



Sir Harry Smith

Community College

Sixth Form Prospectus 2022/23

Contents

Welcome to Harry Smith Community College Sixth Form	3	The Courses	9
Introduction	4	Art & Design - Fine Art	10
Choosing Your Courses	6	Biology	11
How to Apply	7	Business Studies	12
2020 Results and Destinations of our Students	8	Chemistry	13
		Children's Play, Learning & Development	14
		English Literature	15
		Enterprise & Entrepreneurship	16
		Extended Project Qualification (EPQ)	17
		Geography	18
		Health & Social Care (BTEC Level 3 Extended Certificate)	19
		History	20
		Mathematics	21
		Further Mathematics	22
		Media Studies	23
		Performing Arts	24
		Philosophy, Theology & Ethics	25
		Physics	26
		Product Design	27
		Psychology	28
		Sociology	29
		Sport (BTEC Level 3 Extended Certificate in Sport)	30
		Sport (BTEC Level 3 Diploma in Sport)	31
		Sports Leadership and Coaching	32
		Applied Science	33
Other Information	34		
Frequently Asked Questions	35		
Curriculum Pathways	36		
Academic Entry Requirements for Post 16 Courses	37		
What The Students Say	38		



Welcome to Harry Smith Community College Sixth Form

Dear Parent/Carer,

I am delighted that you are considering joining the Sixth Form at Sir Harry Smith Community College. We appreciate that you are currently studying hard for your GCSE examinations, but it is important that you take the time to select suitable Post 16 courses. This prospectus will provide you with the appropriate information to begin planning for study in Key Stage 5 as it will provide you with some essential information about the Sixth Form at Sir Harry Smith Community College and will give you an insight into our aims and values.

What is distinctive about our ethos at Sir Harry Smith Community College? Student achievement and student well-being are at the heart of everything we do. Sir Harry Smith Community College is an inclusive community College where all young people can make outstanding progress. We are focused, determined and positive in pursuing this vision.

We enjoy modern facilities which provide an appropriate learning environment for students to reach their full potential. Our innovative approach to curriculum design and professional working enables us to offer diverse and tailored learning for all students.

Above all, we want students to embrace the opportunities available at Sir Harry Smith Community College. We want them to enjoy the challenge of learning and to be excited by the choices that educational achievement can bring. The experiences we provide at Sir Harry Smith Community College prepare all students for highly successful and fulfilling lives in an increasingly complex world. I thoroughly enjoy leading the College and hope that you will share my enthusiasm for our work and will want to be part of it.

Ofsted, when they visited in October 2018, said that we, "have continued to improve provision in the school's large and growing Sixth Form" and that, "leaders and teachers are encouraging a sense of high ambition and aspiration among the students who attend it." Sixth Form students at Sir Harry Smith Community College enrich the work of the College and are highly valued members of our learning community.

I look forward to welcoming you to Sir Harry Smith Community College Sixth Form.

Dawn White
Principal
Sir Harry Smith Community College



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Sir Harry Smith Sixth Form aims to provide every individual student with an excellent Sixth Form experience while fully supporting them to achieve their full potential. We focus on each student's future aspirations and ensure they leave the Sixth Form with the skills, experience and qualifications required for success.

Academically, we provide both traditional and vocational courses and we regularly review our curriculum to ensure that the courses meet our students' needs. Teaching and learning is our utmost priority and we are constantly evaluating and developing our practice in the classroom. We keep up to date with advances in education and share good practice across the College. This ensures we achieve consistently high standards in all curriculum areas.

Our students' opinions are important to us and we use student feedback to introduce positive changes, ensuring students are fully supported in their learning and have a positive Sixth Form experience. A strong partnership between teachers, students, governors and parents exists to ensure that students achieve the best possible outcomes. Students and parents are fully informed about academic progress and students will be given academic targets that are challenging yet realistic and achievable through focussed learning and hard work.

We have excellent facilities, including a dedicated Sixth Form centre that provides the students with extensive ICT provision and a very positive learning environment in which to use their study time productively.

We have high expectations of all those involved in the Sixth Form at Sir Harry Smith Community College, including our Sixth Form Team, Sixth Form teachers and of course our students. These high expectations ensure a focussed learning environment that enables all our students to achieve their full potential.

Enrichment

Enrichment enables students to develop their knowledge and skills in preparation for life after the Sixth Form. We offer many opportunities for enrichment including; external speakers, visits and trips, work experience opportunities that match students' future career aspirations, volunteering opportunities and opportunities to take part in extra-curricular activities within College.

Each student will be expected to choose at least one volunteer enrichment activity within the College environment. There are a huge variety of volunteering enrichment opportunities in College to choose from including; acting as a subject ambassador, working with younger students to support them in a variety of lessons and extra-curricular activities and gaining experience in an area of interest such as working in the prep room in science or alongside our IT technicians.

There will also be a weekly timetable of optional after school enrichment opportunities including a variety of sports, first aid, yoga, cooking skills, debate society, a book group and many other activities. We also work closely with the National Citizen Service (NCS) encouraging all our students to take part in this very worthwhile and rewarding programme during their time in the Sixth Form.

Transition work

Once students have finalised their subject choices and finished their Year 11 exams they will be given transition work to complete for each of their chosen subjects over the summer holidays. The transition work should take between five and ten hours to complete for each subject. Transition work is important because it gives students a realistic idea of what it is like to study a chosen subject in the Sixth Form. It also gives all our students a head start in their Sixth Form studies.



The Sixth Form Team

Mr T. Smith	Head of Sixth Form
Mrs C. Sweeney	Post 16 Support
Mrs C. Restaino	Post 16 Support
Mrs S. Davenport	Sixth Form Tutor
Mr E. De Almeida	Sixth Form Tutor
Mr A. Royal	Sixth Form Tutor
Mrs K. Betts	Sixth Form Tutor
Miss E. Rogers	Sixth Form Tutor
Mr C. Mann	Sixth Form Tutor
Miss K. Ward	Sixth Form Tutor
Mr D. Tomlin	Sixth Form Tutor

All members of the Sixth Form Team have been trained to ensure that they can offer the best possible information, advice and guidance to our students.

Academic Mentoring

To support our students individually during their time in the Sixth Form we use a system of academic mentoring similar to that seen at many of our best universities. Each student is paired with a Sixth Form Tutor who is, where possible, a specialist in a relevant subject area. Sixth Form Tutors meet with each individual student regularly on a one to one basis. Sixth Form Tutors track each student's academic progress carefully and discuss this with students in detail, offering support and advice. They also regularly discuss students' future aspirations with them and offer guidance on opportunities available within and outside College that will support students to achieve their future aspirations. Sixth Form Tutors will write highly personalised and meaningful references to support future applications for all the students with whom they work.

