



BARNWELL SIXTH FORM

**PROSPECTUS
2026-27**

*Progress in academic subjects
improved 137% since 2023*

*Sixth Form provision rated as 'Good' for
the previous three Ofsted inspections*

*"Students in the sixth form, receive
effective careers education"*

Ofsted 2019.

*28% of UCAS applicants secured
places at Russell Group universities
2025*

*"Sixth-form students develop
good study skills"*

Ofsted 2019

*Progress in vocational subjects is
consistently above the national average*

*"Sixth-form students play a full part in the life of the
school and the community. They are well prepared for
the next stage after school. Students are enthusiastic
about school and say they are 'well-looked after'."*

Ofsted 2019

*100% UCAS applicants received
their first choice university.
2025*

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Welcome From the Leadership Team

Miss Maria Townsend - Headteacher

As Headteacher, I am proud to introduce our Sixth Form, a place where students are known, valued, and challenged to be the best versions of themselves. Here at Barnwell we place great value on respect, responsibility, and aspiration, encouraging every individual to grow in character as well as achievement. Sixth Form is a time to step forward with confidence, take ownership of your future, and contribute meaningfully to the world around you. I am continually inspired by the ambition and integrity of our students, and I look forward to seeing all they will accomplish within school and beyond.



Mrs Jackie Johnson - Deputy Headteacher - Head of Upper Campus

Welcome to our Sixth Form – a friendly and supportive community where respect, responsibility, and aspiration guide everything we do. We believe in treating everyone with kindness, taking ownership of our learning, and aiming high in all our goals. Our staff are here to help you grow in confidence, explore your interests, and take on new challenges. Whether you're heading for university, an apprenticeship, or straight into work, we'll help you take the next step with pride and purpose. I warmly invite you to discover all that our Sixth Form has to offer and to join our thriving community.



Mr Carl Daly - Director of Post-16

Welcome to our Sixth Form, a place where ambition meets opportunity. I see the two years you spend with us as an exciting stepping stone, building on the knowledge and skills gained at Key Stage 4 and developing them in a more mature, academic context. Our aim is to support every student to grow in confidence, independence, and aspiration. Whether your future lies in university, apprenticeships, or employment, we are here to help you take that next step with integrity and optimism. We look forward to supporting you on your journey beyond school.



Why Barnwell Sixth Form?

Strong Academic Progression

The nature of Sixth Form learning means you'll be taught by the very best subject specialists who are passionate and highly experienced in their fields. Our KS5 exam results have improved year-on-year for the past five years, reflecting our commitment to academic excellence. With a broad curriculum and strong local consortium partnerships, you'll have access to over 40 subjects, including A Levels and vocational pathways, giving you the flexibility to shape your future.

Personalised Support

We provide personalised support tailored to you as an individual. Each week, you'll take part in a mentoring session designed to help you develop key academic and social skills essential for your future. You'll also receive termly one-to-one meetings, offering specific guidance to help you achieve your post-18 aspirations. If needed, we offer a private, on-site counselling service - free and easily accessible - to support your wellbeing.

Community and Aspiration Focused Culture

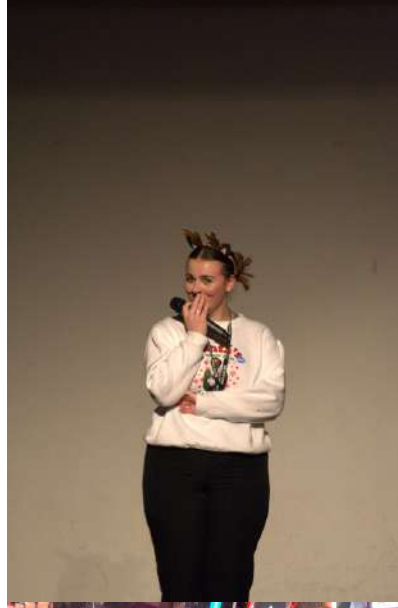
Throughout your two years in Sixth Form, you'll have access to a wide range of exciting opportunities, including our annual Winter Wonderland trip and our bi-annual New York visit. Student-led events such as the Winter Celebration Show, the Sixth Form vs Staff Football Match, and Macmillan Coffee Mornings are just a few examples of how our Sixth Formers lead whole-school community and fundraising initiatives. From day one, you'll experience this culture of aspiration when you attend our annual '*Aspirations Conference*', where a variety of employers and universities visit to help you explore your ambitions and begin shaping your post-18 pathway.

Enrichment and Character Development

Second only to academic excellence, enrichment is valued as one of the most important aspects of Sixth Form. Enrichment is the engagement in activities beyond your subject curriculum that enable the development of key skills. These skills may include subject or industry specific technical skills, or an experience which develops your soft skills, these will be transferrable across industries. Our most impactful enrichment activities include: EPQ, work experience week, Zero Gravity mentoring, University of Cambridge Higher Aspiration scheme and Supporting with KS3/4 lessons.

Modern Facilities and Resources

With your own exclusive area of the campus, our Sixth Form common room and study spaces provide the ideal environment to focus on academic progress while also offering a welcoming social space to relax during break and lunch times. Specialist departments have made targeted KS5 investments - such as advanced practical equipment for A Level Biology and Physics, and a dedicated art studio equipped with KS5-specific tools and software - ensuring you have everything you need to succeed.





Student Life & Support

Academic Support

Year 11-12 Transition

Following the completion of Year 11 exams, all applicants are invited to attend our Sixth Form 'Bridge the Gap' week. During this week, students take part in sessions for their chosen subjects, gaining valuable insight into what to expect from Level 3 study. To support a smooth transition, students are also provided with summer work designed to prepare them for enrolment and ensure they can hit the ground running in Year 12. Sixth Form staff are available on GCSE Results Day to offer guidance and answer any queries.

Study Skills Development

The priority for Term 1 in Year 12 is the development of study skills and the formation of new habits essential for success in Sixth Form. Students receive workshops on time management, revision techniques, independent learning, and academic literacy. Each week, students also take part in a subject-specific assessment period, which promotes targeted intervention and the development of effective exam practice.

Progress Tracking and Intervention

Upon arrival at Sixth Form, students are assigned personalised and aspirational target grades based on their prior GCSE attainment. Progress updates are shared with students and families at the end of each term. Students also engage in summative assessments each half-term, providing regular feedback on current performance and identifying specific areas for development. Where additional support is needed, the Sixth Form offers individualised intervention, working in partnership with students and families to ensure every learner has the tools necessary to succeed.

Academic Enrichment

Students are provided with the tools and opportunities to access a wide range of academic enrichment. This includes subject-specific workshops, online platforms to supplement learning, and courses that develop a broader understanding of their chosen subjects. Students are also encouraged to engage in stretch and challenge opportunities. One example is the Extended Project Qualification (EPQ), an additional qualification where students complete an academic project and produce a dissertation-style essay. The EPQ is worth 40% of an A Level and is highly respected by universities.

Academic Environment

The Sixth Form Study Room is a dedicated space designed to support high-quality academic study. Students can choose to use one of the provided computers or bring their own device and 'hot-desk' using the charging ports and recently upgraded Wi-Fi. This silent study area incorporates the Pomodoro technique, with a buzzer sounding every 20 minutes to encourage focused study followed by five-minute breaks. For a more collaborative environment, students may choose to work in the study classrooms or relax and discuss ideas in the common room.

Student Life & Support

Enrichment

Enrichment is a vital part of life at Barnwell Sixth Form, offering students opportunities to grow beyond the classroom. It's about developing new skills, exploring interests, and gaining experiences that support both academic success and personal development. Whether through trips, leadership roles, creative projects, or community engagement, our enrichment programme helps students build confidence, broaden their horizons, and prepare for life beyond school.

Leadership and Community Engagement

Whether it's the annual Staff vs Sixth Form charity football match or the Christmas Show, students have a wealth of opportunities to lead events. In 2024/25, Sixth Form-led initiatives raised a record-breaking £4,000 for charity, and future students will be challenged to beat this impressive total. In Year 13, students can apply to join the Student Leadership Team - the pinnacle of student voice at Barnwell - playing a key role in shaping initiatives that support all aspects of student development.



Careers and Future Pathways



Two years in Sixth Form will pass quickly, which is why at Barnwell we encourage students to consider their post-18 destinations from day one. Our *Aspirations Conference*, held during the Year 12 induction day, gives students access to a range of employers and higher education providers to help raise ambitions. Additionally, our dedicated *National University Week* and *National Apprenticeship Week* provide focused time for students to explore their options and make informed decisions about their future. All students also attend trips such as the UCAS Discovery Day and the University of Hertfordshire Wayfinder Day, offering key insights into both university and apprenticeship pathways.

Online Enrichment

Students have access to a variety of tools to support their enrichment. These may include face-to-face work experience, virtual placements, and online courses that supplement academic study or help build a strong enrichment portfolio for post-18 applications.



Student Life & Support

Pastoral Care

Mentoring, Tutor Time and One-to-One support

Students take part in a structured programme of tutor time and mentoring, which includes a year-long focus on *ethics, morals, and spirituality*. This helps build character, promote British values, and deepen understanding of the world around them. Additionally, students receive tailored post-16 advice on navigating adult life - for example, a six-week financial literacy programme that teaches budgeting, saving, and managing everyday financial challenges. Once per term, students attend a one-to-one meeting with Sixth Form staff, where both pastoral and academic progress are at the heart of the conversation.

