2027 - 2029

SIXTH FORM @ CGS

"A tradition of excellence, a future of opportunity"

THE SUNDAY TIMES
SCHOOLS GUIDE 2025
STATE SECONDARY SCHOOL OF THE YEAR EAST MIDLANDS





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Church Street,
Caistor,
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enquiries@caistorgrammar.com

WELCOME

Dear Student,

We believe that we provide an excellent, well-rounded Sixth Form experience at CGS.

We offer a range of A-level subjects, which challenge and prepare students for the 'next step' to a highly respected university, apprenticeship course, or employment, across the country. We have a proven track record of success with our results and we achieve this through a team approach - outstanding pastoral care, dedicated and experienced subject specialists and committed support staff. If you want to work hard, develop your talents, along with access to an outstanding Personal and Professional Development programme, including The Duke of Edinburgh's Award scheme, volunteering, work experience, and a wide range of leadership responsibilities, then CGS is for you.

Your transfer into any Sixth Form will mark the beginning of the final, and in many ways, the most exciting and challenging stage of your school education. This move involves the crucial choice of A-level subjects. Therefore, this entry information is intended to help you in making that choice. We hope that it will also give you some idea about what to expect as a Sixth Form student at CGS, along with what you can expect from us.

You may not yet have made a firm decision about the future, but do remember that certain professions, such as engineering or medicine, demand specific A-levels. Therefore, careful thought and thorough research are vital at this stage. Your selection of subjects could be a major influence in your ultimate choice of career.

Certainly, we do not expect you to make choices without help. Your parents, subject teachers, tutors, Heads of Department, and our independent careers advisor will be ready to offer guidance. We encourage you to make use of their experience. In addition, our careers bulletin board, Unifrog and website offers further information.

In September 2027, we are expecting to run all the subjects included in this booklet, but the final decision will depend upon staffing and numbers opting for each subject.

If you choose to study at CGS, one of the things you will appreciate is the strong partnership that students have with their teachers. They not only share your aspirations, but also look to you as young adults to assist with the smooth operation of the school. You will be given many opportunities to lead.

We believe that the Sixth Form at CGS is a community, with a commitment to high achievement, both academically and personally. If you enter wholeheartedly into this partnership and make a positive contribution both on an academic and personal level, then your Sixth Form journey will be a successful one.

It is our hope that all Sixth Form students at CGS will enjoy precisely this experience and, collectively, subject teachers and pastoral staff are always available to discuss your future with you.

Yours sincerely,

Mr James Kay
Head of Sixth Form

Mr Andy Hay
Deputy Head of Sixth Form

WHY CHOOSE CGS?

Caistor Grammar Sixth Form provides a range of A-levels and enrichment opportunities that will enable students to progress onto virtually any higher education course, whether university, apprenticeship or employment. With very strong results over the years, we support all students to fulfil their potential.

- One of the top three performing schools in Lincolnshire in 2026 at GCSE and A-level
- A-level results for 2026: over 79% A* - B; with over 43% of grades at A* or A
- 90% of students on the UCAS pathway secured a University place or Apprenticeship in 2026
- Over 30% of students achieved grades AAB in at least two facilitating subjects in 2026
- *The Sunday Times* Parent Power East Midlands State Secondary School of the Year (awarded in 2025)
- The best performing state or independent school Sixth Form for A-level outcomes within a 90 minute commute
- Positive Level 3 Value Added
- A wide range of extracurricular activities to encourage Personal and Professional Development

"It is a caring environment where people want to help you succeed in every aspect of school life."
(Y12 student)

"CGS offers supportive teachers who go out of their way to help you. Sixth Form offers fantastic leadership opportunities including the Senior Prefect Team and House Officials."
(Y13 student)

"As an external student joining CGS Sixth Form, I was instantly made to feel welcome. The opportunities on offer made me sure that this is the correct Sixth Form for me."
(Y13 student)

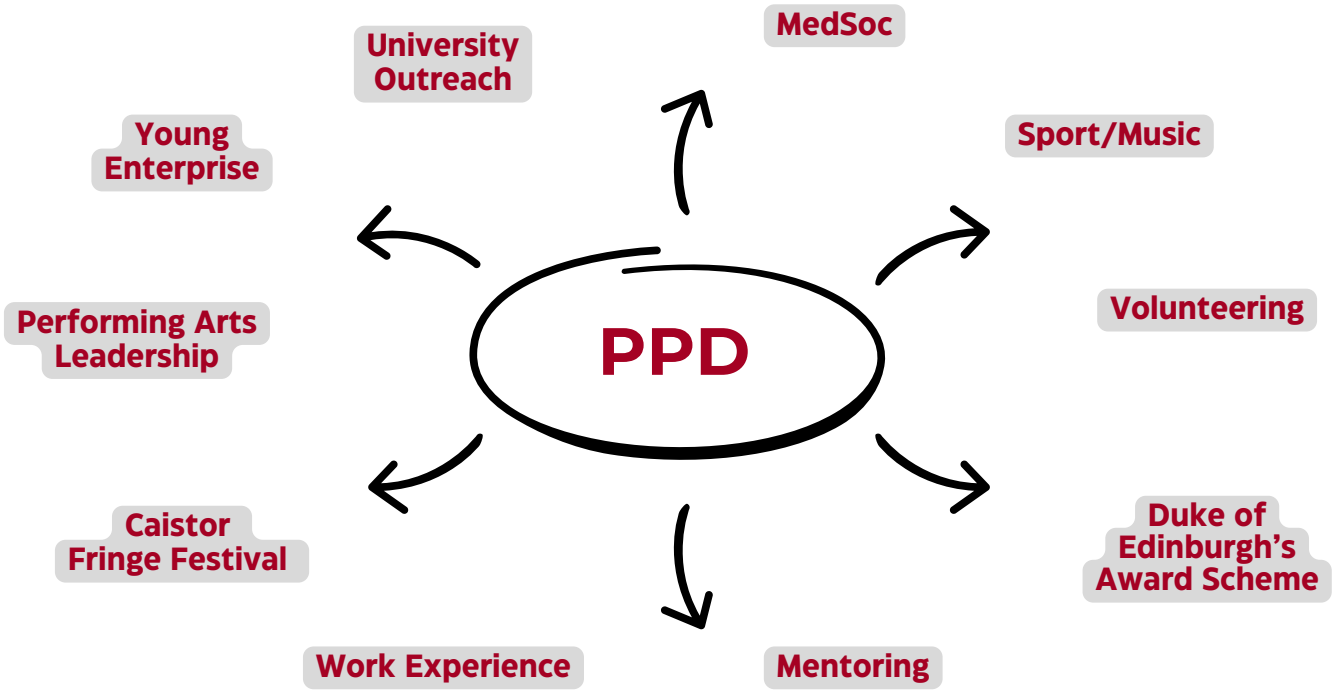


PERSONAL AND PROFESSIONAL DEVELOPMENT

We believe that our students enjoy their time with us, taking the opportunity to participate in the wider life of the Sixth Form and School, developing independence and responsibility in the process.

Personal and Professional Development

Whilst it is important to focus on your academic studies, as these are central to securing your future, post A-levels, we thoroughly believe in strengthening your personal skills. We support you with this through our Personal and Professional Development programme (PPD). In your time at CGS, you will be able to participate in a wide range of activities, developing skills such as time management, leadership, and teamwork. If you can't find a club or society for you, you can even start a new one! Some of the different opportunities on offer can be seen below.



