



QUEEN'S PARK  
HIGH SCHOOL



# SIXTH FORM

*Course Information Guide*

2023-2025

*Inspiring Individuals • Empowering Minds • Defining Futures*



## Course Offer 2023-25

As Year 11 students you will soon be revising for your examinations and already exploring Post 16 options. This is a very important stage of your educational journey if you want to progress and take that next step towards your chosen career. At Queen's Park High School, our Sixth Form provides a wealth of opportunities to further your studies.

We pride ourselves on being an inclusive Sixth Form that provides a wide range of courses suited to the needs of our learners.

Inside this booklet you will find detailed information about the courses which are on offer from September 2023. The information will tell you what you need to know about each course including content, structure, number of exams and assessment methods.

Please read all of the information carefully so that you are making informed decisions, when selecting the courses you would like to study.

It is also very important to talk to subject specialists who can expand on this information and who can answer any questions you may have. Please take full advantage of the advice and guidance opportunities available to you and have in the forefront of your mind what your next steps beyond Sixth Form might be.

Please ensure you submit your enrolment form by the closing date for applications which is Friday 17th February 2023. Any applications received after this date will not be considered in the process of setting option blocks. All enrolment forms are available in this pack, please complete the internal form if you are currently in Year 11 at Queen's Park High School or the external form if you are new to the school.

We are ready to support and nurture your individual skills and talents as a member of a high performing Sixth Form that prides itself on its 'family feel'; **you matter to us!**

We very much look forward to working with you to develop your prospects in life beyond sixth form education.



**Mrs V Prydden**  
**Head of Sixth Form**



In 2022 all students who applied to university were successful in securing a place, with over 23% of students going on to study a STEM subject.



## Message from our Sixth Form Leaders

Dear fellow student,

Thank you for taking an interest in our Sixth Form here at Queen's Park High School. We are immensely proud to be part of the Queen's Park family and are pleased that you are taking the time to look at all the great opportunities our school can offer you.

In case you didn't know, our Sixth Form is a close-knit community where everyone is made to feel welcome. Whether you have been at QPHS in the lower years or are coming from another school, all of us are made to feel welcome and supported in the challenges that lie ahead!

We also have a wide range of courses we can choose from and you'll find this booklet really useful as it includes lots of information on what's on offer. As a small Sixth Form, our class sizes are quite small too which really enables you to receive not only high quality teaching, but teaching that is bespoke to your individual needs. We've really benefitted from our teachers knowing us as individuals as opposed to just a name on a register, and when they say, 'You matter to us', they really mean it.

Whilst we know achieving the grades we are all capable of is very important, we also know that Sixth Form isn't just about getting the qualifications needed to take the next steps towards our chosen careers (whether that be to university, a career or an apprenticeship). The culture of our Sixth Form is such that there are so many enriching opportunities for us to develop other skills too such as: The Duke of Edinburgh Award, Mental Health First Aid accreditation and the prestigious Ivy House Leadership award. There are a huge range of leadership possibilities too. These are all part of a wider package that aims to 'develop the individual' which we know has really helped us in our applications to posts beyond Year 13.

Did we mention, the teachers here are all fantastic too? Because of their leadership, guidance and support, we all know what we are aiming for and where we'd like to be heading at the end of our time here. Visits to UCAS shows, Apprenticeship fairs, universities and careers events have given us a clear picture of all our options and helped us to 'define our futures'.

We really hope you choose our Sixth Form at Queen's Park High School to continue your studies; it was definitely a decision we would make again.

We look forward to meeting you and good luck with your application!

**Joe, Jack, Lily, Joel, Tess, Jack, Anna & Craig**

**Sixth Form Student Leadership Team**



## Course Information 2023-25

### *Subjects*

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\* Please note only one of these courses will run dependent upon interest



## Art & Design (A Level)

### *Who would suit or enjoy your course?*

If you are an ideas person and you like creating things that are useful and visually appealing, then the art and design course could be the option for you. It will help you gain a greater understanding, appreciation and enjoyment of the visual arts. We encourage lateral thinkers and creative problem-solvers.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12**

Structured taught units of work to produce a series of sketchbooks and final pieces covering the four assessment objectives. Students will have the opportunity for experimentation and developing their own interests within the subject. This leads students towards establishing confidence for the full A Level in Year 13.

#### **Year 13**

##### **Unit 1**

Personal Investigation - students develop their own interests and produce a sketchbook and final pieces of work covering four assessment objectives. There is also a written research project of up to 3000 words that runs alongside the practical aspect of the course.

##### **Unit 2**

Externally set assignment - students respond to a set question for a 15 hour exam after a period of research and investigation. Students produce a sketchbook and final pieces of work covering the four assessment objectives.

### *What skills are needed/involved?*

Art and design encourages independent learning and transferable skills. Can you work collaboratively and have excellent communication skills? Draw till you drop. Practice, practice, practice. See as much art and design as you can.

### *Where can this subject lead me to in the future?*

BA (Hons) degree in the creative arts and careers such as: artist, architect, teacher, designer, graphic arts, fashion, theatre design, film, museum curator, interior designer, animator, textile designer, arts administrator.



## 3D Design (A Level)

### *Who would suit or enjoy your course?*

Students who enjoy designing and making products.

A Level 3D design helps students take a broad view of design, develop their capacity to research the work of designers in order to design and make products. They develop the awareness and appreciation of the complex relations between design, materials and technological processes.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12**

Structured taught units of work to produce a series of sketchbooks and final pieces covering the four assessment objectives. Students will have the opportunity for experimentation and developing their own interests within the subject. This leads students towards establishing confidence for the full A Level in Year 13.

#### **Year 13**

##### **Unit 1**

Personal investigation - students develop their own interests and produce a sketchbook and final pieces of work covering four assessment objectives. There is also a written research project of up to 3000 words that runs alongside the practical aspect of the course.

##### **Unit 2**

Externally set assignment - students respond to a set question for a 15 hour exam after a period of research and investigation. Students produce a sketchbook and final pieces of work covering the four assessment objectives.

### *What skills are needed/involved?*

A keen interest in developing design skills and demonstrating good practical skills in the workshop. An interest in IT skills to help design and be creative about designing and making.

### *Where can this subject lead me to in the future?*

As a creative and expressive subject, which develops both independent and group learning skills, this subject can assist with students who would like to become designers, engineers, and often move on to university to study engineering or product design further.



## Biology (A Level)

### *Who would suit or enjoy your course?*

Have you ever asked the question 'How do living things work?' Biology deals with the fundamentals of life, how animals and plants are made and how they interact with each other to make up our environment.

### *What is the structure of the modules and methods of assessment?*

#### **First year of A Level**

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

#### **Second year of A Level**

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environment
- Genetics, populations, evolution and ecosystems
- The control of gene expression

You will complete three exams and each are two hours long.

### *What skills are needed/involved?*

Good practical skills, numerical skills, problem solving, data interpretation, essay writing skills, independent worker, reflective learner.

### *Where can this subject lead me to in the future?*

Biology links well with most A Level subjects and opens the doors to many university courses including biology, psychology, sports, medicine and anatomy. Studying A Level biology can lead to exciting careers in medicine, nursing, pharmacy, paramedics and veterinary science.

This is a facilitating subject.



## Business Studies (A Level)

### *Who would suit or enjoy your course?*

This course is suitable for students who are interested in the dynamic business world. It is designed to give students a wide understanding of many business topics such as entrepreneurship, financial management, human resources, marketing, strategic decision making, motivation and leadership.

### *What is the structure of the modules and methods of assessment?*

Students study ten topic areas during the duration of the course. This enables students to develop a wide understanding of the local, national and international business environment that impacts upon their daily lives.

At the end of Year 13, students will be assessed on all ten topics studied via the completion of three externally assessed examinations to gain the A-Level qualification.

### *What skills are needed/involved?*

Students must have excellent English and Mathematical skills (ideally a minimum Grade 4 at GCSE) due to the extended written work and financial elements. Students will be required to undertake and present findings from independent research.

### *Where can this subject lead me to in the future?*

This subject can lead to students studying a wide range of Higher Education degree courses. The course also enables students to develop an understanding of the business world and therefore would be useful for those students wanting to gain employment or to start a business.



