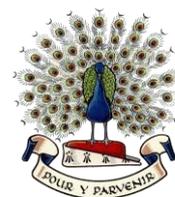


Lady Manners School

# Sixth Form Prospectus

## 2019-20





# Lady Manners School

## Sixth Form Prospectus

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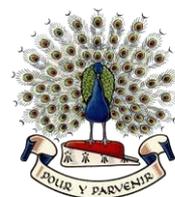
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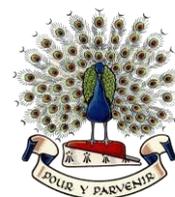
# Minimum Entry Requirements for Lady Manners School Sixth Form: 2019 Entry

Entry to Sixth Form requires a minimum of 5 GCSEs at grade 4 (or equivalent).  
Some subjects require higher grades for A level study.

Subject	Minimum Entry Requirements
Applied Business (Extended Certificate)	GCSE or BTEC Business Studies will give a good background base to the subject, but is not essential. GCSE grade 4 in English is required.
Art and Design: Fine Art	GCSE grade 4 in Art.
Art and Design: Textiles Design	GCSE grade 4 in either Art or Textiles.
Biology	GCSE grade 5 in Biology or GCSE grade 5 in Combined Science. GCSE grade 5 in Mathematics.
Business Studies	GCSE or BTEC Business Studies is preferred.
Chemistry	GCSE grade 5 in Chemistry or GCSE grade 5 in Combined Science. GCSE grade 5 in Mathematics.
Computer Science	GCSE grade 5 in Mathematics and GCSE grade 5 in Computing.
Design & Technology: Product Design (Resistant Materials/Product Design Pathway)	GCSE grade 4 in Design & Technology or BTEC Engineering Merit grade (at level 2). Individual cases from other design and technology courses would be considered.
Design & Technology: Level 3 Foundation Tech-level in Engineering	Merit grade (at level 2) in BTEC Engineering, GCSE grade 4 or higher in Design & Technology. Individual cases from other design and technology courses would be considered. GCSE Grade 4 in Mathematics required.
Drama and Theatre Studies	GCSE grade 4 in Drama. Students who did not study Drama at GCSE must have a GCSE grade 4 in English.
English Language	GCSE grade 4 in English.
English Literature	GCSE grade 5 in English Literature.
Further Mathematics	GCSE grade 7 in Mathematics.



Subject	Minimum Entry Requirements
Geography	GCSE grade 4 in Geography and GCSE grade 4 in English. Applications will be considered from students who have not studied GCSE Geography if they have a GCSE grade 4 in a related subject, such as History or RE.
History	GCSE grade 4 or higher in History and GCSE grade 4 in English. Applications will be considered from students who have not studied GCSE History if they have a GCSE grade 4 in a related subject, such as Geography or RE.
ICT Cambridge Technicals Level 3 Introductory Diploma	GCSE grade 4 in Computing or ICT and GCSE grade 4 Mathematics.
Mathematics	GCSE grade 5 in Mathematics (Higher Tier paper).
Media Studies	GCSE grade 4 in English.
Modern Foreign Languages: French and German	GCSE grade 5 in French or German.
Music	GCSE grade 5 in Music or grade 5 theory. Performing skills at the equivalent of grade 5.
Physical Education	GCSE grade 4 in Physical Education and GCSE grade 5 in Biology or GCSE grade 5 in Combined Science.
Physics	GCSE grade 5 in Physics or Combined Science and GCSE grade 5 Mathematics.
Psychology	GCSE grade 4 in English and GCSE grade 4 in Mathematics.
Religious Studies	GCSE grade 4 in English. Applications will be considered from students who have not studied GCSE Religious Studies if they have a GCSE grade 4 in a related subject, such as History or Geography.



# Sixth Form Study

Once you enter the Sixth Form at Lady Manners School your study becomes even more exciting and enjoyable. This is because you are able to specialise in subjects where you have particular interests and the level of study is deeper and more rewarding.

There are various study patterns to choose from and the right one for you will depend upon your capability for A level study, your personal interests and career or university plans.

Students elect to study either three or four A level subjects. It is recommended that only students with all grades of 7 or above consider starting on four A levels. (Even then, they should only take this route if they can cope with the workload.) In addition, all students studying three A levels also follow a core curriculum option that includes courses such as Politics AS and HSLA (Higher Sports Leadership Award). In Year 13, this is broadened to include the Extended Project Qualification.

Admission to Year 12 is on the basis of achieving an absolute minimum of five

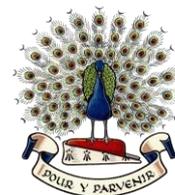
Grade 4's at GCSE and then meeting the required individual subject entry criteria in each case. Potential future re-sits cannot be included in this entry requirement.

Immediately after your GCSE examination results we will confirm your academic course. In addition to your A level courses, there will be tutorial support, timetabled independent study, and the opportunity to become involved in a wide range of extra curricular activities and opportunities.

Students who have not gained a Grade 4 in GCSE English Language and/or Mathematics are required to attend timetabled lessons in these subjects and must continue studying them until a Grade 4 is achieved.

We operate a "best fit" timetable model at A level and occasionally students have a clash with their option choices. Where this is the case, students will be informed and offered a meeting to explore possible solutions.

Please see Mr Evans if you wish to discuss any aspect of this information further.



# The Structure of A Levels

A Levels are delivered over two years. As a result of curriculum reform, we no longer enter students for AS level examinations at the end of Year 12. If students decide that they want to take an AS qualification, rather than a full A level, then this can be taken at the end of Year 13.

It is important to note the following points:

- A level examinations take place in May/June of Year 13. Internal assessments and practicals (where applicable) take place throughout the course, and for this reason holidays should not be taken during term time as full attendance at all lessons throughout the two years is vital to success.
- The expectation is that all students attend all Form Times, Independent Study slots, Assemblies and lessons and use their non-contact time productively. There is a proven correlation between good attendance and achievement, and all attendance is monitored. Students are required to take responsibility for informing school of the reasons for any absences, supported by a letter from a parent or carer. Mrs Derbyshire, Sixth Form Pastoral Manager, is the first point of contact.
- Term time absences will only be authorised in exceptional circumstances and an application must be made to Mr Evans, Head of Sixth Form, in advance.
- **The minimum entry requirement is five Grade 4's at GCSE and meeting the required individual subject entry criteria in each case. Individual subject grade requirements may vary. The prospectus gives the GCSE requirements for each subject. Possible re-sits will not be included in this entry requirement.**
- All syllabus details and information contained in this prospectus are, to the best of our knowledge, correct at the time of printing. We shall inform you of any changes which occur during the year 2018-2019.
- **All courses are offered subject to sufficient demand.** We reserve the right to withdraw courses due to lack of demand. Where this is the case, we will inform students at the earliest possible stage and allow them priority in making an alternative choice.



# The Courses We Offer

## **A Levels**

Applied Business (Extended Certificate)

Art and Design : Fine Art

Art and Design : Textile Design

Biology

Business Studies

Chemistry

Computer Science

Design and Technology : Product Design

Design and Technology : Level 3 Foundation Tech-level in Engineering

Drama and Theatre Studies

English Language

English Literature

Geography

History

ICT Level 3 Introductory Diploma in ICT

Mathematics and Further Mathematics

Media Studies

Modern Foreign Languages (French and German)

Music

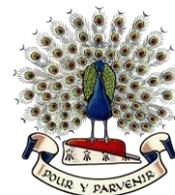
Physical Education

Physics

Psychology

Religious Studies

Core Curriculum options



# Extended Certificate in Applied Business

## Curriculum Leader

Mrs B Archer

## Awarding Body

AQA

## Minimum Grade Requirement

GCSE or BTEC Business Studies will give a background to the subject but is not essential. A GCSE Grade 4 in English is required.

## Course Content

The vocational focus of this qualification encourages students to develop an understanding of how business works in the real world. An emphasis is placed on realistic business contexts throughout. Students develop an understanding of how various business functions such as marketing, finance, human and physical resources work together, as part of a cohesive business. Students will be encouraged to take part in practical activities.