An extension of student leadership work runs through our volunteering scheme, which sees some of our Sixth Form students offering their time on Wednesday afternoons to help those in the local community. It provides a chance for students to give something back to others, potentially making their life better. It is also a useful venture for those wanting to mention something unique on their university, apprenticeship, or employment applications in the future. Students have, in the past, supported the Caistor Rock Foundation along with Caistor Heritage Centre. Others have volunteered at local nursing homes with a view to moving into a medical career. Students find these opportunities extremely rewarding. They develop key skills of time management, leadership, independence, and empathy. It is these skills that will set them apart from others.

We want your time here to be profitable. Throughout your time as a Sixth Form student at Caistor Grammar School, you will be encouraged to contribute as fully as possible to the life of the school and the wider community.

PERSONAL AND PROFESSIONAL DEVELOPMENT

On arrival at CGS, students are assigned to a House, either

AYSCOUGH or HANSARD or RAWLINSON

Sixth Form students at CGS play a leading role in the management of House events. Annually, we run House competitions in music, drama, sports, chess, and public speaking to name but a few! Sixth Form students take on roles as captains, directors/editors, officials, artists, and often writers, all in a bid to win and students/leaders are integral in the running of these events. Through this the students develop a sense of independence, responsibility and teamwork, contributing to their personal and professional development.







"The teachers provide excellent teaching and resources to help students and to make their experiences of school both enjoyable and rewarding."
(Y12 student)

"CGS Sixth Form is not just a Sixth Form but also a community that is closely linked to the rest of the school. The opportunities available are so varied and beneficial for growing as a person."
(Y13 student)



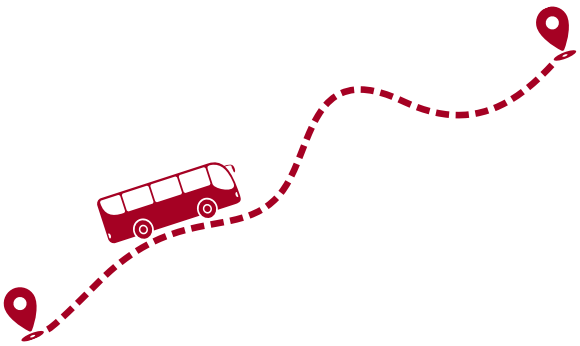
Casterby House provides Sixth Form students with a social space, a kitchen, and study rooms. A 'Coffee Club' also operates daily, exclusively for Sixth Form students in the dining room. There is also an ongoing commitment to improving and adapting the facilities that are available to our Sixth Form.



TRANSPORT INFORMATION

Students travel from many different areas including Scunthorpe, Brigg, Immingham, Hull, Grimsby, Cleethorpes, and Market Rasen. Listed below are the companies that organise transport from particular areas. If your locality is not listed, please try the company for a neighbouring area or contact the school.

DENTS
Unit 1
Pasture Lane
Market Rasen
Tel: 01673 828086
E-mail: jrdentcoaches@hotmail.co.uk
Serviced areas: Market Rasen, Middle Rasen, Walesby, Osgodby, Claxby



GRAYSON'S TRANSPORT (AMVALE LTD)
Unit 29b
Estate Road 5
South Humberside Industrial Estate
Grimsby
DN31 2TP
Contact: Shay Fowler
Tel: 07894 444241
E-mail: admin@schoolbuses.co.com
Serviced areas: Grimsby, Cleethorpes, Immingham, Habrough, North Thoresby, Humberston (and surrounding villages). Brigg (and surrounding villages). Scunthorpe and Forest Pines.

LINCOLNSHIRE COUNTY COUNCIL, SCHOOL TRANSPORT
County Offices
Newland
Lincoln
Tel: 01522 782020
E-mail: schooltransportapplications@lincolnshire.gov.uk
Serviced areas: Bigby, Grasby, Owmby, North Kelsey, South Kelsey, Moortown, Swallow, Thoresway, Rothwell, Keelby, Brocklesby, Limber

SHERWOOD BUS COMPANY
Mr Stuart Oakland
19 Queens Road
Immingham
Tel: 01469 571140
E-mail: enquiries@sherwoodtravel.co.uk **or** svoakland@gmail.com
Serviced areas: Barrow-on-Humber, Ulceby and Goxhill

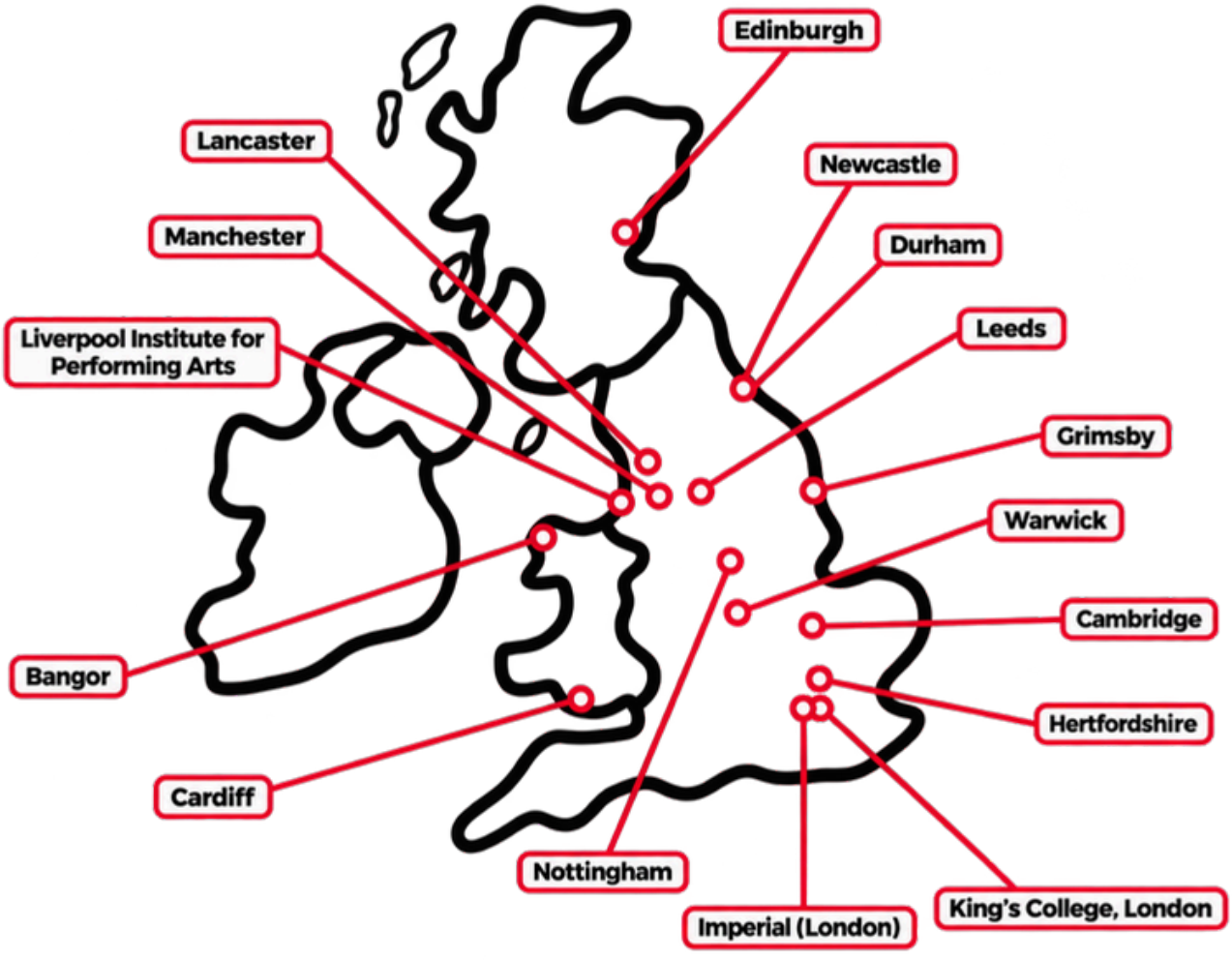
Travel bursaries are available for September 2027 - application forms available from the school

