

Y13 Parents' & Carers' Induction Evening Monday 27 September 2021

University Applications

- Predicted grades from teachers (by Monday 27th September)
- 5 choices (need for realism)
- Firm choice and insurance choice
- 3 grade offer (e.g. AAB) and/or Tariff points offer (e.g. 112 pts)?
- Autumn Open Days



UCAS Tariff 2020-21

Grade	A-level points	AS-level points	Extended Project Qualification points
A*	56	N/A	28
Α	48	20	24
В	40	16	20
С	32	10	16
D	24	8	12
Е	16	6	8



Top Destinations

	Bishop Luffa School	West Sussex	National Average
Top third of UK universities & other higher education institutions by average UCAS tariff score of entrants across their 3 A Levels	40%	16%	18%
Of which Russell Group	24%	8%	12%
Of which Oxford or Cambridge	4%	1%	1%



University Application Support

- Tutor Sessions
- PHSE Sessions
- Unifrog account & UCAS Hub
- Sixth Form Google Site/Classroom
- Open Days/online tours etc.
- Personal Statement workshops + surgeries
- Medicine workshops
- Mock interviews
- Liaison with Admissions Tutors (post offer)







Welcome to the Bishop Luffa Sixth Form Google site. We hope that it will provide you with all the help, information advice and guidance you need during your A-level studies. Do let a member of the Sixth Form Team know if you would like to see any new pages or material on the site. Remember: 'Impossible is Nothing!'



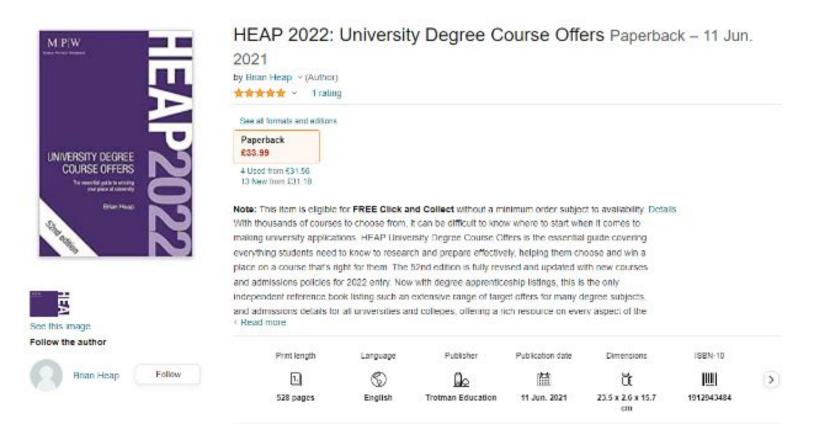








The book to have!



Copies available in the Sixth Form Library!



LINGUISTICS

(see also English, Languages)

Hi/Hello/Good day/Good morning - Linguistics is the study of language, the way we speak to our Hi/Hello/Good day/Good morning - Linguistics is to our way we speak to our friends, or at an interview, the expressions we use, how we express ideas or emotions. The way in the types of language used in advertising, or in sports reporting control of the types of language used in advertising, or in sports reporting control of the types of language used in advertising. friends, or at an interview, the expressions to solve the way in which children speak, the types of language used in advertising, or in sports reporting. Courses will which children speak, the types of words), phonetics (the study of sounds), and sometimes will be formation of words). which children speak, the types of ranguage solutions (the study of sounds), and semantics (the include morphology (the formation of words), phonetics (the study of sounds), and semantics (the study of meanings). OK?/Understand?/Cheers!

Useful websites www.ciol.org.uk; www.cal.org; https://academic.oup.com/applii: www.linguisticsociety.org; www.sil.org; www.baal.org.uk

NB The points totals shown to the left of the institutions are for ease of reference only. It must not NB The points totals shown to the lower than the assumed that Tariff points are always used by institutions or that they can be substituted for an be assumed that Tariff points are always used by institutions or that they can be substituted for an offer in grades. The level of an offer is not necessarily indicative of the quality of a course.

COURSE OFFERS INFORMATION

Subject requirements/preferences GCSE English required and a foreign language preferred. AL English may be required or preferred for some courses.

