Sixth Form

1803

The Duke of York's Royal Military School

Looking forward with confidence, looking back with pride

Centenary House

From the Principal

I am delighted you are considering The Duke of York's Royal Military School (DOYRMS) for Sixth Form. We have a very simple, but ambitious vision of providing an all-round education with an academic focus. From the moment you enter the campus, you will be amazed at the facilities on offer and the breadth of opportunities our students can access; this is so much more than just a Sixth Form.

As well as stunning learning and sports facilities, the new purpose-built Sixth Form accommodation provides en-suite facilities and an environment that is a stepping stone into university and adult life. Our students are guided and supported through a wide range of academic courses that develop independent study skills and a thirst to become life-long learners.

Our students are the best thing about the School. Using our values of courage, integrity, respect, commitment, loyalty and self-discipline, students are encouraged to apply these in everything they do, particularly in the classroom. Our students develop a level of maturity, resilience and are socially confident as a result of the School's ethos and wealth of extra-curricular ventures. Students here are encouraged to take risks with their learning and be of the mind-set, 'No Regrets'.

We have something unique here, a pursuit of excellence with our very special ingredients of military and education. Students at The Duke of York's Royal Military School 'look forward with confidence and look back with pride' and I would be delighted if you were able to visit us, meet our fabulous Sixth Formers and see for yourself what's on offer.

Very best wishes,

Mr Alex Foreman
Principal

Academic success and opportunity

Sixth Form is potentially one of the most crucial parts of a person's education. It helps to define your personality and character; it's a time when you're discovering a sense of direction and purpose, and more importantly, a time when you're beginning to allow your individuality to shine through.

Centenary House students are in a unique position living in a purpose-built facility with their friends and supported by academic tutors and pastoral House staff. The new Sixth Form Study Centre, supervised by a dedicated learning mentor, gives them all the necessary resources to excel in their studies. Sixth Form students are encouraged to take ownership of their learning and participate in the variety of super curricular opportunities available to them throughout their time here.

The opportunity, guidance and support our Sixth Form offers is invaluable. I hope that you will make the most of your time here, avail yourself of all the opportunities on offer and make wise and mature choices.

Miss Hannah Couves
Head of Sixth Form

Fiona Saunderson
A*,A*,A*,A
reading Law at Cambridge

Excellent destinations

In 2019, 76% of our students gained their first choice university place or adjusted to a course with higher entrance requirements. 80% of our students went on to university, with two students joining the military and four entering full time employment.

UNIVERSITY DESTINATION 2019	COURSE
Brighton University	Accounting and Finance
Bristol, University of the West of England	Business and Law
Buckinghamshire New University	Dance and Performance
Cambridge University	Law
Cardiff University	International Relations
Coventry University	Forensic Psychology
Coventry University	Psychology
Exeter University	International Relations
Lincoln University	Music
Plymouth University	Law
Plymouth University	Accounting and Finance
Queen's Belfast	Physics
Sheffield University	Civil Engineering
St George's University of London	Biomedical Science
Swansea University	Mechanical Engineering
University of Cumbria	Primary Education
University of Leicester	Criminology
University of Lincoln	Biology
University of Northampton	Marketing Management with Drama

UNIVERSITY DESTINATION 2019	COURSE
University of Northumbria	Psychology
University of Nottingham	Neuroscience
York University	Social Policy

OTHER DESTINATIONS 2019	
Apprenticeship	National Grid
Armed Forces	
Employment	

"Our Sixth Form enjoy independent living in a dedicated accommodation, supplemented by a unique Study Centre to help prepare them for their future."

Our Sixth Form

At DOYRMS, our Sixth Form students share common aims; to develop academic rigour, close friendships, career ambitions and independence in a caring and lively environment. Staff who support them are passionate about ensuring all students embrace a sense of possibility in what they can achieve, and have the ambition and confidence to drive themselves forward to be the best they can possibly be.

QUALITY TEACHING

Our excellent teaching staff are committed and skilful with a real enthusiasm for their subjects. It will be hard work – but it will also be exciting and highly rewarding.

SUPPORT

Each member of the Sixth Form is allocated a tutor to assist them with their academic studies and preparation for life beyond the School. Tutor groups meet weekly to discuss progress and, all tutors do a weekly evening duty in Centenary, our Sixth Form Boarding House, allowing for incredible academic support and mentoring.

NEXT STEP PROGRAMME

The Next Step Programme makes sure every student is prepared for life beyond the School and able to achieve their future education and career ambitions. Along with comprehensive UCAS and careers advice, the programme looks to go further in supporting the student’s development for the ‘Next Step’. The programme ranges from preparing a simple meal to generating links with industry, and looks to enhance the student’s soft skills that are so vital when seeking employment. The programme also offers support to parents, so they are in a position to help their child through this important period.

EXTRA-CURRICULAR ACTIVITIES

The School provides a rich variety of opportunities outside the classroom including competitive Sports fixtures, Combined Cadet Force, drama productions, Duke of Edinburgh Gold Award, Model UN, debating, music ensembles, ceremonial parades, a choice of some 70 clubs, and much more. Therefore, every student has a genuine opportunity to develop a passion outside of the classroom.

ALUMNI

A thriving and active alumni association supports the School, with Sixth Formers benefitting from careers contacts, work experience, job-specific advice and even financial support. All leaving Year 13s can join The Dukies’ Association and enjoy a lifelong network. There are also sporting and social events such as annual cricket games and the renowned Reunion Dinner.

Centenary House

Centenary House offers superb en-suite accommodation for the Sixth Form and gives students a greater opportunity for independence, while still providing the support they need in this vital phase of their education. In return, the House expects students to set the highest personal standards; by working hard, contributing in all areas of House and School life, and becoming role models to the younger years.

STAFFING

Centenary has four members of staff whose living accommodation is attached to the boarding house, providing 24/7 support for the students.