DESTINATIONS

The map below gives just a flavour of the many destinations and courses that past students at Caistor Grammar School now study at. As you will be able to tell, it is an extremely broad and varied range, showing the bespoke support that we offer, whatever your aspirations.

Courses include:

- Medicine/Dentistry/Veterinary
- Mechanical and Chemical Engineering
- Law
- Marine Biology
- Paralegal Apprenticeships
- Mathematics
- Game Design
- Computer Science
- Pilot Training
- Civil Engineering
- Sports Technology
- Aerospace Engineering
- English Language and Literature
- Psychology
- Ancient Languages
- Pharmacy
- Modern History and Politics
- Economics
- Nursing
- Theatre and Production Technology
- Biomedical Sciences



CAREERS

Whether you are exploring university, apprenticeships, job opportunities or a gap year, the staff at Caistor Grammar School will offer you bespoke advice.

Education **Connection** **Experience**

Careers EDUCATION for Sixth Form students at Caistor Grammar School

- an intensive careers programme is delivered throughout your A-level journey
- opportunities to take part in talks from guest speakers in a variety of different careers

Careers CONNECTIONS for Sixth Form students at Caistor Grammar School

- You will be signed up to our UNIFROG partnership which offers you access to a wealth of opportunities to help you make the correct choice for **you!**
- It will help you to connect with external organisations who can offer further support and guidance
- Our Careers leader in school is Mrs Athanasia Ellerby (careers@caistorgrammar.com)
- You will be offered a 1-to-1 interview with our independent careers advisor

Careers EXPERIENCE for Sixth Form students at Caistor Grammar School

- You are encouraged and provided with opportunities in curriculum time, and beyond, to gain work experience, as part of your Personal and Professional Development
- You will attend a UCAS convention or University Experience Day towards the end of Year 12
- You are encouraged to attend Open Days at universities of your choosing, from summer term 2028



Interested in **Medicine**? We can give you: course analysis and comparison, regular e-mail updates, specialist guest speakers (medical alumni), access to our MedSoc and mock interviews.

Interested in **Engineering**? We can give you: specialist apprenticeship talks and workshops, Arkwright scholarship applications and Engineering work experience.

Interested in **Law**? We can give you: specialist guidance, workshops, talks, independent careers advice and work experience.

Not sure what you are interested in?

We can offer you: personalised support and guidance, careers interviews, help with personal statements, guidance on writing CVs and an introduction to the world of work.

ART AND DESIGN (FINE ART)

Fine Art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression. Fine Art for the subject may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions.

It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

Drawing, in Fine Art, forms an essential part of the development process from initial idea to finished work; from rough sketches, to diagrams setting out compositions, to digital drawings used for installations or as part of three- dimensional work. Students should used a variety of tools, materials and techniques, as appropriate, for recording their surroundings and source materials. Students should consider the application and implications of new and emerging technologies that can be used in conjunction with traditional and digital fine art materials. Contextual understanding and professional practice - contexts for fine art can be found in a wide range of sources; for example, from historical works in museums, contemporary art shows and fairs, an exhibition at a local gallery, films, architecture, literature, and nature.

When undertaking work in fine art, students should also engage with:

- Concepts such as figuration, representation, and abstraction
- How the formal elements evoke responses in the viewer
- Various forms of presentation in fine art and the ways that audiences may respond to or interact with them Sustainable materials and production processes in the construction of work
- The potential of collaborative working and methodologies in the creative process

A-level	**Component 1** Portfolio of work and outcome/s Personal study 2,000 - 3,000 word essay	**60%**	**Internally set** **Internally marked** **Externally moderated**
	Component 2 Externally set assignment Portfolio of work and final outcome/s	**40%**	**Internally set** **Internally marked** **Externally moderated**

Entry requirements:
Students embarking on this course will have achieved a **grade 6 or higher** in GCSE Art. Students who have not taken Art at GCSE should anticipate a discussion with the Head of Department.

The course will prepare you to continue your studies in Art & Design at university or to enter into a similar career. This course should also be considered by those who value the creative process. The skills learnt through this course are transferrable to all professions and are highly valued by universities and future employers.

Expectations:
You will be expected to work independently during lesson time as well as during study periods and at home. You will need to be motivated and driven, as the quantity and quality of work required for assessment is significant.

Contact: Mrs Rachel Porter - rachel.porter@caistorgrammar.com

BIOLOGY

If you have found Biology interesting and enjoyable at GCSE, are keen to know more, and prepared to commit to working hard to meet the requirements of the course by taking responsibility for your own learning outside lessons, then Biology is for you!

The aim of the specification is to encourage candidates to develop their interest in and enthusiasm for Biology, including in further study and future careers in the subject. It will encourage students to appreciate how society makes decisions about scientific issues, how the sciences contribute towards a stable economy, as well as developing essential knowledge and understanding of different areas of Biology.

Students studying Biology go on to a variety of university courses and careers, including Medicine, Veterinary Science, Nursing, Dentistry, Physiotherapy, Speech Therapy, and Biomedical Science to name but a few. With a global population estimated to reach 10 billion by 2050, students studying Biology at A-level will be well placed to contribute to solving the wide variety of problems associated with such a change. This could include the demand for more effective medicines, developing a sustainable food or energy supply and balancing these demands with the need for the conservation of biodiversity and endangered species.

Content	Assessments
Module 1: Development of practical skills in Biology **Module 2:** Foundations in Biology **Module 3:** Exchange and transport **Module 4:** Biodiversity, evolution and disease **Module 5:** Communication, homeostasis and energy **Module 6:** Genetics, evolution, and ecosystems	**Biological Processes** 2hrs 15 minutes (100 marks) 37% of A-level **Biological Diversity** 2hrs 15 minutes (100 marks) 37% of A-level **Unified Biology** 1hr 30 minutes (70 marks) 26% of A-level 
A-level Practical Endorsement	**Assessment Objectives**
This is carried out by the completion of a range of practical and investigative tasks throughout the A-level course. It focusses on skills development and encourages independence and confidence to flourish in practical work.	**Students will be examined on three key skills:** (including 10% mathematical skills) **AO1:** Demonstration of knowledge recall (approx. 30%) **AO2:** Apply knowledge in theoretical and practical contexts, handling both qualitative and quantitative data (approx. 45%) **AO3:** Analyse, interpret, and evaluate evidence, making judgements, reaching conclusions and refining practical procedures (approx. 25%)

Entry requirements:
Students will need a **grade 6** In GCSE Biology plus a **grade 5** in Mathematics or a **grade 6** in Combined Science **plus** a **grade 5** in Mathematics.