Your target offers and examples of degree courses

152 pts Cambridge - A AA +interview +LAA (Ling) (IB 40-42 pts HL 776)

144 pts Edinburgh - AAA (Ital Ling) (IB 39 pts HL 666)

Lancaster - AAB incl Engl/lang/maths/comp/psy (Ling) (IB 35 pts HL 16 pts)

Newcastle - AAA-ABB (Ling; Ling Chin/Jap) (IB 36-34 pts); AAA-ABB incl Fr (Ling Fr) (IB 36-34 pts HL 5 Fr)

136 pts Edinburgh - AAB (Ling; Jap Ling; Class Ling; Ling Engl Lang) (IB 36 pts HL 665) Lancaster - AAB incl Engl/lang (Ling Psy) (IB 35 pts HL 16 pts); AAB incl Engl/lang/maths/

comp/psy (Ling (St Abrd); Ling Phil) (IB 35 pts HL 16 pts)

Leeds - AAB-ABB (Ling Comb Hons; Ling Phon) (IB 35-34 pts HL 16 pts)

London (SOAS) - AAB-ABB (Ling) (IB 35 pts HL 665)

Southampton - AAB/ABB+aEPQ incl lang +interview (Lang Soty) (IB 34 pts HL 6 lang) York - AAB-ABB (Ling) (IB 34 pts); AAB (Phil Ling) (IB 35 pts); AAB-ABB incl Fr (Fr Ling (Yr Abrd)) (IB 34 pts)

128 pts Edinburgh - ABB (Phil Ling) (IB 37 pts HL 666)

London (QM) - ABB incl Engl lit/Engl lang lit (Engl Lit Ling) (IB 32 pts HL 6 Engl); ABB (Engl Lang Ling) (IB 32 pts HL 655)

Manchester - ABB (Ling courses) (IB 33 pts)

Newcastle - ABB-BBB incl Fr/Ger/Span (Modn Langs Ling) (IB 32 pts HL 6 Fr/Ger/Span)

Queen's Belfast - ABB incl Engl (Engl Ling)

Sheffield - ABB incl Engl (Ling Comb Hons) (IB 33 pts); ABB-BBB+bEPQ (Engl Lang Ling) (IB 33 pts)

120 pts Aberdeen - BBB (Lang Ling) (IB 32 pts)

Anglia Ruskin - 120 pts (Engl Lang Ling)

Bangor - 120-104 pts (Ling Engl Lang; Ling; Ling Engl Lit)

Essex - BBB (Ling) (IB 30 pts)

Kent - BBB incl Engl (Engl Lang Ling Engl Am Lit) (IB 34 pts); BBB (Engl Lang Ling)

London (QM) - BBB incl hum/soc sci (Ger Ling) (IB 30 pts HL 5 hum/soc sci)

UWE Bristol - 120 pts (Engl Lang Ling)

112 pts Roehampton - 112 pts (Engl Lang Ling) Wolverhampton - BBC-CCC (Ling courses)

104 pts Brighton - BCC-CCC incl Engl 104-96 pts (Engl Lang Ling) (IB 27 pts)

Central Lancashire - 104 pts (Engl Lang Ling)

tondon (Birk) - 104 pts (Ling Lang)

London (BITK)

London Linguistics | 355

Notting Hold BCC-BBC (Lang Ling) (IB 24-25 pts HL 12 pts)

ulster – BCC-BBC (Engl Lang Ling) (IB 28 pts HL 5 Engl); (Arbc Ling) (IB 28 pts)

westminster – 104–120 pts (Engl Ling) (IB 26 HL 5); (Fand Ling Free Ling) (IB 28 pts)

Westminster - BCC (Engl Ling) (IB 26 HL 5); (Engl Ling Foren Ling) (IB 28 pts)
Winchester - 104-120 pts (Engl Lang Ling)
Winchester - 80 pts (Engl Lang Ling) Bedfordshire - 80 pts (Engl Lang Ling)

Alternative offers

Appendix 1 for grades/UCAS Tariff points information for other examinations,

See Chapter 6 and Appendix 1 for grades/UCAS Tariff points information for other examinations.

