

Post 16  
2019/2020



Diverse Academies  
Learning Partnership



# Welcome to Walton's Post 16 experience



I am delighted that you are considering Walton Post 16 as a potential place to spend the next stage of your education. I am confident that you will have a challenging and hugely positive experience and enjoy excellent outcomes.

Our most recent results demonstrate that we have the expertise to allow all students to fulfil their potential and achieve their dreams. We strive to be the best Sixth Form in the area and are committed to continually improving our offer and the quality of our whole Sixth Form provision.

Our excellent ethos is underpinned by our whole school values of 'Excellence, Courage, Commitment and Ownership'. We consider these to be integral to our students' success and wellbeing. Alongside a commitment to academic excellence, students are expected and encouraged to become fully involved in the life of the Sixth Form. Developing character is hugely important to us too, we want our students to be strong of mind, will and heart and we offer a wide range of enrichment opportunities to ensure this happens.

Our personalised approach and rich curricular and extra-curricular offer make Walton a supportive and very positive place to learn. We really hope you choose to study with us and look forward to welcoming you to Sixth Form.

**Will Teece**  
Head of School



A warm Walton welcome. It is my pleasure to lead Post 16 and I am delighted that you are considering further education with us. We offer a wide range of courses including A Levels and BTEC Level 3 subjects.

Students at Walton Post 16 enjoy a vast array of leadership opportunities including Student Subject Leaders, Post 16 Committee and Student Academic Mentors. In addition there are many extra-curricular clubs and activities on offer.

We offer a bespoke programme of advice and guidance to inform students about future pathways including higher education and apprenticeships. In addition, our Careers Officer is available for one-to-one appointments with students to help them select appropriate pathways.

Our dedicated Post 16 team is relentless in ensuring an effective climate for learning to make sure that all students reach their full potential.

We look forward to welcoming you at our Open Evening or for one of our Post 16 'Talk and Tour' events.

**Jenny Sharp**  
Assistant Principal Post 16



# Why Walton?

Choosing the right place for Post 16 study is an important decision. The experience at Post 16 shapes a young person's future prospects, whether that be in getting a place on a chosen university course, securing an apprenticeship or preparing for a future career.

By choosing Walton, students are challenged and stretched to achieve the best possible academic results to set them on the right path for the future. Just as importantly, they are supported to develop as individuals – to achieve their ambitions and to expand their horizons. The Walton Post 16 student is encouraged to shine throughout their time in Sixth Form and to leave as a confident, resilient and motivated individual. The Walton Post 16 student is prepared for life ahead, wherever that may lead.

### Life at Walton

Life in Walton Sixth Form offers an exciting, vibrant place of study. Post 16 students join a lively community, located within Walton's dedicated Post 16 Centre. This allows students a greater level of independence and freedom in their studies, preparing them for the transition to university or the world of work.

### Student Life

At Walton Post 16 we have high standards both in and outside of the classroom. This is reinforced with our Post 16 Smart Dress Code that requires students to wear clothes suitable for a business environment.

We have a dedicated Post 16 Tutor team and a Progress Mentor. Our fantastic team of Post 16 Form Tutors carry out our bespoke pastoral programme over the academic year. This includes folder checks and individual mentoring sessions to ensure all students are on track. We offer a series of Life Skills days which provide a plethora of opportunities for students to learn about university life, UCAS apprenticeships, careers guidance and motivational masterclasses by external speakers.

The leadership opportunities are diverse and far reaching. We have students working in partnership with KS4 students as 1:1 mentors, Student Subject Leaders across every faculty, STEM Ambassadors, Performing Arts Leaders, Post 16 Journalist team, Charities Committee members, Post 16 Leadership Committee and Principal Students. Our students are able to access a vast array of enrichment activities. In addition our study rooms are open for students to complete work after school every day.



“ The Walton Post 16 student is prepared for life ahead, wherever that may lead. ”



## ENRICHMENT

“ I chose Walton because the academy offered me a very good opportunity to further my skills and academic knowledge. ”

Extra-curricular opportunities are an important and significant area of learning as they provide students with new and challenging experiences. These opportunities allow students to develop new skills, take risks, experiment with new experiences and consequently grow in self-confidence.

Walton Post 16 provides students with a broad range of enrichment opportunities to support their learning and help develop life skills.

A range of enrichment opportunities will be given to students and will include: supporting students in the lower school as mentors, working within departments or with students in tutor groups, theatre visits, sporting events, visits abroad and a debating society. All Year 12 students will go on a week's work experience in July.

Students will be required to research and set up placements (with guidance). This is a fantastic way for students to gain experience in the workplace and to support applications for their chosen apprenticeship or university.

Walton Post 16 has a long tradition of excellence at the Fashion Academy, with many students winning numerous awards for their designs.

Walton's Performing Arts Faculty offer a wide range of opportunities for Post 16 students to participate including numerous productions both locally and nationally.

Walton Post 16 is passionate about offering STEM enrichment opportunities to students throughout their courses, working in partnership with the Ogden Trust and Supporting Physics Teaching Network.

### Enhancing your experience at Walton

Extra-curricular and enrichment opportunities:

- | Principal Student and Deputy Principal Student
- | Post 16 Leadership Team
- | Post 16 Journalist Team
- | Post 16 Debating Society
- | Form Leaders and Deputies
- | Mental Health Ambassadors
- | Performing in Drama, Dance and Musical Theatre productions
- | Subject Leaders
- | Chemistry Clubs Year 12 & Year 13
- | Physics lectures in London
- | Art enrichment visit to London, Sheffield and Harlaxton Manor
- | Newton Lecture at RAF Cranwell
- | Interview practice and CV writing workshops
- | Fitness and relaxation boot camp
- | Revision and exam preparation skills
- | Crest Awards
- | Ogden Scholarship
- | Isaac Physics Boot Camp
- | The Walton Lectures



## UNRIVALLED FACILITIES

Walton's purpose-built Post 16 Centre provides a modern and welcoming hub for sixth formers.

“ I came to Walton because it was a great opportunity to study Performing Arts. The teaching is outstanding and everyone is very supportive. ”



In addition to tutorial rooms, students have access to group and individual study and breakout areas, fully equipped ICT suites and laboratories and a Post 16 common room – perfect for relaxation and socialising with other students. Refreshments and snacks can also be accessed within the centre.

The Post 16 learning environment also offers Walton students access to additional unrivalled facilities – the majority of which cannot be found at other Post 16 centres:

- | Visual arts spaces for painting, textiles and drawing
- | Photographic studio with purpose-built dark room
- | Dance studio
- | Theatre with auditorium seating plus backstage lighting, camera and sound console

Recently refurbished Maths and Science suites are located next to the Post 16 centre for ease and convenience.



# Our Post 16 staff

I am delighted to be part of the Post 16 staff and I am looking forward to helping you all to develop your knowledge, skills and experience to help you achieve whilst at Walton and beyond.

