



**POCKLINGTON  
SIXTH FORM**

Ages 16 to 18



**SIXTH FORM  
CURRICULUM CHOICES**

FOR SEPTEMBER 2024

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## Sixth Form decision making timetable

OCTOBER 2023

Sixth Form information launched - discussions with teachers about **A level** and **BTEC** subjects

NOVEMBER 2023

Sixth Form Taster Day

JANUARY 2024

Fifth Year Parents' Evening

FEBRUARY 2024

Provisional subject choices and enrichment choices

FEBRUARY 2024

Closing date for Sixth Form bursary applications

JUNE 2024

**GCSE** examinations

AUGUST 2024

**GCSE** results - all subject choices confirmed

SEPTEMBER 2024

Induction Day - Sixth Form courses begin

MARCH-MAY 2025

Opportunities to consider post-18 options, attend open days

SEPTEMBER 2025 - JANUARY 2026

Post-Sixth Form applications

JUNE 2026

**A level** and **BTEC** examinations

AUGUST 2026

**A level** and **BTEC** results

# The Pocklington Values and Virtues

The Pocklington Values of Courage, Truth and Trust, along with the nine Virtues which underpin them, form an important framework which is designed to support your development both as a learner and as a young adult.

You will be given plenty of opportunities to focus on developing each of these Virtues - in your academic lessons; through co-curricular and leadership activities; through assemblies, tutor discussions and the LEAP programme of PSHE and life skills. It is your responsibility to take advantage of those opportunities,

and to be reflective (and honest with yourself!) about which Virtues you need to work on honing the most.

The Virtues have been chosen because of the significant influence each one can have on your future success – not only while you are at Pocklington, but as you step forward towards higher or further education and employment. Setting personal goals and aspirations will be an important part of motivating yourself and maintaining a strong work ethic, whilst skills such as resilience, integrity and commitment will help you

to face and overcome the challenges and setbacks that you may face over the next two years. Universities and employers are looking for young adults who are not only enquiring, creative and reflective in their thought processes, but who can work effectively with others collaboratively and compassionately.

We believe that the Pocklington Values and Virtues are the fundamental skills that you will need for success during your Sixth Form career and hope that you will discover this to be true for you in the coming two years!

## 12 REASONS TO CHOOSE POCKLINGTON SIXTH FORM

### COURAGE

**Ambitious goal setting through personal growth and specialist guidance**

Independent study time and use of our Sixth Form centre, building your organisation, motivation and resilience, and preparing you for the next step towards further study and employment

Careers and university guidance, as well as access to our Careers and Business Network, providing assistance with preparation for a wide range of post-18 aspirations

An extensive co-curricular programme delivering a wealth of opportunities to work collaboratively in sport, music and drama as well as through options such as Community Action and CCF

Symposium and LEAP programmes which broaden your intellectual and cultural horizons, as well as developing your moral code and personal integrity

Academic enquiry through a timetable constructed around you, created from a wide range of 28 A level and BTEC subject options

### TRUTH

**Academic rigour and achievement through tailor-made programmes delivering depth and breadth**

Creativity and intellectual curiosity is nurtured in specialist teaching facilities and through our range of stimulating enrichment courses

Small class sizes and specialist teachers provide personalised academic support and challenge to ensure you work reflectively, building on your strengths and addressing areas for development

Over 70 different ways for students to 'give back' to the school community through leadership opportunities including school, house and subject prefect roles



### TRUST

**Personal skills development through leadership opportunities and pastoral support**

# What to expect from the Sixth Form

Pocklington Sixth Form offers students a carefully balanced combination of challenge and support with the aim of preparing them effectively for their next steps after school. Through nurturing our core values – Courage, Truth and Trust – in our students, we encourage each young person to be aspirational in setting their personal goals; independent, enquiring and self-motivated in their studies; and in possession of the integrity, resilience and compassion needed to become responsible young adults. Diverse academic and co-curricular opportunities, coupled with a support network of specialist staff, ensure our students are well prepared for future happiness and success in life, work and further study.

## CHOICE AND INDEPENDENCE

Sixth Form study offers students the chance to develop greater levels of independence and autonomy, by introducing a wider element of choice and self-direction into the structure and content of their study programmes. By devising personalised programmes of study from a wide range of A levels, and a carefully selected range of BTECs and enrichment courses, we encourage our students to refine their personal areas of interest and aspiration, enjoy learning for its own sake and be able to learn independently.

## STRUCTURE AND SUPPORT

Knowing and supporting our students as individuals is at the very heart of Pocklington Sixth Form. All Sixth Form students, including boarders, are members of one of four school day houses: Dolman, Hutton, Gruggen and Wilberforce. Each house has four tutors who are the first point of contact for pastoral and academic support for each student; one of the tutors in each house is also the housemaster or housemistress. Tutor groups are small, usually 10-12 students, meaning that plenty of individual support and guidance can be given.

House staff are important figures in each student's school life; they monitor and support progress and are there to advise, encourage and guide. When the time comes to apply to university or to plan alternative post-18 routes, they will help with compiling applications and with the completion of personal statements.

The relationship with tutors and housemasters/mistresses is vital, but is augmented by staff with a range of specialist expertise. In addition to subject teachers, our Careers Adviser is on hand to offer guidance on a wide range of post-18 options, with further specialists providing support with Oxbridge and other competitive courses. Our students also become part of the community at and beyond school, through membership of the Old Pocklingtonian Association and Careers and

## Your academic programme

### OVERVIEW

The Sixth Form academic programme at Pocklington School is designed to enable each student to create a personalised programme from a wide range of options, tailoring their subject package to suit their aptitudes and to help them prepare for university, further training or the workplace. Our expectation is that students will build a core programme of A level or BTEC qualifications from a wide range of subject options, and will complement this by selecting one further qualification from a range of enrichment choices.

### CORE PROGRAMME

Most students opt for three A level or equivalent subjects as their core

academic programme. There are 28 subjects to choose from and this booklet provides students with useful information about each of these subjects in order to help them make appropriate choices. When making choices, it is important to note that the BTEC Level 3 National Diploma in Sport is equivalent to two A levels and therefore counts for two options. Many of the subjects are assessed entirely by exams at the end of the Upper Sixth year; however, others have exams and/or coursework at various stages throughout the two years (see individual subject pages). Academic and pastoral support, along with thorough internal monitoring, takes place on an ongoing basis and, at the end of the Lower Sixth year, rigorous internal exams take place.

### SUBJECT CHOICES

All subjects are usually taught in mixed ability groups of 16 or fewer. Initially students have a free choice from the list of subjects offered. Individual choices must be submitted to the Assistant Head (Academic Administration) by Monday 5 February 2024. Choices blocks are then formed which attempt to match as many combinations as possible. Not all combinations may be possible, but experience shows that the great majority usually are. Revised choices then have to be made from within these groups.

Occasionally, if there are insufficient numbers to make a particular subject viable, it may be withdrawn, or offered with fewer timetabled lessons and some directed independent study.

Business Network which can offer the opportunity of careers and mentoring support. These relationships help to ensure that our students are supported on every level through their personalised study programmes and towards fulfilling their potential.

## WORKING TOGETHER

The partnerships with their peers that are built during Sixth Form are also crucial to students' individual successes, laying foundations for a bright future through respecting and supporting one another, and sharing the inevitable challenges and achievements that lie ahead.

Sixth Form students enjoy the privilege of our Sixth Form centre, where they can work quietly, in small groups, or in a more relaxed setting in specially designated areas which include individual work stations, an impressive café area and wifi access throughout. Students value the opportunities to meet with other students and staff, working individually and together in these custom-designed spaces.

The centre also has easy access to the Sixth Form mezzanine in our school library, equipped with Sixth Form subject resources and ICT facilities. Offices for the Head of Sixth Form, Mr Tim Morris, and Sixth Form staff are also located in the centre to ensure that help is always on hand.

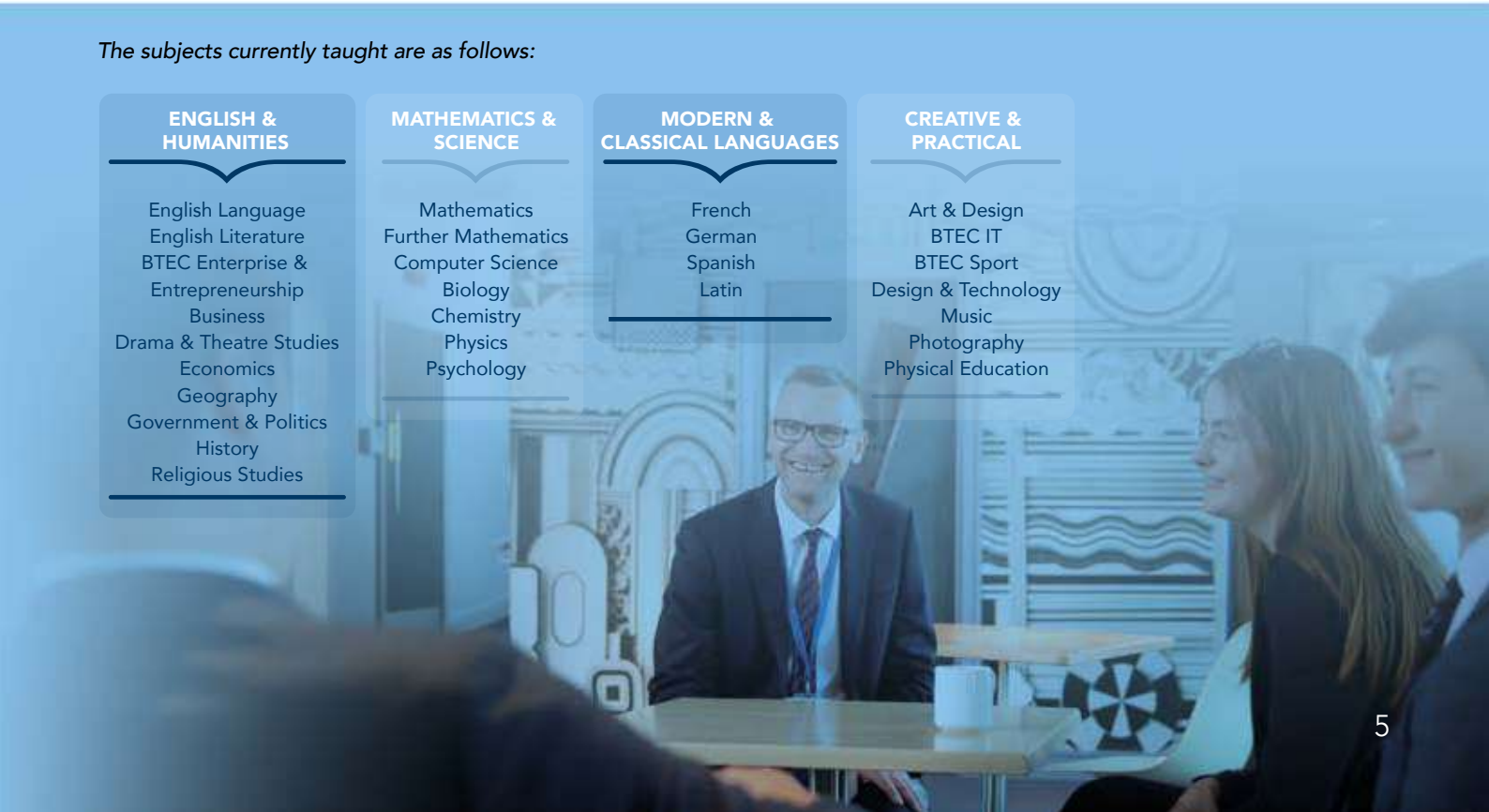
## PERSONAL DEVELOPMENT

Sixth Form students are encouraged to take on challenges beyond their academic studies, developing their personal qualities and values by exploring their individual talents and discovering new areas of interest.

