



ALDENHAM
— SCHOOL —

Aldenham Sixth Form







ALDENHAM
SCHOOL



Miss Katie Cooke

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WELCOME TO THE Sixth Form

Opening Welcome Message from Miss Cooke

Are you ready to be a leader?

The Sixth Form at Aldenham is where students take their final step in their education journey and their first step as leaders. It is the pinnacle of an **Aldenham education**: a time to bring together all they have learned, shape their own futures, and take their place as role models in our community. Our goal is not only to provide qualifications that enable students to launch into whatever wonderful pathway comes next – it is to **future-proof** our students, giving them the resilience, independence, and confidence to succeed in whatever lies ahead.

At Aldenham, **we believe every student can be a leader**, and our Sixth Form is built around three guiding pillars of leadership: **to lead from the front and the back** – showing initiative while also lifting others and supporting in the unseen moments; **to lead in every sphere** – in the classroom, on the sports field, on stage, and in service; and **to lead with integrity** – with kindness, respect, and confidence in who they are.

The opportunities are vast. Our Sixth Formers captain their Houses, become subject ambassadors, serve on the Student Leadership Team, chair the Student Council or Charity Committee, run House competitions, coach younger pupils in sport, or launch initiatives such as the Platt Podcast or the student-run school magazine. In every case, they learn that leadership is not simply about holding a title, but about shaping culture, supporting peers, and developing the skills they will need for the future.

Leadership is at the heart of Sixth Form life, but so too is **academic excellence**. Aldenham students consistently achieve outstanding A Level results, enabling them to progress to their first-choice universities in the UK and abroad, as well as specialist art schools, performing arts conservatoires, and elite sporting pathways. Yes, we help our students gain places at top-tier universities, but they may also find themselves performing on the West End stage, playing sport for their country, or writing the next chart-topping hit! **Our goal is for students to find what they love, and to pursue it with deep motivation and confidence.**

Every year, too, our students leave us for competitive degree apprenticeships and internships in the world of work. **Supporting them throughout is a dedicated Sixth Form Team**, including the Head and Assistant Head of Sixth Form, UCAS specialist tutors, and our excellent Careers Coordinator. With **personalised guidance** through every stage of applications and career planning, we ensure that every student has the academic foundation, the support, and the confidence to pursue the right pathway for them.



At the very heart of Aldenham lies the **House system**, which provides each student with a place of belonging. Every Sixth Former is part of a close-knit community where they are known and cared for as individuals by their tutors and Heads of House. Houses are spaces of friendship, responsibility, and identity; they are where students are challenged to lead, encouraged to support one another, and given the security to thrive. They leave us as fully-fledged Old Aldenhamians – well-rounded, resilient, aspirational, and above all, happy – ready to lead with integrity in the next stage of their lives.

I am extremely proud of our Sixth Form. Life here is busy, vibrant, ambitious, and full of opportunities – all within a community that knows you, supports you, and guides you. So, I leave you with my final question: **are you ready to take your place as a leader?**



Leading Across the World

At Aldenham, we believe that leadership extends far beyond the classroom walls. Our Sixth Formers are given unique opportunities to explore the wider world, to challenge themselves in unfamiliar environments, and to discover their ability to make a real difference. Whether through charity projects, cultural visits, sporting tours, or expeditions, these experiences are formative: they develop independence, resilience, and global awareness.

Making a Difference in Malawi

For over a decade, Aldenham Sixth Formers have travelled annually to Malawi to work with the charity Ripple Africa. This extraordinary experience sees students immersed in local communities, where they build toilets, teach in primary schools, and construct changu-changumotos – fuel-efficient clay stoves – with their bare hands. It is physically demanding and emotionally powerful, and every student returns with a deeper appreciation of global inequality and their own ability to contribute to positive change.

Adventuring in Cambodia

This year, students embarked on a World Challenge expedition to Cambodia. They budgeted their money, navigated daily challenges, and trekked through rainforest terrain, all while contributing to a clean water initiative in remote communities. The experience not only tested their endurance but also taught them how to work as a team, to adapt, and to lead under pressure – vital lessons for adult life.

Cultural Encounters and Reflection

Our students also benefit from opportunities to broaden their cultural and historical understanding. The annual ski trip to Europe or America is a highlight of the year, combining sport, camaraderie, and adventure. Equally powerful, but much more sombre, is the visit to Poland, where students explore concentration camps and sites of remembrance, deepening their knowledge of the Holocaust and reflecting on the importance of humanity, respect, and tolerance in our society.

Leading Through Sport Abroad

Aldenham's sporting tradition is enriched by international tours where Sixth Formers take the lead in setting the tone and example for younger teammates. In the last two years alone, our footballers have trained and competed in Madrid, our netballers have tested their skills in Dubai, and our cricketers have toured Sri Lanka. These trips demand dedication, adaptability, and leadership – both on and off the field – and give students memories, friendships, and confidence that last a lifetime.

At the heart of every trip is a simple truth: Sixth Formers are not just participants, they are leaders. They are expected to take responsibility, to rise to challenges, and to inspire those around them. In doing so, they discover that their capacity to lead reaches far beyond Aldenham, **preparing them for the global stage.**

Leading in Every Sphere

Leadership at Aldenham is not defined by titles or positions; it is a mindset that permeates every aspect of Sixth Form life. We believe that every student has the potential to lead – in the classroom, on the sports field, on stage, in service to others, and at the heart of our community. Leadership, like a muscle, needs to be stretched, exercised, and nurtured to grow strong. Our aim is to provide as many opportunities as possible for students to strengthen this muscle, offering meaningful leadership experiences in every sphere of school life.

Enrichment Beyond the Classroom

We believe that every situation is an opportunity to develop leadership. Formal dinners allow students to experience the art of fine dining, honing social etiquette and building confidence in professional settings, all while enjoying the company of peers and teachers. Guest speakers from a wide range of industries – from business leaders and creatives to scientists and entrepreneurs – offer insights into life beyond school, encouraging students to think ambitiously about their own futures. Networking breakfasts give students just a few minutes to make an impression, helping them develop skills in communication, confidence, and self-presentation that will serve them well in whatever path they choose.