We are dedicated to ensuring academic and vocational excellence, and as Assistant Head of Post 16, I will be driving forward scholastic excellence in order to ensure that you get the best out of your Post 16 experience.

Walton Post 16 offers a range of pathways and excellent careers guidance in order to ensure that you leave with the most suitable qualifications and work experience. At Walton we care about your bespoke needs and have an exceptional student support provision to guide you through your Walton experience. Your success is our main priority.

I look forward to meeting you in September and welcoming you to Walton Post 16.



**Fran Gilbert**  
Deputy Post 16 & Post 16 Tutor



### Staff List

- Mrs Jenny Sharp, *Assistant Principal*
- Miss Frances Gilbert,  
*Deputy Post 16 & Post 16 Tutor*
- Mrs Aileen Pearce,  
*Progress Mentor Post 16, DDSL & Post 16 Tutor*
- Mrs Jane Etherington, *Careers Advisor*
- Miss Rachel Hare, *Post 16 Tutor*
- Mrs Carly McKeown, *Post 16 Tutor*
- Mrs Helen Fielding, *Post 16 Tutor*
- Miss Janey Orum, *Post 16 Tutor*
- Mrs Lana Stow, *Post 16 Tutor*
- Miss Lynsay Volley, *Post 16 Tutor*
- Mrs Catherine Hanks, *Post 16 Tutor*
- Miss Abbie Scarborough, *Post 16 Administrator*





# POST 16 COURSES

Walton provides both A Level and BTEC courses, enabling students to tailor their course to suit their academic and vocational aspirations.

Options pathway

The following table shows the options for Post 16 study at Walton based on predicted GCSE grades.

Pathway Programme	Predicted GCSE grades	Description	Possible Destinations
INDIGO	Mainly 8s and 9s	3 A Levels <ul style="list-style-type: none"><li>Applications for Medicine/Veterinary/Dentistry OR Oxbridge OR Russell Group University Courses require at least two "traditional" subjects: Mathematics and Further Mathematics; English Literature; Physics; Biology; Chemistry; Geography; History; Modern Foreign Language</li><li>See <a href="http://www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf">www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf</a> for the full informed choices booklet</li></ul>	Med/Vet/Dent Oxbridge Russell Group University University Degree Higher Apprenticeship
PURPLE	Mainly 7s and some 6s	3 A Levels	University Degree Higher Apprenticeship
COBALT	Mainly 5s and above	3 or 4 courses. A combination of 3 BTECs and one AS Level to continue onto 3 courses in Y13	University Degree Higher Apprenticeship
TEAL	Mainly 5s	3 BTEC courses. Must include GCSE Resit in English and/or Maths if less than grade 5	University Foundation Degree Advanced Apprenticeship

9	8.6	8.3	8	7.6	7	6.6	6	5.6	5.3	4.6
All 9 GCSE Grades	Mostly 9 GCSE Grades	Mostly 8&9 GCSE Grades	Mostly 8 GCSE Grades	Mostly 7&8 GCSE Grades	Mostly 7 GCSE Grades	Mostly 6&7 GCSE Grades	Mostly 6 GCSE Grades	Mostly 5&6 GCSE Grades	All 5s GCSE Grades	Mostly 5s GCSE Grades





### Why choose this subject?

Students studying Applied Science have an opportunity to learn independently, carry out active research and develop communication skills by delivering presentations and being active group members. Learners can also benefit from opportunities by selecting areas of interest for detailed study. By the end of the course students will be confident in reading scientific and technical texts, writing effectively, showing analytical skills and will be confident and proficient in a variety of practical scenarios – all skills which can be brought forward for use at university or in the workplace.

### How will this subject be delivered?

- There are three mandatory units:
- Unit 1: Principles and Applications of Science
  - Unit 2: Practical Scientific Procedures and Techniques
  - Unit 3: Science Investigation Skills
- In Year 13 learners can choose from a range of optional units from the following strand:
- Biomedical Science**  
Physiology, Microbiology and Diseases and Infections.

### How is it assessed?

There are a number of different types of assessment throughout the course:

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. Some external assessments include a period of preparation using set information.

There are six units in total over the course of two years, of which three are mandatory (two of these are externally assessed) and three optional units. Content (67%); External assessment (33%).

### Subject specific entry requirements

- A minimum of two grade 5's in GCSE Combined Science and grade 5 in Mathematics.
- Progression**  
Students can progress to a variety of destinations, including:
- University to study a Science related degree such as Chemistry with Analytical Science, Forensic Science, Biomedical Science, Bioveterinary Science
  - Higher apprenticeship – Higher National Diploma (HND) in Applied Science
  - The workplace – such as training to become a laboratory technician
- Additional costs relating to this course**
- Stationery.
  - Occasionally students may also be required to contribute towards the cost of a trip.

### Why choose this subject?

Students will learn how to express thoughts and ideas through the skilful manipulation of materials. They will explore art concepts through a variety of media and formats including painting, printmaking, textiles, photography and digital media. Students will be able to specialise in Fine Art or Textiles.

### How will this subject be delivered?

- Year 12**  
Year 12 is dedicated to developing a range of skills and building the confidence to experiment and take risks. Students will explore the work of a range of artists and develop their own themes and projects. They will also work in a variety of techniques and media across Fine Art and Textiles.
- Year 13**  
**Unit 1: Art and Design/Textiles Coursework**  
This unit incorporates two linked elements, each with separate final outcomes: practical work and a 3,000 word essay. Both elements help students develop an independent theme and require them to work in a sketchbook and on larger pieces which lead to the final piece.
- Unit 4: Externally Set Exam**  
A 12-week externally set project. Preparatory studies and research is recorded in a sketchbook which results in a 15-hour practical exam where students produce a final piece.



### How is it assessed?

A Level: 60% coursework and 40% externally set exam.

### Subject specific entry requirements

- Maths and English GCSE at grade 6 or above.
  - Art and Design GCSE grade 6 or above.
- Progression**  
Students will be able to access an array of art and design careers, as well as progressing to higher education in the form of a degree or through a foundation year to degree programme.
- Additional costs relating to this course**  
There may be additional costs associated with this course.

### Why choose this subject?

Biology is the study of life and incorporates a wide variety of exciting subject areas, ranging from molecular biology to the study of ecosystems, from genetics to disease. The A Level course builds on knowledge, understanding and practical skills developed during GCSE Science. The course involves a mixture of scientific methods, problem solving, practical skills and socially relevant content. It also enables students to develop the essential skills of synoptic essay writing, which is an aspect of modern education highlighted as missing by the major universities.

### How will this subject be delivered?

- The subject is delivered through a variety of lessons, practical experiments, experimental write-ups and independent research sessions.
- Year 12**
- Biological molecules.
  - Cells.
  - Organisms exchange substances with their environment.
  - Genetic information, variation and relationships between organisms.
- Year 13 (A Level)**
- Energy transfers in and between organisms.
  - Organisms respond to changes in their internal and external environments.
  - Genetics, populations, evolution and ecosystems.
  - The control of gene expression.