Contact: Mrs Allison Clark – allison.clark@caistorgrammar.com

CHEMISTRY

This qualification aims to:

- foster imaginative and critical thinking about chemical problems
- stimulate and sustain students' interests in, and enjoyment of, Chemistry
- present Chemistry as a coherent, but developing body of knowledge, principles and theories linked by unifying concepts: in particular the periodic table, organic chemistry, reaction rates, energy, and equilibrium
- develop students' appreciation of social, economic, environmental, and technological contributions and the application of chemical knowledge
- develop students' ability to communicate scientifically in appropriate ways, including the ability to select, organise and interpret data
- use integrating themes to link chemical ideas, for example, oxidation and reduction leading to redox potentials.

This qualification is suitable for students who:

- have an interest in, and enjoyment of Chemistry
- enjoy carrying out investigations via the application of imaginative, logical, and critical thinking
- want to use Chemistry to support other qualifications or progress onto further studies

Content	Assessments
Module 1: Development of practical skills in Chemistry **Module 2:** Foundations in Chemistry **Module 3:** Periodic table and energy **Module 4:** Core organic Chemistry **Module 5:** Physical Chemistry and transition elements **Module 6:** Organic Chemistry and analysis	**Periodic table, elements and physical Chemistry** 2hrs 15 minutes (100 marks) 37% of A-level **Synthesis and analytical techniques** 2hrs 15 minutes (100 marks) 37% of A-level **Unified Chemistry** 1hr 30 minutes (70 marks) 26% of A-level
A-level Practical Endorsement	
Skills assessed: • Follows written procedures • Applies investigative approaches and methods when using instruments and equipment • Safely uses a range of practical equipment and materials • Makes records and observations • Researches, references and reports	

Entry requirements:
Students will need a **grade 6** In GCSE Chemistry plus a **grade 6** in Mathematics or a **grade 6** in Combined Science plus a **grade 6** in Mathematics.

Contact: Mrs Heidi Leaning – heidi.leaning@caistorgrammar.com

CLASSICAL CIVILISATION

AVAILABLE AT AS AND A-LEVEL (AS-LEVEL ONLY AVAILABLE AS A FOURTH SUBJECT)

Explore how the ancient Greeks and Romans lived, thought and saw the world – and how their ideas continue to shape our own. Through myths, history, philosophy, art and belief, discover a fascinating society full of ideas, achievements and conflicts that still resonate today. **No knowledge of Latin is required to study this course.**

Module 1: The World of the Hero
Explore some of the greatest stories ever created and discover how the ancient Greeks and Romans shaped the way we think about heroes, adventure, leadership and human nature today. **Homer's *Odyssey*** – the epic story of Odysseus and his extraordinary journey home after the Trojan War. Along the way, you will encounter monsters, gods, mythical creatures, dangerous temptations and unforgettable characters. **Virgil's *Aeneid***, following Aeneas as he faces war, loss and difficult choices on his journey to establish a new homeland.

Module 2: Greek Theatre
The ancient Athenians believed that theatre was so important to the development of individuals and the strength of their community that even poorer citizens were given free tickets. The plays they watched were anything but dull! Greek tragedy explored controversial, shocking and sometimes disturbing subjects, asking difficult questions about justice, power, family, revenge, was and what it means to be human. Many of the issues raised by these plays are still at the heart of debates today. Greek comedy, meanwhile, gives us a fascinating glimpse into ordinary life in ancient Athens. Just as modern comedy can poke fun at politicians, celebrities, social attitudes and everyday life, Athenian comedians used humour to challenge authority and comment on their society.

Studying Greek Theatre means exploring the origins of drama as we know it today – and discovering why stories written over 2,000 years ago can still make us laugh, shock us, and make us question the world around us.

Module 3: Love and Relationships (A-level)
Love, desire and relationships have fascinated people for thousands of years. Explore how the ancient Greeks and Romans understood love, sex, sexuality and marriage, and discover how their ideas compare with our own. The ancient world raises challenging ethical questions about relationships, many of which are still debated today – making this a fascinating topic for discussion and debate.

At AS-level, you will study **Module 1: Homer's *Odyssey*** and **Module 2: Greek Theatre**

For the **full A-level**, you will continue with these modules and study **Module 1: Virgil's *Aeneid*** and **Module 3: Love and relationships** in addition

Entry requirements:
There is no prior knowledge required for this course, but an interest in mythology and the ancient world is obviously desirable. Classical Civilisation is an excellent choice if you enjoy English, History, Politics, Philosophy, Drama, Art or Media, or if you simply love a great story and enjoy asking why!

Students should have obtained at least a **grade 6** in English Literature/Language or History. Students who have not taken History at GCSE should not be discouraged but should be aware of the historical component. Please also note that no knowledge of Latin or Greek is required.



Contact: Miss Ruth Wildman – ruth.wildman@caistorgrammar.com

COMPUTER SCIENCE

Studying Computer Science will help you secure courses at any university in a variety of disciplines including Mathematics, Science, and Engineering, as well as Computer Science itself.

Building on what you have learnt at GCSE, the main topics include programming, mathematical principles, and architecture. Those who complete the course will leave as competent problem solvers with a skill set that is highly valued in this modern world.

Course outline
The course consists of three sections: Paper 1, Paper 2, and a Non-Examined Assessment (NEA)

Paper 1
This is a 2 hour 30 minute on-screen examination (worth 40% of the qualification) that tests your ability to programme. You will answer a series of short questions and write programmes in an Electronic Answer Document provided by the exam board. The content for Paper 1 includes the fundamentals of algorithms and the Theory of Computation.

Paper 2
This is a 2 hour 30 minute written examination (worth 40% of the qualification) that tests your knowledge of a variety of topics including networking, databases, big data, and functional programming.

Non-Examined Assessment
The Non-Examined Assessment (worth 20% of the qualification) assesses your ability to use the knowledge and programming skills gained on the course to solve or investigate a practical problem. You will be expected to follow a systematic approach to problem solving.

Examinations take place at the end of the two-year course.

Entry requirements:
Students will need a **grade 6 or higher** in GCSE Computer Science. Students who have not taken Computer Science at GCSE will need a **grade 6 or higher** in GCSE Mathematics.



