



## SIXTH FORM

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## Post - 18 Destinations

# Sixth Form at Westfield

I would like to welcome you to Westfield's Sixth Form and hope that you find this prospectus useful. Within these pages we can only cover a brief introduction to each course and Sixth Form life as a whole. As a school we focus very much on the individual and will usually run a course even if there are only a couple of students interested in following it. The Sixth Form timetable is put together after girls have chosen their courses to try to ensure that we can offer each girl her choice and combination of subjects.

Westfield aims to allow each girl to maximise her potential and find out where she can shine. We aim to ensure that academically everyone will achieve the best results they can and this is why we have girls going off to study medicine, dentistry, mathematics, etc. Other girls are drawn more towards the creative arts and go on to Art courses, LAMDA or conservatoires. Our girls are encouraged to experience the business and entrepreneurial side of life, whether for charitable or profitable ends, with business competitions being both popular and having an amazing track record of success. All girls take part in timetabled physical activities and we are the only local independent school to offer both GCSE and A Level PE as an academic subject.

As the only school in the North East to be a Round Square school and a UNESCO school we very much have a focus on the wider world around us. I encourage you to find out more about how Round Square affects us in school and the greater opportunities available to Sixth Form girls through the organisation.



## A message from the Headmaster, Neil Walker

allow them to adapt to changing times and succeed whatever life throws at them. I truly believe that this is what Westfield prepares its girls to be and I look forward to welcoming you to our Sixth form in September.



Neil Walker Headmaster

The Sixth Form is a time to develop leadership skills and, as a smaller school, every girl has the opportunity to take on a leadership role. Over the next two years the girls will grow in confidence, maturity and self-reliance. In the Sixth Form at Westfield we create the conditions for our next generation of leaders to flourish. Our links with NSB open wider opportunities for our girls to explore. Our girls develop an understanding of the world, a respect for others and a thirst for learning that will



# Sixth Form Life

## Why should you choose Westfield Sixth Form?

### **We will develop your potential, helping you to become resilient, independent and confident young adults...**

Life in the Sixth Form is varied, vibrant and fulfilling and we are proud to provide the perfect environment in which to excel. We recognise you as unique individuals and, as such, we recognise that you each deserve a unique Sixth Form experience. No matter the academic pathway you choose, we are committed to helping you achieve your potential and we look forward to celebrating your many successes over the course of your Sixth Form studies.

### **We will support you in achieving your best academically...**

Our Sixth Formers achieve excellent results. We have high expectations and smaller classes which means you will have the chance to explore your chosen subjects in real depth under the guidance of passionate subject experts. You should expect to be challenged to take intellectual risks in a supportive environment as we foster your intellectual curiosity and prepare you for success.

### **We will guide you in establishing clear post-18 options...**

As a stepping stone between school and university, employment or further training we are here to help guide you as you make some very important decisions. Our exceptionally dedicated tutors offer bespoke support for post-18 applications and we are focused on providing the best chance possible for you to achieve your ambitions beyond Westfield.

### **We will encourage you to become significant role models within the school community...**

Our school is made up of young people from a diverse range of backgrounds and we want each and every one of you to get involved with the numerous opportunities on offer. In addition to a range of leadership roles, our varied non-academic enrichment programme promotes your ideas, develops your strengths and empowers you to use your voices in a positive and purposeful way.



Hannah Morell, *Head of Sixth Form*



# Welcome

Beginning your new chapter as a young adult moving into Sixth Form can be a nerve-wracking time for many different reasons. Here at Westfield, we appreciate this and have a superb system in place to make the jump as smooth as possible. With the support from our friendly staff and welcoming girls the glide into Sixth Form will be a breeze!

Our Sixth Form comes with a real sense of freedom. There are independent study periods that let you take ownership for your learning and our Sixth Formers are treated as young adults in preparation for the world of post-18. Being a Sixth Former here at Westfield includes small but important privileges including: full access to the common room and kitchen specifically designated for Sixth Form (so you can make a snack and hot cup of cocoa whilst studying); you can decide to wear your own choice of shirt and jumper as long as it is complementary to our navy blazer; and you can go out at lunch as long as you're back in time for afternoon registration!

At Westfield, Sixth Formers are seen as role models for the rest of the school. This can be seen through the leadership opportunities that come with being in Sixth Form, such as being part of the prefect team. In both Lower and Upper 6 you have the opportunity to apply for a variety of brilliant prefect roles which range from STEM and Inclusion and Wellbeing to PE and Creative Arts. This allows you to develop leadership, communication and organisation skills that will help you in life post-Westfield. As you move into your final year of Sixth Form the opportunity to become Head Girl arises, where you take on the responsibility of leading the prefect team and ensuring Sixth Formers are role models to our younger girls.

When it comes to choosing which subject options you want to study, it is an exciting time as you are able to fully choose courses that you have a genuine interest in. Lessons are interactive, tailored to each individual and engaging.

With our small class sizes it allows you to build personal relationships with teachers, resulting in your education being customised to you. Westfield also offers opportunities for further study such as EPQ or Higher Sports Leader – all of which will help develop the strength of your post-18

applications. As well as this, Sixth Form offers many extracurricular opportunities such as Gold Duke of Edinburgh, numerous sports teams, UNESCO, Tycoon 2K and many more.

Westfield prepares you for life post-18 with weekly tutorial lessons, where you get guidance on writing personal statements for university applications, how to construct CVs when applying for jobs and how to find the best apprenticeships. We also benefit from having a range of visitors from universities, apprenticeship providers and

experts from the world of work. From our experience, the teachers here at Westfield make the transition into thinking about post-18 plans stress-free, offering support and guidance every step of the way.

We hope this has given a little insight into what life is like in Sixth Form here at Westfield and we hope to welcome you into our community with friendships that last a lifetime. This sense of community, plus the many opportunities on offer, really makes it a magical place to be for the last two years of your education.



## from the Head Girl and the Deputy Head Girl

# Pastoral Care

Westfield has a reputation for outstanding pastoral care and you will find the Sixth Form community both nurturing and supportive. Whilst you will be encouraged to be more independent and will have more freedom, you can also be assured that you are surrounded by staff who are committed to ensuring that you fulfil your potential; the Sixth Form team is highly experienced and, along with the fantastic subject teachers, are always ready to offer salient advice when it is needed.

Your pastoral tutor will normally stay with you throughout the two years of the Sixth Form, enabling you to get to know each other very well, which is particularly important when it comes to considering and applying for post-18 options. Being together in the common room areas means that the Lower Sixth girls can benefit from the Upper Sixth experiences (and vice versa sometimes!) You will meet regularly with

your assigned tutor to discuss academic progress and well-being and to set targets following half termly reviews with subject teachers. You are also, of course, encouraged to seek their help if necessary at other times and the Head of Sixth Form's door is always open, when she is not teaching.

Westfield's ethos is nurturing the individual; we recognise and celebrate that every student is different, has different interests, talents and needs. You can, therefore, expect both a timetable and support and guidance that is specific to you. There is a strong commitment to helping each other throughout the whole Sixth Form community, which translates into a happy, caring and purposeful environment in which

successes are readily shared and celebrated. Once you reach the time of post-18 options, you will benefit from individualised advice and will be in the best possible position to make that all-important application.



“ Pastoral care is excellent. The staff provide high-quality support and guidance for the pupils, which is recognised and warmly appreciated by the parents. Relationships throughout the school, between staff and pupils and among the pupils themselves are outstanding. The staff's close knowledge of, and concern for, each pupil means that their individual needs are addressed, thus contributing greatly to their personal development. ”

*ISI Inspection Report*

# Higher Education and Careers

**Post-18 Careers Co-Ordinator:** Mrs H Morell, Email address: [hmorell@westfield.newcastle.sch.uk](mailto:hmorell@westfield.newcastle.sch.uk)

At Westfield, we offer an excellent programme of Higher Education and Careers support for our students, as a natural extension of the guidance offered lower down the school. We are here to help you take ownership of your future and make your own decisions about what you want to achieve and how you want to get there. There is a wealth of expertise amongst our staff and your personal tutor will help guide you through the post-18 application process.

Researching careers options is an ongoing process and is embedded in our tutorial programme. There will be some joint sessions and discussions of options but most importantly we recognise that everyone is different with different ambitions. We will assist you to create an individual and Personalised Plan for post-18. To help ensure you are as well informed as possible about the manifold opportunities available to you, we organise many activities, including:

- **Careers Week:** (Spring): A number of speakers from varied occupations and Universities give mini talks with question and answer sessions.
- **“Old Girls”** are frequently welcomed back to talk formally and informally about their particular career paths and to answer your questions.
- A **Post-18 Evening** held in the Summer term of your first year of Sixth Form. Here, we explore the many options that you have and share information with you and your families about post-18 applications
- **UCAS Discovery:** held at the Utilita Arena, this event gives you the chance to learn more about a huge range of universities, apprenticeship providers and employers.
- **Oxbridge Convention:** A separate event to give information and advice about the somewhat different application and selection processes of the Oxbridge universities.
- **Careers Noticeboard:** You will also have access to our virtual careers noticeboard which has been specifically set up to share a variety of “live” careers opportunities including, working experience and apprenticeship opportunities, University open days and much more.
- **Online questionnaire aids** to engender ideas for post-18 options.

