Wellington SCHOOL

EXCELLENCE IS ONLY THE BEGINNING

SIXTH FORM PROSPECTUS 2026-2027

IF EDUCATION STANDS STILL, THE FUTURE WILL OUTRUN IT

A MESSAGE FROM THE HEAD

There is nothing quite like the Sixth Form at Wellington. Whether you have been part of the family already or are joining us new: this is different.

Friendships for life are forged on a two-year journey that will stretch your thinking, perspective, and future in ways you can't imagine. OWs and parents speak so passionately about the sense of belonging, joy and opportunity that abounds here; put simply: it is a magical experience that will shape your life forever.

By joining us, you are choosing to be treated as a young adult, to be in an environment tailored to support your ambition and to be stretched and challenged by opportunities that are simply not available elsewhere. Sixth Form life is serious fun and we cannot wait to take the next two-year journey with you.

Alex Battison
Head

"You constantly challenge yourself here at Wellington and the teachers always try to help you succeed"

A MESSAGE FROM THE TEAM

Wellington Sixth Form is the absolute pinnacle of a student's educational career, where the experiences and relationships they have built in secondary education to this point, can be used as the platform from which to launch their next steps. They can apply their skills in an independent yet supportive environment where their ambition can translate to future success.

This is achieved in the unique setting of the close knit Wellington community, where experienced Sixth Form Tutors, Subject Teachers, Pastoral staff, parents and Alumni work together to give students the best platform from which their future goals are created. The support is tailored to the individual, and their previous experiences inside and outside the classroom, through small teaching groups, daily Tutor contact and 1:1 careers and university guidance and support. Students build a network that reaches far beyond Wellington's Somerset setting, securing mentoring and work placements through our dedicated and loyal Old Wellingtonian and Parent network and links with higher education and industry.

Interwoven in the Sixth Form timetable are our award winning Sport, Music and Drama programs as well as Outdoor Education and CCF. The high standard of coaching and opportunity enables them to nurture a growing interest or be exposed to leaders in their chosen field for example through Drama workshops and work experience with Oscar winning David Bishop or training and selection pathways through our partnership with Bristol Bears Rugby. Students have the ability to take their interests to a professional level or contribute to their diversity of experience at Wellington and beyond.

Sixth Form students enjoy the opportunities they have grown to love at Wellington, taken to new levels - whether supporting solar lighting projects in communities in Uganda with our international Charity Edukid, being guided by locals who have supported Wellington students in Morrocco on their Geography expedition, or in residential national and international pre season training or Tours in their chosen sports. The same is true of the Sixth Form Academic Societies which become student run, reaching far beyond their subjects - Medical, Politics, Engineering, Human Evolution, Psychology and Law society to name a few.

Students entering Wellington Sixth Form are swept up straight away into a caring ambitious and yet fast paced environment to help them find their feet and quickly adapt to independent life inside and outside of their studies. They do not take long to adjust, settle in and make friends for life. Weekly touchpoints in Future Steps and Academic Enrichment leave them feeling confident and with the skills and knowledge to thrive independently in their next chapter and as a young adult entering a complex world full of responsibility, challenge and opportunity.

Lucy MacAlister & Will Garrett

SIXTH FORM TEAM

Mrs Lucy MacAlister
Head of Sixth Form

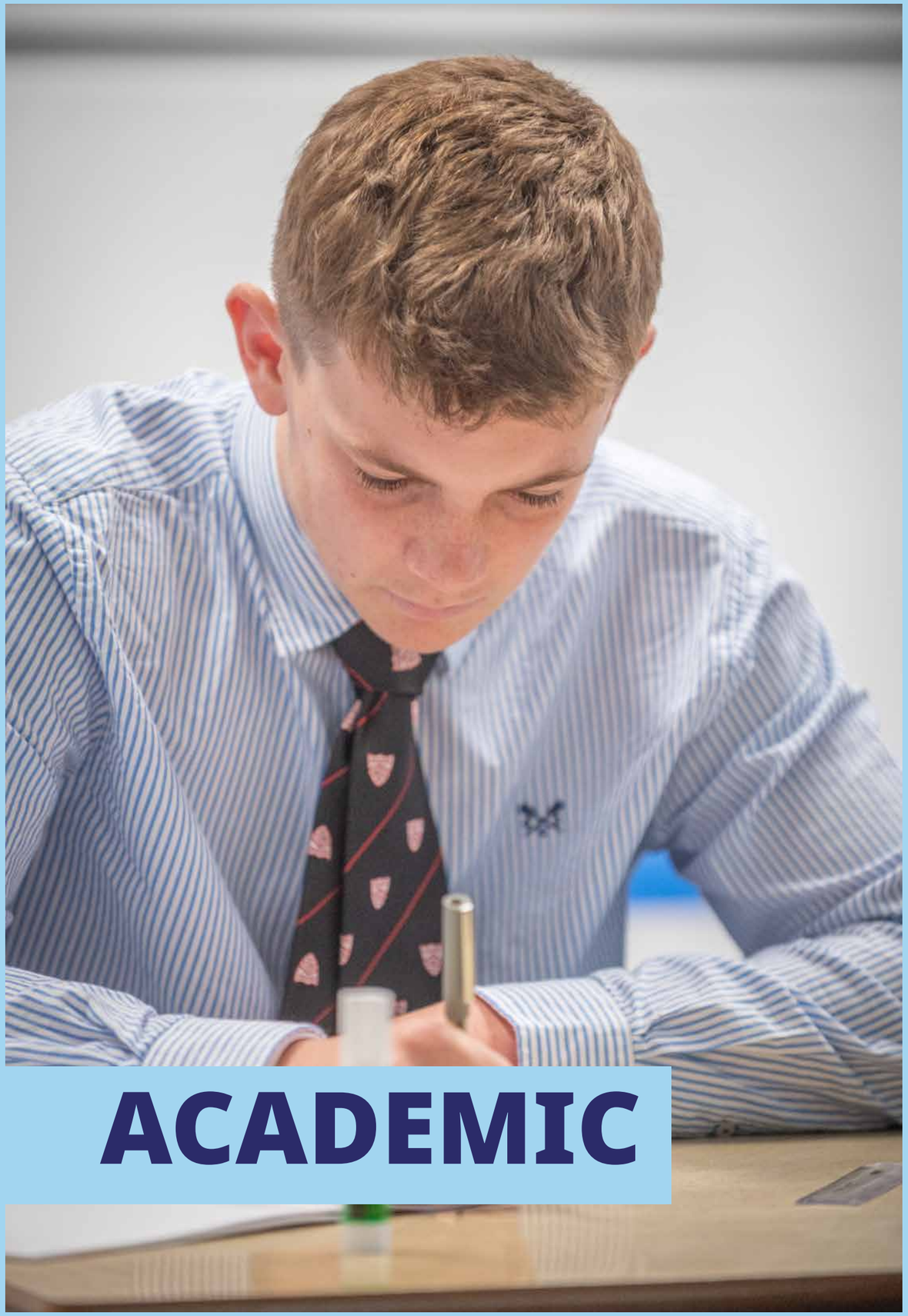
Mr Will Garrett
Deputy Head of Sixth Form

Mrs Clare Bailey
Head of Careers

Mrs Katja Sass
Head of EPQ

Miss Rebecca Isdell-Carpenter
Oxbridge Co-ordinator

SIXTH FORM IS A MAGICAL EXPERIENCE THAT WILL SHAPE YOUR LIFE FOREVER



ACADEMIC

A LEVEL RESULTS

Subject	Entries	A*	A	B	C	D	E	U	% A*	% A/A	% A*/B	% A*/C
Art and Design	7	0	0	2	3	2	0	0	0%	0%	29%	71%
Biology	17	2	2	4	4	4	0	1	12%	24%	47%	71%
Business Studies	19	0	3	5	5	5	1	0	0%	16%	42%	68%
Chemistry	18	2	4	5	1	4	1	1	11%	33%	61%	67%
Chinese	17	1	10	4	2	0	0	0	6%	65%	88%	100%
Classics	1	0	0	0	1	0	0	0	0%	0%	0%	100%
Computer Science	5	0	0	3	1	0	0	1	0%	0%	60%	80%
Design & Technology	3	0	0	0	2	0	1	0	0%	0%	0%	67%
Drama & Theatre Studies	8	0	3	4	1	0	0	0	0%	38%	88%	100%
Economics	12	0	0	3	8	1	0	0	0%	0%	25%	92%
English Literature	9	0	2	5	1	0	1	0	0%	22%	78%	89%
French	2	0	2	0	0	0	0	0	0%	100%	100%	100%
Geography	15	1	2	6	2	4	0	0	7%	20%	60%	73%
History	7	0	0	6	1	0	0	0	0%	0%	86%	100%
Mathematics	34	5	8	8	7	4	2	0	15%	38%	62%	82%
Further Mathematics	6	1	2	1	2	0	0	0	17%	50%	67%	100%
Music	2	0	1	0	0	0	1	0	0%	50%	50%	50%
Music Technology	3	0	0	2	0	1	0	0	0%	0%	67%	67%
Physics	15	1	5	2	2	3	1	1	7%	40%	53%	67%
Psychology	10	0	2	6	0	1	1	0	0%	20%	80%	80%
Religious Studies	5	0	1	3	1	0	0	0	0%	20%	80%	100%

	A*	A	B	C	D	E	U
Cumulative %	7%	31%	61%	82%	94%	98%	100%

Subject	Entries	PP	MP	MM	DM	DD	D*D	D*D*
BTEC Sport	3	1	0	1	0	0	1	0

Subject	Entries	A*	A	B	C	D	E	U
EPQ	7	2	3	1	1	0	0	0

Enrichment & Projects

Enrichment opportunities are for all students in the school, especially in the Sixth Form where the programme offers a range of activities, all aimed at supporting our students in developing 21st Century skills.

Extended Project Qualification (EPQ)

(EPQ): An EPQ is an exciting opportunity to explore and succeed in a project unique to each student's interests and ambitions, proving to themselves and others that they can manage their own time, be resourceful and fully independent as a learner. Having completed an engaging and informative online course created by the School, students move to a firm project proposal and are then guided through the process by one of our team of specialist EPQ supervisors. The qualification is equivalent to half an A Level. Recent EPQ projects include:

- What is the future of xenotransplants?
- Does inflammation cause major psychiatric disorder or vice versa? Interplay between major psychiatric disorders, inflammation and infection.
- Can I design and fabricate an air conditioning system for my Massey Ferguson 575 tractor?

Societies

The school has a whole host of clubs and societies available to all students, and Sixth Formers play a leading role in the organisation and delivery of their activities. Societies such as Coleridge (English),MedSoc (for prospective medics/vets), Raban (General academic) and PolSoc (Politics) enable students to discuss, debate, present and engage with visiting speakers on a weekly basis.

Academic Enrichment Lessons

Timetabled compulsory lessons are provided for students in Lower Sixth, run by specialist staff, who focus on building essential academic skills. The course has been designed in-house to help students develop a wide range of skills that are useful for their A levels, BTECs, future university courses, apprenticeships and even interviews. In addition, these are the skills needed to succeed in an extended project (EPQ), should they choose to undertake one.

The course is divided into 3 distinct sections:

- Independent learning skills (time management, research skills, public and persuasive speaking, bias and reliability of sources)
- Research and communication (critical thinking, project based learning)
- Personal pathways (choosing between an EPQ or alternative super-curricular pathway)

Citizens Somerset

Wellington is a dues-paying member of Citizens Somerset, a chapter of the non-partisan community-organising charity, Citizens UK https://www.citizensuk.org/

Sixth Form students have the opportunity to lead and take part in current county-wide campaigns for social justice, such as Housing and Homelessness, Street Safety, Real Living Wage and a dedicated cycle route between Wellington and Taunton (W2T).

Competitions

Through departments and societies, students are informed and encouraged to enter internal and external competitions and challenges such as Philosothons, Olympiads and essay competitions run by organisations such as the Royal Economic Society, The John Locke Challenge, or Cambridge Chemistry Challenge and Biology Olympiads.

Future Steps

The Future Steps programme is a weekly timetabled lesson in the Lower Sixth covering key parts of the PHSEE, Life skills and Careers, including Living in the Wider World, Relationships and Health as well as preparation for Post 18 options.

The programme combines specialist workshops, talks by visiting speakers and preparation for university and careers. It is a dynamic programme that responds to student voice, with new and time relevant content added each year.

