2027

Thomas Telford School

# Sixth Form

## Prospectus



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# Welcome from the Head

We are delighted that you have expressed an interest in joining Thomas Telford Sixth Form. This is an exciting time as you take the next step towards achieving your ambitions.



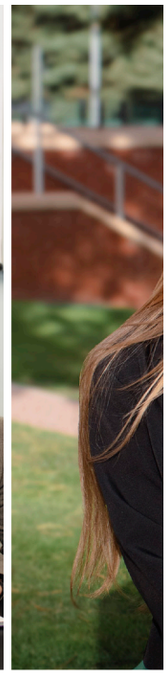
**Mr Ian Rawlings**
**Headmaster**

I would like to start by giving you a few facts and figures about the School and our achievements:

- Thomas Telford School was the first all ability School in England to achieve 100% 5+ GCSE's A*- C
- More than 74 students have gained places at Oxford or Cambridge University
- In the last five years, 38 students have secured places on medicine, dentistry or veterinary science courses
- We have had over 100 students gain places at prestigious Stage Schools and a huge list of former students that have performed in TV, Film and London's West End
- We have had students go on to play professional Football in the Premiership, Championship and Football Leagues and students who have gone on to play for their country
- Thomas Telford School has made it to over 60 National Football Finals and has won more titles than any other School in England
- The School has so far raised over £210,000 for charities, and this amount increases year on year
- We are very proud of ex-student Kim Hughes, who went on to receive the George Cross for an act of bravery whilst serving for his country in Afghanistan
- Over 100 students have represented their country in a variety of sports














Students who study at Thomas Telford School benefit from outstanding facilities, which include fully equipped Science Labs, Resource Centres, Computer Suites, Fitness Centre, Dance and Drama Studios and a Business Academy.

Thomas Telford School provides students with many opportunities: a broad and challenging academic curriculum delivered by experienced staff, and a caring environment which offers excellent support. Our strong Careers Team guide and support students with university applications, summer schools, work experience, UCAS personal statements and a whole host of other skills needed for university and life beyond Sixth Form. On average, over 75% of students go on to study their chosen course at universities around the country and abroad.

Thomas Telford School has a number of objectives it works towards to ensure all students receive a first class education to prepare them for life in the working world. These include: developing qualities of enterprise, self-reliance, responsibility, independent learning sessions and providing a safe, secure environment for all students.

I hope that by reading through this prospectus you will be able to see the array of opportunities that are on offer to you as a potential Sixth Form student and I warmly welcome your application.

**Mr Ian Rawlings**
**Headmaster**

# Why Choose Thomas Telford School Sixth Form



## Academic Excellence and Outstanding Results

Thomas Telford Sixth Form is built on a culture of high achievement. Students benefit from structured teaching, targeted support and an environment where ambition is celebrated. Our consistently strong results reflect the hard work of our students and the expertise of our staff, enabling Sixth Formers to progress to leading universities, apprenticeships and professional pathways

## A Broad Curriculum with Exceptional Choice

With an extensive range of 24 A Level and vocational subjects, students can tailor their programme to match their interests, strengths and future aspirations. Whether pursuing STEM, humanities, creative subjects or business routes, our curriculum offers genuine breadth and flexibility, ensuring every student can build a pathway that suits them.

## Exceptional Enrichment Opportunities

Students at Thomas Telford School enjoy exceptional enrichment opportunities that extend far beyond the classroom, from taking part in the Duke of Edinburgh Award and volunteering in the community to gaining valuable work experience and internships through our strong employer links. Sixth Formers can also develop their leadership skills by becoming a Wellbeing Ambassadors or supporting younger students as Reading Mentors. Together, these experiences build confidence, character and real-world skills that help our students stand out.

## Compassionate Pastoral Care and Individual Support

Every student is supported by a dedicated Personal Tutor and a Sixth Form Pastoral Team who ensure they feel safe, valued and encouraged. Regular mentoring, wellbeing guidance and academic monitoring help students stay on track and thrive. Our approach is personal and proactive, built on strong communication and partnership with parents and carers. By working closely together, we create a consistent circle of support that helps each student flourish both academically and personally.

## Subject Specialists who Stretch and Inspire

Teaching in the Sixth Form is delivered by specialists who know how to bring out the best in bright young adults. They use their deep subject understanding and dynamic classroom practice to extend thinking, encourage ambitious ideas and promote confident, independent learning. Staff equip students with the insight, discipline and academic ambition needed to succeed at top universities and in competitive apprenticeships or employment pathways.

## Outstanding Facilities that Enhance Learning

Students benefit from modern, well-equipped facilities, including specialist science laboratories, industry-standard technology workshops and exceptional sports provision featuring a swimming pool, 3G football pitches, and a state-of-the-art gym. Our environment supports focused learning, independent study and collaborative work, helping students to achieve their best.

## A Comprehensive Careers Programme

Our outstanding in-house Careers Team provides personalised guidance, employer engagement, university preparation, work experience, internship opportunities and apprenticeship application support. Students receive expert advice on applications, interviews and future planning, ensuring they make confident, informed decisions about their next steps.

## An Inclusive, Diverse and Ambitious Community

Thomas Telford School Sixth Form is a welcoming and inclusive environment where students from a wide range of backgrounds feel valued and supported. They join a community that is friendly, diverse and aspirational, a place where they are encouraged to aim high, work hard and believe in their potential.

## Become part of the TTS Family

Students don't just study here, they become part of a vibrant, supportive Thomas Telford School community. From their first day, they are welcomed into an environment where they feel known, valued and connected. As they progress, they build friendships, networks and shared experiences that stay with them long after they leave. Our alumni community continues to grow each year, creating lasting links between past and present students. Former students regularly return to share their journeys, offer guidance and celebrate achievements, helping current learners feel part of something bigger. This sense of belonging strengthens confidence, inspires ambition and ensures every student remains connected to the school long after their time here.



# Welcome from Mr Bird, Head of Sixth Form



Our aim at Thomas Telford Sixth Form is to provide students with the means to develop into independent, respectful and knowledgeable adults who contribute positively to the School and wider society. The Sixth Form offers a wide range of academic pathways led by subject specialist teachers who offer incredible support and guidance. Additionally, the School prides itself on the range of extra-curricular opportunities, the outstanding sporting and performing arts facilities and the dedicated pastoral system available to all students who attend the School. Thomas Telford School has a Careers Department that offers bespoke support to students as they progress through their post-16 choices. The Careers Team works closely with students to help them prepare for UCAS, job and university interviews, application processes and to make informed choices regarding future pathways. This support is available to all and it is important students make the most of the opportunities we provide. During your time with us, we will help you to develop the requisite independent study skills and interpersonal skills required for future success. We encourage all students to take advantage of our Session 3 Programme where there is a vast range of sporting and academic support sessions on offer. This offers students the chance to balance their academic and extra-curricular interests in a meaningful and productive way. I hope you find the information in this prospectus assists you in making the right choice for your future.





# Welcome from Mrs Flynn, Director of Careers



I hope our Sixth Form prospectus and website will give you a sense of what a busy, purposeful and ambitious School Thomas Telford is. We try to create a supportive and inclusive community which celebrates individual successes and we work with every student to discover and nurture the passion that will drive whatever career path they may wish to follow.

Our careers programme provides students with access to our in-house Careers Team who, in addition to providing one-to-one advice and guidance, organise a large and varied programme of career talks, workshops, trips and experiences which help students to make well-informed decisions about their future careers. At the end of Year 12, students enjoy a full week off-timetable 'Careers Week' to prepare university and employment applications, which includes input from several universities and local employers who provide mock interviews. For those applying for the most competitive university courses, including Oxbridge, medicine, dentistry or veterinary science we offer a bespoke programme of enrichment opportunities including MedSoc and Ethical Debating Society, admission test practice, mock 'Multiple Mini-Interviews' and mentoring support from a dedicated member of staff. All students undertake at least one, and usually several work experience placements during their time in Sixth Form and many take advantage of the volunteering opportunities we promote, including the NHS Young Volunteers scheme we organise in partnership with Princess Royal Hospital.

We aim to prepare students for life beyond Thomas Telford and instil in them the self-belief that they can embrace their future with confidence. I encourage you to visit us to find out from our students why it is such an exciting place to be.



# Our Subjects

**Our Sixth Form curriculum offers exceptional breadth and depth, enabling students to pursue academic and vocational pathways tailored to their ambitions. Students typically study three or four A Level or vocational courses, supported by personalised guidance to help them select the most suitable subject combinations. Our pathways are designed to provide flexibility, challenge and clear progression routes into higher education and employment.**

**Pathway 1:**
Three A Levels or equivalent

1

A blend of academic and/or vocational courses.

**Pathway 2:**
Four A Levels or equivalent

2

Offering an extended academic challenge and broader subject experience.

**Pathway 3:**
Specialist Academy Programme

3

Focused pathways in Business, Sport or Performing Arts, combining academic study with professional development opportunities.

Our Sixth Form students are expected to demonstrate motivation, commitment and a strong work ethic. The demands of advanced study require independence, resilience and intellectual curiosity. We encourage all students to take increasing responsibility for their learning through effective time management and independent study.

## A Levels

- Art & Design
- Biology
- Business
- Chemistry
- Computer Science
- Design & Technology
- Economics
- English Language
- English Literature
- French
- Geography
- History
- Mathematics & Further Mathematics
- Music
- Philosophy, Religion and Ethics
- Physical Education
- Physics
- Politics
- Psychology
- Sociology

## Vocational Courses

- Business
- Health & Social Care
- Performing Arts, Drama and Dance
- Sport
- Travel and Tourism

## Business, Sports and Performing Arts Academies offer extended courses

### Business Academy

**Programme – BTEC Level 3 Business Diploma and Level 3 V Level Accounting and Finance**

Our Business Academy programme is equivalent to three A Levels and consists of varying different units covering a wide range of business knowledge and skills. The course will contain at least three external examinations in fields of Marketing, Financial Management and Business Management principles. Students also complete the employer endorsed Thomas Telford Employability Passport and engage in a wide range of activities that build confidence, communication skills and workplace readiness. Regular interactions with employers, business leaders and alumni help students gain valuable insight into professional environments and future careers pathways.

### Sports Academy

**Programme: BTEC Level 3 Extended Diploma in Sport (Equivalent to 3 A Levels)**

The Sports Academy offers an exceptional blend of academic study and elite-level training. Students follow the BTEC Level 3 Extended Diploma in Sport while gaining nationally recognised qualifications in refereeing, coaching and fitness instruction. Specialist coaching sessions support students in developing their technical performance, tactical understanding and physical conditioning. This pathway is ideal for students aspiring to careers in sport, coaching, fitness or performance analysis.

### Performing Arts Academy

**Programme: Level 3 Cambridge Technical Extended Diploma in Musical Theatre (Equivalent to 3 A Levels)**

Our Performing Arts Academy provides an immersive and professionally oriented programme in Musical Theatre. Students study Dance, Drama and Singing through the Level 3 Cambridge Technical Extended Diploma, supported by extensive performance opportunities and workshops led by industry practitioners. The Academy also offers training in technical theatre, enabling students to explore backstage roles such as lighting, sound and stage management. Intensive audition preparation supports students progressing to Stage Schools, conservatoires, drama schools and university courses.