This course provides students with the opportunity to apply their business knowledge to realistic business problems in a practical way.

This course is most suited to students who have an interest in exploring the world of business in a practical way.

## What are the benefits of this qualification?

The AQA Level 3 Extended Certificate in Applied Business will give you the opportunity to learn and understand a broad range of business and entrepreneurial knowledge and skills associated with working within a business enterprise.

You will understand the way in which any venture in business (big or small) is a function of the relationship between its people, its marketing, its finance and its ability to deliver operationally upon its commitments.

## Assessment

Each unit (there are 6 units) is worth 16.6% each. 50% is externally assessed and 50% is internally assessed.

In Year 12 you will study 3 of the 6 units:

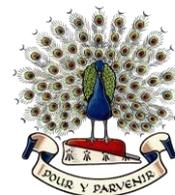
	Unit title	Assessment type
1	Financial planning and analysis	External examination
2	Business dynamics	Internally centre assessed
3	Entrepreneurial opportunities	External assignment

In Year 13 you will study 3 of the 6 units:

	Unit title	Assessment type
4	Managing and leading people	External examination
5	Developing a business proposal	Internally centre assessed
6	TBC	Internally centre assessed

## Progression

This course gives students a wide choice of progression options into further study, training or relevant employment in the business sector. Students who successfully complete the qualification will be well equipped to move on to degrees, BTEC Higher National Diplomas, or Modern Apprenticeships in related subjects



# Art and Design: Fine Art

## Curriculum Leader

Ms R Gaunt

## Awarding Body

AQA

## Minimum Grade Requirement

GCSE grade 4 in an Art discipline is required.

## Course Content

Practical projects on set/negotiated themes, with clear guidance and progression from GCSE. Sketchbooks, research, development and study sheets lead to final pieces in a range of styles and media. Students work in 2D and 3D. Gallery visits and Life drawing classes are a part of the course. Students use the following techniques and media: drawing, painting, photography, mixed media, sculpture (clay and other media) and printing.

## Course Structure

This is a two year course. In the first year students develop skills through project work and one off sessions. There is a focus on both independent experimentation and the development of more formal taught skills.

In the second year students produce two projects for formal assessment:

### Component 1: Personal Investigation (Coursework)

60% of A Level

This is a practical investigation supported by written material.

Students are required to create a portfolio project of practical artwork based on an idea, issue, concept or theme.

They also produce a 1000 – 3000 word written study to accompany their practical work.

Theory work is supported by a taught programme of practical and essay writing skills, a gallery visit and individual tutorials.

### Component 2: Externally set assignment (Exam)

40% of A Level

This is a practical project based on a choice of themes set by AQA leading to 15 hours' timed independent work. All work is completed and presented for assessment by early May in the year of examination.

## Assessment

### Component 1: Personal Investigation (Coursework)

60% of A Level

### Component 2: Externally set assignment (Exam)

40% of A Level

All work is assessed by the centre and moderated by AQA.

## Progression

Qualifications accepted for general admission to colleges/universities, as well as Art and Design Foundation and degree courses.

Career and subject links include:

Advertising, architecture, art therapy, art and design history, conservation and restoration, a range of design disciplines, media, photography, etc.



# Art and Design: Textile Design

## Curriculum Leader

Ms R Gaunt

## Awarding Body

AQA

## Minimum Grade Requirement

GCSE grade 4 (or equivalent) in an Art/Design discipline.

## Course Content

This “inspiring and highly creative”\* course gives students opportunities to explore a variety of textile media, techniques and processes in both traditional and new technologies. There are a range of areas to work in -

- fashion design
- fashion textiles
- costume design
- digital textiles
- printed and/or dyed fabric and materials
- domestic textiles and wallpaper
- interior design
- constructed textiles
- art textiles
- installed textiles

and any of these genres may be overlapped and combined.

The course is comprised of 2 parts.

The **Personal Investigation** is worth 60% of the total mark.

We start by consolidating and teaching skills and techniques so that students are able to demonstrate their awareness of the elements of Textile Design, their appreciation of form and function and their

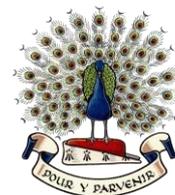
understanding of a variety of textile methods. We do this through drawing, investigating primary source material, photography, and mixed media experiments which are realised into Art works. In the second half of the course, students will be working more independently, generating their own themes and focussing their work on their particular personal strengths and investigating their chosen field(s). An essay (1000 - 3000 words) is fully integrated with the practical work and this underpins the originality, innovation and personal response within this body of work.

The **Externally Set Assignment** is worth 40% of the A level and students will have 15 hours of unaided, supervised time to complete a final piece in response to a chosen starting point from AQA and informed by research and development completed in the period from February to May.

## Progression

This course provides strong preparation for Art and Design Foundation courses and degree courses, Apprenticeships and employment in Fashion Design, Interior Design and other Art and Design disciplines. As this A level has a strong academic element it is helpful in securing places in a wide range of career destinations. Art and Design: Textile Design also provides extensive opportunities to develop creative thinking, risk taking, problem solving and vision – all skills highly valued by employers and Further Education and Higher Education providers.

\*AQA Moderator feedback 2018



# Biology

## Curriculum Leader

Dr R Lennard

## Awarding Body

AQA

## Minimum Grade Requirement

Grade 5 in GCSE Biology or Grade 5 in GCSE Combined Science. A Grade 5 in GCSE Mathematics.

## Course Content:

The course is made up of a series of eight topics.

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Topics 1-4 are designed to be covered in the first year of the A Level.

## Assessment

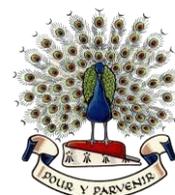
A Level – This is examined in June of Year 13 and consists of three papers covering topics 1-8 and the relevant practical skills.

A separate endorsement of practical skills will be taken alongside the A Level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

## Progression

Biology students can use their qualification directly and go on to be, for example, doctors, psychotherapists, nurses, research scientists, lecturers and teachers, forensic scientists, paramedics, food scientists, public health officers, environmental officers and ecologists.

Biology is a popular choice for students including those wanting to take a science in addition to other non-science subjects. Many of our past students have used their qualification and the skills they learn in Biology to go into management, education, accountancy, sales, marketing, the civil service, the police force and various other careers. Biology is listed by the Russell Group as a facilitating subject, which means it helps gain admission to a wide variety of competitive higher education courses.



# Business Studies

**Curriculum Leader**  
Mrs B Archer

**Awarding Body**  
AQA

**Grade Requirement**  
GCSE or BTEC Business Studies will give a background base to the subject but is not essential.

**Course Content**  
**First Year:**

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

**Second Year:**

The full A Level content incorporates the same six topics as above plus the following additional topics:

1. Analysing the strategic position of a business
2. Choosing strategic direction
3. Strategic methods: how to pursue strategies
4. Managing strategic change

Students are expected to analyse the key factors involved in a given context and have to recommend the best course of action for a business given its existing position: Should it launch a new product? Should managers increase staff pay or give more to investors? Should a business target more emerging economies?

How should you raise the money needed to fund expansion – should you borrow from a bank or friends and family?

The course is about debating and decision-making in a business context. Students need to learn and understand the theory but then apply it to a context. The “right” answer will depend on the problem in front of you and you need to be able to think issues through logically, put together well-reasoned arguments and make recommendations. It involves analysing situations and making choices.

## Assessment

It is envisaged that students will take the units during the following examination sessions:

A Level	June of Year 13	Paper 1 Written exam 2 hours
		Paper 2 Written exam 2 hours
		Paper 3 Written exam 2 hours

## Progression

Business Studies is growing in terms of numbers of students taking the qualification both nationally and at Lady Manners School, and is widely recognised by employers as well as universities as a good preparation for academic study and employment.