Sport & Physical Health

The Sixth Form Sport and Physical Health program promotes both participation and performance. For Sixth Form this includes a timetabled lesson a week where students participate in a Sport or Physical Health activity of their choice to promote physical and mental wellbeing. As well as core team sports of rugby, hockey, cricket, athletics, tennis, basketball, badminton, football and swimming, we offer opportunities in laser shooting, yoga, volleyball and cross country. We have introduced the popular Wellbeing Walks which take students off site to enjoy hiking in the local area in a non-competitive environment. For performance sport, specialist coaching, pre-season training and national and international tours are offered alongside supporting sessions in our Talented Athlete and Strength and Conditioning programs. The Sixth Form encourages sport at all levels from social sport and trying something new, to performing at County, National and International level. There is also Sixth Form dedicated time to using the school gym supervised by staff, supporting the Sixth Form to look after their physical wellbeing.

Careers

Our Head of Careers provides award-winning information, advice and guidance to students to help them focus on their career interests and identify the choices (both academic and in terms of experience) that they will need to make to realise their career aspirations and in 2025, all university applicants achieved their 1st or 2nd choice university.

Sixth Form students are introduced to the Unifrog, an impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications for university, apprenticeships, or work. Regular career 'spotlight' events are calendared throughout the academic year. These include talks from visiting speakers representing a wide range of career pathways.

Students are provided with regular opportunities to attend lectures, workshops and go on external visits which explore a range of related careers.

Sixth Form pupils are encouraged to have at least one careers appointment in Lower Sixth and another in Upper Sixth. Other opportunities include employability workshops, lectures on Higher Level Apprenticeships and visits from the Armed Forces Liaison Officers for all three Services.

All pupils receive individual guidance on Further and Higher Education applications and opportunities. This is delivered both through the Future Steps programme and by tutors. In the Summer of Year 12, students attend a UCAS course. Any pupil wishing to apply for Oxford, Cambridge or other highly academically selective university courses such as Medicine receives additional support and guidance.

Any pupil wishing to apply for Higher-Level Apprenticeships, Conservatoires or overseas universities will also be offered support with their applications and interview preparation.

University, Apprenticeships & Work

Your preparation for your next steps begins in earnest in Year 11 when students meet with the Head of Careers to help inform their A Level and BTEC subject choices based on their future plans and aspirations and academic and other profiles.

Through the Lower Sixth you will start building your Unifrog portfolio across a range of 21st century skills, and undertake guided research into your options for the future.

Early applicants in MDV and Oxbridge, are part of MedSoc or Oxbridge Society and will receive bespoke support and guidance through preparing for the Admissions tests, meeting the Early Applicants deadline and practice interviews. We have excellent track record in MDV applications.

University Entrance

The number of Wellington students who secure places at top universities is always impressive. In addition, after leaving Wellington some of our students continue their studies at prestigious Art Schools and Music Conservatoires, and we support these applications as well as applications to overseas universities.

Interview Practice

Internal workshops and bespoke interview practice for Upper Sixth for jobs, university and apprenticeships.

Alternatives to University

Although the majority of our students go on to university, we have a number of students who choose different paths. There are many alternatives to accessing graduate level careers. Some of the most prestigious employers recruit many people each year through higher level apprenticeship programmes which start after completing A Levels. Typically these programmes will take students to at least foundation degree level and in some cases right through to Masters degree level. It may take longer to get the academic qualifications, but if this kind of career is for you then you will be paid from day one and you will be getting valuable work experience as you learn. Such programmes are available with a number of companies including Rolls Royce, Glaxo-SmithKline, PWC, EDF and Jaguar Landrover.

UCAS Timeline Lower Sixth

Autumn Term

- Careers
- Life Skills
- RSE
- Academic Report
- Green Careers Week

Spring Term

- National Apprenticeship Week
- National Careers Week
- Early nominal list of Oxbridge candidates
- Medicine, veterinary medicine, dentistry and other professional courses start researching admissions tests and liasing with relevant staff
- UCAS Convention at West Point, Exeter
- National Apprenticeship Show

Summer Term

- End of year exams
- UCAS presentation evening for parents
- Oxbridge open days
- Second Academic report
- UCAS training for students

Summer Holiday

- First draft of personal statement for university applications and Oxbridge applicants

UCAS Timeline Upper Sixth

Autumn Term

- UCAS Apply (on-line application system) opens (early September)
- Individual careers meetings for students
- Oxbridge and early applicant UCAS Apply (deadline early October)
- All other UCAS Apply applications encouraged to be submitted by November
- University Open Day season
- Mini Mocks

Spring Term

- Final external UCAS apply deadline
- A Level rehersal examinations
- UCAS deadlines for firm and insurance decisions
- Student finance applications open

Summer Term

- Upper Sixth Study leave
- A Level examinations

Summer Holiday

- A Level results
- Ongoing support with university applications

HIGHER EDUCATION DESTINATIONS

Final Destination	Course
Bath Spa University	History and Politics
Bristol UWE	Primary Education with QTS
Bristol UWE	Sports Business and Entrepreneurship
Bristol UWE	Physiotherapy
Cardiff Metropolitan University	Business and Management (Entrepreneurship)
Cardiff Metropolitan University	Sport Coaching
Cardiff University	Law
Cardiff University	Biomedical Sciences
Cardiff University	History
Cardiff University	Economics
Cardiff University	Mechanical Engineering (Year in Industry)
Cardiff University	Biological Sciences
Cardiff University	Optometry
Coventry University	Disaster and Emergency Management
Lancaster University	Philosophy
Liverpool John Moores University	Business with Finance and Economics
Loughborough University	Economics and Finance (with placement year)
Loughborough University	Sports Technology (with placement year)
Loughborough University	Geography and Sport Science (with placement year)
Loughborough University	Sport and Exercise Psychology (with placement year)
Newcastle University	Agri-Business Management
Newcastle University	Agri-Business Management
Newcastle University	Agri-Business Management
Oxford Brookes University	Engineering Foundation
Oxford Brookes University	Sport, Coaching and Physical Education
Oxford Brookes University	Business and Marketing Management
Oxford Brookes University	Occupational Therapy
Pointblank Music School	Music Production & DJ Performance
Queen Mary University London	International Relations with a year abroad
RADA	Technical Theatre and Stage Management
Royal Holloway, University of London	Economics with a Year in Business
University of Bath	Modern Languages with a Year Abroad
University of Bath	Mathematics
University of Bath	International Management with study or work abroad
University of Bath	Civil Engineering with professional placement
University of Birmingham	Politics, Religion and Philosophy
University of Brighton	Physiotherapy
University of Bristol	Mechanical and Electrical Engineering
University of Bristol	Engineering Mathematics
University of East Anglia	Medicine
University of Exeter	Computer Science
University of Exeter	Computer Science
University of Hull	Creative Writing and Film Studies
University of Leeds	Biomedical Sciences

Final Destination	Course
University of Leicester	Biological Sciences (Neuroscience)
University of Liverpool	Veterinary Medicine
University of Liverpool	Mechanical Engineering
University of Liverpool	Music and Technology
University of Manchester	Drama and English Literature
University of Nottingham	Architecture
University of Nottingham	Medicine
University of Portsmouth	Product Design and Innovation
University of Reading	Pharmacology with Foundation
University of Reading	Business and Management (Marketing)
University of Southampton	Mechanical Engineering
University of Southampton	Psychology
University of Surrey	Criminology
University of the Arts London	Fashion Management
University of Warwick	Mechanical Engineering
University of York	Environment, Economics and Ecology
University of York	Biomedical Sciences

"Academic expectations of the brightest and scholars in particular remain high, however, and each department runs a club outside lesson times for diving into topics beyond the exam syllabus. The most able in pursuit of Oxbridge, medicine, veterinary or dentistry courses are given targeted support and mentoring".

The Good Schools Guide

SIXTH FORM CO-CURRICULUM

Outdoor Education

The Sixth Formers enjoy a wide range of co-curricular activities including the demanding Ten Tors Challenge and an extensive range of Sixth Form specific trips and expeditions. Our dynamic Outdoor Education department runs climbing, canoeing, mountain biking, caving and sailing trips and individual departments run a wide variety of educational trips to augment the classroom experiences. Recent trips have included a walking tour of the Outer Hebrides, winter mountaineering in Scotland, walking and climbing in the Dolomites, Iceland, Nepal and desert trekking and mountaineering in Morocco. Students can complete a variety of national qualifications, including Mountain Training, National Indoor Climbing Award Scheme and the National Navigation Award Scheme.

Duke of Edinburgh

We actively promote participation in the Duke of Edinburgh's Award Scheme which inspires young people to try a range of different activities they may not previously have experienced. Participants are required to complete four sections that make up each level of the programme; physical, skill, volunteering and an assessed expedition. Each year a number of our Sixth Formers complete the coveted Gold Award and visit Buckingham Palace to receive their awards.

CCF

Sixth Formers have the option to join the CCF, in the Army, Navy and Air Force sections which offer opportunities for students to develop leadership skills, self-reliance and to learn team-building and responsibility in a challenging environment. All have hands-on practical experience in sections, including flying helicopters, range shooting and weapons handling, extensive boating opportunities and expeditions. Many students also achieve a BTEC leadership award. There are extensive opportunities for cadets to attend summer camps.

Sport

Sixth Form students participate in the vibrant sports programme, including hockey, rugby, netball, cricket, athletics, basketball, badminton, swimming, tennis and athletics. A pioneering Sports and Wellbeing department delivers a whole new approach to fitness and sport. In addition to sport coaching for all students, our wellbeing element educates our young people on important lifestyle features such as diet, fitness, nutrition and body image. Our Talented Athlete Programme focuses on our performance athletes, and a tailored fitness and skills training package can be put together for each individual. In addition, value is placed on non-team sports such as laser shooting, rock climbing, sport climbing and yoga for personal development.

The Arts

There is a vibrant Music department, with a huge range of bands, orchestras, choirs and ensembles, including the superb Chapel Choir, offering many opportunities to perform and develop. Our fabulous Drama department puts on a wide array of productions each year, ranging from Macbeth to Chicago, and Sixth Formers are encouraged to participate – either in performance or production. There are also extensive Art Design and Drama enrichment opportunities and an established pathway and preparation to professional performance and entrance to art and drama schools and conservatoires.

Edukid

Our Sixth Formers are working with Edukid on their Global Citizenship programme and is supporting the project in Uganda. Edukid's vision is of a world free from the effects of war and poverty, where each child has an education and opportunities to fulfil their dreams.

In addition to significant fundraising initiatives, groups of Sixth Form students travelled to townships in Gulu, Uganda to see for themselves the impact their support can have and engage in many aid activities.

SIXTH FORM BOARDING EXPERIENCE

A significant proportion of our boarding community are Sixth Form students. Whilst many arrive having moved through the School from a younger age, a significant number join the School at Sixth Form level and some transfer having originally been day students. There are significant benefits of boarding in the Sixth Form, including the additional focus on academic work, support from evening tutors in Houses and university preparation.

The potential benefits are enormous, not least the removal of the burden and financial cost of travel time to and from School. In addition to this, students are able to take advantage of the many opportunities that arise from being at a busy boarding school, as well as the wide range of activities on offer in the evening and at weekends. In addition, we offer flexi-boarding for students who have school commitments. Sixth Form boarders will normally be in a shared room with one other boarder, which is excellent for building collaborative learning habits. There are also weekly and flexi-boarding opportunities so students can stay later if they have commitments or work.

SIXTH FORM TUTORING

Sixth Form students benefit from a team of experienced Sixth Form Tutors to guide them through these two important years and Tutor Groups in both years follow a Tutorial Year Plan. The three way relationship between Student, Tutor and Parent is at the heart of the successful system, where regular personal contact, monitoring and feedback ensures every student's pastoral and academic wellbeing are closely monitored. Tutors meet daily with Tutees throughout the week for small group and individual tutorial sessions. Tutors are supported by the Head of Lower or Upper Sixth to ensure all students feel known and understood and have the opportunity to reach their full potential in the Sixth Form.

SIXTH FORM SOCIAL COMMITTEE

The Sixth Form Council – made up of elected students - exists to represent the Sixth Form in all matters that are relevant to them. This can cover anything from requests and suggestions for changes to the Sixth Form Centre, to discussion of rules or guidelines and organising social events. The Council has considerable influence and it would be rare for decisions to be made about the Sixth Form without prior consultation with the Council. The Council also manages a sizeable budget. This offers students the opportunity to develop negotiating skills and manage projects.
The Chair of Sixth Form Council is an elected at the annual 'hustings' at the start of the year.

