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.
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.

I chose Walton because the academy offered me a very good opportunity to further my skills and academic knowledge.
Walton’s purpose-built Post 16 Centre provides a modern and welcoming hub for sixth formers.

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.

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

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

Fran Gilbert
Deputy Post 16 & Post 16 Tutor
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.

<table>
<thead>
<tr>
<th>Pathway Programme</th>
<th>Predicted GCSE grades</th>
<th>Description</th>
<th>Possible Destinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIIGO</td>
<td>Mainly 8s and 9s</td>
<td>3 A Levels</td>
<td>Med/Vet/Dent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applications for Medicine/Veterinary/Dentistry</td>
<td>Oxbridge</td>
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<tr>
<td></td>
<td></td>
<td>OR Oxbridge OR Russell Group University</td>
<td>Russell Group University</td>
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<tr>
<td></td>
<td></td>
<td>Courses require at least two “traditional” subjects: Mathematics and Further Mathematics; English Literature; Physics; Biology; Chemistry; Geography; History; Modern Foreign Language</td>
<td>University Degree</td>
</tr>
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<td></td>
<td></td>
<td>• 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</td>
<td>Higher Apprenticeship</td>
</tr>
<tr>
<td>PURPLE</td>
<td>Mainly 7s and some 6s</td>
<td>3 A Levels</td>
<td>University Degree</td>
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<td></td>
<td></td>
<td></td>
<td>Higher Apprenticeship</td>
</tr>
<tr>
<td>COBALT</td>
<td>Mainly 5s and above</td>
<td>3 or 4 courses. A combination of 3 BTECs and one AS Level to continue onto 3 courses in Y13</td>
<td>University Degree</td>
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<td></td>
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<td></td>
<td>Higher Apprenticeship</td>
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<tr>
<td>TEAL</td>
<td>Mainly 5s</td>
<td>3 BTEC courses. Must include GCSE Resit in English and/or Maths if less than grade 5</td>
<td>University Foundation Degree</td>
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<td></td>
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<td>Advanced Apprenticeship</td>
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</tbody>
</table>

### GCSE Grades

<table>
<thead>
<tr>
<th>All 9 8.6 8.3 8</th>
<th>7.6 7 6.6 6</th>
<th>5.6 5.3 4.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 GCSE Grades</td>
<td>8 &amp; 8 GCSE Grades</td>
<td>Mostly 6 GCSE Grades</td>
</tr>
<tr>
<td>Mostly 9 GCSE Grades</td>
<td>Mostly 7 GCSE Grades</td>
<td>Mostly 5 GCSE Grades</td>
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<tr>
<td>Mostly 8 GCSE Grades</td>
<td>Mostly 6 GCSE Grades</td>
<td>Mostly 5 GCSE Grades</td>
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<tr>
<td>Mostly 7 GCSE Grades</td>
<td>Mostly 5 GCSE Grades</td>
<td>Mostly 5 GCSE Grades</td>
</tr>
<tr>
<td>Mostly 8 GCSE Grades</td>
<td>Mostly 6 GCSE Grades</td>
<td>Mostly 4 GCSE Grades</td>
</tr>
<tr>
<td>Mostly 9 GCSE Grades</td>
<td>Mostly 5 GCSE Grades</td>
<td>Mostly 5 GCSE Grades</td>
</tr>
</tbody>
</table>
APPLIED SCIENCE

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE

Examination Board: Pearson

Why choose this subject?

Students studying Applied Science enjoy 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 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 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 (60%) External assessment (35%)

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 Sciences, Forensic Science, Biomedical Science, Bovine Veterinary 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.

ART & DESIGN

FINE ART/TEXTILES

A LEVEL

Examination Board: Edexcel

Why choose this subject?

Students will learn 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

- Unit 3: 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

- A level Art and Design Grade C

BIOLOGY

AS AND A LEVEL

Examination Board: AQA

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 AS 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 being missed by the major universities.

How will this subject be delivered?

