



THE ASHCOMBE SCHOOL  
**SIXTH FORM PROSPECTUS**  
FOR SEPTEMBER 2022

“The curriculum in the Sixth Form is broad. Students are also given the opportunity to undertake leadership roles across the school and to access extracurricular activities. The school has a good track record of supporting students to secure places at top universities.” \*



\* Ofsted

# CONTENTS:

Welcome to Ashcombe Sixth Form .....	1
10 Reasons to Join Ashcombe .....	2
Admission into the Sixth Form .....	3
Year 11 Programme 2021-22 .....	4
Your Study Programme .....	5

<b>ART AND DESIGN</b> .....	6
Art .....	7
Product Design .....	8
Photography .....	11

<b>HUMANITIES</b> .....	12
Classical Civilisation .....	13
English Literature .....	14
Geography .....	15
History .....	16
Media Studies .....	17
RS: Philosophy and Ethics .....	18

<b>LANGUAGES</b> .....	19
French .....	20
German .....	21
Spanish .....	22

<b>MATHS AND COMPUTING</b> .....	25
Computer Science .....	26
Maths .....	27
Further Maths .....	28

<b>PERFORMING ARTS</b> .....	29
Drama and Theatre .....	30
Music .....	31

<b>SCIENCE</b> .....	32
Biology .....	33
Chemistry .....	34
Physics .....	37

<b>SOCIAL SCIENCES</b> .....	38
Business .....	39
Economics .....	40
Government and Politics .....	41
Sociology .....	42
Psychology .....	43

<b>SPORT</b> .....	44
Sport and Physical Education .....	45

<b>ONE YEAR PROGRAMME</b> .....	46
Cambridge Technical L2 Diploma in Business .....	46
Maths GCSE .....	49
English Language GCSE .....	49

Student Life: Visits and Trips .....	50
Student Support .....	52

After the Sixth Form .....	56
Making the Right Choice .....	57

# WELCOME TO ASHCOMBE SIXTH FORM

The Ashcombe School is a genuinely comprehensive school with high academic standards for all, a strong and caring pastoral system and a wide range of extracurricular opportunities in both the main school and the Sixth Form. The academic standards are reflected in the high average points score per student. Achieving such a high average score is especially significant in the light of our entry requirements for A-level courses which are amongst the lowest in Surrey schools and colleges.

Our success is achieved by the hard work of students and the high quality of teaching, together with sophisticated individual target-setting and support systems, which ensures high value-added (i.e. progress from GCSE to A-level). We are proud of all our students who achieve their goal. These range from students who gain several A and A\* grades, securing places on courses at universities with very high entry requirements, through to those who enter the Sixth Form with minimum requirements and gain 2 grade Es as a passport to Higher Education or Higher Apprenticeships and to those who use the one year Cambridge Technicals Business course to develop their personal and business skills as the first step on a vocational training path.

The Sixth Form here offers a multitude of opportunities, ranging from the Extended Project Qualification through to participating in study and exchange visits to China, Romania and Uganda. There are many ways of developing personal skills, whether completing the Duke of Edinburgh's Award Scheme or helping



younger pupils with reading difficulties through the 'Toe-by-Toe' reading scheme. For many students, these experiences have literally been life-changing, leading to a complete change in choice of degree subject or a deep sense of a vocation for working with people.

Moving from the Upper School into the Sixth Form provides valuable continuity for our own students who can then enjoy the different rapport in Sixth Form lessons with staff they know. We also welcome many students from other schools into the Sixth Form; they settle in very quickly and enjoy the high academic standards and the range of social opportunities. A significant percentage of the Senior Prefects, elected by the Sixth Form, have come from other schools, showing how readily they have been accepted into the community. We hope that this prospectus will assist you in making the right decision for you and we look forward to meeting you at the "Into the Sixth" evening.

C.G. Panting  
Head of School

B.P. Blackband  
Head of 6th Form



# 10 REASONS TO JOIN **ASHCOMBE** **Sixth Form**

1. Academic Achievement
2. High Quality Teaching
3. Enrichment
4. Vibrant Student Community
5. Future Planning
6. Safe and Welcoming
7. Pastoral Care
8. Visits and Trips
9. Leadership Opportunities
10. Sixth Form Space



# Admission Into The Sixth Form

The Ashcombe School is based upon a comprehensive ethos and seeks to make provision for students of all abilities who are prepared to work within the ethos of an 11-18 school in the spirit of The Sixth Form.

## ADMISSION ONTO A-LEVEL COURSES

In order to be admitted onto A-level courses, students should satisfy all the following requirements:

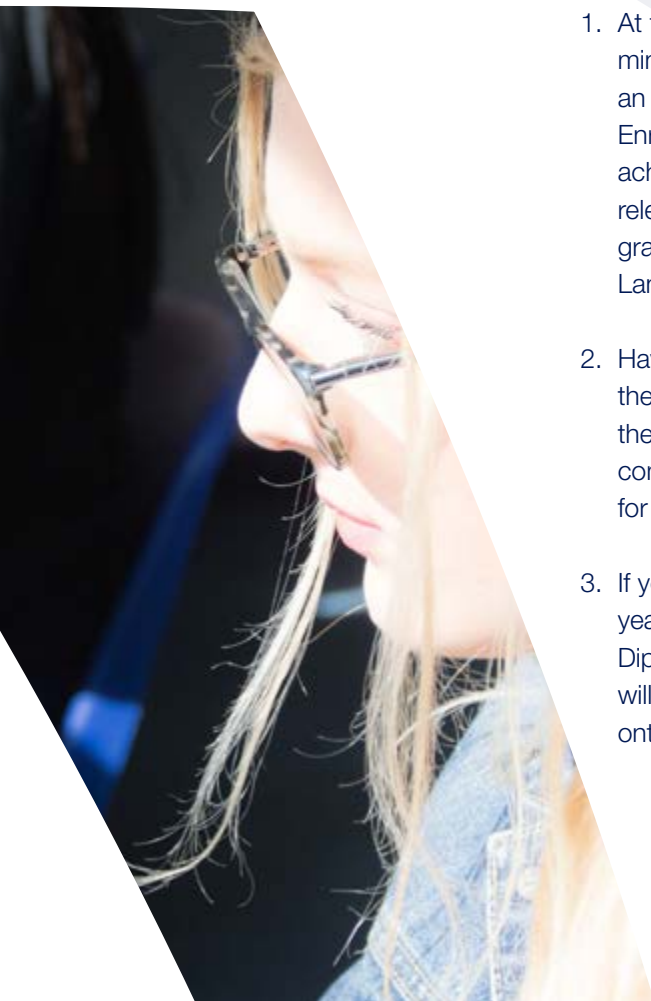
1. At the end of Year 11 secure a minimum of 8 GCSEs based on an average grade 4 or above. Enrolment will be based on achieving a grade 4 GCSE in the relevant subjects and usually a grade 4 in Maths and English Language.
2. Have demonstrated through their previous education career, the level of self-motivation and commitment which are required for A-level study.
3. If you have completed the one year Cambridge Technical Diploma in Business course, you will need a Distinction to progress onto A-level courses.

## ENTRY INTO THE UPPER SIXTH

The Year 12 course concludes with Progression Exams in June and there is a distinct admissions procedure for Year 13. Students need to achieve 2 E grades in the exams to continue into Year 13.

The general criteria for admission into Year 13 is similar to those for Year 12 i.e. that students have a reasonable chance of success. We remain committed to the comprehensive principle of offering opportunity, but at the same time believe that it is not appropriate for students to embark upon courses which at this stage, are clearly beyond their capability.

For all students a 'U' grade in the Year 12 progression exams will be taken as evidence that there is NOT a reasonable chance of success at A-level in that subject, (unless we accept that there are exceptional extenuating circumstances).



# YEAR 11: Programme for 2021-22

## **OCTOBER 20TH**

Year 11 pupils and parents are invited to the Ranmore building to find out about the 6th Form and the courses offered. Members of staff will be available to answer questions about their subjects. Some members of the Upper 6th will be available to answer questions about life in the 6th Form.

## **NOVEMBER 9TH**

Pupils can apply via the online form, email an application form to the admissions address or return to the Pupil Service Desk. By this stage, full discussion should have taken place with parents and teachers.

## **JANUARY – FEBRUARY**

Individual interviews with Mr Blackband, Head of 6th Form, for all Year 11 pupils. This provides an opportunity to raise any concerns or questions about the programme of study in the 6th Form so that pupils are in a position to make the best possible choice. It is at this time that any amendments to provisional preferences will be made.

External candidates will be offered

the opportunity to visit the school. Timetable arrangements for September 2022 will be based upon this information.

## **MARCH**

On the basis of the revised preferences, the subjects are grouped into option blocks. Our previous experience has shown that we will be able to find an arrangement so that almost everyone will be able to study their preferred choices. Anyone whose choices do not fit will be seen immediately by Mr Blackband.

You may still change your choices after this stage, but it must be within the option block structure. Before students transfer to the “exam lesson timetable” (formerly study leave) in May, they will have received a formal letter from the school confirming their 6th Form Choices.

## **MAY / JUNE**

GCSE examinations.

## **JUNE 28TH**

INDUCTION COURSE FOR 6TH

FORMERS: All prospective 6th Formers are expected to attend this course. It is designed to help pupils make the transition into the 6th Form. The course includes subject information sessions, advice about study skills and careers, along with group activities and social events.

## **AUGUST 25TH**

The results of GCSE examinations are published. Results may affect earlier course choices and amendments may have to be made.

## **AUGUST**

New 6th Formers come into the 6th Form Centre before the school term starts in order to enrol formally. Please refer to our website regarding how to enrol. Students who do not enrol risk losing their place in the 6th Form.

## **SEPTEMBER**

Start of term. Please check with the school to confirm the start date.

Details will be on the website.

# YOUR STUDY PROGRAMME

The Ashcombe Sixth Form offers a wide range of courses designed to develop students' interests and skills, allowing for a smooth progression into higher education, employment or apprenticeship.

