



Lady Manners School

# Sixth Form

— Prospectus —



2023







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Lady Manners School

**Sixth Form**

Visitors please report to  
Main Building Reception

# Welcome to Lady Manners School Sixth Form

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We are delighted that you are interested in studying with us and we hope that this prospectus gives you a sense of all that we can offer. Our aim is to provide you with a first class learning experience. We are proud to offer a wide range of A level and vocational qualifications, a broad selection of extra-curricular opportunities and the care and guidance to enable you to thrive and achieve your aspirations. We look forward to working with you.

Gary Peat  
Headteacher





# Sixth Form Life

## 1. 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 post-16 study, your personal interests and career, apprenticeship or university plans.

Students elect to study either three or four A Level or vocational subjects. It is recommended that only students with all grades of 7 or above consider starting on four subjects. We will discuss this with you, if this is your preferred route.

## 2. Extended Curriculum

In addition, all students studying three post-16 subjects follow an extended curriculum option that includes courses such as:

- Politics AS Level
- Work experience and extended work experience
- Higher Sports Leadership Award (HSLA)
- Duke of Edinburgh's Award
- Voluntary work
- Young Enterprise
- Extended Project Qualification (EPQ) - available in Year 13

## 3. Independent Study

Your Sixth Form timetable will contain dedicated time for independent study. This will enable you to develop the skills that will be so important in the Sixth Form and beyond. You will be expected to develop your knowledge of your subjects outside of the classroom and you will be supported to do this.





#### 4. Extra-Curricular Opportunities

To support your academic profile, we offer a wide range of extra-curricular activities and we encourage students in both Years 12 and 13 to involve themselves in as many opportunities as possible. This will broaden your skill-set, support your personal well-being and also support your post-18 application.

- **Sport:** For those with sporting interests, there is the opportunity to compete as part of our rugby, hockey, football and netball teams - or just for fun. A wide range of other sports is available, subject to demand, including volleyball, basketball, tennis and athletics.
- **Music:** We offer many opportunities for students to continue their interests in music including individual lessons, Senior Choir, Senior Windband, Brass Band, Orchestra and Jazz Orchestra. There are also opportunities to support younger students with their music
- **Drama:** Sixth Form students are encouraged to get involved in our annual major productions; from stage performance to backstage technical work.
- **Clubs and Activities:** We run lots of clubs and activities, providing students with the chance to further existing interests, develop new ones and to develop personal skills such as leadership and communication. (Details are available at [www.ladymanners.net/clubs](http://www.ladymanners.net/clubs))
- **Trips and Visits:** Many subject areas arrange field trips and day trips to enrich the academic studies in the classroom and provide students with invaluable practical experience of classroom theory.
- **Positions of Responsibility:** One of the advantages of being a Sixth Form student at Lady Manners School is the opportunity to be involved in the wider life of the school. School Officers are elected in Year 13 and are an integral part of the running of Sixth Form and wider school activities. Sixth Form students may also have leadership roles as House Captains, Prefects and Travel Prefects, Buddy Mentors and Sports Leaders. Roles are also available in the library, helping younger students to improve their reading skills, and students can help to lead charity fundraising.



#### 5. Support

When you join the Sixth Form, you will be allocated a Form Tutor to support you through your two years of study. You will meet with your tutor during daily registration and for a tutorial period once per week where we cover a range of activities. These include study skills, careers, personal well-being and all of your post-18 choices. There will also be an assembly once per week. Part of your tutor's role is to monitor your attendance and progress over the two years and to support you in building a personal profile for your post-18 application. Your tutor will be a source of advice for you and will help you to settle into Year 12 and prepare you for your transition to university, an apprenticeship, employment or further education.









## Support and Guidance

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In addition to your personal tutor, there is a Sixth Form Team of staff who will support you through your time in the Sixth Form. Alongside the Head of Sixth Form, there are two Heads of Year and a range of staff who will support your pastoral well-being. We understand that these two years are

challenging academically and that they are also a key transition point for you as you decide your future steps. We want to ensure that you receive excellent guidance and that you are well looked after during this time.



## Careers Guidance and Work Experience

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The school has a dedicated Careers Leader and you will have the opportunity to have personal careers interviews and to take part in work experience in the summer of Year 12.

Work experience is a requirement for an increasing number of post-18 courses and careers, and is looked upon favourably by employers. All students are supported as they organise work experience placements in a broad

range of career areas. This is in addition to the ongoing work experience chosen by some students as their extended curriculum option.

Careers information and personal advice are provided throughout the Sixth Form. The school's Careers Leader is available to all students to help them make the most of the available opportunities.







# Facilities

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The Sixth Form has its own dedicated centre with work and social space for students in Years 12 and 13. There is a large room for quiet study, equipped with computers, and a snack bar serving hot and cold food to supplement that available elsewhere in school. You will have the opportunity to rent a locker and there is also parking available for students.

The school is well equipped with specialist teaching areas for subjects such as science, sports studies and technology and there is a large

well-resourced school library where students can work independently, complete research and use the computing and photocopying facilities. Lady Manners School has superb sports facilities both indoors and outside. Students can make the most of the fitness suite and the huge range of sports teams that are on offer.

The Head of Sixth Form and the Sixth Form Team have offices in the Sixth Form Centre and are on hand if you have any concerns, problems or queries.



## Library

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

Resources have been carefully selected to support Sixth Form independent learning in preparation for further education. They include:

- Britannica Online
- JSTOR for access to online journals
- Newspapers
- Journals

Students are given online access to the 15,000 resources held in the library, both physical and online, using the 30 computers. This online access enables items to be reserved, renewed and searched both at school and home.

Our Learning Resources Manager is available to help students make the most of the resources on offer.