Wellbeing Services

We offer a bespoke counselling service where students can self-refer without needing consultation with the school, ensuring barrier-free access and full autonomy over how they engage with support. In addition, all Year 12 students take part in a six-week *Wellbeing Champion programme* - delivered in partnership with Bloom Mental Health charity - which equips them with the tools to manage their own wellbeing and support their peers as young adults.



Safe and Inclusive Environment

"Pupils with SEND are well-supported and they access the same ambitious curriculum as their peers." - Ofsted, 2019.

Barnwell is recognised for its inclusive support of all students, and this continues into Sixth Form. We have a dedicated member of the Learning Support Team assigned specifically to support KS5 students. Learners can choose to access additional support, replicating the provision available at KS3 and KS4. Our Student Leadership Team also includes a Diversity and Equity Representative, whose role is to raise awareness and lead initiatives that promote inclusivity across the school.

Parental Engagement



We are proud to be accredited by ParentKind as a parent-friendly school. In Sixth Form, parents can expect regular updates through our weekly Sixth Form Bulletin, sent to students, parents, and staff. Additionally, our Year 12 and Year 13 Information Evenings provide valuable insight into what to expect in the year ahead. Parents also receive termly, individualised updates on their child's academic progress, and our KS5 Parents' Evening offers the opportunity to speak directly with subject teachers. We recognise the importance of a strong school-family partnership in supporting student success, which is why we actively encourage parental involvement in school events - whether attending our Macmillan Coffee Morning or cheering on the Sixth Form vs Staff charity football match.

Student Life & Support

Post-18 Guidance



University

Students are provided with all the essential tools needed to effectively research and apply for university. This begins in Year 12, when students learn about different types of degrees and how to research them. At the end of Year 12, they begin developing their personal statements using OSCAR - a platform that offers tailored guidance for each subject. In the autumn term of Year 13, mentoring sessions provide time and support to refine and submit applications.

Students are further supported through National University Week and targeted workshops, helping them make informed decisions about their future. After the application process, students and families are invited to attend a Student Finance workshop, delivered in partnership with the University of Hertfordshire. This session aims to improve understanding of university funding and dispel common myths, making higher education feel financially accessible.

We are confident in our high-quality university guidance with 100% UCAS applicants attending their first choice universities in 2025, 28% of those attending Russell Group universities.

Apprenticeship

During Year 12, students learn the key features of apprenticeships and how to search for opportunities effectively. *National Apprenticeship Week* provides the perfect chance to consolidate this understanding, including hearing from Barnwell alumni who have gone on to become successful apprentices. With visits from key apprenticeship employers such as Tesco, Airbus, and Amazing Apprenticeships, students gain valuable experience in the unique nature of apprenticeship applications - including team interviews, technical proficiency tests, and behavioural skills assessments.

Employment

Throughout a student's time in Sixth Form, they receive targeted guidance on job searching, CV writing, and interview skills. We leverage strong relationships with local employers to deliver high-quality mock interview workshops. At the end of Year 12, all students are given the opportunity to participate in a week-long, face-to-face work experience placement. This essential component of post-18 preparation helps students feel confident and well-equipped to enter the world of professional employment.

The Application Process



Barnwell Sixth Form Application Timeline



1. Year 11 Information and Sixth Form Open Evening

Wednesday 19th November 2025

2. Sixth Form Applications Open

Thursday 20th November 2025

3. Sixth Form Application Deadline

Friday 19th December 2025

4. Year 11 Mock Exams

Monday 12th January 2026

5. Sixth Form Interviews

February 2026

6. Conditional Offers Sent

February 2026

7. Bridge-the-Gap Induction Sessions

Monday 1st July 2026

8. GCSE Results Day

Thursday 20th August 2026

9. Year 12 Induction Day

Wednesday 2nd September 2026

Entry Requirements

Our entry requirements are in place to ensure all students enrol on a programme of study in which they can be successful and achieve their full potential. We treat all applications on an individual's basis, however these entry requirements provide a guidance for students regarding what is required for them to successfully make the next step to level 3 study.

To ensure students are on the most appropriate programme of study we use the average point score (APS) system. At Barnwell Sixth Form we take a student's best 6 grades and calculate an average from this. Information on how to calculate your 'best 6 APS' can be found on the following page. The table below shows the combination of subjects you should aspire to study, based on your best 6 APS.

Your best 6 APS	Recommend pathway
Above 6.0	3 academics subjects
5.5 - 6.0	2 academics + 1 vocational
5.0-5.5	1 academic + 2 vocationals
4.0-5.0	3 vocational subjects

Academic Subject Requirements		
Subject	Minimum best 6 APS	Additional entry requirements
Art & Design	5.5	Grade 6 – GCSE Art & Design
Biology	5.5	Grade 6 – GCSE Biology or Grade 7-7 – GCSE Combined Science
Chemistry	5.5	Grade 6 – GCSE Chemistry or Grade 7-7 – GCSE Combined Science
English Lit. & Lang.	5.5	Grade 6 – English
Further Maths	5.5	Grade 8 – Maths
Geography	5.5	Grade 6 – Geography
History	5.5	Grade 6 – History
Maths	5.5	Grade 7 – Maths
Physics	5.5	Grade 6 – GCSE Physics or Grade 7-7 – GCSE Combined Science
Psychology	5.5	Grade 6 – Psychology (if taken) Grade 6 – English Grade 5 – Maths

Vocational Subject Requirements		
Subject	Minimum best 6 APS	Additional entry requirements
Business Studies	4.0	Grade 4 – GCSE Maths Grade 4 – GCSE Business (if taken)
Digital Media	4.0	Grade 4 – English
Health & Social Care	4.0	Merit – Health & Social Care (if taken)
Human Biology	4.0	Grade 4 – GCSE Biology Grade 5-5 – GCSE Combined Science
Information Technology	4.0	Grade 5 – GCSE Computing Merit – Info. Tech.
Music Technology	4.0	Grade 4 – English Merit – BTEC Music (if taken)
Sport & Physical Activity	4.0	Grade 5 – GCSE PE Level 2 Merit – BTEC Sport
Performing Arts - Dance	4.0	Level 2 Merit – Dance (Required)
Performing Arts – Acting	4.0	Grade 4 – GCSE Drama (Required)
Performing Arts – Musical Theatre	4.0	Grade 4/L2 Merit in Drama/Performing Arts (Required)
Criminology	4.0	Grade 4 – English & Maths

* Further courses are available through our consortium schools. Please contact us for more information.

**We expect to offer all the courses listed subject to demand. Should any courses be undersubscribed, we reserve the right to withdraw them from our curriculum offer. In this event, you will be contacted to discuss an alternative Programme of Study.

Calculating Best 6 Average Points Score (APS)

Use the tables below to identify how many points your GCSE grades are worth:

GCSE	
Grade	Equiv. points
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
U	0

Level 2 BTEC	
Grade	Equiv. points
Distinction*	8.5
Distinction	7
Merit	5.5
Pass	4
Level 1 BTEC	
L1 Distinction	3
L1 Merit	2
L1 Pass	1.25

Remember that combined science is worth 2 GCSEs:
e.g. 7-7 = 2 GCSEs 7 and 7 e.g. 6-5 = 2 GCSEs 6 and 5

How to calculate your best 6 APS:

1. Identify your best 6 GCSE point scores
2. Calculate the sum of these 6 GCSEs
3. Divide this number by 6

$$\text{Best 6 APS} = \frac{(\quad + \quad + \quad + \quad + \quad + \quad)}{6}$$

Course Directory

Art and Design

Fine Art.....16

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3D Design.....20

Biology.....22

Business.....24

Criminology.....26

Digital Media.....28

English.....30

Geography.....32

Health and Social Care.....34

History.....36

Human Biology.....38

Information Technology.....40

Maths.....42

Music Technology.....44

Performing Arts

Acting.....46

Dance.....48

Musical Theatre.....50

Physics.....52

Psychology.....54

Sport.....56

Art and Design

Fine Art

AQA A Level Art & Design (Fine Art)



Course Description

A Level Art Design is designed to promote and encourage independent and creative thinking. Candidates are encouraged to develop:

- Intellectual, imaginative, creative and innovative qualities.
- Investigative, analytical, experimental, practical, technical, expressive skills, aesthetic understanding and judgement.
- Independence of mind in relation to developing personal ideas, showing refining and reviewing by developing own intentions and personal outcomes.
- Passion and enthusiasm for visual arts.
- Experiences to work in a range of styles and media, including traditional and new technologies.
- Knowledge and understanding when creating, where necessary linking to contemporary and past societies and cultures.
- Awareness of different roles, audiences and consumers of art and design practice.

Methods of Assessment

Candidates are required to work in one or more area(s) of Fine Art as defined in overarching knowledge and understanding of skills, in context of their chosen areas of study:

- Drawing and painting
- Mixed media—including collage and assemblage
- Sculpture
- Ceramics
- Installation
- Printmaking
- Moving image and photography

Progression

The ability to handle materials, techniques and processes effectively and safely underpins all the Assessment Objectives. It is important in enabling candidates to develop a personal and mature language, to express ideas and link their intentions to outcomes in a confident and assured manner.

Student Testimonial - Sienna



Studying A level fine art has enabled me to develop a variety of creative skills and it allows me to express my ideas visually. It involves experimentation using a range of mediums and materials, helping me to explore my imagination and bring my ideas to life. I personally chose fine art for A level to refine my skills and techniques whilst discovering my own style. I enjoy the element of freedom within the subject as I can explore my own themes and concepts. The teachers are incredibly supportive providing valuable feedback and guidance to ensure that my fullest potential is reached. Studying art has strengthened my critical thinking skills and it is helping me build a strong portfolio which will be useful for a future in the creative industry.