## OUR CURRICULUM OFFER

We are proposing that our offer for 6th Form students joining us in September 2022 will be as much as possible in keeping with the current experience of students, although we may have to revise this due to national developments. We anticipate that the vast majority of students will start to study 4 subjects in Year 12. This gives them flexibility with their choices and does not close down any doors. Students will then sit their progression exams in the summer of 2023 before A-level exams in 2024.

## RATIONALE

- Students will be able to gauge their progress following their progression exam results, which will help them make an informed choice regarding University choices.
- We encourage students to start with four subjects so they can make an informed choice when deciding their final three A-levels. The vast majority of students move to three subjects by October half-term.
- We are also happy to allow students to start with three subjects if they would prefer and this can be discussed with Mr Blackband at interview.

## PROGRAMMES OF STUDY:

### TWO YEAR PROGRAMME

- First year: 4 subjects
- Second year: 3 A-levels
- A-level students may take English or Mathematics GCSE (if required)
- Opportunity to complete an EPQ from May of Year 12

### ONE YEAR PROGRAMME

One year Cambridge Technicals Business course: with Mathematics and English GCSE (if necessary)

If any students are interested in studying any other subjects at A-level please discuss this with Mr Blackband.





# ART

# &

# DESIGN



# ART & DESIGN

Exam Board: **OCR**  
Syllabus: **H601: A-level**  
Consult: **Mrs Knight**

## WHY STUDY THE SUBJECT?

This course is suitable for those students wishing to pursue a course of study in Further or Higher Education in Art and Design. It enables students to build up a portfolio of work for interview to pre-B.A. foundation courses which lead to specialised degree courses in all aspects of Art and Design whether in Fine Art or Vocational courses. Whilst it is a demanding course, requiring intellectual, critical and practical skills, it is also rewarding for those wishing to introduce a visual and creative element to their A-level choice.

## CONTENT AND BREAKDOWN

The course is structured similarly to an Art foundation and is based on: Drawing, Painting, Alternative Media, Printmaking, Lens-based Imagery and Sculpture. Students must exhibit an enthusiasm for this subject, be prepared to develop a critical self-awareness and be willing to experiment; make something extraordinary out of the ordinary. A wide range of skills,

concepts and techniques will be introduced along with a study of Art through gallery visits and research in the first year. In the second year students will specialise to complete personal coursework in their chosen area of study including an art historical personal study.

## ASSESSMENT

The A-level is two units of assessment – a personal investigation and a 15 hour externally set task.

## AFTER ASHCOMBE

There are many careers which can be followed after further study at colleges of Art and Design  
– Fine Art: Painting, Sculpture, Printmaking, Alternative Media, Graphic Design in Packaging, Publishing, Advertising, T.V. Corporate Identity etc., Film and T.V., Fashion, Ceramics, Product Design, Jewellery, Printed Surface Design Textiles, Interior Design and Furniture Design. Art and Design is also useful to those going into Architecture, Marketing, Publishing, Public Relations and Advertising.

## ENTRY REQUIREMENTS

A grade 5 at GCSE plus a portfolio of work showing evidence of artistic ability and an interest in the further study of Art and Design. It is strongly recommended that each student will provide a good selection of materials to ensure that a high standard of work is produced.



# PRODUCT DESIGN

Exam Board: **AQA Design and Technology: Product Design**

Syllabus: **A-level: 7552**

Consult: **Miss Moore**

## WHY STUDY THE SUBJECT?

This course is suitable for Graphic Product and Product Design students. A study of Product Design will enable you to develop a critical understanding of design and technology and, in particular, to appreciate the complex relations between design, materials, manufacture and marketing. You will further develop the capacity to problem solve, undertake the entire design process, and manufacture products targeted at specific markets and/or users. Key skills are needed to organise and present information, ideas and design concepts clearly and logically through your non-exam assessment.

Much of the course is based on real developments in technology, and you should have a strong interest in historical, social, cultural, environmental and economic influences on design and technology. Wide reading of newspapers/magazines/relevant online content and

viewing of current affairs programmes are essential to enable full participation in class discussion.

Alongside the theoretical content you will have the opportunity to work on 5 individual design and make projects throughout Y12.

Shoe innovation  
Polymer accessory  
Mechanical papers  
Moulding chocolate  
Pet commercial

Each project aims to advance your skills and knowledge of the materials and manufacturing processes widely used in Design and Technology. You will have the opportunity to work collaboratively and individually throughout each project. You have the opportunity to use the dedicated Design and Technology 6th form room to further develop your skills of laser cutting and 3D printing in your free time.

## ASSESSMENT

A-level

Paper 1

Written exam: 2 hours 30 minutes (120



marks, 30% of A-level)

Paper 2

Written exam: 1 hour 30 minutes (80 marks, 20% of A-level)

Non-exam assessment (NEA)

Practical application of technical principles, designing and making principles.

You will complete a substantial design and make project (100 marks, 50% of A-level)

You will create a written or digital design portfolio with photographic evidence of final prototype.

## AFTER ASHCOMBE

Students who wish to pursue careers in any aspect of creativity, including industrial product design, graphic design, engineering, architecture, marketing or advertising will find this course provides a valuable foundation. Students with A-level Product Design have access to a wide range of possible career and University opportunities.

# PROFILE: EMILIA

## **WHY DID YOU JOIN ASHCOMBE SIXTH FORM?**

I joined Ashcombe Sixth Form because in the Sixth Form you get to have a much closer relationship with the teachers, with the ability to ask plenty of questions if needed and get support. Having spent school with the same teachers you feel comfortable around them, and they already know you which I thought was beneficial. Furthermore, the Sixth Form offers a variety of trips and opportunities to get involved in.

## **HOW IS SIXTH FORM DIFFERENT TO SCHOOL?**

Sixth Form is different to school because it is very independent, and you need to be in charge of your own workload. The difference I really like is the closely coiled environment, with less people you get to know everyone better and you have your own areas such as the common room and the entire Sixth Form block. In Sixth Form you are also studying your three favourite subjects; with others who also enjoy those subjects.

## **HOW HAVE YOU FELT SUPPORTED IN THE SIXTH FORM?**

Throughout my time at the Sixth Form I have been overwhelmed by how supportive the teachers have been. The Head of Sixth Form has always been available to answer questions whether that be on teams or in person. Moreover, all my subject teachers are always giving advice, personal feedback and checking on how we are doing.

## **HOW DID YOU PICK WHICH SUBJECTS TO STUDY?**

Well, for me it took a long time and was quite a challenge. I personally found the prospect of picking initially 4, and then taking it down to 3 very difficult as I liked more than 4 subjects.

Initially picking my 4 I went with my favourite subjects and four which I could imagine going on to do after Sixth Form. I kept 4 on until around Christmas time finding it very difficult to drop one, eventually dropping down to three I went with the subjects which I could imagine studying intensely for two years and lent best to university courses which I was considering at the time. Personally, I don't regret doing 4 until round Christmas, and would advise to do the same if you are finding it difficult to decide.

## **WHAT ENRICHMENT OPPORTUNITIES HAVE ENJOYED?**

Due to COVID-19 we have not able to go on the international trips Ashcombe normally offers. However, on a normal year I would have been going to Washington and would have hoped to go to Uganda. In the next month I am visiting the Globe theatre with my English class and hopefully covid permitting also some museums for Art. I am really excited about visiting Berlin for our History A level. I am a member of Humanitarian Society and have enjoyed all the projects which we have worked on.

## **HOW WOULD YOU DESCRIBE 6TH FORM LIFE?**

I would describe Sixth Form life as independent, challenging but extremely exciting. It's the time when you are deciding what path you want to take and what you want to do for the rest of your life.





*“Throughout  
my time at the  
Sixth Form I have  
been overwhelmed by  
how supportive the teachers  
have been.”*



# PHOTOGRAPHY

Exam Board: **OCR**

Syllabus: **A-level: H603/01/02**

Consult: **Mrs Knight**

## WHY STUDY THE SUBJECT?

It is suitable for those students wishing to pursue a course of study in Further or Higher Education in Art and Design and/or Photography. It is also suitable for those who did not study Art & Design at GCSE level but have already acquired some knowledge of photography and skill in the use of photographic equipment. However, it helps if the students have studied either Art or DT as they will be familiar with the method of assessment and some of the creative processes involved. Whilst it is a demanding course, requiring intellectual, critical and practical skills, it is also rewarding for those wishing to introduce a visual and creative element to their A-level choices.

## CONTENT AND BREAKDOWN

The course is designed to allow students to demonstrate some of the following:

- a range of approaches to working digitally with images;
- an understanding of conventions and genres, such as portrait, landscape and

movement;

- an understanding of role and function, such as documentary, war photography and fashion photography;
- a range of techniques appropriate to the specialism of photography, such as the control of shutter speed and the use of aperture;
- the ability to make effective use of different lighting conditions, pictorial space, composition, rhythm, sequence, scale and structure.

## ASSESSMENT

A-level

1. Personal investigation – 120 marks – 60% of A-level
2. Externally set task – 80 marks – 40% of A-level

## AFTER ASHCOMBE

It enables students to build up a portfolio of work for interview to pre-B.A. foundation courses which lead to specialised degree courses in all aspects of Art and Design whether in Photography or vocational courses.

## ENTRY REQUIREMENTS

A grade 4+ at GCSE Art or Design Technology is desirable. Otherwise a portfolio of work showing evidence of photographic and artistic ability and an interest in the further study of Photography. It is strongly recommended that each student will provide their own DSLR camera and photo printing paper to ensure that a high standard of work is produced.



