THE NEWCASTLE SCHOOL **SIXTH FORM**

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WELCOME TO THE NEWCASTLE SCHOOL SIXTH FORM

It gives me great pleasure to welcome you to our Sixth Form, a distinctive and vibrant part of The Newcastle School. Whilst every stage of a pupil's educational journey is important, Sixth Form represents a true pinnacle; when ambitions take shape, independence grows, and futures are forged.

As the only independent Sixth Form in the area to offer both A Levels and CTEC qualifications, we take pride in supporting students towards a wide range of destinations; from prestigious universities to vocational degrees and highly sought-after apprenticeships. Our expert teaching, personalised guidance, and flexible curriculum ensure every student can progress with confidence. We place a strong emphasis on success as an individual journey, helping each student to build the self-belief and self-confidence that enables them to flourish academically and personally.

With over 20 subjects on offer, students typically study three core qualifications, complemented by enriching opportunities such as the Extended Project Qualification (EPQ) or the Sports Leaders Award. This flexibility, combined with tailored support, ensures that every pupil is challenged to achieve their very best.

Our Sixth Form goes far beyond academic study. Through our unique diploma provision, students participate in dedicated sessions designed to develop skills most valued by employers and universities, including problem solving, resilience, and critical thinking. Careers workshops, interview preparation, and work experience further prepare students to take their next steps with assurance. Our alumni have gone on to excel in medicine, law, business, sport, the arts, and more.

At the heart of our Sixth Form is care. Every student benefits from the guidance of a personal tutor and the unwavering support of our academic and pastoral team. Here, every future is taken seriously, and every success celebrated. In the pages of this booklet, you'll discover detailed information about each of the courses we offer, along with helpful advice on how they are structured. You'll also find a closer look at Sixth Form life here at The Newcastle School, designed to give you a real sense of what makes our community so distinctive, supportive, and exciting.

We look forward to welcoming you and helping you shape the next, most inspiring stage of your journey.

Warm regards,

Tracey Innes

Tracey Innes
Head of Sixth Form

CURRICULUM SUMMARIES

APPLIED BUSINESS

Subject Leader: Mr G Chapman (gchapman@newcastleschool.co.uk)

AQA/Level 3 Extended Certificate in Applied Business: 1832

Aims of the Course

- The course provides a broader and deeper understanding of business knowledge and skills
- The qualification also offers learners an opportunity to develop transferable skills, such as teamwork, research and communication, as part of their applied learning
- This qualification supports entry to a range of business and enterprise associated higher education courses, such as management, finance, entrepreneurship, and economics

Course Content

Five of the six units making up this qualification are mandatory. Learners will also be entered for one optional unit from a range of three to complete the six units required for the qualification.

In the qualification, the learner will cover topics such as:

- The role of finance in planning an enterprise, analysing and making financial decisions
- How business organisations use the human, physical and financial resources at their disposal to achieve their dynamic goals
- The nature of enterprising behaviour and how this can be personally utilised to best exploit
- Entrepreneurial opportunities within specific market conditions
- How managers organise, motivate and lead employees through change to achieve business objectives
- The skills and processes required to develop, present and evaluate a business proposal
- The skills and processes required to develop an e-business proposal for a new business
- The planning, coordination and management of a one-off event to support a business proposal
- The development of a marketing communications mix for a business proposal and a schedule of marketing communications

Each unit is based on four key business themes: people, markets, finance and operational delivery, which ensure that the qualification has a synoptic approach to learning.

Assessment

This qualification is 360 guided learning hours and is made up of five mandatory units, plus one optional unit from a choice of three.

Three of the five mandatory units are external assessments, all other units are internally assessed.

If pupils complete one year of the qualification they can cash in for a 'Level 3 Certificate in Applied Business' which is actually worth more UCAS points than an AS Level qualification. If pupils want to complete one year of study only they will complete the first three mandatory units.

In order to qualify for the certificate or the extended certificate learners must pass all units.

Career Opportunities

The transferable skills that are developed in the study of Applied Business will allow access to a range of career opportunities. However, there are certain sectors that are particularly relevant:

- Accounting
- Business
- Business Administration and Office Skills
- Enterprise and Entrepreneurship
- Information Technology
- Hospitality
- Tourism
- Marketing and Advertising

ART & DESIGN
FINE ART OR GRAPHICS

Subject Leader: Mr G Wells – Fine Art (gwells@newcastleschool.co.uk)
Ms J Clark-Hall – Graphics (jclarkhall@newcastleschool.co.uk)

AQA/Art and Design/Art ADV: 7202 and **Graphic Communication ADV:** 7203

Recommended Grade: 6 or above in the subject/related subject at GCSE

The A Level Art courses offer a wide range of opportunities: painting, drawing, printmaking, sculpture and digital design skills are all available and taught by specialist members of staff. We offer two endorsements: Fine Art and Graphic Communication. The courses are the same in structure but offer our pupils an opportunity to display their abilities in a variety of artistic disciplines and to demonstrate their understanding of these contexts.

Aims of the Course

The Fine Art and Graphics courses based on the AQA specifications should encourage students to develop:

- Intellectual, imaginative, creative and intuitive capabilities
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- An interest in, enthusiasm for and enjoyment of art, craft and design
- The experience of working with a broad range of media
- An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- An awareness of different roles, functions, audiences and consumers of art, craft and design

Course Content

Art & Design

The three terms of Year 12 Art will consist of set briefs which will enable you to discover new techniques and methods of working, together with the opportunity to develop your own expertise and personal interests in terms of approach. They will be concerned with observing, recording and drawing – basic skills which students should try to master in the early part of the course. Personal interests and expertise will be actively encouraged during the final part of both years of the course, when you will be expected to develop a more individualistic high level approach to the subject matter and to the handling of materials. In each module, the quality of your preparatory work will be the key to success.

Graphics

In Year 12 you will explore typography, word art, collage, digital painting, and printmaking through a series of mini projects aimed at developing your skills and confidence in Graphics. You'll learn how to use digital software to enhance and create your own digital artwork in Adobe Photoshop and Illustrator or Affinity Photo and Designer. You'll also become familiar with a wide range of graphical artists and styles, inspiring you to develop your own unique graphical style. In Year 13 you'll complete a Personal Investigation; you choose a focus and develop graphics for an outcome such as branding, a poster campaign, packaging design, illustrations, or cover artwork. After the Personal Investigation you'll prepare for the 15-hour exam in the spring from a selection of contexts set by the exam board.

ART & DESIGN
FINE ART OR GRAPHICS (continued)

Assessment

The coursework modules of A Level in Art & Design are subject to end-of-course assessment, comprising internal marking and external moderation. It is important to work hard from the outset, and gradually to increase your output to expand your range of skills and expertise throughout the course, with the objective of satisfying the demands of the syllabus.

Fine Art/Graphics

- 60% coursework/40% exam
- 1000–3000 word essay/15 hour exam

Career Opportunities

The transferable skills that are developed in the study of art and design will allow access to a range of career opportunities. However, there are certain sectors that are particularly relevant:

- Film and TV Production
- Advertising and Marketing
- Graphic Design
- Photography
- Architecture
- Interior Design
- Illustration
- Fashion
- Digital Industries e.g. Game Design, Web Design, etc.

BIOLOGY

Subject Leader: Mrs C Merrifield (cmerrifield@newcastleschool.co.uk)
AQA/Biology ADV: 7402
Recommended Grade: 7 or above in that subject or in Combined Science at GCSE

Aims of the Course

- To develop knowledge and understanding of content that is relevant to real world experiences in the area of biological sciences, promoting interest and enthusiasm for the subject
- To develop and demonstrate a deep appreciation of skills, knowledge and understanding of scientific methods
- To develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- To develop an interest in further study and careers associated with Biology

Course Content

The A Level Biology course has been split into eight units. Units 1-4 are designed to be covered in the first year of A Level. Sections 5-8 are taught in the second year of study.

A brief outline of each unit is given below:

Unit 1: Biological Molecules

The common chemistry shared by all life on Earth, including carbohydrates, lipids, proteins and nucleic acids.

Unit 2: Cells

The structure of cells and how this can be studied using microscopy and cell fractionation, how substances are transported between cells and the principles of cell division and recognition by the immune system.

Unit 3: Organisms and Exchange

Gas exchange in fish, insects and animals, digestion and absorption, the human circulatory system and mass transport in plants.

Unit 4: Genetic Information and Variation

The structure and function of DNA, protein synthesis, genetic mutations and the process of meiosis, the principles of natural selection, classification and biodiversity.

Unit 5 – Energy Transfers

The processes of photosynthesis and respiration, energy transfer in ecosystems and nutrient cycles.

Unit 6 – Homeostasis

Survival and response, receptors in the human nervous system, control of heart rate, nervous impulses and synaptic transmission, skeletal muscles, the control of blood glucose and water levels in the body.

Unit 7: Genetics, Evolution and Ecosystems

Inheritance, allele frequencies in a population, evolution and speciation, the study of population dynamics.

Unit 8 – The Control of Gene Expression

Stem cells, transcription and translation, gene expression and cancer, the human genome project and DNA technologies.

BIOLOGY (continued)

Assessment

Students will sit three written examination papers, details of which are outlined below.

Paper 1: 2 hours, 91 marks, 35% of A Level

Examines any content from Units 1-4, including relevant practical skills, with 76 marks awarded for a mixture of short and long answer questions, and 15 marks for extended response questions.

Paper 2: 2 hours, 91 marks, 35% of A Level

Examines any content from Units 5-8 including relevant practical skills, with 76 marks awarded for a mixture of short and long answer questions, and 15 marks for extended response questions.

Paper 3: 2 hours, 78 marks, 30% of A Level

Examines content from all units, with 38 marks awarded for structured questions, including practical techniques, 15 marks for critical analysis of given experimental data and 25 marks for one essay from a choice of two titles.