Academic Leadership

Sixth Formers are expected to contribute to the intellectual life of the school. Les Philosophes, our academic society, hosts lively debates and guest lectures, and this year will launch its first ever Leadership Conference, entirely organised by students. Subject Ambassadors work closely with Heads of Department to make learning more engaging and accessible, helping to shape teaching and inspire younger students with their passion for their subjects.

Supporting Others

Aldenham leaders are defined not only by initiative but also by service. Sixth Formers act as peer mentors, guiding younger pupils through the challenges of school life. Many volunteer in the Prep School, where they read with children or run coding classes for Years 5 and 6, passing on both skills and confidence. These roles develop responsibility and empathy, reinforcing the idea that true leadership often means lifting others.

Leadership in Action

Our praeposter team – senior student leaders guided by our School Captains – receive specialist safeguarding and leadership training to prepare them for their responsibilities around the school. As trusted role models, they actively shape school culture, build bridges between staff and pupils, and support the wellbeing of their peers. Meetings are led by the Secretary, and team members hold each other accountable for initiating and driving new projects. Every member is expected to uphold the highest standards; our Student Leadership Team is appointed in recognition of their outstanding contributions to school life and their exemplary role-modelling.

Community and Collaboration

Every Sixth Former benefits from dedicated spaces designed to encourage collaboration and independence. Each House has its own common room, while the refurbished Sixth Form Centre provides a hub for socialising, working together, and building lasting friendships. Within these spaces, a strong study culture thrives: students revise collaboratively, share ideas, and prepare together for the demands of A Levels.

THE ACADEMIC

Programme

All students start with four subjects with the intention that, in the week before October half term of Year 12, they will make a reasoned and appropriate choice between the following three pathways:

1. Choose three subjects and an additional subsidiary subject. In the current academic year, we have offered the EPQ and Maths (Level 3) and we anticipate that these subjects will be available next year;
2. Continue with four subjects (if it is highly likely that four A or A* grades will be achieved) following appropriate discussions with the House team, the Head of Sixth Form and the Deputy Head (Academic); or
3. Carry on with three A-Level subjects only. We anticipate that this is likely to be the pattern followed by most of the year group.

Student performance is monitored throughout the course and communicated regularly via grade sheets and reports published on the portal. We aim to intervene actively if students fall short of their expected performance.

There are significant internal examinations in April of Year 12, the first week back in September and January of Year 13. External examinations take place in the Summer Term of Year 13. Results for public examinations are published in August.

SUBJECT CHOICES

One of our aims at Aldenham is to offer as much choice as possible to our students, avoiding many of the restrictions placed on subject combinations by other schools. If you confirm your intention to apply for the Sixth Form you will be asked to indicate your likely choice of courses in rank order following the mock exams in January of Year 11.

Students should discuss their choices with their parents, their Housemaster or Housemistress, their tutor, their subject teachers and/or Heads of Departments. At Aldenham the Head of Sixth Form, Careers Coordinator and the Deputy Head (Academic) are also available if further guidance is necessary.

The guiding principles should be 'what do you enjoy?', 'What are you good at?' And 'what do you need for the next stage of your life?'.



THE ACADEMIC

Programme

SUBJECT INFORMATION

The following information is provided to help you make decisions about the choices that face you.

You may already have an idea of what subjects interest you. However, you should read the outlines and watch the videos for each course, as some are quite different from the experience that you may have had at GCSE.

Also, you will discover that there are new courses offered here that might suit your interests. However, it is also imperative that you speak to those who have guided you in the past, such as your Housemaster/Housemistress and tutors, as well as the teachers and/or Heads of Department if you have a particular career or university course in mind. There is a huge number and variety of university courses on offer but please be aware many will require particular subject combinations for entry.

Finally, please note that some subjects may not be offered if the student demand is low. Please check with the School for further information

ENTRY REQUIREMENTS

It is important that students have good Mathematics and English Language I/GCSE passes (minimum grade 4 and preferably a grade 5 – see criteria below). A-Levels are challenging and subsequent university or career applications may depend upon passes in these subjects.

Under exceptional circumstances individuals may be allowed to continue into the Sixth Form without a grade 4 in maths and English and will be supported in resitting these exams at the School. As a general entry requirement to the Sixth Form at Aldenham, students should have at least 30 I/GCSE points from their 5 best I/GCSEs and also meet the subject specific entry requirements given in the table below or at least grade 7 in 3 subjects' entry requirements and at least one more grade 5 or above in the 4th subject entry requirement.

In cases where internal candidates have narrowly missed these entry requirements, we may consider allowing them entry to the Sixth Form if their average Year 11 'Attitude to Learning' grade is markedly better than the year group average.



Stephen Hosking

DEPUTY HEAD (ACADEMIC)