DRESS CODE

Looking smart and business-like is our overriding principle and generally takes precedence over following a rigid set of rules. A general rule is that we expect students to wear something that would be acceptable in a formal office environment, developing an understanding of dressing appropriately for the workplace.

Sixth Form also offers students the opportunity to dress up for smart casual or black tie events.

SIXTH FORM FACILITIES

Our newly refurbished Sixth Form Centre is the heart of Sixth Form life - a central, light, modern, welcoming, multi-functional, and collaborative space where Lower and Upper Sixth pupils can socialise, see tutors, complete work, enjoy a coffee and chat, organise events and meetings. It is a space that prepares them for transition to university or the world of work.

SOCIAL EVENTS

The Sixth Form social life is vibrant and extremely popular with Sixth Form students. From termly flagship events like the Christmas Ball, Sixth Form Dinner and Summer Commemoration Ball to lower key Sixth Form Socials such as the Karaoke and Quiz Night and this year saw the return of the popular Sixth Form Play and Dinner

CURRICULUM

Wellington School offers an exciting and diverse set of subjects in the Sixth Form.

A Level

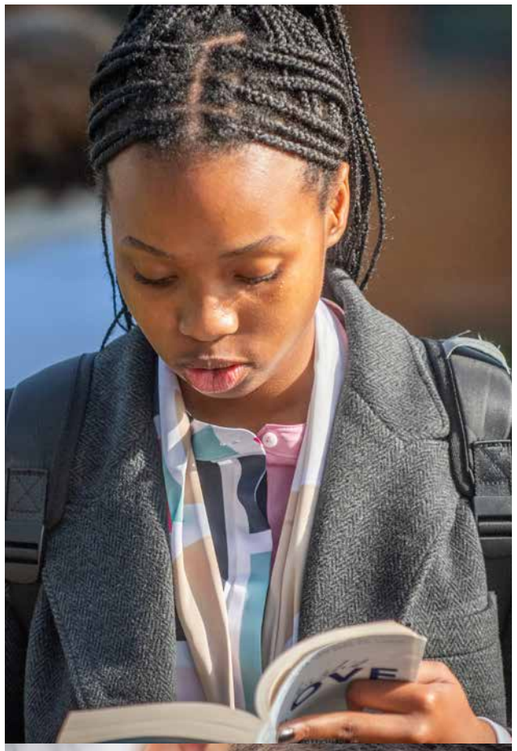
Most students choose three subjects to study at A Level and the school will make every effort to accommodate a student's choices. Where appropriate, it is also possible for our most able students to study 4 A Levels. In addition to our A Level curriculum we offer the opportunity to work towards an Extended Project Qualification.

International English Language Testing Scheme

International students can also take advantage of a course for non-native English speakers, which leads to the IELTS examination required for university entrance.

BTEC

In addition, we offer three BTEC qualifications in Sport, Applied Science and Business. These are equivalent to either one or two A Levels and should normally be studied alongside one or two other subjects. These are modular with continual assessments.



HOW SHOULD A STUDENT CHOOSE THEIR THREE A LEVEL COURSES?

Tutors and teaching staff at Wellington School are available to advise students as they choose their A Level subjects.

Possible future career plans

It is essential at A Level that students have chosen subjects that meet the requirements of future university study, and their future career. The Russell Group of universities, comprising some twenty of the most academic universities in the UK, has published extremely helpful advice on the A Levels required to study particular courses at university. The website www.informedchoices.ac.uk brings together guidance from admissions teams at Russell Group Universities to give pupils clear information about the subjects they should consider if they are hoping to progress to a competitive university.

Subjects that students enjoy

It is important that students think about taking subjects that they have particularly enjoyed in the past, both in the classroom and independently, or feel they may enjoy. Each A Level subject requires in-depth study, and receives a great deal of classroom time on our school timetable. Therefore, if a student enjoys the subject then they will be more motivated to work hard in it. We expect students to undertake detailed independent study for their A Levels, and the self-motivation required for this will come more easily if students enjoy the subject.

Subjects in which students are academically strong

A Level study is significantly more demanding than GCSE, and if a student starts an A Level course with a low GCSE result, it is extremely unlikely that the student will achieve a high A Level grade. We advise that a grade 6 at GCSE is a suitable starting point for A Level study in a subject. It is our opinion that as some subjects are more demanding, at least a grade 7 at GCSE may be needed. In light of this, it is important that students have discussed the feasibility of taking each of their proposed A Level subjects with their subject teachers at Wellington or their current school.

Should a Student Take a Fourth Subject?

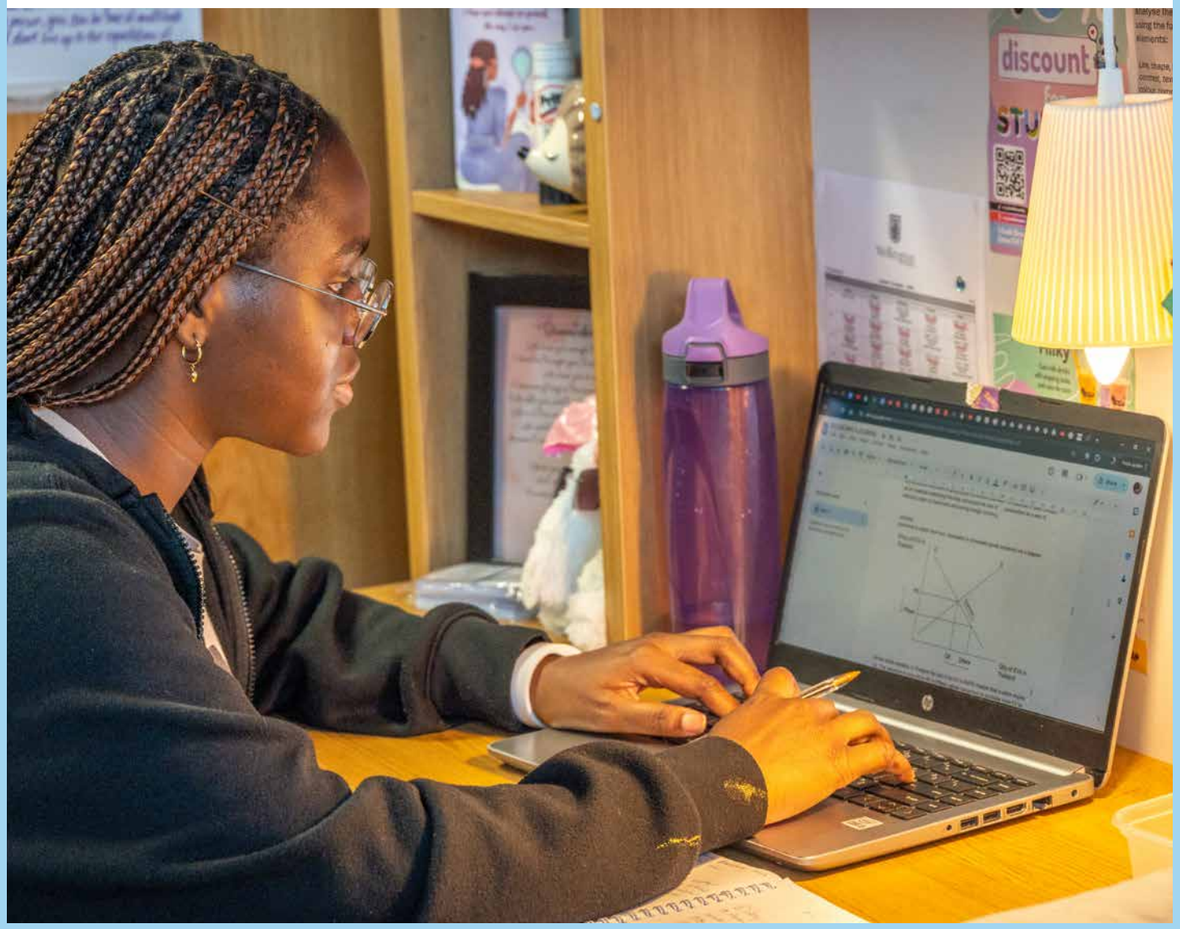
The priority for all students in the Sixth Form must be their three A Level courses. Therefore, we believe that the majority of students should not take a fourth subject. However, if a student wishes to study four A Levels, we would expect them to achieve eight or more 9 - 7 grades at GCSE. This would only be recommended if:

A The student is extremely able and can genuinely cope with the academic demands of four subjects, targeting top grades in all of these subjects.

B The student wished to apply for one of a small number of university courses where breadth extending across four subjects may be beneficial; for example, Architecture

Monitoring of Academic Progress in the Sixth Form

Academic progress throughout the Sixth Form is monitored through a Tutor system, and the progress is overseen by Head of Sixth Form and the Deputy Head Academic. Tutors advise students on matters such as study skills as well as helping with application to university. Regular A Level forecast grades, together with an indication of approach to class and homework, provide rapid feedback to students.



SIXTH FORM CURRICULUM SUBJECT GUIDE

APPLIED SCIENCE BTEC

AAQ (new BTEC) Applied Science is equivalent to one A level. The course covers a variety of scientific modules including: the basics topics of science, practical techniques, laboratory skills, scientific investigations and analysing scientific data. The course is composed of both internally assessed units (coursework) and externally assessed units (examination) in both Year 12 and Year 13.

The Pearson BTEC Level 3 National Extended Certificate in Applied Science (AAQ) is an Alternative Academic Qualification (AAQ) designed for post-16 students with an interest in the Science sector and aiming to progress to higher education or a related apprenticeship or employment. Equivalent to one A level in size, it is suitable for students looking to develop their applied knowledge and skills in Science as part of a study programme alongside A levels.

The knowledge and skills acquired in Applied Science A Level are the use of critical thinking, problem solving and independent working. Students will study across all three sciences: Biology, Chemistry and Physics covering topics including: fundamental chemical and physical principals, structure and function of cells, physiology and disease, astronomy and space science, electromagnetic waves and satellite communication amongst many other fascinating areas of cutting edge science.

BEYOND THE COURSE

The AAQ (new BTEC) Applied Science course is recognised by a large number of universities. Most AAQ (new BTEC) students go to study for degrees in areas such as science, bio-veterinary science, nursing and education. It can lead to careers in healthcare, medical sciences, community work, forensics and many other fields.

This qualification, when studied with other level 3 qualifications, is primarily designed to support progression to employment, after further study at university. However, it can also support students progressing to employment directly, or via an apprenticeship. It will give successful students the transferable knowledge, understanding and skills that will be an advantage when applying for a range of

COURSE CONTENT

Lower Sixth

Principles and Applications of Science I (external exam)

Practical Scientific Procedures and Techniques

Upper Sixth

Science Investigation Skills (external Exam)

Optional unit such as Physiology of Human Body Systems

ASSESSMENT

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. They include externally assessed units and internally assessed units that are coursework based. This includes writing up practical activities completed.

Exam Board - Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate)

https://qualifications.pearson.com/content/dam/pdf/btec-aaqs/applied-science/2025/specification-and-sample-assessments/btec-national-in-applied-science-specification.pdf

ART, CRAFT & DESIGN

A Level Art, Craft and Design allows students to produce work in a variety of endorsed areas including painting, sculpture, textiles, ceramics, graphics and lens-based media.

On the course, students are expected to select and respond to a diverse range of contextual references and develop personal ideas in 2D and 3D form. There is an emphasis on developing artistic proficiency and skill in working with materials which students develop through periods of sustained investigations. Students must apply these newly acquired skills to carefully considered and well devised final art piece(s).

BEYOND THE COURSE

Students typically applying for degree courses or art foundation courses are successful at securing their first-choice course with many going onto studying architecture, animation, fine art, image and communication and film at prestigious institutions across the country and beyond.

COURSE CONTENT

Lower Sixth

Component 1: Personal Investigation

In the first project students will respond to a central theme and work on developing their research, drawing and painting skills - attempting to understand the capabilities and limitations of materials they have selected to use.

Students are given practical workspaces in which they receive 1:1 tutorials. Students are expected to work individually and in groups and are given the time and resources to make their work.

In lessons, students will be expected to gather images, objects, and artefacts to work with in the studios. There is an emphasis on the use of photography and drawing to communicate ideas and intentions. Students own work will be informed by the work of others, and it is expected that they engage critically with art from different times and cultures.