(HOOSING YOUR COURSE (SEE ALSO CH.1)

(HOOSING and colleges teaching quality See www.qaa.ac.uk; https://unistats.ac.uk.

povestarch universities and colleges (REF 2014) (Modern Languages and Linguistics) London.

100 (Person) Oneen Margaret; Edinburgh (Ling); Kent; York; Queen's Religes, Computational Condon. (M) (Ling); York; Queen's Belfas BSEX; Warwick; Glasgow (Celt St); Cambridge; Manchester; London (RH).

gamples of sandwich degree courses Leeds; Nottingham Trent; Westminster.

ADMISSIONS INFORMATION

ADMISSION Applicants per place (approx) Bangor 5; Cambridge 3; Essex 1; Lancaster 6; Leeds 12;

solvice to applicants and planning the UCAS personal statement Give details of your interests in and about your knowledge of languages and their similarities and

colection interviews Yes Cambridge; No Brighton, Essex, Newcastle, Sheffield.

interview advice and questions Past questions include: Why do you want to study linguistics? What does the subject involve? What do you intend to do at the end of your degree course? What answer to you give to your parents or friends when they ask why you want to study the subject? How and why does language vary according to sex, age, social background and regional origins? See also Chapter 5.

Reasons for rejection (non-academic) Lack of knowledge of linguistics. Hesitation about the period to be spent abroad.

AFTER-RESULTS ADVICE

Offers to applicants repeating A-levels Same Brighton, Essex, Leeds, Newcastle, York.

GRADUATE DESTINATIONS AND EMPLOYMENT (2015/16 HESA)

Graduates surveyed 620 Employed 275 In voluntary employment 30 In further study 180 Assumed unemployed 30

Greer note Students enter a wide range of careers, with information management and editorial work in publishing offering some interesting and useful outlets.

OTHER DEGREE SUBJECTS FOR CONSIDERATION

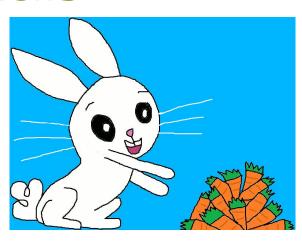
Cognitive Science; Communication Studies; Education Studies; English; Psychology; Speech Sciences.

details and Chapter 6 on how to read the subject tables.

Incentivised Offers



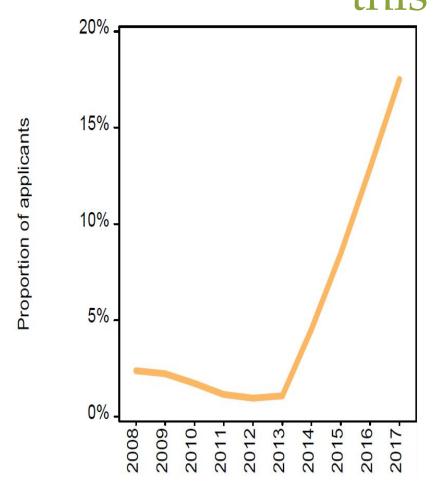








'Conditional' unconditional offers back this year



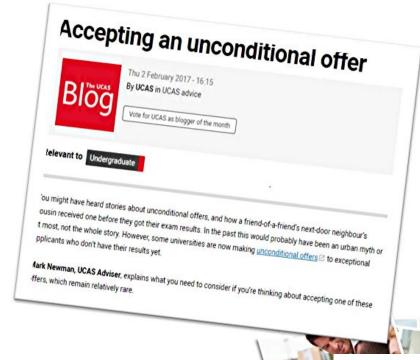
- Proportion of applicants who received at least one unconditional offer 38% in 2019
- Lower and medium tariff providers tend to make more unconditional offers
- 'Conditional' unconditional offers banned in 2020 (due to pandemic)
- Back in now!



Can Accepting an Unconditional Offer Affect your A Level Performance?

Unconditional offer making and learners

- Unconditional offers have increased again this year – 5% of offers to 18 year olds
- Unconditional offers may affect attainment
 - 32% of applicants with an UF offer miss their grades by more than 3 points, compared to 20% for those with CF.
- Remain unpopular with teachers and advisers
 - Students 'taking their foot off the pedal'
 - · Are they prepared for university?
 - Should they let universities and colleges know if a learner is failing?