### How is it assessed?

- AS Level**
- Two written exam papers.
  - 1 hour 30 minutes.
  - Each paper is worth 50% of AS grade.
  - No coursework.
- A Level**
- Three written exam papers.
  - 2 hours.
  - Two papers worth 35% and one paper worth 30% of A Level grade.
  - No coursework.

### Subject specific entry requirements

- A minimum of two grade 6's in GCSE Combined Science or a minimum of grade 6 in GCSE Biology and grade 5 in GCSE Chemistry and GCSE Physics. Grade 6 in GCSE Mathematics.
- Progression**  
Students studying A Level Biology can enter into a wide range of fields, including further study in veterinary science, medicine, optometry, psychology, nursing, dentistry, pharmacy, physiotherapy, sports science, microbiology, forensic science, biophysics, biochemistry, genetics, neuroscience, botany, zoology, ecology and environmental science and biology.
- Additional costs relating to this course**
- Contribution towards the cost of trips.
  - Stationery.
  - Deposit for textbooks.

### Why choose this subject?

The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC national qualifications or A Levels. Students benefit from experiencing real life businesses through visits, guest speakers and 'live' assignment briefs set by local business people. Learners should have a keen interest in the world of business. They will benefit from having relevant work experience or part-time employment to complement their studies.

### How will this subject be delivered?

- The BTEC Level 3 National Extended Certificate is a Level 3 vocational course, equivalent to one A Level.
- It consists of four units, of which three are mandatory:
- Exploring Business – internally assessed
  - Developing a Marketing Campaign – assessed through an externally set and marked case study
  - Personal and Business Finance – assessed through a two-hour examination and externally marked
- The fourth unit will be chosen from: Recruitment and Selection Process; Investigating Customer Service; Market Research; the English Legal System; or work experience in business. The fourth unit will be internally assessed.

### How is it assessed?

Assessed through coursework (both internally and externally marked) and through an externally assessed examination. 58% of the qualification is externally assessed.

**Subject specific entry requirements**  
Students should have gained at least a GCSE grade 6 in Mathematics and a GCSE grade 6 in English.

- Progression**  
The qualification carries UCAS points and is recognised by higher education providers in meeting admissions requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning. The qualification can also support progression to employment directly, or via an apprenticeship. Possible careers include business support services, management, human resources, accounting, marketing and law.

- Additional costs relating to this course**
- Contribution towards the cost of visits
  - Stationery.



## CHEMISTRY

AS AND A LEVEL

Examination Board: AQA

### Why choose this subject?

Whether you want a career in medicine or industry, Chemistry provides a great platform for study in higher education. Chemists are seen as great innovators and problem solvers. There are more Chemistry graduates within the 'square mile' in London's financial area than any other discipline!

### How is this subject delivered?

The subject is delivered through a variety of lessons, practical experiments, experimental write-ups and independent research sessions. You will study:

**Physical Chemistry**  
**Organic Chemistry**  
**Inorganic Chemistry**

### How is it assessed?

#### AS

- Two written exam papers.
- 1 hour 30 minutes.
- Each paper is worth 50% of AS grade.
- No coursework.



#### A Level

- Three written exam papers.
- 2 hours.
- Two papers worth 35% and one paper worth 30% of an A Level grade.
- No coursework.

### Subject specific entry requirements

A minimum of two grade 6's in GCSE Combined Science or grade 6 GCSE Chemistry and grade 5 in GCSE Physics and GCSE Biology. Grade 6 in GCSE Mathematics.

#### Progression

Students studying A Level Chemistry can enter into a wide range of fields, including further study in veterinary science, medicine, accountancy, forensics, pharmacology and chemical engineering.

#### Additional costs relating to this course

- Contribution towards the cost of visits.
- Stationery.
- Deposit for textbooks.

## CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

BTEC LEVEL 3  
EXTENDED CERTIFICATE

Examination Board: Pearson

### Why choose this subject?

This is an exciting subject area looking at three different mandatory units and one optional unit. It is for students who are interested in learning about the Early Years sector as part of a balanced study programme. The course will support students in understanding different aspects of child development, play and learning as well as essential skills and competencies required to work in the area of Early Years Education.

### How will this subject be delivered?

#### There are three mandatory units:

- Unit 1: Children's Development
- Unit 2: Development of Children's Communication, Literacy and Numeracy Skills
- Unit 3: Play and Learning.

#### Optional units

An optional unit will be selected from those listed below and will include:

- Unit 5: Keeping Children Safe
- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 8: Working with Parents and Others in Early Years Education
- Unit 11: The Early Years Foundation Stage

### How is it assessed?

There are a number of different types of assessment throughout the course:

- 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. Some external assessments include a period of preparation using set information

There are four units in total over the course of two years, of which three are mandatory (two of these are externally assessed) and one optional unit. Assignment content (50%); External assessment (50%).

### Subject specific entry requirements

Students should have a minimum of five GCSEs at grades 4-9 including Mathematics and English Language.

#### Progression

The qualification supports access to a range of higher education courses possibly, but not exclusively, in Early Years Education, if taken alongside further Level 3 qualifications. The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. It may lead to careers such as teaching, foundation stage teaching, social work, nursing, physiotherapy, midwifery, probation work, to name but a few.

#### Additional costs relating to this course

- DBS checks essential for work placement (administration costs paid by the school).
- Stationery.
- Occasionally students may also be required to contribute towards the cost of a trip.

## CORE MATHEMATICS

AS LEVEL  
1 YEAR COURSE

Examination Board: OCR

### Why choose this subject?

This qualification is designed to consolidate and build on mathematical understanding at GCSE, as well as further developing students' mathematical understanding and skills in the application of Mathematics to authentic problems.

### The objectives of the course:

- Deepen competence in the selection and use of mathematical techniques used at GCSE and beyond.
- Develop confidence in representing and analysing authentic situations mathematically and applying Mathematics to address related questions and issues.
- Build skills in mathematical thinking, reasoning and communication.

### How will this subject be delivered?

Mathematics is taught through theoretical lessons. Students will develop problem solving and analytical skills as the course develops.

### How is it assessed?

Assessment is by two exams – one 2 hours long and one 1 hour 30 minutes in duration.

Both exams will contain questions based on pre-release material that is given two months in advance. There will be real life problems addressed such as Income Tax and National Insurance payments.

**Paper 1:** Quantitative Methods – financial mathematics, probability and risk, graph analysis, normal distribution.

**Paper 2:** Critical Analysis – unseen problem solving, Fermi estimations, analysis and evaluation of data, mathematical modelling.

#### Qualification:

- Level 3 (equivalent to AS Level).
- One year course.

### Subject specific entry requirements

- A minimum of grade 4 at GCSE Mathematics.

