



# Reepham College

Grow Flourish Prosper Develop Thrive Achieve Mature

2024 Prospectus

“Two of my children have attended Reepham Sixth Form and we have been so impressed and are so grateful for the care and encouragement they have both been given by the school. They have been supported in many ways, reaching far beyond the purely academic teaching one would expect from a Sixth Form. They have both become more self-confident and sure of their own voice and place in the world. To say that Reepham Sixth Form has been the most rewarding and enriching experience, doesn't really even do justice to all that the school has done for not only my children, but also us as a family”.

Parent

“Every point of contact ties up; website, phone calls, meetings, events - what I read, I feel and see every time I visit the College.”

Parent

# Welcome

As we celebrate our fourteenth year as a college we are delighted that you, like so many successful students before you, are considering studying your A Levels at Reepham. We hope our prospectus provides you with everything you need to make an informed choice about your future. During your two years at Reepham you will become more independent, make new friends, challenge yourself in ways you didn't think possible, and feel proud of your achievements. This is our promise to you, regardless of what is happening in the world outside.

The strength of our sixth form is the high-quality personalised support that every student receives. Inspirational, enthusiastic and caring teachers deliver a wide range of subjects, taught within the College's purpose-built classrooms. We are extremely proud of our students' academic achievements, which have placed us in the top 25% of all schools and colleges nationally over the last five years of data collection. Teaching in the College has been rated by Ofsted as 'Outstanding' in all our inspections. However, we recognise that achieving excellent grades is only one aspect of securing a university place, apprenticeship, and subsequent employment. We also recognise that not all A Level students go to university, and guide them into the most suitable post-18 routes.

Our enrichment programme offers a range of activities designed to provide opportunities to volunteer, experience teamwork, develop leadership skills, and build confidence, to enable you to thrive at university, in the world of work and in later life. Reepham's dedicated tutor programme provides one to one mentoring, exploration of current affairs and inter-tutor competitions. Whilst our Personal Development programme ensures students are equipped with the necessary skills to navigate healthy and respectful relationships, develop mentally and physically healthy, and feel well-informed and confident in their decision making.

Reepham College is a very special place, which I believe provides the best academic, pastoral and cultural experience for young people in Norfolk.

Our promise to you is simple: we will do everything we can to support you to achieve the very best results you can. Visit us and experience the whole package.

Helen McGuinness



**MS HELEN McGUINNESS**  
College Director



**MR TIM GIBBS**  
Headteacher

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# Reepham

## A Snapshot



When deciding where to study your A Levels, you need to find a provider that works for you. Like-minded individuals and a positive learning environment will help stimulate your development. We believe in what we do at Reepham and know that we provide a level of support and structure that works for students.

**You will be supported.**

**You will be well taught.**

**You will be helped to develop as a person.**

**You will feel proud of your achievements when you leave.**

### Reepham College. Your next step

Your studies over the next two years will be the springboard for your future.

At Reepham College we believe in providing an aspirational environment that enables you to grow and develop. We are very pleased with what we offer: a modern, well-designed building created specifically for your studies, state of the art facilities, and staff who will challenge and enable you to become the best you can be. This is coupled with our excellent academic record.

We are confident that you will be impressed with our consistently high performance.

### A college that works with, and for you, from start to finish.

The Ofsted report 2020 commented 'Sixth-form students are confident and proud of their school. They enjoy their studies and are well supported.

They have positive relationships with staff and achieve highly.'



We are very proud of our students for making the College the success it is, even at times when we are faced with extreme challenges. Reepham students are passionate and driven and have established a vibrant and dynamic environment that creates well-rounded, successful individuals.

We would love to share this with you and are excited to see how you will thrive and develop once you discover Reepham College.

"I was quite nervous about moving somewhere new on top of the big jump from GCSE to A Levels. However, I couldn't be happier about the choice I made, due to the friendly atmosphere and welcoming staff.

Teachers offer support and help within and outside of the classroom. This has helped me to achieve my full potential and aspire to the grades I want. College life is very well balanced between a solid work ethic and the ability to have the sort of relationship with teachers that enables you to joke with them, but also come to them whenever you need help."

**Alumni Member**

"Thank you all for making our daughter's time in the sixth form enjoyable and successful. Of all the schools she has attended she has never been happier; it must be that 'Reepham Magic.'"

"Thank you for helping us through the challenging times. Your support has helped develop a more confident young woman. Present and future students are extremely lucky to have you."

**Parent**

### Top 25% based on Alps

(Advanced Level Performance Systems) analysis of 2,996 schools & colleges.

Alps is a simple, student-focused system designed to support schools and colleges at KS4 and KS5 in ensuring their students make the best possible progress.



"Reepham College is a really forward-thinking college. I work across the country in different schools, but Reepham is one of the few that really does as much as it can for its students thinking of going to medical, veterinary, dental and pharmaceutical school, as well as students thinking of applying to Oxbridge. It's a privilege to work with Reepham College students as they are so focused, keen to learn and determined to progress into their chosen professions."

**DR MARIE LOCKE BMBS MSc PGC DRCOG MRCGP and GP**

### Students join us from 16 High Schools across the county



"Whilst considering the big step from GCSEs to A Levels, I was unable to decide which sixth form would be able to offer me the best support through this difficult transition.

After experiencing a Reepham Open Day and hearing only positive statements from the students, it was easy to know that Reepham College was where I was going to spend the next two years of my life."

**Year 13 Student**



Regardless of whether students are applying for Medicine, Veterinary, Dentistry, Oxbridge or highly competitive graduate apprenticeships, we ensure our students are prepared and supported throughout the application process.

"Thank you so much for all of your support over the past two years. I am extremely grateful and feel very lucky to have had such incredible support and guidance from everyone at Reepham College."

**Alumni Member**



### We have been rated as 'Outstanding'

The lead inspector commented in February 2020, when visiting the college, "**Your sixth form is outstanding and you should tell everyone**".

# Applications

## Admissions and key dates

### College Open Evening

Thursday 5th October 2023 - 6.00 p.m. - 8.30 p.m.

Meet students and staff to discuss your A Level options.

### College Taster Day

Friday 3rd November 2023

Experience outstanding teaching, sample your preferred subject choices and obtain advice from our course specialists. Booking will be via the applicant page of our website [www.reephamcollege.com/admissions-and-applications/](http://www.reephamcollege.com/admissions-and-applications/)

### Advice & Guidance

Optional appointments for guidance with your subject choices can be requested by contacting Mrs Chris Durban on 01603 876080. On March 7th 2024 we will also hold a drop-in session where students and parents can seek advice on issues relating to admissions. Subject changes are paused from 21st June 2024 until enrolment day. If you have any concerns about your subject choices it is essential to contact the College to discuss this.

If you have any questions or would like further information please email [office@reephamcollege.org.uk](mailto:office@reephamcollege.org.uk)

**The Application Process Opens On 11th September 2023**

**The deadline for submission of completed application forms is Friday 8th December 2023**

### Student Team Building Day/ Induction Day

During the summer term you will be asked to attend events to help with the transition from GCSE to A Level. You will be given preparatory material, reading and equipment lists and have the opportunity to make new friends and have fun!

### Enrolment

College enrolment takes place on GCSE results day on **Thursday 22nd August 2024**, and students meeting their conditional offer enrol at the College on the same date.

Full enrolment instructions will be issued in July 2024 at our Induction events.

### Year 12 How to be successful at A Level Study Evening September 2024

To make sure students get that ideal start, parents have an early opportunity to meet the college team.

“Thank you and your wonderful colleagues for all you have done through ‘our sixth form years’.

We very much appreciate Reepham Colleges’ professionalism and care.”

Parent



“Listening to the sheer enthusiasm, pride and rewarding experiences that the student ambassadors shared about their college was a central reason why I wanted to attend. I found settling in from a different high school was a totally stress-free transition. I can honestly say that I didn’t think I would make so many new and wonderful friendships with both staff and peers that we now find it a challenge to fit round the same lunch table.”



“It has been easy to get to know everyone here, partly because many of the other students here also came from different high schools, so we were all in the same boat when we started in September. I took part in the summer applicant events and these were a great way to meet some of my classmates before starting in September and removed some of the doubts or worries I may have had about going to a new college.”

“The Induction events were so much fun and I felt I could really become comfortable with other new students that I met from other high schools who were also joining the College.”



# 2023 Results

As we mark our fourteenth year as an Ofsted rated Outstanding college, we once again celebrate the tremendous results of our students, as they returned to prepandemic exams. This reflects their exceptional hard work, the critical role played by our caring staff, and the vital contribution of parents in encouraging and supporting their children.

The hard work and commitment of our students continues to place us as one of the highest performing sixth forms in Norfolk. A remarkable 25% of grades were A\* or A. This is extremely impressive when you consider that there is no selective admissions programme and students follow a traditional academic curriculum.

We are delighted that these results have enabled so many of our leavers to take up offers at their first-choice universities. Many will attend courses at prestigious universities, to read subjects as varied as: International Development and Politics, Applied Software Engineering, Modern Languages, Fashion Communication, Music Production, Mechanical Engineering, Sports Science, Modern Languages, Architecture, Archaeology & Anthropology, Plant Biology, Journalism, Pharmacy, Social Work and Nursing. Others have secured highly competitive employment and apprenticeships such as, Engineering with Rolls Royce, Airline Pilot, Agriculture, Education, Accounting & Finance and the armed forces.

We send our congratulations and best wishes to all our students as they start the next stage of the lives, secure in the knowledge that the grounding they have received at Reepham College will equip them fantastically well for the future.

**100% Of grades at A Level were A\* - E.**

**73% of students were accepted by their first-choice university.**



**25% Of all grades at A Level were A\* or A.**

**78% of all grades at A Level were between A\* and C.**

**47% of Extended Project Qualification grades were A\* or A.**

**67% of Health and Social Care Cambridge Technical award qualifications were a Distinction\*/Distinction**



“At Reepham I made many lasting friendships, and I was supported through a very difficult part of my life by the amazing members of staff at the College. As a result, all that I have gone on to do has stemmed from Reepham College, and it holds a very special place in my memory. Reepham College continues to support me in my endeavours, five years after leaving!”

**Alumni Member**

# Adding to the Academic

## Senior Student Team

Our Senior and Deputy Student Team are a credit to the College. Throughout the year they take on a large variety of roles, working collaboratively with staff and students and serving on the Headteacher's Council.

The 2023/24 Senior Student Team; L to R:

Sid, (Deputy Senior Student), Ellen (Senior Student), Lucy (Senior Student), Zena (Deputy Senior Student)



support each other. Another important skill we have gained from our roles has been public speaking. A prospect which was daunting for us at first became gradually more natural as we continued to take part in writing and giving speeches at open evenings or addressing fellow students in briefings. It is great to know that organisation, cooperation and confidence will all be strengths we will be taking forward into our futures whether that be at university or in the world of work.

But just as importantly as the individual skills our role has given us, it has allowed us to interact with our college in a much more involved and influential way. Getting to not only be a part of a great student body but potentially help shape it and tell prospective students about the many reasons they should choose to study here has been really exciting. At Reepham you are fortunate to have such an amazing set of teachers and staff who support you immensely and you are encouraged to excel in whatever you choose to do. We are grateful to have both grown academically and thoroughly enjoyed our time here. We would also like to personally thank all the wonderful staff and our deputy senior students Asha and Theo for helping us along the way.

**Tom and Penny**



The 2022 /23 Senior Student Team; L to R -

Asha (Deputy Senior Student), Tom (Senior Student), Penny (Senior Student), Theo (Deputy Senior Student).

Collaborating as members of the senior student team here at Reepham has been a great experience and provided us with many invaluable life skills. We have had the opportunity to organise and prepare for several important college events such as our RHSC Question Time which involved arranging for a panel of local politicians to come in and face topical questions from students. In doing things like this we have also learnt about the challenges of ensuring events go to plan and the process of working as a team to keep things running smoothly. It has been helpful that even when circumstances come under pressure, we are there to

## Diversity and Inclusivity

Here at RHSC we understand the importance and significance of embracing all individuals to give them the very best experience. We have a dedicated and committed team that are here to help students if they are feeling challenged or fearful of their individuality. If anybody ever feels they have been treated otherwise they can speak to the senior team, their tutor, the College pastoral team, or someone within College they feel comfortable talking to.

## College Council

The College Council consists of five strands, each with a distinct responsibility area ranging from wellbeing, sport, the environment, community engagement and enrichment, to fundraising. The College Council gives the student body a chance to express their opinions and make a difference. Students meet regularly with the aim of organising fundraising for charities, improving college life and the wider community. It's comprised of both Year 12 and 13 students, enabling us to combine our various views in order to make notable and sustainable differences.

Students select three charities to represent annually and undertake fundraising activities to support their ongoing work. Charities such as Great Ormond Street Hospital, Children In Need and Red Nose Day have been supported by the College through charity sports matches, bake sales and pyjama days. Skills that students can learn from being part of the College Council are invaluable and can be transferred into higher education and subsequent occupations.



"This year we have explored lots of important issues, and really raised awareness around black history month, neurodiversity awareness and mental health awareness. We have raised awareness through tutor-time activities like our LGBTQ+ history month quiz and moustache making competition to encourage students to start the conversation around men's mental health. We've also organised multiple briefings in the college, and we have had the opportunity to speak in the high school assemblies about different events such as pride month and international women's day.

Every student is different and at Reepham College we embrace those differences and by doing so we become more understanding and tolerant of others, this I believe makes us truly outstanding as a school and college as we drive this to the forefront of everybody's thinking."

**Year 12 student**



# Our Enrichment Programme

In order to give our students the opportunity to reach their full potential, they all follow a structured and timetabled Enrichment programme that complements their academic study. It helps students to develop into well-rounded individuals by including a range of activities that develop key skills. Historically, these have been:

**Environment enrichment (Reepham College Allotment Project).**

**Introduction to philosophy enrichment.**

**Employability and resilience skills through our 'Job Application to Interview' scheme.**

**Organisation and communication skills through our mentoring programme.**

**Preparation for independent living, life skills and financial planning.**

**A Question Time event with prominent local politicians, chaired by our students.**

**Reasoning and critical thinking skills through our debating group.**

**Social, collaborative and leadership skills through Tutor Team Olympics.**

**Personal safety and life skills, across a whole range of activities from eSafety and working with the Norfolk Roads Policing team, to being able to budget and cook once a student has left home.**

**PSHE programme covering: physical and mental health and wellbeing, drugs education, living in a diverse society, equality, and challenging prejudice, and maintaining respectful relationships.**



"The Personal Development programme gives students the opportunity to reflect on their attitude towards college life, whilst also allowing them to explore inter-personal relationships. Students have developed and discussed knowledge, skills and understanding in a range of topics to enable them to feel confident, informed and responsible young adults."

College Tutor



## Personal Development

The Personal Development Programme covers Personal, Social, Health, and Economic Education. It is delivered weekly by College tutors and through our enrichment programme. It aims to equip students with the facts, abilities, and confidence they need to navigate the complex world we live in. The following themes are explored in an environment where all students are listened to, respected, and given the opportunity to contribute:

Respectful relationships, health and wellbeing, healthy choices and safety, careers and course advice, financial understanding, drugs education and living in the wider world.

"As a younger person, it has made me really aware about ongoing issues within my generation and how to make important life choices. The sessions have all been very useful and have covered a broad range of important topics."

Year 12 Student

"It has been good to discuss important topic areas and see other peoples perspectives on them. It is done in such a relaxed and friendly environment I feel confident to ask any questions."

Year 12 Student

"I consider myself to be very lucky to attend such a forward thinking college where we have been encouraged to openly discuss pertinent issues facing young people today in an environment that really helps see things from different perspectives, and encourages us to have an open discussion about our concerns in a supported environment."

Year 13 Student

# Beyond the Classroom

## Duke of Edinburgh Gold Award 2023/2024

The Duke of Edinburgh Award is a real adventure. Every section gives you something different - that's the fun of it! You'll enjoy many new experiences and discover talents you never thought you had. Achieving an award will give you skills, confidence and a view on life that everyone is looking for, from employers to universities.

The Gold award has five sections: Volunteering, Physical, Skill, a residential and the Expedition. Some of these can be completed within college, such as at the 'Allotment Project', which many of our students take part and lead in. It also gives our students the opportunity to get involved in the local community, often really making an impact on people's lives. The Expedition section involves planning, training for and taking part in regular training and 2 four day (three night) expeditions.