'3 points' means 3 grades



- Your A level grades will go on your Resume/CV when you apply for jobs after HE
- Many employers shortlist for internship, work experience and jobs on the basis of A level grades
- Recruiters onto Graduate Training Schemes may ask for a minimum number of UCAS points or A level grades



UCAS Deadlines

- 15th October (8th internally)
 Oxbridge/Medicine/Vets/Dentistry
- October half-term: all UCAS applications complete
- By Christmas: all applications sent (to meet
 26/1/22 UCAS deadline)
- 4th May: 2 choices confirmed
- 11th August (TBC): A-level Results



Alternatives

- Clearing + Adjustment 2022 (better since quota cap lifted)
- (Re-) Apply in Sept. 2022 through school
- Y14 (with retakes) sometimes possible
- Careers guidance
- Apprenticeships









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40 activities for transforming student commitment, motivation and productivity
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The low vision student



Characterised by listlessness, boredom, low-level anxiety, exasperation, and a tendency to procrastinate



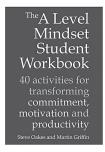
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One thing...







Problem, not job

Problem

"How can we improve health-care for all people in this country? I want to get involved in trying to help tackle this problem."

Job

"I want to be a doctor. I'm going to study Medicine at Manchester University. I need A,A,A."

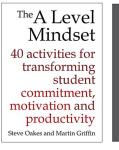


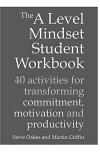
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Some problems...



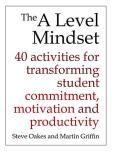


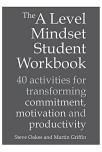


Some problems...

- How do we make the distribution of wealth in the UK fairer?
- How can we save larger numbers of species from extinction?
- How might we design buildings that increase people's happiness and wellbeing?
- What are the elements necessary for a superb movie?
- How can we improve students' experience of school, college or university?







Some problems...

- How can the design of ----- be improved?
- How can we accelerate our progress towards curing -----?
- How can art be used to improve people's lives?
- What qualities are necessary for huge success in _____?
- How can I create popular, immersive, interactive computer games?





'New' A-levels

- Full two-year linear course (with 2-3 exams at end of Y13 only)
- Coursework (NEA) heavily reduced
- Greater breadth and content
- No AS modules to retake to add to overall score

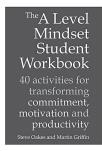




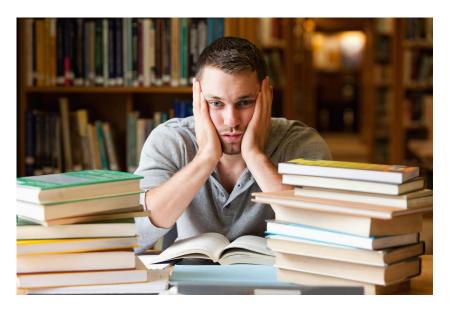








The low attitude student



Characterised by anger, frustration with progress, unhappiness, self-loathing, negativity – often comparing themselves unfavourably to others



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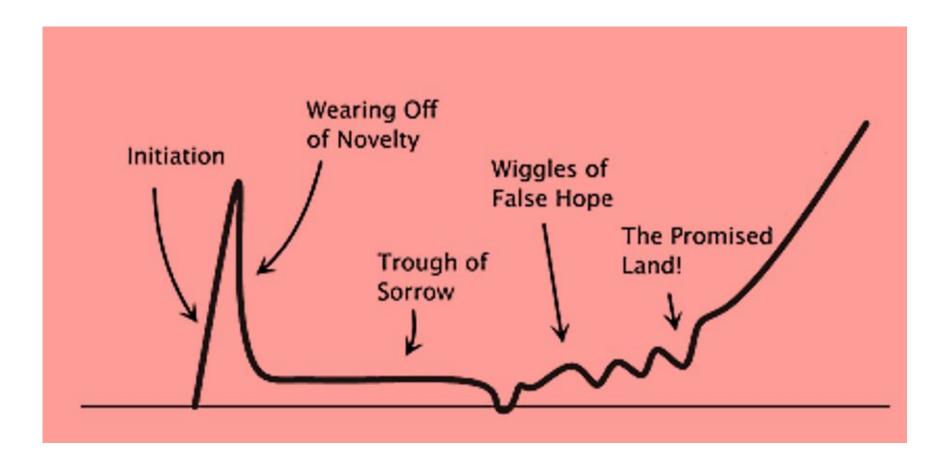