An extensive range of co-curricular activities, clubs and societies, and volunteering opportunities means that there really is 'something for everyone' – whether that is as part of our sporting, musical and dramatic programmes, our Community Action volunteering scheme, or through one of the many clubs and activities ranging from Debating and Duke of Edinburgh through to Engineering and Young Enterprise.

Sixth Form also offers students the prestigious opportunity to become ambassadors and role models for other members of the school community. There is a wide range of over 70 leadership opportunities – from school prefect, house prefect, boarding prefect, to subject assistants, CCF NCOs and sports' captains or mentors and organisers of house events or activities for our younger pupils. These responsibilities develop students' confidence and collaborative skills, whilst demonstrating their commitment and allowing them to play a key and fulfilling role in school life.

The subjects currently taught are as follows:



ENGLISH & HUMANITIES	MATHEMATICS & SCIENCE	MODERN & CLASSICAL LANGUAGES	CREATIVE & PRACTICAL
<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>BTEC Enterprise &amp; Entrepreneurship</li> <li>Business</li> <li>Drama &amp; Theatre Studies</li> <li>Economics</li> <li>Geography</li> <li>Government &amp; Politics</li> <li>History</li> <li>Religious Studies</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Further Mathematics</li> <li>Computer Science</li> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>French</li> <li>German</li> <li>Spanish</li> <li>Latin</li> </ul>	<ul style="list-style-type: none"> <li>Art &amp; Design</li> <li>BTEC IT</li> <li>BTEC Sport</li> <li>Design &amp; Technology</li> <li>Music</li> <li>Photography</li> <li>Physical Education</li> </ul>

# Entry requirements for Sixth Form, admission, fees, scholarships and bursaries

## ADMISSION TO THE SIXTH FORM ENTRY REQUIREMENTS

Existing pupils and new applicants wishing to enter the Sixth Form should have a minimum of 6 GCSE passes with at least four of these at grade 6. They should have grade 6 or higher in the subjects they wish to study in Sixth Form. Grade 7 is required for mathematics and science courses.

## SCHOOL FEES

For fees information, please visit the Pocklington School website at [www.pocklingtonschool.com](http://www.pocklingtonschool.com) or contact the Admissions Office.

## SIXTH FORM SCHOLARSHIPS AND BURSARIES

Four Sixth Form awards: two Hutton Scholarships and two Hutton Exhibitions are available to high performing GCSE candidates, both internal and external based on their GCSE results. In recent years these have gone to candidates with eight grades 8 or 9 or more.

A limited number of Sixth Form Bursaries, worth up to 100% of the day fee, are available to Sixth Form applicants for September 2024. Bursary applications must be made by mid-February 2024 and bursaries will be awarded on merit as a result of interview, references and further voluntary evidence, and after assessment of the financial means of those responsible for

payment of fees. The candidate must also achieve the GCSE grades required for Sixth Form entry i.e. a minimum of six GCSE passes, including four at grade 6 or above. Full details are available from the Accounts Office.

## YOUR ENRICHMENT PROGRAMME

In addition to the wide selection of core A level and BTEC qualifications, Pocklington offers a programme of enrichment opportunities and qualifications from which students can select their preferred options. This programme includes:

- The Extended Project Qualification
- Home Cooking Skills
- Sports Leadership Qualification
- Life Skills from the Perspectives of Psychology and Counselling
- An A level or AS in a fourth subject (please note that this is a major commitment and only advised for the highest attainers at GCSE)
- An A level in further mathematics [for those pupils already taking A level mathematics]

The breadth of these opportunities will help pupils to develop key skills, both as learners, and as individuals ready to enter the workplace. Further details of each qualification can be found in the table overleaf and the 'frequently asked questions'.

## Your academic programme (continued)

### SELECTING YOUR SUBJECTS AND ENTRY REQUIREMENTS

#### Selecting your subjects

Your choice of A level or BTEC subjects is a big decision, but it is important to remember there is plenty of advice and support available to ensure that you make appropriate choices. You should bear in mind the following factors:

#### Are you good at the subject?

Prior attainment is a central factor. Most subjects have specific GCSE entry

requirements and you should seek further advice from the relevant Head of Department if you are unsure.

#### Do you like the subject?

Motivation is obviously important too. It is much easier to study a subject you enjoy!

#### Do you need the subject?

The university course, training or employment route you are considering may require particular subjects. Different courses may also require different grades and so it is wise to check the possible

subject and grade entry requirements of your likely choices before embarking on A level or BTEC courses. Read this prospectus carefully to make sure that you understand fully what is involved in the study of each of your chosen subjects. Be particularly thorough in checking the details of subjects that are new to you. The Sixth Form Information Evening is an opportunity to find out more about the subjects which are of interest to you, and to discuss possible choices with staff and with pupils currently studying those

## ENTRY REQUIREMENTS

Sixth Form entry requirements are a minimum of six GCSE passes with at least four of these at grade 6.

SUBJECT	ENTRY REQUIREMENT
Art	GCSE grade 6 in art is recommended
Biology	GCSE grade 7 in sciences and mathematics or grade 7s in combined science (trilogy)
Business	School entry requirements
BTEC Enterprise and Entrepreneurship	School entry requirements
BTEC IT	School entry requirements
BTEC Sport	GCSE PE normally required
Chemistry	GCSE grade 7 in chemistry and mathematics or grade 7s in combined science (trilogy)
Computer Science	GCSE grade 6 in mathematics
Design & Technology	GCSE grade 6 in design and technology
Drama & Theatre Studies	GCSE grade 6 in drama is recommended
Economics	GCSE grade 6 in mathematics
English Language	GCSE grade 6 in English literature or English language
English Literature	GCSE grade 6 in English literature or English language
Geography	GCSE grade 6 in geography

SUBJECT	ENTRY REQUIREMENT
History	GCSE grade 6 in history is recommended
Latin	GCSE grade 6 in Latin
Mathematics	GCSE grade 7 in mathematics
Further Mathematics	GCSE grade 8 in mathematics
Modern Languages – French, German & Spanish	GCSE grade 6 in chosen language
Music	GCSE grade 6 in music or grade 5 practical and grade 5 theory (ABRSM, Trinity or Rock School)
Photography	School entry requirements
Physical Education	GCSE grade 6 PE is required; GCSE grade 6 in the sciences is recommended. Students should be competent in at least two sports.
Physics	GCSE grade 7 in physics and mathematics or grade 7s in combined science (trilogy)
Politics	School entry requirements
Psychology	An average of GCSE grade 5 in English, mathematics and science
Religious Studies	GCSE grade 6 in religious studies

subjects. The Fifth Year Parents' Evening will give current pupils and their parents a further opportunity to discuss their intentions with their teachers.

### Decision-making

It is not impossible to change your mind later, but it is much better to make strong decisions now so that you have clear plans in place before you are involved in GCSE revision and exams.

Your choices will be used to determine the number of teaching groups needed



for each subject and to set the subject blocks which will operate in the Lower Sixth. If you decide to make changes

to your choices later in the year, you will need to make sure that they can be accommodated within these blocks.

# Sixth Form enrichment qualifications

Alongside your three subject choices, you have the opportunity to choose from a range of enrichment qualifications. There is a wide variety of skills, outcomes and time commitments involved in each of these options, designed to appeal to everyone and to offer you the chance to personalise your Sixth Form programme. The table below will help you to compare each qualification and to decide which one is right for you.

Students wishing to take a fourth A level subject instead of an enrichment qualification should discuss this with the subject and house staff in the first instance. In some subjects it may be possible for an AS qualification to be taken (examined at the end of Lower Sixth). Please note that this is a major commitment and only advised for the highest attainers at GCSE.

	EXTENDED PROJECT QUALIFICATION	SPORTS LEADERS QUALIFICATION	HOME COOKING SKILLS (BTEC LEVEL 1)	LIFE SKILLS FROM THE PERSPECTIVES OF PSYCHOLOGY AND COUNSELLING
<b>What is it?</b>	An independently researched project which can take the format of a 5000-word essay or a practical artefact (for example artwork, design, performance or script) plus a 1000-word commentary.	A nationally recognised qualification which prepares you to lead groups of people in sport and recreational activities as well as teaching leadership skills such as organisation, planning, communication and teamwork.	A practical qualification designed to help you develop the knowledge, understanding and confidence to cook meals at home and how to economise when planning a meal.	A course providing you with a theoretical and practical introduction to skills to enable you to engage with the wider world of relationships. It is designed for those in Sixth Form who would like to develop their own self-awareness, develop people skills, grow in their support of others, and may be interested in working in a psychological capacity in the future.
<b>What lesson time does it involve?</b>	Weekly taught sessions delivering the skills you will need to complete your project, plus weekly meetings with a supervisor who will support your progress.	Theory-based lessons plus coaching sessions, some of which could be during school time but some of which will require independent organisation.	Weekly taught sessions, plus independent study time, needed to complete a portfolio of evidence.	A weekly taught session.
<b>What is the time commitment required?</b>	Roughly 120 hours in total, over the whole year. This breaks down as 30 hours taught time and 90 hours independent time (2-3 hours per week).	Up to 120 hours in total, made up of a combination of lesson time, independent study and coaching sessions.	Around 40 hours in total for the Level 1 qualification.	Attending the lessons and keeping a personal journal on reflections from the course. There is the option to complete an essay.



	EXTENDED PROJECT QUALIFICATION	SPORTS LEADERS QUALIFICATION	HOME COOKING SKILLS (BTEC LEVEL 1)	LIFE SKILLS FROM THE PERSPECTIVES OF PSYCHOLOGY AND COUNSELLING
<b>How will it be taught?</b>	The idea of the EPQ is that you take the lead on planning and organising your own time. Taught sessions are seminar-style in small groups. Much of your work will be self-led research, planning and refinement, supported by your supervisor.	Lessons will be delivered in a small group format to help you learn how to plan and evaluate sporting activity sessions as well as leading them safely for groups including children, older people and the disabled.	Practical sessions where you are guided through the different skills and techniques needed.	A combination of teacher input, video clips, group exercises and personal reflective work.
<b>How will it be assessed?</b>	You must submit a logbook which tracks your progress from initial planning right through to an evaluation of your finished product as well as the product itself. You also deliver a presentation at the end of the process. You are marked holistically on your progress across the year, and not just on the final product.	Completion of a Learning Evidence Record with worksheets, video or photo evidence as well as plans and evaluations for coaching sessions that you have devised. There is a practical assessment during the Lent term.	This qualification is assessed internally. You will build a portfolio of evidence of the different meals you produce and the skills and techniques involved in each one.	Students attend and fully participate in the course. Assessment for a certificate requires submission of a journal and an essay. The optional essay draws upon recent life experience, critically evaluating a case study of a person in a community context that would have benefited from counselling.
<b>What do I get out of it?</b>	Level 3 qualification (i.e. equivalent to A level in difficulty, but not in size). EPQs are awarded UCAS points, for example an A* is worth 28 points and a C is worth 16 points.	Level 3 qualification (i.e. equivalent to A level in difficulty, but not in size). On successful completion of the qualification, you can receive up to 16 UCAS points.	Level 1 BTEC qualification. This is an introductory qualification and is not assessed at the same level of difficulty as the Level 3 BTECs.	Developing personal skills will enable you to relate to people in a more meaningful way. You will grow in self-awareness, listening skills, empathy and the ability to ask appropriate questions. Based on psychology and the counselling world, the course will enable you to be better equipped to handle the wider world of relationships. The world of counselling is explored and you will learn some of the skills of a counsellor for use in every day life.

