



BOLTON
SCHOOL
BOYS' DIVISION

Sixth Form and A Level Options
Years 12 & 13



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BOLTON SCHOOL BOYS' DIVISION

Dear Year 11,

The first thing you will notice about life in the Sixth Form, is that your relationship with your teachers changes. The learning process becomes much more of a partnership between you and your teachers and you will quickly learn that they are there to help you fulfil your potential.

The Sixth Form years offer greater freedom and opportunity, but along with this freedom comes more responsibility. It is a time for you to take control of your own destiny: a time when you will make big decisions as you prepare for Higher Education and your future career.

You may find that A Level is the most difficult work you have ever studied. The amount you are expected to cover, in lessons and in free time, is greater than you thought possible for a student. At the same time, you will be looking forward to greater freedom and privileges. You may need help to get the balance right between your academic and social pursuits. Everything is in place at Bolton School to help you make these adjustments. We are not a sixth form college and our smaller size allows us to retain a genuine sense of community and for teaching staff to offer focused individual support. Our dedicated and experienced team offers a huge amount of advice that will guide you through your A Level studies.



Yes, there will be high expectations, but I want you to leave Bolton School believing that everything you strive for is possible. You will explore exciting and extensive opportunities, be encouraged to be inquisitive and to innovate, to face challenge, take responsibility and show leadership, and to be a force for good in the community.

Welcome to our Sixth Form. I am sure you will enjoy your time here.

Martin Prentki
Head of Sixth Form

BOLTON SCHOOL

SIXTH FORM



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

INTRODUCTION

You are about to begin the first stage in deciding what to do after your GCSEs. This is an important step in your life, as the wrong choice could limit what you are able to do in the future. One part of the process is deciding which three subjects to choose to study at A Level in the Sixth Form. The following pages offer guidance on where, and how, to seek help, and explanations of the different subjects available at Bolton School, and what each can open up for you in the longer-term future.

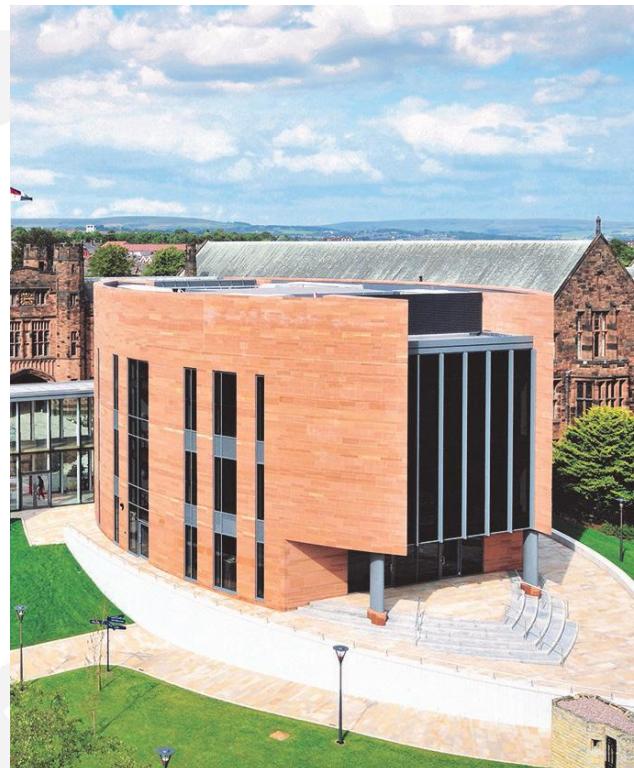
AN ACADEMIC EDUCATION

We have years of academic tradition and excellence, which provide a perfect foundation for A Level examination success. You will be able to follow examination courses of your choice in small teaching groups with highly qualified teaching staff who have the skills and expertise to help you fulfil your academic potential. You will work alongside others who share your aspirations for success. A large number of subjects are available to you, all of which have been chosen to help you achieve your next step along the journey towards Higher Education and your working life.

All departments have experienced subject specialist staff and many will be familiar with your strengths and weaknesses. The high standard of teaching, the small class sizes and the staff's knowledge of the students, mean that the vast majority achieve the grades they require and move successfully on to their next phase of education or employment.

We provide a very wide range of opportunities to extend and enrich your learning through study visits, art exhibitions, theatre trips, travel in Britain and the wider world, competitions and academic extra-curricular societies. Curriculum Enrichment, within the Horizons Programme, provides an interesting range of short courses to complement your A Level subjects.

In order to enrich your social and personal development, we offer a wide array of extra-curricular opportunities from which you will benefit, whether your interests encompass sport, music, drama, outdoor pursuits or any of the other activities which you will find at Bolton School. And, if it's not there already, the chances are that you will find enough like-minded people to start something up.



SUPPORT FOR YOU IN A TIME OF TRANSITION

The Sixth Form offers you the chance to make the vital transition between school life and Higher Education and your working life. In everything that you do, you will have the backing of a strong pastoral team who will monitor your progress and offer you the support and encouragement to make the most of your Sixth Form life: Mr Prentki (Head of Sixth Form), along with Mr Heald (Year 13 Tutor), Mrs Lapinskas (Year 12 Tutor) and the team of Form Tutors.

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EQUIPPING YOU FOR THE FUTURE

THE BEST OF BOTH WORLDS



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS



In preparation for university and working life, the Riley Centre will offer you the chance to study alongside members of the Girls' Division, as well as share the same recreational space. You will also have the opportunity to work, study and socialise with members of the Girls' Division in a number of joint societies and extra-curricular activities. At the same time, the majority of your lessons will be taught in single-sex groups. You will also have the fun and camaraderie of belonging to a large group of independently minded young people, who have the confidence and community spirit to enjoy life in the Sixth Form to the full.

We believe that the Sixth Form at Bolton School provides the best opportunities and support for you to continue your education and development and progress towards a successful entry into higher education and career. All in all, our aim is to equip you for the future, by helping you to achieve the best examination qualifications possible and to develop fully your personal qualities, skills and talents.

WHY BOLTON SCHOOL AND NOT A COLLEGE?

Subjects are taught in small classes (nine to ten students on average). Teaching will be shared between subject specialists to give all students the benefit of the different strengths found within departmental teams. Our aim is to create a genuine partnership between students and staff in the learning process.

As this develops during Year 12, it leads to the assurance of the provision of personal, specialised assistance often necessary in preparation for the final A2 modules. All of this is supported by excellent specialist facilities and learning resources. Periods for private study are incorporated into each student's timetable.

You will be taught by highly qualified, experienced and enthusiastic departments who have a passion for their subject. Many members of staff are also examiners and can provide insight into what the examination board specifications are expecting from their candidates in order for them to achieve the top grades.



One of the most distinctive features of Bolton School is the tremendous range of opportunities available to you beyond the academic curriculum. Without doubt, it is involvement with these that many former students look back on with great affection. The experiences that students draw from them prove to be of enormous value for their future - developing lifelong interests, building their CVs and expanding their horizons.

The success that Bolton School has with the progression of its students to higher education stems from the subject choices on offer, the number of A Levels taken - with the emphasis being on quality not quantity, the expert nature of the advice and guidance given on both subject and university choice, our monitoring of the application process and the aspirations that Bolton School engenders in its Sixth Form students.

Your UCAS application for a university place begins before the end of Year 12. For those who are interested in Oxford or Cambridge, or medicine, dentistry or veterinary science, it is even earlier still, to increase your chances of a successful application. The key elements to the UCAS process are your Personal Statement and the School's reference. Your Form Tutor and subject specialists will help you through the process and the vastly experienced and knowledgeable Head of Futures will offer guidance and advice throughout, overseeing the application of every student.

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BOYS' DIVISION
A-LEVEL OPTIONS

WHY BOLTON SCHOOL AND NOT A COLLEGE?

Many students have gained a place at their chosen university due to the quality of their Personal Statement and the School's reference in their application. There is no truth in the comment that universities ignore applications from students from independent schools. In fact, figures show that independent schools dominate the entry to the top thirty universities. The quality of the application can play as big a part in this as the A Level grades achieved by the candidates.

Alongside your academic development lies your progress to becoming a well-rounded, self-confident individual, capable of dealing with the world beyond school and making the most of opportunities that life presents, through acquired skills in organisation, leadership and enterprise. A role as a Monitor, involvement in the House system, peer mentoring younger students, taking part in community service, representing the School in sport, music, debating, competitions and taking part in the large range of trips, clubs, societies and activities on offer, are all ways in which we provide opportunities for developing personal and leadership skills.



The Sixth Form years are about preparing you for life and work, as well as for university. Learning to work with others, to contribute to your community, to become a team player; this is a time for developing maturity and for starting to take responsibility. The environment at Bolton School will allow you to do this in a variety of ways. Teamwork skills develop through the different collaborative learning activities you will experience or from membership of a band or ensemble, the cast of a drama production or one of the many sports teams. It may result from participating in one of several foreign and residential visits available over two years or from one of the community service activities.

The benefit of being in a school, rather than a college, means that you can also develop your personal qualities by taking a lead role in school life. As a member of the Sixth Form, you are pivotal in setting the tone for the rest of the School. You will be an essential role model for the younger pupils beneath you and they will remember your influence for the rest of their lives. As the beneficiary of all the opportunities which a first-rate education provides, you will also be encouraged to play an active role in the wider community.

TRANSITION TO SIXTH FORM

The vast majority of pupils from Year 11 transition to the Sixth Form. The blend of a familiar environment with the very obvious change of lifestyle in Sixth Form, from the Riley Centre space to the more mature relationship with teachers, is attractive. The depth of study, class size, wide range of activities and enrichment, alongside the opportunity for leadership are mentioned by those who have enjoyed Sixth Form life here.

There may need to be some careful thought about the right blend of subjects and courses but we will guide you through that. Here at Bolton School, we do not regard the Sixth Form as a separate section of the School and so, as a member of Year 11, you already have a place in our Sixth Form. We do not need to have entrance criteria linked to your GCSE exams because we already know you so well. We will find the right path for you in our Sixth Form and then out into the wider world beyond Bolton School. Our focus on adding value to exam performance ('value-added performance') allows us to focus on a range of academic experiences, from those tailored for highly selective universities, professions and competitive degree apprenticeships, to those looking for other next steps beyond Bolton School at eighteen.

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THE RILEY SIXTH FORM CENTRE

The Riley Sixth Form Centre is a dedicated space for students in Years 12 and 13 from both Divisions to study and socialise in modern, vibrant surroundings.

The Riley Centre is located at the heart of the Bolton School campus, and is linked to the Girls' and Boys' Divisions by two-tier glazed walkways, enabling the two schools to retain their own single-sex teaching environments whilst creating a shared environment exclusively for Sixth Formers to enjoy spending time. It includes:

- **The Sixth Form Common Room**, a warm, welcoming space with comfortable seating and dining areas where students can relax and enjoy one another's company between lessons;
- **The Riley Café**, also on the first floor, which offers students the opportunity to buy hot and cold drinks, snacks and treats throughout the day, and where every student can enjoy their lunch each day;
- A dedicated **Study Floor**, with designated areas for group work and individual study;
- **Bases for the Heads of Sixth Form, Sixth Form Tutors and Futures Team**, for advice and guidance that is always close to hand; and
- High quality **Tech Facilities**, including PCs, Wi-Fi access and recharge points for students' use throughout the building.



The Riley Centre provides students with the opportunities to make the very best of their two Sixth Form years and to prepare for adult life. It offers the best of both worlds: a space where Sixth Formers can find the freedom and flexibility to navigate the balance between their academic studies and socialising with friends.

iPADS, LIBRARY AND RESEARCH

When you enter the Sixth Form at Bolton School, you will be issued with an iPad for your own personal use whilst you are a member of the School. The iPad will be used as a learning resource in the classroom, as well as for independent study at school and at home.

Our well-stocked Senior Library has over 16,000 items. 11 Sixth Form courses are well-resourced with a combination of traditional texts and the latest information retrieval systems. Resources are chosen by the Librarian in close consultation with Heads of Departments.

The Library's role is to enable you to engage in the independent study and wider reading necessary to get the top grades in your exams and into your chosen courses post A Level. Books, magazines and a wide range of academic journals are provided as well as variety of online subscriptions. These can be found, along with the online catalogue, on the Accessit library website via the intranet. Library staff are available during study periods to assist students with research.

The Senior Library is a quiet space in which to work and complements the quiet areas in the Riley Centre. Sixth Formers are entitled to borrow twelve books and may ask for extended loan periods of up to half a term.



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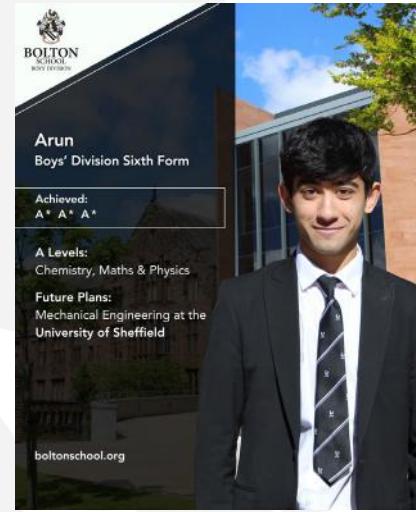
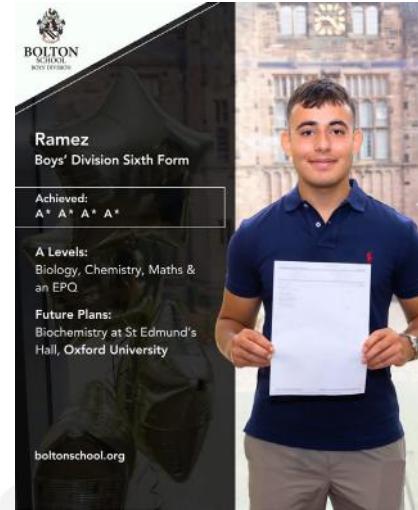
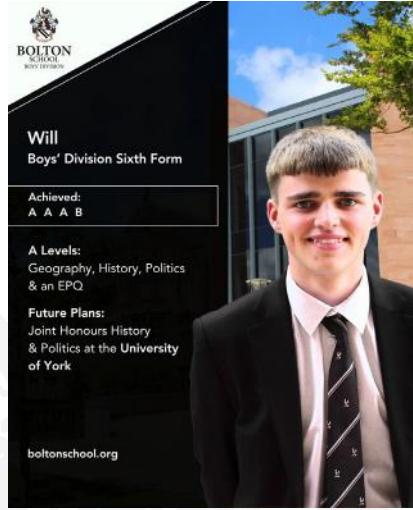
SIXTH FORM

THE IMPORTANCE OF A-LEVEL RESULTS

A Level results play a significant role in determining what you can do after leaving school or college. For the majority of students attending Bolton School Sixth Form, the main aim is to achieve A Level grades which are strong enough to enter the University and/or career of their choice. Clearly, it helps in this respect to study alongside other students who have high aspirations and with teaching

staff who know what it takes to get the best grades for each individual. It will also be important to be in a small teaching group. We aim to have no more than sixteen in A Level groups, but the majority of classes are considerably smaller than that.

Over the years, Bolton School Boys' Division consistently produces excellent A Level results for its students. The majority will have their hearts and minds set on a university education. As far as university entrance is concerned, it is worth noting that, since 2013, restrictions on the numbers of students able to enter university have been lifted for those students who gained ABB grades or above at A Level. In this context, the results that students achieve at A Level at Bolton School are exceptional.



WHAT ELSE IS IMPORTANT?

Applying to university, competing for jobs in the market place, enrolling on a course of higher education: all have become more and more competitive and even the most academically qualified candidates may receive disappointments. For example, over 80% of all applicants to Oxford and Cambridge are rejected, even though they may have straight A*/A predictions or grades.

You will read about some of the ways in which we will help you take the next step in the following pages, such as working with you to build up your CV, guiding you over your Personal Statement or letter of application and writing a reference which accurately describes your strengths.

Above all, however, you will see how Sixth Form life, with its emphasis on being part of a larger school community in which you are expected to take on roles of leadership and participation, will help you to develop the so-called 'soft skills'; those personal attributes which enhance your interactions and ultimately your career prospects, such as communication skills and the ability to negotiate, to solve problems creatively, to think strategically, to work as part of a team and to have a positive influence on others.