You will be walking over 15km per day in challenging wild country, carrying your kit, in teams of up to seven. There is a practice and final Expedition which will both take place in wild country such as the Lake District and Snowdonia.

Further information on the Duke of Edinburgh Award and the application process will be made available at the beginning of the Autumn Term.



## YOUTH STEMM AWARD

The Youth STEMM Award is an exciting achievement-based award designed to support and inspire the next generation of STEMM professionals. Participants log STEMM-related activities across four core strands on a personalised e-portfolio. Students can work towards a Bronze, Silver or Gold Level Award at Reepham College in order to inspire the next generation, engage the public, develop skills and shape their future career in the STEMM sector. As part of the award, pupils will be able to attend conferences held at the UEA, John Innes Centre and The Forum. We have had prominent speakers such as Maggie Aderin-Pocock, James Wong and Helen Czerski so far,

with many more lined up for future events. Students will also have other opportunities in College to achieve these strands, such as helping at open evenings and volunteering with the Science Department at events like the Norwich Science Festival. Further information about the Youth STEMM Award will be made available in the Autumn Term, but you can find out more about the different levels of award here:

<https://ysawards.co.uk/>



## French Exchange

We are delighted that the French exchange trip is back and what a wonderful opportunity it is for college language students to practise their French and experience the culture first hand. The trip is coordinated with Saint Joseph School in the historic town of Villefranche-de-Rouergue. During their stay, RHSC students visit the iconic market, sample delicious local produce and regional specialities, watch a French film at the local cinema and enjoy many other activities organised by their host families. They also get to participate in some lessons at Saint Joseph School and can compare French school life to theirs. It is a wonderful opportunity and former students have called it 'the best trip ever'.





# College Life

At Reepham College there are many opportunities and activities available to support your personal development the development of essential and transferable skills you will need now and for the future, as well as supporting your academic progress.

Prior to enrolment, you will be invited to attend our activity day - a perfect opportunity to strengthen your teamwork skills, meet different groups of people and push yourself outside of your normal 'comfort zones'. The emphasis is on having fun!

Join one of the College Council strands and put forward your own ideas for improving the College community. Students also have the opportunity to continue (or begin!) instrumental/singing tuition at RHSC if they wish.



A range of extra-curricular music activities are also available - these include Orchestra, String Group, Wind Band and Percussion Ensemble. Please see the Head of Music, Mr Green for further details.

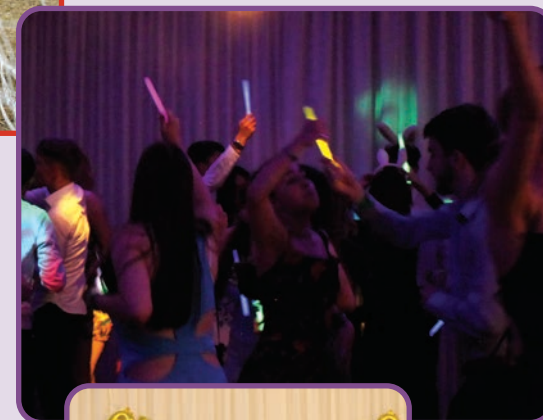
Students take part in international exchanges and educational visits, and make connections via our links to schools, colleges and universities across the globe. Students have visited and worked with people from the following locations: China, Germany, Spain, Turkey, Bulgaria, France, Martinique, Latvia, Romania, Belgium, Poland, USA, Norway and Iceland.



“Although the ethos is one of hard work, Reepham provides plenty of fun tutor-based activities. I shall never forget winning the Tutor X Factor with our version of Queen’s Bohemian Rhapsody!”  
**Alumni Member**

## Once you have joined Reepham College you will be encouraged to take part in

- Tutor Team Olympics; pancake racing; Tug of War; Bake-Offs; Easter events and Friday quizzes.
- Sporting events include our annual Sponsored Walk, Inter-Tutor Tough Mudder, Handball and Dodgeball competitions and staff versus student charity sports matches.
- Voting for fellow students to win 'Awards' at our 'Alternative Awards Ceremony'.



## Freshers Fair

Our Freshers' Fayre in October gives students an opportunity to find out about the extra and super curricular clubs and societies which run at the College, as well as speak to other students who are already involved in them.

Members of staff advertise their clubs, such as the Youth STEMM Award, the allotment project, the diversity and equality forum, drama club, punkPhilosophy as well as lots of different sports clubs. Students also have the opportunity to meet a representative from the Duke of Edinburgh gold award team.



## Student Mentoring

Ofsted commented very positively on the high standard of mentoring when they said 'Sixth-form students are mature, hardworking and well-motivated. Many act as mentors to younger students and provide good role models for them to follow'.

Our students act as mentors to high school pupils and pupils at the local primary school during their enrichment time, helping to develop their literacy and numeracy skills. While being an incredibly rewarding experience, it also helps develop organisational, communication and collaborative skills and looks very impressive on a UCAS personal statement or curriculum vitae.



## Reading Mentoring

College students volunteer as reading mentors to help support younger pupils' reading skills. This helps Year 7 and Year 8 pupils improve their reading fluency, vocabulary, and communication skills by explaining anything they do not understand and encouraging them to persevere with difficult sections of a book. College students really enjoy the experience of developing a supportive and advisory relationship with 'their' pupil, and for some students the experience has played a significant role in shaping the direction of their career path.

'We enjoyed taking turns reading passages of Harry Potter and discussing the story. My Year 8 reading partner enjoyed talking about the different films and made progress in sounding out lengthy words.'

'I have enjoyed building a connection with my College partner and they were really nice and helped me when I got stuck on words.'

'It was very fun being with the College student. I liked seeing you smile when I came into the College and you always helped me when I was struggling.'



## The Allotment Project & Orchard

The Allotment Project is a site on the college grounds that teaches children and young people how to lead more sustainable lives. It is a student-led project and we have hundreds of volunteers from the age of 11, to community volunteers from around Reepham. We also have many DoFE participants choosing the allotment for their 'volunteering' section, and over the years they have helped build many of the structures at the Allotment Project. Students have helped to build, design and 'upcycle' raised beds, a polytunnel, an eco-bus which has been upcycled into a bird hide which looks out across the wildflower meadow, irrigation systems, a new fruit cage, a chicken coop, seating areas, an old horse box, as well as an 'eco-building' (currently being built from old telegraph poles, wooden pallets and railway sleepers). Students come down to help of their own accord because the allotment site is a quiet and tranquil area of the College grounds. A Levels are very demanding, especially nearer the exam period, so the Allotment Project gives a sense of escapism, something we all need in this very busy world of ours.



We annually grow a wide range of organic produce such as tomatoes, potatoes, strawberries, raspberries, onions, squashes, carrots, broad and runner beans, and we even have our own flock of chickens who daily produce eggs. The Allotment Project uses many permaculture techniques and ideas to grow food for the College and High School each year. Everything at the allotment site is totally self-sufficient. There is no running water, so we catch it all from the sky!

The Allotment Project has one central aim: to teach young people about the crucial importance of leading a more sustainable and environmentally friendly way of life; it's all about setting an example. All produce from the Allotment Project is used by our external catering providers. What is not used in the school or college kitchens, we sell at the local Reepham Market to help raise funds!

The Project has become so successful that the lead volunteer, Matt Willer, has created 'The Papillon Project' charity. The charity supports secondary schools and sixth forms with the creation of their own allotments and a place to learn about the environment.

The Allotment Team.

We are delighted that our Allotment Project has been recognised nationally by the Royal Horticultural Society.



"I owe a lot to the Allotment Project. It gave me space when I needed it, a sense of contribution and some of the best cooperative experiences of my life, times that I will always remember. Students are lucky to have access to a great space that not only supplements their education, but also helps support them as human beings too."  
Alumni Member



[www.thepapillonproject.com](http://www.thepapillonproject.com)



# Visitor Speaker Programme

Our Enrichment programme has received widespread acclaim and has been rolled out to other providers in Norfolk. Ofsted commented

*“Leaders in the sixth form ensure that students are very effectively prepared for the next stage of their education”.*

“The enrichment programme is a fantastic initiative that provides students with the opportunity to gain skills and experience that can help them to access and grow their future careers with confidence and self-belief. I have had the privilege of being an interviewer for the last few years and without exception I have been hugely impressed by all of the students I have met, all of whom have engaged with the process with such positivity and enthusiasm. They are an absolute credit to themselves, and testament to the school’s commitment and support.”  
(Local Business Executive)



In September, we invite Jeremy Dry from Maximize Your Potential, a specialist educational company, to deliver a presentation to

Year 12 as part of Enrichment Programme to help the students to adjust to the leap from GCSE to A Level study. As well as talking about the importance of becoming an independent learner, and taking more ownership of their studies, Jeremy encourages the students to grasp opportunities, both in and out of school, which will help them to develop other important skills, such as good communication, teamwork, and leadership.



‘I visit many schools during the year to prepare students for the next stage of their educational journey and I am always delighted to be asked to return to Reepham College. As a college they really understand the importance of addressing student’s needs after they move on to university or into the workplace. This includes looking at the practicalities of life after college such as budgeting and flat sharing. The space we use is fantastic as it allows students to break out into small groups to do their own research before coming back into a larger group for lively discussion and questions. Staff are always on hand and supportive.’

Ed Flack WizeUp Consultants

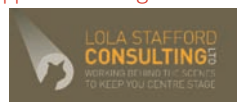
Push are always delighted to support students at Reepham College and regularly deliver our impartial guide to higher education which includes advice on choosing a uni and course that is right for students alongside tips to help them through the application process as part of their Enrichment programme.



Our experience in delivering our careers coaching and resilience workshops have given us a real insight in to how to empower students to access what Reepham College can offer to help them achieve their ambitions.

Personal and academic challenges are very common as part of the progression through sixth form and transition in to work or university, and our SMILE project enabled us to work in partnership with the College to put help in place, both through 1-1 engagement and as part of the Enrichment Day programme which is so valuable part way through the academic year to support wellbeing.

Jacqui Starling - Director  
Lola Stafford Consulting Ltd



# Student Support & Facilities



## College Canteen

The College canteen offers hot and cold refreshments, and hosts a variety of student-led activities, including inter-tutor competitions and events, and art, textiles and photographic exhibitions.

We want to help you make the transition from GCSE as smooth as possible. You do have to take on more responsibility for your own learning, but we promise you excellent teaching, top-quality resources, and support and guidance throughout. Staff will help you to achieve your potential and make fantastic progress. We want you to feel part of the College and to enhance its reputation as an exciting and dynamic learning establishment - a place of which we are all incredibly proud.

At Reepham College you will receive constant support and guidance from your initial application until after you leave to take on employment or further your education.

On arrival you will be in a mixed Year 12/13 tutor group, as this will help you settle into College life. Your Tutor will see you on a daily basis, and together with the Heads of Year and the College team, will assist you with:

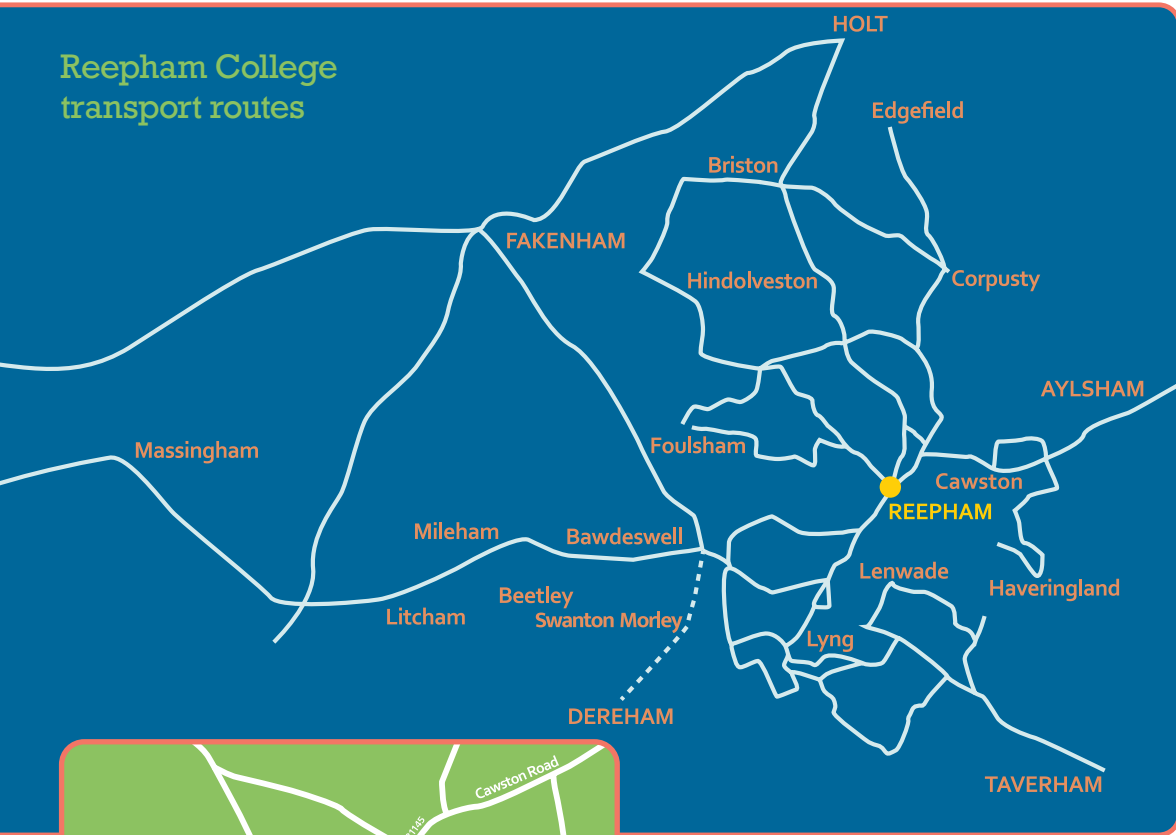
- The transition between GCSE and A Level
- Managing your workload
- Achieving a healthy work/life balance
- Achieving your potential
- Researching careers
- The application process for university/ apprenticeships
- Any problems or concerns you may have
- Any special educational needs you have
- Organising your work experience placement

Established links with other organisations provide a wide range of career, social and personal support. Your personal tutor, or indeed any member of staff who you feel comfortable approaching, will be happy to listen to you and direct you to the appropriate professional service.



When not in timetabled lessons you will have access to our Learning Resource Centre where you will be able to complete your independent study and attend year group lectures.

# Transport to Reepham



## Reepham College location



### We are very pleased to welcome students from across the county.

The high demand to study at Reepham College has led to an extended transport provision, currently including Holt, Aylsham, Tavermham and Liticham areas and we are planning to extend this to include Dereham town centre.

To view and apply for Norfolk County Council routes please visit [www.norfolk.gov.uk/post16transport](http://www.norfolk.gov.uk/post16transport) For the Liticham, Tavermham and Dereham areas please contact [office@reephamcollege.org.uk](mailto:office@reephamcollege.org.uk) for an expression of interest form.

All routes are subject to change and are reviewed on an annual basis.

# Next Steps

We are delighted to have students regularly securing places at some of the most prestigious universities in the country, including Oxford, Cambridge and many other Russell Group universities, as well as graduate apprenticeships with organisations such as Rolls Royce. These students are an inspiration to future generations and prove that highly competitive opportunities are within the grasp of students from rural Norfolk villages.

## Beyond Reepham

A high proportion of our students choose to study at degree level. The benefits of a degree are wide-ranging and the additional skills gained can prove essential for future careers.

## Oxbridge, Medicine, Veterinary Medicine, Dentistry (Early entry courses)

Degree courses at Oxbridge or Russell Group universities, as well as those in disciplines such as medicine, dentistry and veterinary medicine, are extremely competitive. Students with an impressive academic record and obvious ambition will be guided by our Specialist Support Co-ordinator. Visits to Oxford, Cambridge and other similar universities are promoted and support is given in making applications to attend summer schools to help students make an informed decision as to where they may apply to study post-A Level. University admission tutors, industry professionals and alumni students will meet with the group to offer advice and practical tips, including support on the techniques required for the admission tests. Reepham College liaise closely with link colleges at Oxford and Cambridge, and students have benefitted from the opportunity to attend two-night residential programmes where they have attended workshops on the admissions process and guidance on subject choice.

