



SIXTH FORM STUDENTS @CGS



CAISTOR GRAMMAR SIXTH FORM PROSPECTUS 2020 ENTRY





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WHY CHOOSE CGS?

BY
SIXTH
FORM
STUDENTS
@
CGS

"Being part of such a close-knit community gives you the opportunity, and the responsibility, to get out of Sixth Form what you put into it". Year 12

"As an external student joining CGS Sixth Form, I was instantly made to feel welcome by my peers along with the staff. The numerous opportunities that CGS Sixth Form offers made me sure that this is the correct Sixth Form for me".
Year 12

"It is a caring environment, where people want to help you succeed in every aspect of school life".
Year 13

"CGS 6th Form is not just a 6th Form but also a tight knit community, that is closely related to rest of the School. The opportunities available are so varied and beneficial for growing as a person."
Year 13

"The responsibilities of a CGS Sixth Former are not something to fear but something to embrace." Year 13

"There is a place for everyone at Caistor Grammar where talents are unlocked with the support of a close and inspiring community."
Year 12

"CGS offers supportive teachers who go out of their way to help you. Sixth Form offers fantastic leadership opportunities including the Senior Prefect Team and House Officials."
Year 13

"CGS was the perfect choice for me as it combines an outstanding education with a community spirit. Staff and students are approachable and contribute to both curricular and a wide range of extra-curricular activities, create a fun and hard-working environment".
Year 13

The teachers provide excellent teaching and resources to help students and to make their experiences of school both enjoyable and rewarding".
Year 13

"Caistor Grammar offers empowering opportunities, continuous support and a community spirit in which students can thrive. I feel that they have equipped me with the capabilities to reach my full potential."
Year 12



WHY CHOOSE CGS?

OUR RESULTS

CGS Sixth Form provides a range of A levels that will enable students to progress on to virtually any course in Higher Education. With very strong pass rates over the recent years, we support all students to fulfil their potential and go on to their first choice of Higher Education course.

- ✓ Real Schools Guide: Top Performing School in Lincolnshire (2019)
- ✓ 100% parent and student happiness rating: Ofsted
- ✓ 'A' level results 2019 – 68% A*-B with 42.1% of grades at A or A*
- ✓ Best performing state or independent school Sixth Form for A level outcomes within 90 minutes' commute
- ✓ Level 3 VA of 0.08 (2018) and 0.09 (2017)
- ✓ 91% of students achieved their first or second choice university place in 2019
- ✓ Lowest absence rate in county (2.3%)
- ✓ 47% of students achieved AAB in at least two facilitating subjects in 2019
- ✓ Rated Outstanding by Ofsted four times in our last four inspections
- ✓ Read our 2018 entry in *The Good School's Guide* (available on the school website)
- ✓ *The Sunday Times* Parent Power East Midlands State Secondary School of the Year 2018
- ✓ Entry requirements: passes in English and Maths (grade 4), and four GCSEs at grade 6.



PLEASE SEE THE WEB SITE FOR FULL A LEVEL RESULTS



November 2019

Dear Student

We believe that we provide an excellent, well rounded sixth form experience at CGS.

We offer a range of A level subjects, which challenge and prepare students for the 'next step' to highly respected university courses across the country. We have a proven track record of success with our results (in the summer of 2019 a very impressive 68% of the passes were at the higher A*-B grades) and for adding value to ensure students make above expected progress. We achieve this through a team approach - outstanding pastoral care, dedicated teachers and support staff. If you want to work hard, develop your talents, along with access to an outstanding Duke of Edinburgh's Award programme, leadership opportunities and responsibilities, then CGS is for you.

Your transfer into any Sixth Form will mark the beginning of the final, and in many ways, the most exciting and challenging stage of your education. This move involves the crucial choice of A level subjects. Therefore, this Prospectus is intended to help you in making that choice. We hope it will also give you some idea of what to expect as a Sixth Form Student at CGS and what you can expect from us and your teachers.

You may not yet have made a firm decision about the future. Do remember that certain professions, such as engineering or medicine, demand specific A levels. Therefore, careful thought and thorough research are vital at this stage as your selection of subjects could be a major influence in your ultimate choice of career.

Certainly, we do not expect you to make choices without help. Your parents, subject teachers, tutors, heads of department, and Careers adviser will be ready to offer guidance. We encourage you to make use of their experience. In addition, our Careers Library and web sites offer vast amounts of University information.

In September 2020 we are expecting to run all the subjects included in this Prospectus, but the final decision will depend upon numbers opting for each subject.

If you choose to study your A levels at CGS, one of the things you will appreciate is the partnership that Sixth Formers have with the staff who, not only share your aspirations, but also look to you as young adults to assist with the smooth running of the school and to give a lead to the younger students.

We believe that the Sixth Form is usually a happy social group as there is a common commitment to high achievement, both academic and extra-curricular. If you enter wholeheartedly into this partnership and make a positive commitment both on an academic and a personal level, then your Sixth Form career will definitely be a happy, fulfilled and successful one.

It is our hope that all Sixth Form Students at CGS will enjoy precisely that experience, and collectively subject teachers, Mr Hay and myself are always available at any time to discuss your future with you.

Yours sincerely

Mr Terry McTernan
Head of Sixth Form

Mr Andy Hay
Deputy Head of Sixth Form



SIXTH FORM LIFE

The Sixth Form at CGS is not only about work - ask any present or past student! We believe that our students enjoy their time with us, taking the opportunity to participate in the wider life of the Sixth Form and School, developing independence and responsibility in the process.

We want your time here to be profitable, it is therefore necessary that you show commitment in your contribution, to develop and improve as young adults.

Casterby House provides Sixth Form Students with social space, a kitchen, and study rooms. There is an ongoing commitment to improving and adapting the facilities available.



DARING TO LEAD?

CGS provides students with a number of opportunities and has a great reputation for encouraging students to take a leadership role. Promoting responsibilities as a leader develops skills needed beyond the Sixth Form and to improve as a young adult – time management, communication, planning and organisation are all encouraged in the following leadership opportunities:

- Sixth Form & School Council to help shape Sixth Form and school life
- Prefecting Roles, to help the school run smoothly
- Sixth Form Ball Committee an annual event in our calendar
- House officials, promoting House events
- Train as a student Mentor, to support younger students
- Sports & Performing Arts Leadership
- A highly rated Duke of Edinburgh Award's Scheme with a dedicated DofE manager.



An extension of the leadership work runs through our new volunteering scheme which sees our Sixth Form students offering their time on Wednesday afternoons to help those in the local community, for at least a term. It provides a chance for students to give something back to others and has the potential to make someone else's life better. It is useful for those wanting to mention something a little different on their university personal statements or job applications in the future.

Currently students are running, leading and organising activities for the elderly in Caistor, working with Caistor Cares. Sometimes this is the only opportunity that these elderly people have to meet others during the week and can be their highlight. Students are also working at the Caistor Rock Foundation charity. This can entail being hands on and working on their land or supporting in the cafe. In 2019 we are beginning an extra



volunteering placement with St. Andrew's Hospice, Grimsby. Students who have taken part in the current Volunteering Scheme have found the activities to be very rewarding and confidence building. As well as volunteering, all students will have access to a short cookery course where they can prepare for university and/ or leaving home.

In short, throughout your time in CGS Sixth Form you will be encouraged to contribute as fully as possible to the life of the School and the wider community.





HOUSE EVENTS

On arrival at CGS students are assigned to a House, either:

Ayscough

Hansard

Rawlinson

Sixth Form students at CGS play a leading role in the management of House teams. Annually we run whole school competitions in Music, Cross Country, Drama, Athletics, where the Houses battle it out against each other to gain victory. Other competitions include chess, public speaking, netball, football to name but a few! Sixth Form students take on roles as Captains, directors/editors, officials, artists and often writers, in a bid to win and are integral to the running of these events, creating a team spirit, in friendly competition.



WEDNESDAY AFTERNOON ACTIVITIES

We believe that it is important to take time off from your studies, therefore on a Wednesday afternoon there are a number of recreation-based activities, which allow you to participate in something different or even a change of scene:

- Sports teams
- Recreational games
- Fitness suite
- Work experience
- Volunteering Scheme in the local area
- Young Enterprise Scheme
- Performing Arts Leadership Award

“As well as great academic opportunities, the CGS Sixth Form offers many other ways to get involved including leadership, volunteering and development of many other extra-curricular skills”.