Class of 2024-25



SIXTH FORM

Where are they now?



Ellie N.
University of Greenwich
Graphic & Digital Design



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Where are they now?



Paige W.
Royal Holloway University
Drama & Creative Writing



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Where are they now?



Branwen R.
Cardiff Met University
Animation



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Where are they now?



Melanie G.
Apprenticeship
Tattoo Art

Art and Design

Photography

AQA A Level Art & Design (Photography)



Course Description

A Level Photography is designed to promote and encourage independent and creative thinking. Candidates are encouraged to develop:

- Intellectual, imaginative, creative and innovative qualities.
- Investigative, analytical, experimental, practical, technical, expressive skills, aesthetic understanding and judgement.
- Independence of mind in relation to developing personal ideas, showing refining and reviewing by developing own intentions and personal outcomes.
- Passion and enthusiasm for visual arts.
- Experiences to work in a range of styles and media, including traditional and new technologies.
- Knowledge and understanding when creating, where necessary linking to contemporary and past societies and cultures.
- Awareness of different roles, audiences and consumers of art and design practice.

Candidates should produce practical and critical/contextual work in one or more areas, including: Portraiture, Still-life photography, Landscape photography, Documentary photography, Photo-journalism, Fashion photography, Experimental photography, Multimedia, Photographic installation and moving image (including video, film animation).

Methods of Assessment

Students need to produce an extended collection of work that exemplifies aspects of their developing knowledge, skills and understanding. It should provide evidence of research, the development of ideas, making skills and critical/contextual understanding. It should demonstrate the student's ability to sustain work from an initial starting point to a realisation.

- Component 1 – A Level. 7206/C: Personal Investigation. 60% of A Level (96 marks). No time limit.
- Component 2 – A Level. 7206/X: Externally set assignment. 40% of A Level (96 marks). Supervised time 15 hours.

Progression

A Level Art Photography develops students' ability to use materials, techniques, and processes confidently and safely—skills that underpin all Assessment Objectives. As they progress, students build a personal visual language, linking creative intentions to outcomes with increasing independence and assurance.

The course encourages critical thinking, experimentation, and self-expression, preparing students for further study in creative fields such as Photography, Fine Art, Graphic Design, and Media. It also supports progression into careers where visual communication, creativity, and digital skills are valued.

Class of 2024-25



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Where are they now?



Liam C.
Employment
Optical Support Ltd.



SIXTH FORM

Where are they now?



Verona M.
Two Mile Ash University
Primary Teacher Training

Art and Design

3D Design

AQA A Level Art & Design (3D Design)



Course Description

A Level 3D Design course is designed to promote and encourage independent and creative thinking. It is a course suitable for individuals that are passionate about design and exploring the various strands within design.

To support this approach, candidates will explore and produce practical and critical/contextual work in one or more areas including:

Jewellery, Interior design, Product design, Environmental design and Architectural design.

Candidates are encouraged to develop:

- Intellectual, imaginative, creative and innovative qualities.
- Investigative, analytical, experimental, practical, technical, expressive skills, aesthetic understanding and judgement.
- Working independently: Independence of mind in relation to developing personal ideas, showing refining and reviewing by developing own intentions and personal outcomes.
- Passion and enthusiasm for visuals and 3D objects
- CAD (Computer Aided Design) skills in Adobe and 2D Design
- Driven to develop their drawing and making skills
- Experiences to work in a range of styles and media, including traditional and new technologies
- Knowledge and understanding when creating, where necessary linking to contemporary and past societies and cultures
- Awareness of different roles, audiences and consumers of art and design practice

Methods of Assessment

Students need to produce an extended collection of work that exemplifies aspects of their developing knowledge, skills and understanding. It should provide evidence of research, the development of ideas, making skills and critical/contextual understanding. It should demonstrate the student's ability to sustain work from an initial starting point to a realisation.

- Component 1 – A Level. 7206/C: Personal Investigation. 60% of A Level (96 marks). No time limit.
- Component 2 – A Level. 7206/X: Externally set assignment. 40% of A Level (96 marks). Supervised time 15 hours.

Progression

A Level 3D Design is a course that delivers the skills and knowledge required for candidates that are interested in various aspects of design. It is a fantastic stepping stone for candidates that are looking to specialise in specific design areas at degree level with the possibility of taking this to industry level or freelance start-up.

To support the students in achieving this, not only do we have a team of industry specialists from Art, Photography, Graphics, Product Design and Engineering, but we also have fantastic facilities and equipment such as:

- Specialist Photography and graphic studios
- Computer suites
- Media room
- Wood workshops
- Hot shops for metal work
- Allocated 6th form design studio to help support the student with independent learning

Student Testimonial - Melissa



By choosing the A-level 3D design course I have been able to explore an additional range of mediums that would have been previously unavailable to me allowing my creativity to branch out in ways that would not have been possible before. Due to the self-led nature of the course, I was able to steer my own artistic journey allowing me to express my passions throughout my work. As any art-based subject does, 3D design requires a lot of commitment and enthusiasm, but the outcome can be very rewarding.

Class of 2024-25



Biology

AQA A Level Biology



Course Description

A challenging, fascinating and inspiring two years will be spent learning about living organisms. The course is split into 8 units spread over the two years. In every sub-topic we support students to build on their foundational GCSE knowledge and develop this into more advanced 'A' level understanding and dialogue. We offer students insights into the real world of biological research through reading of carefully selected journal articles to enable them to recognise how what they are studying fits into the wider research community.

Embedded within every topic are opportunities for both teachers and students to assess progress using real past paper questions and grade boundaries. This allows both the teachers and students to pinpoint content and skills that need to be prioritised to enable more progress to be made.

Lessons will consist of clear, step-wise teaching, use of visualiser to support student access to understanding of complex biological processes. A wide variety of learning activities suited to the content being delivered will be used to meet the students' needs. In addition, students will complete a minimum of 12 required practicals.

Students will move from being supported and guided by the teacher at the start of Year 12 to being in a position of autonomy over their own investigations by the middle of Year 13, thus developing them as practical scientists. Once completed and assessed by their teachers, this should lead to a Science Practical Endorsement Qualification, something highly valued by universities.

Course and topic checklists are provided to enable students to track their progress and to ensure that their notes are kept meticulously tidy within their folders. Every student has a helpful textbook and one-to-one intervention is given to any students who are set to achieve lower than their target grade.

Methods of Assessment

To achieve an A Level in Biology: Three exams at the end of Year 13, each lasting two hours and each worth one third of the grade.

- Paper 1 consists of content from topics 1–4 including relevant practical skills.
- Paper 2 consists of content from modules 5–8 including relevant practical skills.
- Paper 3 is a synoptic paper including content from any of the 8 topics and an essay question worth 25 marks.

Progression

This is a well-respected qualification and would look impressive on anyone's CV. Biology-related careers include doctors, nurses, midwives, physiotherapists, veterinarians, farmers, biotechnologists, forensic scientists, biomedical scientists, nutritionists, marine biologists and environmental scientists etc.

Student Testimonial - Nicole



I chose to study Biology because it provides a strong foundation for understanding life and opens the doors to countless opportunities for future study and careers. Throughout my study of the subject, I am constantly fascinated by how Biology reveals the complex mechanisms behind simple life processes such as breathing, movement, digestion, etc. What I also love about Biology is the wide range of topics it provides. From, zoology and microbiology to genetics and ecology, Biology allows students to explore different areas and discover their personal interests. Overall, Biology has given me the chance to uncover the wonders of the world around me while discovering my own passions along the way.

Class of 2024-25



Business

BTEC Extended Certificate in Business (equivalent to 1 x A Level)

BTEC Diploma in Business (equivalent to 2 x A Level)

BTEC Extended Diploma in Business (equivalent to 3 x A Level)



Course Description

The new BTEC National in Business is an introduction to business through applied learning which uses a combination of assessment styles to help students apply their business knowledge to a variety of business scenarios. It is broadly equivalent to an A Level and will allow students to develop the business and study skills which will help them continue to study at university and use in their future career.

Methods of Assessment

During the first year students will complete a coursework-based unit where they will explore different types of businesses and find out how they are structured. They will learn about the environment within which a business operates and the influence of different stakeholders. They will also gain an understanding of supply and demand and innovation and enterprise.

The second unit requires students to develop a marketing campaign. It is externally assessed through a controlled assessment and is based on a pre-seen case study which is provided to the learners 2 weeks before the assessment period in order for them to carry out research.

In the second year, students study a unit on personal and business finance which is externally tested. The final coursework unit is on recruitment and selection and is internally assessed by the teacher.

Progression

This course is for students who wish to progress to university to follow a career path within a management or business profession. It may also suit students who wish to start an apprenticeship within a business or maybe even start their own business.

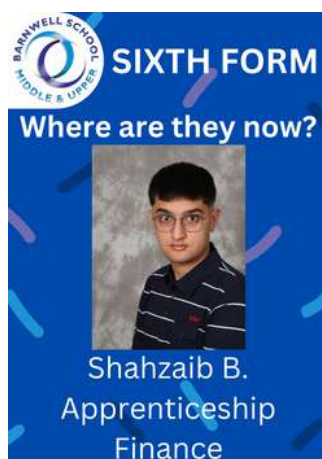
Having focused on three different business topics: finance, marketing and human resources, students are in a better position to know what they might want to specialise in when they are choosing a degree or looking for employment.