Students will be expected to discuss work and engage in intellectual debate, expressing and conveying personal ideas. This will eventually shape the written 'Personal Study' – an academic enquiry into Art, Craft, and Design, where students define and propose their own question and mediate a debate between opposing artists' work.

Upper Sixth

The first term is spent completing their third major project for final assessment, before commencing Component 2 , The Externally Set Assignment. The aim of this is for students to prepare a series of ideas and practical works leading to the production of a piece of work during a 15-hour timed examination.

At the end of each project all work will be displayed in the Archway Gallery, and it is expected that students curate their own spaces for the summer exhibition.

ASSESSMENT

Component 1: Personal Investigation, carries 60% of the final mark. This comprises a portfolio of art work and a written personal study.

Component 2: The Externally Set Assignment, carries 40% of the final mark.
After a period of preparation, a fifteen-hour timed assignment takes place.

Exam Board: Edexcel 9AD0

Specification: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html

BIOLOGY

The knowledge and skills acquired in the Biology A Level course, reveal living organisms and their interactions with their environment in depth, from molecular to ecosystem level. We cover topics both in theory and in practice, ensuring pupils are confident and competent in practical skills including a four day residential Field Trip in Devon in October. Enrichment includes a genetics workshop, A Level Science Live, and Royal Society of Biology lectures and competitions.

BEYOND THE COURSE

Biology A Level prepares pupils as critical, analytical scientists who have an enhanced understanding of living organisms and the world around them from which to make personal or professional choices in the future. With many challenges ahead for this generation including antibiotic resistance, climate change and appropriate use of emerging DNA technologies, A Level Biology provides a suitable foundation from which pupils will have a wide range of options available. It is a relevant, up to date and rigorous course of study. A Level biologists are well prepared for further study and employment within and outside the biological sciences including medicine, veterinary science, marine biology, biomedical sciences, pharmaceuticals, gene technology, agriculture, osteopathy, physiotherapy, sports science and many more.

COURSE CONTENT

Lower Sixth

Topic 1: Biological molecules
Topic 2: Cells
Topic 3: Organisms exchange substances with their environment
Topic 4: Genetic information, variation and relationships between organisms

Upper Sixth

Topic 5: Energy transfers within and between organisms
Topic 6: Organisms respond to changes in their environment
Topic 7: Genetics, populations, evolution and ecosystems
Topic 8: The control of gene expression

ASSESSMENT

Paper 1 (91 marks, 35%, 2 hours) Topics 1–4 including practicals, 76 marks: a mixture of short and long answer questions 15 marks: extended response

Paper 2 (91 marks, 35%) Topics 5–8 including practicals, 76 marks: a mixture of short and long answer questions 15 marks: comprehension

Paper 3 (78 marks, 30%, 2 hours) Topics 1-8 including practicals. 38 marks:structured questions including practical techniques, 15 marks critical analysis of experimental data, 25 marks one essay from choice of two.

Practical Endorsement: Awarded at the end of two years for meeting the required competency across a range of practical skills.

Maths skills: At least 10% of the marks in the A level exam will require maths skills at a level of at least higher tier GCSE Maths

Exam Board: AQA 7402

Specification: https://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015.PDF

BUSINESS

"How can firms exploit new market opportunities at home and abroad?"
What role do managers have in motivating their staff?
How can firms maintain their profit levels in the face of difficult trading conditions?
How far should firms go towards meeting responsibilities to society as well as their owners?

These are some of the typical questions for Business students on what is essentially a course about decision-making and risk. A good level of numeracy is required to appreciate quantitative methods of analysing data, as is a flair for problem solving. This course provides comprehensive coverage of all aspects of business organisation and the economic, social, legal and technical environment in which they operate. As such it is a useful foundation for degree courses in business management, international business and economics and law.

BEYOND THE COURSE

Learning in the classroom is compounded by a wide range of co-curricular experiences such as visits to and from businesses, visiting speakers and an opportunity to take part in local apprenticeship/work experience schemes. In addition to our usual co-curricular programme, the department organises visits to local firms such as Thatchers Cider, Paignton Zoo and smaller businesses in Wellington. The department tries to create an environment where students are sampling the "real business" world now and developing life skills in an age when many students are entering the work force directly. The department has recently introduced Enterprise Club, where pupils develop their own business idea and compete against other schools in the region.

COURSE CONTENT

1. Marketing & People
Students will develop an understanding of:
- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

2. Managing business activities
Students will develop an understanding of:
- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

3. Business decisions and strategy
This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:
- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change.

4. Global business
This theme develops the concepts introduced in Theme 1.
Students will develop an understanding of:
- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations).

ASSESSMENT

Paper 1: Marketing and global business (35%)
Paper 2: Business activities, decisions and strategies (35%)
Paper 3: Investigating business in a competitive environment – using pre-released context document (30%)

The department has a suite of dedicated classrooms and facilities that provide a first class learning environment for this subject. The department uses the extensive media coverage of business to put theory into context, and students are encouraged to explore and discuss the endless approaches available to firms when problem solving. Attention is paid to the need for coherent strategies and planning within the decision-making process. We make sure the theory is applied to reality, using visits, trips and building a firm appreciation of business in the news.

Exam Board: Edexcel 9BS0

Specification: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html

BUSINESS BTEC

The BTEC Business qualifications offer work-related learning, giving learners an edge and opening the door to higher education or employment. The Extended Certificate is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. This Level 3 Extended Certificate qualification is equivalent in size to one A Level and aims to provide a basic introduction of the business sector.

BEYOND THE COURSE

The course forms an excellent foundation for university study and the independent research and study skills which will be required. Equally, pupils will gain the inter-personal skills needed to gain a place on an apprenticeship or full-time employment if this is their chose path. Employers greatly value the independence in learning and thinking which the BTEC course gives. This is very much "learning by doing", and pupils will not just gain knowledge through completing the course, they will also gain experiences and skills for life.

ASSESSMENT

Over the course, learners will study two coursework modules, a project in controlled supervised conditions and one external examination. Externally assessed work (supervised project and written examination) counts for 58% of the course.

COURSE CONTENT

Year 1

Exploring Business (coursework)
Learners will explore features of different businesses, how they are organised and how they innovate. They will base their coursework on a study of two businesses of their choice.

Developing a Marketing Campaign (supervised project)
Learners will be set a marketing brief on the day before they write-up a marketing proposal. They will have 2 hours to carry out their research, and 3 hours to develop their own marketing campaign, using their research.

Year 2

Personal and Business Finance – External (written examination)
Learners will study for this externally assessed examination by studying finance from a personal and a business perspective. This builds skills for life, as well as an appreciation of the world of commerce and accounting.

Recruitment and Selection Process (coursework)
Learners explore how the recruitment process is carried out in a business. The unit gives learners the opportunity to participate in selection interviews and review their performance. This unit concludes by encouraging learners to develop their own career plan.

Transferable skills are developed throughout the course, such as teamwork, creative problem solving and research. There is a clear focus on developing the following employability skills:

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Exam board: Pearson Extended Certificate in Business (Edexcel)

Specification: https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/btecnationals-bus-excert-spec.pdf

CHEMISTRY

The OCR Advanced Chemistry course takes a content-led approach. It is designed not only to be a stand-alone qualification but also to give pupils an excellent preparation for degree courses in a variety of areas. It is structured in such a way as to maintain interest, curiosity and enjoyment in the study of chemistry through extensive practical work and supporting theory.

BEYOND THE COURSE

In its own right, Chemistry is interesting, exciting and thought-provoking. It explains so much about the world around us: foods, fibres, pharmaceuticals, dyestuffs, cosmetics, fuels, pesticides and forensic analysis are just a few examples. Chemistry at A Level is essential for degrees in Medicine, Medical Sciences, Dentistry, Veterinary Science, Environmental Science, Earth Sciences and Chemical Engineering. The analytical and problem-solving skills imparted, however, are welcome in almost any future discipline; it is a tribute to the skills and patterns of thought involved that Chemistry is welcomed by employers in all fields.

COURSE CONTENT

Throughout the Course

Module 1- Development of practical skills in chemistry
- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

Lower Sixth

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 (qualitative)

Module 4 – Core organic chemistry
- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS)

Upper Sixth

Module 5 – Physical chemistry and transition elements
- Reaction rates and equilibrium (quantitative)
- 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)

ASSESSMENT

Paper 1 - Periodic table, elements and physical chemistry (100 marks, 37%, 2 hrs 15 mins). Modules 1, 2, 3 and 5: 85 marks structured questions including practical techniques, 15 marks multiple choice.

Paper 2 - Synthesis and analytical techniques (100 marks, 37%, 2 hrs 15 mins).
Modules 1, 2, 4 and 6: 85 marks structured questions including practical techniques, 15 marks multiple choice.

Paper 3 - Unified chemistry (70 marks, 26%, 1 hr 30 mins)
Assesses content from all modules (1-6): structured questions including practical techniques.

Practical Endorsement: Awarded at the end of two years for meeting the required competency across a range of practical skills.

Maths skills: At least 20% of the marks in the Chemistry A Level exams will require maths skills.

Exam Board: OCR

Specifications: OCR Chemistry A H432
https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/

CLASSICAL CIVILISATION

The Classical Civilisation A Level allows pupils to delve into greater detail on some of the aspects of Greek and Roman society which most affect our world today. They get to read two of the founding texts of Western literature, the Iliad, telling the story of the war at Troy, and the Aeneid, both of which have been a source of inspiration for writers, artists and film-makers ever since their inception. In examining the way in which Augustus, first Emperor of Rome, carefully managed his public image as he transformed the state from a republic to a monarchy, pupils will understand the importance of looking at how messages are conveyed in many parts of society today. As different groups put forward their claims on 'democracy', has there ever been a more important time to go back to the origins of this form of government, and see how it arose, and what its founders thought about it?

BEYOND THE COURSE

As a humanities subject which trains a variety of disciplines, including literary analysis, source evaluation, art appreciation and philosophical examination, Classical Civilisation A Level is a way into many different degree courses. Many of our recent pupils have gone on to study linked subjects at university level, including Archaeology, Ancient and Modern History, and Anthropology, as well as Classics itself. At degree level, Classics courses are even broader in terms of the options that are available.

'There is no better subject than Classics for anyone who is even remotely intellectually curious, and it's perfect for someone like me who gets bored easily and craves variety. I could pretend I was a philosopher whilst reading Plato, start heated political debates with friends after learning about the birth of democracy, and laugh out loud watching comedies by Aristophanes.' Roberta Thompson, Director of Corporate Communications for Facebook.

COURSE CONTENT

Lower Sixth

Homer's Iliad – selected books from the first piece of Western literature; Imperial Image – the portrayal of the Emperor Augustus in art, literature and architecture.

Upper Sixth

Virgil's Aeneid – the great epic poem about the foundation of the Roman race; Democracy and the Athenians – how the world's first democracy developed and worked in practice, and how the Athenians viewed this new system.

ASSESSMENT

Paper 1 (World of the Hero: 40%, 2hrs 20 minutes - Analysis of passages of the Iliad and Aeneid, and longer questions on the themes of the text

Paper 2 Culture and the Arts (Imperial Image): 30%, 1hr 45minutes -

Paper 3 (Beliefs and Ideas (Democracy and the Athenians): 30% 1 hr 45 minutes –

Exam Board: OCR

Specification: https://www.ocr.org.uk/qualifications/as-and-a-level/classical-civilisation-h008-h408-from-2017/

COMPUTER SCIENCE

Computer science is not about using computers; it is about controlling and shaping the digital world through programming. It is a diverse and broad subject covering topics that range from the design of computer hardware through to programming that hardware to do useful things, with applications in areas such as science, engineering and the arts.
It is a creative subject that involves the innovative thinking and development of ideas through coding.
We are proud to have been accredited as a Gold CyberFirst School demonstrating GCHQ's recognition of our Computer Science offering. We also hold a Computing Quality Mark from the National Centre for Computing Education.

BEYOND THE COURSE

Studying computer science gives students an understanding of how digital technology works and how to create their own tools. Half of the top twenty most in demand jobs of 2021 were in the computing industry. But beyond that, it develops rigorous analytical thought and good problem-solving – key skills in any walk of life.