- **Work experience:** as well as the opportunity to volunteer in our own Junior House or participate in Round Square service projects, we help you to organise your own appropriate work experience and/or community service placements.
- **Interview practice:** A number of courses, particularly Oxbridge, Medicine, Dentistry and Veterinary Science, interview candidates as, of course, do employers. As well as discussion of interview techniques in tutorial time, we offer individual interview practice when necessary.

We also encourage you to make the most of:

- **University open days**
- **Other information and career taster courses:** such as the Headstart STEM courses, MEDlink, Law taster lectures, to name but a few. These are often held in the summer (or Christmas) holidays at various universities and we help you to apply for places.

These are just some of the ways we will try to help you make informed decisions about the next phase of your life. Ultimately, you make the choices, but the key to success throughout the Sixth Form is to maintain an open dialogue with all your teachers who are so keen to assist you at every step.



# Academic Courses

<b>Biology</b>	Westfield
<b>Business Studies</b>	Westfield
<b>Chemistry</b>	Westfield
<b>Computing and IT</b>	Westfield
<b>Digital Media</b>	NSB
<b>Economics</b>	NSB
<b>English Language</b>	Westfield
<b>English Literature</b>	Westfield
<b>Fine Art</b>	Westfield
<b>Food Science and Nutrition</b>	Westfield
<b>French</b>	Westfield
<b>Geography</b>	Westfield
<b>Graphic Communication</b>	Westfield
<b>History</b>	Westfield
<b>Maths</b>	Westfield
<b>Medical Science</b>	Westfield
<b>Music</b>	Westfield and NSB
<b>Physical Education</b>	Westfield
<b>Physics</b>	Westfield
<b>Politics</b>	NSB
<b>Psychology</b>	Westfield
<b>Religious Studies</b>	Westfield
<b>Spanish</b>	Westfield
<b>Sport and Physical Activity</b>	NSB
<b>Textile Design</b>	Westfield
<b>Theatre Studies</b>	Westfield



## Subject combinations

All our Lower Sixth students are expected to pick three subjects. To provide additional breadth, we also offer the option to study one additional enrichment course. Timetable permitting, students have the choice of undertaking EPQ (Extended Project Qualification) or Higher Sports Leader alongside their curriculum studies. Please note that we cannot guarantee the availability of NSB courses.

“ My teachers have been instrumental in inspiring me and encouraging me to go further. ”

*Sophie*

# Biology (OCR)

**Subject Leader:** Mrs H Morell. Email address: [hmorell@westfield.newcastle.sch.uk](mailto:hmorell@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Biology 6+, Chemistry 6+, Maths 6+

## Aims of the course

- Develop essential knowledge and understanding of different areas of Biology and how they relate to each other.
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills.
- Develop interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

## Course content

Module 1 – Development of practical skills in biology

Module 2 – Foundations in biology

Module 3 – Exchange and transport

Module 4 – Biodiversity, evolution and disease

Module 5 – Communication, homeostasis and energy

Module 6 – Genetics, evolution and ecosystems

## Assessment

Students will sit 3 external examinations at the end of Year 13.

Paper 1 is 2 hrs 15 mins and assesses content from modules 1,2,3 and 5. This paper is 37% of the A level and consists of multiple choice, short answer (structured questions, problem solving, calculations, practical) and extended response questions.

Paper 2 is 2 hrs 15 mins and assesses content from modules 1,2,4 and 6. This paper is 37% of the A level and consists of multiple choice, short answer and extended response questions.

Paper 3 is 1 hr 30 mins and assesses content from all modules. This paper is 26% of the A level and consists of short answer and extended response questions.

During the course, along with other practical work, students will carry out at least 12 assessed practicals which will lead to the students being awarded their practical skills endorsement. A pass will be reported on their A level certificate independent of their A level grade.

## Career opportunities

A Level Biology is an excellent base for a university degree in healthcare, such as medicine, veterinary, nursing or dentistry, as well as the biological sciences, including biochemistry, molecular biology or forensic science. Anyone wishing to follow a career in biological research, medical, environmental, forensics, sports and science communication will find an A level in Biology well regarded by universities and employers alike. The transferable skills you will learn, such as problem solving, numerical methods, and researching and analysing data are also useful for many other disciplines.

“Some say that while the twentieth century was the century of physics, we are now entering the century of biology.”

*Stephen Hawking*



# Business Studies (OCR)

## Cambridge Technical Extended Certificate in Business Level 3

**Subject Leader:** Miss N Malloy. Email address: [nmalloy@westfield.newcastle.sch.uk](mailto:nmalloy@westfield.newcastle.sch.uk)

### Advised Subject Entry Requirements

Business Studies Merit, English Language 6+, Maths 5+

### Aims of the course

This A Level equivalent course will:

- Equip you with business knowledge to progress to a university programme in Business.
- Equip you with business skills, knowledge and understanding to progress directly to work.
- Provide you with transferable knowledge and skills prioritised by employers and professional bodies.
- Enable you to devise a programme which suits your interests and strengths – i.e. a specialised pathway in Marketing, Human Resources, Accounting and Business Planning.

### Course content

The Technical Certificate in Business is a varied, interesting and practical course for any student who wants to study the workings of business. It brings together traditional academic study alongside practical work based activities delivered through links with industry.

In your first year you will complete two units;

Unit 1: The Business Environment which is assessed via an external examination (2 hrs)

Unit 5: Marketing and Market Research which is assessed through an assignment set by the exam board and internally assessed by your teacher and moderated externally.

In your second year you will complete a further three units;

Unit 2: Working in Business is assessed via an external examination (1 hr)

Unit 4: Customers and Communication which is assessed through an assignment set by the exam board and internally assessed by your teacher and moderated externally.

Unit 20: Business Events which is again assessed through an assignment set by the exam board and internally assessed by your teacher and moderated externally

### Assessment

This will lead to an OCR Level 3 Cambridge Extended Technical Certificate in Business qualification equivalent to a full A level (carrying the same UCAS tariff points as its A Level equivalents).

As this is a Cambridge Technical Extended Certificate Assessment is slightly different to other A Levels. 50% is examined externally and 50% is based upon internally assessed assignments which has been set by the exam board.

Units 1 and 2 are externally assessed by examination scheduled for the January or June and make up 50% of the A Level marks.

All other units are internally assessed through context based assignments and externally moderated by the examination board.

This type of A Level may suit students who do not perform as well under examination conditions.

### Career opportunities

Accountant  
 Human Resources Executive  
 Logistics and Distribution Manager  
 Marketing Executive  
 Actuary  
 Retail Manager  
 Sales Executive  
 Executive  
 Entrepreneur  
 Buyer (Retail)  
 Company Secretary  
 Bank Manager



“ Entrepreneurial business favours the open mind. It favours people whose optimism drives them to prepare for many possible futures, pretty much purely for the joy of doing so. ”

*Richard Branson*

# Chemistry (OCR)

**Subject Leader:** Mr P Russell. Email address: prussell@westfield.newcastle.sch.uk

## Advised Subject Entry Requirements

Chemistry 6+, Maths 6+

## Aims of the course

- To develop an enthusiasm for the topic through the knowledge and understanding of the wider areas of the subject and show how they all relate to each other.
- To develop a wide variety of analytical and practical skills.
- To develop confidence and competence in practical, mathematical and problem solving skills.
- Understand how society makes decisions about scientific issues and how chemistry contributes to the success of the economy.

## Course content

- Development of practical skills in Chemistry
- The periodic table trends and patterns
- Rates of reaction and thermodynamics
- Organic chemistry and analytical techniques
- Redox behaviour and transition elements

## Assessment

- 01 Periodic Table, Elements and Physical Chemistry  
100 marks – 2 hrs 15 mins
- 02 Synthesis and analytical techniques  
100 marks – 2 hrs 15 mins
- 03 Unified Chemistry  
70 marks – 1 hr 30 mins
- 04 Practical Endorsement in Chemistry  
No examination assessment

## Career opportunities

Medical sciences  
 Veterinary science  
 Forensics  
 Analytical chemist  
 Chemical engineer  
 Product manufacturing  
 Pharmacist  
 Environmental chemist



“ If you can't explain it simply,  
you don't understand it well enough. ”

*Albert Einstein*

# Computing and IT (OCR)

## Cambridge Technicals Level 3

**Subject Leader:** Mrs C Lloyd. Email address: [clloyd@westfield.newcastle.sch.uk](mailto:clloyd@westfield.newcastle.sch.uk)

### Advised Subject Entry Requirements

Computer Science 5+ or Creative iMedia Merit,  
English Language 5+, Maths 5+

### Aims of the course

This A Level equivalent course will:

- Develop your knowledge and understanding of the principles of IT and Global Information Systems.
- Gain an insight into the IT sector as you investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale.
- Understand the importance of legal and security considerations.
- Develop professional, personal and social skills through interaction with peers, stakeholders and clients.
- Develop transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.