## Chemistry (A Level)

### *Who would suit or enjoy your course?*

A Level chemistry attempts to answer the big question '*what is the world made of?*' and it is the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives, the opportunities that chemistry provides are endless.

### *What is the structure of the modules and methods of assessment?*

A Level chemistry lasts two years, with exams at the end of the second year. Throughout the two years you will be taught the three principles of chemistry:

- Physical chemistry - including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibrium and Le Chatelier's principle
- Inorganic chemistry - including periodicity, Group 2 the alkaline earth metals, Group 7 the halogens
- Organic chemistry - including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohol and organic analysis

Throughout the course you will carry out practical activities. There is no coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A Level, all of which are two hours long. At least 15% of the marks for A Level chemistry are based on what you learn in your practicals. Many universities ask for a pass in the practical elements.

### *What skills are needed/involved?*

Good practical skills, numeracy, critical thinker, wider reading around the topics studied data interpretation.

### *Where can this subject lead me to in the future?*

According to *bestcourse4me.com*, the top five degree courses taken by students who have an A Level in chemistry are: chemistry, biology, pre-clinical medicine, mathematics, pharmacology

Studying an A Level chemistry related degree at university gives you all sorts of exciting career options, including: analytical chemist, chemical engineer, clinical biochemist, pharmacologist, doctor, research scientist (physical sciences).

This is a facilitating subject.



## Computer Science (A Level)\*

### *Who would suit or enjoy your course?*

Computer science has computational thinking at its core; thinking that provides solutions to problems, designs systems and recognises the nature of human and machine intelligence. This course is for students with a keen interest in problem solving, who seek a deeper understanding of the inner workings of computers and the programming techniques necessary to solve a myriad of complex problems.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12 content:**

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture

#### **Year 13 content:**

- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming
- Systematic approach to problem solving

**Coursework:** The non-exam element of the course involves applying the knowledge and skills gained through the course to solve or investigate a practical problem, demonstrating a systematic approach to problem solving. This is worth 20% of the final grade.

### *What skills are needed/involved?*

Strong maths skills, critical thinking, data interpretation and determination to practice. Prior experience of coding languages is also desired.

### *Where can this subject lead me to in the future?*

Common courses taken by students who have an A Level in computer science include computer science, engineering, economics and the sciences. Studying A Level computer science offers a range of different career options including: IT consultant, cyber security consultant, Information systems manager, database administrator, systems analyst, games developer.

\* Please note only computer science or information technology will run dependent upon interest.



## Criminology (Level 3 Diploma)

### *Who would suit or enjoy your course?*

Students who are interested in developing a wide range of skills. Those who are engaged by the following statement/questions:

Not all types of crime are alike. *What different types of crime take place in our society? How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What happens to those who commit a crime? Why and how do we punish people? What organisations do we have in our society to control criminality?*

### *What is the structure of the modules and methods of assessment?*

The Level 3 Diploma in criminology is made up of four mandatory units:

**Changing Awareness of Crime** - students develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

**Criminological Theories** - enables students to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. Students explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.

**Crime Scene to Courtroom** - provides students with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

**Crime and Punishment** - students apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

The course is assessed through a combination of two written examinations, set and marked by WJEC, and two centre - marked controlled assessments.

### *What skills are needed/involved?*

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

### *Where can this subject lead me to in the future?*

An understanding of criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers. With their critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside the criminal justice sector in areas such as social research and politics. The Level 3 Diploma in criminology has elements of psychology, law and sociology that complement studies in humanities and the skills developed are transferable to a wide range of courses and careers.



## Drama and Theatre Studies (A Level)

### *Who would suit or enjoy your course?*

Students who are interested in drama and theatre in performance, both on stage and backstage. Anyone who is interested in using imagination and creativity inspire, entertain and educate others and, future leaders of teams who wish to develop their leadership skills.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12**

##### **Component 2:** (Preparation):

Exploration and Performance - a group performance of a carefully selected text, presented for an invited audience.

##### **Component 1:**

Devising - a performance based on a studies text and theatre practitioner.

#### **Year 13**

##### **Component 2** (Assessment):

Text in Performance - students will produce a group performance of a text, and a monologue/ duologue.

##### **Component 3:**

A written examination and asks students to write a theatre review and describe a concept for a performance on stage of a set text.

### *What skills are needed/involved?*

Willingness to push the boundaries of self, challenge perceptions and desire to open up to other cultures, beliefs and ideologies. Creativity, imagination and commitment are an absolute must!

### *Where can this subject lead me to in the future?*

As a creative subject this course opens up many opportunities in all sorts of careers. It can, of course, be used to access drama and performance related higher education courses. Alumni working in the performing arts industry and have attended LIPA, the Arden School and other acting colleges.



## English Language (A Level)

### *Who would suit or enjoy your course?*

Students who are interested in the ways that language works. This subject enables students to understand the mechanics of the English language: from key grammatical concepts to the reasons why children learn to read, write and speak.

This course offers a range of fascinating subjects for exploration.

### *What is the structure of the modules and methods of assessment?*

Students studying for the A Level will study three units:

**Unit 1:** Language and the Individual - assessed by external examination

**Unit 2:** Language, Diversity and Change - assessed by external examination

**Unit 3:** Coursework unit

### *What skills are needed/involved?*

The key pre-requisite to studying this subject is a passion for language and a thirst to know more about it. Throughout the course you will need to demonstrate the ability to master new concepts and then be able to apply them.

### *Where can this subject lead me to in the future?*

Students who study English language go on to a variety of career paths and higher education routes. The transferable skills that students develop will prepare them for careers in a diverse range of areas from teaching to journalism.



## English Language (GCSE)

### *Who would suit or enjoy your course?*

Students who wish to improve their GCSE English grade.  
You should be interested in reading a variety of texts from different time periods, as well as writing for a range of audiences and purposes.

### *What is the structure of the modules and methods of assessment?*

Two examination papers 50% each.

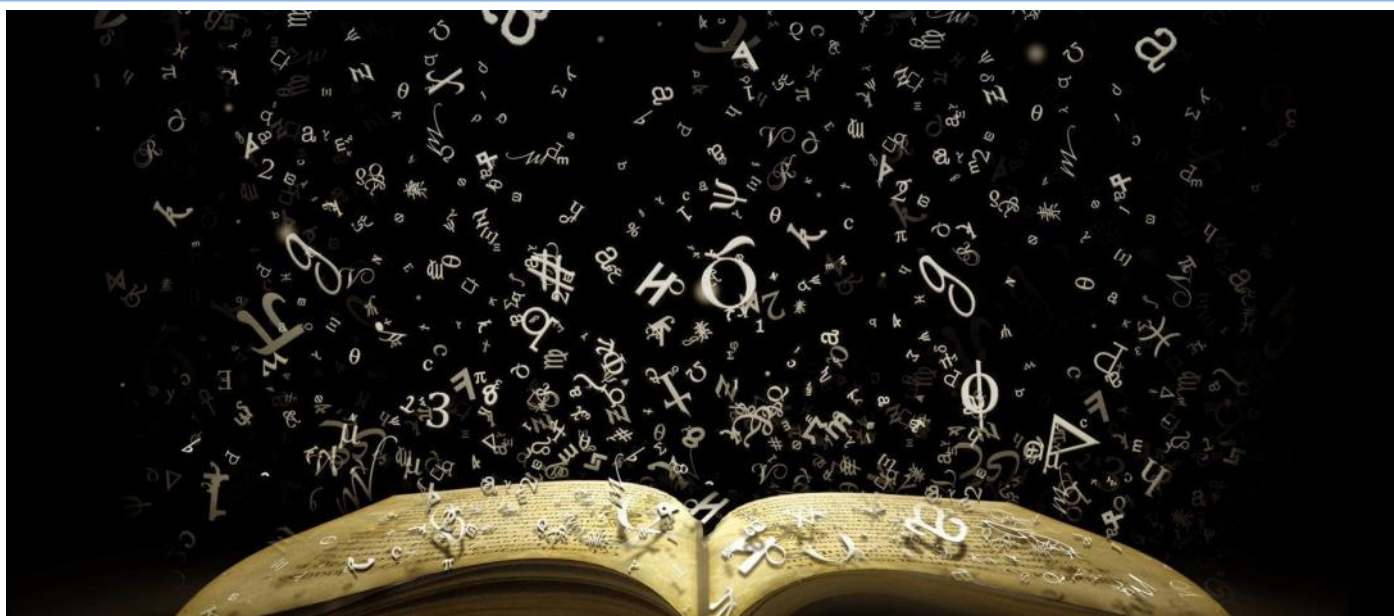
Reading and writing assessed in both.