The A Level Biology course does not involve the completion of any coursework. Instead practical work will be assessed in the written examinations. A separate 'endorsement' of practical work will be awarded by teachers. If students pass, this will be reported on their certificate, independent of their A Level grade.

Career Opportunities

Biology is the science of life, and is a rapidly changing subject that is constantly in the news. Studying Biology at A Level will give you an appreciation of the diverse influence the subject has over our modern day lives – from developments in medicine to the impact of climate change on biodiversity.

Biology is one of the most popular A Level subjects in the UK, and is a great choice for students wishing to pursue careers in the following areas:

- Healthcare – including Medicine, Dentistry, Physiotherapy & Pharmacy
- Zoology
- Forensic Science
- Biological Research

Even if you do not wish to pursue a Biology-related degree or career, the subject will help you develop transferable skills that are useful in any further education course.

CHEMISTRY

Subject Leader: Dr S Holmes (sholmes@newcastleschool.co.uk)
AQA/Chemistry ADV: 7405
Recommended Grade: 7 or above in that subject or in Combined Science at GCSE

Aims of the Course

A Level Chemistry is an intellectually challenging, hands-on and stimulating course that provides students with a set of practical and analytical skills that are relevant to a wide variety of careers:

- To develop knowledge and understanding of content that is relevant to real world experiences in the area of chemical sciences, promoting interest and enthusiasm for the subject
- To develop and demonstrate a deep appreciation of skills, knowledge and understanding of scientific methods
- To develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- To develop an interest in further study and careers associated with Chemistry

Course Content

Students will follow AQA A Level Chemistry. AQA is the examination board used at GCSE and as such, this is a natural progression for pupils. The specification provides students with an excellent foundation from which to continue their study of Chemistry at University, should they choose to pursue the discipline further.

The course is divided into three units: Physical Chemistry, Inorganic Chemistry and Organic Chemistry.

A brief summary of the topics covered in each unit is given to the right, with certain subjects studied in Year 12 to allow the development of new concepts and ideas. These ideas are investigated and developed further in Year 13. Practical skills will be assessed during lessons throughout the year via practical laboratory sessions and also in written examinations at the end of the course.

Physical Chemistry

- Atomic structure (Y12)
- Amount of substance (Y12)
- Bonding (Y12)
- Energetics (Y12)
- Kinetics (Y12)
- Chemical equilibria (Y12)
- Redox reactions (Y12)
- Thermodynamics
- Rate equations
- Equilibria, extent of reaction and equilibrium constants Electrochemical cells
- Acids and bases

Inorganic Chemistry

- Periodicity (Y12)
- Group 2 (Y12)
- Group 7 (Y12)
- Period 3
- Transition metals, complex formation, redox titrations and catalysis
- Reactions of ions in aqueous solution

Organic Chemistry

- Introduction to organic Chemistry (Y12)
- Alkanes (Y12)
- Halogenoalkanes (Y12)
- Alkenes (Y12)
- Alcohols (Y12)
- Organic analysis (Y12)
- Optical isomerism
- Aldehydes and ketones
- Carboxylic acids
- Aromatic chemistry
- Amines
- Polymers
- Amino acids, proteins, DNA
- Organic synthesis
- NMR spectroscopy
- Chromatography

CHEMISTRY (continued)

Advanced Level Chemistry Assessment

The course is assessed via three written papers:

Paper 1
- Physical Chemistry
- Inorganic Chemistry
- Practical skills

- Written exam: 2 hours
- Extended and short answer questions
- 105 marks
- 35% of A Level

Paper 2
- Physical Chemistry
- Organic Chemistry
- Practical skills

- Written exam: 2 hours
- Extended and short answer questions
- 105 marks
- 35% of A Level

Paper 3
- Any content
- Any practical skills with emphasis on the required practical skills developed throughout the course of study

- Written exam: 2 hours
- Extended, short answer and multiple-choice questions
- 90 marks
- 30% of A Level

Notably, there is now no internal coursework that contributes marks towards the A Level grades. Instead, practical work will be assessed in the written examinations. A separate 'endorsement' of practical work will be awarded by teachers. If students pass this will be reported on their certificate and independent of their A Level grade. Students will also be required to take regular internal assessments in order to monitor progress. Feedback from internal assessments will be delivered directly to parents, tutors and students.

Career Opportunities

Chemistry is the science of materials and is a rapidly changing subject that is constantly in the news. Studying Chemistry at A Level will help you develop an understanding of patterns of behaviour and the influence that the subject has over our modern day lives – particularly of how chemical processes have been developed and to help us understand how materials behave and how they may be modified and improved.

Chemistry is a popular subject of study at A Level. It is considered as being a facilitating subject due to the number of transferable skills developed through its study thus allowing egress into a wide number of higher education courses.

Apart from the obvious career choices within the chemical industries there are many other job paths. These range through:

- Chemical Engineering
- Medicine (for which Chemistry is an essential subject choice)
- Dentistry
- Forensic Science
- Pharmacy
- Finance
- Business
- Agriculture

COMPUTER SCIENCE

Subject Leader: Mrs S Given (sgiven@newcastleschool.co.uk)
OCR/Computer Science/ADV: H446
Recommended Grade: 7 in Computer Science or Maths at GCSE

Aims of the Course

- Students will develop an ability to analyse, critically evaluate and make decisions
- Students develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence
- Students will develop an ability to analyse, critically evaluate and make decisions

Course Content

Component 1 – Computer systems

The computer systems component contains the majority of the specification content and is assessed in a written paper, recalling knowledge and understanding. It includes the following topic areas: characteristics of contemporary processors, input, output and storage devices; software and software development; programming; exchanging data; data types, data structures and algorithms; legal, moral, ethical and cultural issues.

Component 2 – The algorithms and programming

The algorithms and programming component relate specifically to problem solving skills needed to apply the knowledge and understanding from the first component. The component covers a range of elements regarding computational thinking, such as: elements of computational thinking, programming and problem solving; pattern recognition, abstraction and decomposition; algorithm design and efficiency and standard algorithms. The component also provides students with a short scenario in which problem-solving skills are required.

Component 3 – The programming project

The programming project is a practical portfolio-based assessment, with a task produced using a suitable programming language. Students will need to analyse a given problem, design a solution, implement the solution and provide a thorough evaluation. Mathematical skills are embedded throughout the three components.

COMPUTER SCIENCE (continued)

Assessment

- Computer systems written examination – 40% of A Level
- Algorithms and programming written examination – 40% of A Level
- Programming project – 20% of A Level

Computer Systems (Component 1)

Learners answer all the questions. There will be a mix of questions including short answer, longer answer and some higher tariff questions that will test the quality of extended responses. The whole of the computer systems content will be covered over the life of the specification. Questions may contain, for, example, following and correcting algorithms and programs, software development and legal and moral issues.

Algorithms and Programming (Component 2)

Learners answer all the questions in Section A and all questions in Section B. There will be a mix of questions including short answer, longer answer and some higher tariff questions that will test the quality of written responses via a level of response mark scheme. The whole of the Algorithms and programming content will be covered over the life of the specification. Section A will contain questions which may cover writing algorithms and computational methods, programming and programming techniques and problem solving. These questions may contain some shorter answer questions. Section B will have a scenario set at the start of the section; this will contain information that will be used for the questions that follow. The questions will be largely of a higher tariff with problem solving algorithms and programming again forming the basis.

Programming project (Component 3)

The programming project will be submitted in the form of a report that will contain the solution to a problem, selected by the learner or centre, written in a suitable programming language. Within the report the learner must demonstrate their ability to analyse, design, develop, test and document using the principles learnt in computational thinking. The report will be marked internally by the centre. The language used at NSB is Python.

Career Opportunities

The transferable skills that are developed in the study of Computer Science will allow access to a range of career opportunities. However, there are certain sectors that are particularly relevant:

- Computer Programming
- Software Engineering
- Website/App Design/Development
- Computer Game Development
- Cybersecurity

Note: a number of universities may ask for A Level Mathematics as part of the entry requirements for a Computing degree.

CRIMINOLOGY

Subject Leader: Mr A Wainwright (awainwright@newcastleschool.co.uk)

WJEC / Level 3 Applied Diploma in Criminology

Aims of the Course

Criminology is the study of crime within society, exploring the reasons for criminality and critiquing why forms of punishment are sometimes ineffective. It draws upon Psychology, Sociology, and forensic Chemistry, offering a balanced blend of external exams and coursework (50% each). This qualification supports progression to university and careers in the criminal justice system.

Course Content

The course is divided into four compulsory units across two years:

Unit 1: Changing Awareness of Crime
Unit 2: Criminological Theories
Unit 3: Crime Scene to Courtroom
Unit 4: Crime and Punishment

Learners will develop skills and knowledge in areas such as:

- Understanding the social and legal construction of crime in the UK and globally
- Reasons for underreporting and overreporting of crime
- Applying criminological theories to real and fictitious cases
- Evaluating the criminal justice system against aims of punishment (retribution, rehabilitation, incapacitation)

Assessment

Units 1 and 3

Controlled assessments based on coursework

Units 2 and 4

External exams comparable to A Level rigor

Learners must pass all four units to achieve the Level 3 Diploma.

Career Opportunities

Criminology provides transferable skills for a range of professions, including:

- Forensic Psychologist
- Forensic Scientist
- Social Worker
- NHS Practitioner
- Solicitor or Barrister
- Probation Officer
- National Offender Management roles

DESIGN TECHNOLOGY

Subject Leader: Mr A Bannister (abannister@newcastleschool.co.uk)
AQA/A Level Design Technology – Product Design: 7552
Recommended Grade: 6 or above in the subject/a related subject at GCSE

Through the provision of a well-resourced and well-maintained facility with a friendly, happy and safe working environment, the Department aims to provide a worthwhile technological experience where every pupil can reach their full potential.