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RESULTS AND DESTINATIONS



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

At Bolton School, we are proud that our students achieve consistently excellent results at GCSE and A Level, which place us among the top independent schools in the country. Following A Levels, virtually all of our students go on to some form of Higher Education and receive the School's support in applying for university, degree apprenticeships and more.

View and download detailed (subject by subject) analysis of this year's examination results via the QR code adjacent:

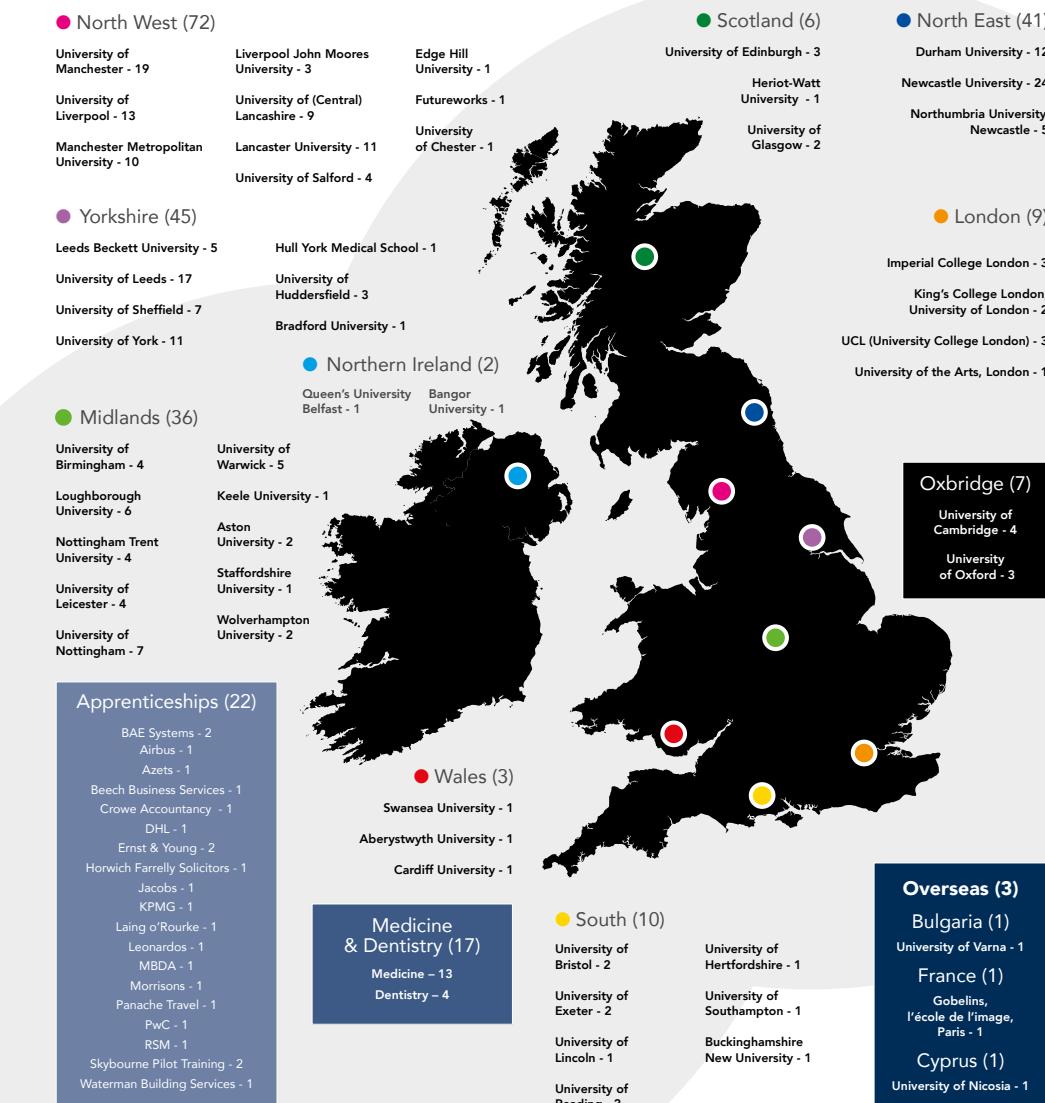


The destinations of Boys' Division students who have left the Sixth Form in the past two years can be found below:



DESTINATIONS

2023-2025



BOLTON SCHOOL

SIXTH FORM



THE SIXTH FORM CURRICULUM

The Boys' Division Sixth Form prepares students to make a difference for good in the world. In-depth, expert teaching, with a generous allocation of contact time, allows not only for comprehensive knowledge of content and examination technique but also nurtures the necessary interest and intellectual curiosity about the subject itself, to underpin sound choices for further study and future careers.

Your personal and academic development at Bolton School will be carefully monitored by pastoral and academic staff who are always ready to assist you if you need help. You will be in a Form group of approximately twelve students, with a Form Tutor who will look after your needs and be responsible for monitoring your academic progress during the two years in the Sixth Form. Your Form Tutor will help you to get the most out of your time in the Sixth Form and will be the first point of contact for advice and help.

Our Sixth Form students choose three subjects to study at A Level. Each subject is studied for thirteen periods each fortnight, with each period lasting fifty minutes. Teaching groups are usually no larger than sixteen, with most groups being much smaller.

Every student's weekly timetable includes non-contact time, allowing for both independent study and leisure time.

A further eight periods each week are dedicated to personal development, in a bespoke Horizons programme tailored by and for each student. You can read more about the Horizons programme on page 15.

Each year, a small number of students undertake four full A Levels, for example, students taking Further Mathematics take it as a fourth A Level.

Your progress will be monitored regularly and your Form Tutor will sit down with you formally each half-term to discuss progress. Brief reports will be provided for you and your parents. Careers guidance is given throughout the two years and will be particularly intensive at the end of Year 12 and the beginning of Year 13.



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WELLBEING

As you move through the Sixth Form and prepare for your adult life beyond, your wellbeing is paramount. Our provision and support for Sixth Form students is practical and accessible, helping you to find the balance between your studies, your social life and the many exciting opportunities available to you here beyond your curriculum.

Wellbeing provision in our Sixth Form environment plays a vital role in supporting students through a transformative and often demanding phase of their education. Our effective wellbeing support aims to foster a safe, inclusive, and nurturing atmosphere where every student feels valued and equipped to manage both academic pressures and personal challenges.

At the heart of wellbeing provision is a dedicated pastoral care system, which includes form tutors, proctors, counsellors, and Head of Year who offer one-to-one guidance. We work in partnership with mental health professionals or external referral services, ensuring students have the support they need when dealing with anxiety, stress, or emotional difficulties.

Workshops, awareness campaigns and dedicated curriculum time on topics such as resilience, self-care, time management and digital wellbeing are frequently integrated into the curriculum. These are often complemented by peer mentoring schemes, wellbeing ambassadors, and student voice initiatives that empower our students to support one another and influence the culture of care within the Sixth Form.

In addition, physical wellbeing is promoted through sports and healthy eating initiatives. Quiet rooms and reflection spaces are also available to support diverse needs and encourage moments of reflection or calm.

Ultimately, our strong wellbeing provision recognises that students' success is closely tied to their emotional, social, and mental health. By prioritising a holistic approach, our Sixth Form helps students not only achieve academically but also develop the skills, confidence, and resilience needed for life beyond Bolton School.

As you would expect from a school that is judged to have excellent pastoral care, one of the key characteristics of our Pastoral Leadership Team is that we constantly strive to improve our provision for our students. We keep pace with current research into student welfare and encourage dialogue with students and parents to identify and respond to their evolving needs.

The Senior School has three full-time proctors led by Mr Humphreys, assigned to support the academic and pastoral development and wellbeing of all students. Returning students will be familiar already with the work that they do. The Proctors are on hand to assist you at any time during the school day and you should feel confident and secure in being able to approach them. Should you feel ill during the school day, for example, then you should report to them for advice on the best course of action.

Pupils and parents are also supported via the School's subscription to the Wellbeing Hub, an innovative online platform that empowers parents and teachers to support the wellbeing of young people. The Hub provides access to a wide variety of support materials, webinars and podcasts. Parents also have access to their parenting programmes. These are research-based, online courses, designed to give you information and step-by-step tools to create a happy home life, help your child build independence and resilience and help them to thrive. Parents are able to access the Hub using the QR code adjacent.

We recognise the importance for students to have access to counselling and professional emotional support when needed. Mandy, our School Counsellor, is available to meet with students each Tuesday and Wednesday. Appointments can be arranged by request, via any of the Pastoral team.



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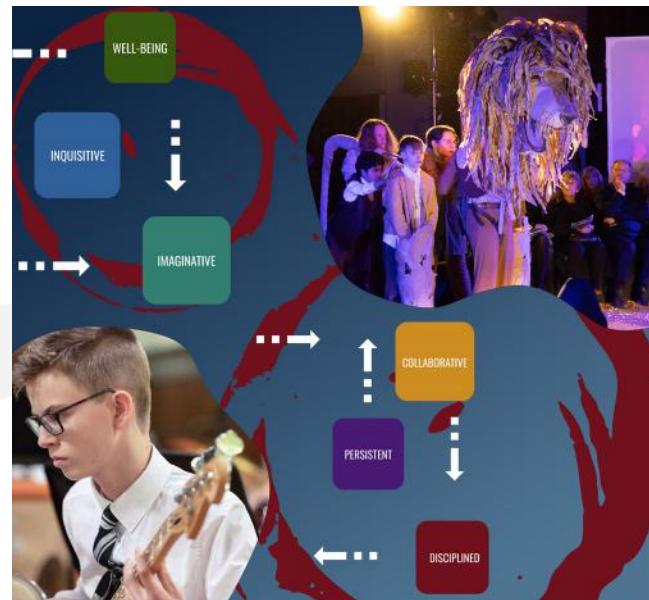
SIXTH FORM

ENRICHMENT THROUGH EXTRA CURRICULAR ACTIVITIES



As a member of the Sixth Form, your academic studies will make major demands upon your time, both in and out of school. However, one of the most distinctive features of Bolton School is the tremendous range of opportunities available to you beyond the curriculum. Without doubt, it is involvement with these that many former students look back on with greatest affection. The experiences that students draw from them prove to be of enormous value for their future - developing lifelong interests, building their CVs and expanding their horizons.

Facilities such as our outdoor pursuits centre at Patterdale Hall in the Lake District, our Sports Complex and the Arts Centre provide first class venues in which to participate in activities such as the Duke of Edinburgh's Award Scheme, Life Saving, Joint Drama productions and concerts, Joint Literary and Debating Society (which dates back to the turn of the century) and regular talks and seminars by invited speakers.



As part of your university application, you will need to prepare a Personal Statement. Your willingness to step forward, take responsibility and to be aware of the needs of others is expected by all university admissions teams and prospective employers. You will need to produce real evidence of your contribution to the life of the School and your sustained commitment over time. Taking part in extra-curricular activities will be vital and the experiences that you will draw from them will be of enormous value in both the short and the long term. As a senior member of the School, you also have the opportunity to support and lead lunchtime activities for younger pupils.

Whichever activities you choose, you will find that your enjoyment of your time in the Sixth Form and your sense of achievement are greatly enhanced if you make the most of the opportunity to participate in what is going on. Some of the clubs and societies we offer are listed below.

- Advanced Chemistry Club
- Art Club
- Chess
- Creative Writing Club
- Extreme Physics
- Football
- French Cinema Club
- German Film Club
- Historical Movie Club
- Hockey
- Literary and Debating Club
- Medicine and Science in the Media
- MEDSOC
- Mock Law Trial
- Quiz Club
- Rugby
- Ukrainian Language and Culture Club



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THE HORIZONS PROGRAMME



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BOYS' DIVISION
A-LEVEL OPTIONS

Alongside their A Level studies, our Sixth Form students take part in the Horizons Programme - a wide range of activities that reach far beyond the curriculum, ensuring each student can develop the character and skills they need to prepare for adult life.

Students are able to design their own, bespoke, programme, tailored to their individual needs and interests, by choosing from a range of activities which include:

- Additional academic study, including the **Extended Project Qualification (EPQ)**, which promotes independent research and working; and well-chosen online and other certificated courses within our **Curriculum Enrichment Programme (CEP)**, which promote individuals' interests and deepen their studies;
- Our **Sixth Form Entrepreneurship Scheme**, which is supported by Alumni mentors and which broadens participants' knowledge and experiences;
- **Leadership opportunities**, including academic mentoring, pupil leadership roles and sports coaching, which build confidence, resilience and communication skills;
- **Participation in voluntary activities**, which develop students' life skills and confidence, whilst enabling them to contribute to their local community; and
- **A range of sporting, creative and outdoor learning opportunities**, which enable students to develop their talents and passions whilst building confidence.

The Horizons Programme also offers students the time and resources they need for their Futures planning, ensuring they have the tools and support they need to move successfully into young adult life.

You can read much more about the Horizons Programme and our Futures provision in the pages that follow.

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EXTENDED PROJECT QUALIFICATION (EPQ)

The Extended Project Qualification (EPQ) provides students with the opportunity to develop research and academic skills relevant for future study. Although it is not generally included in conditional offers made by universities, it is nonetheless valued by them and they encourage candidates to draw upon relevant EPQ experience when writing their Personal Statement. We have found that it can be a factor in enabling our students to achieve an improved offer from the most competitive universities.

The EPQ is a stand-alone AS Level equivalent qualification that allows each student to embark on a largely self-directed and self-motivated project. Students must choose a topic, then plan, research and develop their idea and decide on their finished product. We encourage creativity and curiosity. A project topic may be directly related to a student's main study programme, but should look beyond the specification.

A finished product may take the form of a:

- research based written report
- production* (e.g. charity event, fashion show or sports event etc)
- an artefact* (e.g. piece of art, a computer game or realised design)

* A written report must accompany these options.

Students must also record their project process in their Production Log. The process of recording and completing a project is as important as the finished product. Both the Production Log and Product will be assessed. Students will also present their project to an audience of their peers.

This additional qualification will be appropriate for some, but not all, Bolton School students, depending on their ability, aptitudes, interests and intended Higher Education courses. A significant proportion of entrants will opt not to complete it.

Preparation starts part way through Year 12, with completion of the extended project by January of Year 13.



Desirable Requirements

To do well, you will need to demonstrate a keen interest in your chosen topic and be prepared to work independently. The bulk of the research and writing will take place during the summer vacation of Year 12.

Students wishing to complete the EPQ qualification will be required to submit their application at the end of the Autumn Term of Year 12. The purpose of the application process is simply to be sure that the qualification is well-suited to individuals and provides a genuine opportunity for study and enrichment rather than an additional burden.

Further information about the application process will be given to students during the Autumn Term of Year 12. Mrs Pritchard co-ordinates EPQ and will provide further information if required.



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CURRICULUM ENRICHMENT PROGRAMME AND EXTENSION STUDIES

The Curriculum Enrichment Programme (CEP) provides a wide range of courses and activities which serve to enhance and enrich your chosen route of academic study, as well as providing you with many new life skills for beyond Sixth Form.

Apart from personal enjoyment and a sense of achievement, the CEP means that you will increase your prospects when applying for places in Higher Education and employment. Increasingly, admissions' tutors and employers are looking for more than academic qualifications. You will, therefore, need to be confident, articulate and knowledgeable about a wide range of issues and to have a variety of interests.



Courses may include:

- An Introduction to Podcasting
- An Introduction to Sports Coaching
- Boxercise
- Brazilian Jiu-Jitsu Fundamentals
- Conservatoire
- Creative Writing
- Design Thinking for Social Change
- Driving Craft
- Finance
- Food Issues
- History of French Cinema
- Holiday Spanish
- Introduction to British Sign Language
- Introduction to Yoga
- Law
- Leadership and Management
- Medical Ethics
- Mental Health First Aid
- MOOCs (Massive Open Online Courses)
- Preparing for Life Beyond Bolton School
- Promotional Graphics
- Recreational Art
- Speak Out, Listen In
- Study Skills
- Using Maths to Make Better Choices
- What on Earth? Exploring the connections between people, places, and problems

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SIXTH FORM

YEAR 12 COMMUNITY ACTION PROGRAMME



We are proud of the character virtues and sense of purpose that our charity and volunteering programmes instil in our students. It prepares them not only for success in higher education and employment, but also for lives of meaningful contribution. Students in our Sixth Form demonstrate an outstanding commitment to service, with community engagement firmly embedded within our ethos. In Year 12, in particular, we put a strong emphasis on the importance of community service. All students are encouraged to give up some time for the benefit of others and to take part in the Community Action Programme. You will visit a "Volunteering Fayre" at the start of Year 12, attended by a broad range of local organisations, to help you to organise your voluntary work. This might involve visiting the elderly, assisting in hospitals or hospices, going into local state schools to help children with their studies or helping in our own junior and infants' schools.