Contact: Mr Michael Robinson – michael.robinson@caistorgrammar.com

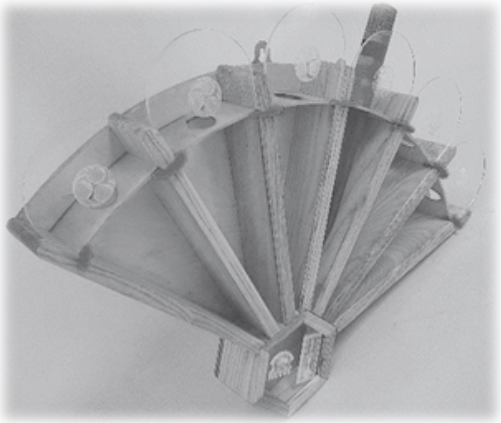
DESIGN AND TECHNOLOGY

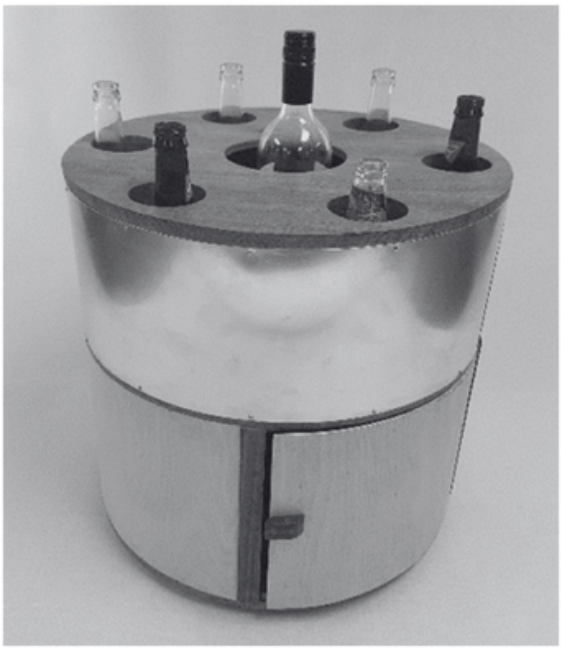
This course will further develop the skills, knowledge and understanding introduced during the GCSE Design and Technology course. An interest in how everyday products are designed and manufactured is essential.

Expertise with a variety of CAD and CAM hardware and skills will be extended throughout the course. How commercial products reach the market will be explored in detail.

Independent study will take several forms including research, design folder work and past examination questions.

You will be encouraged to use the department's workshop facilities during study periods. The Design Project is an open brief and will be negotiated with each individual student. Students are required to develop a working partnership with a client for the product that they produce.





The Design Project is an open brief and will be negotiated with each individual student. Students are required to develop a working partnership with a client for the product that they produce. If you would like to see examples of A-level Design and Technology work, look out for displays within the department and see Mr Donington for additional examples. Further information can be found on the Edexcel website: www.edexcel.org.uk

Content	Assessment
Principles of Design and Technology	2hr 30 minute exam (50%)
Design and make project	Design and folder product (50%)

Entry requirements:
Students will need a **grade 6 or higher** in GCSE Design and Technology. Students who have not taken GCSE Design and Technology will be required to submit a portfolio of evidence.

Contact: Mr Phil Donington – phil.donington@caistorgrammar.com

ENGLISH LITERATURE

Specification A – Love through the Ages/World War 1 and its Aftermath

Studying English Literature at A-level gives students an opportunity to develop an interest in, and enjoyment of, English Literature, through reading widely, critically, and independently, across different time periods, genre, and gender.

The course will involve the study of a selection of prose, poetry, and drama from the 16th Century to the present day.

Students are encouraged to read as widely as possible so that they are able to place their set texts firmly within their literary and social context. They will also need to acquaint themselves with a wide range of different critical interpretations. Theatre, residential trips and lecture visits are an integral part of the course.

The Course
The exact content of the course will be handed out to prospective students at the Sixth Form Open Evening but will also be available from the English Department.

Paper 1: Love through the Ages
You will study two texts: 'Othello' and 'The Great Gatsby', together with an AQA anthology of love poetry.

In the exam: Section A – you will answer one passage-based question on 'Othello'; Section B – a compulsory essay question based on two unseen poems; Section C – one essay question (from a choice of two) that links the AQA anthology with 'The Great Gatsby'.

Paper 2: Texts in Shared Contexts (World War One)
You will study three texts (one poetry: 'Up the Line to Death', one prose: 'A Long Long Way', and one drama: 'Journey's End') and practise analysis of unseen prose material about World War One.

In the exam: Section A – you will answer one question from a choice of two on the poetry anthology 'Up the Line to Death'; Section B – you will answer one compulsory question on an extract of unseen literary prose; Section C – you will answer one question that compares 'A Long Long Way' to 'Journey's End'.

Non-Examined Assessment
You will write a comparative critical study of two equally weighted tests by two different authors (one of these texts must be pre 1900). You cannot use examination texts that you studies for either Paper 1 or Paper 2 of the course.



Entry requirements:
Students will need a **grade 6 or higher** in GCSE English Literature and at least a **grade 5** in English Language.

Students who express an interest are advised to discuss their suitability for the course with their class teacher or the Head of Department.

Contact: Ms Briony McNeilly – briony.mcneilly@caistorgrammar.com

FRENCH

A-level French builds on the knowledge, understanding, and skills gained at GCSE and equips students to become confident and fluent speakers and writers in one of the key world languages.

French is a highly valued and rigorous academic subject (one of the facilitating subjects) by universities for a whole variety of courses, from Modern Languages and Literature to History, Politics, and Law. French also compliments many competitive science courses such as Engineering and Medicine.

WIth the high level of competence in the language gained at GCSE, by continuing with French in the Sixth Form, students will acquire a skill which will set them apart from their peers in the international employment market of the 21st century.

French remains one of the European languages which is most sought after by major companies across the continent and globally.

The language is studied through a variety of topics relating to French society, culture, history, and politics. The topics studied over the A-level course can be seen below.

Paper 1: Reading, translation, listening and writing (2hrs 30 minutes, 50% of the A- level)

There are 12 topics covered across the course:

1. **The changing nature of family**
2. **The digital world**
3. **The place of voluntary work**
4. **French heritage**
5. **Crime and punishment**
6. **French contemporary music**
7. **Technology**
8. **Cinema**
9. **Politics and teenagers**
10. **Politics and immigration**
11. **Trade Unions and strikes**
12. **A diverse society**



Paper 2: Writing (2 hours, 20% of the A-level)
In addition to the above, A-level students will study one film and one written text and write an essay in French on each of them. This year we have studied the film 'Un Long Dimanche de Fiancailles' and read 'Un sac de billes'

Paper 3: Speaking (approx. 20 mins, 30% of the A-level)
An individual research project. Students can choose any topic relating to French society or culture which interests them. The research will then be presented and discussed in the speaking exam at the end of the two-year course. There is also a five minute discussion on one of the topics from Paper 1.

Entry requirements:
Students will need a **grade 6 or higher** in GCSE French. More important, however, is a genuine interest in the language and culture of France and French speaking countries. Students will also need curiosity and a desire to learn more about and discuss the world around us, displaying an eagerness to develop and further skills which will provide invaluable for future study and careers.

Contact: Mrs Kathryn Bradbury - kathryn.bradbury@caistorgrammar.com

GEOGRAPHY

A-level Geography offers a new, interesting selection of topics not covered at GCSE and allows you to go into greater depth in some key elements previously studied.

It covers both the physical and human environments and the complex interaction of processes that shape our world. It will also, importantly, show the applied side of the subject - how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment.

There is plenty of room for discussion and extended research, which will help you become an independent thinker and learner. By the time you get to your exams, you will be able to show your understanding of a range of opinions and be able to illustrate your answers with case studies from local, national and international examples.

You will learn in a variety of ways, using maps, GIS skills, data analysis, photos, videos, and podcast, as well as attending study days. You will be encouraged to frame your own questions using higher level thinking skills and show your grasp of complex issues through report and essay writing. Fieldwork will be an essential part of your A-level course.