# HUMANITIES



# CLASSICAL CIVILISATION

Exam Board: **OCR**

Syllabus: **A-level: H408**

Consult: **Ms Mayne**

## WHY STUDY THE SUBJECT?

Classical Civilisation is the exploration and study of the achievements and lifestyle of the Greeks and Romans in the ancient world, the basis of our own culture today. This course covers a vast range of areas, enabling students to gain a broad understanding of the ancient world and its historical and cultural impact. These include the study of great works of literature in translation, such as Greek Tragedy and epic poetry, examination of art and architecture, exploration of historical, political and cultural context, along with philosophy and ancient values.

## CONTENT AND BREAKDOWN

Year 12 Content:

- UNIT 21: Greek theatre in the classical age
- UNIT 11: The World of the Hero: Homer's Odyssey

Year 13 Content:

- The World of the Hero: Virgil's Aeneid to complete the study of this unit

- UNIT 32: Love & Relationships in the ancient world: Sappho's poetry, Ovid's Ars Amatoria, Seneca & Plato on love & marriage, men & women. We will also look at love & relationships in the modern world as comparison.

## ASSESSMENT

At A-level there are 3 examinations: The World of the Hero will take 40%; the other two units will each take 30%.

## EXTRACURRICULAR

There will be trips to the British Museum throughout the course and there is usually a Classics Easter trip to Europe; in the past, these have included Italy, Sicily & Greece.

## AFTER ASHCOMBE

Students who study Classical Civilisation at A-level often continue to study Classics in its many variations at university from Ancient History to 4 year Classics courses with Latin & Greek. It can also form an excellent basis for the study of History, Drama, English to name a few. Studying the classics has traditionally been seen as a fine training for law, politics & management & can lead to a variety of careers.



# ENGLISH LITERATURE

Exam Board: **OCR**

Syllabus: **A-level: H472**

Consult: **Mrs Petrie**

## WHY STUDY THE SUBJECT?

The study of literature is the study of humankind. If the history of sexuality, gender, religion vs the state and political thought is of interest to you, then English Literature A Level is for you. Moving on from the constrained GCSE course, studying literature at A Level grants you the freedom to explore texts from authors ranging from 1604-2019. The subject encourages curiosity: curiosity about different voices, different interpretations and different backgrounds on topics which affect us all. This is an interactive subject taught in discussion groups, where students' own interpretations and contributions play a key role in their enjoyment of the course. By studying English Literature at A Level, you will consider your own opinions, debate others, and join a global discussion about the texts which have shaped and influenced thought for centuries.

## CONTENT AND BREAKDOWN

The OCR English Literature course is exciting in the choice of texts, and the



possibility of including creative writing in your coursework portfolio. Throughout the two years students will study at least eight texts covering poetry, plays and novels. There will be two exam papers at the end of the second year, and two coursework essays completed throughout the course. The exams will allow you to explore a Shakespeare play; an exciting range of dystopian fiction including *The Handmaid's Tale* and *1984*; the Norwegian play *A Doll's House* and the poetry of Christina Rossetti. The coursework module includes the critically-acclaimed, contemporary novel 'Normal People' by Sally Rooney, the multi-award winning 'Mean Time' by Carol Ann Duffy and a former winner of the Pulitzer Prize for drama 'A Streetcar Named Desire' by Tennessee Williams.

## EXTRA-CURRICULAR

Throughout the course there will be many opportunities for theatre trips. Amongst the trips on offer over the last couple of

years were a screening of *Jerusalem* at the V&A Museum, a trip to Stratford-upon-Avon to see *Measure for Measure*, with a trip to Shakespeare's house, and this year we are planning a trip to the beautiful Sam Wanamaker theatre. We have a lively reading group which meet half termly to read a range of dystopian novels, as well as a competitive debate team who have previously made it as far as the finals of the Oxford Schools Debate Competition.

## AFTER ASHCOMBE

Employers look for clear communicators; English Literature A Level grants you the skills to communicate complex ideas in a succinct and clear way. By developing your language analysis skills beyond GCSE, you will be able to decode meaning, craft detailed arguments and develop your own sense of empathy – highly valued skills for careers such as media, journalism, publishing, and law.



# GEOGRAPHY

Exam Board: **Edexcel**  
Syllabus: **A-level: 9GEO**  
Consult: **Mrs Brown**

## WHY STUDY THE SUBJECT?

Geography is everywhere. The places we live or explore, the forces that have shaped our planet, the people we are connected to through globalisation of trade, what influences our cultural identity and even the reasons behind mass migration or global conflict. An understanding of Geography affords us an insight into the physical and human environments and the complex interaction of processes that shape our world. These processes are complex and dynamic, varying from place to place and often depending on people's resources, technology and culture.

As a Geography student, you will develop skills in debate and discussion, as well as extended research, which will help you become an independent thinker. You will gain an understanding of a range of perspectives and be able to use real life examples to support your arguments. As a Geographer you will use a range of resources including maps, GIS, big data, statistics, media and your own primary

fieldwork data in order to identify patterns and draw conclusions.

## CONTENT AND BREAKDOWN

Paper 1:

Tectonic Processes and Hazards, Coastal landscapes and Change, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security.

Paper 2:

Globalisation, Superpowers, Regenerating Places and Diverse Places and Health, Human Rights and Interventions.

Paper 3:

A resource booklet will contain information about a geographical issue within a place-based context linking to two or more of the other content areas of the course. You will answer questions about the issue drawing on your synoptic understanding of the entire course, demonstrating your ability to 'think like a geographer'.

## ASSESSMENT

At A-level there are 3 examinations and an independent investigation.

## EXTRACURRICULAR

We run trips to East London, Sussex Coast, Slapton and Iceland.

## AFTER ASHCOMBE

It is worth remembering that Geography combines well with both arts and science subjects. In the past Geography students have taken up a wide range of careers such as journalism, finance, administration and management. Others have gone into more directly related fields such as meteorology, conservation, surveying, resource management, civil engineering and town planning.





# HISTORY

Exam Board: **Edexcel**  
Syllabus: **A-level: 9HI0**  
Consult: **Mr Townend**

## WHY STUDY THE SUBJECT?

History is about questions. If you are good at asking questions (that don't always have an answer) and have an enquiring mind then you will enjoy History. You will be asking questions about people and their motivations: how could the Civil Rights movement overcome systematic racism and hostility in the Southern United States?

Questions about groups of people: how did people react to the army killing 15 peaceful protesters in Manchester? Questions about different countries: why did Germany go from democracy to dictatorship (and back again) in the twentieth century? Questions about leaders: was Mussolini a victim of his own propaganda?

All of these topics allow you to make links across time and with other subjects, whilst at the time learning how to write so that you are able to convincingly put across your answer to the big issues in History. We will go beyond looking at the events and people of the past. You challenge your



friends by disagreeing with their view of events and evidence. Perhaps most importantly you will question your own view of the past as you get involved in each of the periods we study. Trying to answer these issues will be complicated and you may not reach any final answers, but on the way you will learn to love unpicking thorny issues with other students and then arguing your ideas clearly and concisely.

## CONTENT AND BREAKDOWN

- Germany 1918-1989
- Fascist Italy
- Protest in Britain 1780-1928
- Coursework: Civil Rights in the US

## ASSESSMENT

At A-level there are 3 examinations and a coursework unit.

## EXTRACURRICULAR

We organise a very popular residential trip to Berlin which focuses on supporting students to get the most from their study of different periods in Germany's history. Students also have the opportunity to visit the People's History Museum as part of

their investigation into protest. Students will also have the chance to apply for the Lessons From Auschwitz Project which will involve a visit to Poland organised by the Holocaust Education Trust. The Department has a wide range of resources available for students taking the EPQ.

## AFTER ASHCOMBE

History is a highly respected and adaptable A-level. Universities will welcome your ability to analyse evidence, clearly explain your ideas and produce well-argued written essays. History A-level will make excellent connections with other Humanities subjects, and also balance out a Science or Maths option. Likewise, for employers, History offers highly valued skills that will be valuable in a range of professions. Former History students are now working in a range of fields including Accounting, Law, Journalism and 'new' Media, the Civil Service, central government, Education.

# MEDIA STUDIES

Exam Board: **AQA**  
Syllabus: **A-level: 7572**  
Consult: **Miss Bland**

## WHY STUDY THE SUBJECT?

Our knowledge and understanding of the world is brought directly into our homes every minute of the day through the mass media. Those who own and control the businesses and those who select the information and entertainment that we receive have enormous power over us as individuals and over the society in which we live. It is essential that we should become critical consumers of all this information. In addition, there is currently, and, through the use of digital broadcasting, there will continue to be, an explosion in opportunities in media-related careers.

## CONTENT AND BREAKDOWN

Year 12 Content:

- Understanding of the media framework including the key concepts of media language, representation, institutions and audience.
- Exploration of theory and academic understanding of how media communicates particular messages.
- Construction of one part of a cross-

media product. Potentially including construction of a short video, magazine article or website.

Year 13 Content:

- Developed understanding of media theory and critical perspectives in analysis of 8 Close Study Products.
- Creation of two linked cross media pieces. Potential working on Video, Print or E-Media products.

## ASSESSMENT

A-level – Two exams each worth 35%. Focusing on developed understanding of key concepts and wider theories and critical perspectives. Two NEA creative pieces that are connected but cross different media platforms. 30% of A-Level

## EXTRACURRICULAR

Each year, Ashcombe welcomes one of the country's leading broadcasters, BBC Radio and TV presenter Evan Davis, into school

for a discussion with students. Our wealth of contacts in TV, radio, newspapers, PR, advertising, social media and more gives us access to trips into media organisations and the opportunity to bring in other big name guests for talks.

## AFTER ASHCOMBE

The opportunities within the media sector continue to grow year on year, with all major businesses requiring a social media expert as well as many other 'media' posts. Universities all over the country offer a wide range of varied media courses, with Bournemouth, Cardiff and Southampton amongst the most desirable locations for a media student.

Media Studies opens doors to practical courses like film and TV production as well as the more academic side of Media Studies degrees and Journalism.