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A-Levels	Min. GCSE Maths	Min. GCSE Eng Lang.	At Least 30 points from best 5 I/GCSEs or 3 grade and the following...
...subject specific minimum grade requirements.			
Art	4	5	Grade 6 or above in Art but may accept other evidence of ability
Biology	5	4	Grade 7 or above in 1 of Biology/Combined Science
Business	5	5	N/A
Chemistry	5	4	Grade 7 or above in 1 of Chemistry/Combined Science
Computer Science	5	4	Grade 6 or above in Comp Science
Design Technology	5	4	Grade 6 or above in Design Technology
Dance	4	5	Grade 6 or above in Dance or PE but may accept other evidence
Drama	4	5	Grade 6 or above in Drama but may accept other evidence of ability
Economics	6	5	N/A
English	4	6	Grade 6 or above in English Literature
French	4	5	Grade 6 or above in French
Further Maths	8	4	N/A
Geography	4	5	Grade 6 or above in Geography
History	4	5	Grade 6 or above in History
Maths	7	4	N/A
Media Studies	4	5	N/A
Music	4	4	Grade 6 or above in Music but may accept other evidence of ability
Philosophy	4	6	N/A
Physical Education	4	5	Grade 6 or above in P.E. but may accept other evidence of ability
Physics	7	4	Grade 7 or above in 1 of Physics/Combined Science
Politics	5	6	N/A
Psychology	6	6	Grade 6 in 1 of English/Maths/Biology/Combined Science
Sociology	4	5	N/A
Spanish	4	5	Grade 6 or above in Spanish
Cambridge Extended Certificates	Min. GCSE Maths	Min. GCSE Eng Lang	Subject specific minimum grade requirements
Applied Science	5	4	Grade 5/5 in Combined Science or Grade 5 in 2 of the single sciences
Alternative Qualifications	Min. GCSE Maths	Min. GCSE Eng Lang	Subject specific minimum grade requirements
BTEC Sport	4	4	Grade 5 in PE or 5/5 in Science



THE CO-CURRICULAR Programme

Aldenham is renowned for its outstanding co-curricular provision. All students partake in sporting activities at least twice a week. Some students will play the major sports (football, hockey, netball, cricket and rounders) and will take part in competitive weekly fixtures, whilst others may choose other sporting activities including sailing, dance, squash, tennis, badminton and yoga. Sixth Formers also have access to Aldenham's well- equipped fitness suite which boasts a range of weights and cardiovascular machines.

There are numerous opportunities to get involved with the School theatre, either acting in a range of School productions or learning the ropes as a member of the stage crew. Students also benefit from our outstanding Music School, in which a traditional Recital Hall operates alongside state-of-the-art music technology equipment.

In addition, students benefit from a twice-weekly activities programme. During this time they have the opportunity to take part in a wealth of extra-curricular activities including (but not limited to):

- Young Enterprise;
- Photography;
- Model United Nations;
- Golf;
- Politics Society;
- Running Club;
- Film Club;

- Tricks;
- Chess Club;
- Computer
- Eco Garden.

Aldenham also boasts a thriving CCF and Duke of Edinburgh programme, both of which welcome new and existing Sixth Formers who are open to having new experiences, gaining new skills and enhancing their CVs.

There are also numerous opportunities to get involved in community service including:

- Volunteering at two local primary schools;
- The annual Year 12 trip to Malawi to work alongside the charity Ripple Africa;
- Helping to host a weekly lunch for a local care home;

This is merely a snapshot of co-curricular life at Aldenham School. We are rightfully proud of our reputation for co-curricular excellence; the personal development opportunities Aldenham affords its Sixth Formers are unrivalled.

UNIVERSITY

Higher Education Applications

At Aldenham we take great care in supporting and advising our students as they transition beyond our school. We understand that these decisions can feel monumental and at times, overwhelming. It is our priority to reassure every student that we stand by their side throughout this journey, whether they are applying to UK universities, seeking opportunities abroad, exploring apprenticeships, or delving into career paths. We believe it is our duty to ensure that each student departs with a well defined trajectory that will inspire, challenge, and motivate them.

For UK university applications, we navigate the University and College Admissions Service (UCAS) process. Our responsibility as a School is to provide thorough, impartial and personalised information, guidance and advice to each student. The application process is one of the first big milestones where students can take an active step towards building their future. They learn valuable skills through the process, including time management, organisation skills and resilience. Although it is an independent and personal choice, our unwavering support is available to students at every turn.

We will closely support each student through the entire process; from helping them to register an account, to showing them how to complete the application forms correctly and finally to helping them click the 'submit' button! While some may embark on alternative and equally exciting paths, such as apprenticeships or employment, we believe in presenting every student with the option to pursue higher education.

Our support at Aldenham extends to coaching students in writing excellent personal statements, encouraging attendance at university open days, and engaging them in enriching workshops and discussions.

House teams take special care to ensure each student has an appropriate subject mentor dedicated to refining their personal statement to an exceptional standard, while providing expert advice in their chosen field. The UCAS journey begins for all students in the Summer Term of Year 12, with the goal of submitting applications by November of Year 13.

HSU students (refer to the following page) will adhere to an earlier deadline.



HIGHLY SELECTIVE

Universities (HSU)

The programme runs from the beginning of Year 12 and is designed to push students intellectually, taking them beyond the limits of their academic A-Levels in a challenging, rewarding and enjoyable manner.

The programme assists with the preparation of an application for a highly selective course (e.g. medicine or dentistry) or to a highly selective institution (e.g. Oxbridge). It is also open to students who wish to participate and who display impressive academic curiosity.

To ensure students' applications are as competitive as possible, the programme includes individualised personal statement assistance, timetabled lessons to push students beyond the A-Level syllabuses, mock interviews, student lecture series, educational visits and trips, as well as tailored Humanities and STEM activities. Students are exposed to a range of highly challenging academic scenarios. The aim of this is to facilitate students' comprehension of the range of skills and knowledge required for successful applications to highly selective courses and universities, as well as developing their written and oral academic confidence.

For any questions regarding university applications, please feel free to contact the Sixth Form team on the emails.



ALDENHAM
SCHOOL



Dr Paterson

**ASSISTANT HEAD
(ACADEMIC)**

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CAREERS

Programme

Careers Coordinator
Amanda Gale



At Aldenham, we are committed to empowering our students to make informed, independent choices that will enhance their life prospects and lead them towards pathways aligned with their aspirations and potential. Our Careers Programme offers a structured, supportive, and inspiring framework that enables pupils to develop both personal and professional skills as they plan for the future.

In the Sixth Form, careers education becomes more tailored and focussed, equipping students with the knowledge and confidence to navigate life after school.