# Choosing Your A Level and Vocational Subjects

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We offer a wide range of Level 3 A Level and vocational courses in the Sixth Form. Each subject typically has five hours of teaching per week in Year 12 and Year 13 and for most subjects you will have two teachers. We do not pre-publish option blocks because we build our timetable around your choices. This gives us the most flexibility to offer you your first choices of subject and whilst we cannot guarantee that we can make every combination fit, we will certainly

do our best!

When you are considering your subject choice, you should aim to choose subjects where you have strengths and those that you enjoy. If you have a particular career in mind, you should also consider whether there are any specific subjects that you will need to study. Thorough research is key – some subjects in the Sixth Form have very different content to those you are studying now.



The specification details contained in this prospectus are, to the best of our knowledge, correct at the time of printing.

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.

Students must meet the overall minimum entry requirements as well as individual subject entry requirements before they will be accepted on a course. Please note, future re-sits will not be counted. The entry requirements can be found at the back of the prospectus.





# Art (Fine Art)

A Level Art provides 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 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 Content

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)

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 (Examination)

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

“A very flexible subject that allows you to pursue a wide range of types of art”

## Qualification

A Level Art and Design: Fine Art

## Course Leader

Ms R Gaunt

## Entry Requirements

GCSE grade 5 in an Art discipline

## Awarding Body

AQA

**Note:** Due to the overlapping of course content, it is not possible to study both A Level Art and A Level Textiles.

## Assessment

Component 1: Personal Investigation (Coursework):

60% of A Level

Component 2: Externally set assignment (Examination):

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 creative disciplines, such as media and photography.



# Biology

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.

## Course Content

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

### Year 12:

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

### Year 13:

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

"The understanding of anatomy, genetics and plant mechanisms I have gained has inspired me to study biology further at university"

## Qualification

A Level Biology

## Course Leader

Dr R Lennard

## Entry Requirements

GCSE grade 6 in Biology or  
GCSE grade 6-6 in Combined  
Science

GCSE grade 5 in Mathematics

## Awarding Body

AQA

## Assessment

The examination in Year 13 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.





# Business

(Level 3 Extended Certificate)

Business is a Cambridge Technical and equivalent to one A level. This 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, marketing, finance and ability to deliver operationally upon its commitments.

"The link between topics and the real world makes this course interesting. The coursework element is great as it removes the pressure of exams"

## 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 practical world of business.

Studying OCR Cambridge Technical in Business is designed for all learners who wish to develop a career in Business. The course has been designed specifically to cater for both learners wishing to study Business at University and to equip students with the skills required for a full time apprenticeships and employment in the business sector.

## Qualification

Cambridge Technical: Extended Certificate in Business

## Course Leader

Mrs B Archer

## Entry Requirements

GCSE grade 4 in English and  
GCSE grade 4 in Mathematics

If students have studied Business at KS4, a grade 4 or L2 pass is required.

## Awarding Body

OCR

## Assessment

66% examination, 33% coursework

Year 12 The Business Environment - external examination  
Marketing - internal assessment

Year 13 Working in Business - external examination  
Customers and communication - internal assessment  
To be confirmed - internal assessment

## 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.



# Chemistry

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.

"A challenging and rewarding course, supported by knowledgeable teachers"

## Course Content

The course comprises 5 teaching modules all of which are assessed by external examination. In addition, students complete a practical endorsement, with practical aspects examined within the main external examinations.

## 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 examination papers and that practical work will take place on a regular basis to cover the specification requirements.

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## Qualification

A Level Chemistry

## Course Leader

Mr P Tattersall

## Entry Requirements

GCSE grade 6 in Chemistry or  
GCSE grade 6-6 in Combined  
Science

GCSE grade 5 in Mathematics

## Awarding Body

OCR

## Assessment

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 examination assessment

## Progression

Chemistry is extremely highly regarded by universities and employers as a qualification which requires hard work, problem solving skills, creativity and imagination.





# Computer Science

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. Computer Science enables students to acquire subject knowledge, programming skills and soft skills in computational thinking and problem solving.

"I'm finding the course enjoyable and I chose the course because I enjoy the coding. I think knowing computer science will help me in the future because technology is becoming more widely used"

## Course Content

We study the following topics:

### Component 1

- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

### Component 2

- What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc)
- Problem solving and programming - how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems

In Year 12, students split their time equally between Component 1 and 2 topics. They develop their problem solving and programming skills, in order to complete the Non Examined Programming Assessment in Year 13. Students will use the Python language in school. Students will need access to a web-enabled computer to complete homework writing computer programs.

In Year 13, students devote 40 hours to the development of their NEA programming project as well as Components 1 and 2.

## Qualification

A Level Computer Science

## Course Leader

Ms J Thompson

## Entry Requirements

GCSE grade 6 in Mathematics  
GCSE grade 6 in Computer Science

Students who haven't taken GCSE Computer Science should consult the Course Leader

## Awarding Body

OCR

## Assessment

Assessment is through two terminal exams and a coursework element (20%).

In Year 13, students complete a project of their choice. They will produce a computer program that solves a complex programming 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 employment in computing.



# Drama & Theatre

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.

## Course Content

### Component 1: Drama and Theatre

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

### Component 2: Creating Original Drama

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

### Component 3: Making Theatre

- Exploration of the methodology of prescribed practitioners
- Perform scripted extracts

"The teachers are supportive and inspire you to improve yourself"

## Qualification

A Level Drama & Theatre

## Course Leader

Miss J Bower

## Entry Requirements

GCSE grade 5 in Drama.  
Students who did not study Drama at GCSE must have a GCSE grade 5 in English.

## Awarding Body

AQA

## Assessment

- Component 1: Written examination, 3 hours, 40% of A level
- Component 2: Working notebook (40 marks) and devised performance (20 marks), 30% of A Level
- Component 3: Performance (40 marks) and reflective report (20 marks), 30% of A Level

## Progression

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





# Economics

This course will develop your analytical and quantitative skills, together with qualities and attitudes that will equip you for the challenges, opportunities and responsibilities of adult and working life. It will also develop your understanding of a range of economic concepts and an ability to use those concepts in a variety of different contexts. You will appreciate how Economics contributes to wider social and political issues.