### *What skills are needed/involved?*

A good grasp of reading and writing skills including basic literacy. Full commitment to the course. A willingness to read texts independently. Ability to write creatively and accurately.

### *Where can this subject lead me to in the future?*

GCSE English is an essential qualification for most careers, college and university courses.



## English Literature (A Level)

### *Who would suit or enjoy your course?*

Students who are passionate about literature of all varieties from a range of literary traditions. This course will give students the opportunity to experience new and different texts across a range of genres. Equally, the course will allow students to develop their skills of critical analysis.

### *What is the structure of the modules and methods of assessment?*

Students studying for the A Level will study three units:

**Unit 1:** Love through the ages - assessed by external examination

**Unit 2:** Texts in shared contexts - assessed by external examination

**Unit 3:** Independent critical study

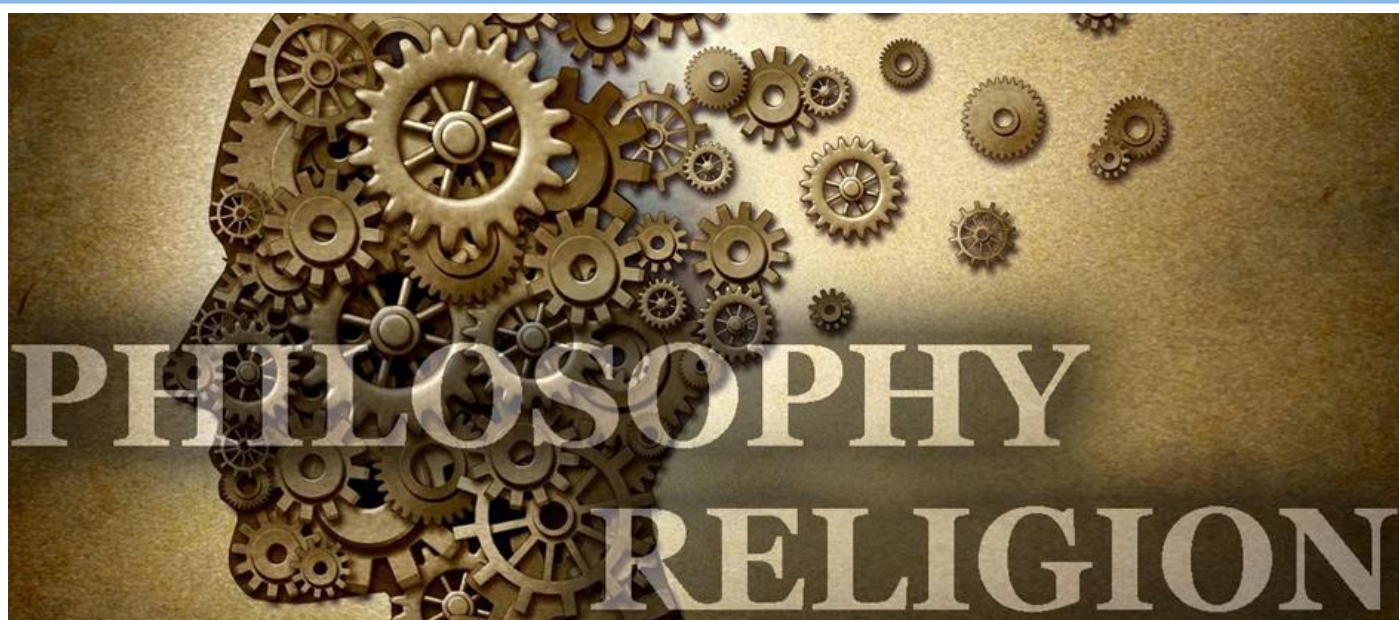
### *What skills are needed/involved?*

The key pre-requisite to studying this subject is a passion for literature and a thirst to engage with new texts, authors and genres. Students need to bring an enquiring mind, an eye for detail and an ability to analyse writers' ideas and techniques.

### *Where can this subject lead me to in the future?*

Students who study English literature go on to a variety of career paths and higher education routes. The transferable skills that students develop will prepare them for careers in a diverse range of areas including law, journalism, teaching and marketing.

This is a facilitating subject.



## Ethics, Philosophy and Study of Religion (A Level)

### *Who would suit or enjoy your course?*

Students who enjoy debating and grappling with 'big issues' including: life, death, animal rights, euthanasia, science, fundamentalism, psychological theories, ethics, religion, life after death, genetics, war, and peace.

We examine ethical theories and why individuals make moral decisions.

### *What is the structure of the modules and methods of assessment?*

This is a two year A Level course with three, two-hour examinations at the end of Year 13.  
100% examination.

**Three** components:

- Philosophy of religion
- Ethics and religion
- An in-depth study of a religion

### *What skills are needed/involved?*

The main requirement is the ability to consider difficult, thought-provoking questions about human existence. A willingness to think deeply and argue is essential. Having a grade 5 in RE full course and/or a grade 5 in English is desirable.

### *Where can this subject lead me to in the future?*

Ethics is a key component of many medical and scientific careers such as medicine, nursing and pharmacology.

Many of our students also go on to the following sectors: financial and legal services, journalism, social work, politics and many more.



## French (A Level)

### *Who would suit or enjoy your course?*

French is spoken by 74 million people across the world, notably in France and former French territories. Being able to speak French can provide you with travel and work opportunities. With a projected 750 million speakers by 2050, being able to speak the French language is a powerful skill to have. French can provide you with a number of career opportunities. Studying French at A Level not only widens opportunities, but it provides you with insights into France's history and culture. If you do plan on travelling after school, this knowledge will truly enhance your experience.

### *What is the structure of the modules and methods of assessment?*

#### **Paper 1: Listening , Reading, Writing**

*What is assessed?*

- Aspects of French speaking society - current trends and issues
- Artistic culture in the French speaking world
- Aspects of political life in the French speaking world
- Grammar

#### **Paper 2: Writing**

*What is assessed?*

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

#### **Paper 3: Speaking**

*What is assessed?*

Individual research project - One of four themes (aspects of French-speaking society - current trends, aspects of French-speaking society - current issues, artistic culture in the French-speaking world, aspects of political life in the French-speaking world) .

*How is it assessed?*

- Written exam: 2 hours 30 minutes - total of 100 marks, 50% of A Level
- Written exam: 2 hours - total of 80 marks, 20% of A Level
- Oral exam: 23 minutes (including 5 minutes preparation time) - total of 60 marks, 30% of A Level

### *What skills are needed/involved?*

When studying any language, there are four main skills that you will acquire. These are: speaking, listening, reading, writing

### *Where can this subject lead me to in the future?*

French is a widely respected academic choice that gives access to almost all professions. Journalism, engineering and manufacturing, politics, law, business, entertainment, and finance are just a few examples. Any job where you need to read, write and communicate will appreciate these skills. This is a facilitating subject and fast becoming increasingly valued in the era of post-Brexit.



## Geography (A Level)

### *Who would suit or enjoy your course?*

Students who want to learn more about the world's people, places and environments. If you enjoy discussion, extended research tasks, independent thinking and practical fieldwork then this will be for you. Students will use maps, GIS skills, data analysis, photos, up-to-date case studies and group work.

### *What is the structure of the modules and methods of assessment?*

The course covers physical topics such as glacial ecosystems and landscapes, hazards, and water and carbon cycles both physical and human topics such as population and resources, changing places, global systems and governance.

This is a two year course where students have two exams on **all** the units covered: one physical and one human.

There will be a mix of short and extended questions using a range of geographical skills covering both human and physical topics.