The knowledge and skills that are acquired on the course are relevant to a wide range of careers. Many of our students enjoy the subject so much they want to read it at university.



# Chemistry

## Curriculum Leader

Mr P Tattersall

## Awarding Body

OCR

## Minimum Grade Requirement

Grade 5 in GCSE Chemistry or grade 5 in GCSE Combined Science. A grade 5 in GCSE Mathematics.

## Course Content

The course comprises 5 teaching modules all of which are assessed by external examination.

## Examined Units

In Year 12 the foundations of organic, inorganic and physical chemistry are laid out and explored in detail. Topics such as chemical kinetics, equilibria, the chemistry of the elements and analytical techniques, amongst others, are developed through a variety of learning activities including regular practical work. In Year 13 the course develops deeper understanding of the chemical processes that shape our world. Advanced thermodynamics, spectroscopy and organic synthesis are some of the topics studied.

## Internal Assessment

Practical work will be assessed internally as part of the practical endorsement. It is important for students to be clear that practical based questions will be examined on the external exam papers and that practical work will take place on a

regular basis to cover the specification requirements.

## Course Weightings

Assessment is through 3 written papers:

Periodic table, elements and physical chemistry 37%

Synthesis and analytical techniques 37%

Unified chemistry 26%

Practical endorsement in chemistry – non exam assessment

## Progression

It is hard to describe how important chemistry is to our lives. From the latest mobile phones and better fuels, to life saving drugs and understanding climate change. People with chemistry qualifications are involved at all levels.

More generally, chemistry is extremely highly regarded by universities and employers as a qualification which has required hard work, problem solving skills, creativity and imagination to succeed in. Chemistry is listed by the Russell Group as a facilitating subject which means it helps gain admission to a wide variety of competitive higher education courses.



# Computer Science

## Curriculum Leader

Mr P Sloane

## Awarding Body

AQA

## Minimum Grade Requirement

Grade 5 in GCSE Maths and grade 5 in GCSE Computing. Students who haven't taken GCSE Computing must consult the Curriculum Leader.

## Course Content

Advances in computing are transforming the way we work. The course focuses on the knowledge, understanding and skills students need to progress to higher education and thrive in the work place.

Students acquire subject knowledge, programming skills and soft skills in computational thinking and problem solving.

We study the following topics:

- Fundamentals of programming
- Data representation
- Systematic approach to problem solving
- Theory of computation
- Hardware and software
- Computer organisation and architecture
- Consequences of uses of computing
- Communication and networking
- Databases
- The Internet
- Algorithms
- Functional programming
- Object Orientated Programming
- Non-exam assessment – a computing practical project

## Year 12

At the heart of the course is being able to program effectively. In Year 12 students will develop their skills in problem

decomposition, computational thinking and development of increasingly complex algorithms.

Python is a widely used language in business and is used as the base programming language throughout the course.

The theory topics covered in Year 12 are those that provide students with the required knowledge to be able to produce projects of a high standard in Year 13.

Students will need access to a computer to complete homework writing computer programs.

## Year 13

We devote 40 hours of lesson time in Year 13 to the development of students' projects.

## Assessment

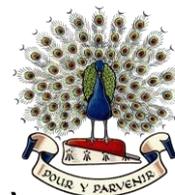
A Level: Assessment is through two terminal exams and a coursework element (20%). One exam is assessed through programming on the computer.

## Coursework

In Year 13 students complete a project of their choice. They will produce a computer program that solves a complex coding task.

## Progression

Computer Science is a feature of many degree courses across a range of subjects. The course should be viewed as useful progression towards a Computer Science related degree; or as a valuable additional study in preparation for courses in management, science, engineering and technology; or as a preparation for a job in computing.



# Design & Technology: Product Design (Resistant Materials/Product Design Pathway)

## Curriculum Leader

Mr T O'Neal

## Awarding Body

AQA

## Minimum Grade Requirement

GCSE grade 4 in Design & Technology, or BTEC Engineering Merit grade (at level 2). However, individual cases from other design and technology courses would be considered.

## Course Content

An exciting progressive development from GCSE/Level 2. Students will undertake a wide range of design, make and product analysis activities whilst learning how to work with and manipulate a variety of resistant, compliant and smart materials. The practical content underpins traditional and contemporary applied theory that needs to be learnt in preparation for two final examinations.

## Assessment

Linear assessment at the end of Year 13:  
2 examinations plus a Design and Make task

### Paper 1:

Written examination: 2 hours  
Worth **30%** of the A Level grade

### Paper 2:

Written examination: 1.5 hours  
Worth **20%** of the A Level grade

## Non-examined assessment:

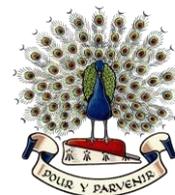
Practical application of technical principles, Designing and Making principles, and specialist knowledge and manufacture. This is a substantial Design and Make task from student generated design briefs with a guided teaching time of 45 hours, worth **50%** of the A Level grade.

The non-exam element of the assessment of this course is a major piece of project work and is the part that students really enjoy, as it allows them to showcase their skills in the realisation of a functional or conceptual product along with a portfolio of design work.

## Progression

Qualification is accepted for general admission to colleges and universities as well as Art and Design Foundation and related Design degree courses.

Career and other links include: Product Design (furniture, jewellery, automotive, packaging), Industrial Design (mechanical, computer related CAD/CAM), Architecture, Advertising, Design History. Other areas may include technical training in carpentry, engineering, or electrical work, together with other design disciplines such as photography, media and conservation.



# Design & Technology: Level 3

## Foundation Tech-level in Engineering

### Curriculum Leader

Mr T O'Neal

### Awarding Body

AQA

### Minimum Grade Requirement

Merit grade (at Level 2) in BTEC Engineering, GCSE grade 4 or higher in Design & Technology. However individual cases from other design and technology courses would be considered. GCSE grade 4 in Mathematics.

### Course Content

After its successful introduction last year, we are delighted to offer Level 3 Engineering from September 2018. Following on from Level 2 BTEC, this exciting course has been designed to encourage students to take a broad view of engineering from a technical point of view and extend their learning to an advanced level.

The Foundation Tech-level qualifications are equivalent to one full A Level in terms of academic rigour. The main focus will centre around various engineering topics that are set as four discrete units. There will be a significant practical content to the learning.

### Assessment

AQA Foundation Tech-level Units  
(360 Guided Learning Hours)

Over the two year course period, there will be:

One externally set and externally assessed examination unit: (Materials Technology and Science).

Taken in **Year 12**

One externally set and externally assessed practical assignment unit: (Mechanical Systems). Taken in **Year 12**

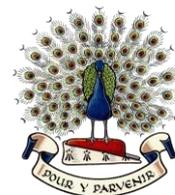
Two internally assessed practical/theory units: (Engineering Design and Production and Manufacturing). Both taken in **Year 13**.

Interested students are advised to make direct contact with Mr O'Neal to discuss arrangements and options.

### Progression

The qualification is accepted for general admission to colleges and universities as well as being extremely suited for more specific engineering courses, e.g. mechanical, electrical, automotive or systems engineering. The course is also highly relevant to candidates who may consider a graduate apprenticeship as an alternative to university entry.

Career and other links include a wide range of vocational training/employment in engineering, electrical, electronic and manufacturing sectors. The course provides essential material for students who wish to take a technical subject to a higher level but who want their post-16 options to provide a breadth of study skills relevant to a competitive, modern working environment.



# Drama and Theatre Studies

## Curriculum Leader

Mr M Doody

## Awarding Body

AQA

## Recommended Grade Requirement

Grade 4 in GCSE Drama. Students who did not study Drama at GCSE must have a GCSE grade 4 in English.

## Course Content

This is a lively and practical course which will suit those enthusiastic about theatre. However, essay writing practice is required, as assessment by examination makes up 40% of the marks.