### Course content

With the increase of examinations and the introduction of linear rather than modular assessment, the academic A Level route may not suit all students. Cambridge Technicals are vocational qualifications for students aged 16+. They are equivalent to UK A levels and are highly valued by universities, further education colleges and employers alike.

### Assessment:

OCR Level 3 Cambridge Technical Diploma in IT (Year 12):

- Unit 1: Fundamentals of IT – 1 hr 30 mins externally assessed examination
- Unit 6: Application Design – internally assessed coursework
- Start Unit 9 : Product Development – internally assessed coursework

OCR Level 3 Cambridge Technical Diploma in IT (Year 13):

- Unit 2: Global Information – 1 hr 30 mins externally assessed examination based upon a case study scenario.
- Finish Unit 9 : Product Development – internally assessed coursework
- Unit 21: Website design and prototyping – internally assessed coursework

Students are able to have one resit opportunity for each externally assessed unit.

The units are graded Pass, Merit and Distinction.

The overall qualification is graded Pass, Merit, Distinction, Distinction\*.

### Career opportunities

Information technology (IT) is now integral to our lives. It helps make scientific breakthroughs and whole sectors of our economy depend on it. Used effectively, IT can transform organisations. This requires professionals with a solid understanding of technology and the environment in which organisations operate. As a result, IT employment is forecast to grow at almost twice the UK average through to 2020.

The advanced skills you will develop in IT will also be valuable in gaining many types of employment including;

Web designer  
Systems analyst  
UX (user experience) developer  
Computer games developer  
Software developer  
Business analyst



“ The number one benefit of ICT is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn't think they could learn before, and so in a sense it is all about potential. ”

*Steve Ballmer, CEO Microsoft, January 2000 to February 2014*

# Digital Media (OCR)

## Cambridge Technical Extended Certificate in Digital Media (Level 3)

**Subject Leader:** Mr T Millet. Email address: [tmillet@newcastleschool.co.uk](mailto:tmillet@newcastleschool.co.uk)

### Advised Subject Entry Requirements

Grade 5+ in 5 GCSE subjects

### Aims of the course

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

### Course content

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

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

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

- Media products and audiences – mandatory
- Create a media product – mandatory
- Scripting for Media Products – optional

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

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

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



### Assessment

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

- Unit 1: Media products and audiences - 2 hr externally assessed examination
- Unit 3: Create a media product – internally assessed
- Unit 21: Scripting for media products - internally assessed

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

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

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

The overall qualification is graded Pass, Merit, Distinction, Distinction\*.

### Career opportunities

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

- Film and TV production
- Advertising and marketing
- Graphic design
- Digital industries e.g. game design, web design, etc.
- Public relations
- Journalism
- Event management

# Economics (Edexcel)

**Subject Leaders:** Mrs J Sanderson. Email address: [jsanderson@newcastleschool.co.uk](mailto:jsanderson@newcastleschool.co.uk)

## Advised Subject Entry Requirements

English 6+, Maths 6+

## Aims of the course

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

## Course content

Theme 1 – Markets, consumers and firms

- Scarcity, choice and potential conflicts
- Enterprise, business and the economy
- Introducing the market
- The role of credit in the economy
- Market failure and government intervention
- Revenue, costs, profits and cash

Theme 2 – The wider economic environment

- Business growth and competitive advantage
- Firms, consumers and elasticity of demand
- Productive efficiency
- Life in a global economy
- The economic cycle
- Introduction to macroeconomic policy.

Theme 3 – The global economy

This theme develops the concepts introduced in Theme 2.

- Globalisation
- Economic factors in business expansion
- Impact of globalisation on global companies
- Impact of globalisation on local and national economies
- Global labour markets
- Inequality and redistribution.

Theme 4 – Making markets work

This theme develops the concepts introduced in Theme 1.

- Competition and market power
- Market power and market failure

- Market failure across the economy
- Macroeconomic policies and impact on firms and individuals
- Risk and the financial sector.

## Assessment

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

Overview of assessment

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

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

Overview of assessment

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

Paper 3 there will be a pre-released context document issued in November of the previous year. The context will be broad, such as an economy, industry, market or economic issue.

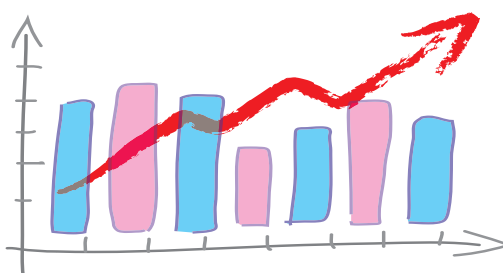
The question paper will be in two sections:

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

## Career opportunities

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

Accountancy and finance  
Data analysis  
Banking and investments  
Business management  
Marketing  
Finance



# English Language (OCR)

**Subject Leader:** Mrs E Forster. Email address: eforster@westfield.newcastle.sch.uk

## Advised Subject Entry Requirements

English Language 6+

## Aims of the course

- To consider the various levels on which language itself can create and challenge sexism, maintain and undermine power and represent the world around us in ways we have never even realised
- To explore speech, writing and everything in between as students are exposed to the earliest utterances of infant children, the modern media's grip on our perceptions and how English developed from the days of the Anglo-Saxons and became the language of LOLs and emojis.

## Course content

English Language A Level is ideal for students who are open-minded, curious, observant and keen to question the world around them.

During the course, students will develop their skills of linguistic analysis to carefully consider a range of texts and issues which relate to the way language functions in the modern world.

Areas of study:

- Language and gender
- Language and power
- Media texts and representations
- Language acquisition
- Language change
- Topical issues in language use
- Independent language investigation (Coursework)

## Assessment

Unit 1: Exploring Language – 2 hrs 30 mins externally assessed examination (40% of total A Level)

Unit 2: Dimensions of Linguistic Variation – 2 hrs 30 mins externally assessed examination (40% of total A Level)

Unit 3: Independent Language Research – internally assessed coursework (20% of total A Level)

The overall qualification is graded from A\* to E



## Career opportunities

This course will provide students with the opportunity to explore contemporary language and take a forensic approach to exploring texts. The critical thinking skills developed are appropriate to a wide range of courses and careers from journalism, to law, to teaching or any profession where communication is key.

“ People sometimes say: 'A picture is worth a thousand words.' That's true. But language is never far away. To talk about the picture, you may need a thousand words.”

*David Crystal*

# English Literature (Edexcel)

**Subject Leader:** Mrs E Forster. Email address: eforster@westfield.newcastle.sch.uk

## Advised Subject Entry Requirements

English Literature 6+

## Aims of the course

A Level English Literature aims to develop students' ability to

- Write accurate, coherent, informed and persuasive essays.
- Analyse the techniques authors use to shape meaning.
- Explore comparisons and contrasts between works of literature and their contexts.
- Evaluate different interpretations of texts and interpret unseen texts with confidence.

...and much, much more!

## Course content

Paper 1 Drama:

- One question about "Othello".
- One question about "A Streetcar Named Desire".

Paper 2 Prose:

- One question about the theme of Science and Society in two set novels: "The Handmaid's Tale" and "Frankenstein".

Paper 3 Poetry:

- One question comparing a nominated poem from contemporary Poems of the Decade with an unseen poem.
- One question about Christina Rossetti's poetry.

Coursework: An independent comparison of two texts.

## Assessment

There are three examination papers (Year 13) and Paper 4: Extended Essay (coursework, Year 13)

- Paper 1 DRAMA 2 hrs 15 mins: questions about Othello and A Streetcar Named Desire.
- Paper 2 PROSE 1 hr: a question comparing Frankenstein and The Handmaid's Tale on the theme of Science and Society.
- Paper 3 POETRY 2 hrs 15 mins: a question comparing a poem from the Forward Book of Poetry to an Unseen Poem and a question about two poems by Christina Rossetti.
- Paper 4 Extended Essay (coursework): independent study of two texts chosen by the pupil. Internally assessed and externally moderated.

The overall qualification is graded A\* to E.

## Career opportunities

The study of English Literature is long-established and respected because it develops students' ability to think and write analytically, independently and originally. Thus, universities and colleges recognise it as a rigorous academic qualification, with the widest relevance and application in:

Marketing, advertising and PR.

Journalism, writing, the media and publishing.

Business, retail management and human resources.

Teaching and library and information work.

Law.

“ The perfect A Level to develop your analytical and creative skills.

English has given me the confidence to write essays and to speak in public. ”



# Fine Art (AQA)

**Subject Leader:** Mr D Stone. Email address: [dstone@westfield.newcastle.sch.uk](mailto:dstone@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Fine Art 5+.

If Fine Art has not been taken: Graphics 6+ or Textiles 6+

## Aims of the course

- To develop skilful, creative and adaptable artists and designers capable of taking on the challenges of contemporary art practice.
- To prepare girls for entry to a college or university to study any of the fine art subjects including animation and film, photography, sculpture, painting, illustration and fine art.