Student Testimonial - Poppy



Studying Business has been one of the most valuable experiences of my education. The course has provided me with a practical and in depth understanding of how businesses operate, covering key areas such as marketing, finance and even organisational structure, it has taught me how to think strategically, plan effectively, and make decisions that influence both people and performance. The coursework-based approach has helped me to develop strong independence, time management and problem-solving skills. This experience has confirmed my ambition to study Business Management at university and pursue a successful career in management.

Class of 2024-25



Criminology

WJEC Applied Diploma in Criminology



Course Description

Criminology involves analysing illegal human behaviours and crime prevention methods. The field of criminology blends social science and psychology with criminal justice. As a criminologist, you'll explore the many causes of criminal activity among different groups of people, the role of the courtroom in bringing people to justice and the different punishment methods used for criminal behaviour. The course is made up of 4 main units:

- Unit 1 – Changing awareness of crime: Covers the different types of crime, the impact of crime on society and the role of campaigns in changing the awareness of crime.
- Unit 2 – Criminological Theories: Covers the definitions of crime and the biological, individualistic and sociological theories of why people turn to crime.
- Unit 3 – Crime scene to courtroom: Covers the process of crime scene analysis, processing of evidence and techniques used within the courtroom.
- Unit 4 – Crime and Punishment: Covers the organization of the criminal justice system, types of punishment and rehabilitation and the role of different agencies.

Methods of Assessment

- 2 controlled assessments for Unit 1 and Unit 3 (one in Year 12 and one in Year 13). These are coursework elements completed in exam conditions.
- 2 externally examined units for Unit 2 and Unit 4 (one in Year 12 and one in Year 13). These are completed in examination conditions.

Progression

The main purpose of the WJEC Level 3 Applied Diploma in Criminology is mainly to use the qualification to support access to higher education degree courses, such as:

- BSc Criminology
- BA Criminology and Criminal Justice
- BSc (Hons) Criminology and Psychology

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g., the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

Student Testimonial - Oscar



Throughout my studies of Criminology, I have gained a greater understanding and interest in the minds of criminals as well as the justice system. I chose the course as it seemed interesting to me, and I wanted to deepen my understanding of all factors that could be considered when discussing crime. I enjoy the course as I am fascinated by the different reasoning people have to commit crime and enjoy learning about this. My study of criminology will benefit me in the future as I will be able to use my research, organisation and note making skills that I have gained from studying the subject.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Hanifa A.
University of Hertfordshire
Law

 **SIXTH FORM**
Where are they now?

Stanley M.
Anglia Ruskin University
Law

 **SIXTH FORM**
Where are they now?

Natalie W.
Loughborough University
Criminology

 **SIXTH FORM**
Where are they now?

Arabella C.
University of Greenwich
Criminology

 **SIXTH FORM**
Where are they now?

Kimberley I.
Nottingham Trent University
Law with Psychology

 **SIXTH FORM**
Where are they now?

Kayley L.
University of Hertfordshire
Criminology & Criminal Justice

Digital Media

BTEC Extended Certificate in Digital Media (equivalent to 1 x A Level)

BTEC Diploma in Digital Media (equivalent to 2 x A Level)

BTEC Extended Diploma in Digital Media (equivalent to 3 x A Level)



Course Description

The BTEC Level 3 National in Digital Media is a practical, vocational qualification designed for students interested in creative and technical roles within the media industry. The course covers media representation, pre-production planning, and digital content creation across video, audio, and interactive platforms. Learners gain hands-on experience using industry-standard tools while developing an understanding of media theory and professional practice.

Methods of Assessment

Assessment is a combination of:

- Internally assessed coursework: Practical projects such as media production and responding to briefs.
- Externally assessed tasks: Controlled assessments and written tasks set by the exam board. This mix allows students to demonstrate creativity, technical skills, and theoretical understanding.

Progression

Successful completion of this course provides a pathway to:

- Higher education: Degrees in Media, Film Production, Journalism, Digital Marketing, or related fields.
- Employment: Entry-level roles in media production, advertising, social media management, and digital content creation.
- Apprenticeships: Opportunities in creative and digital industries.

Student Testimonial - Amelia



Taking Media Studies has been one of the most rewarding choices I've made. I've always been fascinated by film, television, and digital culture, but this course helped me understand how media shapes the world around us and how I can be part of that conversation. What I loved most was the freedom to express myself. Whether it was through creating a digital piece of work or analysing existing projects, I felt like my ideas mattered. The support from my teachers and the collaborative atmosphere made learning genuinely enjoyable.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Jack W.
UCFB
Multimedia Sports Journalism

 **SIXTH FORM**
Where are they now?

Jessica B.
Apprenticeship
Digital Marketing

 **SIXTH FORM**
Where are they now?

Kaitlin T.
University of Exeter
Business

 **SIXTH FORM**
Where are they now?

Rory B.
Full Time Employment
Marketing

 **SIXTH FORM**
Where are they now?

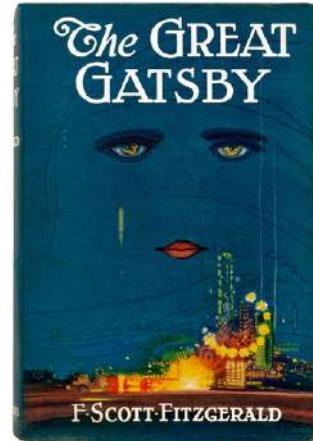
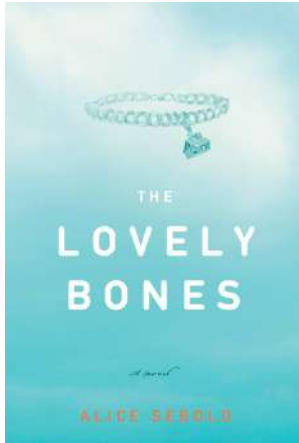
Zack P.
Italia Conti Academy of
Performing Arts
Acting

 **SIXTH FORM**
Where are they now?

Josh C.
UCFB
Multimedia Sports Journalism

English

AQA A Level English Literature and Language



Course Description

English Language and Literature is offered as an A Level course for students interested in reading, writing (both creatively and analytically), and discussing texts. The course includes the study of several works of literature such as *The Lovely Bones*, *The Great Gatsby*, and *Othello*, alongside a themed anthology of non-fiction texts with a focus on language. The syllabus encourages wider reading and develops creative and analytical writing skills through a combination of coursework and examinations. Students also complete a personalised coursework investigation on texts and genres of their choice.

Methods of Assessment

Assessment is a combination of:

- External Examinations (80%) - These include two written papers testing analysis of language, interpretation of literary texts, and comparative essays. Students are assessed on their ability to read critically, analyse language and structure, and respond to unseen texts.
- Coursework (20%) - A personalised investigation where students choose texts and genres of interest. This involves producing a comparative essay or creative writing with commentary, demonstrating independent research and analytical skills.

Progression

A Level English Language and Literature can lead to further study of the subject in Higher Education or support a wide range of courses where strong reading and writing skills are valuable. Careers such as journalism, law, teaching, and many medical fields benefit from effective analysis and writing. Employers also value this qualification highly for the critical thinking, written, and oral communication skills it develops.

Student Testimonial - Bella



Studying English language and literature is incredibly fascinating as it spans far further than the typical essays that you do at GCSE. Instead, students have the opportunity to write descriptive pieces, carry out academic research and writing projects, as well as studying two books of their choice surrounding a theme of their choice. This freedom allows students to develop their independence, branch their writing skills, and become more accustomed to long term projects which would help prepare to similar projects at university such as dissertations in the future.

Class of 2024-25



SIXTH FORM
Where are they now?

Melissa G.
Queen Mary University
English and Drama



SIXTH FORM
Where are they now?

Ruby H.
Swansea University
Education



SIXTH FORM
Where are they now?

Freya B.
Falmouth University
Creative Writing



SIXTH FORM
Where are they now?

Farran R.
University of Exeter
English



SIXTH FORM
Where are they now?

Aiden W.
University of Warwick
History



SIXTH FORM
Where are they now?

Paige W.
Royal Holloway University
Drama & Creative Writing

Geography

Edexcel A Level Geography



Course Description

This is a popular, exciting, and enquiry-based A Level Geography course designed to develop students as active, independent learners. It explores contemporary global issues and challenges, helping students understand their role in the world and preparing them for success at university or in employment. The course is fast-paced and academically rigorous, requiring students to analyse and evaluate sources, make decisions, and develop sustainable solutions. Mathematical and statistical skills are embedded throughout, and progress is monitored regularly.

Methods of Assessment

Assessments take place at the end of Year 13 and include:

- Paper 1 – Dynamic Landscapes and Physical Systems & Sustainability. Written exam, 30% of total A Level.
- Paper 2 – Dynamic Places, Human Systems and Geopolitics. Written exam, 30% of total A Level.
- Paper 3 – Synoptic Investigation of a Contemporary Geographical Issue. Written exam, 20% of total A Level.
- NEA (Coursework) - 20% of total A Level. Students complete an Individual Investigation based on fieldwork. Attendance at residential fieldwork is required, with costs passed on to families.

Progression

This course is a challenging and highly respected advanced qualification. Geography is considered a 'facilitating' subject and is one of the top five subjects most valued by Russell Group universities, regardless of the degree you choose. Its emphasis on investigation, analysis, and contemporary issues develops students as independent learners and critical thinkers, making it ideal preparation for higher education and a wide range of careers.