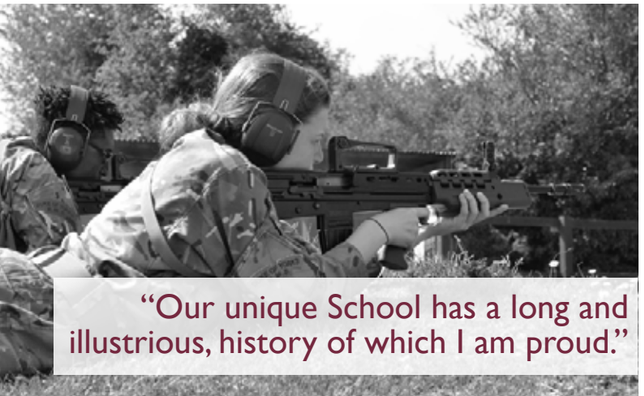
OPPORTUNITIES DURING FREE TIME

In a busy boarding school environment, it is important for students to have the opportunity for some down time. The House has four dayrooms (common rooms), each with Sky television, comfortable seating and basic cooking facilities. Students can visit the town, outside of School commitments, and at weekends they can also travel slightly further afield to the historic university city of Canterbury.

The House holds regular activities at weekends including barbeques, karaoke, the Centenary Olympics and much more. Half termly offsite trips are also arranged, in consultation with the students, with recent trips visiting trampoline parks, the cinema, Bluewater shopping centre and Thorpe Park.

"There is a real sense of community in Centenary House and it's really developed my confidence."

"Being a Sixth Form student in Centenary House is great because you are in a fun yet studious environment with people who you can talk to or study with."



"Our unique School has a long and illustrious, history of which I am proud."

Military heritage

The School was founded in Chelsea in 1803 by His Royal Highness Frederick Duke of York to care for the orphans of soldiers. In 1909, the School relocated to its present 150 acre countryside site near Dover, Kent, and expanded to include children whose parents were serving in the Armed Forces. In 2010, it became the first state full boarding academy, opening its doors to all families wishing to choose this iconic school for their child's secondary education. HRH Prince Edward Duke of Kent is the School's Patron and last inspected the parade in 2016. Many royal visitors have been welcomed including HRH The Queen in 2005, HRH Prince Andrew Duke of York in 1992, HRH The Princess Royal in 2015, and HRH Prince Harry in 2015.

PARADES

Our ceremonial parades and magnificent marching band make our School unique and are a time honoured way for students to celebrate military traditions. This culminates in a full Trooping the Colour ceremony on our spectacular Grand Day in July. One of our most distinctive historical hallmarks was inscribed upon us in 1825 when we were granted the privilege of carrying Colours. The original Colours were presented by King George IV at Chelsea. The School Colour trooped today was presented to the School by Field Marshal HRH The Duke of Kent KG, GCMG, GCVO, ADC in 2003.

COMBINED CADET FORCE

In Year 12, students participate in the Combined Cadet Force, as part of the Army, Royal Navy or Royal Air Force sections. They experience the excitement and challenges of the great outdoors, testing their team building and leadership skills in ways which simply are not possible in the classroom. Working to the CCF syllabus, cadets train once a week throughout the year. Students in Year 12 participate in an annual camp in the UK where they experience a thrilling range of both military and non-military activities, setting them exhilarating challenges that give a real sense of achievement.

MILITARY BAND

We are enormously proud to have a full military marching band, incorporating a core of 28 drummers and buglers. No-one could fail to be moved by the spectacular sight and sound of its 90 members leading the School's regular parades. The separate drum corps is equally impressive. We find that participating in the band helps pupils appreciate the value of teamwork, giving them the chance to show off their instrumental skills. Our Sixth Form band members can find themselves playing at important national events such as the annual reverent Torch of Remembrance service at Westminster Abbey.

Leadership

Every Sixth Former holds at least one position of responsibility in the School whether as a mentor to the Junior and Senior Boarding Houses, as a Prefect or within our Ceremonial duty system.

PREFECTS

To become a Senior Prefect or Prefect, students apply for positions in Year 12 and are interviewed by the Principal, Head of Sixth Form, Regimental Sergeant Major, and the Houseparent of Centenary. Each year, the prestigious role of Chief School Prefect is filled, supported by two Senior Prefects. They in turn will be supported by approximately 20 prefects.

Prefects have a high profile role with responsibilities throughout the School. They oversee the induction process for new Year 7s, arriving at School a day early at the start of term to help the newcomers settle in, acting as mentors and a first point of contact.

Prefects also supervise proceedings in the Dining Hall and Chapel, offer Junior and Senior House support and help at major school events.

CEREMONIAL POSITION OF JUNIOR UNDER OFFICER

Many Year 13s hold the ceremonial position of Junior Under Officer. Each JUO is in charge of a small guard of approximately 20 pupils, responsible for ensuring they are well turned out, and their drill is sharp and precise. This is particularly important on Grand Day, when they are integral for ensuring that the most high profile ceremonial event of the year is successful.

Other leadership opportunities include Combined Cadet Force, Sports Captains, Sport Leaders, Peer Listeners, Health Ambassadors, Adventurous Training, DofE Ambassadors, Arts Captains

"Opportunities of leadership are everywhere. Whether it is a ceremonial rank, captain of a sports team or a School prefect."

Our adventures

Sixth Form students are fortunate to have the opportunity to be involved in numerous trips and expeditions.

To support academic studies in recent years, the School has run a Physics trip to CERN, an Auschwitz history trip, various Photography trips, Biology, Chemistry and Geography field trips, language exchanges, theatre trips, and Sports Science lab-based testing. In addition, the School runs an annual adventurous training camp and regular ski trips.

