<b>Paper 1:</b> Education with theory and methods	33.3%	Demonstrate knowledge and understanding of sociological theories, concepts and evidence and sociological research methods and be able to apply these to a range of issues. Students are also assessed on their ability to analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements, draw conclusions as applied to the topic of Education.
<b>Paper 2:</b> Topics in Sociology	33.3%	Students are assessed on their ability to analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements, draw conclusions as applied to the topic of Families and Households and Beliefs in Society.
<b>Paper 3:</b> Crime and deviance with theory and methods	33.3%	Students are assessed on their ability to analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements, draw conclusions as applied to the topic of crime and deviance. Students must also be able to apply the use of research methods to the topic and show understanding of the processes involved when carrying out research.



## WIDER READING

- Tatum, Beverly Daniel (2021) Why Are All the Black Kids Sitting Together in the Cafeteria? London: Penguin.
- Venkatesh, S (2008) Gang leader for a day: a Rogue sociologist takes to the streets. Penguin Press: Chicago
- Wilson, A (2021) In Black and White: A Young Barrister's Story of Race and Class in a Broken Justice System. Octopus Publishing Group: London



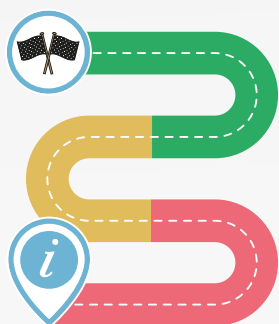
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**Exam Board**  
AQA

**Specification**  
7692

## CURRICULUM MAP



## COURSE DETAILS

### EXAMINATION

The course is examined as a whole at end of Year 13.

**Unit 1:** Social issues and trends including aspects of Hispanic society such as values, cyberspace, equal rights and a focus on multiculturalism in Hispanic society which also comprises Immigration, Racism and Integration. The third aspect of this unit is grammar.

**Unit 2:** Political and artistic culture which includes Artistic culture in the Hispanic world, modern day idols, regional identity and cultural heritage. The second part of this unit is aspects of political life in the Hispanic World with subtopics of today's youth tomorrow's citizens, monarchies and dictatorships and popular movements.

There is also a section which is examined and which has optional content where students will study literary text and one film. The film – *Volver, Pedro Almodóvar* and text - *La Casa de Bernarda Alba, Lorca*.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 13	% OF GCE	DETAILS
<b>Paper 1:</b> Listening, Reading and Writing	50%	What's assessed? Aspects of Hispanic society, Artistic culture in the Hispanic society, Multiculturalism in Hispanic Society, Aspects of political life in Hispanic society. <i>Written exam: 2 hours 30 minutes.</i>
<b>Paper 2:</b> Writing	20%	What's assessed? One text and one film. <i>Written exam: 2 hours.</i>
<b>Paper 3:</b> Speaking	30%	What's assessed? Individual research project. One of four sub-themes. <i>Oral exam 21 – 23 minutes.</i>



## WIDER READING

- Ian Gibson: *Fire in the Blood - The New Spain* (details changes in Spain over the last century until modern times)
- Turk, P, Thacker, M. (2018) *Palabra por palabra : Spanish Vocabulary for AQA A Level*
- Turk, P, Zollo, M, Villatoro, F. (2018) *¡Acción Gramática!: Spanish Grammar for A Level*

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EXAMPLES OF SUPPLEMENTARY  
SUBJECT OPTIONS



## CONTACT DETAILS

### Contact

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### Exam Board

Trinity College London

### Specification

Arts Award Gold



## COURSE DETAILS

The Arts Award Gold Level 3 Award is a nationally recognised qualification that is superb for providing impact in personal statements and UCAS applications (16 UCAS points). This course gives students the opportunity to further develop and explore any arts discipline of their choosing (music (including pipes and drums), art, drama, film, media, dance, creative writing etc) and to demonstrate leadership qualities. It is particularly suited to those already doing a creative A Level, or those who have a particular interest in the arts outside the classroom.

The course is of value to those who wish to further develop their artistic skills or progress onto a career involving any leadership. As a nationally recognised qualification it is a stepping stone to Higher education, voluntary or paid work in arts organisations and teaching and coaching any arts subject both at school and in the community.

### Examination

The course is examined at the end of Year 12. Assessment is through portfolio work, practical demonstration, community work and the running of a major arts event either in school or in the wider community.

### Course content:

#### Personal Arts Development: Unit 1

Part A: *Extending your arts practice to create new work*

Part B: *Placement, volunteering, training and research*

Part C: *Reviewing arts events and finding out about career pathways*

Part D: *Making the case for an arts issue and communicating the case*

#### Leadership of an Arts Project

- Planning a project, identifying the project's aims and outcomes
- Organising the people and resources
- Delivering the project and managing the effectiveness
- Managing a public showing of the work
- Reviewing the leadership development and finding ways to collect and evaluate feedback
- from participants, audience members and other stakeholders.

## HOW WILL I BE ASSESSED? OBJECTIVES:

ASSESSMENT	WEIGHTING	DETAILS
Assessment is by portfolio submission	100%	<ul style="list-style-type: none"> <li>• Learner Evidence Record</li> <li>• Worksheets</li> <li>• Planning and Evaluating</li> <li>• Video, photographic or recorded evidence</li> </ul>





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**Exam Board**  
AQA

**Specification**  
7993



## COURSE DETAILS

The Extended Project Qualification (EPQ) is a standalone qualification designed to stretch and challenge students and introduce them to independent project management.

### The EPQ offers opportunities for students to:

Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project. It helps to develop and improve their own learning and performance as critical, reflective and independent students. They need to develop and apply decision-making and problem solving skills to be successful in this qualification, as well as extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.

It is partly taught but mostly independent and student led. Skills which are taught are research skills, referencing, evaluating research methods and how to follow the necessary format for the EPQ. Students choose their research area which cannot overlap with their curriculum. They have to design and monitor an action plan with set objectives which they decide and keep to.

The project is assessed by students meeting deadlines and completing a detailed production log, an essay/report of 5000 words plus a presentation. Assessment objectives can be seen below.

### HOW WILL I BE ASSESSED?

ASSESSMENT OBJECTIVES	WEIGHTING	DETAILS
A01	20%	Manage: Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.
A02	20%	Use Resources: Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.
A03	40%	Develop and Realise: Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.
A04	20%	Review: Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.