Aims of the Course

- Core technical and designing and making principles, in the context of product design
- Developing additional specialist knowledge in relation to product design, preparing pupils for progression into either higher education or careers in this sector

Course Content

A Level Design and Technology: Product Design requires pupils to engage in both practical and theoretical study.

Design and technology skills and knowledge are separated into:

- Technical principles
- Designing and making principles

Design education is about thinking through the recognition and solution of problems. The emphasis of this course is on solving problems through practical construction and modelling.

It is expected that the pupils will study in their own time, reviewing the learning that has taken place during their lessons, working on examination questions and reading around the content in their textbooks.

Assessment

The A Level course assessment involves a mixture of written examinations and coursework.

There are three units of assessment for the A Level:

Paper 1

A two hour and thirty minutes written examination paper based on core technical principles and core designing and making principles. The examination is out of 120 marks and worth 30% of the A Level.

Paper 2

A one hour and thirty minutes written examination paper based on specialist knowledge, technical and designing and making principles. The examination is out of 80 marks and worth 20% of the A Level.

Non-exam assessment (NEA)

A substantial design and make project worth 100 marks and 50% of the A Level.

Career Opportunities

Design Technology is a subject that has the capacity to provide a wide range of skills that is invaluable in our increasingly technological society. Through the depth and breadth of its work it has an unrivalled capacity to bridge other curriculum subjects in addition to providing a real-life context in which most skills can be taught. It is hoped that the communication, manufacturing, lateral thinking and planning skills that are developed will have a significant and positive impact on all subsequent work. Demonstrating the value of a designer's approach to solving real problems is a fundamental aim.

The Design Technology course complements subjects such as Mathematics, Physics, Chemistry and Art. Students who choose Design Technology together with Mathematics and Physics may progress onto Higher Education courses involving some form of engineering or product design. It can also be a useful contributor to further study or work in other related disciplines such as materials science, industrial design, interior design and architecture. Students have reported that they have found the skills and disciplines covered by the A Level course of great benefit; especially when they have gone on to read engineering in its various forms.

DIGITAL MEDIA

Subject Leader: Mr T Millet (tmillet@newcastleschool.co.uk)
OCR/Cambridge Technical Extended Certificate in Digital Media (Level 3)

Aims of the Course

- To provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the digital media sector
- To develop an understanding of how different media institutions operate to create products that appeal to specific target audiences
- To develop knowledge and understanding of the pre-production, planning and production processes of a range of media products
- To develop transferable skills such as planning, communication, adaptability and leadership

Course Content

Cambridge Technicals are vocational qualifications for students aged 16+. They're designed with the workplace in mind. They are equivalent to UK A Levels in terms of UCAS points and are highly valued by universities, further education colleges and employers alike.

The Technical Certificate in Digital Media is a varied, interesting and practical course for any student who wants to study digital media concept and product development with a focus on moving image and audio media production.

In Year 12 you will take three units, made up of two mandatory and one optional unit:

- Media Products and Audiences – mandatory
- Create a Media Product – mandatory
- Scripting for Media Products – optional

This will lead to an OCR Level 3 Cambridge Technical Certificate in Digital Media qualification equivalent to an AS Level.

In Year 13 you will undertake a further three units, one mandatory and two optional. You will study the following mandatory unit:

- Pre-production and Planning – mandatory
- Advertising Media – optional
- Plan and deliver a pitch for a media product – optional

This will lead to an OCR Level 3 Cambridge Extended Technical Certificate in Digital Media qualification equivalent to a full A Level.

Assessment

OCR Level 3 Cambridge Technical Certificate in Digital Media (Year 12):

- Unit 1: Media Products and Audiences – 2 hour externally assessed examination
- Unit 3: Create a Media Product – internally assessed
- Unit 21: Scripting for Media Products – internally assessed

OCR Level 3 Cambridge Technical Certificate in Digital Media (Year 13):

- Unit 2: Pre-production and Planning – 2 hour externally assessed examination based upon a case study scenario provided in the examination.
- Unit 20: Advertising Media – internally assessed
- Unit 21: Plan and deliver a pitch for media products – internally assessed

Students are able to have one resit opportunity for each externally assessed unit. The units are graded Pass, Merit and Distinction. The overall qualification is graded Pass, Merit, Distinction, Distinction*.

Career Opportunities

The transferable skills that are developed in the study of digital media will allow access to a range of career opportunities. However, there are certain sectors that are particularly relevant:

- Film and TV Production
- Advertising and Marketing
- Graphic Design
- Digital Industries e.g. Game Design, Web Design etc.
- Public Relations
- Journalism
- Event Management

ECONOMICS B

Subject Leader: Miss K House (khouse@newcastleschool.co.uk)
Edexcel/Economics ADV/B: 9EB0
Recommended Grade: 6 or above in English and Maths at GCSE

Aims of the Course

- Building knowledge of core microeconomic and macroeconomic concepts
- Investigating economic theory through real-world businesses and the environments in which they operate
- Breadth and depth of knowledge and understanding with applications to more complex concepts and models are developed in the second year of study
- Apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessment and demonstrate an awareness of current economic events and policies

Course Content

Theme 1 – Markets, Consumers and Firms

- Scarcity, Choice and Potential Conflicts
- Enterprise, Business and the Economy
- Introducing the Market
- The Role of Credit in the Economy
- Market Failure and Government Intervention
- Revenue, Costs, Profits and Cash

Theme 2 – The Wider Economic Environment

- Business Growth and Competitive Advantage
- Firms, Consumers and Elasticity of Demand
- Productive Efficiency
- Life in a Global Economy
- The Economic Cycle
- Introduction to Macroeconomic Policy

Theme 3 – The Global Economy

- This theme develops the concepts introduced in Theme 2
- Globalisation
- Economic Factors in Business Expansion
- Impact of Globalisation on Global Companies
- Impact of Globalisation on Local and National Economies
- Global Labour Markets
- Inequality and Redistribution

Theme 4 – Making Markets Work

- This theme develops the concepts introduced in Theme 1
- Competition and Market Power
- Market Power and Market Failure
- Market Failure across the Economy
- Macroeconomic Policies and Impact on Firms and Individuals
- Risk and the Financial Sector

ECONOMICS B (continued)

Assessment

Paper 1

Paper 1 will assess markets and questions will be drawn from Themes 1 and 4.

Overview of assessment:

- Written examination
- The paper comprises three sections
- Students answer all questions from all sections
- Section A comprises one data response question
- Sections B and C each comprise one extended open-response question based on data

Paper 2

Paper 2 will assess the global economic environment and questions will be drawn from Themes 2 and 3.

Overview of assessment:

- Written examination
- The paper comprises three sections
- Students answer all questions from all sections
- Section A comprises one data response question
- Sections B and C each comprise one extended open-response question based on data

Paper 3

There will be a pre-released context document issued in November of the previous year. The context will be broad, such as an economy, industry, market or economic issue.

Overview of assessment:

The question paper will be in two sections.

- The first section will focus on the broad context provided. This will be outlined through the pre-released document.
- The second section will focus on at least one strand within the context provided, such as a particular firm.

Career Opportunities

The transferable skills that are developed in the study of Economics will allow access to a range of career opportunities. However, there are certain sectors that are particularly relevant:

- Accountancy and Finance
- Data Analysis
- Banking and Investments
- Business Management
- Marketing
- Finance

ENGLISH LITERATURE

Subject Leader: Mrs C Mack (cmack@newcastleschool.co.uk)
Edexcel/English Literature: 9ET0
Recommended Grade: 6 or above in the subject/related subject at GCSE

Aims of the Course

The A Level course in English Literature is a two-year study of literature, encouraging the independent study of a range of texts across a range of genres. This stimulating specification facilitates a range of wider reading and the application of Literary Theory to a variety of contexts.

Students have the opportunity to use what we read, think about and discuss in our seminar-style lessons, to shape how they interpret the world around them.

As well as the content of the course, written and verbal skills such as critical exploration and debate are developed to prepare students for the challenge of university application assessments and under-graduate essay writing.

Course Content

Paper 1 – Drama
- Othello by William Shakespeare
- A Streetcar Named Desire by Tennessee Williams

Paper 2 – Prose
- Hard Times by Charles Dickens
- Atonement by Ian McEwan

Paper 3 – Poetry
- A Selection of Poetry by John Donne
- Poems of the Decade Poetry Anthology

Coursework Element
- A comparative coursework essay based on two prose texts

Assessment

Paper 1
- Written Exam
- 30% of A Level

Paper 2
- Written Exam
- 20% of A Level

Paper 3
- Written Exam
- 30% of A Level

Coursework
- 20% of A Level

Assessment is at the end of the A Level course.

Career Opportunities

The transferable skills that are developed in the study of English Literature will allow access to a range of career opportunities. The A Level is highly regarded by universities as a facilitating subject that allows a range of different study and career paths. However, there are certain sectors that are particularly relevant:

- Media, in particular Journalism
- Publishing
- Law
- Teaching and Education
- Marketing, PR and Advertising

FRENCH

Subject Leader: Miss S Quinn (squinn@newcastleschool.co.uk)
AQA/French A Level: 7652
Recommended Grade: 6 or above in the subject/related subject at GCSE

Aims of the Course

- To provide learners with the opportunity to gain an in-depth understanding of the language and culture of the French-speaking world through authentic texts, and cinema and literary works in French
- To develop high level skills in comprehension of both spoken and written French
- To develop fluency in oral communication regarding a wide range of topics relevant to French-speaking culture and society
- To develop transferable skills such as communication, creativity, research skills, critical-thinking, adaptability, problem-solving, and open-mindedness
- To prepare students for employment or further study, including a Modern Languages degree

Course Content

Students study the following sub-themes relevant to current French society and culture:

Aspects of French-speaking society: current trends
- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)

Artistic culture in the French-speaking world
- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma: le septième art)

Aspects of French-speaking society: current issues
- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés?)
- How criminals are treated (Comment on traite les criminels)

Aspects of political life in the French-speaking world
- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir?)
- Politics and immigration (La politique et l'immigration)

An independent research topic for the speaking exam

One book plus a film or a second book from a set list

FRENCH (continued)

Assessment

Examination	Weighting	Length of time	Assessment
Paper 1	40%	1 hour 45 mins	Listening, Reading, Translation into English
Paper 2	30%	1 hour 15 mins	Translation into French, Essay on set film/book
Paper 3	30%	12-14 mins (plus 15 mins for preparation)	Speaking

The A Level is a two-year linear course. All exams take place at the end of year 2.

