

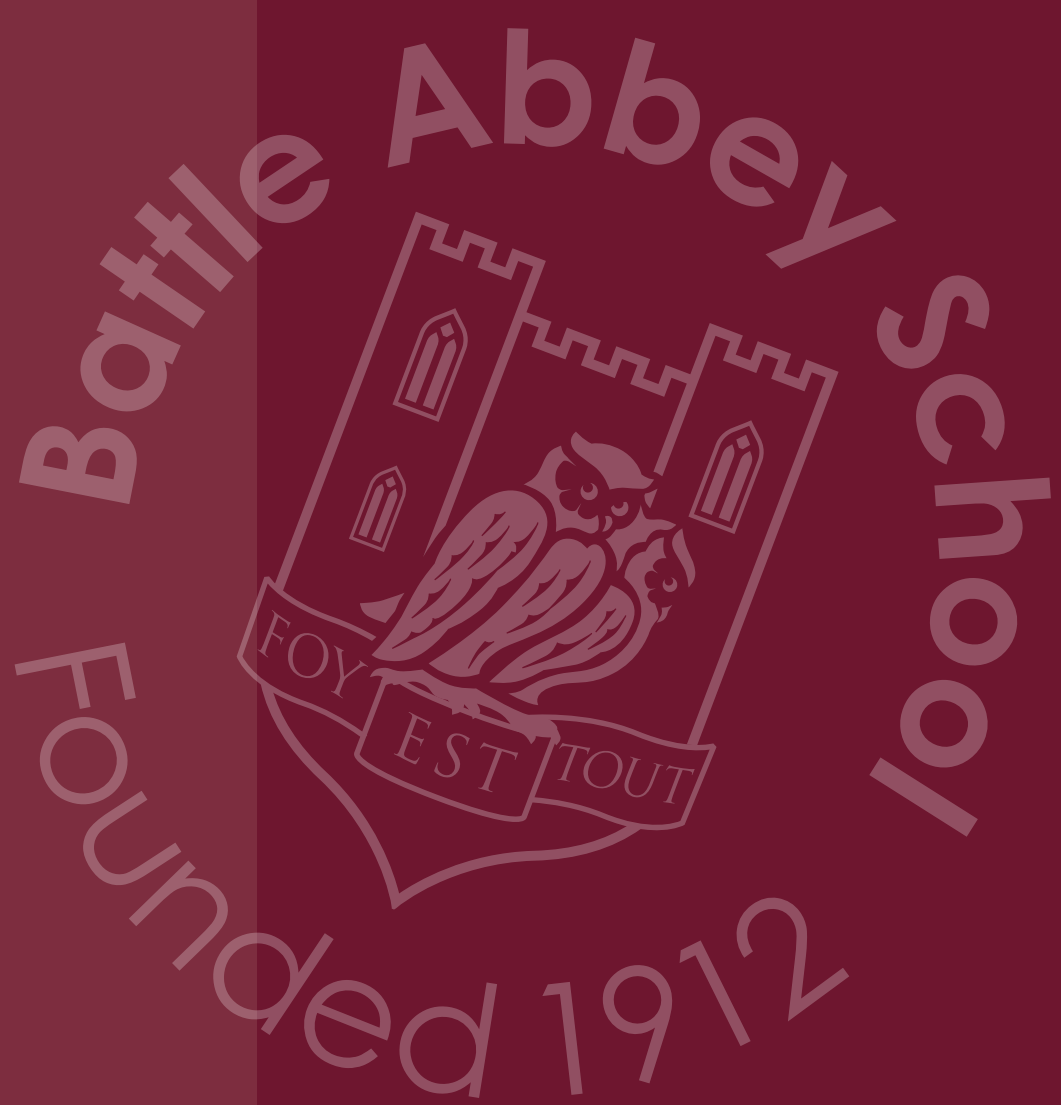


**Battle Abbey School**  
**Founded 1912**



# Battle Abbey School

## Sixth Form at Battle Abbey School





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\* Latin can also be taken by prior arrangement



# Welcome to the Sixth Form



## Welcome to the Sixth Form at Battle Abbey School

*'I am new in post as Headteacher and what first attracted me to Battle Abbey School was the friendly, welcoming character of the school community. There's a real sense of staff, students and families all pulling in the same direction and this strong sense of community sees our pupils achieve highly. Sixth Form students are very quickly feel at home as everyone is welcoming and friendly. Our family ethos and values of Belonging, Aspiration and Service ensure that tolerance, discipline and dedication are corner stones of what it means to be a Battle Abbey student.'*

*The Sixth Form experience at Battle Abbey School is as unique as the building itself. Students split their time between the Abbey and the Schools dedicated Sixth Form Centre, Martlet House on Battle High Street. Most students take three or four A Levels and many also complete an EPQ (Extended Project Qualification, which is particularly valued by Universities for developing techniques such as public speaking and research).*

*As a parent myself I know how important it is for our children to feel happy, supported and, particularly at Sixth Form, be given the opportunity to grow and flourish. The expectation on Sixth Formers is high but comes with great reward.*

*Sixth Formers are expected to lead by example and many occupy positions of responsibility such as Subject Bronze or Guardian, the Battle Abbey equivalent of Head Boy and Girl. There are greater opportunities to have your say in Pupil Council and take a real lead in curating and managing school events, and even the direction of the school. Above all it is about empowering and supporting students.*

*Academic achievement is important and students excel in their chosen subjects here. There is also strong academic and pastoral support to monitor their progress and ensure they reach their full potential by the time the exams come. They are also helped to develop a range of strategies that will prepare them for life after the Abbey, such as a growth mindset and resilience.*

*Battle Abbey Sixth Formers are easy to pick out for their confidence and dedication and they leave Battle Abbey as well rounded individuals. We strive to inspire our students to be compassionate leaders and global citizens who want to go on to make the World a better place.*

*Many of our former Sixth Form students come back to talk to Sixth Form groups about their experiences at University, or indeed their eventual career, and many come back to work for the school. In a world where youth culture is increasingly transient the stability and home-from-home that the Abbey provides ensure that the pupils have a stable base on which to grow.*

*I hope that this guide gives you an idea of what to expect if you join us next September and I would like to wish you well with the decisions that lie in store for you.'*

**Hannah Blake** Headteacher

# Sixth Form Student Voice



**Name** Elisabeth Joyce

**What A Level subjects are you taking?** English Literature, French and Theatre Studies/ Drama.

**Where did you start your school career (primary school)?**

Joined Battle Abbey in Year 3 having been at Lynn and Longcross Primary school.

**What's the best part about being at the Abbey?**

Being in such a familiar environment, people knowing who everyone is and the traditions at the school like founders day, speech day, concerts, christmas lunch to name but a few.

**Describe Abbey life in one word:** Unique.

**What's being a Year 13 pupil like?** Life as a year 13 is stressful but productive. There's a lot of work to do but teachers are a lot of help and you do have some time to relax and have fun with friends

**What do you want to go on to do?** I'd like to go onto university (Edinburgh is my top choice) to study english literature or scottish literature. Then perhaps a post graduate degree in the United States Once i've done this i'll look for a job in event management.



**Name** Jessica Gregory-Lilley

**What A Level subjects are you taking?** Spanish, Chemistry, Religious Studies

**Where did you start your school career (primary school)?**

Skippers Hill

**What's the best part about being at the Abbey?**

How friendly everyone is, it's a really warm and welcoming environment. The teachers are incredibly supportive and help you whenever you get stuck.

**Describe Abbey life in one word:** Comforting.

**What's being a Year 13 pupil like?** Being in Year 13 is scary as it's our last year at the school, which is very sad too, but I know I'm surrounded by lovely people who are always willing to support me and give me a helping hand.

**What do you want to go on to do?** I want to study Law with Spanish at University, and take up a career in Human Rights Law whilst living in a Spanish speaking country like Costa Rica.



**Name** Edward Stockham

**What A Level subjects are you taking?** Maths, Further Maths, Physics, Computer Science.

**Where did you start your school career (primary school)?**

Sacred Heart School Wadhurst

**What's the best part about being at the Abbey?**

The variety of things on offer - I could be singing in a choir, designing a car or getting 1 to 1 support from an academic teacher.

**Describe Abbey life in one word:** Eventful.

**What's being a Year 13 pupil like?**

Fun but hard work. As a Year 13 you take on more responsibility and can truly take advantage of everything the school has to offer. You're surrounded by great people all the time which is fantastic, but there's always the thought of A-levels in the back of your mind!

**What do you want to go on to do?**

Study Engineering at University and then work as a designer in Formula 1.



**Name** Alfie Gidney

**What A Level subjects are you taking?**

Maths, Further Maths, Computer Science.

**Where did you start your school career (primary school)?**

Skippers Hill.

**What's the best part about being at the Abbey?**

How many student dedicated spaces there are.

**Describe Abbey life in one word:** Unrestrained.

**What's being a Year 13 pupil like?**

Its a homely environment with continuous support.

**What do you want to go on to do?**

Mathematics at university then go to work as a software developer (finance industry?)



# Courses on offer



## Courses on offer

Students usually start Year 12 with four subjects on the understanding that most will drop one of these by the October half term. Students usually continue to study three subjects with many opting to also complete an EPQ.