There is also an NEA (Non Examined Assessment) where students choose a topic to investigate.

### *What skills are needed/involved?*

Fieldwork and working collaboratively will be an essential part. You will need very good maths skills and be able to write essay styled answers based on real world examples and concepts within geography.

### *Where can this subject lead me to in the future?*

A degree in geography or geography-related courses leads to careers in sustainability, green issues, urban regeneration, energy supply, retail location, managing natural hazards, climate change, town planning, coastal environmental science and various roles.

This is a facilitating subject.



## History (A Level)

### *Who would suit or enjoy your course?*

This course would be suitable for students with a love of history. You do not necessarily need to have studied history at GCSE, you will just need high level literacy skills as you will need to be able to read and write complex and lengthy texts. You will love this course if you enjoy understanding people and events from the past and debating issues using evidence and interpretations.

### *What is the structure of the modules and methods of assessment?*

There are **three** units.

Each unit is externally assessed at the end of Year 13.

- Paper 1 – The Tudors: England, 1485 -1603  
Written exam: 2 hours 30 minutes. 80 marks. 40% of A Level
- Paper 2 – The American Dream: Reality and Illusion 1945 -1980  
Written exam: 2 hours 30 minutes. 80 marks. 40% of A Level
- Historical Investigation: Independent Coursework  
3500–4500 word coursework. Marked by teachers. 40 marks. 20% of A Level

### *What skills are needed/involved?*

You will develop your interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance. You will improve as an effective and independent learner and reflective thinker, with the ability to ask relevant and significant questions about the past and to research them. You will need to be able to organise and communicate your historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. You will need to make links and draw comparisons within and/or across different periods and aspects of the past using your understanding of historical terms, concepts and skills.

### *Where can this subject lead me to in the future?*

History is a widely respected academic choice that gives access to almost all professions. Journalism, writing, politics, law, business, entertainment, and finance are just a few examples. Any job where you need to read, write, analyse and communicate will appreciate these skills. History is well known for being a facilitating subject.



## Information Technology (BTEC)\*

### *Who would suit or enjoy your course?*

This qualification is designed for learners who are interested in an introduction into the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

### *What is the structure of the modules and methods of assessment?*

360 GLH

Equivalent in size to one A Level.

Four units of which three are mandatory and two are externally assessed.

The units are as follows:

**Unit 1:** Information technology systems

**Unit 2:** Creating systems to manage information

**Unit 3:** Using social media in business

**Optional Units:** Data modelling or website development

### *What skills are needed/involved?*

Topics in the course are developments of work covered in KS4 ICT. However, there will be some new units; therefore students do not need to have studied ICT previously. Students should have an interest in learning more about IT.

### *Where can this subject lead me to in the future?*

This course can be followed through to higher education where many IT and computing related courses are on offer.

If students wish to continue on to higher education then the qualification has been approved to provide students with UCAS tariff points.

\* Please note only information technology or computer science will run dependent upon interest



## Further Mathematics (A Level)

### *Who would suit or enjoy your course?*

Students who have a passion and natural ability for mathematics. Students who are intending on pursuing a mathematical degree or who love mathematics and wish to expand upon the principles met whilst studying the higher GCSE syllabus.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12**

Students will study Further Pure 1 and an options topic.

Further pure maths involves matrices, complex numbers, further calculus and further vectors. Please ask your maths teacher for information on the options for the second further topics on offer.

Assessments are in the form of two papers – 1hr 30 minutes each. These exams are only sat if students do not intend to continue to Year 13.

#### **Year 13**

The topics in Year 12 are developed and the work is more detailed and applied. Please ask your maths teacher for information on the options the further maths topics offer.

Assessments are in the form of four papers – 1hr 30 minutes each.

### *What skills are needed/involved?*

A keen interest in mathematics and a logical mind.

An excellent work ethic and an ability to work independently outside the classroom. Students need to have attained a grade 8 in their GCSE mathematics.

### *Where can this subject lead me to in the future?*

Having further mathematics A Level will stand students in excellent stead for their future. Russell Group universities are particularly keen on students having studied further mathematics. Many varied degrees find it desirable, such as medicine, physics, engineering, architecture and computer science.

This is a facilitating subject.

# What is a Polynomial Function?



## Mathematics (A Level)

### *Who would suit or enjoy your course?*

Students who have an interest and natural affinity for mathematics. Students who wish to expand upon the principles met whilst studying the higher GCSE syllabus. Students who wish to complement their other subjects, specifically science A Levels. Mathematics A Level is suitable for students achieving GCSE grades 6 or above.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12**

Students will study pure and applied maths topics.

Pure maths involves algebra, coordinate geometry, polynomials, calculus, trigonometry and logarithms.

The applied topics are statistics (handling data, probability and statistical distributions) and mechanics (quantities and units in mechanics, kinematics, forces and Newton's Laws).

Assessments are in the form of two papers - paper 1 pure maths (2 hours) and paper 2 applied maths (1 hour). These exams are only sat if students do not intend to continue to Year 13.

#### **Year 13**

The topics in Year 12 are developed and the work is more detailed and applied.

In Year 13, there are three exams; all two hours in length. Paper 1 and 2 are pure maths and Paper 3 is applied maths (statistics and mechanics).

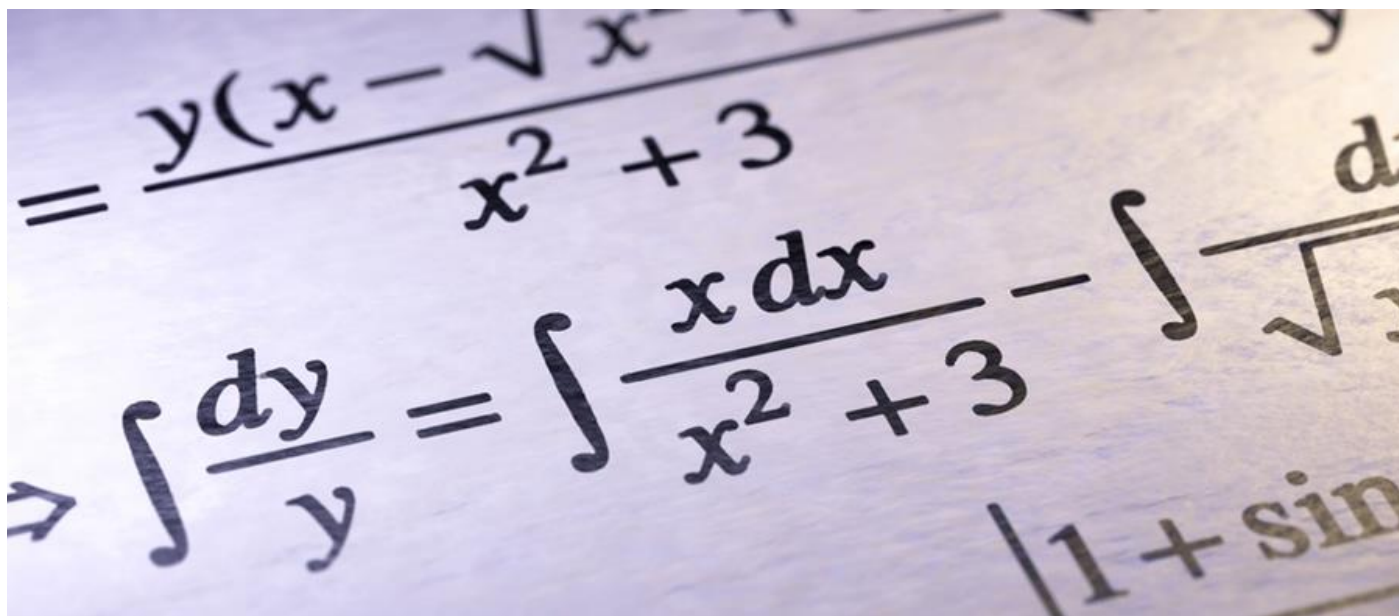
### *What skills are needed/involved?*

A keen interest and enjoyment of mathematics and a logical mind. An excellent work ethic and a willingness to work independently outside the classroom. Students need to have attained a grade 6 in their GCSE mathematics.