Examination	Weighting	Length of time	Assessment
Paper 1	40%	2 hours 30 mins	Listening, Reading, Translation
Paper 2	30%	2 hours	Essays on set film/book(s)
Paper 3	30%	21-23 mins (incl. 5 mins for preparation)	Speaking + Discussion of a sub-theme + Discussion of Individual Research Project

Grades are awarded from A*-E.

FRENCH (continued)

Career Opportunities

French is one of the most widely spoken languages globally – by more than 200 million people on four different continents. Studying French will enhance employment prospects in a wide range of sectors, giving you the 'international edge', as well as helping you improve your communication and critical thinking skills, thus having a positive impact on your other studies.

Jobs directly related to French include:

+ Interpreter
+ Translator
+ Secondary School Teacher

Jobs where a language would be useful include:

+ Broadcast Journalist
+ Detective
+ Diplomatic Service Officer
+ International Aid/Development Worker
+ Logistics and Distribution Manager
+ Marketing Executive
+ Sales Executive
+ Tour Manager

Students follow a coherent, satisfying and worthwhile course which will provide them with the necessary foundation either to continue with the study of French as a main subject or as a useful adjunct to some other subject at university.

FURTHER MATHEMATICS

Subject Leader: Mr A Black (ablack@newcastleschool.co.uk)
Edexcel Further Mathematics/AS: 8FM0 **A Level:** 9FM0
Recommended Grade: 7 or above in the subject/related subject at GCSE

Aims of the Course

For those students with a true love of Mathematics we can offer Further Mathematics. We aim to stretch students in their use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.

Course Content

In order to take Further Mathematics at A Level we recommend students should have achieved at least a grade 8 in Mathematics GCSE.

Both AS and A Level Further Mathematics have a 50:50 split between compulsory and optional elements.

The A Level Further Mathematics course has been split into four units, Further Pure 1, Further Pure 2 and two options from either Further Pure, Further Statistics, Further Mechanics or Decision Maths. Further Pure 1 is designed to be covered in the first year of A Level and also forms the content of the AS course, with one option to be taken at AS.

A brief outline of each unit is given below:

Further Pure 1

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors.

Further Pure 2

Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations.

Optional units:

Further Pure 3

Further calculus, Further differential equations, Coordinate systems, Further vectors, Further numerical methods, Inequalities.

Further Statistics 1

Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests.

Further Mechanics 1

Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs.

Decision Mathematics 1

Algorithms and graph theory, Algorithms on graphs, Algorithms on graphs II, Critical path analysis, Linear programming.

FURTHER MATHEMATICS (continued)

Assessment

The structure of assessment differs depending on whether students take AS or A Level Further Mathematics. The timing of the assessment can also differ; a student can choose to study AS Further Mathematics during Year 12 or 13. An outline of the assessment structure for both AS and A Level is detailed below.

AS Further Mathematics Assessment

Assessment comprises of two written examinations:

- Paper 1: Further Pure Mathematics. Content aligned to Paper 1 of A Level Further Maths assessed at AS Level standard. The paper lasts 1.5 hours and is worth 75 marks
- Paper 2: Further Mathematics Option. The paper lasts 1.5 hours and is worth 75 marks

A Level Further Mathematics Assessment

Assessment comprises of four written examination:

- Paper 1: Further Pure Mathematics 1. AS content assessed at A Level standard. The paper lasts 1.5 hours and is worth 75 marks
- Paper 2: Further Pure Mathematics 2. Remaining pure content which builds on and incorporates AS content. The paper lasts 1.5 hours and is worth 75 marks
- Paper 3: Further Mathematics Option 1. The paper lasts 1.5 hours and is worth 75 marks
- Paper 4: Further Mathematics Option 2. The paper lasts 1.5 hours and is worth 75 marks

Career Opportunities

Studying Further Mathematics is a core requirement for top Universities and those students wishing to study Mathematics or Physics, in particular, are advised to take Further Mathematics at A Level. Further, it stretches your skills in logical thinking, problem-solving and decision-making, which are valued by employers across many job sectors, such as:

- Actuarial Analyst
- Actuary
- Chartered Accountant
- Insurance Underwriter
- Data Analyst
- Investment Analyst
- Research Scientist
- Secondary School Teacher
- Statistician
- Systems Developer

GEOGRAPHY

Subject Leader: Mr S Thompson (sthompson@newcastleschool.co.uk)
Pearson Edexcel/Geography/ADV: 9GE0
Recommended Grade: 6 or above in the subject/related subject at GCSE

Aims of the Course

- An engaging and contemporary issues-based approach, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change
- Supports progression to undergraduate level geography
- The specification content gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners

Course Content

Paper 1 (9Geo/01): Physical Geography

Four Physical Geography topics will be studied: Tectonic Processes and Hazards, Landscape Systems, Processes and Change, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security.

Paper 2 (9Geo/02): Human Geography

Students will study topics from within the following four units; Globalisation, Shaping Places, Superpowers, Global Development and Connections.

Assessment

A Level Geography (9GE0) consists of three examinations and one Non-Examined Assessment (the individual investigation).

Paper 1 (9Geo/01): Physical Geography

- 30% of qualification – 2 hours and 15 minutes

Paper 2 (9Geo/02): Human Geography

- 30% of qualification – 2 hours and 15 minutes

Both Papers 1 and 2 will include short open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions.

Paper 3 (9Geo/03): Synoptic themes

- 20% of qualification – 2 hours and 15 minutes

Questions draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course. The examination will include short, open response and resource-linked questions. The examination includes 6-mark, 16-mark, 18-mark and 24 mark extended writing questions.

Coursework: Independent Investigation

- 20% of qualification – this will be undertaken mostly in school; students will produce a written report of 3000–4000 words based upon a fieldwork project

There will be a number of day field trips and one short residential field trip over the two-year course.

Career Opportunities

The skills you use in Geography will support you in a range of careers. You will use and interpret data using a range of techniques such as mapping, graphs, statistics, ICT, annotated photos as well as detailed verbal and written descriptions. The ability to 'think geographically' enables you to make links between issues and critically analyse and evaluate topics from a small local scale to a global scale.

Statistics show that compared with other subjects, Geographers are among the most employable. Many of those leaving university with a Geography degree enter three fields of employment: administration and management; marketing or financial work. This is presumably because Geographers possess the abilities and skills that employers look for.

The close link between the subject and the world around us makes for a long and varied list of related careers, for example working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation. However, most of these areas involve only one part of the broad subject of Geography. A Level Geography gives you both the breadth and depth of geographical knowledge to start a range of careers and is well respected by all university courses.

HISTORY

Subject Leader: Mrs R Black (rblack@newcastleschool.co.uk)
Edexcel/History/9HI0/Level 3 Advanced GCE
Recommended Grade: 6 or above in the subject/related subject at GCSE

Aims of the Course

- To develop students' enthusiasm for history and an understanding of different identities in society as well as social, cultural, religious and ethnic diversity
- To provide students with a balanced view of the past, rather than studies that are Anglo-centric or based only on a particular era
- To allow students to explore the reasons for the creation of fascist states in twentieth century Europe and their ultimate demise, as well as an awareness of the struggles of the poor in nineteenth and twentieth century Britain and the emergence of public health reform
- To equip students with an awareness of the historic origins of issues in the modern day, such as; racial hatred, political extremism, the provision of social welfare and government reactions to epidemics
- To improve students' skills as independent learners and critical, reflective thinkers, as well as their ability to make judgements based on historical evidence, demonstrated through the production of a piece of coursework produced in Year 13
- To equip students with many transferable skills including the ability to write well, confidently debate about the past and process complex information

Course Content

You will study two units in Year 12, then one unit plus coursework in Year 13. The content you study in Year 12 counts towards your final assessment in Year 13. You will sit three papers and complete a piece of coursework at the end of Year 13.

In Year 12 you will study two papers which follow Route G: Nationalism, Dictatorship and Democracy in 20th Century Europe:

- Paper 1: Germany and West Germany, 1919-1989
- Paper 2: The Rise and Fall of Fascism in Italy, c.1911-1946

In Year 13 you will recap the content of the above two papers and apply this knowledge to answering more sophisticated exam questions, as well as a new unit and coursework:

- Paper 3: Poverty, Public Health and the State in Britain, c.1780-1939
- Paper 4: Coursework – an independently researched enquiry based on historical interpretations of a chosen topic – this will usually be from within the broad areas of 19th-20th Century Russian History or the outbreak of the First World War. (Depending on class size, a free choice may be available)

HISTORY (continued)

Assessment

Paper 1

An externally assessed written paper lasting 2 hours and 15 minutes and carries 30% of the final A Level.

Paper 2

An externally assessed written paper lasting 1 hour and 20 minutes and carries 20% of the final A Level.

Paper 3

An externally assessed written paper lasting 2 hours and 15 minutes and carries 30% of the final A Level.

Paper 4

Coursework that is internally assessed and externally moderated; it carries 20% of the overall A Level marks.

The units are given an individual score and are combined to give an overall grade A*-E.