# Thomas Telford School Life

**Leisure and Sport**

A thriving Sixth Form experience extends beyond the classroom. At Thomas Telford School, students enjoy access to outstanding leisure and sporting opportunities designed to support wellbeing, personal growth and a healthy, balanced lifestyle.

Our worldclass Fitness Centre and Swimming Pool provide the perfect setting for students to build strength, improve fitness and develop confidence under the guidance of expert instructors. Whether training for performance sport or simply enjoying time to unwind, students benefit from exceptional facilities and personalised support.

A diverse programme of recreational and competitive activities is offered each year, including Netball, Hockey, Football and Basketball. Students are encouraged to step outside their comfort zone, try something new and embrace fresh challenges.

The Duke of Edinburgh Award Scheme is a cornerstone of our enrichment programme, offering students the chance to develop leadership, teamwork and resilience while achieving a nationally respected qualification.

**Music and Performance**

Thomas Telford School has built an outstanding reputation for highquality productions, concerts and performances. Our students regularly showcase their talents in ambitious, professionally staged shows that highlight the creativity and commitment of our Performing Arts community.

All Sixth Form students are encouraged to get involved, whether performing on stage or in the band, joining the technical crew, supporting backstage roles or contributing to set design, lighting or sound. These experiences help students develop confidence, teamwork and leadership while becoming part of a vibrant creative culture.

**Personal Advice and Guidance**

Thomas Telford School places strong emphasis on personalised support. Every Sixth Form student is assigned a Personal Tutor, who develops a close, supportive working relationship with the student throughout their time in Sixth Form. Personal tutors meet students regularly to review progress, set targets, and provide academic and pastoral guidance.

Each Personal Tutor holds a comprehensive profile for every student and acts as the first point of contact for parents, ensuring clear communication and consistent support.

Students also benefit from access to our Careers Department, where specialist advisers provide tailored guidance on university applications, apprenticeships, employment routes and longterm career planning.

**Social, Cultural and Spiritual Education**

We are committed to developing wellrounded young adults with a strong sense of social responsibility, cultural awareness and personal values.

Students engage in a broad programme of activities that promote charity involvement, community engagement and cultural enrichment. Fortnightly assemblies and weekly wholeschool broadcasts - a hallmark of Thomas Telford School - reinforce spiritual development, reflection and shared values, helping students understand their place in the wider world.

**Independent Learning**

Independent study is an essential part of Sixth Form life. Students have dedicated time each week to work independently, supported by high quality study spaces and digital resources.

This approach helps students develop the self-discipline, organisation and resilience required for higher education, apprenticeships and professional life. Students learn to manage deadlines, research effectively and take responsibility for their learning.

**Bursary Support**

Thomas Telford School is committed to ensuring that every Sixth Form student can access the full breadth of opportunities available, regardless of financial circumstances. Through the national 16–19 Bursary Fund, eligible students may receive financial support to help with essential costs such as travel, educational materials, specialist equipment and other expenses that enable full participation in Sixth Form life.

In addition to the government bursary, the School is fortunate to receive generous backing from its sponsors. This allows us to offer additional discretionary bursary support to students who experience unexpected financial difficulty or require further assistance due to circumstances beyond their control.

A number of students also secure Business Sponsorships, providing valuable financial support throughout higher education or specialist training. These opportunities help remove barriers to progression and ensure that students can focus on achieving their academic and personal goals.



### Student Lunches and Headship Team

A valued tradition within the School is the Headmaster's and Head of Sixth Form's Working Lunches, where students are invited to share their views on school life, teaching, facilities and enrichment.

These conversations directly inform Senior Management discussions and where appropriate, student recommendations lead to meaningful improvements.

Some Sixth Form students are elected to join the Headship Team, acting as ambassadors and representatives for the wider student body. This leadership role develops confidence, communication skills and responsibility.

### Charters for students and parents

The Charters for students and parents outline the entitlements, responsibilities and expectations that underpin Sixth Form life at Thomas Telford School. They ensure clarity, consistency and shared understanding between the school, students and families.

**All students also sign the Information Technology Acceptable Use Policy, reinforcing safe, responsible and professional use of digital technologies.**

"Students are encouraged to step outside their comfort zone, try something new and embrace fresh challenges."



# Art and Design

## Advanced General Certificate of Education – Fine Art



### Subject Overview

**Students who study Art and Design are able to develop exciting and innovative visual responses to the world around them. This A Level course teaches students to research, analyse, explore, review and develop their own projects. One-to-one tutorials are key to supporting students in the direction and media in which they wish to work, building confidence and opening up creative pathways for them to explore.**

**6.1**

The first year is divided into two sections. The Artist Reference section supports students in selecting a theme for their A Level Personal Investigation. Using this theme, students research relevant artists, analyse their work, and produce studies. The Skills Workshops section focuses on developing practical techniques to support idea exploration. Students are introduced to a range of processes, including drawing, printmaking, charcoal, and oil painting.

**6.2**

The second year also has two components. Students complete their Personal Investigation (60% of the A Level), developing and refining ideas in their chosen media to produce a final piece. This includes an extended essay analysing selected artists. Students also complete the OCR Set Task (40%). They choose a title from the examination board, develop their project over three months and produce a final outcome in a 15-hour practical examination.



### How lessons are taught

Art students are taught using wide range of learning approaches, including whole class teaching, demonstrations of techniques and processes, one to one tutorials, individual enquiry and practical investigation.

### Assessment

Final assessments take place in Year 13 as follows:

- Personal Investigation Project – 60%
- OCR Set Task 40%

### Progression

Art students become creative thinkers; they are adept at problem solving, unafraid to take risks, like to challenge perceptions and can produce exciting and thoughtful outcomes. These are skills that are widely sought after in most professions and particularly in those such as architecture, illustration, fashion and textiles, graphic design, web and games design, photography, film and special effects.



**Exam Board** OCR

# Biology

## Advanced General Certificate of Education

### Subject Overview

**Biology gives students an insight to a wide range of knowledge about the living world. Ranging from traditional human biology to genetics and the broader role of biology in the health of our planet.**

**6.1**

In 6.1 students begin learning foundational concepts, such as cell structure, biological molecules and enzymes. This allows the students to progress onto how animals and plants transport substances around the body and how to protect against disease using the immune system. To finish 6.1, students will learn the basics of evolution, classification and biodiversity. We will then undertake fieldwork to strengthen the students understanding of these topics.

**6.2**

In 6.2 students complete the final two modules of learning. Bioenergetics covers traditional topics of respiration and photosynthesis, as well as homeostasis and the role of the nervous and endocrine systems in maintaining the internal environment. To finish, students deepen their understanding of evolution and introduce ideas about cloning and biotechnology. In addition to conventional inheritance, students will study how and why our understanding of the genome has changed, and what this means ethically for humankind.

### How lessons are taught

Students are directly taught through interactive, engaging lessons that are embedded in practical applications of knowledge, including evaluative techniques. Students apply their knowledge in a variety of discussions and assessments. In addition to demonstrating essential practical procedures, students will take part in fieldwork that further embeds real-world practical skills.

### Assessment

Students are assessed through three terminal examinations as follows:

- Biological Processes (37%)
- Biological Diversity (37%)
- Unified Biology (26%)

There is also a practical endorsement that students need to pass.

### Progression

Biology provides the students with a secure grounding in many aspects of Science. This includes a large breadth of core knowledge and many transferrable skills, incorporating practical techniques and wider links to cutting edge

**Exam Board** OCR

# Business

## Advanced General Certificate of Education

### Subject Overview

**Studying Business offers students an insight into the real working world and equips them with an excellent knowledge of managing Marketing, Finance, Operations and Human Resources as well as the External Environment and Economy. The subject promotes independent thinking and creativity, as students learn the principles behind how to run and manage a company effectively.**

**Students will also develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions; all skills that are needed for further study and employment.**

**6.1**

Unit 1: What is Business? Managing Marketing and Finance

Unit 2: Managing People and Operations

Students will investigate the role of managers, leadership and decision-making in a competitive environment. Specifically, how decision-making can improve marketing, financial, operational and human resource performance.

**6.2**

Unit 3: Business and Society, Business and the External

Environment and Business Strategy

Students will consider how all content comes together to inform business' overall strategy. Students will look at change management, business sustainability, growth strategies and international business. Throughout the course, students will also consider ethical impacts of business operations.

### How lessons are taught

Business lessons use a variety of learning approaches including investigations, case studies, group discussions, decision-making, role-plays and data analysis, as well as external visits and guest speakers. Learning specialist terms and theory, note taking and question work will be an important feature of most lessons.

### Assessment

The course is assessed with 100% examination across three equally weighted papers.

Each paper will have two case studies. Each case study will be followed by six compulsory questions worth 40 marks in total.

### Progression

Business students develop skills and knowledge very relevant to the modern world, so this A Level is worth pursuing for its own sake.

Many degree subjects can draw upon a knowledge of business and is directly relevant to further study of business, accountancy, teaching, economics, e-commerce, marketing, finance and banking.

**Exam Board** AQA

# Business Academy

## Level 3 BTEC and Level 3 V Level

### Subject Overview

**The Business Academy provides students with experience and opportunities to develop valuable Employability skills sought after by employers and higher education providers. The course supports students thorough understanding of the principles behind running a business, developing leadership and management skills and operating as a valuable employee in the digital world.**

**Students will also study the Thomas Telford School Employability Passport, a key part of the programme focusing on Employability skills and personal development.**

**6.1**

The Business Environment · Marketing and Market Research · Personal and Business Finance · Event Management · Training and Development in Business · Digital Systems and Data Management

**6.2**

International Business · Recruitment and Selection · Principles of Management · Customer Service · Business Account Management and Finance

### How lessons are taught

The Business Academy allows students to develop a range of specialist skills and knowledge through classroom learning, case study-based investigations and real-life application to a variety of different businesses. The course is delivered using practical and work-related learning, allowing students to learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

As part of the course, students will be expected to engage in a wide variety of trips and experiences including University and Employer visits. These form a key part of the course and support students to build valuable employability skills.

Students will have the benefit of:

Guest speakers · Visits to industry · Higher Education visits · Running their own company

A range of opportunities are provided enabling all students to develop key employability skills and understand what it's like to be in the business world.

### Assessment

The course is equivalent to three A Levels and consists of a variety of internal and externally assessed units with 40% externally assessed examination.

### Progression

The courses prepare students for further study and employment. Business students frequently enter careers such as: International Relations, Banking, Teaching, Event Management, Marketing, E-Commerce, Accountancy and Law.