You will be expected to contribute at least 20 hours of your time to your community. This could take place within the Bolton School community, outside school, either within school time or in your own time. We will help you establish links with organisations and find opportunities that you will find interesting, worthwhile and enjoyable. In the last academic year alone, Year 12 students contributed over 3,100 hours of volunteering across a wide range of organisations, including hospices, charity shops, leisure centres, youth clubs, food shelters, extracurricular programmes and peer mentoring schemes. This dedication is formally recognised through our Leadership in Action Volunteering Programme, where students can earn Bronze, Silver, or the prestigious Gold Award based on their service hours. These awards recognise not only the time given, but the compassion and commitment behind every hour. Achievements are celebrated at a Community Action Evening at the end of the Summer Term.

Number of Hours of Participation	Award Level
20	Bronze
50	Silver
100	Gold

We believe that this experience will help you develop skills which extend beyond the purely academic; skills that are highly sought after by future employers. Community participation will allow you to show initiative, take on leadership roles, gain confidence and get a sense of the wider world in which you live. Hopefully, you will build long-term connections with organisations, contributing to your community both now, and in the future. Students regularly comment on the personal satisfaction gained from the scheme and on the way in which it builds their self-confidence and communication skills. Your participation will be recognised within school by the Bolton School Award Scheme.



BOLTON SCHOOL

SIXTH FORM

LEADERSHIP



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

Our Sixth Form leadership programme provides students with a well-rounded and enriching experience that supports both personal growth and future readiness. Leadership is open to you through the House System, as a departmental mentor or the Monitorial Team. Senior students are increasingly helping to run activities and clubs for younger students. Through a wide range of initiatives - including academic mentoring, volunteering, social entrepreneurship, sports coaching, co-curricular leadership and ambassadorial roles - students are encouraged to step beyond the classroom and take on meaningful leadership responsibilities. These opportunities are designed to build confidence, resilience, and a strong sense of civic and social responsibility at a key stage in their education.

Academic mentoring is a core part of the programme, where Sixth Form students support younger pupils. This peer-to-peer support helps younger students gain confidence and academic skills, while the Sixth Form mentors develop communication, empathy, and leadership.

Similarly, our students can volunteer with local organisations, gaining real-world experience through helping others in food banks, care homes, environmental projects, and more - fostering compassion and a commitment to 'giving back'.



The programme also promotes innovation and initiative by supporting social entrepreneurship, where students design and deliver projects that address real social issues. This, alongside participation in community events, also allows students to develop valuable key life skills like public speaking, digital awareness, and teamwork. These experiences allow students to represent the School and contribute meaningfully to society.

Finally, our Sixth Form students are encouraged to support sports coaching and take leadership of co-curricular and extra-curricular clubs. Whether helping with school teams or leading clubs like debating or creative writing, these roles teach organisation, collaboration, and initiative.

Overall, our leadership programme equips students with the skills and mindset to become confident, ethical, and proactive leaders - both within the school community and beyond.

ALUMNI NETWORK

Alumni Support - from the School's network of 11,000 Old Boys and Old Girls - is plentiful in the Sixth Form. Our Alumni live and work across the globe, and are keen to help current pupils. Students take part in the Year 12 Entrepreneurship Scheme, and can have one-to-one conversations with Alumni, sharing their experience and professional expertise with you and offering their advice for the future.



Alongside the regular careers talks delivered by Alumni throughout the Sixth Form, all Year 12 students are invited to a mock interview with an Alumnus professional, to help guide their career choice and prepare them for future work and higher education interviews; and to participate in the Entrepreneurship Scheme, and be mentored by an Alumnus entrepreneur to develop business critical skills.

After you leave, you will become a member of our thriving Old Boys' Association (OBA) with access to the Bolton Alumni Network which allows Old Boys and Old Girls to share information and offer their expertise to each other. In 2017, the OBA established their mentoring scheme Find Your Path, which allows young Old

Boys the opportunity to receive personal, tailored mentoring from Old Boys as they navigate the world of work. Those who have taken part to date have successfully obtained new jobs, promotions and valuable work experience. The OBA and Development Office will keep in touch with you regularly and we hope that you will reciprocate! You will receive invitations to events organised in School during the year as well as to Regional Dinners, held jointly with the Girls' Division, which give Old Boys who have moved away from Bolton the chance to meet on a regular basis.

BOLTON SCHOOL

SIXTH FORM

DUKE OF EDINBURGH



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

Our Sixth Form students are offered the opportunity to engage Silver and Gold Duke of Edinburgh (DofE) programmes organised by Bolton School. These programmes present them with a valuable opportunity to support their personal growth, leadership development and commitment to service.

These nationally recognised awards encourage students to challenge themselves through a combination of volunteering, physical activity, skills development, and expedition training. By participating in either level, students gain practical experience that fosters independence, self-motivation, and a strong sense of responsibility - qualities that are essential as they transition into adulthood and higher education or employment.

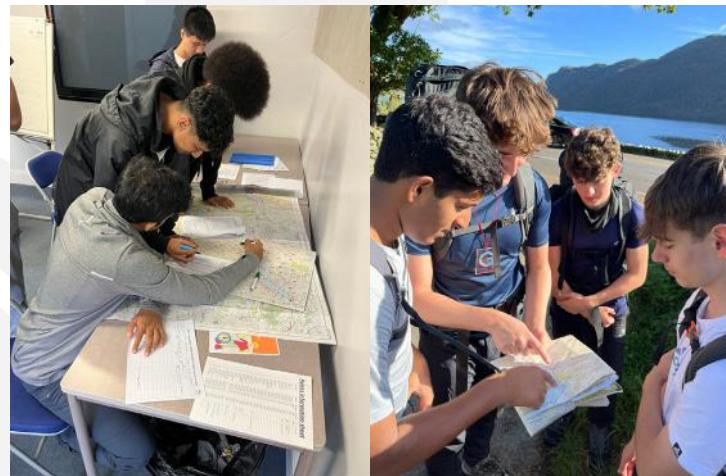


The DofE programmes also promote well-rounded character development by encouraging students to engage with their local communities and explore new interests. Through volunteering, students contribute positively to society while developing empathy, communication skills and a greater awareness of the world around them. The skills section allows participants to deepen existing talents or take up entirely new pursuits, fostering self-confidence and discipline. Physical activities help build fitness and perseverance, while the expedition section challenges students to work collaboratively, problem solve, and push beyond their comfort zones in outdoor environments.

OUTDOOR LEARNING

Year 12 students will visit the School's outdoor adventure learning centre, Patterdale Hall. School trips build up to longer visits for Boys' and Girls' Division pupils. This multi-activity visit will allow students to exceed their own expectations, develop their ability to work as part of a team and enhance a host of skills, including resilience, independence, collaboration and leadership, all while enjoying the Lake District landscape.

A wealth of lunchtime and after-school clubs offer further opportunities to take part in a wide range of outdoor learning, from archery and orienteering to climbing and kayaking. The School has its own indoor climbing wall, located in the Boys' Division gym, which is used by Junior and Senior students.



Keen canoeists can complete numerous British Canoeing Awards, including the opportunity to become qualified instructors/leaders themselves. Pupils can also undertake the National Indoor Climbing Award Scheme.

Those interested in kayaking can improve their techniques in the swimming pool and clubs allow pupils to get involved with skiing and snowboarding at Chill Factore, bouldering at local climbing centres and sailing at the Anderton Centre.

Expeditions further afield allow pupils to put the lessons learned in lunchtime and after school clubs into practice in more rigorous outdoor conditions. There have recently been bouldering expeditions to sites such as Bridestones in Yorkshire, kayaking trips on rivers such as the Dee, Calder and Lune, and bicycling routes taken into the local hills around Rivington.

BOLTON SCHOOL

SIXTH FORM

SCOTT BOLTON TRUST



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

Travel grants are available to Bolton School students and Alumni, courtesy of the Scott Bolton Trust. Participants need to be aged from 16 to 22 years when they undertake their expedition. Projects which are original or challenging will be favoured by the management committee who decide the awards. Physical challenges were originally the norm, but challenges of an intellectual nature are also acceptable if they show initiative.

Travel may be within the UK or abroad, but trips planned with some originality are preferred to the ones organised by Travel or Gap Year companies. Students should feel stretched in some way by the experience.



The committee usually supports Duke of Edinburgh expeditions and will, on occasion, subsidise demanding expeditionary or travel ventures organised by the School. Other school trips will not normally qualify.

ENTREPRENEURSHIP SCHEME

Each year, pupils in Year 12 from both Divisions are invited to take part in an entrepreneurship scheme, delivered by a group of volunteer Alumni mentors working in a range of sectors.

During the Autumn Term, participants in the scheme take part in a variety of sessions, led by the mentors, documenting the entrepreneurial journey and the skills it requires. At the start of the Spring Term, participants (working either individually or in a group) are matched with a mentor, who then works closely with them through regular one-to-ones to develop a business plan, deepen their professional understanding and nurture the soft skills required to succeed in the world of work. At the end of the year, every participant pitches their business idea in a Dragon's Den style event, offering a further opportunity to develop their communication and reflective skills.



BOLTON SCHOOL

SIXTH FORM

MUSIC

Music plays a central role at Bolton School and provides a great number of opportunities for students in the Sixth Form. Whether you aspire to hone your skills with a view to further study at university or conservatoire, or indulge your love of performing for fun, whatever your level, you will find an opportunity to get involved.

Music groups range from ukulele ensemble through to senior orchestra, with choirs, concert bands and tuned percussion featuring as well. Sixth Form students are often involved in bespoke small ensembles that perform at special school events. An extensive concert programme provides a performance platform at venues both in school and out, such as the Bridgewater Hall.



Alongside concerts dedicated to our ensembles, there are also opportunities for chamber music and soloists to shine at musical evenings. Musicians are also often taken out into the community to perform. The annual Young Musician competition is an important event in the school year and features musicians from across all year groups and instruments competing to win the Senior Young Musician prize. There is also collaboration with the drama department on productions and musicals. The last senior musical, *Little Shop of Horrors*, took place in March 2024 with the next senior musical taking place in March 2026.

Individual music lessons are available from a dedicated team of Visiting Music Teachers (VMTs) and cover almost all orchestral and band instruments, as well as voice and piano. Scholarships are also available for tuned percussion and organ. Alongside lessons, there are also opportunities for students to ABRSM and Trinity music exams, hosted in School twice a year.

THEATRE

At Bolton School, theatre is more than an extracurricular activity; it is a powerful, creative experience that shapes confident, capable young people. Sixth Formers play a central role in a theatre programme known for its ambition, innovation and professional quality.



From large-scale productions to intimate, immersive performances, students are involved in every aspect of the creative process. They can act, assist direct, compose music, design sets and lighting, build props, manage front of house or lead marketing campaigns. Every production becomes a professional-grade learning opportunity, supported by partnerships with theatre practitioners and institutions such as the Octagon Theatre and York University.

Each year offers a wide range of exciting projects. Recent productions include a theatre-for-film adaptation of *It's a Wonderful Life*, a high-octane voyage *Around the World in Eighty Days*, and an atmospheric, cabaret-style *Great Gatsby*. Sixth Form students also take on mentorship roles, guiding younger performers and building leadership skills through intergenerational casts.

Bolton School's theatre programme encourages bold storytelling and student voice. Pupils take part in national scriptwriting opportunities, summer theatre festivals and pupil-directed performances. Original work is regularly developed, and students have had the chance to perform for audiences that have included distinguished Alumni such as Sir Ian McKellen.

Whether students are studying drama at A Level or discovering theatre for the first time, the experience is inclusive, challenging and creatively rich. At its heart, theatre at Bolton School helps young people grow in empathy, resilience, and confidence, preparing them not just for the stage, but for life.



BOLTON SCHOOL

SIXTH FORM

SPORT

During the first two terms, the School runs seven senior Sports teams across Football, Rugby and Hockey. There are weekly fixtures against some of the best schools in the North West while we enter various regional and national competitions. Students may also be nominated for selection sides including ISFA, Sale Sharks and England Lambs or Lancashire Hockey.

In the Summer Term, the main focus is Cricket, where we have recently been crowned Northwest T20 Champions, while our Water Polo programme runs all year round and is nationally renowned.



There is the opportunity to make use of our school sports facilities including the sports hall, swimming pool and multi gym. Five-a-side Football, Basketball, Badminton and Table Tennis are just a few of the additional sports we offer. Students may also opt to attend other local facilities such as David Lloyd Gym or Bolton Lads & Girls Club as part of the programme.

OPERATION WALLACEA



Many students in our Sixth Form engage with fundraising to enable them to participate in Operation Wallacea, which presents them with a unique and enriching opportunity that extends learning beyond the classroom and into real-world conservation and environmental research. Sixth Form students are able to take part in field-based expeditions alongside scientists and academics, providing them with practical experience in biodiversity research and conservation; whilst instilling them with a deeper understanding of global environmental issues, sustainability, and the impact of human activity on ecosystems.

Harnessing the skills and character virtues developed through the various outdoor learning programmes at Bolton School, Operation Wallacea provides Sixth Form students with an opportunity to further cultivate their independence, curiosity, resilience, critical thinking, and teamwork in a real-world scientific setting.

This programme can be a transformative experience for Sixth Form students, empowering them to become informed, capable and motivated global citizens.



BOLTON SCHOOL

SIXTH FORM

FUTURES

Our dedicated Futures Team is here to empower every student to make informed, confident decisions about their future. It provides our Sixth Formers with the tailored guidance, resources, and opportunities they need to help them explore their interests, understand their options and take the next steps toward their chosen career path.

Whether students are aiming for university in the UK or abroad, a degree apprenticeship, or direct entry into employment, the Futures Team are there to support and guide them at every stage.

The Futures Team

Mrs Potts is the Head of Futures, responsible for leading the team, providing careers guidance to students and developing the strategic direction of career pathway and post-18 application provision. Mrs Potts is supported by the Futures Administrator, Mrs Heaton.

The wider team includes Ms Jagger and Mrs Rich, who support UCAS applications; Mr Lamb, who leads on Degree Apprenticeships; Mr Radcliffe and Mr Williams, who advise students on international and elite sport applications; Miss Zornemann and Mrs Jepson, who lead on careers education activity; and Miss Metcalfe, who engages the voluntary support of the School's Alumni for this area of work.

CAREERS EDUCATION

As well as having access to Unifrog and Springpod, students in Years 12 and 13 engage in the SCOPE careers education programme, to prepare them for their next steps into the world of work or university, including sessions on topics as diverse as personal branding, career development thinking, interview skills, crafting personal statements and engaging with employers. This area of work is supported by a range of events coordinated by the Development Office, allowing current students to benefit from the expertise of Alumni whilst beginning to develop their own personal networks.

HIGHER EDUCATION (UCAS) APPLICATIONS

Applying to university can be a daunting process, but the Futures Team provides students with clear, honest advice to make informed decisions about their future. Alongside this advice, they offer students the variety of resources they need to make an effective, successful application, including:

- **Personal Statement preparation**, supporting students to craft a standout personal statement, with expert feedback tailored to their course;
- **UCAS tracking and deadlines**, helping students to stay on track with reminders and essential tips, so they meet every important deadline;
- **One-to-One UCAS Guidance**, sharing personalised advice from experienced advisors with detailed knowledge of the UCAS process; and
- **Interview Preparation**, supporting students to prepare for university interviews with mock sessions and tailored advice.

