



The Ilfracombe Academy

Part of the Athena Learning Trust

# Post 16

# Prospectus Supplement

For entry in September 2026



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Life in all its Fullness





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# Welcome to the Sixth Form at The Ilfracombe Academy

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We are proud to have such a successful and dynamic Sixth Form, judged “*Good*” time after time by multiple inspections. Whether you are currently a student at The Ilfracombe Academy or visiting us to find out more, I am confident that you will be impressed by the Sixth Form experience we offer.

Our aim is to ensure that every student fulfils their potential, both academically and outside the classroom. We are committed to the highest standards of academic excellence but also to equipping our students to leave us as happy, resilient young people prepared for their next steps. We are very proud of the achievements of our Sixth Form students. Examination results in the Sixth Form have historically been very good and the vast majority of our Year 13 students gain places at their first-choice university, with a significant number applying every year to elite Russell Group universities and Oxbridge.

We also work with Exeter University to facilitate a Realising Opportunities programme which gives improved access to link universities for under-represented students such as those from deprived areas and where students are the first in their family to apply for a university place. The scheme generates both contextual (often reduced) university offers and scholarship opportunities.

***“Students in the Sixth Form are taught well. Teaching in the Sixth Form encourages rich discussion of important knowledge. Students appreciate the support teachers give them. They are well prepared for their next steps.”***  
***(Ofsted Report, May 2023)***

As a school based Sixth Form, we offer continuity of experience and unrivalled pastoral care alongside a dedicated team of approachable, specialist teachers and tutors. Every student is known by us and every student matters to us. Students have a morning tutorial with their tutor who will remain with them for their entire Sixth Form career. Tutors guide and mentor their students through their studies whilst also building their confidence to take up opportunities that will develop their talents.

We have high expectations for all our students yet recognise the need to offer support and guidance where needed. Life and learning is different in the Sixth Form; students are expected to take more responsibility for their own learning. Students prepare ahead of lessons, take their own notes, meet deadlines, and undertake independent research. To support their independent learning, students will benefit from the excellent facilities in our Sixth Form Centre.

We also strive to offer many different enrichment opportunities to help our students stand out when applying for jobs and university. Students in the Sixth Form are encouraged to take on leadership roles and other responsibilities to develop their skills and experiences. Students are able to participate in Young Enterprise, Duke of Edinburgh, and Ten Tors, amongst many others. Students organise many activities themselves, volunteering with our younger students, sporting events and our annual Sixth Form trip to London. Additionally, there are many opportunities for students to visit universities, attend summer schools, visit careers fairs, and explore their next steps after Sixth Form.

I hope you enjoy reading this prospectus to find out more about the courses and study programmes we offer and how the application process works.



Mr N Beesly  
Head of Sixth Form

# Sixth Form Study Programmes and Qualifications Explained

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In the Sixth Form, the range of courses you study is called your **Study Programme**. Qualifications fall into two main types: **academic** and **vocational**. A Levels are academic qualifications, while vocational qualifications include BTECs and Cambridge Technicals.

Generally, academic courses are assessed mainly by final exams (with some coursework), whereas vocational courses are assessed mainly through ongoing coursework (with some exams). Both routes can lead to higher education, apprenticeships, or employment.

This section of the booklet explains the courses we offer and answers common questions.

## **Level 3 Study Programmes:**

Your level 3 study programme consists of three subjects studied over two years (Years 12 and 13). From September 2026, The Ilfracombe Academy will offer 17 Level 3 courses leading to academic or vocational qualifications.

Level 3 courses include 4 hours of lessons per week in Year 12 and 4 hours 45 minutes per week in Year 13. In addition, students identify two independent study periods per subject each week to support their learning.

## **AS Levels and A Levels:**

Students undertaking A Level courses sit formal examinations at the end of Year 13, following two years of study. Although AS Level qualifications are still available, they no longer contribute to the full A Level. At The Ilfracombe Academy, Sixth Form students beginning A Level courses in September 2026 will not routinely sit AS Level examinations at the end of Year 12. However, the option to take the AS qualification may be offered to students who are likely to benefit from it or to those who choose not to continue the subject to a full A Level.

## **GCSE Re-Sits (English and Maths):**

Students who do not achieve at least a grade 4 in GCSE English or maths by the end of Year 11 are required to re-sit these examinations alongside their post-16 studies. Ideally, all students progressing into the Sixth Form will have a grade 4 or higher in both subjects enabling them to focus fully on their chosen Level 3 qualifications.

For those needing to re-sit, compulsory GCSE lessons will be included in your timetable to support preparation for the examinations. We aim to minimise conflicts between these lessons and your Level 3 courses. Re-sits are available in November and June of Year 12.

Students are strongly encouraged to engage fully with the GCSE support offered throughout Year 12. Those who do not pass by the end of Year 12 must continue re-sit lessons in Year 13, which may overlap with Level 3 lessons.

Attendance at these GCSE re-sit lessons is mandatory until the GCSE is successfully passed.

# Entry Requirements, Course Categories and Pathways Guidance

## Entry Requirements for The Ilfracombe Academy Sixth Form:

Students enrolling onto Level 3 courses at The Ilfracombe Academy Sixth Form will need to meet the entry requirements for the study programme that they wish to study. At The Ilfracombe Academy we distinguish between minimum and preferred entry requirements:

**Minimum entry requirements:** 5 grade 4s or equivalent, including English or maths

**Preferred entry requirements:** 5 grade 5s or equivalent, including English and maths

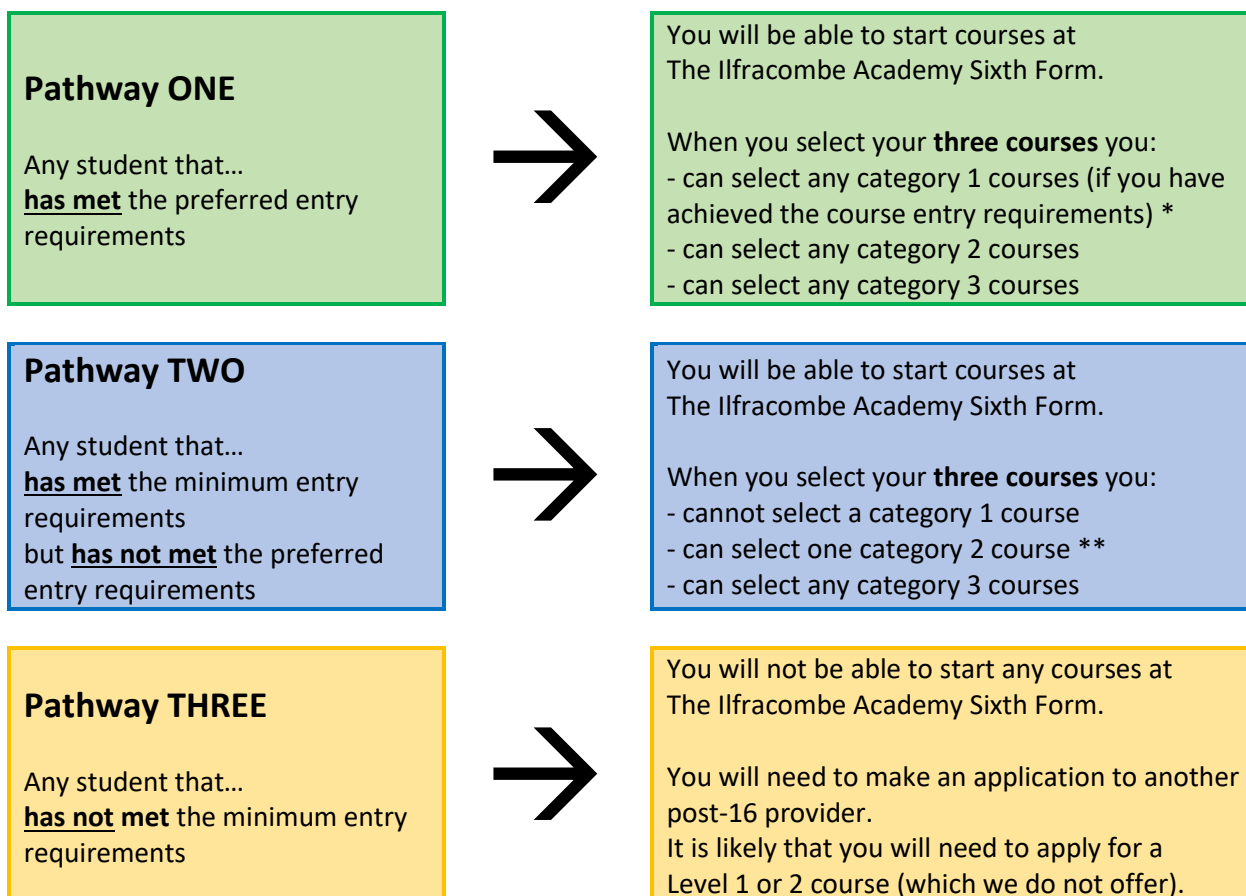
We cannot accept students that fail to achieve a GCSE pass (grade 4) in both English and Maths.

Students will also need to meet the entry requirements for the individual courses they choose. These are listed on the course information pages.

## Post-16 Pathways at The Ilfracombe Academy Sixth Form:

A student's achievement within their KS4 (GCSE and other Level 2) qualifications will determine which courses they can apply for. The courses and course combinations that students are eligible to apply for at The Ilfracombe Academy Sixth Form are called 'Post-16 Pathways'.

Our entry requirements and post-16 pathways guidance have been designed to ensure that students begin courses and course combinations that they can pass.



\*We will look closely at the grade profile of any student wishing to study two or more category 1 subjects.

\*\*We will assess and discuss on interview the individual suitability of any Pathway TWO student applying for a category 2 course.

## Course Categories:

The following table allocates all of the post-16 qualifications offered at The Ilfracombe Academy Sixth Form to one of the three categories mentioned within our pathways guidance on page 5.

<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Biology	English	Fine Art
Chemistry	Geography	BTEC Business
Physics	History	Photography
Maths	Music	CamTEC Health and Social Care
Psychology	Philosophy and Ethics	BTEC Performing Arts
	Sociology	BTEC Sport

## **Which Post-16 Pathway should a Student Follow?**

Students will get their GCSE results in August 2026. These results will inform final decisions regarding post-16 coursing. This is why we run an enrolment process (see pages 7-8).

During the application process we would advise students to talk to their teachers and look at their most recent grades/mock results as an early indicator of their potential post-16 pathway.

## **Why do we have Entry Requirements and Post-16 Pathways?**

The Level 3 qualifications that we offer are all academically demanding and it is important that students have demonstrated within their GCSE studies that they possess the knowledge and skills required to be successful. We will not course students onto qualifications if they are at risk of failing the qualification.

The table below highlights the 'Pass' and 'Good Pass' rates for qualifications based on a student's average performance at GCSE.

	Students with a GCSE profile of grades <b>3-4</b>		Students with a GCSE profile of grades <b>4-5</b>		Students with a GCSE profile of grades <b>5-6</b>	
	Pass % (A*-U)	Good Pass % (>C)	Pass % (A*-U)	Good Pass % (>C)	Pass % (A*-U)	Good Pass % (>C)
	(Di*-Pa)	(>Me)	(Di*-Pa)	(>Me)	(Di*-Pa)	(>Me)
Category 1	<b>61</b>	<b>16</b>	<b>80</b>	<b>24</b>	<b>93</b>	<b>43</b>
Category 2	<b>88</b>	<b>36</b>	<b>96</b>	<b>52</b>	<b>99</b>	<b>74</b>
Category 3	<b>97</b>	<b>63</b>	<b>99</b>	<b>80</b>	<b>100</b>	<b>92</b>

<https://www.mimeconsulting.co.uk/level-3-transition-matrices-2019/>

# Application and Enrolment

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## How many places are available on each course?

The overwhelming majority of Sixth Form subjects run with just one class in each year group. This means that there can be competition for places on popular courses during enrolment. Our options process is designed to inform our strategic planning with a view to ensuring that there is sufficient capacity to cater for all students that are committed to our Sixth Form and projected to meet the entry requirements of their chosen courses.