Further Support and Guidance

Alongside academic mentoring each student in Year 12 also takes part in skills for life lessons once a week. These lessons are specifically designed to support our Sixth Form students during their time in the Sixth Form and to prepare them for life choices, higher education and the world of work. The skills for life programme focuses on; study skills and transition in to the Sixth Form, keeping safe, personal skills, skills for higher education and employment, money and finance and the UCAS application process.

Our careers advice in the Sixth Form ensures that all students are provided with individual help, advice and guidance with applications for university, further education, apprenticeships and employment. Particular focus is on higher education opportunities, and the College has formed strong links with the University of Cambridge, University of East Anglia, Northampton University, Peterborough University Centre, and Anglia Ruskin University. We regularly take part in workshop and activity days at these institutions.

Representatives from higher education institutions, apprenticeship organisations, ex-students and local employers regularly come to talk to students and parents about post-18 opportunities.

Year 13 students prepare for and attend a rigorous mock interview with local employers in the Autumn term. This gives them first-hand experience of the interview process in preparation for future interviews.

Choosing Your Courses

Choosing your subjects can be a daunting prospect. We suggest that you consider the following:

- Subjects you enjoy
- Subjects you are good at
- Career aspirations
- Predicted grades

We suggest that you research your options: talk to subject teachers, students who have taken the course, your tutor, parents and friends. You should also check that your choices make 'sense', that is, do they make a good combination that leads to your desired career choice or university course. You will be given the opportunity to discuss this in greater detail during our open evening, subject specific assemblies and guidance meetings.

All of the courses offered are Level 3 courses. This is an advanced level and the next step from GCSE. There are four different qualifications we offer at this level. They are:

- GCE A Level
- BTEC Extended Certificate - equivalent to 1 A Level
- BTEC Diploma - equivalent to 2 A Levels
- EPQ - Extended Project Qualification

Each course takes two years to complete. We no longer advise students to study AS Levels due to the recent A Level changes and for this reason the majority of students will choose to study 3 A Levels or an equivalent number of BTEC qualifications. However, our commitment to each student means that we meet with each student individually to discuss their aspirations and possible options before they make their final choices.

Please check your chosen subjects to ensure you meet any further specific course requirements. However, where necessary, we will consider students based on their individual circumstances.

"The proportion of students who gained places at the country's most selective universities was above the national average."

"You help students to develop the confidence they need to aim high."

Ofsted, November 2018

Please note

Courses in this Prospectus will run subject to student numbers. Please check with the College for the latest course details. At the time of going to print, specifications for some subjects have yet to be confirmed.



How To Apply

Students who want to apply need to complete a Sixth Form application form. All students applying are then asked to attend a guidance meeting to discuss their application and ask any questions they may have. Application forms are available on our website and from Mrs Sweeney in the Sixth Form Centre.

If you would like to speak to us about applying for a Sixth Form place, please contact:

Claire Sweeney - Post 16 Support
Telephone: 01733 703991
Email: claire.sweeney@sirharrysmith.cambs.sch.uk

APPLICATION TIMELINE

9th November 2021	▶ Sixth Form Open Evening
December & January 2022	▶ Subject Information Meetings
December & January 2022	▶ Sixth Form Guidance Meetings
14th December 2021	▶ Year 11 Parents' Evening
14th January 2022	▶ Sixth Form Applications Deadline
February 2022	▶ Sixth Form Offer Letters Received
Spring Term 2022	▶ Further Guidance Meetings by Request
Summer Term 2022	▶ Sixth Form Induction Days
August 2022	▶ GCSE Results Day and Sixth Form Enrolment
September 2022	▶ Commence Sixth Form

2021 Results and Destinations of our Students

2021 Results and Destinations of our Students

We are delighted with the results that our students have achieved this year. Overall, 66% of entries (A2/ vocational equivalent) were awarded A*- B grades. This is a very well deserved achievement and reflects the efforts of both our students and staff.

We are delighted with our significantly improved results in our vocational qualifications. 100% of entries were awarded a Distinction* (D*) to Pass grade.

These achievements have opened many opportunities and career pathways for our students following their time at the college. 67% of our students have accepted offers to study at University.

A key aspect of this success is the extensive support network that exists in the College, open to our students through the pastoral care system, made up of a team of specialised Sixth Form Advisors, Careers Advisors and a dedicated Sixth Form Teaching Staff. The College is committed and passionate about ensuring that every individual student receives specialised support and guidance throughout their time in the Sixth Form, to ensure they are fully prepared and informed of the many opportunities available to them when they leave. Whilst we encourage all students to consider University as an option we also have a very successful track record for supporting students to secure high quality apprenticeships and permanent positions in employment in this ever increasingly competitive job market.

SIR HARRY SMITH STUDENT DESTINATIONS 2021

University	67%
Gap Year	8%
Higher Level Apprenticeship	8%
Employment	14%
Other	3%

Destinations	Area
University of Oxford	Philosophy, Politics, Economics
University of Cambridge	History
University of Leeds	Helathcare Science
Loughborough University	Sport and Business Management
University of York	Economics
Durham University	Mathematics
University of Nottingham	Natural Sciences
University of Sheffield	Politics and Sociology
University of East Anglia	Film Studies and Screenwriting
University of Newcastle	Psychology and Sport
University of Birmingham	Sport, Physical Education and Science





COURSE OVERVIEW

The Art & Design course offers you the chance to develop skills in drawing, painting, sculpture and printing. You will also research contemporary and past artists based on starting points involving political, personal and cultural questions. Trips may be arranged each year to enrich all units. The Art & Design course is challenging and demanding and uses a wide range of skills such as research, investigation and critical analysis.

ASSESSMENT

Assessment at A Level will be a combination of coursework and externally set assignment. The coursework and externally set assignment involves both practical and written work.

Students undertaking the A Level course will take two components. Component 1 will constitute 60% of the final grade. Component 2 is the externally set assignment which constitutes 40% of the final grade. The final exam time is 15 hours.

All units are assessed and graded by your teachers, your work is then looked at by a visiting examiner who will verify the marks and an overall grade for the qualification is then awarded.

WHERE CAN IT LEAD?

Successful completion of this course enables you to progress to higher qualification, such as degree courses, further study and employment in fields as varied as Fine Art, Graphics, Fashion, Textile Design, Animation, Illustration, Product Design, Interior Design, Art Therapy, Physiotherapy, Social Care, Youth Work, Computer Game Design, Automotive Design, 3D Design, Advertising, Theatrical Design, Costume and Design, Journalism and Teaching, Architecture, Gaming Design.



COURSE OVERVIEW

Biology is the study of life from the molecular level, through cells, tissues and organisms to populations and ecosystems. A successful Biologist will be interested in developing their knowledge and understanding of how living organisms function, survive, adapt and interact.

Through the A Level Biology course you will begin to appreciate the amazing variety, delicacy and complexity of life on Earth. Additionally, you will develop skills which are applicable in future courses or careers, such as time management, research, analytical and critical thinking and statistical analysis. Your existing skill set should include organisational skills coupled with a high degree of commitment.