## WIDER READING

- Nuts and Bolts of EPQ, MOOC from Bath University
- Andrews, C. (2019) Extended Project Qualification. Hodder Education: Banbury.
- Flanagan, C. and McGee, J. (2018) EPQ Toolkit for AQA. Illuminate Publishing, Cheltenham.



## CONTACT DETAILS

**Head of Department**  
Dr J Chase  
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**Exam Board**  
CREST

**Specification**  
Gold Award



## COURSE DETAILS

The CREST Gold Award is a longer independent project that immerses students in real research.

### The Project

Pupils complete a 70-hour independent STEM project with an aim to: design and make a new product, carry out a practical investigation, do a research project or create a communication campaign for a target audience.

The completed project will make an original contribution to a STEM field of study, in an area of the student's choice.

Students will be supported in school by a STEM teacher and have supervised access to the labs and technical support.

Students will also be paired with a STEM industry specialist in the area of research, who will act as a mentor.

Students will hone their investigative skills and employ scientific methods to conduct their own piece of research. CREST Gold can be used by students to enhance their UCAS personal statements. The award is recognised and respected by universities and employers.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

ASSESSMENT OBJECTIVES	DETAILS
1. Planning the project	<ul style="list-style-type: none"> <li>Set a clear aim for the project and break it down into smaller objectives</li> <li>Explain a wider purpose for the project</li> <li>Identify a range of approaches to the project</li> <li>Describe and explain the plan for the project</li> <li>Plan and organise time well</li> </ul>
2. Skills throughout the project	<ul style="list-style-type: none"> <li>Make good use of the materials and people available</li> <li>Research the background of the project and acknowledge the sources appropriately</li> </ul>
3. Finalising the project	<ul style="list-style-type: none"> <li>Make logical conclusions and explain the implications for the wider world</li> <li>Explain how actions and decisions affected the project's outcome</li> <li>Reflect on learning points and discuss improvements</li> </ul>
4. Project-wide criteria	<ul style="list-style-type: none"> <li>Demonstrate understanding of the science behind the project, to an appropriate level</li> <li>Evidence of decisions made to direct the project, taking account of ethical and safety issues</li> <li>Show creative thinking</li> <li>Identify and overcome problems successfully</li> <li>Explain the project clearly, in writing or conversation</li> </ul>

## HOW WILL I BE ASSESSED?

All Gold projects are assessed by CREST assessors via the online platform, against the CREST criteria.



## CONTACT DETAILS

### Contact

Mr I Jones  
[ijones1@gordons.school](mailto:ijones1@gordons.school)



## COURSE DETAILS

The gym instructor level 2 course has both theory and practical elements within, offering any student interested in health and fitness the opportunity to become a qualified gym instructor.

All practical lessons will take place within the gym, where students will be shown how to use equipment safely, be able to demonstrate and perform the correct technique in multiple exercises, understand how to safely plan and programme a training session for a variety of individuals, as well as be able to communicate the correct terminology to a potential client using their knowledge of anatomy and physiology.

### The course consist of 5 modules:

- Principles of anatomy, physiology and fitness
- Professionalism and customer care for fitness instructors
- Health and safety in the fitness environment
- Conducting client consultations to support positive behaviour change
- Planning and instructing gym-based exercise

## HOW WILL I BE ASSESSED?

### THE ASSESSMENT IS BROKEN DOWN INTO 4 SECTIONS:

1. Completion of project
2. Multiple choice examination
3. Portfolio of evidence
4. Practical assignment



## WIDER READING

- Everett, G: Olympic Lifting: A complete guide for athletes and coaches
- Lloyd, R and Oliver, J: Strength and Conditioning for Young Athletes
- Turner, A and Comfort, P: Advanced Strength and Conditioning



## CONTACT DETAILS

**Head of Department**  
Mr M Gullick  
[mgullick@gordons.school](mailto:mgullick@gordons.school)

**Exam Board**  
SLQ

**Specification**  
601/8586/7



## COURSE DETAILS

### EXAMINATION

The Sports Leaders UK Level 3 Award in Higher Sports Leadership is a nationally recognised qualification that is great for a personal statement and UCAS application (16 UCAS points). This course gives students the opportunity to learn the skills needed to plan and deliver sessions for specialist community groups and schools and to develop their knowledge on coaching/leading on different sports. It helps to develop confidence and the ability to communicate effectively with other people and peers.

The course is of value to those who wish to further develop their coaching skills or progress onto a career involving any leadership. As a nationally recognised qualification it is a stepping stone to higher education, voluntary or paid work in sports development, leisure management, teaching and coaching sport.

### Examination

The course is examined throughout Year 12. Assessment is through portfolio work, practical demonstration, community work and the running of a major sports event for local primary schools.

### Course content:

**Unit 1:** Developing leadership skills

**Unit 2:** Lead Safe Sport/physical activity session

**Unit 3:** Know how to plan inclusive sport/ physical activity session

**Unit 4:** Plan, lead and evaluate a progressive series of inclusive sport/activity sessions

**Unit 5:** Plan, lead and evaluate a sports/physical activity event

**Unit 6:** Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups

## HOW WILL I BE ASSESSED?

YEAR 12	% OF GCE	DETAILS
Unit 1	8	Developing Leadership Skills
Unit 2	9	Lead Safe Sport/physical activity session
Unit 3	28	Know how to plan inclusive sport/ physical activity session
Unit 4	25	Plan, lead and evaluate a progressive series of inclusive sport/activity sessions
Unit 5	27	Plan, lead and evaluate a sports/physical activity event
Unit 6	28	Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups



## CONTACT DETAILS

**Head of Department**  
Mr M Eaden  
[meaden@gordons.school](mailto:meaden@gordons.school)

**Exam Board**  
Edexcel

**Specification**  
A-Level Further Mathematics  
9FMO



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 13.

### Pure Mathematics and Applied Mathematics:

Students will study the compulsory elements of Core Pure Mathematics (proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations). In addition to this, students will study two additional elements on Further Mechanics (momentum and impulse, collisions in one and two dimensions, work, energy and power, elastic strings and springs and elastic energy) and Decision Mathematics (algorithms, graph theory, algorithms on graphs, critical path analysis and linear programming).