## Course content

Component 1 (Years 1 & 2) – no time limit.

- Production of a Personal Investigation demonstrating a wide range of skills and understanding.
- Students will gain an understanding of different artistic techniques as well as contextual studies.
- Students will be encouraged to explore a wide range of materials and approaches including photography, drawing, three-dimensional work, printmaking and mixed media.
- Students develop and present a written study of between 1,000 and 3,000 words based on an aspect of art and design evidenced in the practical work.

Component 2 (Year 2) Externally Set Assignment.

Students select one brief from a series of starting points provided by the examination board. After developing preparatory material students sit a 15-hour test in which they develop, unaided, their final pieces of work.

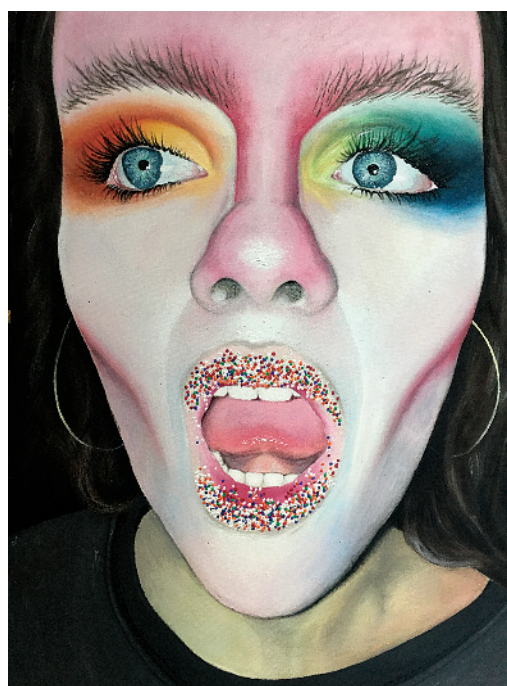
## Assessment

Component 1: 60% of the total A level mark. All work is marked in school and moderated independently by AQA.

Component 2: 40% of the total A level mark. All work is marked in school and moderated independently by AQA.

## Career opportunities

Fine Art graduates are viewed by future employers as flexible and creative thinkers. Graduates can be found in all areas of employment as well as the more traditional vocational areas such as Architecture, Fashion Design, Film and Animation, Media, Fine Art and Teaching.



“ The world of reality has its limits;  
the world of the imagination is boundless.”

*Jean-Jacques Rousseau*

# Food Science and Nutrition (WJEC) Level 3 Diploma

**Subject Leader:** Mrs F Mather. Email address: [fmather@westfield.newcastle.sch.uk](mailto:fmather@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Food 6+.

If Food has not been taken: Biology 6+ or Chemistry 6+

## Aims of the course

- This A Level equivalent gives you the opportunity to study both the theoretical and practical aspects of nutrition, food science, and food preparation.
- Develop your knowledge and understanding of the composition of foods and of the food production industries.
- Develop understanding of human nutrition and meeting the needs of specific groups.
- Continue to improve your practical skills and relate to healthy eating and the science of food.

## Course content

- Unit 1: Meeting Nutritional Needs of Specific Groups
- Unit 2: Ensuring Food is Safe to Eat
- Unit 3: Experimenting to Solve Food Production Problems *Optional*
- Unit 4: Current Issues in Food Science and Nutrition *Optional*

## Assessment

In the first year, the girls will work on Unit 1. Unit 1 will be assessed by both coursework and an examination. In the Upper Sixth, Unit 2 will be assessed by controlled coursework. Either Unit 3 or 4 will be studied in the Upper Sixth as an optional coursework module.

## Career opportunities

The Diploma provides a suitable foundation for the study of Food Science, Food Marketing, Food and Nutrition, Catering or any health related fields, such as Nursing or Dietetics at University.

This subject sits well with Biology, Chemistry, English, P.E, Geography, Business Studies and IT as companion A Levels.



# French (AQA)

**Subject Leaders:** Mr A Quinn. Email address: [aquinn@westfield.newcastle.sch.uk](mailto:aquinn@westfield.newcastle.sch.uk)  
Miss H Burnett. Email address: [hburnett@newcastleschool.co.uk](mailto:hburnett@newcastleschool.co.uk)

## Advised Subject Entry Requirements

French 6+

## Aims of the course

- To equip you to spend time in a French speaking country by learning to communicate clearly, confidently and imaginatively, through both the spoken and written word.
- To increase your understanding and ability to apply grammar rules, thereby developing your use of more accurate, varied and complex language.
- To develop analytical and evaluative skills.
- To enable you to deepen your study of the French language.
- To equip you with transferable skills in order to study other languages and for many other situations.
- To develop a deeper awareness and appreciation of the culture of the French speaking world.

## Course content

- The course covers social issues and trends, artistic culture, literary texts and films at AS Level. For A Level, you will also cover the political life of French speaking countries.
- For your speaking examination, you will also work on a research project of your choosing.

“ If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. ”

*Nelson Mandela*



## Assessment:

There are 3 examinations:

Paper 1: Listening, Reading and Writing:

What is assessed

- Aspects of French speaking society
- Artistic culture in the French speaking world
- Multiculturalism in French speaking society
- Aspects of political life in French speaking society
- Grammar

How it is assessed

- Written exam: 2 hrs 30 mins
- 100 marks
- 50% of A Level

Paper 2: Writing:

What is assessed

- One text and one film or two texts from the list set in the specification
- Grammar

How it is assessed

- Written exam: 2 hrs
- 80 marks in total
- 20% of A Level

Paper 3: Speaking:

What is assessed

- Individual research project
- One of four themes (Aspects of French speaking society or Artistic culture in the French speaking world or Multiculturalism in French speaking society or Aspects of political life in French speaking society)

How it is assessed

- Oral exam: 21–23 mins (including 5 mins preparation time)
- 60 marks in total
- 30% of A Level

## Career opportunities

The ability to speak another language can lead directly to careers in business, travel and tourism, teaching, the diplomatic service (MI6!), but a language A Level is also a very well respected qualification as it more broadly equips you with transferable skills for many more professions, such as journalism, law, medicine and many more.

# Geography (Pearson Edexcel)

**Subject Leader:** Mr C Dunn. Email address: [cdunn@westfield.newcastle.sch.uk](mailto:cdunn@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Geography 6+

### Aims of the course

- Develop your understanding of the wider world and the links between physical and human geographical systems.
- Understand the causes and consequences of geographical issues at all scales.
- Be able to evaluate different solutions to geographical issues facing people at all levels of development.

### Course content

A Level Geography has a number of key components:

- Physical systems such as the water and carbon cycle, which keep the planet healthy but are under threat from human activity.
- Hazardous environments caused by plate tectonics, coastal erosion and climate change.
- Human systems that are rapidly changing peoples' lives including globalisation, migration, urbanisation and geopolitics
- All A Level Geographers undertake an individual coursework investigation.

## Assessment:

There are 4 components, three examinations and one piece of coursework:

- Paper 1 Physical Geography (30%), 2 hrs 15 mins exam
- Paper 2 Human Geography (30%), 2 hrs 15 mins exam
- Paper 3 Issues Analysis (20%), 2 hrs 15 mins exam
- Paper 4 Coursework independent investigation, on a subject of your choice (20%)

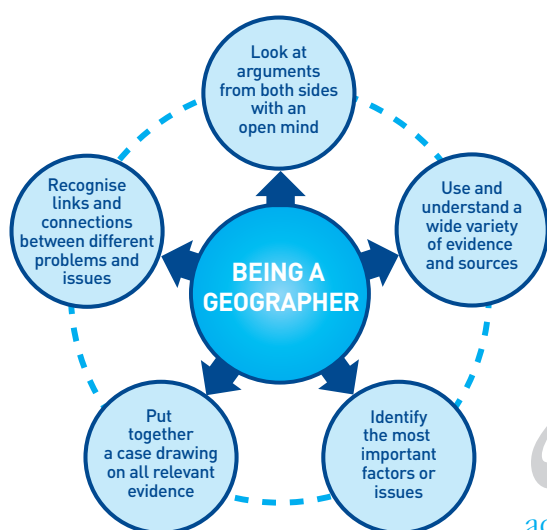
## Career opportunities

Geographers develop a wide variety of transferable skills such as research, data analysis, IT and evaluation skills.

Geography graduates have one of the highest rates of graduate employment.

Geographers often work in areas closely related to our subject such as town planning, conservation, disaster management or rural development.

Geographers also work in management in a very wide variety of jobs, because their transferrable skills are so adaptable.



“ Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose. Geography is the subject which holds the key to our future. ”

*Michael Palin, actor and adventurer*

# Graphic Communication (AQA)

**Subject Leader:** Mr D Stone. Email address: dstone@westfield.newcastle.sch.uk

## Advised Subject Entry Requirements

Graphics 5+.

If Graphics has not been taken: Fine Art 6+ or Textiles 6+

## Aims of the course

- To develop a strong understanding of the design process and the nature of contemporary design practice.
- To develop creative, confident and skilful designers capable of working in a number of different areas of design.
- To prepare girls for the next step in their artistic journey whether it be college or industry.