ASSESSMENT

The A Level Biology course will be assessed through three terminal exams at the end of Year 13:

Paper 1 - Biological Processes

Written Exam (2 hours 15 minutes)

A combination of multiple choice/short and long answer questions.

Paper 2 - Biological Diversity

Written Exam (2 hours 15 minutes)

A combination of multiple choice/short and long answer questions.

Paper 3 - Unified Biology

Written Exam (1 hour 30 minutes)

Short and long answer questions including focus on practical skills.

WHERE CAN IT LEAD?

Studying Biology at A Level will prepare you for a huge range of careers and further education options, including: Conservation, Environmental Science, Forensics, Genetics, Laboratory Research, Medicine, Nursing, Dentistry, Occupational Therapy, Physiotherapy, Psychology, Sports Science, and Veterinary Science.



COURSE OVERVIEW

The Business Studies course enables you to learn the practical application of business concepts and reinforce your understanding of theories and concepts. You will learn about entrepreneurship, customer service, emerging markets, globalisation and migration.

You will acquire a range of important and transferable skills such as; data analysis, presenting arguments, recognising the nature of problems, time management, conducting research, analytical and critical thinking, communication and technology.

ASSESSMENT

Assessment will allow students to demonstrate their knowledge in financing and managing a business, strategies for a successful business, the business environment and managing change within a business.

Units are assessed via a mixture of case studies,

presentations, data response, multiple choice and extended responses.

WHERE CAN IT LEAD?

The Business Studies course can lead to a future in business either at university or in employment. There are a vast majority of careers in business, including: Human Resources, Operation Management, Accountancy, Marketing and Sales.



COURSE OVERVIEW

A Level Chemistry goes into much more detail than GCSE. It attempts to answer the question 'What is the world made of?' And it's the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives, the opportunities that Chemistry provides are endless.

The Chemistry A Level course is split into 3 distinct areas of Chemistry; Physical, Organic and Inorganic. Students will learn about the main concepts, ideas and applications in each of these areas, they will also carry out practical investigations for each area. These investigations include:

- Measuring energy changes in chemical reactions
- Tests for identifying different types of compound
- Different methods for measuring rates of reaction
- Studying electrochemical cells
- Preparation of organic solids and liquids
- Analytical techniques

ASSESSMENT

The A Level Chemistry course will be assessed through three terminal exams (at the end of Year 13):

Paper 1 - Physical Chemistry/Inorganic Chemistry
Written Exam (2 hours)
Short and long answer questions.

Paper 2 - Physical Chemistry/Organic Chemistry
Written Exam (2 hours)
Short and long answer questions.

Paper 3 - Any Content /Any Practical Skills
Written Exam (2 hours)

A mixture of questions on practical techniques, data analysis and synoptic multiple choice and long answer questions.

WHERE CAN IT LEAD

Studying Chemistry at A Level and beyond gives all sorts of exciting career options, including: Analytical Chemist, Chemical Engineer, Clinical Biochemist, Pharmacologist, Doctor, Research Scientist, Toxicologist, Chartered Certified Accountant, Environmental Consultant, Higher Education Lecturer, Patent Attorney, Science Writer, and Secondary School Teacher.

Children's Play, Learning & Development

COURSE OVERVIEW

The course contains three mandatory units:

- 1.Children's Development - Learners will develop an understanding of children's developmental progress from birth up to seven years 11 months
- 2.Development of Children's Communication, Literacy and Numeracy Skills - Learners will develop an understanding of how children develop literacy, language, numeracy and communication skills and how to promote and support this development
- 3.Play and Learning - Learners study the benefits of play, the influence of theories and approaches to play and how to provide and support purposeful play and learning activities for children

It also has four optional units, from which one will be selected for students to study. These are:

- Keeping Children Safe
- Children's Physical Development, Care and Health Needs
- Working with Parents and Others in Early Years
- The Early Years Foundation Stage

Unit 1 and Unit 2 are both externally assessed. Unit 3 and the chosen optional unit are internally assessed.

The course also requires students to spend at least 50 hours in a work placement with children aged from birth to seven years 11 months.

ASSESSMENT

There are three main forms of assessment for this qualification: external, internal and synoptic.

The styles of external assessment used for qualifications in the Children's Play, Learning and Development suite are:

- Examinations - all learners take the same assessment at the same time, normally with a written outcome



- Set tasks - learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task

The styles of internal assessment used include; writing up the findings of their own research, using case studies to explore complex or unfamiliar situations, carrying out projects for which they have choice over the direction and outcomes and demonstrating practical and technical skills using appropriate tools/processes etc.

Synoptic assessment requires learners to demonstrate they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector. Synoptic units may be internally or externally assessed.

WHERE CAN IT LEAD?

This qualification is generally taken alongside other qualifications as part of a two-year programme of learning. It carries UCAS points and is recognised by higher education providers as contributing to the entry requirements for a wide range of degree programmes. It can for example be taken alongside A Levels for those wishing to complete degrees in: Paediatric Nursing, Childhood Studies and Primary Education. This qualification is primarily designed to support progression to employment via higher education; however this qualification will also be relevant for those who choose to progress directly to employment, through an Early Years Educator Apprenticeship.

English Literature



COURSE OVERVIEW

This AQA course enables you to study English Literature with a historicist approach which means that you study texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, English Literature encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.

This course will allow you to engage with a wide variety of Literature from different eras and countries. It will provide you with the opportunity to develop reading habits and build upon the reading, writing and speaking and listening skills acquired at GCSE.

Anyone with a passion for Literature, and a love of History, would be ideally suited to this course. You will be offered a range of experiences- the study of a variety of set texts, including some independently chosen texts, as well as producing a range of written responses.

ASSESSMENT

The course is assessed by 1 three hour examination, 1 two and a half hour examination as well as a non-exam assessed unit.

WHERE CAN IT LEAD?

Higher education, eg BA English Literature, and other degree or vocational courses.

Apart from the specialist types of employment that require skills of analysis and creative mind, English Literature A Level is widely regarded by employers as a highly desirable qualification.

COURSE OVERVIEW

The Enterprise and Entrepreneurship course is a business course that explores and educates students in practical ways of setting up and starting new businesses and expanding small and medium enterprises which make up 99% of the private sector economy in the UK.

The course contains three mandatory units:

- Enterprise and Entrepreneurship - Learners study enterprise and the mind set of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise
- Developing a Marketing Campaign - In this unit learners will gain skills relating to and an understanding of how a marketing campaign is developed
- Business and Personal Finance - Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information and accounts

It also has one optional unit:

- Social Enterprise - Learners research and develop an understanding of organisations trading for social purposes, gaining practical experience in planning and running a short social enterprise activity

ASSESSMENT

There are three main forms of assessment for this qualification: external, internal and synoptic.