### HOW WILL I BE ASSESSED?

EXAM PAPERS	% OF GCE	DETAILS
<b>Paper 1:</b> Core Pure Mathematics 1	25%	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 2:</b> Core Pure Mathematics 2	25%	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 3:</b> Further Mechanics 1	25%	Written examination: 1 hour 30 minutes, 75 marks
<b>Paper 4:</b> Decision Mathematics 1	25%	Written examination: 1 hour 30 minutes, 75 marks



## CONTACT DETAILS

### Contact

Mr M Eaden  
meaden@gordons.school

### Exam Board

Edexcel

### Specification

AS Level Mathematics  
8MA0



## COURSE DETAILS

### EXAMINATION

The course is examined at the end of Year 12.

### Content

Students will study elements of Pure Mathematics (proof, algebraic methods, coordinate geometry, trigonometry, exponentials and logarithms, differentiation, integration and vectors), elements of Statistics (statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing) and elements of Mechanics (quantities and units, kinematics, forces and Newton's laws).

Although this is a standalone course, students will be taught alongside those taking the full A Level. Transfer to the full course is possible, subject to Head of Department approval.

All students must sit two exams at the end of Year 12.

## HOW WILL I BE ASSESSED?

EXAM PAPERS YEAR 12	% OF GCE	DETAILS
Paper 1:	62.5%	Pure Mathematics Written examination: 2 hours, 100 marks
Paper 2:	37.5%	Statistics and Mathematics Written examination: 1 hour 15 minutes, 60 marks



## WIDER READING

- A Mathematician's Apology by G.H. Hardy (CUP, 1992)
- Fermat's Last Theorem by Simon Singh
- The Music of the Primes by Marcus du Sautoy (Harper-Collins, 2003)

# BEYOND THE CLASSROOM: THE GORDON'S EDGE

## OPEN STUDY

Open Study, delivered in Year 12, focusses on enhancing and developing students' practical and transferable skills as well as their ability to self-assess. This programme is research-led and explores personality types and habits of the most successful people in the world. Students also develop presentation skills and undertake a series of self-assessments to identify their own strengths and weaknesses.

## LIBERAL ARTS

Liberal Arts is a compulsory interdisciplinary course covering topics ranging from the Arts, Humanities, Social Science and the Sciences. It aims to go beyond the confines of any one subject and encourage students to learn as much as they can about the world around them. This year long course in Liberal Arts will allow Sixth Form students to consider ethical, moral, political and cultural topics impacting upon the modern world. It will encourage students to consider the historical reasons for current tensions within the world as well as key cultural references our students should know.

## TUTOR PROGRAMME

Our tutor programme further enhances students' personal developments. The mindset programme guides students to reflect on their own personal goals, their strengths and weaknesses. It teaches them organisation skills how to cope with workload as well as sharpening their academic skills with sessions on referencing and research.

## CO-CURRICULAR ACTIVITIES

We offer a vast range of co-curricular activities such as academic, sporting, creative arts and outdoor pursuits. These activities outside the classroom are key components in developing transferable skills and fostering well-being. Physical and mental health, alongside a competitive spirit, are essential to academic excellence and lifelong learning.

## LEADERSHIP

Leadership forms a core part of the Gordon's Sixth Form journey. Students are encouraged to take responsibility and develop themselves by joining the Sixth Form Committee, the various student councils, by applying for leadership positions such as Prefects and Head Boy/Girl, or shouldering a position of responsibility within their House. We also offer a formal leadership qualification known as ILM Level 3.

## ACADEMIC ENRICHMENT: THE SCHOLARS PROGRAMME

The Scholars Programme involves a commitment from certain students to participate in a range of opportunities designed to broaden their thinking and understanding of the wider world. Students will complete a series of tasks and attend a range of academic events which will enhance their academic experience and wider critical thinking skills. They are also expected to participate in the Academic Pursuits available within the wider co-curricular programme, such as Model United Nations (MUN) or Debating. Students who demonstrate the necessary commitment, academic ability and intellectual curiosity may receive offers to join the Programme or may seek to join through their own initiative.

## EXAMPLES OF ACADEMIC OPPORTUNITIES FOR STUDENTS

Extended Project (EPQ)	LAMDA lessons	STEP Maths
Public Speaking	National Essay Competitions	Young Enterprise
Debating	TEFL Level 2 Qualification, two-day course	
Model United Nations (MUN)	Medical School Preparation	

