



University of Manchester - 133 miles  
Latitude 53.466850 Longitude -2.233884

University of Exeter  
Latitude 50.737127

University of Oxford - 43 miles  
Latitude 51.7520316 Longitude -1.254367

Cardiff University  
Latitude 51.486

King's College, London - 108 miles  
Latitude 51.511486 Longitude -0.115997

# HENLEY BANK SIXTH FORM

COURSE INFORMATION

# WELCOME



At Henley Bank Sixth Form, we are incredibly proud of the exceptional opportunities we provide within our small, supportive, and ambitious community. Our size allows us to know every student as an individual, offering personalised guidance, excellent teaching, and a broad range of both A Level and vocational courses designed to help every learner achieve their full potential.

Learning at Henley Bank is led by passionate and dedicated teachers who deliver inspiring and academically stimulating lessons across a diverse curriculum. Beyond the classroom, our students benefit from a wide-ranging enrichment programme that includes the Extended Project Qualification (EPQ), Ten Tors, Duke of Edinburgh Gold Award, Sports Leaders, and residential trips — all of which help develop leadership, teamwork, and resilience.

Our small Sixth Form environment fosters strong relationships, a sense of belonging, and the confidence for students to take ownership of their learning. Alongside academic excellence, we place great emphasis on developing independence, responsibility, and determination — ensuring that every Henley Bank Sixth Form student leaves us ready to thrive in higher education, employment, and the wider world.

**Faye Bradbury and Graham Dakin** • Heads of School

## OUR SIXTH FORM



Henley Bank's Sixth Form provides an aspirational pathway for our brilliant Sixth Form students towards further qualifications and life beyond school.

The excellent opportunities we provide enable students to develop their academic studies, as well as helping them achieve any future aspirations they may hold.

Our Sixth Form is a close-knit community that allows our expert team of teachers and support staff to provide an excellent learning environment for each and every student.

We are proud of the curriculum we offer at Henley Bank as it enables a wide range of students to be successful and leave to the right destinations for them. As well as this, our enrichment and co-curricular offer gives students brilliant opportunities to develop personally, as well as academically.

Please get in touch or arrange a tour of the school if you are interested in Henley Bank – every morning is an open morning! I look forward to meeting you and welcoming you to our community.

**Fred Derbyshire** • Assistant Headteacher, Sixth Form



## OUR VALUES

Everything we do at Henley Bank is based on our five values: Ambition, Confidence, Creativity, Respect and Determination. We believe our students should have these values in order to be fully prepared for the world of tomorrow.

These values are shown throughout everything that we do at Henley Bank, both within and beyond the classroom, including with our co-curricular offer. We have exceptionally high expectations of our students and expect them to put effort and commitment into everything they do. This is so that our students get the best possible chance of success.

# A TYPICAL DAY IN THE HENLEY BANK SIXTH FORM

## Morning briefing

This is an opportunity to start the day with a welcome from the Sixth Form team and ensure all Sixth Formers are prepared for the day. We will provide key messages and provide any resources or equipment necessary to be successful.

## Lessons

Students will have five periods every day. These will include their A Level subjects, which are taught ten times a fortnight. The students might also have supervised study, PE, PSHE, super-curricular or volunteering in these periods. It is important to note there are no 'free' periods – students will always be directed to ensure we can provide all the support needed.

## Break and lunch

Sixth Formers have their own Sixth Form-specific space. They also have the privilege of leaving the site, as long as they are back on time for their next lesson.

## Afternoon study

Students can stay until 4.00pm every day apart from Friday to do extra study. We encourage them to use our facilities to stay ahead of their work and develop their independent study skills.



“ THE FACILITIES AT HENLEY BANK ARE **SUPERB** – BOTH FOR WORKING AND FOR **CO-CURRICULAR** ACTIVITIES. ”  
YEAR 12 STUDENT

# OUR HEAD STUDENTS

The role of Head Student is fast becoming an integral part of our character education. As part of the sought element of the character curriculum, our Head Student is expected to become the positive influence of character on our younger students in the school. Our Head Students support senior leaders in upholding a strong student leadership programme and represent the school for visits and events. This is a fantastic stepping stone for our many future leaders in the school.