### *Where can this subject lead me to in the future?*

Having mathematics A Level will stand students in excellent stead for their future, on average earning up to 11% more than their peers who do not possess the qualification. Many varied degrees require maths or find it desirable, such as medicine, physics, engineering, architecture, and computer science.

This is a facilitating subject.



## Mathematical Studies (core maths)

### *Who would suit or enjoy your course?*

This course is suitable for students who have achieved a grade 4 or above and who enjoy Maths. It is especially good for students studying A Level sciences, geography or psychology as it supports the statistical elements of those courses.

### *What is the structure of the modules and methods of assessment?*

Level 3 qualification (equivalent of an AS level)

Key topics include:

- Personal finance
- Critical analysis
- Statistical techniques
- Estimations
- Real life graphs/data

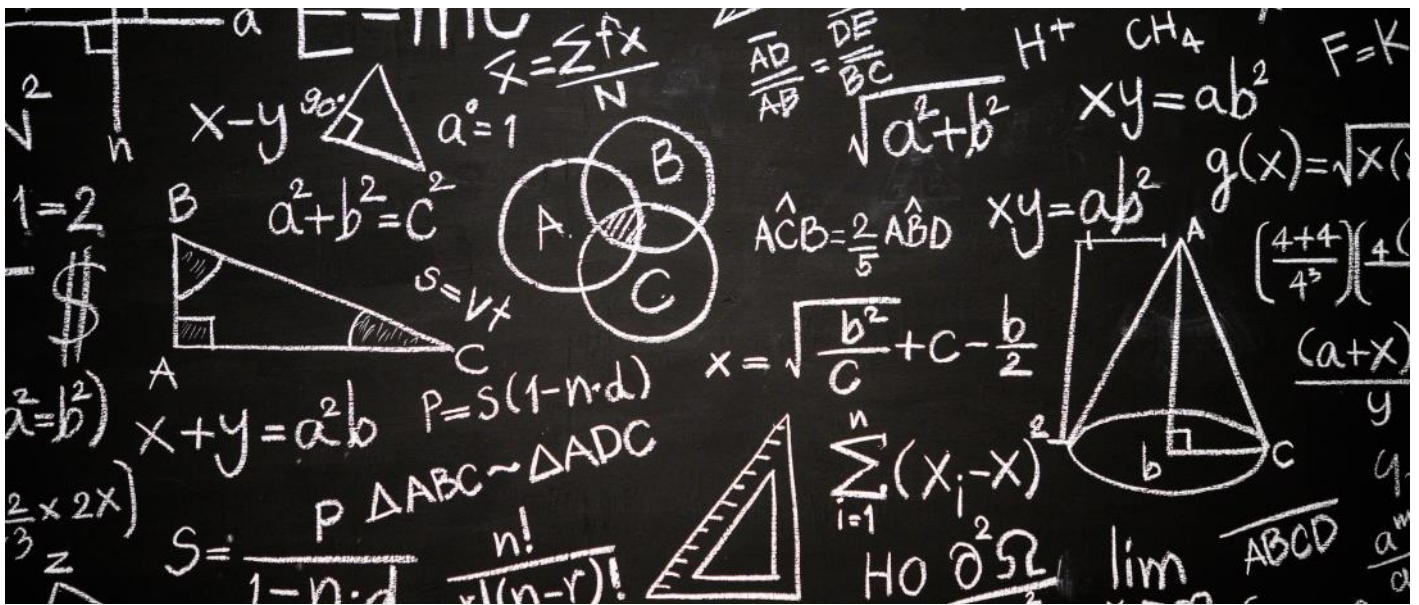
Two terminal examinations of 90 mins

### *What skills are needed/involved?*

The course develops real life and problem solving skills along with statistical techniques.

### *Where can this subject lead me to in the future?*

This qualification supports students with real life application of maths skills and is therefore a universally useful course.



## Mathematics (GCSE)

### *Who would suit or enjoy your course?*

This course is suitable for students who do not have a grade 4 qualification in mathematics GCSE.

### *What is the structure of the modules and methods of assessment?*

The course is the Edexcel Linear mathematics GCSE and is assessed via three final exams (one non- calculator and two calculator papers).

Each paper assesses the students ability to use and apply the four strands:

- Number
- Algebra
- Shape
- Statistics

### *What skills are needed/involved?*

The key topics are number, algebra, shape and statistics.

### *Where can this subject lead me to in the future?*

Achieving a grade 4 in mathematics GCSE is usually a requirement for further education and preferable when applying for jobs. If students are successful in achieving grades 6 or above then they can go onto study A Level mathematics.



## Media Studies (A Level)

### *Who would suit or enjoy your course?*

Through studying media studies students will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. Students will find contemporary, diverse topics and varied and engaging content, helping them to develop problem-solving skills as well as their creativity. They'll also refine their debating skills through the discussion of contemporary issues from a range of perspectives. Students will also build their capacity for independent research, gaining a deeper appreciation and understanding of the role media plays in day-to-day life.

### *What is the structure of the modules and methods of assessment?*

A Level media studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences

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

- audio-visual forms (TV, film, radio, advertising, gaming 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).

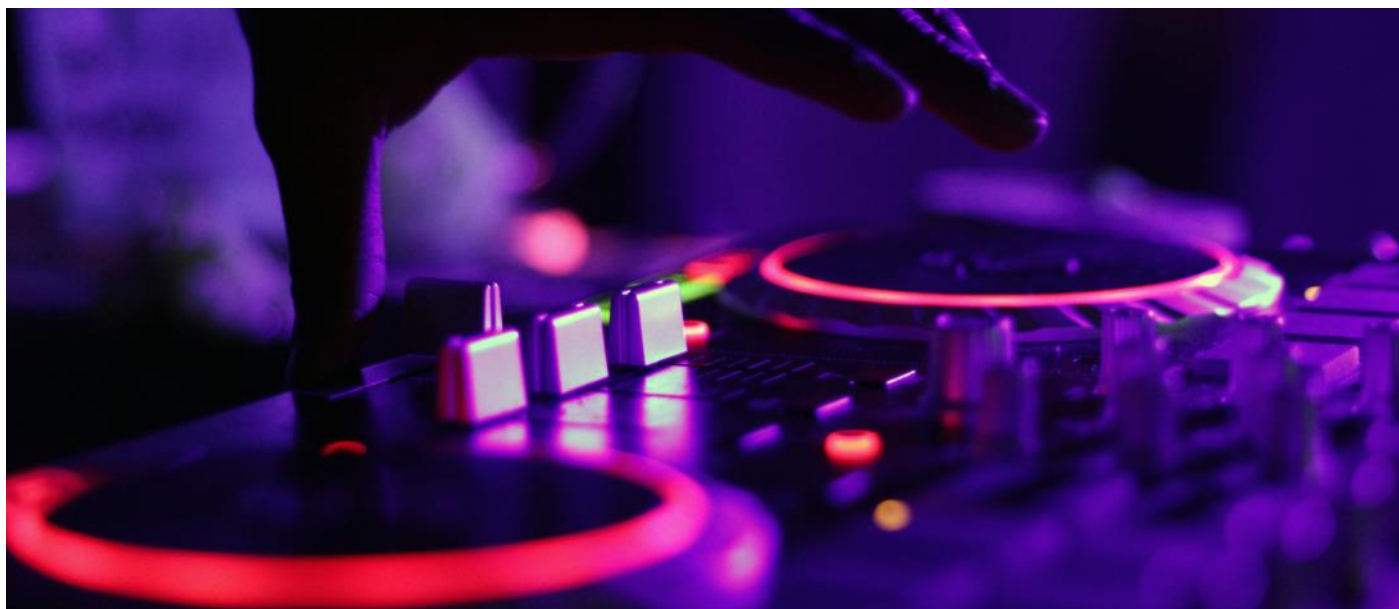
Students are assessed through two written examinations (70%) as well as a coursework practical production (30%).

### *What skills are needed/involved?*

Students will need and develop a range of generic and transferable skills including independent learning, the ability to solve problems, the skills of research, development and presentation as well as analytic and evaluative skills. Students should have a keen interest in some elements of the media products as outlined above.

