"One of the memories that will stay with me forever is performing with the choir at ITV's 'The Military Awards' in front of Prince Charles. This is something I would never have had a chance to do at another School".

"Being in the sixth form in Centenary House is great because you are in a fun yet studious environment with people who you can talk to or study with".

"Sport is a great area of School life; I have loved playing for the School, as well as loudly supporting fixtures like rugby".

"This School offers so much to everyone in all aspects of life and I couldn’t think of a better place to be".

"One of the greatest things about the Duke of York’s for me personally is the staff’s passion and desire for their students to achieve".

"Opportunities of leadership are everywhere. Whether it is a ceremonial rank, captain of a sports team or a School prefect".

"It’s a School that everyone wants to be a part of. A community in which every single student can feel comfortable in where we live".

"Having teachers and tutors that are passionate about my success, and that are always prepared to give up their time to help, has really helped me".

"You’re never bored here. As a Duke of York’s student you are always busy, learning new things, enjoying activities and adding to your CV".

"This School allows you to have pride in what you do, and to feel confident for university, and for whatever happens after that".

"I am proud to be a part of what is an amazing and unique establishment that is entering an exciting new era in the School’s long and distinguished history".

What our current Sixth Formers say
Dear Students,

I am delighted you are considering The Duke of York’s Royal Military School for Sixth Form. We have a very simple, but ambitious vision of providing an all-round education with an academic focus. From the moment you enter the campus, you will amaze at the facilities on offer and the wider opportunities our students can access; this is so much more than just a Sixth Form.

As well as stunning sports and learning facilities, the new purpose built Sixth Form accommodation provides ensuite facilities and an environment that is a stepping-stone into university and adult life. Our students are guided and supported through a wide range of academic courses that develop independent study skills and a thirst to become lifelong learners.

Our students are the best thing about the School. Using our values of loyalty, courage, commitment, self-discipline, integrity and respect, students are encouraged to apply these in everything they do, particularly in the classroom. Our students develop a level of maturity, resilience and are socially confident as a result of the School's ethos and wealth of extra-curricular ventures. Students here are encouraged to take risks with their learning and be of the mind-set, “No Regrets.”

We have something unique here, a pursuit of excellence with our very special ingredients of military and education. Students at The Duke of York’s Royal Military School ‘look forward with confidence and look back with pride’ and I would be delighted if you were able to visit us, meet our fabulous Sixth Formers and see for yourself what’s on offer here.

Very best wishes

Alex Foreman
Principal

Dear Students,

Sixth Form is potentially one of the most crucial parts of a person’s education. It helps to define your personality and character; it’s a time when you’re discovering a sense of direction and purpose, and more importantly, a time when you’re beginning to allow your individuality to shine through.

The opportunity, guidance and support that our Sixth Form offers is invaluable. I hope that you make the most of your time here, avail yourself of all that is on offer and make wise and mature choices.

Centenary House students share common aims; to develop academic rigour, close friendships, career ambitions and independence in a caring and lively environment. The staff members who support them are passionate to ensure that each and every student embraces a crucial sense of possibility in what they can achieve, and has the ambition and confidence to drive themselves forward to be the best they can possibly be.

Hannah Couves
Head of Sixth Form
Our Sixth Form

Introduction
At DOYRMS our sixth form students share common aims; to develop academic rigour, close friendships, career ambitions and independence in a caring and lively environment. The staff members who support them are passionate about ensuring that each and every student embraces a sense of possibility in what they can achieve, and has the ambition and confidence to drive themselves forward to be the best they can possibly be.

Quality teaching
You will enjoy excellent teaching from committed and skilful staff with a real enthusiasm for their subjects. It will be hard work – but it will also be exciting and highly rewarding.

Support
Each member of the Sixth Form is allocated a tutor to assist them with their academic studies and preparation for life beyond the School. Tutor groups meet weekly to discuss progress and in addition all tutors do a weekly evening duty in Centenary, allowing for incredible academic support and mentoring.

Next Step Programme
The Next Step programme makes sure every student is prepared for life beyond the School and able to achieve their future education and career ambitions. In addition to comprehensive UCAS and careers advice, the programme looks to go further in supporting the student’s development for the ‘Next Step’. The programme ranges from preparing a simple meal to generating links with industry, and looks to enhance the student’s soft skills, that are so vital when seeking employment. The programme also offers support to parents, so they are in a position to help their child through this important period.

Extra-Curricular Activities
The school provides a rich variety of opportunities outside of the classroom including; ceremonial parades, competitive sports fixture, C.C.F., drama productions, Duke of Edinburgh, Model U.N., debating, music ensembles and much more. Therefore every student has a genuine opportunity to develop a passion outside of the classroom.

Scholarships
DOYRMS offers 80% academic scholarships to students that gain at least 8 GCSE passes including English and Mathematics, achieve grade 7 or above in 5 or more GCSEs and can demonstrate an excellent behaviour record. A limited number of 50% scholarships are available for high achievers in sport, drama, music and military.

Excellent Destinations
In 2017, 90% of our students gained their first choice university place or adjusted to a course with higher entrance requirements. 89% of our students went on to university, with 4 students joining the military, 1 gaining an apprenticeship in computing and 1 in full time employment.

| St Georges University | Medicine |
| University of Glasgow | Mathematics |
| Oxford Brookes University | Business and Management |
| Winchester University | Sport and Exercise Science |
| Hull University | War and Security Studies |
| Kingston University | Business Management |
| Essex University | Management and Marketing |
| Middlesex University | Robotics |
| Wilshire College | Criminal Justice |
| Leeds College of Music | Music |
| Northumbria University | Nursing Studies |
| University for the Creative Arts | Fashion |
| University of Derby | Games Design |
| De Montfort University | Games Design |
| University of Kent | Accounting |
| Middlesex University | Economics |
| Middlesbrough College | Chemistry |
| Reading University | Design Engineering |
| Kingston University | Consumer Behaviour and Marketing |
| University of Essex | Computing |
| University of Kent | Business Management |
| University of Gloucestershire | Chemistry |
| University of Kent | Criminology |
| University of Kent | Physics with Astrophysics |
| University of Sussex | Chemical and Petroleum Engineering |
| University of Essex | Sociology and Politics |
| University of Birmingham | Chemistry with Business Management |