Component 1: Physical Geography (40% of A-level)	**Component 2: Human Geography (40% of A-level)**
Section A: Water and carbon cycles **Section B:** Coastal systems and landscapes **Section C:** Hazards	**Section A:** Global systems and global governance **Section B:** Changing places **Section C:** Contemporary urban environments
Component 3: Geographical Investigation/Non-Examined Assessment (20% of A-level)	
Students will complete an individual investigation of 3,000 - 4,000 words which must include primary data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.	

Entry requirements:
Students will need a **grade 6 or higher** in GCSE Geography. Students who have not taken Geography as GCSE will need a **grade 6** in English Language or Literature.



Contact: Mr James Kay - james.kay@caistorgrammar.com

GERMAN

A-level German builds on the knowledge, understanding and skills gained at GCSE and equips students to become confident and fluent speakers and writers of one of the key world languages.

German is a subject highly valued as a rigorous academic subject (one of the facilitating subjects) by universities for a whole variety of courses, from Modern Languages and Literature, to History, Politics, and Law.

German also complements many competitive science courses such as Engineering and Medicine. With the high level of competence in the language gained at GCSE, by continuing with German in the Sixth Form, students will acquire a skill which will set them apart from their peers in the international employment market of the 21st century.

German remains the European language which is most sought after by major companies across the continent and globally. The language is studied through a variety of topics relating to German society, culture, history and politics. The topics studied across the two years can be seen below.

<table>
<tr><th colspan="2">Paper 1: Reading, listening and writing
(2hrs 30 mins, 50% of the A-level)</th></tr>
<tr><td>Aspects of German speaking society
Youth culture: fashion, trends, music
The changing state of the family
The digital world</td><td>Multiculturalism in German
Immigration
Integration
Racism</td></tr>
<tr><td>Artistic culture
Festivals and tradition
Art and architecture
Cultural life in Berlin (past and present)</td><td>Aspects of political life
Germany and the EU
Politics and youth
German re-unification and its consequences</td></tr>
<tr><th colspan="2">Paper 2: Writing
(2hrs, 20% of the A-level)</th></tr>
<tr><td colspan="2">In addition to the above, A-level students will study one film and one written text. There is an excellent choice of modern German films and texts from which the students can choose. The choice will very much depend on the interests and preferences of the students themselves In recent years, students have studied the film ‘Das Leben der Anderen’ and the memoir ‘Zonenkinder’ by Jana Hensel, or the novel ‘Der Vorlesser’.</td></tr>
<tr><th colspan="2">Paper 3: Speaking (approx. 20 minutes, 30% of the A-level)</th></tr>
<tr><td colspan="2">An individual research project. Students can choose any topic relating to German society or culture which interests them. The research will then be presented and discussed in the speaking exams at the end of the course.</td></tr>
</table>

Entry requirements:
Students will need a **grade 6 or higher** in GCSE German. More important, however, is a genuine interest in the language and culture of Germany. Students will need to possess a genuine curiosity and desire to learn more about and discuss the world around us, whilst displaying an eagerness to develop skills which will prove invaluable for future study and careers.

Contact: Miss Rebecca Turner - rebecca.turner@caistorgrammar.com

HISTORY

You should study A-level History if you enjoy the subject and find it interesting; if you like the incredible stories, fascinating people and significant events that have shaped today's world.



Keep your options open as History is highly regarded at Russell Group universities for developing critical skills and analytical thinking. It is an enabling subject for many courses. As a history student, you will develop empathy and understanding of the actions and achievements of others; learn how to put your case and argue it well; use evidence to draw conclusions and make judgements.

These skills are highly desirable in *many* different careers; Law, Medicine, Business, Finance, Accountancy, Politics, Journalism, and Town Planning to name but a few. Studying the past can indeed lead to an exciting future!

Paper 1: Breadth study	Paper 2: Depth study	Non-Examined Assessment
Industrialisation and the people: Britain c.1783 – 1885	Revolution and dictatorship: Russia, 1917 – 1953	The Romanovs (Tsars and Tsarinas): Russia, 1762 – 1861
Written exam: 2hrs 30 minutes One compulsory source question and two essays from a choice of three. **40% of A-level**	**Written exam: 2hrs 30 minutes** One compulsory source question and two essays from a choice of three. **40% of A-level**	One question from a choice of four. **20% of A-level**

Britain, c. 1783 – 1885
Topics include: the Mince-Pie Ministry of Pitt the Younger, the crisis of the French Revolution, the Peterloo Massacre, the formation of the police, the anti-slavery movement, Feargus O'Connor, the Irish Famine, and the collapse of the Conservatives in 1846.





Russia, 1917 – 1953
Topics include: Tsar Nicholas, Alexandra and Rasputin, the 1917 revolutions, the Russian Civil War, Stalin's rise to power, the Five Year Plans for industry, mass terror, defeat of the Nazi's, and the Doctors' Plot.

Entry requirements:
Students will need a **grade 6 or higher** in GCSE History. Students who have not taken History at GCSE will need a **grade 6 or higher** in English Language or Literature.

Contact: Mrs Rachel Dowthwaite – rachel.dowthwaite@caistorgrammar.com

MATHEMATICS

You need to enjoy Mathematics. You need to be a confident, independent mathematician. You must be unafraid of solving difficult problems and be willing to learn from your mistakes.

You must be proficient at all GCSE topics, but in particular algebra, graphs, trigonometry and indices. You must be prepared to do a considerable amount of practice outside of lesson time.

Nature of examinations

There will be 3 x 2 hour examinations at the end of Year 13

Content:

- Pure Mathematics
- Statistics
- Mechanics



Entry requirements:
Students will need a **grade 6 or higher** in GCSE Mathematics, however, to have a realistic chance of achieving a good grade at A-level, a **grade 7 or higher** is advisable.

FURTHER MATHEMATICS

If you wish to study Mathematics at university, then you should do Further Mathematics. Generally, the harder the university to get into, the more desirable Further Mathematics becomes.

Physics, Engineering, Economics and other related courses in higher education can all involve challenging Mathematics so if you are strong in the subject and firmly intend to specialise in these selected courses, Further Mathematics should be considered as an option. Some universities now require a qualification in Further Mathematics for entry into these courses. This is a subject for very able mathematicians. **It is taken as a second A- level alongside Mathematics.**

Nature of examinations

There will be 3 x 2 hour examinations at the end of Year 13

Content:

- Further Pure Mathematics
- Additional Applied Mathematics (topics taken from mechanics and discrete mathematics)

Entry requirements
Students will need a **grade 7 or higher**, however, most prospective candidates should be targeting a **grade 8 or higher** in GCSE Mathematics.

Contact: Mr Rob Hargreaves - robert.hargreaves@caistorgrammar.com

MUSIC

The A-level examination in Music is 100% externally assessed and consists of one written examination paper and two non-examined assessment components.

There are three elements to this exam:		
Performing (30%)	Composing (30%)	Appraising (40%)

Performing

- Students perform and record a solo or ensemble recital with a minimum of 8 minutes of repertoire.
- Performances are recorded after 1st March in Year 13.
- A minimum of two people must be at the recital. One must be the teacher.

Composing

Students study composition and compositional techniques. A total of two compositions must be submitted. One must be composed to a brief set by the exam board and the second can be either a free composition or also composed to a suggested brief. The composition must be at least 4 minutes in duration. The total time across both submissions must be a minimum of 6 minutes.