### *Where can this subject lead me to in the future?*

A Level media studies gives students transferable skills for future careers and experience that prepares them if they choose to progress with their studies. Students can move on into the media worlds of journalism, advertising, gaming or crew, both into vocational employment or university courses. media studies A Level also forms the basis of study for a wide range of university degrees across a range of subjects.



## Music (BTEC equivalent to 1 x A Level)

### *Who would suit or enjoy your course?*

Students who are interested in music in all its aspects. Those that have had involvement in school productions whether on stage/backstage/lighting or as a member of the band. Students who enjoy creating music from composition to performing as a soloist, and as part of a group, and those who enjoy learning about music and its development over time.

### *What is the structure of the modules and methods of assessment?*

Students study four units, over two years; 2 are externally set and marked and 2 are internally marked. 3 units are mandatory and 1 is optional; the optional unit will be chosen to meet the requirements and skills of the cohort.

Mandatory Units are as follows:

- **Practical Music Theory and Harmony** - 90 credits (internal)
- **Professional Practice in the Music Industry** - 90 credits (external)
- **Ensemble Music Performance** - 120 credits (external)

Optional units are worth 60 credits each, internally assessed and include: Composing Music; Music Performance Session Styles; Solo Performance; Improvising Music. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to re-sit external assessments during their programme. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to re-sit external assessments during their programme.

The qualification is equivalent in size to one A Level and aims to provide a coherent course of study covering both performance and the music industry.

### *What skills are needed/involved?*

To have a keen interest in music, be able to sing or play a musical instrument and have the ability to develop practical and analytical skills. It is not a pre-requisite to have studied music at Level 2; more important is a passion for the subject and the talent to succeed.

Learners could be given opportunities to: write up the findings of their own research; use case studies to explore complex or unfamiliar situations; carry out projects for which they have choice over the direction and outcomes; demonstrate practical and technical skills using appropriate instruments and techniques. You will be required to perform with others and to have an interest in developing as a performer and to acquire knowledge of the wider music industry.

### *Where can this subject lead me to in the future?*

As a creative and expressive subject which develops both independent and group learning skills, the course equips you for a career in all walks of life. Students move onto university courses in music and the expressive arts, with careers in theatre and the music industry as performers, educators and producers. Music is a strong subject that universities look upon favourably as it evidences desirable skills such as motivation, dedication, teamwork, analytical and creative skills.



## Performing Arts (BTEC - equivalent to 1 x A Level)

### *Who would suit or enjoy your course?*

The course would suit students who enjoy working practically to create performances that can be shared with a live audience. The course is designed to offer students a vocational understanding of the performing arts industry. This means that students are provided with 'real life' scenarios that allow them to imagine they are working in a professional environment. This might take on the form of planning a performance for an Arts festival or developing an identity as a Theatre Company.

### *What is the structure of the modules and methods of assessment?*

Students study four units, over two years. Two units are internally assessed. These units are called 'Developing Skills and Techniques for Live Performance' and 'Acting Styles'. Both units are practical and require students to produce a scripted performance. Internal assessment means they are marked in school. However, the units may be subject to external moderation. The other units 'Investigating Practitioner's Work' and 'Group Performance Workshop' are externally assessed meaning the work is completed in school, but sent off to be marked by BTEC examiners.

Three out of four units have practical work at the centre of assessment. The only unit which doesn't is unit 1 (Investigating Practitioner's Work) which asks students to research two theatre practitioners and answer exam style questions under supervision. Students are allowed to use prepared notes to support with this. Currently, students are allowed two opportunities to sit the unit which gives them a chance to improve on their initial mark.

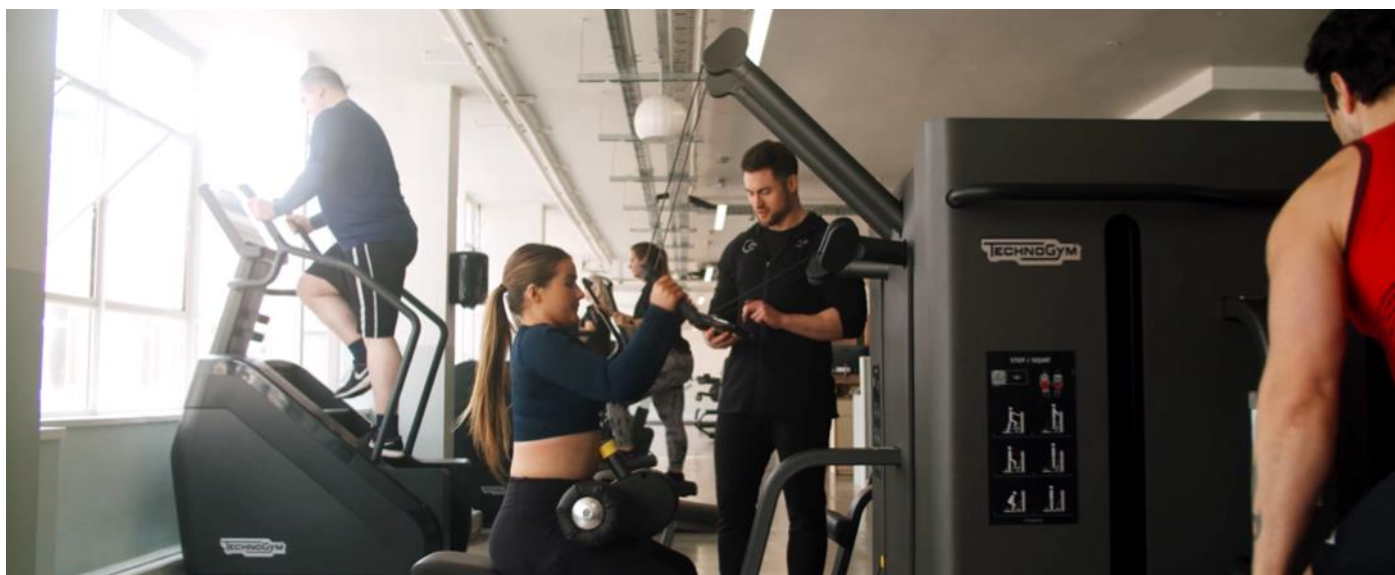
Students study towards a Level 3 Extended Certificate, this equates to one full A Level.

### *What skills are needed/involved?*

A keen interest to better yourself as a confident and imaginative performer. A real passion for performance and the ability to self-manage and commit to a variety of projects. Ideally, experience of drama/performing arts at KS4.

### *Where can this subject lead me to in the future?*

As a creative and expressive subject which develops both independent and group learning skills, the course equips you for a career in all walks of life. Students move onto university courses focusing on all aspects of performance, and some students have gone on to work in the industry post sixth form.



## Sport, Fitness & Personal Training (BTEC Level 3 Extended Diploma - equivalent to 3 x A Levels)

### *Who would suit or enjoy your course?*

This course is ideal for anyone with an interest in health, well-being, sport or fitness. The practical aspects of this course will suit those that like to learn by doing, and the theoretical aspects will be of interest to those who are curious about how the body works and responds to exercise. Those that like to work and communicate with others, be physically active and learn in a working environment should find this course suits them well.

### *What is the structure of the modules and methods of assessment?*

#### **Year 1**

Principles of anatomy, physiology, nutrition and fitness  
Planning and instructing gym-based exercise  
Health and safety and customer care  
Marketing and technology  
Personal and professional development  
Testing to measure health, fitness and sports performance

#### **Year 2**

Applied human biology for exercise and nutrition  
Consultations, programme design and delivery for personal training  
Enterprise, entrepreneurship and research methods for academic study  
Sports conditioning and sport and exercise injury and dysfunction  
Psychology of health and exercise, behaviour change and health promotion  
Assessments take place throughout each year and include theory papers, assignments and practical activities.

### *What skills are needed/involved?*

Students will need a reasonable level of physical fitness and body awareness. During the course they will work on all aspects of physical fitness and develop their communication and coaching skills. A wide range of transferable skills such as research skills, business planning, marketing and managing finances will also be developed along with a strong focus on digital skills

### *Where can this subject lead me to in the future?*

This qualification leads straight into self employment or employment in industry as a personal trainer or group fitness instructor. Progression routes include roles as a Pilates or yoga teacher, strength and conditioning coach working active with athletes or as a health promotion officer. This qualification also allows entry to university and is particularly useful for anyone wanting to study health, nutrition or sport sciences, physiotherapy or business studies.



