CLAREMONT FAN COURT SCHOOL



A LEVEL CURRICULUM BOOKLET 2025-2027

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A LEVEL COURSES

Overview

There has never been a more exciting time to join the sixth form at Claremont Fan Court School. Since the opening of our new sixth form study centre and the Sir Sydney Camm science and technology building, students have the opportunity to study in state-of-the-art facilities in the surroundings of a beautiful 100-acre campus. With around 80 students per year, students are assured of engaging and interactive classes with small, but vibrant, teaching sets. Individuals are given high quality academic support and careers guidance in helping them to maximise their potential and gain entry into their first choice universities including Oxbridge and Russell Group destinations.

Students also have the opportunity to get involved in a variety of enrichment opportunities including representing sports teams, performing in the school orchestra or musicals, taking part in the Duke of Edinburgh's Award scheme or running their own business as part of the Young Enterprise initiative. Work experience and our community partnership programme also encourage students to develop their skills, making them more resilient and adaptable to the challenges that lie ahead, either at university or in their future careers.

The structure of the curriculum

Sixth form students work towards their A level examinations across two years, the lower sixth and upper sixth, and this booklet provides up-to-date information about all of the courses we offer.

A levels are an important qualification and play a major part in university admissions and job applications. Students should select three subjects to be studied at A level and consider the following points when choosing their subjects:

- consider courses where they are likely to achieve strong outcomes
- pick courses that reflect their academic interests and that they are likely to enjoy
- consider courses that are either useful or essential for potential university applications.

Subjects are studied in much greater depth than they were lower down the school and students have six or seven periods a week for each subject, with each teaching period lasting 45 minutes.

It is also possible to study a number of alternative Level 3 qualifications alongside A levels. These are modular courses with continuous assessment and a more applied or vocational specification.

Independent study

In addition to prep, sixth form students are expected to allocate considerable time to independent study. This is additional time where students gain a deeper understanding of their course. This could involve completing past examination questions, making additional notes, extended reading and research, working from a revision guide or preparing for future lessons. Students have up to ten periods in school which they can allocate to independent study. Utilising this time wisely often contributes to achieving the higher grades at A level.

The Joyce Grenfell Programme

The Joyce Grenfell academic enrichment programme combines a range of extra, timetabled qualifications in the sixth form, with wider enrichment experiences throughout each term.

The sixth form programme is an extension of our academic curriculum and will allow students to gain additional qualifications outside of their A level subject choices. On offer are the highly respected Extended Project Qualification (EPQ) alongside a range of other qualifications such as TEFL, LAMDA, university Massive Open Online

Courses (MOOCs), sports coaching qualifications, English Speaking Board: Advanced Certificate in Spoken English etc.

The wider enrichment programme coordinates a series of internal and external academic competitions, the Inspire lectures, workshops, trips and other opportunities for all of our students throughout every year group.

Higher Education support is also included, with an emphasis on preparing students for high-level university applications, as well as applications for Law, Medical Sciences and US universities.

The Joyce Grenfell Programme is designed to:

* foster independent study, research and extended writing skills in preparation for university
* gain additional qualifications outside of A level subject choices
* allow students to gain extra points towards their overall UCAS score
* support the expectation from universities that students can demonstrate independent thinking, intellectual curiosity and an interest in the subject that they wish to study



Mr William Brierly
Headmaster



Mr James Grabowski
Head of sixth form

TIMETABLE OF DATES

Sixth form open evening	Wednesday 25 September 2024
Scholarship application closing day	Monday 4 November 2024
Year 11 informal interviews with headmaster/deputy head (academic) of Senior School/head of student futures/higher education co-ordinator	November – February
Art, textile design, drama, sports and music scholarship interviews and auditions	November/December (by appointment)
Scholarship offers sent	By end of December 2024
Scholarship acceptances and early deposit discount scheme forms to have been received no later than	Monday 3 February 2025
Sixth form options to have been received no later than*	Monday 3 February 2025
Last date to withdraw from school to avoid fees in lieu	Monday 21 April 2025
GCSE results day	Thursday 21 August 2025
Term begins	Thursday 4 September 2025
Last day to change courses	Friday 17 October 2025

***Please note that we are planning to introduce an automated online system for entering subject choices this year and will be in touch shortly with further details.**