## Component 1: Drama and Theatre

What you do:

- Study two set plays
- Analyse and evaluate the work of live theatre makers

How it is assessed:

Written exam:           3 hours  
                                  80 marks  
                                  40% of A Level

## Component 2: Creating Original Drama

What you do:

- Perform a piece of devised drama which must be influenced by the work and methodologies of one prescribed practitioner.

How it is assessed:

- Working notebook           (40 marks)
- Devised performance       (20 marks)

60 marks in total  
30% of A Level

## Component 3: Making Theatre (Practical)

What you do:

- Practical exploration of 3 different plays
- Exploration of the methodology of prescribed practitioners
- Perform scripted extracts

How it is assessed:

- Performance                   (40 marks)
- Reflective report           (20 marks)

60 marks in total  
30% of A Level

## Assessment

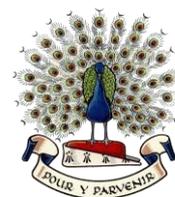
Assessment is by written examinations (40%) and prepared performance pieces (60%).

## Coursework

The two practical units form the coursework element.

## Progression

The excellent communication skills developed by drama students are valued in many career areas. This course is also good preparation for studying Drama at university and/or for a career in theatre or media.



# English Language

## Curriculum Leader

Mrs J Lansley

## Awarding Body

AQA English Language (7702)

## Minimum Grade Requirement

GCSE grade 4 in English Language

## Course Content

This course is made up of three components:

### Paper One

Exam 2 hours 30 minutes

Language, the individual and society

- Textual variations and representations (text analysis and comparison)
- Children's language development (language acquisition and social development of children from 0 – 11 years)

### 40% of A Level

### Paper Two

Exam 2 hours 30 minutes

Language diversity and change

- Historical and contemporary changes in our language from 1600 to the present day
- Language discourses – attitudes to language

### 40% of A Level

### Non Exam Assessment

A 2000 word investigation into a personal language topic choice

A 1500 word piece of original writing and an accompanying commentary

### 20% of A Level

### Progression

English Language is a highly respected course which provides a good foundation for not only English and Linguistic courses at university, but also for other subjects within humanities. It is a course which prepares students effectively for careers in education, law, journalism and the media amongst others.



# English Literature

## Curriculum Leader

Mrs J Lansley

## Awarding Body

AQA English Literature B (7717)

## Minimum Grade Requirement

GCSE grade 5 in English Literature

## Course Content

The course is a two year qualification.  
Assessment will be at the end of Year 13.

There are three components:

### Paper One: Aspects of Tragedy

Three texts:

- Shakespeare: Othello or King Lear
- Drama Text: Death of a Salesman
- Pre 1900 Text: Keats – narrative poems

Closed book exam: 2 hours 30 minutes

### 40% of A Level

### Paper Two: Texts and Genres

### Paper Two: Elements of Crime Writing or Political and Social Protest Writing

Three texts:

- Post 2000 prose e.g. Atonement
- Poetry e.g. Browning
- One further text e.g. Brighton Rock

Open book exam: 3 hours

### 40% of A Level

### Non Exam Component

Two essays of 1500 words each, based on the study of two separate texts:

one poetry

one prose

and informed by the study of a critical anthology

### 20% of A Level

### Progression

English Literature is a highly respected course which provides a good foundation for not only English courses at university, but also for other subjects within humanities. It is a course which prepares students effectively for careers in education, law, journalism and the media amongst others. English Literature is listed by the Russell Group as a facilitating subject, which means it helps gain admission to a wide variety of competitive higher education courses.



# Geography

## Curriculum Leader

Mrs L J Scott

## Awarding Body

Eduqas (WJEC)

## Minimum Grade Requirement

GCSE grade 4 in Geography and GCSE grade 4 in English. Applications will be considered from students who have not studied GCSE Geography if they have a grade 4 in a related subject such as History or RE.

## Course Content

The A Level Geography specification encourages students to apply geographical knowledge, theory and skills to the world around them. In turn this enables students to develop a critical understanding of the world's people, places and environments in the 21<sup>st</sup> century.

The specifications draw on both physical and human geography, explore people-environment interactions and encourage development of fieldwork at the local level to enable students to pose enquiry questions.

## Assessment

A Level is 80% assessed by external examination and 20% non-exam.

### Component 1: Changing Landscapes and Changing Places (2 hours 15 minutes)

Coastal and Glaciated Landscapes, Changing places.

### Component 2: Global Systems and Global Governance (2 hours 15 minutes)

Water and Carbon Cycles, Processes and patterns of global migration and global governance of the Earth's oceans.

### Component 3: Contemporary Themes in Geography (2 hours)

Tectonic Hazards, along with two themes from a choice of:

- Ecosystems
- Economic Growth & Challenge (India or China)
- Energy Challenges and Dilemmas
- Weather and Climate
- Development in an African Context

### Component 4: Independent Investigation

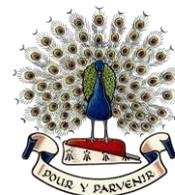
Non-exam assessment: 3000 to 4000 words (20% of qualification).

### Fieldwork

Students are required to undertake a minimum of four days of fieldwork for the two year A Level course. Fieldwork will be organised across the two years and will include a residential visit and data collection to support Component 4, the Independent Investigation.

### Progression

Geography is a very popular A Level as it allows entry to a wide range of university courses and careers, whilst developing our understanding of the world as global citizens. Geographers usually have a wide knowledge base in various fields such as science, environment, sociology and business. They have a balance of literacy and numeracy skills developed within a practical and theoretical approach. Geography is listed by the Russell Group as a facilitating subject which means it helps gain admission to a wide variety of competitive higher education courses.



# History

## Curriculum Leader

Mr W Woodward

## Awarding Body

AQA

## Minimum Grade Requirement

GCSE grade 4 in History and a GCSE grade 4 in English. Applications will be considered from students who have not studied GCSE History if they have a GCSE grade 4 in a related subject such as Geography or RE.

## Course Content

The course is divided into three components, studied over two years.

### Component 1: Breadth Study

This component is a study of an extended period of History, enabling students to understand the process of change over time. We will study "The British Empire 1857-1967". Students will develop knowledge and understanding of a range of themes, including the "scramble for Africa", the Boer War, India under British rule and the end of Empire.

40% of A Level marks, assessed through an examination: one compulsory question on historical interpretations and two chosen essay questions.

### Component 2: Depth Study

This component is focused on a significant period of historical change, developing detailed knowledge and understanding of political developments and the roles of individuals. We will study "France in Revolution 1774-1815", taking us from absolute monarchy under Louis XVI through the Revolution and on to Napoleon and Empire. Specific events

such as the Battle of Austerlitz will also be studied.

This unit carries 40% of A Level marks, assessed through an examination comprising one compulsory question on historical sources and two chosen essay questions covering specific issues within the period.

### Component 3: Historical Investigation

We will study "England and its rulers 1066-1307", following which students will choose a specific question for investigation which they will pursue under the supervision of their teachers. Themes will include the Norman Conquest, the Angevin Empire and the development of royal power and rebellion.

The Historical Investigation will be assessed through a piece of extended writing of 3,000 to 3,500 words. 20% of A Level.

### Progression

A History qualification provides a highly marketable A Level for entry both into Higher Education and employment. It is valued widely for its development of the skills of research, analysis, synthesis and communication of different information and arguments. A Level History is regarded very favourably by Medicine and Engineering, as well as Law and Humanities. Career and curriculum links include: Business, Finance, Human Resources, the Media, Management, and Teaching. History is listed by the Russell Group as a facilitating subject which means it helps gain admission to a wide variety of competitive Higher Education courses.



# ICT

## Cambridge Technicals

### Level 3 Introductory Diploma in ICT (Emerging Digital Practitioner Strand)

#### **Curriculum Leader**

Mr P Sloane

#### **Awarding Body**

OCR

#### **Minimum Grade Requirement**

GCSE grade 4 in Computing and/or ICT and GCSE grade 4 in Mathematics.