The styles of external assessment used for qualifications in the Enterprise and Entrepreneurship suite are:

- Examinations - all learners take the same assessment at the same time, normally with a written outcome
- Set tasks - learners take the assessment during a defined window and demonstrate understanding



through completion of a vocational task
The styles of internal assessment used include:

- Writing up the findings of their own research
- Using case studies to explore complex or unfamiliar situations
- Carrying out projects for which they have choice over the direction and outcomes
- Demonstrating practical and technical skills using appropriate tools/processes etc.

Synoptic assessment requires learners to demonstrate they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector. Synoptic units may be internally or externally assessed.

WHERE CAN IT LEAD?

This qualification will contribute to progression to a wide range of higher education courses ultimately leading to careers in Marketing, Administration, Finance, Sales and other related areas in the business and enterprise sector. It also provides a good foundation to move on to Higher Level Apprenticeships in areas such as Business Administration, Marketing, Accounting, Sales or Enterprise and gives learners the skills to enter the self-employed market.

COURSE OVERVIEW

The EPQ requires students to carry out research on a topic that they have chosen that is not covered by their other qualifications. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production. A student can take inspiration from something studied in class or something completely unrelated to their studies.

During the EPQ the learner will:

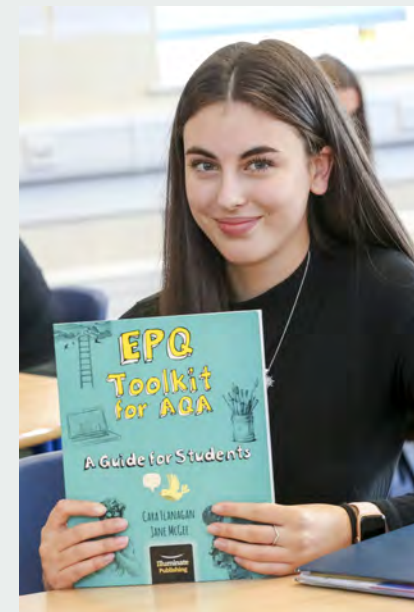
- Identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- Obtain, critically select and use select information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- Select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- Evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format

ASSESSMENT

The evidence for assessment will comprise the following:

- The completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form
- The project product including a written report and any other evidence as appropriate, depending on the topic or subject area

The EPQ is assessed by the course leader within the school, there is no examined component.



WHERE CAN IT LEAD?

The EPQ is the perfect way to encourage students to extend and develop beyond the material being covered in class and explore their passion for a topic.

The EPQ allows students to embark on largely self-directed projects. By taking responsibility for the choice and design of an individual project (or an individual role in a group project) students:

- Become more critical, reflective and independent learners
 - Develop and apply decision-making and problem solving skills
 - Increase their planning, research, analysis, synthesis, evaluation and presentation skills
 - Learn to apply new technologies confidently
 - Demonstrate creativity, initiative and enterprise
- Universities recognise the importance of the skills developed during the EPQ and for this reason the EPQ is very well respected by universities. Some universities lower their offers for students that have completed the EPQ. The EPQ also carries UCAS points equivalent to half an A Level.

COURSE OVERVIEW

The world around is changing and this course will be of interest to anyone who would like to develop their understanding of and appreciation of the current physical, and human processes and issues.

During the course you will learn:

- What are the issues affecting people and where they live?
- How do people affect the environment?
- How does the environment affect us?
- What decisions are being made about the use and management of resources?
- An appreciation of current events and world problems
- How to plan a fieldwork investigation

It is important that you should have a lively and enquiring mind, and interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Fieldtrips are organised to gather the data necessary for Component 4.

Component 1:

- Changing landscapes
- Changing places

Component 2:

- Global systems 'The water and carbon cycle'
- Global governance
- 21st Century challenges

Component 3:

- Tectonics
- Contemporary Geography

Component 4:

- Fieldwork investigation



WHERE CAN IT LEAD?

Having an A Level in Geography is very well respected by employers or higher education providers because of the extensive range of transferable skills you learn and demonstrate on the course. So whether you want to go straight into an apprentice role or to university, taking A Level Geography would be very useful for a wide range of careers. This could lead you into careers such as Civil Engineering, Property Surveying, Project Management, Architecture, Environment Agency, PR, Teaching, amongst many more. Furthermore, Geography is very well regarded by the Armed Forces and Police because of the practical research skills that geographers develop.

COURSE OVERVIEW

The course contains three mandatory units:

- Unit 1, Human Lifespan Development - Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing
- Unit 2, Working in Health and Social Care - Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations
- Unit 5, Meeting Individual Care and Support Needs - Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines

It also has optional units, including:

- Sociological Perspectives
- Psychological Perspectives
- Supporting Individuals with Additional Needs
- Physiological Disorders

Unit 1 and Unit 2 are both externally assessed. Unit 5 and the chosen optional unit are internally assessed.

ASSESSMENT

There are three main forms of assessment for this qualification: external, internal and synoptic.

The styles of external assessment used for qualifications in the Health and Social Care suite are:

- Examinations - all learners take the same assessment at the same time, normally with a written outcome
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task

The styles of internal assessment used include; writing up the findings of their own research,



using case studies to explore complex or unfamiliar situations, carrying out projects for which they have choice over the direction and outcomes and demonstrating practical and technical skills using appropriate tools/processes etc.

Synoptic assessment requires learners to demonstrate they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector. Synoptic units may be internally or externally assessed.

WHERE CAN IT LEAD?

This qualification is generally taken alongside other qualifications as part of a two-year programme of learning. It carries UCAS points and is recognised by higher education providers as contributing to the entry requirements for a wide range of degree programmes in the health and social care sector.

It can for example be taken alongside A Levels for those wishing to complete degrees in Nursing, Primary education, Social work and Sports studies and development.



COURSE OVERVIEW

Studying History at A-Level will give you the opportunity to build upon your study of the subject at GCSE and to study new and more familiar topics in much greater depth.

The department follows the Edexcel specification. In units 1 and 2, entitled 'Democracies in Change', you will learn about the key political, economic and social developments and changes in 20th century Britain and USA. In Unit 3, you will examine the impact of war on Britain, from the Napoleonic War to the First World War. Finally, you will research and write a 4,000 word piece of coursework on an aspect of the Holocaust.

Candidates wishing to study A-Level History will be required to be self-sufficient and independently minded students who enjoy the subject and who are prepared to read widely. There is a much greater emphasis on reading than at GCSE, and students will be required to read academic works. Most reading will need to be done outside of lesson time, which are normally given over to discussion, debate and exam practice.

History is exclusively assessed through written essays, which are assessed in final exams at the end of Year 13 and through the coursework.