Our Specialist Support Co-ordinator is Mrs Iwanczyk [siwanczyk@reephamhigh.org.uk](mailto:siwanczyk@reephamhigh.org.uk)



## Next Steps Advice

All students at Reepham will be supported by their tutor and the College leadership team who will advise and guide them through the application process for apprenticeships and university. The team will be aware of your strengths and aspirations and will support you in achieving your full potential.

All Reepham students will be given a 'Unifrog account'. Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK, as well as other opportunities, and every college at Oxford and Cambridge. This makes it easy for students to compare and choose the best university courses, apprenticeships or further education courses for them. Additionally, the platform helps students successfully apply for these opportunities by using Unifrog to write their personal statement, applications and CVs and guides them through the process, allowing teachers and advisers to give live feedback.

**Our Next Steps Evening for parents, which takes place in June each year, will also give parents information about a range of post-18 options students may want to consider.**

Reepham College subscribes to the Norfolk Higher Aspirations Scheme (HAS). Our annual subscription to the scheme gives all of our students access to a range of live and on-line events covering all aspects from choosing appropriate courses, the application process and interviews. Students will receive a fortnightly ebulletin advertising HAS events and other events across the country. The HAS scheme provides access to practical support including mock interviews, assessment test support, and specific programmes for students aspiring to competitive universities and courses.

# Reepham College

## Alumni

Over the past 14 years more than one thousand students have successfully completed their A Levels with us and progressed onto an impressive variety of careers, citing the support, enrichment and excellent teaching at Reepham as influential in shaping where they are today.

We are delighted that so many of our ex-students sign up to our alumni group and support current students with advice, guidance, and words of wisdom.

I am a former student of Reepham High School and College and I have visited Reepham College for three years now supporting the college by doing talks and demonstrations about mental health, the stresses of teenage and college life and ways of relieving those stresses and taking the first step to making a change.

Katie



“For Cambridge I had to do two separate interviews where they tested my scientific thinking, problem-solving and knowledge of the subjects. The College were yet again really helpful, and a mock interview was arranged where I got to practise and set at ease a lot of my anxieties. Doing Zoom interviews was a very new experience, but this again was supported by the College.”

Alumni Member



During my time at Reepham College (2015-2017), I studied French, History, Law and Geography. I knew that I wanted to study Law, but I was unsure in the capacity of which I wanted to study it. Therefore, I applied to University, and secured an Unconditional offer to study towards an LLB in Law. Upon researching online, I found that an apprenticeship in Law was possible, and that I could qualify to become a solicitor via an apprenticeship. I soon researched into this much more, and applied to a handful of firms across London and Cambridge.

I was lucky enough to secure an apprenticeship at a large global firm, where I studied towards the Paralegal trailblazer apprenticeship. I then moved to my current firm, where I am an Apprentice Solicitor.

During my role, I work 4 days a week, and study one day per week. The study that I am undertaking is towards an LLB Law Degree and completion of my Solicitors Qualifying Exams. It would be unfair for me to say that the study is a breeze, but it is definitely worth it and having the study day each week, means that you have a fully focused day on your studies, along with your added time from evenings and weekends. I am involved with a variety of opportunities within my workplace, such as: attending court hearings, mediation, drafting defences and long Property Leases.

Lots of people did say to me that undertaking the apprenticeship was ‘a risk’ and ‘might not be for me’, but I have not ever thought that, and I have never regretted the decision that I made. I love my apprenticeship and have enjoyed telling my story and supporting students at Reepham College as part of the Alumni group!

Chloe



Having secured a football scholarship in America, my first season went really well and I was made captain of our team. As part of Reepham Alumni, I am happy to share my experiences of studying abroad with Reepham students.

Fletcher

“A week before my interview, I spent a few lunchtimes with my History teachers going through some questions, as well as doing a mock interview. Practising answering questions in this way helped me refine the ways I approached challenging questions and improve the fluency of my answers. I also realised how much I enjoyed this deeper, more complex approach to thinking and writing about history.”

Alumni Member

“It is the independent learning skills that I acquired at College that helped me to adapt to the demands of university life and stopped me from collapsing in a heap of exhaustion midway through my first term!”

Alumni Member

“The College has made sure that everybody’s personal statements reflect them and their full potential. Your teachers and tutor will always be happy to read through it and give feedback. They really do want you to do well.”

Alumni Member

“The most important thing the College did to help me was through their early entry support group. This group supports students who are thinking of making an Oxbridge application. It really helped me to gain a better understanding of the process. It provided me with great opportunities such as having a mock interview and being able to talk through my personal statement with an expert. Having that support and guidance really encouraged me to give early entry a chance. My interview for Cambridge was really nerve-racking. Debating ideas and arguments with two university academics was challenging. Due to Covid-19 the interview was online, which made it a unique experience! Having the mock interview with my English teachers was so useful as it gave me a taste of what it was going to be like”

Alumni Member



Shortly before leaving for my gap year travels around the world, I visited College to talk to students about how I had made my plans and some key considerations for others thinking of doing the same.

Luna



to lay out and refine my personal statement in order to stand out from other applicants. I spoke with a range of specialists who were really knowledgeable about the application process and the content that universities would be looking for in my application. The interviews were the most nerve-racking, but I had some great practice with the College providing me with a one-to-one mock interview, which really helped with the interview process and provided me with brilliant tips on how to answer interview questions.

It was definitely worth the effort, as I want to be a veterinary surgeon, with the ambition of running my own veterinary practice. I've wanted to follow this career path ever since the beginning of high school, after I knew that I would never be a professional rugby player.

**Name: James**

**A student at Reepham College from 2020 to 2022**

**Studied Biology, Chemistry and Psychology**

**Student at University of Nottingham where I study Veterinary Medicine**

Reepham College supported me very well through out the two years I was there, especially during COVID and then most importantly during preparation for my exams. The teaching and support was excellent and the amount of one-to-one support available was very beneficial. I was always made to feel very welcome at Reepham College and would highly recommend going there.

I looked on the Unifrog platform to see what subjects the veterinary medicine courses looked for at A Level. Then I picked the courses which I personally found most interesting; it was very useful being able to experience the A Level subjects at the Taster Day; this really helped me in choosing my subjects.

I attended a UCAS event at college, which outlined the process I would have to go through to get into vet school. The college gave great advice and help



**Name: Amelia**

**A student at Reepham College from 2019 to 2021**

**Studied English Literature, History, Sociology.**

**EPQ - Can Jane Austen be considered a Feminist writer?**

**Studying English at University of Cambridge**

I owe Reepham a huge amount! The teaching was fantastic, and my teachers were always going above and beyond to support me. The college really encouraged my application to Cambridge University. Their support was invaluable and gave me the confidence to apply. The best thing for me about Reepham College however was its focus on student wellbeing. The college fosters academic excellence, but not at the expense of student happiness. I felt really supported throughout my time at Reepham. For me the main difference between GCSE and A Level was the importance of independent work and thinking. You have much more independence than at GCSE. For me the transition was all about learning how to organise my time more effectively. The other key change was the emphasis on wider reading and critical thinking skills. You

are really encouraged to think deeply about your work. I found the transition from high school to college quite nerve-racking, as none of my friends from high school came to Reepham. However, everyone was really friendly and I settled in very quickly.

Ever since I was little I have always loved reading and writing; therefore, I was certain that I wanted to continue studying English Literature at A Level. I chose History not only because it really interests me as a subject, but also because I felt it would complement English. The modules, especially the English Revolution, also really appealed to me. I found choosing my third A Level harder. I chose Sociology because it involved a lot of my other interests, such as politics and debating.

My degree research involved looking at different English courses to see which one appealed to me. I attended some free online lectures and classes, to get a sense of what teaching and English was like at university. I also tried to do lots of wider reading of texts, some which were on university reading lists, again to get a better understanding of the requirements of university-level education.

The most important thing the College did to help me was through their early entry support group. It really helped me to gain a better understanding of the process. It provided me with great opportunities such as having a mock interview and being able to talk through my personal statement with an expert. Having that support and guidance really encouraged me to give early entry a chance.

My interview for Cambridge was really nerve-racking. Debating ideas and arguments with two university academics was challenging. Having a mock interview with my English teachers was so useful. They gave me some really useful pointers and tips which helped my performance. Being able to

discuss my ideas with academics really helped my skills of critical analysis. I had to think on the spot and adjust my thinking and arguments.

My dream job would be as an author.



**Name: Liam**

**A student from Reepham College from 2017 to 2019**

**Studied Business Studies, Economics, Mathematics**

**EPQ - The competition entering the television and streaming industry and the problems that this poses to the BBC**

Since leaving college in 2019 I joined a top regional accountancy firm where I completed my AAT accounting qualification alongside work under an apprenticeship scheme. I also had to develop relevant knowledge of the farming sector as I decided to specialise in agricultural businesses.

Since 2022, I have continued further studies whilst working at Larking Gowen, studying both the ACA and CTA qualifications to become a fully qualified Chartered Accountant and Chartered Tax Advisor with the ICAEW and CIOT in 2025.

By 2025 not only will I have these prestigious qualifications, but I will also have maintained 6 years of relevant work experience assisting clients with their accounts and tax returns. This work has at times been challenging, but studying whilst working has actively supported me in the workplace, and I really enjoy what I do.

My time at Reepham College was enjoyable, informative, and allowed me to reach my potential.

Whilst at college I underwent huge personal development as well as achieving 3 A Levels. I was able to build a support network of classmates, friends, and tutors. The tutors for my subjects then became my mentors, guiding me through a period of decisions and change by assisting me with my applications to various employers. This boosted my confidence and allowed me to become the best version of myself.

Throughout my A Level studies I worked on taking responsibility for my own development allowing me to fully understand the meaning of the quote "nothing worthwhile comes easy and nothing easy is worthwhile." I became a much more organised individual which is particularly important in my life today when balancing workload alongside studies.



**Name:** Luna

**A student at Reepham College from 2019 to 2021**

**Biology, Chemistry, Maths, English Literature**

**EPQ - Is DIY Biology needed for a free and fair society?**

I am currently in my first year studying Natural Sciences at Cambridge University. After leaving college I took a gap year, working before travelling around the world. I did some volunteering in Indonesia, working at a wildlife sanctuary, and did my fair share of hippy-dippy hostel travelling. College was incredibly helpful with my Cambridge application, with some well-needed brutal feedback on my personal statement, setting me up with a mock interview from an ex-student, and helping with my UCAS application. I felt really supported pursuing extra-curriculars such as the Youth Stemm Award, which really helped in my university process. Picking A Level subjects felt like a practically impossible task. I had enjoyed almost every subject I'd studied at GCSE and changed my subject choices about 5 times before starting college. In fact, I only started Maths after the first

half term, joining the class late as I was still undecided on which subjects to do! Initially, when I first started at the College, I was pretty set on studying Medicine at university, so I made my subject choices knowing most universities wanted at least two sciences. A couple of months into my A Levels, I was looking up the different requirements for Cambridge colleges for Medicine and found a lot of them recommended or required Maths, which is part of the reason I picked up a fourth subject. Funnily enough I'm not planning to do Medicine now, but I'm still glad I continued with Maths as it's been really helpful for Natural Sciences.

The College organised and recommended so many different events, especially around medicine and science, that really helped me finally decide which courses to apply for. For example, we had a GP give us a talk about Medicine courses, and also had great support in finding useful work experience.

For me, the support with personal statements and the lengthy application process was invaluable. The College provided multiple sessions to look over my personal statement, support I definitely needed, and without which I feel I wouldn't have received a Cambridge offer. I felt so much more confident in my application after these sessions.

The interviews were absolutely nerve-racking. For Cambridge I had to do two separate interviews where they tested my scientific thinking, problem-solving and knowledge of the subjects. The College were yet again really helpful, and a mock interview was arranged where I got to practise and set at ease a lot of my anxieties. Doing Zoom interviews was a very new

experience, but this again was supported by the College.

Despite the lengthy, stressful process, I would say it is one hundred percent worth it. To be honest, I still have very little idea of what I want to do in the future. I'm hoping to do something science-related in the media, but I am a long way off deciding yet!

The views of current students...



**Name:** Asha

**Previous High School:** Reepham High School

**A Level Subjects:** History, English Literature, Law and Geography

**First Choice Offer:** History and English at Oxford

**How did you find the transition to college?**

It was really nice to be able to focus on subjects I preferred and have more time to interact with the content and discuss it with teachers. I have learnt a lot in terms of managing my time and being more organised, which was a bit of a challenge initially.

**How did you work out which A Level subjects to study?**

I've always enjoyed History and English, and I had found Geography interesting at GCSE, so they were quite obvious choices. However, I originally wanted to do English language as well as literature but due to the option blocks this was not possible. Instead, I chose Law because it sounded interesting and useful to know about.

To decide if I wanted to do four A Levels, I spoke to previous students and teachers and weighed up my time with how much I would enjoy my subjects.

**How did you find out what subjects your first-choice university was looking for?**

When I applied to Reepham, I didn't know what I wanted to do after college. However, I've always enjoyed learning and school, so I did intend to go to university. As I knew I didn't want to do a degree in something like medicine but would rather do a subject based, humanities degree I didn't worry about choosing subjects based on uni choices as I knew it would be likely that the degree I wanted to do would be in a subject I would pick anyway. When I did decide to do a History and English joint honours degree, I looked at the course page on Oxford's website to check the A Level requirements.

**What did you do whilst at College to help make this decision?**

I attended the meetings with Mr Hayward, I spoke to my subject teachers, I joined clubs outside of college that allowed me to explore my interests further, I researched different degrees that I thought I would be interested in. I also attended subject Q&A sessions and example lectures at university open days where I spoke to current students and lecturers.

**What was the single most useful thing the College did to support your application?**

Encouraging me to ask questions generally! This helped me to discover what I really loved about my subjects, making my personal statement easier

to write and focus. Then, the amount of support my teachers gave regarding reading, rereading, and providing suggestions for my personal statement, giving me feedback on entrance exam practices, and finally helping me prepare for my interviews was hugely useful. I would have struggled a lot more without their encouragement and help.

**What was the hardest or most nerve-racking part of the application process?**

The uncertainty – I had to put a LOT of effort, time and hope into my application and not knowing if I would actually get to experience the amazing thing I was applying for was very difficult. Especially over Christmas, between my interviews and the result day when there wasn't anything more I could do.

**Was it worth it?**

Definitely! I couldn't be happier with my offer, and now I can focus on my exams without worrying about what I'm going to do next year. I couldn't not apply despite the high chance I wouldn't get in, because then I would have had no chance of going.

**What are your aspirations and have you always wanted to do this?**

I intend to go into academia – being a lecturer, researcher and even a professor one day would be really cool! I've always liked the idea of being a writer, teacher, or just getting to read books forever really so this isn't a new aspiration. However, I didn't really realise exactly what I wanted to do until looking into university degrees and apprenticeships – for instance, I've thought about going into law or being a museum curator or something like that.





especially as the college provide lots of resources to make study and revision easier, which helps to bridge the GCSE-to-A Level jump. If you have a good support system of either family or friends, as well as classmates and teachers, the transition is a lot less daunting than you'd think.

The College has just been a really safe environment for me, where I can comfortably be myself and express my thoughts and concerns without judgement. I know that when I have problems there are always people to talk to. I would like to go on to working on some short film projects, and I am particularly interested in editing and post-production. But I am excited to go to university and explore the many pathways in the film industry. I didn't even consider any film/video production or media-based aspirations before getting to College, so I am grateful that studying here has led me to find that out about myself. Advice I would give to new students is to choose to study what you enjoy! Even if you didn't take it at GCSE or it wasn't a subject at your high school, you should still go for it if it's what you love. And never be afraid to initiate conversations in the classroom. In Year 12, everyone is nervous, but taking the first step will not only improve your own confidence but make your classmates more comfortable too.