OXBRIDGE

Students considering an application to Oxford or Cambridge benefit from a range of support, in groups and individually, to give them the best chance of success. The Futures Team constructs an individual programme of support for each student embarking upon this highly competitive process, including:

- Help with crafting their personal statement;
- Specialist preparation for entrance examinations and admissions tests from academic staff; and
- Mock interviews (held both virtually and face-to-face), which are delivered by Alumni and replicate the real experience as much as possible.



BOLTON SCHOOL

SIXTH FORM

DENTISTRY, MEDICINE AND VETERINARY SCIENCE



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

Aspiring medics, dentists and vets are supported with a range of activities and resources throughout their two years in the Sixth Form:

- **UCAT training and study resources** for all aspiring medics and dentists, provided by an expert external provider, MedicHut, who offer up-to-date advice and guidance on each section of the admissions test;
- **Strategic applications guidance**, supporting students as they confirm their university choices once they have their UCAT results; and
- **Practice MMI sessions**, delivered by Alumni, parents and subject specialists to help prepare students for their interviews

INTERNATIONAL APPLICATIONS

Whether pursuing a full degree overseas or a shorter international programme, our students are equipped to make confident and ambitious choices about their future. For those interested in pursuing higher education outside the UK, our Futures Team offers guidance on international universities, application processes, funding opportunities, and cultural preparation.

In recent years, our Futures Team has successfully supported a wide range of students - from elite athletes securing sports scholarships in the United States, to linguists studying in their chosen countries such as Barcelona, aspiring engineers applying to world-class institutions in Germany, and students pursuing dentistry in Bulgaria and Poland.

DEGREE APPRENTICESHIPS

Students wishing to follow a Degree Apprenticeship pathway receive personalised support at every stage of the highly competitive, multi-stage application process. This includes guidance to craft their CV and prepare for the rounds of assessments and interviews they will undertake, whichever employer and course they choose.

Recent students have gained places on apprenticeships in Finance, Business Management, Engineering, Law and Animation, and have gone on to train at employers including The Bank of England, EY, KMPG, PWC, BAE and Jaguar Land Rover.

MAKING YOUR CHOICE OF SUBJECTS HOW THE SYSTEM WORKS



Within the following pages, you will find outlines of the courses normally offered in the Sixth Form. Once you've indicated your preferences for your courses, we draw up option pools which allow for as many of your different combinations as possible. The enormous flexibility of this arrangement is illustrated by the fact that there are more than one hundred different weekly timetables in operation. However, please bear in mind that we may not be able to offer a subject if there is insufficient demand for it at A Level. Furthermore, subjects may be taught in conjunction with the Girls' Division, where it is not possible to satisfy the options in one Division alone. Nevertheless, in circumstances where this arises, this will be discussed with parents before choices are confirmed. It is worth noting that all academic tracking and monitoring will be the same for the students, irrespective of whether they are taught in the Boys' Division alone or in conjunction with the Girls' Division.

WHAT TO CONSIDER WHEN MAKING YOUR CHOICES

You should have a genuine interest in each of your subjects. You must, under no circumstances, choose a collection of subjects simply because they were the ones in which you achieved your best GCSE results. A realistic approach to choice is required, and advice and guidance should be sought.

There is no hard and fast rule which helps to determine subject choices. Engineering will require Mathematics and Physics, but, on the other hand, it is now possible to study Law with almost any combination of A Levels. Given that language graduates are the most employable in the current job market, it may help to consider a language as an option. Business Studies and Economics are quite clearly related. However, all medical schools will require Chemistry; most prefer at least one more science which should usually be Biology.

In the final analysis, it is likely that you will be allowed to follow whatever course you choose. However, it would be unwise to decide before you have sought advice from your teachers and, in particular, from Mrs Potts, Head of Futures, the Sixth Form leadership team, the Deputy Heads, and the Head.

When you come to make your Sixth Form choices, you may already have a Higher Education course or career in mind. If this is the case, lucky you! You will need to use your knowledge of what you want to do to ensure that you choose the subject combination which makes this possible. If it is a university course which you intend to do, check internet sites such as UCAS (please visit via the QR code adjacent) as well as individual university sites, to find out what the entrance requirements are - the course may specify certain subjects, as well as grades or points.



It is particularly important, if you want to enter a highly competitive university, or to study a competitive subject, such as medicine, that you check whether there are any subjects which the institution does not accept for particular courses.

If you are not so sure about what you want to do after school, it can be more challenging to choose your A Level subjects. You will have done the Unifrog Profiling Test, so use the results of this to consider what your interests and aptitudes are. Otherwise, you might need to rely on supportive but frank friends, relations and teachers to give you a sense of where your strengths may be.

Consider carefully the balance of subjects which you choose and the work each one entails. Are you best suited to essay writing or problem solving? Do you wish to spend time doing practical work or would you rather spend it researching information?

Make sure that you have the capability to study the subjects which you choose! Remember, a subject may be very different at A Level than at GCSE. Do make sure that you ask your subject teachers' advice and follow it! You may have an ambition to follow a certain career path, but if it demands skills which you do not possess, you will make yourself unhappy striving for something beyond your reach. As a rule of thumb, you will need at least a Grade 7 at GCSE in many of the subjects on offer in the Sixth Form if you want to get a good (A* to B grade) at A Level. Do talk to your subject teachers at your Parents' Evening about your likely grades in the GCSE exams.

BOLTON SCHOOL

SIXTH FORM



SIXTH FORM OPEN EVENING

In early October, students in Year 11 are invited to an Open Evening which begins with a presentation in Great Hall, followed by an opportunity to visit departments to hear about their subject at A Level. The Head of Boys' Division, Deputy Heads, Head of Sixth Form (Mr Prentki), the Head of Futures (Mrs Potts) and the Sixth Form Leadership Team will be available to answer any questions or may be contacted at school at a later date.

HOW MANY SUBJECTS?

Students choose three subjects to study to A Level. In addition, you may pick up the EPQ or Directed Study after October half-term.

Students on the Talented Pathways e.g. sport academies/youth orchestras, should see Mr Prentki or Dr Mullins to discuss the support offered to enable them to engage with their commitments successfully.

Your three subjects should be chosen from the following list. Any subjects may be taught as a joint group with the Girls' Division:

Art and Design	Geography
Biology	German
Business Studies	Government and Politics
Chemistry	Graphic Design
Classical Civilisation	Greek
Computer Science	History
Design and Technology: Product Design	Latin
Design and Technology: Engineering	Mathematics
Drama and Theatre Studies	Music
Economics	Physical Education
Electronics	Physics
English Language	Psychology
English Literature	Religious Studies
French	Russian
Further Mathematics	Spanish

AUTUMN TERM

During the Autumn Term, the Head of Sixth Form and members of the Senior Management Team will discuss with you the choices you have made, in terms of their suitability for your future aspirations and your suitability to study each subject in light of your likely GCSE results.

SPRING TERM

In February/March, the Head of Year and Form Tutor will meet with each boy to discuss mock examination results and their A Level choices. The Parents' Evening also provides a further opportunity to discuss subject choices. At this stage the curriculum blocks will be in place, so it may not be possible to meet all requirements if students wish to change their subject choices.

The subject outlines which follow are arranged alphabetically. The information given is not in any sense a full picture of each subject, and further details may be obtained directly from the Heads of Department named at the head of each subject entry.

ART, CRAFT & DESIGN (AQA 7201)

MRS M RYDER



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY ART, CRAFT & DESIGN AT BOLTON SCHOOL?

With well qualified and experienced staff, the department is equipped to develop skills and techniques which will ensure excellent grades at A Level. Small group sizes mean that each student is given individual attention in order to nurture their full potential. Advice and guidance regarding the development of a portfolio of work, alongside interview techniques, prepares our students for Higher Education applications. With a studio space designated for Sixth Form use, our students are able to have their own work areas to carry out their projects during lunchtimes and personal study periods. Gallery visits, knowledgeable staff, exciting briefs and personal attention creates a recipe for success.

COURSE CONTENT

Art is a subject which can open eyes and stimulate an intellectual, emotional and physical response. The Art and Design course covers a broad spectrum. Students will develop skills in drawing, painting, sculpture, printmaking and photography.

The course consists of integrated practical, critical and theoretical study using a variety of media and processes. This will be supported by the use of sketchbooks and first-hand experience of relevant works of art, craft and design. The Art Department encourages students to develop intellectual, imaginative, creative and intuitive powers; investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement; an understanding of the interrelationships between art, craft and design and an awareness of the contexts in which they operate; knowledge and understanding of art, craft and design in contemporary society and in other times and cultures.

We aim to develop the skills of the individual, helping them attain their true potential whilst increasing their personal confidence and so developing an enthusiasm for the subject.

ASSESSMENT ARRANGEMENTS

The A Level award comprises two assessment units. Component 1: the Personal Investigation, requires students to submit a personal practical project. Component 2, is the externally set assignment and is in two parts: a preparatory period when candidates carry out their research and investigations, and a timed fifteen-hour unaided period, when candidates are required to produce a final outcome.

DESIRABLE REQUIREMENTS

It is felt that Grade 9 to 6 GCSE candidates will be well prepared for the Advanced Level courses. Other candidates will be considered on presentation of a portfolio of work and on evidence of a total commitment to the subject.

WHERE WILL IT LEAD?

Everything we make and use has been created by someone and our modern world relies increasingly upon visual literacy in communication. It is a world of images whether drawn, painted, printed, televised or computer generated and the artist is at the source of the image. Career opportunities are endless.

Many of our students go on to foundation art courses and/or then on to gain degrees in architecture, fine art and design.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



GRAPHIC COMMUNICATION

(AQA 7203)

MRS M RYDER



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY GRAPHIC COMMUNICATION AT BOLTON SCHOOL?

The graphic design A Level course was introduced to be taken alongside Art as a combination leading to entry to Foundation Art courses in higher education. It is also suitable as an A Level course in its own right.

With well-qualified and experienced staff, the department is equipped to develop skills and techniques which will ensure excellent grades at A Level. Small group sizes mean that each student is given individual attention in order to nurture their full potential. Advice and guidance regarding the development of a portfolio of work, alongside interview techniques, prepares our students for Higher Education applications. With a studio space designated for Sixth Form use, our students are able to have their own work areas to carry out their projects during lunchtimes and personal study periods. Gallery visits, knowledgeable staff, exciting briefs and personal attention creates a recipe for success.

COURSE CONTENT

Graphic Design takes ideas, concepts, text and images and presents them in a visually engaging form through print, electronic or other media. It imposes an order and structure to the content to ease the communication process, while optimising the likelihood that the message will be received and understood by the target audience. A graphic designer achieves this goal through the conscious manipulation of elements. This may include art direction, text, page layout, information technology and other creative aspects which will be realised through book and magazine illustration and design, architectural visuals, animation, posters and packaging.

Students will be expected to work in some of the following areas: illustration, advertising, packaging, web design, communication and video.

The course consists of integrated practical, critical and theoretical study using a variety of media and processes. This will be supported by the use of sketchbooks and first-hand experience of relevant works of graphic design. The Art & Design department encourages students to develop intellectual, imaginative, creative and intuitive powers; investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement; an understanding of the interrelationships between art, craft and design and an awareness of the contexts in which they operate; knowledge and understanding of graphic design in contemporary society and in other times and cultures.

ASSESSMENT ARRANGEMENTS

The A Level award comprises of two assessment units. Component 1 is the coursework module. Students are required to submit an in-depth project. Component 2 is the externally set assignment and is in two parts: a preparatory period when candidates carry out their research and investigations and a timed fifteen-hour unaided period when candidates are required to produce a final outcome.

DESIRABLE REQUIREMENTS

It is felt that Grade 9 to 6 Art and/or Product Design GCSE candidates will be well prepared for the Advanced Level courses. Other candidates will be considered on presentation of a portfolio of work and on evidence of a total commitment to the subject.

WHERE WILL IT LEAD?

Our modern world relies increasingly upon visual literacy in communication. It is a world of images whether drawn, painted, printed, televised or computer generated, and the artist is at the source of the image. Career opportunities are endless.

Graphic Design could be taken with Art & Design and/or Product Design, to give a package of relevant A Levels for students who wish to pursue a career in the design industry, as well as building a portfolio of work for interview at Degree Level or for employment.

BIOLOGY (AQA 7402)

MR T BENBOW



WHY STUDY BIOLOGY AT BOLTON SCHOOL?

Studying A Level Biology offers a variety of benefits, especially if you're interested in understanding life and the natural world. Biology encourages you to analyse complex systems, understand processes, and think critically. These skills are useful across many fields, including research and analytical jobs. Biology also touches on many important aspects of life, from human health and disease to environmental sustainability. Understanding these can make you more informed about global issues like climate change, conservation, and pandemics.

Practical skills are also an important aspect of the course. These hands-on experiences are valuable for scientific careers and can also be useful in any career that values attention to detail, data handling, and methodical approaches.

COURSE CONTENT

You will study a variety of biological processes including, the molecular biology of the cell, biochemistry, genetics, ecology and human and plant physiology. Through an experimental approach you will develop your understanding through first hand observations of your own work. If you opt to take the full A Level course, you will be invited to join our residential fieldwork trip in Aberystwyth at the end of Year 12.

The course content is enriched in a number of ways:

- Special biology seminars given by University professors or other experts in their field;
- Experienced AQA examiners within the department offering insight and advice;
- Literary review in Year 12 to allow independent research and experience of scientific writing;
- Independent tutorial style work in Year 13 to develop skills for university;
- Practical workshops at Manchester University to support A Level topics; and
- The Operation Wallacea expedition, which has included Indonesia (2011), Madagascar (2013), Peru (2015) Dominica (2017) and South Africa (2019).

ASSESSMENT ARRANGEMENTS

Paper 1: 2 hours 91 marks (35%)

Paper 2: 2 hours 91 marks (30%)

Paper 3: 2 hours 78 marks (30%)

DESIRABLE REQUIREMENTS

Successful A Level Biology students have usually achieved at least a Grade 6 in their GCSE examination, either from the dual award or separate science syllabuses. In special circumstances, students with a lower grade may take up the course where we feel that the student will adopt a committed approach and has the academic potential to benefit from the course.

WHERE WILL IT LEAD?

Many of our students have used their A Level Biology to gain entry to natural sciences, medicine, dentistry, veterinary science, biochemistry, microbiology, marine biology, zoology and a wide variety of biological sciences at university. An increasing number of students use it to broaden their science background as they aim for a course in the humanities, engineering and technology.

Scan the QR code below to hear from our students about their experiences studying this subject:



BUSINESS (AQA 7132)

MR D KETTLE



WHY STUDY BUSINESS AT BOLTON SCHOOL?

Selecting this A Level will give you access to proven excellence:

- Specifically qualified staff (most other institutions have fewer academic qualifications within their Business departments).
- Industrial/real-world experience (you will be taught the ideal and the realistic) by staff who have existed, successfully, outside a classroom and from drawing upon our 'old-boy' contacts.
- The experience necessary to encourage, inspire and cajole you towards top grades with the 24/7 support of our on-line resources.

COURSE CONTENT

The topics are organised to develop awareness of all the activities that a business undertakes: marketing, finance, production and human resource management. After the theoretical perspective is gained you will be asked to apply concepts to specific, often real-life, businesses.

You will develop an ability to analyse organisation structures, the markets they serve and the methods and processes they use to add value to products and services. You will be able to assess the validity of alternative approaches and you will examine these from perspectives such as overseas locations, a range of stakeholders, and the impact of competition. Conceptual knowledge is augmented by a range of practical skills such as numerical problem-solving, data analysis and financial decision-making techniques. You will be taught to evaluate business activities to provide well-reasoned arguments based on quantitative and qualitative factors.

ASSESSMENT ARRANGEMENTS

Paper 1: Three compulsory sections: 15 MCQ's followed by SAQ's ending with 2 essays, each a choice of one from two questions
½ of A Level: 100 marks - 2 hour examination

Paper 2: Three compulsory data response questions, made up of three or four parts
½ of A Level: 100 marks - 2 hour examination

Paper 3: One compulsory case study of approximately 6 questions
½ of A Level: 100 marks - 2 hour examination

DESIRABLE REQUIREMENTS

There are no specific entry requirements. However, good levels of numeracy and literacy are essential. Some questions will require calculation using formulae and all answers must be cogent as fluent writing is crucial.