# Sixth Form enrichment qualifications

(continued)

	EXTENDED PROJECT QUALIFICATION	SPORTS LEADERS QUALIFICATION	HOME COOKING SKILLS (BTEC LEVEL 1)	LIFE SKILLS FROM THE PERSPECTIVES OF PSYCHOLOGY AND COUNSELLING
<b>Why should I do this?</b>	The EPQ is a valuable qualification to teach you the skills needed for university study – planning, research, referencing, self-motivation and organisation. It shows your ability to work independently and allows you to follow your own area(s) of interest whilst earning credit for it.	If you enjoy participating in sports, are interested in working with younger children, or want to extend your coaching and leadership skills, to be used in any area, then this course may well appeal to you.	If you have already enjoyed the cookery activities on offer in school, or would like to make sure you have the culinary skills needed to take care of yourself properly at university and beyond, then this could be the right option for you.	The course will allow you to develop self-awareness, improve people skills and grow in supporting of others. Whatever your future career might be, you will require the skills to understand, relate to and manage colleagues. Learning basic counselling skills will improve this by developing your listening, empathy and problem-solving capability.
<b>Anything else I should consider?</b>	It is important to realise that consistent effort is required across the year. However, students who complete the EPQ find it a tremendously rewarding experience and also say it really helps them prepare for university.	Be aware that you must complete 14 hours of coaching, with various groups, to complete the course. A significant amount of this will need to be organised independently.	Spaces will be limited on this course, but we will do our best to make sure that everyone who would like to gets the chance to participate.	Internal pastoral support will be offered to all students throughout the course. If at any point the student or tutor feels that the course is not appropriate, then terminating the course is allowed. The course is not suitable for any one currently having therapy or currently going through major life changes such as a bereavement.
<b>Who should I see if I have any questions?</b>	Mrs Hutchinson	Miss Hornby	Mrs Salmon	Rev Bill Merrington

# Co-curricular opportunities

Lower Sixth students have a range of opportunities to focus on developing skills which will be useful not only during your time at school, but whilst you are at university, carrying out further study elsewhere, or embarking on your chosen career. You have a range of options to choose from, depending on your particular ambitions and plans for the future.

## THE COMMUNITY ACTION PROGRAMME

Our Community Action programme allows students to use their many and varied talents in the wider community. Options vary slightly from year to year but generally include: conservation volunteers; helping out at local primary schools; social visits to senior citizens or less mobile local

residents in local day care centres or retirement homes; visits to a dementia charity; visits to Kings Mill School for Disabled Children. Visits to these latter two placements are particularly beneficial to those students who are considering careers in medicine.



## WORK EXPERIENCE PLACEMENTS

If you have a particular career path in mind, or even if you are undecided as yet, you may wish to take the opportunity to organise a regular work experience placement at a local organisation to help you get more experience of the skills and expertise needed to succeed in your chosen field. You can also strengthen your UCAS application and CV by having plenty of

evidence of your initiative and commitment through organising these placements. This has proved a valuable opportunity for students wishing to pursue careers in dentistry or veterinary science. Placements must be arranged by students themselves in liaison with the practices and the school. Students will need to make their own transport arrangements.



## COMBINED CADET FORCE (ARMY AND RAF)

As a member of the Combined Cadet Force (CCF), our cadets follow a disciplined training programme which aims to develop their resourcefulness, communication skills, self-reliance and responsibility as well as a sense of service to the community. At Sixth Form level, selected cadets assist in the delivery of the training programme through their Non-Commissioned Officer (NCO) status, achieving leadership roles up to the rank of Cadet Contingent Sergeant

Major. Working closely with our qualified, experienced Officers, our Senior Cadets have the opportunity to organise and guide our younger cadets, whilst developing life skills that will be invaluable in later life and in future careers. Cadets will take part in field days, overnight training exercises, flying days (RAF only) and will be given the chance to enjoy adventurous training and summer camp residential weeks.

# Co-curricular opportunities *(continued)*

## SIXTH FORM SYMPOSIUM

Having an academic breadth of knowledge can help enormously with preparation for interviews and hone the finer threads of essay skills across all subject areas. Our Sixth Form Symposium meets regularly to provide an ideal opportunity to widen thinking; experience enrichment and extension; practise discursive and debating skills. There is a varied programme throughout the year with contributions from all academic disciplines. The topics are accessible to a wide audience, not just subject specialists, and can take a variety of forms with debates, lectures, invited speakers and Sixth Form presentations. Sixth Form students can make informal and formal contributions, or simply listen and absorb.

## SPORT

Sport plays an important formative role in developing the all round strengths that define a Pocklington pupil: self-respect and confidence, team awareness and physical fitness. Sport is timetabled on Wednesday afternoons with matches for team players on Wednesdays and Saturdays.

All senior students are encouraged to continue to support the mainstream sports of each term, allowing Pocklington School to uphold the extensive fixture list that we have in each respective sport. However for those students not involved in the mainstream sports of the respective term, choices include badminton, golf, horse riding, personal fitness, yoga, climbing and swimming.

BOYS	GIRLS
Major sports*	
Athletics	Athletics
Cricket	Cricket
Hockey	Hockey
Rugby	Netball
Tennis	Tennis

Everyone is encouraged to try a range of sports. As players, coaches and umpires our teachers have the skills and dedication to help every student make the most of their sporting talents. Students also have access to specialist coaches from professional sporting bodies such as the Rugby Union, hockey, cricket and tennis. With their support a number of our best performers have achieved selection to regional and national teams.

## MUSIC AND DRAMA

Both music and drama are vibrant here and there are opportunities for all students to participate, not just those studying these subjects academically.

Musicians and singers at all levels can join a musical ensemble and there are opportunities to perform solo or to take part in school concerts.

Regular auditions are held for school productions and competition can be fierce. For those who do not wish to be in the limelight there are also opportunities to get involved





backstage in areas such as directing, lighting, sound, choreography and costumes. Performances of the highest quality are regularly delivered.

In recent years some of our Sixth Formers have gained places, against strong national competition, at the National Youth Theatre and the National Youth Music Theatre summer schools and won scholarships to music conservatoires and drama schools.

Pupils have also given highly acclaimed public performances of the York Mystery Plays at the York Festival.

## CLUBS AND SOCIETIES

Students can also participate and contribute to the organisation and life of the school as prefects, mentors, subject assistants and sports coaches or by joining and helping to run a club or society. The following list of clubs and societies gives a flavour of what is on offer and is not exhaustive:

- Chamber Choir
- Cooking
- History Society
- Music Society
- Psychology Society
- Senior Debating
- Senior Drama
- Sixth Form Symposium
- Swing Band
- Young Enterprise

## ART

Whether your creative talents are to be found in painting, drawing, sculpting, video making or animation there are opportunities outside the curriculum. The only limit is your imagination and the art department regularly participates in competitions and stage exhibitions of students' work outside school.

# Careers support and OP membership

## CAREERS AND UNIVERSITY ADVICE

Throughout a student's time in Sixth Form, they will be supported in making careers decisions by our Careers and University Adviser, Mrs Gillian Jones. She is available to give one-to-one information, advice and guidance about a range of post-Sixth Form options focused on helping students to find the right pathway to reach their career goals. Mrs Jones is available for consultations with parents by appointment and at parents' evenings.

Students who are applying to study abroad, or for courses in medicine, veterinary science, dentistry and physiotherapy, receive dedicated support as do those students planning to apply to Oxbridge.

A number of careers events to enlighten students on the varied opportunities that are available and on the skills that employers are seeking today are organised, and visiting speakers and former students address our Sixth Form students on various aspects of university life, study abroad opportunities, gap year experiences, apprenticeships, employment and career development.

Our Sixth Form students are offered extensive careers guidance and support to equip them with the skills they will need to succeed at university and in the future as they begin their careers. As part of the tutorial programme, students can access individual help with their university and apprenticeship applications. We support students through all aspects of the UCAS process as well as providing assistance to students considering other options.

Our well-resourced career library is situated next to the school library on the second floor and is open daily from 8.30am to 4.30pm (Monday-Friday) during term time. Students are welcome to browse the resources. We subscribe to Morrisby: Careers Advice and Guidance Online Platform allowing students remote access to undertake their own important research and make informative careers decisions.

If you require further information about careers support please contact:

- Gillian Jones, Careers and University Adviser  
Tel: 01759 321301  
E-mail: [jonesg@pocklingtonschool.com](mailto:jonesg@pocklingtonschool.com)

# Careers support and OP membership

(continued)

## PSF CAREERS AND BUSINESS NETWORK

The Pocklington School Foundation (PSF) Careers and Business Network was launched in November 2017 with the aim of benefiting the whole PSF community, particularly recent OPs, Sixth Form students, current parents and former parents. Governors, Life Patrons, former staff and current staff are also invited to join in.

A dedicated LinkedIn group acts as the central hub for all communications and members of the school community such as OPs and current and former parents are invited to join a register if they would like to be part of the Network. There is a rolling programme of events, featuring guest speakers, and regular Careers and Business Network updates and news items are posted on the school and OP websites and on social media.

A key part of the programme is the OP Mentor Scheme for current and former pupils, which has proved valuable to many recent OPs and Sixth Formers. The scheme provides access to more experienced OPs for one-to-one advice and support in a range of business areas and professions. This might include help with university and job applications, CVs, insight visits, placements and work experience and is available to OP members at any stage of their career from undergraduate, postgraduate and beyond.

If you require further information about the Careers and Business Network please contact:

● **Jenny Preston**, Development Officer  
Tel: 01759 322626  
Email: [development@pocklingtonschool.com](mailto:development@pocklingtonschool.com)



## OLD POCKLINGTONIAN ASSOCIATION

The Old Pocklingtonian Association (OPA) was established over 100 years ago for former pupils of Pocklington School. The OPA has traditionally provided a link back to the school once pupils have left through long-standing sporting and social events and more recently through careers and mentoring support.

As a member of the OPA, when a pupil leaves Pocklington School they will become an OP for life. Not only will they continue to have the support and friendship of their peers but they will instantly gain access to generations that have gone before, both in the spirit of tradition and achievement and also in the tangible benefit of social and career networking, support and advice. The OPA commits to delivering the advantages of choosing a private education long after a pupil has left the school.

OPA membership is open to all day and boarding pupils when they leave school. Lifetime membership is currently £390 paid via your school bill in equal termly instalments in the senior school until the end of the Fifth Year, or within the Sixth Form for those that join only for those two years. Membership benefits include:

- Business networking and careers support
- Lifelong access to OP mentor network
- Regular social reunions and dinners both at school and at other locations around the country
- Annual sporting events including cricket, golf, hockey, netball, rugby, running and tennis
- Annual 'Old Pocklingtonian' magazine
- Monthly e-mail news bulletin
- Assistance with organising year group reunions and reconnecting with contemporaries
- OPA web and social media groups

If you require further information about the OPA please contact:

● **Rachel Dare**, OP Liaison Officer  
Tel: 01759 321307  
E-mail: [opoffice@pocklingtonschool.com](mailto:opoffice@pocklingtonschool.com)



Contact: Mr D Cimmermann  
 Email: cimmermann@d@pocklingtonschool.com  
 Course: A level Fine Art  
 Exam Board: Edexcel

Art at Pocklington has developed over the years to offer students the opportunity to respond to contemporary trends within the art world. With this in mind it is now possible to approach the subject in two ways. Students may choose to do fine art or photography. It is possible for some students to do both if they are aiming for a career in art.

### CONTENT OF COURSE

**Personal study:** A 2000-word essay.

**Personal investigation:** A full range of practical work and supporting studies presented as an exhibition of work

**Externally set assignment:** A portfolio of work leading up to a 15-hour exam

### COURSE ENTRY AND QUALIFICATIONS

Students considering fine art or photography should have a commitment to and interest in creativity and exploration.