## Rosie – Year 13

My name is Rosie and I am a student in Year 13 at Henley Bank High School. I was a student at Henley Bank before joining the Sixth Form, and I have watched both the school and my peers grow in confidence and ambition, which are values I think are very important to have. I am very proud to represent the school and I look forward to taking part in many events and activities.

I hope to gain and develop skills such as confidence and ambition, through getting involved in the many events which take place at Henley Bank and public speaking in front of the year groups. I hope to be a link between the students and teachers, where I can take ideas from students and report back to the school's senior leaders. This will make a huge difference, as students are free to come to me and other people on the student leadership team with new ideas.

## Kennedy – Year 13

I have always had a real passion for acting and directing performances, as well as a love for literature, but on a broader scale I would say I'm a determined and ambitious person. I am able to help and support students in different ways – if it is just general advice or tutoring, I am always willing to help and support other students. This allows me to build stronger connections of trust and friendships with others.

As a Head Student, I hope to consolidate factors of Legacy at Henley Bank more significantly within the entire school community. Whether this is through Fun Fridays, legacy competitions or clubs, it allows a built connection inside and outside of the school to be expressed in students' legacies. I intend to demonstrate the importance of a strong community and ambition for the whole school.

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"HENLEY BANK HAS A SMALL, WELCOMING ATMOSPHERE THAT CREATES A INCLUSIVE COMMUNITY."

YEAR 13 STUDENT



# OUR WIDER OFFER

## Trips

We have run a range of trips in our first year and we will continue to do so moving forward. These have included trips to Russell Group universities, regional university and careers events and conferences on the future of science. We believe it is vital to give students the opportunity to explore their next steps through visits, as well as ensuring we support them to achieve the best results.

## Talks

We have arranged for visitors from leading companies in their fields to come in and talk about their careers to our students. This has ranged from data scientists to academics to engineers to consultants to civil servants... the list goes on. We want to broaden the aspirations of our students and showcase some of the brilliant careers that they are capable of achieving.

## Co-curricular activities

We encourage all our students to become involved in the wider community of the school. This year we have students mentoring younger years, supporting co-curricular clubs with staff and helping with Sixth Form projects. We also run staff and student sports regularly, which is helping to develop a brilliant community. Also, we are offering Gold Duke of Edinburgh Awards and the Ten Tors Challenge to our Year 12 students. Building your co-curricular opportunities is important for applications and for a better experience of Sixth Form.

## Sport

We have staff versus Sixth Form sport every Wednesday, which has been a huge success. Students have also helped to run sports clubs in the lower years, gaining coaching experience and great things to write about for their university and college applications! Finally, we have student-led teams, which demonstrates the confidence and determination of our sixth formers. We also offer the Sports Leaders programme which carries UCAS points, as well as providing students with invaluable experience of leadership.

## Residential

Year 12 students will have the opportunity to enjoy an overnight residential trip as a year group at the end of the academic year. This will be to a culturally significant city in the UK and will give students the opportunity to experience a different place as a community.

## Work experience

Also, during the summer term, Year 12 students will have the opportunity for two days of work experience. We will provide students with contacts and placements and we will ensure that workplaces offer meaningful experiences for our students, to help support them decide on their next steps and build their applications.



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"STAFF IN THE SIXTH FORM HAVE OPENED MY EYES TO AMAZING OPPORTUNITIES FOR MY FUTURE."

YEAR 13 STUDENT

# ENRICHMENT

Students have 30 hours of contact time with their teachers a fortnight. This leaves 20 hours where we have an excellent programme of lessons and support to ensure our students get the best experience of Sixth Form.