## Course content

Component 1 (Years 1 & 2) – no time limit.

- Short introductory course to introduce students to the terms and techniques of graphic design
- Production of a Personal Investigation, demonstrating a wide range of skills and understanding.
- Students will gain an understanding of graphic design techniques and design software
- Students develop and present a written study of between 1,000 and 3,000 words based on an aspect of art and design evidenced in the practical work.

Component 2 (Year 2) Externally Set Assignment. Students select one brief from a series of starting points provided by the examination board. After developing preparatory material students sit a 15-hour test in which they develop, unaided, their final pieces of work.

## Assessment:

Component 1: 60% of the total A level mark. All work is marked in school and moderated independently by AQA.

Component 2: 40% of the total A level mark. All work is marked in school and moderated independently by AQA

## Career opportunities

Many girls choose to apply directly to university or to art college to study Graphic Design, Product Design, Fashion Design, Interior Design, Film and Animation, and other design-related disciplines.



“The true mystery of the world is the visible, not the invisible.”

Oscar Wilde

# History (AQA 7042)

**Subject Leader:** Mrs J Harris. Email address: [jharris@westfield.newcastle.sch.uk](mailto:jharris@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

English Language or Literature 6+, History 6+

## Aims of the course

- To help students gain a deeper understanding of the past through political, social, economic and cultural perspectives.
- To help students understand the significance of historical events, the role of individuals in history and the nature of change over time.

## Course content

The A Level award is made up of three components:

### • Component 1 – Breadth Study 1C The Tudors: England, 1485–1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

### • Component 2 – Depth Study

#### 2Q The American Dream: reality and illusion, 1945–1980

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American Dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American Dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.

### • Component 3 – Non Examined Assessment Historical Investigation

This is the coursework element. A personal study based on a topic of your choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2. So you can choose whatever historical period you wish (other than Tudors/USA). 4500 words.

## Assessment

Component 1: Examined unit – 2 hrs 30 mins 40% of A level

Component 2: Examined unit – 2 hrs 30 mins 40% of A level

Component 3: Non Examined Assessment –  
worth 20% of A level

## Career opportunities

History has a huge amount of transferable skills. Our students go on to a wide range of courses and careers. A considerable number will take a degree in the subject, or a related field, such as English, Law, Economics, Philosophy, Theology or Politics, where an A-Level in History is certainly an advantage. In addition to a wider angled view of many contemporary events and issues, those trained in History have developed skills of critical analysis and judgement; these are highly valued in many professions, including Law, Management, Finance, Journalism and Politics. The research, analytical and presentational skills learnt in History are precisely the skills required to operate in the world of work.



# Maths (Edexcel)

**Subject Leader:** Mrs L Marshall. Email address: lmarshall@westfield.newcastle.sch.uk

The picture on the right isn't actually part of a plant, it was created on a computer by a simple mathematical algorithm called a fractal.



## Advised Subject Entry Requirements

Maths 7+ (high grade 7 recommended)

## Aims of the course

The Sixth Form Mathematics course is designed to encourage students to...

- Develop abilities to reason logically.
- Extend their range of mathematical skills and techniques and use them in less structured problems.
- Recognise how a situation may be modelled mathematically; understanding the relationship between real world problems and mathematical models, and how they can be refined and improved.
- Study Mathematics beyond the everyday and learn the mathematical skills to succeed in the world of science and engineering.

## Course content

- Throughout the course pupils will study both Pure and Applied Mathematics. Pure topics will include algebra and graphs, calculus, trigonometry and functions. The Applied course is divided into statistics which includes topics such as the normal distribution and probability, and Mechanics which includes kinematics, dynamics and vectors.

## Assessment

The course will be assessed with three 2 hour exams at the end of two years. There will be two Pure Maths exams and one Applied Maths exam covering Statistics and Mechanics. All three papers are equally weighted and calculators are allowed for all papers.

## Career opportunities

Studying Mathematics in the Sixth Form at Westfield will open a number of doors to students. Not only is it a valuable and interesting subject in its own right but is an essential building block for practically all science and technology subjects. Studying Mathematics can lead to careers in finance, engineering, computer science, business, medicine, intelligence... Some of the largest employers of mathematicians in the world are technology giants like Microsoft, Google and Facebook.

“ The essence of Mathematics is not to make simple things complicated but to make complicated things simple. ”

S. Gudder



# Further Maths (Edexcel)

**Subject Leader:** Mrs L Marshall. Email address: lmarshall@westfield.newcastle.sch.uk

## Choosing Further Maths

For our most academically gifted STEM students there is the option to study an AS Level in Further Mathematics in school or through our links with Newcastle University. There is also the option to study a full A Level in Further Mathematics there with in-school support. Either option would be taken alongside the usual 3 A-Level subjects, one of which must be Mathematics. It is particularly recommended for those students who intend to study Mathematics, Engineering, Science, Physics, Computer Science or Economics at University.

## Advised Subject Entry Requirements

Maths 8+

## Aims of the course

The Further Mathematics course is designed to enable students to:

- Deepen their mathematical understanding and extend their knowledge of mathematical skills and techniques.
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts.
- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them.
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general.
- Build a deep mathematical foundation for study of STEM subjects at elite universities.

## Course content

Pupils all study Core Pure Mathematics which includes Complex numbers, Matrices, Hyperbolic Functions, Further Calculus and Proof.

There is then a choice of additional papers in Further Pure Mathematics, Mechanics, Decision or Statistics depending on the career aspirations, particular areas of interest of the pupils, and options taken.

## Assessment

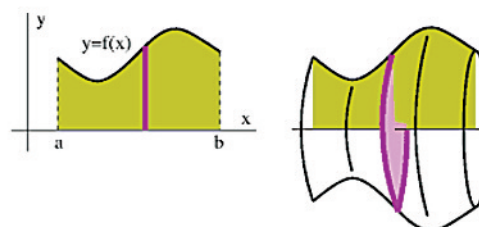
For A-level Further Maths pupils take two papers in Core Pure Maths and then two additional papers based on the option subjects the class have selected to study. All four papers are 1 hr 30 mins in length.

For AS Further Maths pupils take one Core Pure Maths paper and then one options paper which covers the two additional subjects that the class have selected to study. Both papers are 1 hr 30 mins in length.

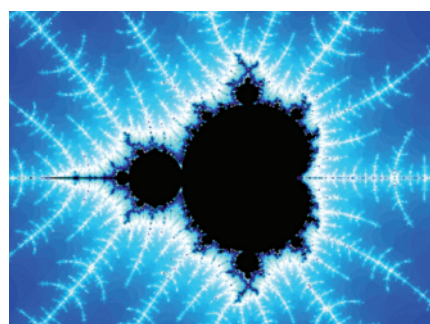
## Career opportunities

Further Maths helps prepare students to study a diverse range of STEM subjects at the most elite universities around the world. It leads to careers such as Astrophysics, Software Engineering, Operational Research, Accountancy, Data Analysis, Astronomy and Meteorology.

## In Further Mathematics we find the volume of 3D shapes using calculus:



## This image is a fractal created using complex numbers:



# Medical Science (WJEC) Level 3 Applied Diploma

**Subject Leader:** Mrs Sarah Whitaker. Email address: [swhitaker@westfield.newcastle.sch.uk](mailto:swhitaker@westfield.newcastle.sch.uk)

## Choosing Medical Science

The Level 3 Applied Certificate/Diploma in Medical Science is a vocational course which will award an A level equivalent qualification after the two years of study. It is designed as slightly less academically challenging course than A level Biology, as there are coursework assessment tasks and less emphasis on external exams. It is designed for those students with a passion for the human biology side of Biology.

## Advised Subject Entry Requirements

Maths 4+, Science 4+

## Aims of the course

The course examines how we maintain health and the prevention and treatment of diseases. Medical scientists are at the forefront of healthcare services, as they are vital in the diagnosis of disease, determining the effectiveness of treatments and searching for new cures.

## Course content

- Human health and disease - This unit develops knowledge and understanding of human anatomy and physiology. You will develop an understanding of the function of organ systems and some problems that can occur in these. You will study organs systems such as the circulatory, and the digestive system, metabolic processes, and biochemistry.
- Physiological measurement techniques- This unit develops knowledge and understanding about the physiological measurements that can be made to assess the function of major body systems.
- Medical science research methods- This unit develops knowledge and understanding of planning, conducting, and reporting of research in medical sciences using a range of methodologies and techniques.

- Medicines and treatment of disease- This unit develops knowledge and understanding about the science of medicines and how they work through their interactions with body systems.
- Clinical Laboratory techniques - This unit develops knowledge and understanding about the clinical laboratory techniques that can be used to assess body functions.
- Medical case study - This unit is the overall synoptic unit for the Diploma qualification. It provides the opportunity to demonstrate your understanding of the connections between the other five units of this Medical Science qualification.