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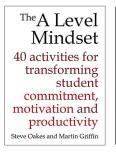


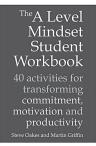


Year 13?









Benefit Finding

- A personal quality you didn't have at all, that you've now begun to develop
- An increased appreciation of some part of your life as a result of what happened
- A realisation you might not have ever considered before that experience
- An increased confidence about that way the world, or certain people, work because of what happened to you
- A skill you've developed thinking through problems, reflecting and understanding, communicating ideas, confidently arguing – that the bad experience has strengthened in you
- A relationship that has strengthened, perhaps with someone who helped or supported you through the experience, or a strengthened relationship with someone who hurt you
- A 'rule' or lesson you have extracted from the experience that you can now test in new situations
- A reassessment of certain priorities that might have happened





How we support your child

Whilst your child is in the sixth form their teachers, tutors and sixth form team work together to ensure they receive the correct support to enable them to progress both academically and personally.











Self-esteem

We aim to develop

Independence









Resilience

Resulting in a positive, happy experience in sixth form





What happens when things don't go plan!



We recognise that A-levels are demanding and understand the pressures on students to balance their study workload, homelife and social life.

There will be times when they may struggle!

Who can they talk to?

- Alongside their tutor, we have a designated Pastoral Manager available to support students' wellbeing during their time in the sixth form.
- Mrs Jones works with students, teachers and parents to ensure students receive the relevant support throughout their time in the sixth form

Every student should feel safe and supported



About Sarah Jones - Sixth Form Pastoral Manager

- ✓ Non teaching member of staff therefore available throughout the day for students, 8.00am –
 2.30pm Monday to Friday
- ✓ No appointment needed! students are able to "drop in" to see Mrs Jones if they are struggling and need to talk
- ✓ Has a range of support contacts to "signpost" students to external agencies for specific support if required
- ✓ Is able to refer students to our school counsellor for a number of sessions, should they feel they would benefit from specialist support within school
- ✓ Will work alongside students to encourage them to try and sort their issues out independently—
 enable them to "take control" of their wellbeing, and make decisions about which intervention is
 appropriate for their individual needs
- ✓ Based in a quiet, confidential location in the Sixth Form providing a "safe space" for students to discuss any worries or concerns
- ✓ Has been in the role for over 5 years, is a mum who's children have been through sixth form at Bishop Luffa, so understands the be ups and downs of sixth form life!

How to contact Mrs Jones

Telephone: 01243 832780 Email: joness@bishopluffa.org.uk



Finally.....

A list of resources and contact details are available to support students on pages 6-8 of the sixth form planner

Example.....





There is no need for them to struggle alone!!!!

Building Skills for HE and Careers

- The extra-curricular:
 - Getting involved in the Sixth Form
 - Leadership of the school community
- The super-curricular:
 - independent learning



(Essential for the personal statement/tutor reference and/or CV.



Helps to build character too!)



Top 'Soft' Skills for Success

The top five attributes now wanted by employers and universities are:



- Love for lifelong learning
- Ability to work in a team/collaborate
- Resilience
- Being ethical/aware of moral considerations
- Ability to communicate with non-specialists





Opportunities in the Sixth Form

Charity Work:

Fashion Show

Non-Uniform Days

Charity Week

Volunteering (NHS/CAB)









Helping to lead the school community

- Mentoring younger pupils
- Assisting the Head of House
- House Drama Festival
- House & School Captains
- Open Evenings & Y6 Visit
- Sports Day