Career Opportunities

A Level History is a traditional academic subject which is well respected by Universities and employers. Students are able to critically evaluate data and evidence, problem solve, construct a cogent argument and develop good thinking skills. Historians have many transferable skills including the ability to write well, confidently debate about the past and process complex information. This offers a range of career opportunities including:

- Teaching
- Law
- Politics
- Human Resources, Administration and Management
- Heritage Work including Museums, Libraries and Source Collections
- Research
- Finance (a significant number of history graduates go on to do postgraduate degrees in accountancy due to the analytical skills used in a history degree)

The close link between the subject and the world around us makes for a long and varied list of related careers, for example working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation. However, most of these areas involve only one part of the broad subject of Geography. A Level Geography gives you both the breadth and depth of geographical knowledge to start a range of careers and is well respected by all university courses.

MATHEMATICS

Subject Leader: Mr A Black (ablack@newcastleschool.co.uk)

Edexcel/Mathematics/ADV: 9MA0

Recommended Grade: 7 or above in the subject at GCSE

Aims of the Course

The aims and objectives of this qualification are to enable students to:

- Understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study extend their range of mathematical skills and techniques
- Understand coherence and progression in mathematics and how different areas of mathematics are connected
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- Reason logically and recognise incorrect reasoning
- Generalise mathematically
- Construct mathematical proofs
- Use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- Recognise when mathematics can be used to analyse and solve a problem in context
- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- Draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- Make deductions and inferences and draw conclusions by using mathematical reasoning
- Interpret solutions and communicate their interpretation effectively in the context of the problem
- Read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- Read and comprehend articles concerning applications of mathematics and communicate their understanding
- Use technology such as calculators and computers effectively and recognise when their use may be inappropriate
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development

MATHEMATICS (continued)

Course Content

In order to take Mathematics at A Level we recommend students should have achieved at least a grade 7 in Mathematics GCSE.

The A Level Mathematics course has been split into three units, Pure 1, Pure 2 and Statistics and Mechanics. Pure 1 is designed to be covered in Year 12, then built upon in Year 13. Statistics and Mechanics is covered in Year 12 and then built upon at Year 13.

A brief outline of each unit is given below:

- Pure 1: Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors
- Pure 2: Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Differentiation, Integration, Numerical methods

Statistics and Mechanics:

- Section A: Statistics: Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing
- Section B: Mechanics: Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments

Assessment

Assessment comprises of three written examinations.

Paper 1: Pure Mathematics 1

- The paper lasts 2 hours and is worth 100 marks

Paper 2: Pure Mathematics 2

- The paper lasts 2 hours and is worth 100 marks

Paper 3: Statistics and Mechanics

- Section A: Statistics (50 marks)
- Section B: Mechanics (50 marks). The paper lasts for 2 hours

Career Opportunities

Studying Mathematics helps you develop skills in logical thinking, problem-solving and decision-making, which are valued by employers across many job sectors, such as:

- Actuarial Analyst
- Actuary
- Chartered Accountant
- Insurance Underwriter
- Data Analyst
- Investment Analyst
- Research Scientist
- Secondary School Teacher
- Statistician
- Systems Developer

MUSIC

Subject Leader: Mr J Hopkinson (jhopkinson@newcastleschool.co.uk)
Edexcel GCE Music ADV: 9MU0
Recommended Grade: 7 or above in the subject at GCSE

Aims of the Course

- To further instil and develop a passion for music
- To develop personal expression through performance, creativity through composition and academic analysis through studying set works
- To study a wide range of musical genres over the last 500 years and to learn how to analyse and write about them in relation to the musical elements
- To develop many skills as a musician through applying the knowledge of the course to composition and performance. The course is quite an interlinked musical process and will help you develop many aspects of musicianship simultaneously
- To develop transferable skills such as confidence, teamwork, independent learning, creative thinking and personal expression

Course Content

Component 1

Students have to perform a recital with a minimum of 8 minutes in length. The pieces to make up the recital can be in any style and can be solo, ensemble or a combination but should be a minimum of ABRSM Grade 6 level.

Component 2

Students must compose two pieces. The first must be a piece with a minimum duration of 4 minutes. They can either compose from a brief set by the exam board or they can do a completely free composition. The second composition is set by the board and will assess specific compositional techniques, mainly Bach Chorale, and should be no shorter than 1 minute in duration.

Component 3

Students have to complete a 2 hour written examination. The aim is to show their understanding of musical elements, context and musical language. They have to apply their knowledge through a study of six areas of study, each with three set works. They also have to be able to apply their knowledge to unfamiliar works and this will be taught through learning how to date and contextualise a piece of music. The exam paper is split into two sections Section A and Section B. In Section A, students have to answer three listening questions on the set works they have studied. In Section B the students have to answer two essay questions. Essay 1 requires them to listen to an unfamiliar set work and compare it with a familiar one. Essay 2 is from a choice of three questions based on the set works they have studied.

MUSIC (continued)

Assessment

60% of the course is examined through controlled assessment and 40% is examined through a final written examination. Details of the controlled assessment requirements and the final examination are outlined above in the course content section. All controlled assessment work and exam work is marked 100% externally.

Component 1

Performing Music (30%)

Component 2

Composing Music (30%)

Component 3

Appraising Music (Listening and Analysis) (40%)

Career Opportunities

The transferable skills that are developed in the study of music will allow access to a range of career opportunities in addition to the more obvious ones. Some of the possible career paths are:

- Working as a Performer (orchestral, solo, in a band, theatre, DJ'ing etc.)
- Composing for Film, TV, Computer Games and or other projects
- Teaching (classroom, private tuition, instrumental tuition, group classes, conducting/musical direction)
- Self-Employment/Business Owner (running an agency, events company, studio etc.)
- Working at a Music Specific Venue (i.e. Sage Gateshead)

The skills developed through studying A Level Music are applicable to many aspects of Higher Education and indeed work. They encourage analytical thinking supported with examples and opinions. Regardless of your University course choice many establishments recognise the serious academic nature of Music along with the creativity students have to develop and it is deemed a very credible qualification to have with many transferable skills.

PHYSICAL EDUCATION

Subject Leader: Mr J Macmillan (jmacmillan@westfield.newcastle.sch.uk)

OCR/Physical Education: H555

Recommended Grade: 6 or above in the subject and Biology at GCSE

Aims of the Course

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how physiological and psychological states affect performance and the key socio-cultural factors that influence people's involvement in physical activity and sport
- Refine your ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop your ability to analyse and evaluate to improve performance
- Improve as an effective and independent learner and as critical and reflective thinker with a curious and enquiring mind

Course Content

- Applied anatomy and physiology including body systems and diet and nutrition
- Skill Acquisition
- Sport and Society
- Sports Psychology
- Contemporary Issues

Assessment

Component 1: H555/01 Physiological factors affecting performance

Written Paper – 2 hours/30% of total A Level/90 marks.

This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.

This component will assess:

- 1.1 Applied anatomy and Physiology
- 1.2 Exercise Physiology
- 1.3 Biomechanics

Component 2: H555/02 Psychological factors affecting performance

Written Paper – 1 hour/20% of total A Level/60 marks.

This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.

This component will assess:

- 2.1 Skill Acquisition
- 2.2 Sports Psychology

Component 3: H555/03 Socio-cultural issues in physical activity and sport

Written Paper – 1 hour/20% of total A Level/60 marks.

This paper consists of a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.

This component will assess:

- 3.1 Sport and Society
- 3.2 Contemporary Issues in Physical Activity and Sport

PHYSICAL EDUCATION (continued)

Component 4: H555/05 Practical performances

Non-exam assessment (NEA) – 15% of total A Level/ 30 marks weighted up to 45 marks.

This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.

This component will assess either:

- Core and advanced skills in performing one activity or
- Core and advanced skills in coaching one activity

Component 5: H555/06 Evaluating and Analysing Performance for Improvement

Non-exam assessment (NEA) – 15% of total A Level/ 30 marks weighted up to 45 marks.

This NEA will consist of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance.

This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity.

Career Opportunities

- Education
- Manager
- Umpire
- Personal Trainer
- Designer
- Gym Instructor
- Sports Psychologist
- Grounds Person
- Teacher
- Reporter
- Dietician
- Events Manager
- Professional Player
- Development Officer
- Coach
- Sports Technology
- Sociologist
- Journalist

PHYSICS

Subject Leader: Mr S Thompson (sthompson@newcastleschool.co.uk)

AQA/Physics/ADV: 7408

Recommended Grade: 7 or above in Maths and 7 in Physics/Combined Science at GCSE

Aims of the Course

Develop an interest in and enthusiasm for Physics, including developing an interest in further study and careers associated with the subject.

Course Content

Guideline entry requirements: Grade 7 in Physics GCSE (or 7-7 in GCSE Combined Science: Trilogy) is strongly recommended to study Physics at A Level. Grade 7 in GCSE Maths is very strongly recommended as the course has a 40% maths component.

The course consists of nine different modules:

- Measurements and their errors
- Particles and Radiation
- Waves
- Mechanics and materials
- Electricity
- Further Mechanics & Thermal Physics
- Fields and their Consequences
- Nuclear Physics
- The ninth unit is D. Turning Points in Physics taken from the five options

Assessment

Paper 1

This paper is 2 hours long and is worth 34% of the total A Level. It examines content from modules 1, 2, 3, 4, 5 and 6.1 (periodic motion).

There are 60 marks of questions consisting of short and long answer questions and 25 multiple choice questions on content.

Paper 2

This paper is 2 hours long and is worth 34% of the total A Level. It examines content from modules 6.2, 7 and 8 (and assumes knowledge of sections 1 to 6.1).

There are 60 marks of questions consisting of short and long answer questions and 25 multiple choice questions on content.

Paper 3

This paper is 2 hours long and is worth 32% of the total A Level. It examines content on practical skills and data analysis and the option choice from sections 9 to 13.

The first section has 45 marks and the questions consist of short and long answer questions on practical experiments and data analysis.

The second section has 35 marks of short and long answer questions on the optional topic.

There is also an assessment of practical skills that is not assessed by exam and is a pass or fail. It takes place throughout the two years and does not form part of the A Level grade but is reported separately.