| University of Kent | Computer Systems Engineering |
| Swansea University | Computer Science |
| University of Essex | Accounting and Finance |
| Aston University | International Business and Management |
| University of Winchester | Education Studies (Early Childhood) |
| Southampton Solent University | Sport and Exercise with Football Studies |
| De Montfort University | Business and Management |
| Queen Mary's University London | Aerospace Engineering |
| Harper Adams University | Food Technology and Product Development |
| University of Portsmouth | Accounting and Finance |
| University of Essex | Financial Economics and Accounting |
| University of Roehampton | Drama Studies |
| University of Gloucestershire | International Business Management |
| University of Kent | Politics and International Relations |
| University of Kent | Computer Systems Engineering |
| Swansea University | Politics |
| University of East London | Sport and Exercise Science |
| Kingston University | Sport and Exercise Science |
| University of Cumbria | Outdoor Education |
| Northumbria University | Fashion |

Other Destinations 2017

| Employment | British Army Officer |
| Employment | British Army Officer |
| Employment | Irish Army |
| Employment | Royal Navy |
| Employment | Social Care |
| Apprenticeship | Computing |
Centenary House offers superb en-suite accommodation for the Sixth Form and gives the students a greater opportunity for independence, whilst still providing the support they need in this vital phase of their education. In return, the House expects the students to set the highest personal standards; by working hard, contributing in all areas of House and School life, and becoming role models to the younger years.

Staffing

Centenary has four members of staff whose living accommodation is attached to the boarding house. These are the Housemaster, Housemistress and two Deputies, providing 24/7 support for the students. In addition, the house has two Pastoral Leaders on duty every day from 07.00 - 18.30 and one Pastoral Leader between the hours of 18:30 - 21:00. The role of the Pastoral Leader is varied; acting as stand in parent, First Aider, Counsellor and giving guidance to all students. Centenary also has a team of tutors, with two tutors on duty every weekday from 18:00 - 22:30 and from 13:00 - 22:30 at weekends. The vast majority of the tutor team is made up of teaching staff, giving incredible academic support for the students. The main social areas were specifically designed with large tables to help facilitate this and every day you will find students receiving extra tutoring and mentoring from the team.

Opportunities during free time

In a busy boarding school environment it is important for the students to have the opportunity for some down time. The House has four dayrooms (common rooms), each with SKY television, comfortable seating and basic cooking facilities. Students can visit the town daily, outside of School commitments, and at weekends they can also travel slightly further afield to Canterbury. The House holds regular activities at weekends including; barbeques, karaoke, the Centenary Olympics and much more. Half termly offsite trips are also arranged, in consultation with the students, with recent trips visiting trampoline parks, the cinema, Bluewater and Thorpe Park.
Military Heritage

In 1801, His Royal Highness Frederick Duke of York laid the foundation stone in Chelsea of what was to become The Duke of York’s Royal Military School, a school for the children of military personnel. In 1908, the school relocated to its present site in Dover, Kent and in 2010, we became the first full state boarding academy, opening our doors to any family wishing to choose this unique and iconic school for their child’s secondary education.

Parades
Our ceremonial Parades and magnificent 90-strong Marching Band make our school unique and are a time honored way for students to celebrate military tradition. This culminates in a full Trooping the Colour ceremony on our spectacular Grand Day in July. One of our most distinctive historical hallmarks was inscribed upon us in 1825 when we were granted the privilege of carrying Colours, and the original Colours were presented by King George IV at Chelsea.

C.C.F.
In Year 12 students participate in the Combined Cadet Force, as part of the Army, Royal Navy or Royal Air Force sections. They experience the excitement and challenges of the great outdoors, testing their team building and leadership skills in ways which simply are not possible in the classroom. Working to the CCF syllabus, cadets train once a week throughout the year. Students in Year 12 participate in an annual camp where they experience a thrilling range of both military and non-military activities.

Military Band
We are enormously proud to have a full Military Marching Band, incorporating a core of 28 drummers and buglers. No-one could fail to be moved by the spectacular sight and sound of its 90 members leading the school’s regular Parades. We find that participating in the band helps pupils appreciate the value of teamwork – and gives them the chance to show off their considerable instrumental skills.
Leadership

Every Sixth Former holds at least one position of responsibility in the School whether as a mentor to the Junior and Senior Boarding Houses, as a Prefect or within our Ceremonial duty system.

Prefects

To become a Senior Prefect or Prefect, students apply for positions in Year 12 and are interviewed by the Principal, Head of Sixth Form, RSM, and Housemaster and Housemistress of Centenary. Each year, the prestigious role of Chief School Prefect will be elected, supported by two Senior Prefects. They in turn will be supported by approximately 20 prefects.

Prefects have a high profile role with responsibilities throughout the school. They oversee the induction process for new Year 7s, arriving at school a day early at the start of term to help the newcomers settle in, acting as mentors and a first point of contact. Prefects also supervise proceedings in the Dining Hall and Chapel, offer Junior and Senior House Support and help at major school events.

Ceremonial Position of Junior Under Officer

Many Year 13s hold the ceremonial position of Junior Under Officer. Each of them is in charge of a small guard of approximately 20 pupils from the Senior Houses. They are then responsible for ensuring they are well turned out, and their drill is sharp and precise. This is particularly important on Grand Day, when they are responsible for ensuring that the most high-profile ceremonial event of the year goes well.

Other Leadership Opportunities:

C.C.F.
Sports Captains
Sport Leaders
Peer Listeners
Health Ambassadors
Adventurous Training
Volunteering Programme

Trips and Expeditions

Sixth Form students are fortunate to have the opportunity to be involved in many trips and expeditions. Through their academic studies in recent years the School has run a Belgium Physics exchange, Holocaust trip, various Photography trips, Biology and Geography field trips, Language exchange, Theatre trips and Sports Science lab based testing. In addition the School runs an annual adventurous training camp and ski trip.

Expeditions

The School runs a bi-annual expedition during the summer holidays. Recent destinations have included the Himalayas, Nicaragua and Costa Rica. In the summer of 2019 a group of students will be spending 3 weeks trekking in India, with places remaining open for the expedition until the end of 2018, subject to numbers.