WHERE WILL IT LEAD?

Very few options are ruled out by studying Business at A Level and although a couple of universities do not offer higher level degrees dedicated to this field, it is worth noting that the Saïd Business School is an academic department of Oxford University. The popularity of the subject usually means that over three-quarters of leavers go on to study it at Degree Level. Beyond this, employers tend to value this qualification due to the decision-making and evaluation skills it has at its core.

Scan the QR code below to hear from our students about their experiences studying this subject:



CHEMISTRY (AQA 8462)

MRS L ACTON



WHY STUDY CHEMISTRY AT BOLTON SCHOOL?

Chemistry is a practically based subject. We aim to supplement theory with as much experimental work as possible, offering an extensive range of practicals far beyond those required by the exam board. Students typically undertake several experiments each month – almost certainly exceeding competing institutions. To support us, we have two full-time chemistry technicians and sufficient laboratory space and apparatus for most practicals to be carried out on an individual basis.

Our small set sizes ensure that our experienced team of teachers can give each student individual attention in the classroom and provide additional support between lessons when needed.

The department is involved in a number of extra-curricular activities. At sixth form level these include:

- Royal of Society Chemistry Olympiad – average one Gold medal per year over past 12 years;
- Cambridge Chemistry Challenge (written test for Year 12 pupils) – recent students achieving one Roentgenium, several Gold and many Silver awards;
- Young Analyst competition (practical competition for Year 12 pupils);
- Support writing articles for journals, including Young Scientist Journal and various medical journals; and
- Medicine and Science in the Media discussion group.

COURSE CONTENT

A Level Chemistry is a very popular subject at Bolton School and is studied by large numbers of students (93 across the Sixth Form currently). It is a rewarding academic discipline as well as a fundamental science, important for all students wishing to embark upon a scientific career.

ASSESSMENT ARRANGEMENTS

Assessment will be through three two-hour examinations at the end of Year 13. Practical skills are a compulsory requirement of the course and will be assessed in all written papers. In addition, a practical endorsement will appear on all students' certificate as a separately reported result, alongside the overall A Level grade.

DESIRABLE REQUIREMENTS

Good results at A Level Chemistry, as in all other subjects, will only be achieved through a combination of hard work coupled with a reasonable amount of natural ability. Co-operation between individual students and the experienced teaching staff is encouraged and is essential for success at a high level. Motivation is important, but the demands of the subject indicate that any student wishing to study A Level Chemistry should be capable of achieving at least level 7-7 in a dual award science course. A Grade 6 will be considered for students who are committed to improvement. Due to the mathematical content, a Grade 7 in GCSE Maths is also recommended.

WHERE WILL IT LEAD?

Each year a number of students elect to study chemistry, biochemistry and materials sciences at university (for which they may also be required to take an A Level in Mathematics). For others, a top grade in A Level Chemistry provides an essential entry requirement for veterinary science, medicine or dentistry. A highly respected qualification, A Level Chemistry is also looked upon very favourably by university engineering, mathematics, physics, biology, environmental sciences, accountancy and law departments.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





CLASSICS (OCR H443/H444/H408) (LATIN, GREEK & CLASSICAL CIVILISATION)

MR D LAMB

WHY STUDY CLASSICS AT BOLTON SCHOOL?

A student taking Latin, Greek, or Classical Civilisation in the Sixth Form at Bolton School can be confident of receiving a classical education of the most lively and academically rigorous kind. For all three subjects, each individual unit is taught by one member of staff. This allows for each topic area to be taught by a specialist in that particular topic. Furthermore, all members of the Department are able to teach all three subjects to A Level, including Classical Greek, a subject taken by fewer than 300 students nationally each year. At Bolton School, A Level Greek students from the Boys' and Girls' Divisions are often taught together as one class, creating a co-operative and dynamic learning environment. Staff and pupils alike contribute to the excellent academic profile of classical subjects at Bolton School. For example, Sixth Form students give presentations to their peers at Senior Classical Society and senior students assist staff in running a classical mentoring scheme for younger pupils. Students at Bolton are particularly well-motivated in their study of the classical world. As a consequence, they achieve impressive results in public examinations and secure places at leading universities including, in recent years, Cambridge, Oxford, and Yale.

COURSE CONTENT

Students may take one, two or, where timetabling allows, three classical subjects at A Level. The study of one classical subject is a thoroughly worthwhile academic pursuit, opening up a wide range of opportunities at university and beyond (see overleaf under 'Where Will it Lead?'). Those considering studying the ancient world at university level might well opt to take two or three classical subjects in the Sixth Form. Each classical subject has its own particular content and course of study.

Latin and Greek:

These subjects have similar course structures. In both, you will continue to improve your skills in the language, read original literature, and respond to ancient texts with increasing sophistication.

Classical Civilisation:

Classical Civilisation is the study of Greek and Roman culture in translation. You will learn key aspects of two cultures that set the template for modern western civilisation. Lessons focus on close study of the core texts and artistic materials. You will develop analytical skills, and will be encouraged not only to read around each topic, but also to express your own views on what you have studied. This may be done in class discussion, group work, student presentations and essays.

ASSESSMENT ARRANGEMENTS

Latin and Greek:

For each of these subjects, you will be required to draw on your linguistic skills to translate and analyse short extracts from original texts. You will also put forward your own views on works of ancient literature whose style and content you will have studied in class. In addition, there will be the option, should you wish to take it, of translating from English into the classical language.

Classical Civilisation:

This subject is assessed through a combination of short answer questions, context questions and essays. Context questions require you to show your understanding and appreciation of short extracts of text in English, or of photographs of artefacts or works of art. Essay questions require a broader approach, where you are asked to create an argument built around specific examples taken from the text or collection of artefacts you have studied.



CLASSICS (OCR H443/H444/H408) (LATIN, GREEK & CLASSICAL CIVILISATION)

MR D LAMB

DESIRABLE REQUIREMENTS

Latin and Greek:

If you have enjoyed the subject and been successful (ideally, Grade 7 or higher) at GCSE level, you will find the greater depth of study at A Level rewarding and fulfilling. Both Latin and Greek combine well with most other subjects; there are particular links with English, history, modern languages and mathematics. The two subjects also combine well together.

Classical Civilisation:

Classical Civilisation is a non-linguistic subject and open to all Sixth Form students, as no previous knowledge is required. The course will enhance the understanding of the ancient (and, indeed, the modern) world for those who have studied a classical subject or subjects at GCSE, but also caters for those who have had no contact with the ancient world but have a desire to know more. You do not need to have studied Latin, Greek, or classical civilisation at any level. If you have enjoyed, and had success, with subjects such as English and history, or you enjoy philosophy, then Classical Civilisation is an ideal choice. The subject combines well with most other subjects and provides the key transferable skills lauded by employers.

WHERE WILL IT LEAD?

Studying any one of these three subjects will help to convince admissions tutors and employers of your analytical skills, empathy, and academic rigour. In the words of one recruiter for industry, "*Classics produces an ordered mind, (and) an ability to present cases precisely and concisely.*" – a skill valued highly by universities and employers alike. In recent years, several of our students have pursued subjects directly related to Classics at prestigious universities. However, this is not the only option available to those who have studied classical subjects at A Level: a good grade will allow the student to choose from a broad range of university courses, whether containing a classical component or not. Classics courses at universities including Oxbridge, are open to those who have studied the subject only in translation. University classicists enter a varied range of careers including solicitor's training, computing, industry and commerce, banking, publishing and journalism. Perhaps most importantly, your study of the classical world at Bolton School will have enabled you to build up a range of skills and abilities that will allow you to present yourself as well-informed, articulate, and persuasive – crucial attributes for life beyond the Sixth Form.

Scan the QR code below to hear from our students about their experiences studying this subject:





COMPUTER SCIENCE

(AQA 7517D Python)

MRS S BRACE

WHY STUDY COMPUTER SCIENCE AT BOLTON SCHOOL?

This Advanced Level course will develop an understanding of, and the ability to apply, the fundamental principles and concepts of computer systems, plus the ability to analyse problems in computational terms through practical experience of solving problems, including writing programs to do so. In addition, it will enhance your capacity to think creatively, innovatively, analytically, logically and critically, as well as your mathematical skills. It will help you to articulate the individual, social, legal and cultural opportunities and risks of digital technology. Computer Science helps prepare you for the world that you are living in and contributing to. It provides the opportunity to develop skills that can ultimately change the world by creating and enhancing technology rather than just being a consumer or user of it.

COURSE CONTENT

Topics will include: The fundamentals of computing such as hardware, software and systems development; the implications of computer use; computational thinking; how to design solutions to particular problems and how to write maintainable programs in Python using a range of real-world programming approaches; how computer architectures are structured; Data representation, Boolean algebra and databases.

ASSESSMENT ARRANGEMENTS

A Practical Project (NEA) runs through the end of Year 12 into mid-Year 13. This module involves each student finding, realising and documenting a solution to a serious, real-world problem by producing original program code in a suitable environment. The solution will span all aspects from analysis of the problem, through design to implementation, testing, and evaluation. All aspects must be clearly documented. This project is worth 20% of the total A Level mark, so is extremely important, and spans most of the upper sixth year in parallel with theory work, so it is not for the faint-hearted!

Students will additionally sit one theory and one practical paper, taken at end of Year 13. You must write original code in a high-level language to solve a problem under exam conditions and must develop further code within a pre-release program.

DESIRABLE REQUIREMENTS

There are no formal GCSE requirements, though students should note that this is a rigorous academic course, requiring numeracy and strong logical abilities. The emphasis in the teaching is on understanding rather than simple learning, as computing as a discipline is extremely fast moving. You should have good mathematical/ verbal /written skills with an ability to think logically, creatively and critically. Strong candidates are those who can quickly infer patterns from information they are presented with, and then extrapolate these to deal with new situations. Although candidates are taught to write programs in PYTHON, the practical exercise itself is self-led, so a high level of determination is required to complete it to the standard required in the time available. Computer Science is not offered to GCSE, so the level of effort required right from the start of this course is one of the highest. Those aiming to study the subject at university should seriously consider studying Maths to A Level.

WHERE WILL IT LEAD?

This course will be useful for all career paths as computers are used in all areas of working life. A Level Computer Science has a systematic and logical approach to problem solving which is valuable across a wide range of educational studies. Mathematics is often studied alongside Computer Science and is generally required for those students who intend to go on to study Computer Science at university. In a fast-moving world, there are many and varied future applications of the subject, and no-one with advanced computing skills will ever be short of opportunities to apply them.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





DESIGN & TECHNOLOGY

DESIGN ENGINEERING (OCR H404) OR PRODUCT DESIGN (AQA 7552)

MR C COFFEY

WHY STUDY DESIGN & TECHNOLOGY AT BOLTON SCHOOL?

Design and Technology is an inspiring, rigorous and practical subject which gives an insight into the way the creative, engineering and manufacturing industries function.

There are two endorsed routes through the course, and you will choose which route you wish to follow:

- **Design Engineering** is focused towards engineered, electronic, programmable and mechanical products and systems – this course is studied in the Boys' Division.
- **Product Design** is focussed towards consumer products, their applications and their analysis in respect of materials, components and marketability – this course is studied in the Girls' Division.

Details of the Design Engineering course are given below. The Product Design course is run and managed by the Girls' Division. Boys' Division students who are interested in studying the Product Design course should see Mr Coffey, Head of DTE, and he will arrange for a meeting with the Head of Technology in the Girls' Division where more details of this course will be given.

Students will go on industrial visits and trips, and meet real-life designers and engineers. You will produce a design portfolio which provides a very useful talking-point for university interviews. You will definitely feel a strong sense of achievement when your ideas finally become real, working prototype products.

COURSE CONTENT

Learning about Design and Technology develops critical thinking and problem-solving skills within a creative environment, enabling you to identify market needs and opportunities for new products and to develop and make prototypes that solve real-world problems and have commercial viability. The Design Engineering course is highly practical and is assessed through written examinations and an extensive practical coursework project in which you follow an iterative process to design and make a prototype product.

There is a particular focus on science and mathematics and the level of knowledge will be equivalent to higher tier GCSE. Consequently, students considering taking an A Level in Design Engineering, should be achieving a high standard in Mathematics and Sciences at GCSE.

Design Engineering is a well-established and successful subject at Bolton School, operating in superbly-equipped rooms with the latest equipment. The Head of Department has worked with Ofqual to help develop this exciting new specification, and to publish nationwide support materials for students and other teachers; he also holds a senior examining position in the subject and has co-authored five current textbooks. Other teachers in the department are also examiners and have earned national awards for excellence in their field. This wealth of experience is invaluable to support students through the course. The department is also proud of its students' success in gaining Arkwright Scholarships, and we have a strong record of students moving on to study Engineering at prestigious universities and through Degree Apprenticeships.

ASSESSMENT ARRANGEMENTS

50% of the course is assessed by a practical coursework project, 50% by written examinations:

Paper 1:	2 hours 30 minutes 120 marks (30%)
Paper 2:	1 hour 30 minutes 80 marks (20%)
Practical Assessment:	Substantial designs and make project 100 marks (50%)



DESIGN & TECHNOLOGY

DESIGN ENGINEERING (OCR H404) OR PRODUCT DESIGN (AQA 7552)

MR C COFFEY

DESIRABLE REQUIREMENTS

This course is highly practical – you will need to:

- Be extremely well-motivated to work in a fast-paced practical environment;
- Be confident using mathematics and science;
- Be well organised with your hand-in deadlines;
- Have achieved good GCSE grades in Design and Technology, Mathematics and sciences before embarking on the A Level course;
- Keen to solve problems iteratively, by experimenting and improving; and
- Make lots of things and use a variety of advanced equipment

WHERE WILL IT LEAD?

Design and Technology is ideally suited to students wishing to follow a career in either engineering or design.

Design Engineering fits perfectly alongside mathematics and physics for students intending to pursue any of the engineering subjects at university, e.g. mechanical engineering, civil engineering, electrical or electronic engineering, computer design, aeronautical engineering, systems engineering, nuclear engineering, motorsport engineering, mechatronics, robotics etc. It also provides excellent preparation for university courses in materials science or architecture.

Product Design can lead to careers in product design, industrial design, graphic design, interior design, surface pattern design, 3D design, animation and film/video. The combination of other A Level subjects for such students is usually not critical, although some universities will specify particular subjects and you should look into this before choosing your A Levels.

For entry onto certain courses, some universities specify a Design and Technology A Level. In any case, for entry onto the courses listed above, most universities value Design and Technology as a broadening subject and one which prepares students with crucial life skills and an awareness of how to approach and solve real-world problems.

Scan the QR code below to hear from our students about their experiences studying Engineering:



Scan the QR code below to hear from our students about their experiences studying Product Design:



ECONOMICS (OCR H460)

MR D KETTLE



WHY STUDY ECONOMICS AT BOLTON SCHOOL?

You will be taught by highly experienced and passionate subject specialists, who inspire and impart enthusiasm for the subject, with the vast majority of students continuing to A Level study and beyond.

COURSE CONTENT

Economics teaches students to think logically and to use theories to understand how economies like the UK economy operate. At the centre of the subject is the question of how we divide up our scarce resources and how decisions resulting from this affect us all – in other words who gets what and why? It therefore studies all of society and the activities of various groups and institutions within it. The macroeconomic part of the course is what most people associate with economics. This includes economic growth, inflation, unemployment and international trade, and the difficulties that UK Governments face when they attempt to steer the economy in their chosen direction.

ASSESSMENT ARRANGEMENTS

Internal examinations in January and June of Year 12:

Paper 1: Microeconomics (1 hour 30 mins)

Paper 2: Macroeconomics (1 hour 30 mins)

Each paper includes: 15 multi-choice questions, 1 data response question and 1 essay (from a choice of 2).

External examinations in June of Year 13:

Paper 1: Microeconomics (2 hours, 33.3%)

Paper 2: Macroeconomics (2 hours, 33.3%)

Paper 3: Themes in economics (3 hours, 33.3%)

Papers include multi-choice questions, data response questions and essay questions (with some variance between exams).