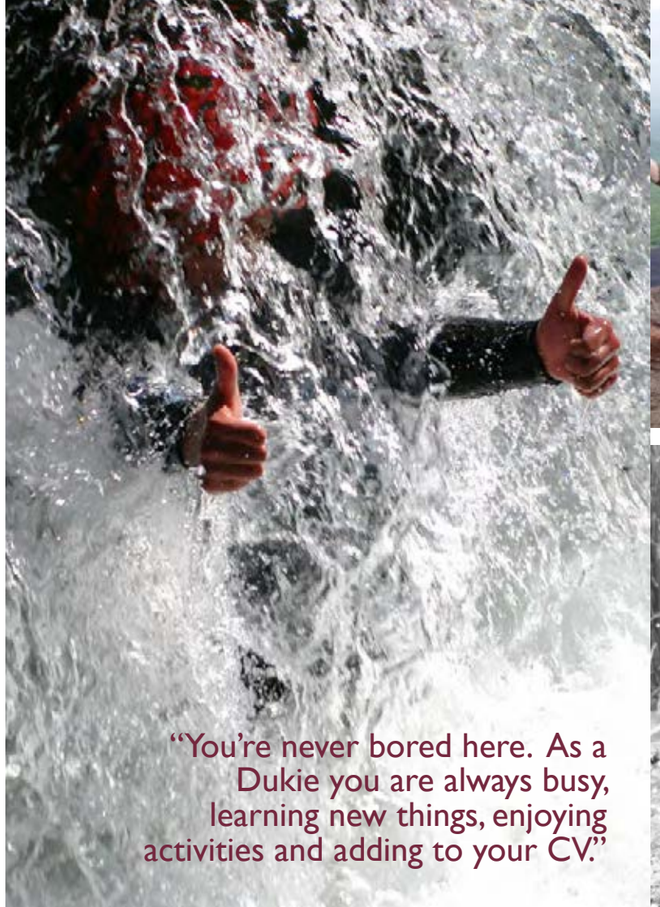
EXPEDITIONS

The School runs a bi-annual expedition during the summer holidays. Recent destinations have included the Himalayas, Nicaragua and Costa Rica. In the summer of 2019, a group of students spent three weeks trekking in India.

THE DUKE OF EDINBURGH AWARD

Every year there are students who complete the Gold DofE Award. The School offers direct entry into the Gold award, so any Sixth Form student can undertake this challenging and rewarding experience.

Gold participants have the opportunity to become trained ambassadors, helping to develop their own leadership skills by supporting the Bronze and Silver participants in the School.



"You're never bored here. As a Dukie you are always busy, learning new things, enjoying activities and adding to your CV."

Sport

Excellence is pursued wholeheartedly but the aim is also to cater for every student, at their own level of ability, and encourage enthusiasm. Our main objective is to instil a life-long love for sport and the values it embodies.

You will be given the opportunity to play competitively at School, with a full fixture list in each of our major sports per term, as well as a healthy Inter-House competition.

With more than 15 sporting disciplines on offer across the year, most students will find themselves involved in physical activity two or three times a week; through expert coaching that comes from dedicated staff, the students flourish as they develop team spirit, camaraderie and self-belief.

Our fantastic sports facilities include high quality grass pitches, a floodlit AstroTurf, floodlit Olympic grade athletics track, indoor swimming pool, floodlit netball courts, a large fully equipped sports hall, climbing wall, combined fitness suite / weights room / gym, dance studio, outdoor fitness trails and squash courts.

Sport will be an integral part of your life and will play an important role in your personal growth and development.

Mr Dan Quinn
Director of Sport and Activities

Music and Performing Arts

MUSIC

The School has five full-time Music staff and three visiting instrumental teachers. Their wide range of educational experience is enhanced by their professional musical expertise, including careers in the music services of HM Forces, West End stage productions, the broadcasting and recording industries and the Church. Whatever your musical passion, the Music Department will encourage you to achieve your best in your chosen artistic style. We have a wide range of ensembles of varying sizes that include a variety of choirs, the concert band, big band and a rock and pop band. The School is able to offer instrumental lessons to all students for the majority of woodwind and brass instruments as well as percussion, guitar, voice and piano.

PERFORMING ARTS

The School has an impressive selection of Performing Arts, with music, dance and Drama.

Students have the opportunity to engage in a range of performances and every year the School puts on a large production with recent shows including; Hairspray, Phantom of the Opera, West Side Story and Cabaret.

The School regularly performs at the Marlowe Theatre in Canterbury in association with the National Theatre Connections. There is also the annual Inter-House Song Competition, which is keenly contested and enjoyed by the whole School. It allows many students to experience life on the stage for the first time in an atmosphere of peer support.

"Performing with the choir at 'The Military Awards' in front of Prince Charles will stay with me forever and is something I would never have had a chance to do at another School."

Sixth Form curriculum

At The Duke of York's Royal Military School, students have many options when choosing their Sixth Form curriculum. Most Sixth Formers will take three core A Level or BTEC subjects; they will have five taught periods a week for each. In Year 13, they will also have two hours of directed study a week. In addition to their core subjects, students will also pick one enrichment subject where they will have one taught lesson a week. Some students can opt to study four A Level subjects. In their non-contact periods, students will study in the main School teaching buildings and a dedicated Sixth Form Study Centre.

A Levels (Advanced Levels) are subject-based qualifications that can lead to university, further study, training, or work. You can normally study three or more A Levels over two years. All A Level subjects have recently been reformed to a linear style, with examinations taken at the end of two years and little coursework.

BTEC (Business and Technology Education Council) are specialist work-related qualifications which combine practical learning with subject and theory content. Most assessment is project-based with fewer examinations than an A Level. BTEC Level 3 qualifications are equivalent to A Levels and can be studied in combination with them.