Each subject requires a minimum of five hours per week of independent study to complement the delivered curriculum.

Subjects currently on offer:

**Art, Biology, BTEC Business Studies, Chemistry, Computer Science, Drama and Theatre, Economics, English Literature, French, Geography, History, Maths, Further Maths, Music, Photography, BTEC Physical Education, Physics, Psychology, Religious Studies, Spanish and Textiles Latin (by prior agreement).**

***We can only guarantee that a course will run if sufficient numbers sign up.***





# A Level Art & Design

Battle Abbey School has a highly successful and thriving Art Department. There are three experienced and enthusiastic teachers offering qualifications in Art: Fine Art, Art: Textiles and Art: Photography. These subjects are extremely popular with pupils, many spending extra hours in the Art Department developing their skills.

The aim is to encourage individual and personal growth in the visual arts, to develop the perception of visual form and to co-ordinate hand and eye. Art will enhance the ability to think, perceive, make decisions and work through problems. Above all Art is a stimulating and exciting subject that often proves to be a lifelong passion. Students will learn that through hard work and experimentation they can be successful.

The success of the department can be gauged by the quality of work on display around the school and in its Art rooms. Examination results are well above the national average and most students will achieve the top grades. Sixth Form students will have extra tutoring in folder presentations to prepare for Art College interview. Students gain places at the best Art Colleges and Universities in the UK and beyond including Central St. Martins, Chelsea, Edinburgh, the Slade, Kingston, Brighton and many more. Students are currently embarking on courses in Architecture, Fashion, Fine Art, Textiles, Graphics and Fashion/Marketing.



# Art & Design: Fine Art

## Exam Board:

A Level Art: AQA Fine Art 7202

## Entry Requirements:

Prospective students would normally be expected to have at least Grade 6 at GCSE Level. Students must have a special interest, aptitude and motivation for Art and Design. Students may be asked to undertake a specific drawing task to assess suitability for their chosen course.

## Why study Art?

The A Level Fine Art is a broad-based course that allows students the opportunity to work in a wide variety of media including sculpture, collage, pastels, acrylic, watercolour and gouache paint, mixed media as well as more traditional painting and drawing. Students are encouraged to develop their own creativity, backed by strong observation. The focus in Yr. 12 is on extending understanding of artists and how to respond to them in the most appropriate way, experimentation and developing technical skills.

At A Level the emphasis is on the production of sustained end products. The coursework develops, in a personal and creative way, on a theme chosen by each candidate. The coursework is supported by a related Personal Study presented in both written and visual form. The study may be historical, philosophical, technical or physiological in theme. At all times emphasis is based on developing the student's personal appreciation, creativity and investigative powers in art and design. Each student is encouraged to interpret the set projects in their own personal way. There are regular trips to galleries and museums as well as exciting workshops organised with local artists.

The A Level course culminates in an exhibition that is moderated by an external moderator. Once moderation has taken place friends and family can come and enjoy the impressive displays.

## Course Outline:

Marks	Component	A Level Art and Design: Fine Art 7202	Duration
60%	1	<b>Personal Investigation</b> <b>Portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.</b> <b>A related study: an extended response of a minimum of 1000 words</b>	
40%	2	<b>Externally set task</b> <b>Select one starting point from an early release question paper (February 1st) 10 weeks preparation time.</b>	15 hours





# Art & Design: Photography

## Exam Board:

A Level Art: AQA Photography 7206.

## Entry Requirements:

Prospective students would normally be expected to have at least Grade 6 at GCSE Level Art. Students must have a special interest, aptitude and motivation for Art and Design. Students may be asked to undertake a specific task to assess suitability for their chosen course.

## Why study Photography?

A Level Photography begins with an intensive period of technical skills development in the form of dedicated tasks and projects. This equips students with the fundamentals of photographic image production and forms the basis for creative interpretation. Students will be introduced to the historical contexts of the medium as well as a range of analogue darkroom processes and digital post-production techniques. Emphasis is placed on innovation and experimentation as well as the development of individual approaches to the medium.

The A Level provides the opportunity for sustained personal investigation of a theme chosen by the student. This is supported by a written Personal Study that will examine the subject from a critical and analytical perspective. Sustained and in depth research will lead to individual and creative outcomes that have conceptual integrity and ambition. Students will be supported to work independently to fulfil their ideas. The second component is an externally set task of 15 hours.

## Outside the Classroom:

There is a KS5 photography club which students can use for project enhancement or to undertake personal extra-curricular projects including darkroom work.

## Course Outline:

Marks	Component	A Level Art and Design: Photography 7206	Duration
60%	1	<b>Personal Investigation</b> <b>Portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.</b> <b>A related study: an extended response of a minimum of 1000 words.</b>	
40%	2	<b>Externally set task</b> <b>Select one starting point from an early release question paper (February 1st) 10 weeks preparation time.</b>	15 hours



# Art & Design: Textiles

## Exam Board:

A Level Art: EDEXCEL Textile Design 9TEO.

## Entry Requirements:

Prospective students would normally be expected to have at least Grade 6 at GCSE Level Fine Art, Textiles or Graphics. Students must have a special interest, aptitude and motivation for Art, Design or Making.

## Why study Textiles?

Textiles is a hugely successful subject at the school, with many students having achieved A and A\* grades year on year. Previous students have gone on to study Fashion, Art Foundation, Textile Design, Fashion Communication and Fine Art at St Martins School of Art, Chelsea, Ravensbourne, Bournemouth and others. Many alumni are now working in Textile Design, Fashion, Fashion-marketing and Fashion Design or as Artists. Students have won national design competitions whilst still at the school. Students have collaborated with photography students and organized fashion shoots.

Students work in a fantastic workshop space in Martlet House allowing them the freedom to study in a peaceful Sixth Form environment near to the other new facilities on offer there. Students are allowed and encouraged to use free periods to work in the studio.

## Course Outline:

The Textile Design course at A Level runs for two years and begins with students rigorously experimenting with and learning new techniques within a given theme and framework. Students build a body of supporting studies which explore different approaches to that theme, with emphasis upon working with actual textiles techniques wherever possible. Artists and designers will be studied in a very hands-on practical, 'Let's try it!' approach. Students will need to be able to work independently, make connections between their work and the work of others and record their thoughts and findings in an exciting way as a sketchbook and/or a portfolio. These supporting studies then lead to a written essay and a body of final practical work which reaches a personal and unique conclusion for coursework. The Edexcel exam board has specified within its new syllabus that students retain the coursework element completely, whilst also sitting a final exam at the end of the course, which is part of the overall qualification.

Coursework Practical Work and Essay = 60% of overall qualification.

Exam Practical Work = 40% of overall qualification

Areas students may choose to focus their studies include;

- Constructed Textiles
- Fine Art Textiles
- Fashion Textiles
- Dyed Textiles
- Printed Textiles
- Textile Design

## Outside the Classroom:

- Students will visit the The Knitting and Stitching Show, the New Designers Exhibition and will experience working with visiting artists and designers.
- Students have collaborated with Business Studies students on a fashion show at the St. Leonards Kino.
- The course is followed by a fantastic exhibition of work where the work produced throughout the year is displayed within the Abbey Environment, along with a private view to which parents and friends are invited.









# Biology

## Exam Board:

AQA.

## Entry Requirements:

Grade 6 and above in GCSE Biology or Grade 7 and above in Combined Science. Maths and English: Grade 5/6.

## Why study Biology?

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems, and from microorganisms to mammoths. Biology is never far from the headlines either. Vaccine research and the understanding of viruses has dominated the news and highlighted the importance of Biology, from sequencing a genome to understanding transmission of diseases and the intricate workings of the immune system.

Alongside in-depth knowledge of the biological world, students will also develop observational and analytical skills, data analysis skills and an understanding of scientific methods. Biology prepares students for a wide variety of careers in the medical professions, research, marine biology, conservation, food science and zoology, as well as valuable transferable skills for a diverse range of careers including law, business, and psychology.

The AQA specification will help nurture a passion for Biology. It gives students the opportunity to develop the practical skills needed for university combined with a wide range of interesting subject content.

## Year1:

Biological Molecules  
Nucleic acids  
Cells  
Transport across cell membranes  
The immune system  
Organisms in the environment  
Mass transport  
Genes & DNA  
Genetic Diversity  
Biodiversity

## Year 2:

Photosynthesis  
Respiration  
Ecosystems  
Response to stimuli  
Nervous control and muscles  
Homeostasis  
Inherited change  
Populations and evolution  
Populations in ecosystems  
Gene expression  
Recombinant DNA technology

**Outside the Classroom:** We have plenty of opportunities for students to extend beyond the curriculum with field trips, lecture visits and local and national competitions.





# BTEC Business Studies



## **Exam Board:**

Pearson BTEC National Extended Certificate in Business - 4 Units (Equivalent to 1 A Level).

## **Entry Requirements:**

An enthusiasm for hard work and engagement in class discussion and group work; and a willingness to develop first class organisation skills.

## **What are BTEC Level 3 Qualifications?**

The BTEC qualifications were introduced in 1984 and can be studied alongside A Levels.