**Name:** Jess

**Previous High School:** Aylsham High School

**A Level Subjects:** Media Studies, Psychology, Biology

**Next Steps:** I plan to take a gap year before studying BA (Hons) in Film and Moving Image Production at NUA (my firm choice of uni)

I felt that the way the College day was structured was best suited to me and I liked that the main building was easy to navigate; this made settling in a lot easier. And of course, Reepham offered A Level courses in the subjects I wanted to study. I did well in Biology in high school, and was interested in neuroscience, so I chose Biology A Level, and Psychology A Level to go with it. I then chose Media Studies because I was considering studying fashion at NUA after college, and I knew that Media would be really helpful and interesting if I ended up going in that direction. A Level is certainly a step up from GCSE but I'd say it's definitely manageable,



**Name:** Niamh

**Previous High School:** Reepham High School

**A Level Subjects:** English Literature, Sociology, Geography

**Next Steps:** Currently, I am hoping to go to university to study Geography at either Edinburgh or Leeds.

I chose Reepham College for its outstanding reputation; offering the courses I wished to study and being close to home was a bonus. Knowing the teachers from high school, I knew this would be a big advantage going into my A Level courses; the taster videos also made the decision easier. Even though Covid prevented many of the Induction sessions, I felt the college made every effort when they could – for example, the Activity Day, which I thoroughly enjoyed. To begin with, the subjects I wished to study clashed and therefore this forced me down a different route, so I was a little uncertain. Little did I know that in the long run this would be the better

choice. I imagined A Levels to be very similar to GCSEs, however they really aren't.

College life and study are a lot more independent with personal responsibility for study, which I enjoy and thrive on. The College offers something for all students, no matter what your interests are. I have just returned from Iceland, a Geography field trip which blew my mind! I am really grateful for this opportunity. My advice would be to choose the college best suited to you, not your friends. I have made a new group of like-minded friends but not lost my high school ones. Unless you have a clear career path already (which I still haven't!), choose subjects you enjoy. Finally, keep on top of your studies and revision materials as content can build up quickly. Trust your own judgement.



**Name:** Lucy

**Previous High School:** Aylsham High School

**A Level Subjects:** Politics, English Language and Psychology

**Next Steps:** I hope to study Politics and International Relations at a London university before going into journalism.

I chose Reepham College because I was taken with the academic focus of the college environment. I came to Reepham with none of my high school friends, which was scary at first, but I'm pleased I pursued the College I knew would suit me best. I find my subjects interesting and exciting, and sixth form has given me greater independence in my studies, which has been great in developing good study habits. I have been offered lots of opportunities to participate in extracurricular groups, which has boosted my confidence as a student from a different high school. I attended the Taster Day and Open Day hosted by the College, and it provided a great opportunity to experience my prospective choices. Since attending sixth form, I have gone from having little

interest in Politics, to aspiring to study it at university. So I think it's important to try out different subjects and clubs and experience everything on offer. I was already quite set on English Language and Psychology, but the taster day gave me confidence that I was very interested in Politics, and my love for the subject has only grown since then. The step up from GCSE to A Level has been big, but more than anything else I've found it exciting. My teachers and form tutor have been incredibly supportive and inspiring, and they've always been willing to advise on my passion for writing outside of College which has been invaluable. The insight that the College offers in preparation for university/apprenticeships is so useful and there is plenty of support in place for those difficult decisions.

I hope to go into political journalism, though this hasn't always been my dream! I think an important part of College is learning about yourself and your own aspirations and developing as a person. I've always loved English, but my interest in Politics has sparked a love for analytical and opinion writing and I'm so excited to pursue that in the future.

My advice to Year 11s is to explore every line of interest you have, with the intention of finding your 'thing'! There are amazing opportunities in store and seize every one which excites you. It's so important to enjoy your courses and get as much as you can out of them. I think there's much more teacher-student collaboration at A Level. Sixth form is all about student input, so enjoy the benefits of smaller classes and everything from extra help when needed, to further reading from your teachers which can really boost your knowledge.



Year 12 – so it is definitely beneficial to attend them if you're considering it. I had a mostly clear idea of which subjects I'd want to do for College from around mid-Year 11: I was achieving good grades in all of them, and they were also subjects that I enjoyed. I knew that if I got the grades that were required, I would pursue them, which is exactly what happened. I was thinking about choosing Computer Science as a fourth subject; however after finding out what was required as summer work, I decided to drop it as it would have been too much work to cope with along with my other three subjects.

I've personally found the step up from GCSE to A Level to be quite a supported progress instead of just being thrown into the deep end, as the year began with some recap to make it still feel like GCSE level, but then got progressively more difficult. This meant that things that would have been very difficult at the beginning of the year now seem quite easy to catch on to.

I think that the most useful thing the college has done to support me, and other students could probably say the same here, is the addition of private study time to my timetable and use of the Learning Resource Centre. This has been great for my college life, as the hour of quiet working makes it much easier to finish independent work on time, and the LRC is a great place to work alone or with friends, mainly due to how quiet it is compared to other communal spots like the foyer.

I have wanted to attend College, specifically Reepham, since the beginning of Year 11, after finding out

how nice a place it was after the taster day in November of Year 11. However after I've finished College, I'm not yet too sure what type of career I'd want to have.

To any Year 11s thinking about their next steps, I would say, do something you enjoy, don't rush your decision and make sure to consider several options in case your first plan doesn't quite work out.

**Name:** Jake

**Previous High School:** Reepham High School

**A Level Subjects:** Maths, Further Maths, Physics

**Next Steps:** Maths-Physics degree at Cambridge or Warwick University

The main reason I chose Reepham College was because it was close (or right next to) the high school! However after the taster day and induction day, I realised how relaxed the atmosphere is and how easy-going it is in the classes, something which has continued throughout Year 12. It was nice to have most of my high school friends attending the same College, although I've got to know lots of new people in my time here so far, and even some from high school who I didn't know in Year 11 but who are among my closest friends now. I attended the taster day and induction day as well as the Oxbridge sessions; I found the latter very useful and it has led to Cambridge being my first-choice university. The other two events were a good way to adjust to College life before



**Name:** Chloe

**Previous High School:** Reepham High School

**A Level Subjects:** Maths, Physics, Computer Science

**Next Steps:** Post Sixth Form I start an engineering degree apprenticeship with Rolls Royce, studying and working in Non-Destructive Testing (NDT).

I chose to continue my education at Reepham College as it is connected with Reepham High School, so, whilst still being a big transition, the familiarity was something that appealed to me. At the time I expected College to be very similar to high school; however starting at the College I realised it was still a jump, one I didn't feel prepared for. Nonetheless, now I am proud I managed and sought support from my family, friends and teachers: it ended up being one of the best decisions I've ever made. I attended Reepham College's open evening, virtual taster day, and activity day. These events helped me feel secure in the fact I was entering an inviting and caring educational environment, with fantastic teachers and support for

students along their entire College journey. It made me feel far more comfortable with the idea of starting a new chapter in my life, knowing I had a supportive welcome before I even made it into the College.

At the time of deciding my subjects, I had the intention of studying Computer Science at university, so I chose the subjects I found best fitted the requirements for studying that course. I chose Computer Science so I would have a strong foundation of knowledge entering the degree, Maths to support me in the mathematical side of the course and Physics to help me with the practical applications, but also because it was a subject I was intrigued by and enjoyed a lot in high school.

I found the jump from GCSE to A Level quite a step up: the content is more fast-paced, and more frequent assessment makes it even more important to stay on top of revision, as well as learning the new exam techniques required at a higher level. Exam technique in particular took me a while to adjust to, but with the support of teachers and independent study it didn't take me long to find the rhythm of the new exam style. Prioritising self-care and looking after my mental health has also been very important over the last 2 years; it's easy to get wrapped up in college work and put unnecessary stresses on yourself, but taking a step back and looking after yourself is incredibly important to making sure you stay mentally healthy, ultimately benefitting you during exam times as well.

College has thoroughly supported me whilst I have been exploring different possibilities for my post-college options.

They have helped me look into university, apprenticeship and job applications and in developing my soft skills, providing me with interview tips, and curating a professional CV and application. They helped me to find opportunities that align with my aspirations and goals, and I have found an apprenticeship that is perfect for me. Throughout high school I was fixed on the idea of going to a competitive university and studying Computer Science or Maths, and up until about the end of Year 12, this was still what I wanted to do, but once I started exploring my options properly and thinking about what I actually wanted for myself and what would be best for me, I realised this was not the path I wanted to follow. Instead, I discovered apprenticeships and the many different opportunities available, as well as the fact I could earn a degree with one, without paying any student fees. This meant I would actually be earning money whilst gaining work experience and setting up a career path with numerous broad possibilities at the end of it. Long story short, plans can change and I discovered what I really wanted to do.

My advice to students joining the College would be keep your options open: don't limit yourself or think you can't achieve something simply because it seems too difficult or it's not what you had planned for yourself. You have so much time to find what you want to do later on, and now is not the be-all-or-end-all. Explore the different ways of achieving your goals and don't settle for less than what you want to do. Good luck everyone!



of subject and the staff were brilliant at helping this happen. I never found the step up to A Levels too hard, as small classes meant that the teachers were amazing at directly supporting each student and ensuring we were all on track. One-on-one tutor interviews similarly make sure that students are coping at home as well as at College, whilst the Enrichment programme gives us some time free from the classroom and an alternative method of learning.

**Name:** Sid

**Previous High School:** Alderman Peel High School

**A Level Subjects:** History, Geography, Politics

**Next Steps:** I hope to go to university to study either Geography or Law.

The decision of where to go to College was not one that I took lightly. Living over 45 minutes away initially was a great scare for me, and I knew that to go that far, then the College would have to be very special. After having attended the taster days and seen what Reepham had to offer, the College began to take centre stage in my possible options, as it gave me a great insight into the teaching methods and what would become the next two years of my life. The experiences and opportunities provided by the College have been life-changing: I have already travelled to Berlin with the school and have further trips bookmarked.

My primary choices for A Levels didn't work for me, so I requested a change



**Name:** Rose

**Previous High School:** All Saints, Lessingham

**A Level Subjects:** Law, Politics, PE

**Next Steps:** I am considering a degree in Politics and International Relations at UEA.

I joined Reepham College after attending All Saints, Lessingham for my GCSE studies. I was the only student from my school to choose Reepham College. Off on my solo adventure, I chose Reepham because they offered me all the subjects I wanted to take; other colleges did not. I also choose Reepham because they had their own separate College building instead of having sixth form students wander around the high school with secondary students, showing a clear divide between secondary and post 16 education. The building itself is also relatively small and easy to navigate compared to some of the other colleges I viewed.

I attended the open evening that the College put on for prospective applicants, as well as the activity day and induction days. These events were very well attended by applicants and the

activities the teachers for each subject put on for the induction days were very helpful in cementing my choice in subjects, eliminating any doubt that I had made the right decision.

I worked out which subjects to study by having many in-depth conversations with both my parents and my grandad, who takes a keen interest in my education. I think many people overlook the idea of talking their subject choices through with their parents, but it is crucial to have a second pair of eyes to look over and discuss your options with - other people may have been there, done that and got the t-shirt! Through this method, I decided that the most important factor in considering which A Levels to take is to play to your strengths. Ask yourself - what are you good at? For me, I have a talent for written language and communicating effectively, hence why I chose two essay-based subjects. Also, ask yourself what your interests are. I chose Law because I was already interested in crime, I chose Politics because I had an interest in current affairs. As for PE, I knew I had good grades from my GCSE course and had to take three A levels, so I went for that.

The one piece of advice I can give any prospective student is never underestimate the jump from GCSE to A Level. Anybody who cruised through their GCSEs without doing much study needs to understand that A Levels do not work the same way: they require lots of hard work and determination. You must seriously consider whether you are willing to put in that work before applying, otherwise you might be better off taking another course. Because of time I spent out of

mainstream education, I personally already knew how to study independently and effectively which stood me in good stead, however I can appreciate that many people do not yet have this skill. This does not mean I haven't found it a massive step up; my workload increased quite a lot, but once I found a suitable routine, I found a way to manage my time effectively. It takes time but you can get there if you apply yourself.

The single most useful thing the college has done to support me is provide enrichment sessions every Wednesday to teach us valuable skills such as writing a CV and doing a mock interview. My long-term aspirations are to go to university and get a good degree. Beyond that, I would like to have a good job, and above all, make money. As for my short-term aspirations, I am working hard to secure good grades at A Level and network within the Conservative Party to gain connections and contacts to see where that might lead me.

To Year 11 students currently thinking about their next steps, I advise that you weigh up all your options carefully when deciding which one is right for you. Don't pay attention to what your peers are choosing: with choices such as these it is never one size fits all. Don't choose a College setting just because your peers are going there - you need to make the choice for you! A Levels can open so many doors for you in the future if you want to go down this route.





the skills required for further studies. The supervised private study sessions have been especially helpful for a busy person like me. I have found a sport-work-study balance which works really well for me, and I am always able to keep on top of the work load without feeling overwhelmed.

I have aspirations to work as a paramedic; I have struggled to decide exactly where my career path would lead, however, I have always been interested in medical studies. The College has also provided me with ways to research my next steps such as a Unifrog account, which has been really helpful in helping me consider options to pursue further.

**Name:** Edie

**Previous High School:** Neatherd High School

**A Level Subjects:** Biology, Psychology, PE

**Next Steps:** BSc Degree in Paramedic Science at University

Coming from another school, I really appreciated the events that were held for us, such as the taster day, activity day and induction day, which meant I could meet new people that were in a similar situation before the College term began. It made for an anxiety-free transition as I navigated College life and the jump from GCSEs to A Levels. I chose the A Levels I'm studying by researching degree courses and University requirements, and also choosing subjects I already enjoyed at high school.

Although it is a big step up, I have embraced the challenge of A Levels. The College gives us lots of support, our teachers have helped us bridge the gap of difficulty, and I feel the opportunity to study independently is so beneficial, as it allows us to build



# Destinations

We are extremely proud of our students' achievements. One of the highlights on the College calendar is celebrating this at our 'Alternative Awards Ceremony' and a Leavers' Social; we are looking forward to recognising their success formally at our Awards Evening in January. Our heartfelt congratulations to all students.

Education / Child Care	Apprenticeship	Childhood & Youth Studies	Open University
Agricultural	Apprenticeship	Screenwriting and Film	Sheffield Hallam University
Non-destructive testing (Engineering Graduate) Rolls Royce	Apprenticeship	Geography	The University of Edinburgh
Equine	Apprenticeship	Psychology with Counselling Studies	University of Brighton
Sandhurst	Army	Primary Education with QTS	University of Brighton
	Employment	Law	University of Bristol
	Gap Year	Biology	University of Bristol
	Leading Edge Flying School	Zoology	University of Derby
Airline Pilot		International Development and the Environment (inc Year abroad)	University of East Anglia
Sports Coaching & Physical Education	Anglia Ruskin University	Law	University of East Anglia
Fashion Communication	Bristol, University of the West of England	Engineering with a Foundation Year	University of East Anglia
International Relations & Politics	Cardiff University	International Development (inc Year abroad)	University of East Anglia
Applied Software Engineering	Cardiff University	Law	University of East Anglia
Politics & Modern History	Cardiff University	Archaeology, Anthropology and Art History	University of East Anglia
Sport, Health & Exercise Science	City College Norwich	Environmental Sciences	University of East Anglia
Law	Durham University	Mechanical Engineering	University of East Anglia
Modern Languages and Cultures (inc Year abroad)	Durham University	Computing Science	University of East Anglia
Social Sciences	King's College London, University of London	Physical Education, Sport and Health	University of East Anglia
Fashion Promotion and Communication	Kingston University	Pharmacy	University of East Anglia
Marketing (Study Abroad)	Lancaster University	Social Work	University of East Anglia
Psychology (Study Abroad)	Lancaster University	Nursing (Mental Health)	University of East Anglia
Science of Sport Performance	Leeds Beckett University	Biomedicine	University of East Anglia
Computer Science with Foundation Year	Loughborough University	History	University of East Anglia
Sport Science, Coaching and Physical Education	Loughborough University	International Development and the Environment	University of East Anglia
Mechanical Engineering	Loughborough University	Mathematics	University of Hull
Economics	Loughborough University	Business and Management	University of Lincoln
Sport & Exercise Sciences	Loughborough University	Psychology with Forensic Psychology	University of Lincoln
Marine Biology	Newcastle University	Psychology with Mental Health	University of Lincoln
Economics	Newcastle University	Politics & Sociology	University of Manchester
Mathematics	Newcastle University	Plant Biology	University of Nottingham
Politics and French	Newcastle University	History and English	University of Oxford
Modern Languages	Newcastle University	Criminology & Law	University of Sheffield
Graphic Design	Northumbria University, Newcastle	Journalism Studies	University of Sheffield
Fashion Communication	Northumbria University, Newcastle	Civil and Structural Engineering	University of Sheffield
Architecture	Norwich University of the Arts	Geography	University of Sussex
Film and Moving Image Production	Norwich University of the Arts	Modern Languages with Linguistics	University of Warwick
Quantity Surveying and Commercial Management	Nottingham Trent University	History & Politics	University of Warwick
Criminology	Nottingham Trent University	Politics with International Relations	University of York
		Criminology	University of York
		Politics with International Relations	University of York
		Psychology	York St John University

# Extended Project Qualification

Our popular EPQ allows students to extend their abilities beyond the A Level syllabus and prepare for university or their future career, and it can be used to earn extra UCAS points. An increasing number of universities are including the EPQ in their offers to students. Projects are student-driven, giving them the freedom and responsibility to select topics and projects they are interested in. Students follow a clearly structured process: they plan, research their topic and create a product. The product of their project can be in one of two formats: a research-based written report or an artefact (e.g. a piece of art, a computer game, a realised design).