Student Testimonial - Bethany



Geography is not only academically enriching but also deeply relevant to current real-world issues. This is due to its merging of both scientific and political perspectives. From exploring how natural disasters can be mitigated, such as the 2010 Eyjafjallajökull eruption, to evaluating the role of international organisations and their efforts to create peace and prosperity, geography fosters critical thinking about both the natural world and human influence. One of the most prominent topics is climate change and its impact on smaller indigenous islands. Geography also investigates how daily human activities affect natural processes, offering students insight into the interconnectedness of our planet.

Class of 2024-25



Health and Social Care

OCR Alternative Academic Qualification (AAQ) in Health and Social Care



Course Description

The OCR AAQ in Health and Social Care provides an in-depth understanding of the health, social care, and early years sectors. It combines academic study with practical application, focusing on topics such as promoting quality care, communication, health and safety, anatomy and physiology, and supporting individuals with diverse needs. Students develop skills in research, analysis, and problem-solving while gaining insight into real-world care environments. This qualification is ideal for those interested in careers in health, social care, or related professions.

Methods of Assessment

- Externally assessed units: Written exams covering core topics such as health and safety, anatomy and physiology, and promoting good health.
- Internally assessed coursework: Assignments based on case studies, practical investigations, and applied research.

Progression

This qualification supports progression to:

- Higher Education: Degrees in Nursing, Midwifery, Social Work, Health Studies, Psychology, or related fields.
- Employment: Roles in health and social care settings, including care assistants, support workers, and administrative positions.
- Apprenticeships: Opportunities in health and social care, early years education, and allied health professions.

Student Testimonial - Keisha



Health and Social Care has taught me an incredible range of skills, particularly communication, understanding, and empathy, which I believe will be essential in my future career.

The skills I've developed and the knowledge I've gained are largely thanks to the support I've received over the years from my teacher. They encouraged me to be ambitious and exceed my target grade. This confidence has carried over into my post-18 aspirations, where I hope to apply my Health and Social Care learning to a university course related to the healthcare sector.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Liam S.
University of Nottingham
Population Health Sciences

 **SIXTH FORM**
Where are they now?

Ruby H.
Swansea University
Education

 **SIXTH FORM**
Where are they now?

Megan M.
University of Hertfordshire
Child Nursing

 **SIXTH FORM**
Where are they now?

Muna O.
University of Wolverhampton
Child Nursing

 **SIXTH FORM**
Where are they now?

Ruby-Ann M.
Apprenticeship
Teaching Ass. - Greenside Sch.

 **SIXTH FORM**
Where are they now?

Verona M.
Two Mile Ash University
Primary Teacher Training

History

AQA A Level in History



Course Description

The aims of History A Level are to enable students to:

- Develop and extend their knowledge of key events, periods, and societies in local, British, and world history, appreciating the diversity of human experience.
- Engage in historical enquiry as independent learners and critical thinkers.
- Ask relevant questions about the past, investigate issues critically, and make valid historical claims using a range of sources in context.
- Understand why people, events, and developments have historical significance and how interpretations are constructed.
- Organise and communicate historical knowledge effectively, reaching substantiated conclusions.

Methods of Assessment

Two exams at the end of the second year and one non-exam assessment (NEA):

- Component 1 – Breadth Study Topic: The Tudors 1485–1603
 - Marks: 80 | Format: Written paper, 3 questions | Weight: 40% of total A Level
- Component 2 – Depth Study Topic: Revolution and Dictatorship, Russia 1917–1953
 - Marks: 80 | Format: Written paper, 3 questions | Weight: 40% of total A Level
- Component 3 – Historical Investigation Topic: America 1870–1970
 - Marks: 40 | Format: Non-exam assessment (coursework) | Weight: 20% of total A Level

Progression

It can be especially useful for courses that include elements of history and essay writing like: Archaeology, Economics, Classical Studies, Modern Languages, English, History of Art, Law, Politics, Teaching and Religious Studies.

With the analytical writing, debate, and detective skills, students will have a wide range of career opportunities, such as:

Politics, business, marketing, journalism, teaching, and curation (museums, galleries, archives and libraries).

Student Testimonial - Charlotte



I chose to study History because it provides an insight into the past and helps guide us into the future. As someone who wants to work in politics, I feel that it's fundamental to understand the impacts of different policies and treaties, as this ultimately improves our understanding of current political affairs. I strongly believe that History will always be relevant to the present because it is a catalyst for development in society, it shows how fighting for freedom or diplomatic recognition can take decades. History shows that change can happen because of the power of the people, it can reveal the power of telling the truth.

Class of 2024-25



SIXTH FORM
Where are they now?

Aiden W.
University of Warwick
History



SIXTH FORM
Where are they now?

Eliza L.
University of Portsmouth
Palaeontology



SIXTH FORM
Where are they now?

Madeleine T.
University of Sussex
Anthropology



SIXTH FORM
Where are they now?

Rory B.
Full Time Employment
Marketing



SIXTH FORM
Where are they now?

Stevie-Jean F.
Full-Time Employment
Legal Assistant

Human Biology

OCR Alternative Academic Qualification (AAQ) in Human Biology



Course Description

The OCR AAQ in Human Biology course provides a comprehensive understanding of key biological concepts related to human life, including anatomy, physiology, genetics, and health. Students develop critical thinking and practical skills through experiments and real-world applications. This course is ideal for those interested in healthcare, biomedical sciences, or sports science. Combining theoretical knowledge with hands-on learning, it equips students with the skills needed for further education or careers in biology-related fields.

Methods of Assessment

Unit 1 – Fundamentals of Human Biology

- External Exam

Unit 2 – Health & Disease

- External Exam

Unit 3 – Genetics

- Internal Coursework

Unit 4 – Biomedical Techniques

- Internal Coursework

Unit 5 – Nutrition & Metabolism

- Internal Coursework

Progression

The qualification will equip you with the skills required to be successful in any post-18 route. UCAS recognises the qualification, enabling a student to use this qualification as part of an application to university.

Furthermore, a higher level apprenticeship would be appropriate for someone to build upon the skills learnt in an industry setting.

This course will give you the confidence to enter the world of work in any junior health care position.

Former students of Human Biology qualifications have gone on to study/work in the following: BSc (Hons) Paramedic Science, BSc (Hons) Sports Science, BSc (Hons) Nutrition, BSc (Hons) Child Nursing, GSK, Sports therapy and rehabilitation

Student Testimonial - Vladimir



Human biology is an excellent subject, as it teaches and helps you understand how the body works, from the smallest cells to complex body systems. Furthermore, while studying this subject, I have developed critical thinking, data analysis and scientific writing. Also one of most interesting topics for me, has been learning and writing up the pathogenic progressions of how bacteria, viruses, and other pathogens invade the body, cause infection and how immune system respond to fight off the infections. I look forward to extending on my learning in Human Biology as I apply to study biomedical science at university.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Lily R.
PerkinElmer - GSK
Laboratory Technician

 **SIXTH FORM**
Where are they now?

Megan M.
University of Hertfordshire
Child Nursing

 **SIXTH FORM**
Where are they now?

Nathan O.
Anglia Ruskin University
Psychology

 **SIXTH FORM**
Where are they now?

Max A.
Apprenticeship
Sporting Futures PE Teacher

 **SIXTH FORM**
Where are they now?

Jessica P.
Employment
David Lloyd

 **SIXTH FORM**
Where are they now?

Muna O.
University of Wolverhampton
Child Nursing

Information Technology

OCR Alternative Academic Qualification (AAQ) in Information Technology



Course Description

The OCR AAQ in Information Technology provides students with a strong foundation in digital technologies and their practical applications. The course covers key areas such as data management, cybersecurity, networking, and emerging technologies. Students develop problem-solving, analytical, and technical skills through hands-on projects and real-world scenarios. This qualification is ideal for learners interested in careers in IT support, software development, data analysis, or digital business solutions. It combines theoretical knowledge with practical experience to prepare students for further study or employment in the rapidly evolving tech industry.

Methods of Assessment

- Unit 1 – Fundamentals of IT - External Exam
- Unit 2 – Global Information - External Exam
- Unit 3 – Cyber Security - Internal Coursework
- Unit 4 – IT Technical Support - Internal Coursework
- Unit 5 – Emerging Technologies - Internal Coursework

Progression

This qualification equips students with essential digital skills for success in higher education or employment. UCAS recognises the OCR AAQ, allowing students to use it as part of a university application. It is particularly useful for degree courses in Computer Science, Information Systems, Cybersecurity, and Business IT. Alternatively, students can pursue higher-level apprenticeships in IT support, networking, or software development. Career opportunities include roles such as IT technician, systems analyst, network administrator, and digital project coordinator.

Student Testimonial - Thasiru



My ambition is to work at the intersection of future technology and business innovation. Through my studies in IT, I have developed strong skills in research, analytical thinking, and the strategic application of emerging technologies. These capabilities will be instrumental in driving technological advancements that enhance business efficiency and deliver outstanding outcomes. Additionally, IT has played a key role in shaping my personal growth, fostering resilience and encouraging a more logical, solution-oriented approach to challenges. I am keen to leverage these strengths to contribute meaningfully to the future of business and technology.

Class of 2024-25



SIXTH FORM

Where are they now?



Dylan W.
University of Brighton
Computer Science



SIXTH FORM

Where are they now?