COURSE CONTENT

Lower Sixth

Fundamentals of data structures
Fundamentals of programming
Fundamentals of algorithms
Systematic approach to problem solving
Fundamentals of computer systems
Fundamentals of data representation
Consequences of uses of computing
Big Data
Fundamentals of functional programming

Upper Sixth

Theory of computation
Fundamentals of databases
Fundamentals of computer organisation and architecture
Fundamentals of communication and networking
Fundamentals of computer systems
NEA

ASSESSMENT

Paper 1: (100 marks, 40%, 2h30) This paper asks candidates to analyse and write programs.

Paper 2 : (100 marks, 40%, 2h30) This paper tests the candidates' understanding of the theoretical aspects of the course.

NEA (20%) The project allows students to develop their practical skills in the context of solving a realistic problem or carrying out an investigation. The project is intended to be as much a learning experience as a method of assessment; students have the opportunity to work independently on a problem of interest over an extended period, during which they can extend their programming skills and deepen their understanding of computer science.

Exam Board: AQA

Specification: https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517/specification-at-a-glance

DESIGN & TECHNOLOGY

Design and Technology is an inspiring, rigorous and practical subject, and can set you up for a career in a wide variety of industries. At Wellington School, the course reflects authentic practice, as best as it can within the school environment, giving an insight into the way that creative and manufacturing industries function. Learners are thus enabled to make the connection between the knowledge, understanding and skills they develop and how this will benefit them in the future. Learning about Product Design at A-level strengthens pupils' critical thinking and problem-solving skills within a creative environment, enabling them to develop and make prototypes and products that solve real-world problems; journeying through the stages of exploring, designing, prototyping, realisation and commercial manufacture.

Pupils who have not previously studied Design Technology must be prepared to undertake additional background reading on theory and knowledge, familiarise themselves with CAD /CAM and undertake practical activities to bring them up to a level consistent with those pupils who have studied the subject at key stage 3 and GCSE.

BEYOND THE COURSE

This subject will excite and engage pupils with contemporary topics covering the breadth of this dynamic and evolving subject. It will create empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future. This course is suited to pupils who

COURSE CONTENT

Lower Sixth

Throughout Lower Sixth, students will experience various manufacturing techniques and explore different materials to increase their skills and confidence in the workshop. Alongside this, pupils gain a better understanding of industry processes and the wider world of Design and Technology, through looking at the core components of the course, which include; identifying specific needs, learning from existing products and practice, implications
of wider issue, design thinking and communication, material considerations, manufacturing processes and techniques and viability of design solutions.

Students will also be introduced to the Non-Examined Assessment (NEA). The A-Level allows pupils to have more autonomy with their project work, allowing learners to find and solve real world problems.

Upper Sixth

The majority of the Upper Sixth is dedicated to the NEA along with preparing for their exams, continuing to work through the core components started in Lower Sixth.

Specification: H406 Product Design, https://www.ocr.org.uk/Images/304609-specification-accredited-a-level-gce-design-and-technology-h404-h406.pdf

ASSESSMENT

Principles of Product Design
Written paper (Exam)
26.7% of total A-Level

This paper has four sets of questions that focus on the technical principles within Product Design

Problem Solving in Product Design
Written paper (Exam)
26.7% of total A-Level

This paper has four sets of questions that focus on the technical principles within Product Design

Iterative Design Project
Portfolio (NEA)
50% of total A-Level

The NEA requires pupils to undertake a substantial project centred on the iterative processes. Pupils identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence to demonstrate their competence.

Exam Board: OCR

DRAMA AND THEATRE

A Level Drama is a theoretical and practical study of all things related to Theatre. We cover both scripted and devised work alongside the study of practitioners, the evaluation of live performances and the analysis of literature.

BEYOND THE COURSE

A Drama and Theatre A Level qualification is perfect for those wanting to pursue a future in performing or the technical side of Theatre. However, it lends itself to so much more than that. A number of Drama students have gone on to study English, Law and Business Studies, as well as a wide range of other degrees. A Drama A Level shows employers that you have the ability to communicate effectively, work as part of a team and present your ideas with confidence.

COURSE CONTENT

You are able to take either a performing or a technical design route through your A Level.

Component 1 - Written exam

Component 2 - Practical drama

Component 3 - Theatre-making and performing

Component 4 - Theatre in context

ASSESSMENT

75% Practical and Coursework
25% Written exam

Exam Board:
CIE (International A-Level) Drama A-level (9482)

Specification: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-drama-9482/

ECONOMICS

If you're an avid follower of national and international news or are passionate about the business and finance sectors, Economics is for you. Although at first glance, Economics may seem to be all about money, it is fundamentally a people-focused subject

Part of the social sciences group, Economics explores the full spectrum of issues that impact on financial situations and decisions. From production to consumption, Economics looks at how the world's resources are used by and distributed among individuals and organisations. This involves studying areas of politics, sociology, law, psychology and geography, at local and global levels.

The two major veins of Economics are microeconomics and macroeconomics. Microeconomics looks at the behaviour and interactions of individual agents, such as households, companies, buyers and sellers. Macroeconomics analyses entire economies on a national or global scale, looking at issues such as unemployment, inflation, economic growth and monetary and fiscal policy.

An interest in current affairs is an advantage and all students are advised to regularly read the broadsheets or suitable magazines such as the Economist. In addition to our usual co-curricular programme, the department organises dedicated national visits to see theory practically applied to dynamic UK businesses. In recent years this has included visits to London, Warwick University, Thatchers Cider and Hinkley Point. The department this year also plans to organise a trip round regional businesses to gain a UK perspective and the possible impact of Brexit on them.

Pupils are encouraged to extend their learning beyond the curriculum through entering a range of essay competitions. This year, two pupils reached the finals of the prestigious John Locke Institute Essay Competition, held at Oxford University.

COURSE CONTENT

Economics is a highly diverse subject and creates opportunities for highly diverse degree and job opportunities.

The subject was rated as providing the highest average starting salary for graduates in 2017 & 2018. Studying Economics will enable students to:

- Develop an understanding of a range of concepts and an ability to apply them in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic behaviour can be studied from a range of perspectives
- Develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

COURSE CONTENT

Introduction to markets & market failure - Microeconomic concepts

- The nature of economics
- How markets work
- Market failure
- Government intervention

The UK economy – performance & policies – Macroeconomic concepts

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

Business behaviour and the labour market - Microeconomic concepts focused on business economics

- Business growth
- Business objectives
- Revenue, costs and profits
- Market structures
- Labour market
- Government intervention

A global perspective - Macroeconomic concepts in a global context

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

ASSESSMENT

Paper 1: Markets and business behaviour (35%) - 2 hours

Paper 2: The national and global economy (35%) - 2 hours

Paper 3: Microeconomics and macroeconomics (30%) - 2 hours

Exam Board: Edexcel

Specifications: 9EC0 https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html

ENGLISH LITERATURE

The range of texts on Edexcel's A Level English Literature course is ideal for anyone who loves reading and is interested in how society, history and culture have shaped literature. Our experience over recent years is that through the two-year study, students learn not only how to read and interpret texts in a critical way, but they enjoy finding their own voice as they engage with deeper meanings and connections between texts. For many, studying English Literature instigates a personal and creative journey.

At A Level, English lessons are much more discussion based and the smaller groups really allow everybody to voice their thoughts and responses. There are rarely right answers and varied perspectives and interpretations encourage lively debate.

The course is aimed at studying literature through prose, poetry and drama texts spanning four centuries.

Genre	Code
Drama (Tragedy)	"Othello - Shakespeare A Streetcar Named Desire – Tennessee Williams"
Prose (Science and Society Theme)	"Frankenstein – Mary Shelley The Handmaid's Tale – Margaret Atwood"
Poetry	"Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011 The Romantics and/or Victorian Poet: Christina Rossetti.
NEA	Pupils to choose their texts. The Assessment is a 2500 - 3000 word essay comparing two texts. Full academic referencing is expected.

BEYOND THE COURSE

English Literature A Level is a facilitating subject that develops an array of skills through the study of some of literature's most celebrated texts. Skills such as analysis, synthesis, evaluation, review and independent research are developed. Combined with an increased confidence when communicating both orally and on paper, students of English Literature A Level have much to offer employees. It is an ideal subject for those who wish to work with people and in such areas as law, journalism, marketing/PR, advertising, writing, education or business.

COURSE CONTENT

Year 12	Year 13
Forward Poetry Othello	Coursework A Streetcar Named Desire The Wife of Bath's Prologue and Tale (to be confirmed)
Frankenstein The Handmaid's Tale	Coursework Revision of all texts
Coursework Preparation	

ASSESSMENT

There are three units which are examined, and these are genre based, and the fourth unit is a Non-Examined Assessment.

	Code	Value	Time
Drama	9ET/01	30%	2hrs 15 mins
Prose	9ET/02	20%	1hr 15 mins
Poetry	9ET/03	30%	2hrs 15 mins
NEA	9ET/04	20%	Coursework

Specification: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html

FRENCH

At Wellington, students studying French at A Level benefit from small classes and tutorial style support in order to succeed in their exams. In addition to teaching time, students also receive 30 minutes per week of one to one speaking classes with our native speaker language assistants who provide intensive speaking tutorials in which candidates are encouraged to explore their own particular cultural interests relating to their language(s) of choice. Throughout their studies, they will learn the language in the context of the countries where it is spoken and the issues and influences which have shaped them. Students will study texts, a book and a film and have the opportunity to carry out independent research on an area of their choice.

BEYOND THE COURSE

Advanced study of any language opens up opportunities for university study, either as a specialist subject or for elective modules. Students with language competence are being employed in an ever-increasing range of careers, including interpreting, export, import, finance, banking, insurance, travel and tourism, leisure, journalism and the media, publicity and advertising, marketing, law and international organisations. The need for speakers of other languages is global and students who study languages at A Level and beyond find themselves in high demand when they enter the workforce.

COURSE CONTENT

Lower Sixth

- Aspects of French-speaking society: current trends (focus on the modern French family, cyberspace and the role of volunteer work in France)
- Artistic culture in the French-speaking world (cultural heritage, music and cinema)
- The study of a French film

Upper Sixth

- Aspects of French-speaking society: current issues (diversity and marginalization and crime/punishment)
- Aspects of political life in the French-speaking world (political engagement, strikes and immigration policy)
- The study of a work of French literature

ASSESSMENT

Unit 1

Title Listening, Reading and Translation

First Examination June U6th

Duration 2 hours 30 minutes

Unit 2

Title Essays on the film and the literature book

First Examination June U6th

Duration 2 hours

Unit 3 Oral Exam

Title Listening, Reading and Translation

First Examination May U6th

Duration 21-23 minutes

Exam Board: AQA

Specification: https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652

GEOGRAPHY

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over time and space, and their relationship with the environment at a variety of scales from the local to the global.
The syllabus is designed to excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. The subject content follows an issue and impacts approach through the course and beyond to link with the demands of higher level study.

BEYOND THE COURSE

A Level Geography bridges both the Arts and the Sciences and is highly regarded for its academic rigour. Geographers, with their wide skill base and analytical evaluative approach, are much in demand by employers in many different fields, including surveying, landscape architecture, teaching, town planning and environmental consultancy.

COURSE CONTENT

Lower Sixth

1. Water and carbon cycles
2. Hot desert systems and landscapes
3. Changing places
4. Population and the environment

Upper Sixth

5. Global systems and global governance
6. Hazards

ASSESSMENT

Paper 1: 40% (2 ½ hours)
Topics 1,2 and 5

Paper 2: 40% (2 ½ hours)
Topics 3,4 and 6

Paper 3: Non-examined assessment (NEA) fieldwork investigation 20%

Exam Board: AQA

Specification: https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037

GERMAN

At Wellington, students studying German at A Level benefit from small classes and tutorial style support in order to succeed in their exams. In addition to teaching time, students also receive 30 minutes per week of one to one speaking classes with our native speaker language assistants who provide intensive speaking tutorials in which candidates are encouraged to explore their own particular cultural interests relating to their language(s) of choice. Throughout their studies, they will learn the language in the context of the countries where it is spoken and the issues and influences which have shaped them. Students will study texts, a book and a film and have the opportunity to carry out independent research on an area of their choice.

BEYOND THE COURSE

Advanced study of any language opens up opportunities for university study, either as a specialist subject or for elective modules. Students with language competence are being employed in an ever-increasing range of careers, including interpreting, export, import, finance, banking, insurance, travel and tourism, leisure, journalism and the media, publicity and advertising, marketing, law and international organisations. The need for speakers of other languages is global and students who study languages at A Level and beyond find themselves in high demand when they enter the workforce.