#### Progression

This is a new government and employer sponsored course. It will help students progress mathematically and gain the skills they will need to complete university courses and to compete in emerging employer markets. In particular, it is important to students looking to progress to higher education courses with distinct mathematical or statistical elements, such as Product Design, Economics, Business, Geography, Science and Engineering. Core Mathematics will be invaluable for any students aiming for a career in a professional or technical field.

#### Additional costs relating to this course

- Scientific calculator and textbook

## CRIMINOLOGY

LEVEL 3 APPLIED DIPLOMA

Examination Board: WJEC

### Why choose this subject?

Not all types of crime are alike. What different types of crime take place in our society? How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What happens to those who commit a crime? Why and how do we punish people? What organisations do we have in our society to control criminality? An understanding of criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers. With their critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside the criminal justice sector in areas such as social research and politics. This course has a strong focus on applied learning and we shall acquire knowledge of the criminal justice system in purposeful contexts. The qualification supports progression from Level 2, particularly GCSEs in Philosophy and Ethics, History, Geography, Sociology, Law and Psychology.

### How will this subject be delivered?

The WJEC Level 3 Diploma in Criminology is made up of four mandatory units:

- Unit 1: Changing Awareness of Crime: learners develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.
- Unit 2: Criminological Theories: study of such theories enables learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. Learners explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.

- Unit 3: Crime Scene to Courtroom: provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
- Unit 4: Crime and Punishment: learners apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

### How is it assessed?

Graded A-E – all units carry equal weighting towards total marks.

The Diploma is assessed through a combination of two written external examinations (units 2 and 4) and two internally-assessed, controlled assessments (units 1 and 3).

### Subject specific entry requirements?

Ideally you will have gained a grade 6 or above in English and another supporting Level 2/GCSE qualification such as Philosophy or History.

#### Progression

The qualification has elements of psychology, law and sociology that complement studies in humanities. The main purpose of the qualification is to support access to higher education degree courses, such as BA/BSc Criminology, Law, Psychology, and so on. It is a pathway to careers in the criminal justice sector, including police officers, probation, prison officers, social workers, social research and politics.



<div>ENGLISH LITERATURE</div> <div>A LEVEL</div> <div>Examination Board: AQA</div>		<div>GEOGRAPHY</div> <div>A LEVEL</div> <div>Examination Board: Edexcel</div>		<div>HEALTH AND SOCIAL CARE</div> <div>BTEC LEVEL 3 DIPLOMA</div> <div>Examination Board: Pearson</div>		<div>HEALTH AND SOCIAL CARE</div> <div>BTEC LEVEL 3 EXTENDED CERTIFICATE</div> <div>Examination Board: Pearson</div>	
<div>Why choose this subject?</div> <p>English Literature enables students to study a plethora of thought-provoking materials. It gives students the opportunity to discuss themes, characters and narrative structures of texts whilst reflecting on what this reveals about human nature and the world we live in. Many of the texts studied will come from different eras of history. However, the universal concepts and ideas will capture the imagination and help students develop their own interpretations of seminal literary works.</p> <div>How will this subject be delivered?</div> <p>Study includes a broad range of poetry, prose and drama from various periods of time, including Shakespeare and modern fiction. Students will be expected to read a wide range of texts. Lessons will be largely discussion based and teacher led. Students are also given the opportunity to sharpen their presentation skills and oracy. Students will be issued with an essential reading list when opting for this course.</p> <div>How is it assessed?</div> <div>A Level</div> <p>Paper 1: Study of three texts through the lens of tragedy: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900.</p> <ul style="list-style-type: none"> <li>Written Exam: 2 hours 30 minutes.</li> <li>Closed Book exam.</li> <li>40% of A Level.</li> </ul> <p>Paper 2: Study of three texts, focused either on Elements of Crime Writing or Social and Political Protest Writing: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900. Examination will include an unseen passage.</p>	<ul style="list-style-type: none"> <li>Written exam: 3 hours.</li> <li>Open Book exam.</li> <li>40% of A Level.</li> </ul> <p>Non-exam assessment: Theory and independent study of two texts – one poetry and one prose text, informed by study of the critical anthology. Two essays of 1,250–1,500 words, each responding to a different text and linking to a different aspect of the critical anthology</p> <ul style="list-style-type: none"> <li>20% of A Level.</li> <li>Assessed by teacher.</li> </ul> <div>Subject specific entry requirements?</div> <p>Ideally students will have gained a grade 6 or above in English and English Literature at GCSE.</p> <div>Progression</div> <p>A Level English Literature is recognised and welcomed by all universities as a facilitating subject. The study of literature could lead to careers including journalism, teaching, writing, politics, acting or marketing.</p> <div>Additional costs relating to this course</div> <p>Students will need to purchase their own copies of set texts.</p>	<div>Why choose this subject?</div> <p>Geography is one of the most diverse subjects available for A Level due to the wide ranging topic areas studied within human, physical and environmental geographies. Geography is the ideal course for those who enjoy learning about people and their societies, economies, cultures and the environment. It helps develop a wide range of skills which can be used to support other subject areas. It is also a great choice for those seeking a broad based academic A Level subject which can act as a top ‘facilitating subject’ to support university applications or increase employment prospects. The two year A Level course also states that students must undertake a minimum of four days of fieldwork and there are also opportunities for other fieldwork, including a trip to Iceland.</p> <div>How will this subject be delivered?</div> <p>Geography is delivered through a wide variety of teaching methods and activities, which ties in with its broad nature. Elements of the course will involve developing a wide range of skills such as data, graphical, and analytical skills. These will be developed through classwork and fieldwork. The course is split into two broad topics – Human Geography and Physical Geography – however there will be extensive links between the two.</p>	<div>How is it assessed?</div> <p>The Geography A Level is assessed through four individual sections. There will be two traditional exams with each being worth 30% of the course. There is also a synoptic paper worth 20% of the course. This paper will test the student's ability to examine and evaluate the links between different topics within Geography. The final assessed piece is an independent investigation based on fieldwork and research which is worth 20%.</p> <div>Subject specific entry requirements?</div> <p>Grade 6 or above in GCSE Geography.</p> <div>Progression</div> <p>A Level Geography can lead to a wide range of careers or higher education choices. It is a popular degree course nationally and has a high level of employability in areas such as environmental management, economics and business, local government careers, river and coastal management, travel and tourism and education. It is also highly valued by universities as a facilitating subject which will support other subjects in university applications.</p> <div>Additional costs</div> <p>Students may wish to purchase their own books and there may be additional costs relating to trips for this course.</p>	<div>Why choose this subject?</div> <p>This is an exciting subject area looking at six different mandatory units and two optional units. It is for students who are interested in learning about the health and social care sector as part of a balanced study programme. The course will support students to look at different aspects of life and human development as well as essential skills and competencies required to work in the vast area of health and social care.</p> <div>How will this subject be delivered?</div> <div>There are six mandatory units:</div> <ul style="list-style-type: none"> <li>Unit 1: Human Lifespan Development.</li> <li>Unit 2: Working in Health and Social Care.</li> <li>Unit 4: Enquiries into Current Research in Health and Social Care.</li> <li>Unit 5: Meeting Individual Care and Support Needs.</li> <li>Unit 7: Principles of Safe Practice in Health and Social Care.</li> <li>Unit 8: Promoting Public Health.</li> </ul> <div>Optional units</div> <p>Optional units will be selected from those listed below, including:</p> <ul style="list-style-type: none"> <li>Unit 6 Work Experience in Health and Social Care.</li> <li>Unit 10 Sociological Perspectives.</li> <li>Unit 11 Psychological Perspectives.</li> <li>Unit 12 Supporting Individuals with Additional Needs.</li> <li>Unit 14 Physiological Disorders and their Care.</li> <li>Unit 19 Nutritional Health.</li> </ul>	<div>How is it assessed?</div> <p>There are a number of different types of assessment throughout the course:</p> <p><b>Examinations</b> – all learners take the same assessment at the same time, normally with a written outcome.</p> <p><b>Set tasks</b> – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information.</p> <p>There are eight units in total over the course of two years, of which six are mandatory (three of these are externally assessed) and two optional units. Assignment content (62.5%). External assessment (37.5%).</p> <div>Subject specific entry requirements</div> <p>Students should have a minimum of five GCSEs at grade 4-9 or above including Mathematics and English Language.</p> <div>Progression</div> <p>The qualification supports access to a range of higher education courses possibly, but not exclusively, in Health and Social Care, when taken alongside further Level 3 qualifications. The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses.</p> <p>It may lead to careers such as social work, nursing, physiotherapy, midwifery, probation work, and teaching to name but a few.</p> <div>Additional costs relating to this course</div> <ul style="list-style-type: none"> <li>DBS checks essential for work placement (administration costs paid by the school).</li> <li>Stationery.</li> <li>Occasionally students may also be required to contribute towards the cost of a trip.</li> </ul>	<div>Why choose this subject?</div> <p>This is an exciting subject area looking at three different mandatory units and one optional unit. It is for students who are interested in learning about the health and social care sector as part of a balanced study programme. The course will support students to look at different aspects of life and human development as well as essential skills and competencies required to work in the vast area of health and social care.</p> <div>How will this subject be delivered?</div> <div>There are three mandatory units:</div> <ul style="list-style-type: none"> <li>Unit 1: Human Lifespan Development</li> <li>Unit 2: Working in Health and Social Care</li> <li>Unit 5: Meeting Individual Care and Support Needs</li> </ul> <div>Optional units</div> <p>An optional unit will be selected from those listed below, including:</p> <ul style="list-style-type: none"> <li>Sociological Perspectives</li> <li>Psychological Perspectives</li> <li>Physiological Disorders and their Care</li> </ul>	<div>How is it assessed?</div> <p>There are a number of different types of assessment throughout the course:</p> <p><b>Examinations</b> – all learners take the same assessment at the same time, normally with a written outcome.</p> <p><b>Set tasks</b> – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information.</p> <p>There are four units in total over the course of two years, of which three are mandatory (two of these are externally assessed) and one optional unit. Assignment content (50%). External assessment (50%).</p> <div>Subject specific entry requirements</div> <p>Students should have a minimum of five GCSEs at grade 4-9 or above including Mathematics and English Language.</p> <div>Progression</div> <p>The qualification supports access to a range of higher education courses possibly, but not exclusively, in Health and Social Care, if taken alongside further Level 3 qualifications. The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses.</p> <p>It may lead to careers such as social work, nursing, physiotherapy, midwifery, probation work, and teaching to name but a few.</p> <div>Additional costs relating to this course</div> <ul style="list-style-type: none"> <li>DBS checks essential for work placement (administration costs paid by the school).</li> <li>Stationery.</li> <li>Occasionally students may also be required to contribute towards the cost of a trip.</li> </ul>