# RS: PHILOSOPHY AND ETHICS

Exam Board: **OCR**

Syllabus: **A-level: H573**

Consult: **Mrs Turner**

## WHY STUDY THE SUBJECT?

All of us have to make moral decisions in life from the smallest to the much larger issues that sometimes dominate the headlines; Philosophy and Ethics allows you to consider different approaches to making these decisions and introduces you to well-known scholars from the 20th Century. You will study philosophical issues and questions raised by religion and belief. These include everything from the debate surrounding the existence of God to the problem of evil and suffering. You will also explore the nature and attributes of God as well philosophical language and thought through significant concepts and the works of key thinkers, illustrated through modern issues and debates on everything from 'Is Cadburys an ethical business' to 'should Christians use contraception'.

Not a day goes by when religion isn't in the headlines. An understanding of religious beliefs and practices gives us an understanding of the world.

Studying 'Developments in religious thought' will give you an opportunity for an in-depth exploration of Christianity.

You will debate whether Bonhoeffer was a fundamentalist or a religious freedom fighter and consider whether religion is still relevant in 21st century society. If you are an argumentative critical thinker, Philosophy and Ethics will give you the chance to further develop your opinions around religion and the opportunity to ask big questions of yourself and the world.

## CONTENT AND BREAKDOWN

Year 12 Content:

- Philosophy of Religion – arguments for and against the existence of God, religious experience, problem of evil and the nature of the soul, mind and body
- Religion and Ethics – normative ethical theories and ethical language and thought
- Developments in Christian Thought – religious belief, values and teachings, sources of wisdom and authority and traditional practices that express religious identity



Year 13 Content:

- The nature and attributes of God and Religious Language
- Meta-Ethics, Sexual Ethics and the conscience
- Secularism and Liberation Theology

## ASSESSMENT

At A-level, there are three exams in Philosophy, Ethics and DCT, all worth 33.3%.

## AFTER ASHCOMBE

Students who study Philosophy and Ethics at A-level often continue to study Theology or Philosophy, Classics, English, History, Politics and various other subjects at university. This can lead to a variety of careers which include teaching, the charity sector, civil service, social work and health care.



**LANGUAGES**



# FRENCH

Exam Board: **Edexcel**  
Syllabus: **A-level 9FRO**  
Consult: **Miss Hardy**

## WHY STUDY THE SUBJECT?

We believe languages should appeal to all students. The new A-level in French has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the French-speaking world. Students will gain an advanced level of knowledge and understanding of the French language, the culture of France and other francophone countries, as well as practical and valuable language and transferable study skills. The skills will help to prepare students for higher education and enhance their employability profile.

## CONTENT AND BREAKDOWN

There are 4 themes to be covered for the A-level and each theme also covers several sub-topics. The main themes are as follows:

- Theme 1: Les changements dans la société française
- Theme 2: La culture politique et artistique dans les pays francophones



- Theme 3: L'immigration et la société multiculturelle française
- Theme 4: L'Occupation et la Résistance

In Year 12, students study themes 1 and 2.

At A-level, students add the study of themes 3 and 4.

Students will be required to study TWO works for the full A-level. The film for French this year is 'Intouchables' and the novel is 'Un Sac de Billes' by J. Joffo. In Yr13 students will also have the opportunity to work on an Independent Research Project about any aspect of France or another francophone country. Students present and discuss their research in the speaking exam.

## ASSESSMENT UNITS FOR A-level

- Paper 1: Listening, Reading and Translation - 2 hours, 40% of qualification

- Paper 2: Written response to works and Translation – 2 hours 40 minutes, 30% of qualification
- Paper 3: Speaking – 30% of qualification

## EXTRACURRICULAR

Sixth Form Study Weekend to Paris and a French cinema day at the Institut Français in London.

## AFTER ASHCOMBE

French is one of the main European languages and as such is valued in combination with many other skills and subject areas, including science, technology, the arts and commerce. Students with a good pass at A-level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with their own opportunities for travel and work both in the UK and around the world.



# GERMAN

Exam Board: **Edexcel**  
Syllabus: **A-level: 9GNO**  
Consult: **Miss Hardy**

## WHY STUDY THE SUBJECT?

We believe languages should appeal to all students. The new A-level in German has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the German-speaking world. Students will gain an advanced level of knowledge and understanding of the German language, the culture of Germany and other German-speaking countries, as well as practical and valuable language and transferable study skills. The skills will help to prepare students for higher education and enhance their employability profile.

## CONTENT AND BREAKDOWN

There are 4 themes to be covered for the full A-level and each theme also covers several sub-topics. The main themes are as follows:

- Theme 1: Gesellschaftliche Entwicklung in Deutschland
- Theme 2: Politische und künstlerische Kultur im deutschen
- Theme 3: Immigration und die



deutsche multikulturelle Gesellschaft

- Theme 4: Die Wiedervereinigung Deutschlands

In Year 12, students will study themes 1 and 2.

In Year 13, students will study themes 3 and 4.

Students will be required to study TWO works for the full A-level.

Currently students are studying;

Film: *Almanya – Willkommen in Deutschland*

Book: *Der Besuch der alten Dame* by Friedrich Dürrenmatt

## ASSESSMENT UNITS FOR A-level

- Paper 1: Listening, Reading and Translation - 2 hours, 40% of qualification
- Paper 2: Written response to works and Translation – 2 hours 40 minutes, 30% of qualification
- Paper 3: Speaking – 30% of qualification

## EXTRACURRICULAR

There will be an opportunity to join the Sixth Form Exchange Programme and an introduction to German Cinema at The BFI in London. We are also partnering with the History Department to Berlin.

## AFTER ASHCOMBE

German is one of the main European languages and as such is valued in combination with many other skills and subject areas, including science, technology, the arts and commerce. Students with a good pass at A-level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with many opportunities for travel and work both in the UK and around the world.

# SPANISH

Exam Board: **Edexcel**

Syllabus: **A-level: 9SP0**

Consult: **Miss Hardy**

## WHY STUDY THE SUBJECT?

We believe languages should appeal to all students. The A-level in Spanish has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Spanish-speaking world. Students will gain an advanced level of knowledge and understanding of the Spanish language, the culture of Spain and other hispanic countries, as well as practical and valuable language and transferable study skills. The skills will help to prepare students for higher education and enhance their employability profile.

## CONTENT AND BREAKDOWN

There are 4 themes to be covered for the full A-level. Each theme also covers several sub-topics. The main themes are:

- Theme 1: La evolución de la sociedad española
- Theme 2: La cultura política y artística en el mundo de habla española
- Theme 3: La inmigración y la sociedad multicultural española



- Theme 4: La dictadura franquista y la transición a la democracia

In Year 12, students study themes 1 and 2.

In Year 13, students study themes 3 and 4.

Students will be required to study TWO works for the full A-level. Currently students are studying the film, 'Volver' by Pedro Almodóvar and the Novel: La casa de Bernarda Alba by Federico García Lorca.

## ASSESSMENT UNITS FOR A-level

- Paper 1: Listening, Reading and Translation - 2 hours, 40% of qualification
- Paper 2: Written response to works and Translation – 2 hours 40 minutes, 30% of qualification
- Paper 3: Speaking – 30% of qualification

## EXTRACURRICULAR

There will be an introduction to Spanish Cinema at The BFI in London.

## AFTER ASHCOMBE

Spanish is one of the main European languages and is the third most widely-spoken Language in the world. It is valued in combination with many other skills and subject areas, including science, technology, the arts and commerce. Students with a good pass at A-level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with many opportunities for travel and work both in the UK and around the world.

# PROFILE: ELIJAH

## **WHY DID YOU JOIN ASHCOMBE SIXTH FORM?**

When I first started looking around colleges the main thing that really struck me was the relationship between the teachers and students. At Ashcombe it felt as if all the teachers had a strong and personal relationship with each student, whereas at other colleges due to the number of students that key connection between a student and teacher was not present. This really appealed to me as when you're looking for the help needed to get through a-levels you can know that the teachers know how best to help suited to each student.

## **HOW IS SIXTH FORM DIFFERENT TO SCHOOL?**

Throughout Sixth Form I've realised that rather than learning for the sake of trying to get to the end of school, you're learning to benefit your future careers and decisions. Teachers will treat you as young adults to help give you the feel of growing up and making choices of your own which will help affect the future. You are provided with the freedom and support the whole way though the Sixth Form and you are presented with the ability of having your own say (with provided guidance) for what is best in your time in the Ashcombe Sixth Form.

## **HOW HAVE YOU FELT SUPPORTED THROUGHOUT 6TH FORM?**

Throughout Sixth Form I've always been provided with the help needed. From one-to-one meetings with the Head of Sixth Form to weekly check-ups with form tutors and head of years. This has proved beneficial for me as it has helped highlight areas which need changing or

more support to areas which I'm excelling in and need to continue pursuing. The quality of teaching is excellent and teachers always go above and beyond and I really enjoy my lessons.

## **WHAT ENRICHMENT OPPORTUNITIES HAVE YOU HAD?**

Even through a time of covid the Sixth Form has been working hard to try and provide the students with as many enrichment opportunities as possible. During a time of lockdown, we were still offered talks and interviews with previous Ashcombe students and University professors from across the UK to talk to 6th form students about post 6th form decisions. We've also been offered the choice between personal statement guidance talks or apprenticeships programme talks which has opened the possibilities of future careers. I am so pleased the school held our delayed Year 11 Prom and I am really looked forward to further social events and trips this year.

## **HOW WOULD YOU DESCRIBE SIXTH FORM LIFE?**

Being part of the Sixth Form has a very chilled atmosphere. You have the ability to be very independent and allowed the opportunity to mature and enter the first stages of adulthood. You have the respect and responsibility of being a willing student. All in all, the Sixth Form life is very exciting and the opportunity to get involved with developing the Sixth Form and other parts of school is always present. You're offered many opportunities and roles to add to a curriculum vitae to get the most out of being part of the Ashcombe Sixth Form.