DESIRABLE REQUIREMENTS

A Level Economics requires a reasonable level of numeracy but it is not mathematical. The main skill that a good economist needs is the ability to analyse economic data, to interpret graphs and tables, identify trends and explain these using economic theory. The ability to see how one part of the economy e.g. the demand for cars, may affect other parts e.g. the demand for steel, is also important. This requires a clear mind and an ability to think and analyse logically and to write good English.

WHERE WILL IT LEAD?

Economics is recommended for students who are considering a variety of careers including accountancy, banking, insurance, stockbroking, management, administration, marketing, advertising and government, and can be usefully combined with both Arts and Science subjects, or simply as an enlightening subject to complement any other choices.

Scan the QR code below to hear from our students about their experiences studying this subject:





ELECTRONICS

(WJEC A490QS/314101 Legacy)

MR C COFFEY

WHY STUDY ELECTRONICS AT BOLTON SCHOOL?

Of all the branches of science and engineering, electronics probably has had the most profound effect on our lives, with electronic devices entering every aspect through computers, mobile phones, TV, smart homes, robotics, navigation, medicine etc. Driven by a huge industry, the subject constantly evolves and stays at the very forefront of the latest technology. Students will learn the theoretical and practical skills required to design and build electronic circuits, working in a modern and stimulating environment using professional equipment. You will be surprised how quickly you progress on to designing and building your own complex electronic systems which you never thought possible before you started.

By working alongside teachers who are passionate about electronics in and out of school, you will inevitably find the subject absorbing and fascinating. Staff in the department have extensive current A Level examining experience and are responsible for the publication of some twenty-five articles, five books and a DVD on the subject. The department has a fine record of superb results at A Level, and it is also proud of its students' success in gaining Arkwright Scholarships.

COURSE CONTENT

The course starts by building upon basic electrical principles learnt in GCSE Physics and quickly progresses onto more complex circuits. Much of the course is covered through practical work which helps to reinforce the theory and make it relevant. 20% of the course is assessed by practical coursework projects, the rest by written examination. You will learn all about modern electronic components, from resistors to microprocessors and how computers and mobile phones work. You will build lots of electronic circuits and use a wide range of advanced equipment. Students will also go on visits and field-trips to see industrial electronic systems in action.

ASSESSMENT ARRANGEMENTS

- Component 1:** Principles of Electronics (2hrs 45 minutes, 40%)
- Component 2:** Application of Electronics (2 hours 45 minutes, 40%)
- Component 3:** Extended system design and realisation tasks Non-exam assessment (20%)

DESIRABLE REQUIREMENTS

Previous study of GCSE Electronics is not essential, but it helps! You will, however, have achieved good GCSE grades in Mathematics and Physics (and, ideally, Electronics) before embarking on the A Level course. Those wishing to study Electronics at A Level will generally be keen, practically-minded people who enjoy applying scientific principles and mathematics to solve real engineering problems.

WHERE WILL IT LEAD?

By studying Electronics, you will be opening up a range of career opportunities in science and technology industries, in which there is a shortage of qualified people. Electronics belongs to the suite of science courses and is valued by most universities as a science qualification. It is an ideal A Level subject to take for university education in any of the engineering disciplines including, of course, electronic engineering. The course superbly supports further education in physics and the other sciences. In these cases, A Level Electronics would often be taken along with Mathematics or Physics or both. However, Electronics students from Bolton School also frequently go on to university to study subjects such as medicine, music technology, computer science, teaching, design etc.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





ENGLISH LANGUAGE (OCR H070/H470)

MS J SIGRIST

WHY STUDY ENGLISH LANGUAGE AT BOLTON SCHOOL?

A Level English Language is a varied, fascinating, and detailed study of the way language is and has been used and the continuing contextual factors which indicate and change its meaning. This qualification encompasses non-literary texts, spoken language, the vibrancy of linguistic variations and truly engages in language in all formats across all facets of society.

COURSE CONTENT

In this A Level, students will develop a sophisticated understanding of the seven levels of language, such as lexis, pragmatics and semantics as well as consider how language can be influenced by power, technology, or gender. Furthermore, the course allows students to study how language is acquired in children from the ages of 0-5 and how and why language has changed across centuries. It enables students to write in a discursive and engaging manner on topical issues which will put them in good stead for accurate and appealing use of written language in the workplace. Students also enjoy independent choice in the Language Investigation Task, which allows for personal interests and hobbies to become part of the wider study and this section is often a truly enjoyable aspect of A Level study.

Those choosing to study A Level English Language will be taught by passionate and expert practitioners who seek to personalise the course to allow cohorts to flourish. There is also an annual trip within the Foundation to Beech House, allowing students to immerse themselves in the language of our younger students, which helps to solidify the theory learnt in Child Language Acquisition.

ASSESSMENT ARRANGEMENTS

Component 1: Exploring Language (written exam: 2 hours 30 minutes, 40%)

Component 2: Dimensions of Linguistic Variation (written exam: 2 hours 30 minutes, 40%)

Component 3: Independent Language Research (coursework, 20%)

DESIRABLE REQUIREMENTS

You should achieve at least a Grade 6 in GCSE English Language or English Literature, enjoy working in a methodical and scientific manner to identify patterns in language and enjoy debating key issues in the subject.

WHERE WILL IT LEAD?

There are many elements of English Language A Level which strengthens students' skillsets for a wide range of careers. Its focus on language and its importance lends itself to any role within business, management, politics or, more obviously, journalism. Equally, its scientific approach in identifying patterns can lead to areas such as forensics, psychology, or other investigative careers.

This A Level is an excellent complement to all subjects. Students often select English Language to complement geography, business studies, psychology, literature, politics, history, and religious studies, but our Alumni have also found English Language a good accompaniment to STEM subjects.

Scan the QR code below to hear from our students about their experiences studying this subject:



ENGLISH LITERATURE (OCR H072/H472)

MS J SIGRIST



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY ENGLISH LITERATURE AT BOLTON SCHOOL?

Studying English Literature at Bolton School, enables the exploration of a subject that is not only academically rigorous and well respected, but also one that will ensure your capacity to ponder, probe and consider the manner of society, its history, its morals, and its changes. Literature encompasses the very highs and lows of the human condition and allows individuals to gain sophisticated communication skills and well as create a space and time for self-reflection and development.

COURSE CONTENT

As a Literature student at Bolton, you will attend theatre performances, enjoy conversation at the Literature Society, contribute to the School's magazine, 'Creatives Now', develop debating and oracy skills in the prestigious Lit & Deb Society and engage with the creative partnerships offered at school and in the wider community.

In recent years, we have had many successful students move on to study Literature at University, including colleges of Oxford and Cambridge. You will be taught by highly qualified teachers, all with degrees in Literature and a passion for their subject.

Finally, the course offers an element of independent choice in Component 3, the coursework study. Students are offered agency in text choices under expert supervision and guidance. This is often an element of the course which allows students to develop academic independence ahead of university study.

ASSESSMENT ARRANGEMENTS

Component 1: Shakespeare and Poetry pre-1900 (written exam 2 hours 30 minutes, 40%)

Component 2: Comparative and Contextual Study (written exam 2 hours 30 minutes, 40%).

Component 3: Literature post-1900 (coursework, 20%)

DESIRABLE REQUIREMENTS

You should achieve at least a Grade 6 in GCSE English Language or English Literature, be a keen reader and have an interest in discursive and written explorations of texts.

WHERE WILL IT LEAD?

Firstly, it is important to state that English Literature A Level is a highly regarded subject which demonstrates sophisticated reading, writing and communication skills. Furthermore, it is essential to note that anyone wishing to study English at University, would be advised to take English Literature at A Level. Finally, this A Level complements a wide range of other A Level courses, and therefore can support aspirations in any career.

Those who have taken English further at degree level have a wide choice of careers, particularly in the media and the fast-growing creative industries sector; however, it is such a well-respected subject that it can lead to opportunities in areas including business and finance, law, politics, PR, marketing, management, recruitment, and education. The skills gained on an English degree and the high academic calibre of English graduates makes them eminently employable. It is also an ideal qualification for those intending to study medicine, to refine their communication skills and strengthen the empathy and compassion necessary to be a doctor. Finally, it is worth noting that surveys continually show that employers rate communication skills very highly indeed and that this skill is the only one which reveals a correlation between desirable traits by both employers and universities.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



FRENCH (AQA 7652)

MR D O'TOOLE



WHY STUDY FRENCH AT BOLTON SCHOOL?

The French department at Bolton School comprises five highly committed, experienced, specialist graduates, educated in traditional courses at top universities. Recent A Level results have been well above the School's average. In the last four years we have successfully enabled four students to embark on modern language courses at Cambridge and Oxford.

We run a weekly French cinema club and prepare students for the Northern Schools' Modern Foreign Languages Debating Competition, in which we reached the 2022 final against twelve other schools and have twice reached the semi-final.

As members of the Independent Schools' Modern Languages Association, we are fully abreast of changing trends and developments in language learning. With the added advantage of small class sizes, we offer our students the best opportunity possible to reach their full potential.

COURSE CONTENT

The course consists of listening comprehension, reading comprehension, translation into and from French, essay writing and oral work. Although many of these aspects will appear familiar to a GCSE student, the emphasis changes from facts to ideas. For example, in reading and listening tasks, the candidate draws conclusions from the material and in the oral examination there is a strong emphasis on expressing informed opinions and producing an individual research project.

Students will enjoy the A Level course as it allows them to explore aspects of artistic culture, such as cinema or music, aspects of a changing French society and contemporary social issues, such as law and order or politics and immigration. There is also the opportunity to study a novel and look at the work of a film director. Pupils enjoy the challenge of prose and translation and the meticulous approach to grammar. With a working knowledge of the main tenses, it will be possible to sustain a conversation on most topics by the end of the course.

Students will have eleven periods per cycle with a minimum of two colleagues, plus an additional lesson with the French Language Assistant. This allows for specialist oral preparation and vital one-to-one training with a native speaker. Success comes from ready participation in class; a conscientious approach to private study; and from a willingness to become involved in the subject by making French part of their day-to-day lives, by watching films and news broadcasts, reading about the history, geography and politics of the country and by visiting France whenever possible.

ASSESSMENT ARRANGEMENTS

Paper 1:	Listening, Reading and Writing (2 hours 30 minutes, 40%)
Paper 2:	Written Exam (2 hours, 30%)
Paper 3:	Oral 21-23 minutes, 30%)*

*This includes 5 minutes' preparation time

DESIRABLE REQUIREMENTS

Although the Department will not turn down anyone who has a genuine passion to learn French, anyone struggling to gain a Grade 6 or 7 or above at GCSE is unlikely to achieve the higher grades at A Level.

WHERE WILL IT LEAD?

Twenty-eight countries speak French as an official language. It is the only language spoken on all five continents and is the second most taught language after English. It is the dominant language at the European Court of Justice and an official working language of UNESCO, NATO, OECD, the Olympic committee, the European Union, the European Central Bank and the International Red Cross. France is highly successful in science and technology, a world leader in medical research, is the fourth largest automobile producer and has the world's second largest defence industry. All of these global industries require people who can use the language on its own or in combination with another skill. Former students have entered a wide variety of university courses, from a traditional language and literature degree, to chemistry with an ERASMUS year in Europe. French can also be combined with business studies, law, politics or another language.

Scan the QR code below to hear from our students about their experiences studying this subject:



GEOGRAPHY (AQA 7037)

MR P JACKSON



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY GEOGRAPHY AT BOLTON SCHOOL?

Many students choose Geography at A Level because they have a natural interest in understanding their surroundings and wish to enhance their knowledge and the transferable skills gained in the Lower School. If you have enjoyed Geography and are prepared to work to achieve your potential, then you can be confident of acquiring a high grade as this department has consistently gained significant value-added scores through being taught by geography graduates who are not only passionate about their subject but are also experienced AQA examiners. You will experience residential fieldwork which helps develop a closer rapport with staff who already know you and this strong student-teacher relationship has contributed to very high numbers continuing to full A Level and a high proportion of them taking a geography or related course at university.

COURSE CONTENT

The specification highlights the changes which are happening and have occurred in both the physical and human environments which surround us. Topical material and issues are used to develop an understanding of how and why different environments change through time. Evidence of change is first analysed using a variety of sources – Geographic Information Systems (GIS), maps, photographs, satellite imagery, questionnaires, surveys, census data – the patterns of change can then be described, explained and their implications and effects assessed. In trying to understand some of these changes, it is necessary to analyse the activities, motives and values of people and how they interact with their environment.

All candidates will study core human and physical geography. In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies.

The topics to be studied will be Water and Carbon Cycles, coastal landscapes, Hazards, Changing places, Global Systems and Contemporary Urban Environments.

ASSESSMENT ARRANGEMENTS

The A Level will also consist of two examinations based on human and physical geography plus a five-thousand word project that is internally assessed. The project title and topic will be selected by the student and completed during the course.

DESIRABLE REQUIREMENTS

A good GCSE grade is always the desirable foundation for study in the Upper School. However, a natural interest in the subject and a strong determination to succeed by working hard are equally important requirements.

WHERE WILL IT LEAD?

The choice of Geography at Advanced Level and beyond closes few doors. Its use of precise, scientific techniques and processes, in addition to those of the social sciences, can equip its students with a higher level of perception, an ability to interpret, present and analyse a wide range of data, as well as make decisions in a variety of contexts – skills which are always in demand and enhance career prospects. A significantly high proportion of our students subsequently read geography or a related degree course at university and, ultimately, can follow more vocational careers such as town and regional planning, cartography, transport, surveying, risk assessment, teaching and environmental management. In addition, geography graduates have been particularly successful in gaining entry into non-vocational careers in business, finance, civil service, administration and management.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





WHY STUDY GEOGRAPHY AT BOLTON SCHOOL?

As the most-spoken native language in the European Union, mastering German brings many rewards. Studying German is a shrewd decision for those interested in the worlds of business, finance, history and politics in particular, because students develop an understanding not only of the language, but also of a way of life and thinking.

As a senior Germanist at Bolton School you may be invited to serve as a Senior Boy on the Rheinland Trip in October Half Term, participate in a study trip to Berlin, compete at the regional MFL debating challenge in Year 13 and enter the Oxford German Network's Olympiad competition. Such opportunities provide the chance to speak German in real-life contexts. In addition to the eleven fortnightly timetabled lessons, you will attend a weekly conversation class with the German Language Assistant, usually in a group of no more than three students.

A Level students also have access to a wide range of extra-curricular activities, such as regular German film screenings, a lunchtime music club, and supporting Lower-School students in a language and culture club. Teaching younger students is an excellent way to further develop your own language skills.

COURSE CONTENT

You will be encouraged to speak and write German fluently and accurately and to listen to and read complex text with ease and, dare we say, enjoyment. Your study includes grammar which is taught in English by highly experienced teachers. However, the majority of the lessons are in German and cover the topics below:

- Aspects of German-speaking society
- Multiculturalism in German-speaking society
- Grammar
- Individual research topic: (subject of personal interest)
- Artistic culture in the German-speaking world
- Aspects of political life in the German-speaking world
- Works: (students study one book and one film)

ASSESSMENT ARRANGEMENTS

Paper 1:	Listening, Reading and Translation (2 hours 30 minutes, 50%)
Paper 2:	Writing (2 hours, 20%)
Paper 3:	Speaking (21-23 minutes, 30%)*

* This includes 5 minutes' preparation time

DESIRABLE REQUIREMENTS

A good GCSE grade is always the desirable foundation for study in the Sixth Form. However, a natural interest in the subject and a strong determination to succeed by working hard are equally important requirements.

WHERE WILL IT LEAD?

In recent years, several linguists have secured places at Oxbridge and other very selective universities to study German, or indeed German with other subject combinations, many of whose successes have seen them being awarded A* grades. Talented Germanists go on to enjoy successful careers in a wide variety of fields and professions. Combining a language with a wide variety of courses at university, e.g. business management, law, engineering, can often give you the edge because all other applicants are qualified in the vocational subject alone. For those interested in studying science or medicine, German is the second most commonly used scientific language in the world, while Germany is the third largest contributor to international scientific research and development and offers research fellowships to scientists from abroad.