**Exam Board** Pearson

# Business BTEC

## BTEC Level 3 Extended Certificate and Diploma

### Subject Overview

**The Business courses will provide students with experiences and opportunities to develop a thorough understanding of the principles behind running an effective business, whilst enhancing valuable employability skills sought after by employers and higher education providers.**

**6.1**

- The Business Environment
- Marketing and Market Research
- Personal and Business Finance
- Event Management

**6.2**

- International Business
- Recruitment and Selection
- Principles of Management
- Customer Service

### How lessons are taught

The Business courses are delivered using practical and work-related learning, allowing students to learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The courses allow students to develop a range of specialist skills and knowledge through classroom learning, case study-based investigations and real-life application to a variety of different businesses.

Across the two-year course, all students studying within the Business Academy will also have the benefit of:

- Guest speakers
- Visits to industry
- Higher Education visits
- Running their own company

A wide range of opportunities are provided enabling all students to develop key employability skills and understand what it's like to be in the business world.

### Assessment

BTEC National Level 3 Extended Certificate - This is equivalent to one A Level and consists of four units, two of which are externally assessed (58%). Students studying this course have the option to increase their qualification to 1.5 or Diploma (2).

BTEC National Level 3 Diploma - This is equivalent to two A Levels and consists of eight units, three of which are externally assessed (45%).

### Progression

The courses prepare students for further study and employment. Students studying Business frequently enter careers such as: International Relations, Banking, Teaching, Event Management, Marketing, E-Commerce, Accountancy and Law.

**Exam Board** AQA

# Chemistry

## Advanced General Certificate of Education

### Subject Overview

**The A Level Chemistry course offers students an exciting opportunity to explore how substances behave and react through further study of physical, inorganic and organic chemistry. Throughout the course, learners develop important skills such as mathematical problemsolving, data analysis, critical thinking, evaluation of experimental methods and clear scientific communication.**

**6.1**

In 6.1, students study foundational topics across all three areas of chemistry. In physical chemistry, this includes atomic structure, amount of substance, bonding, energetics and reaction rates. In inorganic chemistry, learners focus on periodicity and the chemistry of Group two and Group seven. In organic chemistry, students are introduced to basic concepts such as nomenclature, isomerism, and reaction mechanisms, alongside key functional groups. Alongside theory, student's complete practical experiments to develop core laboratory skills.

**6.2**

In 6.2, students build on their knowledge, deepening their understanding of chemical principles and applying them to more complex contexts. Physical chemistry includes energetics, more detailed kinetics, equilibria, acids and buffers and electrochemistry. In inorganic chemistry, learners study transition metals in depth. Organic chemistry becomes more complex, covering aromatic compounds such as benzene, carbonyl compounds, carboxylic acids and their derivatives, amines, polymers and organic synthesis pathways. Students also learn advanced analytical techniques such as NMR, IR and mass spectrometry to identify compounds. Practical work continues to develop experimental and analytical skills.

### How lessons are taught

Chemistry lessons are taught using a wide range of techniques with a mix of teacher-led tasks, group activities and independent study. Students will carry out experimental work on a regular basis to deepen their understanding of the theoretical concepts and to develop their practical skills.

### Assessment

Students are assessed though three written examinations. They will also complete a practical endorsement which will be reported alongside their A Level grade.

- Periodic Table, Elements and Physical Chemistry (37%)
- Synthesis and Analytical Techniques (37%)
- Unified Chemistry (26%)

### Progression

Chemistry opens the door to a wide range of exciting pathways, including degrees in Engineering, Pharmacy, Forensic Science, Medicine, Dentistry, Biological Sciences, Veterinary Medicine, Nursing and Chemical Engineering.

# Design & Technology: Product Design

## Advanced General Certificate of Education

### Subject Overview

A Level Product Design is a creative and practical subject that develops students' ability to design, innovate and solve real-world problems. Students follow the full design process, from identifying a need to producing a final prototype. The course combines practical work with theory, building skills in creativity, critical thinking, and independent learning while exploring materials, processes, and sustainability.

**6.1**

In 6.1, students develop core design and making skills, including sketching, modelling and workshop techniques. They study materials, manufacturing processes and factors influencing design such as ergonomics and sustainability. Students complete a design-and-make project to build confidence and develop their understanding of the iterative design process alongside core theoretical content.

**6.2**

In 6.2, students complete a Non-Exam Assessment (NEA), independently identifying a real-world problem and producing a final prototype supported by a detailed portfolio. They also deepen theoretical knowledge and revise content in preparation for examinations.

### How lessons are taught

Lessons combine practical workshop activities with theory. Students develop design portfolios, use CAD/CAM where possible and work independently on creative projects. Enrichment may include design potential visits to design or manufacturing environments.

### Assessment

Two written examinations (50%) and a Non-Examination Assessment (50%). The NEA is a substantial design-and-make project completed in 6.2.

### Progression

Leads to degrees and apprenticeships in Product Design, Engineering, Architecture and related fields. Develops transferable skills such as creativity, problem solving and project management

**Exam Board** AQA

# Computer Science

## Advanced General Certificate of Education

### Subject Overview

**A Level Computer Science offers students an exciting opportunity to explore how computers and technology shape and affect our world.**

**6.1**

The following topics are covered in 6.1:

- Components and performance of CPU
- Software
- Hardware
- Compression, encryption and hashing
- Databases
- Networks and web technologies
- Computational thinking
- NEA project

**6.2**

The following topics are covered in 6.2:

- Continuation of the NEA project
- Data structures
- Algorithms
- Data types
- Boolean algebra
- Computer related legislation

### How lessons are taught

Lessons are interactive, engaging, and rooted in real-world uses. Students take part in lively discussions and develop their own ideas through independent research.

### Assessment

Students are assessed through two written examinations and a coursework project:

- Computer systems (40%)
- Programming (40%)
- NEA project (20%)

### Progression

Computer Science opens doors to a wide range of exciting pathways, including degrees in Computer Science, Software Engineering, Cybersecurity, Data Science and Artificial Intelligence. The course equips students with highly transferable skills in problem-solving, logical thinking, programming and analytical reasoning, preparing them for careers in fields such as software development, systems analysis, data engineering, cybersecurity, and technology consultancy.

**Exam Board** AQA

# Economics

## Advanced General Certificate of Education

### Subject Overview

**Economics is a thought-provoking course offering the opportunity to learn about the latest economic theories and practice in the context of different economic issues, nationally and internationally. It explores the role of government, producers and consumers and explains many of the issues and debates that feature in today's news and society in general.**

**6.1**

Theme 1: Introduction to Markets and Market Failure

Nature of economics · How markets work · Market failure · Government intervention

Theme 2: The UK Economy – Performance and Policies

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

**6.2**

Theme 3: Business Behaviour and the Labour Market

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

Theme 4: A Global Perspective

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

### How lessons are taught

Students are encouraged to make use of the Internet, newspapers, magazines and television programmes as Economics focuses on topical issues and events. Lessons will utilise the ICT facilities in the classrooms, discussions, presentations, small group activities and independent research.

### Assessment

A Level Economics is assessed via 100% external examination at the end of 6.2

Paper 1: Markets and Business Behaviour (35% of the qualification) · Paper 2: The National and Global Economy (35% of the qualification) · Paper 3: Microeconomics and Macroeconomics (30% of the qualification)

### Progression

Economics is a rigorous academic subject which is well respected by both universities and employers. The combination of analytical, numerate and literate skills developed in A Level Economics means it is a valuable preparation for a variety of university courses. However, many of our students choose to study Economics at degree level.

**Exam Board** Edexcel

# English Language

## Advanced General Certificate of Education

### Subject Overview

**A Level English Language offers students an exciting opportunity to explore how language shapes our world. From analysing real-life conversations to investigating how language evolves over time, students develop a deep understanding of communication in action. This dynamic course builds confidence in critical thinking, creativity and independent research.**

**6.1**

In 6.1, students begin by developing key tools for linguistic analysis, exploring how language works across different contexts and how meaning is created. They study language frameworks and language in the media, gaining insight into how we learn, use and are influenced by language. Students also complete an independent investigation on a topic of personal interest, producing a professional-style research project. This stage builds advanced analytical skills and prepares them for university study and higher or degree apprenticeships.

**6.2**

In 6.2 students deepen their expertise by exploring how language changes and reflects identity across time, place and society alongside learning about how children acquire language over time. Students are given ample opportunity to revise previously covered examination content and develop their examination technique as well as refine their coursework that was started in 6.1. Students will also complete task 2 of their coursework which is to produce an academic poster for their language investigation, preparing students for university style research.

### How lessons are taught

Lessons are interactive, engaging and rooted in real-world language use. Students analyse authentic texts, take part in lively discussions, and develop their own ideas through independent research.

### Assessment

Students are assessed through two written examinations and a coursework project:

- Exploring Language (40%)
- Dimensions of Linguistic Variation (40%)
- Independent Language Research (20%)

### Progression

English Language opens doors to a wide range of exciting pathways, including degrees in English, Linguistics, Media, Journalism, Law, and Education. The course equips students with highly transferable skills in communication, analysis, and research, preparing them for careers in fields such as

**Exam Board** OCR

# English Literature

## Advanced General Certificate of Education

### Subject Overview

**A Level English Literature enables pupils to explore a wide range of Literature that has shaped, and is shaped by, the world around us. Students explore Literature from across history, beginning with the Jacobean era through to the twenty-first century, considering what it means to be human in an ever-changing world. This exciting course invites discussion, analysis and critical thinking skills.**

**6.1**

In 6.1, students begin their study of the course's examined components: 'Paper 1: Drama and Poetry Pre-1900', and 'Paper 2: Comparative and Contextual Study'. Across the year, students explore a range of full texts and extracts in preparation. These include a Shakespeare play, epic poetry and a selection of Gothic novels and extracts. Students also independently complete the first component of their coursework, analysing a modern play, under teacher supervision.

**6.2**

By 6.2, students have covered all set texts required for the examined components. The second year of study is therefore focused on consolidating knowledge, developing comparison skills and enhancing writing style in line with the assessment objectives. Students prepare rigorously for the examinations with opportunities to practice writing under timed conditions and regular teacher feedback. As in 6.1, students will also complete the second component of their coursework comparing a poem and prose under teacher supervision.

### How lessons are taught

Lessons feature a combination of reading, investigation and discussion. Students are guided through developing their understanding of the texts using critical theory and contextual knowledge. Where possible, students can see the texts come to life with screenings or theatre visits.

### Assessment

Students are assessed through two written examinations and a coursework project:

- Drama and Poetry Pre-1900 (40%)
- Comparative and Contextual Study (40%)
- Coursework Component (20%)

### Progression

English Literature equips students for a vast range of future study, including degrees in English, Media, Journalism, Law, and Education. Students leave the course with valuable transferrable skills such as analysis, research and communication, which would equip them for careers such as media, education and marketing.