OUR CAREERS PROGRAMME OFFERS:

- **Year 12 fortnightly careers sessions** covering:
 - University and apprenticeship options
 - Interview techniques
 - Post-school planning
 - Inspirational guest speakers
- **Year 12 Mock Interview Evening** which includes:
 - Interview skills/networking workshop
 - CV building workshop
- Year 12 trip to the UCAS exhibition
- One to one meetings available to all, offering personalised advice on career planning, higher education, work experience, and future pathways.
- **Tailored support** for CV writing, personal statements, apprenticeship applications, and UCAS guidance.
- **Bi-annual careers fair** which invites students to meet with employers, universities, apprenticeship providers, training organisations, and gap year companies — providing a valuable opportunity to explore options for the future. Also features Q&As on industry topics and business and CV workshops.
- **Termly business networking events** spotlighting industries giving students direct access to professionals and career insights.

Students also have access to Unifrog, the online careers and higher education platform. This invaluable tool enables pupils to research a wealth of careers and university options, complete personality and skills tests, and keep a record of their achievements and experiences right through to Year 13.

Students receive regular updates on work experience, career insights, and webinars to help build their CV and boost their applications.

Our Careers Programme is carefully mapped against the Gatsby Benchmarks, ensuring that every Aldenham student benefits from meaningful and relevant careers education throughout their school journey. We are also happy to meet with parents to support them in exploring career pathways and in guiding conversations with their children about future choices.

Through our comprehensive Careers Programme, we aim to ensure that every student is well-prepared to make informed choices, explore opportunities, and confidently plan their next steps after school. By combining tailored guidance, practical experiences, and access to expert resources, we support our students in achieving their aspirations and unlocking their full potential.

TESTIMONIALS FROM STUDENTS

“ I have found the careers programme in Year 12 very beneficial due to the wide varieties of speakers and opportunities to explore different industries. I particularly enjoyed the careers fair because I was able to access information from so many different people and industries. Whether it be the Grove and Hospitality or the Times and Journalism, I loved the fact that I was able to explore so many different career paths!

“ The internship has been amazing I've learnt so much and I even got to attend a fashion shoot, thank you so much for helping me get this opportunity.



A-LEVEL

Subjects

ART (FINE ART)

Head of Department:
Ms. H Slaughter
Examination Board:
Edexcel



Specification No: 9FA0

Aldenham School's Art Department enjoys quality facilities and a history of academic success. A-Level pupils have dedicated use of the Sixth Form studio and the spacious Art Cabin, which they can use throughout the school day in order to continue their independent studies. A-Level Art students will be given the opportunity to practically, critically and contextually develop personal work. They will use their own ideas, observations, experiences, environments and cultures to create work to build their portfolio, undertake written critical analyses and innovatively approach the final exam piece. Students are supported through specialist workshops, contextual visits and individual tutorials. The course is broken down into two components: component one, focusing on personal investigation and personal study is worth

Component 1: Coursework – 60% of the A Level

Component 2: Externally Set Assignment (ESA) – 40% of the A Level



BIOLOGY



Head of
Department:
Dr A Camenzuli
Examination
Board: AQA

Specification No: 7402

Students will be introduced to a number of exciting and current topics that include biological molecules, cells, genetics, immunity, evolution and ecology. Students will sit three exams at the end of Year 13. There is also a practical endorsement examination which is assessed internally and is reported on separately as a pass/fail. Students will have the opportunity to participate in a Biology field trip, to enable them to develop fieldwork techniques linked to the theoretical component of the specification whilst also gaining a wider appreciation of outdoor Biology.

Many students with A-Level Biology go on to study a wide range of courses at university, including Biology, Biomedical Sciences, Dentistry, Medicine, Physiotherapy and Veterinary Science. Biology is often required for degrees in Biochemistry, Chemical Engineering, Environmental Science, Nursing and Midwifery, Pharmacy, Sports Science and Psychology.

A-LEVEL

Subjects

BUSINESS

Head of Department:

Mr L Flindall

Examination Board: Edexcel

Specification No: 9BS0



Students will understand the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The content is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology, business ethics and globalisation. Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment

Due to the importance of numerical and evaluative skills required for Business, it is expected that students will have strong Mathematics and

English grades before embarking on the course.

An interest in contemporary events is also a prerequisite, as much of the course involves discussion of the current economic situation.



DESIGN AND TECHNOLOGY: TEXTILES

Head of Department:

Miss C Macdonald

Examination Board: AQA

Course Code: 7204



60% Personal Investigation, 40% Externally Set Assignment (non-exam assessment)

A Level Textile Design enables students to explore textiles as an expressive, creative and innovative art form. Students will develop their practical skills through experimentation with a wide range of materials, techniques and processes, which may include print, dye, stitch, fabric manipulation, construction and mixed media. They will investigate the work of relevant artists, designers and craftspeople, using these influences to inspire and develop their own individual ideas and personal style.

Throughout the course, students will learn to research and record from a variety of sources, experiment purposefully, refine their ideas and produce ambitious textile outcomes. They will be encouraged to work increasingly independently, take creative risks and communicate their intentions through both visual and written work.

The Personal Investigation is a sustained practical project supported by a written investigation of 1,000–3,000 words. The Externally Set Assignment takes place during the second year and allows students to select and develop a response to an AQA starting point, culminating in 15 hours of supervised time. The course provides excellent preparation for further study and careers in textiles, fashion, costume, surface design, interiors, art, craft and other creative industries.