Year 13 student





TRANSPORT INFORMATION

Students travel from many different areas including Scunthorpe, Immingham, Grimsby, Cleethorpes and Market Rasen.

Listed below are the organisers of transport from particular areas. If your locality is not mentioned, please try the organiser for an adjacent area or contact the school.

Dents

Unit 1, Pasture Lane

Market Rasen

Telephone: 01673 828086

- MIDDLE RASEN, MARKET RASEN, WALESBY, OSGODBY, CLAXBY

Mr Trevor Grayson

18 Walk Lane, Humberston

Grimsby. DN36 4JH

Telephone: 01472 812543

- GRIMSBY, CLEETHORPES, IMMINGHAM, HABROUGH, NORTH THORESBY, HUMBERSTON and villages close to these places.
- BRIGG and surrounding villages
- FOREST PINES

(For transport from villages south of Market Rasen, please also enquire with Mr Grayson)

LINCOLNSHIRE County Council, School Transport

County Offices, Newland, Lincoln

Telephone: 01522 782020

(forms from the Head teacher of current primary school)

- BIGBY, GRASBY, OWMBY, NORTH KELSEY, SOUTH KELSEY, MOORTOWN, SWALLOW, THORESWAY, ROTHWELL, KEELBY, BROCKLESBY, LIMBER

Mr Stuart Oakland, Sherwood Bus Company

19 Queens Road, Immingham

Telephone: 01469 571140

- BARROW-ON-HUMBER, ULCEBY and GOXHILL area.

Travel bursaries available from September 2020 – application forms available from enquiries@caistorgrammar.com



ACADEMIC STUDY

CGS offers breadth of choice at 'A' level; **most** of our students will **study three A levels**. **Some** students may choose to **study four A levels**. There will also be the opportunity for some students to study the Extended Project Qualification.

We advise students who choose a fourth 'A' level that breadth should be a real consideration, along with academic prowess. 'A' levels are designed to be more challenging than current courses. Therefore, three excellent grades are more important than four good grades. Three good 'A' level grades will be the basis of university/apprenticeship offers and this should be borne in mind when making your decision.



We expect and encourage students to choose subjects, for the right reasons; especially

- enjoyment,
- career choice
- ability

Sixth Form Students @ CGS will be supported by an experienced team of tutors who will ensure that students are effectively prepared for their next step.

The nature of 'A' level study demands **self-motivation** and **self-discipline**. Students must recognise the responsibility they themselves will have for their own learning. The use of free time, and indeed time beyond school hours, must be carefully planned to ensure its most profitable use. We recommend that students should spend a minimum of four hours per subject per week beyond lesson time.

ENTRY REQUIREMENTS

All applicants will have **at least**;

- ✓ a **GCSE grade 4** in Mathematics and English Language or Literature.

Plus

- ✓ **4 GCSE passes at least at Grade 6**, with a **minimum of a grade 6** in **each of the subjects** to be studied at A level.
- ✓ Applicants will have to meet the **minimum requirements** for **individual subjects** (as set out in the subject information)

APPLICATION

The **application form** is at the back of the Prospectus:

- A **written application** must be submitted by **28th February 2020**
- An **update** on your application will be sent in late **March 2020**.



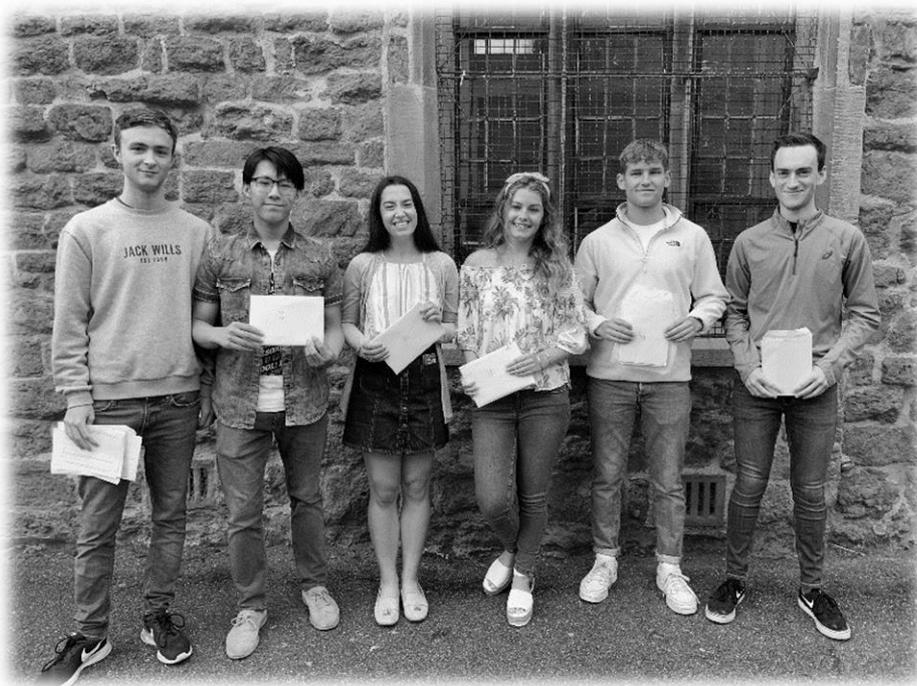


CHOOSING A LEVELS



The overwhelming majority of Sixth Formers at CGS are studying 'A' levels as a means of gaining a place at University. Choosing your degree area is not a process which starts some time during your Sixth Form life. Your choices of 'A' level options themselves can actually dictate your eligibility, or otherwise, for a University course.

Sixth form Students at CGS are encouraged to research the requirements and entry profiles for **your** preferred Higher Education course or employment now. There is a great deal of competition for places and there is no substitute for you undertaking thorough research in order to make these crucial decisions from a position of strength.



THE FOLLOWING PAGES GIVE YOU INFORMATION, BY SUBJECT, ABOUT WHAT THE COURSE ENTAILS ALONG WITH THE ENTRY REQUIREMENTS FOR THAT SUBJECT.

**ART & DESIGN (FINE ART)**

EXAMINATION BOARD: EDEXCEL

Fine Art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression, free of external constraints. Fine Art for the subject may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

Drawing in Fine Art forms an essential part of the development process from initial idea to finished work; from rough sketches, to diagrams setting out compositions, to digital drawings used for installations or as part of three-dimensional work. Students should use a variety of tools, materials and techniques, as appropriate, for recording their surroundings and source materials. Students should consider the application and implications of new and emerging technologies that can be used in conjunction with traditional and digital fine art materials. Contextual understanding and professional practice - contexts for fine art can be found in a wide range of sources; for example, from historical works in museums, contemporary art shows and fairs, an exhibition at a local gallery, films, architecture, music, literature and nature.

When undertaking work in fine art, students should also engage with:

- Concepts such as figuration, representation and abstraction
- How the formal elements evoke responses in the viewer
- Various forms or presentation in fine art and the ways that audiences may respond to or interact with them
- Sustainable materials and production processes in the construction of work
- The potential of collaborative working and methodologies in the creative process

A Level	Component 1: Portfolio of work and outcome/s Personal Study 2000-3000 word essay	60%	Internally set Internally marked Externally moderated
	Component 2: Externally Set Assignment Portfolio of work and final outcome/s	40%	Internally set Internally marked Externally moderated

ENTRY REQUIREMENTS FOR A LEVEL ART & DESIGN:

Students embarking on this course will have achieved a **grade 6 or higher at GCSE Art** to be successful in this subject area at A level. Students who have not taken Art at GCSE should anticipate a discussion with the Head of Art.

This course will prepare you to continue your studies in Art and Design at University or to enter into a career in Art and Design. This course should also be considered by those who value the creative process. The skills learnt through this course are transferrable to all professions and are highly valued by Universities and future employers.

Expectations:

You will be expected to work independently during lesson time as well as during study periods and at home. You will need to be motivated and driven as the quantity and quality of work required for assessment is significant. Enjoyment, enthusiasm, passion and desire to be creative are essential.