Year 12

- Unit 1: A Level Biology
  - Biological molecules
  - Cells
  - Organisms exchange substances with their environment
  - Genes, information, variation and relationships between organisms.
- Unit 3: A Level
  - Energy transfers in and between organisms
  - Organisms respond to changes in their internal and external environments
  - Genomics, populations, evolution and ecosystems
  - The control of gene expression

Year 13

- 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

- Two written exam papers
  - 1 hour 30 minutes
  - Each paper is worth 50% of AS grade.

- No coursework.

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.

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE

Examination Board: Pearson

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 work experience or part-time employment to complement their studies.

How will this subject be delivered?

The course consists of four units, two are mandatory and two are externally assessed.

- Unit 1: Exploring Business – assessed through coursework
  - 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.

- Unit 2: Marketing – assessed through coursework
  - 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.

- Unit 3: Finance – assessed through an externally set and marked test
  - A written test which is internally assessed.

- Unit 4: Enterprise – assessed through an externally set and marked task
  - A written test which is externally 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.

BUSINESS

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE

Examination Board: Pearson

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Additional costs relating to this course

- Contribution towards the cost of visits
- Stationery.

www.walton-ac.org.uk
How is it assessed?

• No coursework.
• 1 hour 30 minutes.

Organic Chemistry experiments, experimental

The subject is delivered through a variety of lessons, practical

There are more Chemistry innovators and problem solvers.

Chemists are seen as great

provides a great platform for

Whether you want a career in

AQA

AS AND A LEVEL

CHEMISTRY

EXAMINATION BOARD: AQA

AS LEVEL 1 YEAR COURSE

EXAMINATION BOARD: OCR

LEVEL 3 APPLIED DIPLOMA

EXAMINATION BOARD: WJEC

Why choose this subject?

• Whether you want a career in medicine or industry. Chemistry provides a great platform for study in higher education.

Why is it assessed?

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

Examinations – all learners take the same examination at the same time, normally with a written outcome.

Set tasks – learners take the assessment during a defined window and demonstrate understanding through the completion of a vocational task. Some external assessments include a period of preparation set up for students to study.

Written outcomes

How will this subject be delivered?

There are three optional 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 1: 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

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.

Why 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.


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

• 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.
ENGLISH LITERATURE
A LEVEL
Examination Board: AQA

Why choose this subject?
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.

How will this subject be delivered?
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.

How is it assessed?
A Level
Paper 1: Study of three texts
- Written exam: 3 hours
- Open Book exam
- 40% of A Level

Paper 2: 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 1250-1500 words each, responding to a different text and linking to a different aspect of the critical anthology.
- 20% of A Level
- Assessed by teacher.

Subject specific entry requirements?
Ideally students will have gained a grade 4 or above in English and / or English Language at GCSE.

Paper 3: Study of three texts
- Written exam: 2 hours 30 minutes.
- 40% of A Level

Paper 4: 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 1250-1500 words each, responding to a different text and linking to a different aspect of the critical anthology.
- 20% of A Level
- Assessed by teacher.

Additional costs relating to this course
- Students may wish to purchase their own copies of set texts.

GEOPGRAPHY
A LEVEL
Examination Board: Edexcel

Why choose this subject?
The Geography A Level is assessed through four different 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 students' 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%.

How is it assessed?
Grade 6 or above in GCSE Geography.

Progression
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.

Additional costs
Students may wish to purchase their own copies of sets or textbooks.

GOVERNMENT
A LEVEL
Examination Board: Edexcel

Why choose this subject?

How is it assessed?
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.

Why choose this subject?

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.

How will this subject be delivered?
There are six mandatory units:
- Unit 1: Human Development
- Unit 2: Working in Health and Social Care
- Unit 4: Enquiries into Care
- Unit 5: Meeting Individual Care and Support Needs
- Unit 7: Principles of Safe Practice in Health and Social Care
- Unit 8: Promoting Public Health

Subject specific entry requirements?
Students should have a minimum of five GCSEs at grade 4-9 or above including Mathematics and / or English Language.

Progression
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.

It may lead to careers such as social work, nursing, physiotherapy, midwifery, probation work, and teaching 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.
How is it assessed?

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.

**Subject specific entry requirements**

Five GCSEs at grades 4-9 including Mathematics and English Language.