“Economics is relatable; it is about real world issues that matter”

## Course Content

This course is most suited to students who have an enquiring mind about current economic issues and who are interested in studying economic theory.

It doesn't matter if you haven't studied economics before. You might have an interest in economics and want to know more about the impact economics has on the world around you. You might want to investigate some of the stories you hear in the news – Why do some economies grow and others don't? Why didn't economists predict the Global Financial Crisis? What impact does the economy have on the business world? This course will help you to understand all this and more.

Students will be introduced to economics through building knowledge of core microeconomic and macroeconomic concepts, and by investigating economic theory through real-world businesses and the environments in which they operate. Students will engage with economics through wider reading and an awareness of the current issues impacting on the subject. Students will develop an understanding of current global issues which impact on economies and businesses operating within them.

All of the assessments are based on real businesses, real data, and real issues. This helps provide stimulating assessment materials to cover a wide range of economic issues and business contexts for students to engage with.

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## Qualification

A Level Economics

## Course Leader

Mrs B Archer

## Entry Requirements

GCSE grade 5 in English and  
GCSE grade 5 in Mathematics

## Awarding Body

Edexcel (Pearson)

## Assessment

Assessment is three external examinations at the end of the course, covering: markets, consumers, and firms; the wider economic environment; the global economy; making markets work.

## Progression

Studying economics will help you develop transferable skills that will prepare you for studying at university or moving into the world of work. Economics students can follow a wide range of careers in industry, commerce, finance and the civil service. You might choose a career in banking, sales, product management or general management.



# English Language

Language permeates every aspect of our lives in a myriad of different forms and contexts. This is the subject for you if you want to understand how people communicate and you are curious about how meaning is assigned to words.

This A Level will teach you invaluable skills for life. You will consider how the English language is affected by factors such as gender and sexuality, how it is constantly evolving and how it is used around the world.

"I have found this subject challenging and very interesting, especially the unit on dialect "

## Course Content

This course is made up of three components:

### Paper One: 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)

### Paper Two: Language diversity and change

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

### Non-Examination Assessment

- A 2000 word investigation into a personal language topic choice
- A 1500 word piece of original writing and an accompanying commentary

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## Qualification

A Level English Language

## Course Leader

Mrs A Wilcockson

## Entry Requirements

GCSE grade 5 in English Language

## Awarding Body

AQA (7702)

## Assessment

Paper One: 2 hours 30 minutes, 40% of A Level

Paper Two: 2 hours 30 minutes, 40% of A Level

Non-Examination Assessment: 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

English Literature is an academic A Level which is highly valued by both universities and employers. You will develop sophisticated essay writing, discussion and critical thinking. You will explore character and theme and develop an awareness of how literature shapes and is shaped by culture and context.

This is the subject for you if you love reading, but also have an enquiring mind, and a desire to learn more about the world through the lens of literature.

"An interesting course that opens your mind to texts that you're unlikely to read otherwise"

## 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

### Paper Two: Texts and Genres

Elements of Crime Writing or Political and Social Protest Writing

Three texts:

- Post 2000 prose e.g. Atonement
- Poetry e.g. Browning or Coleridge
- One further text e.g. Brighton Rock or The Murder of Roger Ackroyd

### Non-Examination Assessment

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

- one poetry
- one prose

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## Qualification

A Level English Literature

## Course Leader

Mrs J Johnson

## Entry Requirements

GCSE grade 6 in English Literature

## Awarding Body

AQA (B 7717)

## Assessment

Paper One: closed book, 2 hours 30 minutes, 40% of A Level

Paper Two: open book, 3 hours, 40% of A Level

Non-Examination Assessment: 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.



# French

French at A Level builds on and extends vocabulary and grammatical knowledge from GCSE. It is an integrated course focusing not only on linguistic and grammatical study, but also on culture, history and society in France. Through their own studies, students are able to develop skills in research, critical thinking and analysis, enabling them to understand how French-speaking society has been shaped and continues to change.

"I chose A Level French because I love languages and it's really useful for travel and job opportunities."