For further details, please contact Mrs Rachel Porter email: rachel.porter@caistorgrammar.com

**BIOLOGY****EXAMINATION BOARD: OCR (H420)**

If you have found Biology interesting and enjoyable at GCSE, if you are keen to know more, if you are prepared to commit to working hard to meet the requirements of the course by taking responsibility for your own learning outside lessons, to read around the subject and to work in a well organised and methodical way, then Biology is for you!

The aim of the specification is to encourage candidates to develop their interest in and enthusiasm for Biology, including in further study and careers in Biology; to appreciate how society makes decisions about scientific issues, how the Sciences contribute to the success of the economy and society as well as developing essential knowledge and understanding of different areas of Biology and how they relate to each other. Students studying Biology go on to a variety of university courses and careers, including medicine, veterinary science, nursing, dentistry, physiotherapy, speech therapy, nutritional science, pharmacy, biomedical science and optometry. With a global population estimated to reach 10 billion by 2050, students studying Biology at 'A' level will be well placed to contribute to solving the wide variety of problems associated, such as the demand for more effective medicines, sustainable food/energy supplies and balancing these demands with the need for the conservation of biodiversity and endangered species.

Content	Assessments
<ul style="list-style-type: none"> • Module 1 – Development of practical skills in Biology • Module 2 – Foundations in Biology • Module 3 – Exchange and Transport • Module 4 – Biodiversity, Evolution and Disease • Module 5 – Communication, Homeostasis and Energy • Module 6 – Genetics, Evolution and Ecosystems 	<p>Biological processes (01) 100 marks 2 hour 15 minutes written paper 37% of total A level</p> <p>Biological diversity (02) 100 marks 2 hour 15 minutes written paper 37% of total A level</p> <p>Unified Biology (03) 70 marks 1 hour 30 minutes written paper 26% of total A level</p>
'A' Level Practical endorsement in Biology (04) (non-examination assessment)	Assessment Objectives
<p>Skills assessed:</p> <p>(1) Follows written procedures, (2) Applies investigative approaches and methods when using instruments and equipment, (3) Safely uses a range of practical equipment and materials, (4) Makes and records observations, (5) Researches, references and reports.</p> <p>This is carried out by the completion of a range of practical and investigative tasks throughout the two years, focussing on skills development and encouraging independence and confidence to flourish in practical work.</p>	<p>Students will be examined on three key skills in their papers (including 10% mathematical skills questions) as follows: -</p> <p>AO1 Demonstrate knowledge (<u>recall</u>) 30% approximately</p> <p>AO2 <u>Apply</u> knowledge in theoretical and practical contexts, handling both qualitative and quantitative data (45% approx.).</p> <p>AO3 Analyse, interpret and evaluate evidence, making judgements, reaching conclusions and refining practical procedures (25% approx.).</p>

ENTRY REQUIREMENTS FOR A LEVEL BIOLOGY

Grade 6 at GCSE Biology or Grade 6 at both Science/Combined Science **plus a grade 5 in mathematics.**

For further details, contact: Mr Gavin Cooke email: gavin.cooke@caistorgrammar.com



CHEMISTRY

EXAMINATION BOARD: OCR SPECIFICATION A

The qualification aims to:

- foster imaginative and critical thinking about chemical problems
- stimulate and sustain students' interest in, and enjoyment of, Chemistry.
- present Chemistry as a coherent, but developing body of knowledge, principles and theories linked by unifying concepts: in particular the Periodic Table, organic Chemistry, reaction rates, energy and equilibrium
- develop students' appreciation of social, economic, environmental and technological contributions and the application of chemical knowledge
- develop students' ability to communicate scientifically in appropriate ways, including the ability to select, organise and interpret data
- use integrating themes to link chemical ideas for example oxidation and reduction leading to redox potentials and energy and equilibrium leading to an introduction to entropy

This qualification is suitable for students who:

- have an interest in, and enjoyment of Chemistry
- enjoy carrying out investigations by the application of imaginative, logical and critical thinking
- want to use Chemistry to support other qualifications or progress onto further studies

Content	Assessment
Module 1 – Development of practical skills in Chemistry	Periodic Table, elements and physical Chemistry (01) 100 marks 2 hour 15 minutes written paper 37% of total A level
Module 2 – Foundations in Chemistry	
Module 3 – Periodic Table and energy	
Module 4 – Core organic Chemistry	Synthesis and analytical techniques (02) 100 marks 2 hour 15 minutes written paper 37% of total A level
Module 5 – Physical Chemistry and Transition Elements	
Module 6 – Organic Chemistry and Analysis	Unified Chemistry (03) 70 marks 1 hour 30 minutes written paper 26% of total A level
A level Practical endorsement in Chemistry (04) (non examination assessment)	
Skills assessed: (1) Follows written procedures (2) Applies investigative approaches and methods when using instruments and equipment, (3) Safely uses a range of practical equipment and materials (4) Makes and records observations (5) Researches, references and reports	

ENTRY REQUIREMENTS FOR A LEVEL CHEMISTRY:

Grade 6 at GCSE Chemistry or **Grade 6/6** Combined Science plus a **Grade 6** Maths

For further details see Mrs Heidi Leaning or e-mail - heidi.leaning@caistorgrammar.com



CLASSICAL CIVILISATION

EXAMINATION BOARD: OCR

All societies have different cultures and values which are often a source of conflict. This subject explores what it means to be 'civilised' through literature, philosophy, history, art and belief systems. The evidence of ancient Greece and Rome provides a vibrant picture of the values of the classical world, which has had such a profound influence on modern society.

Module 1 The World of the Hero

The concept of the 'hero' has changed throughout time usually to meet the values of a particular age. This module looks at the link between the values of the individual and how we reconcile them with the needs of community and politicians. Propaganda and 'spin' with mythology and monsters!

One of the earliest pieces of literature in the Western world follows the journey of Odysseus on his return from the Trojan War. An 'Odyssey' has come to symbolise the greatest test man can face challenging wit, compassion, intelligence and physical strength, asking the question how would we, as mortals measure up? More importantly, we consider what really matters in our lives.

Module 2 Greek Drama

The ancient Athenians believed that going to the theatre was so important for personal development and community strength that they gave free tickets to the poor. Greek tragedies take controversial and often shocking material as their subject matter, raising profound and challenging questions about what we value. Comedy, as today, provides a vibrant picture of the life of an ordinary citizen.

Module 3 Greek Religion

Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. This module involves studying the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes. Students will also explore the nature of the gods and their relationship with mortals.

QUALIFICATIONS FOR ENTRY ON TO THE COURSE

There is no prior knowledge required for this course, but an interest in mythology and the ancient world is obviously desirable. A flair for both English and History would be an advantage.

Students should have obtained at least a **grade 6 in English Literature or English Language or History**. Students who have not taken History at GCSE should not be discouraged but should be aware of the historical component.

For further details see Miss Ruth Wildman or email:

ruth.wildman@caistorgrammar.com





COMPUTER SCIENCE

EXAMINATION BOARD: AQA

Studying Computer Science will help you secure courses at any university in a variety of disciplines including Mathematics, all the Sciences and Engineering as well as Computer Science itself. Building on what you have learnt at GCSE level, the main topics include programming, mathematical principles and computer architecture. Those that complete the course will leave as competent problem solvers with a skill set that is highly valued in this modern world.

Course Outline

The course consists of three sections: Paper 1, Paper 2 and a Non-Examination Assessment.

Paper 1 is a 2.5hr on-screen examination (worth 40% of the qualification) that tests your ability to program. You will answer a series of short questions and write programs in an Electronic Answer Document provided by AQA. The topics for Paper 1 include the fundamentals of algorithms and the Theory of Computation.

Paper 2 is a 2.5hr written examination (worth 40% of the qualification) that tests your knowledge of a variety of topics including Networking, Databases, Big Data and Functional Programming.

The Non-Examination Assessment (worth 20% of the qualification) assesses your ability to use the knowledge and programming skills gained on the course to solve or investigate a practical problem. You will be expected to follow a systematic approach to problem solving.

Examinations take place at the end of the two year course.

ENTRY REQUIREMENTS FOR A LEVEL COMPUTER SCIENCE

- A **grade 6** or above in **GCSE Computer Science** or
- If you have not studied GCSE Computer Science you need a **grade 6** or above at **GCSE Mathematics**.