Oscar W.
University of Southampton
Marketing with Placement Year



SIXTH FORM

Where are they now?



Pryan K.
Queen Mary University
Business



SIXTH FORM

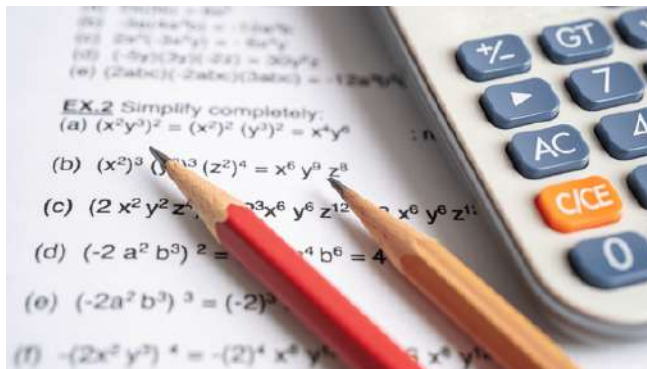
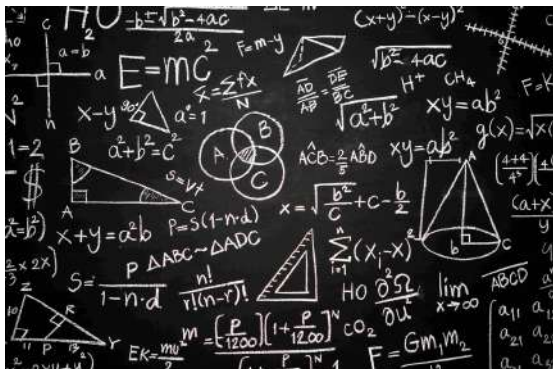
Where are they now?



Jaziah R-L.
Full Time Employment
Hospitality

Maths

Edexcel A Level in Mathematics



Course Description

A-level Maths provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed by studying A-level Maths make sure the qualification is widely respected even in non-mathematical arenas.

The new AS and A-level Maths content is 100% prescribed, containing both pure and applied maths. The applied content for AS and A-level Maths is drawn from statistics and mechanics.

Methods of Assessment

Three papers at the end of Year 13:

- Pure 1
- Pure 2
- Statistics and Mechanics

Progression

A-level Maths provides a broad base for students wishing to go on to study mathematics at university. The course helps students to understand mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study at university. Students will be able to 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. They will use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.

Student Testimonial - Ethan



Through studying A level maths at Barnwell, I have gained confidence in tackling challenging problems in unfamiliar scenarios. I have also been able to contextualise concepts from other STEM subjects through more complex graph plotting. To me, the way that A level maths overlaps many other A levels cements it as a subject which opens the door to many undergraduate courses. For this reason, 12% of sixth form students take A level maths.

Class of 2024-25



SIXTH FORM

Where are they now?



Anisa A.
University of Hertfordshire
Business



SIXTH FORM

Where are they now?



Tyler R.
Cardiff University
Maths



SIXTH FORM

Where are they now?



Ardi J.
University of Warwick
Engineering



SIXTH FORM

Where are they now?



Oliver I-T.
University of Hertfordshire
Astrophysics



SIXTH FORM

Where are they now?



Shahzaib B.
Apprenticeship
Finance



SIXTH FORM

Where are they now?



Blu A.
University of Brighton
Mechanical Engineering

Music Technology

BTEC Diploma in Music Technology (equivalent to 2 x A Level)

BTEC Extended Diploma in Music Technology (equivalent to 3 x A Level)



Course Description

Students will experience a variety of music production technologies, and will evaluate music recording and performance styles and techniques, compose their own ideas and study professional works and various industry professionals. Although most of the course is practical students will be required to undertake theory tasks to underpin their studies.

Students complete four core units on Music Production Techniques and the Sound and Music Industry which includes computer and microphone techniques, in addition to working with artists in the music industry and key ideas they may use.

In addition to these modules students study six specialist units including:

- Sequencing Systems and Techniques
- Sound Creation and Manipulation
- Live Sound Techniques
- Audio Engineering Principles
- Composing Music
- Concert Production and Staging and Planning and Delivering a Music Production

Methods of Assessment

In the first year, students complete two core units on Live Sound and Studio Recording Techniques, along with three specialist units: Remixing and Reworking, DJ Skills, and Creative Synthesis and Sampling. They also take one externally assessed unit.

In the second year, students complete four additional modules and another externally assessed unit.

Progression

Students who have taken this course at Barnwell have gone onto prestigious Contemporary Music universities to study Audio Production, Music Technology, Songwriting and Music Business, working at the same establishment as artists such as James Bay and George Ezra among others.

We have also regularly been placed in the top 4% nationally for our performance in this subject.

Student Testimonial - Noah



In my experience, music technology is an incredibly captivating subject that does an amazing job at throwing you into what life is really like in the music industry. For example, the first unit studied in the course is developing effective studio skills. This required me to learn how to achieve a professional grade recording while overcoming challenges along the way. The tasks set were fascinating and helped to develop both my skills in problem solving and teamwork. I have loved the hands on teaching style taken, heavily focusing on practical work. This is why I personally believe that this subject is a perfect tool in developing industry level skills to help progress first to university and then further into the industry.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Joseph E.
University of Huddersfield
Sound Engineering

 **SIXTH FORM**
Where are they now?

Alfie M.
University of Bedfordshire
Music Technology

 **SIXTH FORM**
Where are they now?

George F.
BIIM Institute University
Music Production

 **SIXTH FORM**
Where are they now?

Demi-Mae S.
Degree Apprenticeship
Sports Business Management

Performing Arts - Acting

*RSL Level 3 Diploma in Creative and Performing Arts: **Acting Pathway***



Course Description

The RSL (Rockschool Ltd) Level 3 Diploma in Creative and Performing Arts – Acting Pathway is a nationally recognised, performance-based qualification. It offers a practical route into drama school, university, or careers in the performing arts industry. This diploma is more than a qualification - it's a launchpad for creative futures. It nurtures talent, builds confidence, and prepares students for the exciting world of performance.

Methods of Assessment

There are two core units, one is externally marked, and one is internally marked. All optional units are marked by staff and then moderated by an external moderator.

- CAPA 304E - (Core unit) Performance Preparation (worth 30 credits and is the external unit)
- CAPA 306 - (Core unit) Planning for a Career in the Creative and Performing Arts (worth 15 credits and is the internal unit)
- CAPA 307 - (Optional unit) Acting for the Camera (15 credits)
- CAPA 310 - (Optional unit) Approaches to Acting (15 credits)
- CAPA 311 - (Optional unit) Audition Techniques - Acting (15 credits)
- CAPA 313 - (Optional unit) Contemporary Theatre (15 credits)
- CAPA 320 - (Optional unit) Vocal Techniques - Acting (15 credits)

Progression

Students can progress from this qualification to:

- Drama schools and university courses that relate directly to acting, drama, and theatre.
- University courses that benefit from skills acquired in this Extended Diploma, such as law, human resources, and people management.
- Employment where people skills are essential, for example management, retail, nursing, industry, and business environments.
- Employment where time management, confidence, collaboration, and meeting deadlines are desirable.

Who is it for?

This course is ideal for students who:

- Are passionate about acting and theatre
- Want to develop performance skills for stage or screen
- Aim to study drama or performing arts at higher education
- Seek a career in acting, directing, or the wider creative industries

Class of 2024-25



Performing Arts - Dance

*RSL Diploma in Creative and Performing Arts - **Dance Pathway***



Course Description

The Level 3 Diploma in Creative and Performing Arts provides learners with skills, knowledge, and understanding for entry into employment in the creative and performing arts industries or progression to further study at a higher level. The qualification offers practical, structured learning with flexibility to specialise in disciplines relevant to current industry requirements and students' strengths as dancers and performers.

It is an incredibly practical course with many opportunities to tailor the units offered to the cohort's strengths as dancers.

Methods of Assessment

Students will study seven units over the course duration, with two compulsory (core) units. Examples of units currently studied include:

- Unit 329 — Dance Technique & Performance
- Unit 331 — Ensemble Dance Performance
- Unit 334 — Leading Dance
- Unit 335 — Repertory Dance Performance
- Unit 324 — Choreography
- Unit 304 — Performance Preparation (External Core)
- Unit 306 — Planning for a Career in the Performing Arts (Core)

All units except Unit 304 are internally assessed by the course teacher. Unit 304 is externally assessed, with the assignment brief published by RSL and student work sent to RSL examiners for assessment.

Progression

This course is ideal for students passionate about dance and performance. It supports progression to degrees in Dance or Performing Arts at university or private training institutions. The vocational nature of the course ensures practical experience while developing transferable skills such as creativity, self-discipline, body awareness, teamwork, evaluation, communication, confidence, and analytical skills - essential for many career pathways.