Academic qualifications for the course are the same as the entry requirements for the Sixth Form. Art at GCSE is recommended for A level art.



### FINE ART AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

This course is suitable for students who have an interest or aptitude for the subject or who wish to pursue careers for which an art background is relevant. These might include advertising, architecture, television, theatre, art gallery work, product design, photography and animation.

The normal route for pupils wishing to study beyond Sixth Form would be a foundation course. For more information please contact the Head of the Art Department.

### COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Personal study	A 2000-word essay	60%
Personal investigation	A full range of practical work and supporting studies presented as an exhibition of work	
Externally set assignment	A portfolio of work leading up to a 15-hour exam	40%

“A delightful exhibition, demonstrating a wide range of media, skills and techniques. How lovely that the students can have a wider audience in the lovely setting.”

Visitor to Pock Art Sixth Form Exhibition at Burton Agnes Hall



# Biology

Contact: Dr K J Clow  
Email: clowk@pocklingtonschool.com  
Course: A level Biology  
Exam Board: OCR

Biology is the study of the living world, its diversity, processes and development. Few other subjects hold more scope for the excitement of discovery. With the development of modern genetic techniques, our understanding and application of the natural world has grown exponentially. Whether it is developing genetically engineered bacteria to break down oil spills, using green plants as photobioreactors or manipulating the human genome to produce personalised medicines, biology will be at the centre of our future world.

## CONTENT OF COURSE

Biology is taught in a linear fashion, with six modules being taught over the two years of study:

**Module 1:** Practical skills

**Module 2:** Cells and biological molecules

**Module 3:** Breathing and circulatory systems in plants and animals

**Module 4:** Immunity and disease, biodiversity and evolution

**Module 5:** Homeostasis and biochemistry

**Module 6:** Genetic control, inheritance and genetic manipulation, biotechnology and ecosystems

Practical work does not form part of the overall assessment, although if successful in each of the twelve PAGs (Practical Activity Group experiments), candidates can achieve 'practical competence'. This is recorded on their A level certificate.

The present specification has significant mathematical and chemistry components, which certainly favours those students studying A level mathematics and/or chemistry. However, some students find they can do well in biology as their sole science.

## COURSE ENTRY AND QUALIFICATIONS

An interest in life processes is important, together with scientific and analytical ability. Increasingly, modern exam questions require not only an ability to understand factual material, but also to apply it to data, which may well be unfamiliar.

Experience suggests that students with less than grade 7 in their GCSE sciences and mathematics often find the course a struggle, and grade 7 or above is therefore required.

## BIOLOGY AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Biology at A level can lead to many different university courses, such as a wide range of biological science courses (eg. genetics, marine biology, botany or zoology), nursing/midwifery, sports science/physiotherapy, biochemistry, agriculture and pharmacy. At the more specialist level, the subject at grade A is necessary for potential medical, veterinary and dental students.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
H420 - 01	Biological processes	100
H420 - 02	Biological diversity	100
H420 - 03	Unified biology	70
H420 - 04	Practical endorsement in biology	Reported separately

"Biology is the most powerful technology ever created. DNA is software, proteins are hardware, and cells are factories."

Arvind Gupta



Everything in life involves business. Think about that new top you bought last week and then think of what businesses made it possible for you to be wearing it right now? The obvious ones are the shop and the manufacturing plant but what about the cotton growers, the label makers or the delivery company? Perhaps more importantly, the companies that manage the finances of all those businesses. Thinking about all those processes and people allows you to begin to understand what A level business is about.

## CONTENT OF COURSE

### Theme 1 and 2: Marketing and people

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders
- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

### Theme 3 and 4: Business decisions and strategy

- Business objectives and strategy
- Business growth

- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change
- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

## COURSE ENTRY AND QUALIFICATIONS

The emphasis is on the reading, application and analysis of data in order to come to reasoned conclusions based upon business case studies.

The course suits both arts and science students, and will be most accessible to those with good analytical skills. Academic qualifications for the course are the same as the entry requirements for the Sixth Form.

## BUSINESS AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Careers and further study in business are diverse, with job roles covering everything from marketing and agriculture to retail and banking. Depending on your area of interest, studying business will help you develop analytical skills and useful life skills valued and respected by employers and universities alike.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Paper 1	Marketing, people and global businesses (2 hours)	35%
Paper 2	Business activities, decisions and strategy (2 hours)	35%
Paper 3	Investigating business in a competitive environment (2 hours)	30%

“Studying business will help you develop analytical skills and useful life skills valued and respected by employers and universities alike.”

# Chemistry

Contact: Mrs J McDowell  
Email: [mcdowellj@pocklingtonschool.com](mailto:mcdowellj@pocklingtonschool.com)  
Course: A level Chemistry  
Exam Board: AQA

The study of A level chemistry is a challenging and interesting course that builds on the knowledge gained at GCSE. You will study physical, inorganic and organic chemistry in greater depth, which will provide you with valuable skills that can be applied to a variety of different subjects. These include problem-solving, mathematical and practical skills. The chemistry qualification opens the door to a wide range of career options both in and out of a lab.

## CONTENT OF COURSE

Chemistry is an experimental subject and key practicals in the course link theory to reality. You will be taught to become confident and skilled practical workers; for example, undertaking the synthesis of pure aspirin and its analysis.

As knowledge and skills grow, they will be applied to the process of solving problems, calculating amounts and understanding why chemical reactions occur.

Making accurate observations, recording data, working safely and independently carrying out research, form part of a practical endorsement.



## COURSE ENTRY AND QUALIFICATIONS

The course demands good levels of scientific aptitude and numeracy. Experience shows that students with a grade 7-9 in GCSE chemistry and mathematics, or a minimum grade 7 in double award science or above, are more suited to the course.

## CHEMISTRY AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Chemistry A level helps you to become analytical and logical and opens the door to a wide range of career options. It is a highly regarded qualification for a breadth of courses in higher education, both science and non-science based.

Chemistry is a suitable subject choice at A level for people who want a career in the health and clinical professions, such as medicine, nursing, dentistry, veterinary medicine or forensic science. It can also lead to the pharmaceutical industry, medical research, engineering, environmental science, material science and food science.

The department has strong links with the Royal Society of Chemistry and the University of York Chemistry Department.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Paper 1	Physical and inorganic chemistry with relevant practical skills (2 hours)	35%
Paper 2	Physical and organic chemistry with relevant practical skills (2 hours)	35%
Paper 3	Any content and practical skills (2 hours)	30%
Paper 4	Practical endorsement in chemistry	Reported separately

“Chemistry plays a vital role in the development of everyday products that help to support and improve our quality of life, as well as future products that we have yet to see and experience.”

Royal Society of Chemistry



# Computer Science

Contact: Mr C Charles  
Email: charlesc@pocklingtonschool.com  
Course: A level Computer Science  
Exam Board: OCR

Computer science is of enormous importance to the economy, and the role of computer science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. The growth of mobile devices and web-related technologies has resulted in new challenges for employers and employees, and businesses today require an ever-increasing number of technologically-aware individuals. Computer science is a practical subject, requiring the ability to think creatively and to analyse problems in computational terms as well as very good mathematical skills.

## CONTENT OF COURSE

There are two theory components that will be externally set and marked. There will be a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions. Paper one will cover the characteristics of contemporary systems; architecture and other areas including: software and software development; programming; exchanging data types; structures and algorithms; legal, moral, ethical and cultural issues.

The second paper will be focused on problem-solving, pseudocode and elements of computational thinking.

The final component is a coursework unit in which students select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the assessment objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation/testing.

## COURSE ENTRY AND QUALIFICATIONS

Entry requirements for the course will be a minimum of grade 6 in GCSE mathematics and some coding experience in a programming language such as Python or Visual Basic. GCSE computer science is beneficial.

## COMPUTER SCIENCE AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

The computer science course enables students to gain a broad understanding of computer science theory and applications which will provide an excellent grounding in many industries that require computer science expertise along with those careers that may use computer science as a specific application. The subject also allows for progression to diverse university courses.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Computer systems (01)	2 hours and 30 minutes written paper	40%
Algorithms and programming (02)	2 hours and 30 minutes written paper	40%
Non-exam assessment (03)	The learner will choose a computing problem to work through according to the guidance in the specification	20%

"The OCR course was designed after consultation with members of BCS, CAS and top universities."

# Design and Technology

Contact: Mr S D Ellis  
Email: ellis@pocklingtonschool.com  
Course: A level Design and Technology  
Exam Board: AQA

Design and technology enables students to participate successfully and with confidence in an increasingly technological world. Design skills and the ability to visualise new ideas can be useful in many job families such as marketing, sales and advertising, arts crafts and design, broadcast media and performing arts, journalism and publishing, construction, as well as engineering and manufacturing.

## CONTENT OF COURSE

The first part of the course, in the Lower Sixth, will be non-examined project work designed to build on the student's existing design and making skills and to better equip them for the more industrial nature of the A level coursework component. 50% of the course will be based on the theory content, supporting the coursework as well as preparing them for the written papers. Students will undertake a substantial design and make task and produce a final prototype which forms the non-exam assessment (NEA) coursework. The context of the task is to be determined by the student.

## COURSE ENTRY AND QUALIFICATIONS

This course requires students to engage in both practical and theoretical study and to be both analytical and logical thinkers and creative risk takers. There is also a 15% maths skills component over the two written papers; students need to be good communicators using both written and drawing skills.

Those who wish to study A level design require a pass in GCSE design at grade 6 or above.

## DESIGN AND TECHNOLOGY AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Design and technology is a practical and valuable subject. It enables young people to actively contribute to the creativity, culture and wealth of themselves and the wider world. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others. The two year syllabus will allow students greater scope to identify and explore their own areas of interest leading to greater choice in the topic for their own piece of coursework.

The report *The UK Creative Industries: unleashing the power and potential of creativity* features newly commissioned data from Oxford Economics, which projects that, with the right investment, the sector could recover faster than the UK economy as a whole, growing by over 26% by 2025 and contributing £132.1 billion to the economy in GVA - over £28 billion more than in 2020, and more than the financial services, insurance and pension industries combined. Not only a major driver of economic growth, the data reveals that by 2025 the Creative Industries could create 300,000 new jobs.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Paper 1	Technical principles	120
Paper 2	Design and making principles	80
NEA (Coursework)	Practical application of technical principles, designing and making principles	100

“Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution.”

Albert Einstein “Cosmic Religion and Other Opinions and Aphorisms” 1931

# Drama and Theatre

Contact: Miss C Crossley  
 Email: [crossleyk@pocklingtonschool.com](mailto:crossleyk@pocklingtonschool.com)  
 Course: A level Drama and Theatre  
 Exam Board: Eduqas

This is a high profile and energetic subject requiring commitment, creativity and passion. It is also an academic discipline, making it a uniquely holistic course. Teaching takes place in the Tom Stoppard Theatre and is delivered by teachers who are experienced professionals as well as independent practitioners and who are passionate about drama.

## CONTENT OF COURSE

Students learn about how theatre works; the language of performance; contemporary theatre; and the theories of some of the world's leading practitioners – much of it while staging

or exploring some of the finest plays written. They also devise their own play; adapt a text and perform a text, each with accompanying explanatory material. Specialism in any area of design or technical theatre is also available, with expert support.

## COURSE ENTRY AND QUALIFICATIONS

GCSE drama is a definite advantage, but is not essential. Experience is an advantage but what also counts is energy, determination, teamwork, the ability to express yourself well on paper and an independent mind.