Classes in our Sixth Form have a target maximum capacity of 18 students. We feel that limiting class sizes in this way ensures the very best learning experience for each individual in the classroom. If our planning suggests that a projected class size may be larger than 18 students we will take steps to ensure that students are suitably supported.

Taking steps such as these ensures that all post-16 students receive individualised support from our specialist teachers.

## How do I apply?

At the Sixth Form Information Evening on Thursday 2<sup>nd</sup> October 2025, you will have the opportunity to find out more about life in our Sixth Form including the courses that we offer and the application process. The rest of this Prospectus Supplement tells you in more detail about each of the courses we offer in the Sixth Form, including individual course entry requirements.

Students need to complete a Choices Form (pages 31-32) on which you tell us the subjects/courses you would like to study. **The deadline for handing in the Choices Form is Thursday 23<sup>rd</sup> October 2025.**

## How are places allocated in our Sixth Form?

All students that apply to our Sixth Form prior to the deadline of Thursday 23<sup>rd</sup> October 2025 will be offered an interview by Mr Beesly, Head of Sixth Form, or another senior member of staff. Our aim on interview is to ensure that all students are coursed appropriately in relation to:

- their current academic achievement,
- their capacity for academic improvement, and
- their aspirations for the future.

It is important that we ensure students are on the right 'post-16 pathway'. This ensures that we are setting aspirational but achievable targets for improvement throughout Year 11. If we feel that a student may have made an inappropriate course choice, we may suggest changes to their post-16 option choices at interview. Getting these decisions right at this stage ensures that we have accurate information to inform our strategic planning for September 2026 as we strive to ensure that students get the very best provision.

We are confident that we can accommodate all students that apply by the published deadline and engage in discussion, when necessary, regarding appropriate coursing.

Students will then receive a post-interview letter confirming the status of their Sixth Form application.

We will acknowledge all applications received after the published application deadline but cannot commit to interviewing applicants or factoring them into our strategic planning for September 2026. Late applicants will need to have an extended coursing conversation on enrolment/GCSE results day.

### **What if I don't achieve the entry requirements?**

Course entry requirements and our post-16 pathways guidance can be found on pages 5-6. This guidance should be read before making your application. We would encourage you to look at your mock grades with both optimism and realism and make an application for courses that you believe you can successfully meet the entry requirements for.

Should you not meet the entry requirements for your chosen course(s) you will need to discuss re-coursing during enrolment (described below). Your overall achievement, potential for academic improvement, and personal circumstances would all be considered during such a coursing conversation.

### **Will my chosen courses run in the Sixth Form?**

We only offer courses within this supplement that we believe we can run in the Sixth Form from September 2026. Whilst it is rare for us to withdraw a course, it can be necessary in certain circumstances.

If there is insufficient interest in a Level 3 course during the application phase we may withdraw the course; in such circumstances alternative coursing would be discussed with candidates during their Sixth Form interview.

Final decisions on the viability of a course will be made following the enrolment process (late August). We may need to withdraw a course if we feel we cannot staff it effectively and/or if low numbers of students confirm their intentions to study the qualification on enrolment day. In such circumstances alternative coursing would be discussed with candidates between enrolment and early September.

### **The Enrolment Process.**

Formal enrolment will take place on GCSE results day, likely to be Thursday 20<sup>th</sup> August 2026 (at time of printing).

Above all, places on courses will be determined by the GCSE grades revealed on results day. **All students wishing to take up a place in the September 2026 cohort will need to formally enrol.** We will expect this to be done face-to-face in the first instance. Where holidays have been booked, or in other exceptional circumstances, places can be confirmed remotely by email or telephone. This needs to have been done by midday on GCSE results day.

Where no confirmation has taken place by midday on GCSE results day, places will become forfeited and candidates awaiting confirmation of a place on courses can then be allocated places subject to capacity.

## Summary of Courses and Qualifications - A Level Courses

Level 3 A Level Courses			
Subject	Qualification (Awarding Body)	Level	How is the result reported?
Biology	A Level (OCR A)	3	Grades A* to E
Chemistry	A Level (OCR A)	3	Grades A* to E
English Language and Literature	A Level (AQA)	3	Grades A* to E
Fine Art	A Level (OCR)	3	Grades A* to E
Geography	A Level (Edexcel)	3	Grades A* to E
History	A Level (OCR)	3	Grades A* to E
Mathematics	A Level (Edexcel)	3	Grades A* to E
Music	A Level (OCR)	3	Grades A* to E
Philosophy and Ethics	A Level (OCR)	3	Grades A* to E
Photography	A Level (AQA)	3	Grades A* to E
Physics	A Level (OCR A)	3	Grades A* to E
Psychology	A Level (AQA)	3	Grades A* to E
Sociology	A Level (AQA)	3	Grades A* to E

## Summary of Courses and Qualifications - Vocational Courses

<b>Level 3 Applied General Vocational Courses</b>			
<b>Subject</b>	<b>Qualification (Awarding Body)</b>	<b>Level</b>	<b>How is the result reported?</b>
BTEC Business	Edexcel BTEC Extended Certificate	3	DISTINCTION*, DISTINCTION, MERIT, or PASS
CamTEC Health and Social Care	OCR Cambridge Technical Extended Certificate	3	DISTINCTION*, DISTINCTION, MERIT, or PASS
BTEC Performing Arts	Edexcel BTEC Extended Certificate	3	DISTINCTION*, DISTINCTION, MERIT, or PASS
BTEC Sport	Edexcel BTEC Extended Certificate	3	DISTINCTION*, DISTINCTION, MERIT, or PASS

## UCAS Tariff Points and Level 3 Equivalence

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Qualification	Grade	UCAS Tariff Points
A Level	A*	56
A Level	A	48
A Level	B	40
A Level	C	32
A Level	D	24
A Level	E	16
AS Level	A	20
AS Level	B	16
AS Level	C	12
AS Level	D	10
AS Level	E	6
Cambridge Tech Extended Certificate BTEC Extended Certificate	DISTINCTION*	56
Cambridge Tech Extended Certificate BTEC Extended Certificate	DISTINCTION	48
Cambridge Tech Extended Certificate BTEC Extended Certificate	MERIT	32
Cambridge Tech Extended Certificate BTEC Extended Certificate	PASS	16



# Biology

Exam Board	OCR	Qualification	A Level
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## Course Overview

The course specification has the development of Advanced Level subject knowledge at its core with a clear focus on the applications of Biology and fundamental laboratory techniques in Biology.