<div>HISTORY</div> <div>A LEVEL</div> <div>Examination Board: AQA</div>	<div>ICT</div> <div>BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY</div> <div>Examination Board: Pearson</div>	<div>MATHEMATICS</div> <div>A LEVEL</div> <div>Examination Board: AQA</div>	<div>FURTHER MATHEMATICS</div> <div>A LEVEL</div> <div>Examination Board: AQA</div>
<div>Why choose this subject?</div> <p>The course has been designed to help students understand the value and significance of world events in the past. In the process they will gain a deeper understanding of social, cultural, religious and ethnic diversity.</p> <div>How will this subject be delivered?</div> <ul style="list-style-type: none"> <li>Breadth Study: 1C The Tudors: England, 1485–1603.</li> <li>Depth Study: 2J America: A Nation Divided, c1845–1877.</li> <li>Historical Enquiry: The Civil Rights Movement in the USA 1883-1983.</li> </ul> <div>Year 12</div> <ul style="list-style-type: none"> <li>Breadth Study: Consolidation of the Tudor Dynasty: England, 1485–1547.</li> <li>Depth Study: The Origins of the American Civil War, c1845-1861.</li> <li>Summer Term: The Civil Rights Movement in the USA 1883-1983.</li> </ul> <div>Year 13 (A Level)</div> <ul style="list-style-type: none"> <li>Breadth Study: England, turmoil and triumph, 1547–1603.</li> <li>Depth Study: Civil War and Reconstruction, 1861–1877.</li> <li>Write up of historical enquiry.</li> </ul> <div>How is it assessed?</div> <div>A Level</div> <ul style="list-style-type: none"> <li>Breadth Study: 40%. Assessed: 2 hours 30 minutes written examination.</li> <li>Depth Study: 40%. Assessed: 2 hours 30 minutes written examination.</li> <li>Historical Investigation: 20% Assessed: 3,500-4,000 word essay written in own time.</li> </ul> <div>Subject specific entry requirements</div> <p>This course requires good historical enquiry and English skills. We require students to have achieved at least a grade 6 at GCSE in History and English.</p> <div>Progression</div> <p>Students who study History find employers respect and desire the skills they acquire. Popular career routes include education such as research or teaching, politics, law, business, social care, the arts and museum curatorship.</p> <div>Additional costs relating to this course</div> <p>Students may need to purchase their own textbooks.</p>	<div>Why choose this subject?</div> <p>The BTEC Level 3 National Extended Certificate in Information Technology is equivalent to one A Level. There are 360 Guided Learning Hours (GLH) for the completion of the qualification. Lessons will be a mixture of practical and classroom based theory lessons. This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.</p> <div>How will this subject be delivered?</div> <p>Throughout the 2 year course you will study four units of work. These are as follows:</p> <ul style="list-style-type: none"> <li>Unit 1: Information Technology Systems</li> <li>Unit 2: Creating Systems to Manage Information</li> <li>Unit 3: Using Social Media in Business</li> <li>Unit 6: Website Development</li> </ul> <div>How is it assessed?</div> <p>Unit 1 is assessed as a written exam and Unit 2 is assessed as a task, both of which are marked externally by the exam board. The remaining two units will be assessed using assignments (coursework tasks) which are set and marked internally at school..</p> <div>Subject specific entry requirements</div> <p>Five GCSEs at grades 4-9 including Mathematics and English Language</p> <div>Progression</div> <p>The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning. The new BTEC National Extended Certificate in Information Technology is aimed at progression to higher education but also enables learners to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.</p> <div>Additional costs relating to this course</div> <p>There may be additional costs with this course.</p>	<div>Why choose this subject?</div> <p>Mathematics is one of the biggest facilitating subjects and is essential for many higher education courses and careers. The overarching themes of the course are:</p> <ul style="list-style-type: none"> <li>Mathematical argument, language and proof</li> <li>Mathematical problem solving</li> <li>Mathematical modelling</li> </ul> <p>Do you watch significantly more TV than other people? How high must you throw a water balloon to hit the target? How does Amazon work out which products it should recommend to you? All these questions will be answered during the course.</p> <div>How will this subject be delivered?</div> <p>Mathematics is taught through theoretical lessons. You will develop your problem solving and analytical skills as the course develops.</p> <div>How is it assessed?</div> <p>Assessment is by 3 exams, each 2 hours long. (100 marks each. Equal weighting to final mark.)</p> <p><b>Paper 1:</b> All core content.</p> <p><b>Paper 2:</b> All core content + mechanics</p> <p><b>Paper 3:</b> All core content + statistics</p> <div>Subject specific entry requirements?</div> <ul style="list-style-type: none"> <li>Minimum grade 6 at GCSE</li> <li>Qualification: 2 year Level 3 Qualification</li> </ul> <div>Entry requirements</div> <p>Minimum grade 7 at GCSE Mathematics.</p> <div>Progression</div> <p>A Level Mathematics opens the door to many further education courses and careers – medicine, IT, game design, accountancy, engineering, pharmacy, geography, business, finance... the list is infinitely long (or is it?).</p> <div>Additional costs relating to this course</div> <p>You will need to own a scientific calculator.</p>	<div>Why choose this subject?</div> <p>Further Mathematics is essential for many higher education courses and careers. This course has been designed alongside deliverers of higher education to ensure it gives students the best possible chance to progress and realise their potential. This will stretch and challenge even the most able mathematicians to prepare for a career in the STEM subject areas. Students will also build skills in mathematical thinking, reasoning and communication.</p> <div>How will this subject be delivered?</div> <p>Further Mathematics is taught through theoretical lessons. Students will develop their problem solving and analytical skills as the course develops.</p> <div>How is it assessed?</div> <p>Assessment is by 3 exams, each 2 hours long. (100 marks each. Equal weighting to final mark.)</p> <p><b>Paper 1:</b> All core content.</p> <p><b>Paper 2:</b> All core content.</p> <p><b>Paper 3:</b> Optional mechanics, discrete and statistics content.</p> <div>Subject specific entry requirements</div> <p>Minimum grade 7 at GCSE Qualification: 2 year Level 3 Qualification</p> <div>Progression</div> <p>The Further Maths Support Programme states: 'For progression to many courses at university it is important to have strong mathematics skills. For most STEM degree courses A Level Mathematics is a requirement and AS or A Level Further Mathematics is often a preferred subject. AS Further Mathematics is accessible to most A Level Mathematics students. Having A Level Further Mathematics on your university application is a way to make it stand out.'</p> <div>Additional costs relating to this course</div> <p>You will need to own a graphical calculator.</p> <div>  </div>