## DRAMA AND THEATRE AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

This subject opens many doors, just as any humanity does.

Students have gone on to read subjects as diverse as law, archaeology and education as well as different areas of performance study, including at RADA and Central.

The skills are transferable: students acquire leadership, confidence, creativity and courage and high academic standards are maintained.



## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Component 1	Theatre workshop: Reinterpretation and performance of text	20%
Component 2	Text in action: Two performances in the style of leading practitioners, one devised and one text	40%
Component 3	Text in performance: Written exam exploring three contrasting texts	40%

“The practical aspect allows you to try lifts, more emotionally advanced scenes as well as physical routines. It makes drama the most adventurous and unique A level and the effort you put into it becomes so much more worth it.”

Abby Foster



# Economics

Contact: Mr G Shephard  
 Email: shephardg@pocklingtongschool.com  
 Course: A level Economics  
 Exam Board: Edexcel

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. The economic way of thinking can help us make better choices; it is also a theoretical discipline which involves the rigorous use of theory to analyse economic problems.

## CONTENT OF COURSE

### Theme 1: Introduction to markets and market failure

- Nature of economics ● How markets work ● Market failure
- Government intervention

### Theme 2: The UK economy – performance and policies

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

### Theme 3: Business behaviour and the labour market

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

### Theme 4: A global perspective:

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



## COURSE ENTRY AND QUALIFICATIONS

The intellectual emphasis is on the reading, application and analysis of data in order to come to reasoned conclusions based upon economic theory. The course suits both arts and science students, and will be most accessible to those with good analytical skills. Academic qualifications for the course are the same as the entry requirements for the Sixth Form, however, the department would expect all candidates to have gained a minimum grade 6 in GCSE mathematics.

## ECONOMICS AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Careers and further study in economics are diverse, with job roles covering everything from food and agriculture to business and banking. Depending on your area of interest, studying economics will help you develop analytical skills and useful life skills valued and respected by employers and universities alike.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Paper 1	Markets and business behaviour (2 hours)	35%
Paper 2	The national and global economy (2 hours)	35%
Paper 3	Microeconomics and macroeconomics (2 hours)	30%

“Economics is everywhere, and understanding economics can help you make better decisions and lead a happier life.”

Tyler Cowan



# English Language

Contact: Ms S Stone  
 Email: stones@pocklingtonschool.com  
 Course: A level English Language  
 Exam Board: AQA

A level English language equips a student with critical, evaluative and creative linguistic skills, essential in a modern world which is consumed by its ever-expanding genres of communications. Literacy has never wielded such power and influence; today's student must be a discerning critic and active, independent writer, whatever career they might aspire to.

## CONTENT OF COURSE

English language will offer you the opportunity to unravel text and investigate speech, searching for layers of meaning and tracking changes and trends in language usage. You will learn to deconstruct fragments of language as small as text messages or scraps of dialogue. You will form your own original pieces as the course develops your ability to speak and write for different purposes and audiences. Over the full course you will develop your perception and analysis of the different varieties of English that you see, read or hear, redefining both your fluency and competence in speech and writing.

## COURSE ENTRY AND QUALIFICATIONS

The course is best suited to those willing to approach new and unfamiliar concepts with an open mind and to be prepared to form and put forward their views and ideas. Self-motivation and a willingness to read widely are also essential. Students should have achieved at least a grade 6 at GCSE/IGCSE English language or English literature.

## ENGLISH LANGUAGE AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

English language commands academic respect. Some of the country's top universities name it as a preferred subject. English language demonstrates an appreciation of and skill in communication. The course offers a critical foundation for careers that rely on refined communication skills: law, medicine, media, modern languages and publishing being just some examples.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Paper 1: Language, the individual & society Written exam: 2.5 hours 40% of qualification	Section A: three questions based on analysis of two texts Section B: children's language development	100, then scaled up to 200
Paper 2: Language diversity & change Written exam: 2.5 hours 40% of qualification	Section A: one evaluative essay from a choice of either: ● language diversity OR language change Section B: ● language discourses ● directed writing	100, then scaled up to 200
Non-exam assessment: Language in action Two coursework pieces 20% of qualification in total	Language investigation 2000 words – 10% Original writing & commentary 750 words for each – 10%	100



# English Literature

Contact: Ms S Stone  
 Email: stones@pocklingtonschool.com  
 Course: A level English Literature  
 Exam Board: OCR

An established academic subject, and one of the Russell Group's 'facilitating subjects', English literature is the study of drama, prose and poetry through technical and contextual analysis. A familiar subject to most, the new texts can be more challenging and need to be pored over in more detail. Conversely, they will be covered more quickly, and will be need to be read in light of critical material as well as an awareness of different contexts of production and reception. A love of reading analytically is therefore a prerequisite.

Close behind is a willingness to discuss. The English literature classroom should be a forum for vigorous, knowledgeable and passionate debate. Students will be examined on texts old and new, prepared-for and unseen; with all of them, they must be willing to explore, comment and argue, both on paper and in person.

Social, historical, cultural, literary and religious contexts contribute to our understanding of texts. You as a critic need to be aware of your own assumptions, biases and perspectives too. English literature asks you to know yourself.

## CONTENT OF COURSE

The OCR specification asks you to:

- Read widely and independently
- Engage creatively with a substantial body of texts and different ways of responding to them

- Develop and apply knowledge of literary analysis and evaluation
- Explore the contexts of the texts as well as others' interpretations

## COURSE ENTRY AND QUALIFICATIONS

Students must be able and willing to devote time to reading and have achieved at least a grade 6 at GCSE/IGCSE English literature or English language. They must be willing to play an active role in classroom discussion and engage in academic debate. As assessment is largely (80%) through timed essay writing, students must be self-motivated writers and ready to develop their technique.

## ENGLISH LITERATURE AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

The Russell Group names English literature as academic preparation for courses ranging from law to media studies and politics, to any number of modern languages. Potential occupations range from the traditional (law, teaching) to newer options (journalism, marketing) as well as many more. A strength of English literature as an A level is that it is perceived as a strong academic choice, but one that leaves you options for the next stage of your education.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Component 1: Drama and poetry pre-1900 Written exam: 2½ hours Closed text 40% of qualification	Section 1: Shakespeare Section 2: Drama and poetry pre-1900	60
Component 2: Comparative and contextual study Written exam: 2½ hours Closed text 40% of qualification	Close reading of unseen extract in chosen topic area Comparative and contextual study from a chosen topic area	60
Component 3: Literature post-1900 Non-examined assessment 20% of qualification	Close reading OR re-creative writing piece with commentary Comparative essay (coursework)	40 (in total)





# Enterprise and Entrepreneurship

Contact: Mr R Crewes  
 Email: crewesr@pocklingtonschool.com  
 Course: National Extended Certificate in Enterprise and Entrepreneurship  
 Exam Board: Edexcel

## WHY STUDY ENTERPRISE AND ENTREPRENEURSHIP?

Entrepreneurs are essential to our society because they build the economic engines that help our economy grow. They foster technological and social change, and their innovation and creativity forge our future. Through a combination of class work and enterprise projects students can learn and practise entrepreneurship in a real environment. Students will receive a thorough and practical understanding of the issues involved in both starting a business and fostering innovation in a corporate setting allowing them to progress into the business world or into higher education.

The Pearson BTEC National Extended Certificate in Enterprise and Entrepreneurship is an academic, practical and vocational course where you will learn by completing projects and assignments that are based on realistic workplace situations and activities in addition to a number of externally set tasks and exams. It is for students who aim to progress to higher education and ultimately to employment in the enterprise sector. The qualification is equivalent in size to one A level.

## SUBJECT CONTENT:

The course is made up of four units which cover the broad range of the enterprise sector. Two of the units are assessed internally through the production of a portfolio of evidence. This evidence is generated through written assignments, presentations or practical work. Two of the units are assessed externally through an exam and set tasks.

It is expected that during the first year of the course students

will set up and run a micro business at school which will include additional hours outside of lesson time. This hands on experience will help provide evidence towards the qualification.

## COURSE ENTRY AND QUALIFICATIONS

A keen interest in the subject, including the willingness to work within the group's business outside of lesson time, is essential. Good numeracy and literacy skills are also required for the course.

## BTEC LEVEL 3 AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

When studied with other qualifications in the school's programme, students can progress onto higher education on a variety of courses or into higher apprenticeships in areas such as business administration, marketing, accounting, sales or enterprise. The qualification will also give students the skills to enter the self-employed market.

Throughout the course students develop transferable skills that employers and universities value including:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal: self-management, adaptability and resilience, self-monitoring and development
- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members

## COURSE OUTLINE

UNIT TITLES	CONTENT
Unit 1: Enterprise and entrepreneurship - internally assessed portfolio	Students will study enterprise and the mindset of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise.
Unit 2: Developing a marketing campaign - externally assessed tasks	Students will gain skills relating to, and an understanding of, how a marketing campaign is developed.
Unit 3: Business and personal finance - externally assessed exam	Students study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.
Unit 8: Entrepreneurship and intrapreneurship in practice - internally assessed portfolio	Students study the characteristics of successful entrepreneurs and consider the strategies that can influence the development of intrapreneurship in an organisation.

# Geography

Contact: Mrs R Brennan  
 Email: brennanr@pocklingtonschool.com  
 Course: A level Geography  
 Exam Board: AQA

Geography at Pocklington deals with the 'real world'. It has access to contemporary resources and relevance to current events. It is taught in a well-established department incorporating the latest technology. The teaching focus is on excellence and enjoyment, stimulating student interest whilst also aiming for high academic standards. The subject makes many connections with everyday life - how people live, work, travel and consume. Geography looks at the future as well as tracking the events of the past. It has relevance for the moral, spiritual and ethical dimensions of everyday living and gives students a window on the natural world and environmental issues. Its strength is its breadth and as such, it combines well with a number of subjects including economics, politics, business studies, history and biology in particular.

## CONTENT OF COURSE

The A level course allows for development of analytical skills, written and oral expression, communication and debate. These are all vital skills for higher education and employment. Students are expected to read widely and keep up to date with global geographical issues. Geography is a very practical subject and as much as possible we try to make pupils experience the subject 'hands on' through fieldwork and practical activities. There is a compulsory four day residential trip during the A level course at Blencathra Field Study Centre, Keswick. There is no cost for this trip.



## COURSE ENTRY AND QUALIFICATIONS

Grade 6 or above at GCSE geography is usual but not absolutely necessary as a prerequisite for acceptance on the course.

## GEOGRAPHY AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Geography is offered at degree level as both a science and an arts subject. Its versatility is illustrated by the wide range of careers in which geography graduates find employment.

Students are recognised as having a high level of numeracy, literacy and analytical skills.

"Employers rarely need narrow specialists. They need bright, committed and determined individuals with the ability to draw on what is happening in the real world. Geographers are stars in this respect!" (D. Rhind, Chief Executive, Ordnance Survey)

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Component 1	Physical geography (hazards, water and carbon, coasts)	40%
Component 2	Human geography (changing places, urban environments, global systems and governance)	40%
Component 3	Geography fieldwork investigation (3000-4000 words)	20%

"Geography is about understanding our world. It illuminates our past, explains the present and prepares us for the future. What could be more important than that?"

Michael Palin, Comedian, Traveller and President of the Royal Geographical Society

# History

Contact: Mr C Braidwood-Smith  
Email: braidwoodc@pocklingtonschool.com  
Course: A level History  
Exam Board: Cambridge International

The best reason for taking a history course is that the past fascinates you and you enjoy studying it. Beyond this, history is a living subject full of controversies, war, social upheaval, human horrors, political intrigue and the good which humankind can do. History studies and reflects real issues and conflicts in people's lives. Over the course of one or two years you will: learn about fascinating and integral moments in European and American history; have the chance to debate, discuss and consider the importance and significance of individuals and events; develop your analytical, critical thinking and written skills and, most importantly, enjoy a gripping subject taught by enthusiastic and dedicated professionals committed to the very highest standards of teaching and learning.