# GORDON'S SIXTH FORM ENTRANCE CRITERIA

**ALL SUBJECTS ARE OFFERED ON AN UNDERSTANDING THAT CLASSES CONTAIN A VIABLE NUMBER OF STUDENTS**

Entry 2025/2026		<b>Minimum Entry Requirements: Five GCSE grades 9 – 5 including Grade 5 in English &amp; Mathematics for any A level course</b>
Subject	Notes	<b>The expected entry criteria for each subject is shown below:</b>
<b>Art *</b>	If destination is Architecture, Art typically is taken with Mathematics and/or Physics.	GCSE grade 6 in Art or Photography.
<b>Biology</b>	Needed for some Sports Science subjects at University. Highly recommended for Medicine. Strongly recommended that students have a GCSE English and Mathematics grade 6.	GCSE grade 7 -7 in Combined Science, or grade 7 in Biology and grade 6 in Chemistry if Separate Sciences studied.
<b>Business</b>		GCSE grade 6 in Business or Distinction in BTEC Enterprise (Business) if studied. If not studied, grade 5 in English and Mathematics.
<b>Chemistry</b>	Required for Medicine. Complements A Level Biology strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 7 in Chemistry or 7-7 in Combined Science.
<b>Computer Science</b>	Strongly recommended to be taken with Mathematics.	GCSE grade 6 in Computer Science if studied. If not studied, grade 5 in English, and a GCSE grade 6 in Mathematics is required.
<b>Drama &amp; Theatre Studies *</b>	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied. If not studied, GCSE grade 5 in English is required.
<b>Design &amp; Technology *</b>	Strongly advisable to those wishing to study Engineering, Architecture, Product/Graphic Design and aligns well with Arts or STEM subjects. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Technology if studied. If not studied, grade 5 in English and Mathematics.
<b>Economics</b>		GCSE grade 6 in Economics if studied, and GCSE grade 6 in Mathematics. If not studied, grade 5 in English and grade 6 in Mathematics.
<b>English Language</b>		GCSE grade 6 in English Language.
<b>English Literature</b>		GCSE grade 6 in English Literature and grade 6 English Language.
<b>French</b>	Exceptions may be made for native speakers.	GCSE grade 6 in French.
<b>German</b>	Exceptions may be made for native speakers.	GCSE grade 6 in German.
<b>Geography</b>	Biology usually needed if planning to study Geology at University.	GCSE grade 6 in Geography and grade 6 in Mathematics.
<b>History</b>		GCSE grade 6 in History and grade 6 in English Literature.
<b>Mathematics</b>	Mathematics is required for Physics or Engineering. Further Mathematics also needed if Mathematics to be studied at a Russell Group University.	GCSE grade 7 in Mathematics
<b>Further Mathematics</b>		GCSE grade 8 in Mathematics & must study A Level Mathematics over two years.
<b>Media *</b>		GCSE grade 5 in either English Language or English Literature.
<b>Music</b>	Mathematics needed to study Music Technology at some Universities.	GCSE grade 6 in Music plus minimum grade 5 instrumental/vocal. If a student has not studied Music, then a Grade 5 Instrumental/vocal (any board) and Grade 5 Theory (ABRSM) is required.
<b>Physical Education *</b>	30% of the final A Level grade is practical. Students should be regularly competing at school 1st team standard. If subject studied at GCSE and a grade lower than 5 is achieved, the alternative entry requirements will not be considered.	GCSE grade 6 in Physical Education, or grade 5 in English and grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
<b>Physics</b>	Both Mathematics & Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined science and a GCSE grade 7 in Maths. A level Physics must be accompanied by Mathematics in Year 12.
<b>Photography</b>		GCSE grade 6 in Art or Photography.
<b>Psychology</b>	Strongly recommended to be taken with other science subject(s) as some Psychology degrees ask for this.	A GCSE grade 6 in Maths and grade 6 in Biology, or grades 6-6 if double sciences studied, and a grade 5 in English.
<b>Sociology *</b>		GCSE grade 5 in either English Language or English Literature.
<b>Spanish</b>	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
<b>Other Level 3 courses on offer: Single BTEC Courses unless stated</b>		<b>Minimum Entry Requirements: Five GCSE grades 9 – 4 including Grade 4 in English &amp; Mathematics for any BTEC course</b>
<b>Business (BTEC) Level 3 Extended Certificate</b>	Please note, this subject has a high maths content. Equivalent to 1 A level	GCSE grade 4 in English and Mathematics are required. Where Business Enterprise level 2 is studied, a Merit is required.
<b>Diploma in Sport (BTEC) Level 3</b>	Double BTEC course, equivalent to 2 A levels	GCSE grade 4 in English and Mathematics are required.
<b>Supporting information:</b> <ol style="list-style-type: none"> <li>For the sciences, IGCSE Single Award Science (or CIE IGCSE Cambridge Combined Science) is not part of the minimum entry requirement.</li> <li>In terms of access to A Level courses, IGCSE qualifications are considered equal to ordinary GCSE qualifications. Students taking IGCSE Double Award Science require a grade AA or 7-7 to access any of the three sciences and require a grade BB to access Psychology.</li> <li>Russell Group facilitating subjects are: Mathematics and Further Mathematics, Physics, Biology, Chemistry, History, Geography, Modern and Classical Languages and English Literature. Students are advised to research this area before selecting A Level courses.</li> <li>* Consider accompanying these subjects with facilitating subjects when applying to Russell Group Universities.</li> </ol>		





# SIXTH FORM ACADEMIC GUIDE

# THE SIXTH FORM TEAM

## KEY STAGE 5

Head of Sixth Form	Mr Will Jones	<a href="mailto:wjones@gordons.school">wjones@gordons.school</a>
Deputy Head of Sixth Form (Year 13)	Mrs Susannah Hughes	<a href="mailto:susannahughes@gordons.school">susannahughes@gordons.school</a>
Deputy Head of Sixth Form (Year 12)	Mr Carl Bezuidenhout	<a href="mailto:cbezuidenhout@gordons.school">cbezuidenhout@gordons.school</a>
Sixth Form Student Services Manager	Mrs Grethel Hall	<a href="mailto:ghall@gordons.school">ghall@gordons.school</a>
Sixth Form Administrator	Mrs Fiona Hugill	<a href="mailto:fhugill@gordons.school">fhugill@gordons.school</a>
Oxbridge Co-ordinator	Mrs Michelle Wright	<a href="mailto:mwright@gordons.school">mwright@gordons.school</a>
Medicine, Veterinary and Dentistry	Mrs Frances Radley	<a href="mailto:fradley@gordons.school">fradley@gordons.school</a>
Head of Scholarship & Academic Pursuits	Miss Jessica Weeks	<a href="mailto:jweeks@gordons.school">jweeks@gordons.school</a>

*Sixth Form Tutors may be contacted via the school telephone number or Sixth Form email address.*

## SENIOR LEADERSHIP TEAM

Head Teacher	Mr Andrew Moss	<a href="mailto:head@gordons.school">head@gordons.school</a>
Deputy Head Curriculum	Ms Jacqueline Pierce	<a href="mailto:jpierce@gordons.school">jpierce@gordons.school</a>
Deputy Head Pastoral	Ms Helen Carruthers	<a href="mailto:hcarruthers@gordons.school">hcarruthers@gordons.school</a>

## BOARDING HOUSE CONTACT DETAILS

Augusta House	Mrs Mathews	<a href="mailto:augusta@gordons.school">augusta@gordons.school</a> 01276 859716
Balmoral House	Mr Paul King	<a href="mailto:balmoral@gordons.school">balmoral@gordons.school</a> 01276 859719
Buckingham House	Mr Jamie Sinclair	<a href="mailto:buckingham@gordons.school">buckingham@gordons.school</a> 01276 859722
China House	Mrs Heidi Doe	<a href="mailto:china@gordons.school">china@gordons.school</a> 01276 859739
Gravesend House	Mr Gary Knight	<a href="mailto:gravesend@gordons.school">gravesend@gordons.school</a> 01276 859723
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Khartoum House	Mr Johnathan Griffiths	<a href="mailto:khartoum@gordons.school">khartoum@gordons.school</a> 01276 859711
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Victoria House	Mrs Marie Jones	<a href="mailto:victoria@gordons.school">victoria@gordons.school</a> 01276 859715
Windsor House	Mrs Heathcote	<a href="mailto:windsor@gordons.school">windsor@gordons.school</a> 01276 859727
Woolwich House	Mr and Mrs Cooper	<a href="mailto:woolwich@gordons.school">woolwich@gordons.school</a> 01276 859747