**Exam Board** OCR

# French

## Advanced General Certificate of Education

### Subject Overview

**A Level French offers students the opportunity to develop advanced language skills while gaining a deeper understanding of French and Francophone society, culture, politics, history, literature and film. Students become confident communicators, able to discuss contemporary issues, analyse authentic texts, and express sophisticated ideas in both spoken and written French. The course develops independence, cultural awareness, and critical thinking skills that are highly valued by universities and employers.**

**6.1**

In 6.1, students build upon the grammar and language that they have learned in KS3 and KS4. Across a range of themes students develop fluency in speaking, listening, reading, writing and translation. There are four key themes that are explored across the A level course. In 6.1 students study Theme 1 related to changes in French society, including family structures, education and the world of work. Theme 2 examines the culture of Francophone countries, to include music, media, and festivals. Students also carry out a media studies approach to the critical analysis of the French film 'Intouchables'. Students develop their grammatical skills and the accuracy of their written work, to produce essays on aspects of the film.

**6.2**

In 6.2, students explore more complex social and historical issues, including immigration, multiculturalism, integration, and the impact of the German Occupation of France during World War 2. They begin studying the novel 'Un Sac de Billes' by Joseph Joffo, which is a novel set during the WW2. In addition, students undertake an independent Research Project on a topic of their choice, related to the French-speaking world. This project prepares students for university-style research and forms part of the speaking assessment. Students also refine their examination technique and consolidate their language skills across all areas of the course.

### How lessons are taught

Lessons are conducted largely in French and are interactive, encouraging students to develop confidence and spontaneity in their language use. Students engage with authentic materials including podcasts, films, literary texts and online media. Students have the opportunity to take part in university outreach programmes and educational visits.

### Assessment

Students are assessed through two written examinations and a speaking examination:

Paper 1: Listening, Reading and Translation (40%)

Paper 2: Written Response to Works and Translation (30%)

Paper 3: Speaking - Questions on a Theme and Independent Research Project (30%)

### Progression

A Level French provides an excellent foundation for degrees in French, Modern Languages, International Relations, Politics, Law, Business, Journalism and European Studies. The course equips students with highly transferable skills in communication, analysis, problem-solving, and research. Career opportunities include translation and interpreting, international business, diplomacy, education, tourism, media, marketing, and many other professions in an increasingly global workplace.



**Exam Board** Edexcel (Pearson)

# Geography

## Advanced General Certificate of Education

### Subject Overview

**A level Geography aims to encourage learners to develop a range of essential skills for Higher Education and the world of work through content which is relevant to any citizen of the planet in the 21st century. Through exciting topics learners will understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today.**

**6.1**

In 6.1, students will have a human geography lesson and a physical geography lesson. In their physical lessons, students will complete the Physical Systems component, which is built around Coasts and the Carbon and Water Cycles. In their human geography lessons, students will complete the Human Interactions component of the course, in which they will explore the topics of Migration, Human Rights and Space and Place. At the end of 6.1, students will begin their Independent NEA Investigation, which consists of a written project based on any aspect of the course.

**6.2**

Students begin 6.2 by completing the write up of their Independent Investigation. After completing the NEA, students will continue with their physical and human geography lessons in which their will complete the Geographical Debates component. In their physical lessons, students will study Hazardous Earth, and in their human lessons, students explore the topic of Disease Dilemmas.

### How lessons are taught

In 6.1, students will have two lessons a week of Geography, along with additional Enrichment work will be set on a weekly basis. This work will supplement classroom learning, prepare students for their NEA, as well as linking their geographical studies to the real world and future career prospects. Students have the opportunity to visit Iceland and the Yorkshire Coast, along with their compulsory fieldworks where they will visit Apley Woods and Shrewsbury.

### Assessment

Students are assessed through three examinations and their NEA investigation;

Physical systems (22%)

Human Interactions (22%)

Geographical Debates (36%)

Independent Investigation (20%)

### Progression

Students who study Geography at A Level are equipment with the skills to future proof their career options including, GIS, decision making, data analysis and an understanding of sustainability and geopolitics. Many students decide to study Geography, or Geography related subjects at university, where which can lead them into engineering, project management, the Civil Service, planning, law, architecture and consultancy.

**Exam Board** OCR

# Health and Social Care

## Pearson Level 3 AAQ BTEC National Extended Certificate

### Subject Overview

**The BTEC Health and Social Care Extended Certificate provides students with a broad understanding of the health and social care sector. The course combines theoretical knowledge with practical application, exploring how individuals develop, how services operate and how professionals support people across the lifespan. Students develop a strong understanding of health, wellbeing and care practices, alongside key skills needed for future study and employment.**

**6.1**

In 6.1, students study Human Lifespan Development, exploring physical, intellectual, emotional and social (PIES) development across life stages and factors affecting growth. Students also study Principles of Health and Social Care Practice, focusing on care values, legislation, ethical practice and the role of professionals in supporting individuals. This combination develops both theoretical understanding and applied vocational skills.

**6.2**

In 6.2, students study Human Biology and Health, developing knowledge of body systems, normal functioning and the impact of common disorders. Students also complete an additional unit such as Promoting Health Education, where they explore strategies to improve health and wellbeing and analyse public health approaches. There is a strong emphasis on applying knowledge to real-life scenarios and completing coursework assignments.

### How lessons are taught

Lessons are engaging and vocationally focused, combining theory with real-life application. Students take part in case study analysis, role play and coursework-based assignments linked to realistic health and care scenarios. Enrichment opportunities may include guest speakers, work-related learning, and wider research into current health issues to support progression to careers in the sector.

### Assessment

The course is assessed through a combination of external examinations (40%) and internally assessed coursework (60%). Typically, two units are externally assessed through examinations, while others are completed through coursework assignments, allowing students to demonstrate both knowledge and practical application skills.

### Progression

This qualification supports progression to university courses such as nursing, midwifery, social work and health sciences, as well as apprenticeships and employment in the health and social care sector. The course develops highly transferable skills including communication, empathy, critical thinking, research, and problem-solving, alongside the ability to apply knowledge in practical contexts and work effectively with a wide range of individuals.

**Exam Board** Pearson

# History

## Advanced General Certificate of Education

### Subject Overview

**It is difficult to avoid the impact of History in our modern world. We are living with the consequences of past events every day. A good historical education is essential to understand the world we live in.**

**6.1**

In 6.1 students begin by studying England 1547-1603 the Later Tudors, which explores the stability of the monarchy, religious disputes and the causes of rebellion and unrest during the reigns of Edward VI, Mary Tudor and Elizabeth I. Students also study the Cold War in Europe 1941-1995 considering the causes, development and impact of the Cold War. Students finish with an examination of the collapse of communism in the USSR in 1991 and the war in Bosnia.

**6.2**

In 6.2 students deepen their historical understanding with a thematic study of Russia and its Ruler 1855-1964. This focuses on the nature of Russian government and the impact on the Russian people and society. Students explore the similarities and differences between the autocratic rule of the tsars up to 1917 and the Communist dictatorship to 1964. Students will also complete the Independent Historical Investigation which is a coursework unit of a 4000-word essay, on a topic of their choosing.

### How lessons are taught

Lessons are taught using a wide range of active learning approaches including personal enquiry, group-based discussion and debate. Students discuss and analyse historical and contemporary texts and develop their own independent research skills.

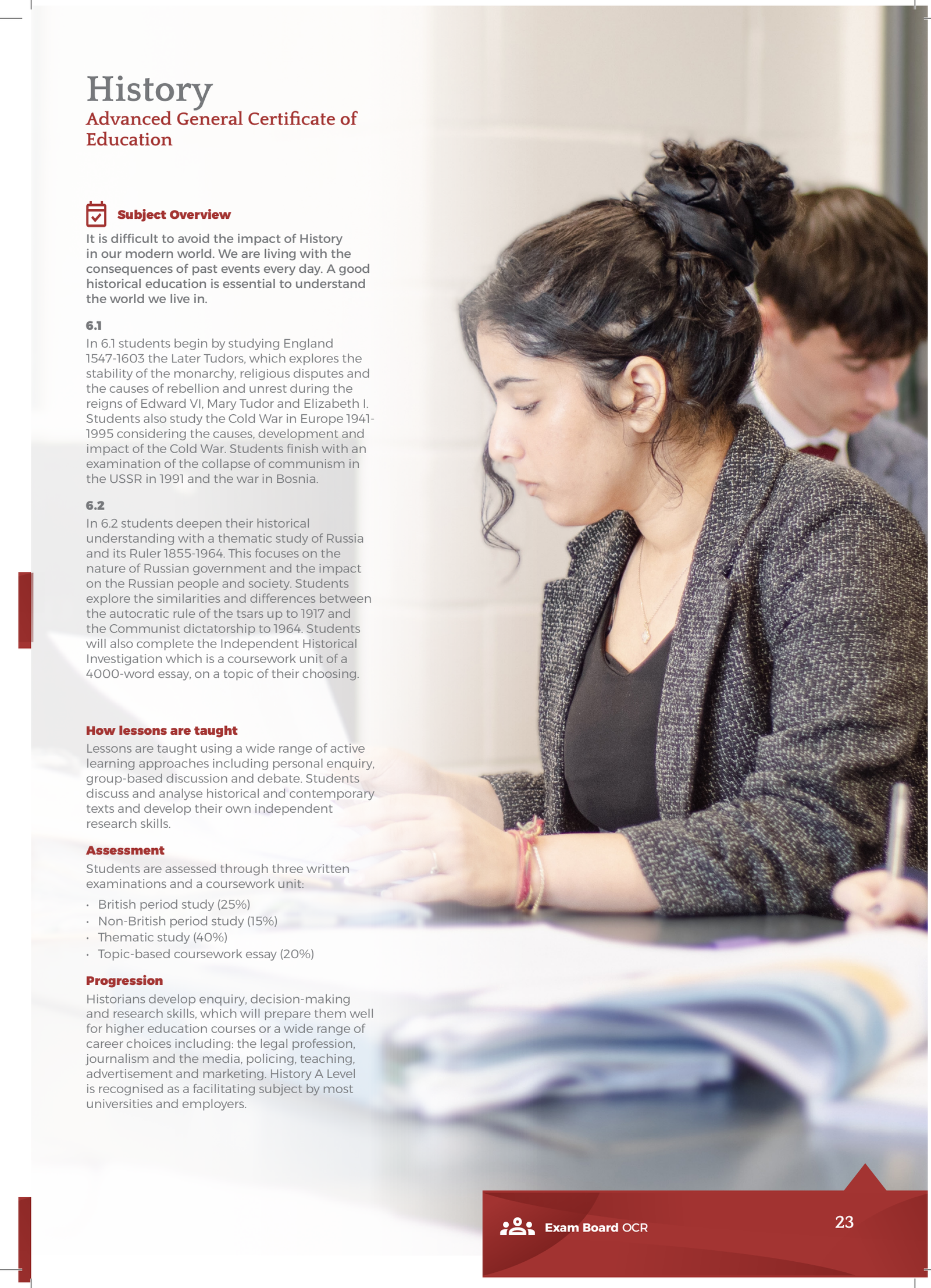
### Assessment

Students are assessed through three written examinations and a coursework unit:

- British period study (25%)
- Non-British period study (15%)
- Thematic study (40%)
- Topic-based coursework essay (20%)

### Progression

Historians develop enquiry, decision-making and research skills, which will prepare them well for higher education courses or a wide range of career choices including: the legal profession, journalism and the media, policing, teaching, advertisement and marketing. History A Level is recognised as a facilitating subject by most universities and employers.