Student Testimonial - Harry



Dance and the Performing Arts have always been a passion of mine and I have engaged with dance since primary school. Continuing my studies with A-Level Dance here has immensely helped me improve my confidence, not only on stage but also my confidence in other dance styles in which I don't typically do, like street dance and musical theatre. This course and my teachers have supported me in being pushed out of my comfort zone. My time on this course has further raised my aspiration to pursue dance at higher education, and I feel excited and well-prepared for it.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Megan M.
University of Hertfordshire
Child Nursing

 **SIXTH FORM**
Where are they now?

Ella K.
University of Hertfordshire
Primary Education

 **SIXTH FORM**
Where are they now?

Tia G.
Anglia Ruskin University
Crime & Investigative Studies

 **SIXTH FORM**
Where are they now?

Demi-Mae S.
Degree Apprenticeship
Sports Business Management

 **SIXTH FORM**
Where are they now?

Ashleigh H.
University of Cumbria
Geography

 **SIXTH FORM**
Where are they now?

Kimberleigh E.
UCFB
Multimedia Sports Journalism

Performing Arts - Musical Theatre

*BTEC Extended Certificate in Performing Arts - **Musical Theatre***



Course Description

This exciting and dynamic course is designed for students who are passionate about musical theatre and want to develop their skills in acting, singing, and dancing. Through practical workshops, performances, and theoretical study, learners explore a range of musical theatre styles, practitioners, and performance techniques. The course encourages creativity, collaboration, and confidence, preparing students for further study or work in the performing arts industry.

Students will engage in:

- Practical performance projects
- Vocal and movement training
- Script and score analysis
- Industry-focused workshops
- Live performance opportunities

Methods of Assessment

Assessment is primarily through coursework and practical performance. Students are assessed on:

- Rehearsal and performance work
- Written reflections and evaluations
- Research and analysis of musical theatre styles and practitioners
- Group projects and individual contributions

There are no formal written exams; instead, students compile a portfolio of evidence demonstrating their skills, knowledge, and development throughout the course.

Progression

Successful completion of the BTEC Performing Arts (Musical Theatre) course can lead to:

- Higher education courses such as BA (Hons) in Musical Theatre, Performing Arts, Drama, or Dance
- Drama schools and conservatoires
- Apprenticeships in the creative industries
- Employment in theatre, television, education, or community arts
- Roles such as performer, choreographer, director, or arts administrator

Physics

AQA A Level in Physics



Course Description

The course is split up into 8 main units of study. These include particles and radiation, waves, mechanics and materials, electricity, thermal physics, fields and their consequences and nuclear physics. For example, in particles and radiation students will have the opportunity to learn sub-atomic particles, beyond electrons, protons and neutrons. They learn how matter can have a wave-particle duality. The final unit of study is one of 4 options ranging from Astrophysics to Turning points in physics. Each module contains approximately several sub-topics that students study throughout the two years and are assessed in. Students are taught the concepts through varied activities and are encouraged to become independent learners and critical thinkers. They will build on their knowledge of Physics from GCSE and their scientific skills such as analysis and evaluation.

Methods of Assessment

Three exams at the end of Year 13, 2 hours long. Paper 1 and 2 have a total of 85 marks each and Paper 3 has a total of 80 marks. Specific concepts to be examined on different papers.

CPAC Assessment - Students work towards their certificate of practical competency by carrying out a minimum of 12 practical activities as advised by the examination. This is assessed by their teacher and will demonstrate their ability to carry out scientific practical skills.

Progression

Physics is especially helpful for jobs that involve building things and developing new technologies, including engineering, astronomy, robotics, renewable energies, computer science, communication, space exploration, sports and game technology, research and nanotechnology.

Physics A-level is usually required for degree courses in engineering (general, aeronautical, civil, electrical, mechanical) and physics. It is often recommended or useful for biochemistry, medicine, dentistry, nursing, architecture, materials science, sports science, surveying, psychology and teaching.

Student Testimonial - Riley



Physics has always deeply fascinated me, being able to understand why things are the way they are with our ever-expanding knowledge of the world around us. It encompasses everything on a scale starting from the smallest subatomic particles to the entire universe and beyond. I enjoy the complex problem solving of physics and the eureka moment when you finally understand why something works the way it does. Pursuing physics will support me in achieving my dream job of becoming an aerospace engineer helping apply my newfound understanding into aircraft design.

Class of 2024-25



SIXTH FORM
Where are they now?

Oliver I-T.
University of Hertfordshire
Astrophysics



SIXTH FORM
Where are they now?

Ardi J.
University of Warwick
Engineering



SIXTH FORM
Where are they now?

Tyler R.
Cardiff University
Maths



SIXTH FORM
Where are they now?

Blu A.
University of Brighton
Mechanical Engineering



SIXTH FORM
Where are they now?

Joseph E.
University of Huddersfield
Sound Engineering

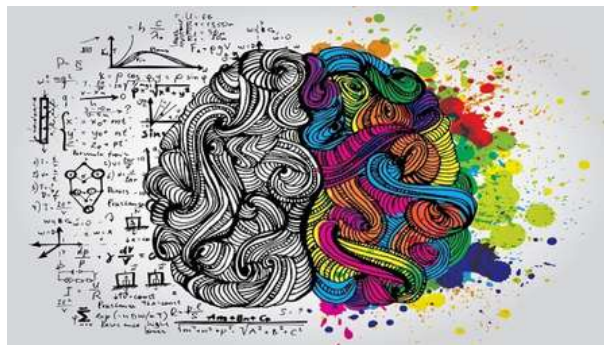


SIXTH FORM
Where are they now?

Anisa A.
University of Hertfordshire
Business

Psychology

OCR A Level in Psychology



Course Description

Psychology is the scientific study of behaviour and the mind. It offers a unique educational experience that develops a distinctive and broad set of skills. It's located in scientific method and allows scope for extensive evaluation from a range of perspectives.

The specification provides students with the exciting opportunity to gain a deeper understanding of psychology. They will have the opportunity to develop a wide-ranging set of key skills, including being able to communicate effectively using appropriate language, to interpret and critically assess scientific data, and to research and critically evaluate a range of sources. The acquisition of such a diverse range of skills will be of great benefit in further education, the workplace and society in general.

The course is made up of 3 assessments:

- Component 1 — Research Methods
- Component 2 — Psychological Themes
- Component 3 — Applied Psychology

Methods of Assessment

3 exams at the end of the second year

- Research Methods (01) – 90 marks, written paper, 2 hours, 30% of total A level
- Psychological Themes through core studies (02) – 105 marks, written paper, 2 hours, 35% of total A level
- Applied Psychology (03) – 105 marks, written paper, 2 hours, 35% of total A level

Progression

Throughout the course of study, learners are encouraged to develop an awareness of the role of psychology in society and its applications to many situations. The qualification is suitable for learners intending to pursue any career in which an understanding of human behaviour is needed. It is also suitable for further study in social sciences or as part of a course of general education.

There is an emphasis on research skills and enquiry in order to enable the learner to progress into higher levels of education. The specification therefore provides a suitable foundation for the study of psychology and/or related courses in Higher Education.

Student Testimonial - Amy



I'm drawn to psychology because it offers insights into the human experience. It's fascinating to explore the complexities of the mind and behaviour, from understanding cognitive processes to unravelling the complexities of mental health. Psychology provides practical tools to improve lives, whether by helping individuals overcome challenges or by enhancing well-being. I'm eager to apply psychological principles to real-world problems, fostering empathy and promoting positive change. The ability to understand and connect with others on a deeper level makes psychology not just a field of study, but a pathway to making a meaningful difference.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Miruna A.
University of Bedfordshire
Psychology

 **SIXTH FORM**
Where are they now?

Cameron B.
Loughborough University
Psychology

 **SIXTH FORM**
Where are they now?

Natalie W.
Loughborough University
Criminology

 **SIXTH FORM**
Where are they now?

Nathan O.
Anglia Ruskin University
Psychology

 **SIXTH FORM**
Where are they now?

Aimee B.
University of Hertfordshire
Psychology

 **SIXTH FORM**
Where are they now?

Kimberley I.
Nottingham Trent University
Law with Psychology

Sport

CTEC Extended Certificate in Sport & Physical Activity (1 x A Level)

CTEC Diploma in Sport & Physical Activity (2 x A Levels)

CTEC Extended Diploma in Sport & Physical Activity (3 x A Levels)



Course Description

The Cambridge Technical in Sport and Physical Activity prepares students for higher education or employment by developing practical skills and theoretical knowledge demanded by universities and employers. Learners gain professional and social skills through interaction with performers, clients, and team members, alongside understanding inclusivity and the benefits of sport across all age groups. The course emphasises safe and effective working practices to prevent harm and injury. Students on the extended diploma route also explore how businesses and organisations operate within the sports sector, giving them a broader understanding of career opportunities.

Methods of Assessment

The majority of the qualification content will be internally assessed through centre-set assignments. External assessment in this qualification involves written examinations including case studies and scenarios related to the sport and physical activity sector, which students will need to apply their knowledge and understanding to. External assessment will be set and marked by OCR; there will be two opportunities for students to take them, in January and June, so we can decide when they are ready to take their assessment.

Progression

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 help students develop clear ideas about career paths and progression routes. Sports coaching and personal training have become major industries, and this course provides a suitable qualification for these roles. OCR Cambridge Technical Level 3 qualifications are recognised by higher education institutions and provide a foundation for students to progress to sport and physical activity-based degrees at university.

Student Testimonial - Natasha



I chose to study sport in Sixth Form because I've always been passionate about physical activity, health, and understanding how the body works. I enjoy learning about sports performance, teamwork, and the psychology behind motivation and success. Sport allows me to combine theory with practical skills, which keeps my studies engaging and active. Choosing sport also comes with supportive teachers having such supportive teachers has made a significant difference in my confidence and overall progress in the subject.