PERFORMING ARTS  
(MUSICAL THEATRE)

BTEC EXTENDED CERTIFICATE  
BTEC NATIONAL DIPLOMA  
BTEC \*EXTENDED DIPLOMA IN  
PERFORMING ARTS (MUSICAL THEATRE)

Examination Board: Pearson

Why choose this subject?

The performing arts industry is one of the largest industries in the world. It includes areas of work such as theatre, music studios, concert venues, museums, education, media and television. It provides a wealth of job opportunities within the UK and abroad.

BTECs are an excellent basis from which to enter the world of work or progress to higher education. It allows learners to develop many work based and personal skills, expanding knowledge of the performing arts industry, and allows them to look at different areas of the industry as possible career routes.

This is also an ideal course for those wishing to pursue a career in dance, acting or musical theatre at a vocational performing arts institute.

How will this subject be delivered?

This course will delivered through a variety of practical units covering the three disciplines of dance, music and acting. Units include

- developing skills and techniques for live performance
- acting styles
- storytelling
- jazz
- ballet
- contemporary
- group performance workshop
- Investigating practitioners' work
- Employment opportunities in the Performing Arts.

*\*A specialism in Dance is available if studying the Extended Diploma, so please get in touch with the Performing Arts team who will be happy to advise the appropriate pathway for you.*

PHILOSOPHY  
AND ETHICS

A LEVEL

Examination Board:  
WJEC

Why choose this subject?

Philosophy and Ethics is a subject that by its nature requires students to consider individual, moral, ethical, social, cultural and contemporary issues. The subject is suitable for anyone who enjoys thinking critically, playing with abstract concepts and challenging received wisdom. Philosophers ask fundamental questions about our own nature, and of the world we live in. It is a challenging and exciting process, helping students to grow and develop intellectually while developing valuable and transferable skills in analysis, imagination, problem solving and communication. Highly regarded by universities, the subject involves a study of philosophical, theological and ethical theories which underpin and structure our world today.

How will this subject be delivered?

**Component 1: A Study of Religion**

The study in component 1 prepares students so that they can apply philosophical and ethical themes to a world faith. There will be four themes:

- religious figures and sacred texts
- religious concepts and religious life
- significant social and historical developments in religious thought
- religious practices and religious identity

**Component 2: Philosophy of Religion**

There will be four themes within this component:

- arguments for the existence of God
- challenges to religious belief
- religious experience
- religious language

**Component 3: Ethics**

There will be four themes within this component:

- ethical thought
- deontological ethics
- teleological ethics
- determinism and free will

How is it assessed?

Assessment will be based on three written exams, one exam per component. There will be no assessed course work.

Subject specific entry requirements?

Ideally you will have gained a grade 6 or above in GCSE Philosophy & Ethics.

**Progression**

Higher education and employment – A Level Philosophy & Ethics is a pathway to careers in various sectors. An understanding of such ideas is essential to an engagement with key themes in politics, law, medicine, education, human rights and religion.

**Additional costs**

Students may find it beneficial to purchase their own books for this subject.

PHOTOGRAPHY

A LEVEL

Examination Board: Edexcel

Why choose this subject?

Students will learn how to express thoughts and ideas through the skilful manipulation of photographic media. They will learn about a variety of photography genres and art movements to help develop their own themes and projects. Students will also learn how to use both digital and film cameras, working in both the Photoshop suite and the dark room. Visits to London galleries twice a year support the course.

How will this subject be delivered?