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with timely feedback to facilitate their ongoing development as a Biologist.

An A Level in Biology is a prerequisite for applications to University in the following areas: Veterinary Science, Biology, Zoology, Genetics and Human Biology (to name a few). An A Level in Biology is desirable in supporting an application to numerous other University courses.

## Overview of Course Content

The OCR A Level in Biology is divided into distinctly separate units that cover the key principles of Biology. Over the two years, students will study both the breadth and depth of the following topics:

- Module 1: Development of practical skills
- Module 2: Foundations of Biology
- Module 3: Exchange and transport
- Module 4: Biodiversity, evolution and disease
- Module 5: Communication, homeostasis and energy
- Module 6: Genetics, evolution and ecosystems

## Assessment Model

The course is assessed by three formal examination papers. Examinations will be sat at the end of the two-year qualification (during May/June):

Paper	Title	Length	Weighting
1	Biological Processes	2hrs 15min	37%
2	Biological Diversity	2hrs 15min	37%
3	Unified Biology	1hr 30min	26%

Practical skills in Biology will be assessed across the two-year A Level course. Student competency will be evaluated within practical lessons by their classroom teacher and will be reported alongside their A Level as a 'practical endorsement' (reported as a pass/fail grade).

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## Course Specific Entry Requirements

As a category 1 subject, students will need to meet the following course specific entry requirements alongside the preferred entry requirements of The Ilfracombe Academy Sixth Form (5 grade 5s, including English and maths).

**Biology:** Grade 6 (or higher) in separate science GCSE biology, or grade 77 (or higher) in GCSE combined science. Students will therefore be expected to sit the higher tier GCSE science exam papers.

*We may consider applications from students with a grade 66 (or higher) in combined science. Individual decisions would be taken on enrolment day.*

# Chemistry

Exam Board	OCR	Qualification	A Level
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## Course Overview

The course specification has the development of Advanced Level subject knowledge at its core with a clear focus on the applications of Chemistry and fundamental laboratory techniques in Chemistry.

An A Level in Chemistry is a prerequisite for applications to University in the following areas: Medicine, Dentistry, Veterinary Science and Pharmaceutical Science (to name a few). An A Level in Chemistry is desirable in supporting an application to numerous other University courses.

## Overview of Course Content

The OCR A Level in Chemistry is divided into distinctly separate units that cover the key principles of Chemistry. During students first year the syllabus ensures the study of both breadth and depth in Chemistry, these concepts are consolidated and built upon within the second year.

### Year 12

- Module 1: Development of practical skills in Chemistry
- Module 2: Foundations in Chemistry
- Module 3: Periodic table and energy
- Module 4: Core organic Chemistry

### Year 13

- Module 5: Physical Chemistry and transition elements
- Module 6: Organic Chemistry and analysis

## Assessment Model

The OCR A Level in Chemistry is assessed by three formal examination papers. Examinations will be sat at the end of the two-year qualification (during May/June):

Paper	Title	Length	Weighting
1	Periodic Table, Elements and Physical Chemistry	2hrs 15min	37%
2	Synthesis and Analytical Chemistry	2hrs 15min	37%
3	Unified Chemistry	1hr 30min	26%

Practical skills in Chemistry will be assessed across the two-year A Level course. Student competency will be evaluated within practical lessons by their classroom teacher and will be reported alongside their A Level as a 'practical endorsement' (reported as a pass/fail grade).

Students will be regularly assessed using examination materials to track their progress across the two years, and will be provided with timely feedback to facilitate their ongoing development as a Chemist.

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## Course Specific Entry Requirements

As a category 1 subject, students will need to meet the following course specific entry requirements alongside the preferred entry requirements of The Ilfracombe Academy Sixth Form (5 grade 5s, including English and maths).

**Chemistry:** Grade 6 (or higher) in separate science GCSE chemistry, or grade 77 (or higher) in GCSE combined science. Students will therefore be expected to sit the higher tier GCSE science exam papers.

*We may consider applications from students with a grade 66 (or higher) in combined science. Individual decisions would be taken on enrolment day.*

# English Language and Literature

<b>Exam Board</b>	AQA	<b>Qualification</b>	A Level
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## Course Overview

The AQA A Level English Language and Literature specification draws on the academic field of Stylistics in order to create an integrated English Language and Literature course. For many, it will feel a natural progression from GCSE studies in English as both English Literature and English Language have been taught side by side. This specification offers opportunities for students to develop their subject expertise by engaging creatively, critically and independently with a wide range of texts. This qualification is clearly essential for a degree in English and is also desirable in supporting an application to a range of other university courses such as History and Law due to the insightful analytical skills gained over the course.

## Overview of Course Content

### Year 12

Dystopian Fiction: 'The Handmaid's Tale' by Margaret Atwood

Remembered Places: 'Paris' Non-fiction anthology produced by AQA

Poetic Voices: Robert Browning

Writing About Society: 'The Great Gatsby' (initial study)

Exploring Conflict: 'Othello' (initial study)

### Year 13

Writing About Society: 'The Great Gatsby' (in depth study)

Exploring Conflict: 'Othello' (in depth study)

NEA - coursework: students complete an independent analysis comparing a literary with a non-literary text

Revision of all topics for terminal exams

## Assessment Model

Paper	Title	Length	Weighting
1	Telling Stories Remembered Places - the representation of place Imagined Worlds - point of view and genre in prose Poetic Voices - the forms and functions of poetic voice	3 hours	40%
2	Exploring Conflict Writing about Society - the role of the individual in society, re-creative writing based on set texts Critical commentary - evaluating own writing Dramatic Encounters - conflict in drama	2 hrs 30 mins	40%
	NEA (non-exam assessment: coursework)	3000-3500 words	20%

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with detailed feedback to support them in achieving their grade.