The BTEC Nationals in Business offer a flexible range of qualifications that can be studied alongside other level 3 qualifications such as A Levels or other BTEC Nationals as part of a larger programme of study. All qualifications attract UCAS points and are widely recognised by universities and employers.

They provide:

- Opportunities for students to showcase their skills through practical assessments
- The underpinning knowledge and skills needed to meet industry requirements
- The transferable and high-order skills so highly regarded by Higher Education and employers
- Applied General Qualification options

## **The three core units:**

Unit One: Exploring Business (internal assessment)

Unit Two: Developing a Marketing Campaign (external assessment)

Unit Three: Personal and Business Finance (external assessment)

## **Then, one optional unit:**

Unit Eight: Recruitment and Selection Process (internal assessment)

## **Course Outline:**

Year 1: 'Exploring Business' & 'Personal and Business Finance'

Year 2: 'Developing a Marketing Campaign' & 'Recruitment and Selection Process'

## **Outside the Classroom:**

Each unit includes interaction with the local business community and external speakers. Students have the opportunity to take part in national business competitions; e.g. 'Student Investor Challenge' Young Enterprise - 10X challenge' and 'Money Matters'.

## **University applications:**

The Extended Certificate can be combined with other A Levels in a university application. 95%\* of universities and colleges in the UK now accept the BTEC including Oxford University. Other universities will accept the BTEC Extended Certificate as part of a package of qualifications including another A Level and the EPQ (Extended Project Qualification).

However, it should be noted that some universities may prefer three standard A Levels but this depends on the individual application.

## **In summary:**

- Assessed continually through internal and external assignments.
- Assignments can be resubmitted to achieve a higher grade.

\*UCAS, Meeting the Needs of Learners, Providers and Universities (2016).

# Chemistry

## Exam Board:

OCR A.

## Entry Requirements:

Level 7 and above in GCSE Chemistry or Combined Science.

Maths Level 7 upwards

English Level 5 upwards

## Why study Chemistry:

Chemistry helps you to develop research, problem solving and analytical skills. It helps you to challenge ideas and shows how to work things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills, which is great for project management. A level Chemistry studies the material world as well as theory. Through chemistry we can describe and explain questions such as: "why does ice float on water", "how do we make plastics?", "how can we make antiseptics and aspirin" and many more. From baking a cake to recharging a mobile phone, chemistry is involved in everything we do; and our lives are inextricably influenced by many aspects of chemistry. Chemistry will continue to be at the forefront of responding to the needs of society. With chemists central to making advances in designing new materials, efficient energy use, drug development, and technology, to name but a few.

## Course Outline:

The A Level Chemistry course covers a wide variety of basic concepts such as the structure of the atom; the interaction of matter and energy; how to control reactions; patterns in the Periodic Table; understanding carbon-based molecules.

If you study Chemistry in the Sixth Form you will:

- Study intellectually challenging ideas.
- Gain an understanding of the molecular complexity of the world around us.
- Gain an insight into how and why chemical reactions happen.

You will not only work on fundamental ideas and concepts but develop a wide range of transferable skills that will last you a lifetime.

You will have opportunities to:

- Present and communicate complex ideas concisely and effectively.
- Work independently.
- Use ICT, for example by data logging, using databases and simulation software.

Skills which you will develop include:

- How to apply, analyse and evaluate knowledge and ideas.
- How to solve problems both creatively and critically.
- How to manipulate apparatus with precision and accuracy.
- How to apply skills of numeracy in problem-solving.

Success with A Level Chemistry will prepare you for a future in Chemistry, Pharmacy, Pharmacology, Chemical Engineering, Biochemistry, Biomedical Sciences, Medicine and Dentistry. Chemistry is also regarded very highly for other unrelated courses such as Law, Art and Computer Science. It is a subject that all Russell group universities love, so you cannot go wrong in taking this as an A Level option.

Outside the Classroom: We have plenty of opportunities to extend students beyond the curriculum. Such as, Cambridge chemistry challenge and the chemistry Olympiad. Also, many pupils have a chance of doing an EPQ project within Chemistry, a project of their choice is researched.





# Computer Science

## Exam Board:

AQA 'A' Level in Computer Science, 7517

## Entry Requirements:

In order to study Computer Science you will need to have achieved at least a grade 6 at GCSE Computer Science and/or to have shown excellent performance in Maths GCSE (grade 6+). You will also need to have demonstrated the following skills;

- The ability to work well independently
- A logical and precise way of thinking
- Creativity necessary to produce novel solutions to real computational problems
- Resilience needed to work through complex programs

You will study a wide range of topics (see below).

## Why study Computer Science?

The 'A' Level Computer Science course is designed to develop the application of skills, knowledge and understanding, especially in programming, to solve problems within a contemporary setting. The specification is designed to allow students to demonstrate knowledge of the fundamental principles of the subject and develop a thorough understanding of the hardware and software aspects of computing. Students learn in a supportive setting in which they are encouraged to develop independent learning skills and practically experiment and experience programming rather than rely wholly on theory. The whole course centres on problem-solving and students are given the confidence to look for solutions to complex and challenging scenarios.

Syllabus (Course Outline and Structure) – AQA		
Subject content:		
Fundamentals of programming	Fundamentals of data representation	Fundamentals of communication and networking
Fundamentals of data structures	Fundamentals of computer systems	Fundamentals of databases
Fundamentals of algorithms	Fundamentals of computer organisation and architecture	Big Data
Theory of computation	Consequences of uses of computing	Fundamentals of functional programming
Systematic approach to problem solving	Non-exam assessment - the computing practical project	

The full 'A' level qualification has three units of work, which consist of two examinations and a project. The examination structure is like this:

Content	Duration	Weighting
Exam (Paper 1) – on-screen	2.5 hours	40%
Exam (Paper 2)	2.5 hours	40%
Non-exam assessment		20%

In the non-exam assessment, you will be writing code. For this, you will be required to produce a program, using AQA approved programming languages. The school currently teaches Python, but if you are self-taught in C#, VB, Pascal/Delphi or Java you will, obviously, be able to use that language if you are more proficient in it.

You should take this course if you want to study for a degree in Computer Science, Web Design, Games Design, Management, Software Engineering, Natural Sciences, Data Analysis, Mathematics, Developer and many other academic courses or take an apprenticeship route to gain experience and qualifications as a software engineer, software developer, etc.

This new course is an academically rigorous A-Level that lays the foundations for an overall understanding of computer science (and is recognised as such by leading universities). The course blends practical skills in problem solving and programming alongside underlying theories.

## Useful Links

- AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk))
- Various videos on you tube about 'Is computer Science for You?'.



# Drama and Theatre

## **Eduqas Drama and theatre**

Drama and Theatre Studies is a popular and growing subject at Battle Abbey. With lessons taking place in our purpose built performing arts centre, students have access to the best technical facilities, and are guaranteed a challenging and enjoyable learning environment.

## **What do I need to know or be able to do before taking this course?**

Drama at GCSE grade 5 recommended but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

## **What will I learn on this course?**

The course demands practical, creative and communication skills. You will develop your ability to create drama and theatre, either in a performing or design role. You will also be required to write about drama and to develop your powers of analysis.

## **What kind of student is this course suitable for?**

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on performing, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see a wide range of plays.

## **Why should I do it?**

Because you have enjoyed Drama up to this point and you have an interest and passion in carrying on. In fact now you have greater choice; you should be aiming to enjoy it more.

The A level specification is exciting and innovative and allows for a wider variety of texts to be studied as well as the exploration of numerous performance styles. The Eduqas specification in particular, encourages students to study a range of theatre practitioners and theatre companies and then apply this knowledge to their own performances, therefore solidifying their theoretical and practical understanding of Drama and Theatre.

## **The Value of Drama and Theatre Studies within and beyond the Sixth Form.**

Doing Drama and Theatre Studies does not mean you have to become an actor, director or theatre designer. What it will give you is a different learning style, learning by doing and reflection, rather than learning by rote. During the course you will have to take a lot of responsibility for the decisions and choices you make and at all times you will be working collaboratively with others.

The self-motivation required makes it ideal preparation for university life and there is not a profession in which collaborative skills are not required. It will undoubtedly develop you into a more confident, sociable, charismatic and rounded individual and provide you with skills and experiences that will last a lifetime.

Drama and Theatre Studies will push and challenge in a way that other A level subjects cannot and provide a level of enjoyment in your learning that is unparalleled.



# Economics

## Exam Board:

Pearson Edexcel Level 3 Advanced GCE in Economics A 9ECO.

## Entry requirements:

Maths GCSE Level 5, English GCSE Level 5 and ideally a humanities (Geography, History or Religious Studies) at GCSE Level 6.

*"The curious task of economics is to demonstrate to men how little they really know about what they imagine they can design."* Friedrich August von Hayek

## Why study Economics?

Economics is a thought-provoking subject that seeks to find answers to real world problems from the recent Euro-crisis to globalisation. It will change the way in which students view their lives and encourage analytical thinking and logical problem solving. At A Level, Economics is split into two major sections – microeconomics and macroeconomics. Macroeconomics is the study of larger economic issues such as inflation, unemployment, exchange rates and globalisation i.e. national and international issues. Microeconomics is concerned with the study of markets (such as why footballers get paid more than nurses, or why people are willing to pay for water from a supermarket when they can get the same for virtually nothing out of a tap), their failure (why people smoke even though they will probably be a burden on society) and market structure.