*“The  
quality of  
teaching is  
excellent and  
teachers always go  
above and beyond and  
I really enjoy my lessons.”*

# MATHEMATICS & COMPUTING





# COMPUTER SCIENCE

Exam Board: **AQA**  
Syllabus: **A-level: 7517**  
Consult: **Dr Carter**

## WHY STUDY THE SUBJECT?

The digital age needs computer scientists. Computer programs have virtually infiltrated every aspect of our lives. Computer scientists theorise, design, develop, and apply the software and hardware for the programs we use day in day out. Computer scientists are needed in every type of industry. Every industry uses computers so naturally computer scientists can work in any. Problems in science, engineering, health care, and so many other areas can be solved

by computers. It's up to the computer scientist to figure out how, and design the software to apply the solution.

## CONTENT AND BREAKDOWN

### Year 12 Content

- Fundamentals of programming
- Fundamentals of data structures
- Software development
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation & architecture
- Consequences of uses of computing
- Fundamentals of communication & networking

### Year 13 Content

Students will revise the Year 12 content which will feature in the A-level exams. In addition they will cover:

- Fundamentals of databases
- Big Data
- Fundamentals of functional programming
- Systematic approach to problem solving
- Non-exam assessment - the computing practical project

## ASSESSMENT

- At A-level there are 2 examinations - one of these is an on-screen examination. There is also a practical project which is worth 20% of the final grade.

## AFTER ASHCOMBE

A-level Computer Science is excellent preparation for a job or for a degree in Engineering, Maths, Medicine, Law, or any type of Science.



# MATHS

Exam Board: **EDEXCEL Maths**

Syllabus: **A-level: 9MA0**

Consult: **Mr Bright /  
Mrs Beggs**

## WHY STUDY THE SUBJECT?

Maths is the foundation of most modern science; look around you – most of the items we use every day wouldn't exist without it. Millions of people around the world use A-level Mathematics in different university courses and careers. Maths is a 'facilitating subject' which means it is highly valued by universities – not just for courses that are obviously mathematical. Maths students are valued because they are good at thinking logically and analytically; through solving problems they develop resilience and are able to think more creatively and strategically.

## CONTENT AND BREAKDOWN

A-level Content:

- Pure Maths (including Algebra, Calculus, Trigonometry and Proof)
- Mechanics (including Vectors, Kinematics and Forces)
- Statistics (including the Interpretation and Presentation of Data, and Probability.



## ASSESSMENT

At A-level there are 3 examinations; two covering Pure and one covering Applied.

## AFTER ASHCOMBE

Some students who study Maths at A-level often continue to study Mathematics at university (although it is likely you will have chosen Further

Maths too). Maths is critical for university subjects such as Physics, Engineering and many Medicine courses and is useful for many other courses.

# FURTHER MATHS



Exam Board: **EDEXCEL**  
Syllabus: **A-level: 9FMO**  
Consult: **Mr Bright / Mrs Beggs**

## WHY STUDY THE SUBJECT?

Ever wondered why you can't square root a negative number? Ever considered what might happen if we allowed this anyway? An A-level in Further Maths will expose you to new concepts and ideas that you never thought possible in GCSE and many of them are not touched in the 'single' Maths A-level. Ideas such

as Complex Numbers, Matrices and 3D vectors are vital if you are considering studying Maths or Engineering at University and they will be useful for many more subjects.

If you enjoy the satisfaction of solving long and complex problems or you thrive on understanding new and exciting areas of Mathematics then choose Further Maths alongside your 'single' Maths A-level choice.

## CONTENT AND BREAKDOWN

You will have the opportunity to develop many aspects of Pure and Applied Mathematics. The exam board we use gives the school many options for students studying further maths. We will choose options in Further Pure Maths and Further Mechanics as we feel this will be the best preparation for Higher Education.

## ASSESSMENT

A-level – four papers each 1hr 30mins.

## ENTRY REQUIREMENTS

A real interest in the subject and a grade 7-9 at GCSE.

## AFTER ASHCOMBE

Students who choose to study Further Maths alongside their 'single' maths A-level will often go on to study Maths or Mathematical courses at university such as Engineering, Physics or Computer Science. Following university, students will go into a huge range of careers including; academia, teaching and a huge range of businesses.



PERFORMING  
**ARTS**



# DRAMA AND THEATRE

Exam Board: **OCR**

Syllabus: **A-level: H459**

Consult: **Mrs Kennett**

## WHY STUDY THE SUBJECT?

The A-level Drama and Theatre course is practical, engaging and allows students to work creatively in a variety of ways. The course encourages students to experiment and take risks with their work while working on developing their own performance style. The course is highly flexible and plays to the strengths of students providing a wide variety of components which aim to ignite and engage students' creativity, passion and interests, including opportunities to devise their own performances and explore the work of others. The qualifications allow students to study drama and theatre in an academic setting, interrogating this art form and applying their knowledge and understanding.

## CONTENT AND BREAKDOWN

A-level CONTENT:

**Practitioner in practice (40% of total A-level):**

- Explore practically and research two practitioners and an extract from a performance text



- Create a research report, a portfolio of evidence and a devised performance
- Exploring and performing Texts (20% of total A-level)**

- Study of one whole text
- Text performance in front of visiting examiner
- Written concept pro forma based on performance

**Analysing performance 2 ½ hour written exam (20% of total A-level)**

- Explore practically and analyse two performance texts on a chosen theme
- Analyse and evaluate a live theatre performance

**Deconstructing texts for performance 1¾ hour written exam (20% of total A-level)**

- Study, analyse and interpret one set text

## ASSESSMENT

At A Level, there are 2 pieces of coursework (Research Report & Portfolio), 2 performance exams (Devised performance & Scripted performance) and 2 written exams.

## EXTRACURRICULAR

The course requires students to see one live performance at A Level though additional theatre visits are offered throughout the course.

## AFTER ASHCOMBE

Students who study A-level Drama often go on to study Drama at university or drama school. Many go on to study Sociology, English, Media, Journalism and other courses.

# MUSIC

Exam Board: **Pearson Music**

Syllabus: **A-level: 9MU0**

Consult: **Mr Williams**

## WHY STUDY THE SUBJECT?

Anyone who has a keen interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of live and recorded music would be suitable for this course. A-level Music develops the practical skills of performing and composing alongside listening to a variety of music and developing ideas about how and why it was written and/or performed. Whilst an artistic and practical subject, Music is recognised by universities as an academic A-level and provides a good step towards degrees in a wide range of subject areas including Sciences, Mathematics, Languages, Humanities and Arts.

## CONTENT AND BREAKDOWN

At A-level three musical disciplines are studied; performing, composing and appraising. The appraising unit covers a collection of set works from six different areas of study (vocal music, instrumental music, music for film, popular music and jazz, fusions and new directions).



## ASSESSMENT

At A-level 60% of the course is controlled assessment, and 40% exam assessment.

A-level Content:

- Performing (30%): Perform for more than 8 minutes.
- Composing (30%): Create two compositions, one to a set brief and one a free choice. The examiners' briefs will take the form of a technical study for which understanding of harmony and specific composing styles will be covered.
- Appraising (40%): One written paper, with questions based on set works and wider listening in these styles.

## EXTRACURRICULAR

There are lots of performance opportunities for A-level students, and trips to see set works performed are organised when they are available.

## AFTER ASHCOMBE

Music graduates have a wide range of career options available to them both inside and outside the industry. It is common to find music graduates in consultancy, finance, banking, music therapy and legal jobs, as well as in music roles including: performer, teacher, administrator, songwriter, conductor, promoter, or music publisher. There are also more jobs than ever in music business related areas, such as: careers in digital marketing, social media, PR, technology, label services, ticketing and merchandising.

## ENTRY REQUIREMENTS

Candidates must be having lessons on their chosen instrument. Candidates are expected to participate in Music Department activities. Some understanding of the rudiments of Theory is needed for this course. Working at a Grade 5 level is very helpful.

# SCIENCE



# BIOLOGY

Exam Board: **OCR Biology A**

Syllabus: **A-level: H420**

Consult: **Mr Blair**  
**Mr Hudson**

## WHY STUDY THE SUBJECT?

Biology has application to virtually everything we do, from behaviour to population control, from diet to agriculture, from health to chemical and germ warfare. Biology is a challenging science which provides academic challenge to stimulate the most enquiring mind. From GM foods to human cloning to stem cell research, Biology is talked about in the media every day. The OCR Biology A-level is rigorous and engaging, and aims to equip students with a contemporary grasp of key biological principles allowing you to apply your knowledge to new situations. Concepts are taught in the context of scientific research and development, with practical investigations forming a key part of the curriculum.

## CONTENT AND BREAKDOWN

Year 12 Modules:

- Module 1 – Development of practical skills in Biology

- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease

A-level Modules (in addition to the Year 12 Modules above)

- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems
- Practical endorsement - a pass/fail component separate from the final grade. A minimum of 10% of the final exam will be based on questions relating to practical techniques

## ASSESSMENT

The A-level is assessed by three examinations

## EXTRA CURRICULAR

In the summer term of Year 12, a field course is undertaken to give students the opportunity to study field techniques, ecology and environmental Biology. Students will spend 3 days at a Field Studies Council Residential Site. Here they are taught about and will carry out all the practical element of the Ecology and



Environmental Biology, from freshwater sampling techniques to sand dune succession studies.

## AFTER ASHCOMBE

Apart from obvious career courses such as nursing, medicine, dentistry, veterinary medicine, pharmacology, pathology, psychology, forensic science, biochemistry and biophysics, Biology may be taken with almost any combination of other subjects and may have application in marketing, management, law, journalism or town planning!