# Mathematics

## Advanced General Certificate of Education

### Subject Overview

A Level Mathematics is a broad and in-depth course. The Pure Mathematics content represents two-thirds of the course, the remaining one-third of the course covers material related to Statistics and Mechanics. The opportunities for students of Mathematics, on completion of full-time education, are enormous. It complements and supports other courses, for example, Physics, Chemistry, Computer Science and Economics. Qualifications in Mathematics are acceptable as an entry to many different careers. The Mathematics AGCE course offered at Thomas Telford School is designed to provide academic and vocational experiences. It will prepare students for their choice in both the world of work and Higher Education. Mathematics A Level is required and Further Mathematics is desirable for any Engineering, Computer Science or Physics degree at university. A Level Mathematics is required to study Economics at university and Further Mathematics is required to study Economics at Cambridge.

**6.1**

In 6.1, we lay the groundwork in a range of pure topics. You will cover algebraic expressions, quadratics, proof, graphs and transformations, exponentials and logarithms, co-ordinate geometry, calculus, trigonometry, vectors, functions, sequences and the binomial expansion. You will also be introduced formally to AS Level Statistics where you will further develop your GCSE knowledge of data representation/collection and probability, before learning about hypothesis testing and advanced measures of location and spread.

**6.2**

In 6.2, we build on the pure topics covered in 6.1 and study more abstract and challenging aspects of calculus, trigonometry, vectors, numerical methods and parametric equations. You will also be introduced formally to A Level Mechanics through the learning of kinematics, the constant acceleration formulae, and Newton's Laws of motion. We will develop your knowledge of forces and look at how to calculate coefficients of friction, as well as how to find moments. Finally, in statistics, we apply our knowledge of hypothesis testing to correlation and the normal distribution and deepen our understanding of probability to include conditional probability.

**How lessons are taught**

Lessons are interactive, engaging, and rooted in real-world situations. They are taught using a range of learning approaches from working through textbook exercises to solidify skills, to using graphing software online to experiment with theories, or completing puzzles with other members of the class to experience different approaches to solutions.

**Assessment**

At the end of the two-year course students will sit three externally assessed written examination papers, each lasting for two hours and worth 100 marks each. The first two examine Pure Mathematics and the third is split into two sections, each worth 50 marks, one part covering Mechanics and the other Statistics.

**Progression**

Mathematics students at Thomas Telford School are currently preparing to move into Higher Education courses and careers in the following fields: Electronic Engineering, Research Chemistry, Computer

**Exam Board** Pearson Edexcel

# Further Mathematics

## Advanced General Certificate of Education

### Subject Overview

Further Mathematics takes your mathematical studies a step beyond the pure and applied topics seen in A Level Mathematics and touches on a lot of content seen in undergraduate university courses. Studying Further Mathematics shows you have a huge amount of potential for studying complex ideas and have the capacity to flourish in a challenging environment. The Further Mathematics AGCE course is studied along-side A Level Mathematics at Thomas Telford School. It will prepare students for their choice of degree in Higher Education.

**6.1**

In the first year, students study the content of A level Mathematics.

**6.2**

In the second year, students will study the content of A Level Further Mathematics. From imaginary numbers to matrices and from polar graphs to hyperbolic trigonometric functions, you will begin to leave numbers behind in the core pure modules. You will also be introduced formally to Further Mechanics through the learning of momentum and impulse, work, energy and power, and elastic strings and springs. We will develop your knowledge of collisions in one and two dimensions and look at how to calculate coefficients of restitution. In Further Statistics, you will build upon the standard A Level Mathematics syllabus, focusing on advanced probability, statistical modelling and hypothesis testing.

**How lessons are taught**

Lessons are interactive, engaging, and rooted in real-world situations. They are taught using a range of learning approaches from working through textbook exercises to solidify skills, to using graphing software online to experiment with theories, or completing puzzles with other members of the class to experience different approaches to solutions.

**Assessment**

Students are assessed through four written examinations, each lasting 1 hour 30 minutes. There are two pure papers, Further Core Pure 1 and Further Core Pure 2 and two applied papers on Further Statistics and Further Mechanics.

**Progression**

Further Mathematics students at Thomas Telford School are currently preparing to move into Higher Education courses and careers in the following fields: Electronic Engineering, Research Chemistry, Computer Science, Pharmacy, Medicine, Forensic Science, Business Administration, Aeronautics, Accountancy, Mechanical Engineering, Civil Engineering, Actuarial Work, Economics

**Exam Board** OCR

# Music

## Advanced General Certificate of Education

### Subject Overview

**The Eduqas A Level Music course provides a wide-ranging study of music that develops students' abilities in performing, composing and appraising. It encourages learners to build musical knowledge, technical skills, creativity and critical thinking while exploring a variety of musical styles, instruments and technologies. Students learn to make connections between different aspects of music and gain an understanding of musical contexts, history, and traditions.**

**6.1**

Students study the musical elements, developing listening and score-reading skills and beginning detailed analysis of the prescribed areas of study. The focus is on the Development of the Symphony, Musical Theatre and introducing Twentieth-Century music. Students will develop solo and ensemble performance skills. They also learn compositional techniques including harmony, melody writing, structure and stylistic composition.

**6.2**

Students deepen their understanding of all areas of study while developing confidence in unfamiliar listening, essay writing and score analysis. Revision focuses on examination technique and applying musical knowledge across varied extracts. Students also complete and record their performance programme, finalise compositions including the Eduqas brief and portfolio and undertake regular mock examinations in preparation for final assessment.

### How lessons are taught

A Level Music lessons are usually taught through a combination of practical music-making, listening and analysis, composition workshops and individual performance coaching. Since the course has three components—Performing, Composing and Appraising—most departments divide lesson time between these areas.

### Assessment

Assessment consists of three components. Performing (25% or 35%): a recorded recital of 10–12 minutes (Option A) or 6–8 minutes (Option B), externally assessed. Composing (25% or 35%): two compositions (Option A) or three (Option B), including one set brief. Appraising (40%): a 2 hour and 15-minute written examination covering The Development of the Symphony, Musical Theatre/Rock and Pop and Twentieth-Century Music.

### Progression

A Level Music offers a strong pathway to higher education, training, apprenticeships and employment. Students can progress to music-related and creative courses, leading to careers in performance, composition, production, education and sound engineering. The course also develops transferable skills such as creativity, communication, teamwork, critical thinking, problem-solving and time management, valued across many industries



# Performing Arts Academy

## Level 3 Cambridge Technical Extended Diploma in Performing Arts (Musical Theatre Pathway)

### Subject Overview

Thomas Telford School has an established 30-year reputation for excellence in Musical Theatre. Many students have acquired prestigious places at higher education establishments and Stage Schools and several of our past students are now working professionally. The emphasis of this course is to develop skills in all areas of musical theatre and to develop students as all round performers. The Level 3 Cambridge Technical Extended Diploma is equivalent to three A Levels.

**6.1**

- Acting Technique
- Dance Technique
- Singing Technique
- Proposal for a Commissioning Brief
- Influential Performance Practice
- Arts Administration

**6.2**

- Original Performance
- Dance Performance
- Singing Performance
- Preparing to work in the Performing Arts Sector

### How lessons are taught

Students are taught through a mixture of theory based and practical sessions. Regular workshops are delivered by alumni students who are currently working professionally in the West End, TV and on cruise ships. Trips to watch professional performances and attend stage schools are provided. Alongside this, the students gain a plethora of performance experiences throughout the academic year, with the pinnacle being the full-scale professional standard school show production.

### Assessment

Students are assessed internally (55%) and externally (45%).

### Progression

The Musical Theatre course offered provides a wide range of vocational experiences, audition workshops and many performance opportunities both inside and outside the School environment. It prepares students for their chosen career paths, in both the world of work and higher education and Stage School courses.

**Exam Board** OCR

# Performing Arts (Dance/Drama)

## Level 3 Cambridge Technical Extended Certificate in Performing Arts

### Subject Overview

The Level 3 Cambridge Technical Extended Certificate in Performing Arts is equivalent in size to one A Level. It will provide learners with the opportunity, through applied learning, to develop the core specialist knowledge, skills and understanding required in the performing arts sector.

**6.1**

Unit 2 - Proposal for a Commissioning Brief (Externally Assessed). Students are equipped with the range of skills to be able to set out proposals as a response to a given brief and then set up pilot performances and/or workshops.

Unit 3 - Influential Performance Practice (Externally Assessed). Students will learn about genres, styles and periods, social, cultural and historical influences and significant theatrical/ performance developments and practitioners. Students will learn professional repertoire and perform it for assessment.

Unit 6 - Improvisation (Internally Assessed).

Students will develop improvisational skills in response to a variety of stimuli to develop their ability to produce an ever-changing performance. Through workshops they will develop their interpersonal and collaborative skills.

**6.2**

Unit 1 - Prepare to Work in the Performing Arts Sector (Externally Assessed).

This unit will give students strategies, attitudes and survival skills for sustaining a career in the performing arts industry. Students will learn to self-promote and respond to current employment opportunities as well as learning when and how to adapt to a quickly changing economic landscape.

Unit 4 - Combined Arts (Internally Assessed).

This unit will give students the opportunity to create a new performance by reinterpreting an existing piece of repertoire by combining multiple art forms.

### How lessons are taught

Students are taught through a mixture of theory based and practical sessions.

### Assessment

Students are assessed internally (40%) and externally (60%).

### Progression

The Performing Arts will prepare students for their choice of career in both the world of work and higher education. This qualification will also develop transferable skills such as self-confidence, self-presentation and communication, collaboration and problem-solving, time management and organisational skills. These skills are highly regarded by higher education and employers in the UK.