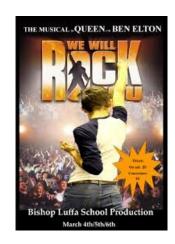




Other Activities on Offer

- Young Enterprise
- Bar Mock Trial
- Debating team
- Duke of Edinburgh (Gold)
- Work Experience
- Whole School Play/Musical
- Music groups & concerts
- Sports teams (Interhouse etc.)
- Subject trips & conferences









Making the difference in Year 13

- Year 13 requires even greater independent learning
- Final A-level units are about 'synopticity' (pulling all strands of the course/subject together)
- Using knowledge and understanding gained from wider reading is vital to show independence and synopticity

EVALUATIONS: AO2 = synopticity (culture, gender, ethics, reductionists, free-will, determinism), commentary, strengths, limitations, counterarguments, opposing or supporting studies, AO3 = methodological strengths, limitations and effects on the findings. Way research conducted. Is psychology a science?



The Super-Curricular



To boldly go beyond the specifications...



Where to start?

 Students should get into the habit of reading a quality broadsheet newspaper, by using an app, website or buying a hard copy

The Guardian
The Guardian



Magazines & Journals

The Sixth Form Library has the following:

The Stage E-Magazine Law Review Physics Review **English Review** Chemistry Review The Week **Phosphore** Society Now

mic Review
h Review
ledia Magazine
view
vy Review

20th C History Review
Sound

s Review





New/Digital Media

iTunes U



- Free podcasts, video lectures, reading recommendations
- A whole range of resources from leading universities (Oxford, Yale)

YouTube

- Has its own educational channel EDU
- TED Talks





Radio 4 (live or via BBC i-player)



















Websites of Professional Organisations

- www.rsc.org Royal Society of Chemistry
- www.history.org.uk The Historical Association



RSC | Advancing the Chemical Sciences



It's not just about 'reading'...

Students should:

- Join a club or society
- Visit museums, galleries, exhibitions
- Enter competitions, essay prizes etc.
- Get out into natural habitats or the built environment
- Attend lectures, seminars, tasters at local universities





Fluid intelligence is reached around this age, which means 17/18-year-olds have an improved ability to cope with new challenges and new situations.





Feedback means giving students an explanation of what they are doing correctly AND incorrectly. It is most productive to a student's learning when they are provided with an explanation as to what is accurate and inaccurate about their work.



Listening to the collective student voice means that we listen to and respond to what really matters to students & teachers.



"While many
17/18-yearolds are
enjoying
A- Levels,
others are
terrified about
entering the
adult world."

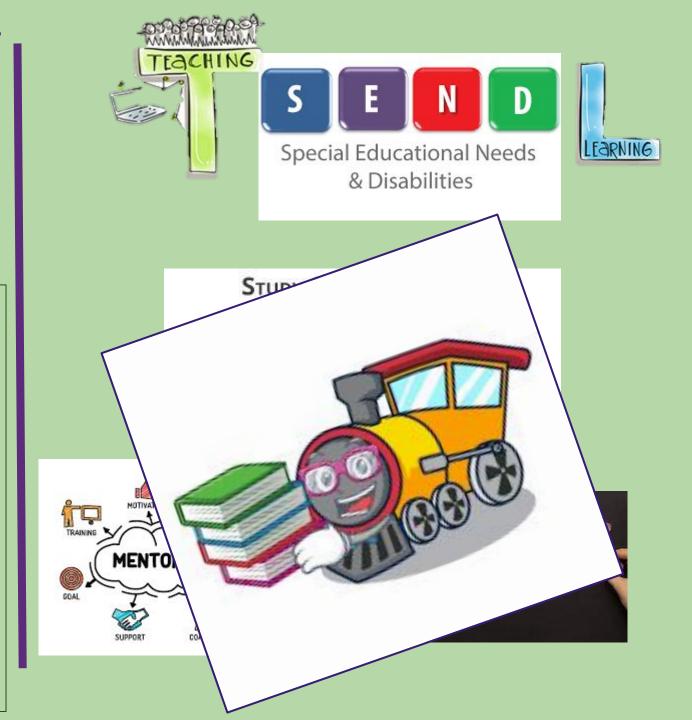
Adaptive Teaching



Adaptive Teaching is steered by collecting information from our students so that we can conduct timely, focused interventions over their 2 year journey. We aim to teach the student, not the class!!!