In summary Economics is:

- Prestigious
- Multi-disciplinary
- Academic
- Relevant
- Global
- A good grounding for those interested in Business, Commerce or Finance

## Course Outline:

The course is divided into four main sections (or themes) as below:

### Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts.

Students will develop an understanding of:

- The nature of economics
- How markets work
- Market failure
- Government intervention

### Theme 3: Business behaviour and labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics.

Students will develop an understanding of:

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention

### Theme 2: The UK economy - performance and policies

This theme focuses on macroeconomic concepts.

Students will develop an understanding of:

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy

### Theme 4: Global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context.

Students will develop an understanding of:

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in macroeconomy

Economics students at Battle Abbey School experience an interesting mix of enrichment activities designed to embed their awareness of links between the real-world and economic theory. For example, attending an annual economics conference in Central London with talks on key issues like, 'Post-Brexit: The Economic Priorities,' by the Institute of Economic Affairs. They are also encouraged to initiate and become independent learners. Students have recently established a bi-weekly Current Affairs debating society called, 'Take the Floor'. This sees each student deliver a short talk on a topic of interest (e.g. The Economics of Vegetarianism) followed by Q & A and debate. Moreover, students benefit enormously from a diverse programme of external speakers focusing on issues such as 'the ailing antibiotics market'. The class also have the option to participate in national challenges such as the 'Student Investor Challenge'. We are very proud of the success of the students within Economics, with the majority of the class going on to study an economics related degree. Recent university destinations include the London School of Economics, Bath and Exeter among many others.



# English Literature

## Exam Board:

AQA English Literature Specification A.

## Entry Requirements:

Students must have at least a 5 grade pass in English Language GCSE and a 6 in English Literature GCSE.

## Why study English?

The A Level course is ideal for any student who enjoys both reading books and the process of analysis; the emphasis is on critical study, delving deep into the meanings of text and exploring how a theme develops across centuries and genres. All A Level English lessons are taught as discussion groups rather than classes, which means that there are more opportunities for students to share ideas and hone their critical thinking skills. The course is rewarding and challenging. Students are encouraged to read widely and should be prepared to research texts and, occasionally, teach the lesson.

A Level Literature is a facilitating A level, providing access to degrees such as Law, as well as English Literature. Our A Level results are very strong. In 2022, for example, 44% of grades were A\*-A, with 81% at A\* - B and in 2023 33% of grades were A\*. The subject continues to be a very popular one and students often study it alongside subjects such as History, Psychology, Religious Studies, Biology and Art.

## Course Outline:

The A Level course is divided into three units.

### Paper 1: Love through the Ages (40%)

Assessment is in the form of a written exam. For this unit students study one poetry and one prose text, one of which must be written pre-1900, and one Shakespeare play. Students will also be asked to write about two unseen poems. Currently, the texts chosen for study are Othello, The Great Gatsby and Pre-1900 love poetry. Much of the exam is open book, meaning students have access to a copy of the texts in the exam.

### Paper 2: Texts in Shared Contexts (40%)

The assessment for this is a written exam. Students will be studying for the 'Modern Times: Literature from 1945 to the Present Day' option.

The texts being taught are The Handmaid's Tale by Margaret Atwood, Owen Sheers' Skirrid Hill and Top Girls by Caryl Churchill. The exam is open book.

## Coursework:

Independent Critical Study: Texts across Time (20%)

Students will study two texts of their choosing, at least one of which must have been written pre-1900, and will produce one extended essay (2500 words) and a bibliography. This will be marked by teachers and externally moderated.

Students have some freedom in their choice of texts for this aspect of the A Level as the emphasis is on autonomous reading. A list of recommended titles is provided by the exam board but students will choose their focus and title.

## Wider reading:

Students will be given a list of wider reading texts to read in support of their study. Reading widely will enable them to develop an understanding of how themes and ideas are developed through time.

In the autumn or spring term students attend lectures in London which focus on the different themes of the A level. In addition, students are encouraged to attend productions of the set plays. There are many online courses available to support the students' studies as well as critical libraries such as JStor.



# Geography

## Exam Board:

Syllabus - Cambridge International A Level Geography.

## Entry requirements:

At least a 6 or 7 in Science and English.

## Why study Geography?

Today's world is an ever more complex system; the increasing connectivity of economic, political and environmental agendas necessitates the need to stand back and make balanced judgments about what is going on around us. Geography offers the opportunity to gain a sense of place on planet earth, developing a more informed evaluation of human activity within the natural environment. Topics nationally approved are integrated into real issues and studied with an open mind. Positive criticism is encouraged and students' ideas are allowed to evolve within the context of topics studied. The mission is to encourage a holistic understanding and perception of 'Earth Issues' a skill reaching far beyond the subject parameters and most relevant supporting the future destiny of our pupils and the planet.

## Course Outline:

There are four components: Core Physical, Core Human, Advanced Physical and Advanced Human. Each component is worth 25% of the whole examination and is assessed by a written examination paper.

### Paper 1 (1 hour 30 minutes)

*The Physical Core*

Hydrology and fluvial geomorphology

Atmosphere and weather

Rocks and weathering

**All questions are based upon the core physical topics.**

### Paper 3 (1 hour 30 minutes)

*Advanced Physical Geography Options*

Tropical environments

Coastal environments

Hazardous environments

Arid and semi-arid environments

**Candidates answer questions based upon the two topics studied.**

### Paper 2 (1 hour 30 minutes)

*The Human Core*

Population

Migration

Settlement dynamics

**All questions are based upon the core human topics.**

### Paper 4 (1 hour 30 minutes)

*Advanced Human Geography Options*

Production, location and change

Environmental management

Global interdependence

Economic transition

**Candidates answer questions based upon the two topics studied.**



For careers with geography visit [www.rgs.org](http://www.rgs.org).....be surprised!

# History



**Exam Board:** AQA.

**Entry requirements:**

Students must have at least grade 6 in History and preferably grade 6 in English Literature and Language.

**Why study History?**

History is an extremely important and well-respected academic subject which can support a student's journey on a broad range of career options but ultimately it is a very interesting subject to study. At Battle Abbey we are indeed privileged to be studying in the beautiful and atmospheric building of the former Benedictine Abbey. The site of the school has been enormously important over the last 1000 years including, of course, the famous world changing event which we refer to as the Battle of Hastings. The A Level course links with the heritage of this site by studying the Tudor period - which saw the Abbey as a working institution and also saw its demise under Henry VIII's reformation. We also study the Norman Conquest and its significance which is again grounded in our surroundings. We do understand that the areas of study are so very important to inspire interest in the subject so we also include a modern world study which looks at Germany's fate during the Weimar and Nazi periods. This gives students the opportunity to study both topics that are relevant to the school and also a chance to study a more modern period.

Academic results are strong. In the last few years the vast majority of students have achieved achieved B grades or above with many achieving A- A\*. A good number have

gone on to read History at top universities including Oxford, Exeter, Durham, York, Royal Holloway, UCL and Leeds.

**Course Outline:**

Unit 1 The Tudors: England 1485-1603.

Key topics:

- Consolidation of the Tudor Dynasty England, 1485-1547- Henry VII and Henry VIII.
- Instability and consolidation 'The Mid- Tudor Crisis' 1547-1563 Edward, Mary and Elizabeth's early reign.
- The Triumph of Elizabeth 1563-1603.

Unit 2 Democracy and Nazism: Germany 1918-1945.

Key topics:

- The establishment and early years of Weimar 1918-1924.
- The Golden Age 1924-1929.
- The collapse of democracy 1929-1933.
- The Nazi Dictatorship 1933-1945.
- The Racial State 1933-1941.
- The Impact of War 1939-1945.

Unit 3 Historical Investigation (non-exam assessment) Medieval England- 1016-1136. Students complete an independently researched essay of 3500-4500 words on the impact of the Norman Conquest.

**Outside the classroom:**

The History Society has regular meetings, students and staff enjoy talks and discussions on historical issues and current affairs with a historical eye on them, delivered as 'Maltby lectures' to other members of the school.

As a department we are committed to academic excellence and aspiration and have been able to support our student's academic journey with visiting speakers of note including the Historian and broadcaster Marc Morris.



# Languages: French & Spanish

## Exam Board & Course title:

AQA Advanced Level GCE French/Spanish (Syllabus No: 7652/7692).

## Entry Requirement:

Grade 6 at GCSE.



## Why study French and/or Spanish?

The more appropriate question is 'Why not study a language?' Languages are an invaluable skill which will give you the edge over a similar applicant without a linguistic background wishing to enter university or gain employment. Languages open doors and if you study a language you are likely to be very attractive to employers in any business sector. Languages are also immensely rewarding. The knowledge that you can confidently talk in another language is reassuring when you travel and work, it makes you sound sophisticated! Languages also provide the opportunity to build on key transferable skills required by top universities and employers alike, enhancing your cultural and cognitive flexibility and developing your capacity for analytical thinking. Learning how to

interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you to see things from a range of perspectives - making you more adaptable, creative, and insightful. The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

French and Spanish, and other modern and classical languages, are highly valued and viewed as 'facilitating subjects' by the Russell Group of universities; it is a fact that if you choose a language at A-Level, you are keeping your options open at university and beyond. A recent survey shows that about 29% of language graduates go into Business Services, and around 10% go into each of the following: Manufacturing, Sales, Banking/Finance, Community/Social Services, Transport/Communications. At Battle Abbey School we have an excellent track record of gaining top grades at A-Level.