ASSESSMENT

Exam Paper 1 - Britain Transformed 1918-97 - 2 hours 15 minute exam, 3 essays

Exam Paper 2 - The USA 1955-92 Conformity and Challenge - 1 hour 30 minute exam, 2 essays

Exam Paper 3 - The British Experience of Warfare 1790-1918 - 2 hour 15 minute exam, 3 essays

Coursework - 4,000 word essay on an aspect of the Holocaust. This is independently written and internally marked.

WHERE CAN IT LEAD?

Studying History at A-Level provides the opportunity to specialise further in the subject at university. However, History is widely respected by employers and universities alike, and links well into other disciplines such as Law, Finance, Journalism, Politics and Teaching.



COURSE OVERVIEW

Mathematics is an ideal course if you like to work in a logical, methodical way and like its challenge, clarity and problem solving. You will extend your understanding of algebra and discover new areas of mathematics, such as calculus. The applied topics will enable you to see how the mathematics you learn can be applied to practical problems in physics, business and society. Mathematics is a much sought after qualification and is a basis for many subjects

The A Level course consists of three topic areas, which are taught concurrently over two years by two members of staff. The broad topics covered are:

- Pure Mathematics
- Mechanics
- Statistics

It is advantageous for all students to have a graphical calculator (available through College, approximately £60) and a normal scientific calculator.

ASSESSMENT

The course is assessed fully by terminal examination.

This consists of three exam papers, which are 2 hours long each.

WHERE CAN IT LEAD?

Medicine, Computing, Accountancy, Engineering, Physical Sciences, Mathematics, Geography and associated subjects, Philosophy, Psychology.



COURSE OVERVIEW

Students like the extra challenge that Further Maths offers. It is an intriguing and demanding subject and develops skills to solve a variety of problems. Further Maths complements the study of all Science A Levels and is highly regarded by universities and employers.

The A Level course consists three broad topic areas, taught concurrently over the 2 years:

- Further Pure Mathematics
- Further Mechanics
- Decision Mathematics

ASSESSMENT

The qualification is assessed by terminal examination. The exams comprise of three examination papers, lasting 2 hours each.

WHERE CAN IT LEAD?

Medicine, Computing, Accountancy, Engineering, Physical Sciences, Mathematics, Geography and associated subjects, Philosophy, Psychology.



COURSE OVERVIEW

A Level Media Studies is designed to enhance your enjoyment, understanding and appreciation of the media and its role in your daily life. The course introduces you both to media ideas and the practice of production, which gives you the chance to develop a real understanding of media platforms, the contemporary media landscape and the influential role of the media in today's society.

In the first year you will study the four key aspects of the media: media language, representation, media industries and media audiences. You will learn the fundamentals of media forms and platforms and the concepts which lie beneath the surface, as well as the role of marketing and promotion of these products. To further develop your understanding of the media you will also study the production process, from researching the codes and conventions of professional media products to creating products of your own.

In the second year you will look at different ways of explaining and understanding the media and how it works. You will explore how issues are represented by the media as well as the impact of new media. Finally, you will also undertake a cross-media production that requires you to apply your knowledge and understanding synoptically to research and produce a practical production.

ASSESSMENT

Media Studies will be assessed via a combination of internal assessment and external examination.

WHERE CAN IT LEAD?

Media Studies naturally leads to careers in Journalism, Marketing, Advertising or Public Relations. But an awareness of how the world of media works can also support other careers in fields such as Social Work, Law and Education. By knowing how the media operates you will be able to decode messages more skilfully, and engage with topics that interest you.

Performing Arts

COURSE OVERVIEW

The course contains three mandatory units:

- Developing Skills and Techniques for Live Performance (assessed internally) Learners explore technical performance skills with a focus on developing and demonstrating skills and techniques in at least two performance styles within a selected discipline
- Investigating Practitioners' Work (assessed externally) Learners will produce a piece of extended writing based on critical analysis, knowledge and understanding of performance, production and repertoire needed for this sector
- Group Performance Workshop (assessed externally) Learners will create an original piece of work based on a stimulus that they will present to an invited audience

It also has optional units, including:

- Interpreting Classical Text for Performance
- Acting Styles
- Developing the Voice for Performance
- Movement in Performance
- Improvisation

ASSESSMENT

There are three main forms of assessment for this qualification: external, internal and synoptic.

The styles of external assessment used for qualifications in the Performing Arts suite are:

- Examinations - all learners take the same assessment at the same time, normally with a written outcome
- Set tasks - learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task

The styles of internal assessment used include;

writing up the findings of their own research, using case studies to explore complex or unfamiliar situations, carrying out projects for which they have choice over the direction and outcomes and demonstrating practical and technical skills using appropriate tools/processes etc.

Synoptic assessment requires learners to demonstrate they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques,



concepts, theories and knowledge from across the whole sector. Synoptic units may be internally or externally assessed.

WHERE CAN IT LEAD?

This qualification is generally taken alongside other qualifications as part of a two-year programme of learning. It carries UCAS points and is recognised by higher education providers as contributing to the entry requirements for a wide range of degree programmes in the performing arts sector.

It can for example be taken alongside A Levels for those wishing to complete degrees in Performing Arts, Journalism, Music Therapy, Producing, Directing, Acting and Dancing.

Philosophy, Theology & Ethics



COURSE OVERVIEW

Students studying A Level Philosophy, Theology and Ethics have the opportunity to gain a deeper understanding of world religions. In addition, they will have the chance to explore the philosophy of religion and consider the ethical decisions which people make in their everyday lives. The course looks at relevant topical issues and enables students to acquire knowledge and understanding of the major issues that are relevant to learners in the 21st century.

Philosophy, Theology and Ethics A Level is split in to three distinct areas; Philosophy of religion, Religion and Ethics and Developments in religious thought. Topics covered include:

- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The possibility of life after death
- Conscience and free will
- Ethical theories

Students will also study the history, identity, beliefs and values of one religion in detail.

ASSESSMENT

The A Level Philosophy, Theology and Ethics course will be assessed through three terminal exams (at the end of Year 13). Each paper consists of three essays:

- Philosophy of Religion - 2 hour written exam
- Religion and Ethics - 2 hour written exam
- Developments in Christian theology - 2 hour written exam

WHERE CAN IT LEAD?

Philosophy is highly regarded by universities and is accepted for entry onto degree courses in Philosophy and many other subjects. Universities and employers alike value the analytical skills developed through studying this discipline.

Careers it might lead to include: Public Sector, Health and Social Care, Teaching and Education, Retail, Public Relations, Law, Marketing and Journalism.



COURSE OVERVIEW

A Level Physics goes into much more depth and breadth than GCSE. It covers from quantum physics and the tiny world of quarks up to the incredibly massive Universe itself. Motion, forces, energy, matter and materials are all studied and their application to many different areas are explored.