**Exam Board** OCR

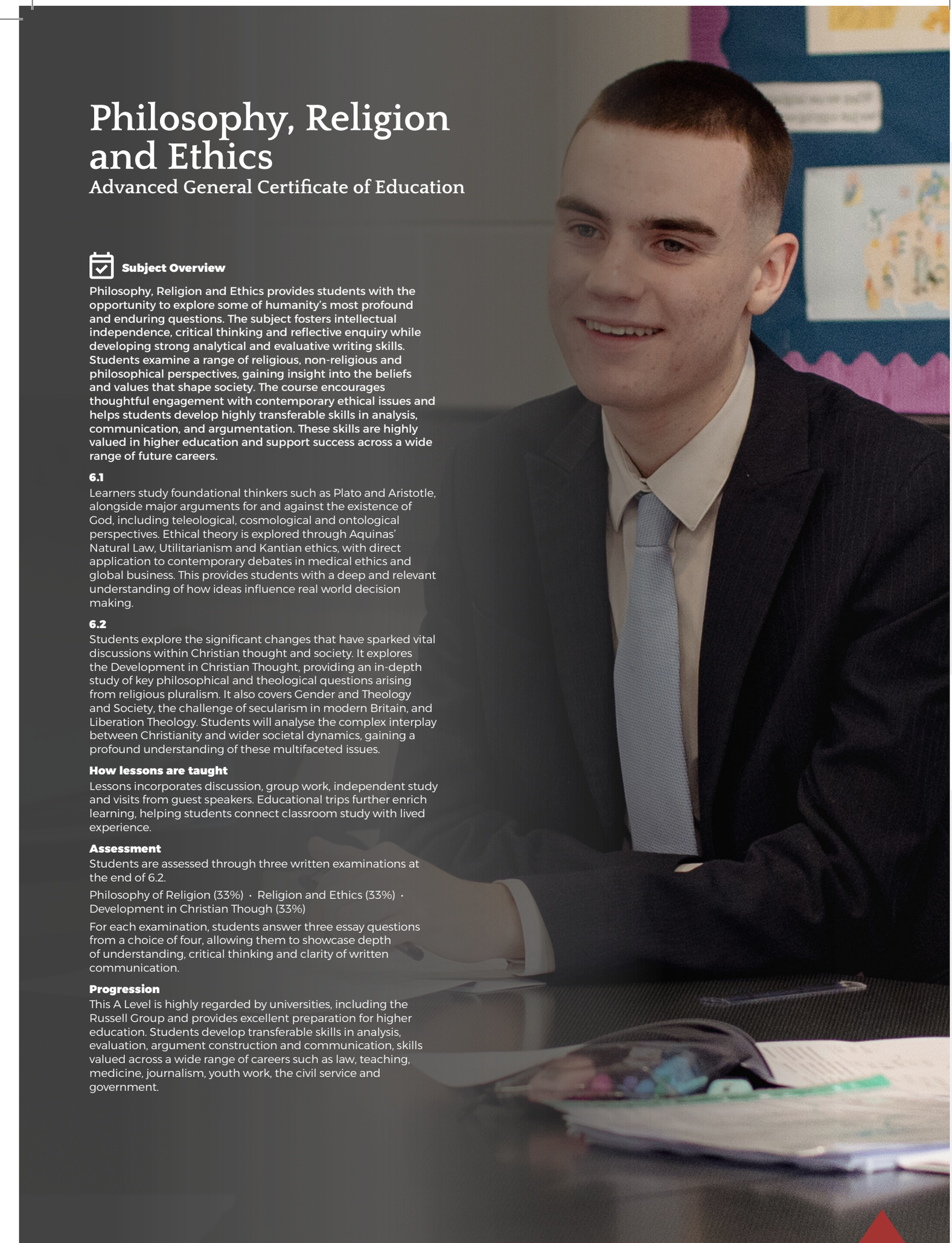






# Philosophy, Religion and Ethics

## Advanced General Certificate of Education



### Subject Overview

**Philosophy, Religion and Ethics provides students with the opportunity to explore some of humanity's most profound and enduring questions. The subject fosters intellectual independence, critical thinking and reflective enquiry while developing strong analytical and evaluative writing skills. Students examine a range of religious, non-religious and philosophical perspectives, gaining insight into the beliefs and values that shape society. The course encourages thoughtful engagement with contemporary ethical issues and helps students develop highly transferable skills in analysis, communication, and argumentation. These skills are highly valued in higher education and support success across a wide range of future careers.**

**6.1**

Learners study foundational thinkers such as Plato and Aristotle, alongside major arguments for and against the existence of God, including teleological, cosmological and ontological perspectives. Ethical theory is explored through Aquinas' Natural Law, Utilitarianism and Kantian ethics, with direct application to contemporary debates in medical ethics and global business. This provides students with a deep and relevant understanding of how ideas influence real world decision making.

**6.2**

Students explore the significant changes that have sparked vital discussions within Christian thought and society. It explores the Development in Christian Thought, providing an in-depth study of key philosophical and theological questions arising from religious pluralism. It also covers Gender and Theology and Society, the challenge of secularism in modern Britain, and Liberation Theology. Students will analyse the complex interplay between Christianity and wider societal dynamics, gaining a profound understanding of these multifaceted issues.

**How lessons are taught**

Lessons incorporates discussion, group work, independent study and visits from guest speakers. Educational trips further enrich learning, helping students connect classroom study with lived experience.

**Assessment**

Students are assessed through three written examinations at the end of 6.2.

Philosophy of Religion (33%) · Religion and Ethics (33%) · Development in Christian Though (33%)

For each examination, students answer three essay questions from a choice of four, allowing them to showcase depth of understanding, critical thinking and clarity of written communication.

**Progression**

This A Level is highly regarded by universities, including the Russell Group and provides excellent preparation for higher education. Students develop transferable skills in analysis, evaluation, argument construction and communication, skills valued across a wide range of careers such as law, teaching, medicine, journalism, youth work, the civil service and government.

**Exam Board** Edexcel (Pearson)

# Physical Education

## Advanced General Certificate of Education

### Subject Overview

**A Level Physical Education offers an exciting opportunity to explore the scientific and socio-cultural factors underpinning performance in sport. Through the study of anatomy and physiology, skill acquisition and sport psychology, alongside the social impact of physical activity, students develop a well-rounded understanding of sport in action. The course promotes critical thinking, analysis and independent learning, enabling students to evaluate how the body and mind respond to exercise and how performance can be optimised. Contemporary issues such as technology, ethics, commercialisation and participation are also explored. Students develop transferable skills including evaluation, communication and problem-solving, supporting progression into sport-related and academic careers.**

**6.1**

Students study Applied Physiology, Skill Acquisition, Sport and Society and Technology. They examine how body systems respond to exercise, how skills are learned and developed and the relationship between sport and society. Data interpretation and analysis are key skills. Students are assessed practically as a performer or coach in one activity, demonstrating a competitive standard, alongside a written performance analysis.

**6.2**

Students build on prior learning through Exercise Physiology and Biomechanics, Sports Psychology and Sport, Society and Technology. This includes analysing training adaptations, applying biomechanical principles and understanding psychological factors affecting performance. Practical assessment and coursework continue, allowing students to refine and evaluate performance.

### How lessons are taught

Lessons are interactive and varied, linking theory to real sporting contexts. Students engage in practical application, group discussion, data analysis and independent research. Digital resources and practical activities support learning, alongside opportunities for enrichment such as sport-related experiences.

### Assessment

- Paper 1: Factors affecting participation (35%)
- Paper 2: Factors affecting performance (35%)
- Non-examination assessment: Practical performance (30%)

### Progression

A Level PE supports progression to degrees such as Sports Science, Physiotherapy, Coaching, Psychology and Education. It is sometimes recognised by universities as contributing to science-based entry requirements. Students gain valuable transferable skills including teamwork, leadership and analysis, supporting careers in sport, health, education, the armed forces and related fields.

**Exam Board** Edexcel (Pearson)

# Physics

## Advanced General Certificate of Education

### Subject Overview

**A Level Physics provides a deep, handson understanding of the fundamental principles that shape the modern world. Through experimental work, mathematical modelling and realworld problemsolving, students develop the analytical and practical skills sought after in many careers.**

**6.1**

In the first year of Physics, students complete four modules. They begin by developing practical skills, learning to design experiments, analyse data and use scientific equipment accurately. This is followed by foundational topics, including measurements, uncertainties, and the mathematical principles of physics. Students then study forces and motion, focusing on mechanics and interactions, before exploring electricity, quantum behaviour and wave phenomena in the Electrons, Waves and Photons module, which underpins many modern technologies.

**6.2**

In the second year of the course students develop a deeper understanding of the world around them. They cover two modules, Newtonian world and astrophysics; where students extend their understanding of motion, gravity and planetary systems. And particles and medical physics where students explore nuclear physics, particle interactions, and medical imaging.

### How lessons are taught

Students will be taught across two lessons, covering the theoretical sides of the topic and often followed by practical tasks to cement the understanding. Where possible, we visit the National Space Centre for their late-night events, where students can deepen their understanding of astrophysics and cosmology.

### Assessment

Paper 1 – Modelling Physics (37%)

Paper 2 – Exploring Physics (37%)

Paper 3 – Unified Physics (26%)

### Progression

Studying Physics at this level opens doors to a wide range of professions, including engineering fields such as mechanical, civil, electrical, aerospace and renewable energy, as well as careers in medicine and healthcare like radiography and medical imaging. It can also lead to opportunities in technology and computing, alongside paths in research and academia such as astrophysics, particle physics and climate science. In addition, Physics is valuable in applied industries like automotive design, robotics, materials science, and data analysis. Physics is recognised as one of the most versatile and respected A Level subjects, valued by universities and employers for its strong emphasis on problem solving, numeracy, and scientific reasoning.

**Exam Board** OCR – Specification A

# Politics

## Advanced General Certificate of Education

### Subject Overview

**An understanding of politics and how the government works is not only an interesting and stimulating academic issue but arguably is vital in a modern world where democracy and democratic values are being challenged in all corners of the world. The rise of populism and support for 'strong' leaders often leads to people questioning and abandoning democratic values and turning towards more extreme and radical ideas.**

**6.1**

In 6.1 students begin by studying UK Government and Politics, exploring the themes of political participation and UK Government. Students consider issues such as democracy and participation, electoral systems, the constitution, parliament and voter behaviour and the media. Students also begin their study of US Government and Politics and Comparative Politics, considering the nature of the US Constitution and federalism, the US Congress and the US presidency.

**6.2**

In 6.2 students further deepen their understanding and comparison of US and UK government and politics, by exploring issues such as the US Supreme Court and civil rights and comparative theories of study. Students also study the political ideas unit covering the core ideas of conservatism, liberalism and socialism. Students also study the non-core idea of feminism.

### How lessons are taught

Politics lessons are taught using a wide range of active learning approaches including personal enquiry, discussion and debate and group activities and research. We invite guest speakers from local/regional and national levels.

### Assessment

Students are assessed through three written examinations:

Paper 1 UK Government and Politics (33.33%)

Paper 2 US Government and Politics and comparative politics (33.33%)

Paper 3 Political Ideas (33.33%)

### Progression

Studying A Level Politics will equip students with several key and transferrable skills including a questioning and critical thinking approach to research enquiry. This in turn will help prepare them for higher education courses or a wide range of career choices such as law, political journalism, the business world and media.

**Exam Board** AQA

# Psychology

## Advanced General Certificate of Education

### Subject Overview

**A Level Psychology offers students the opportunity to explore how and why people behave the way they do. The course combines scientific research with real-world applications, including areas such as social influence, memory, attachment and mental health. Students develop strong analytical, evaluative and research skills, building confidence in applying psychological theory to everyday life.**

**6.1**

In 6.1, students develop a strong foundation in core psychological topics including social influence, memory, attachment and clinical psychology and mental health. Students also begin studying approaches in psychology and research methods, develop an understanding of how psychological research is conducted and evaluated, alongside building core AO1 and AO3 examination skills.

**6.2**

In 6.2, students deepen their understanding through Biopsychology and Issues and Debates in Psychology. Students also study optional topics selected by the department, such as Schizophrenia. There is a strong focus on application (AO2) and extended evaluation, alongside developing examination technique through regular practice and revision.