# CHEMISTRY

Exam Board: **OCR Chemistry A**  
Syllabus: **A-Level H432**  
Consult: **Mr Blair**  
**Ms Ohlsson/Dr Macey**

## WHY STUDY THE SUBJECT?

Chemistry is the science that is central to understanding and developing modern day technology. In fields that range from medicines to fuels, polymers to dyes, the skills and knowledge of the Chemist are fundamental in furthering and sustainable green technology to meet the need of growing population and finite resources. Chemistry also underpins our understanding of how living organisms and ecosystems work, as well as our relationship with the wider environment through study of the chemistry of our atmosphere. Chemistry is a rigorous but highly rewarding subject and students find the topics covered both stimulating and relevant.

## CONTENT OVERVIEW

The six modules are each divided into key topics:

### Module 1: Development of practical skills in chemistry

- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

### Module 2: Foundations in chemistry

- Atoms, compounds, molecules, and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure

### Module 3: Periodic table and energy

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium

### Module 4: Core organic chemistry

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS)

### Module 5: Physical chemistry and transition elements

- Reaction rates and equilibrium
- pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials



- Transition elements

### Module 6: Organic chemistry and analysis

- Aromatic compounds
- Carbonyl compounds
- Carboxylic acids and esters
- Nitrogen compounds
- Polymers
- Organic synthesis
- Chromatography and spectroscopy (NMR)

Students gain practical skills throughout the course. These are assessed in the written examinations and in the practical endorsement.

## ASSESSMENT

The A-level is assessed by three examinations.

## AFTER ASHCOMBE

Studying Chemistry opens doors to a range of sectors and opportunities, meaning your future career doesn't have to be in a lab. Careers could include medicine, bio scientist, chemical engineer, forensic scientist, pharmacologist, nuclear engineer, and an environmental consultant.

# PROFILE: MADDIE

## **WHY DID YOU JOIN ASHCOMBE SIXTH FORM?**

I joined Ashcombe 6th form for many reasons. My sister is in the year above and I could see how much she was enjoying being at Ashcombe. I liked the fact that they encourage you to study four subjects as it gives you the chance to explore subjects you may not have studied in secondary school and also keeps my options open in regards to thinking about my future. The facilities that Ashcombe provide are of top quality. The sciences labs are great and as I take two science subjects I spend a lot of my time in the science labs. Their pastoral support seemed excellent and now I've been here for sometime I can say that it really is wonderful. They really care about you as an individual and show that they really care.

## **HOW IS SIXTH FORM DIFFERENT TO SCHOOL?**

You are treated very differently in Sixth Form compared to secondary school. In Sixth Form you are treated like young adults and trusted much more in comparison to school. You have a lot more freedom, being that you have numerous free periods and more individual and specific support from your teachers when struggling with work for example.

## **HOW HAVE YOU FELT SUPPORTED IN THE SIXTH FORM?**

As a new student in Sixth Form coming from an outside school I have felt so positively overwhelmed with support and encouragement from all teachers and students since starting this year. I know that if I have any issues or questions I can go to the members of staff without hesitation. The atmosphere and community of Sixth Form is something I have never experienced before and so far I have enjoyed every minute of it being at Ashcombe.

## **HOW DID YOU PICK WHICH SUBJECTS TO STUDY?**

When I was deciding the subjects I wanted to study at Sixth Form, I knew I wanted to take biology and Physical Education as I really enjoyed them at GCSE. When deciding the other two subjects I wanted to study, the taster lessons were particularly helpful as it gave me a greater insight to the subject. I loved the sound of psychology as I find learning about the body and how it works fascinating. Speaking to the subject teachers was also particularly useful as it gave me the opportunity to ask any questions I had on the subject.

## **HOW WOULD YOU DESCRIBE SIXTH FORM LIFE?**

Sixth Form life is much more enjoyable than school life in my opinion. As you are given much more freedom and support. Having our own space for year 12 and year 13 is particularly nice as the common room is a great space, as is the work room which is located in the Sixth Form centre which is a great place to do work without the disturbance of secondary school students.



*“As a new student in Sixth Form coming from an outside school I have felt so positively overwhelmed with support and encouragement from all teachers and students since starting this year.”*



# PHYSICS

Exam Board: **OCR Physics A**

Syllabus: **A-level: H556**

Consult: **Mr Blair**  
**Dr Carter**

## WHY STUDY THE SUBJECT?

This course will provide a sound knowledge of the principles of physics and advanced scientific method, desirable for life in a scientific and technological society. As well as being an essential qualification for entry to many Higher Education courses, it is also particularly relevant if you are considering a career involving Engineering, Communications and Media, Electronics and Electrical Engineering, Computing, Physiotherapy, Medicine, Nursing, Forestry, Meteorology and V.S.O. (Voluntary Service Overseas).

Physics is concerned with understanding how and why the world around us behaves as it does, and the course is taught with this in mind. Emphasis is placed on active questioning, subsequent debate, experimental work and investigation, and the ability to reason problems in a logical way.



## CONTENT AND BREAKDOWN

Year 12 Modules:

- Module 1 – Development of practical skills in Physics
- Module 2 – Foundations of Physics
- Module 3 – Forces and motion
- Module 4 – Electrons, waves and photons.

A-level Modules (in addition to the Year 12 Modules above)

- Module 5 – Newtonian world and astrophysics
- Module 6 – Particles and medical physics
- Practical endorsement is a separate component to demonstrate your practical skills.

## ASSESSMENT

The A-level is assessed by three examinations at the end of year 13.

## EXTRACURRICULAR

In the spring term of the 2nd year there may be a trip to CERN; the Large Hadron Collider, in Switzerland. This part of the visit closely supports the particle physics course content but also supports general scientific principles of investigation along with various elements of engineering.

## AFTER ASHCOMBE

Physics is a very useful subject for the majority of STEM (science, technology, engineering and maths) careers and you'll find physicists everywhere, in industry, transport, government, universities, the armed forces, the secret service, games companies, research labs and more.





# SOCIAL SCIENCES

# BUSINESS

Exam Board: **AQA Business**

Syllabus: **A-level: 7132**

Consult: **Mr Mercer**

## WHY STUDY THE SUBJECT?

Business and related subjects (such as the 'FAME' group – finance, accounting, management and economics) are among the most popular fields of study worldwide. On this course, students consider business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing). The course encourages the practical application of business concepts by exploring events in the business world and relating these to theories and practice. The course is assessed purely by examination and covers topics such as Decision Making, Leadership and Strategy across Finance, Operations, Marketing and Human Resources. Students will also look at the wider influences on businesses, including competitors, legislation, the environment and the economy. In addition, they will have the opportunity to complete group work and conduct independent research ahead of the final year exam, enabling them to develop transferable skills.



## CONTENT AND BREAKDOWN

Year 12 Modules:

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

Additional Year 13 Content:

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

## ASSESSMENT

At A-level there are 3 examinations, each worth 33.3%. The first comprises multiple choice questions and short answer questions worth 50 marks together with two 25 mark essays.

The second requires candidates to answer compulsory questions on 3 different case studies.

The final paper is a single compulsory case study followed by approximately six questions totaling 100 marks.

## EXTRACURRICULAR

There will be opportunities to take part in the Young Enterprise company programme to encourage and develop entrepreneurial skills and to take part in the IFS Student Investor stock market trading competition.

## AFTER ASHCOMBE

Students who wish to pursue careers in any aspect of business, including management, finance, marketing, customer relations or business strategy will find this course provides a valuable foundation. You will have a head start within accountancy, marketing and management courses. You will learn and use a variety of transferable knowledge and the business skills of decision making and planning for university, apprenticeship or employment.

# ECONOMICS



Exam Board: **Edexcel Economics A**  
Syllabus: **A-level: 9ECO**  
Consult: **Mr Mercer**

## WHY STUDY THE SUBJECT?

Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It is concerned with how society sets about meeting people's demands for things they want to consume. We all make economic decisions every day of our lives. Economics offers a way of thinking about the world that enables us to make the best of what we have. For example, what makes a diamond more expensive than a necessity like water? Should public transport be subsidised by the government? Why do celebrities get high pay while skilled nurses are paid significantly less?

## CONTENT AND BREAKDOWN

Year 12 Modules:

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

- Nature of economics
- How markets work
- Market failure
- Government intervention

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

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy

Additional Year 13 Content

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

#### Business growth

- Business objectives
- Revenues, costs and profit
- Market structures
- Labour market
- Government intervention

### Theme 4: A global perspective

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

## ASSESSMENT

**Paper 1** will assess microeconomics and questions will be drawn from Themes 1

and 3 (35%)

**Paper 2** will assess macroeconomics and questions will be drawn from Themes 2 and 4 (35%).

**Paper 3** will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes (30%).

## EXTRACURRICULAR

We organise trips to listen to first class Economists. Previous trips include the Marshall Society annual conference at Cambridge University and the annual speaker day at RGS, Guildford.

## AFTER ASHCOMBE

A-level Economics crosses the humanities/science divide. (Those who think they may want to read Economics at university are well advised to combine it with Maths at A-level). Students often study courses combined with other subjects such as History, Politics, Geography, Maths or a language because of the strong logical base that the subject provides. Students typically go on to study Economics, Management, Accounting, Law or other business related courses.



# GOVERNMENT AND POLITICS

Exam Board: **Edexcel Politics**

Syllabus: **A-level: 9PLO**

Consult: **Mr Townend**

## WHY STUDY THE SUBJECT?

Studying Politics is always exciting and never dull. It is probably the only subject where the textbook is out of date the moment it is published! You will start by having the chance to develop a greater understanding of how politics affects us here in the UK from the voting system to the powers of the Prime Minister. Your work in lessons will be supported by a visit to the Houses of Parliament and speakers' events throughout the year. UK politics is also analysed through a study of its similarities and differences with the US system. We will discuss questions such as: Is the President actually weaker than our Prime Minister? Does America face a voting crisis? You will also study the big overarching Ideologies

of politics – Liberalism, Socialism, Conservatism and Feminism – when you will be expected to debate and discuss the best way to run a country.

There has never been a more exciting time to study politics. The rise of Trump, Brexit negotiations, Votes at 16. If you take an interest in these events, then you will find every politics lesson broadens and develops your critical powers, interest in global events and understanding of power.