#### **Course Content – 5 units** (see below)

This qualification is not just about being able to use computers. Employers are in need of people who are able to help them develop their systems of the systems for their customers. This qualification is designed to give learners a range of specialist knowledge and transferable skills in the context of *applied* IT.

#### **Fundamentals of ICT (examination unit)**

Information learnt in this unit will create a solid foundation of the fundamentals of hardware, networks, software, the ethical use of computers, and how businesses use IT.

#### **Global Information (examination unit)**

Investigate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. The unit will give you knowledge of how data is stored and processed by organisations, how individuals use information and the legislation and regulation governing information which flows into and out of an organisation.

#### **Virtual and Augmented Reality (coursework unit)**

In this unit you will learn about both virtual and augmented reality technologies and how they are used. You will design both types of resource and create one of them. You will also investigate future applications for virtual and augmented reality.

#### **Cyber Security (examination unit)**

This unit has been designed to enable you to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations.

#### **Mobile Technology (coursework unit)**

You may come to this unit as a proficient user of a mobile phone, but you may be less familiar with other mobile technologies and their operating systems. You will broaden your knowledge and understanding of the wider potential of mobile technologies and its consequences to people and businesses.

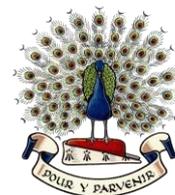
#### **Assessment**

5 Units of study:

Mixture of examination (3) and coursework (2) units. Involvement in business and with ICT professionals is a course requirement.

#### **Progression**

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work, and are recognised for UCAS tariff points. The course will provide students with the skills required when starting out in an ICT based career



# Mathematics and Further Mathematics

## Curriculum Leader

Mr K Byrne

## Awarding Body

AQA

## Minimum Grade Requirement for A Level Mathematics

Grade 5 in GCSE Mathematics (Higher Tier paper).

## Minimum Grade Requirement for A Level Further Mathematics

Grade 7 in GCSE Mathematics

The Lady Manners School Department of Mathematics has always been extremely successful and has a proven track record of teaching at A Level. In 2018 75% of our Year 13 A Level and 67% of our Further Maths A Level students achieved a grade A\* - B. A high proportion of our students have also gone on to study maths or a maths related subject at a range of high profile universities.

A Level and AS Level Mathematics and Further Mathematics have undergone a thorough review and the current specification was first taught from September 2017. As with other A Level subjects, a key change for the new course is the “decoupling” of A Level from AS, with all exams being sat at the end of the respective course.

The assessment structure for the A Level is as follows:

- **A Level Mathematics:** 3 written papers covering core mathematics, mechanics and statistics.
- **A Level Further Mathematics:** 3 written papers with 2 exams covering core mathematics and further pure mathematics, with the third being made up of two options out of mechanics, statistics and decision mathematics.

The content is made up of a range of mathematical disciplines as follows:

- **Core Mathematics:** elements from calculus, algebra and functions, trigonometry, sequences and series.
- **Further Pure Mathematics:** elements from further calculus, hyperbolic functions, differential equations, vectors, matrices and polar coordinates.
- **Mechanics:** elements from kinematics, forces and Newton’s laws, moments, work/energy & power and centres of mass.
- **Statistics:** elements from statistical sampling, data presentation, probability and hypothesis testing.
- **Decision Maths:** elements from network flows, linear programming, critical path analysis and game theory for zero-sum games.

The full specification and content can be downloaded from the AQA website.

Each single A Level class will be taught by two teachers with four “double” lessons per week. In comparison the Further Maths course will be taken by three teachers and be allocated six “double” lessons per week. We will aim to further support all abilities of Year 12 and 13 students through a programme of additional lunchtime drop-in sessions, maths challenge enrichment, plus support sessions for students interested in applying for STEP exams.

Students will require a calculator with an iterative function and the ability to compute summary statistics and access probabilities from standard statistical distributions. More information and suggested models will be available from the maths department. Mathematics is listed by the Russell Group as a facilitating subject which means it helps gain admission to a wide variety of competitive higher education courses.



# Media Studies

## Curriculum Leader

Mrs J Lansley

## Awarding Body

AQA Media Studies (7572)

## Minimum Grade Requirement

GCSE grade 4 in English.

## Course Content

This course has three elements. All exams are taken at the end of Year 13.

Students will study 17 Close Study products.

## Paper 1

### Issues and debates in the media

Examples of topics studied:

- Advertising and marketing
- Music videos
- Newspapers
- Radio

Written exam - 2 hours

**35% of A Level**

## Paper 2

### Analysis of media products

Examples of topics studied:

- Television
- Magazines
- Online and social media
- Video games

Written exam – 2 hours

**35% of A Level**

### Non Exam Assessment

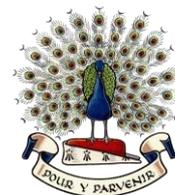
Students have the opportunity to create media products for a specified audience from a given choice of topics.

**30% of A Level**

### Progression

Many Further Education and Higher Education institutions offer specialist courses in Media Studies. Media Studies is also a popular combination with other degree courses.

There are many opportunities in careers such as journalism, broadcast media, television, radio, internet, and advertising and marketing.



# Modern Foreign Languages

## French and German

### Curriculum Leader

Mr P Ince

### Awarding Body

AQA

### Minimum Grade Requirement

GCSE grade 5 in French or German, as appropriate.

### Course Content

#### Year 12

One theme of Social issues and trends:

- French – Aspects of French-speaking society: current trends
- German – Aspects of German-speaking society

One theme of Political and/or intellectual and/or artistic culture:

- French – Artistic culture in the French-speaking world
- German – Artistic culture in the German-speaking world

One text or one film

Grammar

#### Year 13

A further theme from Social issues and trends:

- Aspects of French-speaking society: current issues / multi-culturalism in the German-speaking world
- A further theme from Political and/or intellectual and/or artistic culture: Aspects of political life in French-speaking/German-speaking world
- One text and one film or two texts
- Grammar
- IRP (individual research project)

The main differences from GCSE are that the topics, and therefore the vocabulary areas, are more advanced and students are expected to understand and use a wider and more varied range of expression. A Level will build on students' existing grammar knowledge and obviously extend that knowledge. Teaching will also seek to include a development of students' ability to work independently and invest their own time to progress steadily.

### Assessment

#### Year 13

##### Paper 1:

Written exam - 2 hours 30 minutes  
160 marks 40%

##### Paper 2:

Written exam - 2 hours  
90 marks 30%

##### Paper 3:

Speaking test - 16-17 minutes  
(plus five minutes preparation time)  
60 marks 30%

### Progression

Language study at A Level opens paths into many career avenues and can be a positively influential factor for students going into law, banking, business, tourism, medicine and other science-based careers. French and German are listed by the Russell Group as facilitating subjects which means they help gain admission to a wide variety of competitive higher education courses.



# Music

## Curriculum Leader

Miss L Barnsley

## Awarding Body

Edexcel

## Minimum Grade Requirement

Either GCSE Music Grade 5 or Grade 5 theory is required. Performing skills are also essential, ideally at the equivalent of Grade 5 or above.

## Course Content

### A Level

#### Component 1

##### Performing

30% externally assessed

##### Overview

Total performance time of 8 minutes

Solo and/or ensemble

##### Assessment

Total of 60 marks

12 marks available for difficulty of pieces

#### Component 2

##### Composing

30% externally assessed

##### Overview

2 compositions

1 free or free choice brief –  
minimum 4 minutes

1 brief assessing technique –  
minimum 1 minute

Combined total - minimum of 6 minutes

##### Assessment

2 pieces

40 marks for free or free choice brief  
(4 minutes)

20 marks for brief assessing technique

Total of 60 marks

#### Component 3

##### Appraising

40% exam

##### Overview

6 areas of study with 3 set works in each

- Vocal Music
- Instrumental Music
- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions

##### Assessment

Exam 2 hours

Total 100 marks

#### Progression

A wide range of career opportunities in music, including recording and broadcasting and performing, require A Level Music. It is a valuable asset for those wishing to go into teaching at all age levels, and provides a firm basis for music as a lifelong interest.