The Physics A Level course is split into six modules. Modules 1 and 2 are the basic skills that are required and are transferrable across the entire curriculum:

- (1) Development of Practical Skills in Physics and,
- (2) Foundations of Physics

Modules 3 to 6 focus on the subject in specific detail:

- (3) Forces and Motion
- (4) Electrons, Waves and Photons
- (5) Newtonian World and Astrophysics
- (6) Particles and Medical Physics

ASSESSMENT

The A Level Physics course will be assessed via three exams at the end of Year 13:

- Paper 1 - Modelling Physics (Modules 1, 2, 3, 5)
Written Exam (2 hours 15 minutes)

Multiple choice and short answer questions.

- Paper 2 - Exploring Physics (Modules 1, 2, 4, 6)
Written Exam (2 hours 15 minutes)

Multiple choice and short answer questions.

- Paper 3 - Unified Physics (Modules 1, 2, 3, 4, 5, 6)
Written Exam (1 hour 30 minutes)
Short and long answer questions.

WHERE CAN IT LEAD?

Studying Physics at A Level and beyond leads to many different exciting career options, which directly include (alphabetically): Armed forces and defence solutions, Astronomy, Education, Engineering (aerospace, automotive, chemical, civil, mechanical, mining, structural), Medicine, Meteorology and climate change, Nanotechnology, Oil and gas, Renewable energy, Scientific research, Space exploration industries and Telecommunications. Follow the link to the careers section on the Institute of Physics website for further details - <http://www.iop.org/careers/index.html>.



COURSE OVERVIEW

This creative and thought-provoking qualification gives you the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning in to practice by producing prototypes of your choice.

This course will develop your ability to design and make consumer products using a wide range of appropriate materials, develop your designs using a variety of CAD packages and build on practical skills that reflect industrial practice.

ASSESSMENT

A Level Design and Technology: Product Design requires you to engage in both practical and theoretical study. This specification requires you to cover design and technology skills and knowledge as set out below. These have been separated into:

- Technical principles
- Designing and Making principles

These are evidenced and marked against four Assessment Objectives (AO's)

- AO1: Identify, investigate and outline design possibilities to address needs and wants
- AO2: Design and make prototypes that are fit for purpose
- AO3: Analyse and evaluate:
 - design decisions and outcomes, including for prototypes made by themselves and others
 - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles

WHERE CAN IT LEAD?

You will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. This qualification would open pathways to Engineering/ Manufacturing, Product Design, Interior Design, Industrial Design and Graphic Design amongst others.



COURSE OVERVIEW

Psychology is the study of human behaviour and experience. This course will introduce you to the theories, methods and key research in psychology when attempting to understand human interactions around the world.

Following the AQA specification you will study:

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches
- Biological
- Research Methods
- Issues and Debates
- Gender
- Schizophrenia
- Aggression

Assessment

The course is assessed by three exams which are all two hours long and worth 33.33% each of the final grade. A minimum of 10% of each exam requires maths skills at a minimum standard of higher tier GCSE maths.

Where Can It Lead?

Studying Psychology helps students to develop an array of skills which are transferable to a number of professions, including Law, Social Work, Education, Marketing, Management and many more. Students who complete the A-Level often continue to study Psychology or related subjects in higher education, such as university or apprenticeships.



COURSE OVERVIEW

This course studies and explores the contemporary social world. It looks at a range of studies and theories which seek to explain social processes and social changes. The course will foster the development of critical and reflective thinking, provide an awareness of the importance of social structure and social action in explaining social issues and emphasise different interpretations of social experiences:

- Study the formation of culture, the process of socialisation and its role in forming identity
- Explore the influence of class, ethnicity, gender, age, religion, the mass media and education on the attitudes, values and social experiences of both individuals and society
- Consider how the family is the main transmitter of culture in contemporary society
- Understand the influence of Globalisation and the digital social world
- Explore the patterns and trends relating to crime and deviance, as well as explanations for crime
- Consider the research process in context, exploring methods of data collection, analysis of data and research concepts
- Develop the skills of application, analysis, interpretation and evaluation
- Develop the ability to critically analyse explanations and features of the contemporary social world

ASSESSMENT

Assessment will be by three module exams ranging from 1 hour 30 minutes to 2 hours 15 minutes. The assessment is linear and therefore all 3 papers are completed at the end of Year 13.

WHERE CAN IT LEAD?

Higher education courses and many careers are available after completing this course, including: The Police Force and Social Services. The course provides an appropriate foundation for further study of Sociology and other fields in Social Services and related subjects in higher education as well as a worthwhile basis for a variety of careers and for lifelong learning.

Sport



COURSE OVERVIEW

This course is equivalent in size to 1 A Level and provides students with a broad basis of study for the sports sector.

The course contains three mandatory units:

- Unit 1 - Anatomy and Physiology (Exam)
- Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing (Synoptic)
- Unit 3 - Professional development in the sports industry (Internal)

Plus one optional unit:

- Unit 4 - Sports Leadership (Internal) **Please note the optional units are subject to change*

ASSESSMENT

The three main forms of assessment for this qualification are external, internal and synoptic.

The styles of external assessment used for qualifications in Sport are:

- External via examinations - all learners take the same assessment at the same time via a written exam which lasts 1 hour 30 mins
- Internally - learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task that is written up and assessed by staff in school and then

verified

- Synoptic – A written task with pre-released information to be completed within 2 hours and 30 minutes supervised assessment time

During internal assessments learners could be given opportunities to:

- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills

Learners will carry out synoptic assessments where they will be required to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

WHERE CAN IT LEAD?

This qualification is aimed at learners looking to progress to employment in Sports Performance and/or Coaching and whose aspirations would also be supported by taking complementary qualifications alongside. It is also suitable for those wishing to complete a range of degrees including: Sport and Exercise Science, Sports Education, Sport Psychology or Sport and Business.

Sport



COURSE OVERVIEW

Students who choose this qualification must also choose the BTEC Extended Certificate in Sport.

The information below summarises the extra content that will be covered to convert the Level 3 Extended Certificate in Sport (equivalent in size to 1 A Level) to the Level 3 Diploma in Sport (equivalent in size to 2 A Levels) Therefore, please also read the Extended Certificate information.

The Diploma course contains six mandatory units, four of which are taught as part of the Extended Certificate:

Students on this course will cover four units following the Extended Certificate and then an additional five units to make the qualification increase to a second A Level equivalent.

The five additional units are:

Two Mandatory Units

- Unit 22 - Business for sport (synoptic)
- Unit 23 - Skill acquisition (internal)
- Unit 4 - Sports leadership (Internal)- taught as part of the extended certificate

Three Optional Units

- Unit 5 Application of fitness testing (internal)
 - Unit 7 Practical sport performance (internal)
 - Unit 10 Sport event organisation (internal)
- *Please note the optional units are subject to change*

ASSESSMENT

The three main forms of assessment for this qualification are the same as the extended certificate: external, internal and synoptic.

WHERE CAN IT LEAD?