The Duke of Edinburgh’s Award

Every year a large number of students complete their Gold DoE. The School offers direct entry into the Gold award, so any Sixth Form student can undertake this challenging and rewarding experience.
Sport

Excellence is pursued wholeheartedly but the aim is also to cater for every student, at his or her own level of ability, and encourage enthusiasm. Our main objective is to instil a life-long love for sport and the values it embodies.

You will be given the opportunity to play competitively at School, with a full fixture list in each of our major sports each term, as well as a healthy Inter-House competition. With over 15 sporting disciplines on offer across the year, most students will find themselves involved in physical activity two or three times a week, and through expert coaching that comes from the dedicated staff, the students flourish as they develop team spirit, camaraderie and self-belief.

Our fantastic sports facilities include high quality grass pitches, a floodlit AstroTurf, floodlit Olympic grade athletics track, indoor swimming pool, floodlit netball courts, a large fully equipped sports hall, fitness suite, climbing wall, weights room, gymnasium and squash courts.

Sport will be an integral part of your life and will play an important role in your personal growth and development.

Music & Performing Arts

Music

The School has six full-time members of music staff and two visiting instrumental teachers. Their wide range of educational experience is enhanced by their professional musical expertise, including careers in the music services of HM Forces, West End stage productions, the broadcasting and recording industries in addition to the Church. Whatever your musical passion, the Music Department will encourage you to achieve your best in your chosen artistic style. We have a wide range of ensembles of varying sizes that include a variety of choirs, the concert band, big band and a rock and pop band. The School is able to offer instrumental lessons to all students for the majority of woodwind and brass instruments as well as percussion, guitar, voice and piano.

Performing Arts

The School has a rich tradition in the Performing Arts and students have the opportunity to engage in a range of performances. Every year the School puts on a large production with recent shows including; the Phantom of the Opera, West Side Story and Cabaret. In addition the School regularly performs at the Marlowe Theatre in association with the National Theatre Connections. There is also the annual Sixth Form pantomime, which is enjoyed by the whole School and allows many students to experience life on the stage for the first time.
How do I know which subjects to choose?

When choosing your subjects to study you should answer three important questions to help guide you.

1. Which subjects do I enjoy?
   If you enjoy the subject, it stands to reason that you will be more motivated and look forward to lessons and independent study. It is difficult to do well if you find studying both a bore and a chore!

2. Do I possess the necessary skills and abilities to study these subjects at a higher level?
   The nature of the work, the style of assessment and the expectation for independent study are all different to GCSE study. So long as you are committed to putting extra work in, and accept that you will find the level of work more challenging, we will fully support you and help you succeed.

3. Which subjects do I need for the future, for university or for my chosen career?
   If you have decided what you want to do, you must make sure that you study subjects that are needed to progress in this direction.

   If you do not know which course you want to do at university, you should choose subjects that you enjoy and are likely to do well in, trying to pick a combination of subjects that will not close too many doors for the future.
Enrichment Courses

Enrichment is a vital part of a good sixth form education and at DOYRMS we have a programme that not only allows a student to extend themselves academically but also gain nationally recognised qualifications which can lead straight into employment. Every sixth form student will take one enrichment course over two years that has been selected to best compliment their future progression. All of our enrichment courses are Level 3 which makes them equivalent to A-level study.

Extended Project Qualification (EPQ)

Essential Information:
We study the AQA syllabus which requires the student to write either a 5000-word academic report or create an artefact and a shorter accompanying report on a topic of their choice. It is graded between A*-G and carries staggered UCAS points equivalent to half an A-level. Past EPQ’s have been completed in a wide variety of topics such as the reforming of Greece after WW2 and how the motor car engine was developed for the La Mons race in the 1960s.

Why Choose an EPQ?:
The Extended Project allows you to show independent academic research skills in a subject that interests you. The skills gained are highly respected by Universities and the EPQ could make up part of your offer for an Undergraduate degree place.

Arts Award Gold

Essential Information:
Trinity, who most commonly examine instrumental music grades, also run a project call the Arts Award. Gold is the highest level and consists of developing a portfolio in the performing arts topic of the student’s choice. The portfolio can be on a wide range of topics from media to dance and should demonstrate the student gaining skills in the field they have selected. A completed Arts Award Gold carries with it 16 UCAS points which is equivalent to an E grade at A-level.

Why Choose Arts Award Gold?:
Arts Award Gold shows a real commitment to performing arts which is essential if you want a future in performance. It is also beneficial if you want to pursue a career in Media as you can tailor your portfolio to suit. You will gain project management skills and the ability to critically analyse your work.

Higher Sports Leader

Essential Information:
This course is a Level 3 Qualification run by Sport’s Leaders. It focuses on the implementation of sporting activities and includes modules on the legal requirements for health and safety and safeguarding. Students will help organised sporting events in school and also in collaboration with local primary schools. Students will also work through the Level 2 Gym instructor’s course which gives them the ability to work in any public gym.

Why Choose Higher Sports Leader?:
Higher Sports Leader in collaboration with Level 2 Gym Instructor gives you a head start when applying for any course or job involving physical activities. Health and safety is such a large part of the industry now and this enrichment course will show you have an in depth understanding of the requirements which any employer will value highly.

Lowland Expedition Leader

Essential Information:
Level 3 Lowland Expedition Leader is an outdoor education course run by Sport’s Leaders. It covers the logistics of taking a group on a camping expedition and the students will be assessed on their own navigation and camp craft skills. The students will be required to take part in planning and leading camping expeditions and will help with the schools Duke of Edinburgh programme.

Why Choose Lowland Expedition?:
The skills you learn will help you with any career in Outdoor Education or the Armed Forces. It shows the ability to both lead a group and work as a team. This qualification is required if you want to lead any group expedition and can lead directly to employment.

Core Mathematics

Essential Information:
We study the Edexcel syllabus for Core Mathematics which extends a student’s mathematical skills beyond GCSE by applying them to real life situations. Students will complete mostly computer based assignments but will also sit an examination for this course. Grades A-G can be awarded along with the corresponding UCAS points weighted at 40% of a full A-level.