For further details see Mr Michael Robinson: michael.robinson@caistorgrammar.com

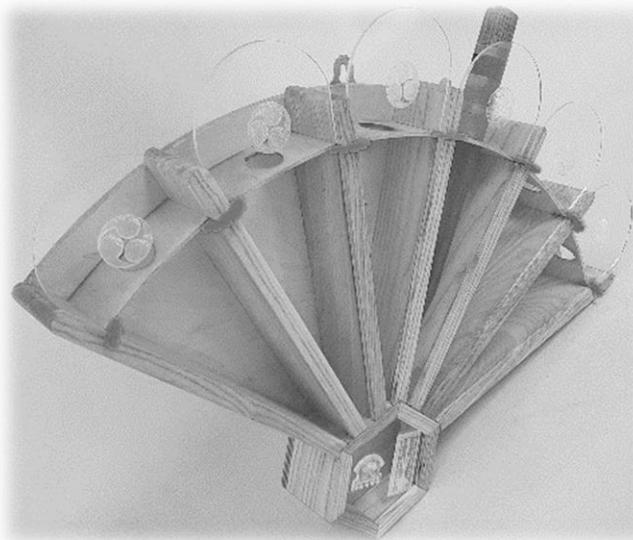
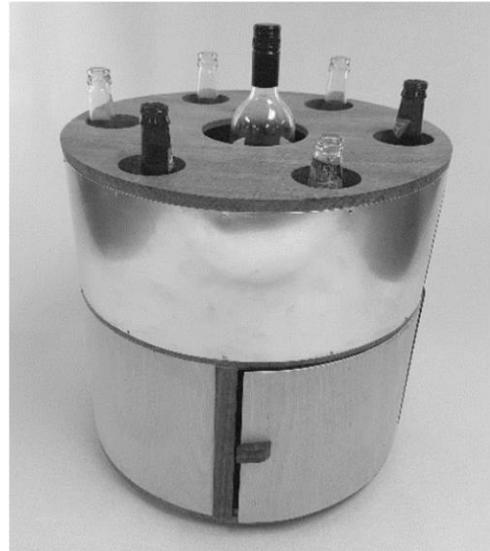


DESIGN AND TECHNOLOGY

EXAMINATION BOARD: EDEXCEL

This course will further develop the skills, knowledge and understanding introduced during the GCSE Design and Technology course. An interest in how everyday products are designed and manufactured is essential. Expertise with a variety of CAD and CAM hardware and skills will be extended throughout the course. How commercial products reach the market will be explored in detail.

Independent study will take several forms including independent research, design folder work and past examination questions. You will be encouraged to use the department's workshop and design facilities during study periods.



The Design Project is an open brief and will be negotiated with each individual student who are required to develop a working partnership with a client for the product.

If you would like to see examples of A level Design and Technology work look out for displays within the department and visit the D&T Exhibition in early March.

Further information can be found on the Edexcel Website: www.edexcel.org.uk

Structure	Method of Assessment:
<u>Component 1</u> : Principles of Design & Technology	2 ½ hour exam paper (50%)
<u>Component 2</u> : Design and Make Project	Design Folder and product (50%)

ENTRY REQUIRMENTS FOR A LEVEL DESIGN & TECHNOLOGY

A **grade 6 at GCSE D&T** is required for students wishing to study D&T at CGS. Any students not studying GCSE D&T will need to present a portfolio of work to Mr Donington.

For further details see Mr Phil Donington email: phil.donington@caistorggrammar.com



ENGLISH LITERATURE

EXAMINATION BOARD: AQA

Specification A (Love through the Ages/World War I and its Aftermath)

Studying English Literature at A level gives students an opportunity to develop an interest in, and enjoyment of, English Literature, through reading widely, critically and independently, across different periods in time, genre and gender. The course will involve the study of a selection of prose, poetry and drama from the 16th Century to the present day.

Students are encouraged to read as widely as possible so that they are able to place their set texts firmly within their literary and social context. They will also need to acquaint themselves with a wide range of different critical interpretations. Theatre, residential trips and lecture visits are an integral part of the course.

THE COURSE

The exact content of the course will be handed out to prospective students at the Open Evening but will also be available from the English Department.

Paper 1: Love through the Ages

You will study two texts: Othello and The Great Gatsby, together with an AQA anthology of love poetry.

In the Exam: Section A – you will answer one passage-based question on Othello; Section B – a compulsory essay question based on two unseen poems; Section C – one essay question (from a choice of two) that links the AQA anthology with 'The Great Gatsby'.

Paper 2: Texts in Shared Contexts (World War One)

You will study three texts (one poetry: 'Up the Line to Death', one prose: 'A Long Long Way', and one drama: 'Journey's End') and practise analysis of unseen prose material about World War One.

In the Exam: Section A – you will answer one question from a choice of two on the poetry anthology 'Up the line to Death'; Section B – you will answer one compulsory question on an extract of unseen literary prose; Section C – you will answer one question that compares 'A Long Long Way' to 'Journey's End'.

Coursework (Non-Examined Assessment): Texts Across Time

You will write a comparative critical study of two equally weighted texts by two different authors (one of these texts must be pre 1900). You cannot use examination texts that you studied for in Paper 1 or Paper 2 of the examination.

ENTRY REQUIREMENTS FOR A LEVEL ENGLISH LITERATURE



We require that students have at least a **Grade 6 in GCSE English Literature and at least grade 5 in English Language**. Students who express an interest are advised to discuss their suitability for the course with their class teacher or the Head of English.

For further details: Mrs Briony McNeilly - briony.mcneilly@caistorgrammar.com



FRENCH

EXAMINATION BOARD: AQA

A level French builds on the knowledge, understanding and skills gained at GCSE and equips students to become confident and fluent speakers and writers of one of the key world languages. French is a subject highly valued as a rigorous academic subject (one of the facilitating subjects) by universities for a whole variety of courses, from Modern Languages and Literature to History, Politics and Law. French also complements many competitive science courses such as Engineering and Medicine. With the high level of competence in the language gained at GCSE, by continuing with French in sixth form, students will acquire a skill which will set them apart from their peers in the international employment market of the 21st century. French remains the European language which is most sought after by major companies across the continent and globally.



The language is studied through a variety of topics relating to French society, culture, history and politics. The topics studied over the two years are as follows:

Paper 1
Reading, Translation, Listening and Writing: 2 ½ hours. This makes up 50% of the A level
There are 12 topics covered over 2 years:
<ul style="list-style-type: none"> • The changing nature of family • The digital world • The place of voluntary work • French heritage • Crime and punishment • French contemporary music • Technology • Cinema • Politics and teenagers • Politics and immigration • Trade Unions and Strikes • A Diverse society
Paper 2
Writing: 2 hours. This makes up 20% of the A level.
In addition to the above, A level students will study one film and one written text and write an essay in French on each of them. This year we have studied the film 'Un Long Dimanche de Fiançailles' and read 'Un sac de Billes'
Paper 3
Speaking: (approximately 20 minutes). This makes up 30% of the A level.
An individual research project. Students can choose any topic relating to French society or culture which interests them. The research will be then presented and discussed in the speaking exam at the end of the two year course. There is also a 5 minutes discussion on 1 of the topics from paper 1.

ENTRY REQUIREMENTS FOR A LEVEL FRENCH

The minimum requirement for studying French in sixth form is **a grade 6 at GCSE French**. More important, however, are a genuine interest in the language and culture of France and French speaking countries, a curiosity and desire to learn more about and discuss the world around us and an eagerness to develop and further skills which will prove invaluable for future study and careers.

For further details: contact Mr Andy Holland email: andy.holland@caistorgrammar.com



GEOGRAPHY

EXAMINATION BOARD: AQA – 7037

This A level Course, will excite students’ minds, challenge perceptions and stimulate their investigative and analytical skills.

Course Structure

Component 1 – Physical Geography (40% of A Level)	Component 2: Human Geography (40% of A level)
<p>Section A: Water and carbon cycles</p> <p>Section B: Either Hot desert environments and their margins or Coastal systems and landscapes</p> <p>Section C: Either Hazards or Ecosystems under stress or Cold environments</p>	<p>Section A: Global systems and Global governance</p> <p>Section B: Changing places</p> <p>Section C: Either contemporary urban environments or Population and the environment or Resource security</p>
Component 3: Geographical investigation (20% of A level)	
Students will complete an individual investigation of 3,000-4,000 words which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.	