For sporting individuals, the German Bundesliga is often in search of individuals fluent in both German and English. Football clubs globally, look for multilingual employees for a range of roles, including coaches, advertisers and interpreters. The German speaking world provides a wealth of opportunities for travel, study and employment: if you can picture yourself exploring the history of Berlin, the magnificent Alps, the banking world of Frankfurt or the sporting successes of Munich then German is certainly the subject for you.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



GOVERNMENT & POLITICS

(AQA 7152)

MISS B MARSH



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY POLITICS AT BOLTON SCHOOL?

Engaging in the study of politics is lively, relevant, controversial and ever changing. This fast paced and challenging course will certainly develop your ability to debate and argue your case convincingly!

You will be taught by two teachers in small groups of 8-12 pupils, providing the opportunity to build strong working relationships and allowing everyone to engage in discussions and debates. Your teachers will be dedicated to helping your progress, offering feedback and assistance to ensure you reach your full potential.

The Politics department is well resourced and you will be provided with a wide range of books and textbooks to assist your learning. Bolton School also offers online and physical subscriptions to *Politics Review* magazine, providing up to date analysis on modern political issues. The Senior Library further houses a wide range of books and journals and throughout the course, you will be provided with relevant articles, to be debated with your teachers and peers.

Beyond the classroom, there are numerous opportunities to engage in Politics within school, such as Debating ECA, Model UN, History Society, and more. We also run an annual trip to Westminster in the Autumn Term of Year 13.

COURSE CONTENT

Year 12

- The Government of the UK (Paper 1)
- Politics of the UK (Paper 1)
- Political ideologies (Paper 3)

Year 13

- The Government of the USA (Paper 2)
- Politics of the USA (Paper 2)
- Comparative study of the UK and USA (Paper 2)

ASSESSMENT ARRANGEMENTS

You will be examined by three papers at the end of Year 13:

Paper 1: Government and Politics of the UK (2 hours, 33.3%)

Paper 2: Government and Politics of the USA & Comparative Politics (2 hours, 33.3%)

Paper 3: Political Ideas (2 hours, 33.3%)

DESIRABLE REQUIREMENTS

Successful students will need to possess strong written skills and the ability to competently analyse information, and identify key details from a text. Strong passes in both English Literature/Language and one humanities subject are desirable.

Importantly, you must have a keen interest in current affairs, debating, and understanding how countries are run. The course requires a substantial amount of reading, so you must consider that whilst we will have the opportunity to debate and challenge ideas, you must be willing to treat this as an academic subject.

WHERE WILL IT LEAD?

A Level Politics is ideal if you are considering studying International Relations, History, Sociology, Politics, Philosophy, or Law at university. However, it is a highly respected qualification for many university courses as it develops a range of transferable skills.

An academic understanding of politics and government institutions is useful in many careers. Specialist jobs directly relating to politics include policy advisor, political risk analyst, government social researcher and the civil service, as well as roles within national and local government and NGO's. By studying politics, you will develop your skills of judgement, analysis, and research. These skills are routinely sought after by employers in a broad range of fields.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



HISTORY (AQA 7042)

MISS S BURGESS



WHY STUDY HISTORY AT BOLTON SCHOOL?

Above all, we hope that you will choose to study History because you really enjoy it. A Level History is a subject which enables you to continue the fascinating study of people and events, causes and effects, combined now with opportunities for lively debate and personal research.

Those studying History A Level at Bolton School, have the benefit of being taught by specialist teachers who are real enthusiasts in their subject. You will be taught in small sets by two members of the department, enabling you to build close working relationships with your teachers and your peers. Your teachers will get to know you well and will be able to give you all the help you need during the course to fulfil your individual potential.

The resources which we can offer you are excellent. Our dedicated Sixth Form teaching room – the Haselden Room – is perfectly set up for our A Level seminar-style teaching. For each unit, you will be taught about the main themes, characters and events of the periods being studied. You will then be required to develop your knowledge further, through wider reading and research. You will be provided with a wide range of textbooks and will have access to our well stocked topic-specific libraries, which offer a range of on-line journals and resources, most of which can be accessed from home.

As a Sixth Form historian, you will be given the opportunity to join the editorial board of the Sixth Form History magazine, *The HistOracle*, which has won the Historical Association Award for best school history magazine in the country for seven out of the last eight years. All Year 12 students are asked to contribute articles to this publication and a number of those have had their articles printed in national publications and have won national awards. You will also have the opportunity to enter your work into national History Essay competitions and participate in debates, to listen to visiting speakers and to engage in a range of History related extra-curricular activities. We hope also, to offer a number of trips during the two-year course to bring aspects of the syllabus to life – details of these will be advertised once confirmed.

COURSE CONTENT

The A Level consists of three components, two of which are assessed by an end of course exam and the third by an individual coursework investigation. The content for the two examined units is taught across the two A Level years and students will start the coursework in the Summer Term of Year 12, for submission in the Spring Term of Year 13. You will study a mixture of Modern European and British History and Medieval World History, including the rise of Fascism in Italy, the political, economic and social history of 19th Century Britain and the Age of the Crusades.

ASSESSMENT ARRANGEMENTS

- Component 1:** Written exam (2 hours 30 minutes. 40%)
- Component 2:** Written exam (2 hours 30 minutes, 40%)
- Component 3:** Coursework investigation (20%)

DESIRABLE REQUIREMENTS

Because the skills required at A Level build upon the essay and source skills developed at GCSE, you are more likely to do well at A Level if you have achieved at least a Grade 7 at GCSE. A good grade in English is also very useful.

WHERE WILL IT LEAD?

It is widely recognised that the subject develops and hones your skills of analysis, judgement, research and literacy; skills that are in high demand in a rapidly changing economy and in many different fields. Although sometimes described as a non-vocational subject, History actually opens up a great number of professional opportunities rather than narrows them.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



MATHEMATICS

(PEARSON EDEXCEL 9MA0)

MR D PALMER



WHY STUDY MATHEMATICS AT BOLTON SCHOOL?

“Maths is fantastic”, “I loved Maths at school”. How often do we hear ourselves or our contemporaries say this? Too infrequently; and yet Mathematics is part of our everyday lives and the bedrock of so many careers.

Within the Maths Department at Bolton School, we aspire to play our part in creating a new generation whose instinctive response is “Maths is great!”. We are a dedicated team of Maths specialists, passionate about our subject and equally passionate about instilling a lifelong love for mathematics in all our students. We are very proud to regularly attract over 65% of the Year 11 pupils who continue to take Mathematics through to Year 12.

To this aim, our approach is fivefold:

Relationship	-	We look to establish a strong relationship with each pupil, understanding their foibles; knowing how to make them achieve. For continuing students, this means that we hit the ground running; for new starters we make establishing this relationship a priority.
Rigour	-	Our teaching is based on a combination of strong, time-tested methodology and up-to-date techniques. We are meticulous in our approach to all elements of the curriculum, working together to be certain we utilise the most appropriate routes for each student.
Monitoring	-	Student's progress is closely monitored by each teacher, backed with a bespoke piece of software. This means we spot any issues before they are left to develop into a problem.
Support	-	All pupils are given everyday access to teaching staff at any break, free period and before and after school. As in the class, these visits are monitored to ensure we know who is taking advantage of this one-to-one service.
Expectation	-	We expect our pupils to meet and exceed our expectations – through hard work and determination.

COURSE CONTENT

Students will, over the two years, cover material from Pure Mathematics, Statistics and Mechanics.

ASSESSMENT ARRANGEMENTS

Students take three papers at the end of Year 13. All papers are of 2 hours duration and each is worth 1/3 of the A Level.

DESIRABLE REQUIREMENTS

This subject requires determination and commitment; good results cannot be achieved without hard work, coupled with a reasonable amount of natural ability. Co-operation between individual students and the experienced teaching staff is encouraged, and is essential for success at a high level. Motivation is important, and will be best exemplified by a 7 or above at GCSE. A Grade 6 will be considered for students who are committed to improvement.

WHERE WILL IT LEAD?

Mathematics is a very valuable support subject to many courses at Advanced Level and Degree Level, especially in the sciences. It is a much sought after qualification for entry to a wide variety of full time courses in Higher Education. These include but are not limited to, Engineering, Pure Science, Economics, Medicine, Architecture and Computing.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





FURTHER MATHEMATICS (PEARSON EDEXCEL 9FM0)

MR D PALMER

WHY STUDY FURTHER MATHEMATICS AT BOLTON SCHOOL?

This is only for those pupils who have a passion and an interest in mathematics, just like the maths teachers at Bolton School. A Further Mathematics student will spend half his time on mathematics, so requires both a 'love' and high ability in this subject.

It is one of the most highly respected subjects offered at A Level. It is recognised by the Russell Group universities for its challenging content and is therefore an excellent qualification to obtain.

COURSE CONTENT

A Further Mathematician will possibly study all aspects of the A Level course including Pure, Mechanics, Statistics and Decision.

ASSESSMENT ARRANGEMENTS

Students take four papers at the end of Year 13, all the papers are of 1½ hours duration and each is worth 25% of the A Level.

Note: They will also take the three papers for their single mathematics at the same time.

DESIRABLE REQUIREMENTS

Further Mathematics is an A Level in its own right, but must be taken in conjunction with the single Mathematics course. Students choosing this double subject will complete at least the six modules of the single Mathematics and six for the Further Mathematics over the two-year course.

Further Mathematics is extremely demanding and is only suitable for able and dedicated Mathematicians. It is vital that students consult with their Mathematics teacher before considering this course as a choice; a 9 is required from GCSE.

WHERE WILL IT LEAD?

Mathematics is a very valuable support subject to many courses at Advanced Level and Degree Level, especially in the sciences. Any student who is likely to want to study a degree in mathematics, physics, economics or engineering, would be well advised to consider studying Further Maths. It is highly prized by universities and employers in whatever area you study.

Mathematics graduates are in demand and find employment in a variety of careers. These include research, actuarial studies, accountancy, marketing, operational research, computing and teaching.

MUSIC (AQA 7272)

MR P LOVATT



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY MUSIC AT BOLTON SCHOOL?

Music at Bolton School is extremely successful, with results consistently well-above the national average. The A Level Music course is taught by Boys' and Girls' Division staff and there are close links between the Music Departments of both Divisions, particularly for extra-curricular music. You will enjoy the benefit of being taught by a number of different colleagues for individual aspects of the course: composing, harmony, listening, appraising or performing.

As a musician at Bolton School, you will have the opportunity to be involved in a huge range of events ranging from solo performances at our in-house concerts right through to full-scale Gala concerts at venues such as the nationally renowned Bridgewater Hall in Manchester.

There are a great many ensembles, groups and bands to join, enabling you to enhance your performing skills and open other social doors. The quality of these ensembles is first rate, with some being recognised nationally in competitions and festivals. Alongside the main concerts, we have internal competitions such as our 'Young Musician' and 'Young Composer of the Year', which feature a great number of students demonstrating their musical skills.

COURSE CONTENT

This is a wide-ranging A Level course which is designed to appeal to both University or Music College students and to students who simply enjoy music, giving scope for the development of individual interests and aptitudes. The course covers, and gives insight into a spectrum of musical styles and genres.

ASSESSMENT ARRANGEMENTS

- **Component 1 'Appraising Music' (40%)**
Has a final examination including a listening test, analysis, and an essay, covering topics from the Baroque, Classical and Romantic eras, and two chosen from a selection (e.g. Jazz, Musical Theatre and Pop – studying 5 or 6 artists with 3 in detail).
- **Component 2 'Performance' (35%)**
Consists of a 10-12 minute solo recital, which include an optional ensemble element.
- **Component 3 'Composition' (25%)**
Consists of a coursework portfolio of 2 compositions, one following an exam board set brief, the other a free composition with both lasting a minimum of 4 ½ minutes.

DESIRABLE REQUIREMENTS

You should have a real love of, and interest in, music, with a performing standard of at least Grade 5, and a willingness to be involved in extra-curricular activities. Grade 7 or above at GCSE is the usual requirement for entry onto the course, although a Grade 6 will be considered for students who are committed to improvement. Knowledge of music theory at ABRSM Grade 5 level is strongly recommended, but is not essential.

WHERE WILL IT LEAD?

The creative industries are a hugely successful part of the UK economy, with music playing a key role. Apart from teaching and performing, study of music can lead to recording and media work, arts administration and a wide variety of careers outside music. For those not interested in following a music-based career, it is an A Level course which is highly respected for its academic rigour and broad development of performance and interpersonal skills.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





PHYSICAL EDUCATION (OCR H555)

MR M JOHNSON

WHY STUDY PHYSICAL EDUCATION AT BOLTON SCHOOL?

A Level Physical Education at Bolton School, allows pupils to benefit from excellent resources and sporting facilities, delivered by experienced staff with a proven track record and considerable expertise in their own specialisms.

COURSE CONTENT

This is a fast growing, popular and now commonly accredited A Level course. This multi-dimensional syllabus enables students to acquire a range and depth of knowledge across a variety of inter-related disciplines. The multidisciplinary approach ensures students examine physiological, psychological, socio-cultural and historical factors that underpin sporting performance, and the reasons for participation in physical activity. In addition, candidates will gain experience of performing a variety of activities chosen from different activity profiles. Students will also gain experience in coaching and officiating the activities, so as to develop their understanding and appreciation of the coaching points, skills, rules and the application of tactics associated with their chosen activities.

- Component H555/01:** Physiological factors affecting performance
- Component H555/02:** Psychological factors affecting performance
- Component H555/03:** Socio-cultural issues in physical activity and sport
- Component H555/05:** Practical performances
- Component H555/06:** Evaluation and Analysis of Performance for Improvement (EAPI)

ASSESSMENT ARRANGEMENTS

- Component H555/01:** 2 hour written paper – 90 marks (30%)
- Component H555/02:** 1 hour written paper – 60 marks (20%)
- Component H555/03:** 1 hour written paper – 60 marks (20%)
- Component H555/05:** Performance assessment – 30 marks (15%)
- Component H555/06:** (EAPI) – 30 marks (15%)

DESIRABLE REQUIREMENTS

There are no specific requirements for A Level Physical Education, however, a Grade 6 or above in Biology would be beneficial. Grade 5-9 at GCSE P.E. level would also be recommended. A background and interest in a specific sport is essential, but furthermore, a high level of sporting representation would give a distinct advantage. Although this subject has practical elements, a considerable proportion of its content is theoretically based (70%), covering a variety of inter-related disciplines.

WHERE WILL IT LEAD?

An A Level in Physical Education can lead to a variety of options, including sports science, sports studies, leisure and recreational management, physiotherapy, coaching, teaching physical education, lecturing and sport administration.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



PHYSICS (AQA 7408)

MR M ORMEROD



WHY STUDY PHYSICS AT BOLTON SCHOOL?

Enthusiastic Physics specialists deliver inspiring and enjoyable lessons alongside many enrichment activities. The opportunities include: attending physics lectures at universities and in school, taking part in Physics Olympic Events, extreme physics sessions and becoming a physics ambassador. The department consists of examiners and members who have worked very closely with the Institute of Physics.

COURSE CONTENT

Physics is a rewarding, challenging and varied subject. It can appeal both to those with a gift for practical work and to those who enjoy thinking about the nature and future of the universe. It provides an opportunity to develop numeracy, logical thought and practical skills. It is a very popular choice at A Level, often combined with mathematics or other sciences, and complements a wide range of other A Levels.

Core topics:

1. Measurement and Their Errors
2. Particles and Radiation
3. Waves
4. Mechanics and Materials
5. Electricity
6. Further Mechanics
7. Fields and their Consequences
8. Nuclear Physics

Option topics:

9. Astrophysics
10. Medical Physics
11. Engineering
12. Turning Points

ASSESSMENT ARRANGEMENTS

Three written exams covering all 6 modules:

Paper 1: 2 hours 85 marks (34%)

Paper 2: 2 hours 85 marks (34%)

Paper 3: 2 hours 80 marks (32%)

There will also be a practical pass/fail endorsement based on performance in twelve practical tasks.

DESIRABLE REQUIREMENTS

Students with a genuine interest in physics and sufficient aptitude to complete an A Level course successfully, are likely to have achieved Grade 7 or above in GCSE Physics or the equivalent in Trilogy Science. As physics is a numerate subject, competence and confidence in mathematics is required. It is not, however, necessary to study mathematics beyond GCSE to be successful in A Level Physics.