## Photography (A Level)

### *Who would suit or enjoy your course?*

Are you an ideas person that likes creating images and allows you to take creative control of your camera?

We will help you gain a greater understanding, appreciation and enjoyment of the photographic medium. We encourage lateral thinkers and creative problem-solvers.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12**

Structured taught units of work to produce a series of sketchbooks and final pieces covering the four assessment objectives. Students will have the opportunity for experimentation in photography and post editing which will allow them to develop their own interests within the subject.

This leads students towards establishing confidence for the full A Level in Year 13.

#### **Year 13**

##### **Unit 1:** Personal investigation

Students develop their own interests and produce a sketchbook and final pieces of work covering four assessment objectives. There is also a written research project of up to 3000 words that runs alongside the practical aspect of the course.

##### **Unit 2:** Externally set assignment

Students respond to a set question for a 15 hour exam after a period of research and investigation. Students produce a sketchbook and final pieces of work covering the four assessment objectives.

### *What skills are needed/involved?*

You need to be creative, with a good eye for a picture, have good technical and photographic skills, have good communication and people skills, and have good IT skills, especially with computer programs such as Photoshop.

### *Where can this subject lead me to in the future?*

BA (Hons) Degree in photography and careers such as: photographer's assistant, and freelance or full time opportunities in advertising, fashion and editorial work, newspapers and magazines, industrial and commercial, scientific or police and forensic work.



## Physics (A Level)

### *Who would suit or enjoy your course?*

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12 Content:**

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and energy
- Electricity

#### **Year 13 Content:**

- Further mechanics and thermal physics
- Fields
- Nuclear physics
- Plus an option (e.g. astrophysics)

There is no coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A Level, all of which are two hours long. At least 15% of the marks for A Level physics are based on what you learned in your practicals.

### *What skills are needed/involved?*

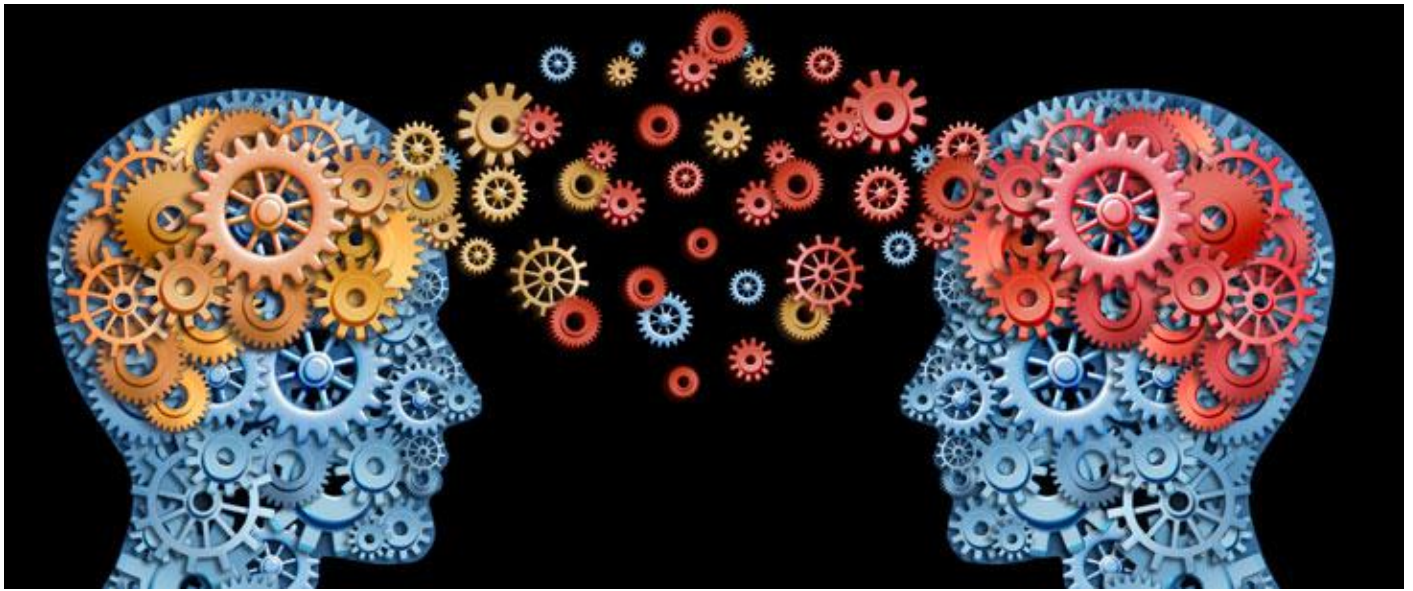
Good practical skills, numeracy, critical thinker, data interpretation and wider reading around the topics studied.

### *Where can this subject lead me to in the future?*

According to *bestcourse4me.com*, the top seven degree courses taken by students who have an A Level in physics are: mathematics, physics, mechanical engineering, computer science, civil engineering, economics and business.

Studying A Level physics offers an infinite number of amazing career opportunities including: geophysicist/field seismologist, healthcare scientist, medical physics, higher education lecturer, radiation protection practitioner, research scientist (physical sciences).

This is a facilitating subject.



## Psychology (A Level)

### *Who would suit or enjoy your course?*

If you are interested and curious about exploring various explanations of human behaviour and the role our brains play in our everyday lives, then you will enjoy psychology. The subject is scientific and draws on many different explanations of behaviour including biology and the environment.

### *What is the structure of the modules and methods of assessment?*

A Level consists of three exams at the end of Year 13.

There is no coursework for psychology.

Topics that are studied include:

- Social influence
- Memory
- Attachment
- Psychopathology
- Biopsychology
- Schizophrenia
- Research methods
- Approaches in psychology including issues and debates.

### *What skills are needed/involved?*

You need to have a good level of written English. The ability to work independently and work well in groups is essential. You need to be able to think 'outside the box' and discuss a variety of different perspectives.

### *Where can this subject lead me to in the future?*

Psychology A Level can lead to students going to university to study a number of subjects e.g. social sciences, science and humanities. psychology provides useful skills and knowledge relevant to a wide variety of careers including law, social work, marketing, H.R, teaching and nursing to name a few.



## Spanish (A Level)

### *Who would suit or enjoy your course?*

Students who are fascinated not only by the mystery of a modern foreign language but also by its culture, history, social, political and economic standings of past and present, taught through the medium of film, music, technology and first-hand experience of both Spain and Latin America, will love this course.

This course is challenging but the ability to communicate in a foreign language is a priceless skill in an increasingly globalised economy.

### *What is the structure of the modules and methods of assessment?*

#### **Core content:**

- Social issues and trends
- Political and artistic culture
- Grammar
- Options:
- Works - literary texts and films
- Assessments

#### **What is assessed?**

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

#### **How is it assessed?**

- Written exam: 2 hours - total of 80 marks, 20% of A Level
- One writing, listening, reading exam: 2hrs 30 minutes - total 100 marks, 50% of A Level
- Oral exam: 23 minutes - total of 20 marks, 30% of A Level

### *What skills are needed/involved?*

A keen interest in the wider world and its cultures are an intrinsic part of language learning. The subject improves your powers of reasoning and the ability to present explanations, opinions and information across a range of media.

### *Where can this subject lead me to in the future?*

Language studies can be combined with all subjects. MFL graduates are the third most employable after doctors and lawyers. Qualifications can lead to prestigious jobs in multinational companies and organisations as part of an increasingly globalised economy.



## Sports Studies

(BTEC Level 3 Extended Certificate - equivalent to 1 x A Level)

### *Who would suit or enjoy your course?*

Students should have a keen interest in all aspects of sport as well as a passion for researching the various theoretical aspects of exercise. Candidates should also be competent in producing physical performances in practical sport. This qualification is aimed at learners who are looking to progress to higher education or employment related to a career in sport.

### *What is the structure of the modules and methods of assessment?*

Level 3 National Extended Certificate (A Level equivalent).