A-LEVEL

Subjects

CHEMISTRY

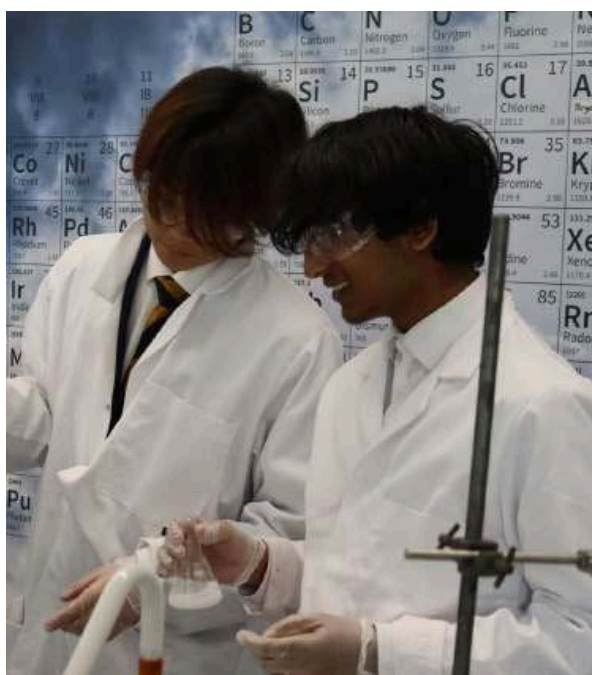
Head of Department:

Mr A Shead

Examination Board: OCR

Specification No: H432

Chemistry is a fascinating field of study, since it is so fundamental to our world. Chemistry plays a role in everyone's lives and touches almost every aspect of our existence in some way. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, as well as clean air, water, and soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy usage. Thus, studying chemistry is useful in preparing us for the real world. It is recommended that students have strong mathematical skills in order to study Chemistry A-Level.



DRAMA AND THEATRE

Head of Department:

Mr E Avdjian

Examination Board: Edexcel

Specification No: 9DR0



Any university course or career which requires public speaking, confidence, communication and cooperation will be pleased to receive applications from students with a

Drama qualification. This rigorous and dynamic A-Level will develop practical skills of acting, directing and devising Drama over the two year course. Alongside the practical work there is a substantial written element in the form of both coursework and a written examination. Students will study a range of plays (which they will approach as both a performer and director) for performance and written analysis. A high level of commitment is expected from students; previous production experience is a necessary starting point. A strong command of spoken and written English is essential for the performance and written elements. Pupils will need to attend theatre trips and any other essential activities such as watching the work of visiting theatre companies and participating in workshops. In addition they should expect to spend additional time rehearsing outside of lessons.

A-LEVEL

Subjects

COMPUTER SCIENCE

Head of Department:
Mr Nayake-Singh
Examination Board: Eduqas

Specification No:
601/5031/2
Course board: OCR Course Code: H446



Computer Science offers students a valuable mix of practical and academic skills that are in high demand. One of the key parts of the course is learning to code — an exciting and empowering skill that helps you see the world in new ways. Programming encourages creative thinking and sharpens your problem-solving abilities, which is why graduates in this field are so highly sought after by employers like banks, tech companies, and consultancies.

To get the most out of this course, students should already have a good programming foundation and feel comfortable writing python programs. You don't need a formal background in computing, but a genuine interest in how technology works, along with logical thinking and a willingness to solve problems, will help you succeed.

Assessment is based on a mix of coursework (20%) and exams (two modules worth 40% each), giving you the chance to show your skills in different ways.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN



Head of Department:
Miss C Macdonald
Examination Board: AQA
Course Code: 7552

50% Written examinations, 50% Non-examined assessment (NEA) Studying Design and Technology at A-Level will enable students with a flair for design to develop an understanding and appreciation for the world around them. We will help them to use their creativity and imagination to design and make prototypes that solve real world and relevant problems, whilst gaining an appreciation and understanding of global social, cultural and environmental issues in relation to engineering and technology. Students will learn how to consider their own and others' needs, wants and values as well as further developing skills of numeracy, computer literacy and attention to detail.

Two examination papers will be sat at the end of the A-Level course, testing understanding of technical, designing and making principles, together with specialist knowledge and understanding. They will also be required to undertake a substantial design and make task with portfolio (NEA) and produce a final prototype which they complete as coursework over approximately two terms.



A-LEVEL

Subjects

DANCE

Head of Dance

Louise Gall



Head of Department:

Examination Board: AQA

Specification No: 7237

Component 1: Performance and choreography

What's assessed

- Solo performance linked to a specified practitioner within an area of study
- Performance in a quartet
- Group choreography

How it's assessed

- Practical exam
- 80 marks
- 50% of A-level

Component 2: Critical engagement

What's assessed

Knowledge, understanding and critical appreciation of two set works.

- One compulsory set work within the compulsory area of study
- One optional set work within the corresponding area of study, from a choice of four.

How it's assessed

- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A-level

Questions

Two sections:

- Section A: short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study.
- Section B: two essay questions on the second set work/area of study (25 marks for each essay).



A-LEVEL

Subjects

ECONOMIC

Head of Department:
Mr L Flindall
Examination Board: AQA
Specification No: 7136



Students of Economics must apply economic theory to support analysis of current economic problems. They must also appreciate the interrelationships between micro economics and macroeconomics. Students will develop the knowledge and skills needed to understand and analyse data and to be able to think critically about issues and make informed decisions. They will also build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence is important. During their course of study, students will be encouraged to develop a critical approach to economic models and methods of enquiry.

Due to the importance of numerical and evaluative skills required for Economics, it is expected that students will have strong Mathematics and English grades before embarking on the course. An interest in contemporary events is also a prerequisite, as much of the course involves discussion of the current economic situation.



ENGLISH LITERATURE



Head of
Department:
Mrs Frankie Sykes
Examination Board:
WJEC/Eduqas

A-Level English Literature is a popular subject in the Sixth Form and gives students the chance to expand on the study of Literature undertaken at GCSE level by the detailed examination of more demanding and interesting texts than is possible at that level. The course is broken into four separate areas: Poetry (including both modern and classic texts) Drama (including Shakespeare, modern drama and other classic texts), Unseen Texts (including both unseen poetry and unseen prose) and Prose Study which is coursework-based.

Success at English Literature A-Level is dependent on the ability to read thoughtfully, to discuss with a breadth of mind, and to write with fluency and insight. There will be opportunities to study literature from the 16th Century to the present day and these studies can often be enhanced by trips to readings, study days and drama performances.