PHYSICS (continued)

The exams will measure how students have achieved the following assessment objectives:

AO1

Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2

Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- In a theoretical context
- In a practical context
- When handling qualitative data
- When handling quantitative data

AO3

Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- Make judgements and reach conclusions
- Develop and refine practical design and procedures

Each exam covers all three assessment objectives to varying levels.

40% of the overall assessment of A Level Physics will contain mathematical skills equivalent to Level 2 or above. At least 15% of the overall assessment of A Level Physics will assess knowledge, skills and understanding in relation to practical work.

Career Opportunities

The seven most popular degree courses taken by students who take Physics A Level are:

- Mathematics
- Physics
- Mechanical Engineering
- Computer Science
- Civil Engineering
- Economics
- Business

Physics at A Level or degree level shows that, as well as being highly numerate, analytical and logical, the chances are that you are also a creative thinker, excellent at problem solving and meticulous – skills that are relevant in any work environment.

Studying A Level Physics offers a number of amazing career opportunities including:

- Geophysicist/Field Seismologist
- Lecturer/Teacher
- Research Scientist (Physical Sciences)
- Meteorologist
- Acoustic Engineer
- Technical Author
- Healthcare Scientist, Medical Physics
- Radiation Protection Practitioner
- Scientific Laboratory Technician
- Structural Engineer
- Systems Developer
- Product/Process Development Scientist

POLITICS

Subject Leader: Mr D Paterson (dpaterson@newcastleschool.co.uk)
Edexcel/Government & Politics ADV: (PLO/01/2/3A)
Recommended Grade: 6 or above in the subject/related subject at GCSE

Aims of the Course

- To give all students a form understanding of how our country operates on a political level.
- To give our students an insight into the issues surrounding our and the USA's political system, its strength and flaws.
- To give our students an understanding of their rights and responsibilities, where they came from and how and why they should be protected.
- To engage our students in the democratic process, by interacting with the political system and the people in it. In order to prepare them to be engaged and knowledgeable citizens of the UK.

Course Content

Unit One – UK Politics + Core Ideologies

- Democracy and Participation
- Political Parties
- Electoral Systems
- Voting Behaviour & the Media

Core Ideologies

- Conservatism
- Socialism
- Liberalism

Unit Two – UK Government + Non-Core Ideology

- The Constitution
- Parliament
- Prime Minister & the Executive
- Relationships between different branches

Non-Core Ideology

- Nationalism

Unit Three – Comparative Politics USA

- The US Constitution and Federalism
- US Congress
- US Presidency
- US Supreme Court and Civil Rights
- Democracy and Participation
- Comparative Theories (comparison of UK and USA politics)

Assessment

A Level examination

- All units
- 2 hours written paper 33.3% of total mark

Career Opportunities

A Level Government & Politics is a traditional academic subject which is well respected by Universities and employers. Politics students are expected to analysis data and opinion, to critically evaluate such data and opinion in order to form their own judgments. As such they develop a wide range of sought after skills that can be applied to a broad range of career and degree choices. Opportunities including:

- Role within government
- Member of Parliament
- Political Assistant
- Civil Service
- Diplomatic service
- Political Journalist
- Public Affairs Consultant
- Career in Human Rights and Charities
- Law
- Entry to Higher Education

PSYCHOLOGY

Subject Leader: Mr A Wainwright (awainwright@newcastleschool.co.uk)
AQA/Psychology/A Level: 7182
Recommended Grade: 6 or above in English and Maths at GCSE

Aims of the Course

- To delve into the science of the mind and behaviour with an exciting and challenging A Level Psychology course
- To inspire students to investigate, explore and research the subject's key themes, including; cognitive, developmental, biological, social and abnormal psychology
- To introduce psychology as both an applied and a theoretical subject, to be utilised in a number of ways; from exploring academic questions to solving real-world problems
- To provide students with a richer understanding of themselves and the world around them

Course Content

Year One Course

- Social influence
- Memory
- Attachment
- Approaches in Psychology, including Biopsychology
- Psychopathology
- Research Methods

Year Two Course

- Approaches in Psychology
- Biopsychology
- Research Methods
- Issues and Debates in Psychology

Plus **one topic** from each option area chosen by the teacher according to cohort.

Option 1

- Relationships
- Gender
- Cognition and Development

Option 2

- Schizophrenia
- Eating Behaviour
- Stress

Option 3

- Aggression
- Forensic Psychology
- Addiction

Pupils receive eight lessons per week. It is expected that students will do a minimum of 4 hours of work per week outside of lessons to consolidate their learning. This is in addition to the wider reading and research to expand their knowledge and understanding of current issues in the field.

In Psychology we offer comprehensive support to all students, including regular lessons dedicated to exam focus and developing students' academic skills. Our small class sizes mean that every child receives a personalised and tailored experience in their studies. We take an active approach to the subject ensuring that pupils learn, design and conduct their own psychological investigations. As part of our holistic approach we also have a focus on students' next steps, including university courses and careers in Psychology.

PSYCHOLOGY (continued)

Assessment

Paper 1: Introductory Topics in Psychology

Covering: Social Influence, Memory, Attachment and Psychopathology.

- Written exam: 2 hours
- 96 marks in total
- 33.3% of A Level

Paper 2: Psychology in context

Covering: Psychological Approaches, Biopsychology and Research Methods.

- Written exam: 2 hours
- 96 marks in total
- 33.3% of A Level

Paper 3: Issues and options in psychology

Covering: Issues and Debates in Psychology.

- Written exam: 2 hours
- 96 marks in total
- 33.3% of A Level

Career Opportunities

Studying Psychology provides an in depth understanding of human nature and human interaction, this creates a strong foundation for any career as we will always be required to work with others. The following sectors are particularly relevant to our current module choices:

- Forensics, Policing and the Judicial System
- Child Care, Teaching and Social Work
- Physiotherapy, Medicine and Neurology
- Clinical Psychology, Counselling and Therapy Work

Transferable skills to all academic disciplines include essay writing, statistics, critical thinking and evaluation of research.

RELIGIOUS STUDIES – PHILOSOPHY, ETHICS AND DEVELOPMENT OF CHRISTIAN THOUGHT

Subject Leader: Mrs T Innes (tinnes@newcastleschool.co.uk)

OCR/Religious Studies/Philosophy, Ethics and Development of Christian Thought/ ADV: H573

Recommended Grade: 6 or above in the subject/related subject at GCSE

Aims of the Course

- To develop knowledge, understanding and interest in a rigorous study of religion and belief and relate it to the wider world
- To develop the ability to think clearly, understand, and to evaluate contrasting philosophical, ethical and moral views
- To reflect on and develop one's own values, opinions and attitudes
- To gain and develop transferable skills for careers and courses demanding analysis, evaluation and clarity of expression

Course Content

At A Level the course is made up of three modules all of which have an equal weighting. The modules are as follows:

Philosophy

Within Philosophy students will gain a knowledge and understanding of the following topics and will also develop the necessary skills and thinking to evaluate and assess them extensively.

- Ancient Philosophical Influences including Plato and Aristotle
- Soul, Mind and Body including Descartes and Anscombe
- Life After Death examining questions such as what is 'self?'
- Religious Experience including the evaluation of mystical and conversion experiences
- Arguments for the Existence of God, including the teleological argument, The cosmological argument, and the ontological argument for the existence of God
- Challenges to Belief with a focus on the problem of evil and suffering
- The Nature of God including developments in the understanding of it
- Religious Language and ideas around how it used and constructed
- Twentieth Century Perspectives on religious language, including views from the Vienna Circle and the verification principles

Ethics

Within Ethics students will gain a knowledge and understanding of the following topics and will also develop the necessary skills and thinking to evaluate and assess them extensively.

- Ethical Theories: Aristotle's Virtue Ethics, Natural Law, and Situation Ethics
- Applied Ethics: The application of theories to Sex and Sexuality, Business Ethics and Euthanasia
- Ethical language and thought as exemplified by egoism, duty and preference
- Meta-ethics: different understanding of the terms 'good', 'bad', 'right' and 'wrong'
- Free will and determinism: theological, environmental and genetic
- Conscience with a study of Aquinas, Freud and Dawkins
- Developments in ethical thought including The Euthyphro Dilemma

RELIGIOUS STUDIES – PHILOSOPHY, ETHICS AND DEVELOPMENT OF CHRISTIAN THOUGHT (continued)

Developments in Christian Thought

In this component, learners have the opportunity to study key concepts within the development of Christian thought. Learners will explore religious beliefs, values and teachings, how they have developed historically and how they are presently discussed.

- Human Nature and Purpose of Life
- The Self and Immortality
- Knowledge and Revelation of God
- The Bible as a Source of Revelation and Authority
- The Nature and Presentations of Jesus Christ
- The Challenge of Secularism including liberation theology and Marx
- Pluralism in Theology with reference to exclusivism, inclusivism, and pluralism
- Gender in Society changing views of gender and gender roles and gender in theology

Assessment

At A Level the student completes three written examination papers, one for each unit, in which they choose and answer three essay questions out of a possible four. Each paper lasts two hours and carries a weighting of 33%.

Career Opportunities

The skills nurtured and developed in Religious Studies are transferable to many different employment sectors. These skills include the development of academic writing, research skills, interpersonal skills, team working, problem solving, time management, verbal and written communication skills, analytical skills, independent learning and evaluation skills.