**Progression**

Students will develop their mathematical thinking, reasoning and communication. Students will also build skills in mathematical proof, seeking patterns and generalising. 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:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

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.

**How will this subject be delivered?**

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

**How is it assessed?**

Assessment is by 3 exams, each 2 hours long. (100 marks each. Equal weighting to final mark.)

- Paper 1: All core content
- Paper 2: All core content
- Paper 3: Optional mechanics, discrete and statistics content.

**Subject specific entry requirements**

Minimum grade 7 at GCSE Mathematics.

**Progression**

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 A2 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.'

**Additional costs relating to this course**

You will need to own a graphical calculator.

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How is it assessed?

A Level

- Breadth Study: 40%. Assessed 2 hours 30 minutes written examination.
- Depth Study: 40%. Assessed 2 hours 30 minutes written examination.
- Historical Investigation: 20%. Assessed 3,500-4,000 word essay written in own time.

**Subject specific entry requirements**

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.

**Progression**

Students who study History find employers respect and desire the skills they acquire. Popular career routes include education such as museum curatorship. Additional costs relating to this course will stretch and challenge the most able and share information, alongside 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.

**How will this subject be delivered?**

Throughout the 2 year course you will study four units of work. These are as follows:

- Unit 1: Information Technology Systems
- Unit 2: Creating Systems to Manage Information
- Unit 3: Using Social Media in Business
- Unit 6: Website Development

**Why choose this subject?**

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.

**How is it assessed?**

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.

**Progression**

Students who study History find employers respect and desire the skills they acquire. Popular career routes include education such as museum curatorship. Additional costs relating to this course will stretch and challenge the most able and share information, alongside 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.
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.

BTEC is an excellent basis from which to enter the world of work or progress to further education. It allows learners to develop many work based personal and professional skills, expanding knowledge of the performing arts industry, and allows them to look into different career routes. This is also an ideal course for those wishing to pursue a career in dance, acting or as a performing arts teacher at a vocational performing arts institute.

How will this subject be delivered?

This course will be 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

These will be varied and will include a lot of practical work, some theory work, case studies, talks and tasks led by outside speakers, plus group planning exercises. The majority will be practical lessons, including workshops. Throughout the course, students will be learning 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 develop and develop intellectually while developing valuable and transferrable skills in analysis, imagination, problem solving and communication. Highly regarded by universities, the subject involves a study of philosophical, theological and ethical themes which underpin and structure our world today.

How will this subject be assessed?

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 of work. 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 coursework.

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 explore the work of photographers and experiment and take risks. There will be an emphasis on the work of a number of photo-genres and art movements to help develop their own themes and projects. They will 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.

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). Students are required to plan and carry out a project on a given topic of research and submission. Potential topics include art and photography and computer games. Students will be required to write a 2,000-word essay on their project, which will be externally assessed.

Unit 2: Photography Exam
This unit is externally assessed. It involves a 12-week externally set project: Preparatory practical and research work and the final project 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 A to C 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 foundation year to degree.

Additional costs related to this course
There may be additional costs with this course.

PHYSICS

A LEVEL

Examination Board: AQA

Why choose this subject?

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

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 A to C or above.

Progression
A Level Physics is 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 peoples theories, which is useful for any kind of job that involves research or debate.

Physics is in high 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.

Additional costs related to this course
You will need to own a scientific calculator.
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.
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.

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
- www.internationalservice.org.uk
- www.prospects.ac.uk/jobs-and-work-experience/gap-year/should-i-take-a-gap-year

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
- Government: https://www.gov.uk/topic/further-education-skills/apprenticeships
- Student Room: www.thestudentroom.co.uk
- Not Going to University: www.notgoingtouni.co.uk

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
- Unifrog: www.unifrog.org
- MOOC: www.mooc-list.com

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.

Useful websites:
- UCAS: www.ucas.com
- Unifrog: www.unifrog.org
- MOOC: www.mooc-list.com

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

PLANNING FOR THE FUTURE
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 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
Visit: www.walton-ac.org.uk

How to apply

To apply online please visit 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

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