## CONTENT OF COURSE

We study the CIE A level course. This course retains the traditional AS/A2 model with the ability to re-sit AS.

## COURSE ENTRY AND QUALIFICATIONS

A good A level historian has the willingness to discuss ideas, research chosen topics, and handle differing evidence. History is hard work - you will be expected to read widely, think critically for yourself and present ideas to the class.

Grade 6 or above at GCSE history is usual but not absolutely necessary as a prerequisite for acceptance on the course.

## HISTORY AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

As an academic and intellectual discipline that trains the mind to argue logically, assimilate material effectively, and present ideas clearly, history is ranked as a first rate qualification by universities. The beauty of history is that it might be a student's absolute love or an interesting AS level option. Historians go on to do every subject imaginable at university whilst history graduates often go on to law, journalism, business, media, politics, civil service, publishing, teaching and many, many others. It is a high quality discipline which opens the door to a large quantity of different individual futures.



## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Component 1/2	The history of the USA, 1820-1941	50%
Component 3	The Holocaust	20%
Component 4	Europe of the dictators	30%

“Fellow citizens, we cannot escape history.”

Abraham Lincoln

# Information Technology



Contact: Mrs H Alexander  
 Email: alexanderh@pocklingtonschool.com  
 Course: National Extended Certificate in IT  
 Exam Board: Edexcel

This qualification is designed for learners who are interested in the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

## CONTENT OF COURSE

Assessment is specifically designed to fit the purpose and objective of the qualification.

It includes a range of assessment types and styles suited to vocational qualifications in the sector.

There are three main forms of assessment. Learners will study three mandatory units:

- **Unit 1:** Information technology systems (externally set)
- **Unit 2:** Creating systems to manage information (externally set)

- **Unit 3:** Using social media in business (internally set) - students will choose one optional unit from the choices below:
- Data modelling/spreadsheets
- Website development and creation

## COURSE ENTRY AND QUALIFICATIONS

It would be beneficial, although not essential, to have studied some type of ICT qualification at GCSE. A keen interest in the subject, including emerging technology and business systems, is essential.

## BTEC LEVEL 3 AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

The IT course is a theory and practical based course that would suit a range of learners.

It encourages students to interact with “real life” employers, through their practical units, looking at, for example, how businesses utilise social media in their marketing.

The subject also allows for applications into many diverse university courses and employment opportunities. The Edexcel BTEC IT course is awarded on a Pass, Merit or Distinction scale. The course carries UCAS tariff points.

## COURSE OUTLINE

Four Units

PAPER	CONTENT	MARKS AVAILABLE
Unit 1: Information technology systems	Written examination set and marked by Edexcel (2 hours)	<b>Pass/Merit/Distinction</b>
Unit 2: Creating systems to manage information	Set and marked by Edexcel and completed under supervised conditions. The supervised assessment period is ten hours arranged over a number of sessions in a one week assessment period timetabled by Edexcel. Completed using a computer and submitted electronically.	<b>Pass/Merit/Distinction</b>
Unit 3: Using social media in business	Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements.	<b>Pass/Merit/Distinction</b>
Data modelling/spreadsheets	Optional unit	
Website development and creation	Optional unit	

# L Latin

Contact: Mr A Copley  
Email: [copleya@pocklingtonschool.com](mailto:copleya@pocklingtonschool.com)  
Course: A level Latin  
Exam Board: OCR

A study of Latin and the classical world brings an impressive array of educational benefits, offering rich insights into the nature of language and culture. Students acquire deeper understanding of the linguistic structures of Latin as they read and make a personal response to Latin literature. Students are also encouraged to compare and contrast the Roman world with our own times; and to develop a more conscious awareness of language structure and of the strong relationship of Latin vocabulary to English and other languages. As well as being a valuable subject in its own right, and being the obvious accompaniment to study of modern languages, Latin also offers huge benefits for those pursuing studies in history, religious studies, politics, computing and more...the ultimate crosscurricular subject! It is also the perfect academic foil to study of sciences, showing a student to be more than just a one-trick pony.

## CONTENT OF COURSE

A wide variety of texts are studied, which provide an enjoyable and lively encounter with the Roman world. In Latin, works of original authors such as Virgil, Tacitus, Catullus and Pliny are studied in greater depth than at GCSE.

Students can expect to study two authors per year in some detail, and always enjoy the opportunity to learn those texts properly, at a higher level.

For the language, there is time to learn the grammar in detail and students thrive on then applying that to translation of prose and verse passages, deriving huge satisfaction from getting under an author's skin to see what is being said.

## COURSE ENTRY AND QUALIFICATIONS

Latin is a first-rate academic discipline, highly regarded by universities as inculcating a clear-thinking, logical mind in

those who study the language. The subject is also an excellent accompaniment to many other arts-based and subjects, including English, history, religious studies, French, physics and mathematics.

Those who wish to study Latin at A level require a pass in GCSE Latin at grade 6 or above.

## LATIN AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Latin has a justified reputation for being intellectually rigorous, and fosters skills such as logical thought, problem-solving and the ability to communicate clearly and concisely.

In a world where there is a perceived deterioration of standards, A level Latin stands out as a subject which is both rigorous and challenging in its scholarly demands. Classical study can involve all aspects of a civilisation - language, literature, history, philosophy and art- and as such it promotes a breadth of mind which is often unmatched elsewhere. The classics graduate can be a person much sought after by employers, with careers including law, finance, the Civil Service, industry, advertising, the military and computing. In short, any career which does not demand a highly specialised degree subject is open to the classicist.

What employers appreciate is that Latin provides mental training in a whole range of different disciplines, and produces graduates of exceptional intellectual flexibility. In our world of rapid social and technological change, it is the capacity to react to new and unforeseen developments with flexibility which employers value most, and classics graduates have an unparalleled capacity to adapt to new circumstances and learn new skills.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
H443/01	Unseen translation (1 hour and 45 mins)	33%
H443/02	Comprehension (1 hour and 15 mins)	17%
H443/03	Prose literature (2 hours)	25%
H443/04	Verse literature (2 hours)	25%

"I'm supposed to be some sort of thug. But I know Latin, I know the roots of words."

Bernie Grant

# Mathematics and Further Mathematics



Contact: Mr C Ball  
 Email: ballc@pocklingtonschool.com  
 Course: A level Mathematics and Further Mathematics  
 Exam Board: Edexcel

Mathematics is the abstract science of number, quantity and space. The A level course comprises mathematics studied in its own right (pure mathematics) and applications of mathematics (mechanics and statistics). Mathematics provides support for many related disciplines and its logical basis and rigour permeate many other subjects. Mathematicians use their skills to pose questions and explore solutions in a diverse range of problems, both abstract and real-world.

## CONTENT OF COURSE

Pure mathematics covers proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, calculus, numerical methods and vectors.

Statistics covers sampling, data analysis, probability, distributions and hypothesis testing.

Mechanics covers kinematics, forces and Newton's laws, moments and modelling.

Further Pure 1 and Further Pure 2 are the optional modules taught during the further mathematics course. Both of these modules give a flavour of university style mathematics. These modules are not only useful for those wishing to go on to study mathematics, they are also useful for those going on to study mathematical subjects such as computer science or engineering.

A Casio FX-991Ex Classwiz, or an equivalent calculator with the same functionality is required for the course. These can be purchased through the school at the beginning of the year.

## COURSE ENTRY AND QUALIFICATIONS

Mathematics is a demanding A level. A grade 7 pass in GCSE Mathematics is essential.

Those considering further mathematics will have been achieving consistently at the highest level throughout the GCSE course.

Students taking mathematics and further mathematics will usually be expected to study two additional A level subjects.

## MATHEMATICS AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Mathematics provides an obvious foundation for university courses in mathematics and other closely associated subjects such as engineering, science, finance and economics. Further mathematics is highly valued by universities with higher entry requirements or for more demanding courses.



## COURSE OUTLINE

A level (examining all components of the 2-year course)

Table refers to A level mathematics only not further mathematics

PAPER	CONTENT	MARKS AVAILABLE
Pure mathematics 1	2 hours examining any aspect from Pure mathematics	33%
Pure mathematics 2	2 hours examining the remaining Pure mathematics topics	33%
Statistics and mechanics	2 hours covering statistics and mechanics equally weighted	33%

"The only way to learn mathematics is to do mathematics."

Paul Halmos

MODERN LANGUAGES

# French/German /Spanish

Contact: Mrs N Scott-Somers  
 Email: scottsomersn@pocklingtonschool.com  
 Course: A level French, German, Spanish  
 Exam Board: AQA

We live in a multilingual, global society and having an A level in a modern language sets you apart from those who don't in a highly competitive job market. You may need languages for all sorts of career destinations; doctors and physiotherapists need language skills to communicate with patients whether they work in the UK or overseas; businessmen, bankers and entrepreneurs all need language skills to make deals and sell products on the global market. Politicians, historians and geographers all need language skills to get to know the people and area that they are passionate about. A level language courses are interesting and varied and give you a broad range of knowledge and skills. The skills that you gain from studying a language at A level are incredibly important tools to have under your belt.

## CONTENT OF COURSE

Pupils follow AQA courses leading to AS (1 year) and A level (2 year) qualifications in French, German and Spanish.

Throughout the course, pupils cover interesting themes such as cultural heritage, cyberspace, modern day idols and equal rights.

Pupils study a film in the Lower Sixth and a literary text in the Upper Sixth.

At A level, pupils carry out an Independent Research Project (IRP). For this, pupils prepare a presentation for the speaking exam about a topic they are passionate about or that sparks their interest. Some examples of previous IRP topics include:

"The fight for independence in Catalonia".

"Bull-fighting in Spain: its origins, historical development and current debates".

"The history and role of rugby in France. How can it compete with other nations?"

"May 1968: an analysis of its causes and consequences".

"The role of Angela Merkel in modern Germany".

"The Bauhaus movement in German arts and architecture. What were its origins and legacy?"

All pupils have regular one-to-one sessions with our native-speaker Language Assistants during which they can practise their speaking skills and develop their cultural awareness.

## COURSE ENTRY AND QUALIFICATIONS:

Academic qualifications for the AS and A level course are the same as the school Sixth Form requirements. Pupils who embark on the study of a modern language at A level should be willing to revise vocabulary and grammar regularly and work independently on tasks outside the classroom with a high level of self-motivation. Pupils should make the most of the opportunity to work with our native-speaker Language Assistants and make full use of the departmental and digital resources available to enhance their language learning experience.

## BEYOND A LEVEL:

There is so much choice and flexibility when studying a language at university. You have the choice to study the language on its own, with another language or with other subjects. The degree combinations are extreme – how about a language degree with anthropology, accounting, drama, physics, marine biology, forensic science or music? An A level language opens doors and is very highly regarded by universities and employers.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Paper 1	Listening, reading and writing	200
Paper 2	Writing - literature and film	80
Paper 3	Speaking	120



"The limits of my language are the limits of my world"

Ludwig Wittgenstein

# Music

Contact: Mr S Austin  
 Email: austins@pocklingtonschool.com  
 Course: A level Music  
 Exam Board: Edexcel

Music A level is the perfect course for students who enjoy playing a musical instrument or singing who wish to develop their understanding and appreciation of the music they perform. A level musicians perform, compose and analyse: a combination of activities which makes the subject especially engaging and varied.

A level music is a respected academic subject which sets students up well for university study. Students can expect to engage critically and creatively with a wide range of music and contexts.