## Course Outline:

### What's assessed?

- Aspects of French and Hispanic society.
- Artistic culture in the French and Hispanic world.
- Multiculturalism in French and Hispanic society.
- Aspects of political life in French and Hispanic society.
- Grammar.

### How it's assessed

- Paper 1: Listening, Reading and Writing (2 hours and 30 minutes, 50% of A-level, 100 marks).
- Paper 2: Writing (One text and one film or 2 texts from the specification) (2 hours, 20% A-Level, 80 marks).
- Exam 3: Speaking: (Individual research project on aspects of society, culture, literature, film, multiculturalism, geography).

(Oral exam: 21–23 minutes (including 5 min preparation time, 60 marks, 30% of A Level).

## Outside the Classroom:

Study trips or work experience abroad (students have been going to Geneva and Madrid in recent years; Participation in conversation club and individual conversation practice with native speakers).

Please note: German, Russian, Mandarin, Cantonese, Italian and Arabic can be offered to native speakers.

# Latin

**Exam Board:** OCR Entry Requirement: Grade 9 at GCSE Latin

## Why study Latin?

A level Latin is for those who enjoyed grappling with the trickier points of Latin grammar at GCSE, love ancient history or myths, appreciated the extraordinary craft in the Latin poetry studied at GCSE, have read and loved some of the modern novels based on the classics, or read the whole of the Aeneid for the simple pleasure of it. Latin is the mother-language of many modern languages: it provides many of the specialist words used in law, medicine and science and will improve your English vocabulary. For those doing humanities subjects, the study of Latin, its literature and history will enrich your understanding of those subjects. For students who are mainly taking maths and science subjects, an A level in Latin enriches and broadens your curriculum.

## Course Outline

The Language and Literature components of the course are equally weighted.

**Language:** A level Latin requires the acquisition of 850+ words of vocabulary and the grasp of around 30 new bits of moderately stretching grammar. There are two language papers.

Paper 1 (1 hour 45 minutes, 33% of the total) is translation of a prose extract by Livy and a verse extract by Ovid. You will also analyse the metre of two lines of Latin poetry.

Paper 2 (1 hour 15 minutes, 17% of the total) is either translation of a prose text from English into Latin or comprehension, translation and syntax questions on an unseen prose text in Latin.

**Literature:** A level Latin requires the study of one prose text and one verse text, each of about 500 lines. Wider reading in English beyond the set texts is expected. The texts for examination in 2026 are:

Prose: Tacitus, extracts from Annals 12-14. It is an account of the accession and reign of Nero.

Verse: Juvenal, Satire 6 and Ovid, Lupericalia and Regifugium from Fasti 2. Two are humorous; all have an element of misogyny sparking lively classroom discussions. The alternative (if strongly preferred by the pupils) is Vergil, Aeneid Book 2, an account of the final hours of Troy.

There are two literature papers, one prose and one verse (both 2 hours, both worth 25% of the total). You will: translate, answer comprehension questions, comment on the literary style of shorter extracts, and write a synoptic essay on characters or themes.

## Also ...

Our A level Latin pupils have the opportunity to run a society or organise activities with other societies (drama, philosophy, languages); help with script-writing and production of our Latin play for younger pupils; participate in school trips to e.g. British Museum, Hadrian's Wall or Pompeii; help to organise our annual inter-school Latin tournament for prep schools and our Year 10 translation competition; help with teaching younger pupils; do a classics-based EPQ; take part in public essay competitions.

**Enquiries:** Nicky Bishop, Head of Classics, [bishopn@battleabbeyschool.com](mailto:bishopn@battleabbeyschool.com)

**PLEASE NOTE:** Latin operates outside of the core timetable as an optional extra.



# Maths & Further Maths

## Exam Board:

Edexcel Mathematics and Further Mathematics.

## Entry Requirements:

A minimum of 8 at GCSE and for those who scored 9 Further Maths and the AEA are also available.

## Why study Maths / Further Maths?

The queen and servant of all science,

Mathematics is an interesting and challenging A Level which extends methods learned at GCSE.

Mathematics is fundamental to any career in Medicine, Engineering, Finance or indeed careers focused on analysis of the physical world around us.

## So why take your Mathematical skills further?

- Career Opportunities – A Level Maths is a versatile qualification, well-respected by employers and a “facilitating” subjects for entry to higher education and well-paid jobs.
- Employability Skills - The reason why so many employers highly value mathematics qualifications ... mathematics students are better at thinking logically and analytically.
- Preparation for Higher Education - For progression to many courses at university it is important to have strong mathematics skills. The resilience, drive and determination to think problems through to solution sets students up for success.
- Supporting Other Subjects - The mathematical skills you learn in A Level Mathematics are of great benefit in other A level subjects such as Physics, Chemistry, Biology, IT, Geography, Psychology, Economics and Business Studies.

## A Level Results 2022

81% A\* - B in Maths 100% A\* – A in Further Maths.

## Also

- UKMT Maths Challenge Finalists (overall 17th Nationally).
- We offer support for Oxbridge MAT, STEP and TMUA and mock interviews.
- Regular qualifiers for the British Maths Olympiad at Junior, Intermediate and Senior level.



# Music

## Exam Board:

Edexcel Music A Level.

## Entry Requirements

At least a 6 in GCSE Music, or, if not, applicants should be grade 5 in Theory and an instrument. Those without Theory must be prepared to take it in addition to the A Level course.

## Why study Music?

A Level Music is regarded as one of the hardest Sixth Form options to study, with its primary purpose being to expand young musicians' performing and composing skills, as well as broadening their general knowledge of the subject. It can be a taxing course but is undoubtedly rewarding, is hugely enjoyable and encompasses all genres of music. The idea is to give attendees a breadth of knowledge that will allow them to move into professional careers in music, music recording, composition and a huge array of related fields in the creative and musical industries.

Oxford University says *"The varied nature of the course enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers... other popular destinations for Music graduates... include broadcasting, publishing, law, politics and the Civil Service. Rather than limiting your career prospects, a music degree opens doors to a wide range of careers."*

A Level music is not simply for those who wish to move into the music industry as a performer, and successful achievement at A Level can give students access to a wide variety of career paths. Other options include; sound technician, community musician, music therapist, teacher, or private tutor, or a range of careers in the music industry, in a concert hall or music venue. This might also include work in film, TV, theatre, radio, arts administration, venue management or creative education.

A Level music provides a range of transferable skills that will provide a good foundation, whatever pathway you choose.

## Course Outline:

**COMPONENT 1** Performing – 30% of qualification

**COMPONENT 2** Composing – 30% of the qualification

**COMPONENT 3** Appraising – 40% of qualification (100 mark written examination)

## Assessment overview:

- One written paper of 2 hours, with a total of 100 marks.
- One audio CD per student, with extracts to accompany questions on the paper, will be given.
- This paper comprises two sections: A and B.

### SECTION A: Area of study and dictation (50 marks)

- Three questions related to the set works (audio and skeleton score given).
- One short melody/rhythm completion exercise.

### SECTION B: Extended response (20 + 30 marks)

- Two essay questions: essay one (20 marks) and essay two (30 marks).
- Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

## Difficulty Levels:

At A Level there will be an equivalence between:

- Less Difficult - work which on average is judged to correspond to Grade 6 or lower.
- Standard level - work which on average is judged to correspond to Grade 7.
- More Difficult - work which on average is judged to correspond to Grade 8 or above.

It can sometimes be useful to consult specialist instrumental or vocal tutors when dealing with repertoire for an instrument or voice with which you yourself are unfamiliar.



# BTEC Physical Education

**Exam Board:**  
Pearson BTEC.

**Entry Requirements:**  
There are no specific entry requirements but having studied PE at GCSE is an advantage.

**Why study BTEC Sport?**

BTECs are relatively new qualifications aimed at equipping young people with the necessary skills to succeed in their chosen industry. They are assessed using a combination of exams and coursework which more closely resembles higher education assessment. Additionally, BTEC courses are usually completed before the final summer exam series which enables much more accurate predictions of final results.

**Course Outline:**

Within the BTEC qualification there are two different pathways you can follow. The main course contains 4 Units and gives you the equivalent UCAS points to 1 A Level. The second option involves increasing the number of units to come away with UCAS points equivalent to 1.5 A Levels.

Units include Anatomy & Physiology, Fitness Training, Professional Development in the Sports Industry and Application of Fitness Testing.

**Outside the Classroom:**

BTEC Students represent the department at all major School events. The BTEC students also gain experience in tournament planning at our annual Battle Abbey and Webster Cups.



# Physics

**Exam Board:** OCR A

**Entry Requirements:**

Level 7 and above in GCSE Physics or level 8 in Combined Science, as well as level 7 in Maths and level 6 English.

**Why study Physics:**

Physics A Level is one of the most universally accepted qualifications for progression to university. The course content covers the basis of how things work, from the constituent parts of atoms out to the extent of the universe.