ENTRY REQUIRMENTS FOR A LEVEL GEOGRAPHY



1. Students who have taken **GCSE Geography** need to have achieved at least a **grade 6**.
2. Students who have not taken Geography at GCSE will need a **grade 6 grade in English Language or English Literature**.

For further details: see Mr James Kay or email: james.kay@caistorgammar.com

**GERMAN****EXAMINATION BOARD: AQA**

A level German builds on the knowledge, understanding and skills gained at GCSE and equips students to become confident and fluent speakers and writers of one of the key world languages. German is a subject highly valued as a rigorous academic subject (one of the facilitating subjects) by universities for a whole variety of courses, from Modern Languages and Literature to History, Politics and Law. German also complements many competitive science courses such as Engineering and Medicine. With the high level of competence in the language gained at GCSE, by continuing with German in sixth form, students will acquire a skill which will set them apart from their peers in the international employment market of the 21st century. German remains the European language which is most sought after by major companies across the continent and globally.

The language is studied through a variety of topics relating to German society, culture, history and politics. The topics studied over the two years are as follows:

Paper 1	
Reading, Listening and Writing: 2 ½ hours. This makes up 50% of the A level	
<p><u>Aspects of German-speaking society</u></p> <ul style="list-style-type: none"> • Youth culture: fashion and trends, music, television • The changing state of the family • The digital world 	<p><u>Multiculturalism in German-speaking society</u></p> <ul style="list-style-type: none"> • Immigration • Integration • Racism
<p><u>Artistic culture in the German-speaking world</u></p> <ul style="list-style-type: none"> • Festivals and traditions (Feste und Traditionen) • Art and architecture (Kunst und Architektur) • Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute) 	<p><u>Aspects of political life in the German-speaking world</u></p> <ul style="list-style-type: none"> • German and the European Union (Deutschland und die Europäische Union) • Politics and youth (Die Politik und die Jugend) • German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)
Paper 2	
Writing: 2 hours. This makes up 20% of the A level.	
<p>In addition to the above, A level students will study one film and one written text. There is an excellent choice of modern German films and texts from which students can choose. The choice of film and text will very much depend on the interests and preferences of the students themselves.</p> <p>In recent years students have studied the film <i>Das Leben der Anderen (The Lives of Others)</i> and the novel <i>Der Vorleser (The Reader)</i> by Bernhard Schlink.</p>	
Paper 3	
Speaking: (approximately 20 minutes). This makes up 30% of the A level.	
<p>An individual research project. Students can choose any topic relating to German society or culture which interests them. The research will be then presented and discussed in the speaking exam at the end of the two year course.</p>	

ENTRY REQUIREMENTS FOR A LEVEL GERMAN

The minimum requirement for studying German in sixth form is **a grade 6 at GCSE German**. More important, however, are a genuine interest in the language and culture of Germany, a curiosity and desire to learn more about and discuss the world around us and an eagerness to develop and further skills which will prove invaluable for future study and careers.

For further details: contact Dr Dan Wilton email: dan.wilton@caistorgrammar.com



GOVERNMENT AND POLITICS

EXAMINATION BOARD: AQA

The A level course in Government and Politics aims to stimulate student's interest in political ideas, institutions and processes. We will teach the AQA specification (7152).

COURSE STRUCTURE

The core structure is made up of 3 units.

Unit 1: The government and politics of the U.K

Unit 2: The government and politics of the U.S.A and comparative politics.

Unit 3: Political ideas including conservatism, liberalism and socialism

Each of these units will be assessed by a 2 hour exam which involves a mixture of 'medium length' and essay style questions.

There will be a strong emphasis on students doing research and preparing materials for use in lessons. Class discussions and formal debates will be regular features. It is anticipated that the group will visit the Houses of Parliament at Westminster.

Students should aim to keep up to date with current affairs by:

- Reading a quality daily newspaper.
- Reading journals such as "The Economist" or "Political Review".
- Watching relevant current affairs programmes on TV such as Newsnight and The Politics Show.
- Making use of online resources including news websites and Pre-chewed politics.



ENTRY REQUIREMENTS FOR A LEVEL GOVERNMENT AND POLITICS

A grade 6 in GCSE English Language or English Literature or History.



For further details: see Mr Terry McTernan email: terry.mcternan@caistorgrammar.com



HISTORY

EXAMINATION BOARD: AQA

You should study A level History if you enjoy History and find it interesting, if you like finding information for yourself, questioning historical sources, looking at both sides of the argument and making your own argument. Keep your options open as History is both classed as a 'facilitating' subject for Russell Group Universities and highly regarded for developing critical skills and analytical thinking. As a history student, you will build up a picture from the evidence that has been left, look for prejudice in evidence, to sort out what is useful and reliable and what must be sifted out. You will develop empathy and understanding of the actions and achievements of others; learn how to put your case and argue it well; use evidence to draw conclusions and make judgements. These skills are highly desirable in *many* different careers; law, medicine, business, finance, accountancy, tourism, town planning, politics, journalism, research to name but a few.

Course Structure

Paper 1: Breadth study	Paper 2: Depth study	Coursework
Industrialisation and the people: Britain, c.1783-1885	Revolution and dictatorship: Russia, 1917-1953	Russia 1741-1861 Imperial Russia – Romanovs
Written exam: 2hrs 30 mins One compulsory source question and two essays from a choice of three. 40% of A-level	Written exam: 2hrs 30 mins One compulsory source question and two essays from a choice of three. 40% of A-level	Taught in class and done in 1 ½ terms allocated homework time. One question from a choice on Russian tsars. 20% of A-level

Britain, c.1783-1885.

Topics include: the Mince-Pie Ministry of Pitt the Younger, the crisis of the French Revolution, the Peterloo Massacre to the rise of the radicals, the rise of the police and the Gaols Act, the anti-slavery movement, Feargus O'Connor to the rise of the Chartists, Peel and the Irish famine, the collapse of the Conservatives in 1846, the rise of the Co-op with the mid-Victorian boom and the clash of the titans; Gladstone and Disraeli.

Russia, 1917-1953.

Topics include: the impact of the First World War, Rasputin, the 1917 February and October revolutions, the Russian Civil War, the murder of the Romanovs, Lenin's rule, Stalin's rise to power, the Five Year Plans for industry, the Stalinist cult, mass terror, defeat of the Germans in the Great Patriotic War, the Doctors' Plot, emergence of a superpower, the formation of a soviet bloc and Stalin's death.

Coursework.

A question on the motivations or ruling style or strength of the Tsars and Tsarinas; Russia's royal family.

ENTRY REQUIREMENTS FOR A LEVEL HISTORY

Students who have taken **GCSE History** need to have achieved at least a **grade 6**.

Students who have not taken History at GCSE will need a **grade 6 grade in English Language or English Literature**.

For further details: see Mrs Rachel Douthwaite email: rachel.douthwaite@caistorgrammar.com



MATHEMATICS

EXAMINATION BOARD: AQA

You need to enjoy Mathematics. You need to be a confident, independent mathematician. You must be unafraid of solving difficult problems and be willing to learn from your mistakes. You must be proficient at all GCSE topics, but in particular algebra, graphs, trigonometry and indices. You must be prepared to do a considerable amount of practice outside of lesson time.

NATURE OF EXAMINATION

There will be 3 x 2hour exams at the end of Year 13, covering content from the areas of pure mathematics, statistics and mechanics.



ENTRY REQUIREMENTS FOR A LEVEL MATHEMATICS

A **minimum of a grade 6 in GCSE mathematics** is necessary however.

For further details: see Mr Chris Frost email:
chris.frost@caistorgrammar.com

FURTHER MATHEMATICS

EXAMINATION BOARD: AQA

If you wish to study Mathematics at University, then you should do Further Mathematics. Generally, the harder the university to get into, the more desirable Further Mathematics becomes.

Physics, engineering, economics and related courses in Higher Education can all involve difficult mathematics so if you are strong in mathematics and firmly intend to specialise in these subjects, Further Mathematics should be considered as an option. Some universities are now requiring a qualification in Further Mathematics for entry into these subjects.

This is a subject for very able mathematicians. **It is taken as a SECOND A level along with Mathematics.**

NATURE OF EXAMINATION

There will be 3 x 2 hour exams at the end of Year 13, covering further pure mathematics, and additional applied mathematics topics taken from mechanics and discrete mathematics.