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## Course Specific Entry Requirements

Post-16 Pathway TWO students can only select one qualification from this category.

A strong GCSE grade (grade 5 or higher) in relevant subjects such as English literature and English language would be regarded as essential to success in A level English.

There are no subject specific entry requirements for this course for Pathway ONE students.

# Fine Art

<b>Exam Board</b>	OCR	<b>Qualification</b>	A Level
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## Course Overview

Students will produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape and human form.

Personal Investigation is a practical portfolio that consists of a sustained project, theme or course of study. It will demonstrate the experience of working with a broad range of media, showing that students can develop a high level of knowledge and skills that include critical, contextual and analytical understanding, giving them the skills and knowledge to access either higher education or the work place.

## Overview of Course Content

The course is made up from two components: the personal investigation and the externally set exam.

<b>Personal Investigation</b>	<b>60%</b>
<b>Externally set task</b>	<b>40%</b>

## Assessment Model

Students are assessed against the Assessment Objectives and their ability to **Develop, Experiment, Record and Present**.

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## Course Specific Entry Requirements

There are no subject specific entry requirements for this course for Pathway ONE or Pathway TWO students. Students must however meet the minimum entry requirements for sixth form (5 grade 4s or higher, including English or maths).

# Geography

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	A Level
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## Course Overview

A Level Geography is all about helping you understand some of the most important and relevant environmental challenges that the World faces in your lifetime. The course has a balance of physical and human topics and focuses on the management of issues, this makes it an attractive qualification in preparing you to succeed in your chosen pathway - whether that be into Higher Education, public services and amenity companies or local employment. You should consider this course if you are interested in the environment. You will need to be able to write with coherent justification, research independently and take an interest in other places, the news and current affairs.

## Overview of Course Content

**Year 12:** Tectonic Hazards; Coastal Landscapes; Globalisation; Urban Regeneration

**Year 13:** Water Insecurity; Carbon Cycle & Energy; Superpowers; Development, Health & Human Rights

## Assessment Model

**Paper 1:** Physical exam [2hrs 15mins - 30%]

**Paper 2:** Human exam [2hrs 15mins - 30%]

**Paper 3:** Synoptic exam based on a specific issue [2hrs 15mins - 20%]

**Coursework:** Independent Investigation [3000-4000 words - 20%]

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## Course Specific Entry Requirements

Post-16 Pathway TWO students can only select one qualification from this category.

A strong GCSE grade (grade 5 or higher) in relevant subjects such as Geography and English would be regarded as essential to success in A level Geography.

There are no subject specific entry requirements for this course for Pathway ONE students.

# History

Exam Board	OCR	Qualification	A Level
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## Course Overview

This A Level History course involves the study of four units over two years.

## Overview of Course Content

### Unit 1: British Period study and enquiry: Britain 1930-1951

Enquiry topic: Churchill 1930-1951

This is an enquiry and source-based study coupled with an outline period study. It includes a study of Churchill as wartime Prime Minister.

### Unit 2: Non-British period study: Russia 1894-1941

Includes 4 key topics: The rule of Nicholas II, the 1917 Revolutions, the Civil War & Lenin and the Rule of Stalin.

### Unit 3: Thematic Study and interpretations: Rebellion and Disorder under the Tudors 1485-1603

This theme focuses on the causes, nature and extent of disorder in England and Ireland during this period.

### Unit 4: Personal Study: Topic based essay 3,000-4,000 words.

This is the 'jewel in the crown' for any budding historian: the chance to choose a historical topic and research it in depth. Decide upon a question and then answer it in a piece of extended written work.

## Assessment Model

**UNIT 1:** British period study and enquiry: Y13 exam 1hr 30 minutes **25% of total A Level**

**UNIT 2:** Non-British period study: Y13 exam 1hr **15% of total A Level**

**UNIT 3:** Thematic study and interpretations: Y13 exam 2hr 30 minutes **40% of total A Level**

**UNIT 4:** Non exam assessment (coursework) **20% of total A Level**

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## Course Specific Entry Requirements

Post-16 Pathway TWO students can only select one qualification from this category.

A strong GCSE grade (grade 5 or higher) in relevant subjects such as History and English would be regarded as essential to success in A level History.

There are no subject specific entry requirements for this course for Pathway ONE students.

# Mathematics

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	A Level
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## Course Overview

The value of studying A Level Mathematics cannot be overstated, and it is a vital requirement for many University courses.

Mathematics allows you to understand and manipulate statistics, calculus and mechanics. It is at the core of science subjects. It enables you to make sense of the economy, medicine and law. An A Level in Maths is a prerequisite for applications to University in actuarial Sciences, Computing and Maths. An A Level in Maths is desirable in supporting an application to numerous other University courses such as Medicine and Engineering.

Maths has long been one of the most popular courses at the Academy. Students are well supported with specialist teaching and resources enabling them to study independently.

## Overview of Course Content

Pure Maths - proof, functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, calculus, vectors, numerical methods

Statistics - sampling, data presentation & interpretation, probability, statistical distributions, hypothesis testing.

Mechanics - quantities & units in mechanics, kinematics, forces & Newton's laws, moments

## Assessment Model

The Edexcel A Level in Mathematics is assessed by three formal examination papers. Examinations will be sat at the end of the two-year qualification (during May/June):

Paper	Title	Length	Weighting
1	Pure 1	2hrs	33.3%
2	Pure 2	2hrs	33.3%
3	Applied (Statistics & Mechanics)	2hrs	33.3%

Students may use a calculator in all A Level Mathematics examinations, and the use of technology permeates the whole course. We recommend all students have a Casio CG-50 graphical calculator for this course. Further information can be found through the Mathematics department.

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## Course Specific Entry Requirements

As a category 1 subject, students will need to meet the following course specific entry requirements alongside the preferred entry requirements of The Ilfracombe Academy Sixth Form (5 grade 5s, including English and maths).

**Maths:** Grade 7 (or higher) in GCSE maths. Students will therefore be expected to sit the higher tier GCSE maths exam papers.