Physics is essential for access to a wide range of Physics and Engineering courses or more practical courses like pilot training. It is also highly regarded for other subjects such as medicine, law, architecture, computer science, maths and economics because of the thinking skills and problem solving involved.

**Course Outline:**

This is a traditional style syllabus, which is broken down into modules of an easily accessible size.

**Key features include:**

- The integration of concepts studied with a range of practical experiments
- Regular practical work, developing skills and reliable techniques
- Evaluation of the quality and accuracy of data
- Application of key concepts to solve problems in a range of different contexts and applications.

**The Year 1 units contain the following topics:**

- Explaining Motion
- Vectors
- Newtons Laws & Momentum
- Material Properties
- Electric Circuits
- Waves & Light
- Quantum Physics

**The Year 2 units contain:**

- Thermal Physics
- Circular motion
- Oscillations
- Gravitational Fields
- Astrophysics & Cosmology
- Electric and Magnetic Fields
- Nuclear Physics including Particle Physics
- Medical Imaging





# Psychology

**Exam Board:**

AQA Psychology.

**Entry Requirements:**

A grade 6 or above in Maths, English Language and Biology.

**Why study Psychology?**

Psychology is the study of mind, behaviour and experience. It offers the opportunity to consider explanations psychologists provide in trying to understand humans and our interaction with the World.

Psychology builds on skills developed in the Sciences and Humanities and offers the opportunity to gain experience in research methods. Assessments include multiple choice, short answers and extended writing /essays as part of the linear AQA Specification.

**Course Outline:**

Paper 1: Introductory topics include: social influence, memory, attachment psychopathology.

Paper 2: Psychology in context includes approaches, biopsychology and research methods.

Paper 3: Schizophrenia, forensics and gender.



# Religious Studies

**'An unexamined life is not worth living'. Plato (attributed to Socrates) "Plato's Apology".**

## Exam Board:

OCR Religious Studies A Level (H573)

## Entry requirements:

English (Language or Literature) GCSE Grade 6 and preferably a humanities subject (History, Religious Studies and Geography) at GCSE Grade 6.

## Why study Religious Studies:

Are you interested in questioning the world around you? Are you interested in thinking about ultimate questions? If the answer is yes, then Religion, Ethics and Philosophy could be the A Level for you.

You will study a wide range of topics from Feminism to Marx; the existence of God; the nature of reality; death and the afterlife; evil and suffering; ethical theories and their application from euthanasia to business ethics and many more compelling topics.

You will develop critical thinking skills, academic essay writing, logical problem solving as well as the ability to discuss and argue competently. These skills will help you in all of your A Level courses and prepare you for University.

In Summary Religious Studies is:

- Academically rigorous
- Engaging and highly relevant in today's world
- Prestigious and sought after by universities
- Multi-Disciplinary
- An excellent grounding for a range of university courses

Religious Studies supplements many other A Levels including English Literature and Humanities as well as Science courses and Psychology.

## Course Outline

### Component 01: Philosophy of religion

Students study philosophical language and thought, and issues and questions raised by belief:

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language

### Component 02: Religion and ethics

Students explore key concepts and the works of influential thinkers, ethical theories and their application:

- Normative ethical theories (such as Utilitarianism and Natural Law)
- The application of ethical theory to two contemporary issues of importance (such as Euthanasia)
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics, business ethics, euthanasia and the influence on ethical thought of developments in religious belief

### Component 03: Developments in religious thought

Students study Christianity in relation to:

- Feminism; Marxism; Liberation Theology; multi-faith and multi-cultural society

## Assessment overview:

Component	Marks	Duration	Weighting
Philosophy of religion (01)	120	2 hours	33.3%
Religion and ethics (02)	120	2 hours	33.3%
Developments in religious thought (03-07)	120	2 hours	33.3%



# A Levels Plus

## A Levels Plus: Extended Project Qualification

Universities tell us that the Extended Project Qualification (EPQ) Level 3 is an excellent preparation for undergraduate study as it gives real evidence of independent, critical thinking. It is a stand-alone qualification, an extension from studies, which enthuses students by offering the opportunity for open debate and research on their own topic. Students from Year 12 can opt to take the EPQ alongside their A Level studies and will be taught skills such as effective research or time management. It is essential that students work independently, but have a supervisor and subject mentors who assesses their progress.

It focuses on:

- A solid and coherent grounding in a specialist topic.
- An ability to undertake independent and self-directed learning.
- The ability to think laterally, critically and creatively.
- Problem solving.
- Reflective learning.
- Self-management.
- The development, presentation and communication of information.
- The delivery of a presentation to an audience.

We have chosen the OCR examination board as the examining body for our students for a number of reasons and the outstanding results achieved in previous years have vindicated this decision. There are four key elements which underpin the qualification, namely: i) managing a project; ii) undertaking independent research; iii) development and realisation; iv) review, evaluation and presentation.

The EPQ is intended to bridge the skills gap between further education and higher education, something that admissions tutors at numerous universities have been keen to see happen. In certain cases, the performance of students in their chosen EPQ has been pivotal in gaining them an offer and place at the universities of their choice. Perhaps most significant of all as regards the success of the qualification, however, is that it encourages creativity, enthusiasm and in-depth study within an open and free framework. Key also to success is the systematic mentoring of each individual student with essential deadlines being set for them at less frequent intervals than for mainstream subjects. These "mentor review meetings" prove decisive in aiding the whole process over the long-term and in forming the ultimate grade at the end of the process.

Some examples of titles are:

- How has our understanding of chromosomal translocation developed, and what are the ethical issues raised?
- The 'Lend-Lease Bill' and its Utility to the Soviet Union in the Second World War.
- Is the bad reputation of the fashion industry in terms of body positivity justified?
- Testing motorcycle helmet safety.
- The 2012 Olympic Games - What were the five promises, what happened to fulfil them and evaluation of the process.
- How has female sexuality been communicated in art?
- Choreographing a Contemporary dance.
- Arranging 3 pieces of music for different genres or ensembles.
- Assessing the differences in performance between a monohull and a catamaran.
- Barbershop; The history and performance.
- Designing and creating a patchwork quilt.
- To what extent are food intolerances genetic?
- Nature's presence in the fashion industry – making a coat.

(The last of these titles is a good example of the possibility for pupils to submit an artefact as opposed to the more common essay-based dissertation.)

# A Levels Plus: Enrichment Programme

The Sixth Form at Battle Abbey is a memorable place to study and it gives students a launch pad to university and beyond.

We offer what we call an A Levels+ Programme whereby students study the normal A Level subjects then have the chance to develop a range of additional and, so-called, 'soft' skills. By the time that students leave the Abbey they will have developed their academic skills as well as their public speaking, leadership, teamwork and people skills. This combination prepares them well for the challenges that lie ahead.

The enrichment opportunities at the Abbey are enviable. Students have the chance to participate in and lead over 50 different clubs and societies and also have additional enrichment provision including the following:

- A lecture series with guest speakers
- Community service and volunteering
- Study skills and support
- Leadership
- Employability
- Wellbeing
- The opportunity to study for an EPQ
- Careers and university advice clinics
- Work experience
- Sport
- Current Affairs
- Character Education & extensive Tutorial Programme
- Peer Mentoring and Restorative Practice
- A Bespoke tutor program and a one to one mentor for Year 13

Being based in the middle of Battle Town Centre means that students have access to all the local amenities and potential employers and the school has fantastic relationships with local businesses, charities and organisations. In addition, we have developed both national and international links in order to help prepare our students for life in a fast changing globalised world.

## A Levels Plus: Societies

To further support student development we run supra-curricular activities through our Societies Programme. There are a broad range of Societies led by Sixth Form subject 'Bronzes' under the supervision of academic staff.

**Ophelia (Performance)**  
**Science**  
**Sports**

**Walter De Luci (Politics, Philosophy and Economics)**  
**Phrontisteron (Maths)**  
**Rosetta (Languages)**

**James Joyce (English)**  
**Humanities**  
**Welfare**

These Societies run activities during Societies Hour. Some of the current activities include Forensics, Rocketry, Invertebrate Diversity, Philosophy, The Battle Broadcasting Club, World Literature, Maths Olympiads and Engineering. In addition to this Societies put on a series of events such as our inaugural Science Lectures.

We also provide supra-curricular activities including enhanced reading lists, essay competitions, and weekly academic challenges coordinated by our Head of Supra Curricular Mr Smallman.

## A Levels Plus: Careers

All students are supported by their form tutors and subject teachers when making their Higher Education choices. The Heads of Sixth Form organise workshops and University visits and students are given individual guidance on their UCAS application and personal statements. The Careers Team arranges a programme of talks and networking events designed to give insight into a range of careers and routes into employment. Our alumni and current parents are generous with their time, sharing their knowledge and experience with the student body and Individual sessions with an independent careers adviser can also be arranged through the school.

Battle Abbey School uses the on-line resource Unifrog, which offers interest based careers guidance and education for teenagers. As well as helping students identify careers that match their interests and ambitions, Unifrog has access to the full UCAS database, directs students to relevant courses and their entry requirements, and provides up to date job market data. It also has a wide range of video resources providing useful information about different careers, apprenticeships and different courses, as well as helping students write CVs, plan personal statements, and hone their interview techniques.