Appraising (2 hour examination)

Students study, analyse and appraise music in a variety of styles. They develop a wider knowledge of analytical elements, context and harmonic language, enabling them to develop into confident musicians.

Students apply their knowledge of set works through the context of these areas of study:

- Instrumental music
- Popular music and jazz
- New directions
- Jazz, fusion, new directions
- Music for film
- Fusions
- Vocal music



Entry requirements:
Students will need a **grade 6 or higher** in GCSE Music and a **grade 6 practical** (instrument or voice). Students who have not taken Music at GCSE will need a **grade 5** in Music Theory, be a **grade 6 practical** by the beginning of the course, and at least a grade 7 (preferably 8) in at least one instrument/voice for the practical examination in the final year.

Contact: Mrs Fran Thompson – frances.thompson@caistorgrammar.com

PHYSICS

Studying A-level Physics at Caistor Grammar will prepare you effectively for a range of challenging and rewarding degree or apprenticeship courses both inside and outside of the sciences.

This is why it is one of the 'facilitating subjects' most frequently cited as essential for entry onto university courses, particularly at Russell Group institutions.

A degree in Physics has held a high value for a considerable amount of time and this is likely to be the case for the foreseeable future. The CBI (Confederation of British Industry) recently stated that 43% of employers are finding it difficult to recruit workers with skills in Science, Engineering, Mathematics, and Technology and are therefore paying a premium for them.

<table>
<tr><th colspan="2">Content</th></tr>
<tr><td colspan="2">

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Field and their consequences
- Nuclear physics
- Medical physics

</td></tr>
<tr><th>Paper 1</th><th>Paper 2</th></tr>
<tr><td>Written exam: 2 hours
85 marks
34% of A-level</td><td>Written exam: 2 hours
85 marks
34% of A-level</td></tr>
<tr><th colspan="2">Paper 3</th></tr>
<tr><td>Section A
Compulsory section: practical skills and data analysis</td><td>Section B
Medical Physics</td></tr>
<tr><td colspan="2">Written exam: 2 hours
80 marks (45 marks of short and long answer questions on practicals/35 marks on an optional topic)
32% of A-level</td></tr>
</table>

Entry requirements:
Students will need a **grade 6 or higher** in GCSE Physics **and** GCSE Mathematics or a **grade 6** in Combined Science **plus** a **grade 6** in Mathematics.

Contact: Mrs Rachael Donoghue – rachael.donoghue@caistorgrammar.com

PHYSICAL EDUCATION (PE)

Written exam (70% of A-level)	Coursework (30% of A-level)
2 x 2 hour exams **Content of the exams will be drawn from three key areas:** 1. Anatomy, physiology and mechanics 2. Psychology within sport 3. Socio-historical influences on sport	• 15% from one practical area only as a performer or a coach • 15% from a written piece of work based on analysis and evaluation of performance

Students will be assessed in one practical activity only, as a performer **or** as a coach.

A list of potential activities that students may be assessed in can be seen below.

Team Activities			Individual Activities		
Association Football	Badminton	Basketball	Acrobatic Gymnastics	Amateur Boxing	Athletics
Camogie	Cricket	Dance	Badminton	Camogie	Cycling
Gaelic Football	Handball	Hockey	Dance	Diving	Golf
Hurling	Inline Roller Hockey	Rugby League	Gynastics	Figure Skating	Kayaking
Netball	Rowing	Tennis	Rock Climbing	Rowing	Sailing
Rugby Union	Table Tennis		Sculling	Skiing	Snowboarding
Volleyball	Water Polo		Squash	Swimming	Table Tennis
			Tennis	Trampolining	Triathlon

Entry requirements:
Students will need a **grade 6 or higher** in GCSE PE or students who have not taken PE at GCSE will need a **grade 6 or higher** in Science or Combined Science

Contact: Mr Andy Shutes – andrew.shutes@caistorgrammar.com

PSYCHOLOGY

Psychology is the scientific study of behaviour and the mind. It offers a unique educational experience that develops a distinctive and broad set of skills.

Stimulating content is at the heart of this course which is designed to encourage students to think like psychologists. Students will have the opportunity to develop a wide-ranging set of skills, including being able to communicate effectively using appropriate language, to interpret and critically assess scientific data, and to research and critically evaluate a range of sources.

The specification also encourages the development of strong literacy and numeracy skills which will be of great benefit in further education, the workplace, and society in general.

The course has three main components which form the basis for the three exams. These are:

Component 1 - Introductory topics in Psychology
This area aims to introduce students to a range of psychological concepts, theories and research, exploring social influence, human memory, human and non-human attachment, and mental health. The course also has a particular focus on phobias, depression and obsessive-compulsive disorder.

Component 2 - Psychology in context
Students will gain an understanding or a range of different approaches in Psychology, including learning, cognitive, biological, psychodynamic, and humanistic approaches, as well as insight into biopsychology and the influence of biological systems on mental processes. They will become familiar with the use of a range of research methods, scientific processes and techniques for data handling and analysis.

Component 3 - Issues and options in Psychology
This area aims to explore issues and debates in Psychology such as gender and culture, free will and determinism. It will also investigate the nature-nurture debate, holism and reductionism, idiographic and nomothetic approaches, and ethical implications of psychological research. Students will also study three optional modules: Forensic Psychology, schizophrenia and gender.

The course is examined through three written papers at the end of Year 13. All examination papers are two hours long and will have a mixture of multiple choice, short-answer and extended response questions. There is no coursework in Psychology.

Psychology is an extremely useful A-level to have as it lends itself to so many university courses and careers. It is classed as a science A-level and therefore is useful for students wanting to enter Medicine or other science-based careers. It's emphasis on explaining human behaviour links to many different professions where people are the focus, for example: education, the politics and prison service, the medical profession, sport, marketing, advertising, human resources , and teaching.

Entry requirements:
Students will need a **grade 6 or higher** in GCSE English Language, Literature or a Humanities subject **and** a **grade 5** in Mathematics or Science/Combined Science.

Contact: Mr Martin Snee - martin.snee@caistorgrammar.com

PHILOSOPHY & ETHICS: RS

Students will study Philosophy and Ethics: RS, with equal emphasis on both learning areas, with both relating to Christian ideas, morals and practices.

The course is designed to:

- Allow students to gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration, and the media.
- Use an enquiring, critical, and empathetic approach to the study of religion.

Philosophy and Ethics: RS is a thought provoking subject. Contemporary themes including the use of the media (news) will help inspire students to actively engage in discussion.

Christianity and the Philosophy of religion (50% of A-level)	**Christianity and Ethics (50% of A-level)**
Students must develop knowledge and understanding of the following:	
• God • The challenge from science • Evil and suffering (including the problem of evil and suffering) • Christianity and the challenges of secularisation, including Freud and Marx • Arguments for the existence of God (including Design, Ontological, and Cosmological arguments) • Sources of wisdom and authority in Christianity • Religious experience, including visions, numinous experiences and mythical experiences • Self, death and the afterlife – the nature of soul and the possibility of continuing personal existence after death • Religious language – is it meaningful or not? • Miracles	• Key moral principles • Religious identity • Sexual identity, views on marriage, adultery, divorce, feminism, and homosexuality • Religious pluralism, including the impact of migration • Normative ethical theories, including Deontological (natural moral law), Teleological (situation ethics), character based (virtue ethics), and their application to the issues of theft and lying • The application of natural moral law, situation ethics and virtue ethics to issues of human life and death, such as the status and rights of the embryo; sanctity of life, embryo research, cloning, 'designer' babies, abortion, voluntary euthanasia, assisted suicide, and capital punishment • The application of natural moral law, situation ethics and virtue ethics to issues of non-human life and death, such as the status and rights of animals. This includes the use of animals as food.