*We may consider applications from students with a grade 6 in GCSE maths. Individual decisions would be taken on enrolment day.*

# Music

Exam Board	OCR	Qualification	A Level
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## Course Overview

OCR's A Level in Music provides a contemporary, academic and creative education in Music with an integrated approach to the three main elements of performing, composing and appraising. Pupils are stretched theoretically and encouraged to be creative and to broaden their musical horizons and understanding.

## Overview of Course Content / Assessment Model

The table below outlines the requirements of the course and how each component is assessed.

Content Overview	Assessment Overview	
<b>Performance</b> <ul style="list-style-type: none"> <li>10-15 minutes and 3 contrasting pieces</li> </ul>	Pupils will take part in a live performance in front of an audience that will be video recorded and submitted to the exam board.	<b>35%</b>
<b>Composing</b> <ul style="list-style-type: none"> <li>2 original compositions with a combined duration of at least 4 minutes</li> </ul>	Composition recordings will be accompanied by a score and submitted as part of coursework completed during the course.	<b>25%</b>
<b>Listening and appraising</b> <ul style="list-style-type: none"> <li>Analysing and evaluating music</li> <li>Unfamiliar and familiar pieces are presented</li> <li>Questions based on aural extracts</li> </ul>	Written exam lasting 2 hours and 30 minutes, including listening extracts. There will be a mixture of questions testing aural recognition, contextual understanding and extended writing skills.	<b>40%</b>

There are 3 "Areas of Study" that guide preparation for the Listening and appraising examination. They are:

1. *Instrumental Music of Haydn, Mozart and Beethoven,*
2. *Popular Song including Blues, Jazz, Swing and Big Band,* and, either
3. *Programme Music 1820-1900,* or,
3. *Developments in Instrumental Jazz 1910 to the present day.*

**Course content can and will be tailored to suit pupils' interests and skills.**

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## Course Specific Entry Requirements

Post-16 Pathway TWO students can only select one qualification from this category.

All applicants (irrespective of their post-16 pathway) are required to attend an audition with a music teacher. This audition is designed to assess each applicant's musical ability in the following areas:

- Musical performance, and
- Theoretical knowledge.

These auditions are designed to ensure that each applicant has the skills needed to succeed on the course.

# Philosophy and Ethics

Exam Board	OCR	Qualification	A Level
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## Course Overview

Philosophy and Ethics is one of the UK's fastest growing A Level subject among the arts, humanities, and social sciences.

Universities and employers are increasingly recognising the importance of religious literacy in a progressively plural society and global economy. This prestigious A Level opens doors of opportunity to a wide range of university courses including media, journalism, law, maths, politics, the health service, teaching and many more. Philosophy and Ethics gives students an opportunity to critically assess the philosophical and ethical foundations that have shaped much of the Western world. This course equips students with the skills and knowledge necessary to succeed in modern Britain.

## Overview of Course Content

### Philosophy of religion

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments from observation and reason
- Religious experience
- The logical and evidential problem of evil

### Religion and ethics

- Normative ethical theories
- Euthanasia
- Business ethics
- Conscience
- Sexual ethics

### Developments in religious thought

- Human nature
- Death and the afterlife
- The person of Jesus
- Christian moral principles and action
- Gender, theology and society
- Secularism
- Liberation theology and Marx

## Assessment Model

<b>Paper 1: Philosophy of religion</b>	120 marks 2 hour written paper	33.3%
<b>Paper 2: Religion and ethics</b>	120 marks 2 hour written paper	33.3%
<b>Paper 3: Developments in religious thought</b>	120 marks 2 hour written paper	33.3%

\*\*\*

## Course Specific Entry Requirements

Post-16 Pathway TWO students can only select one qualification from this category.

A strong GCSE grade (grade 5 or higher) in relevant subjects such as English would be regarded as essential to success in A level Philosophy and Ethics.

There are no subject specific entry requirements for this course for Pathway ONE students.

# Photography

Exam Board	AQA	Qualification	A Level
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## Course Overview

Students will produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape photography, still life photography, documentary photography, experimental imagery or multimedia. Through the experience of working with a broad range of media, students will develop a Personal Investigation which is a practical portfolio that consists of a sustained project, theme or course of study. It will demonstrate the experience of working with a broad range of media, showing that students can develop a high level of knowledge and skills that include critical, contextual and analytical understanding, giving them the skills and knowledge to access either higher education or the workplace.

## Overview of Course Content

### Component 1 - Personal Investigation

A portfolio of work showing a personal response to a theme. A related contextual study of continuous prose, minimum 1000 words - **60% of total A Level**

### Component 2 - Externally set task

Exam paper released on 1 February, providing a number of starting points. Several weeks preparation time to develop ideas and then a controlled test (15 hours) - **40% of total A Level**

## Assessment Model

Students are assessed against the Assessment Objectives and their ability to **Develop, Experiment, Record and Present**.

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## Course Specific Entry Requirements

There are no subject specific entry requirements for this course for Pathway ONE or Pathway TWO students. Students must however meet the minimum entry requirements for sixth form (5 grade 4s or higher, including English or maths).

# Physics

Exam Board	OCR	Qualification	A Level
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## Course Overview

The course specification has the development of Advanced Level subject knowledge at its core with a clear focus on the applications of Physics and fundamental laboratory techniques in Physics.

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with timely feedback to facilitate their ongoing development as a Physicist.

An A Level in Physics is a prerequisite for applications to University in the following areas: Engineering, Physics, Astrophysics and Robotics (to name a few). An A Level in Physics is desirable in supporting an application to numerous other University courses.

## Overview of Course Content

The OCR A Level in Physics is divided into distinctly separate units that cover the key principles of Physics. During students first year the syllabus ensures the study of both breadth and depth in Physics, these concepts are consolidated and built upon within the second year.

### Year 12

- Module 1: Development of practical skills
- Module 2: Foundations of Physics
- Module 3: Forces and motion
- Module 4: Electrons, waves, and photons

### Year 13

- Module 5: Newtonian world and astrophysics
- Module 6: Particles and medical physics

## Assessment Model

The OCR A Level in Physics is assessed by three formal examination papers. Examinations will be sat at the end of the two-year qualification (during May/June):

Paper	Title	Length	Weighting
1	Modelling Physics	2hrs 15min	37%
2	Exploring Physics	2hrs 15min	37%
3	Unified Physics	1hr 30min	26%

Practical skills in Physics will be assessed across the two-year A Level course. Student competency will be evaluated within practical lessons by their classroom teacher and will be reported alongside their A Level as a 'practical endorsement' (reported as a pass/fail grade).