COURSE CONTENT

Lower Sixth

- Aspects of German-speaking society (family, the digital world, young people, fashion and music
- Artistic culture in the German-speaking world (festivals and traditions, architecture, the role of Berlin)
- The study of a German Film

Upper Sixth

- Multiculturalism in German-speaking society (migration, immigration, racism)
- Aspects of political life in the German-speaking world (Germany and the EU, young people and German politics, currently political trends)
- The study of a work of German literature

ASSESSMENT

Unit 1

Title Listening, Reading and Translation

First Examination June U6th

Duration 2 hours 30 minutes

Unit 2

Title Writing

First Examination June U6th

Duration 2 hours

Unit 3

Title Speaking

First Examination May U6th

Duration 21-23 minutes

Exam Board: AQA

Specification: https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662

HISTORY

History is the study of the past. It examines the political, economic, social and cultural issues of different eras and cultures. At its most ambitious, the subject is the study of everything.

Of course, in A Level History you won't be expected to learn everything from the Battle of Hastings in 1066 to the Cold War, but you will cover enough in breadth and depth to develop a good understanding of events in their historical context, and to develop an historian's approach to the past. "Why was a particular course of action followed?" is a fundamental question underlying the study of History, and its primary purpose is not to judge but to comprehend.

From an intellectual standpoint, A Level History is about the acquisition of vital learning skills: you need to be able to read and digest large amounts of information and to pick out what is and is not relevant to the question you are dealing with. History will teach you how to analyse, reflect and to argue clearly in class and in writing.

BEYOND THE COURSE

By studying History, you will gain skills highly valued by employers and universities, such as analytical and critical reasoning, oral and written communication and research skills – History is a highly respected academic discipline, and those who have studied it have used it as launch pad for a wide range of careers in areas as diverse as the media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.

COURSE CONTENT

Lower Sixth

Unit 1: Anglo-Saxon England and the Norman Conquest, 1035-1107
Unit 2: Democracy and Dictatorship in Germany 1919-1963

Upper Sixth

Unit 3: Russia and its Rulers, 1855-1964
Unit 4: 3000-4000-word essay on a historical topic of the student's choice.

ASSESSMENT

Unit 1 - One 1-hour 30-minute paper
(25% of total grade)
Section A – Source-based essay question.
Section B – Knowledge-based essay question.

Unit 2 - One 1-hour paper (15%)
One extended answer and one essay, both knowledge-based.

Unit 3 - One 2-hour 30-minute paper (40%)
Section A – Interpretations-based essay.
Section B- Two thematic knowledge-based essays.

Unit 4 - Coursework
One 3000-4000-word essay (20%)

Exam Board: OCR

https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/specification-at-a-glance/

LATIN

Widely acknowledged as one of the most disciplined modes of training for the academic mind, the study of Latin teaches logic, exactitude and problem solving, whilst also developing students' own use of language. This is also the study, through literature, of societies' ideas, and it provides its students with a deep understanding of our own society and of human kind. The texts studied for examination in Summers 2026 and 2027 include Cicero's defence speech, from his first ever case, for Roscius, accused of killing his father. Apuleius' witty telling of the myth of Cupid and Psyche; Book IV of Vergil's Aeneid, which tells the ill-fated love story of Dido and Aeneas; and Lucretius' De Rerum Natura, a poem attempting to explain Epicurean scientific and philosophical views on the nature of the universe.

BEYOND THE COURSE

The study of Latin develops a wide range of skills that will help students in a variety of degree courses. The study of Classics at university level is one of the broadest disciplines, featuring language, literature, philosophy, history, art appreciation and linguistics to name but a few. Classicists therefore enter a plethora of careers which require these skills, from Law to the civil service, advertising to performing arts. When asked why he employed so many Classics graduates, JP Getty is said to have replied 'Because they sell more oil!'. Or, as a recruiter for a major publishing house said: "Classics does not narrow down your potentialities early as almost any other degree does."

COURSE CONTENT

Lower Sixth

Language work, including the few grammatical features not covered at GCSE; AS Vocabulary list; Cicero Pro Roscio; set text; Vergil Aeneid IV set text.

Upper Sixth

Further language work, focusing on unseen translation of the set authors (Livy and Ovid) and comprehension practice; Lucretius De Rerum Natura set text; Apuleius Metamorphoses set text.

ASSESSMENT

Paper 1: Unseen Translation 33% 1hr 45 – Translation of a passage of prose and a passage verse into English

Paper 2: Comprehension: 17% 1hr 15 – Comprehension and grammatical analysis of an unseen passage of original Latin

Paper 3: Prose Literature: 25% 2hrs – Commentary on passages of the prose set texts, and thematic essay on the U6th text

Paper 4: Verse Literature: 25% 2hrs – Commentary on passages of the verse set texts, and thematic essay on the U6th text

Exam Board: OCR

Specification: https://www.ocr.org.uk/qualifications/as-and-a-level/latin-h043-h443-from-2016/

MATHEMATICS

Mathematics is a popular and successful A Level option at Wellington. This is a subject which continues to build upon previous knowledge, so students who are comfortable with the (I)GCSE content and who are motivated to meet new concepts and solve ever more developed problems are well suited to A Level study. Students wishing to study Mathematics will usually have achieved a grade 7, 8 or 9 at (I)GCSE. It should also be noted that very good algebraic skills are an essential pre-requisite for success at A Level.

BEYOND THE COURSE

Mathematics at A Level is an essential qualification for almost all careers in mathematics and its related sciences including physics, computing and engineering. It is also a highly sought after qualification for careers in business, finance, economics, accountancy, architecture and design. Studying Mathematics helps to develop the sort of analytical, logical thinking skills and strategies which are very much in demand in management roles.

COURSE CONTENT

The course is usually divided between two teachers who each cover aspects of the Pure Mathematics & Statistics and Mechanics content.

Pure Mathematics
Proof, Algebra & Functions, Coordinate Geometry, Sequences & Series, Trigonometry, Exponentials & Logarithms, Differentiation, Integration, Numerical Methods and Vectors.

Statistics and Mechanics
Statistical Sampling, Data Presentation & Interpretation, Probability, Statistical Distributions, Statistical Hypothesis Testing, Quantities & Units in Mechanics, Kinematics, Forces & Newton's Laws and Moments.

Beyond the curriculum, Sixth Form mathematics students participate in the UKMT Senior Maths Challenge. They are given opportunities to attend events and lectures.

ASSESSMENT

Paper 1: Pure Mathematics 1
2 hours) 33.33%

Paper 2: Pure Mathematics 2
2 hours) 33.33%
These two papers may contain any topics from the Pure Mathematics content.

Paper 3: Statistics and Mechanics
(2 hours) 33.33%

Exam Board: Edexcel

Specification:9MA0
https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-mathematics-specification-issue4.pdf

FURTHER MATHEMATICS

Further Mathematics is a challenging qualification which builds upon students' knowledge and understanding from the standard A Level Mathematics course. Those who take Further Mathematics are demonstrating a strong commitment to their studies, as well as learning skills which will be very useful for any mathematically rich degree. Students wishing to study Further Mathematics will usually have achieved a grade 8 or 9 at (I)GCSE and have studied towards an Additional Mathematics qualification. Students who choose Further Maths will study A Level Maths in the Lower Sixth, and Further Maths in the Upper Sixth, meaning they cover twice as much content as those studying simply A Level Maths. As such, the pace of the Further Maths course is twice as fast as the standard A Level Maths course.

BEYOND THE COURSE

Further Mathematics at A Level is particularly valuable to students who wish to apply for competitive University courses in Mathematics, Physics, Engineering, Computer Science and occasionally Economics. Courses or careers which are mathematically based benefit from a wider appreciation of mathematical skills and topics.

COURSE CONTENT

The course is usually divided between two teachers who cover aspects of the Core Pure Mathematics and Further Mathematics Options content.

Core Pure Mathematics
Proof, Complex Numbers, Matrices, Further Algebra & Functions, Further Calculus, Further Vectors, Polar Coordinates, Hyperbolic Functions and Differential Equations.

Further Mathematics Options
The optional units contain work on Further Pure Mathematics, Further Mechanics, Further Statistics and Decision Mathematics. Choices can vary although the department will guide students according to individual strengths and interests.

Beyond the curriculum, students participate in the UKMT Senior Maths Challenge and follow-on rounds including the British Mathematical Olympiad. Some students work towards the Advanced Extension Award (AEA), and MAT examinations. These provide additional opportunities for students to broaden their experiences in preparation for, or as a part of, their university applications.

ASSESSMENT

Paper 1: Core Pure Mathematics 1
(1 hour 30 mins) 25%

Paper 2: Core Pure Mathematics 2
(1 hour 30 mins) 25%
These two papers may contain any topics from
the Core Pure Mathematics content.

Paper 3: Further Mathematics Option 1
(1 hour 30 mins) 25%

Paper 4: Further Mathematics Option 2
(1 hour 30 mins) 25%
Students take at least two out of eight Further Mathematics Options.

Exam Board: Edexcel

Please note that Further Mathematics students are examined in A Level Mathematics at the end of the Lower Sixth.

MUSIC

The WJEC Eduqas A Level Music specification builds on the skills and knowledge gained at GCSE (also WJEC Eduqas) and gives the opportunity for students to pursue their own musical interests to a far greater extent. Pupils develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to specialise in either performing or composing (see options A and B).

BEYOND THE COURSE

Music is acknowledged and well-respected for its academic rigour by universities and music colleges. It links well with many other academic disciplines, complementing Maths, Languages, English and History in particular. Transferable skills such as creativity, communication, in-depth analysis and attention to detail enable students to face the demands of further and higher education, as well as the demands of the workplace and are important in the teaching and learning of this specification.

COURSE CONTENT

Option A

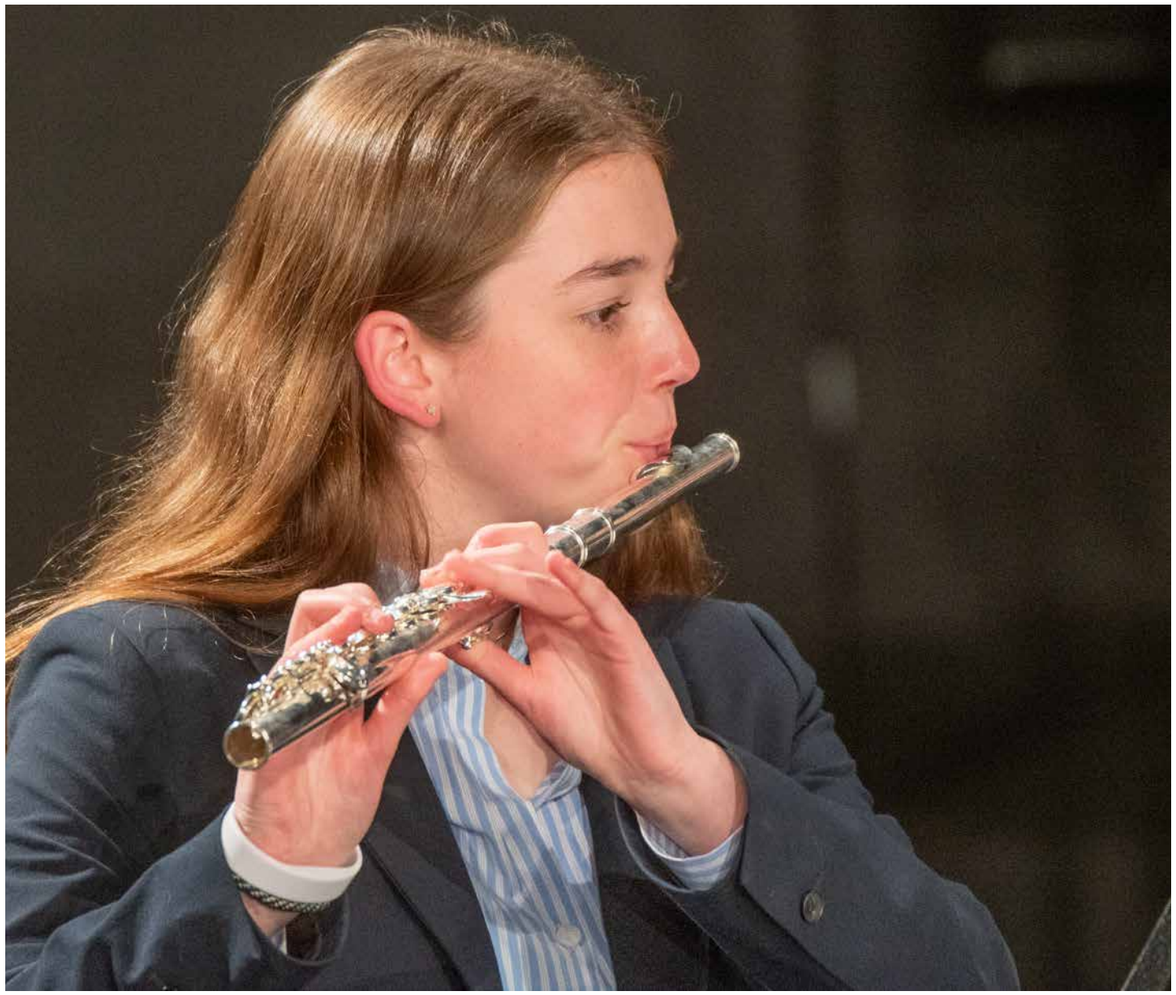
- Performing (35% of Component 1):
  Minimum of three pieces - at least one piece as a soloist – with total duration between 10 and 12 minutes
- Composition (25% of Component 2):
  Portfolio of two compositions – one to a brief set by WJEC Eduqas in the Upper Sixth year