# Physical Education

## Curriculum Leaders

Mr R Allen

Miss R Pownall-Jones

## Awarding Body

AQA

## Minimum Grade Requirement

Grade 4 in GCSE Physical Education.  
GCSE grade 5 in Biology or GCSE grade 5 in Combined Science.

## Specification at a glance:

The qualification is linear. Linear means that all students will sit their exams and submit all their non-exam assessment at the end of the course.

## Assessment:

Written examination	-	70%
Practical assessment	-	30%

## Course Content

- Applied anatomy and physiology
- Skill Acquisition
- Sport and Society
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology

## Paper 1:

Factors affecting participation in physical activity and sport

What's assessed?

Section A: Applied Physiology

Section B: Skill acquisition

Section C: Sport and Society

35% of A Level

## Practical Assessment:

Students are assessed as a performer or coach in the full sided version of one activity, plus a verbal/written analysis of performance.

Internal assessment with external moderation.

30% of A Level

## Paper 2:

Factors affecting optimal performance in physical activity and sport.

## Section A:

Exercise Physiology and biomechanics

## Section B:

Sport Psychology

## Section C:

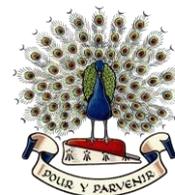
Sport and society and technology in sport

35% of A Level

As with all new A Level specifications, all exams are taken at the end of Year 13.

## Progression

Sport, Leisure and Recreation are growth areas in society and this is reflected in the courses now offered the length and breadth of the country in sport and sport related subjects. The Sport and Physical Education A Level course provides a bridge to higher education and is accepted by universities and colleges for general admission.



# Physics

## Curriculum Leader

To be confirmed

## Awarding Body

AQA

## Minimum Grade Requirement

Grade 5 in GCSE Physics or Grade 5 in GCSE Combined Science. Grade 5 in GCSE Mathematics.

## Course Content

A Level Physics follows the AQA syllabus.

First Year of A Level Content:

1. Measurements and their errors.
2. Particles and radiation, including constituents of the atom, particle interactions, collisions of electrons with atoms.
3. Waves, including progressive waves, interference and diffraction.
4. Mechanics and energy, including projectile motion, and Newton's laws of motion.
5. Electricity, including current/voltage characteristics, circuits, electromotive force and internal resistance.

Second Year of A Level Content:

6. Further mechanics and thermal physics, including periodic motion, thermal energy transfer, molecular kinetic theory model.
7. Fields, including Newton's law of gravitation, orbits of planets and satellites, magnetic flux density.
8. Nuclear physics, including evidence for the nucleus, radioactive decay, nuclear instability.

Plus one option from:

- Astrophysics, including classification of stars by luminosity, Doppler effect, detection of exoplanets.
- Medical physics, including physics of vision, ECG machines, X-ray imaging
- Engineering physics, including rotational dynamics, thermodynamics and engines
- Turning points in physics, including discovery of the electron, Einstein's theory of (special) relativity

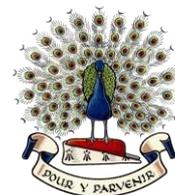
## Assessment

All exams will be taken at the end of the course. There will be three A Level exams of 2 hours duration each. Most of the practical questions will be in paper 3 of the A Level. Exams will include long and short answer written questions, calculations, and multiple choice.

Students' practical skills will be teacher-assessed over 12 practicals (set by AQA) and awarded a "pass" or "fail", which will be annotated on their certificate. Students' knowledge and understanding of these practicals will be assessed in exam papers which will make up 15% of their exam mark. There will be no assessed coursework.

## Progression

Physics demonstrates to a potential employer that you can think logically and work hard. It allows you to follow a wide range of career paths – not just the scientific ones. Around 10% of A Level students pursue pure sciences at university. The course will help prepare students for a wide range of possible university destinations including medicine, engineering and electronics. Physics is listed by the Russell Group as a facilitating subject which means it helps gain admission to a wide variety of competitive higher education courses.



# Psychology

## Curriculum Leader

Mr R Lee

## Awarding Body

AQA

## Minimum Grade Requirement

GCSE Grade 4 in English and GCSE Grade 4 in Mathematics.

## Course Content

### A Level

#### **Unit 1: Introductory Topics in Psychology (social influence, memory, attachments and psychopathology).**

This unit will include such topics as; Conformity, minority influence, obedience to authority, causes of and resistance to social influence, explanations of attachments, deprivation and privation, cultural variations in attachments, definitions of abnormality, explanations and treatments for phobias, depression and obsessive compulsive disorder.

#### **Unit 2: Psychology in Context (approaches in psychology, biopsychology and research methods).**

This unit will include topics such as; Understanding different approaches to psychology, for example, the learning approach, cognitive approach, biological approach and psychodynamic approach. You will also gain a biological understanding of human behaviour, such as localisation and function of the brain, plasticity and functional recovery of the brain after trauma, split-brain research, circadian and infradian rhythms. You will learn about the different methodologies that are applied in psychological research, such as experiments, observations, interviews, case studies and the mathematics behind the results, such as through statistics. You will have the opportunity to conduct and analyse your own study.

#### **Unit 3: Issues and options in psychology (Issues and debates, schizophrenia, relationships and forensic psychology).**

This unit will include such topics as; Debates in psychology, for example free will versus determinism, holism versus reductionism, nature versus nurture. You will gain an understanding of the diagnosis, explanations for and treatments for schizophrenia, such as the dopamine hypothesis, schizophrenogenic mother, drug therapies, cognitive behaviour therapies, token economies and family therapy. You will learn about the psychology behind relationships, for example, factors affecting attractions like self-disclosure and filter theory. Theories of romantic relationships such as social exchange theory and equity theory. Finally, a look at virtual relationships in social media and parasocial relationships.

### Assessment

A Level

**Unit 1** is assessed in a written exam lasting 2 hours, 33.3% of A Level mark.

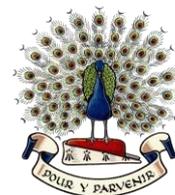
**Unit 2** is assessed in a written exam lasting 2 hours, 33.3% of A Level mark.

**Unit 3** is assessed in a written exam lasting 2 hours, 33.3% of A Level mark.

There are various forms of questions, such as short answer, applied and essay questions in all the exams. Ten per cent of the questions across the three exams are mathematically based.

### Progression

Psychology prepares students for a variety of work, including business, education and health services. Many psychology graduates continue further training to become, for example, clinical, educational, occupational and criminal psychologists. In addition, a psychological insight may prove useful in our everyday lives.



# Religious Studies

(Philosophy, Ethics and Development in Religious Thoughts)

## Curriculum Leader

Mr R Mason

## Awarding Body

OCR

## Minimum Grade Requirement

GCSE grade 4 in English. Applications will be considered from students who have not studied GCSE Religious Studies if they have a GCSE grade 4 in a related subject such as History or Geography.

## Course Content

This Advanced GCE in Religious Studies adopts a more philosophical approach to religion than students are familiar with at GCSE. This is a religious studies course, but many non-religious students enjoy the intellectual challenge of abstract thought and ethical debate. Multiple opportunities to study and discuss secular views and approaches to the big questions in life are also provided.

In **Philosophy** candidates will study the following topics:

Ancient Greek influences on religious philosophy, arguments for and against the existence of God, the challenge to religious belief posed by the problem of evil, religious experience, the attributes of God, and discussions about the meaningfulness of religious language.

In **Ethics** candidates will study the following topics:

Religious and secular normative ethical theories and their application to euthanasia, sex and business. Students will study the implications for ethics of debates about the conscience and ethical language.

In **Developments in Religious Thought** candidates will study the following topics:

The way beliefs, practices and values have changed over time and how they are reflected in the world of today. Students will also study the relationship between beliefs, identity,

sources of authority and their impact on contemporary society.

There is some overlap and compatibility with courses like Psychology, Business Studies and Sociology.