# TIMING OF THE SCHOOL DAY

## MONDAY TO FRIDAY:

Arrival	8.00am
Tutor Group/Assembly/Chapel	8.20am - 8.40am
Period 1	8.40am - 9.35am
Period 2	9.35am - 10.30am
Break	10.30am - 11.00am
Period 3	11.00am - 11.55am
Period 4A / LUNCH (Y7-10)	11.55am - 12.50pm
Period 4B / LUNCH (Y11-13)	12.50pm - 1.45pm
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	4.00pm - 5.00pm
Tea	5.00pm - 6.15pm
Prep	6.15pm - 7.30pm

Library private study is open 7.30pm - 9.00pm Monday to Friday  
and for *residential boarders* on Sundays 7.30pm to 9.00pm.

*Day Boarders* are strongly encouraged to stay for prep until 7.30pm Monday to Thursday  
and on Friday until 7.00pm.

Gordon's Sixth Form has an outstanding reputation. We pride ourselves on achieving excellent results, good discipline and polite, courteous students. We achieve this due to the excellent quality of relationships between staff and students, our close contact with parents and our very high expectations of student behaviour. Please see below a guide for our parents and students on the academic aspects of our Sixth Form.

## SIXTH FORM PROGRAMME OF STUDY

### Programme of Study:

Students will choose three A Level subjects or BTEC courses which are taught over two years. They also need to choose one supplementary subject which can be perused on **page 39**.

Their programme will consist of their chosen courses plus PSHE and compulsory Games sessions.

- The subjects they have chosen
- One PSHE lesson per week
- One Open Study (Year 12) lesson per week
- One Liberal Arts (Year 13) lesson per fortnight
- Physical Education/Games
- Academic clinics across subjects
- At least four co-curricular periods/activities per week

## REPORTING

The majority of reports at Gordon's consist of awarding two primary grades; effort grades and working grades.

Definition of various grades that are awarded to students:

- **Effort grade:** The grade reflects how hard a student is working. It is not a reflection of academic ability or performance. Teachers have discretion on awarding effort grades but clearly should not penalise students who are less able in a subject.
- **Target grade:** A statistically generated A Level/BTEC grade that is personal to each student and subject. It is designed to be both achievable and challenging.
- **Working grade:** The A Level/BTEC grade that a student is currently working at.

## THE TARGET GRADE: A GRADE HIGHER

### Target setting, tracking and intervention

We are unashamedly ambitious for our students. Therefore, at Gordon's all students aim high and do well but we want them to do even better. Monitoring and intervention within subjects is first and foremost the responsibility of the subject teacher.

### Target grades

Targets for Key Stage 5 (Sixth Form) students are set at the top 10% nationally, meaning that progress and achievement for those obtaining this standard is outstanding and 'a grade higher' than achieved in most schools.

## REPORTING GOOD EFFORT GRADES

EFFORT GRADE	GRADE DESCRIPTORS
1	Outstanding
2	Very Good
3	Good but occasionally inconsistent
4	Cause for Concern
5	Unacceptable

BEHAVIOUR	CRITERIA FOR EFFORT GRADES
Focus	Concentrating in lessons and remaining on task; following the 5Bs (brain, book, browse, buddy, boss).
Prep	Handing in well-presented homework on time and preparing for the next lesson.
Organisation	Being punctual, bringing the correct equipment and books/folders and keeping them in good condition.
Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Growth Mindset	Showing the determination and resilience to respond positively to setbacks in the classroom eg accepting feedback and acting on it, understanding that failure is part of learning and that challenges are a positive thing.

## INTERVENTION

The reports process will form the basis of discussion with teachers and parents. Any student failing to make their best effort or who is underachieving in any subject will be put onto intervention strategies which will be compulsory. This will be reviewed each half term and parents will be involved in all discussions with Heads of Department or, in extreme cases, senior staff in the school.

Intervention strategies are based on Gordon's tracking and intervention subject ABC checklist. These include:

**Advise:** Students are provided with Next Steps Advice in each subject with clear targets set for improvements.

**Boost** with extra work or time: clinics are offered at lunchtime, Period 7 and at prep sessions.

**Contact home:** Subject teachers liaise with Heads of Houses, mentors and parents with regards to issues and concerns regarding students' progress and intervention.

**Intervention strategies can include:**

- Student going on report
- Lunch time support/sanction
- Compulsory attendance at clinics and revision sessions
- Compulsory attendance at prep in the evening.

**In extreme cases this will also include some or all of the following:**

- Withdrawal of privileges
- Study period supervision
- Supervised prep
- Withdrawal from sport fixtures.

## ASSESSMENT, RECORDING AND REPORTING (ARR)

Assessments are done both formatively and summatively. There is a set rhythm to assessments.

### INTERIM MARKING MOMENTS

Interim marking moments are teacher assessed, formative assessments which occur between the deep marking moments, to provide students with additional next steps advice.

### DEEP MARKING MOMENTS

In accordance with individual Department Marking Policies, there will be regular deep marking moments, called Key Assessments, which will consist of substantial exam-style assessments.

## THE IMPORTANCE OF FEEDBACK

At Gordon's School we embrace research led teaching and learning. As part of this we place a strong emphasis on feedback and in particular, students listening and acting on feedback.

Closing the Feedback Loop: 'Responding to Next Steps Advice'

At least twice a half-term at the Key Assessment and deep marking moment some relevant and specific 'Next Step Advice' is given by the teacher and the student will need to respond to these by writing their improvements in purple pen.

## ACADEMIC SUPPORT

Support offered is split between academic and pastoral support. Students in Year 12 and Year 13 with an effort grade average greater than two may be invited to one prep session per week supervised by senior staff. An average greater than two in successive reporting windows may add one more evening of supported prep sessions up to three evenings per week. In addition, a Saturday morning study session between 10.00am and 12.00pm will be added. Where students continue to cause a concern over two or more successive reporting windows, suspension from some activities and school teams may be imposed.