All projects are supported by a written report and work is recorded in a Production Log and, finally, students deliver a presentation.

During the process, students develop as independent, reflective learners and acquire knowledge and transferable skills that are invaluable for further study and the workplace.

## Some EPQ titles have included;

- Should Thomas Hardy's heroines, Tess Durbeyfield and Bathsheba Everdene, be role models for twenty-first century women?
- Are Skyscrapers worth it?
- Is the development of a DIY Biology movement a necessary step towards a more free and fair society?
- Will Hong Kong truly reunify with The People's Republic of China?
- The persecution of witchcraft was essential to the early development of capitalism.
- To what extent is Putin-era Russia a bigger threat to NATO than Cold War Russia?

"What I love about Reepham College is that the teachers give so much of their time to help us and you always feel supported. Whether it's prioritising your workload or managing stress, everyone here knows that, whatever the problem, there is always someone to go to for advice."

Alumni Member



# Choosing the Right A Levels

Students will choose three A Levels over a two year programme of study. (Highly academic students can select to study four A Levels).

It can seem a daunting task cutting your studies to just three subjects, and we understand how important the decision is to you. There are a lot of factors involved and we are keen to help and support you in your choice, but it must be your decision. Think about subjects you enjoy and where you are successful.

Universities and employers understand that you are limited in the number of courses you can study and as well as the knowledge you learn, they are keen to see the wider skills and experience you gather from your chosen subjects.

To access A Level courses, students will require seven GCSEs at Grade 4 or above, including English Language and Mathematics.

Additionally, students will need to meet our course-specific entry criteria.

The following pages show the courses that we offer. Additional course information will be available at our Open Evening. **If you would like to discuss your subject choices further, you can book an appointment by contacting Mrs Chris Durban on 01603 876080**

Some university courses require you to have studied certain subjects at A Level. Informed Choices <https://www.informedchoices.ac.uk> is a useful website which can help ensure you keep your options open. We would also recommend <https://digital.ucas.com/search> as a good starting point to look at university entry requirements.

In the Spring Term, there will be a specific drop-in session where students and parents can seek advice on particular issues related to admissions. Past experience has shown that students' thinking becomes far more focused once results from mock exams have been received.



# Art, Craft and Design

incorporating Fine Art, Art Textiles, Photography and 3D

## SUBJECTS COVERED:

Possible areas of study include:

### Fine Art -

- Painting and drawing, mixed media, installation, printmaking, digital media

### Textiles -

- Fashion, printed and/or dyed fabrics, constructed textiles, textile installation

### 3D -

- Ceramics, sculpture, product design, 3D digital design, environmental design

### Photography -

- Photography people/places, still life, documentary, photojournalism, film, digital, video, experimental imagery

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 in Art or Grade 4 in Art Textiles  
GCSE Grade 4 in English Language

## STAFF CONTACT:

Mr Alasdair Hadden  
ahadden@reephamhigh.org.uk

## EXAMINATION BOARD:

WJEC Eduqas

## USEFUL LINKS:

[www.nua.ac.uk](http://www.nua.ac.uk)  
[www.tate.org.uk](http://www.tate.org.uk)

## BEYOND THE CLASSROOM:

- 'Beyond the Frame', sponsored by NUA Norfolk Post 16 art competition
- The Norwich Print Fair
- A London gallery visit

## Why Art, Craft and Design?

With an estimated 2,040,000 jobs - 75 per cent of them outside London - the UK's creative industries are developing new jobs faster than other sectors, despite record employment in the UK economy as a whole.

### "Creativity takes courage" - Henri Matisse

This is a broad-based course that provides flexibility in content and approach. Choose this option if you want to explore and create work associated with more than one endorsed art title. Choosing an arts-based course will develop your creativity within this and your other subject areas.

- Art is a language that all people speak, that cuts across racial, cultural, social, educational, and economic barriers, and enhances cultural appreciation and awareness.
- It provides opportunities for self-expression.
- It develops both independence and collaboration.
- It makes it possible to use personal strengths in meaningful ways.
- It improves academic achievement - enhancing test scores, attitudes, social skills, critical and creative thinking.
- It exercises and develops higher order thinking skills including analysis, synthesis, evaluation, and "problem-solving".

## Class activities

After an initial period of experimental workshops, students will choose a personal pathway and build a thematic personal portfolio incorporating a range of their own chosen skills and techniques.

## Future careers which use Art, Craft and Design:

As well as becoming a practising artist, traditional careers in industry may include fashion design, video game designer and architecture.

## Subjects which complement Art, Craft and Design:

### History

### Maths

### Geography

### Sociology

### Psychology

## Portfolio submission

Your subject teacher will ask that you submit a portfolio showing examples of your work. Full details will be provided with your conditional offer letter.

## Assessment

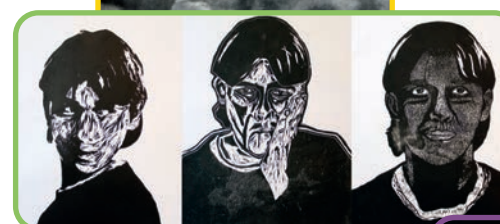
The course is assessed through practical components: **Component 1** - The Personal Investigation (60% of your final A Level grade) **Component 2** - The Externally Set Assignment (40% of your final A Level grade)

## GCSE to A Level

Building upon skills developed throughout the GCSE, the A Level refines your practice further, specializing in one or more areas; project work is independent and chosen by the student.

## The top 3 things you can do now to start preparing for A Level Art, Craft and Design:

1. Visit a range of galleries.
2. Events - What's On. Norwich University of the Arts (<https://www.nua.ac.uk/events/>)
3. Take an interest in the world you live in.



# Biology

## SUBJECTS COVERED:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfer in and between organisms
- Organisms respond to changes in their environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 6 in Biology or 6/6 in Combined Science (Double Award)

## STAFF CONTACT:

Mrs Fiona Edwards  
fedwards@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

<http://www.aqa.org.uk/subjects/science/as-and-a-level/biolgy-7401-7402/specification-at-a-glance>

## BEYOND THE CLASSROOM:

- Trips to the John Innes Centre
- UEA School of Biological Sciences
- Science Live event

## Why Biology?

Biology is the study of life from the smallest of bacteria to the gigantic blue whale. Life is organised - it “works, grows, reproduces, responds to stimuli and adapts,” and it is these characteristics which form the basis of the study of Biology. Biology comprises a range of inter-linked disciplines which take life from the molecular level, through cells, tissues and organisms, right through to ecosystems.

Biology is very relevant to our everyday lives and it is forever changing. One hundred years ago people died from TB, cholera and tetanus, which we are now vaccinated against. Who could have imagined the devastation caused by Coronavirus to our everyday lives today, and just how important it is to continue to research cures and vaccines? The Human Genome Project may unlock the secrets encoded in our DNA so that genetic diseases such as cystic fibrosis can be treated. Research may also help protect endangered species, conserve ‘at risk’ habitats, and combat threats such as bioterrorism and emerging infectious diseases.

## Class activities

During class there are many practical experiments, debates, problem solving and a little maths and essay writing.

## Future careers which use Biology:

Medicine

Dentistry

Veterinary Medicine

Pharmacy

Dietetics

## Subjects which complement Biology:

Psychology

Chemistry

Maths

Physical Education

Health and Social Care

## Assessment

A Level Biology is assessed on three final exam papers of two hours each, together with an endorsement of 12 required practicals carried out during the course, which are assessed by teachers.

## GCSE to A Level

A Level Biology extends your GCSE knowledge, teaching about the processes in more detail, but there are also topics which you will have not studied, particularly those concerning genetics.

## The top 3 things you can do now to start preparing for A Level Biology:

1. Check out the CGP books ‘Head Start to A Level Biology’ and ‘A Level Biology: Essential Maths Skills’.
2. Go to your library and read copies of ‘Biological Sciences Review’ and ‘New Scientist’.
3. Choose a GCSE topic and watch YouTube clips on it – often they will go beyond your GCSE knowledge. See what you can learn from them.

# Business Studies

## Why Business Studies?

What would you like to be doing in five years’ time? Would you like to launch your very own business, or perhaps work in Human Resources, Marketing or Operations? Perhaps you will be managing people, deciding who should be hired and how to motivate them? Every person in employment works for an organisation of some sort, whether it is in the private sector, the public sector or for a charity. Our objective on the Business Studies course is to equip students with the knowledge and skills they need to operate effectively in organisations. The Business Studies course provides a firm foundation for the launch of your career or for progression to higher level education. Every year, approximately 70% of our Business Studies students go on to take a business-related degree course or a business-related apprenticeship.

## Class activities

Business Studies classrooms are lively places with discussion, debate and presentations, as well as teacher-led activities. We foster a classroom atmosphere which is interactive, engaging and purposeful.

## Future careers which use Business Studies:

Management and Leadership

Personnel Management

Business Operations Management

Marketing

Finance and Banking

## Subjects which complement Business Studies:

Economics

Mathematics

## The top 3 things you can do now to start preparing for A Level Business Studies:

1. Take an interest in business. Read the business pages on the BBC website and read the business pages of good newspapers.
2. Talk to friends and relatives about their business and work experiences.
3. Take an interest in the activities of businesses around you. If you have a part-time job, ask questions about the running of the business and gain experience of as many different areas as you can.

## SUBJECTS COVERED:

- Business Structures
- Leadership and Decision Making
- Marketing
- Operations
- Finance
- Human Resources
- Strategy
- Managing Change

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 Mathematics  
GCSE Grade 4 in English Language

## STAFF CONTACT:

Mr Mike Pittaccio  
mpittaccio@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

[www.Tutor2U.net/Business](http://www.Tutor2U.net/Business)  
<https://www.bbc.co.uk/news/business>

## BEYOND THE CLASSROOM:

- Each year we take students on a field trip to study a business. Last year we visited Alton Towers to look at the operations of a theme park.
- Speakers visit the College regularly; recently we have had visitors from the Bank of England and the University of East Anglia.
- We visit external events: such as a presentation by the Economic Policy Institute.

# Chemistry

## SUBJECTS COVERED:

- Atomic structure
- Amount of substance
- Bonding
- Energetics
- Kinetics
- Chemical equilibria
- Redox
- Periodicity
- Organic chemistry

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 6 in Chemistry or 6/6 in Combined Science (Double Award)

## STAFF CONTACT:

Mr Chris Derrett  
cderrett@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405>

## BEYOND THE CLASSROOM:

- Trips to the UEA School of Chemistry
- UEA Outreach
- Youth STEMM Award

## Why Chemistry?

Chemistry attempts to answer the big question 'What is the world made of?' and it is the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another, to discovering a new wonder drug to save millions of lives, the opportunities that it provides are endless. Chemistry helps you to develop research, problem-solving, communication and analytical skills. It enables you to challenge ideas and show how you work things out through logic and step-by-step reasoning. Importantly, Chemistry is a hands-on science and you will carry out experiments on a regular basis. This is to consolidate your theory work, but also provide you with the opportunity to use new apparatus and build your skills and confidence to complete safe and accurate practical work.

## Class activities

During lessons, you can expect to take part in problem solving activities, practical investigations, class discussions about Chemistry ideas, and designing experiments.

## Future careers which use Chemistry:

[Analytical chemist](#)

[Chemical engineer](#)

[Clinical biochemist](#)

[Pharmacologist](#)

[Doctor](#)

[Research scientist \(physical sciences\)](#)

## Subjects which complement Chemistry:

[Biology](#)

[Physics](#)

## Mathematics

### Assessment

A Level Chemistry is assessed on three final exam papers of two hours each, (worth 35%, 35% and 30% of the A Level respectively), together with an endorsement of 12 required practicals carried out during the course, which are assessed by teachers.

### GCSE to A Level

A Level Chemistry extends your GCSE knowledge and learning in more detail but there are also topics which you will have not studied before.

## The top 3 things you can do now to start preparing for A Level Chemistry:

1. Purchase and work through the CGP books 'Head Start to A Level Chemistry' and 'A Level Chemistry: Essential Maths Skills'.
2. Download and attempt the individual Maths episodes available via the following link: <https://www.aqa.org.uk/resources/science/as-and-a-level/teach/maths-skills-briefings>
3. Keep up-to-date with the latest Chemistry news from around the globe by visiting the Royal Society of Chemistry website: <https://www.rsc.org/>; particularly the 'Students' section. (Scroll down and it is located under 'Quick Links').

# Computer Science

## Why Computer Science?

Computer Science is an essential part of life and is now integrated into many parts of our daily activities. There is a greater demand for computer skills from many, if not all, industries, relying on IT systems and computer programs to support business decisions. In our curriculum, we aim to provide a balanced curriculum of both IT skills and Computer Science content in preparation for the working environment. Students will understand how to abstract, decompose and recognise patterns in problems, in order to develop appropriate solutions, which are increasingly desirable transferable skills. Furthermore, they will be able to use software effectively to showcase the knowledge that they have learnt.

## Class activities

In Computer Science, we have a range of teaching approaches. Some of the activities you may come across in a typical lesson include debates, class discussions, paired tasks, mini-projects over a period of weeks, essay writing and programming challenges in Python.

## Future careers which use Computer Science:

[Medicine](#)

[Law](#)

[IT & Business](#)

[Science & Engineering](#)

## Subjects which complement Computer Science:

[Mathematics](#)

[Science \(particularly Physics\)](#)

## Assessment

This course has three assessment components:

- **Computer Systems (Written Paper 1) 40%**
- **Algorithms and Programming (Written Paper 2) 40%**
- **Programming Project - 20% Non-Exam Assessment.**

## GCSE to A Level

There are many topics similar to GCSE that go into further detail, and a few additional topics such as Big Data, robotics and further programming approaches. As an A Level Computer Scientist, you will become much more independent in your programming skills and be expected to research independently to overcome issues that you may encounter.

## The top 3 things you can do now to start preparing for A Level Computer Science:

1. Continue programming in Python, building skills from GCSE.
2. Read around technology updates in the news – particularly those around new technology such as Artificial Intelligence and robotics.
3. Watch videos on YouTube by Craig'n'Dave on GCSE OCR Computer Science to ensure you have a firm grasp on the basics before September.

## SUBJECTS COVERED:

- Hardware and Software Development
- Exchanging Data and Ethical/Cultural/Legal Issues in Computing
- Computational Thinking, Problem Solving, Algorithms and Programming
- As part of the Non-Examined Assessment, students will choose a computing problem to work through as their programming project, including sections detailing analysis, design, development, testing and evaluation.

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 6 in Computer Science or GCSE Grade 6 in Mathematics

## STAFF CONTACT:

Mrs Amy Peebles  
apeebles@reephamhigh.org.uk

## EXAMINATION BOARD:

OCR

## USEFUL LINKS:

[www.ocr.org.uk/maes/170844-specification-accredited-a-level-gce-computer-science-h446.pdf](http://www.ocr.org.uk/maes/170844-specification-accredited-a-level-gce-computer-science-h446.pdf)

## BEYOND THE CLASSROOM:

- In the past students have visited the National Museum of Computing at Bletchley Park.



# Economics

## SUBJECTS COVERED:

- Microeconomics
- Macroeconomics

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in Mathematics

## STAFF CONTACT:

Mr Mike Pittaccio  
mpittaccio@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

<https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136/specification-at-a-glance>  
<https://www.tutor2u.net/economics>

## BEYOND THE CLASSROOM:

- Each year we take students on a field trip to study a business. Last year we visited Alton Towers to look at the operations of a theme park.
- Speakers visit the College regularly; recently we have had visitors from the Bank of England and the University of East Anglia.
- We visit external events: such as a presentation by the Economic Policy Institute.