### How lessons are taught

Lessons are engaging and interactive, combining teacher input with discussion, group work and application tasks. Students analyse real-life case studies and take part in practical research activities to develop investigative skills. Enrichment opportunities may include guest speakers, wider reading and research-based projects to extend learning beyond the classroom.

### Assessment

Students complete three written examinations at the end of Year 13, each worth 33.3% of the final grade. These assess knowledge (AO1), application (AO2) and evaluation (AO3) through a mix of short-answer, data response, and extended essay questions.

### Progression

Psychology supports progression into degrees such as Psychology, Criminology, Health Sciences and Education. The course develops highly transferable skills including critical thinking, evaluation of evidence and the ability to apply knowledge to real-life situations. Students also build strong research, data analysis, communication, problem-solving, numeracy and independent learning skills, which are highly valued across a wide range of careers including healthcare, social work, law, teaching and business.

**Exam Board** AQA

# Sociology

## Advanced General Certificate of Education

### Subject Overview

**A Level Sociology enables students to develop a critical understanding of society and the social world around them. Students explore key issues such as inequality, education, crime, and culture, using a range of sociological perspectives. The course encourages students to question social norms, analyse evidence, and develop informed arguments about contemporary social issues.**

**6.1**

In 6.1, students begin by studying Education, exploring the role of the education system in society and patterns of achievement linked to class, gender and ethnicity. Students are also introduced to research methods, developing skills in analysing and evaluating sociological research. In addition, students study families and households, examining changes in family structures and relationships in modern society.

**6.2**

In 6.2, students study Crime and Deviance, exploring explanations for criminal behaviour and the social construction of crime, alongside sociological theory, where they develop a deeper understanding of key perspectives such as Functionalism, Marxism and Feminism. Students also revisit research methods, applying their knowledge to more complex data analysis and examination scenarios. There is a strong emphasis on application (AO2) and evaluation (AO3).

### How lessons are taught

Lessons are interactive and discussion-based, encouraging students to debate contemporary social issues and apply theory to real-life contexts. Students engage with a range of activities including group work, case study analysis and independent research. Enrichment opportunities may include guest speakers, documentaries and wider reading to deepen understanding of current social debates.

### Assessment

Students complete three written examinations at the end of 6.2, each worth 33.3% of the final grade. Papers assess knowledge and understanding (AO1) application (AO2) and analysis and evaluation (AO3) through a range of short-answer and extended essay questions.

### Progression

Sociology supports progression into degrees such as Sociology, Criminology, Law, Social Policy, and Education. The course develops highly transferable skills including critical thinking, analysis of evidence, and the ability to construct well-reasoned arguments. Students also build strong research, communication and problem-solving skills, alongside the ability to interpret data and engage with complex social issues, all of which are highly valued in careers such as teaching, social work, law, policing and the public sector.

**Exam Board** AQA

# Sport BTEC

## BTEC Level 3 National Diploma in Sport

### Subject Overview

**The BTEC Level 3 National Diploma in Sport is equivalent to two A Levels and is designed for students with a strong interest in sport, fitness and the sports industry. The course combines theoretical study with practical application, enabling students to develop specialist knowledge, industry awareness and transferable skills including leadership, communication, teamwork, organisation and evaluation. It provides a strong platform for progression into higher education, apprenticeships and employment.**

**6.1**

Students study a range of units including Anatomy and Physiology, Fitness Training and Programme Design, Professional Development, Sports Leadership, Fitness Testing, Practical Sports Performance, Skill Acquisition and Officiating. Learning develops both practical ability and theoretical understanding through classroom study, coursework and practical application.

**6.2**

Students continue their studies through a range of vocational units, including Investigating Business in Sport and the Active Leisure Industry. Topics include sporting organisations, customer service, marketing, finance and the commercial aspects of sport, helping students understand how the industry operates.

### How lessons are taught

Lessons include classroom-based learning, practical workshops, presentations, group discussion, case studies, independent research and performance analysis. Students regularly apply theoretical concepts to real-world sporting situations while developing confidence and professional skills.

### Assessment

Students are assessed through a combination of external examinations, controlled assessments, practical activities and coursework assignments. Assessment evidence may include written reports, presentations, leadership activities, practical demonstrations and performance evaluations.

### Progression

The qualification supports progression to university courses such as Sport and Exercise Science, Sports Coaching, Physical Education, Sports Therapy, Sports Development and Sports Management, as well as higher apprenticeships and careers in the sport, fitness and leisure sectors.

**Exam Board** Pearson

# Sports Academy

## BTEC Level 3 National Extended Diploma in Sport

### Subject Overview

**The BTEC Level 3 National Extended Diploma in Sport is equivalent to three A Levels and forms part of the Sports Academy programme. It is designed for students aiming to pursue higher education or careers within the sport, health, fitness and leisure sectors. Combining scientific theory, practical performance and industry-focused learning, the course provides a comprehensive understanding of the sport industry while developing transferable academic and professional skills.**

**6.1**

Students study a broad range of units including Anatomy and Physiology, Fitness Training and Programme Design, Sports Leadership, Professional Development, Fitness Testing, Practical Sports Performance, Coaching, Research Methods, Sports Injury Management, Performance Analysis, Skill Acquisition and Officiating. This combination of theory and practical learning develops a strong foundation across the sport sector.

**6.2**

Students' complete coursework and controlled assessment units focusing on sport development, physical activity participation and the business aspects of sport and active leisure. They investigate participation initiatives, sports development programmes, organisational structures, marketing and finance, gaining a wider understanding of the factors influencing modern sport.

### How lessons are taught

Teaching combines classroom theory lessons, practical sports sessions, workshops, independent study, presentations, leadership opportunities and industry-focused projects. Students regularly participate in coaching, performance analysis, research activities and real-world case studies that develop both subject expertise and employability skills.

### Assessment

Assessment is carried out through external examinations, Pearson-set tasks, practical assessments and internally assessed coursework. Students' complete reports, presentations, research projects, practical demonstrations, coaching activities and performance evaluations throughout the programme.

### Progression

Students can progress to university degree courses including Sport and Exercise Science, Sports Coaching, Physical Education, Sports Therapy, Sports Rehabilitation, Sport Development and Sports Management. The qualification also supports progression into apprenticeships and careers in coaching, fitness, leisure management, performance analysis and other areas of the sports industry.

**Exam Board** Pearson

# Travel and Tourism

## BTEC Level 3 National Extended Certificate

### Subject Overview

**The travel and tourism industry in the UK is of major importance to the economy. This qualification gives a broad introduction to the travel and tourism industry with an emphasis on core knowledge for students who are interested in learning about the industry and fundamental skills that are transferable to other employment sectors and higher education.**

**6.1**

The World of Travel and Tourism: This unit provides the foundation to study the other units in Travel and Tourism. Students focus on the scope of the industry, its key components and the importance to the UK. Students will study how the industry is changing and how organisations react to those changes.

Global Destinations: Students focus on the location and features of global destinations and the reasons why popularity may change. Evaluation of the suitability of travel plans, routes, itineraries will be carried out to meet customer's needs.

**6.2**

Principles of Marketing in Travel and Tourism: Students will learn about the importance of focusing on meeting customer needs, the impact that marketing activities have on the success of different travel and tourism organisations, and will develop a marketing plan using research data

Visitor Attractions: Visits will be made to two attractions to investigate the nature, role and appeal of them, how they meet the diverse expectations of visitors and how they respond to competition and measure their success and appeal.

### How lessons are taught

Lessons are taught using a wide range of active learning approaches including personal enquiry, group activities and visits to key travel and tourism businesses and attractions, as well as formal classroom-based activities. Guest speakers who are involved in the industry are also invited into school

### Assessment

The course is assessed by both internally assessed assignments (42%) and written external examinations (58%)

### Progression

The course provides learners with highly regarded transferable skills. Learners develop employability skills such as communicating and presenting ideas. Students generally progress onto university courses studying international hospitality management, or Business related courses



**Exam Board** Pearson

# Preparing for life after Sixth Form

**Careers Programme – Advice and Guidance**

Thomas Telford School delivers a comprehensive, high-quality careers programme that meets all **Gatsby Benchmark**s and supports students in making informed, ambitious decisions about their futures. Our in-house Careers Service includes qualified Careers Advisers who provide o**ne-to-one guidance, drop-in support**, and **specialist advice** on job seeking, apprenticeships, university pathways and professional routes.

The Careers Team coordinates an extensive programme of **talks, workshops, employer encounters, trips and visits**, ensuring students gain meaningful experiences of the workplace and insight into a wide range of industries. Signature events include our annual **Careers and Higher Education Week** and the **Thomas Telford Careers Fair**, featuring over 50 universities, employers and training providers.

**University Applications**

With around **75% of Sixth Form students progressing to higher education**, we provide exceptional support throughout the UCAS process. Every student receives individual guidance from the Careers Team to refine personal statements, select courses, prepare for interviews and submit high-quality applications.

Students benefit from tailored workshops, subject-specific advice and access to up-to-date university admissions information. Our support ensures students feel confident and well-prepared for competitive university entry both in the UK and internationally.

**Oxbridge Preparation Programme**

Students aspiring to Oxford or Cambridge universities receive specialist, structured support. This includes access to talks, conferences and Q&A sessions with university representatives and alumni, as well as targeted preparation for admissions tests, interviews and academic challenges.

Oxbridge applicants benefit from ongoing mentoring from subject specialists, ensuring they are fully prepared for the demands of the application process.

**Support for Competitive Degree Courses**

Students applying for **Medicine, Dentistry or Veterinary Medicine** receive a bespoke programme of enrichment and guidance. This includes:

- MedSoc talks and presentations
- Visits to medical schools and access to local schemes which as the William Farr Academy
- One-to-one application support
- Admissions test preparation
- Mock Multiple Mini Interviews (MMIs)
- Mentoring from Science Department specialists

This structured pathway ensures students are fully prepared for the rigorous selection processes associated with these highly competitive courses.

**Work Placement Opportunities**

All students complete at least **one work experience placement** during Year 12, gaining valuable insight into professional environments. Our strong partnerships with a wide range of employers provide access to diverse industries and occupational areas.

Many employers work directly with students on site or in the workplace, offering authentic experiences that build confidence and employability skills.

The Sixth Form timetable is flexible, enabling students to undertake ongoing placements or weekly volunteering alongside their studies.

**Apprenticeships and Employment**

Our Careers Team maintains strong links with the local and national business community, enabling students to access a full range of apprenticeship and employment opportunities. Employers regularly contact the School directly to request recommendations, reflecting the strong reputation Thomas Telford School students hold in the workplace.

Many students secure highly competitive higher and degree apprenticeships with leading organisations including EY, KPMG, PwC, Mondelez, Unilever, Alstom, Schneider Electric and Capgemini.

Students are expected to uphold the School's reputation through professionalism, reliability and commitment when engaging with employers.

# Applying for Sixth Form

**Thomas Telford School welcomes applications from motivated students who aspire to achieve academic excellence and personal growth. Our admissions process is designed to be clear, supportive and inclusive, ensuring every applicant receives personalised guidance at each stage.**

### Explore the courses
Look through the Sixth Form course information on the Thomas Telford School website to decide which subjects match your interests, strengths and future plans. Our Sport and Performing Arts Academies offer taster sessions which you may wish to apply for.