ENRICHMENT COURSES

Enrichment is a vital part of a good Sixth Form education and at DOYRMS we have a programme that not only allows a student to extend themselves academically but also gain nationally recognised qualifications which can lead straight into employment. Every Sixth Form student will have the opportunity to take one enrichment course over two years that they can selected to best complement their future progression.

EXTENDED PROJECT QUALIFICATION (EPQ)

We study the AQA syllabus which requires the student to write either a 5,000-word academic report or create an artefact and a shorter accompanying report on a topic of their choice. It is graded between A*-G and carries staggered UCAS points equivalent to half an A Level. Past EPQs have been completed in a wide variety of topics such as the reformation of Greece after WW2 and how the motor car engine was developed for the Le Mans race in the 1960s.

Why Choose an EPQ?

The Extended Project Qualification allows you to show independent academic research skills in a subject that interests you. The skills gained are highly respected by universities, and the EPQ could make up part of your offer for an Undergraduate degree place.

HIGHER SPORTS LEADER

This course is a Level 3 Qualification run by Sports Leaders. It focuses on the implementation of sporting activities and includes modules on the legal requirements for health and safety and safeguarding. Students will help organise sporting events in School and also in collaboration with local primary schools. They will also work through the Level 2 Gym instructor's course which gives them the ability to work in any public gym.

Why Choose Higher Sports Leader?

Higher Sports Leader in collaboration with Level 2 Gym Instructor gives you a head start when applying for any course or job involving physical activities. Health and safety is such a large part of the industry now and this enrichment course will show you have an in depth understanding of the requirements which any employer will value highly.

Sixth Form Study Centre

The Duke Box

Choosing your subjects

When choosing your subjects to study you should answer three important questions to help guide you.

1

Which subjects do I enjoy?

If you enjoy the subject, it stands to reason that you will be more motivated and look forward to lessons and independent study. It is difficult to do well if you find studying both a bore and a chore!

2

Do I possess the necessary skills and abilities to study these subjects at a higher level?

The nature of the work, the style of assessment and the expectation for independent study are all different to GCSE study. So long as you are committed to putting extra work in, and accept that you will find the level of work more challenging, we will fully support you and help you succeed.

3

Which subjects do I need for the future, for university or for my chosen career?

If you have decided what you want to do, you must make sure you study subjects that are needed to progress in this direction. If you do not know which course you want to do at university, you should choose subjects that you enjoy and are likely to do well in, trying to pick a combination of subjects that will not close too many doors for the future.

Subject options

BIOLOGY (OCR)

Biology is the study of living things and how they interact with their environment.

Course content
Biology is split into six modules:

Module 1: This module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations and within the Practical Endorsement.

Module 2: Foundations in Biology includes cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation.

Module 3: Exchange and transport.

Module 4: Biodiversity, evolution and disease includes exchange surfaces, transport in animals, transport in plants, communicable diseases, disease prevention and the immune system, biodiversity, classification and evolution.

Module 5: Communications, homeostasis and energy.

Module 6: Genetics, evolution and ecosystems includes communication and homeostasis, excretion as an example of homeostatic control, neuronal communication, hormonal communication, plant and animal responses, respiration, photosynthesis, cellular control, patterns of inheritance, manipulating genomes, ecosystems, cloning and biotechnology, populations and sustainability.

A Level Paper 1 assesses the content from Modules 1, 2, 3 and 5. A Level Paper 2 assesses the content from Modules 1, 2, 4 and 6. A Level Paper 3 assesses the content from Modules 1 to 6.

Entry requirements
Students must have studied science trilogy gaining a grade 7 or a grade 6 in Biology GCSE. Students will also need a grade 5 or above in Mathematics.

Complementary subjects
Biology works well with other science subjects and Mathematics. It has overlapping content with and is often studied alongside Physical Education.

University and career links
As well as preparation for the study of Biology at university, the course provides an excellent grounding for those wanting to move to one of the caring professions, such as medicine or nursing or a career working with animals. The course is also of interest to those wishing to work in the field of sport.

BUSINESS (AQA)

The topics lend themselves to studying and engaging with the business world and will follow new business developments. The course is designed to encourage students to think critically about contemporary issues. Most of the assessment material will be based on real business situations. There is no coursework involved.

The A Level course will investigate businesses in a variety of contexts (e.g. large / small; UK focused / global; service / manufacturing).

Course content
First year of A Level: What is business? Managers, leadership and decision making. Decision making to improve the performance of marketing / operations / financial / human resources.

Second year of A Level: Analysing the strategic position of a business. Choosing strategic direction. Pursuing strategies. Managing strategic change.

Entry requirements
Students should have at least grade 6 in English and Mathematics. Although Business Studies GCSE is not a requirement, it is useful and the student should have achieved at least a grade 6.

Complementary subjects
There are elements of support for the subject of Business through Sports Studies, Geography, and Mathematics.

University and career links
Business is an excellent preparation for all business and management related courses at university. Also, Business provides good grounding about the world of work in any discipline.

BUSINESS BTEC EXTENDED CERTIFICATE (AQA)

(Equivalent to 1 A Level)
The BTEC in Business is perfect for anyone who wants to expand their understanding of finance and marketing within the dynamic world of Business. The qualification takes a unit-by-unit approach and offers a combination of assessment styles including written examinations and coursework. This gives students the opportunity to showcase their skills and apply their knowledge in an appropriate, work-related context, and provides evidence of what they can do when they apply to enter Higher Education or employment.

Course content
The qualification is designed by industry professionals to develop the key skills of cognitive and problem-solving, intrapersonal skills and interpersonal skills.

Students will complete four units of study over two years. There are three compulsory modules which introduce students to business environments, finance and marketing.

Students will also complete one optional module from a choice of market research, the English legal system, recruitment and selection procedure, and investigating market research. Students will be assessed in two ways in the Business BTEC – an examination where all students will take a formal written assessment at the same time and set tasks which students will complete throughout the course with defined deadlines.