## Why Economics?

Economics offers an insight into how the world works and will help you to understand many questions we face today:

- Should we subsidise green energy?
- Who should receive benefits and how much?
- Can tax evasion be prevented?
- Should Britain rejoin the European Union, or not?
- Should drugs be legalised?
- What are the consequences of government austerity?
- Should patients be charged for hospital treatment?
- How can problems of poverty and inequality be addressed?

Graduates from this subject are the second highest paid behind those studying Medicine, showing the opportunity for our students to be successful.

## Class activities

A wide range of activities including class debates, research tasks and essay writing.

## Future careers which use Economics:

Lecturer

Banker

Financial Adviser

Politician

## Subjects which complement Economics:

Business Studies

Maths

Geography

## Assessment

Three final exam papers, each of two hours, each worth a third of the overall marks.

## GCSE to A Level

Some topics are built on those from GCSE Business Studies, such as the 'Influences on Business' module.

Some are also developed from those found in GCSE Human Geography, such as 'People and Environment Issues'.

## The top 3 things you can do now to start preparing for A Level Economics:

1. Download a news app such as BBC News and follow it regularly.
2. Look on the Tutor2U website and watch the 'Introduction to Economics' videos.
3. Read the book 'Freakonomics' by Stephen J. Dubner and Steven Levitt - a great introduction into the fun side of Economics.

# English Language

## Why English Language?

Language is an ever-changing means of communication, which evolves as we do. Whether it is the influence of William the Conqueror in 1066 or the latest teenage buzzwords, our range of vocabulary and means of expression move with the times. If you are interested in exploring how your language has come about and what influences it, then this course is for you.

The course covers a range of topics for you to develop and apply your understanding of language in use. These include finding out how a person's occupation affects their language use and exploring how much gender influences the way that we communicate. You will also find out how children learn to speak, read and write and how English has changed across time into the language we use today. There is also an opportunity to demonstrate your creative and research skills, with the production of a coursework portfolio of creative writing and an investigation into a sub-topic of language which requires independent study.

## Class activities

Typical lessons involve a range of different activities including class discussion, independent and group research, analysing different texts (both spoken and written) and essay writing.

## Future careers which use English Language:

Teaching

Journalism

Media Work

Speech Therapy

Work in Artificial Intelligence

## Subjects which complement English Language:

Psychology

History

Sociology

## Assessment

Two final exams lasting 2½ hours each, and a Non-Exam Assessment worth 20% of the final marks.

## GCSE to A Level

A Level English Language is very different from your GCSE course. It is a much more scientific approach to the English language, exploring how it contributes to culture and identity.

## The top 3 things you can do now to start preparing for A Level English Language:

1. Collect interesting examples of language use such as unusual adverts or speeches.
2. Listen to a podcast such as BBC Radio 4's 'Word of Mouth'.
3. Keep a list of interesting new words you come across in everyday life.

## SUBJECTS COVERED:

- Language Change
- Child Language Acquisition
- Language Diversity: Gender; Social Groups; Occupation; and Accent and Dialect
- Language in Action

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in English Language

## STAFF CONTACT:

Mrs Hannah King  
hking@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

## BEYOND THE CLASSROOM:

- A Level English Language students have had the opportunity to visit exhibitions at the British Library and go to watch comedians perform at Norwich Playhouse as part of a study of idiolect and the language of identity.

# English Literature

## SUBJECTS COVERED:

- Love through the Ages
- Texts in Shared Contexts: Modern Times, Literature from 1945 to the Present Day
- Independent Study

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in English Literature

## STAFF CONTACT:

Mrs Hannah King  
hking@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA Specification A

## USEFUL LINKS:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712>

## BEYOND THE CLASSROOM:

- When possible, we aim to support the course with lectures and trips to the theatre, and offer a 'lending library' of texts and DVDs.

## Why English Literature?

English Literature is the study of texts in English. It provides you with the opportunity to gain an insight into the traditions of English Literature, to develop as a confident and reflective reader and, most importantly, to develop your enjoyment of literary studies. One of the themes of the course is 'Love through the Ages' and this involves a historicist approach looking at texts across the broad spectrum of love, covering jealousy, conflict and revenge. You will study texts such as *Othello* and *Rebecca*, as well as unseen prose texts under this theme. You will also study a range of texts under the topic of 'Modern Times' including *A Streetcar Named Desire* and *The Handmaid's Tale*, a novel which has gained much popularity over recent years.

An enquiring mind, an ability to form opinions and a love of literature are essential requirements for this course, but you will be guided on your journey into the close analysis and critical appreciation of a wide range of texts. This is a demanding but very rewarding course, offering students the opportunity to develop higher order thinking skills, essential to further education.

## Class activities

Lessons involve a range of different activities including lots of group and class discussion, independent research, and essay writing.

## Future careers which use English Literature:

Teaching

Journalism

Theatre work

Publishing

## Subjects which complement English Literature:

History

Sociology

Psychology

Law

## Assessment

Two final exams, of 3 hours and 2½ hours respectively, and a Non Examined Assessment worth 20% of the final marks.

## GCSE to A Level

A Level English Literature builds on similar skills to GCSE English Literature, encouraging critical analysis of a range of different literary texts. However, you will be encouraged to develop more of your own interpretations and read other critical perspectives on the texts you are studying.

## The top 3 things you can do now to start preparing for A Level English Literature:

1. Read widely, exploring a range of different texts from Chaucer to modern day novelists, dramatists and poets.
2. Listen to a podcast such as 'A Good Read' on BBC Radio 4.
3. Watch a play either at the theatre or online (National Theatre Home).

# French

## Why French?

French is an official language of 29 countries worldwide and, like English, is a language of global economic, political and cultural importance. We now invite you to join more than 230 million daily, fluent speakers across the world.

Native speakers of English with foreign language skills are in great demand in the global marketplace. British college leavers and graduates with foreign language skills remain in short supply! Whatever your career path, the skills you pick up with A Level French could make all the difference to your job prospects, enjoyment of travel, cultural appreciation, future friendships and much more besides...

## Class activities

There is no such thing as a typical A Level French lesson. You may focus on conversational fluency, cultural aspects, grammatical skills, geography, history, society, research skills or work on a film or set literary text.

## Future careers which use French:

International relations; diplomacy

Business and retail

Media and journalism

Science and technology

Travel and tourism

Fashion, design and creative industries

## Subjects which complement French:

Business Studies

Economics

English Language

English Literature

Geography

History

Biology

Chemistry

Physics

Spanish

Sociology

## Assessment

An oral exam with a visiting examiner at the end of Year 13, worth 30% overall.

Two written papers at the end of Year 13: one worth 50% and focusing on listening, reading and translation; the other worth 20% and comprising film and literature essays.

## GCSE to A Level

Building proficiency in understanding and using French remains key to success. Key A Level skills include responding to unprepared questions, individual research skills and engagement with cultural topics.

## SUBJECTS COVERED:

- Being a young person in French-speaking society
- Understanding the French-speaking world
- Diversity and difference in the French-speaking world
- France 1940-1950: The Occupation and post-war years
- Studying a French language film
- Studying a French language literary work
- Independent research project

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 6 in French

## STAFF CONTACT:

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mteillet@reephamhigh.org.uk

## EXAMINATION BOARD:

Eduqas

## USEFUL LINKS:

<https://www.eduqas.co.uk/qualifications/french-as-a-level>

## BEYOND THE CLASSROOM:

- During the year, you have the opportunity to go to UEA with your teachers and classmates to watch some French speaking films. We nurture links with alumni studying Languages and related degrees, regularly inviting them back to meet students. We currently have an exchange with a school near Rhodéz, Occitanie region.

## The top 3 things you can do now to start preparing for A Level French:

1. Start reading articles and web pages in French, following your own interests.
2. Watch French-language films, series and video clips (or even a football/tennis match with the commentary in French), using subtitles where available.
3. Ensure that your knowledge of GCSE grammar is up-to-date, especially verb tenses/endings.

# Further Mathematics

## SUBJECTS COVERED:

- Complex Numbers
- Matrices and transformations
- Vectors and 3-D space
- Polar Coordinates
- Hyperbolic functions
- Proof

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 7 in Mathematics

## STAFF CONTACT:

Mr John Hewson  
jhewson@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

find out more details about the content in the Further Mathematics course, look online at <https://tinyurl.com/RHSCaqamaths>  
The AMSP guide discusses the benefits of post 16 Mathematics and the options available: <https://tinyurl.com/RHSCwhymaths>

## BEYOND THE CLASSROOM:

- Reepham College has strong links with AMSP and UEA for opportunities to get involved in master classes and competitions.
- All students have the opportunity to take part in the UKMT Senior Maths Challenge.

## Why Further Mathematics?

Further Mathematics allows students to broaden their mathematical experience and see a wider variety of key mathematical techniques used in industry. Further Mathematics must be taken alongside A Level Mathematics.

Further Mathematics is specifically for highly academic students who love the subject. Not only will it extend your knowledge, it will improve your confidence and skills in A Level Mathematics. Two thirds of the course is compulsory further pure maths content, with the final third made up of discrete maths and further mechanics which offer alternative areas of interest and study.

Further Mathematics is an important A Level for students who are considering taking mathematics further than just college and are considering studying Mathematics or mathematics-related degrees at university.

## Class activities

The Further Maths class is highly focussed and students enjoy discovering the fun, interesting and quirky sides (there are infinite sides of course!) of Mathematics.

## Future careers which use Further Mathematics:

[Mathematician \(and/or researcher\)](#)

[Actuarial Science](#)

[Teaching Mathematics](#)

[Business and finance](#)

[Operational Research](#)

## Subjects which complement Further Mathematics:

[Mathematics \(essential\)](#)

[Physics](#)

[Computer Science](#)

## Assessment

Three final exam papers of two hours each, each worth a third of the final grade. Two of these are Pure Mathematics, and the other Applied Mathematics (Mechanics and Discrete).

## GCSE to A Level

Most of the topics in Further Mathematics are brand new; they require you to have good algebra skills but most of the work will be new areas of mathematics which you haven't studied before.

## AS LEVEL FURTHER MATHEMATICS

Reepham College offers the opportunity to take AS Further Mathematics as a fourth subject, with the option of continuing to complete the full A Level.

## The top 3 things you can do now to start preparing for A Level Further Mathematics:

1. Improve your problem solving skills, try solving Further Maths problems on <https://nrich.maths.org/post-16>
2. Ensure you show clear and logical steps in your working out, work on your presentation to ensure your workings are easy to follow.
3. Take an interest beyond your school work. YouTube has hundreds of videos of interesting maths facts, concepts and equations.

# Geography

## Why Geography?

The Guardian's view on Geography is that "It's the must-have A Level". It states that... "In a world that increasingly values people who can work across the physical and social sciences, Geography is all the rage".

Fundamentally, geographers study the interaction between people and the places they inhabit. The world in which we live is in constant change and no one is more aware of this than students studying this A Level. Geography allows you to see why and how the world is changing.

Geography is also about transferable skills. It can enhance communication skills, literacy and numeracy, spatial awareness, team working, IT literacy, problem-solving and environmental awareness. These skills are an integral part of the Geography A Level Non-Examined Assessment (NEA) which constitutes 20% of the final mark. "The employment record of Geography graduates is impressive, not least because of the emphasis which many departments place on the teaching of specific and transferable skills".

## Class activities

The teaching of Geography is as dynamic and varied as the subject itself. A typical lesson will include a number of different tasks. These may include independent or group research, presentations, extended written work, debates, discussions, role play and note taking.

## Future careers which use Geography:

[Administration and management](#)

[Law](#)

[Financial work and sales including marketing and buying](#)

[Civil Service: local government, town and country planning](#)

[Commerce and industry](#)

## Subjects which complement Geography:

[Economics](#)

[Business Studies](#)

[Chemistry](#)

[Sociology](#)

[Politics](#)

## Assessment

Three final exam papers worth 80% of the final mark, and one piece of Non Exam Assessment work worth 20% of the overall mark.

## GCSE to A Level

You will study new geography topics, such as: Migration; Identity and Sovereignty; Tectonic Processes and Hazards, as well as more familiar topics from the GCSE specification, such as Coastal Landscapes and Change.

## The top 3 things you can do now to start preparing for A Level Geography:

1. Watch the news / read newspapers to keep abreast of current affairs.
2. Listen to geography podcasts - The Royal Geographical Society have an archive of programmes which link to the A Level specification.
3. Familiarise yourself with the specification - this can be accessed via the Edexcel website.

## SUBJECTS COVERED:

- Coastal Landscapes and Change
- Tectonic Processes and Hazards
- Globalisation
- Regenerating Places
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security
- Superpowers
- Migration, Identity and Sovereignty

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 in Geography

## STAFF CONTACT:

Mr Andy Lockley  
alockley@reephamhigh.org.uk

## EXAMINATION BOARD:

Edexcel

## USEFUL LINKS:

[www.un.org/en/sections/issues-depth/global-issues-overview/](http://www.un.org/en/sections/issues-depth/global-issues-overview/) (global affairs)  
<https://www.rgs.org/all/?categories=Podcast> (RGS podcasts)

## BEYOND THE CLASSROOM:

- Fieldwork opportunities usually include visits to Southwold and London Docklands, as well as residential trips to Iceland and Berlin.

# Graphic Communication

## SUBJECTS COVERED:

- Research methods, contextual study, critical analysis & audience
- Contemporary and/or past artists, designers or craftspeople
- Drawing/visual recording for different purposes
- Traditional & digital media
- Type – History, anatomy & terminology
- Printmaking – Intaglio & relief
- CAD – Vector, raster/bitmap
- CAM – Laser cutting & sublimation

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 in either Art, D&T, Graphic Communication, Media Studies, or iMedia Level 2, Engineering and GCSE Grade 4 in English Language

## STAFF CONTACT:

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## EXAMINATION BOARD:

Eduqas

## USEFUL LINKS:

<https://www.designweek.co.uk/>  
<https://designmuseum.org/>  
<https://www.dandad.org/>

## BEYOND THE CLASSROOM:

- 'New Blood' D&AD event
- NUA Degree Shows
- Huawei Global Theme design competition

## Why Graphic Communication?

*"Design and design skills are at the heart of the fourth industrial revolution. They give us the tools to respond to these unprecedented challenges, and instigate the growth, innovation and jobs that will drive the UK's global future. Good design puts people first. It uses creativity to solve problems, challenge thinking and make lives better. Designers operate across the whole economy. They shape the built environment, the digital world and the products and services we use. Digital design now accounts for just over one in three design roles and is the fastest growing part of the design economy. Over the coming years it is essential that the digital design sector acknowledges the important role it plays in delivering digital products that may have uses we have yet to fully understand" - Design Council.*

## Class activities

In Year 12 the focus will be to develop your understanding and skills through workshops and experimentation. You will be set a number of design briefs to work on independently, but discussion and sharing of ideas within the group is both beneficial and encouraged. You will explore different media, including digital, and experience the range of studio facilities available within the department.

## Future careers which use Graphic Communication:

**Graphic Design – Print, Digital & Interactive**

**Illustration – Image Manipulation, Animation, Games Art & Design**

**Built Environment – Architecture, Retail, Interior Design & User Experience**

**Product Design – Surface Design, Engineering & Manufacture**

## Subjects which complement Graphic Communication:

**Art, Craft & Design**

**Computer Science**

**English**

**Photography**

## Assessment

Component 1 is a practical coursework component, supported by a written contextual study, which equates to 60%. Component 2 is an externally set assignment and represents the final 40%.

## GCSE to A Level

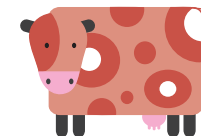
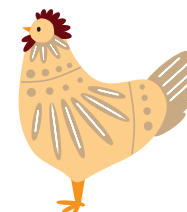
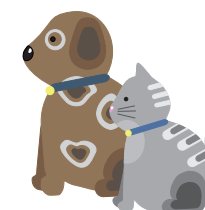
You will build on the design process and creative problem-solving skills gained at KS4. Your research and analysis will be more in depth. You will continue to develop and refine your skills using traditional and digital media along with your technical vocabulary and understanding. You are expected to work with greater independence, and to plan and pace your work to meet deadlines.

## The top 3 things you can do now to start preparing for A Level Graphic Communication:

1. **Observe** the world through the eyes of a designer, particularly focusing on typography.
2. **Understand** the context of design. Why and how has that particular solution been arrived at?
3. **Question** how each design could be improved. How might the next iteration look?