This qualification is aimed at learners looking to progress to employment in Sports Performance and/or Coaching and whose aspirations would also be supported by taking complementary qualifications alongside. It is also suitable for those wishing to complete a range of degrees including: Sport and Exercise Science, Sports Education, Sport Psychology or Sport and Business.



COURSE OVERVIEW

Students who choose to take the Sport Leadership and Coaching option, must also study the BTEC Sport Level 3 Diploma.

BTEC Sport Level 3 Diploma, equivalent to 2 A levels

Sport Leadership and Coaching, 1 option block.

Please note the Sport Leadership and coaching option does not carry any UCAS Points. Students who choose to take this option study a range of additional qualifications, including: Higher Sports Leaders Award, Level 2 Gym instructors Award and the FA Referees course.

Higher Sports Leaders Award

Higher Sports Leader, Level 3 is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity. Students will be required to plan, organise and lead a range of fun activities for children, participants with disabilities and within the community. Students will also be required to complete a minimum of 30 hours volunteer work within the sectors named above.

ASSESSMENT

Various form of assessment including: Coursework, demonstration of leadership and competence, meeting assessment criteria.

WHERE CAN IT LEAD?

This qualification runs alongside the extended certificate and diploma in sport. It is aimed at learners wanting to progress in sport performance, sports coaching and the leisure industry. The additional qualifications provide opportunities for future employment.



COURSE OVERVIEW

Students will develop professional and practical skills through carrying out real experiments and research, working with local employers who can provide a workplace setting or national research projects that use volunteers to gather data, as well as theoretical knowledge and understanding to underpin these skills. This will allow them to practice lab techniques required in an industrial setting using equipment that may not be readily available in the classroom.

Students will be made aware of safe working practices in a lab and the strict legal requirements they must adhere to. Students will also gain an understanding of the different types of scientific industries and settings plus how laboratory design can vary across organisations and sectors.

When it comes to progression or employment, students will understand the variety of opportunities available to them, and the roles and responsibilities of businesses and organisations within the sector. This will make sure students develop clear ideas about what progression routes they'd like to follow.

ASSESSMENT

Unit 1 Science fundamentals
Unit 2 Laboratory techniques
Unit 6 Control of hazards in the laboratory
Unit 18 Microbiology
Unit 21 Product testing techniques

WHERE CAN IT LEAD?

Applied Science courses can lead to a number of higher education routes. Popular routes in the past have been nursing, midwifery and sports and exercise science. There are also opportunities to enter the workforce as technicians in private laboratories and careers in public health as well as starting higher level apprenticeships.



Frequently Asked Questions



Why should I choose Sir Harry Smith for Sixth Form?

We are a small Sixth Form and this allows us to genuinely focus on every individual student. We have very experienced staff and high quality teaching and learning as well as a highly effective support system. All the above leads to excellent outcomes for all our students in terms of both results and destinations.

What do the current Sixth Form students think?

Over 90% of Sixth Form students agree or strongly agree with each of the following statements:

'I enjoy being a student in the Sixth Form of this school'

'My choice of courses suits my abilities and career plans'

'I would recommend the Sixth Form to younger students'

'My teachers are accessible and helpful if I have difficulties with my work'

'The Sixth Form is well run'

How many lessons do I have for each subject?

Each A Level or BTEC qualification has ten one hour lessons per fortnight and the EPQ has four lessons per fortnight. You will also have a Skills for Life lesson once a week and there are many opportunities to get involved in enrichment in your study periods.

How many subjects should I choose?

Most people choose three subjects, many people also choose the EPQ. Some students that are predicted very high GCSE results may decide to choose four subjects. If you are finding it difficult to choose only three subjects, you can choose four and decide which three to continue with early in September.

What is the EPQ and why should I consider it?

The EPQ (Extended Project Qualification) is a research based qualification that gives you the opportunity to extend your knowledge in a chosen area of interest. It is a great way to develop your research and presenting skills and increase your knowledge beyond Sixth Form level. Universities respect this qualification and it is equivalent to half an A Level.

Will I have to do a lot of work outside lessons?

There is a big jump from Year 11 to the Sixth Form and it is important to work hard outside lessons from day one to keep up. Students are advised to spend approximately five hours a week outside lessons studying for each of their subjects.

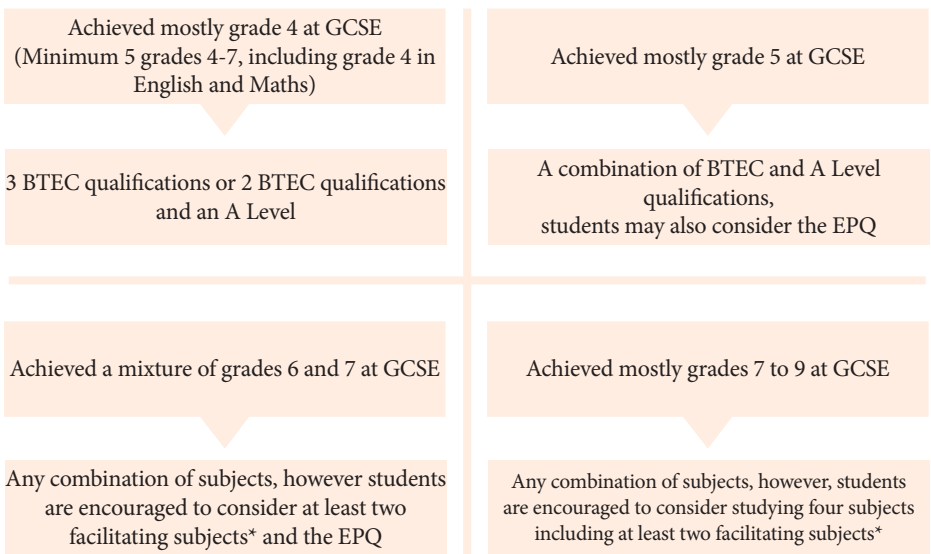
Will I find the Sixth Form too hard?

The Sixth Form isn't too hard for anybody who meets the entry requirements. However, everybody has to work hard to be successful. We also offer lots of support for all of our students to help them make the transition to the Sixth Form.

Do I have to be at school when I don't have lessons?

In Year 12 all students need to be at school all day every day, this is so we can support you to develop good habits with your independent study. In Year 13, once students have completed their future applications, they can choose whether to work at school or at home during their study periods.

At Sir Harry Smith Community College we understand that each student is an individual with their own particular strengths, interests and career aspirations. Our aim is to ensure that each student has a personalised programme of study that supports them to meet their aspirations. For this reason we do not have set curriculum pathways based on GCSE performance, however, we do offer guidance on the kinds of subject combinations students should consider to maximise their success in the Sixth Form and beyond. The pathways below summarise our guidance.