Previous students have gone on to study and/or work in the following sectors:

- Law
- Journalism
- Medicine
- Nursing
- Criminology
- Psychology
- Armed Forces
- Education
- English
- Theology
- Politics
- Philosophy
- PPE (Politics, Philosophy and Economics)

SPANISH

Subject Leader: Miss S Quinn (squinn@newcastleschool.co.uk)
AQA/Spanish/A Level: 7182
Recommended Grade: 6 or above in the subject/related subject at GCSE

Aims of the Course

- To provide learners with the opportunity to gain an in-depth understanding of the language and culture of the Spanish-speaking world through authentic texts, and cinema and literary works in Spanish
- To develop high level skills in comprehension of both spoken and written Spanish
- To develop fluency in oral communication regarding a wide range of topics relevant to Spanish-speaking culture and society
- To develop transferable skills such as communication, creativity, research skills, critical-thinking, adaptability, problem-solving, and open-mindedness
- To prepare students for employment or further study, including a Modern Languages degree

Course Content

Students study the following sub-themes relevant to current Spanish society and culture:

Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)

Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)

Multiculturalism in Hispanic society

- Immigration (La inmigración)
- Racism (El racismo)
- Integration (La convivencia)

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Monarchies and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)

An independent research topic for the speaking exam

One book plus a film or a second book from a set list

SPANISH (continued)

Assessment

Examination	Weighting	Length of time	Assessment
Paper 1	40%	1 hour 45 mins	Listening, Reading, Translation into English
Paper 2	30%	1 hour 15 mins	Translation into Spanish, Essay on set film/book
Paper 3	30%	12-14 mins (plus 15 mins for preparation)	Speaking

The A Level is a two-year linear course. All exams take place at the end of year 2.

Examination	Weighting	Length of time	Assessment
Paper 1	40%	2 hours 30 mins	Listening, Reading, Translation
Paper 2	30%	2 hours	Essays on set film/book(s)
Paper 3	30%	21-23 mins (incl. 5 mins for preparation)	Speaking + Discussion of a sub-theme + Discussion of Individual Research Project

Grades are awarded from A*-E.

Career Opportunities

Spanish is a leading European and world language. It is a vibrant and exciting language which could increase job prospects in view of the expanding opportunities to work in Europe and beyond in various sectors of employment.

Jobs directly related to Spanish include:

- Interpreter
- Secondary School Teacher
- Translator

Jobs where a language would be useful include:

- Broadcast journalist
- Detective
- Diplomatic Service Officer
- International Aid/Development Worker
- Logistics and Distribution Manager
- Marketing Executive
- Sales Executive
- Tour Manager

SPORT AND PHYSICAL ACTIVITY

Subject Leader: Mr J Macmillan (jmacmillan@newcastleschool.co.uk)

OCR/Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity: (601/7094/3)

Aims of the Course

- Develop students' knowledge, understanding and skills of the principles of Sport and Physical Activity
- Gain an insight into the sector as they investigate opportunities for delivering sport and physical activity to a wide range of participants
- Gain core skills required for employment or further study in the sector such as communication, analysis, organisation and adaptation

Course Content

The course will involve covering a range of units throughout the 2-year course taken from a variety of topic options, they are:

- Body Systems and the Effects of Physical Activity
- Sports Coaching and Activity Leadership
- Sports Participation and Development
- Performance Analysis in Sport and Exercise
- Practical Skills in Sport and Physical Activities

A range of delivery strategies will be used, this will include both theory and practical application. It will also include research and observing or interviewing those who currently work in the sports sector.

Assessment

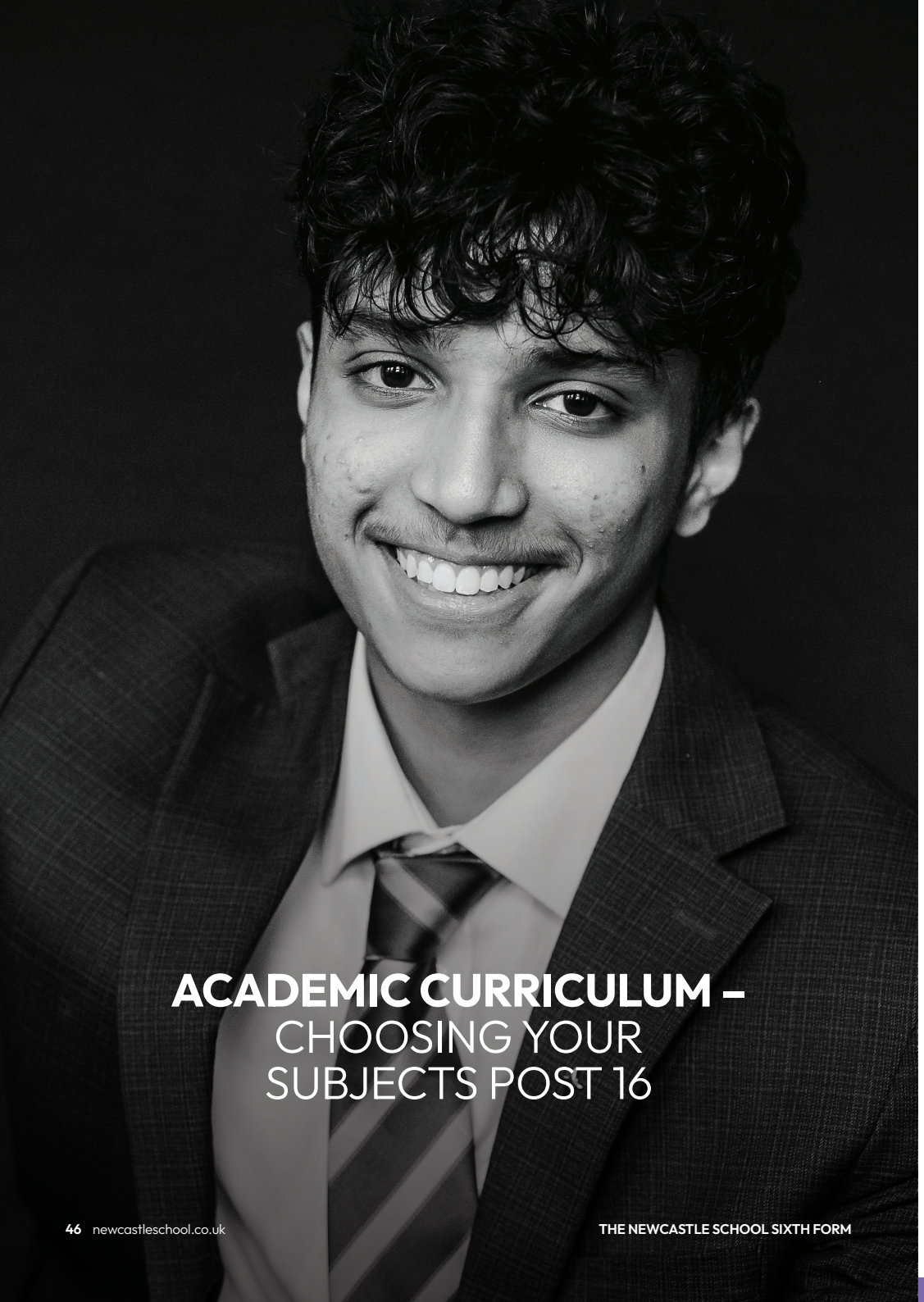
There are two externally assessed units and three internally assessed units. Body Systems and the Effects of Physical Activity and Sports Organisation are both externally assessed through an exam. The first is assessed by a 90-minute written exam made up of multiple, short or long answer questions, the second is assessed by a 60-minute written exam also made up of short or long answer questions.

The other three are internally assessed through a list of criteria, based on the achievement of specified learning outcomes by each student. Each unit has a specified assessment and grading criteria which are used for grading purposes. Students will be provided with these criteria at the start of a unit and are made aware of their progress throughout and what to do to achieve a higher grade. A completed unit will be awarded a Pass, Merit, Distinction, or Distinction*.

Career Opportunities

The transferable skills that are developed in the study of Sport and Physical Activity will allow access to a range of career opportunities. However, there are certain sectors that are particularly relevant.

- Sports Science
- Physiotherapist
- Sports Coach/Consultant
- Diet and Fitness
- Personal Trainer



ACADEMIC CURRICULUM –
CHOOSING YOUR
SUBJECTS POST 16

ACADEMIC CURRICULUM – CHOOSING YOUR SUBJECTS POST 16

Welcome to Your Sixth Form Journey. It's an exciting time as you begin thinking about your future. Sixth Form represents the pinnacle of your school journey; a chance to focus on the subjects you love, discover new passions, and start shaping the future you want. At The Newcastle School, we offer a wide range of A Level and vocational courses, supported by expert teaching, personalised guidance, and enrichment opportunities. This guide is designed to help you explore your options, make informed choices, and enjoy a Sixth Form experience that is challenging, rewarding, and inspiring.

Choosing Your Subjects and Pathway

Choosing your subjects is one of the most important decisions you'll make, so it's worth taking the time to think carefully. Start with your own interests and passions. Choose subjects that excite you and that you enjoy studying, as this is the key to achieving personal success. When you feel engaged and motivated, you build self-belief, confidence, and the skills to thrive academically and personally.

Once you have identified subjects that inspire you, consider how your choices might align with future career or university goals. If you already have a clear idea of your next steps, ensure you select subjects that meet entry requirements. University websites and the UCAS site are excellent starting points.

It's important to understand the differences between the courses available. One of the unique aspects of The Newcastle School is that we enable you to choose a combination of subjects that sets you up for personal success.

A Levels are academically challenging, focusing on in-depth knowledge and critical thinking. They are assessed mainly through exams, sometimes with coursework, and are ideal if you enjoy studying subjects in detail and are aiming for university. A Levels allow you to explore your passions at a high academic level while preparing you for future study or professional careers.

Vocational courses, such as Cambridge Technicals or Applied Business, take a more practical, hands-on approach. You will complete units based on real-life scenarios and projects, demonstrating your skills and knowledge in applied ways. Extended Certificates are equivalent to one A Level and are highly respected by universities, employers, and further education colleges. These courses are perfect if you enjoy applied learning or have a clear idea of the career path you wish to pursue.

If you're unsure which subjects to choose, a balanced mix of different subjects can help keep your options open. The most important thing is to select courses that give you personal success, build confidence, and allow you to enjoy your Sixth Form journey. Your choices should reflect both your interests and your ambitions, setting you on a path where you can thrive academically, socially, and personally.