## PE

Whilst not usually compulsory in further education, at Henley Bank we think that a physical education (PE) offer for all students is a key part of a curriculum. We are lucky to have excellent facilities with a Halo gym, swimming pool and sports hall on site. Our PE team have developed a collaborative and flexible approach to Sixth Form PE, so all students feel comfortable exercising and having some time to take their mind off the hard work of their A Levels.

## Supervised study

This happens 15 times a fortnight and allows students to work hard in school, under the supervision of a teacher who can support them if necessary. Whilst there will inevitably be points where students have to work outside of school hours, we want to give them plenty of structured opportunity to work hard in school to keep on top of all their A Levels. Added to this provision is Earn Back Afternoons, which is where students can achieve the privilege of leaving early at lunchtime once a week if they are scoring well on all their independent study.

## Super-curriculum

This is a key part of our core offer. We have designed an excellent programme of lessons which are designed to help students develop their study skills. We teach them practical and useful revision techniques, which they then apply to their subject specific areas. This extra session will also give students the opportunity to read around their subject and improve their hinterland knowledge of their courses.

## PSHE and careers

Our PSHE (personal, social, health and economic) course is designed to support our students through two busy but incredibly exciting years. This will include a range of PSHE topics and then will move into UCAS applications and destinations in the latter stages of Year 12 and in Year 13.



# CURRICULUM STRUCTURE

Year 12 students will choose three subjects from Henley Bank's A Level and BTEC Level 3 AAQ pathway.

Students will study three subjects and these can be a mix between A Levels and AAQs. Both are assessed primarily by terminal examination, aside from internal assessments for AAQs and a small proportion of coursework in some A Level subjects.

The entry criteria is five grade 4+ GCSEs including Mathematics and English Language or Literature (subject specific requirements are detailed within the subject information).

### Subjects on offer

- |                                |                                |
|--------------------------------|--------------------------------|
| • Applied Science (AAQ)        | • Information Technology (AAQ) |
| • Art                          | • Mathematics                  |
| • Biology                      | • Photography                  |
| • Chemistry                    | • Physics                      |
| • Economics                    | • Politics                     |
| • English Literature           | • Psychology                   |
| • Geography                    | • Religious Studies            |
| • Health and Social Care (AAQ) | • Sociology                    |
| • History                      | • Sport (BTEC)                 |

For information about the application and enrolment process, please see the back of this booklet.

**What is the course about?**

This course allows students to study the core principles and practical applications of biology, chemistry, and physics. It aims to develop essential practical scientific procedures and technical skills. It is designed to be taken alongside A Levels as part of a balanced study programme.

**Course content**

- Principles and applications of biology, chemistry, and physics.
- Practical scientific procedures and techniques.
- Optional unit focusing on scientific investigation skills or contemporary issues in science.

**Assessment**

Assessment is split 50% external (exams) and 50% internal (assignments). The mandatory content (three science principle units) is assessed by three 1-hour external exams, and two internal units cover the practical procedures and optional specialism.

**Career pathways**

This course provides a pathway into higher education for science-related degrees. It is suitable for those aiming for graduate-level employment in sectors like scientific research, laboratory work, or technical industries.

**Entry criteria**

Minimum of five grade 4 to 9s at GCSE, including English, Maths and a 5:4 in Science.

**What is the course about?**

In this course, students will explore fine art, including a variety of themes looking at portraiture, landscape still life, abstraction human form, narrative or experimental imagery. These areas can be combined using a range of mixed media. During this course, students will develop their capacity for independent working. Students are free to explore both traditional methods and digital techniques within their work.

**Course content**

The study of fine art through:

- Shape and texture
- Contextual study
- Personal response
- Externally set assignment

**Assessment**

Coursework including a portfolio of practical work to include a related study of a minimum of 1000 words. 60% of the total.

Externally set task, examined in 15 hours. 40% of the total.

**Career pathways**

Study art related degree courses at higher education.

Employment opportunities: architecture, fashion design, art therapist, illustrator, print maker, jewellery designer, interior designer, graphic designer, textile designer, museum curator.