## CLINICS

Throughout the year, Departments will deliver academic clinics to students at lunchtime or after school. Some clinics are compulsory while others are optional.

## ASSESSMENT MONTH

During September all Key Stage 5 students will be assessed on each course to ensure subject choices support student progress. During this month students may request to change a subject but will still be expected to complete an assessment in all their subjects. Subject teachers will also identify concerns and be able to recommend subject changes during this time. Only changes sanctioned by the Deputy Head Curriculum can officially take place. No requests for a change in a subject will be accepted after the last Friday in September.

## STUDY SKILLS

Throughout the academic year all students will participate in Study Skills events. Student evaluations will also be completed for each section of the programme. Easter Revision sessions will be supported through advice and work set by subjects which will also be published on the school website. During the academic year subject clinics will run during the working week.

## STUDY LEAVE FOR EXAMINATIONS

There is no study leave during any examination period. All Sixth Form students will attend their lessons until their exams in that subject have finished. Students who have an afternoon exam may take the morning off. Students with a morning exam must go straight to lessons afterwards if applicable.

## GIVING BACK: SERVICE AND PARTICIPATION

Students are expected to give back and volunteer 30 hours per year, for students heavily involved in co-curricular activities this can include participation training, rehearsing and representing the school. Staff sign to confirm completion of activities or time. Students are awarded for their voluntary service as part of the Honours Programme where the top performing students, in terms of hours given back, are recognised and awarded prizes and certificates.

## OXBRIDGE

The aim of this programme is to ensure that students, at the more able end of the ability range, have the opportunity to broaden their knowledge and skills inside and outside the classroom, with a view to admission to the top universities (Oxford, Cambridge and Russell Group). This process begins within the classroom and develops into broader co-curricular provision in Years 12 and 13, whilst the focus remains very much on subject preparation. The key to success is reading, research and conceptual reflection beyond the syllabus.

## MEDICINE, VETERINARY SCIENCES AND DENTISTRY

The aim of this programme is to aid the students as they prepare for applications for Medicine, Veterinary Sciences or Dentistry. The preparation process involves practising and training for the challenging tests involved with applications, such as BMAT and UKCAT, and will be delivered as teacher led sessions as a part of the co-curricular provision. Alongside this, we hold discussion groups to broaden students' knowledge and understanding of the key matters involved, for example, ethics, financial considerations and current affairs. Students who are dedicated will demonstrate continuous reading of newspaper articles and relevant journals, such as the student BMJ. In addition, they will be motivated to broaden their subject knowledge beyond the syllabus in their science subjects by reading and reflecting on areas of interest.

### For both pathways:

- During terms 1 and 2 of Year 12, students are briefed on the requirements for Oxbridge and Medicine and discussion sessions begin around extra reading. Visiting speakers form an important part of the programme and students are encouraged to attend the many Oxford and Cambridge Study Days in the spring term and the University Open Days in July. Application for the Eton Summer School and other university summer schools is also encouraged. Heads of Department play an important role in identifying and supporting the potential candidates academically.
- From June of Year 12, students are given support and guidance with their personal statements and help with completing the UCAS form to meet the early deadline of October 14<sup>th</sup>. A rigorous schedule of test preparation and practice interviews, with a variety of interviewers both from Gordon's and from outside (including an Oxford Interview workshop) ensures candidates are well prepared for this part of the process. Recently, we have linked up with Wellington College and other schools to broaden interview provision.

## WIDER READING

Reading has proved to be one of the biggest, if not the biggest, factors influencing academic success. Subject departments will do all they can to encourage students to read around their subject and foster their curiosity and thirst to continually learn. In support the Library has a subject specific wider reading section; subject teachers should encourage these books to be read, and referred to. Each subject has an extensive reading list available to students.

## POST-18 PROGRESSION: APPLYING TO UNIVERSITY (UCAS)

There are two application deadlines for courses through UCAS - it is important that students check the deadline for their chosen course(s). For Year 13 these dates apply:

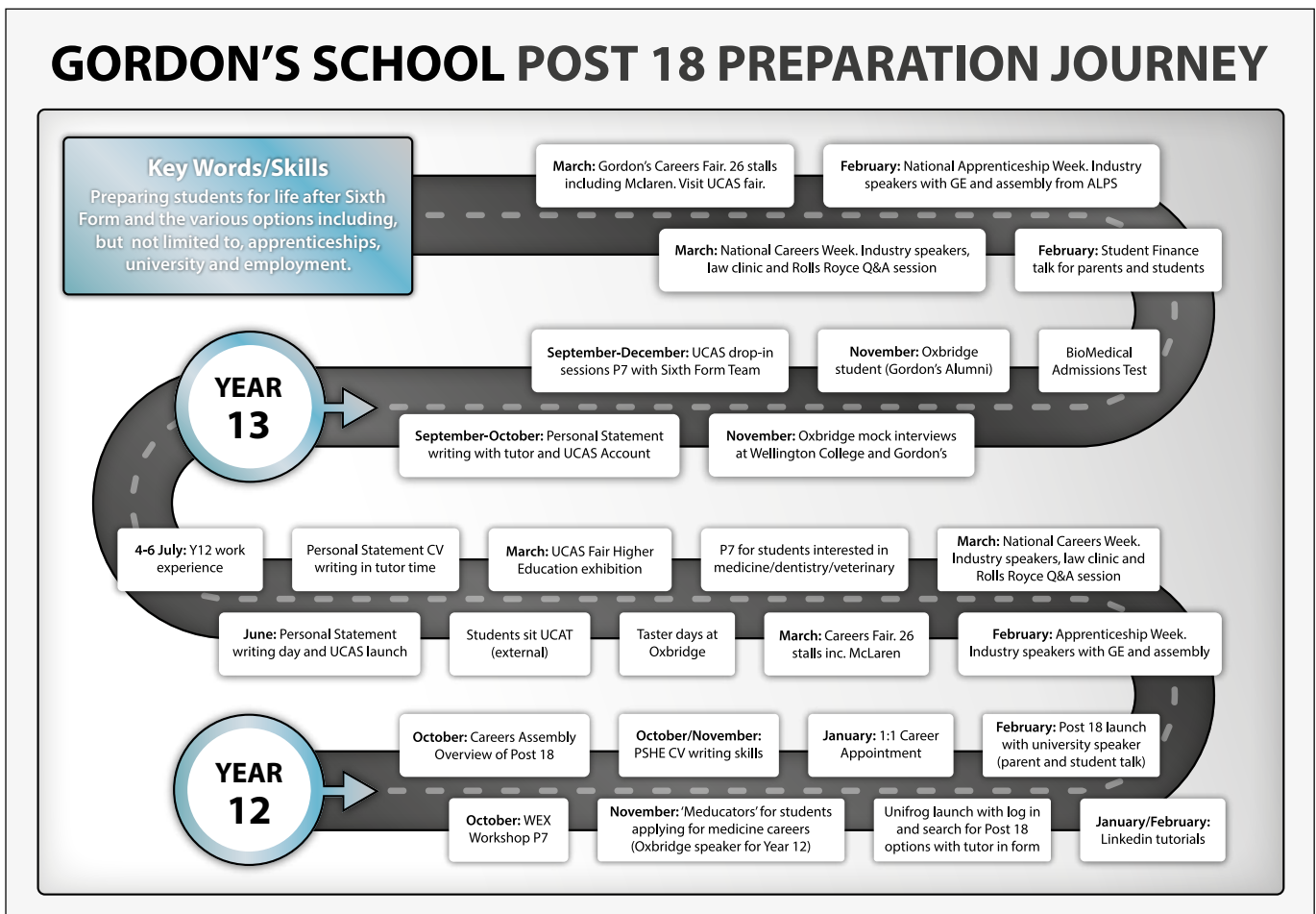
- **15<sup>th</sup> October 2025:** application deadline for the receipt at UCAS of applications for all medicine, dentistry, veterinary medicine and veterinary science courses.
- **31<sup>st</sup> January 2026:** application deadline for the receipt at UCAS of applications for all courses except those listed above.