**Year 12**

Year 12 is dedicated to developing a range of skills and building confidence to experiment and take risks. Students explore the work of a range of artists and develop their own themes and projects. They will learn how to use both styles of camera, Photoshop and darkroom processes.

**Year 13 (A Level)**

Unit 1: Photography Coursework

This unit incorporates two linked elements, each with separate final outcomes: practical work and personal study (3,000 word essay). Both elements aid the development of an independent theme and require students to work on a number of photo-shoots and pieces of research which lead to the final piece.

Unit 4: Externally Set Exam

A 12-week externally set project. Preparatory shoots and research is recorded in a sketchbook which results in a 12-hour practical exam where the final piece will be produced.

How is it assessed?

A Level (two year course) – 60% coursework and 40% externally set exam.

Subject specific entry requirements

Mathematics and English GCSE at grade 4 or above.

Art and Design GCSE grade 4 or above. Alternatively, an interview and portfolio presentation will be offered.

**Progression**

Students will be able to access an array of art and design careers as well as progressing to higher education in the form of a degree or through foundation year to degree.

**Additional costs relating to this course**

There may be additional costs with this course.

PHYSICS

A LEVEL

Examination Board: AQA

Why choose this subject?

Physics has one of the highest values of any A Level. It commands universal respect among universities and employers.

Physics helps build problem solving, research, and analytical skills. With these skills students will be able to test out new ideas plus question and investigate other people's theories, which is useful for any kind of job that involves research or debate.

Physicists are in big demand – whatever the chosen career path, a qualification in physics will open doors! Whatever students go on to do, the knowledge and skills gained by studying physics will be useful. Physics is more than a subject – it trains the brain to think beyond boundaries.

How will this subject be delivered?

Physics is taught through theoretical and practical sessions. Students will develop experimental skills as they explore a variety of topics in real depth.

**Year 12**

- Materials
- Electric Circuits
- Waves
- Quantum Physics
- Particles
- Forces and Motion (Newton's Laws)

**Year 13 (A Level)**

- Further Mechanics and Thermal Physics
- Fields and their consequences
- Nuclear Physics

**One of the following optional modules:**

- Astrophysics
- Medical Physics
- Engineering Physics
- Turning Points in Physics
- Electronics

How is it assessed?

There will be three papers in the summer of Year 13, including multi-choice questions and questions on practical experiments and data analysis. Students will be assessed on practical skills throughout the course and will get a certificate if they pass this assessment.

Subject specific entry requirements

A minimum of two grade 6's in GCSE Combined Science or a minimum of grade 6 in GCSE Physics and grade 5 in GCSE Biology and GCSE Chemistry. Grade 6 in GCSE Mathematics.

**Progression**

This qualification is invaluable for entry to higher education courses in Engineering, Physical Sciences and Medical Physics, and it is highly desirable for Computing and Architecture. Studying Physics leads to a wide variety of rewarding careers, including roles such as physical scientist, laboratory technician, researcher and electronics engineer. Physicists often go on to careers in finance and other jobs where problem solving is a must-have.

**Additional costs relating to this course**

You will need to own a scientific calculator.



## SPORT

BTEC LEVEL 3 NATIONAL  
EXTENDED CERTIFICATE

Examination Board: Pearson

### Why choose this subject?

The BTEC Level 3 National Extended Certificate in Sport is equivalent to one A Level. There are 360 Guided Learning Hours (GLH) for the completion of the qualification. Lessons will be a mixture of practical and classroom based theory lessons.

### How will this subject be delivered?

Throughout the two year course students undertake four units of work.

#### Three of these units are mandatory:

- Anatomy and physiology
- Fitness training and programming for health, sport and wellbeing
- Professional development in the sports industry

Students take one further optional unit from the following list:

- Application of fitness testing and training
- Sports psychology
- Practical sports performance

### How is it assessed?

One unit is assessed as a written exam and one is assessed as a task, both of which are marked externally by the exam board.

The remaining two units will be assessed using assignments (coursework tasks) which are set and marked internally at school.

### Subject specific entry requirements

Five GCSEs at grades 4-9.

#### Progression

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning. The new BTEC National Extended Certificate in Sport contains an exciting range of units which are flexible for today's learners, whilst also ensuring BTEC learners develop the skills they need to 'hit the ground running' when they move on to the next stage of their lives, whether that's into higher education or employment. The course is suitable for those wanting to go into a sporting career such as PE teaching, coaching, sports nutrition or sports psychologist.

#### Additional costs

There may be additional costs associated with this course.

“ Walton Post 16 provided me with a variety of course options. The staff are also very enthusiastic and supportive. ”





## PLANNING FOR THE FUTURE

“Walton was my first choice because I wanted a place that would allow me to be independent but also help me further my studies.”

### University

Universities offer an array of course options. At Walton, students are supported through the process of deciding what course and where to continue their studies.

Students are given access to Unifrog, enabling them to search every university course, apprenticeship and college course in the UK. Additionally, it lists other opportunities such as school leaver programmes, MOOCs (massive open online courses) and every college at Oxford and Cambridge. The platform also makes it easy for students to record competencies, and write CVs and personal statements.

#### Useful websites:

UCAS: [www.ucas.com](http://www.ucas.com)  
Unifrog: [www.unifrog.org](http://www.unifrog.org)  
MOOC: [www.mooc-list.com](http://www.mooc-list.com)

#### UCAS Tariff Tables

[www.ucas.com/files/new-tariff-tables](http://www.ucas.com/files/new-tariff-tables)

### Employment

Another choice may be to go into full time employment. Many industries take on young employees with the intention of training them up and potentially encouraging them to apply for managerial posts later on.

### Apprenticeships

An apprenticeship is another option after Post 16 study. These usually consist of part time work and part time education. Many companies offer apprenticeships, including degree level apprenticeships. All apprenticeships are available to view using Unifrog.

#### Useful websites:

Get in, Go Far: [www.getingofar.gov.uk](http://www.getingofar.gov.uk)  
Government: <https://www.gov.uk/topic/further-education-skills/apprenticeships>

#### Other useful websites:

Student Room: [www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)  
Not Going to University: [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

### Gap Year

Some students opt to take gap years, which enable them to travel and gain valuable life experience.