**Entry criteria**

Minimum of five grade 4 to 9s at GCSE, including English and Maths, and at least grade 5 in GCSE Art. A portfolio of work may further support your application.

### What is the course about?

Biology covers a wide range of topics, from investigating the molecular and cellular function of living organisms to the interactions between populations and whole communities of animals and plants.

Students will gain a strong understanding of biological concepts but also develop the skills to describe, explain, predict and analyse the biotic and abiotic factors which influence the world.

#### Course content

Students study topics including:

- Biological molecules, DNA, cells and the immune system exchange and transport, genes, genetic diversity and biodiversity.
- Detailed study of photosynthesis, respiration, energy transfer in ecosystems.
- In-depth analysis of inheritance, gene expression and the development and application of gene technology.
- Homeostasis, muscles, the nervous system, and whole organism biology including taxis, population biology and ecosystem ecology

There is an important focus on developing practical skills with students needing to complete a series of 12 required practicals.

#### Assessment

Three terminal examinations.

Successful completion of a series of practical activities will lead to the student being awarded a practical endorsement to the A Level.

### Career pathways

Study biology or science related degree courses at higher education.

Employment opportunities: agriculture, ecology, zoology, plant sciences, biotechnology, food science, and marine biology, biological research research, or conservation of endangered animals.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and Maths, and at least a 6:6 in combined GCSE Science or a grade 6 in Biology separate sciences.

### What is the course about?

This course is designed to answer questions about the basic and complex make up of our known universe and the world we live in, the concept that we are all matter made from stars and when broken down in to their elements can be studied to develop an in-depth knowledge and recognition of patterns that can be applied to everyday life. The course allows students the opportunity to explore the nature of the periodic table whilst beginning to understand the three major disciplines that make up the foundation of chemistry. Chemistry students become confident in describing the natural and modern world around them through the understanding and explanation of the subject.

#### Course content

Students study topics including:

- Organic, inorganic and physical chemistry
- Bonding, structure, kinetics, basic spectroscopy and energetics
- Exploring chemistry of polymers, proteins, further energetics, electrochemistry, spectroscopy, acids and bases and transition metals

There is an important focus on developing practical skills with students needing to complete a series of 12 required practicals.

#### Assessment

Three terminal examinations.

Successful completion of a series of practical activities will lead to the student being awarded a practical endorsement to the A Level.

### Career pathways

Study chemistry or science-related degree courses at higher education.

Employment opportunities: agrochemical, biochemical, pharmaceuticals, engineering, nursing, medicinal chemistry, medicine, academics.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and Maths, and at least a 6:6 in combined GCSE Science or a grade 6 in Chemistry separate sciences.

### What is the course about?

Economics at A Level is a study of economic theory which then leads to the evaluation of current economic developments in the world. As well as this, it encourages students to appreciate the differences and relationships between microeconomics and macroeconomics. This course will help students acquire the knowledge and skills necessary to analyse data, analyse it appropriately and to then think critically about how to interpret what they have found. This course would be appropriate for students who have enjoyed mathematics or history at KS4, or who have an interest in current affairs.

#### Course content

Topics include:

- Operations of markets and market failure
- National economy in a global context
- Microeconomic issues
- Macroeconomic issues
- Statistical and other data
- International economy

A significant aspect of this course is learning that macro and microeconomics are linked and not entirely distinct areas of study.

#### Assessment

Three terminal examinations.

### Career pathways

Economics is a well-respected academic subject that helps prepare for a broad range of university degrees and jobs. It is especially helpful for anyone interested in working in the public sector or finance.

Employment opportunities: economist, analyst, researcher or adviser to the government, journalism, law, accountancy, management or the financial sector.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including at least a grade 5 in GCSE Mathematics and a grade 6 in GCSE English Language or Literature.

### What is the course about?

Taking English Literature is a perfect choice for any student with a passion for reading widely, be it poetry, plays or prose. English Literature will provide students with the chance to comprehensively study a wide range of texts from various authors around the world, both modern and historic in context.