# A Levels Plus: The Gateway

The Gateway is an in-house, student led publication in the form of an academic journal, inviting students to contribute ideas from an array of disciplines and themes of interest that go well beyond the school curriculum, encompassing the arts, politics, economics, global issues, STEAM and current affairs.

Representatives of the school, primarily students but also staff members and in some cases parents, produce content for this academic journal. Championing student leadership, our students proudly manage the design, edit and production of the journal, making for a truly original and diverse publication.

This annual publication is professionally printed and released at a specific launch event in the summer term, again organised by The Gateway team. Last year's launch event at the Abbey saw parents, staff and governors come together to celebrate this wonderful achievement.

## A Levels Plus: Expectations

Sixth Formers are important role models at Battle Abbey. They set the standards for the student community in terms of academic commitment, conduct, discipline, courtesy and smartness. Their example is essential in maintaining the friendly, family atmosphere of which the School is so justly proud.

With a reduced timetable at A Level, the Sixth Form will have a number of periods out of class. Of these, 75% are designated as 'Study Periods' and must be used in the Library or Sixth Form Study Rooms for academic purposes. Year 12 and 13 students are not expected to attend supervised prep.

### Responsibilities

All Sixth Formers have the opportunity to be selected as 'Stars' (House Prefects) or 'Bronzes' (Senior School Prefects). The School also appoints students as 'School Guardians' (Head Boy and/or Girl), Heads of House and 'Head(s) of Boarding' each year. These positions are quite prestigious and character building and allow the Sixth Form to perform a vital function in the running of the School. Qualities of leadership, integrity and a commitment to teamwork are essential in those students chosen as they will be expected to perform a range of duties for the benefit of the entire school community.

### Dress Code

As the most senior students at Battle Abbey, the Sixth Form are required to dress smartly and professionally; a jacket must be worn at all times. Extremes of fashion with regards to hair, jewellery or make-up are unacceptable. Please refer to the sixth form dress code for further details.

### Facilities

Sixth Form students at Battle Abbey have the benefit of their own study rooms with ICT facilities and a well-furnished common room where they can make tea, coffee and toast. Additional facilities, such as fitness suite, cafe, additional study areas and a terrace are located in Martlet house.

There is a Sixth Form Christmas Dinner held as a formal dress occasion and there is also the Summer Ball; these events are organised by the School Bronzes and Guardians. Students have the opportunity to attend various trips and outings of a social, academic and vocational nature as part of their Sixth Form curriculum and enrichment programme.

### Service

All Battle Abbey Sixth Formers are expected, as part of their role as senior students to serve the school and the wider community. This could involve supporting junior lessons, leading Extra Curricular Clubs or supporting local charity and community initiatives. There will also be opportunities for our senior students to assist at our Prep School.





# Sixth Form Life a message from the Guardians

Battle Abbey Sixth Form is an environment that cultivates academic success and creates a supportive network in which students can thrive during their two years. Ages 16 to 18 are about independence and responsibility – which, in turn, comes with freedom and choice. Martlet House provides excellent facilities where students can either focus on their studies in the Silent Study Room or take a break from their hard work in the café, common room or garden. This building is almost entirely centred around the Sixth Form experience and hence is a great place for students to unwind or work without distraction.

There are also designated areas within the main building, including an additional common room and study room, giving students the convenience of always being close to their next lesson. Sixth Form students are free to eat, study, and relax where they please including in the town of Battle - given they sign in and out with their lanyards.

Pupils may enjoy clubs such as chess, engineering, horse riding and a talented school choir. As well as our choirs we have several orchestras and private lessons available. Many sixth formers are involved with termly concerts, productions and recitals.

In sport, coaches put on sessions at lunch, after school and even before the day starts. Some favourites are the swim team, football, hockey and netball. There are also plenty of opportunities for academic extension, societies such as philosophy, coding or literature around the world provide an excellent opportunity to develop out of classroom skills. We also have an academic journal, The Gateway, which is a perfect way to explore possible degree subjects in more detail and demonstrate your essay writing skills. The Sixth Form have the opportunity not only to participate in these activities but to help run them or set one up as a Bronze – which are otherwise known as subject prefects.

Sixth Formers are able to take on leadership roles in the school as Heads of House, Bronzes, Heads of Boarding, and Guardians; our unique title for Head Boy(s) and Head Girl(s). These student leaders form a bridge between the student body and staff allowing communication between the two and enabling voices across the school to be heard and recognised. Leadership roles are not only opportunities for students to learn the people skills required to become a good leader in the workplace, but also to be a friendly face for younger pupils to turn to for help, guidance or advice with any matter – whether it be friendships or homework.

Responsibilities include the organisation of the Winter and Summer Ball as well as inter-house competitions, charity events and representing the school within the community. These positions of responsibility also allow new students to become involved and integrated with the running of the school and gain experience in organising events and collaborating on projects – which are skills much sought after by universities and employers.

Here at Battle Abbey we don't just offer an incredible place to learn, it is a safe and nurturing environment where friendships can flourish. Whether you are boarding or a day pupil by the time you leave Battle you will have made lifelong friendships and connections across the globe. One thing that distinguishes Battle Abbey apart from other schools is the staff's willingness to go above and beyond the call of duty. The vigilance and dedication shown by every tutor or teacher means that you never feel overwhelmed in your final years. They always make time for extra sessions if you can't grasp a topic, and their constant encouragement inspires us to work harder to achieve our goals.

The kitchen staff at Battle Abbey are second to none. If you're feeling peckish or in need of a sugar boost they are always there with a readily available supply of biscuits! Annie, our chef at Martlet House never ceases to put a smile on your face, and always goes the extra mile to make your experience at Battle that much better. Her constant supply of treats such as cheese toasties or cakes are always a much-appreciated study snack. She is always creating exciting new menus and getting us to experience different cuisines.

The Battle Abbey School community is a wonderful atmosphere where students can thrive in their individuality and yet feel part of a family. In House time Sixth Formers are offered the opportunity to form bonds with younger pupils in their house. The family ethos we have here allows interaction between all the different age groups, meaning that you will always have someone looking out for you.

Battle Abbey provides students with the skills and determination to become successful well-rounded individuals with a natural sense of compassion in an environment that is both friendly and exciting. We hope to see you join the Abbey in the near future so that you will enjoy your time here as much as we have and add to the rich tapestry of Battle Abbey history.

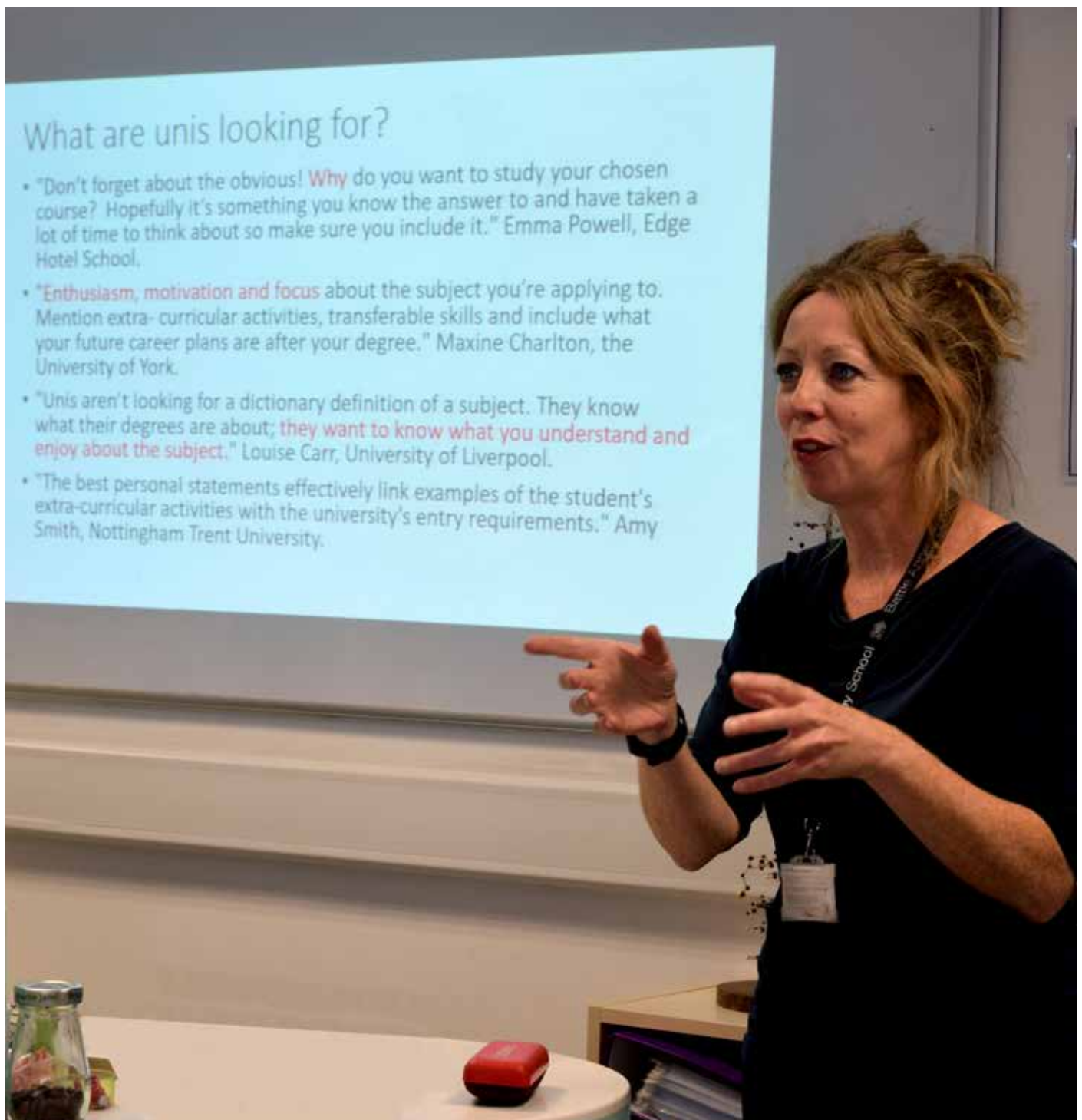


# UCAS Applications

Students are fully supported when it comes to deciding about what to do post BTEC and A Levels. For many, it can be a daunting prospect, taking into account the extensive range of options that are available.