Why Choose Core Mathematics?:
Core Mathematics is a good way to show advanced skills in maths without the need to take a full A-level. It would be beneficial for anyone who knows they want to go into a business or office environment where computer literacy and analysis of data will be useful but has chosen not to take Mathematics at A-level.
Your Choice of Subjects

Fine Art (AQA)

Introduction
The A Level Fine Art course is aimed at students who wish to move onto creative courses in Further and Higher Education.

Complements:
Art and Design (Photography)

Course content
As students will tackle and develop a broad range of Art skills and produce a variety of fine art based coursework that will include landscape, still life and figure drawing.

For the full A Level Personal Investigation, candidates will carry out an in depth investigation into an aspect of Fine Art they have studied previously. Current examples include: representations of movement, feelings, real/surreal and “life issues”.

Entry requirements
Most students taking an Advanced Art course will have been successful at GCSE Art.

University and career links
Students wishing to apply for a creative degree course are expected to complete a foundation course. Many businesses increasingly see the need to enhance the more formal traditional skills with flair and creativity.

Biology (OCR)

Introduction
Biology is the study of living things and how they interact with their environment.

Course content
Biology is split into six modules:

Module 1: This module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations and (for A Level only) within the Practical Endorsement.

Module 2: Foundations in Biology includes: Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation.

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease includes: Exchange surfaces; Transport in animals; Transport in plants; Communicable diseases; disease prevention and the immune system; Biodiversity; Classification and evolution.

Module 5: Communications, homeostasis and energy

Module 6: Genetics, evolution and ecosystems includes: Communication and homeostasis; Excretion as an example of homeostatic control; Neuronal communication; Hormonal communication; Plant and animal responses; Photosynthesis; Respiration; Cellular control; Patterns of inheritance; Manipulating genomes; Cloning and biotechnology; Ecosystems; Populations and sustainability.

At AS Level:
AS Papers 1 and 2 can assess any content from Modules 1 to 4.

At A Level:
A Level Paper 1 assesses the content from Modules 1, 2, 3 and 5

A Level Paper 2 assesses the content from Modules 1, 2, 4 and 6

A Level Paper 3 assesses the content from Modules 1 to 6.

Entry requirements
Students must have studied science trilogy or Biology GCSE and normally achieve a 7. Students will also need a grade 5 or above in Mathematics.

Complementary subjects
Biology works well with other science subjects and Mathematics. It has overlapping content with Food Technology and is often studied alongside Physical Education.

University and career links
As well as preparation for the study of Biology at university, the course provides an excellent grounding for those wanting to move to one of the caring professions, such as medicine or nursing or a career working with animals. The course is also of interest to those wishing to work in the field of sport.
Business (AQA)

Introduction
The topics lend themselves to studying and engaging with the business world and will follow new business developments. It is designed to encourage students to think critically about contemporary issues. Most of the assessment material will be based on real business situations. There is no coursework involved in this qualification.

The new linear A Level course will be investigating businesses in a variety of contexts (For example: large/small, UK focused/global, service/manufacturing).

Course content:

AS and first year of A Level:
1. What is business?
2. Managers leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

Second year of A Level:
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Entry requirements:
Students should have achieved at least grade 5 in English and Mathematics. Although Business Studies GCSE is not a requirement, it is useful and the students should have achieved at least a grade 6.

Complementary subjects
There are elements of support for the subject of Business through Sports Studies, Geography, Information Technology, Religious Studies and Design Technology.

University and career links
Business is an excellent preparation for all business and management related courses at University. Also Business provides good grounding about the world of work in any discipline.

Chemistry (AQA)

Introduction
All classes are taught in new fully equipped laboratories which allows for a balance of theory and practical work to be taught. The course develops an excellent understanding of concepts, how Chemistry is relevant to everyday life and embeds the strong practical skills required by those studying Sciences.

Course content

AS
The AS course is based on the three disciplines within Chemistry: Physical, Organic and Inorganic. The subjects studied will include the foundations of atomic structure, quantitative chemistry, energetics, kinetics and organics.

There are key practicals identified that are required but form the minimum practical work that can be done. It is our ethos to teach Chemistry through a more extensive range of practicals.

A Level
The full A Level course studies the topics as described at AS and then extends knowledge through topics including thermodynamics, rate expressions, transition metal chemistry and equilibria. New topics include a knowledge of how medicines are developed and can target DNA.

There are key practicals identified for this course and evidence of completion will result in an extra endorsement of practical skills appearing on the final A Level certificate.

Assessment is linear for this ‘stand -alone’ qualification and consists of two 1 1/2 hour papers. Each paper has 50% weighting for the overall grade with practical skills assessed in both papers.

Entry requirements
Students must have studied science trilogy or Chemistry GCSE and normally achieve a 7. Students will also need a grade 6 or above in Mathematics.

Complementary subjects
Chemistry links well with a variety of other subjects including Physics, Maths, Biology and Geography.
**BTEC Level 3 Diploma in Performing Arts**
(Equivalent to 2 A Levels)

**Introduction**
The BTEC in Performing Arts is ideal for anyone who is passionate about the arts. This qualification is designed to provide learners with a realistic and demanding training programme, and to help to produce a broad foundation of skills and knowledge in the Performing Arts.

**Course content**
Learners complete eight units of study over the two years. The six compulsory units introduce learners to past and present practitioners and develops performance skills and techniques through research, preparation, rehearsals and performing to an audience.

Students have opportunities to develop their ensemble skills through group performances and also to study how to approach solo work. This flexible course allows students to select a discipline of their choice, they have the option to focus on dance, drama or musical theatre performance, or a combination of these disciplines.

This course gives learners an all-round experience of the skills you will need to become a performer.

Students will know how to create a professional CV, receive audition tips and gain experience on how to work in the industry. During the course students will have the opportunity to watch practical work from professional performers as well as being able to watch a live theatre/musical/dance performance.

**Entry Requirements**
It will help if students have studied dance, drama or musical theatre previously, however this is not essential.