The course will necessitate wide reading, regular preparation and submission of essays and independent study. There will be ample opportunity for lively debate and Socratic discussion.

## Assessment

Students will sit three exams at the end of Year 13 which count for 100% of their A Level grade.

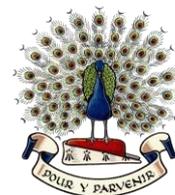
The three A Level exams are equally weighted, each counting for 33.3% of the final grade. Exams are two hours each.

## Preparing for Exams

Although there is no coursework, it is expected that students will submit essays based on past exam questions according to a strict essay timetable. These essays will be marked by their teacher according to the levels of response provided by the exam board and students will be provided with specific feedback on how to improve their essays. The expectation is that students will spend one hour of independent learning for every hour of taught lessons.

## Progression

This GCE will develop students' skills of research, essay writing, interpretation and critical thinking. These skills are recognised and valued by employers and higher education. Religious Studies is widely accepted for entry onto a variety of University and College courses. The course has grown in popularity in recent years as University admissions tutors increasingly look for breadth in A Level studies. Degree courses are available in Theology, Religious Studies and Philosophy.



# Core Curriculum Subjects

In order to provide breadth of study for all our students, those taking three A Levels are also required to choose an option from the core curriculum.

## Politics (AS over 2 years)

**Awarding Body:** Edexcel

The Politics AS level aims to help students develop knowledge and understanding of political structures in the UK. The course covers the history and political theory behind the UK constitution and parliamentary structure. An AS in Politics is useful for students considering studying Law, Politics or PPE at university. AS Politics is further useful in developing skills in analysis and evaluation and equips students with the life skills necessary for participating in the democratic process.

There is an expectation that students will devote some directed time to a weekly reading assignment to compensate for the fact that this AS level is taught in only one double lesson a week over two years.

**Assessment:** Two 1 hour and 45 minute examinations at the end of Year 13.

## Work Experience

Students can opt to pursue an extended work experience placement in their Core Curriculum slot.

This can either be arranged through the school Careers Department or by students themselves (subject to adequate risk assessment).

This is particularly useful for students intending to apply for apprenticeships post-18, or those intending to apply for university courses with a work experience pre-requisite.

## Higher Sports Leadership Award (HSLA)

The Higher Sports Leaders Award (HSLA) aims to provide skills and experience in delivering sport and recreational activities to a range of groups. It helps to develop an understanding of sports leadership, leading sessions to improve fitness and experience of planning and delivering a sporting event. The course provides a good opportunity for students wishing to gain experience working with younger children, or those who wish to demonstrate leadership and organisational skills.

## Young Enterprise

Young Enterprise runs throughout one academic year (Year 12). A business meeting is held one lunchtime per week, and students also work on their projects/business throughout the week. Students make all the decisions about their enterprise, from deciding on the name and product, to creating a business plan, managing the student company finances, and selling to the public at trade fairs etc. They organise their own roles, and are responsible for all aspects of the business.

They are supported by a link teacher, and a volunteer Business Advisor who brings a wealth of business knowledge and expertise. A range of resources are provided to help manage the company. Teams track their progress using self-assessment tools, and even compete against other schools in local, regional and national competitions.

## Duke of Edinburgh Award

We offer the Gold Duke of Edinburgh Award to students in the Sixth Form. The award is nationally recognised and comprises activities under the following headings: Volunteering, physical, skills, expedition and a residential activity (see [www.dofe.org](http://www.dofe.org) for more information). The school offers a walking expedition. The practice usually takes place in the April of Year 12 in the Dark Peak, before completing a qualifying expedition; currently in July of Year 12, and usually on the Isle of Arran in July. It is possible to do the gold expedition in Year 13 if required. Other types of expeditions are possible but would need to be sourced by the applicant themselves. All other programmes within DofE would be overseen by the School DofE team. For more details please email [dofe@ladymanners.derbyshire.sch.uk](mailto:dofe@ladymanners.derbyshire.sch.uk)

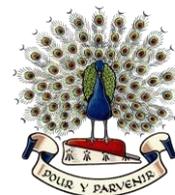
Another option currently available at the end of Y12 is:

## Extended Project Qualification (EPQ)

**Level 3**

**Awarding Body:** AQA

It allows students to embark on largely self-directed projects. By taking responsibility for the choice and design on an individual project (or an individual role in a group project). Assessment is via portfolio work and evidence provided by the student.



# Tutor System

When you join the Sixth Form you will be allocated a Form Tutor to support you through your two years of study. You will have daily contact with your tutor at registration and in tutorial periods during Year 12. All students attend a weekly assembly.

Your tutor will be a source of advice on study skills, educational matters, careers, Higher Education, social and academic matters.

They will monitor attendance and academic progress, help you to set appropriate targets and assist in building a personal profile for use with Post 18 applications. The personal tutor plays a vital role in transition and integration into the Sixth Form and will offer support and guidance with Post-18 options such as apprenticeships, employment, college courses and university.

# Personal and Careers Guidance and Work Experience

Careers information and personal advice are provided through our own careers department with whom students may make appointments. Students are encouraged to organise Work Experience placements in a broad range of career areas.

Work Experience is a requirement for an increasing number of Post-18 courses and careers, and is an expectation for the majority of employers.

Mr Pacey is the school's Careers Guidance Officer and can direct you to all the services available.

# Sixth Form Study Centre

## Study Area

This is an informal social and study area where students have access to drinks and a snack bar which serves hot and cold food and drinks between 10.00am and 2.00pm daily.

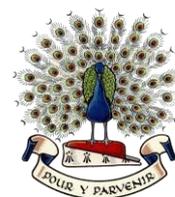
## ICT Suite

This area is reserved for those wishing to work and study quietly. There are study desks and computers for Sixth Form use only, with internet access all day.

The Head of Sixth Form, the Sixth Form pastoral team and student support have offices in the Sixth Form Centre. If you have any concerns, problems or queries, do not hesitate to talk to us, your form tutor or subject teachers – we are here to help you.

Some car parking is available for Sixth Formers adjacent to the Sixth Form Centre, but it is essential that great care is taken as there are numerous students, staff and visitors on site throughout the day. Written applications seeking permission to bring a car and park on the school premises must be addressed to Mr Evans, Head of Sixth Form. Failure to comply with school health and safety policy with regard to cars and school premises will lead to permission being withdrawn. Student safety is paramount and cars must not be used during the day for social activities.

Meetings, assemblies, teaching rooms, form rooms and the dining area are in the Main School.



# Library

Opening Hours 8.30 am – 4.15 pm

Resources have been selected to support Sixth Form independent learning in preparation for further education. They include 30 computers with on-line access to *Britannica online*. This is also available from home. On-line newspaper and journal articles can be accessed from *JSTOR*. There are newspapers and journals to support research and leisure interests. Examples of these are the “*Review*” series from Philip Allan, targeted by subject at A Level students.

Students are given access to their own area of the on-line library catalogue. Items can be reserved, renewed and the catalogue can be searched from home.

Sixth Formers have full access to the library during their free time, when it is open. They can book computers, and are encouraged to work independently using the resources available.

The library has a scanner and photocopying facilities.

High standards of conduct and behaviour are expected in the Library and Sixth Form students should set a good example to younger students.

Mrs Hetherington, Learning Resources Manager, and Mrs Lovell, Assistant Learning Resources Manager, are there to ensure that the students make the most of the 15,000 resources.



# Extra Curricular Opportunities

As an essential complement to academic study, students in both Years 12 and 13 are expected to involve themselves in the wide ranging activities that we offer.

## **Sport**

For those with particular interests, there is the opportunity to compete as part of a team in rugby, hockey, football and netball. A wide range of other sports is available, subject to demand, including volleyball, basketball, tennis and athletics.

Sport is not a compulsory aspect of Sixth Form education, but many students choose to become actively involved.