ENTRY REQUIREMENTS FOR FURTHER MATHEMATICS

The **minimum requirement is a grade 7 in GCSE mathematics** however, most prospective **Further Mathematics** candidates should be targeting a grade 8 or 9 in GCSE Mathematics.

For further details: see Mr Chris Frost email: chris.frost@caistorgrammar.com



MUSIC EXAMINATION BOARD: EDEXCEL

The A level examination in Music is 100% externally assessed and consists of one written examination paper and two non-examined assessment components.

There are three elements to this exam:

- Performing 30%
- Composing 30%
- Appraising 40%



Performing

Students must perform and record a solo or ensemble recital with a minimum of 8 minutes of repertoire.

Performances must be recorded after 1 March in the year of certification.

A minimum of 2 people must be at the recital. One must be the teacher.

Composing

Students must study composition and compositional techniques. A total of two compositions must be submitted.

One must be composed to a brief set by the exam board and the second can be either a free composition or also composed to a suggested brief. The composition must be at least 4 minutes in duration.

Total time across both submissions must be a minimum of 6 minutes.

Appraising *This will be a written examination lasting 2 hours*

Students will study, analyse and appraise Music in a variety of styles. They will develop a wider knowledge of the elements, context and harmonic language, enabling them to develop into confident musicians.

Students will apply their knowledge of set works through the context of these areas of study:

- | | |
|-------------------------------------|-----------------------|
| <i>Instrumental Music</i> | <i>Music for Film</i> |
| <i>Popular Music and Jazz</i> | <i>Fusions</i> |
| <i>New Directions</i> | <i>Vocal Music</i> |
| <i>Jazz, Fusion, New Directions</i> | |

ENTRY REQUIREMENTS FOR A LEVEL MUSIC

The minimum requirement is a **grade 6 at GCSE Music and grade 5 in theory and instrument** (practical). Students who have not studied GCSE Music require grade 5 in theory and instrument practice. Students need to be working at grade 6 standard for the start of the course. For the final year - Candidates need to be working at, at least Grade 7 standard (preferably Grade 8) in at least one instrument.

For further details: see Mrs Fran Thompson email: frances.thompson@caistorgrammar.com



CHRISTIANITY & THE PHILOSOPHY OF RELIGION/CHRISTIANITY & ETHICS

EXAMINATION BOARD: AQA

Students will study Philosophy and Ethics, with equal emphasis on both learning areas and both relating to Christian ideas, morals and practices. This course is a thought provoking subject and contemporary themes will help inspire students to actively engage in discussion.

The course is designed to allow students:

- To gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media.
- Develop an interest in and enthusiasm for a rigorous study of religion.
- Treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion.
- Use an enquiring, critical and empathetic approach to the study of religion.

Christianity & Philosophy of Religion (50% of total)	Christianity & Ethics (50% of total)
Students must develop knowledge and understanding of the following	
<ul style="list-style-type: none"> • God • The challenge from Science • Evil and suffering including the problem of evil and suffering, including Hick's soul making theodicy. The free will defence and Process theodicy. • Christianity and the nature and function of religion including the challenges of secularisation and Freud and Marx on the nature and function of religion. • Arguments for existence of God, including Design (Teleological), Ontological and Cosmological Arguments and criticisms • Sources of religious wisdom and authority in Christianity • Religious experience including the nature of religious experience including Visions, Numinous experiences and Mystical experiences • Self, death and the afterlife. The nature of soul and the possibility of continuing personal existence after death • Religious language is it meaningful or not? Including verificationism, falsificationism etc • Miracles 	<ul style="list-style-type: none"> • Key moral principles • Christian religious identity • Christianity and sexual identity, views on Marriage, adultery, divorce, feminism and homosexuality • Christianity and religious pluralism including the impact of migration and encounters with other faiths. • Normative ethical theories including Deontological (Natural moral law), Teleological (Situation ethics), Character based (Virtue ethics) and their application to the issues of theft and lying. • The application of natural moral law, situation ethics and virtue ethics to issues of human life and death such as the status and rights of the embryo; sanctity of life, Embryo research, cloning, 'designer babies, Abortion, Voluntary euthanasia and assisted suicide and Capital punishment. • The application of natural moral law, situation ethics and virtue ethics to issues of non-human life and death such as the status and rights of non-human animals including the use of animals as food, intensive farming.

ENTRY REQUIREMENTS FOR A LEVEL PHILOSOPHY & ETHICS

It would be advantageous to have studied R.E. at GCSE. A minimum **grade 6 at GCSE R.E.** is needed for students who have studied these courses. For students who have not taken the RE examination at GCSE a **grade 6 in GCSE English Language** is required.

For further details: see Mr Andy Hay email: andrew.hay@caistorgrammar.com



PHYSICS **EXAMINATION BOARD: AQA 7408**

Studying physics at school is excellent preparation for a range of challenging and rewarding degree courses and careers both inside and out of the sciences. This is why it is one of the ‘facilitating subjects’ most frequently cited as essential for entry onto courses at Russell Group universities.

A degree in physics has been worth considerably above average for some time, and this is likely to be the case for the foreseeable future. The CBI recently stated that 43% of employers are finding it difficult to recruit workers with skills in science, engineering, maths and technology and are therefore paying a premium for them.

Content	
<ul style="list-style-type: none"> • <i>Measurements and their errors</i> • <i>Particles and Radiation</i> • <i>Waves</i> • <i>Mechanics and Materials</i> • <i>Electricity</i> • <i>Further Mechanics and Thermal Physics</i> • <i>Fields and their consequences</i> • <i>Nuclear Physics</i> • <i>Medical Physics</i> 	
Paper 1	Paper 2
<ul style="list-style-type: none"> • written examination: 2 hours • 85 marks • 34% of A-level <p>60 marks of short and long answer questions and 25 multiple choice questions on content.</p>	<ul style="list-style-type: none"> • written examination: 2 hours • 85 marks • 34% of A-level <p>60 marks of short and long answer questions and 25 multiple choice questions on content.</p>
Paper 3	
Section A	Section B
Compulsory section: practical skills and data analysis	Medical Physics
<ul style="list-style-type: none"> • written examination: 2 hours • 80 marks • 32% of A-level <p>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.</p>	

There are many degree courses that can be considered by a keen student taking Physics A level. For example, Medicine and Medical Physics: Astrophysics and Geophysics: Electronics and Computing

ENTRY REQUIREMENTS FOR A LEVEL PHYSICS

For Physics a **grade 6 in Physics GCSE and a grade 6 in Maths is required**. Students with **grade 6 in Science and Combined Science at GCSE along with a grade 6 in Maths would be suitably qualified**. We recommend that students also study A level Mathematics and/or another Science subject.

For details: See Mrs Rachael Donoghue, email: rachael.donoghue@caistorgrammar.com

**PHYSICAL EDUCATION**

EXAMINATION BOARD: AQA

The course consists of 70% theory and 30% practical.

Coursework (30% of final mark)	Written Exam (70% of final mark)
15% from one practical area ONLY as a performer or a coach. 15% from a written piece of work based on analysis and evaluation of performance	2 x 2-hour exams. Content of the exams will be drawn from THREE key areas. 1. Anatomy and Physiology and Mechanics. 2. Psychology within Sport. 3. Socio-Historical influences on Sport.

Students will be assessed in **one** practical activity ONLY as a performer or a coach. Below is a list of activities that students may be assessed in:

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

ENTRY REQUIREMENTS FOR A LEVEL PHYSICAL EDUCATION

A minimum of a **grade 6 in GCSE PE**. If the student has not studied GCSE PE a **grade 6 in GCSE Biology** is required. It is advantageous to be performing regularly with a sports club or a school sports team.

For details: See Mr Andy Shutes, email: andrew.shutes@caistorgrammar.com



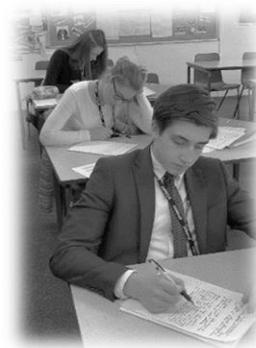


PSYCHOLOGY

EXAMINATION BOARD: OCR

Why study psychology?