ACADEMIC CURRICULUM – CHOOSING YOUR SUBJECTS POST 16 (continued)

What Are A Levels, Cambridge Technicals, and Extended Certificates Worth?

When students apply to university, they receive offers based on either grades (e.g. ABB) or points. Both A Levels and vocational qualifications carry UCAS points, making them directly comparable and equally valuable when applying to higher education. The table below outlines the points value of different qualifications, so you can see how each pathway contributes to your next step.

At The Newcastle School Sixth Form, you're not just choosing subjects, you're choosing experiences, opportunities, and the chance to grow in independence. Through our unique diploma provision, enrichment opportunities, and personalised support, we'll help you develop not just academically, but as a confident, resilient young adult ready to thrive in the world beyond school.

GCE A Level	UCAS Tariff Points	Applied General extended certificate (L3)/Cambridge Technical Extended certificate L3
A*	56	Distinction*
A	48	Distinction
B	40	
C	32	Merit
D	24	
E	16	Pass

WHAT DOES SIXTH FORM LIFE LOOK LIKE?

Life in Sixth Form at The Newcastle School is an exciting blend of academic challenge, personal growth, and opportunities to explore your passions. Your timetable is designed to give you structure while leaving room for independence, creativity, and development beyond the classroom.

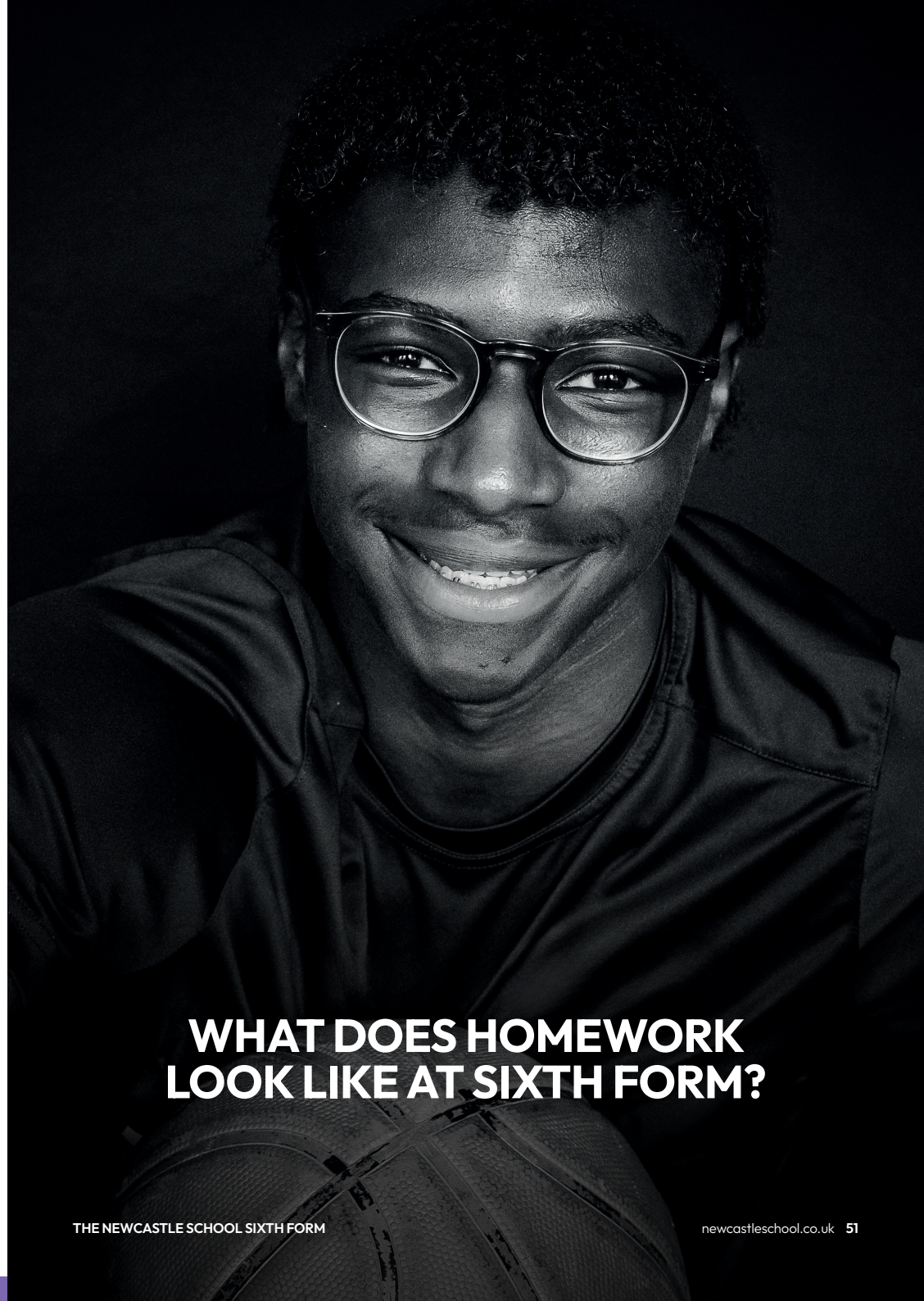
Students usually study three curricular subjects, with an average of six 50-minute lessons per subject each week. This allows you to dive deeply into your chosen subjects and develop the knowledge and skills you need to succeed. Alongside this, you'll take part in our Diploma Programme, dedicating at least three lessons per fortnight to additional projects such as the Extended Project Qualification (EPQ), Higher Sports Leaders course, or enterprise initiatives. These projects help you build confidence, develop practical skills, and experience success beyond traditional examinations.

Wednesday afternoons are dedicated to Games, giving you the chance to train, compete, and enjoy a wide range of sports. Students also take part in weekend fixtures and fitness, strength, and conditioning sessions throughout the week. These activities not only keep you active but also encourage resilience, teamwork, and a sense of wellbeing.

Private study time is an important part of the timetable, giving you space to consolidate learning, complete coursework, and manage the demands of content-rich A Level and vocational courses.

Every Year 12 student is expected to support a club or an academic lesson, helping to develop leadership, empathy, and confidence while contributing to the school community. There are also lots of other opportunities for leadership in Sixth Form: students can set up their own club or apply for a position on the Student Leadership Team, such as Head of House or Senior Pupil. Beyond the classroom, there are additional opportunities for academic extension, co-curricular engagement, work experience, and service, making Sixth Form life at The Newcastle School broad, fulfilling, and enriching.

Sixth Form is about far more than qualification, it's about building self-belief, independence, and the skills you need to thrive academically, personally, and socially. Here, every student has the opportunity to shape their own journey, explore their interests, and achieve success on their terms.



WHAT DOES HOMEWORK LOOK LIKE AT SIXTH FORM?

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Homework in Sixth Form isn't just a task to tick off, it's the foundation of your success. At The Newcastle School, you're expected to complete around one hour of independent work for every hour of taught lessons. Done with focus, integrity, and dedication, it consolidates your learning, sharpens your skills, and prepares you for assessments and beyond.

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Independent study might include reading, research, essays, problem-solving exercises, presentations, or projects like the EPQ or vocational assignments. The key is developing self-discipline, time management, and a strong work ethic, all vital for thriving at university and in your future career.

To support you, we offer an after-school Study Club, a voluntary space where you can work quietly, whilst still in the mindset of School. Treat homework as your personal investment – approach it with commitment, and it will pay off in confidence, skill, and real achievement.

SIXTH FORM DIPLOMA

The Diploma is a unique part of Sixth Form life designed to give students a distinctive, relevant, and engaging experience. It reflects The Newcastle School's commitment to challenge and support each student, helping them achieve their highest academic potential while developing into individuals of strong character. The Diploma prepares students to meet the challenges of the modern world and to lead successful, fulfilling lives both during their time at school and beyond.

The Diploma is built around three core aims:

- Academic Excellence
- Character Development
- Skills for Life

At its heart is the pursuit of academic excellence through the three chosen qualifications. This is complemented by an academic extension programme that will see pupils complete an independent learning programme that is specifically tailored to their interests, skills and ambitions. This includes options such as the Extended Project Qualification. The EPQ allows students to explore a topic of personal interest in depth, developing research, critical thinking, and independent learning skills that are highly valued by universities. Students also have the opportunity to undertake the Higher Sports Leaders course, which builds leadership, communication, problem solving and logistical thinking.

The second strand focuses on character and personal development, encouraging students to engage fully in the wider school and local community. This includes opportunities to support clubs, mentor younger pupils, participate in service projects, and take on responsibilities that build empathy, self-confidence, and leadership. By embracing these experiences, students develop the personal qualities and resilience that underpin success both in Sixth Form and beyond.

The third strand emphasises skills development, with dedicated teaching in areas such as resilience, problem solving, public speaking, and teamwork. Students are given practical opportunities to apply these skills, whether through planning and leading activities, presenting projects, or collaborating with peers. Through this comprehensive and flexible programme, students not only make excellent academic progress but also grow as confident, capable individuals, fully equipped to thrive at university and in their future careers.

WHAT SUPPORT IS THERE?

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At The Newcastle School, every Sixth Form student is fully supported to ensure they thrive academically, personally, and socially. At the heart of this support network is the Head of Futures, who is based in the Sixth Form. They provide guidance on career exploration, interview preparation, and personal statement development, helping students make informed choices about their next steps.

The Support for Learning department continues to assist students with organising their studies and accessing any necessary learning accommodations.

Additionally, an in-house counsellor is available for appointments, either booked directly by students or via their tutor or the Head of Sixth Form, providing a confidential space for personal guidance.

Each student also has a personal tutor, who meets with them twice a day, offering tailored academic and pastoral support. The Head of Sixth Form oversees the entire Sixth Form experience, ensuring every student is guided, challenged, and celebrated throughout their time at school.

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THE
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SCHOOL

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