Option B

- Performing (25% of component 1):
  Minimum of two pieces either as soloist, ensemble or combination with total duration between 6 and 8 minutes
- Composition (35% of Component 2):
  Portfolio of three compositions – one to a brief set by WJEC Eduqas in the Upper Sixth year

Component 3: Appraising

- Compulsory area of study: The Western Classical Tradition (The Development of the Symphony)
  All pupils will study the development of the symphony, engaging with landmark orchestral repertoire, which is important in developing knowledge and understanding of musical elements and language in context.
- Further areas of study: Learners will also choose one area of study from Pop and Rock, Musical Theatre and Jazz and one further area of study exploring the musical language and styles from either the early Twentieth Century or the late Twentieth and early Twenty-first Centuries.



ASSESSMENT

Performing (25% or 35%) – non-exam assessment: externally assessed by a visiting examiner between March and May in the Upper Sixth year
Composing (25% or 35%) – non-exam assessment: submitted in May of the Upper Sixth year and externally assessed by WJEC Eduqas
Appraising (40%) – Listening and written examination (c.2 hours 15 minutes)
Exam Board: WJEC Eduqas

ENTRY REQUIREMENTS

Students will need GCSE Music (or a pass at Grade 5 Music Theory) and be proficient in at least one instrument at Grade 6 or equivalent.

Specifications: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html

MUSIC TECHNOLOGY

A Music Technology programme that prepares students for entry into some of the most competitive degree courses in the UK and allows students to gain a good insight into all aspects of Music Production

Which subjects complement Music Technology?

Music Technology combines well with almost any subject. The discipline of independent practical study and thought is an extremely useful one to acquire. It is a subject which can give the student confidence, great communication skills and creative abilities.

What careers and university courses can Music lead to?

There are wonderful universities and colleges offering Music degrees and postgraduate studies. London boasts many of these world class Music colleges and universities, however there are many others to choose from around the world, allowing the student to travel with their chosen subject. Music can lead to a variety of careers, from professional musicians or producers to music teachers, sound technicians for film, theatre, TV and radio. It can also lead into careers in IT and computing.

Edexcel A Level Music Technology

Over the course you will:

- Learn in depth how to use the school's dedicated recording studio.
- Attend workshops and live recording sessions with visiting producers and professional musicians.
- Receive one-to-one and small-group tuition for the composition and performance requirements.
- Frequent opportunities to perform in and to run live sound for concerts and productions that happen at Wellington and beyond.

Structure

Edexcel's A Level in Music Technology is designed for students interested in pursuing a career in music production. The Music Technology course is broken up into four units that cover the full spectrum of basic skills needed to progress to a higher level of study or to work in one of the many areas of music production:

1. Recording 20% (one multitrack studio recording)
2. Technology-based composition 20% (creating, manipulating and structuring sounds to produce a 3-minute composition)
3. 1.5 hrs Listening and analysing exam 25% (Recording and production techniques, principles of sound and audio technology)
4. 2hrs 15min Producing and analysing exam 35% (editing, mixing and production tasks within a practical exam alongside an essay question)

Entry Requirements

Students will need GCSE Music (or comparable experience in Music Production) and be proficient in at least one instrument at Grade 4 or equivalent.

Rockschool Music Production

Students without previous experience of working with a DAW will be taken through some of the Rockschool Music Production course to learn fundamental editing and production skills before starting the A-Level course.

PHYSICS

The knowledge and skills acquired in the Physics A Level course develop a refined understanding of physical interactions and the important reasons why things behave as they do. The course covers the fundamental forces, energy, waves and develops techniques with material and mathematical applications, leading to the fascinating ideas such as the origins of the universe from the tiniest building blocks of matter.

BEYOND THE COURSE

The skills developed at the heart of physics provide stepping stones to future study within engineering, technology, our planet and the universe itself. The skills and knowledge developed by studying physics keeps the doors open to many varied different disciplines, especially with problem solving, research and analytical skills. It's not just rocket science: physics is the route to so many careers, from predicting climate change to designing computer games.

- Clinical Scientist
- Laser Fusion Scientist
- Astrophysicist
- Civil Engineer
- Weather Forecaster
- Science Communicator
- Pyrotechnician
- Audiologist
- Computer Games Designer
- Radar Project Manager
- Environmental scientist
- Animator
- Biophysicist
- Pilot
- Radiographer
- Nuclear Engineer
- Geophysicist
- Electromechanical Engineer
- Renewable and Sustainable Energy

COURSE CONTENT

Lower Sixth

1 Measurements and their errors
2 Particles and radiation
3 Waves
4 Mechanics and materials
5 Electricity
6 Further mechanics and thermal physics

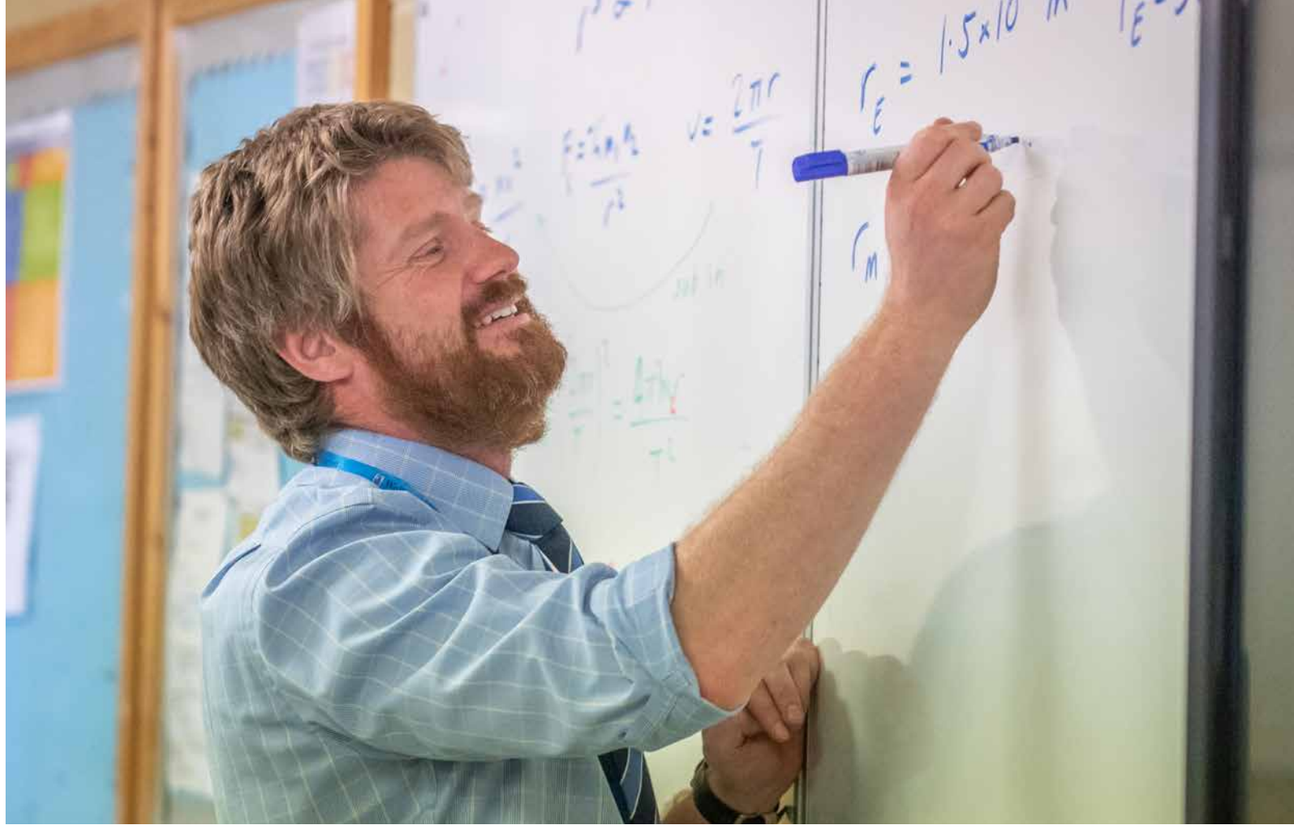
Upper Sixth

7 Fields and their consequences
8 Nuclear physics

Option Topics

- Turning Points
- Engineering Physics
- Astrophysics
- Medical physics

Beyond the curriculum all students participate in the British Physics Olympiad Senior Challenge in the Lower Sixth, British Physics Olympiad Challenge and follow-on rounds with the British Physics Olympiad.



ASSESSMENT

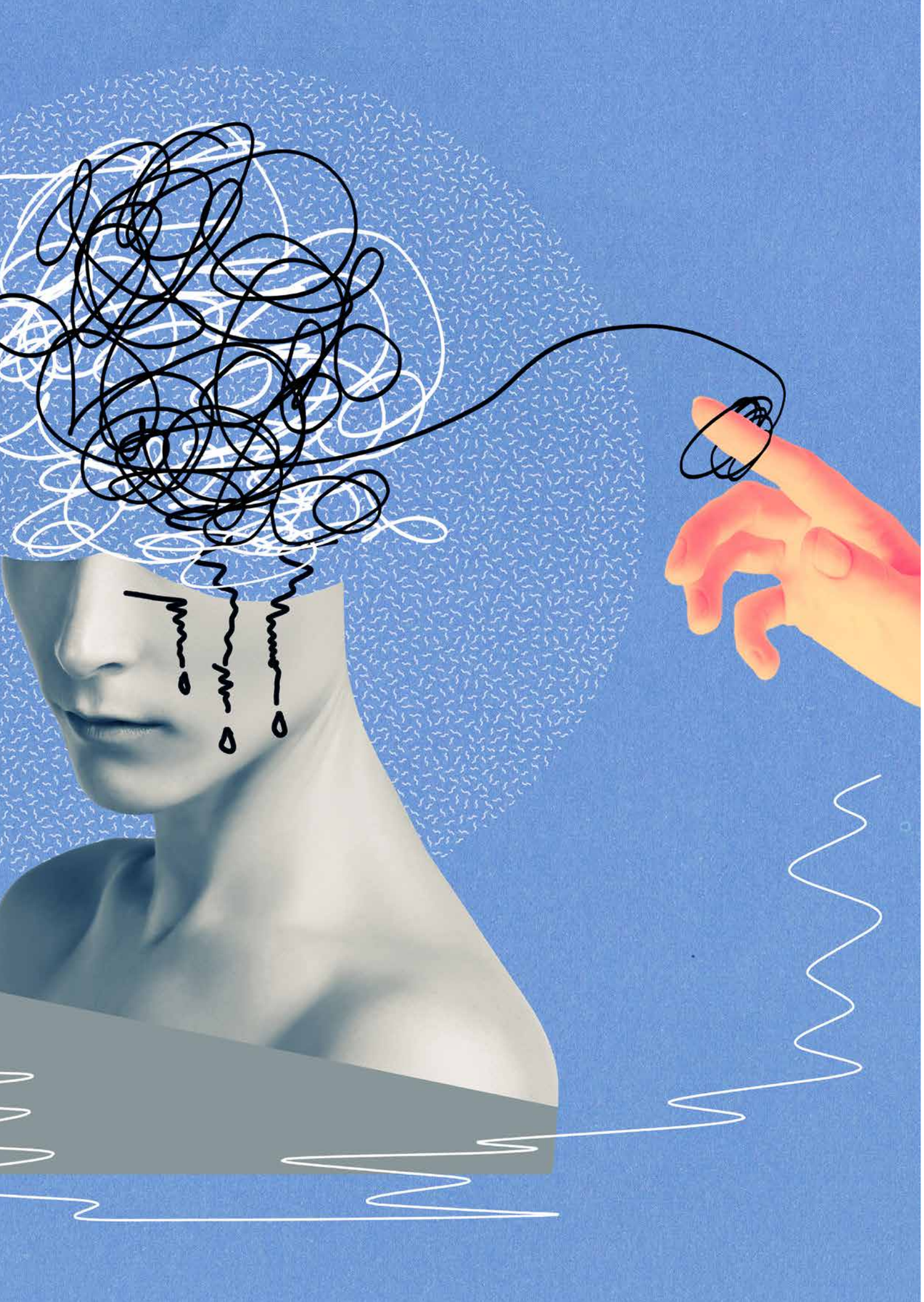
Paper 1: Sections 1 to 5 and 6.1 (Periodic motion)
Written exam: 2 hours - 85 marks - 34% of A-level
Questions
60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2: Sections 6.2 (Thermal Physics), 7 and 8
Assumed knowledge from sections 1 to 6.1
Written exam: 2 hours - 85 marks - 34% of A-level
Questions
60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 3: Section A Compulsory section: Practical skills and data analysis
Section B: Students study section 9 Astrophysics.
Written exam: 2 hours - 80 marks - 32% of A-level
Questions
45 marks of short and long answer questions on practical experiments and data analysis.
35 marks of short and long answer questions on optional topic