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**English Literature (AQA)**

**Introduction**
English Literature is a dynamic and engaging faculty of study that encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Students study a wide and diverse library of texts and are thoroughly encouraged to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

**Course content**

**First year of A Level**
This course is underpinned by a historicist approach, accepting texts as products of their contexts. Students will gain valuable experience in ‘close’ and ‘wide’ reading, appreciating a range of texts on the theme of ‘Love Through The Ages’. Assessment comes in the form of two examinations: Paper 1 will assess students’ understanding and analysis of a poetry anthology and Shakespeare play; whereas, Paper 2 will examine comparative skills in the treatment of two prose texts. In each exam, students will also be required to argue and to show personal responses and critical preferences, supported by the terminology relevant to the topics and contexts with which they are engaging.

**Second year of A Level**
Students opting for A Level English Literature, will initially examine the universal theme of Love and how it is presented across centuries, genre and gender. Student understanding will be assessed through a two hour exam, worth 40%, in which they will demonstrate their independent study of prose, poetry and one play by Shakespeare. From this point, students will move to study texts written within a narrower and clearly defined time period: WW1 and its aftermath. This will be examined in Paper 2, worth 40%. Students will show their critical engagement with prose, poetry, drama and an unseen extract. The final 20% of assessment comes in the form of a critical study where students are encouraged to pursue their own literary preferences, evidencing their interpretations in a 2500 word essay.

**Entry requirements**
GCSE passes at grade 6 or above in both English Language and English Literature. Students are required to engage with texts independently and so must enjoy reading.

**Complementary subjects**
English Literature is the most flexible and widely compatible of post-16 subjects. The ability to write a structure, argumentative essay and to read critically is a benefit to students of all subjects. The more traditional and obvious links are with: History, Geography, Modern Foreign Languages and Religious Studies. Increasingly, Literature is also recognised as a valuable field of study in preparation for career paths more associated with the sciences, including Medicine and Veterinary Science.

**University and career links**
English is an excellent choice if you are considering a career in law, civil service, journalism, teaching, business, librarianship, acting, publishing, advertising, administration, film, radio or television.

**Further information**
Wherever feasible, students will have the opportunity to view staged performances and these excursions may carry a charge. In addition, A Level students are asked to participate in a day-trip to France and Belgium to visit key sites significant to WW1. This trip will cost approximately £40.
History (EDEXCEL)

Introduction
History is a well-respected academic qualification which develops the powers of enquiry and argument.

Course content
History AS or A Level students study two units on The Crusades and Anglo Saxon/Norman England respectively of History in their first year. In the second year of the course, students study two modern world based units: Germany 1871-1990 and a coursework unit on terror and repression in Russia. They also revisit the units studied in year 1 in more depth. All of the units are then examined in the summer of year 2. The AS qualification is a stand-alone qualification which does not have any bearing on the final examination.

Entry requirements
Previous study of History, although desired, is not essential. Students are expected to have achieved a grade 6 in GCSE History and English Language.

Complementary subjects
It is a subject which can be useful for a range of careers including journalism and Law, politics and economics.

University and career links
History students progress to higher education courses in History, Law, Politics and Economics.

Geography (AQA)

Introduction
The course encourages students to understand their own lives in a global context. It looks at the interaction between the human and physical environment.

Course content
In the first year of the A Level course, topics such as the water cycle, coastal environments, global governance and population are studied. In the second year, topics such as hazards, eco-systems under stress, contemporary urban environments and resource security are studied.

An independent fieldwork investigation is a requirement of this course and is worth 20% of the overall marks.

Entry requirements
A grade 6 at GCSE Geography is preferred, but a genuine interest in the subject is the main entry criteria.

Complementary subjects
Geography can be seen as a Science or Arts subject and uses skills from several disciplines.

University and career links
Geography provides an excellent grounding for careers including conservation, planning, leisure and tourism and environmental consultancy as well as jobs in the media, teaching and Civil Service.
A Level Mathematics (AQA)

Introduction
Mathematics is a creative discipline. The language of Mathematics is international. The subject transcends cultural boundaries and its importance is universally recognised.

Course content
A Level Mathematics is made up of Pure Mathematics and two applications, Mechanics and Statistics. The Pure content is two thirds of the course and will be examined alongside the applications, rather than discrete modules.

The Pure Mathematics content is split into numerous topics, however the emphasis on problem solving requiring multi-topic knowledge is a feature of this new course.

The topics are: Algebra, proof, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods.

The content of the applications are as follows:

- Mechanics – Vectors, quantities and units in mechanics, kinematics, forces and Newton’s laws and moments.
- Statistics – Statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

Entry requirements
Students who wish to take Mathematics should be expecting to gain a 7 at GCSE Mathematics. Occasionally we may allow a student to begin the course who gains a strong grade 6, after an interview with the Head of Mathematics.

Complementary subjects
Mathematics combines well with many subjects, but especially so with Physics, Chemistry, Business Studies, Design and Technology and Computing.

University and career links
An A Level in Mathematics is highly regarded by all employers and universities, precisely because of the demands it makes and the skills it develops. Degrees in Engineering, Physics, Chemistry, Economics, Accounting and Actuarial Science will require a good grade in A Level Mathematics.

Most current A Level mathematicians agree that the course is harder than they first envisaged. Most find that they have to work harder in Mathematics than their other A Levels to gain the same level of success. You must want to do A Level Mathematics because you enjoy mathematics!

A Level Further Mathematics (AQA)

A Level Further Mathematics is designed to broaden and deepen the mathematical knowledge and skills developed when studying A Level Mathematics. It provides a stimulating experience for those who enjoy the subject.

A Level Further Mathematics is made up of Pure Mathematics and two applications from Mechanics, Statistics or Decision Mathematics

The Further Pure Mathematics build upon the techniques in Algebra, Geometry, Trigonometry and Calculus developed from the Pure Core units as well as introducing topics such as complex numbers, matrices, proof, hyperbolic functions, polar coordinates and differential equations.

Mathematical applications are as follows:

- Decision – networks, algorithms, sorting, linear programming, mathematical modelling.
- Mechanics – dimensional analysis, momentum and collisions, work, energy and power, circular motion and centres of mass.
- Statistics – discrete random variables and expectation, Poisson distribution, type I and type II errors, continuous random variables, Chi tests for association, exponential distributions and inference.
- Decision – networks and network flows, graphs, linear programming, critical path analysis, game theory, binary operations and group theory.