The best reason to study music A level is that you enjoy and have a talent for the subject, leading you to work hard and achieve an excellent result.

## CONTENT OF COURSE

**Performing** – Students perform on their chosen instrument/voice throughout the course, taking part in performance opportunities and masterclasses, culminating in a final recital.

**Composing** – Through the study of the set works, students develop their understanding of compositional techniques to produce a free brief composition and some technical harmony work.

**Appraising** – Students listen to, analyse and write about a wide variety of music including: Vivaldi – Concerto in D minor, 'Psycho' by Bernard Herrmann, Kate Bush's 'Hounds of Love' and Stravinsky's 'Rite of Spring'.



## COURSE ENTRY AND QUALIFICATIONS

Pupils embarking on the course should be a minimum of grade 5 standard on their instrument/voice and be receiving instrumental/vocal lessons. A grade 5 theory qualification is an advantage. A level of music practice and understanding equivalent to GCSE grade 6 standard is recommended, although taking GCSE music is not a prerequisite for taking A level.

## MUSIC AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Recognised by all universities as a rigorous academic course, A level music will prepare you to study a wide range of degree subjects including: sciences, humanities, languages and arts.

For those who wish to study music at university, music A level is the perfect course. Music graduates become not only performers and composers but also presenters, producers, recording engineers, arts managers and administrators.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

COMPONENT	OVERVIEW	ASSESSMENT
Component 1: Performing 30% NEA	Total performance time of 8 minutes Performance can be solo and/or ensemble	<b>Total of 60 marks (12 marks available for difficulty of pieces)</b>
Component 2: Composing 30% NEA	Two compositions: 1 free or free choice brief – min 4 mins 1 brief assessing technique – min 1 min Together total min of 6 minutes	<b>2 pieces 40 marks 20 marks Total of 60 marks</b>
Component 3: Appraising 40% Exam	Six areas of study with three set works in each: ● Vocal music ● Instrumental music ● Music for film ● Popular music and jazz ● Fusions ● New directions	<b>Exam 2hrs Total 100 marks</b>



# Photography

Contact: Mr D Cimmermann  
 Email: cimmermannnd@pocklingtonschool.com  
 Course: A level Photography  
 Exam Board: Edexcel

The photography course has been constructed to explore the use of the camera in today's art world. The use of a digital camera is the backbone of the course. Students are shown how to use all the functions on the camera and are taught various techniques in order to enhance good practice. Images are uploaded to Apple Mac computers on which students are taught how to develop and refine their work using Photoshop. Image making develops into animation and video work where students are taught how to use After Effects software to enhance their footage.

Pupils are expected to own their own camera with an appropriate 8 – 32 GB SD card.

## CONTENT OF COURSE

Personal study: A 2000-word essay

Personal investigation: A full range of practical work and supporting studies presented as an exhibition of work

Externally set assignment: A portfolio of work leading up to a 15-hour exam

## COURSE ENTRY AND QUALIFICATIONS

Students considering photography should have a commitment to and interest in creativity and exploration. Academic qualifications for the course are the same as the entry requirements for the Sixth Form.

## PHOTOGRAPHY AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

This course is suitable for students who have an interest or aptitude for the subject or who wish to pursue careers for which a photography background is relevant. These might include advertising, architecture, television, theatre, art gallery work, product design, photography and animation.

The normal route for pupils wishing to study beyond Sixth Form would be a foundation course. For more information please contact the Head of the Art Department.



## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Personal study	A 2000-word essay	60%
Personal investigation	A full range of practical work and supporting studies presented as an exhibition of work	
Externally set assignment	A portfolio of work leading up to a 15-hour exam	40%

“You don’t take a photograph, you make it.”

Ansel Adams



# Physical Education

Contact: Mr A E Towner  
 Email: townera@pocklingtonschool.com  
 Course: A level Physical Education  
 Exam Board: OCR

Have you ever wondered why some people can run faster than others? How your personality affects your performance? How you could become an elite sports performer? Why people take drugs? How technology can help you? Fascinated by the human body? Studying other sciences?

Are you... Good at sport and want credit for it? Thinking of becoming a physiotherapist? Aiming to manage a gym? Wanting to become a personal trainer? Wanting to influence the diet and exercise habits of the nation? If so, A level physical education is for you.

## CONTENT OF COURSE

Studying A level physical education will give you insight into the world of sports performance. Not only will you have the chance to perform a sport through the non-exam assessment component, you will also develop a wide-ranging knowledge into the how and why of physical activity and sport.

You will learn the reasons why some people out perform others, mentally and physically. Indeed there is a bias in the theory towards anatomy and exercise physiology (biology), biomechanics (physics) and sports psychology.

You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having in and on physical activity.

## COURSE ENTRY AND QUALIFICATIONS

Academic qualifications for the course are the same as the entry requirements for the Sixth Form. Students should normally:

- have taken PE at GCSE
- have a grade 6 in the three sciences with preferably a grade 7-9 in biology
- be a strong performer in one sport and play competitively
- have interest and commitment to cope with the strong academic demands of the course, especially the biology and physics aspects

Students new to the school should liaise with the Head of PE to check practical suitability.

## PHYSICAL EDUCATION AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

- A level physical education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health.
- Physical education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.
- A level physical education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers.
- The transferable skills you learn through your study of physical education, such as decision making and independent thinking are useful in any career path you choose to take.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Physiological factors affecting performance (01) 30%	Applied anatomy and physiology; exercise physiology; biomechanics	90
Psychological factors affecting performance (02) 20%	Skill acquisition; sports psychology	60
Socio-cultural issues in physical activity (03) 20%	Sport and society; contemporary issues in physical activity and sport	60
Performance in physical education (04) 30%	Performance or coaching; Evaluation and Analysis of Performance for Improvement (EAPI)	60



# Physics

Contact: Mr S D Ward  
 Email: wards@pocklingtonschool.com  
 Course: A level Physics  
 Exam Board: OCR

Mobile phones, satellite television, microwave ovens, GPS navigation, computer gaming... all technologies that we take for granted and without which our lives would be very different. Yet, if it were not for J J Thomson's discovery of the electron, these would probably not exist.

Physics may be defined as the study of the properties and interaction of matter and energy. This means that physicists are ever in pursuit of the answer to the ubiquitous WHY? They ask fundamental questions regarding the tiniest of events, but also delve into the mysteries of outer space, aiming to discover knowledge through experimental observation. Physics is truly the universal subject!

## CONTENT OF COURSE

Lower Sixth is a natural extension to GCSE. The emphasis is more on understanding general principles and being able to apply this knowledge to new situations. The course gives students an excellent grounding in physics. Teaching is divided between three teachers and practical work is integral to the course. Students learn techniques in using simple and advanced equipment, including the use of data logging.

Four modules make up the course: practical skills; foundations of physics; forces and motion; electrons, waves and photons.

At Upper Sixth, the depth and mathematical element of the course take a sharp upturn. A further two modules are studied: Newtonian world and astrophysics; particles and medical physics. Practical assessment takes place, leading to the

Practical Endorsement, alongside two 2 hour 15 minute exams, and a 90 minute exam leading to full A level qualification.

## COURSE ENTRY AND QUALIFICATIONS

The study of physics demands strong analytical and numerical skills.

Experience suggests that students with less than grades 7-9 in both GCSE mathematics and physics will find the course very difficult.

Students going on to study physics or engineering at university will also need to take A level mathematics.

## PHYSICS AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Physics is an exciting field in its own right, leading to a greater awareness and understanding of the fundamental laws of the Universe.

Sixth Form studies in physics are a necessary foundation for all engineering disciplines and for many of the sciences.

The subject is strongly applicable to future careers in medicine, design, and computer programming.

It is also highly valued by the business and finance sectors. Please visit <https://www.iop.org/careers-physics> for more information about careers with physics.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

CONTENT OVERVIEW	ASSESSMENT OVERVIEW	MARKS AVAILABLE
Content is split into six teaching modules: Module 1 – Development of practical skills in physics Module 2 – Foundations of physics Module 3 – Forces and motion Module 4 – Electrons, waves and photons Module 5 – Newtonian world and astrophysics Module 6 – Particles and medical physics Component 01 assesses content from modules 1, 2, 3 and 5. Component 02 assesses content from modules 1, 2, 4 and 6. Component 03 assesses content from all modules (1 to 6).	Modelling physics (01) 100 marks 2 hours 15 minutes written paper	<b>37% of total A level</b>
	Exploring physics (02) 100 marks 2 hours 15 minutes written paper	<b>37% of total A level</b>
	Unified physics (03) 70 marks 1 hour 30 minutes written paper	<b>26% of total A level</b>
	Practical Endorsement in physics (04) (Non-exam assessment)	<b>Reported separately</b>



# Politics

Contact: Mr C Braidwood-Smith  
 Email: braidwoodc@pocklingtonschool.com  
 Course: A level Politics  
 Exam Board: Edexcel

Politics is one of the most contemporary and fast moving subjects at A level. Recent months have highlighted the exciting, turbulent and unpredictable nature of politics and why the study of it is not only interesting but vital. The government institutions and politics in the UK and the USA are at the heart of the specification; ideologies and global issues are also covered.

## CONTENT OF COURSE

### Component 1 – UK Politics

- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media plus core political ideas: conservatism, liberalism, socialism

### Component 2 – UK Government

- The constitution
- Parliament
- Prime Minister and executive
- Relationships between the branches. Plus one (teacher selected) idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism

### Component 3 – USA – Comparative Politics

- US Constitution and federalism
- US Congress
- US Presidency
- US Supreme Court

- Democracy and participation
- Civil rights

## COURSE ENTRY AND QUALIFICATIONS

The skills emphasis is on clear, concise writing using argument and judgement. Academic qualifications for the course are the same as the entry requirements for the Sixth Form.

The most important thing is to have an interest in the political world and to be prepared to immerse oneself in it.

## POLITICS AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

The subject works well in combination with a variety of other subjects although there are very obvious connections with history, economics and geography.

A level politics is a recognised entry qualification for many university courses and is a popular degree course in its own right, either by itself or in combination with other subjects.

International relations, history, American studies and languages are all common combinations with politics at university.

Students who study politics often move into a variety of career fields ranging from journalism, law, the public sector and business through to working in politics itself.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Component 1	UK politics	33.3%
Component 2	UK government	33.3%
Component 3	USA comparative politics	33.3%

“It was not a pre-meditated, organised party. He was, in a sense, ambushed with a cake”

MP Conor Burns trying to defend Boris Johnson during the Partygate fiasco.

# Psychology

Contact: Miss J Barham  
 Email: barhamj@pocklingtongschool.com  
 Course: A level Psychology  
 Exam Board: AQA

Psychology is the scientific study of human mind and behaviour. It is classed as a science A level and so up to 33% of the exams are on research methods and mathematics.

Have you ever wondered what makes you behave as you do? Why there are differences between people? What causes them? Why some people suffer from mental health problems? How can they be helped? If so, psychology is for you.

The subject develops skills of analysis and debate both orally and written.

## CONTENT OF COURSE

We follow AQA specification which includes social influence, memory, attachment and psychopathology in Paper 1. Paper 2 includes approaches, biopsychology and research methods. Paper 3 includes issues and debates, relationships, stress and forensic psychology.

## COURSE ENTRY AND QUALIFICATIONS

Academic qualifications for the course are the same as the entry requirements for the Sixth Form.

An average of GCSE grade 5 in English, mathematics and science would normally be expected.

Because this is a new area there is a very steep learning curve so high motivation is vital.



## PSYCHOLOGY AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Psychology is also useful in any job that involves dealing with people. If you are considering a job in an area such as medicine, law, counselling, social work, human resources or teaching, for example, then psychology could be for you.