### Check the entry requirements
Review the GCSE grades needed for each course so you can be confident you meet the criteria for your chosen subjects.

### Complete the application form
Submit the application form, found at www.ttsonline.net/admissions, providing your subject choices, any additional details requested and your latest school report. If you are applying for the Sports, Business or Performing Arts Academies you will need to complete a separate application form. You can apply for both, an academy pathway as well as an A Level programme.

### Attend your guidance meeting
After applying, you will be invited to a supportive discussion with staff to confirm your subject choices and talk through your ambitions.

### Receive your conditional offer
The School will send you an offer based on your predicted GCSE results and chosen subjects.

### Induction Day
In July, all successful applicants attend an Induction Day, where they take part in subject taster sessions, meet their Personal Tutor and connect with other new students.

### Confirm your place on Results Day
Once you receive your GCSE grades, you finalise your enrolment and secure your place in the Sixth Form.

### Ongoing Support
Throughout the application process, students and parents have access to the Careers Department for advice on subject combinations, university pathways, apprenticeships and future career options. This ensures every student begins their Sixth Form journey with confidence and clarity.

### Sixth Form Admissions
Please check our website for the latest information regarding Sixth Form Admissions.

**www.ttsonline.net/admissions**

# Entry Requirements

| | |
|---|---|
| Art & Design | 6 GCSEs (Grades 9 – 5) including Grade 5 in English Language and Grade 6 in Art |
| Biology | 6 GCSEs (Grades 9 – 5) including Grade 5 in English and Grade 6 in Maths and Biology or 6,6 in Combined Science |
| Business Academy & BTEC Business | 6 GCSEs (Grades 9 – 5) including Grade 5 in English Language, Maths and Business (if studied) |
| Business | 6 GCSEs (Grades 9 – 5) including Grade 6 in English Language, Maths and Business (if studied) |
| Chemistry | 6 GCSEs (Grades 9 – 5) including Grade 5 in English Language, Grade 6 in Maths and Grade 6 in Chemistry or 6,6 in Combined Science |
| Computer Science | 6 GCSEs (Grades 9 – 5) including Grade 6 in Science, Maths and Computer Science. If Computer Science not studied, Grade 7 in Maths required |
| Design & Technology (Product Design) | 6 GCSEs (Grades 9 – 5) including Grade 5 in English and Science and Grade 6 in Technology and Maths |
| Economics | 6 GCSEs (Grades 9 – 5) including Grade 6 in English Language and Grade 7 in Maths |
| English Language | 6 GCSEs (Grades 9 – 5) including Grade 6 in English Language and Grade 5 in Maths |
| English Literature | 6 GCSEs (Grades 9 – 5) including Grade 6 in English Literature and English Language and Grade 5 in Maths |
| French | 6 GCSEs (Grades 9 – 5) including Grade 5 in English and Maths and Grade 7 in French |
| Further Maths | 6 GCSEs (Grades 9 – 5) including Grade 8 in Maths |
| Geography | 6 GCSEs (Grades 9 – 5) including Maths and Grade 6 in English and Geography |
| Health & Social Care | 6 GCSEs (Grades 9 – 5) including Grade 5 in English Language and any Science subject |
| History | 6 GCSEs (Grades 9 – 5) including Maths and Grade 6 in English and History |
| Mathematics | 6 GCSEs (Grades 9 – 5) including Grade 7 in Maths |
| Music | 6 GCSEs (Grade 9-5) including Grade 5 in English and Maths and a Grade 6 in Music. Good keyboard or Guitar skills, or Grade 5 standard in another instrument. |
| Performing Arts (Dance/Drama) | 6 GCSEs (Grades 9 – 5) including Grade 5 in English and Grade 6 in Dance, Drama or Music. Practical experience in Dance and Drama |
| Performing Arts Academy | 6 GCSEs (Grades 9 – 4) including Maths, English and a Performing Arts discipline. Experience in two areas of performance work, either GCSE or external agencies |
| Philosophy, Religion and Ethics | 6 GCSEs (Grades 9 – 5) including English and Maths. Grade 6 in Religious Studies if studied; if not studied, Grade 6 in English |
| Physical Education | 6 GCSEs (Grades 9 – 5) including Grade 5 in English and Maths and Grade 6 in Physical Education and Science. County level sport |
| Physics | 6 GCSEs (Grades 9 – 5) including Grade 5 in English, Grade 6 in Maths and Grade 7 in Physics or 7,7 in Combined Science |
| Politics | 6 GCSEs (Grades 9 – 5) including Maths and Grade 6 in a Humanities subject and English |
| Psychology | 6 GCSEs (Grades 9 – 5) including Grade 6 in English Language, Maths and Science or 6,6 in Combined Science |
| Sociology | 6 GCSEs (Grades 9 – 5) including any Science subject and English Language |
| Sport | 6 GCSEs (Grades 9 – 5) including Grade 5 in English and Maths and Grade 4 in Physical Education (or vocational equivalent). Grade 4 in Biology is desirable |
| Sports Academy | 6 GCSEs (Grades 9 – 5) including Grade 5 in English and Maths and Grade 4 in Physical Education (or vocational equivalent). Grade 4 in Biology is desirable. High ability in focus sport |
| Travel and Tourism | 6 GCSEs (Grades 9 – 4) including Grade 4 in English and Maths |

## Choosing Courses

Our Sixth Form staff and Careers Team provide comprehensive guidance once GCSE results are released. Senior staff are available to support students in finalising their course choices, ensuring each student begins their Thomas Telford School Sixth Form journey with confidence and clarity.

## GCSE Results Service

The School will offer comprehensive advice for students in August. Once GCSE results are known, students are required to finalise course choices. For some, it can be an anxious time and help is available. Senior staff will be on hand during this time to answer queries and discuss possible courses with students.

# Results and Destinations 2026

2026 marked another incredible year of results for our Sixth Form students, with those who followed either an A Level or vocational route achieving great success.



**51%**
of our Sixth Form results were A*, A or Distinction plus grades.

**Grade B**
The average A Level grade was a B.

**Over 80%+**
of all results in Art and Design, Business, Economics, Further Maths, Physical Education and Physics were A*-B.

**¼ of 2026**
cohort achieved three or more A/A*. Distinction or Distinction* grades.

**36**
students achieved one or more A* grades

**Destinations**

Once again Thomas Telford School's Sixth Form destinations were outstanding in 2026.

**71%**
of students took up University or Stage School places in the UK or US

**50%+**
of students moved on to Russell Group, Times' Top 25 Universities, US Colleges or very competitive Stage Schools



# Employment and Apprenticeship Destinations

Several students were awarded places on higher and degree apprenticeships, including with PWC, EY, HSBC, Capgemini and Grant Thornton.

## University Destinations

Aston University Birmingham UK
University of Bath
University of Birmingham
Birmingham City University
University of Bristol
University of Cambridge
Cardiff University
University of Chester
Durham University
The University of Edinburgh
University of Exeter
University of Glasgow
Haybridge SCITT
Keele University
Lancaster University
University of Leeds
University of Leicester
University of Liverpool
Liverpool John Moores University
Loughborough University
Manchester Metropolitan University
Newcastle University
The University of Nottingham
University of Oxford
University of Reading
University of Sheffield
University of Southampton
University of Warwick
University of Wolverhampton
University of York

## United States

MACU (Mid-American Christian University)
Bryant & Stratton College, Albany, New York
Harcum College in Philadelphia. Pennsylvania
Northwest College Wyoming
Louisiana State University, United States

## Stage schools:

LIPA
Millenium Stage School
Emil Dale
BIMM University
Millenium Stage School

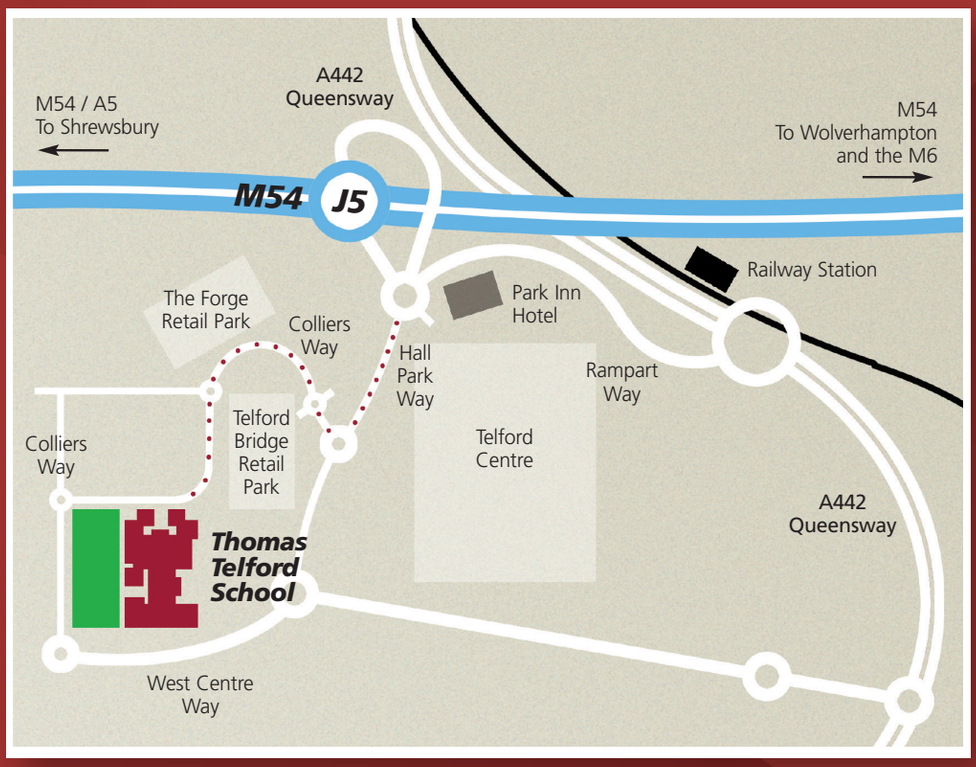
# Notes...

# Notes...

2027

# Thomas Telford School

# We look forward to seeing you.







**For Admissions details please contact:**
Admissions Department
Thomas Telford School
Old Park, Telford, Shropshire TF3 4NW
**Tel: 01952 200000**
**Web: www.ttsonline.net**
Email: admissions@ttsonline.net

## How to find us..

**Travelling from the North**

Follow the M6 south and exit at Junction 12.

Follow the A5 west for approximately 1 mile. At the first roundabout take the first exit and follow the A449 south for approximately 5 miles and join the M54 westbound. Stay on the M54 for about 15 miles and exit at Junction 5.

**Travelling from the South**

Follow the M6 north and join the M54 at Junction 10A. Stay on the M54 for about 15 miles and exit at Junction 5.

The School is located close to the M54 and Telford Central Railway Station is a short taxi ride or a 15 minute walk away.