Applications received by the above deadlines are guaranteed to be considered by the universities and colleges.

## HIGHER EDUCATION APPLICATION

We provide extensive guidance and support to students making higher education choices including: talks, visits, an Oxbridge programme and structured tutor assistance with UCAS applications. The application fee is paid by the school to support all students at this crucial time. Mock interviews are organised to prepare students for university entrance interviews. Career interviews are also organised to take place in school.

## GORDON'S HIGHER EDUCATION TIMETABLE - TWO YEAR CYCLE





## Higher Apprenticeships

A Higher Apprenticeship is similar to other Apprenticeships; it gives individuals the chance to build up practical work experience while progressing academically up to a higher education level, all whilst being paid a salary. All Higher Apprenticeships offer a different route to traditional university study.

### What is involved in a Higher Apprenticeship?

Higher Apprenticeships involve a combination of learning on-the-job, working alongside experienced colleagues, with off-the-job training at a college, training provider or university.

As a higher apprentice you might find the off-the-job training to be:

- Day-release, for example, one day a week at college or university.
- Block-release, for example, a 'block' of several weeks (or even the first year) full-time at a college, training centre or university. For example, higher apprentices on Rolls-Royce's Higher Apprenticeship spend the first year at a specialist engineering training centre.

### Progression after a Higher Apprenticeship

- A Higher Apprenticeship can lead to further academic qualifications such as an Honours Degree.
- Individuals might also be able to work towards professional qualifications specific to the industry - for example, engineers can take the first steps towards gaining chartered status.
- The majority of apprentices continue working for the company they trained with and work towards promotion at a higher level.
- Higher level qualifications can also help individuals move to another company if needed.

### What are Degree Apprenticeships?

Degree Apprenticeships are a new government development. Apprentices will split their time between university study and the workplace and will be employed throughout – gaining a full Bachelor's or Master's Degree from a top university while earning a wage and getting real on-the-job experience in their chosen profession. The cost of course fees will be shared between government and employers, meaning that the apprentice can earn a full Bachelor's or even Master's Degree without paying any fees.

### How to find a Higher Apprenticeship

To find more information and search for Higher Apprenticeships visit:

[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

[www.unifrog.org](http://www.unifrog.org)

““ *Students say they are very well cared for and feel safe at all times. Through an effective programme of advice and guidance they are extremely well prepared for the next stage in their education which for the vast majority is a place in higher education, many achieving places at Russell Group universities.* ””

OFSTED

# CAREERS PROVISION

Gordon's School offers a stable and effective careers programme which fully meets and often exceeds the industry standard Gatsby benchmarks. In Year 12 and Year 13 careers guidance has a focus on Post 18 progression. Early in Year 12 students attend careers assemblies and are offered opportunities to participate in workshops which helps them with CV writing and applying for work experience.

There are a series of parent and student talks on various post-18 options. In Year 13 the student finance company will host a talk educating both parents and students on their application.

Students attend the UCAS fair, an exhibition hosting hundreds of universities. In addition all students attend the Gordon's School Careers Fair where a wide range of Higher Education providers, employers and apprenticeship specialists are present. Throughout their two year journey students are offered speakers educating them on apprenticeships, university pathways and employment. All students in Year 12 and Year 13 have access to our extensive Careers-Industry Talks Programme, and career assemblies. Careers information is embedded in all subjects' schemes of work and labour market information is shared regularly.

Throughout their two year journey students use Unifrog as a platform to search for their post-18 destination. They are guided by tutors through the process of applying for university.

## The Sixth Form programme includes:

- CV writing in Year 12.
- Individual careers interviews and guidance.
- University open days and fairs.
- Apprenticeship support and guidance.
- Gordon's Careers fair with a diverse range of exhibitors including STEM specific
- Purposeful, substantial and challenging work experience in Year 12 that is relevant to the individual student's study programme and career aspirations.
- Post 18 programme of University and apprenticeship speakers.
- Targeted Period 7 sessions supporting students applying to Oxbridge, medicine, veterinary science and dentistry.
- Specialised tutors for students applying to Oxbridge, medicine, veterinary science and dentistry.