## Assessment Applied

There is one external exam at the end of the first year worth 12.5% of the A level, and one final examination at the end of the second year worth 12.5% of the qualification. The remaining components are internally assessed coursework with one externally set practical task in the second year worth 12.5%. The single year awards a Certificate qualification equivalent to an AS grade, and the two year study awards a Diploma, equivalent to an A level.

## Career opportunities

A significant proportion of career opportunities in this sector are at degree level. When supported by other appropriate qualifications, the Level 3 Applied Diploma in Medical Science will enable progression to higher education to a range of Applied Science programmes, such as biomedical science, life sciences, and physiology.



# Music (Edexcel)

**Subject Leaders:** Mr J Hopkinson. Email address: [jhopkinson@newcastleschool.co.uk](mailto:jhopkinson@newcastleschool.co.uk)  
Miss A Masters. Email address: [amasters@westfield.newcastle.sch.uk](mailto:amasters@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Music 6+, Grade 5 or above on a musical instrument, Grade 4+ Music Theory if GCSE Music has not been taken

## Aims of the course

Music is constantly evolving; inspiring creativity and expression in a way that no other subject can. This relevant and contemporary A Level qualification offers you the chance to study a wider range of musical genres. It brings listening, performance and composition to life in new and engaging ways, and links to the world around us like never before. We know that every student has different learning styles and musical tastes, which is why this course values all music styles, skills and instruments.

## Course content

The three main areas of study are:

- Performing (Solo and/or ensemble recordings) 30%
- Composing (Two pieces of coursework) 30%
- Appraising (Examination) 40%

This course will be taught jointly at Westfield and NSB.



## Assessment

### Performing

You are required to perform one or more pieces in a recital lasting at least 8 minutes. This could be playing or singing solo, in an ensemble, improvising, or realising music using music technology.

### Composing

You are required to compose two pieces. One composition must be from either a list of briefs related to the areas of study, or a free composition, and be at least 4 minutes long. The second composition must be from a list of briefs assessing compositional technique and will be at least 1 minute in duration. The two compositions must be a minimum of 6 minutes.

### Appraising

There is a 2 hour written exam, assessing your knowledge and understanding of musical elements, contexts and language, related to the set works and related unfamiliar pieces.

In Section A, three questions are related to the set works, for which a CD of the excerpts and a skeleton score is provided. There is one short melody/rhythm completion exercise.

In Section B, there are two essay questions. The first asks you to compare a set work with related unfamiliar extracts. The second gives a choice of three questions in which you evaluate the musical elements, context and language of a set work. Each option will be from a different area of study.

## Career opportunities

Music A Level can lead to a wide range of university, higher education and conservatoire courses. Studying music requires self-discipline, teamwork, creativity and analytical skills, all of which make musicians highly desirable in the workplace. It can lead to a variety of careers including performing, composing, teaching, sound engineering, arts administration, media, marketing and publishing.

# Physical Education (OCR)

**Subject Leader:** Miss N Baguley. Email address: [nbaguley@westfield.newcastle.sch.uk](mailto:nbaguley@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

PE 6+ (or 5+ if outstanding in a sport at county level or higher).  
If PE has not been taken: Science 6+

## Aims of the course

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



## Course content

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

## Assessment:

Unit 01 (30%):

Applied anatomy and physiology  
Exercise physiology  
Biomechanics, including technology in sport

Unit 02 (20%):

Skill acquisition  
Sports psychology

Unit 03 (20%):

Sport and society  
Contemporary issues in physical activity and sport

Unit 05 (15%):

Performance or Coaching

Unit 06 (15%):

Evaluation and analysis of performance for improvement (EAPI)

## Career opportunities

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

**PERFECT PRACTICE  
MAKES PERFECT!**

# Physics (Edexcel)

**Subject Leader:** Dr E Corbin. Email address: lcorbin@westfield.newcastle.sch.uk

## Advised Subject Entry Requirements

Maths 6+, Physics 6+

## Aims of the course

- To acquire the knowledge and skills to understand the universe, from the very big to the very small. Both ends of the spectrum are covered, as well as everything in between.
- To develop transferable skills such as logical thinking, analytical and numerical skills.
- To acquire a qualification that raises your profile compared to your peers. Physics is perceived as a difficult subject and is taken by very few girls. Therefore, if you are planning to apply for a competitive or popular course, having an A Level in Physics will make you stand out from the crowd.
- To develop practical skills and a familiarity with a wide range of different equipment, from the high tech light gates tubes to the more mundane, but no less valuable skills, of being able to measure things accurately or set up useful circuits correctly.

## Course content

- Mechanics
- Electric Circuits
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Materials
- Waves and Particle Nature of Light
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations



## Assessment

The AS course assessment – two 1 hr 30 min exams

The A2 course assessment – two 1 hr 45 min exams and one 2 hr 30 min exam

There is also a separate practical assessment which does not contribute to the overall grade but is reported separately. Your teacher will decide if you pass or fail this assessment!

## Career opportunities

A good Physics grade is highly respected by all universities and employers. It is relevant for scientific degrees, Mathematics and Engineering. Anyone wishing to follow degree courses in Architecture, Astronomy, Dentistry, Mathematics, Veterinary Science, Economics, Merchant banking, Oceanography, Photography, Cartography, Science broadcasting, Journalism, and Technical jobs in media would find A Level Physics of benefit. However, it is also valued in Business, Economics, Law, Languages and Politics amongst others, as an indication of good analytical skills.

“ There was nothing,  
and then it exploded.”

*Terry Pratchett*

# Politics (Edexcel)

## Government & Politics Level 3 Advanced GCE in Politics (9PL0)

**Subject Leader:** Mr D Paterson. Email address: dpaterson@newcastleschool.co.uk

### Advised Subject Entry Requirements

Grade 6+ in a related subject at GCSE

### Aims of the course

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

### Course content

#### A Level

##### Unit 1 - UK Politics

As above + Core political ideas

- Conservatism
- Liberalism
- Socialism

##### Unit 2 – UK Government

As above + Non-Core political ideas

- Multiculturalism

##### Unit 3 – US Government

- The US Constitution and federalism,
- US Congress,
- US presidency,
- US Supreme Court and civil rights,
- Democracy and participation,
- Comparative theories (comparison of UK and USA politics)

### Assessment:

#### A level examination

All units

2 hrs written paper 33.3% of total mark

### Career opportunities

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

Role within government  
Member of Parliament  
Political Assistant  
Civil Service  
Diplomatic service  
Political Journalist  
Public affairs consultant  
Career in human rights and charities  
Law  
Entry to higher education



# Psychology (AQA)

**Subject Leader:** Mrs I Mullins. Email address: [imullins@westfield.newcastle.sch.uk](mailto:imullins@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Biology 6+, English Language 6+, Maths 6+

## Aims of the course

- Develop knowledge and understanding of psychological research and theories
- Application of knowledge to explain behaviours such as social influence, attachment, aggression, and memory.
- Evaluate research and theories in terms of key issues and debates (e.g. ethics, social sensitivity, reductionism).
- Demonstrate a deep appreciation of research methods and statistical analysis for psychological research

## Course content

Psychology is the scientific study of the mind and behaviour. The course will require students to have a breadth of academic skills; there are elements of statistics, biology, scientific research, essay writing and critical evaluation as part of the assessment. This subject is suited to students who work hard and stay organised as there are many key terms to remember. A keen interest in human nature and a strong desire to understand more about why people are the way they are is vital for this subject.



“ Psychology is an owner's manual for your own mind. It's a guide to life. ”

*Daniel Goldstein*

## Assessment

The course is divided into three papers. Each paper is out of a total of 96 marks and each is two hours in duration. The exams consist of short mark and extended writing questions.

Paper 1: The paper is divided into 4 sections, each section worth 24 marks.

1. Social influence
2. Memory
3. Attachment
4. Psychopathology

Paper 2: The paper is divided into 3 sections

1. Approaches in psychology (24 marks)
2. Biopsychology (24 marks)
3. Research methods (48 marks)

Paper 3: The paper is divided into 4 sections, each section worth 24 marks.

1. Issues and Debates
2. Option 1: Cognition & Development
3. Option 2: Stress
4. Option 3: Forensic Psychology

## Career opportunities

Clinical psychologist  
Counselling psychologist  
Educational psychologist  
Forensic psychologist  
Occupational psychologist  
Environmental psychologist  
Sport and Exercise psychologist

Psychology A level is also regarded as a useful qualification for entry onto a range of other degree courses because of its analytical nature and the wide range of skills it encompasses. Therefore, studying psychology may be of benefit to any career path where an understanding of human nature is relevant. This includes teaching, the police, human resources, medicine and many more. See <https://careers.bps.org.uk> for more information.

# Religious Studies (EDUQAS)

**Subject Leader:** Mr S Shieber. Email address: [sshiebert@westfield.newcastle.sch.uk](mailto:sshiebert@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Religious Studies 6+.