## **Music**

We offer many opportunities for students to continue their interests in Music including peripatetic lessons, Senior Choir, Senior Windband, Brass Band, Orchestra and Jazz Orchestra, as well as supporting younger students in their bands and orchestras.

## **Drama**

Each year we put on a major musical production. Sixth Form students are encouraged to involve themselves in this at all levels from stage performance to backstage technical work.

## **Clubs and Societies**

We run a wide number of clubs and societies at Lady Manners School, providing students with the chance to further existing interests, develop new ones and to develop personal skills such as leadership and communication.

Please see the school website for further details of current clubs.

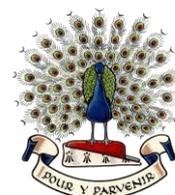
## **Trips and Visits**

Many subject areas arrange field trips and day trips to enrich the work studies in the classroom. These provide students with invaluable practical experience of classroom theory.

## **Positions of Responsibility**

Sixth Form students at Lady Manners School have many opportunities to involve themselves with the wider life of the school. We have a long established prefect system through which students undertake duties at lunchtime which assist in the smooth running of the school. Towards the end of Year 12 all students have the opportunity to apply for the prestigious position of School Officer. Apart from supervisory duties, Sixth Form students may contribute to the wider life of school through the following activities:

- Lower School Form Link
- Lesson Support
- Ambassadorial Duties
- Buddy Counselling
- Read On Scheme
- Charity Fundraising
- Library Duties
- Prefectorial Duties
- Corridor/Dinner Duty
- Travel Prefect
- Mentoring
- Sports Leadership



# Making Your Application

The transition to Post-16 education is one which requires considerable thought. You will be expected to make important decisions which will affect the next two years of your life and, possibly, the route which you follow beyond school. You must think about this very seriously and research all the possibilities before making a decision. If you follow the guidelines listed below, you stand a better chance of choosing the right course for you – one that you enjoy, is within your capabilities, and which will equip you with the necessary qualifications for the next step on your chosen career route.

## Research

You should think seriously about your plans and undertake thorough research into the different options available to you.

There are many different courses on offer at Lady Manners School, which will allow you to continue your education following a variety of pathways, opening up different opportunities after two years. However, you might consider you are more suited to vocational and pre-vocational courses on offer at other institutions. To help you decide on the best course of action, a number of special events will be organised to help your research. These are listed under the Application Procedure (see next page).

The Sixth Form Open Evening provides an opportunity to meet department staff and discuss courses and their content, see evidence of student work and to ask any questions you may have.

The Sixth Form Induction Day in June introduces students to Sixth Form courses and Sixth Form life.

Make sure that you attend all of these events, speak to relevant people and read all available information (including this prospectus!) before making a decision. Pay particular attention to course entry requirements and modes of assessment.

## Advice

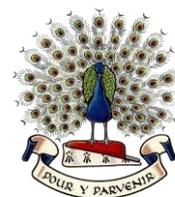
There are several sources of advice both in and out of school, to help you reach a decision:

Subject teachers – will you achieve the necessary GCSE grade and will you cope with the A Level demands in their subject?

Form tutors will be in a position to offer individual advice.

School Careers Department – use the wealth of information that you have in school, including specialist computer programmes.

Sixth Form staff – feel free to seek advice from the Head of Sixth Form and the Sixth Form pastoral team.



# Application Timeline

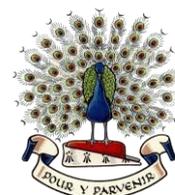
<b>Thursday 15 November 2018</b>	Sixth Form Prospectus available at Sixth Form Open Evening
<b>Thursday 15 November 2018, 5.00 – 7.30pm</b>	Sixth Form Open Evening – parents/carers and students meet with Mr Evans, senior staff and Departments to discuss general admission policy, curriculum issues and A level options.
<b>Friday 25 January 2019</b>	Application deadline
<b>Monday 1 July 2019</b>	Sixth Form Induction Day
<b>Thursday 22 August 2019</b>	GCSE results day

## Offer

Following your application you will be offered a place in the Sixth Form subject to you meeting the Sixth Form entry requirements and subject grade requirements.

You will be asked to achieve a minimum of 5 GCSEs (or level 2 equivalent) at grade 4 or above, plus any other requirements which relate to your proposed A Level subject choices.

If you feel you might have difficulty meeting our entry requirements, you are advised to make additional applications for other courses at alternative institutions.



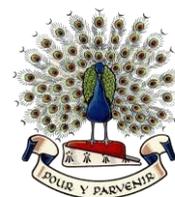
# Late Applications

Applications submitted after the deadline will be dealt with in priority order. Places will be offered on a first come first served basis in the event of over subscription, provided that the grade requirements have been met.

# Results

All students will be asked, on receipt of their GCSE results, to confirm their place in the Sixth Form. External applicants must bring evidence of their examination results to school on the afternoon of results day. We will do our utmost to accommodate late requests for changes, subject to capacity in subjects.

If you have not met the recommended minimum grade requirement in a subject, but have achieved the general 5 GCSE at grade 4 or above requirements for A level courses, you will be asked to choose an alternative subject.



# General Information

## School Day Times

<b>9.00 – 9.05 am</b>	Registration
<b>9.05 – 9.25 am</b>	Form Time / Assembly
<b>9.25 – 10.00 am</b>	Period 1
<b>10.00 – 10.40 am</b>	Period 2
<b>10.40 – 10.55 am</b>	Morning Break
<b>10.55 – 11.30 am</b>	Period 3
<b>11.30 – 12.10 pm</b>	Period 4
<b>12.10 – 1.20 pm</b>	Lunch Break
<b>1.20 pm</b>	Movement Bell
<b>1.25 – 2.00 pm</b>	Period 5
<b>2.00 – 2.40 pm</b>	Period 6
<b>2.40 – 2.50 pm</b>	Afternoon Break
<b>2.50 – 3.25 pm</b>	Period 7
<b>3.25 – 4.05 pm</b>	Period 8

Students must arrive promptly for registration, assemblies, meetings and all lessons.

Any periods of absence must be followed by a letter from your parent or carer. If you know in advance that you are going to be unavoidably absent from school you are expected to complete a “time off” form and inform your tutor and subject teachers so that they are aware.

Public examinations will take place in the Summer term. It is essential that you are aware of the dates of all your exams and coursework deadlines.

The end of the Summer term provides an essential opportunity for students to arrange their work experience. Employers and university admissions tutors are looking for evidence of a broad range of transferable skills and relevant work experience.



# Lady Manners 16-19 Bursary Scheme

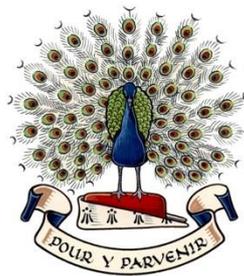
Lady Manners School has been allocated a small sum of money to make bursary payments to post-16 students. This will be made up of two elements:

- Young people who are on income support, in care, or are disabled (receiving Employment Support Allowance and Disability Living Allowance) will be entitled to receive a Bursary of £1,200 per academic year. These payments will be made directly into students' bank accounts by the school and will be subject to them satisfying attendance and behaviour criteria.
- A discretionary bursary award of £4.00 per day is available for students living in a household where annual income does not exceed £16,190.
- A discretionary award of £1.80 per day is also available for students living in a household where annual income is between £16,191 and £20,187.

Students in receipt of the above awards will also be eligible for contributions towards specific items related to their programme, i.e. trips, revision guides, and UCAS fee, if applicable.

- The school will also have discretion to make bursary payments to other students experiencing financial hardship. Full details of Bursary Awards and criteria are available in the "School Life" "Financial Support" section of the school website.

In the meantime, if you are part of a low income household, you may wish to enquire about your eligibility for a range of other benefits, such as Free School Meals, which may help us in assessing eligibility under the new bursary scheme. Free School Meals are administered by Derbyshire County Council, and there is a link from our School website in the "School Life" Section.



**Lady Manners School**

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Facebook: [www.facebook.com/LadyMannersSchool](https://www.facebook.com/LadyMannersSchool)