A-LEVEL

Subjects

EXTENDED PROJECT QUALIFICATION (EPQ)

Head of Department:
Mr Andy Gall
Examination Board: QA
Specification No: 7993



The Extended Project Qualification (EPQ) is an independent research project equivalent to half an A-Level. Students choose their own topic, plan and complete research, and produce either a 5,000-word dissertation or an artefact with a 1,000-word report.



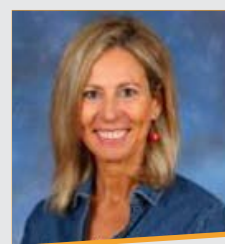
We begin the EPQ process after the first half-term of Year 12 (October) and complete it in the first half-term of Year 13 (October). Students select the EPQ at this point, once they have decided which of their four initial subjects they will be discontinuing. Students receive structured supervision and taught skills through regular meetings with an assigned supervisor, and present their projects to a non-specialist audience made up of Year 12 students and staff.

The EPQ offers numerous benefits including:

- UCAS points (equivalent to half an A-Level)
- Development of valuable independent research skills
- Enhanced university applications
- Opportunity to explore a passion beyond the curriculum
- Experience in project management and academic writing

Many universities explicitly recognise the EPQ in their offers, sometimes reducing A-Level requirements for students with strong EPQ results.

FRENCH



Head of Department:
Srta. M Bustamante
Examination Board: AQA
Specification No: 7652

This course offers students the opportunity to talk and write about an interesting variety of topics such as social issues and trends, political science and artistic culture.

Both teaching and examinations are conducted mainly in the target language and we do expect candidates to subscribe wholeheartedly to this ideal, as well as being keen to undertake self-motivated study and essential development of skills such as wider reading and listening practice outside the confines of timetabled lessons, using a wide range of materials and resources.

The course is naturally suitable for students with a linguistic ability who wish to increase their employment opportunities in an increasingly international world.

The final examination assesses the full range of language skills. Students will sit three exams:

Paper 1 (50%) - Listening, reading and writing (including translation) on a variety of themes.

Paper 2 (20%) - Writing on the novel and movie studied.

Paper 3 (30%) - Speaking including a presentation of the IRP (Individual research project).

A-LEVEL

Subjects

GEOGRAPHY

Head of Department:
Mr M Buckland
Examination Board:
Cambridge
International A-Level
Specification No: 9696



Geography at A-Level is a broad and diverse subject that offers students real scope for independent learning and enquiry.



The curriculum aims to develop a wide range of geographical skills. As a department we are seeking students who are eager to engage with the world around them and whose inquisitive minds create a thirst to understand how geographical systems interact within both natural and human environments. In Year 12 the students study Hydrology and Rivers, Atmosphere and Weather, Weathering and Geological Landscapes, Population and Demographics, Migration Processes and Settlement dynamics. In Year 13 more detailed courses are undertaken in Managing Coastlines, Life in Hazardous Areas, Environmental management and Global interdependence. All students will be expected to attend the four day residential field trip held early in the summer term during Year 12. A good proportion of our recent students have gone on to read Geography at university. Geographers have access to a wide range of possible future careers.

GOVERNMENT & POLITICS



Head of Department:
Mr B Fraiss
Examination Board: Edexcel
Specification No: 9PL0

The A-Level Government & Politics specification is designed to encourage students to develop their critical thinking skills and enhance their ability to interpret, evaluate and comment on the nature of politics. This is a very current A-Level and what is in a newspaper today may well be in an essay tomorrow. This is a rigorous subject that is respected by universities, especially given the demands of the new specification.

The subject is comprised of three modules with each one having their own exam. Students will study UK politics and government as well as the politics and government of the USA. There is also the opportunity to study core political ideas, such as conservatism, socialism, liberalism and nationalism.

Many students who have taken the A-Level in Government & Politics go on to study Politics or International Relations at university.



A-LEVEL

Subjects

HISTORY

Head of Department:

Mr B Frais

Examination Board: Edexcel

Specification No: 9HI0



This Modern History course follows the Edexcel specification. It is designed to cover at least 200 years through the three topics chosen for study. The course is also designed to give a variety of different types of historical study. There will be three linear courses with the exams at the end of Year 13 and one piece of coursework. The topics chosen are:

In search of the American Dream:
the USA, c1917–96

South Africa, 1948–94: from apartheid
state to 'rainbow nation'

Britain: losing and gaining an
empire, 1763–1914

Coursework, based on Chamberlain's
policy of appeasement and the
extent to which it was misguided

Students will be required to write at length and there will be an expectation that students research in depth. They will also need to show an understanding of the importance of primary and secondary sources. Many students who take History A-Level go on to study History or International Relations at university.



A-LEVEL

Subjects

MATHEMATICS

Head of Department:

Miss C Fulford

Examination Board: Edexcel

Specification No: 9MA0



An A-Level qualification in Mathematics is extremely well regarded by universities and employers as it demonstrates a student's ability to work in a logical and methodical way towards finding solutions to problems. People with well-developed mathematical skills are sought after in all sectors of industry.

The course is assessed by three equally weighted exam papers which are two hours each. The first two papers consist entirely of Pure Mathematics, whilst the third paper consists of Applied Mathematics (Statistics and Mechanics). The applied part of the course provides an excellent complement to other subjects, for example the statistical components of Psychology and Business Studies and the mechanical component of Physics.

FURTHER MATHEMATICS

Head of Department:

Miss C Fulford

Examination Board: Edexcel

Specification No: 9FM0

Further Mathematics is taken in conjunction with A-Level Mathematics. They are two separate A-Level awards and, consequently, are given twice the teaching time of a single Mathematics award.

It is a course for the Mathematics specialist and is often studied alongside Physics and Computer Science with a view to a career in Mathematics, Physics, Computing or Engineering.