#### Course content

Studies include:

- 'Othello' - William Shakespeare
- John Keats' poetry
- 'Death of a Salesman' - Arthur Miller
- 'The Handmaid's Tale' - Margaret Atwood
- William Blake's poetry
- 'The Kite Runner' - Khaled Hosseini
- Two non-examined assessment essays (One will be a taught poetry anthology and one will be a novel of your choice through a critical lense)

#### Assessment

Two terminal examinations worth 80% of the A Level.

Non-exam assessment worth 20%.

### Career pathways

Study an English-related degree courses at higher education.

Employment opportunities : advertising copywriter, arts administrator, editor, writer, media advisor, librarian, lawyer, human resources.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including Maths and a grade 6 in GCSE English Literature.

### What is the course about?

This course is for students with an interest in issues affecting people and places where they live and how places are changing. The hazards facing the planet and people are also studied. Students will study current events and world problems, such as the effects of natural hazards, global warming, migration and the plight of refugees.

#### Course content

There are four areas of study over the two years:

- Dynamic landscapes – including tectonic hazards and coastal landscapes
- Dynamic places – including globalisation and regenerating places
- Physical systems and sustainability - including water and energy insecurity
- Human systems and geopolitics – including superpowers and migration identity and sovereignty

#### Assessment

Three terminal examinations form 80% of the total.

Non-exam assessment worth 20% in the form of an Independent Investigation based on field work.

### Career pathways

Study geography, geology or environmental related degree courses at higher education.

Employment opportunities: management, leisure, administration, travel, business, tourism, environmental management, urban or land use planning, hazard management and planning .

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and Maths, and at least grade 6 in a GCSE humanities subject.

### What is the course about?

This course allows students to explore various aspects of the health and social care sector through broad investigation and applied learning. It develops applied knowledge and understanding tasks to build essential sector knowledge. It is designed for progression into higher education.

#### Course content

- Human lifespan and development.
- Human biology and health.
- Health and social care practice.
- Optional specialisation in areas like health policy and wellbeing, promoting health education, or safe environments.

#### Assessment

Assessment is split 50% external (exams) and 50% internal (assignments). The two mandatory units (Lifespan and Biology) are assessed by two 1.5-hour external exams. The two internal units comprise the mandatory practice unit and the student's selected optional unit.

### Career pathways

This course is an excellent foundation for pursuing degrees in nursing, social work, public health, and other health professions. It prepares students for roles in clinical settings, community care, and social support services.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and Maths.

### What is the course about?

Students will study significant individuals, societies, events and developments within a broad historical context. Investigating specific historical questions, problems or issues. Students will also analyse and evaluate how the past has been interpreted and represented in different ways.

#### Course content

Study of the following will be included:

- Britain 1785 - 1870
- The unification of Germany 1840 to 1871
- The Making of Modern Russia 1855 to 1991

#### Assessment

Three written exams:

1. 2 hour 30 minute exam on Paper 1 (Britain) 30%
2. 1 hour 30 minute exam on Paper 2 (Germany) 20%
3. 2 hour 30 minute exam on Paper 3 (Russia) 30%

Non-exam assessment 20%

### Career pathways

Study history-related degree courses at higher education.

Employment opportunities: journalism, law, publishing, the media, archaeology, museum, teaching and archive work.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including Maths, and at least a grade 6 in GCSE humanities subject, GCSE English Language or Literature.

### What is the course about?

A Level Mathematics gives students the opportunity to study topics such as geometry, calculus and trigonometry (pure mathematics) and to use these ideas within the 'applied' topics such as mechanics and statistics.

#### Course content

- **Pure Mathematics**  
– mathematical argument, problem solving, proof, algebra, graphs, sequences, logarithms, trigonometry, calculus, functions, numerical methods, vectors and differential equations
- **Statistics** – working with a large data set to make inferences about the underlying population, probability calculations, using the Binomial and Normal distributions and statistical hypothesis testing
- **Mechanics** – kinematics, working with forces and Newton's laws, motion under gravity, friction, projectiles and simple moments

#### Assessment

Three terminal examinations.