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## Course Specific Entry Requirements

As a category 1 subject, students will need to meet the following course specific entry requirements alongside the preferred entry requirements of The Ilfracombe Academy Sixth Form (5 grade 5s, including English and maths).

**Physics:** Grade 6 (or higher) in separate science GCSE physics, or grade 77 (or higher) in GCSE combined science. Students will therefore be expected to sit the higher tier GCSE science exam papers.

*We may consider applications from students with a grade 66 (or higher) in combined science. Individual decisions would be taken on enrolment day.*

# Psychology

<b>Exam Board</b>	AQA	<b>Qualification</b>	A Level
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## Course Overview

Psychology is a fascinating subject; it focuses on understanding human behaviour. It covers a range of topics and key questions such as, 'Why do people follow orders?' 'How do we deal with offending behaviour?' 'Is nature or nurture more important?' The subject contains a broad mix of maths, science, and English skills, so would suit students who have done well in all 3 at GCSE. As Psychology covers a wide range of topics it is a good basis for many further education choices and careers. Careers in psychology range from clinical psychologists and mental health workers to careers in human resources and teaching.

## Overview of Course Content

The A Level consists of 11 units taught over the two years. The initial topics are the foundation of the subject, with more challenging and complex units studied in Year 13.

### Year 12

- Memory
- Attachment
- Social Influence
- Psychopathology
- Approaches
- Biopsychology
- Research Methods

### Year 13

- Issues and Debates in Psychology
- Forensic Psychology
- Gender
- Schizophrenia

## Assessment Model

The AQA A Level in Psychology is assessed by three formal examination papers. Examinations will be sat at the end of the two-year qualification (May and June):

Paper	Topics	Time	Weighting
1 - Introductory Topics in Psychology	Social Influence, Memory, Attachment Psychopathology	2 hours	33.3%
2 - Psychology in Context	Approaches, Biopsychology, Research Methods	2 hours	33.3%
3 - Issues and options in Psychology	Issues and Debates in Psychology, Forensic Psychology, Gender, Schizophrenia	2 hours	33.3%

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## Course Specific Entry Requirements

As a category 1 subject, students will need to meet the following course specific entry requirements alongside the preferred entry requirements of The Ilfracombe Academy Sixth Form (5 grade 5s, including English and maths).

**Psychology:** Grade 6 (or higher) in GCSE English Literature and English Language

*We may consider applications from students with a grade 5 (or better) in both GCSE English Literature and English Language. Individual decisions would be taken on enrolment day.*

# Sociology

<b>Exam Board</b>	AQA	<b>Qualification</b>	A Level
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## Course Overview

Sociology is one of the most popular A Level subjects in England. It is extremely topical and will suit those who take an interest in the world around them. It is a course that fosters the development of critical and reflective thinking with a respect for social diversity. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

Students may progress into a range of occupations such as medicine, policing, teaching, market research and social work.

## Overview of Course Content

### Year 12

- Education
- Research Methods
- Families and Households

### Year 13

- Beliefs in Society
- Theory and Methods
- Crime and Deviance

Within each topic area sociological theories, perspectives and methods will be studied. Key themes including socialisation, culture, identity and globalisation.

## Assessment Model

The AQA A Level in Sociology is assessed by three formal examination papers. Examinations will be sat at the end of the two-year qualification (during May/June):

Paper	Title	Length	Marks
1	Education with Theory and Methods	2hrs	80
2	Topics in Sociology	2hrs	80
3	Crime and Deviance with Theory and Methods	2hrs	80

Students will be regularly assessed using examination materials to track their progress across the two years, and will be provided with timely feedback to facilitate their ongoing development as a Sociologist.

\*\*\*

## Course Specific Entry Requirements

Post-16 Pathway TWO students can only select one qualification from this category.

A strong GCSE grade (grade 5 or higher) in relevant subjects such as English would be regarded as essential to success in A level Sociology.

There are no subject specific entry requirements for this course for Pathway ONE students.

# BTEC Level 3 Business

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	BTEC
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## Course Overview

The BTEC Level 3 National Extended Certificate in Business is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The course requires applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills; communication, teamwork, research and analysis, which are valued in both higher education and the workplace. The proportion of mandatory content ensures that all students are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued.

## Overview of Course Content

This two-year course offers students a chance to explore a range of key business areas all within a vocational context. They will sit a two-hour written exam (Unit 3) exploring Personal and Business Finance in Year 12, as well as Developing a Marketing Campaign (Unit 2) in response to a case study within year 13. These two externally assessed units are set and marked by the exam board, finance being a traditional exam, and marketing to be completed under supervised conditions. Students will also spend time Exploring Business (Unit 1) and completing Work Experience in Business (Unit 27). Both these units are internally assessed.

The course comprises of the following Units:

**Unit 1: Exploring Business** (Internally assessed)

**Unit 2: Developing a Marketing Campaign** (Externally assessed)

**Unit 3: Personal and Business Finance** (Externally assessed)

**Unit 27: Work Experience in Business** (Internally assessed)

## Assessment Model

The BTEC Level 3 National Extended Certificate in Business is a 360 guided learning hour qualification (equivalent in teaching time to one A Level). It comprises four units of which three are mandatory [mandatory content 83%] and two are external [external assessment 58%]. External assessments are set and marked by the exam board - Unit 2: Developing a Marketing Campaign and Unit 3: Personal and Business Finance.

All internally assessed units are grade against Pass, Merit and Distinction criteria.

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## Course Specific Entry Requirements

There are no subject specific entry requirements for this course for Pathway ONE or Pathway TWO students. Students must however meet the minimum entry requirements for sixth form (5 grade 4s or higher, including English or maths).

# Cambridge Advanced National AAQ

## Level 3 Health and Social Care

<b>Exam Board</b>	OCR	<b>Qualification</b>	Cambridge Advanced National AAQ Level 3
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### Course Overview

Students will cover a wide range of topics related to the care industry.