Most students note how varied the course is, with elements of Politics, History, Geography, Science, Psychology, and even Art.

Entry requirements:
Although no prior study of Religious Education is necessary, it would be advantageous to have studied this at CGSE. A minimum of **grade 6 or higher** is needed for students who have studied GCSE Religious Students. Students who have not taken GCSE Religious Studies will need a **grade 6 or higher** in English Literature or History.

Contact: Mr Andy Hay – andrew.hay@caistorgrammar.com

SOCIOLOGY

Sociology is the study of society and human social interaction. It probes questions about the world that we live in and students are invited to consider and explain the way society is organised, and why.

This provides the opportunity to engage in sociological debates, theories and methods. As part of the course, students will learn basic sociological ideas such as cultures, norms, values, status, role, and socialisation.

Students will develop the ability to interpret and analyse information, along with evaluating arguments, theories, values, and ideologies. Sociology inspires critical thinking and encourages you to challenge ideas and viewpoints with relevance, clarity, and coherence.

Paper 1 - Education with Theory and Methods (33.3% of A-level)
Students will be expected to be familiar with sociological explanations of the following selected content:

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

Paper 2 -Topics in Sociology (33.3% of A-level)
Students are expected to be familiar with sociological explanations of the following selected content:

- families and households
- the media

Paper 3 - Crime and Deviance with Theory and Methods (33.3% of A-level)
Students are expected to be familiar with sociological explanations of the following selected content:

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- consensus, conflict, structural and social action theories
- debates about subjectivity, objectivity and value freedoms
- the relationship between Sociology and social policy

Students will learn and develop skills valued by universities and employers, including critical analysis, independent thinking and research. It is classed as a science A-level and is therefore, a facilitating subject for those students wanting to study Medicine or other science-based careers. An advantage of studying Sociology is that it can open up a wide-range of other career pathways, such as; law, journalism, the police and prison services, business, philosophy, teaching and social work.

Entry requirements:
Students will need a **grade 6 or higher** in GCSE English Language, Literature or a Humanities subject **and** a **grade 5** in Mathematics or Science/Combined Science.

Contact: Miss Tilly Varrall – tilly.varrall@caistorgrammar.com

EPQ

The EPQ (Extended Project Qualification) is a self-motivated project that carries the same UCAS point tariff as an AS-level. You will complete the project over the course of Year 12.

There are several types of EPQ: you can write a research-based report, put on an event like a fashion show or charity fundraiser, or make something - like a piece of art or a game. Generally, though, the project takes the form of a 5,000 word research essay on a targeted, specific subject that must not overlap with information covered in your A-level subjects.





It requires self-discipline and independent research on a topic of your own choice. You will have regular meetings with a supervisor and take part in a series of skills lessons, but it is much more self-motivated than most qualifications. What you study and how you do it is up to you.!



Entry requirements:
There are no entry requirements for this course, however, depending on popularity, you may be required to submit an application containing a portfolio of your initial ideas.

Contact: Mr Richard Davey - richard.davey@caistorgrammar.com

NEXT STEPS

Please complete the online application by scanning the QR code below.
If you require a hard copy of the application, please contact: **enquiries@caistorgrammar.com**

The deadline for applications is: Friday 26th February 2027

We will send you an update on your application by late March 2027. *Applications are accepted after this date, but it may not be possible to accommodate preferred options.*



ENTRANCE REQUIREMENTS

- ✔ A **grade 4** in GCSE Mathematics **and** GCSE English Language or Literature
- ✔ Four GCSE passes of at least a **grade 5**, with a **minimum of a grade 6** in each of the subjects to be studied at A-level

We look forward to hearing from you soon! Students new to CGS can contact the Head of Sixth Form (james.kay@caistorgrammar.com) to arrange a tour of the school.







A SUMMARY

Subject	Head of Dept	Entry Requirements	Contact
Art & Design	Mrs R Porter	Grade 6 GCSE Art	rachel.porter@caistorgrammar.com
Biology	Mrs A Clark	Grade 6 GCSE Biology or 6/6 in Combined Science plus grade 5 GCSE Mathematics	allison.clark@caistorgrammar.com
Chemistry	Mrs H Leaning	Grade 6 GCSE Chemistry or 6/6 in Combined Science plus grade 6 GCSE Mathematics	heidi.leaning@caistorgrammar.com
Classics	Miss R Wildman	Grade 6 English Language/Literature or grade 6 History	ruth.wildman@caistorgrammar.com
Computer Science	Mr M Robinson	Grade 6 GCSE Computer Science or grade 6 Mathematics	michael.robinson@caistorgrammar.com
Design & Tech	Mr P Donington	Grade 6 GCSE Design and Technology	phil.donington@caistorgrammar.com
English Lit	Ms B McNeilly	Grade 6 GCSE English Literature plus grade 5 GCSE English Language	briony.mcneilly@caistorgrammar.com
French	Mrs K Bradbury	Grade 6 GCSE French	kathryn.bradbury@caistorgrammar.com
Geography	Mr J Kay	Grade 6 GCSE Geography or grade 6 GCSE English Language/Literature	james.kay@caistorgrammar.com
German	Miss R Turner	Grade 6 GCSE German	rebecca.turner@caistorgrammar.com
History	Mrs R Dowthwaite	Grade 6 GCSE History or grade 6 GCSE English Language/Literature	rachel.dowthwaite@caistorgrammar.com
Mathematics	Mr R Hargreaves	Grade 6 GCSE Mathematics	robert.hargreaves@caistorgrammar.com
Further Mathematics	Mr R Hargreaves	Grade 7 GCSE Mathematics	robert.hargreaves@caistorgrammar.com
Music	Mrs F Thompson	Grade 6 GCSE Music plus grade 5 in theory and instrument	frances.thompson@caistorgrammar.com
Physics	Mrs R Donoghue	Grade 6 GCSE Physics or 6/6 in Combined Science plus grade 6 GCSE Mathematics	rachael.donoghue@caistorgrammar.com
PE	Mr A Shutes	Students will need a grade 6 or higher in GCSE PE. Those who have not taken PE at GCSE will need a grade 6/6 or higher in Science/Combined Science	andrew.shutes@casitorgrammar.com
Psychology	Mr M Snee	Grade 6 in GCSE English Language, Literature or a Humanities subject and a grade 5 in Mathematics or Science/Combined Science	martin.snee@caistorgrammar.com
Philosophy & Ethics: RS	Mr A Hay	Grade 6 GCSE Religious Education or grade 6 GCSE English Language/Literature or GCSE History	andrew.hay@caistorgrammar.com
Sociology	Miss T Varrall	Grade 6 in GCSE English Language, Literature or a Humanities subject and a grade 5 in Mathematics or Science/Combined Science	tilly.varrall@caistorgrammar.com

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