Entry requirements
Students will need to have a pass at English Language or English Literature GCSE at grade 4 or above. Business Studies GCSE is not a requirement although it would be good preparation for the course.

CHEMISTRY (AQA)

All classes are taught in new, fully equipped laboratories which allow for a balance of theory and practical work to be taught. The course develops an excellent understanding of concepts, how Chemistry is relevant to everyday life and embeds the strong practical skills required by those studying Sciences.

Course content

Year 1: The course is based on the three disciplines within Chemistry: physical, organic and inorganic. The subjects studied will include the foundations of atomic structure, quantitative Chemistry, energetics, kinetics and organics.

Year 2: Knowledge is extended through topics including thermodynamics, rate expressions, transition metal Chemistry and equilibria. Further topics including a knowledge of how medicines are developed and can target DNA. There are key practical lessons in this course and evidence of completion will result in an extra endorsement of practical skills appearing on the final A Level certificate.

Assessment is linear with three examinations being taken in Year 13. All examinations are two hours; paper 1 inorganic and physical Chemistry is weighted at 35%, paper 2 organic and physical Chemistry is equally weighted and paper 3 is a synoptic and practical skills paper weighted at 30%.

Entry requirements

Students must have studied science trilogy gaining a grade 7 or a grade 6 in Chemistry GCSE. Students will also need a grade 6 or above in Mathematics.

Complementary subjects

Chemistry links well with a variety of other subjects including Physics, Maths, Biology and Geography.

COMPUTING (OCR)

The Computing course includes learning how a computer works and how to make software.

Learning to program is a life changing experience as it changes the way that you think about the world around you. It will make you a more accomplished problem solver and much more resilient in life. This is why graduate recruiters in banks and management consultancies recruit heavily from university Computing departments.

Having a Computing qualification opens you up to a world of possibility, with so many avenues and sectors you can join. Computing will prepare you for one of the many courses available at university including Computing, software, engineering, Business and Computing or Computing graphics and many areas of employment. As computers are such an integral part of the workplace in contemporary society, people with computing skills are in an extremely high demand.

Entry requirements

You do not need to have studied Computing before; however, a knowledge of programming is preferable. People who do well at computing tend to be resilient, numerate types with reasonable problem solving skills.

University and career links

The many career possibilities that are available to you include Computing, analysis, computer programming, animation and many more.

BTEC LEVEL 3 NATIONAL DIPLOMA IN ENGINEERING (EDEXCEL)

(Equivalent to 2 A Levels)

Engineering is developing and progressing at an exponential rate. This course allows students to see the wide variety of the subject's disciplines and develop the skills to enter this important and increasingly essential field.

Course Content

This is a two-year course, equivalent to two A Levels, covering Engineering principles, Engineering processes, health and safety alongside product design and manufacture. Optional units include properties of materials, primary forming processes, computer aided design and computer aided manufacture. The Engineering principles unit expects students to have a good knowledge of Mathematics and Physics and the design and practical units rely on students having studied Product Design / Resistant Materials at GCSE. A combination of assessment styles allow students to showcase their knowledge through externally assessed exams and product tasks, plus internally assessed assignments, presentations and practical work.

Entry requirements

Grade 6 or above in Design and Technology, Mathematics and Science are preferred.

ENGLISH LITERATURE (AQA)

English Literature is dynamic, engaging and encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.

Course content

First year: This course is underpinned by a historicist approach, accepting texts as products of their contexts. Students will gain valuable experience in 'close' and 'wide' reading, appreciating a range of texts on the theme of 'Love Through The Ages'.

Assessment is two examinations: Paper 1 will assess students' understanding and analysis of a poetry anthology and Shakespeare play; Paper 2 will examine comparative skills in the treatment of two prose texts. In each exam, students will be required to debate and show personal responses and critical preferences, supported by terminology relevant to the topics and contexts they are engaging.

Second year: Students initially examine the universal theme of Love and how it is presented across centuries, genre and gender.

Student understanding will be assessed with a two-hour exam, worth 40%, in which they will demonstrate their independent study of prose, poetry and one Shakespeare play. Then, students will study texts written within a narrower and clearly defined time period: WW1 and its aftermath. This will be examined in Paper 2, worth 40%. Students will show their critical engagement with prose, poetry, drama and an unseen extract. The final 20% of assessment is a critical study where students are encouraged to pursue their own literary preferences, evidencing their interpretations in a 2,500 word essay.

Further information

Students are asked to participate in a day-trip to France and Belgium to visit key sites significant to WW1.

Entry requirements

GCSE passes at grade 6 or above in both English Language and English Literature. Students are required to engage with texts independently and so must enjoy reading.

Complementary subjects

English Literature is the most flexible and widely compatible of post-16 subjects. The ability to write a structure, argumentative essay and read critically benefits students of all subjects.

Literature is also recognised as valuable in preparation for careers more associated with Sciences, including Medicine and Veterinary Science.

University and career links

English is an excellent choice for careers in law, civil service, journalism, teaching, business, acting, publishing, advertising, administration, film, radio or television.

FINE ART (AQA)

The A Level Fine Art course is aimed at students who wish to move on to creative courses in Further and Higher Education.

Course content

As students will tackle and develop a broad range of Art skills and produce a variety of Fine Art based coursework that will include landscape, still life and figure drawing. For the personal investigation, candidates will carry out an in depth investigation into an aspect of Fine Art they have studied previously. Current examples include movement, feelings, real / surreal and 'life issues'.

Entry requirements

Most students taking an A Level Fine Art course will have been successful at GCSE Art.

Complementary subjects

Art and Design (Photography).

University and Career Links

Students wishing to apply for a creative degree course are expected to complete a foundation course. Many businesses increasingly see the need to enhance the more formal traditional skills with flair and creativity.