## Course Content

### Year 12

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

## Qualification

A Level French

## Course Leader

Mrs J Pritzlaff

## Entry Requirements

GCSE grade 5 in French

## Awarding Body

AQA

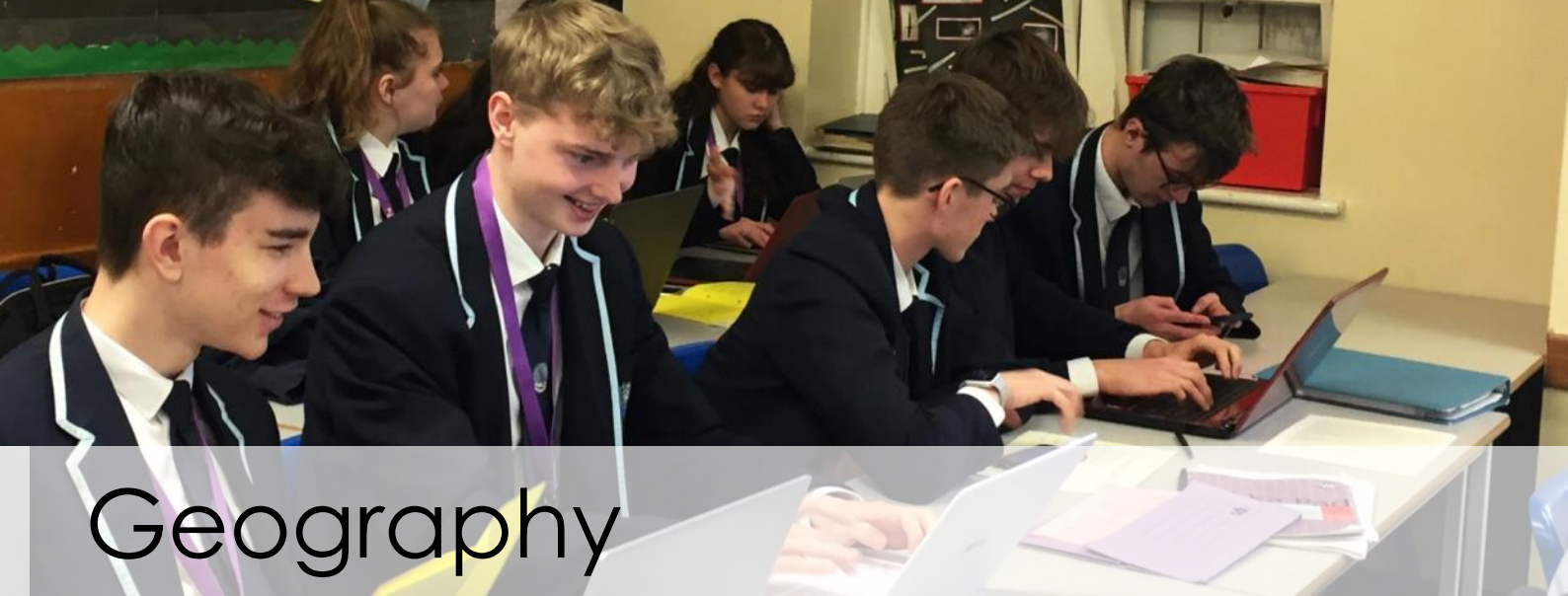
## Assessment

Paper 1: written examination	2 hours 30 mins	40% of A level
Paper 2: written examination	2 hours	30% of A level
Paper 3: speaking test	16-17 mins*	30% of A level
(*plus 5 mins preparation time)		

## 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.





# Geography

Geography provides students with a critical understanding of the world's people, places and environments in the 21st century. We support students to become independent learners who monitor their own learning and, through a variety of fieldwork experiences including their independent investigation, become confident in planning and executing their own research. We aim to equip learners with transferable skills, enabling them to progress to higher education and a range of employment opportunities that draw on their wide ranging geographical expertise.

## Course Content

Component 1:

- Changing landscapes (coasts)
- Changing places (urban and rural)

Component 2:

- Global systems and global governance  
Water and carbon cycles, processes and patterns of global migration and global governance of the Earth's oceans

Component 3:

- Contemporary themes in geography  
Tectonic hazards, along with our two chosen themes of:
  - Ecosystems
  - Economic growth & challenge (India)

Component 4 (Non-examination assessment):

- Independent investigation

"Geography teachers are enthusiastic about the course and teach in an entertaining and structured way"

## Qualification

A Level Geography

## Course Leader

Mr P Miller

## Entry Requirements

GCSE grade 5 in Geography and GCSE grade 5 in English

Applications will be considered from students who have not studied GCSE Geography if they have a grade 5 in a related subject.

## Awarding Body

Eduqas (WJEC)

## Assessment

Component 1:	written examination	2 hours 15 mins	} 80% of A level
Component 2:	written examination	2 hours 15 mins	
Component 3:	written examination	2 hours	
Component 4:	non-examination assessment		20%

## 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.



# German

A Level German builds on and extends vocabulary and grammatical knowledge from GCSE. Themes are studied in greater depth and the breadth of linguistic knowledge gained through the course enables students to take part confidently in sophisticated discussions on a variety of topics from history to modern life, from social media to literature. Students are encouraged to develop their ability to work independently and critically analyse not only the language they study but also the content conveyed.

"A Level German is a gateway into the world of business and opportunities in the future"

## Course Content

### Year 12

- One theme of social issues and trends:
  - Aspects of German-speaking society
- One theme of Political and/or intellectual and/or artistic culture:
  - 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 German-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 German-speaking world
- One text and one film or two texts
- Grammar
- IRP (individual research project)

## Qualification

A Level German

## Course Leader

Mrs J Pritzlaff

## Entry Requirements

GCSE grade 5 in German

## Awarding Body

AQA

## Assessment

Paper 1: written examination	2 hours 30 mins	40% of A level
Paper 2: written examination	2 hours	30% of A level
Paper 3: speaking test	16-17 mins*	30% of A level
(*plus 5 mins preparation time)		

## 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, engineering, pharmaceutical, medicine and other science-based careers.





# Health & Social Care

Health and Social Care is a Cambridge Technical and, equivalent to one A Level. It is recognised by university admission criteria. It allows you to study many components of the sector from promoting health and wellbeing, supporting those with health conditions and person centred care. The subject looks at hospital, social and child care environments. It allows students to move into nursing, midwifery, social care and child care careers.

“Health and Social Care is a great subject with helpful teachers, and will be valuable for future jobs in childcare or healthcare settings”

## Course Content

**Unit 1 - Building positive relationships in health and social care:** The different relationships that you will encounter within the health and social care sector.

**Unit 2 - Equality, diversity and rights in health and social care:** Implications of diversity on practice and the effects of discriminatory practice, legislation and national initiatives on those who require care.

**Unit 3 - Health, safety and security in health and social care:** Health, safety, and security in health and social care. Acquiring the necessary knowledge and skills to maintain a safe working environment.

**Unit 4 - Anatomy and physiology for health and social care:** The basic structure and functions of the body systems involved in everyday activities and maintenance of health including cardiovascular, respiratory and digestive systems.

**Unit 5 - Psychology for health and social care:** The human mind and why we behave the way we do. A range of psychological perspectives will be studied and you will be able to make links between these, behaviour change and health and wellbeing.

**Unit 6 - Nutrition for health:** Nutritional health and the component of good nutrition. Including scrutiny of different foods and their health benefits. How to support people to impact their health and wellbeing.