### Career pathways

Study maths, engineering, physics related degree courses at higher education.

Employment opportunities: analyst, actuary, accountancy, scientist, statistician, systems developer.

### Entry criteria

Minimum of five grade 5 to 9s at GCSE, including at least a grade 7 in Mathematics (or with a recommendation from a teacher and a grade 6).

### What is the course about?

This qualification focuses on the fundamental knowledge required to understand and work with Information Technology systems. It provides students with core knowledge of cyber security and practical skills in software development. It is intended for students who wish to pursue IT in higher education.

#### Course content

- Information technology systems.
- Cyber security and incident management.
- Developing practical skills like creating a website for a specific purpose.
- Building a relational database solution.

#### Assessment

Assessment is split 66% external (exams) and 34% internal (assignments). The two mandatory units on IT Systems and Cyber Security are assessed by two external exams (one is 2 hours, the other is 2 hours 15 minutes). The two practical units are internally assessed through assignments.

### Career pathways

This qualification leads to higher education courses in computing and IT fields. Potential careers include roles in web development, database management, network security, and various other technical and business IT specialisms.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and at least a grade 5 in Maths or M2 Computing.

### What is the course about?

This course aims to develop the creative photographer. Students will learn technical skills and how to use camera to control contrast, exposure and focus. They will study photographers – both modern and historical.

#### Course content

The study of photography through:

- Shape and texture
- Contextual study
- Personal response
- Externally set assignment

#### Assessment

Coursework including a portfolio of practical work to include a related study of a minimum of 1000 words. 60% of the total.

Externally set task, examined in 15 hours. 40% of the total.

### Career pathways

Study a design-based related degree courses at higher education.

Employment opportunities: graphic designer, magazine photographer, medical illustrator, photographer, journalism, television camera operator.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and Maths, and at least a grade 5 in GCSE Art or Photography, or a portfolio if you do not study Art or Photography at GCSE.

### What is the course about?

Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. By studying physics students learn the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy.

#### Course content

Students study topics including:

- Matter and antimatter, discovering how quarks and antiquarks combine and interact, researching up to the minute discoveries from cern, and other particle accelerators
- The consideration of whether particles can also be waves, investigating the interference patterns, and properties of waves
- Electricity and mechanics
- The mechanics of particles in gases and interactions between charged particles
- Nuclear physics,
- Optional topic of astrophysics, electronics, engineering or turning points in physics

There is an important focus on developing practical skills with students needing to complete a series of 12 required practicals.

#### Assessment

Three terminal exams.

Successful completion of a series of practical activities will lead to the student being awarded a practical endorsement to the A Level.

### Career pathways

Study physics, maths or science related degree courses at higher education.

Employment opportunities: engineering, electronics, astrophysics, particle physics, medical physics, biomechanics and nuclear physics. Research into solving the energy crisis, or discovering what atoms are made of using particle accelerators.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and Maths, and at least a 6:6 in combined GCSE Science or a grade 6 in Physics separate science as well as a grade 6 in GCSE Maths.

### What is the course about?

Students will study the political systems of the United Kingdom and the United States. In addition to learning about the political institutions of these countries, students will also be learning about political ideas such as conservatism, liberalism and socialism as well as the beliefs of political thinkers like Marcus Garvey, Rosa Luxemburg and John Locke.

#### Course content

Students study topics including:

- Government of the UK, including the British Constitution, role of Parliament, the Prime Minister and Cabinet.
- The politics of the UK including democracy, elections and referendums, political parties and pressure groups.
- The government and politics of the USA, including the constitution, role of Congress, the President, electoral process, political parties and pressure groups.
- Political ideas including liberalism, conservatism and socialism.

#### Assessment

Three terminal examinations.

### Career pathways

Study political, law or history related degree courses at higher education.