Dr Barker's



# Health & Social Care

## SUBJECTS COVERED:

- Building positive relationships
- Equality, diversity and rights
- Health, safety and security
- Anatomy and physiology
- Sexual health and reproduction
- Nutrition for health

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 in English Language and GCSE Grade 4 in Biology or 4/4 in Science Double Award

## STAFF CONTACT:

Ms Jess McNeill  
jmcneill@reephamhigh.org.uk

## EXAMINATION BOARD:

OCR

## USEFUL LINKS:

<https://ocr.org.uk/qualifications/cambridge-technicals/health-and-social-care/#level-3>

## BEYOND THE CLASSROOM:

- You will be encouraged to spend time observing practitioners in a health, social care or education environment. Work-based interviews with practitioners, visiting speakers, and the opportunity to attend university taster sessions will give you the opportunity to learn about the skills and qualifications needed for different job roles.

## Why Health and Social Care?

Cambridge Technicals are vocational qualifications which are a high quality alternative to A Levels. They are a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points.

No work in the health and social care sector is completed in isolation; relationships are paramount to the delivery of safe and effective care and support. An understanding of these relationships and how they are formed is essential if you are considering pursuing a career in this sector. This course will help you to develop professional and personal skills through interaction with people who work in the sector, as well as the theoretical knowledge and understanding to underpin these skills. You will consider the social, financial and psychological impacts on people living with conditions or illnesses, as well as the signs, symptoms and treatment. You will also learn about the legislation and guidance supporting practitioners and service users.

## Class activities

Class discussion, research, video clips, coursework and some practical activities.

## Future careers which use Health and Social Care:

### Nursing

### Occupational Therapy

### Social work

### Primary education

### Dietetics

## Subjects which complement Health and Social Care:

### Biology

### Psychology

### Sociology

## Physical Education

### Law

## Assessment

This is a modular course.

- 58% is assessed through three written exams (90 min – 120min), spread out over the two years.
- The remaining 42% Non-Examined Assessment is assessed internally and moderated by OCR.

## GCSE to A Level

The research and essay writing skills that you have developed in your GCSEs will help you prepare for the coursework, and we will build on the analytical skills developed in your GCSE Science when we explore the effects of body system malfunctions on individuals.

## The top 3 things you can do now to start preparing for Cambridge Technicals Level 3 Health and Social Care:

1. Read and collect newspaper articles related to health, social care or childcare.
2. Watch relevant television programmes related to caring for others.
3. Find out about the job roles of family members, friends and neighbours who work in these sectors.

# History

## Why History?

History is an intellectual experience which will give you an insight into the past, as well as modern society. It will lead you to question past events, people, and humanity as a whole. You will develop skills that are valued, by universities and employers alike, for a range of degree courses and professions.

You will gain an insight into the political instability of Germany from its formation in 1871, to the fall of the Berlin Wall. You will study many of Germany's leaders, examining their leadership style and their domestic policies. In studying England during the tumultuous period from 1625-1660, you will focus on the Civil War and its socioeconomic and political impact on England. For your coursework you will research a topic relating to the changing nature of warfare in the 20th Century. This will allow you to develop excellent analytical and communication skills.

## Class activities

You will study a range of events, interpretations and historians' views, exploring these in light of your growing knowledge. We will discuss, evaluate and debate these in small groups and as a class. You will also develop your essay writing skills, in order to become more analytical in your thinking and writing.

## Subjects which complement History:

### Politics

### English Language

### English Literature

### Sociology

### Psychology

### Law

## Future careers which use History:

### Journalist

### Lawyer

## Civil Servant/Governmental Roles

### Researcher

### Heritage roles

## Assessment

Two exams, each worth 40% and a Non-Examined Assessment worth 20% of the final grade.

## GCSE to A Level

Whilst you may have studied similar periods at GCSE, such as Germany, the A Level course will broaden your understanding of how democracy was unstable long before the Nazis rose to power, and the central role the country had during the Cold War. Other aspects of the course may be new to you. You will look in greater depth at the debates that exist amongst historians too. Studying primary sources in a more critical and sophisticated manner will challenge you, but will build upon the foundations you have from GCSE.

## The top 3 things you can do now to start preparing for A Level History:

1. Read around the subject to give you a greater contextual awareness.
2. Explore some historians' views of these periods.
3. Look at primary sources from the periods.

## SUBJECTS COVERED:

- Germany: The Quest for Political Stability 1871 - 1991
- The English Revolution 1625 - 1660
- The Changing Nature and Impacts of War

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in History

## STAFF CONTACT:

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## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

[www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042](http://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042)

## BEYOND THE CLASSROOM:

- Visit to Berlin
- Visits to UEA lectures
- The Historical Association Great Debate

# Law

## SUBJECTS COVERED:

- Criminal law
- Human Rights law
- Tort law
- How laws are made
- Criminal courts in the UK
- Concepts of law

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in English Language

## STAFF CONTACT:

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## EXAMINATION BOARD:

OCR

## USEFUL LINKS:

<https://www.ocr.org.uk/qualifications/as-and-a-level/law-h018-h418-from-2020/>

## BEYOND THE CLASSROOM:

- Department trips have included a visit to The Old Bailey and The High Court in London, and the opportunity to watch real cases in the local criminal and civil courts.

## Why Law?

Studying Law is an incredibly interesting and rewarding experience. For many it will be a completely new subject, yet we all deal with legal issues on a daily basis. Many people are fascinated by law and the skills you will learn are widely sought after by many universities and employers, and are applicable to a wide range of careers.

## Class activities

Students will be expected to answer short definition-style questions, balanced evaluation questions and scenario-based questions. We will look at concepts of law, which allows students to reflect on and debate our current legal system. Should laws reflect morals? Is this possible in a pluralistic society? Should legal responsibility coincide with blameworthiness? How 'just' is our current legal system? This part of the course develops students' essay writing skills as they will learn to analyse and evaluate to a high level.

## Future careers which use Law:

- [Solicitor](#)
- [Barrister](#)
- [Paralegal](#)
- [Legal Executive](#)
- [Detective](#)

## The top 3 things you can do now to start preparing for A Level Law:

1. Read the OCR A Level Law specification at <https://www.ocr.org.uk/Images/315216-specification-accredited-a-level-gce-law-h418.pdf>. This will help you to decide if the course is suitable for you.
2. Follow real life cases by regularly visiting the Supreme Court website at <https://www.supremecourt.uk/current-cases/>. You will gain an understanding of the types of cases that the court deals with.
3. Learn to be more independent by creating a file of news stories relating to key cases or any recent changes to UK law.

## Subjects which complement Law:

- [History](#)
- [English Language](#)
- [English Literature](#)
- [Sociology](#)
- [Psychology](#)
- [Politics](#)

## Assessment

Three final exams, each two hours long, and each worth a third of the overall marks.

## GCSE to A Level

The essay skills that you will have developed in your GCSEs will help prepare you for the written work in A Level Law.

# Mathematics

## Why Mathematics?

Mathematics is hugely important across the world and it is advancing at a spectacular rate. This subject is about pattern and structure; promoting skills in logical analysis, deduction and calculation.

Mathematics has a pervasive influence on our everyday lives. In A Level Mathematics students are equipped with the skills and methods to analyse real life situations (or models) in greater detail, with higher accuracy, particularly in the applied area of statistics and mechanics.

Students are strongly encouraged to use technology to assist them in their work, preparing them for how mathematics is used in the 'real world'. Mathematics is a facilitating subject which is valued by universities and employers and opens up lots of options to you when you leave college.

## Class activities

Repeated practice is always important in mathematics; however teachers also make use of technology, use competitions and allow students to discover concepts for themselves. Class is never dull!

## Future careers which use Mathematics:

- [Operational Research](#)
- [Accounting and Finance](#)
- [Computer programming](#)
- [Medicine](#)
- [Architecture](#)

## Subjects which complement Mathematics:

- [Computer Science](#)
- [Business Studies](#)

## The top 3 things you can do now to start preparing for A Level Mathematics:

1. Practise your algebra methods.
2. Work on your presentation to ensure your workings are easy to follow.
3. Take an interest beyond your school work. YouTube has hundreds of videos of interesting maths facts, concepts and equations.

## SUBJECTS COVERED:

- Algebra and Functions
- Coordinate Geometry
- Sequences and Series
- Calculus
- Statistics including probability, statistical distributions and hypothesis testing
- Mechanics including forces, friction and kinematics

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 6 in Mathematics

## STAFF CONTACT:

Mr John Hewson  
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## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

To find out more details about the content of the Mathematics course, look online at <https://tinyurl.com/RHSCaqamaths>. The AMSP guide discusses the benefits of post 16 Mathematics and the options available at <https://tinyurl.com/RHSCwhymaths>.

## BEYOND THE CLASSROOM:

- Reepham College has strong links with AMSP and UEA for opportunities to get involved in master classes and competitions. All students have the opportunity to take part in the UKMT Senior Maths Challenge.

## SUBJECTS COVERED:

- Streamed drama
- Newspapers
- Advertising and marketing
- Media industries
- Coursework production
- Academic theories and arguments

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 Media Studies or GCSE Grade 5 English Literature or GCSE Grade 5 English Language.

## STAFF CONTACT:

Mr Phillip Smedley  
psmedley@reephamhigh.org.uk

## EXAMINATION BOARD:

OCR

## USEFUL LINKS:

[www.mediaknowall.com](http://www.mediaknowall.com)  
<https://www.essentialmediatheory.com>

## BEYOND THE CLASSROOM:

- Year 13 visit to New York City
- Previous exclusive visits to film sets (Life, Cats) and conferences
- Links with Working Title film production company
- Past visiting speakers include Nina Nannah (ITV Arts Correspondent) and Chris Shaw (ITN senior editor)

## Why Media Studies?

Media Studies has a global significance; technological developments have ensured its growth over the past decade. In the UK, the media sector employs over half a million people and encompasses opportunities in a variety of skill areas, from computer animation to marketing. Norfolk itself has been home to a number of major films recently, also boasting a number of local radio stations and video production companies. In short, there has never been a better time to aim for a media career.

Even if your career ambitions lie elsewhere, Media is still excellent for boosting critical thinking, exploring debates and arguments, and putting ideas explored in other subjects (such as the Social Sciences) to practical use.

## Class activities

In our lessons you can expect accessible teaching of very clever ideas, debate around all kinds of social issues that affect the media, along with contentious subjects such as the media's continued poor handling of the representation of social groups, and of course the continuing questionable performance of news outlets in terms of political bias and fake news. There will also be practical work such as creating trailers or newspaper front pages.

## Future careers which use Media Studies:

A range of media-linked degrees

TV/film producer

Technical professions

Journalism

Advertising campaign manager

## Subjects which complement Media Studies:

Sociology

Psychology

Business Studies

English Language

Photography

## Assessment

Two final exam papers of two hours each, worth 35% of the final marks each.

One Non-Examined Assessment worth 30% of the final marks.

## GCSE to A Level

The course structure of the A Level is similar to that of the GCSE, as are the expectations for the Non-Examined Assessment. However, it should be noted that, historically, the majority of Media Studies A Level students do not come from a background of doing the GCSE, yet are able to access the course.

## The top 3 things you can do now to start preparing for A Level Media Studies:

1. Explore well-reviewed, critically acclaimed films and television dramas.
2. Consume high-quality newspapers and popular radio programmes.
3. Carry out online research into major producers such as the Scott Trust, DMG Media, Disney, Netflix, Amazon Prime, BBC Radio and Microsoft Games.

## Why Music?

Throughout history and in every culture music has been created, shared and enjoyed, providing us with a wonderful heritage and a huge range of styles and genres that exist today.

Studying music will allow you to expand your musical repertoire, develop a real appreciation of what you hear, and discover how elements of music work together so you can put them into practice to create your own masterpieces and build your confidence performing in front of an audience.

## Class activities

You will discover what inspires musicians, and how they develop techniques for practice and performance, and learn vital skills working with others.

Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. This will be through a range of performing, composing and listening activities.

## Future careers which use Music:

Performer / Musical Director

Composer

Music business/journalism

Media and Communication

Music Management

## Subjects which complement Music:

Mathematics

Modern Foreign Languages

English Literature

Biology

Chemistry

Physics

## Assessment

An eight minute performance recital (30%)

One Composition and Compositional Techniques Exercise (30%)

A two hour and ten minute listening and appraising examination (40%).

All components are marked externally.

## GCSE to A Level

The A Level course is structured in the same way as GCSE Music (Performing, Composing and Listening activities). The main differences are that first, there is a more varied range of areas of study with detailed focus on the pieces; secondly there is a requirement for a longer performance time, and thirdly, compositional techniques are studied in depth across a range of styles.

## The top 3 things you can do now to start preparing for A Level Music:

1. Ensure you are comfortable with analysing using the elements of music.
2. Practise composing using a music notation software (e.g. MuseScore, which is free).
3. Develop your aural skills through practising being able to recognise intervals, chords and musical dictation.

## SUBJECTS COVERED:

- Musicianship skills
- Performing recital (8 minutes)
- Composing
- Knowledge and understanding of musical elements, musical contexts and musical language through studying 12 set works across a wide range of styles and genres.

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in Music. The ability to read music is essential for this course.

## STAFF CONTACT:

Mr Geoff Green  
ggreen@reephamhigh.org.uk

## EXAMINATION BOARD:

Edexcel

## USEFUL LINKS:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html>  
<https://www.teoria.com/>

## BEYOND THE CLASSROOM:

- As part of the course students will receive instrumental lessons in their chosen instrument fully funded for the duration of the course.
- Visits to various concerts and musical events.
- Opportunities to perform in school, the community and on a proposed music tour abroad.
- Performance workshops.

# Photography

### SUBJECTS COVERED:

The Photography A Level covers a broad and changing range of skills:

- Portraiture
- Landscape
- Still-life
- Documentary
- Experimental imagery
- Photographic installation

### MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 in Photography or Art or Art Textiles or Graphic Communication or Media (IMedia) or Engineering, and 4 in English Language.

### STAFF CONTACT:

Mr Alasdair Hadden  
ahadden@reephamhigh.org.uk

### EXAMINATION BOARD:

WJEC Eduqas

### USEFUL LINKS:

[thephotographersgallery.org.uk/](http://thephotographersgallery.org.uk/)  
[openeye.org.uk/](http://openeye.org.uk/)

### BEYOND THE CLASSROOM:

- 'Beyond the Frame' sponsored by NUA
- Norfolk Post 16 art competition
- ERSC Social Science photography competition
- A London gallery visit

## Why Photography?

With an estimated 2,040,000 jobs - 75 per cent of them outside London - the UK's creative industries are developing new jobs faster than other sectors, despite record employment in the UK economy as a whole.

**"If you want to be a better photographer, stand in front of more interesting stuff." - Jim Richardson**

Exploring a range of photographic media, techniques and processes, you will develop an understanding of both traditional and new technologies. You will work technically and creatively in both traditional and digital photography, developing your knowledge and skill using 35mm film cameras and the dark room, and exploring Photoshop and the diverse techniques you can achieve.

Learning through practical discovery, as well as learning about the arts, enriches the experience of studying while at college, as well as preparing students for life after college.

- Creative subjects provide opportunities for self-expression, and cut across racial, cultural, social, educational, and economic barriers.
- By developing both independence and collaboration, creative subjects improve academic achievement - enhancing test scores, attitudes, social skills, critical and creative thinking.
- They also exercise and develop higher order thinking skills - analysis, synthesis, evaluation, and "problem-solving".

## Class activities

Working in a variety of location and studio settings, your explorations will form a body of work culminating in an exhibition of final outcomes.

## Future careers which use Photography:

- [Commercial photography](#)
- [Photojournalism](#)
- [Forensic photography](#)

## Subjects which complement Photography:

- [History](#)
- [Geography](#)
- [Sociology](#)
- [Psychology](#)

## Portfolio submission

Your subject teacher will ask that you submit a portfolio showing examples of your work. Full details will be provided with your conditional offer letter.

## Assessment

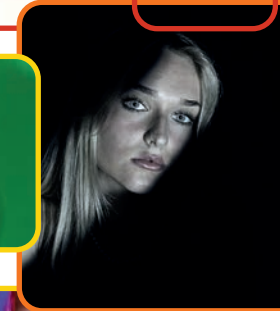
This course is assessed through practical components **Component 1** - The Personal Investigation (60% of your final A Level grade) **Component 2** - The Externally Set Assignment (40% of your final A Level grade)

## GCSE to A Level

The A Level refines your practice further, specializing in one or more areas, digital or darkroom. Project work is independent and chosen by the student.