This course is suited to individuals wishing to pursue a career in the care industry: health care, social care or child care. Typical professions include: midwifery, nursing, doctors, therapists, psychologists, social workers, care assistants, nannies, childminders, nursery workers, and teachers.

This Cambridge Advanced National is a new structure compiled for students to gain knowledge and understanding of all Health and Social aspects that will secure them the required skills for careers within the sector.

### Overview of Course Content

#### Year 12

##### Mandatory units

F090 - Principles of Health & Social Care	Exam (1hr 30)
F092 - Person-centred approach to care	Internal coursework
F093 - Supporting people with mental health conditions	Internal coursework
F091 - Anatomy and physiology for Health & Social Care	Exam in Year 13

#### Year 13

##### Mandatory unit

F091 - Anatomy and physiology for Health & Social Care	Exam (2 hrs)
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##### Optional units

F094 - Supporting people with physiological conditions	Internal coursework
F095 - Investigating public health strategies	Internal coursework

### Assessment Model

Internal coursework (4 units) external exams (2 units)

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### Course Specific Entry Requirements

There are no subject specific entry requirements for this course for Pathway ONE or Pathway TWO students. Students must however meet the minimum entry requirements for sixth form (5 grade 4s or higher, including English or maths).

# BTEC Level 3 Performing Arts

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	BTEC
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## **Course Overview**

BTEC Level 3 National Certificates in Performing Arts embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork, resilience and adaptability. Higher education needs students who have experience of independent research, extended writing and meeting deadlines.

The course will suit any student who enjoys a practical, vocational and collaborative way of working; a student who is willing to commit significant time and effort to various coursework assignments; and students who wish to work creatively and assertively whilst developing their knowledge of the Performing Arts.

## **Overview of Course Content / Assessment Model**

### **Mandatory Units**

- **Unit 1: Investigating Practitioners Work**  
Practical exploration and extensive independent research, externally assessed by a three-hour exam (on a computer) where notes can be used to support responses.
- **Unit 2: Developing Skill & Techniques for Live Performance**  
Practical exploration internally assessed by both live performance, 15-min presentation and reflective log-based coursework.
- **Unit 3: Group Performance Workshop**  
Practical exploration externally assessed through devised performance and written exam in the form of 4 separate “rehearsal milestones”.

### **Other Units**

(decided by teacher)

- **Unit 19: Acting Styles**  
Three acting styles and associated practitioners are explored and then internally assessed by practical performance of a text related to one of the acting styles and written coursework).

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## **Course Specific Entry Requirements**

There are no subject specific entry requirements for this course for Pathway ONE or Pathway TWO students. Students must however meet the minimum entry requirements for sixth form (5 grade 4s or higher, including English or maths).

# BTEC Level 3 Sport

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	BTEC
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## Course Overview

Post -16 students who want to go on to further study and who have an academic interest in Sport and/or those wanting a career in the sports industry. The course is a 360 guided learning hour qualification.

This course will be suitable for you if you have an interest in Anatomy and Physiology, Sports Performance, Fitness Training and Health and Professional Development in the sports industry.

BTEC Level 3 Sport is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

This course is the equivalent to one A Level.

## Overview of Course Content

Unit	Unit Name	Assessment method	GLH
1	Anatomy and Physiology	External	120
2	Fitness Training and Programming for Health, Sport and Wellbeing	External	120
3	Professional Development in the Sports Industry	Internal	60
4	Sports Leadership	Internal	60

## Assessment Model

The course is a Level 3 qualification, and the grades range from Pass, Merit, and Distinction.

The course is made up of two units which have internal written assignments and two units which have externally assessed exams.

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## Course Specific Entry Requirements

There are no subject specific entry requirements for this course for Pathway ONE or Pathway TWO students. Students must however meet the minimum entry requirements for sixth form (5 grade 4s or higher, including English or maths).





## Sixth Form Choices Form for courses starting in September 2026

v1

Please select the appropriate box: Internal admission  Tutor Group:  
External admission  Current school:

<b>First Name:</b>	<b>Date of Birth:</b>
<b>Surname:</b>	<b>Male / Female</b>
<b>Home address:</b>	
<b>Postcode:</b>	
<b>Home telephone:</b>	
<b>Student telephone:</b>	
<b>Student email:</b>	
<b>Name of parent/carer:</b>	
<b>Parent/carer telephone:</b>	
<b>Parent/carer email:</b>	

- I understand the entry requirements for my chosen study programme.
- I believe I am on track to meet these entry requirements, and those for my individual course choices.

Please refer to pages 5-6 of the Prospectus Supplement for information on entry requirements for the different pathways, and the subject information pages for individual course entry requirements.

## Selecting Courses

- Please select three subjects that you would like to study, plus one reserve subject.
- Do not simply tick the subjects of your choice.  
You must rank them by placing a number in the box beside each subject:
  - “1” indicates your highest priority choice,
  - “2” indicates your second choice,
  - “3” indicates your third choice.
- You should indicate your reserve subject by writing R beside the subject.

You can only select one subject from each of the columns, A, B, C and D.

<u>A</u>		<u>B</u>		<u>C</u>		<u>D</u>	
Biology		Chemistry		Physics		Maths	
History		Sociology		Psychology		English	
Art		Geography		Performing Arts		Photography	
Business		Health & Social Care		Philosophy & Ethics		Sport	
						Music	

## Further Information:

Is there any information you would like to be considered by us regarding your preferred study programme including any Special Educational Needs or if you qualify for special access arrangements for examinations? The Ilfracombe Academy *operates an inclusive admissions policy and specifying your learning needs here will ensure we can arrange appropriate provision.*

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<b>Student Signature:</b>	
<b>Date:</b>	





## The Ilfracombe Academy

Part of the Athena Learning Trust

The Ilfracombe Academy has maintained high standards at both GCSE and A level. Progression routes are strong for students of all abilities and interests and the Sixth Form retains a strong record for assisting students in securing places at Oxford and Cambridge and a range of other top universities.



[www.ilfracombeacademy.uk](http://www.ilfracombeacademy.uk)