Students who wish to take Further Mathematics should be expecting to gain an 8 at GCSE Mathematics.

University and career links
Mathematics is highly regarded by all employers and universities, precisely because of the demands it makes and the skills it develops. Degrees in Engineering, Physics, Chemistry, Economics, Accounting and Actuarial Science will require a good grade in A Level Mathematics.
Modern Languages (AQA)

Introduction
The ability to communicate in languages other than English opens up exciting opportunities in all walks of life.

Course content
AS - Aspects of French, German or Spanish-speaking society - the changing state of the family, the "cyber society", youth culture.

Artistic Culture of France, Germany or Spain – contemporary music, cinema, art, regional identity.

A Level - Multiculturalism in France, Germany or Spain – immigration, racism, positive features of a diverse society.

Aspects of political life – politics and youth, popular movements, the European Union.

Students must study one book or one film for AS and two books or one book and one film for A Level. They must also conduct individual research on a subject of personal interest, relating to the country where the target language is spoken.

Further information
There are is a French exchange programme with the Lycée Militaire d’Aix-en-Provence, a German exchange with the Bertha von Sutner International School in Berlin and a Spanish exchange with El Colegio de Nuestra Senora de Loretto in Madrid. Students of A Level are encouraged to participate in the appropriate visit.

Entry requirements
A GCSE pass at a minimum grade 6 in the appropriate language is required.

Career links
There is a shortage of linguists in the UK so they are highly sought after by many businesses and institutions. An increasing number of universities provide the opportunity to continue studying a foreign language to complement a main course. Languages are used in a variety of careers including tourism, translation, diplomacy, the Civil Service, International Affairs and Commerce.

Music (OCR)

Introduction
The new Edexcel A Level in Music requires learners to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language. It allows students to apply these, where appropriate, to their own work when performing and composing.

Course content
The Edexcel GCE AS Music course contains three key components and six areas of study. The areas of study provide an over-arching framework within which links between units may be developed. The Areas of Study are: Vocal Music; Instrumental Music; Music for Film; Popular Music and Jazz; Fusions; New Directions.

The key components are: Performing (30%), Composing (30%), Appraising (40%).

Entry requirements
GCSE Music grade 6 and grade 5 on any instrument.

Complementary subjects
Music combines well with a variety of subjects.

University and career links
The course provides excellent grounding for careers in performing, composing, conducting, teaching, music therapy and arts administration. Recent music students include those who have continued their studies at university (either as a main or subsidiary subject) as well as full-time musicians in H.M. Forces.
**Photography (AQA)**

**Introduction**

Photography is a means of communicating in a visual way. It can challenge the way we think about the world.

**AS** - This one year course explores the basic principles of photography and an introduction to the SLR camera alongside some digital techniques and manipulation. It also allows students to develop a more personal practical project with preparatory studies leading to a set of finished prints as well as completing preparatory studies for the externally set assignment.

**A Level** - The full A Level course encourages the development of skills and ideas to produce a creative, mature and technically proficient body of work showing personal commitment, flair and individuality. The coursework allows students to develop a personal practical project with preparatory studies leading to finished work, producing contextual studies which relate personal work to other photographers/photographic issues using visual and written elements.

Coursework is 60% and examination 40%

**Further information**

Students are recommended to buy a traditional SLR camera for use on this course.

**Entry requirements**

A minimum of grade 5 in English GCSE.

**Complementary subjects**

Art and Design (Fine Art), Science, English or Languages.

**University and career links**

Studying Photography can lead to a number of career areas, e.g. fashion or advertising photography, sports photography, photojournalism, fine art photography, forensic/medical photography, film and television, graphic design, animation, photographic processing and printing, etc.

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**Physical Education (OCR)**

**Introduction**

The course is based on the interaction between the theory and practice of Physical Education.

**Course content**

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.

A Level in Physical Education is divided into four components: Physiological factors affecting performance includes applied anatomy and physiology, exercise physiology and biomechanics. Psychological factors affecting performance includes skill acquisition and sports psychology. Socio-cultural issues in physical activity and sport includes contemporary issues in sport and society. Pupils can be assessed in the role of performer or coach in one activity and also are required to provide an oral response analysing and critically evaluating their peer's performance.

**Entry requirements**

It is expected that students will have studied Physical Education before, though this is not essential.

**Complementary subjects**

Physical Education links well to both the sciences and humanities.

**University and career links**

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as Psychology, Sociology and Biology. Learners will also develop the transferable skills that are in demand by Further Education, Higher Education and employers in all sectors of industry.
BTEC Sport (EDEXCEL equivalent to two A Levels)

Introduction
A BTEC is a more practical, work related qualification providing a real world approach to learning. BTEC Sport is designed to give learners a grounding in the sport and active leisure sector.

Course content
Those taking the course will select from a range of units to build a portfolio of evidence allowing them to gain the overall qualification. The units covered will develop from the interests of those on the course and may cover areas such as Principles of Anatomy and Physiology in Sport, The Physiology of Fitness, Fitness Training and Programming, Sports Nutrition, Instructing Physical Activity and Exercise, The Athlete’s Lifestyle and Current Issues in Sport.

Complementary subjects
BTEC Sport combines well with a range of subjects, including Biology, Human Biology and Public Services.

University and career links
The BTEC will lead to UCAS points which can allow for entry to a range of University courses. It is particularly well suited for those who plan to pursue a career in the areas of sport and leisure.

“The topics covered are varied so you remain interested.”

Physics (AQA)

Introduction
Physics is a science which seeks to explain the phenomena we observe all around us in the physical world.

Course content
AS
Unit 1: Matter & Radiation, Quarks & Leptons, Quantum Phenomena, Electric current, Direct Current, Alternating Current.
Unit 3: Practical Skills Assessment
Full A Level
The above 3 units and:
Unit 5: Radioactivity, Nuclear Energy, Thermal Physics, Gases.
Students choose to study one of the following optional units: Astrophysics, Medical Physics, Engineering Physics, Electronics or Turning Points in Physics
Unit 6: Practical Skills Assessment

Further information
The course is taught using a variety of methods and theoretical concepts are linked, wherever possible, to practical investigation and problem solving exercises.