## Qualification

Cambridge Technical: Extended Certificate in Health and Social Care

## Course Leader

Mr R Lee

## Entry Requirements

GCSE grade 4 in English and  
GCSE grade 4 in Science

## Awarding Body

OCR

## Assessment

Mixture of three external examinations and three internally assessed pieces of coursework.

## Progression

The course will provide a strong base for progression to university courses such as BSc (Hons) in Nursing. The course will also provide students with the starting skills required to go into the health and social care work sector.



# History

A Level History is a challenging, but interesting course. It offers plenty of opportunity for discussion and debate, giving an insight into present day problems. For instance, from the perspective of the political divisions during the French Revolution, and by studying Britain's place in the world from the historical basis of the British Empire.

This fascinating subject encourages you to consider historical concepts rather than just remembering facts.

"History is interesting with lots of opportunities to develop skills such as communication and debating"

## Course Content

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

**Component 1 - Breadth Study:** a study of an extended period of History, enabling students to understand the process of change over time. We 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.

**Component 2 - Depth Study:** a focus 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.

**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 development of royal power and rebellion, and the extent to which women could exert power during the period.

## Qualification

A Level History

## Course Leader

Mr W Woodward

## Entry Requirements

GCSE grade 5 in History and GCSE grade 5 in English

Applications will be considered from students who have not studied GCSE History if they have a grade 5 in a related subject such as English Literature, Geography or RE.

## Awarding Body

AQA

## Assessment

Component 1	written examination (one compulsory question, two chosen essay questions)	40% of A level
Component 2:	written examination (one compulsory question, two chosen essay questions)	40% of A level
Component 3:	extended writing 4,500 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, Accountancy, Law and Humanities.



A photograph of students in a computer lab, sitting at desks with computers, looking at screens. The room has large windows and posters on the wall.

# ICT (Level 3 Introductory Diploma)

This qualification, which is equivalent to one A level, is not just about being able to use computers. Employers are in need of people who are able to help them develop their systems or 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.

"I chose this course because of its increasing relevance in a technologically progressing society. It covers a vast array of topics in depth, whilst also being manageable to learn."

## Course Content

**Fundamentals of ICT** (examination unit - Year 12): 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 - Year 12): Investigate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. Gain knowledge of how data is stored and processed by organisations, how individuals use information and the legislation and regulation governing information which flows in to and out of an organisation.

**Virtual and Augmented Reality** (coursework unit): Learn about both virtual and augmented reality technologies and how they are used. Design both types of resource and create one of them. Investigation of future applications for virtual and augmented reality.

**Cyber Security** (examination unit - Year 13): 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 already be 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.

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## Qualification

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

## Course Leader

Ms J Thompson

## Entry Requirements

GCSE grade 4 in Computing /ICT  
GCSE grade 4 in Mathematics and English

## Awarding Body

OCR

## 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 Technical 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 & Further Maths

The mathematics Curriculum Area at Lady Manners School has always been extremely successful and has a proven track record of teaching at A Level. A high proportion of our students have also gone on to study mathematics or a mathematics related subject at a range of high profile universities.

“A very fulfilling subject as you can feel problems getting easier as you improve and, with hard work, questions become satisfying to solve”

## Course Content

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

- Pure 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 and power and centres of mass.
- Statistics: elements from statistical sampling, data presentation, probability and hypothesis testing.

Each single A Level class will be taught by two teachers with five lessons per week. In comparison, the Further Mathematics course will be taken by two or three teachers and is allocated eight lessons per week. We will 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 examinations.

Students will require a calculator with an iterative function and the ability to compute summary statistics and access probabilities from standard statistical distributions.

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## Qualification

A Level Mathematics /  
A Level Further Mathematics

## Course Leader

Mr K Byrne

## Entry Requirements

Mathematics: GCSE grade 6 in Mathematics

Further Mathematics: GCSE grade 7 in Mathematics

## Awarding Body

AQA

## Assessment

A Level Mathematics: 3 written papers covering core mathematics, mechanics and statistics.

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

## Progression

A Level Mathematics and Further Mathematics students will often go on to study mathematics itself or related degrees at university such as sciences, engineering, finance and move into careers related to these fields. A strong A Level in mathematics is evidence of an excellent ability to reason, problem solve and work logically which are highly sought after skills across a wide range of careers.





# Media Studies

Media is a growing industry; there continue to be employment opportunities and a range of interesting and popular degree courses. A Level Media Studies encourages you to question the validity of the information you receive on a daily basis and to be aware of bias within the media to help you develop a better understanding of the world we live in.

You will enjoy Media Studies if you have an enquiring mind and are open to debate and exploration of media products.

## Course Content

Students will study 17 close study products.

### Paper 1 - Issues and debates in the media

- Advertising and marketing
- Music videos
- Newspapers
- Radio

### Paper 2 - Analysis of media products

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

### Non Examination Assessment

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

"I enjoy studying media as it allows me to be creative in ways that other courses don't and because we explore such a broad range of media"

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## Qualification

A Level Media Studies

## Course Leader

Mrs J Lansley

## Entry Requirements

GCSE grade 5 in English

## Awarding Body

AQA (7572)

## Assessment

Paper One: written examination	2 hours	35% of A Level
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Paper Two: written examination	2 hours	35% of A Level
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Non-Examination Assessment:		30% of A Level
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## 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.



# Music

A Level Music at Lady Manners School is a practical and engaging course where you study a range of set works from various styles and genres, develop your performing skills and explore composition.

We study the Edexcel Scheme of work. If you have taken GCSE Edexcel music you will notice that they have a similar course structure which allows you to follow and track your progress in a linear way.

It is a superb course to study if you wish to study music at higher education, work in the industry or simply want to explore your interest in music further.

## Course Content

**Component 1 - Performing:** Total performance time of eight minutes solo and/or ensemble

**Component 2 - Composing: 2 compositions**

- 1 free or free choice brief - minimum 4 minutes
- 1 brief assessing technique - minimum 1 minute
- Combined total - minimum of 6 minutes

**Component 3 - Appraising:** six areas of study with three set works in each

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

"I enjoy studying music. The course builds on the GCSE course and is enabling me to develop my musical knowledge and skills further. The teachers are very supportive."