If Religious Studies has not been taken: English Language 6+,  
English Literature 6+

## Aims of the course

- Reflect upon key issues in religion, philosophy and ethics
- Develop your critical thinking skills and your ability to construct arguments
- Understand the influence of religion upon our cultural and intellectual history
- Develop your empathy for people of all faiths and none

## Course content

- Philosophy of Religion – Using philosophy to understand religious belief
- Religion and Ethics – Thinking about human behaviour and how it is affected by religion
- A Study of Religion - the foundations, concepts and practices of a world religion

## Assessment

At the end of the course, you will sit examination papers in all three areas of the course content. In each 2 hr paper, you will be given a choice of questions to answer. You must answer two questions (parts a and b) in the time allowed.

## Career opportunities

You don't have to become a vicar or a nun – unless you want to! Religious Studies students go into all sorts of careers, including:

Education  
Business  
Charity Work  
Social Work  
Journalism  
Youth Work  
Government  
Management  
Law



“ Religion is part of the human make-up.  
It's also part of our cultural and intellectual  
history. Religion was our first attempt at  
literature...our first attempt at cosmology  
...our first attempt at philosophy. ”

*Christopher Hitchens*

# Spanish (AQA)

**Subject Leader:** Mr A Quinn. Email address: [aquinn@westfield.newcastle.sch.uk](mailto:aquinn@westfield.newcastle.sch.uk)

## Advised Subject Entry Requirements

Spanish 6+

### Aims of the course

- To equip you to spend time in a Spanish speaking country by learning to communicate clearly, confidently and imaginatively, through both the spoken and written word.
- To increase your understanding and ability to apply grammar rules, thereby developing your use of more accurate, varied and complex language.
- To develop analytical and evaluative skills.
- To enable you to deepen your study of the Spanish language.
- To equip you with transferable skills in order to study other languages and for many other situations.
- To develop a deeper awareness and appreciation of the culture of the Spanish speaking world.

### Course content

The course covers social issues and trends, artistic culture, literary texts and films at AS Level. For A Level, you will also cover the political life of Spanish speaking countries.

For your speaking examination, you will also work on a research project of your choosing.

“ A different language is  
 a different vision of life. ”

*Frederico Fellini*



## Assessment

There are 3 examinations:

Paper 1: Listening, Reading and Writing:

What is assessed

- Aspects of Spanish speaking society
- Artistic culture in the Spanish speaking world
- Multiculturalism in Spanish speaking society
- Aspects of political life in Spanish speaking society
- Grammar

How it is assessed

- Written exam: 2 hrs 30 mins
- 100 marks
- 50% of A Level

Paper 2: Writing:

What is assessed

- One text and one film or two texts from the list set in the specification
- Grammar

How it is assessed

- Written exam: 2 hrs
- 80 marks in total
- 20% of A Level

Paper 3: Speaking:

What is assessed

- Individual research project
- One of four themes (Aspects of Spanish speaking society or Artistic culture in the Spanish speaking world or Multiculturalism in Spanish speaking society or Aspects of political life in Spanish speaking society)

How it is assessed

- Oral exam: 21–23 mins (including 5 mins preparation time)
- 60 marks in total
- 30% of A Level

## Career opportunities

The ability to speak another language can lead directly to careers in business, travel and tourism, teaching, the diplomatic service (MI6!), but a language A Level is also a very well respected qualification as it more broadly equips you with transferable skills for many more professions, such as journalism, law, medicine and many more.

# Sport and Physical Activity (OCR)

## Level 3 Cambridge Technical Foundation Diploma in Sport and Physical Activity

**Subject Leader:** Mr J Macmillan. Email address: [jmacmillan@newcastleschool.co.uk](mailto:jmacmillan@newcastleschool.co.uk)

### Advised Subject Entry Requirements

Grade 5+ in 5 GCSE subjects

### Aims of the course

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

### Course content

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

- Body systems and the effects of physical activity
- Sports coaching and activity leadership
- Sports organisation and development
- Working safely in sport, exercise, health and leisure
- Physical activity for specific groups
- Organisation of sport events
- Sports injuries and rehabilitation
- Practical skills in sport and physical activities

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

### Assessment

There are three externally assessed units and five internally assessed units. Body systems and the effects of physical activity and Working safely in sport, exercise, health and leisure are assessed by a 90-minute written exam made up of multiple, short or long answer questions. Sports organisation and development is assessed by a 60-minute written exam also made up of short and long answer questions. The other five are internally assessed through a list of criteria, based on the achievement of specified learning outcomes by each student. Each unit has a specified assessment and grading criteria, which are used for grading purposes. Students will be provided with these criteria at the start of a unit and are made aware of their progress throughout and what to do to achieve a higher grade. A completed unit will be awarded a pass, merit or distinction.

### Career opportunities

This qualification can lead to Advanced Level apprenticeships in Coaching, Leisure Management and Exercise and Fitness or to job roles such as Fitness Instructor, Activity Leader or a Leisure/Recreation Assistant. It could also provide a route into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management.

# Textile Design (AQA)

**Subject Leader:** Mrs C Knowles. Email address: cknowles@westfield.newcastle.sch.uk

## Advised Subject Entry Requirements

Textiles 5+.

If Textiles has not been taken: Fine Art 6+ or Graphics 6+

## Aims of the course

- A level Textile Design gives you the opportunity to develop your capacity to design and make both garments and textiles, in an artistically creative way.
- Utilise different materials and techniques to manufacture your own creative work.
- Explore techniques for developing, exploring and creating your ideas, such as drawing, using IT, applying colour, embellishment techniques, manipulating fabric, and construction techniques. These will enhance your ability to think creatively and make exciting creative outcomes.
- To develop knowledge of materials and how they are constructed.
- Explore the history of fashion design and designers.
- Evaluate your own work throughout the portfolio to access higher marks.
- Express concepts and artistic ideas in an ambitiously creative way.

## Course content

There are two main sections to the work you will be doing on this course. Both sections are marked, and the marks are combined to give you your final A Level grade.

- Sketchbooks. Personal Study including 'Written Study (1,000-3,000 words)' – this is worth 60%
- Examination Project – this is externally set by the exam board and is worth 40%

You will be doing 1 coursework project in Lower 6 and 1 coursework project + 1 exam project in Upper 6. The written study will start in Lower 6 and be finished in Upper 6. It is part of your 'Personal Study'.



## Assessment

- Assessment is used to refine and develop work throughout the course.
- Summative assessment is applied using AQA assessment objectives and ongoing targeted summative assessment, with feedback to facilitate creative progress.

## Career opportunities

This course provides wide opportunities within design. The obvious is, of course, a fashion or textile designer but other areas you could work in are merchandising, buying, advertising, journalism, marketing or manufacture. Interior design has never been more popular and this course would provide a valuable stepping stone.

This subject sits well with Art, Graphics, Business Studies, IT and English as companion A Levels.



# Theatre Studies (AQA)

**Subject Leader:** Mrs E Forster. Email address: eforster@westfield.newcastle.sch.uk

## Advised Subject Entry Requirements

Drama 6+.

If Drama has not been taken: English Literature 7+ or 6+ with Drama experience

## Aims of the course

- To apply practical and creative skills in equal measure.
- To teach you about theatre both past and present and, through analysing the ideas of famous practitioners, you will be able to create unique and exciting work.
- To become a skilled and articulate critic by writing about your experiences as a performer and audience member.
- To take part in drama productions in addition to studying the work of well-known playwrights.

## Course content

- Component 1: Drama and Theatre

You will study two plays and be asked to write about them as a performer, a director and a designer, as well as responding to live theatre.

- Component 2: Creating Original Drama

Using anything that inspires you, you will need to create an original performance inspired by a significant practitioner alongside a Working Notebook.

- Component 3: Making Theatre

Using another practitioner as inspiration, you will practically explore three extracts from three different plays during your lessons before being formally assessed by a visiting examiner. You will also write a reflective report evaluating your work.



## Assessment

- Component 1: Written examination assessing knowledge and understanding of drama and theatre; two set plays; analysis and evaluation of the work of live theatre makers (40%)
- Component 2: Working notebook and devised performance assessing the creation and performance of devised drama (30%)
- Component 3: Performance of an extract from a published play and a reflective report analysis. Evaluating own theatrical interpretation of this extract plus two others from two different plays (30%)

## Career opportunities

Actor  
TV presenter  
Journalist  
Theatre director  
Youth worker  
Marketing manager  
Education officer  
Literary agent  
Editor  
Arts administrator

Theatre Studies teaches confidence, presentation skills, self-discipline and an ability to handle and learn from criticism, skills that are ideal for higher education and beyond.

“ I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being. ”

Oscar Wilde

# Enrichment Opportunities

**Big Sister Little Sister  
Mentoring Scheme**

**Community Service and  
Work Experience**

**Additional Qualifications**

**Extracurricular**

**Financial Capability**

**Leadership Opportunities**

**Personal Development**

**Physical Education**

**Round Square**

**The Duke of Edinburgh's Award**

**Tycoon 2K**





## Big Sister Little Sister Mentoring Scheme

Coming to “big” school when you are 11 or to a new school when you are 12 or 13 can be quite daunting. All Lower Sixth girls are paired up with one or two Upper Three and/or new entrants into Lower Four in order to give them an older friend in school. Upper Sixth Senior Prefects oversee the scheme and help you organise joint activities, such as lunchtime games, Christmas parties, bowling trips and Easter egg hunts. There will also be some training sessions with our school counsellor to help you be a “good” friend! Often the younger pupils feel more comfortable talking to a Sixth Former and you will have an important role in their school life; some of these friendships last a long time.