GEOGRAPHY (AQA)

The course encourages students to understand their own lives in a global context. It looks at the interaction between the human and physical environment.

Course content
In the first year of the A Level course, topics such as the water cycle, coastal environments, global governance and population are studied.

In the second year, topics such as hazards, eco-systems under stress, contemporary urban environments and resource security are studied.

An independent fieldwork investigation is a requirement of this course and is worth 20% of the overall marks.

Entry requirements
A grade 6 or above at GCSE Geography is preferred, but a genuine interest in the subject is the main entry criteria.

Complementary subjects
Geography can be seen as a Science or Arts subject and uses skills from several disciplines. It combines well with English and Business as well as Mathematics and Sciences.

University and career links
Geography provides an excellent grounding for careers including conservation, planning, leisure and tourism and environmental consultancy as well as jobs in the media, teaching and civil service.

HISTORY (AQA)

History is a well-respected academic qualification which develops the powers of enquiry and argument.

Course content
History A Level students study world History considering Germany 1870-1991 and Russia, as well as early modern British history examining religious change under the Tudors.

All of the units are examined in the summer of year 2.

Entry requirements
Previous study of History, although desired, is not essential. Students are expected to have achieved at least a grade 6 in GCSE History or English Language.

University and career links
History students progress to Higher Education courses in History, Law, Politics and Economics.

"It's a School that everyone wants to be a part of. A community in which every single student can feel comfortable."

MATHEMATICS (OCR MEI)

Mathematics is a creative discipline; its language is international, transcends cultural boundaries and its importance is universally recognised.

Course content
A Level Mathematics covers Pure Mathematics and two applications, mechanics and statistics. The Pure content is two thirds of the course and is examined alongside the applications.

Pure Mathematics is split into various topics. Emphasis is on problem solving which requires multi-topic knowledge. Topics are algebra, proof, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods.

Content of the applications is mechanics (vectors, quantities and units in mechanics, kinematics, forces and Newton's laws and moments), statistics (statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing).

Entry requirements
Students should have gained at least grade 6 at GCSE Mathematics.

Complementary subjects
Mathematics combines especially well with Physics, Chemistry, Business, Design and Technology and Computing.

University and career links
A Level Mathematics is highly regarded by employers and universities because of the demands it makes and the skills it develops.

Degrees in Engineering, Physics, Chemistry, Economics, Accounting and Actuarial Science will require a good grade in A Level Mathematics.

FRENCH / SPANISH (AQA)

The ability to communicate in languages other than English opens up exciting opportunities in all walks of life.

Course content

Aspects of French or Spanish-speaking society: the changing state of the family, the 'cyber society', youth culture.
Artistic culture of France or Spain: contemporary music, cinema, art, regional identity.
Multiculturalism in France or Spain: immigration, racism, positive features of a diverse society.
Aspects of political life: politics and youth, popular movements, the European Union.

Students study two books or one book and one film for A Level. They must also conduct individual research on a subject of personal interest, relating to the country where the target language is spoken.

Further information

There is a French exchange programme with the Lycée Militaire d'Aix-en-Provence and a Spanish exchange with El Colegio de Nuestra Senora de Loretto in Madrid. Students of A Level are encouraged to participate in the appropriate visit.

Entry requirements

A GCSE pass at a minimum grade 6 in the appropriate language is required.

University and career links

There is a shortage of linguists in the UK so they are highly sought after by many businesses and institutions. An increasing number of universities provide the opportunity to continue studying a foreign language alongside a main course. Languages are used in a variety of careers including tourism, translation, diplomacy, civil service, international affairs and commerce.

MUSIC (AQA)

The A Level in Music requires students to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language. It allows students to apply these, where appropriate, to their own work when performing and composing.

Course content

The course contains three key components and six areas of study. The areas of study provide an over-arching framework within which links between units may be developed.

The areas of study are vocal Music, instrumental Music, Music for film, popular Music and jazz, fusions, and new directions.

The key components are performing (30%), composing (30%), appraising (40%).

Entry requirements

A minimum GCSE Music grade 6 and grade 5 on any instrument.

University and career links

The course provides excellent grounding for careers in performing, composing, conducting, teaching, music therapy and arts administration. Recent music students include those who have continued their studies at university (either as a main or subsidiary subject) as well as full-time musicians in HM Forces.

BTEC LEVEL 3 DIPLOMA IN PERFORMING ARTS

(Equivalent to 2 A Levels)

The BTEC in Performing Arts is ideal for anyone who is passionate about the Arts. This qualification is designed to provide students with a realistic and demanding training programme, and to help to produce a broad foundation of skills and knowledge in the Performing Arts.

Course content

Students complete eight units of study over the two years. The six compulsory units introduce students to past and present practitioners and develops performance skills and techniques through research, preparation, rehearsals and performing to an audience. Students have opportunities to develop their ensemble skills through group performances and also to study how to approach solo work. This flexible course allows students to select a discipline of their choice, they have the option to focus on Dance, Drama or Musical Theatre performance, or a combination of these disciplines.

This course gives students an all-round experience of the skills needed to become a performer. Students will know how to create a professional CV, receive audition tips and gain experience on how to work in the industry. During the course students will have the opportunity to watch practical work from professional performers as well as being able to watch live theatre, music and dance performances.

Entry Requirements

It will help if students have studied Dance, Drama or Musical Theatre previously, however this is not essential.

PHILOSOPHY, RELIGION AND ETHICS (AQA)

In this course we tackle the biggest questions ever asked. Does God exist? How should I live my life? Are we free?

Along the way we consider whether science and religion are compatible, whether we can ever trust someone who claims to have seen a miracle, and why religion is declining in the UK but booming elsewhere.