## Qualification

A Level Music

## Course Leader

Mrs L Martin

## Entry Requirements

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

## Awarding Body

Edexcel (Pearson)

## Assessment

Component 1: externally assessed, 60 marks, 12 marks available for difficulty of pieces, 30% of A Level

Component 2: externally assessed, 60 marks (40 marks free/free choice brief; 20 marks brief assessing technique), 30% of A Level

Component 3: Examination, 2 hours, 100 marks, 40% of A Level

## 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.





# Physics

The AQA Physics A Level is an exciting course that builds on the knowledge and skills gained at GCSE. It explores the key concepts that allow scientists to explain phenomena ranging from the structure of the nucleus up to the evolution of the universe. It also develops excellent problem solving, analytic, team working and communication skills that prepare students for a diverse range of university courses and future careers.

“Applying theoretical ideas to real life scenarios presents a different kind of challenge, which is interesting and eye opening. A good grasp of maths helps no end!”

## Course Content

First year of A Level content:

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

Second year of A Level content:

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

Plus one option from:

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

## Qualification

A Level Physics

## Course Leader

Dr A Ebbens

## Entry Requirements

GCSE grade 6 in Physics or  
GCSE grade 6-6 in Combined  
Science

GCSE grade 6 in Mathematics

## Awarding Body

AQA

## Assessment

There are three examinations of 2 hours duration each, including long and short answer written questions, calculations, and multiple choice. Most of the practical questions are in paper 3. Practical skills are teacher-assessed over 12 practicals (set by AQA). Students' knowledge and understanding of these practicals is assessed in examination papers which will make up 15% of their examination mark. There is 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. The course will help prepare students for a wide range of possible university destinations including medicine, engineering and electronics.



# Product Design

If it were not for the designers and engineers who push the boundaries of what can be made, our world would be very dull. Nothing new: no new products, no development of things we all need and use, no solutions to global issues.

Design and Technology is the one subject that truly integrates everything that you learn - writing, drawing, mathematical problem solving, communication and best of all, making things. What other subject does all that and can help you access bigger, better things at university and beyond? D&T Product Design welcomes anyone with the right mind-set.

## 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.

The non-examination 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.

"I chose product design as I wanted to increase my knowledge of resistant materials. The 1 to 1 time with teaching staff has really helped me develop my coursework"

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## Qualification

A Level Design & Technology:  
Product Design

## Course Leader

Mr W Bagshawe

## Entry Requirements

GCSE grade 4 in Design &  
Technology or Merit grade in  
BTEC Engineering Level 2  
GCSE grade 4 in Mathematics

Individual cases from other design and  
technology courses will be considered

## Awarding Body

AQA

## Assessment

Paper 1:	written examination (2 hours)	30% of A level
Paper 2:	written examination (1 hour 30 mins)	20% of A level
Non-examination assessment:	45 hours guided teaching time	50% of A level

## Progression

The 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, Industrial Design, Architecture, Advertising, Design History. Other areas may include technical training in carpentry, engineering, or electrical work, together with design disciplines such as photography, media and conservation.



A photograph showing three female students in a classroom setting, sitting at a desk and working on papers. They are wearing dark blue school uniforms. The student in the foreground is looking down at her work, while the others are slightly behind her, also focused on their tasks. The desk is cluttered with papers, a pencil case, and other school supplies.

# Psychology

Psychology is the scientific study of the human mind and behaviour. It is a very popular subject which is part of the science curriculum. It allows students to move in to a wide variety of fields of work. From the police force and social work, to forensic, clinical and occupational psychology. It also creates a pathway into all components of business management including sales, marketing and finance.

"It is really interesting to find out and understand how people behave, and why"

## Course Content

**Unit 1 - Introductory Topics in Psychology (social influence, memory, attachments and psychopathology):** 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):** Understanding different approaches to psychology and gaining a biological understanding of human behaviour. Learn about the different methodologies that are applied in psychological research. 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):** Debates in psychology, for example 'free will versus determinism'. Gain an understanding of the diagnosis, explanations for and treatments for schizophrenia and the psychology behind relationships. Theories of romantic relationships such as social exchange theory and equity theory. Look at virtual relationships in social media and parasocial relationships.

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## Qualification

A Level Psychology

## Course Leader

Mr R Lee

## Entry Requirements

GCSE grade 5 in English and  
GCSE grade 5 in Mathematics

## Awarding Body

AQA

## Assessment

Unit 1	written examination (2 hours)	33.3% of A level
Unit 2:	written examination (2 hours)	33.3% of A level
Unit 3:	written examination (2 hours)	33.3% of A level

Question forms in all examinations include short answer, applied questions and essays. Ten percent of all questions 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

The course covers three components: Philosophy, Ethics and Developments in Religious Thought. By taking a philosophical approach students are able to understand how society has changed with the influence of Christianity and what the future could look like in a secular world. Many 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.

"This is a course which is enjoyable as well as being incredibly thought provoking and challenging."

## Course Content

### Philosophy:

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.

### Ethics:

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.

### Developments in Religious Thought:

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 and Business. The course will necessitate wider reading, regular preparation and submission of essays based on past examination papers according to a strict essay timetable and independent study (one hour expected for every hour of taught lessons. There will be ample opportunity for lively debate and Socratic discussion.

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## Qualification

A Level Religious Studies

### Course Leader

Mrs S Moran

### Entry Requirements

GCSE grade 5 in Religious Studies

GCSE grade 5 in English

Applications will be considered from students who have not studied GCSE Religious Studies if they have a GCSE grade 5 in a related subject such as History or Geography or Citizenship.

### Awarding Body

OCR

## Assessment

Students will sit three examinations at the end of Year 13 which count for 100% of their A Level grade. The three A Level examinations are equally weighted, each counting towards the final grade. Examinations are two hours each.