Students thrive best with Inquiry-based learning; it helps them make their own connections about what they learn. Their curiosity helps them engage and gain a deeper understanding of topics and content.





To boost innovative learning experience in educational settings, all stakeholders have their roles to play. The stakeholders here refers to the teachers, the school management, the parents, and the students themselves.

Our vision:

Innovative Teaching & Learning experiences



Our Basic Expectations

- Checking Tutor's Google Classroom and attending Tutor sessions (Tues A/B, Fri A/B, Weds A)
- Attending assembly/PHSE (Tues B2)
- Maintaining 100% attendance (+ punctuality)
- Using study periods productively
- Working hard (30hrs/week in total)
- Following our safeguarding procedures



Notifying us of Absence

- Phone student reception (absence line 832681)
- Notification of authorised absence (green form): signed by all teachers and passed to tutor
- Atypical requests to Head of Sixth Form
- Detailed attendance data recorded on Classcharts



^{*}Over-18s can do this themselves

Study Periods

- Majority of students have 21 study periods every two weeks
- Sixth Form Library (open at 7.30am until 5.00pm)
- Collaborative working in Sixth Form café and 'The Aquarium'
- 'Free' Wi-Fi in Sixth Form Centre (for bookable laptops/tablets)







Finding Flow

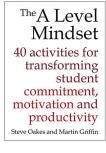
Flow states feel like:

"nothing else seems to matter. The ego falls away. Time flies... your whole being is involved, and you're using your skills to the utmost."

Flow states arrive when engaged in:

"painful, risky, difficult activities that stretched the person's capacity and involved an element of novelty and discovery."

Mihaly Csikszentmihalyi, Flow (1991)





'Flow' spaces (Carey)

- Levels of foreground and background noise
- The number of other people there
- The behaviours of the other people there
- The quality of the seating spaces (like the tables, chairs and desks)
- The levels of light
- A feeling 'calmness' 'focus'



Working at Home

- For every hour of lessons at least one hour of private study recommended (30 hours per week recommended)
- Using student planner to help organise workload and meet deadlines
- Logging onto Google Classrooms & Sites
- Importance of wider reading





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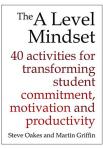
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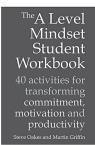
The low effort student



Characterised by satisfaction, contentment and short-termism – oblivious to levels of hard work put in by others.









Homework hours for 6th Form

Mean hours spent on homework weekly				6th Form – distribution of hours (Sample: 13		
	This survey	Previous survey	Similar schools		40%]	
All students	14.2 hrs	10.5 hrs	9.6 hrs	Percentage	35% - 30% - 25% - 20% -	
All male students	12.9 hrs	8.7 hrs	7.6 hrs		15% - 10% -	13% 13% 12% 8% 8% 8%
All female students	14.9 hrs	11.7 hrs	10.7 hrs		5% - 0% -	0% 1% 2%



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The low systems student



Characterised by a scaling-up of old systems that now can't cope, missing deadlines because the work has been forgotten, poor sleep and late waking, chaotic bags and folders, often high-stress



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One thing...