*Some advanced level subjects are more frequently required for entry to top level degree courses. We call these subjects 'facilitating' because choosing them at advanced level leaves open a wide range of options for university study. The facilitating subjects are Biology, Chemistry, English Literature, Geography, History, Maths, Further Maths, Modern Languages and Physics.

NOTE: Please be aware that each individual subject also has subject specific entry requirements.

Academic Entry Requirements for Post 16 Courses

MINIMUM GCSE REQUIREMENT

The entry requirements for students taking three or four A levels are seven GCSEs at Grade 4-9, or equivalent, including English and Maths.

For students taking a combination of A level and BTEC qualifications, or a pure BTEC route, we require five GCSEs Graded 4-9, or equivalent, including English and Maths.

While a Grade 6 at GCSE is preferable for studying a subject at A Level, we will consider students who achieve a Grade 5 in the subject, depending on circumstances.

Course	E	M	Other
Art & Design	4	4	Grade 5 in GCSE Art will be considered, a Grade 6 is an advantage.
Biology	4	6	Grade 6 in GCSE Biology, 2 Grade 6s in GCSE Science will also be considered. Grade 7 in any GCSE Science is an advantage.
Business Studies	5	4	Grade 5 in GCSE Business Studies will be considered, a Grade 6 is an advantage.
Chemistry	4	6	Grade 6 in GCSE Chemistry, 2 Grade 6s in GCSE Science will also be considered. Grade 7 in any GCSE Science is an advantage.
Children's Play, Learning & Development	4	4	
English Literature	6	4	Grade 6 in GCSE English Literature is also advisable.
Enterprise and Entrepreneurship	4	4	
Extended Project Qualification (EPQ)	5	4	
Further Mathematics	4	7	Students must also study A Level Maths.
Geography	5	4	Grade 6 in GCSE Geography.
Health & Social Care	4	4	
History	5	4	Grade 6 in GCSE History.
Mathematics	4	6	Grade 7 in GCSE Maths is an advantage.
Media Studies	5	4	
Performing Arts	4	4	Grade 5 in GCSE Drama is an advantage, those who haven't studied GCSE Drama will also be considered.
Physics	4	6	Grade 6 in GCSE Physics, 2 Grade 6s in GCSE Science will also be considered. Grade 7 in any GCSE Science is an advantage
Product Design	4	4	Grade 5 in GCSE Design Technology or a similar subject, a Grade 6 is an advantage.
Psychology	6	6	Grade 6 in a GCSE Science
Religious Studies - Philosophy and Ethics	5	4	Grade 5 in GCSE Humanities
Sociology	5	4	Grade 5 in GCSE Humanities will be considered, a Grade 6 is an advantage.
Sport	4	4	Pass at Level 2 Sport is an advantage, those who haven't studied Level 2 Sport will also be considered.
Qualification	A Level Equivalent		
BTEC Extended Certificate (from 2016)	1 A Level		
BTEC National Diploma	2 A Levels (students must also study the extended certificate in the chosen subject)		

What the Students Say - Year 12



Studying at Sir Harry Smith Community College for KS3&4 encouraged me to stay and enroll in Sixth Form. The teachers and experience of the previous years gave me beneficial understanding of what to expect for the upcoming A-levels. Even through the troubled times of the pandemic, I had support from countless staff, and this only enforced my wanting to study here. This assistance continued through to year 12 and has made it easier to settle in.

The set out of the Sixth Form is facilitating and benefits hugely, they provide laptops, quiet areas for studying and endless guidance, as well as smaller classes which prompts more focus and closer teaching. Staff treat you much more like a young adult and encourage independence, this is great preparation for leaving Sixth Form and generates more responsibility.

The general feeling when walking into school, especially the Sixth Form area, is uplifting and inviting, this strengthens decision to stay and I believe Sir Harry Smith is the right place to study.



“From the beginning of year 7 at Sir Harry Smith Community College, I had my eyes set on going to the Sixth Form too. And despite all the good comments made from previous attendees, the Sir Harry Smith Sixth Form exceeded all my expectations. Studying less subjects allow you to enjoy more focused, more enjoyable education catered to your own future. Study periods give you the extra opportunity to keep up with your work.

The Sixth Form block gives us students our own social area to build friendships. Furthermore, Sir Harry’s Sixth Form is the perfect place to develop your skills for life in the real world: facilities, like the kitchen, and other experiences give us time to practice necessary skills; the independence of taking our learning into our own hands; and members of staff give you the same respect they would to each other, making you feel as though you are entering your adult life.

Above all, the members of staff in the college are always there to help you with whatever, whenever you need them”

What the Students Say - Year 13



Since starting at Sir Harry Smith in year 7, I had anticipated studying my A-levels here. The familiarity that I developed with the school over the years made this an easy choice. I had received a great deal of support from teachers in KS3 and KS4, allowing me to achieve highly at GCSE.

The step between GCSEs and A-levels is noticeable but far from insurmountable. The school aids wherever possible to facilitate a smooth transition and to help you manage the increased workload. A good balance is struck between independently allowing you to balance the responsibility that comes along with A-levels, while still providing support should you need it. In this regard, it serves as an excellent stepping stone into any higher education you may wish to undertake.

My experience thus far in year 13 has been just as pleasant as in year 12. I have received a great deal of support regarding further education. My form tutor, and other members of staff, have offered good advice concerning university application. The personal statement initially seemed daunting to me, however with the support provided it has become a relatively straightforward task.

The sixth form centre is well-stocked with a variety of equipment, including laptops should you need one. It also provides ample space for independent study and a pleasant environment in which to socialise during break and lunch, including a well-stocked kitchen. I’m confident that my decision to study here was a good one and would recommend it to anyone considering their future options.



I would recommend going to Sir Harry Smith for Sixth Form. It has everything you could need to get you to where you want to be. The sixth form centre provides a comfortable area to study and socialise with friends and gives you the space you need to learn independently. During exams, we would go to the silent study classroom for sixth form students and in summer we would study outside in the garden - There are plenty of options to find an area suitable for you. They offer lots of extracurricular activities and many ways to get involved with open days, helping in classes, sports days, and fundraisers.

The support from the Sixth Form staff and teachers has been outstanding, during my first year at sixth form my life changed from a sporty, active student to being in a wheelchair. They provided me with the help and resources to catch up with work and assignments so I didn't fall behind and created a safe environment to be in. Wheeling around college and into classrooms was made easy and there was always help around if I ever struggled with anything. I know all my peers will agree with me when I say, the head of Sixth Form Mr Smith goes above and beyond for every student, he doesn't just do the basic role of a Sixth Form head. He will sit and help you write a CV for a part-time job, help you with choosing a University course and the application process, and most importantly has an open door policy for any mental health support. When I was having a bad day, he contacted my favourite Olympic gymnasts and had them send me a personal video message of encouragement and motivation to keep me going. Sixth form can be stressful and daunting but you will always have support and someone to talk to about any issues. The sixth form is a caring and positive community that I am proud to be part of.

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