## The top 3 things you can do now to start preparing for A Level Photography:

1. Visit a range of galleries.
2. Events - What's On. Norwich University of the Arts (<https://www.nua.ac.uk/events/>)
3. Take an interest in the world you live in.





# Physical Education

## SUBJECTS COVERED:

- Scientific Principles - Applied Anatomy and Physiology, Exercise Physiology and Applied Movement Analysis
- Psychological and Social Principles of PE - Skill Acquisition, Sport Psychology and Sport and Society
- Practical Performance - skills performed as a player or coach in one sport
- Performance Analysis - creating a personal development plan

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in Physical Education

## STAFF CONTACT:

Mr Joe Easton  
jeaston@reephamhigh.org.uk

## EXAMINATION BOARD:

Edexcel

## USEFUL LINKS:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2016.html>

## BEYOND THE CLASSROOM:

- Visits to elite sport science facility to carry out high level fitness testing.
- The opportunity to take part in sports fixtures and events.

## Why Physical Education?

A Level Physical Education provides a well-rounded introduction to the world of PE, sport and sport science, through the combination of physical performance and academic challenges. You will be encouraged to engage in physical activity and sport by contextualising the theory and applying your knowledge to your practical performance as a performer or coach. You will get to study a wide variety of topics which dive into a number of areas, giving you an overall look into the world of sport and sports science.

## Class activities

Through studying A Level Physical Education, you cover multiple topics which allow for a variety of approaches to be used during lessons: from practical activities outside the classroom that explore human biology and what happens when you exercise, to structured debates on some of the contemporary issues in sport.

## Future careers which use Physical Education:

With the sport and leisure industry continually growing, there is a wide variety of employment routes.

[Sports science](#)

[Sports analysis](#)

[Physiotherapy](#)

[Fitness](#)

[Sports coaching/teaching](#)

## Subjects which complement A Level Physical Education:

[Biology](#)

[Psychology](#)

[Physics](#)

## Assessment

A Level Physical Education is assessed through two externally-examined theory papers (70%) and two non-exam assessments (NEA 30%) at the end of the two year course.

## GCSE to A Level

A Level Physical Education incorporates a number of the key topics covered at GCSE, while introducing new content and theories. The topics studied give learners a much deeper understanding, while providing a wider outlook on the sporting world.

## The top 3 things you can do now to start preparing for A Level Physical Education:

1. Look through the content that you will study and what it involves. Useful link - <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials>
2. Carry out research into some of these areas to begin to develop your knowledge and understanding of some of the terminology used at this level. Useful link - <https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBklU3Xw/videos>
3. Ensure you know the GCSE PE content thoroughly. This is an important base level of knowledge that is then built on at A Level. Useful link - <https://www.bbc.co.uk/bitesize/examspecs/zxbg39q>

# Physics

## Why Physics?

Physics is a captivating science about matter and energy and the interactions between them; it ranges from studies of the impossibly small, such as subatomic particles, to the infinitely large, such as stars, galaxies and even the entire universe. It is about asking fundamental questions and trying to answer them through observation and experimentation. Studying Physics at A Level will not only answer the questions raised by your studies at GCSE, but may even allow you to answer some of the currently unanswered questions in the world today. As a subject, Physics is highly regarded by both universities and industries alike due to the risk-taking and problem-solving skills it develops.

## Class activities

During lessons, you can expect to take part in problem-solving activities, practical investigations, class discussions about Physics ideas and designing experiments.

## Future careers which use Physics:

[Engineering](#)

[Meteorology & weather forecasting](#)

[Medical physics](#)

[Games designer](#)

[Physiotherapy](#)

## Subjects which complement Physics:

[Mathematics](#)

[Further Mathematics](#)

[Chemistry](#)

[Computer Science](#)

## Assessment

A Level Physics is assessed on three final exam papers of two hours each. However, an endorsement of practical skills is also required. Due to the practical nature of the course, there are 12 required practicals that must be completed. These will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

## GCSE to A Level

Within A Level Physics, you will study a range of interlinked disciplines, some of which will extend the knowledge you attained at GCSE, others of which will be completely new to you. Within similar topics, such as electricity, there is a much heavier focus on why components behave as they do rather than just what they do.

## The top 3 things you can do now to start preparing for A Level Physics:

1. Make an account with Isaac Physics: <https://isaacphysics.org/> and check out their questions, courses and events.
2. Check out the CGP book 'Head Start to A Level Physics' which will allow you to bridge the gap between GCSE and A Level Physics.
3. Practise manipulating and applying equations.

## SUBJECTS COVERED:

- Particles, radiation and quantum mechanics
- Waves and optics
- Mechanics and materials
- Electricity
- Nuclear and thermal physics
- Fields and their consequences
- Astrophysics

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 6 in Physics or 6/6 in Combined Science (Double Award)

## STAFF CONTACT:

Mr Tom Hull  
thull@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

<http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>  
<https://isaacphysics.org>

## BEYOND THE CLASSROOM:

- Reepham Observatory
- Youth STEM Award
- Institute of Physics
- Institute for Research in Schools

# Politics

## SUBJECTS COVERED:

- British Politics: democracy, pressure groups, the Media and voting behaviour
- British Government: the constitution, the role of Parliament and the Prime Minister
- Political Ideologies: Liberalism, Conservatism, Socialism and Nationalism
- Global Politics: different global organisations - the UN and NATO, the rise of China and the power of the USA

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in English Language

## STAFF CONTACT:

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## EXAMINATION BOARD:

Edexcel

## BEYOND THE CLASSROOM:

- You will have the opportunity to attend the A Level Politics Student Conference in London, which is a fantastic chance to listen to and question a range of political speakers; previous MPs have included, John Bercow, Hilary Benn, Jacob Rees Mogg, Jess Philips and Caroline Lucas.
- The UEA also offers an excellent outreach programme involving visiting lecturers.

## Why Politics?

*"People talk to me like I'm a child - until I tell them I study Politics. Then they talk to me like I'm an adult."* (Year 12 Student).

Lively debate and discussion are at the heart of the Politics A Level; this will enable you to engage with the course and aim for excellent results!

Politics shapes the world we live in, from the tax we pay to what kind of education we receive. On a national and global scale, it affects our future security and quality of life. You will be actively encouraged to explore the subject from many angles and keep up to date with current affairs. You will practise how to construct a balanced and coherent written argument, appreciating different points of view and being able to make comparisons between the British system and those of other countries, such as the USA, weighing up the advantages and disadvantages of the different approaches.

By the end of the course you will have developed a much fuller understanding of the political system of this country, its key political ideas and philosophies. You will also have developed crucial transferable skills such as the ability to debate, to analyse written and visual sources and to evaluate complex issues.

## Future careers which use Politics:

Politics

International Relations

Law

Journalism

Education

## Subjects which complement Politics:

History

Economics

Sociology

Law

Geography

## Assessment

Three final exam papers of two hours each, worth a third of the overall marks each.

## GCSE to A Level

You will develop your enquiry and essay writing skills to allow you to question a range of evidence.

## The top 3 things you can do now to start preparing for A Level Politics:

1. Look in detail at the exam board syllabus to see if the course will suit your interests. <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>
2. Keep up to date with political events in the news by downloading a number of news apps - e.g. Channel 4 News, BBC News, Sky News - and follow key political leaders on Twitter.
3. Look at and get familiar with the Conservative and Labour Party manifestos on their party websites. <https://www.conservatives.com/> <https://labour.org.uk/>

# Psychology

## Why Psychology?

Psychology is the scientific study of human behaviour and has a big impact on all areas of life. It will help you gain a better understanding of your own behaviour as well as other people. You will learn how psychologists conduct experiments and research so that their work is both scientific and credible. You will analyse and examine major controversies in psychology including moral and ethical issues and learn how each aspect of our lives is touched by how we think, behave and respond.

Psychology is useful in many careers, as it develops a range of transferable skills such as written communication, problem-solving, numeracy and statistical skills, and critical and creative thinking. Scientific experimentation is central to studying Psychology. Students create their own practical research in addition to scrutinising existing pieces of research.

## Class activities

These include group discussions, conducting research, writing essays, delivering presentations, and using mathematical skills.

## Future careers which use Psychology:

The medical profession

Law

Education

PR, marketing and management

Specialised areas of Psychology such as sports, forensics, clinical, educational, neuropsychologists and counselling.

## Subjects which complement Psychology:

Biology

Sociology

English Language

Health and Social Care

Law

## Assessment

Three final exam papers, each of two hours, weighted equally.

## GCSE to A Level

There are some topics which overlap between the GCSE and A Level specifications: for example, memory, social influence and research methods. The skills required at A Level for these topics are however far more developed, involving a greater level of analysis and evaluation.

## The top 3 things you can do now to start preparing for A Level Psychology:

1. Get reading! There are several online resources which describe key pieces of psychological research that have had a huge impact on what we know about human nature; for example, [www.simplypsychology.org](http://www.simplypsychology.org)
2. Get watching! There are so many psychology-related series and films at the moment on Netflix and Amazon.
3. Brush up on your research methods! These underpin everything that we do in Psychology and we address these in practically every lesson.

## SUBJECTS COVERED:

- Social Psychology including obedience, conformity, aggression and romantic relationships
- How memory works, including eye witness testimony
- Developmental Psychology (exploring attachments between infants and care-givers)
- Psychopathology e.g. depression, phobias, OCD and schizophrenia
- Biopsychology e.g. the nervous system
- Approaches, issues and debates within Psychology, and research methods

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 5 in Biology or 5/5 in Double Award Science

## STAFF CONTACT:

Mrs Sarah Steele  
ssteele@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## USEFUL LINKS:

<https://www.bps.org.uk/public>

## BEYOND THE CLASSROOM:

- We hold an annual trip to New York.
- We have also visited The Freud Museum, and taken part in a Jack the Ripper Tour.

# Sociology

## SUBJECTS COVERED:

- Families and Households e.g. couples, childhood, theories of the family
- Education e.g. class/gender/ethnic differences in achievement, the role of education in society
- Sociological research methods e.g. examining the way in which sociologists conduct social research
- Crime and Deviance e.g. theories of criminal behaviour, social distribution of crime
- Media e.g. the impact of social media on contemporary society

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 4 in English Language

## STAFF CONTACT:

Mr Luke Greer  
lgreer@reephamhigh.org.uk

## EXAMINATION BOARD:

AQA

## BEYOND THE CLASSROOM:

- We invite speakers into College from the realms of Sociology! We are currently setting up partnerships with sixth forms in other areas around the country so our students get to experience the lives of young people in different social contexts.
- We hold an annual trip to New York and have visited the Houses of Parliament and Central Criminal Court.

## Why Sociology?

Sociology is the study of society and of people and their behaviour, especially the study of the origins, organisation, institutions, and development of patterns within human society. Sociologists produce theories using evidence-based research, and Sociology has many practical applications, for example in the development of social policies.

Sociology is useful in many careers, as it develops a range of transferable skills that employers look for, such as written communication, essay writing, and the development of a critical understanding of the social world.

## Class activities

We use a variety of activities to engage students in their learning, including discussions, research projects, presentations and role-plays.

We regularly use contemporary documentaries and podcasts in class to expose students to real life issues related to the curriculum.

## Future careers which use Sociology:

**The police and probation services**

**Health sector**

**Civil Service**

**Journalism**

**Law**

## Subjects which complement Sociology:

**English Language**

**Psychology**

**Law**

**Geography**

**Health and Social Care**

## Assessment

There are three exam papers; each accounts for a third of the overall A Level. Each of the three exams lasts 2 hours and is worth 80 marks.

## GCSE to A Level

The GCSE curriculum provides an introduction to some of the topics which are studied in depth at A Level – for example, Families & Households, Education, Crime & Deviance and Research Methods.

## The top 3 things you can do now to start preparing for A Level Sociology:

1. Download the BBC News App, and stay informed of key social developments via the BBC.
2. Download The Guardian App and use the paper to add to your understanding of social news and developments.
3. Listen to the podcasts in The Sociology Show series:  
<https://www.spreaker.com/show/the-sociology-show>

# Spanish

## Why Spanish?

With over 480 million native speakers, Spanish is the world's second most widely-spoken native language after Mandarin Chinese, and is one of six official languages of the United Nations. Spanish is spoken not only in Spain, but also throughout most of Latin America and by over 40 million native speakers in the USA.

Native speakers of English with foreign language skills are in great demand in the global marketplace. British college leavers and graduates with foreign language skills remain in short supply! Whatever your career path, the skills you pick up with A Level Spanish could make all the difference to your job prospects, enjoyment of travel, cultural appreciation, future friendships and much more besides...

## Class activities

There is no such thing as a typical A Level Spanish lesson. You may focus on conversational fluency, cultural aspects, grammatical skills, geography, history, society, research skills or work on a film or set literary text.

## Future careers which use Spanish:

**International relations or diplomacy**

**Business and retail**

**Travel and tourism**

**Fashion, design and creative industries**

**Media and journalism**

**Science and technology**

## Subjects which complement Spanish:

**Business Studies**

**Economics**

**English Language**

**English Literature**

**History**

**Geography**

**Biology**

**Chemistry**

**Physics**

**French**

**Sociology**

## Assessment

An oral exam with a visiting examiner at the end of Year 13, worth 30% overall.

Two written papers at the end of Year 13: one worth 50% and focusing on listening, reading and translation; the other worth 20% and comprising film and literature essays.

## GCSE to A Level

Building proficiency in understanding and using Spanish remains key to success. Key A Level skills include responding to unprepared questions, individual research skills and engagement with cultural topics.

## The top 3 things you can do now to start preparing for A Level Spanish:

1. Start reading articles and web pages in Spanish, following your own interests.
2. Watch Spanish-language films, series and video clips (or even a football/tennis match with the commentary in Spanish), using subtitles where available.
3. Ensure that knowledge of GCSE grammar is up-to-date, especially verb tenses/endings.

## SUBJECTS COVERED:

- Being a young person in Spanish-speaking society
- Understanding the Spanish-speaking world
- Diversity and difference in the Spanish-speaking world
- The two Spains: 1936 onwards (the Spanish Civil War and post-war period)
- Studying a Spanish language film
- Studying a Spanish language literary work
- Independent research project

## MINIMUM ENTRY REQUIREMENT:

GCSE Grade 6 in Spanish

## STAFF CONTACT:

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bpelaz@reephamhigh.org.uk

## EXAMINATION BOARD:

Eduqas

## USEFUL LINKS:

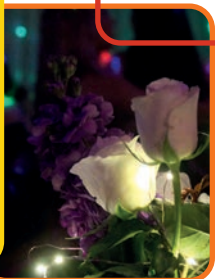
<https://www.eduqas.co.uk/qualifications/spanish-as-a-level>

## BEYOND THE CLASSROOM:

- We offer an exchange trip to our partner school in Ciudad Real in the Castilla-La Mancha region.
- We also nurture links with alumni studying Languages and related degrees, regularly inviting them back to meet current students.

# Celebrations

We always look forward to celebrating our students' success with an end of Year 13 social.



Reepham College  
Alternative Awards  
2023



What we were told about RHSC from outset proved to be 100% right: "..... everything's there, plenty of opportunities, great teams of staff; the right ethos and attitude"

We can absolutely confirm those remarks, with both our daughter and son having gone on from the College as young people confident and well-prepared for the next phase of learning and life. From knowing their friends, too, it is clear that whether the student heads for University or for vocational training and the world of work, they are well set-up by how they've been guided at Reepham College."

Parent

Both of my sons have now finished at Reepham College and I am very pleased with the College. They came to the College from another High School and were welcomed and treated by the staff as if they had always been there. The College are very good with communication and keeping you up to date and I always felt I could approach them. My sons had a very good time at the College and the teachers were always available to help with additional learning and helping them with university applications, interviews and after they had received their grades. Thank you Reepham College.

Parent



Grow

Flourish

Prosper

Develop

Thrive

Achieve

Mature



January 2021, Synergy Multi Academy Trust successfully won over £2 million from a government backed decarbonisation scheme, allowing us to complete a range of energy efficient upgrades and really contribute towards lowering emissions in the environment.



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Healeys Print Group - Reg. 2108

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