## CONTENT AND BREAKDOWN

Year 12 Content:

- UK Government
- UK Politics

Year 13 Content:

- Political Ideologies
- US Government and Politics

## ASSESSMENT

At A-level there are 3 examinations, each worth 33.3%.

## EXTRACURRICULAR

There will be trips to the Houses of Parliament, Speaker Conferences and the possibility of a trip to Washington DC.

## AFTER ASHCOMBE

Politics is an excellent subject to study if you are interested in a career involving people. Careers include the Civil Service, central and local government, the media, business and finance, law and education. It complements many other Humanities subjects and provides a grounding in the fundamentals of the UK and US political system. It also increases critical reading of sources, something valuable in many Science professions. Politics students have gone on to take Politics as single and joint Honours Degrees, as well as International Relations courses and PPE.



# SOCIOLOGY

Exam Board: **AQA Sociology**

Syllabus: **A-level: 7192**

Consult: **Ms McGookin**

## WHY STUDY THE SUBJECT?

Everyday life may appear random and hectic; however, Sociologists believe that we can identify patterns of behaviour. Studying Sociology will make you more aware of the society you exist within which enables you to gain an insight into human social behaviour. By studying Sociology you will learn about a variety of intriguing and fascinating sociological topics such as education, the workplace, the media, religion, family and criminal behaviour. Throughout this study you will discover how these agents impact on our everyday lives. Students often study Sociology because it opens their minds to concepts and ideas that they have never really considered before as they cover topical issues and debate current affairs.

## CONTENT AND BREAKDOWN

Year 12 Content:

- Education with Theory and Methods
- Research Methods
- Families and Households



Year 13 Content:

- Crime and Deviance
- Global Development
- Theory and Methods

## ASSESSMENT

At A-level there are 3 examinations, each worth 33.3%.

## EXTRACURRICULAR

In recent years the department has been on trips to the Old Bailey and Royal Justice, amongst other locations.

## AFTER ASHCOMBE

Students who study Sociology at A-level often continue to study Sociology, English, History, Politics, Criminology and various other subjects at university. Studying Sociology can lead to a variety of careers which include: Politics, Teaching, Law, Police Force, Social Work and Health Care.

# PSYCHOLOGY

Exam Board: **AQA Psychology**

Syllabus: **A-level: 7182**

Consult: **Mrs Hipple**

## WHY STUDY THE SUBJECT?

Have you ever wondered why people do what they do? Psychology aims to provide insights into human behaviour and cognition. It relates to every aspect of our daily lives, as it helps us understand the world we live in and predict the behaviour of the people around us. The aim of the course is to introduce you to a range of theories and studies which make up this fascinating subject. Furthermore, you will learn important analytical and evaluative skills which will complement other aspects of the curriculum.

## CONTENT AND BREAKDOWN

Year 12 Content:

- Social influence
- Memory
- Attachment
- Approaches in Psychology
- Psychopathology
- Research methods



Year 13 Content:

- Social influence
- Memory
- Attachment
- Psychopathology
- Approaches in Psychology
- Biopsychology
- Research methods
- Issues and debates in Psychology
- Forensic and Gender
- Stress

## ASSESSMENT

A-level – Three exam papers, each equally weighted

Paper 1 and 2 the same as above

Paper 3 – Issues and Options in Psychology

## EXTRACURRICULAR

Planned trip to a Psychology conference and Freud Museum.

## AFTER ASHCOMBE

Psychology is a flexible and adaptive subject which develops a variety of skills and can lead to a diverse range of careers. People with Psychology degrees often end up working in a traditional psychology career such as Educational, Forensic, Clinical and Occupational Psychologists or counsellors. People also end up working in companies, especially in personnel and Human Resources departments.

# SPORT



# PHYSICAL EDUCATION

Exam Board: **AQA**  
Syllabus: **A-level: 7582**  
Consult: **Mr Andrews**

## WHY STUDY THE SUBJECT?

A-level Physical Education is the study of human movement, performance and behaviour in sport. By studying Physical Education, you will learn about how the body works and the impact it has on our everyday lives. It will also give you an insight into the world of sports performance and how you can improve your own performance or coaching through the application of theory.

## CONTENT AND BREAKDOWN

A-level Subject Content:

- Applied Anatomy and Physiology
- Skill Acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sports psychology
- The role of technology in physical activity and sport

## ASSESSMENT

A-level Assessment:

Paper 1

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Written exam: 35% of A-level

Paper 2

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Written exam: 35% of A-level

Non-exam assessment:

Students assessed as a performer or coach in the full sided version of one activity.

Written analysis of performance

30% of A-level

## EXTRACURRICULAR

Opportunities to attend educational trips may be offered in Year 13 to support the delivery of specific areas of study.

## AFTER ASHCOMBE

Students who study Physical Education at A-level often continue to study other sport related subjects at university. Studying Physical Education can lead to a variety of careers which include; teaching, nutrition, sport science, sport psychology, sports therapy, personal training, physiotherapy, sports massage and coaching.





# ONE-YEAR PROGRAMMES OF STUDY

## COURSE CONTENT

The One-Year Programme of Study will comprise:

- Level 2 Cambridge Technical Diploma in Business.
- GCSE retake or modular Mathematics (if required)
- GCSE retake English Language (if required)
- Entitlement courses (together with A-level students)

## CAMBRIDGE TECHNICAL L2 DIPLOMA IN BUSINESS

### CONSULT: Mr Mercer

The Cambridge Technical Diploma in Business is a one year course which provides students with an introduction to the knowledge, understanding and skills required for learners wishing to enter a

career in business. It is also relevant to a wide variety of other careers.

This qualification provides access to units which broaden and deepen learners' experience in preparation for the world of work. However some students may progress from this course to A-levels or other vocational level 3 courses.

Please see the above section 'Admission into the Sixth Form' for the requirements concerning progress from this course to A-levels at the Ashcombe.

The Diploma is entirely coursework based with work being assessed by teachers and moderated by an external examiner.

Marks are awarded for individual units and these are aggregated to give a final grading for the Diploma as Distinction\*, Distinction, Merit or Pass.

It is necessary to achieve at least a pass in all units to be awarded a pass grade overall.



# PROFILE: LUKE

## **WHY DID YOU JOIN ASHCOMBE SIXTH FORM?**

The Sixth Form is a welcoming place to everyone, the smaller year groups allow the Sixth Form team to work closely together which is something unique to The Ashcombe. For me, I always knew that I wanted to join the Sixth Form because it is easily accessible and had a great atmosphere which surrounded the Sixth Form block. I had always heard really positive things from previous students.

## **HOW IS SIXTH FORM DIFFERENT TO SCHOOL?**

Responsibility is given to the students and there is a chance for students to get involved in as much as they would like. Students can suggest changes that they would like to see by coming to regularly held meetings by the student union which help to continuously make improvements. The year group is much smaller than in lower years which allows the Sixth Form team to get to know everyone which is helpful for university applications in the Year 13. As most students already will know the Sixth Formers can wear their own clothes and have the freedom to leave school during breaks and free periods.

## **HOW HAVE YOU FELT SUPPORTED IN THE 6TH FORM?**

Mr Blackband's door is always open, and he will always find time to talk to pupils. Being part of the Competitive Courses group has really helped with my application to medical school. I have received lots of personalised support from Mr Blow and Mr Blackband with my personal statement and the whole process of applying to university has been straightforward due to the school's continued support.

## **HOW DID YOU PICK WHICH SUBJECTS TO STUDY?**

A mixture of the subjects I enjoyed at GCSE, the subjects I was good at and the course I wanted to do at university. This led me to pick Maths, Biology, Chemistry and Physics. I went on to drop Physics and I strongly believe that starting with 4 subjects is the right thing to do even if you drop something straight away.

## **WHAT ENRICHMENT OPPORTUNITIES HAVE YOU MADE USE OF?**

There are a range of enrichment activities, you can choose how many you want to take part in. Recently, I went on a mental health first aid course which was very eye opening and spoke about areas which need to be addressed especially at a younger age. The Sixth Form also has a student union where students can voice their opinions and help to continuously improve the Sixth Form. This gives us more freedom and responsibility to shape the Sixth Form to how we want it to be.

## **HOW WOULD YOU DESCRIBE SIXTH FORM LIFE?**

Sixth Form life is completely different to any other experience I've had in the rest of school, there are many more socials that take place, such as the Halloween social and Dinner Dance at Burford Bridge. There is a family feeling to the Sixth Form and the sense of togetherness is unique. We are treated much more like adults giving a great intermediate step between secondary school and university.



*“Being part of  
the Competitive Courses  
group as really helped with  
my application to medical school.”*

# MATHEMATICS (MODULAR) GCSE

Syllabus: **AQA Modular  
Mathematics  
Specification 8300**  
Consult: **Mr Bright**

## WHY STUDY THE SUBJECT?

Following this course provides a fresh and a more mature approach to gaining a good grade at GCSE. This is often a minimum requirement for several types of employment and further education.

## COURSE CONTENT

Students will study for three exams, each 1 hour 30 mins. In two of these a calculator is expected and the third exam is non-calculator. The maths content will be distributed across these three exams. We will enter students for the foundation paper where they can achieve grades up to and including 4 and 5.

## ENTRY REQUIREMENTS

An interest and determination to achieve.

# ENGLISH LANGUAGE GCSE (POST-16)

Syllabus: **AQA Specification  
Code: 8700**  
Consult: **Mrs Petrie**

## WHY STUDY THE SUBJECT?

A good GCSE English grade will ensure that you have all the best possible academic

and employment opportunities for the future. Colleges and employers want to know that your written and spoken communication are fluent, accurate and well structured. This tightly structured course gives you the chance to improve your grade as well as the opportunity to access more mature materials.

## PREPARING FOR EXAMS

Visit [aqa.org.uk/8700](http://aqa.org.uk/8700) for extra information when preparing for the exams. On the exam board website you will find lots to prepare for our exams, including past papers and mark schemes.