Psychology specific careers are clinical psychologist, educational psychologist, occupational psychologist and forensic psychologist. These require a British Psychological Society approved degree in psychology followed by post graduate qualifications.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
Paper 1: 2 hours	Introductory topics in psychology	96
Paper 2: 2 hours	Psychology in context	96
Paper 3: 2 hours	Issues and options in psychology	96
	All papers include multiple choice, short answer and extended writing	

“You know too much psychology... when you can’t get mad because you understand everyone’s reasons for doing everything.”



# Religious Studies

Contact: Mrs H Page  
Email: [pageh@pocklingtonschool.com](mailto:pageh@pocklingtonschool.com)  
Course: A level Religious Studies  
Exam Board: AQA

Religious studies is a rich and varied A level. Life after death, religious experiences, religious teachings and practices, moral theory, medical ethics and 'free will' are just some of the topic areas that are covered in this course. Issues are addressed through direct philosophical examination and by studying the ways in which these questions have been responded to in different religions and cultures, with particular reference to Judaism.

## CONTENT OF COURSE

Studying this subject requires an intellectual and emotional maturity. Many of the issues covered in the ethics section of the course are emotive and complex. Much is expected in terms of independent learning and there is a great deal of background reading and research. Students are also expected to keep a watchful eye on developments reported in the media. This is especially the case in the field of medical ethics where technological breakthroughs serve as a constant reminder that an ethical response needs to be considered before the technology becomes an established part of society.

Half of this A level course involves a study of the Jewish religion. Judaism is a rich and diverse faith and students will explore both its beliefs and practices. Students gain an insight into a religion that is hugely relevant to history, literature and, of course, to international politics. A biennial trip to Poland, visits to Orthodox and Reform Synagogues and a range of visiting speakers are some of the ways in which we hope to enrich your

A level studies, challenging you personally and academically, whilst also deepening your understanding.

## COURSE ENTRY AND QUALIFICATIONS

Academic qualifications required to study the course are the same as the entry requirements for the Sixth Form. It is not necessary to have studied GCSE religious studies but please bear in mind that this A level requires a good standard of essay writing.

## RELIGIOUS STUDIES AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Religious studies is a highly respected academic discipline and there are excellent religious studies courses available at all the most prestigious universities. Students in the recent past who have gone on to study medicine, business studies and law have found the religious, legal, philosophical and ethical aspects of the course particularly helpful in broadening their understanding of relevant issues.

Religious studies is not just a fascinating subject; it has real relevance to the workplace and its value is perhaps greater today than it ever has been. As our world develops, so must our ability to understand the issues and debate and evaluate its moral systems. The skills learned and developed through A level (such as learning how to justify one's thoughts and opinions) are necessary ones, both in higher education and the workplace.

## COURSE OUTLINE

A level (examining all components of the 2-year course)

PAPER	CONTENT	MARKS AVAILABLE
7062: Philosophy of religion and ethics	Philosophy and religion; ethics and religion	100 marks, 50% of A level
7062E: Judaism	Study of Judaism; dialogue between Judaism; philosophy and ethics	100 marks, 50% of A level

“People often avoid making decisions out of fear of making a mistake. Actually the failure to make decisions is one of life's biggest mistakes.”

Rabbi Noah Weinberg



Contact: Mr A E Towner  
 Email: townera@pocklingtonschool.com  
 Course: National Diploma in Sport (Level3)  
 Exam Board: Edexcel

Are you good at sport and want to study the what, why and how? Do you enjoy research, planning and developing your work to a higher standard? Are you thinking of working in the sport industry? Would you like to develop a career in sport as a coach? Are you aiming to manage a gym, want to become a personal trainer or maybe influence the diet and exercise habits of the nation? Are you fascinated by the human body?

The BTEC National Diploma in Sport is intended as an applied qualification, equivalent in size to two A levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at A level.

This qualification is aimed at learners looking to progress to higher education in this sector. Your learning is based around your participation in sport, using your performances and experiences as a basis for your learning. The course is continuously assessed with regular coursework assignments to be handed in on deadlines set. The qualification is very robust and well established in higher education, carrying the same UCAS points as two A levels.

### CONTENT OF COURSE

The course is based on your regular sports linking your performances to elite players, curriculum-based theory, current issues and life skills needed in the job market. Work is assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments which are set and marked by Edexcel.

You can present your work in a variety of ways including: written reports, practical assessments with observation records and supporting evidence, recordings of performance, sketchbooks,

logbooks, reflective journals and presentations.

### COURSE ENTRY AND QUALIFICATIONS

Academic qualifications for the course are the same as the entry requirements for the Sixth Form. Students should normally:

- have taken PE at GCSE
- have a grade 4 in the three sciences with preferably a grade 6 in biology
- be inventive and innovative in presenting work, showing good research skills
- have interest in wider issues and commitment to cope with the strong and regular coursework demands of the course.

Students new to the school should liaise with the Head of PE to check practical suitability.

### NATIONAL DIPLOMA IN SPORT AS A QUALIFICATION FOR FURTHER STUDY AND CAREER OPTIONS

Students can progress to higher education on full degree single or combined courses, for example:

- BA (Hons) in Sports Development and Management
- BSc (Hons) in Sports Management
- BSc (Hons) Sports Business Management
- BSc (Hons) Sport and Leisure Management
- BSc (Hons) Sports Science (Outdoor Activities)
- BSc (Hons) in Exercise, Health and Fitness
- BSc (Hons) in Sport and Exercise Psychology

### COURSE OUTLINE

There are six compulsory units and three optional units, all listed below. The work is assessed through external exams, controlled assessments and your own course work.

UNIT TITLES	CONTENT
Unit 1: Anatomy and physiology	Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.
Unit 2: Fitness training and programming for health, sport and wellbeing	Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing.

Continue on page 40 for full information

◀ (continued)

## COURSE OUTLINE

UNIT TITLES	CONTENT
Unit 3: Professional development in the sports industry	Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.
Unit 4: Sports leadership	Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.
Unit 22: Investigating business in the sport and active leisure industry	Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business.
Unit 23: Skill acquisition in sport	Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills.

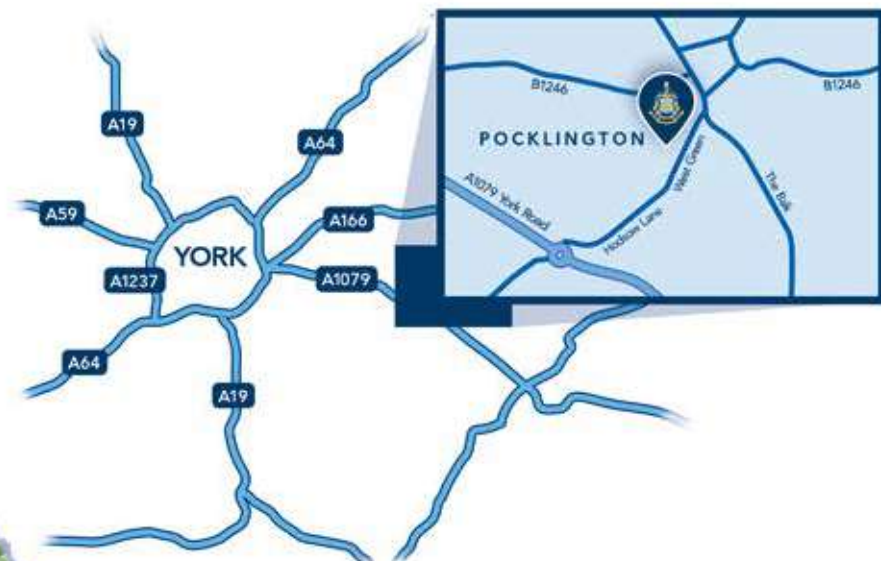
This represents 45% of the total marks available for the course.

UNIT TITLES	CONTENT
Option - Unit 5: Application of fitness testing	Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.
Option - Unit 7: Practical sports performance	Learners will develop the knowledge and practical ability in a range of sports.
Option - Unit 26: Technical and tactical demands of sport	This unit develops understanding and application of technical and tactical demands of sport. This will involve analysing, observing and reviewing sports performance.





# School Campus



- |                                |                                    |                                  |   |
|--------------------------------|------------------------------------|----------------------------------|---|
| 1 Pocklington School Reception | 9 Art and Design Technology Centre | 18 Health and Conditioning Suite | 26 Orchard House  |
| 2 Sixth Form Centre            | 10 Geography Building              | 19 Fenwick-Smith House           | 27 Sports Hall  |
| 3 Wilberforce Court            | 11 Ellison House                   | 20 Astroturf Pitches             | 28 The Health and Wellbeing Centre  |
| 4 Music School                 | 12 Cricket Pavilion                | 21 Hawthorns                     | 29 The Studio   |
| 5 Chapel                       | 13 Dining Hall                     | 22 Annand Centre                 |  Visitor Parking         |
| 6 Swimming Pool                | 14 Tom Stoppard Theatre            | 23 School Shop                   |  Parent Parking          |
| 7 Library                      | 15 Pre-Prep School                 | 24 Business Management Centre    |  Pre-Prep Parent Parking |
| 8 St Nicholas' Quad            | 16 Prep School                     | 25 Faircote House                |   |
|                                | 17 Dolman House                    |                                  |   |

All visitors must report to the Senior School Reception **1** or Prep School Reception **16**

# Our Routes

- School and other private services.
- Public services.



## COACHES AND MINIBUSES

### FROM YORK (A)

Dunnington  
Wilberfoss

### FROM YORK (B)

York B&Q  
Warthill  
Gate Helmsley  
Stamford Bridge  
Skirpenbeck  
Full Sutton  
Pocklington

### FROM HULL

North Ferriby  
Swanland  
Walkington  
Bishop Burton  
Pocklington

### FROM RILLINGTON

Malton  
Norton  
Burythorpe  
Pocklington

### FROM NAFFERTON

Driffield  
Middleton-on-the-Wolds

### FROM HEMINGBROUGH

Hemingbrough  
Babthorpe  
Wressle  
Brighton  
Bubwith  
Aughton  
Pocklington

### FROM MOLESCROFT

Molescroft  
Leconfield  
Lockington  
Kilnwick  
Lund  
Pocklington

Please contact the Transport Manager 01759 321200

## EAST YORKSHIRE BUS COMPANY PUBLIC TRANSPORT

### FROM DRIFFIELD

45/45A  
Driffield  
North Dalton  
Pocklington

### FROM CENTRAL & NORTH HULL

X46/X47  
Hull  
Beverley  
Bishop Burton  
Market Weighton  
Shiptonthorpe  
Pocklington

For information regarding any of the above local service buses, please contact East Yorkshire Bus Company 01482 22222 [www.eyms.co.uk](http://www.eyms.co.uk)

### FROM THE WEST OF HULL ENTERPRISE COACH SERVICES

South Cave  
North Cave  
Hotham  
North Newbald  
Sancton  
Market Weighton  
Pocklington

Please contact Tim Mills on 01430 410937 (landline) or 07885 118477 (mobile).

### FROM HOWDEN

BALDRY'S COACHES  
BP Garage, Howden  
Water Tower  
Spaldington Road End  
Holme on Spalding Moor  
Pocklington

Please contact Mr Phill Baldry on 07815 284485 (mobile) or email: [baldrycoaches@live.co.uk](mailto:baldrycoaches@live.co.uk)

Bus route information is provided for general guidance. Routes are reviewed annually and may change from year to year in line with demand. Parents are advised to contact the Transport Manager, or the provider listed, for up-to-date information, on routes, places and prices. Early booking is necessary to ensure places.





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[www.pocklingtonschool.com](http://www.pocklingtonschool.com)

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