This course is not ‘Religious Studies’ as you might have known it before. We will be picking arguments with some of the greatest minds in human history, including Plato, Descartes and Hume.

You will grow your reading, writing and analytical skills, and enjoy plenty of spirited class debate.

Course content

This is a linear qualification: it is assessed at the end of the two-year course by two three-hour written examinations.

The first examination is worth 50% of the A Level, and covers philosophy of religion, and ethics and religion.

The second examination is also worth 50% of the A Level, and covers the study of religion, and dialogues between philosophy, ethics and religion.

Entry requirements

This is an academic, essay-based subject. Students should have at least a grade 6 in GCSE English and do not need to have taken Religious Studies at GCSE.

Complementary subjects

Since we are dealing with big ideas, this course naturally complements humanities subjects such as History, English and Psychology.

It also offers a rewarding contrast to the Sciences and Mathematics.

University and career links

This course is well respected by universities. Students will develop crucial skills in reading and analysing complex arguments, writing to persuade, and reasoning clearly and critically.

Students can also develop their public speaking and debating skills through class discussion and presentations.

The knowledge gained is especially useful for those studying Philosophy, Theology, Law or Politics at university level.

The skills gained are also good preparation for proceeding to History, English Literature and other Humanities subjects.

The ethical issues considered are highly relevant for those considering service in the Armed Forces, medicine, nursing, or social work.

PHOTOGRAPHY (AQA)

Photography is a means of communicating in a visual way. It can challenge the way we think about the world.

The course encourages the development of skills and ideas to produce a creative, mature and technically proficient body of work showing personal commitment, flair and individuality.

The coursework allows students to develop a personal practical project with preparatory studies leading to finished work, producing contextual studies which relate personal work to other photographers / photographic issues using visual and written elements.

Coursework is worth 60%, while the examination is worth 40% of the final grade.

Further information
Students are recommended to buy a traditional SLR camera for use on this course.

Entry requirements
A minimum of grade 5 in English GCSE.

Complementary subjects
Art and Design (Fine Art), Science, English or Modern Languages.

University and career links
Studying Photography can lead to photographic careers in areas such as fashion, advertising, sports, media, fine art, forensic, graphic design, animation, film and television.

PHYSICAL EDUCATION (OCR)

The course is based on the interaction between the theory and practice of Physical Education.

Course content
The content has been designed to allow students to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.

A Level Physical Education covers physiological factors affecting performance, applied anatomy and physiology, exercise physiology and biomechanics. Psychological factors affecting performance includes skill acquisition and sports psychology.

Socio-cultural issues in physical activity and sport includes contemporary issues in sport and society. Students can be assessed in the role of performer or coach in one activity and also are required to provide an oral response analysing and critically evaluating their peers' performance.

Entry requirements
It is expected that students will have studied Physical Education before, though this is not essential.

Complementary subjects
Physical Education links well to both the Sciences and Humanities.

University and career links
This course will prepare students for the further study of PE or Sports Science courses as well as other related subject areas such as Psychology, Sociology and Biology. Students will also develop the transferable skills that are in demand by Further Education, Higher Education and employers in all sectors of industry.

PHYSICS (AQA)

Physics is a science which seeks to explain the phenomena we observe all around us in the physical world.

Course content

Unit 1: Matter and radiation, quarks and leptons, quantum phenomena, electric current, direct current, and alternating current.

Unit 2: Forces in equilibrium, acceleration and projectile motion, motion and force, work, energy and power, material analysis, waves, and optics.

Unit 3: Practical skills assessment.

Unit 4: Force and momentum, circular motion, simple harmonic motion, gravitational fields, electric fields, capacitors, magnetic fields, and electromagnetic induction.

Unit 5: Radioactivity, nuclear energy, thermal Physics, and gases.

Students choose to study one of the following optional units: Astrophysics, medical Physics, engineering Physics, electronics or turning points in Physics.

Unit 6: Practical skills assessment.

Entry requirements

Students must have studied science trilogy gaining a grade 7 or at least a grade 6 in Physics GCSE. Students will also need a grade 6 or above in Mathematics.

Complementary subjects

Physics works well with Mathematics, Chemistry, Biology, Physical Education and Geography.

University and career links

From plumbing to forensic science to engineering, the principles of Physics should prove advantageous in a wide range of professions. Physics A Level is usually a requirement for any science-based course at university.

"Sixth Form has provided me with a community and environment in which I feel I can totally thrive. This is especially important in the outside world as the drive which Dukie Sixth Form fosters, serves you well when looking to make a name for yourself in the world of work."

PRODUCT DESIGN 3D (AQA)

The examination is a natural extension to GCSE Design and Technology courses, offering students the opportunity to develop their interest, knowledge and understanding of design and its technological application.

Course content

The course is taught through a number of design experiences, leading all candidates to create their own portfolio of work for assessment. Their understanding of materials and components will be developed through their coursework in unit 2.

Entry requirements

A grade 5 or above in Design and Technology.

Complementary subjects

Because of the very nature of Product Design it is able to fit in well with many subjects whether they are from the more creative areas such as Art or from those of Physics and Mathematics with others such as Computing and Business also being complementary.

University and career links

Many students who have studied Product Design have found that it has enabled them to enter differing fields of Design from Product Design to Engineering at a number of universities.

PSYCHOLOGY (OCR)

This OCR led course is two years long and assessed by three 2 hour examinations at the end of Year 13.

Course content
The three components of the course are research methods, psychological themes through core studies, and applied Psychology (specifically issues in mental health, child Psychology, and criminal Psychology).

Component 1 requires students to study four key psychological investigatory methods, experiment, observation, self-report and correlation. This component also requires students to be able to plan and conduct their own research, record data and analyse data, along with the presentation of results through report writing and an understanding of science in Psychology.