Employment opportunities: politics, journalism, law, management or Civil Service.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including Maths, and at least a grade 6 in English Language or Literature or a humanities subject.

### What is the course about?

A Level Psychology involves studying a wide range of topics exploring the fascinating human mind. Psychology looks at the varying ways people think, behave and interact with others. We seek to understand why certain behaviours occur and the science that underpins the theories. Through investigations we discover how researchers conduct their studies, how they collect and analyse data and how their findings can be applied to 'real life'.

#### Course content

There are six 'core' topics which we will explore:

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

#### Assessment

Three terminal examinations.

### Career pathways

Students who study A Level Psychology often progress onto degrees such as psychology, English studies, sociology, business studies, teaching, sport and exercise science and law.

Employment opportunities include forensic psychology, clinical psychology, occupational therapy, nursing, teaching, social work, counsellor, educational psychologist and many more.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including at least a grade 5 in GCSE Maths and at a grade 6 in English Language or Literature.

### What is the course about?

Religious Studies at A Level seeks to challenge students' preconceptions and ways of thinking. From the outset, in Epistemology – the philosophy of knowledge, questions such as “how do I know what is true?” or “can we be certain of existence?” are explored by considering our responses to the great thinkers such as Descartes. In moral philosophy, we seek to understand what makes actions or people good or virtuous – ideas that underpin our sociological, psychological and political understanding. Building on some ideas from Religious Studies GCSE, in Year 13 we consider the existence and nature of the God of Abraham in the metaphysics of God by asking whether religious belief could be valid or meaningful. Lastly, in the metaphysics of the mind we consider what is known as the ‘hard problem’ – what is consciousness?

#### Course content

##### Year 1: Epistemology

- What is knowledge?
- Perception as a source of knowledge:
- Reason as a source of knowledge
- The limits of knowledge

##### Year 1: Moral philosophy

- Utilitarianism
- Kantian deontological ethics
- Aristotelian virtue ethics
- Applied ethics: Stealing, simulated killing, eating animals, telling lies
- Meta-ethics

##### Year 2: Metaphysics of God

- The concept and nature of God
- Arguments relating to the existence of God
- Problem of evil
- Religious language

##### Year 2: Metaphysics of mind

- What do we mean by ‘mind’?
- Dualist theories
- Physicalist theories
- Functionalism

#### Assessment

Two terminal examinations

### Career pathways

Analytical and critical thinking are the key skills required, and students will need to engage with challenging texts and develop academic writing. This provides an excellent platform for higher education. It is particularly relevant for university courses in philosophy, mathematics, theology, psychology, humanities, sociology, international relations, politics, and will also be of interest to scientists, as it relates to in medical ethics.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including Maths, and a grade 6 in English Language or Literature or a humanities subject.

### What is the course about?

Sociology at A Level will give students the opportunity to study society. During the course, they will explore social behaviour across a range of different examples, appreciating where it starts and then how it develops over time. Also, students will examine how people become organised into groups, according to race, gender and class. As well as this, students will study public institutions that are used and shaped by these varying groups within society, with a specific focus on areas such as religion, education and media. In terms of skills, students will learn approaches and methods of Sociology, which will allow them to engage in debate and an active involvement with the research.

#### Course content

Topics to be studied include:

- Culture and identity
- Education
- Research methods
- Crime and Deviance
- Social stratification

#### Assessment

Three terminal examinations.

### Career pathways

Sociology is a well-regarded academic subject that equips students with a range of skills beyond the core curriculum, such as independent critical thinking, problem-solving and analytical writing – good preparation for almost any university degree, but particularly sociology, or in combination with other subjects like criminology. It is a useful subject for areas of employment that require working with people or that need investigative skills.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including Maths, and a grade 6 in English Language or Literature or a humanities subject.

### What is the course about?

The Level 3 BTEC is a recognised route into higher education. This qualification will enable you to progress to degree courses in associated areas, as well as teaching. You could, alternatively, go into employment in a sports related area, such as working in a sports or leisure centre or outdoor activity work with young people.