Psychology is the scientific study of behaviour and the mind. It offers a unique educational experience that develops a distinctive and broad set of skills. It's located in scientific method and allows scope for extensive evaluation from a range of perspectives. Stimulating content is at the heart of this course which is designed to encourage students to think like Psychologists. Students will have the opportunity to develop a wide-ranging set of key skills, including being able to communicate effectively using appropriate language, to interpret and critically assess scientific data, and to research and critically evaluate a range of sources. The specifications also encourage the development of strong literacy and numeracy skills which will be of great benefit in further education, the workplace and society in general.



The AQA course has 3 main components which form the basis for the 3 exams. These are:

Component 1 - Introductory Topics in Psychology. This area aims to introduce students to a range of psychological concepts, theories and research exploring social influence, human memory, human and non-human attachment and psychopathology, with a particular focus on phobias, depression and obsessive-compulsive disorder.

Component 2 - Psychology in context. Students will gain an understanding of a range of different approaches in Psychology, including learning, cognitive, biological, psychodynamic and humanistic approaches, as well as insight into biopsychology and the influence of biological systems on mental processes. They will become familiar with the use of a range of research methods, scientific processes and techniques for data handling and analysis.

Component 3 - Issues and options in Psychology. This area aims to explore issues and debates in Psychology such as gender and culture, free will and determinism, the nature-nurture debate, holism and reductionism, idiographic and nomothetic approaches and ethical implications of psychological research. Students will also study 3 optional modules: relationships, stress and forensic Psychology.

The course is examined through 3 written papers at the end of year 13. All papers are 2 hours long and will have a mixture of multiple choice, short answer and extended response questions. There is no coursework in Psychology.

Psychology is a very useful A level to have as it lends itself to so many university courses and careers. It is classed as a science A level and therefore is useful for students wanting to enter medicine or other science-based careers. It focuses on explaining human behaviour so links to many different professions where people are the focus for example; education, the police and prison service, the medical profession, sport, marketing, advertising, human resources, etc.

ENTRY REQUIREMENTS FOR A LEVEL PSYCHOLOGY

Students will require a **grade 6 at GCSE English Language or Literature or History and a Grade 5 in Mathematics and Biology /Combined Science.**

For details: contact Mrs Jeanette Richardson, email: jeanette.richardson@caistorggrammar.com



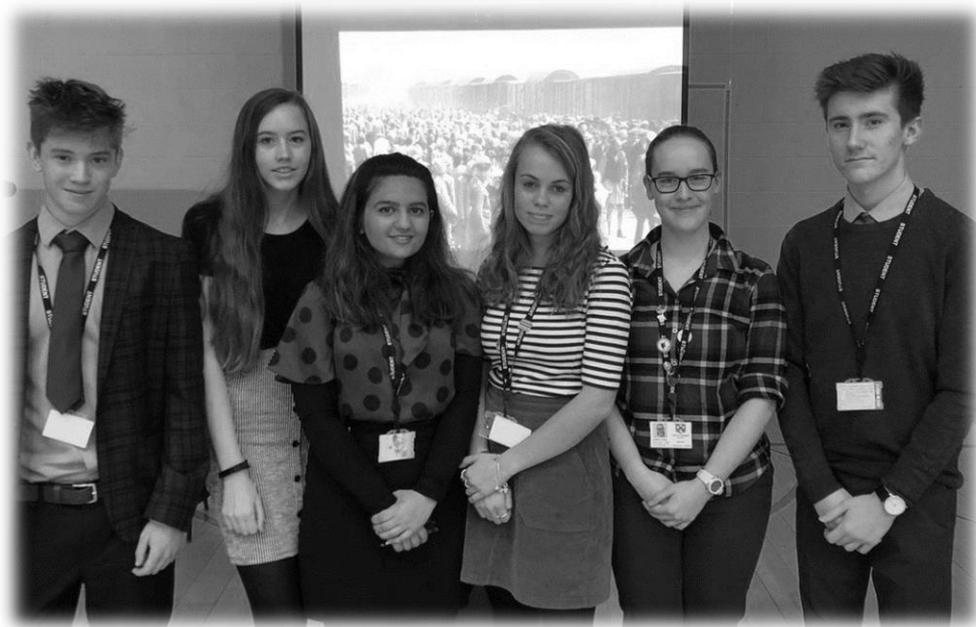
THE EXTENDED PROJECT QUALIFICATION (EPQ)

The EPQ is a self-motivated project that carries the same UCAS points as an AS level. You will complete the project over the course of Year 12.

There are several types of EPQ: you can write a research-based report, put on an event like a fashion show or charity fundraiser, or make something – like a piece of art or a game. Generally though, the project takes the form of a 5,000 word research essay on a targeted, specific subject that must not overlap with information covered in your A level subjects.



It requires self discipline and independent research on a topic of your own choice. You will have regular meetings with a supervisor and take a programme of skills lessons, but it is much more self-motivated than most qualifications. What you study and how you do it is up to you.



For details: Mr Richard Davey. Email: richard.davey@caistorgrammar.com



CAREERS

Careers provision

Mrs Kathryn Bradbury is the Careers Leader at CGS. Her contact details are

kathryn.bradbury@caistorgrammar.com

Mrs Amanda Watson is our independent Careers' Advisor. She works with Sixth Form students on a Friday and is also available at Y12 parents' evenings for appointments.

Our Y12/13 Careers programme is delivered throughout the year, with a focus on post 18 options. Guest speakers are also regularly invited to talk about a wide range of career options. Students in Y12 are encouraged to visit relevant open events and are also encouraged to attend our biennial Careers Evening – the next one will be in October 2021.

THINKING AHEAD

APPLYING TO UNIVERSITY

You need to apply through UCAS (Universities and Colleges Admissions Service) using an online application system.

You will need to start thinking about the application up to 18 months before your intended University start date.

To help with this process our experienced Sixth Form staff will guide you through the process, including the writing of a personal statement. The personal statement is a very important part of your UCAS application. In just 47 lines (4000 characters) you have to convince university admissions tutors that you are totally committed to your chosen subject. This is your chance to sell yourself and secure an offer of a place. At CGS your tutors and subject staff will support you in making sure that your statement reflects your personality, as well as showing your motivation and commitment. Universities are now interviewing less students and rely heavily on the personal statement when assessing academically equivalent applications.

LIFE AFTER CGS - RECENT UNIVERSITY DESTINATIONS

A high proportion of students leave CGS to go to university with the majority gaining entry to Russell Group Universities. University & degree choices of CGS students in the last four years include:

University	Degree Choice	
Bangor	History & English Literature	Chinese & French
Bath	Civil Engineering	Business Administration
Birmingham*	Biochemistry Medicine History & Political Science	Modern Languages Classical Literature & Civilisation
Bishop Grosseteste	Primary Education	
Bristol*	Aerospace Engineering Mathematics & Physics	Mathematics Environmental & Geo Science
Buckinghamshire	Air Transport/Commercial Pilot Training	
Cambridge*	English Mathematics History Medicine	Modern & Medieval Languages Law Computer Science
Cardiff*	Engineering	Law
University of Chester	Archaeology	
City, London	Aeronautical Engineering	
Coventry	Biomedical Science	
Derby	Forensic Science	
De Montfort	Product Design	



University	Degree Choice	
Durham*	Archaeology Classics General Engineering History Law	Modern Languages & Cultures Politics Philosophy, Politics & Economics Psychology
East Anglia	Medicine	
Edinburgh*	Medicine Business Management	Spanish
Essex	International Economics	Economics
Glasgow*	History	Ancient History/Celtic Civilisation
Harper Adams	Agri-Food Marketing with Business Studies	Agriculture with Mechanisation
Hertfordshire	Pharmacology	
Huddersfield	Broadcast Journalism Pharmacy	Science Forensic & Analytical Science
Hull	Biomedical Science Chemical Engineering Computer Science Dual Language	Mathematics Music Physics Law
Hull York Medical School	Medicine	
Imperial College, London*	Medicine	Computing
Kent	Ancient History Chemistry	Sociology & Politics
Kings College, London*	Classical Studies	French & History
Lancaster	Engineering Mathematics Law	Geography Physical Geography Natural Sciences
Leeds*	Chemical Engineering Chemistry Classical Civilisation Dental Surgery English & film Studies English & Philosophy English Language & Literature Geography History	Journalism Mathematics Mechanical Engineering Medicine Natural Sciences Pharmacology Politics Social Work
Leeds Beckett	Audio Engineering Biomedicine Primary Education	Product Design Sports Business Management Sports & Exercise Science
Leeds College of Art	Fine Art	
Leeds College of Music	Music (Songwriting)	Music (Popular/Production)
University of Central Lancashire	Journalism	
Leicester	Electrical & Electronic Engineering History & Politics	Medicine
Lincoln	Electrical Engineering English English & Creative Writing Forensic Science	Illustration Law Physics Zoology