Component 2 will assess students' knowledge and understanding of five key psychological approaches – social, cognitive, developmental, biological, and individual differences (including a classic and contemporary study). In addition, students' will focus on two key perspectives – behaviourist and psychodynamic. Finally, students will need to define key principles and concepts of a range of debates (nature /nurture, freewill / determinism, reductionism / holism) and Psychology as a science.

Component 3 requires students to follow one compulsory topic of issues in mental health, along with two options of child Psychology and criminal Psychology. Each of the three topics requires students to explain and exemplify the background and consider relevant issues and debates, along with key research, and their application.

Entry Requirements
GCSE passes are needed at grade 6 or above in both English and Mathematics.

Complementary subjects
Psychology works well with other science subjects as it involves the understanding and application of scientific methods when assessing human behaviour. The course seeks to explain why humans behave the way they do and it combines well with subjects such as History and Philosophy, Religion and Ethics. The course can also help when looking at the psychological components in Business and PE / Sport.

University and Career Links
As well as preparation for the study of Psychology at university, the course provides an excellent grounding for those wanting to move to one of the caring professions, such as nursing or medicine, or an area involving an aspect of working with people such as the police, management or human resources.

BTEC Sport (EDEXCEL)

(Equivalent to 2 A Levels)
BTEC is a more practical, work-related qualification providing a real world approach to learning. BTEC Sport is designed to give students a grounding in the sport and active leisure sector.

Course content
Those taking the course will select from a range of units to build a portfolio of evidence allowing them to gain the overall qualification.

The units covered will develop from the interests of those on the course and may cover areas such as principles of anatomy and physiology in Sport, the physiology of fitness, fitness training and programming, sports nutrition,instructing physical activity and exercise, the athlete's lifestyle and current issues in Sport.

Complementary subjects
BTEC Sport combines well with a range of subjects, including Biology and other Sciences.

University and career links
The BTEC will help contribute to entry for a range of university courses. It is particularly well suited for those who plan to pursue a career in the areas of sport and leisure.

How to apply

To apply for a Sixth Form place, please visit **www.doyrms.com** and complete the admissions enquiry form, or email the School Registrar directly at **admin.office@doyrms.com** to receive an application form and information pack to complete.

Important information

1. To enter Year 12, we would like you to have achieved at least 5 GCSE passes at grade 5 with grade 6 in the subjects you wish to study.

2. Usually you will study three subjects. Sometimes individual students may be able to negotiate a programme which will consist of four subjects.

3. We listen to our students' ideas for additional subjects, and we will be as flexible as our timetable allows. Please talk to the Head of Sixth Form.

4. Members of Sixth Form have an important part to play in maintaining the character and ethos of our School.

5. The Duke of York's Royal Military School relies on every member of the Sixth Form to set high standards of personal behaviour, organisation and example to our younger students. If you are offered a place, we ask you to help maintain and enhance the good name of our School by your actions.

6. Prospective Sixth Formers and their parents should understand that academic underperformance may result in individuals being removed from a subject or from the overall course of study. In some cases this may result in students not being entered for public examinations or repeating a year with a modified course.

Availability of courses

1. The curriculum is constantly evolving and if there is sufficient demand, we will put on additional subjects.

The Principal may withdraw subject options which do not attract viable numbers of candidates, or which result in staffing permutations that cannot be achieved within staff numbers and qualifications. Additionally, if demand for a subject is beyond the number that can be taught in one set it may be necessary, for staffing reasons, to limit numbers in which case the School will select those who are to be offered places for that subject.

2. The blocking of subjects for timetabling purposes is dependant, to a large extent, upon student choices. The intention is to be as flexible as possible with subject combinations, but timetabling constraints may make some subject combinations impossible.

Inevitably, a small number of potential Sixth Form students may not be able to follow their preferred combinations of subjects. Each student will be required to opt for four subjects to allow option blocks to be created.

3. The importance of good passes in GCSE English and Mathematics cannot be overemphasised and, as a consequence, the School insists that any Sixth Former who has achieved anything less than a grade 4 in those subjects re-sit the examination at the earliest opportunity.

Additional tuition will be provided to prepare students for these re-sit examinations.

However, please note it is School policy to charge the entrance fee for such examinations against the individual's School account.

4. Unless otherwise recommended by the School, candidates will be offered the first three preferences.

Any subsequent change to these preferred subjects can only be made within the constraints imposed by the timetabled blocks.

5. A number of the subjects available in the Sixth Form provide opportunities for fieldwork or exchanges.

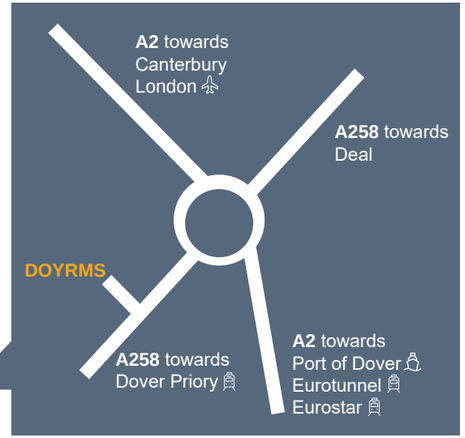
In particular, modern linguists enjoy the benefits of periods of time on the Continent, living and working with their foreign counterparts.

Biologists and Geographers may also benefit from fieldwork exercises. Art, Business Studies, Computing, Drama, History, Religious Studies and Technology courses may require day visits to outside locations.

6. Sixth Form groups in English and Performing Arts may be expected to attend theatre trips which are organised to support the study of literary works.

How to find us

The Duke of York's Royal Military School is set within 150 acres of countryside. Located near Dover, the school is close to major road links, Dover ferry port offering crossings Calais & Dunkirk, Eurotunnel and Eurostar offering trains to Paris, Brussels and Amsterdam as well as a high-speed rail route to London.



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Ministry of Defence

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