Entry requirements
Students must have studied science trilogy or Physics GCSE and normally achieve a grade 7. Students will also need a grade 6 or above in Mathematics.

Complementary subjects
Physics works well with Mathematics, Chemistry, Biology, Physical Education, Geology and any physical science related subject.

University and career links
Physics A Level is usually a requirement for any science-based course at university. From plumbing to forensic science to engineering, an understanding of the principles of Physics should prove advantageous in a wide range of professions. There is a shortage of Physics teachers in the UK at present.

“Physics has been fascinating and is very important for me as I want to become an architect.”
**Textiles (Art and Design) (AQA)**

**Introduction**

This is a two year course in which students can explore a range of textiles, media and techniques. They can experiment with patterns, motifs, colour and textures to be developed into fashion and textile designs using artists and designers to get inspiration for their work.

Students will work on extended personal projects within a broad given theme to produce an initial studies essay, an experimentation, development work and a final piece.

The second assessment is an externally set assignment which involves critical studies, observation, experimentation, development work and a final piece within a given time period.

Students will need to be able to draw, have independent working skills and a GCSE in an Art or Design based subject.

**Complementary subjects**

Fine Art, Photography, Product design, Drama.

**University and career links**

This A Level gives a good basis to study all of the Fashion and Textile courses at degree level or an Art Foundation Course.

Careers related to this subject are varied and include fashion designing, illustration, construction, printing, surface decoration, interiors, journalism and buying.
Psychology (OCR)

Introduction
This OCR A level course is two years long and assessed by three examinations (3 x 2 hours) at the end of Year 13.

Course content
The three components of the course are: Research Methods, Psychological Themes through Core Studies, and Applied Psychology (specifically Issues in Mental Health, Child Psychology, and Criminal Psychology).

Component 1 requires learners to study four key psychological approaches; Social, Cognitive, Developmental, Biological, and Individual Differences (including a classic and contemporary study). In addition to this learners’ will focus on two key Perspectives; Behaviourist and Psychodynamic. Finally learners will need to define key principles and concepts of a range of debates (nature/nurture, freewill/determinism, reductionism/holism, etc, and Psychology as a Science.

Component 3 requires learners to follow one compulsory topic of issues in Mental Health, along with two options of Child Psychology and Criminal Psychology. Each of the three topics requires learners to explain and exemplify the background and consider relevant issues and debates, along with Key Research, and their Application.

Entry Requirements
GCSE passes are needed at grade 6 or above in both English and Mathematics.

Complementary subjects
Psychology works well with other science subjects as it involves the understanding and application of scientific methods when assessing human behaviour. The course seeks to explain why human’s behave the way they do and it combines well with subjects such as History and Religious Studies. The course can also help when looking at the psychological components in Business Studies and Sports Studies.

University and Career Links
As well as preparation for the study of Psychology at university, the course provides an excellent grounding for those wanting to move to one of the caring professions, such as nursing or medicine, or an area involving an aspect of working with people such as the police, management or human resources.

Philosophy, Religion and Ethics (AQA)

Introduction
In this course we tackle the biggest questions ever asked. Does God exist? How should I live my life? Are we free? Along the way we consider whether science and religion are compatible, whether we can ever trust someone who claims to have seen a miracle, and why religion is declining in the UK but booming elsewhere.

This course is not ‘Religious Studies’ as you might have known it before. We will be picking arguments with some of the greatest minds in human history, including Plato, Descartes and Hume. You will grow your reading, writing and analysis skills, and enjoy plenty of spirited class debate.

Course content
This is a linear qualification: it is assessed at the end of the two-year course by two three-hour written examinations. The first examination is worth 50% of the A Level, and covers philosophy of religion, and ethics and religion. The second examination is also worth 50% of the A Level, and covers the study of religion, and dialogues between philosophy, ethics and religion.

Philosophy of religion
- Arguments for the existence of God
- Evil and suffering
- Religious Experience
- Religious language
- Miracles
- Self and life after death

Ethics and religion
- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta-ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

Study of religion
- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism

The dialogue between philosophy of religion and religion
The dialogue between ethical studies and religion

Entry requirements
This is an academic, essay-based subject. Students should have at least a grade 6 in GCSE English. They do not need to have taken Religious Studies at GCSE.

Complementary subjects
Since we are dealing with big ideas, this course naturally complements Humanities subjects such as History, Politics, English and Psychology. It also offers a rewarding contrast to the sciences and Mathematics.

University and career links
This course is well respected by top universities including Oxford and Cambridge. Students will develop crucial skills in reading and analysing complex arguments, writing to persuade, and reasoning clearly and critically. They could also develop their public speaking and debating skills through class discussion and presentations.

The knowledge gained is especially useful for those studying Philosophy, Theology, Law or Politics at university level. The skills gained are also good preparation for proceeding to History, English Literature and other humanities subjects. The ethical issues considered are highly relevant for those considering service in the armed forces, medicine, nursing, or social work.
BTEC Level 3 National Diploma in Engineering
(equivalent to 2 A Levels)

This is a two year course, equivalent in size to two A Levels which covers engineering principles, engineering processes, health and safety and product design and manufacture. Optional units include properties of materials, primary forming processes, computer aided design and computer aided manufacture. The Engineering principles unit expects students to have a good knowledge of Maths and Physics and the design and practical units rely on students having studied Product design/Resistant materials at GCSE.

This course uses a combination of assessment styles to give the students opportunity to showcase their knowledge in a variety of ways including externally assessed exams and product tasks as well as internally assessed assignments, presentations and practical work. Grade 6’s in Design and Technology, Mathematics and Science is expected.

Introduction

Have you ever wondered what it takes to run a country? A Level Government and Politics enables students to develop a critical awareness of the nature of the political system in the United Kingdom. From local government to the EU.

Lessons will be active, and learning will take place through a variety of activities including debates, role-play, presentations, group work, and individual research. The course requires students to develop strong skills in written and verbal communication, but also skills in ICT and independent research. Students will also have the opportunity to visit Parliament and local government bodies, to better understand the nature and workings of these institutions.