There are four units within this course. These comprise of three mandatory units as well as one additional unit (as listed below).

Mandatory units (83% of the course) include:

- Anatomy and physiology - externally marked exam (1hr 30 minutes)
- Fitness training and programming for health synoptic assessment: externally marked supervised assessment (2 hours 30minutes)
- Professional development in the sports industry: internally marked coursework

Learners will also choose one additional unit such as:

- Sports leadership
- Sports psychology

### *What skills are needed/involved?*

Students will need to be thoroughly organised and possess strong extended writing skills. It is important that candidates can analyse and evaluate key topics with the ability to compare and contrast both the practical and theoretical aspects of sport.

### *Where can this subject lead me to in the future?*

Degree in sport science, sport coaching, sport and business.  
Employment in the fitness and leisure industry.



## Textiles (A Level)

### *Who would suit or enjoy your course?*

If you are a creative student who is stimulated through tactile qualities of materials and like to create objects and artefacts, then textiles is a course for you. It will provide all students challenge opportunities for problem solving. Textiles encourages lateral thinkers and independence of thought.

### *What is the structure of the modules and methods of assessment?*

#### **Year 12**

The study of textiles aims to both stretch and challenge students. It focuses upon the practical skills of making textile forms and artefacts, developing your visualising skills. You will explore fabric and paper construction techniques and be encouraged to look at both the functional and non-functional aspect of textiles. This leads students towards establishing their own line of enquiry in Year 13.

#### **Year 13**

##### **Component 1**

Personal Investigation where you will be able to further develop your skills through exploring an issue or concept, making at least one substantial piece of textiles. The illustrated written research study is 3000 words (60% of A Level mark).

##### **Component 2**

Externally set assignment working from a choice of differing starting points provided by the examination board. You will work on developmental studies in preparation for a final piece of work that will be made during a period of fifteen hours (40% of A-level mark).

### *What skills are needed/involved?*

Textiles encourages independent learning and transferable skills. It utilises skills in drawing, collecting and resourcing, as well as research skills to develop an awareness of the world around you within the world of textiles.

### *Where can this subject lead me to in the future?*

Students can progress to a field of study within textiles at degree level. This course is suitable for those students wishing to pursue a career in the field of fashion & textiles, business and promotion, fashion communication & marketing, textile contemporary practice, printed textiles, fashion buying, fashion journalism, interior design and many other art and design related courses.



## Uniformed Protective Services (BTEC Level 3 Extended Diploma - equivalent to 3 x A Levels)

### *Who would suit or enjoy your course?*

At PSA we understand that an education is more than just about completing a qualification which is why students who opt for this course take part in a bespoke Health & Fitness and Careers & Personal Development Syllabuses throughout their time studying with us. The course is based on the protective services, so an interest in the armed forces, blue light services or criminology/sociology is advised. This course is best described as a look at life with the opportunity to gain the equivalent to three A Levels which will enable students to gain the UCAS points to progress to university. This course is the perfect opportunity to establish a plan for the next phase of life in a safe school environment but with the flexibility of being a sixth former.

### *What is the structure of the modules and methods of assessment?*

There are 7 mandatory units with two specialist units that need to be covered. These include:

#### **Mandatory Units:**

- Unit 1: Citizenship and Diversity (Pearson-set)
- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 3: Global Affairs, the Media and the Uniformed Protective Services
- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 6: Government and the Protective Services
- Unit 7: Planning for and responding to Emergency Incidents

#### **Armed Forces Specialised Units:**

- Unit 10: Skills for Outdoor Activities
- Unit 11: Expedition Skills
- Unit 12: Developing Personal Fitness Programmes
- Unit 16: Research Skills
- Unit 17: Understanding the Third Sector
- Unit 19: Professional Development in the Uniformed Protective Services

#### **Blue Light & Security Specialised Units:**

- Unit 8: Custodial Care
- Unit 9: Sociological Perspectives
- Unit 13: Introduction to Criminology
- Unit 15: Police Powers and the Law
- Unit 18: Criminal Investigation Procedures and Practice
- Unit 19: Professional Development in the Uniformed Protective Services

Methods of assessment - external and internal assessment and course work

### *What skills are needed/involved?*

Students who choose this course need to have 5 GCSEs at grade 4 and above, however we will consider students that haven't reached 5 GCSEs as we will provide maths and English in order for students to gain those qualifications.

### *Where can this subject lead me to in the future?*

**Armed forces pathways** designed for those interested in careers in the: British Army, Royal Navy, Royal Air Force, Royal Marines, Outdoor Education, Fitness instructor, Sports Coaching.

**Blue Light pathways** is designed for those interested in careers in: Crime Investigation, Criminology, Fire and Rescue, Probation Service, Intelligence Agencies, Police, PCSOs, Emergency Services Call handling, Custody and Detention (Prison Service) or Law.

# Minimum Entry Requirements

## Full A Level Package

(3-4\* A Level courses)

- 5+ GCSEs at grades 9 - 4 including a strong pass (grade 5) in English & Maths
- Grade 6 entry requirement for Maths A Level
- Grade 5 entry requirement for Sciences A Levels
- \* The option to take four A Level courses will be made only in exceptional circumstances.

## Level 3 Package

(mix of A Level and vocational Level 3 courses)

- 5+ GCSEs at grades 9 - 4
- Grade 6 entry requirement for Maths A Level

## Protective Services Academy

Level 3 BTEC Extended Diploma  
in Uniformed Services  
(equivalent to 3 A Levels)

- 5 GCSEs grades 9 - 3

## CH1 Fit Academy

Level 3 BTEC Extended Diploma  
in Sport, Fitness & Personal Training  
(equivalent to 3 A Levels)

- 5 GCSEs grades 9 - 3 including Science, English Language & Maths

In addition to successful completion of recruitment process.

# Planning life beyond the Sixth Form



The information below has been taken from the 'informed choices' booklet produced on behalf of the Russell Group universities.

*Three reasons you may want to continue to study a subject at a higher level are:*

- You have enjoyed and been good at the subject in the past, and think you will achieve a high grade in it.
- You need this subject to enter a particular career or course.
- You have not studied the subject before but you have looked into it and think it will suit your strengths.

# Planning life beyond the Sixth Form

## *Three further considerations should be taken into account:*

- Some subjects are distinctly more difficult at an advanced level than at standard level.
- Make sure you get your facts straight. There are many misconceptions about subjects required for courses and careers.
- Don't take an uninformed risk. What is the new subject actually about?

The most important thing that your teachers will be looking for as you make your choices is evidence: either evidence that you are good enough to take the subject at advanced level, or evidence that you are interested enough in a subject to take it at advanced level if you have not studied it before.

It is important to consider which subjects you think you will achieve high grades in. Low grades are as much a barrier to entry to university as choosing unsuitable subjects for your chosen degree can be.

Another factor to consider if you are aiming for incredibly competitive courses at university, such as medicine, is that you may require a very high performance in standard level qualifications. *Does your performance to date match your ambition?*

You should try to find out as much as possible about the post-16 options you are considering. For example, make sure you properly research what you will be studying and speak to teachers or current students to find out more details. It is important that your decisions are taken on the basis of accurate information and clear thinking. Whatever you choose now will commit you to certain directions at university and perhaps rule out certain careers.

As much as you may wish to remain cool about this decision, it does matter.

## *Which subjects can give me the most options?*

Many courses at university level build on knowledge and skills which you will gain while still at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course. For this reason, some university courses may require you to have studied a specific subject prior to entry, others may not. However, there are some subjects that are required more often than others. These subjects are sometimes referred to as '*facilitating*' subjects. Look out for these in the course information. For more guidance around post-18 courses and their requirement, visit: <https://www.informedchoices.ac.uk>

**RUSSELL GROUP | Informed Choices**

What you study at sixth form or college can affect your options at university and your future career. Use Informed Choices to help you understand which subjects open up different degrees, particularly at Russell Group universities.

I don't know what degree I would like to study

I know what degree I want to study

The infographic shows a group of six diverse students (three women and three men) looking at various devices: a tablet, a smartphone, and a laptop. The background is a teal gradient with light rays emanating from the top left.



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