University	Degree Choice	
Loughborough	Accounting & Financial Management Aeronautical Engineering Automotive Engineering Computer Science Electronic & Computer System Engineering Electronic & Electrical Engineering Engineering	History Industrial Design & Technology Manufacturing Engineering Management Sciences Physics Product Design Engineering
Liverpool*	Computer Science Medicine	Law
Liverpool John Moores	Sport & Exercise Science	
Manchester*	Architecture Biomedical Science Economics English Literature Law	Life Sciences Materials Science & Engineering Modern Language & Business Management Music Pharmacology
Manchester Metropolitan	Criminology & Sociology Human Geography	Sports Management
Middlesex	Accounting & Finance	
Newcastle-Upon-Tyne	Accounting & Finance Biochemistry Biomedical Science Chemistry with Medicinal Chemistry Civil Engineering Classical Studies Classical Studies & English Economics & Finance Geography Law	Linguistics with German Marine Technology Mathematics Medicine & Surgery Modern Languages & Linguistics Politics Politics & History Sport & Exercise Science
Northumbria	Biomedical Science	Psychology
Nottingham *	Chemical Engineering Chemical & Environmental Engineering History Mathematics	Medicine Physics Physiotherapy Veterinary Medicine
Nottingham Trent	Biochemistry Broadcast Journalism	Law
Oxford*	Chemistry Mathematics	Philosophy, Politics & Economics
Oxford Brookes	Architecture	Engineering Foundation
University of Portsmouth	Marine Biology	
Queen Mary, London*	Dentistry	Mathematics with Actuarial Science
Reading	Microbiology	
Roehampton	Classical Civilisation	
Royal Holloway, London	Criminology & Psychology Physical Geography	Zoology
Royal Conservatoire of Scotland	Film Making	
Salford	Sports Science	



University	Degree Choice	
Sheffield*	Aerospace Engineering Biomedical Science Business Management & Economics Chemical Engineering Computer Science Dentistry East Asian Studies English Literature Geography	Health, Sport & Social Care History Japanese Studies Law Law & Criminology Material Science & Engineering Mathematics & Statistics Medicine Physics
Sheffield Hallam	PE & School Sport Human Biology	Sport & Exercise Science
University of Southampton	Aeronomics & Astronomy	Physics with Space Science
St. Andrews	Economics	German & Management
St George's, London	Biomedical Science	
St. Mark & St. John	Speech & Language Therapy	
Staffordshire	Web Development	
Stirling	English Studies	
University of Surrey	Music & Sound Recording	
Swansea	Sports Materials	
University of Teeside	Business Management	
University College, London*	Medicine	
Warwick*	Computer Science Law	Mathematics & Physics
York*	Actuarial Science Biology Biomedical Sciences Computer Science/Cyber Security English	English & Philosophy Environmental Science German & Italian History
York St John	English Literature & Film Studies Primary Education	Psychology

***Denotes a Russell Group university. (The Russell Group is a catch all term for a group of leading universities with a shared focus on research and a reputation for academic achievement.)**



SUMMARY OF ENTRY REQUIREMENTS FOR SIXTH FORM STUDENTS AT CGS

- ✓ A **GCSE grade 4** in Mathematics and English Language or Literature, **plus**
- ✓ **4 GCSE passes at least at grade 6**, with a **minimum of a grade 6** in each of the **subjects** to be studied at A level.
- ✓ The **minimum requirements** for **individual subjects** are summarised below.

SUBJECT	HEAD OF DEPT.	Minimum Subject entry requirements	E-MAIL ADDRESS
Art & Design	Mrs Rachel Porter	Grade 6 GCSE Art	rachel.porter@caistorgrammar.com
Biology	Mr Gavin Cooke	Grade 6 at GCSE Biology or at both Science/ Additional Science & Grade 5 in GCSE Mathematics	gavin.cooke@caistorgrammar.com
Chemistry	Mrs Heidi Leaning	Grade 6 at GCSE Chemistry or Grade 6/6 Additional Science & Grade 6 Maths	heidi.leaning@caistorgrammar.com
Classical Civilisation	Miss Ruth Wildman	Grade 6 at English Literature or Language or History	ruth.wildman@caistorgrammar.com
Computer Science	Mr Michael Robinson	Grade 6 at GCSE Computer Science or GCSE Maths	michael.robinson@caistorgrammar.com
Design & Technology	Mr Phil Donington	Grade 6 at GCSE D&T	phil.donington@caistorgrammar.com
English	Mrs Briony McNeilly	Grade 6 at GCSE English Literature & at least a Grade 5 at English Language	briony.mcneilly@caistorgrammar.com
French	Mr Andy Holland	Grade 6 at GCSE French	andy.holland@caistorgrammar.com
Geography	Mr James Kay	Grade 6 at GCSE Geography or Grade 6 in English Literature or Language	james.kay@caistorgrammar.com
German	Dr Dan Wilton	Grade 6 at GCSE German	dan.wilton@caistorgrammar.com
Government & Politics	Mr Terry McTernan	Grade 6 at GCSE English Literature or Language or History	terry.mcternan@caistorgrammar.com
History	Mrs Rachel Dowthwaite	Grade 6 at GCSE History or Grade 6 in English Literature or Language	rachel.dowthwaite@caistorgrammar.com
Maths	Mr Chris Frost	Grade 6 at GCSE Maths	chris.frost@caistorgrammar.com
Further Maths	Mr Chris Frost	Grade 7 at GCSE Maths	chris.frost@caistorgrammar.com
Music	Mrs Fran Thompson	Grade 6 at GCSE Music & Grade 5 in theory and instrument	frances.thompson@caistorgrammar.com
Philosophy & Ethics	Mr Andy Hay	Grade 6 at GCSE RE or Grade 6 in English Language	andrew.hay@caistorgrammar.com
Physics	Mrs Rachael Donoghue	Grade 6 at GCSE Physics or Grade 6/6 Additional Science & Grade 6 Maths	rachael.donoghue@caistorgrammar.com
Physical Education	Mr Andy Shutes	Grade 6 at GCSE PE or Biology	andrew.shutes@caistorgrammar.com
Psychology	Mrs Jeanette Richardson	Grade 6 at GCSE English Language/ Literature or History and a Grade 5 at Mathematics and Biology/Additional science	jeanette.richardson@caistorgrammar.com

**APPLICATION FOR ENTRY INTO THE SIXTH FORM - SEPTEMBER 2020**

I would like to be apply for a place in the Sixth form at CGS for September 2020.

Legal Surname:	Legal Forename(s):
Gender: Male/Female	Date of Birth:
CGS Form (if applicable):	School (if external candidate):
Home Address:	
Postcode:	
Telephone (Home):	Mobile:
e-mail address:	
Signed:	Student
Signed:	Parent/Guardian

FROM THE PROSPECTUS, LIST IN ORDER OF PRIORITY THE 3 OR 4 SUBJECTS YOU WOULD LIKE TO STUDY IN YEAR 12.

- There may be difficulties in giving everyone their full choice.
- Please put down a reserve subject as a possible alternative.

<input type="checkbox"/>	Please tick if you wish to study 3 A level courses and complete the* table below
<input type="checkbox"/>	Please tick if you wish to study 4 A level courses and complete the † table below

	*Please list the subjects you wish to study below (only three)		†Please list the subjects you wish to study below (four)
1		1	
2		2	
3		3	
		4	
Reserve		Reserve	

Please return this form to Mr Colin Sunter (Assistant Head) by **28th February 2020** so that your choices can generate the options blocks.

We will send you an update on your application by late March 2020.

Applications are accepted after this date, but it may not be possible to accommodate preferred options.