In the first year students will complete A-Level Mathematics (see above). In the second year, a further four units are studied, of which Units 1 and 2 are Pure and Units 3 and 4 are Applied. A facility in algebra and a feel for numerical work are essential. Students taking this course must select it in both option blocks.



A-LEVEL

Subjects

MATHEMATICAL STUDIES

Head of Department:
Miss C Fulford
Examination Board: AQA
Specification No: 1350



This course is aimed at students who wish to pursue Maths as a support subject to their other A-Levels or for pleasure. The content of the course particularly supports DT, Business, Economics and Physics. It is a two year course which will be examined by two written papers. Paper 1 tests the Core content of the course, but schools may choose for Paper 2 between Statistical Analysis, Critical Path Analysis and Graphical Techniques. This will depend on the needs/interests of the students in each group.

Paper 1 - 1 hour 30 minutes - 60 marks

Analysis of Data, Maths for personal finance, Estimation, Critical analysis of given data and models.

Paper 2 - 1 hour 30 minutes - 60 marks

Topics include: Probabilities and estimation, Correlation and regression, Critical path and risk analysis, Expectation, Cost benefit analysis, Graphical methods, Rates of change and Exponential functions.

It leads to a qualification which leads to UCAS points (where A = 20 points). It has six lessons in the two week cycle.

MEDIA STUDIES

Head of Department:
Mr C Jenkins
Examination Board: CIE
Specification No: 9607



Media Studies is a popular subject at A-Level. It requires the ability to grapple with complex theoretical concepts and intricate, multifaceted issues and debates.

The subject offers the opportunity to combine a theoretical understanding of the mass media in society and methods of analysing media texts – television programmes, films, advertising, the press and websites.

The development of practical skills for media productions is vitally important. There is a balance of theory and practical work, which means that students will learn about how media industries operate, students will research and investigate issues and debates in contemporary media texts.

The course content is split into four components: Foundation Portfolio, Key Media Concepts, Advanced Portfolio and Critical Perspectives.



A-LEVEL

Subjects

MUSIC

Acting Director of Department:

Mr H Gharu

Examination Board: Eduqas

Specification No: A660PA

or A660PB



Music is an exciting, varied subject to study at A-Level and is well respected by many top universities due to the breadth of skills required to succeed in the course. The three elements of performing, composing and developing musical understanding (appraising) are carried forward from GCSE. The students can choose to specialise as either composers or performers in year 13, opting for either a 6 minute recital and 3 compositions or a 10 minute recital and 2 compositions. Students will do one composition from a choice of four briefs set by the board in the year of the examination, other compositions can be a free choice. All compositions will be submitted at the end of Year 13.

The musical understanding section consists of three areas of study: The Western Classical Tradition (The Development of the Symphony 1750-1900), a choice of Rock and Pop, Musical Theatre or Jazz and a choice of Into the 20th Century or Into the 21st Century. The exam consists of set work analysis with a score, comparison questions, an extended response on a wider context, short questions and aural dictation on unprepared extracts.

Students will be expected to contribute to the co-curricular music at the school and increase their wider listening by attending concerts in a variety of musical styles.



A-LEVEL

Subjects

PHILOSOPHY

Head of Department:

Miss A Morris

Examination Board: AQA

Specification No: 7172

Do we really know all that we claim to know? Is the human mind separate from the human body? Is there a proof for the existence of God? People have always raised profound questions such as these and the job of philosophers is to explore them in a disciplined fashion. Philosophy students develop the ability to apply reason with rigour, recognise important concepts, break down arguments into their significant steps, question debatable assumptions, learn about the history of theories and their wider implications, judge fairly and honestly, and communicate with clarity and precision.

The AQA Philosophy course consists of four units: Epistemology, Moral Philosophy, Metaphysics of Mind and Metaphysics of God. A student's final grade is based on two 3 hour written examinations to be taken at the end of Year 13. For this reason, we advise that students considering Philosophy are confident in their literacy ability. This subject will aid a student's learning in all academic subjects and is good preparation for most university degree courses.



PHYSICAL EDUCATION

Head of

Department:

Mr D Breeze

Examination Board:

WJEC Eduqas

Specification No: 601/8838/8



Components 1 and 2 of the course are theoretical. They are worth 35% each and cover the following topics: exercise physiology, training and performance; movement analysis, technology and biomechanics; sport psychology; skill acquisition; and sport and society

Component 3 is based on practical aptitude and coursework. It is worth 30% of the A-Level. 15% is assessed internally, based on the candidate's ability as a performer or coach in one approved activity.

The remaining 15% is also assessed internally and is based on the candidate's ability to produce a research-based piece of coursework which will analyse and evaluate personal performance to provide recommendations for refining performance.

A-LEVEL

Subjects

PHYSICS

Head of Department:
Mr J Dingsdale
Examination Board:
OCR (A)
Specification No: H556

A-Level physics is the starting point for many high flyers. Not only for those entering careers involving science, technology, engineering, and maths, but equally for those who want to pursue a career in finance, medicine or law.

An understanding of the core principles of physics has been at the heart of many of the technological developments of the last century. In the future it will underpin our searches for sustainable energy, quantum computing breakthroughs, environmentally friendly transport systems and advanced modern medical techniques. Students may go on to develop supersonic flight, space travel and satellite technology of the future.

Ideal candidates have strong maths and science skills, an enquiring mind, enjoy problem solving, exploring new concepts, and applying them in both the macroscopic Newtonian world and in the sub-microscopic quantum realm. Students will study such diverse areas as forces, fields, cosmology, waves, electrical circuits, motion, stars, nuclear physics, medical physics, thermal physics, and quantum physics. The final exam involves three written papers and students must also undertake a compulsory series of non-examined practical investigations as part of their overall assessment during their 2 years of study.