#### Course content

You will study a range of interesting topics, of sample of which can be found below.

- Anatomy and physiology
- Fitness, training and programming for health, sport and wellbeing
- Professional development in the sports industry
- Sports leadership
- Investigating business in sport and the active leisure industry
- Skill acquisition in sport
- Application of fitness testing
- Sports psychology
- Coaching for performance
- Sports event organisation
- Sports injury management
- Rules, regulations and officiating in sport
- Development in the sports industry

#### Assessment

- Unit 1: Anatomy and Physiology will be assessed through a written examination
- Unit 2 Fitness Training and Programming for Health, Sport and Wellbeing and Unit 22 Investigating Business in Sport and the active Leisure Industry will be assessed by a synoptic task set by the exam board and completed in exam conditions.

All other units will be assessed by internal assessment tasks.

### Career pathways

The Level 3 BTEC is a recognised route into higher education. This qualification will enable you to progress to degree courses in associated areas, as well as teaching. You could, alternatively, go into employment in a sports related area, such as working in a sports or leisure centre or outdoor activity work with young people.

### Entry criteria

Minimum of five grade 4 to 9s at GCSE, including English and Maths, as well as a 5:4 in Science or M2 in Sport. You will also need to actively participate in a sport outside of school.

# HOW TO APPLY

Thank you for your interest in applying to Henley Bank Sixth Form.

For more information on subject choices, and how to apply, please visit [www.henleybankhighschool.co.uk/sixthform](http://www.henleybankhighschool.co.uk/sixthform)

## WHAT HAPPENS NEXT?

### November

Our application procedure opens from the end of November, immediately after our open evening:

[www.henleybankhighschool.co.uk/sixthform](http://www.henleybankhighschool.co.uk/sixthform)

### January to July

Students will be invited to attend an interview and will receive an offer following the interview process.

### Summer

GCSE examination period.

### July

Henley Bank Sixth Form summer induction day.

### August

After receiving their GCSE results, students enrol to Henley Bank Sixth Form.

If you have any enquiries, or would like a tour of the school, please contact [sixthform@henleybankhighschool.co.uk](mailto:sixthform@henleybankhighschool.co.uk) or by telephone 01452 863372.

Every morning is an open morning – we look forward to welcoming you to Henley Bank Sixth Form.

## FREQUENTLY ASKED QUESTIONS

**I haven't met the grade requirements for Henley Bank Sixth Form, can I still join?**

Please contact us on GCSE results day, so we can discuss this with you. It will depend on how low your grades are and what courses we have available.

**I have met the grade requirements for Henley Bank Sixth Form, but I didn't apply. Am I still able to join?**

Please contact us with your grades as soon as possible. Your place will depend on the grades you have achieved and what courses are available.

**I'm an external student, can I have a tour?**

Every morning is an open morning at Henley Bank Sixth Form. Please email [sixthform@henleybankhighschool.co.uk](mailto:sixthform@henleybankhighschool.co.uk) to arrange a tour.

**I'm an external student and I have achieved the grades I need to join Henley Bank Sixth Form, what do I do?**

Please contact the school on GCSE results day and let us know the grades you have achieved. Your place will depend on the grades you have achieved and what courses are available.

**I've changed my mind about my subject choices, can I switch courses?**

Final decisions on subject choices are made when you enrol on GCSE results day. However, if you are unsure, please contact the Sixth Form team by emailing [sixthform@henleybankhighschool.co.uk](mailto:sixthform@henleybankhighschool.co.uk)

**How can I stay in touch with updates on how to apply to Henley Bank Sixth Form?**

Please check the website regularly for details or email [sixthform@henleybankhighschool.co.uk](mailto:sixthform@henleybankhighschool.co.uk)

Website [www.henleybankhighschool.co.uk/sixthform](http://www.henleybankhighschool.co.uk/sixthform)



## HENLEY BANK SIXTH FORM



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