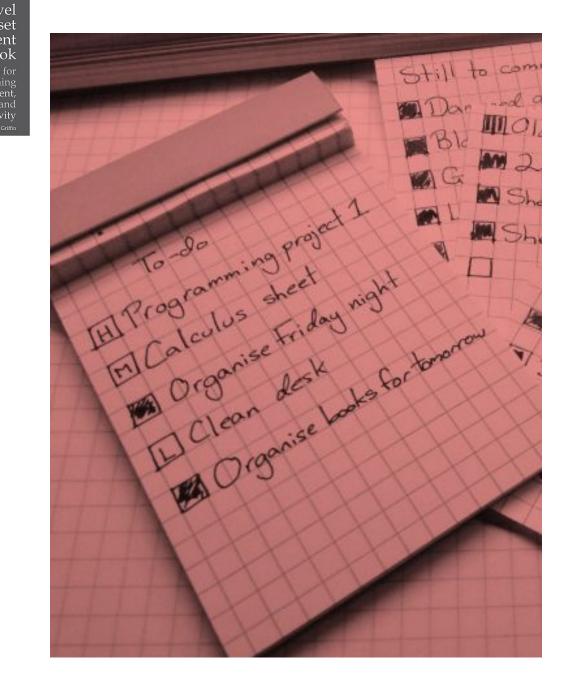


The A Level Mindset

40 activities for transforming student commitment, motivation and productivity

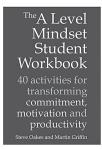
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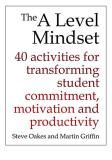


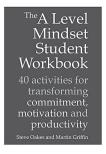
Three Types of Attention (Alcott)

Proactive attention Active attention "fully focused, fired "plugged in, ticking up, feeling fresh" along nicely"

Inactive attention "flagging" "fried" "foggy"

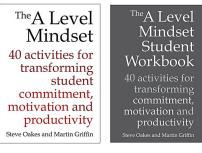


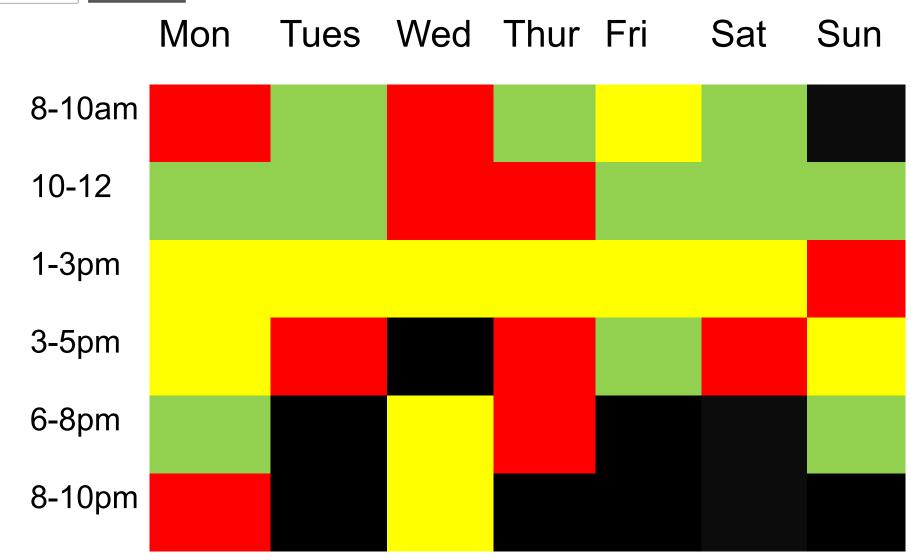




Mon Tues Wed Thur Fri Sat Sun

- 8-10am
- 10-12
- 1-3pm
- 3-5pm
- 6-8pm
- 8-10pm





Key Dates

- UCAS references completed: 27/9/21
- Progress Review Grades: 17/11/21
- January Internal Exams: 4/1/22 7/1/22
- Progress Reports: 9/2/22
- Y13 PCE: 10/2/22
- Last day of Y13 lessons: 13/5/22
- A-level examinations: 16/5/22 to 17/6/22 (TBC)
- A-level Results: 11/8/22





Contacts

Sixth Form Tutor Team:

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KS5 Administrator:

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Careers:

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KS5 Learning Support Co-ordinator:

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16-19 Bursary

2 types of bursary:

- Vulnerable (up to £1200): in care, care leavers, in receipt of Income Support, DLA etc.
- Discretionary (financial support for transport, meals, books etc.): students facing financial barriers who need help to stay in education

Letter/forms/information available from Sixth Form Centre



Sixth Form website

BISHOP LUFFA SIXTH FORM



BRIDGING WORK - FROM GCSE TO A LEVEL

A-level Bridging Work Summer 2017

You have been set A-level Bridging Work by your teachers so that:

1. You can test the subject - do you like it? You are going to be spending two years studying this subject for over ten hours a week so you

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