PSYCHOLOGY

Head of Department:
Miss Claudia Meister
Examination Board: OCR
Specification No: H567

Psychology is the scientific study of mental processes and human behaviour. In the course we focus on understanding the fundamental aspects of the human psych and its impact on behaviour. We do this through exploring five foundation areas in Psychology, looking at specific research and studies and applying knowledge to real life.

Paper 1 is Research Methods: the process of conducting and analysing psychological research across a range of different methods. Students are required to conduct their own practical work (although there is no course work required). The exam questions include multiple choice questions and extensive data interpretation and analysis questions. This requires scientific knowledge and 10% of the course focuses on mathematical requirements.

Paper 2 is Core Studies. Students study 10 pairs of Psychology studies - both a classic and a contemporary study in an effort to understand human behaviour. This is assessed with questions including a 15-mark essay.

Paper 3 is Applied Psychology, which focuses on issues in mental health and 2 options. As a school we choose Child Psychology and Criminology as the options as they are the most interesting to study and because many students choose to study Psychology at university with a focus on child development or criminology. Therefore, these topics serve as a good foundation of knowledge for the students.

A-LEVEL

Subjects

SPANISH

Head of Department:
Srta. M Bustamante
Examination Board: AQA
Specification No: 7692



Spanish is one of the most widely spoken languages in the world and it is an asset to have in this competitive world market. During this course the topics of social issues/ trends and political and artistic culture, as well as the multiculturalism and aspects of political life in the Hispanic world will be studied. In addition, one movie and one novel are studied alongside a great deal of grammar. The final examination assesses the full range of language skills.

Students will sit three exams:

Paper 1 (50%) - Listening, reading and writing (including translation) on a variety of themes.

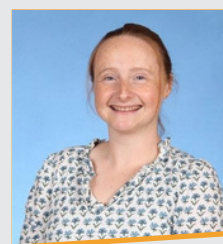
Paper 2 (20%) - Writing on the novel and movie studied.

Paper 3 (30%) - Speaking including a presentation of the IRP (Individual research project)

The course is suitable for students with a natural linguistic ability who wish to increase their employment opportunities in an increasingly international world. Our main aim is to provide students with a wide range of practical communicative skills in both the written and the spoken language for a variety of purposes in the world of work and leisure and for further study.

SOCIOLOGY

Head of Sociology:
Ms Alina McCrae
Examination Board: AQA
Specification No: 7192



Sociology is the study of society by exploring how and why it works the way it does. Studying sociology will give you a range of skills that are applicable in many areas of work such as critical thinking and analytical skills along with improving and research skills.

The course is assessed by three equally weighted exam papers. The first paper is focused on Education with Theory and Methods, the second paper is focused on Topics in Sociology such as Families and Households, the third paper is focused on Crime and Deviance.

The course will aid in a student's learning by developing their communication and evaluative skills and will be an excellent complement to other subjects such as Psychology and Business Studies.

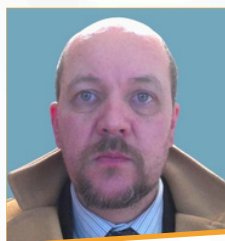


ALTERNATIVE QUALIFICATIONS

Subjects

APPLIED SCIENCE (ADVANCED ALTERNATIVE QUALIFICATION)

Head of Department:
Mr A Shead



Examination Board: OCR
Specification No: H151

We are delighted to offer, for the first time, the Cambridge Extended Certificate in Applied Science, an Advanced Alternative Qualification (AAQ) equivalent to an A Level. Aldenham is proud to join a growing number of schools broadening their academic provision by offering these fantastic alternative qualifications which are accepted by nearly all universities and higher education providers. Students can take the Extended Certificate alongside two A Levels, offering a flexible and ambitious pathway.

The course provides a broad foundation in Biology, Chemistry, and Physics, combining theoretical knowledge with practical laboratory work. Students will research, plan, and perform a range of experiments, developing applied skills and scientific reasoning. Assessment includes two external examinations (January and June) and three internal assessments, giving a more balanced mix of coursework and written assessment.

Qualification Grades and UCAS Points:

AAQ Grade	UCAS Tariff Points Earned	A Level Equivalent
Distinction* (D*)	56	A*
Distinction (D)	48	A
Merit (M)	32	C
Pass (P)	16	E

This course is ideal for students who:

- Prefer a combination of internal assignments and written exams rather than 100% terminal assessment
 - Wish to study a broad range of science subjects rather than specialising in one area
 - Want to continue studying Science through a flexible and applied pathway at a lower entry requirement level
- The Cambridge Extended Certificate is widely recognised by universities as equivalent to an A Level, earning UCAS points and supporting higher education applications while providing a rigorous, applied science pathway.

ALTERNATIVE QUALIFICATIONS

Subjects

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT (EQUIVALENT TO 1 A-LEVEL)

Exam board: Pearson (Edexcel)

Course overview

The BTEC Level 3 National Extended Certificate in Sport is a two-year, applied qualification designed for learners who want to progress to higher education or careers in the sport and active leisure sector. It combines theory (anatomy, physiology, fitness training, professional development) with practical performance and assessment in real sporting contexts.

Structure (typical pathway)

Over two years, students complete four units (three mandatory + one optional).

Mandatory units

- Unit 1: Anatomy and Physiology – externally assessed written exam (1 hour 30 minutes).
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being – externally assessed task set by Pearson, completed under supervised conditions (case study + 2 hour 30 minute written task).
- Unit 3: Professional Development in the Sports Industry – internally assessed coursework and practical evidence (e.g. CPD, reflection, employability skills).

Selected optional unit

- Unit 7: Practical Sports Performance – internally assessed through practical performance, observation, and reflective coursework.

Progression opportunities

Successful completion of the Extended Certificate (with appropriate grades) supports progression to:

- Higher education: Sport and exercise science, coaching, physical education, sports business, strength and conditioning, etc.
- Apprenticeships and employment: Coaching, fitness instructing, leisure centre manag







ALDENHAM

SCHOOL

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