Many of the teaching staff are experts in their given fields and have knowledge about what careers and degree pathways are available to students. We have a close partnership with the University of Sussex, an aspect of which involves key Sussex University staff visiting the Abbey throughout the year to talk to students and parents alike. We also take students to a UCAS convention so that they can meet representatives from most UK universities to gain an understanding of what is on offer. In addition, we invite ex Battle Abbey Students back in to talk about their experiences and offer advice.

The school uses a step by step approach when it comes to introducing pupils to the complexities of applying to university, a process which starts in the first term of Year 12. By the beginning of Year 13, students are well versed in what to do and are sending off their applications, generally three months before the national deadline. But we do understand that university is not for everyone and so we are careful to expose students to other career alternatives such as apprenticeships, taking a gap year, or perhaps studying abroad. Our careers department provide additional support and information on job opportunities through their careers bulletin.



# Former Pupil profiles



**Name:** Katie Jones  
**A Level Results:** A\* A A  
**Former School:** St. Richard's  
**Went on to:** Oxford  
**Subject:** Biological Sciences



**Name:** Olivia Hemmings  
**A Level Results:** A B B  
**Former School:** Dulwich Prep  
**Went on to:** Bournemouth University  
**Subject:** Psychology



**Name:** George Handrihan  
**A Level Results:** A A B  
**Former School:** St Richard's  
**Went on to:** Cardiff University  
**Subject:** Physiotherapy



**Name:** Holly Haines  
**A Level Results:** A A A C  
**Former School:** Battle Abbey Prep  
**Went on to:** Oxford  
**Subject:** History



**Name:** Ruby Freeman  
**A Level Results:** A\* A C D  
**Former School:** Guestling Bradshaw  
**Went on to:** Central St. Martin's  
**Subject:** Art



**Name:** Lily Lindon  
**A Level Results:** A\* A\* A\*  
**Former School:** Claremont  
**Went on to:** Cambridge  
**Subject:** English



**Name:** JonJo Murphy  
**A Level Results:** A\* A\* A  
**Former School:** Robertsbridge  
**Went on to:** Lancaster University  
**Subject:** Psychology



**Name:** Thomas Munro  
**A Level Results:** A\* A A  
**Former School:** Hawkes Farm  
**Went on to:** Imperial  
**Subject:** Biology



**Name:** Thomas Couchman  
**A Level Results:** A\* A\* A A  
**Former School:** Claverham  
**Went on to:** UCL  
**Subject:** History



**Name:** Ben Jones  
**A Level Results:** A A B  
**Former School:** Vinehall  
**Went on to:** Exeter University  
**Subject:** Biochemistry





# Former Pupil profiles



**Name:** Max Maher  
**A Level Results:** A\* A\* A\*  
**Former School:** St Richard's  
**Went on to:** Oxford  
**Subject:** English

**Name:** John Snape  
**A Level Results:** A\* A\* A\* A  
**Former School:** Bexhill High School  
**Went on to:** Oxford  
**Subject:** Molecular and Cellular Biochemistry



**Name:** Dani Edmunds  
**A Level Results:** A\* A\* A\*  
**Former School:** Claremont  
**Went on to:** Oxford  
**Subject:** Biological Science

**Name:** Molly Jeffery  
**A Level Results:** A\* A\* A\*  
**Former School:** Bexhill Academy  
**Went on to:** Kings College London  
**Subject:** Neuroscience



**Name:** Luke Brundle  
**A Level Results:** A\* A\* A\*  
**Former School:** Bexhill Academy  
**Went on to:** UCL  
**Subject:** Maths

**Name:** Ruby Chisholm Beyer  
**A Level Results:** A\* A\* A\* A  
**Former School:** Christchurch Primary  
**Went on to:** Royal Conservatoire of Scotland, Glasgow  
**Subject:** Dance



**Name:** Harrison Todd  
**A Level Results:** A\* A\* A A A  
**Former School:** St Peter and St Paul's  
**Went on to:** Warwick  
**Subject:** Mathematics

**Name:** Ella McKillion-Campbell  
**A Level Results:** A\* A\* A\*  
**Former School:** Hailsham College  
**Went on to:** Oxford  
**Subject:** Psychology



**Name:** Dan Savage  
**A Level Results:** A\* A\* A\*  
**Former School:** Claremont  
**Went on to:** Oxford  
**Subject:** Music

**Name:** Louis Choron  
**A Level Results:** A\* A\* A  
**Former School:** Battle and Langton  
**Went on to:** UCL  
**Subject:** Physics

# Former Pupil profiles



**Name:** Imogen Lucy Fricker  
**A Level Results:** A\* A A  
**Former School:** Battle Abbey Prep School  
**Went on to:** Cambridge  
**Subject:** Psychology



**Name:** Anita Milani  
**A Level Results:** A\* A\* A  
**Former School:** Italy  
**Went on to:** Central St.Martin's  
**Subject:** Art



**Name:** Sam Hall  
**A Level Results:** C C Distinction  
**Former School:** Skippers Hill  
**Went on to:** Loughborough  
**Subject:** Mechanical, Electrical & Manufacturing and Engineering



**Name:** Jo Blick  
**A Level Results:** A A C  
**Former School:** St. Ronan's  
**Went on to:** Camberwell School of Art  
**Subject:** Art Foundation



**Name:** David Jempson  
**A Level Results:** A\* A\* A\* A\*  
**Former School:** Beckley Primary  
**Went on to:** Cambridge  
**Subject:** Maths



**Name:** Holly Higham  
**A Level Results:** A\* A\* A\*  
**Former School:** Claverham  
**Went on to:** Cambridge  
**Subject:** Classics



**Name:** Oliver Skeet  
**A Level Results:** A\* A\* A\*  
**Former School:** St. Ronan's  
**Went on to:** Oxford  
**Subject:** Economics and Management



**Name:** Kitty Atherton  
**A Level Results:** A\* A\* A\*  
**Former School:** Robertsbridge  
**Went on to:** Courtauld Institute  
**Subject:** Art History



**Name:** Ella Lowden Hampshire  
**A Level Results:** A\* A\* A\*  
**Former School:** Robertsbridge  
**Went on to:** Cambridge  
**Subject:** Human, Social and Political Sciences



**Name:** Lois Gardner  
**A Level Results:** A\* A\* A\*  
**Former School:** Robertsbridge  
**Went on to:** Oxford  
**Subject:** Art History





BATTLE ABBEY SCHOOL



# ACADEMIC RESULTS 2023

## A LEVEL RESULTS 2023

33% OF GRADES AT A\*-A

58% OF GRADES AT A\*-B

78% OF GRADES AT A\*-C

98% OF GRADES AT A\*-E

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## GCSE RESULTS 2023

25% OF GRADES AT 8 -9

42% OF GRADES AT 7-9

93% OF GRADES AT 4-9

(A\* - C EQUIVALENT)



**RECENT UNIVERSITY DESTINATIONS:** CAMBRIDGE, OXFORD, IMPERIAL, UCL, WARWICK, EXETER, LANCASTER, READING, DURHAM, SOUTHAMPTON, BATH, LEEDS, MANCHESTER, ST MARTINS, EDINBURGH, ROYAL HOLLOWAY, KINGS COLLEGE LONDON, THE ROYAL CONSERVATOIRE OF SCOTLAND AND THE COURTAULD INSTITUTE OF ART AMONG OTHERS.

**TO STUDY:** ARCHITECTURE, INTERNATIONAL RELATIONS, COSTUME AND PERFORMANCE DESIGN, LAW, ANCIENT HISTORY, ANTHROPOLOGY, CYBER SECURITY, URBAN PLANNING, PSYCHOLOGY, ECONOMICS, MIDWIFERY, AERONAUTICAL ENGINEERING, LIBERAL ARTS, NEUROSCIENCE, FRENCH & GERMAN, MARINE BIOLOGY, PHYSIOTHERAPY, ENVIRONMENTAL GEOLOGY, MEDICINE, FORENSIC SCIENCE AND ASTRO-PHYSICS AMONG OTHERS.