## Community Service and Work Experience

Community service and work experience provides many benefits, giving you skills that will allow you to stand out to universities and potential employers. At Westfield we will support you in identifying and securing appropriate work experience for your interests, talents and future prospects

## Additional Qualifications

In partnership with Newcastle School for Boys, our Sixth Formers have a choice of two additional accredited qualifications: the Extended Project Qualification (EPQ) or Higher Sports Leaders Award. These qualifications provide both breadth and challenge to give our Sixth Formers the opportunity to develop their academic and practical skills.

## Extracurricular

With a diverse and ever-changing range of clubs and activities on offer you will be sure to find something to suit your interests and, perhaps, something to broaden your horizons. Duke of Edinburgh and UNESCO are particularly popular and from sports to politics to musical theatre, we expect all of our Sixth Formers to take part both as members and as leaders. If there is something you think is missing from our extracurricular offer, we encourage you to set up and run your own club.

## Financial Capability

Leaving school and starting to live independently brings many challenges as you need to learn to juggle the many bills which have to be paid as well as dealing with banks, utility bills and mobile phone companies – often for the first time. During tutorial time, we will endeavour to equip you with the financial skills you will need to manage your own finances whilst at university and beyond.

## Leadership Opportunities

The newly revised roles on the Sixth Form Leadership Team perfectly reflect the school's aims of preparing students to be confident adults in the 21st century and developing the potential of each and every one of our girls. Faculty Prefects, House Captains and representatives for Inclusion and Wellbeing, Community and Events and Marketing and Communication work alongside the Head Girl and Deputy Head Girl on a range of projects and initiatives. Through this, the Leadership Team are developing all-important skills for success beyond Westfield whilst contributing positively to the day-to-day life of the school community.

## Personal Development

Delivered through weekly sessions, our tutorial programme enables you to acquire the tools, skills and attributes needed to make informed choices and to prepare you for life after school. In addition to helping you develop approaches to a healthy, safe lifestyle and supporting you in building collaborative and purposeful relationships with your peers and teachers we will also explore a variety of political, social and moral issues. Tutorials will primarily be led by the tutor team and will, on occasion, involve visiting speakers in order to enhance your understanding of certain subjects.



## Physical Education

Health and well-being plays an important part in school life and, in the Sixth Form, weekly games lessons are tailored to the needs of the girls. Activities range from recreational sports to competitive ones and we encourage all girls to participate in extracurricular sports clubs and teams, either as players or coaches. In addition to scheduled games lessons, our Sixth Formers can also still enjoy the benefits of our amazing Forest School provision.





## Round Square

**Round Square Representatives:** Mr S Shieber. Email address: [sshieber@westfield.newcastle.sch.uk](mailto:sshieber@westfield.newcastle.sch.uk)  
Miss N Baguley. Email address: [nbaguley@westfield.newcastle.sch.uk](mailto:nbaguley@westfield.newcastle.sch.uk)

Westfield is an elected member of Round Square, a world-wide association of schools which share a commitment, beyond academic excellence, to personal development, responsibility and international understanding through service, challenge and adventure.

Membership of Round Square offers you an enviable range of local and international opportunities in preparation for life after Sixth Form. Senior students and staff meet annually at an international conference hosted by a member school.

In recent years we have attended conferences in South Africa, Germany, and Singapore as well as in the UK. The conference provides a valuable exchange of ideas and an opportunity to make lasting friendships. Regional conferences regularly take place within the European region, too.

### Exchanges

There is the opportunity to participate in exchanges with Round Square Schools from all over the world.

### Roles and Responsibilities

Each year Sixth Form girls are elected into positions of responsibility attached to the six pillars of Round Square. Pillar Captains hold regular meetings and develop new initiatives in consultation with girls and staff. The captains report back to the elected Round Square Student Representative. The roles provide the opportunity for girls to develop a different set of skills in preparation for life after Westfield.

### International Service Projects

From the age of 16, Westfield students may participate in Round Square International Service Projects in the developing



world. Current projects are located in Laos, Madagascar and Borneo. The projects offer life-changing experiences and a chance to network with like-minded individuals from other Round Square schools at a fraction of the cost of most privately organised tours. Girls also have the opportunity to participate in Westfield's own, long established service and adventure projects in South Africa and Costa Rica.

### Life after Sixth Form and GAP Opportunities

Round Square doesn't end after Sixth Form! GAP year placements in other Round Square schools have proved increasingly popular in recent years, with girls going to Australia, Singapore, India and Colombia. Girls are also encouraged to become alumni of Round Square.

### King Constantine Medal

The King Constantine Medal is awarded to a member of the Sixth Form each year in recognition of their contribution to Round Square in school.

“ Inspiring students to become the leaders and guardians of tomorrow's world. ”

# The Duke of Edinburgh's Award

**Duke of Edinburgh Manager:** Mr N Walker. Email address: [westfield@westfield.newcastle.sch.uk](mailto:westfield@westfield.newcastle.sch.uk)

The Duke of Edinburgh's Award Scheme is a voluntary, non-competitive programme of practical, cultural and adventurous activities, designed to support the personal and social development of young people aged 14 - 25, regardless of gender, background or ability. It offers an individual challenge and encourages you to undertake exciting, constructive, challenging and enjoyable activities in your free time. All awards must be completed by your 25th birthday.

At Westfield we run the Gold programme in conjunction with NSB.

The award is widely recognised by employers and people involved in education. Some of the benefits include :

- Developing or discovering a sense of achievement
- New skills and interests
- Self confidence and self reliance
- Leadership skills and abilities
- Exciting opportunities
- Friendship
- Experience of teamwork, problem solving and decision making
- Increased motivation
- Enhanced self esteem
- Development of communication skills
- A network of local, national and international connections
- Enjoyment



## Tycoon 2K

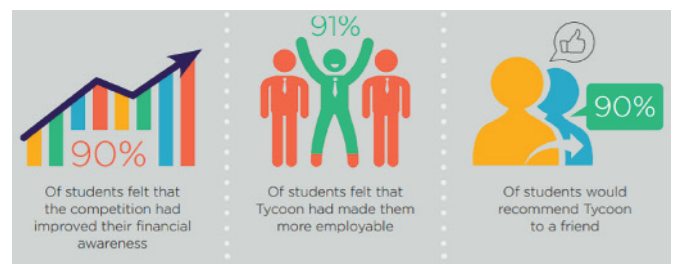
Tycoon 2K is a unique national enterprise competition offered to all our Sixth Form students. It was set up by entrepreneur Peter Jones, from Dragons' Den, to support schools in encouraging students to run their own enterprises. Each team taking part writes a business plan, is lent money, starts a business and competes with other student companies around the country, in a safe and controlled environment. Winners of the competition will receive £1000 prize money from Peter Jones at an event hosted by HRH Duke of York at Buckingham Palace.

Students will get a chance to come up with their own business idea and write up a formal business plan to access up to £2000 in start-up capital. They will be required to organise themselves, taking on different roles within the business to successfully launch their product on to the market. They will be required to run the business for a set period of time and then they will be asked to evaluate their own performance.



Tycoon 2K has been designed to help develop a broad range of enterprise skills for increased employability and entrepreneurship. These enterprise capabilities include being creative, problem solving, aiming high, staying positive and resilient, listening and understanding, presenting and working in a team. Indeed, this initiative is an excellent vehicle for the development of leadership skills. As such, Tycoon 2K is regarded and recognised as a worthwhile activity by universities and employees alike and is an excellent focus in personal statements and interviews.

Westfield has a strong record of success in enterprise competitions like Young Enterprise and it is hoped that this success will continue with Tycoon 2K



## Post-18 Destinations

Girls leaving Westfield Sixth Form are highly successful in securing competitive places on a wide range of courses and at a wide range of institutions, both in the UK and further afield. In addition to university study, a number of our girls have achieved respected apprenticeships and internships. Whichever route is chosen, we ensure the girls are thoroughly prepared for progression.

### Higher Education Destinations 2023 – 2024

Anglia Ruskin	Animal Behaviour/Conservation
Brighton	Architecture
Leeds	Computer Science (Artificial Intelligence)
Leeds Beckett	Events Management, Filmmaking, International Relations
Liverpool	Architecture
Liverpool John Moores	Law
MTS College, Sunderland	Musical Theatre
Newcastle	Psychology
Northern School of Art	Acting
Northumbria	Fashion Communication
Nottingham	Food Science and Nutrition
Oxford Brookes	Business, Sport Business and Management
Queen Margaret	Occupational Therapy
Sunderland	Bio Pharmaceutical Sciences
University for the Creative Arts	Fashion Design