Exam Board: AQA 7408

https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408



PSYCHOLOGY

Why do some people conform whilst others rebel? How much of our behaviour is controlled by our genes and how much is determined by our upbringing? How does your brain adapt to changing circumstances? How does memory work?

Psychology is the study of the mind, brain and behaviour. Interest in A Level Psychology has grown enormously in recent years and it is now considered to be one of the most popular A Levels in the country. It combines scientific rigour and data analysis with humanities skills such as evaluation of sources and ethics, and as such complements a wide range of other A Level subjects.

BEYOND THE COURSE

Students who study psychology can aim for a huge range of possible university courses, from neuroscience to sport psychology. The skills gained in the A Level course are also invaluable for careers such as market research, social work, teaching, nursing, sales, media and broadcasting, management, the police and the armed forces.

COURSE CONTENT

Lower Sixth

1. Social influence
2. Memory
3. Attachment
4. Clinical Psychology and Mental Health
5. Approaches in psychology part 1
6. Biopsychology part 1.
7. Research methods part 1

Upper Sixth

8. Research methods part 2.
9. Approaches in psychology part 2.
10. Biopsychology part 2
11. Issues and debates in psychology
12. Gender
13. Schizophrenia
14. Aggression

ASSESSMENT

Each paper is 2 hours in duration and consists of a mixture of multiple choice, short answer and essay questions.

Paper 1: Introductory Topics in Psychology - topics 1-4 above.

Paper 2: Psychology in Context – topics 5-10 above

Paper 3: Issues and Options in Psychology – topics 11-14 above

Exam Board: AQA A level Psychology 7182

Specification: https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF

RELIGION, ETHICS AND PHILOSOPHY

If you love debate, ideas, and the thrill of tackling life's deepest questions, this subject is for you. Our course attracts those who thrive on questioning assumptions, unpicking paradoxes, and exploring the grey areas where belief, doubt and reason collide. If you want a subject that never settles for easy answers, this is it.

THE HEART OF THE COURSE

- In Philosophy of Religion, you explore whether belief in God is rational, whether religious experiences can be trusted, and whether language can capture the infinite.
- In Ethics, you consider different answers to the question "why should I be moral?" and debate whether moral terms are even meaningful if we lack free will.
- Buddhism offers a radical vision of liberation through no-self, impermanence and compassion, asking how these ideas shape lives and societies today.

ETHICS AND THE REAL WORLD

You also tackle controversial issues such as abortion, voluntary euthanasia, immigration, capital punishment, same sex and polyamorous relationships, animal experimentation and the use of nuclear weapons as a deterrent. These topics demand careful reasoning, balance and judgement.

ASSESSMENT

Eduqas examines the course through three written papers of two hours.

Each paper requires two essays, assessed for knowledge and for analysis. This structure rewards both what you know and how you use it, allowing different strengths to shine.

SUPPORT AND EXPERTISE

With nearly fifty years of combined experience, Miss Sass (Head of Department, BA (Hons) Philosophy) and Mr Elkins (BD (Hons) Theology) bring expertise and passion to every class.

Our small groups and regular one to one tutorials mean every student receives individual guidance, supported by textbooks approved by Eduqas.

THE SCHOLAR'S JOURNEY

We invest thoroughly in each student's academic growth:

- You will learn how to work independently, evaluate your progress and respond to feedback with resilience.
- Through debates, presentations and scholarly texts you gain confidence to grapple with challenging ideas.
- Horizons are broadened through deep dive homework tasks, a trip to London to visit a Buddhist temple and the possibility of an interdisciplinary trip abroad.

SPARKING CONNECTIONS

- The thinkers, ideas and issues you study prepare you not only for Religion or Philosophy at university but also for fields such as Law, Politics, Journalism, Medicine and International Relations.
- The skills you develop, from critical reading and precise argument to independent research and confident debate, are exactly what universities and employers most value.

STILL NOT PERSUADED?

- Philosophy graduates are consistently praised for their analytic rigour, clarity of argument and intellectual versatility. Times Higher Education describes them as "extremely employable," valued across sectors for their ability to break down complex problems and communicate ideas clearly.
- Universities such as Manchester also stress that philosophical training develops reasoning, adaptability and self-reflection — skills that make graduates stand out in the workplace.

In choosing Philosophy, Ethics and Religion, you are not only preparing for exams, but preparing to understand and shape the world.

Specification: https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf

SPANISH

At Wellington, students studying Spanish at A Level benefit from small classes and tutorial style support in order to succeed in their exams. In addition to teaching time, students also receive 30 minutes per week of one to one speaking classes with our native speaker language assistants who provide intensive speaking tutorials in which candidates are encouraged to explore their own particular cultural interests relating to their language(s) of choice. Throughout their studies, they will learn the language in the context of the countries where it is spoken and the issues and influences which have shaped them. Students will study texts, a book and a film and have the opportunity to carry out independent research on an area of their choice.

BEYOND THE COURSE

Advanced study of any language opens up opportunities for university study, either as a specialist subject or for elective modules. Students with language competence are being employed in an ever-increasing range of careers, including interpreting, export, import, finance, banking, insurance, travel and tourism, leisure, journalism and the media, publicity and advertising, marketing, law and international organisations. The need for speakers of other languages is global and students who study languages at A Level and beyond find themselves in high demand when they enter the workforce.

COURSE CONTENT

Lower Sixth

- Aspects of Hispanic Society (changes in the Spanish family, gender equality, attitudes towards marriage and the influence of the Catholic Church, cyberspace and the role of the internet)
- Artistic culture in the Hispanic world (art, music, gastronomy, cultural and regional identity and heritage)
- The study of a Hispanic film

Upper Sixth

- Multiculturalism in Hispanic society (immigration, racism, education)
- Aspects of political life in the Hispanic world (monarchy and dictatorships, the role of young people today, popular political movements)
- The study of a work of Spanish literature

ASSESSMENT

Unit 1

Title Listening, Reading and Translation

First Examination June U6th

Duration 2 hours 30 minutes

Unit 2

Title Writing

First Examination June U6th

Duration 2 hours

Unit 3

Title Speaking

First Examination May U6th

Duration 21-23 minutes

Exam Board: AQA

Specification: https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692

SPORT BTEC

Do you have a passion for sport? Do you enjoy learning in a practical, hands-on, interactive way? The BTEC Sport programme of study is a two-year course and is the equivalent of two A Levels. Students choosing this programme would select one A Level to study alongside the BTEC.

Students will cover 9 units, 6 mandatory and 3 chosen appropriately. The assessment style is an interesting mix of external and internal assessments, but include a variety of methods such as essays, case studies, video analysis, presentations, interviews and recordings.

Key skills that the course will develop are the use of critical thinking and problem-solving skills, interpersonal skills when working with others in the group or in groups outside of school, and intrapersonal skills, such as self-management, adaptability and self-monitoring. Much of the course requires independent learning, actively researching topics and being able to plan and present findings.

BEYOND THE COURSE

This course is an excellent base for a university degree in various sports related courses and very much prepares you for the independent learning required at the next level of higher education or employment. The course can lead onto a huge variety of courses including Sport Science, Sport and Exercise Psychology, Sport Conditioning, Sport Development and Coaching or Sport Rehabilitation. BTEC Sport will create confident, independent thinkers and effective decision makers, who can operate effectively as individuals or as part of a team – all transferable skills that will enable learners to stand out and effectively promote themselves as they progress through life.

COURSE CONTENT

Lower Sixth

Unit	Assessment
Anatomy and Physiology	External Exam
Fitness Training and Programming for Health, Sport and Well-being	External Set Task
Application of Fitness Testing	Internal Assessment
Practical Sports Performance	Internal Assessment

Upper Sixth

Professional Development in the Sports Industry	Internal Assessment
Sports Leadership	Internal Assessment
Investigating Business in Sport	External Set Task
Skill Acquisition in Sport	Internal Assessment
Sports Psychology	Internal Assessment

ASSESSMENT

The assessment process encourages students to develop a broad range of transferable skills, including using case studies, carrying out projects with choice of direction and outcome and writing up finding of own research. Various methods of assessment will be used including 3 externally assessed units, 1 exam and 2 tasks

Exam Board - Pearson National Diploma in Sport (Edexcel)

Specification: https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/btec-l3-national-dip-in-sport-spec.pdf

EXTENDED PROJECT QUALIFICATION

Available to all Sixth Form students, initially through timetabled Academic Enrichment lessons, this qualification enables a student to choose a topic of interest and undertake an in-depth study. The qualification is equivalent to half of an A Level.

The student identifies an objective for the study, in the form of a question, produces a plan, conducts research, documents their progress, completes the project and then presents the results to an audience

BEYOND THE COURSE

The skills developed through the course and in tackling the EPQ will be useful in higher education and many universities make 'discounted' offers to students on its completion and final grade. However, the main benefits to the student from completion of an EPQ are the opportunity to develop invaluable abilities as an independent learner and to appreciate the intrinsic freedom which accompanies study of chosen subject matter for its own sake, rather than through the confines of particular specification content.

COURSE CONTENT

Lower Sixth

Alongside being introduced to the technical requirements and methods of assessment, students will be given structured academic support in critical thinking skills, ethical frameworks, research techniques, avoiding plagiarism and how to provide academic references and footnotes.

Upper Sixth

As the project develops students will be assigned an individual EPQ supervisor who will help to manage

ASSESSMENT

The project is assessed internally then moderated by the examination board.

Scope for a title is very broad, and supervisors encourage students to choose a topic in line with their individual curiosities and interests. Projects fall into one of four categories – listed below with some example project titles.

Category: Dissertation
Word count (approx.): 6 000
Form of objective/Sample title: Research question
Why does the NHS struggle to deal with MRSA?

Category: Investigation/Field study
Word count (approx.): 5 000
Form of objective/Sample title: Research question/hypothesis
How do supermarkets gain competitive advantage? A case study of Tesco and Sainsbury's.

Category: Performance
Word count (approx.): 3 000
Form of objective/Sample title: Response to a commission or question
How can we make classical texts popular to new audiences?

Category: Artefact
Word count (approx.): 3 000
Form of objective/Sample title: Response to a design brief
Make illustrations for classical texts to support the development of new audiences.

Exam Board - Pearson Edexcel L3 Extended Project Qualification

Specification: https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html

ENTRY INTO WELLINGTON SIXTH FORM

We consider each individual student on merit, but in general the following principal applies:

Students should have a positive attitude to learning and contribution to life in the Sixth Form community.

Students should usually have gained at least three grade 6s and, in addition, three grade 4/5 at GCSE level, including English and Mathematics.

In the subject to be taken at A Level, a grade 6 or above is normally expected and some subjects are more demanding than this.

Wellington
SCHOOL

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www.wellington-school.org.uk

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