WHERE WILL IT LEAD?

Students from Bolton School have gone on to study pure physics, astrophysics, physics with philosophy and related subjects such as materials science and have then followed careers in teaching, telecommunications, Earth sciences, archaeology, finance and patent law. Others have used their physics as a platform for degrees and subsequent careers in engineering, electronics and geology. Physics is useful for entering the fields of medicine, veterinary science and dentistry. Physics graduates develop excellent problem-solving and thinking skills which, means they are able to take on a wide variety of jobs ranging from designing computer games to accountancy.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



PSYCHOLOGY (AQA 7182)

MRS J SANDERS



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY PSYCHOLOGY AT BOLTON SCHOOL?

- To develop an increased awareness and understanding of the 'main schools' in Psychology and how they each interpret human behaviour.
- To develop understanding of the research methods that psychologists use and an ability to apply these across a range of contexts.
- To develop your independent learning skills within the subject.
- To learn to draw conclusions based on evidence.

COURSE CONTENT

The AQA Psychology specification offers an interesting and applied content which we anticipate students will enjoy. You will develop a detailed understanding of various methods and approaches in Psychology and be able to apply your knowledge to a variety of topic areas such as Psychopathology, Schizophrenia, Forensic, Issues, Debates and Methods including Statistics in Psychology. You will take part in practical activities which provide invaluable knowledge in order for you to be stretched and challenged academically which will support you in the attainment of higher grades.

You will study through a wide variety of methods including reading, debating, ICT, learning theory and carrying out practical work. It is important that you participate in independent learning and wider reading; watching relevant television programmes will also enhance your understanding of the subject.

ASSESSMENT ARRANGEMENTS

This specification is designed to be taken over two years with all assessments taken at the end of the course. At the end of the two-year course you will be assessed on three two-hour A Level examinations.

Skills known as AO1 (Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures); AO2 (Application of Knowledge and Understanding of scientific ideas, processes, techniques and procedures) and AO3 (Analyse, interpret and evaluate scientific information, ideas and evidence), will be measured and you will have the opportunity of gaining up to an A* grade on your final A Level.

There is no externally examined coursework at A Level. Practical skills will be developed through class activities and the methods used will be taught through the experimental method, observations, interviews and other research methods. Ethical considerations and safe practice used in the real world of psychology, will be fully explored. These skills, known as 'How Science Works' will be assessed throughout the units described above.

DESIRABLE REQUIREMENTS

You should be enthusiastic, communicative and diligent. Some knowledge of Science and Biology is always helpful, especially as the discipline follows the scientific method in its research practice. 10% of the skills assessed at A Level require maths skills so a good grade in GCSE Maths is desirable.

WHERE WILL IT LEAD?

Psychology has recently been reclassified as a science subject, therefore, the course may support applications to a range of scientific fields such as medicine, pharmacy and dentistry. Psychology, due to its broad content, has many applications in areas ranging from education, law, counselling, social work, industry, child care, media and public relations, plus many others.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





RELIGIOUS STUDIES: PHILOSOPHY & ETHICS (OCR H573) MS K PORTER

WHY STUDY RELIGIOUS STUDIES AT BOLTON SCHOOL?

The A Level course helps to develop the skills of analysis, logical presentation of argument and critical thinking, whilst allowing you to gain knowledge which may help you to make sense of the world and the competing demands of life in the 21st century.

COURSE CONTENT

There are three elements to the course: Philosophy of Religion, Ethics, and Developments in Christian Thought. Philosophy of Religion considers the question of God's existence, the nature of the self, the challenge of evil and suffering, belief in God and the age-old question of what, if anything, happens when we die. Ethics involves asking questions about right and wrong and whether it is possible, or even desirable, to develop a system for telling us how we ought to behave in every situation. You will learn about ethical decision-making in the real world by focusing on euthanasia, business ethics and issues concerning sex and sexuality in the twenty-first century. Developments in Christian Thought focuses on key areas of Christian theology which have shaped western philosophy and culture over the past two-thousand years and investigates reasons why religion seems to be in decline in the modern world. You will also study some of the ways in which Christianity has responded to other faiths and to the challenge of feminist theology in traditionally male-dominated world views. Due to the nature of the subject matter and the skills you will develop, Philosophy and Ethics A Level complements both the sciences and the humanities and is an excellent preparation for any degree course or career which values a questioning mind, academic rigour, critical analysis and the ability to construct persuasive arguments.

ASSESSMENT ARRANGEMENTS

One examination for each module. There is no coursework.

DESIRABLE REQUIREMENTS

You should enjoy discussing, reading, thinking and expressing your ideas, both orally and in writing, and keeping up to date with current ethical issues. It is essential that you question, make judgements and formulate your own opinions. It is not necessary to have studied RS at GCSE.

WHERE WILL IT LEAD?

Wherever you want it to! The Religious Studies A Level in Philosophy and Ethics is welcomed by the top universities as a valuable academic subject. The skills developed throughout the course make it a good foundation for a degree in any subject and the knowledge acquired provides a useful background for many occupations. Medicine, law, psychology, politics, journalism, public relations, the police and business management, are just some of the careers that former students have gone on to follow.

Scan the QR code below to hear from our students about their experiences studying this subject:





RUSSIAN (PEARSON EDEXCEL 9RU0) MR N WYATT

WHY STUDY RUSSIAN AT BOLTON SCHOOL?

Few schools in Great Britain offer Russian beyond GCSE. Fewer still, are able to match the breadth and depth of both knowledge and resources that the Russian Department here at Bolton School offers. Students are taught in small groups and in one-to-one sessions, allowing lessons to be easily tailored to the needs of each individual. You will benefit from a selection of teachers who have more than fifty years' experience of Sixth Form teaching between them and will have access to a wealth of material to give you the best possible chance to fulfil your potential. Departmental examination results are impressive, with almost every single candidate over the last five years attaining A*- B at A Level and many opting to continue their study of Russian at university, including the likes of Oxford and Cambridge. Russian has a kudos value that makes admissions tutors and potential employers sit up and take note; it opens many doors, frequently reduces university entry requirements and is a talent that embellishes any C.V. We are proud to launch our new Sixth Form study trip to Tallinn, Estonia, next year, enabling pupils to immerse themselves in Russian-speaking culture, involving a wide range of excursions as well as intensive small-group language sessions.

COURSE CONTENT

The course is broad, offering you the chance to look at politics and social issues, through to the media and the arts. You can expect your understanding of Russia, its history, culture and literature, to expand immeasurably and your linguistic skills to develop considerably.

ASSESSMENT ARRANGEMENTS

Those seeking to obtain an A Level qualification in Russian, will sit three terminally assessed papers at the end of Year 13. The speaking component will be sat in May and the written components, in June.

- Paper 1:** Listening, Reading and Translation (2 hours, 40%)
- Paper 2:** Written Response to works and translation (2 hours 40 minutes, 30%)
- Paper 3:** Speaking (21 – 23 minutes, 30%)*

*This includes 5 minutes' preparation time

DESIRABLE REQUIREMENTS

Although the study of Russian at this level demands significant linguistic competence, crucially, a committed and focused approach is the more essential quality. Pupils achieving a wide range of GCSE grades have found great success at Russian A Level and all should feel empowered to join us for Sixth Form.

WHERE WILL IT LEAD?

Prior to the invasion of Ukraine, links between Russia, the former Soviet Republics and the West, were growing rapidly. Employment opportunities exist in all spheres from journalism and publishing to business, tourism and industry, with diplomacy and international relations now playing an even more crucial role than before. With an eye on re-establishing productive diplomatic channels, knowledge of Russian language and politics, alongside a desire to communicate, are more essential than ever. Former students have found that they have received more favourable offers from universities, not just for the linguistic talents they possess, but also for the logical and deductive skills they have developed.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:



SPANISH (AQA 7692)

MRS J COTTON



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

WHY STUDY SPANISH AT BOLTON SCHOOL?

Spanish A Level is a hugely enjoyable and challenging subject which will allow you to develop your fledgling linguistic skills and develop them into a real ability to communicate on both a formal and informal level. The relatively small size of the department means that lessons can include lively discussion and interaction in Spanish, and that there is plenty of opportunity for individual attention. You will also have weekly speaking practice with the Spanish language assistant, giving you the opportunity to develop oral fluency and try out new skills. You will also have the opportunity to visit Spain. In short, the Spanish Department is able to offer a rewarding and highly individualised experience for any boy who chooses to continue with Spanish.

COURSE CONTENT

For Year 12, the course is broad and relevant, offering you the chance to develop your linguistic skills through the study of topics such as Social Issues in Spain and Latin America, Artistic Culture and Regional Identity. You will also study in detail a Spanish or Latin American film. The grammatical content of the course is of great importance and you will gain a much deeper knowledge of the structure of the Spanish language.

A Level builds on the topics covered in the previous year and also covers multiculturalism in Hispanic society and politics. You will also study a Spanish novel in detail and undertake an individual research project on a topic of your choice relating to the Hispanic world.

ASSESSMENT ARRANGEMENTS

Two written papers and an oral examination at the end of the course:

- Paper 1:** Listening, Reading and Translation (2 hours 30 minutes, 50%)
- Paper 2:** Writing (2 hours, 20%)
- Paper 3:** Speaking (21-23 minutes, 30%)*

*This includes 5 minutes' preparation time

DESIRABLE REQUIREMENTS

Any pupil who has passed GCSE Spanish, can elect to study Spanish in the Sixth Form. The ability to get good grades at A Level requires a large amount of independent work. Consequently, pupils should have a genuine interest in Spanish and the ability to go beyond the basic structures encountered at GCSE. Although the department will not turn down anyone who has a genuine passion to learn Spanish, anyone struggling to gain a Grade 6, 7 or above at GCSE, is unlikely to succeed at A Level.

WHERE WILL IT LEAD?

We are very pleased that many of our former students have chosen to continue studying Spanish at university, though still others have gone on to courses such as Law or Medicine. Along with the other language A Levels, Spanish is considered a 'facilitating' subject by Russell Group universities, meaning that it opens doors to more degrees and more professions than others. The number of students able to include a language A Level on their CV or UCAS form is in decline, while language skills are valued by employers and universities more than ever. This means that by taking a Spanish A Level, you will be setting yourself apart from other applicants. These practical considerations aside, the ability to communicate effectively in the world's second most commonly spoken language is hugely rewarding when travelling for business or pleasure and opens up a whole new world of culture.

Scan the QR code adjacent to hear from our students about their experiences studying this subject:





What does a day in Bolton School Sixth Form look like?

The day starts at 8:45 a.m. where you will register in your form room with your Form Tutor. Break time is from 10:55 a.m. - 11:20 a.m. and lunch is served in the Riley Café from 12:30 p.m. - 2:00 p.m. The Riley Café is open throughout the day, until 2:00 p.m., where you can purchase food and drinks at an additional cost. The school day ends at 4:00 p.m. There are six periods of lessons each day, although you will likely find that you have some 'free' periods to study or socialise. The Riley Centre is open from 8:00 a.m. until 6:00 p.m. during term time should you wish to study either before or after school.

What can I do in my free periods?

In your free periods, you may choose to study or to spend time socialising with friends in the Riley Centre. Once parental permission has been obtained, Sixth Formers can leave the campus at lunchtime. Year 12 and Year 13 students are able to leave school early, from 12:30 p.m., if they have no further lessons scheduled. For Year 12, this comes into effect after the October half-term break.

What should I wear to Sixth Form?

To recognise the growing maturity and individuality of Sixth Form students you are not required to wear school uniform. You are expected, however, to adhere to some basic standards in your appearance so that you promote a smart, positive and business-like image. Boys' Division students should wear a suit (or smart jacket and tailored trousers) with a plain or modestly patterned, collared shirt and School regulation Sixth Form tie, obtainable from the School Shop. Shoes should be formal, plain, clean and tidy and not obtrusive in style or shade.

Will I have a form group?

Yes, you will be in a form along with other Year 12 students and, generally speaking, you will stay with the same tutor through to the end of Sixth Form. You will meet with your tutor each morning to discuss form business, as well as on a one-to-one basis once per half term to check in with them about your progress, both academically and pastorally.

Can I do any combination of subjects?

In theory, if the timetable allows it, then yes! Our timetable team works hard to put together a bespoke timetable with your chosen combination of subjects. However, it is important to look at any HE requirements, as well as where your strengths and interests lie to allow you to access your further education / career aspirations. Please note that only one of the Design and Technology options can be taken at A Level.

What can I do if I do not like the subjects I have picked?

If you start on a subject course and realise it is not the right choice for you; it is too challenging, or you are not enjoying it, then you can switch to a different subject within the first half term (as long as the timetable allows this). The earlier you can switch the better to minimise the amount of work you will need to catch up on.

Which subjects can I do without having studied them at GCSE?

There are a number of subjects you can pick up at A Level, without having studied them at GCSE. These include Art & Design, Business, Classical Civilisation, Computer Science, Design & Technology, Drama, Economics, Electronics, PE, Politics and Psychology.

Which subjects are the hardest?

All A Levels are challenging and the subjects you find hard may differ to those your friends will. Subjects such as the Sciences, Maths and Modern Foreign Languages are particularly academically demanding. Other subjects carry a coursework component, which can help alleviate some of the pressure at exam time. Please refer to the specific subject pages for more information.



BOLTON SCHOOL

SIXTH FORM

FREQUENTLY ASKED QUESTIONS



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

What if I do not get the GCSE grades I am hoping for?

We know that sometimes things may not go as well as expected in your GCSE examinations. We are here to support you in making decisions on which courses and combinations of subjects will be right for you. Come and have a chat with us on GCSE results day and one of the Sixth Form team will support you in your decision making and check in with you on the lead up to starting Sixth Form and once you have settled into your courses.

What academic support is available?

In addition to speaking to your subject teachers, many subjects offer lunchtime 'Clinics' or support sessions. These allow you to drop in with problems you may need help with outside of lessons. Your teachers are also able to schedule one-to-one or group support with students in mutual free periods. There is always support available, just remember to ask!

What can I do to enhance my UCAS application?

Bolton School offers a wide variety of exciting and valuable extra-curricular activities which help to make your application distinctive and interesting. Activities which enable you to demonstrate leadership potential or evidence of working effectively in a team, for example in sport, will certainly make an impression. Moreover, if you can demonstrate initiative or taking on some responsibility, these too will be to your advantage. Raising funds for charity, helping younger students with their academic work at in-school clinics are also very helpful. All these activities can be fun too! Of course, the main feature of the UCAS application is to show that you have prepared well to begin a specific degree course; it is important therefore, that you enhance your application by showing that you have developed your interest in your chosen field beyond the A Level specification. You could complete two or three MOOCs, read widely, or even find on-line masterclasses offered by universities. Engaging with the ideas which they present (not simply relating them) will show you have significant academic potential and will be a successful student at university.

What pastoral support is available?

In addition to your Form Tutor, your Head of Year, Mrs Lapinskas (Year 12) and Mr Heald (Year 13), as well as Mr Prentki (Head of Sixth Form), will always be on hand to offer support. Friendships changing, illness or bereavement can all take a toll on mental wellbeing and impact on academic progress. We are here to help you navigate through these challenges and put the right support in place. You will also have access to our very supportive Proctor team and the School Counsellor.

Can I get financial support?

You may be able to get financial support towards some or all of your school fees through our Bursary Scheme. Further information on the assessment process can be obtained from Miss Fenton, our Admissions Registrar: afenton@boltonschool.org.

BOLTON SCHOOL

SIXTH FORM

COMMUNICATION AND UPDATES



BOLTON SCHOOL
BOYS' DIVISION
A-LEVEL OPTIONS

The Head's Weekly Newsletter

The Head will send out, via email, a weekly newsletter with updates and news from the School.

The School Website

You may visit the School website via the QR links below:

Boys' Division Sixth Form Homepage:



Sports Fixtures and Results:



Latest News:



Social Media Channels

Stay connected with life at Bolton School by scanning the QR codes below to follow us on social media. Many subjects have their own specific social media channels that you can follow:



@BOLTON_SCH



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Follow Mr Ford's Social Media Channels:



@NLFORDBSBD



@NICFORD



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BOYS' DIVISION
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