#### Links to volunteer gap year agencies:

[www.gapwork.com](http://www.gapwork.com)  
[www.internationalservice.org.uk](http://www.internationalservice.org.uk)  
[www.prospects.ac.uk/jobs-and-work-experience/gap-year/should-i-take-a-gap-year](http://www.prospects.ac.uk/jobs-and-work-experience/gap-year/should-i-take-a-gap-year)

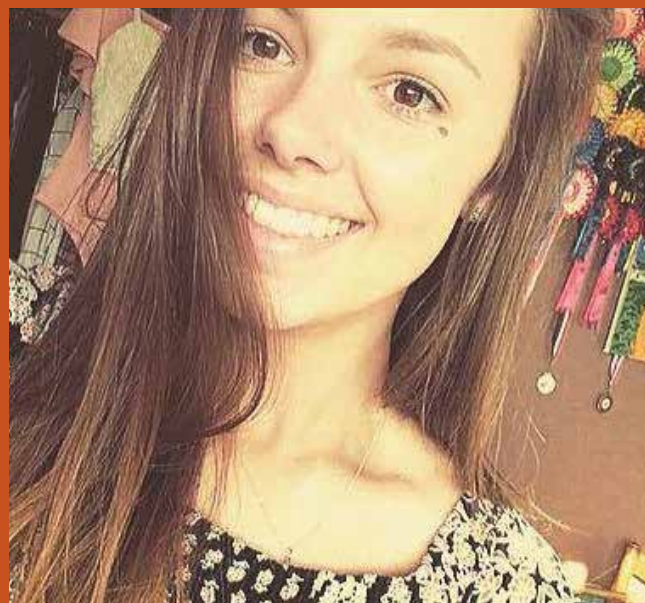
### College

Some people go to college and study in their chosen field within higher education. The time commitment usually allows students to hold a part-time job at the same time. The good news here is that if students enrol before they turn 19, it's usually free.



# LIFE AFTER WALTON

Many of Walton's former students go on to study at top universities – here are just a few examples



## Erin Robertson

A Levels: Chemistry, Biology, Geography, Sport (BTEC)

University: Loughborough

Studying: Medicinal and Pharmaceutical Chemistry

When it came to choosing my A Level options in Year 11, I chose the subjects that I enjoyed and was the most passionate about (sciences) and, luckily, they were also subjects that I did well in.

My advice for choosing your A Level options would be to pick the subjects you enjoy and don't just pick a subject because you think it will be easy – at the end of the day no A Level is easy but if you put the work in you'll do great. From the moment I got to Loughborough University I knew that was going to be my firm choice – I would highly recommend going to university.



## Eloise Sinclair

A Levels: History, Biology, Religious Studies, English Literature (AS Level)

University: Cambridge

Studying: History

Since the end of Year 10, I knew without a doubt in my heart that I desperately wanted to go to the University of Cambridge to read History. Having knowledge of this ambition, I threw myself into my GCSE and A Level studies.

I can safely say that getting into this university was definitely worth the hard work and dedication at A Level – if my time here has taught me anything, it's that whatever you want to achieve and strive for, if you apply yourself wholly to it, and never give up, you will succeed, and when you do so, it will be better than anything you could ever have dreamed of.

## Hannah Coupar

Studying: Nutrition, Diet and Lifestyle

University: Sheffield Hallam

A Levels: Psychology, English Literature and BTEC Sport

I am currently doing an Advanced Level 3 Apprenticeship in PE and School Sport as part of my gap year before starting university. Through local sports charity Inspire +, I attend New College Stamford once a week, with the remaining days working within a primary school.

When choosing my A Level and BTEC subjects, I made sure that I chose subjects I knew I enjoyed. I would highly recommend to anyone to consider this when deciding which A Levels to take. Making sure you enjoy the subject, and ensuring you can see yourself sticking with it for two years, is paramount. A Levels aren't easy, so make it easier for yourself and study something you are interested in.

After my apprenticeship, I will be starting my journey into higher education at Sheffield Hallam University, studying Nutrition, Diet and Lifestyle. I hope to either take this further by becoming a clinical or public health nutritionist or by going into teaching within secondary education.

Looking back, my highlight of sixth form would have to be the opportunities we were given, and the way it prepared me for the world of work. Having the chance to do work experience, listening to many talks from experts, the support I received from staff and the knowledge passed on, has made me extremely grateful in the position I am today. Communication, time management, presentation and confidence skills have been positively commented on by my current colleagues and tutors.

All in all, my whole Walton experience has been one I will cherish forever. Right from year 7 to year 13 I have felt supported throughout. The staff will do anything for you to achieve, and that doesn't stop once you hit A Levels. Everything you need to succeed will be there for you, ready and waiting.

## Freja Hunter

Studying: BA Hons Psychology and Counselling

University: Bishop Grosseteste University

A Levels: Drama, Psychology and BTEC Health and Social Care

I joined Walton in the last week of year 9 and stayed until year 13. It doesn't seem that long ago that I was choosing my A Level options. I made my choices based on what I enjoyed most at GCSE level. I found Psychology very interesting during year 10 and 11 and I knew during GCSEs that Psychology was something I planned to continue at a higher level. I chose to continue with BTEC Health and Social Care at Level 3 as I felt that this course would benefit me because of the experiences it offered. I feel like I did choose the right subjects and I thoroughly enjoyed all three subjects.

Advice that I would give when choosing your A Level subjects is to choose subjects that you have enjoyed at GCSE level, start to think about where you see yourself after finishing sixth form (even though it seems a long time away!) and what courses may be useful to helping to get you where you see yourself going. Try not to panic if you don't have a certain future plan at this moment in time - sixth form offers a lot of support when thinking about the future.

The two years I was a student at Walton were some of the most important years of my life. The support I received from all staff members was incredible - from guidance with writing my UCAS application, support with coursework and exam preparations, and pastoral care. When I reflect on my time in year 12 and 13 there are some main memories made that stand out, such as drama performances, open evenings, placements and the year 13 leavers meal and assembly (even though it was an emotional day!).

Although I am only in my first year at university, my main goal is to be a clinical psychologist which would require me to do a postgraduate degree.



## FURTHER INFORMATION

For further information or to arrange a visit to the Post 16 Centre:

**Phone:** 01476 563251 **Email:** [enquiries@walton-ac.org.uk](mailto:enquiries@walton-ac.org.uk)

**Visit:** [www.walton-ac.org.uk](http://www.walton-ac.org.uk)

### How to apply

To apply online please visit

**[www.walton-ac.org.uk](http://www.walton-ac.org.uk)**

and complete the online application form. If you have any questions at all please do not hesitate to contact the Post 16 team.

### Location

Walton Post 16 Centre is accessible from Lincolnshire, Nottinghamshire and Leicestershire by car, bus or train. Walton is located in a pleasant area on the outskirts of Grantham town centre with superb access to the A1 and A52.



#### Diverse Academies Learning Partnership

Walton is part of the Diverse Academies Learning Partnership – a group of academies committed to the development and improvement of schools through collaboration and partnership. Our core focus is the achievement and development of each individual student. We have an established framework of core principles and practice to which all academies subscribe, whilst maintaining and developing each academy's unique identity and individual characteristics.

For more information, visit [www.dalp.org.uk](http://www.dalp.org.uk)



“ I continued my education at Walton Post 16 because I already knew the academy, the students and teachers. ”





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*Diverse Academies Learning Partnership – a partnership between the Diverse Academies Trust (Marnham Road, Tuxford, Newark NG22 0JH; registered company number 07664012) and the National Church of England Academy Trust (Annesley Road, Hucknall, Nottingham NG15 7DB; registered company number 07708713). Not for profit charitable trusts with exempt charity status, registered in England and Wales.*