**GATSBY BENCHMARKS:  
WHAT ARE THEY?**

**1** A STABLE CAREERS PROGRAMME

**2** LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

**3** ADDRESSING THE NEEDS OF EACH PUPIL

**4** LINKING CURRICULUM LEARNING TO CAREERS

**5** ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

**6** EXPERIENCES OF WORKPLACES

**7** ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

**8** PERSONAL GUIDANCE

- 1** Every school and college should have an embedded programme of career education and guidance that is understood by pupils, parents, teachers and employers
- 2** Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- 3** Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
- 4** All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- 5** Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- 6** Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
- 7** All pupils should understand the full range of learning opportunities that are available to them. This includes both vocational routes and learning in schools, colleges, universities and the workplace.
- 8** Every pupil should have opportunities for guidance interviews with a careers adviser who could be internal (a member of school staff) or external provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Please refer to the *Careers Events Calendar* for activities and events fulfilling each benchmark

[www.careersinc.uk](http://www.careersinc.uk)



# KEY DATES 2024-25

# KEY DATES FOR ACADEMIC YEAR 2024-25

## AUTUMN TERM 2024

Inset - Monday 2<sup>nd</sup> September 2024  
Inset - Tuesday 3<sup>rd</sup> September 2024  
Inset - Wednesday 4<sup>th</sup> September 2024  
First Day of Term - Thursday 5<sup>th</sup> September 2024  
Exeat - Saturday 28<sup>th</sup> and Sunday 29<sup>th</sup> September 2024  
Parade - Sunday 13<sup>th</sup> October 2024

### **Half Term Begins (1.5 weeks) - Thursday 24 October 2024 at 3.35pm**

Inset - Monday 4<sup>th</sup> November 2024  
Lessons Resume - Tuesday 5<sup>th</sup> November 2024  
Parade - Sunday 10<sup>th</sup> November 2024  
Exeat - Saturday 23<sup>rd</sup> and Sunday 24<sup>th</sup> November 2024  
Last Day of Term - Friday 13<sup>th</sup> December 2024 12pm

## SPRING TERM 2025

Inset - Monday 6<sup>th</sup> January 2025  
First Day of Term - Tuesday 7<sup>th</sup> January 2025  
Whitehall Parade - Saturday 18<sup>th</sup> January 2025  
Guildford Cathedral Service - Sunday 19<sup>th</sup> January 2025  
Exeat - Saturday 25<sup>th</sup> and Sunday 26<sup>th</sup> January 2025

### **Half Term Begins (1 week) - Friday 14 February 2025 at 3.35pm**

Exeat - Saturday 15<sup>th</sup> and Sunday 16<sup>th</sup> March 2025  
Parade - Sunday 23<sup>rd</sup> March 2025  
Last Day of Term - Friday 4<sup>th</sup> April 2025 at 12pm

## SUMMER TERM 2025

Inset Day - Tuesday 22<sup>nd</sup> April 2025  
First Day of Term - Wednesday 23<sup>rd</sup> April 2025  
Exeat - Saturday 3<sup>rd</sup> and Sunday 4<sup>th</sup> May 2025  
Public Holiday - Monday 5<sup>th</sup> May 2025  
Parade - Sunday 11<sup>th</sup> May 2025

### **Half Term Begins (1 week) - Friday 23 May 2025 at 3.35pm**

Patron's Parade - Saturday 7<sup>th</sup> June 2025  
Exeat - Saturday 21<sup>st</sup> and Sunday 22<sup>nd</sup> June 2025  
Annual Inspection and Prize Giving - Saturday 5<sup>th</sup> July 2025  
Last Day of Term - Saturday 5<sup>th</sup> July 2024 (after Annual Parade and Prize Giving)

# KEY DATES FOR ACADEMIC YEAR 2025-26

## AUTUMN TERM 2025

Inset: Monday 1<sup>st</sup> September 2025  
Inset: Tuesday 2<sup>nd</sup> September 2025 (new boarders arrive between 4.00 and 5.00 pm)  
Inset: Wednesday 3<sup>rd</sup> September 2025  
New Student & Y12 Induction Day: Wednesday 3<sup>rd</sup> September 2025  
First Day of Term: Thursday 4<sup>th</sup> September 2025  
Exeat: Saturday 27<sup>th</sup> September and Sunday 28<sup>th</sup> September 2025  
Parade: Sunday 12<sup>th</sup> October 2025

### **Half Term Begins (1.5 weeks): Wednesday 22<sup>nd</sup> October 2025**

Inset: Monday 3<sup>rd</sup> November 2025  
Inset: Tuesday 4<sup>th</sup> November 2025  
Lessons Resume: Wednesday 5<sup>th</sup> November 2025  
Parade: Sunday 9<sup>th</sup> November 2025  
Exeat: Saturday 22<sup>nd</sup> November and Sunday 23<sup>th</sup> November 2025  
Last Day of Term: Wednesday 17<sup>th</sup> December 2025

## SPRING TERM 2026

Inset: Wednesday 7<sup>th</sup> January 2026  
First Day of Term: Thursday 8<sup>th</sup> January 2026  
Memorial Weekend: Saturday 17<sup>th</sup> January and Sunday 18<sup>th</sup> January 2026  
Exeat: Saturday 24<sup>th</sup> January and Sunday 25<sup>th</sup> January 2026  
Half Term Begins (1 week) - Friday 13<sup>th</sup> February 2026  
Exeat: Saturday 14<sup>th</sup> March and Sunday 15<sup>th</sup> March 2026  
Parade - Sunday 22<sup>th</sup> March 2026  
Last Day of Term - Friday 27<sup>th</sup> March 2026

## SUMMER TERM 2026

Inset Day: Wednesday 15<sup>th</sup> April 2026  
First Day of Term: Thursday 16<sup>th</sup> April 2026  
Exeat: Saturday 2<sup>nd</sup> May and Sunday 3<sup>rd</sup> May 2026  
Public Holiday: Monday 4<sup>th</sup> May 2026  
Half Term Begins (1 week): Friday 22<sup>nd</sup> May 2026  
Parade & Fun Day: Saturday 6<sup>th</sup> June 2026  
Exeat: Saturday 20<sup>th</sup> June and Sunday 21<sup>st</sup> June 2026  
Annual Parade & Prize Giving: Saturday 4<sup>th</sup> July 2026  
Last Day of Term: Saturday 4<sup>th</sup> July 2026 after the Annual Parade & Prize Giving



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