Class of 2024-25

 **SIXTH FORM**
Where are they now?

Demi-Mae S.
Degree Apprenticeship
Sports Business Management

 **SIXTH FORM**
Where are they now?

Kimberleigh E.
UCFB
Multimedia Sports Journalism

 **SIXTH FORM**
Where are they now?

Jack W.
Apprenticeship
Sports Coaching

 **SIXTH FORM**
Where are they now?

Jack W.
UCFB
Multimedia Sports Journalism

 **SIXTH FORM**
Where are they now?

Max H.
Full Time Employment
Stunt Performer

 **SIXTH FORM**
Where are they now?

Josh C.
UCFB
Multimedia Sports Journalism

Alumni



SIXTH FORM Barnwell School



My job involves working with refugees and asylum seekers. After completing my undergraduate degree in 2020, I moved abroad to work as a field assistant in refugee camps across Greece, and I later applied to study a Master's to build upon this experience. I was accepted into Oxford, where I studied international law, economics, anthropology, ethics & politics all in the context of Refugee Studies. I now work for a non-profit in London, supporting UK-based refugee entrepreneurs to start their own businesses and thrive through the power of their own ideas.
Jill Gardener (Class of 2013)



@barnwell6thform

A Levels: Theatre Studies, Geography, English Lit & Biology
Degree: Refugee & Forced Migration Studies MSc - University of Oxford
Career: Community Facilitator



SIXTH FORM Barnwell School



As a strategy consultant, I work with leaders from global organisations to develop strategic solutions that help achieve their long-term goals. It's a challenging and rewarding role that requires creativity, analytical thinking and effective collaboration in a fast-paced and dynamic environment. I am passionate about being involved in initiatives that leverage innovative technologies, improve customer experiences and make a positive impact on the planet.

Amar Parmer (Class of 2014)



@barnwell6thform

A Levels: Maths, Further Maths, Biology, Chemistry & Physics
Degree: Mathematics BSc (hons), Kings College London
Career: Strategy Senior Consultant, Deloitte



SIXTH FORM Barnwell School



I am an Audit and Accountancy Manager at an accountancy firm in Royston. I take charge of financial information and tax issues for companies of all sizes to ensure that they are compliant with their financial reporting obligations, as well as completing ad hoc tasks.
Wesley Chan (Class of 2015)



@barnwell6thform

A Levels: Maths, Chemistry & Physics
Degree: Accounting & Finance BSc (hons), Coventry University
Career: Accountant, Hardcastle Burton LLP



SIXTH FORM Barnwell School



My responsibilities include carrying out comprehensive cognitive assessments on patients experiencing memory impairment, and investigating the factors which could be causing the cognitive decline. I liaise with services in the area to organise brain scans, raise safeguarding issues, request medication reviews or blood tests, and organise social care referrals if needed. It's an interesting, varied and very rewarding role!

Shae Field (Class of 2017)



@barnwell6thform

A Levels: Psychology, History, English & Media Studies
Degree: Social Neuroscience MSc, University College London (UCL)
Career: Assistant Psychologist, Specialist Memory Service, NHS

Alumni



SIXTH FORM Barnwell School



After my studies I started a PhD in Material Science I now work for Scott Bader and I am an R&D lead for 3D printing resins in Dental & Medical applications. In the future I hope to start my own research group/business and retire early!

Dr Ben Bowles (Class of 2003)

A Levels: Maths, Further Maths, Chemistry & Physics

Degree: PhD in Advanced Therapeutics and Nano Medicine, University College London

Career: Polymer Chemist - 3D

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SIXTH FORM Barnwell School



I work as a Senior Aquatic Ecologist at an engineering company called Jacobs. As part of my role I use my knowledge of riverine and marine ecology to monitor and assess the potential impact of infrastructure projects on the environment.

Alice Wren (Class of 2014)

A Levels: Biology, Maths and Geography

Degree: Marine Biology BSc (Hons), Swansea University

Career: Senior Aquatic Ecologist, Jacobs Engineering



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SIXTH FORM Barnwell School



I take charge of the renewables part of building projects, designing systems to make new buildings zero emissions. I project manage systems I design and advise on cost and provide final specifications for buildings and attend site surveys to obtain technical data. I work alongside property development companies, architects and ME contractors to ensure projects are completed on-time. My job involves frequent travel. I train new staff, work on business development and generally have a lot of fun!

Rob Stevens (Class of 2015)

A Levels: English Literature, Sociology, Physics and Drama

Degree: Aeronautical Engineering BEng (hons), University of South Wales

Career: Renewables Technical Consultant, Spire Renewables.



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SIXTH FORM Barnwell School



I work as a IT Systems Administrator at EMH Technology Ltd providing IT support to 80+ external clients. This involves answering calls, chats and emails from clients, troubleshooting their day to day issues and resolving them as quick as possible.

Jessica Salmon (Class of 2019)

A Levels: Law, Information Technology, Business Studies

Degree: Information Technology BSc (hons), University of Hertfordshire

Career: IT Systems Administrator, EMH Technology Ltd



@barnwell6thform

Alumni



SIXTH FORM Barnwell School



There was no doubt in my mind that all I ever wanted to do was perform, and after graduating theatre college I was lucky enough to get my first job working with 'DISNEY' at 18. I have since been cruising the world performing in musicals such as 'FOOTLOOSE' and 'SIX' travelling the Caribbean, Alaska and New Zealand. I also had the joy of playing 'Electra' in the International tour of 'CATS' touring South Korea and Taiwan. I can not wait to continue my adventures!

Sophie-Rose Middleton (Class of 2016)

A Levels: Drama, Music & Art Photography

Post 18 Studies: Emil Dale Academy of Performing Arts

Career: Musical Theatre Performer



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SIXTH FORM Barnwell School



I am co-founder of Cyrexstudios, a sound design + game development company. My co-founder is my friend from Barnwell, so we work really well together. Our current project is for a charity; their brief is to design an app for students in Special Needs Schools. We are creating the coding, animation and sound effects from scratch. In the future I hope to become a Sound Designer in the computer games industry.

Nathan Gibson (Class of 2017)

A Levels: Music Technology, Product Design & EPQ

Degree: Music Production BSc (Hons), ACM London

Career: Freelance Sound Engineer



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SIXTH FORM Barnwell School



Working within the Housing & Health team at Building Research Establishment. I liaise with local authorities to provide insights through data driven services and statistical models to improve poor housing, tackle fuel poverty and target energy improvements.

Michael Grigson MinstP (Class of 2014)

A Levels: Physics, Maths, Chemistry & Biology

Degree: Computer Science with Artificial Intelligence MSc, Keele University

Career: Senior Consultant Data Analyst, Building Research Establishment (BRE)



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SIXTH FORM Barnwell School



During my later years at Barnwell I found a passion for physical health and this led me to starting my career with David Lloyd. During my years as David Lloyd I have progressed to Sales & Marketing Manager. In the role have to be face of the company, behind the scenes I strategically look for ways to drive our business forward. This involves a lot of maths which is crazy because I did not enjoy maths at school!

Ashton Marshall (Class of 2014)

A Levels: Drama & Theatre Studies, Performing Arts, Dance

Post 18: Full-time Employment

Career: Sales & Marketing Manager, David Lloyd Leisure



@barnwell6thform

Alumni



SIXTH FORM Barnwell School



I am currently employed as a Laboratory Technician with PerkinElmer, a leading provider of analytical services and solutions, working on-site at GSK. My primary responsibilities involve maintaining a safe, efficient and compliant laboratory environment. This includes performing routine calibration and maintenance of key laboratory instruments such as pH meters, analytical balances, Karl Fischer ovens and volumetric titrators. I also manage the inventory and procurement of chemical solvents and consumables as well as the upkeep and clearing of laboratory equipment.

Lily Rose (Class of 2025)

A Levels: Maths, Chemistry & Human Biology

Career: Laboratory Technician – PerkinElmer - GSK



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SIXTH FORM Barnwell School



I am a Money Mindset Expert, Certified Financial Coach, and Financial Wellbeing speaker & educator, teaching people about finances in a fun, jargon-free, judgement-free way. My achievements include being nominated by the British Bank Awards for Online Financial Influencer Of The Year 2022 and 2023. I also have featured on popular radio and TV stations including BBC News London.

Laura Ann Moore (Class of 2012)

A Levels: English Literature, Sociology, Drama & Theatre Studies, Psychology

Post 18 Studies: Financial Coaching Certification

Career: Money & Mindset Coach, Financial Wellbeing Speaker, Mind Money Soul Podcast host



@barnwell6thform



SIXTH FORM Barnwell School



After sixth form, I became a personal trainer before pursuing a degree apprenticeship in sales and business development at MBDA. I'm now an Export Bid Manager, leading international air campaigns and managing multi-billion-pound bids. My role involves global travel, contract negotiation, and stakeholder engagement. For the future, I aim to become a commercial executive, complete my degree and chartership, and proudly raise my daughter.

Sophie Hindle (Class of 2020)

A Levels: Extended Diploma In Sports Studies

Career: Sales & Business Development Export Bid Manager - MBDA



@barnwell6thform



SIXTH FORM Barnwell School



When I left Barnwell, I went to Nottingham Trent University to study Animal Biology. However, after 1 year I realised it was not for me. I made the tough decision to withdraw from university and pursue my passion for travel by training to become a member of air cabin crew. Since then, I have travelled the world and become a Cabin manager. I could not be happier with the decision I made!

Beth Knowles (Class of 2013)

A Levels: Applied Science & Sport studies

Post-18 Studies: Cabin Crew Training, Easy Jet

Career: Cabin Crew Manager, EasyJet



@barnwell6thform



BARNWELL SIXTH FORM