## Progression

This course will develop students' skills of research, essay writing, interpretation and critical thinking. These skills are recognised and valued by employers and higher education. 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.





# Sport & Physical Activity

(Level 3  
Extended  
Certificate)

This course is equivalent to one A Level in terms of size and teaching hours. It will provide learners with the opportunity, through applied learning, to develop the core specialist knowledge, skills and understanding required in the sport and physical activity sector.

"I love the course because it helps me develop my coaching skills and I enjoy working with the younger students. It is helping to develop my skills to work in the sporting sector."

## Course Content

Compulsory Units:

- Unit 1: Body systems and the effects of physical activity
- Unit 2: Sports coaching and activity leadership
- Unit 3: Sports organisation and development

Optional units

- Unit 5: Performance analysis in sport and exercise
- Unit 8: Organisation of sports events
- Unit 10: Biomechanics and movement analysis
- Unit 11: Physical activity for specific groups
- Unit 12: Nutrition and diet for sport and exercise
- Unit 17: Sports injuries and rehabilitation
- Unit 18: Practical skills in sport and physical activities
- Unit 19: Sport and exercise psychology
- Unit 20: Sport and exercise sociology

## Qualification

Cambridge Technical Level 3  
Extended Certificate in Sport and  
Physical Activity

## Course Leader

Mr R Allen

## Entry Requirements

GCSE grade 4 in Physical  
Education or GCSE grade 4 in  
Combined Science or GCSE  
grade 4 in Biology

## Awarding Body

OCR

## Assessment

Unit 1: examination, 1 hour 30 mins

Unit 2: internal coursework, 90 guided learning hours

Unit 3: examination, 1 hour

Optional units: internal coursework: units 5, 8, 10, 17, 18, 19, 20  
require 60 guided learning; units 11 and 12 require 30 guided  
learning; a minimum of 120 total guided learning hours required.

Learners can resit an examined unit twice. The qualification is  
graded Pass, Merit, Distinction, Distinction\*

## Progression

This course prepares students for further study in Further Education  
or Higher Education in sports and physical activity. Students may  
also use this qualification to support further study at university or  
who want to progress into a sport-related apprenticeship.

A photograph showing three female students in a workshop setting. They are wearing dark blazers over white shirts. One student in the foreground is operating a white Bernina sewing machine. Another student to her left is using scissors on a piece of fabric. A third student is visible in the background, also working. The table is covered with various fabric samples and design materials.

# Textile Design

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.

The course includes a range of areas of work:

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

\* AQA moderator feedback

## Course Content

This course comprises two parts:

### Personal Investigation

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 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 work more independently, generating their own themes, focussing 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.

### Externally Set Assignment

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 between February and May.

“Textile Design allows independent thinking and creativity, letting you explore all kinds of topics. It requires a lot of motivation and independent learning.”

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## Qualification

A Level Art and Design: Textile Design

## Course Leader

Ms R Gaunt

## Entry Requirements

GCSE grade 5 (or equivalent) in an Art/Design discipline

## Awarding Body

AQA

**Note:** Due to the overlapping of course content, it is not possible to study both A Level Art and A Level Textiles.

## Assessment

Personal Investigation: 60% of the A Level

Externally Set Assignment: 40% of the A Level

## 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.



# Entry Requirements

Admission to Year 12 is on the basis of achieving an absolute minimum of five GCSE grade 4 (or equivalent) and then meeting the required individual entry criteria for each subject chosen. Potential future resits cannot be included in this entry requirement.

Students who have not gained a GCSE grade 4 in

English Language and/or Mathematics are required to attend timetabled lessons in these subjects as their extended curriculum option and must continue studying them until a grade 4 is achieved.

Failure to achieve a grade 4 in English or Mathematics will significantly reduce students' option choices. All students must choose a minimum of three subjects.

Subject	Minimum Entry Requirements
Art (Fine Art)	GCSE grade 5 in an Art discipline
Biology	GCSE grade 6 in Biology or 6-6 in Combined Science GCSE grade 5 in Mathematics
Business (Extended Certificate)	GCSE grade 4 in English GCSE grade 4 in Mathematics If students have studied Business at KS4, a grade 4 or L2 pass is required.
Chemistry	GCSE grade 6 in Chemistry or 6-6 in Combined Science GCSE grade 5 in Mathematics
Computer Science	GCSE grade 6 in Computer Science GCSE grade 6 in Mathematics
Drama and Theatre	GCSE grade 5 in Drama Students who did not study Drama at GCSE must have a GCSE grade 5 in English
Economics	GCSE grade 5 in English GCSE grade 5 in Mathematics
English Language	GCSE grade 5 in English Language
English Literature	GCSE grade 6 in English Literature
French	GCSE grade 5 in French
Further Mathematics	GCSE grade 7 in Mathematics
Geography	GCSE grade 5 in Geography Applications will be considered from students who have not studied GCSE Geography if they have a grade 5 in a related subject such as History or RE GCSE grade 5 in English

Subject	Minimum Entry Requirements
German	GCSE grade 5 in German
Health & Social Care (Cambridge Technical – Extended Certificate)	GCSE grade 4 in English GCSE grade 4 in Science
History	GCSE grade 5 in History Applications will be considered from students who have not studied GCSE History if they have a grade 5 in a related subject such as English Literature, Geography or RE. GCSE grade 5 in English
ICT (Cambridge Technical Level 3 Introductory Diploma)	GCSE grade 4 in Computing or ICT GCSE grade 4 in Mathematics GCSE grade 4 in English
Mathematics	GCSE grade 6 in Mathematics
Media Studies	GCSE grade 5 in English
Music	GCSE grade 5 in Music or grade 5 Theory Performing skills at the equivalent of grade 5
Physics	GCSE grade 6 in Physics or 6-6 in Combined Science GCSE grade 6 in Mathematics
Product Design	GCSE grade 4 in Design & Technology Merit grade (at level 2) in BTEC Engineering GCSE grade 4 in Mathematics
Psychology	GCSE grade 5 in English and GCSE grade 5 in Mathematics
Religious Studies	GCSE grade 5 in Religious Studies GCSE grade 5 in a related subject (such as Geography, History or Citizenship) will be required if Religious Studies has not been studied at GCSE. GCSE grade 5 in English
Sports and Physical Activity (Cambridge Technical Level 3 Extended Certificate)	GCSE grade 4 in Physical Education, or, for students who have not previously studied GCSE Physical Education, GCSE grade 4 in Combined Science or GCSE grade 4 in Biology
Textile Design	GCSE grade 5 in either Art or Textiles