## COURSE CONTENT

External examination 100% (split over two equal papers)

Paper 1: Explorations in creative reading and writing

Paper 2: Writers' viewpoints and perspectives

Each paper has two sections: a reading section and a creative writing section. 20% of students' marks will be awarded for spelling, punctuation and grammar; students should make it a priority to revise these skills in order to give themselves the best possible chance in the exam.

## ENTRY REQUIREMENTS

A commitment to hard work and a co-operative, motivated attitude are essential for success on this course.



# STUDENT LIFE

## SOCIAL ACTIVITIES

We encourage our students to hold positions of responsibility. The highest honour is to represent the school as either Head Boy or Head Girl. Other positions of responsibility include Deputy Head Boy and Deputy Head Girl, Senior Prefects and House Captains. Students also help organise and co-ordinate the life of the Sixth Form, and to represent the School on certain occasions. The Sixth Form organise Charities Week, involving the whole school in fundraising activities to raise money for charity. They also assist with the Senior Citizens' Party at Christmas and deliver food parcels to those in need.

Sixth Formers have the opportunity to participate in a wide range of social activities. These include the annual drama and music productions; the visit to a rural school in Uganda; working on educational and social care projects in Romania; the visit to China to learn Chinese and experience Chinese culture; the skiing holidays; as well as the usual sporting activities. Besides these, there are Sixth Form socials which are held in the Sixth



Form Centre, the Christmas Dinner Dance, the Summer Induction Day BBQ, a Graduation Boat Trip on the Thames and a whole range of societies, visits and outings.

## COMMUNITY LIFE

Most students will be working alongside the friends they have made in their first five years at the school and the atmosphere created by this is both enjoyable and conducive to good work. Those who join The Ashcombe School

from outside can be sure of a warm welcome. The Sixth Form is also part of a wider community - the school community, and it has a responsibility towards the school. The Sixth Form provides Advisers to help with mentoring of the Lower School pupils and to help younger pupils with the 'Toe-by-Toe' reading scheme.

## ENRICHMENT

In addition to the main courses Sixth Form students can take part in a variety



of sports. For those that are interested in sport on a competitive basis, students have the opportunity to play fixtures against local schools and college. Sixth Formers are also invited to take part in the Young Enterprise Scheme and have the opportunity to participate in the Gold Level Duke of Edinburgh's Award Scheme. Many students volunteer in a wide variety of projects around the school. Sixth Formers supporting young students has proved very popular for all involved.

Our enrichment offering extends to Friday mornings when we have a guest speakers programme. Speakers have included Evan Davis from Dragon's Den, Tim Marshall (Author of Prisoners of Geography) and David Dein (former vice-chairman of Arsenal and the Football Association). The programme also includes several lively debates.

These sessions provide students with opportunities to listen to people from a range of industries and background, providing knowledge and skills which will help students to enhance their prospects for university and employment. Above all, our enrichment programme is a great opportunity for learning new skills, meeting new people and having fun!

### **VISITS AND TRIPS**

The Sixth Form offers a wide and impressive range of study trips and visits across many subject areas. These trips and visits will help stimulate your interest and understanding of the subjects you are studying and broaden your education. But they also provide great social and cultural experiences enabling you to mix with staff and students in a completely different environment.

### **EPQ**

In the Summer of Year 12, some students opt for The Extended Project Qualification. The EPQ enables you to choose an area of interest, most probably related to one or more of your A-level courses and/or your future studies, and to produce a project based on this. Projects may take the form of a dissertation, an investigation/field study, a performance or an artefact. The major emphasis is on the process behind the project.

The EPQ is well regarded by universities as it provides an opportunity to learn relevant new skills and to demonstrate the ability to undertake research. You will need to be highly motivated and committed to undertake the degree of independent learning required.





# STUDENT SUPPORT

Our approach is that all students should be supported on a personal and individual basis in terms of both academic progress and general welfare and well-being. It is our aim to ensure that you not only achieve your goals but that you become thoughtful and active citizens leaving Ashcombe with confidence, commitment and optimism for the future.

## **PERSONAL TUTOR**

The Sixth Form have the opportunity to register every morning and afternoon with their tutor. The tutor is the person who will monitor the overall progress of each Sixth Former and will help if there are problems or difficulties concerning work or any other matter. Each student will have a short interview with their tutor at least once a term.

The tutorial programme provides guidance on efficient ways to study and revise and a variety of topics including developing an A-level mind-set, driving, relationships, communication skills, cooking and diet, out-of-school opportunities, interview skills, surviving college, money management and car maintenance.

Guidance and counselling is offered by Mr Blackband (Head of Sixth Form) and the Head of Year 12, Head of Year 13 and the tutors, so that students may gain help and advice whenever they require it. Eligible students can apply to a bursary scheme, which can provide a contribution towards costs such as transport, equipment and course related trips.

## **MONITORING PROGRESS**

Procedures are used to monitor progress so that Sixth Formers gain the maximum benefit from their studies and Extracurricular activities. As well as Parents' Evenings and regular progress reviews check that work, attendance and general attitude are proceeding satisfactorily.

In addition to the public external exams in the Summer Term, students have two assessment periods per year. The first assessment period is prior to the October half term. The second assessment period is in mid to late January.



# PROFILE: HOLLY

## HOW DID YOU PICK WHICH SUBJECTS TO STUDY?

I joined the Ashcombe Sixth Form as I have been there since year 7 so it seemed like the right choice as I knew the teachers and school well. It had all the courses I wanted to do for A-level along with new courses available to try something new.

## HOW IS SIXTH FORM DIFFERENT TO SCHOOL?

It is a great place to meet new people and make new friends and has a wide variety of different courses so there's something for everyone. The teachers are supportive and treat you more like adults which gives more freedom than school. You also have the choice of four subjects which gives you more opportunities to learn new subjects and discover what you would like to do for a future career.

## HOW HAVE YOU FELT SUPPORTED IN THE SIXTH FORM?

The teachers around me are always willing to help and easily support me by answering any queries I have about schoolwork as it is a relaxed and friendly atmosphere. The community of the Sixth Form is amazing and it is a great place to be.

## HOW DID YOU PICK WHICH SUBJECTS TO STUDY?

When I was picking my subjects, I knew I was going to do Biology and History as I enjoyed them at GCSE, so they were easy choices. I had always enjoyed PE, so I chose to take it further into A-Level to learn more about the scientific element of it.

## HOW WOULD YOU DESCRIBE SIXTH FORM LIFE?

Sixth Form life has a more relaxed atmosphere and gives you more freedom as you are treated like adults which gives you a sense of responsibility, for example I joined the Humanitarian Society which helps charities by doing fundraising activities. We have plenty of spaces to study and socialise and Sixth Form is a perfect step for preparation to University and work.





*“The teachers are  
supportive and treat you more like  
adults which gives more freedom than school.”*

# STUDENT **SUPPORT** CONTINUED...



to make progress towards achieving at least 2 grade Es.

## **COUNSELLING**

Although Tutors are always happy to discuss problems, sometimes it is easier to talk things over with someone who is not directly involved. The Sixth Form can organise a confidential service, which is available to all students and can also provide information and refer students to other sources of support. The Sixth Form has policies and procedures which are in line with the Surrey Safeguarding Children Board to ensure the safety of the students at Ashcombe Sixth Form.

responsibility in organising the use of their time and energy to best effect.

Most Sixth Formers will have some private study time during the week. During these private study periods the Sixth Form can use make extensive use of a wide range of study spaces dedicated to Sixth Form learning. This could be the Sixth Form Library, the Study Room in the Sixth Form Centre, or the Sixth Form Common Room.

Students will also complete unit tests throughout the year. Students are required to make progress commensurate with their ability.

One year students will be expected to make sound progress in the one-year Level 2 Cambridge Technical Diploma in Business course and progressing towards achieving Grade 4s or higher in their GCSEs if applicable. A-level students will be expected to make progress towards achieving the highest grades of which they are capable. All A-level students will be expected

## **INDEPENDENT STUDY**

All students in the Sixth Form are aiming for some examination qualifications. There are no short cuts to success, which results from a combination of ability and hard work. Sixth Formers have a new





# LIFE AFTER THE SIXTH FORM

Every attempt is made to prepare and equip Sixth Formers with the skills, qualifications and experience they need for Higher Education, Further Education, apprenticeships or employment. Students are encouraged to plan for their future from the moment they enrol and an extensive programme of University and careers-related events and activities are run throughout the year. More than 115 students per year go to University and every year some achieve places at Oxford and Cambridge with many going on to Russell Group universities.

Students will have access to one-to-one guidance interviews. The Ashcombe 'Competitive Courses' programme supports students applying to Oxford and Cambridge and competitive courses such as Medicine, Dentistry and Veterinary Science. The Ashcombe 'Apprenticeship' Programme provides students with personalised

support to make a competitive application to the increasing number of Higher and Degree level apprenticeships.

Throughout the year there is a programme of careers advice which includes interviews, talks, seminars and conferences. Full use is made of the many links we have with Universities, Colleges and local and national employers. Speakers from these sectors come to speak to the Sixth Form and visits are arranged for anyone interested.

Our 'Pathway Day' sees students registering with UCAS and Unifrog before meeting ex-Ashcombe students to gain an insight into University, Apprenticeships and Gap Years. Similarly, our annual Careers Fair sees students being introduced to a range of careers so that they can begin to match their future plans to personal attributes and make informed choices. There is an

annual Opportunities Week in July, which every Lower Sixth student participates in.



# MAKING THE RIGHT **CHOICE**



Applications:  
[6thformadmissions@ashcombe.surrey.sch.uk](mailto:6thformadmissions@ashcombe.surrey.sch.uk)

Ashcombe Rd, Dorking RH4 1LY  
[www.ashcombe.surrey.sch.uk](http://www.ashcombe.surrey.sch.uk)