Course content

In Year 12 the course examines the concepts of democracy, power and authority and the impact of the electoral system of the UK. A large part of the course content relates to current affairs; helping us understand what is happening now. You will also explore power - the role of pressure groups, and the nature of political ideologies.

In Year 13 you will study the politics of the USA.

Entry requirements

Grade 6 in GCSE English.

Complementary subjects

Politics would complement other Arts and Humanities subjects, such as History, Psychology, English, Business Studies, and Modern Languages.

University and career links

Students can continue the study of Politics at university. Popular links are Economics, Journalism, Law, International Law, International Relations, Psychology, Sociology and other social science degrees. Further areas of employment are the civil service, local government and pressure groups themselves.
Introduction

The Media Studies course is designed to allow media students to draw on their existing experience of the media and to develop their abilities to respond critically to the media. It enables students to explore a wide variety of media, including digital media technologies, drawing on the fundamental concepts informing the study of the media: texts, industry and audiences.

The course also encourages creative work to enable students to gain a greater appreciation of the media through their own production work and to develop their own production skills. At A2 in particular, students are given the opportunity to research a topic which will then form the basis for their production, thus encouraging them to create productions informed by an awareness of contemporary media issues.

Course contents

Unit 1 aims to provide candidates with a framework for analysing the media and requires them to explore representations and audience/user responses. Candidates will be encouraged to explore the media through a study of genre, narrative and representation and make connections between the texts and audience/user responses to them. In the developing area of interactive media, this involves considering users and their interaction with texts.

Unit 2 is designed to enable candidates to demonstrate knowledge, understanding and skills in media production processes through research, planning, production and evaluation.

Unit 3 develops the knowledge and skills acquired in the first part of the course and as such contributes to synoptic assessment. In particular, it is designed to demonstrate the importance of research in informing media production and to develop the skills acquired.

Unit 4 is designed to develop candidates' understanding of the connections between different elements of the specification and to develop their knowledge and understanding of the relationship between media texts, their audiences and the industries which produce and distribute them.

Entry requirements

Students do not need to have studied Media at GCSE, although it makes a useful preparation since the course builds on the ideas covered there. Students should feel comfortable using a computer and be competent writers who are able to communicate expressively and creatively.

Complementary subjects

The subject can combine naturally with a wide range of others including Business Studies, ICT, Drama and Performing Arts.

University and career links

This course provides a suitable foundation for the study of Media Studies or a related area through a range of higher education degree courses; progression to the next level of applied qualifications (e.g. some degree and HND courses); or direct entry into employment.
## Important information

1. To stay on into Year 12, we would like you to have achieved at least 5 GCSE passes at grade 5 with grade 6 in the subjects you wish to study. Some subjects require a higher grade as an entry requirement, as stated under subject information in this prospectus. Students who narrowly miss the entry requirement should talk to the Head of Department who may still accept you onto the course.

2. Usually you will study three subjects. Sometimes individual students may be able to negotiate a programme which will consist of four subjects.

3. We listen to our students’ ideas for additional subjects, and we will be as flexible as our timetable allows. Please talk to the Head of Sixth Form.

4. Members of Sixth Form have an important part to play in maintaining the character and ethos of our School.

5. The Duke of York’s School relies on every member of the Sixth Form to set high standards of personal behaviour, organisation and example to our younger students. If you are offered a place, we ask you to help maintain and enhance the good name of our School by your actions.

6. Prospective Sixth Formers and their parents should understand that academic under-performance may result in individuals being removed from a subject or from the overall course of study. In some cases this may result in students not being entered for public examinations or repeating a year with a modified course.

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## Availability of courses

1. The curriculum is constantly evolving and if there is sufficient demand, we will put on additional subjects. The Principal may withdraw subject options which do not attract viable numbers of candidates, or which result in staffing permutations that cannot be achieved within staff numbers and qualifications. Additionally, if demand for a subject is beyond the number that can be taught in one set it may be necessary, for staffing reasons, to limit numbers in which case the School will select those who are to be offered places for that subject.

2. The blocking of subjects for timetabling purposes is dependant, to a large extent, upon student choices. The intention is to be as flexible as possible with subject combinations, but timetabling constraints may make some subject combinations impossible. Inevitably, a small number of potential Sixth Form students may not be able to follow their preferred combinations of subjects.

3. The importance of good passes in GCSE English and Mathematics cannot be over-emphasised and, as a consequence, the School insists that any Sixth Former who has achieved anything less than a grade 4 in those subjects re-sit the examination at the earliest opportunity. Additional tuition will be provided to prepare students for these re-sit examinations. However, please note that it is School policy to charge the entrance fee for such examinations against the individual’s School account.

4. A number of the subjects available in the Sixth Form provide opportunities for fieldwork or exchanges. In particular, modern linguists enjoy the benefits of periods of time on the Continent, living and working with their foreign counterparts. Biologists and Geographers may also benefit from fieldwork exercises. Art, Business Studies, Computing, Drama, History, Religious Studies and Technology courses may require day visits to outside locations.

5. In addition, Sixth Form groups in English and Theatre Studies may be expected to attend theatre trips which are organised to support the study of literary works. Students will be asked to pay for any text which they personally annotate for use in the examinations or lessons.

6. Parents and students alike should note the information which follows with regard to the financial costs which may be associated with Sixth Form courses:

   a. All pay a subscription towards extra-curricular activities which is not meant to subsidise curriculum activities.

   b. In the Sixth Form there are a number of curriculum activities which take place outside of the School which enhance study and experience.

   c. The School absorbs a substantial amount of the associated costs but parents will be required to make a financial contribution towards the costs of such activities. Acceptance of this is implied in the request for a place and return to the Sixth Form.

   d. Any parent anticipating financial difficulties in this respect is asked to contact the Director of Finance & Operations who may be able to provide support from School private funds.

7. Each student will be required to opt for five subjects, to allow option blocks to be created.

8. Unless otherwise recommended by the School, candidates will be offered the first three preferences. Any subsequent change to these preferred subjects can only be made within the constraints imposed by the timetabled blocks.