# Extended Curriculum

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In order to provide breadth of study for all our students, those taking three subjects are also required to choose one option from the extended curriculum.

## Politics (AS Level over two 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 develops 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 one lesson a week over two years.

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

## Work Experience & Voluntary Work

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

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

This is 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 gives 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. This is a two year course.



## 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 in their independent study time. Students make all the decisions about their enterprise, from deciding 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's Award

We offer the Gold Duke of Edinburgh's 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, before completion of a qualifying expedition in July of Year 12. 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@ladymanmatters.derbyshire.sch.uk](mailto:dofe@ladymanmatters.derbyshire.sch.uk)



## Extended Project Qualification (EPQ)

Level 3

Awarding Body: AQA

This qualification allows students to embark on a largely self-directed project. Students take responsibility for the design of an individual project (or an individual role in a group project). Assessment is via portfolio work and a student evidence log.

This is an excellent opportunity to delve deeper into an area of interest and it is highly recognised by universities and employers.





# Making Your Application

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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. We encourage you to 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

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. Read the course description carefully to see if the style of learning will suit you. For instance, vocational courses offer a more continuous form of assessment, whereas A Level courses are more examination-focused.

## Seek 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 demands of post-16 study 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.
- Sixth Form staff - feel free to seek advice from the Head of Sixth Form and the Sixth Form team.

Students not currently studying at Lady Manners School are welcome to call or email us to discuss their options.

If you feel you might have difficulty meeting our entry requirements, please get in contact to discuss possible alternative courses.





## Application Timeline

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### **Monday 28 November 2022, from 4.30pm**

Sixth Form admissions information and prospectus available at [www.ladymanners.net](http://www.ladymanners.net)

### **Wednesday 21 December 2022**

Application deadline for students already studying in Year 11 at Lady Manners School.

### **Friday 27 January 2023**

Application deadline for external students.

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 oversubscription, provided that the grade requirements have been met.

### **Spring 2023**

Notification of option blocks and conditional offer of places

Offer: A conditional offer is subject to you meeting the Sixth Form entry requirements and subject grade requirements.

Students to confirm acceptance of offer.

### **Summer 2023**

Sixth Form Induction.

### **Thursday 24 August 2023**

GCSE results day.

All students will be asked, on receipt of their GCSE results, to confirm their place in the Sixth Form. We will do our utmost to accommodate late requests for subject 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 GCSEs at grade 4 or above, you will be asked to choose an alternative subject.

Immediately after your GCSE examination results we will confirm your subject courses.



# Bursary Scheme

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The government has made available a bursary to support post-16 students. To apply, you will need to meet the criteria below:

- 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 up to £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 up to £4.00 per school day is available for students living in a household where annual income does not exceed £16,385.
- A discretionary award of up to £1.80 per school day is also available for students living in a household where annual income is between £16,386 and £21,012.

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 at [www.ladymanners.net/financialsupport](http://www.ladymanners.net/financialsupport)

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 bursary scheme. Free School Meals are administered by Derbyshire County Council. Further information is available at:

[www.ladymanners.net/financialsupport](http://www.ladymanners.net/financialsupport).



## Progression

Our students progress onto a wide range of post-18 destinations. The majority opt for further study at university, including Oxbridge and Russell Group institutions. A growing number of students opt for apprenticeships, either with large national and international companies such as Rolls Royce, or with a broad range of locally based employers.



Aberystwyth University  
 Bishop Grossteste University  
 Bournemouth University  
 Brunel University, London  
 Buckinghamshire New University  
 Cardiff University  
 Coventry University  
 De Montfort University  
 Durham University  
 Falmouth University  
 Harper Adams University  
 Hartpury University  
 Keele University  
 Lancaster University  
 Leeds Beckett University  
 Liverpool John Moores University  
 London School of Economics and Politics  
 Loughborough University  
 Manchester Metropolitan University  
 Newcastle University  
 Northumbria University  
 Nottingham Trent University  
 Queen's University, Belfast  
 Sheffield Hallam University  
 Solent University  
 University of Birmingham  
 University of Bristol  
 University of Cambridge  
 University of Chester  
 University of Derby  
 The University of Edinburgh  
 University of Exeter  
 University of Hull  
 University of Leeds  
 University of Leicester  
 University of Lincoln  
 University of Liverpool  
 The University of Manchester  
 University of Nottingham  
 University of Oxford  
 University of Portsmouth  
 The University of Sheffield  
 University of Sussex  
 University of Southampton  
 University of Stirling  
 University of St Andrews  
 University of Warwick  
 University of Winchester  
 University of York



A photograph of three students running on a grassy field. The student in the foreground is wearing a red and black shirt and dark shorts, with a yellow sock visible. The student in the middle is wearing a blue shirt and white shorts. The student in the background is wearing a yellow shirt. They are running away from the camera towards a line of green bushes. The image is slightly blurred, suggesting motion.

## Contact Us

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We hope that our Sixth Form Prospectus and website has given you plenty of information about studying at Lady Manners School Sixth Form.

If you have any questions or queries, we would be delighted to help you, so please contact us in one of the ways overleaf.







## **Lady Manners School**

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