SIXTH FORM ACADEMIC PREREQUISITES

A LEVEL SUBJECT OR LEVEL 3 DIPLOMA	SUBJECT SPECIFIC GCSE GRADE PREREQUISITES	ADDITIONAL SUBJECT(S) GCSE GRADE PREREQUISITES
Art	6	N/A
Biology	7 (GCSE Biology) GCSE Combined Science not recommended	N/A
Business	6 (if taken at GCSE)	English Language/Literature & Maths (6)
Chemistry	7 (GCSE Chemistry) GCSE Combined Science not recommended	Maths (7)
Classical Civilisation	N/A	English (6)
Computer Science	6	Maths (6)
Criminology	N/A	English (6)
Drama & Theatre	6	English (6)
Economics	N/A	English, Maths & Business (if taken at GCSE) (6)
English Language	6	N/A
English Literature	6	N/A
Environmental Science*	Geography (6)	Maths and either Biology or Chemistry (6)
Film Studies*	English Literature (6)	Media Studies (if taken at GCSE) (6)
Food Science & Nutrition	6	English (6)
French	7	N/A
Further Mathematics	9	N/A
Geography	6	N/A
German*	7	N/A
History	6	English (6)
Mathematics	7	N/A
Media Studies	6	English (6)
Music	6	N/A
Philosophy (RS)	6	English (6)
Photography	6 (if taken at GCSE)	Art (6) or suitable portfolio
Physical Education	6	Biology or Combined Science (6)
Physics	7 (in GCSE Physics) GCSE Combined Science not recommended	Maths (7*) * Must be studied alongside A level Maths

A LEVEL SUBJECT OR LEVEL 3 DIPLOMA	SUBJECT SPECIFIC GCSE GRADE PREREQUISITES	ADDITIONAL SUBJECT(S) GCSE GRADE PREREQUISITES
Politics	N/A	English (6)
Product Design	6	Maths (6)
Psychology	N/A	English (6), Biology (6) Maths (6)
Sociology	N/A	English (6)
Spanish	7	N/A
Textile Design	6 (if taken at GCSE)	Art (6)

* These subjects will run subject to sufficient student interest and staff availability

A level

For our Year 11 students, staying on to the sixth form is a natural progression. Claremont students may graduate to the sixth form without a formal application. Students from other schools should have a supportive reference from their current school. Please note that acceptance onto an A level programme is dependent on a student achieving the relevant academic prerequisites, but also having the recommendation and support of the relevant head of department – this is crucial in guiding students to an A level programme that will allow them to flourish and be successful in their studies.

Students joining Claremont from other schools are expected to achieve an average GCSE point score of 6 or better across their best eight subjects.

Good behaviour and character are a condition of entry into our sixth form for all students. Admission for Year 11 students whose behaviour has fallen significantly below our expectations in the senior school will be at the headmaster's discretion.

A review of the lower sixth year in preparation for the second year of A level study will be held with the student and a senior member of staff after internal lower sixth examination results as necessary.

Upper sixth

In order for a student to continue smoothly into the upper sixth, both of the following conditions must be met:

1. The student achieves at least a C grade in the lower sixth summer internal exams in the subject in question.
2. The student's track record of completion of assignments, attendance at lessons and personal attitude and behaviour in lessons during the lower sixth has been satisfactory in the opinion of the subject teacher(s) concerned and as documented in the academic review process.

If the student fails to meet both these conditions, progression to the upper sixth may be dependent on an academic course review (including re-sit of lower sixth examinations) as a result of discussions with the deputy head academic, subject heads and heads of sixth form.

The school student partnership

Once a student chooses to study in our sixth form, we undertake to provide them with the following:

- The highest standard of teaching for them to obtain the best possible results
- Full guidance and information about programmes of study they have chosen
- Personal attention from their tutor who will work alongside them to maximise the benefits of their sixth form experience
- Additional mentors who will provide them with support and counsel when they need it
- Induction events in July and September at which they will be fully equipped with information to begin this new stage of their education
- Details of what is expected of them in terms of attendance and contribution to life within and beyond the school community
- Study and social space within the sixth form centre
- Guidance and support for Oxbridge
- Extensive weekly careers guidance throughout a two year programme from our higher education co-ordinator and subject specialists

In return we expect the students to:

- Show courtesy and respect to all who use the school site
- Engage fully in the life of the school, participating in co-curricular sports, music and drama
- Produce all work to the very best of their ability
- Meet all coursework deadlines
- Attend all lessons punctually
- Adhere to the sixth form dress code
- Assist at school functions when required
- Share their talents and leadership skills for the benefit of others
- Complete supervisory duties as required
- Uphold the core standards and ethos of the school whether on or off the site

ENTRANCE SCHOLARSHIPS

You are invited to apply for prestigious scholarships to enter Claremont sixth form. These scholarships recognise and reward achievement and Claremont scholars typically apply to Oxbridge and Russell Group universities on completion of their A levels.

Provisional offers are made in December of Year 11 with confirmation after GCSE results. Scholarships will be awarded for the two years of sixth form study. Scholars will be expected to lead by example and assist in organising events in conjunction with the heads of sixth form, heads of department and other staff members of their department. Performance will be reviewed every six months and standards of academics, good character, contribution and achievement are expected to be maintained throughout the A level course.

The following scholarships are available for sixth form entry in September 2024:

- Academic
- Sports
- Drama
- Music
- Art/Photography
- Textile design

Further details of each scholarship and how to apply can be found on the school website under **https://www.claremontfancourt.co.uk/admissions/scholarships/**

FINANCIAL SUPPORT FOR FEES (BURSARIES)

The governors of Claremont Fan Court School are committed to broadening access by offering eligible pupils a level of means-tested discretionary financial support with the payment of school fees. The school offers scholarships to recognise, encourage and nurture pupils with specific skills and talents, and bursaries to families of pupils who may not otherwise be able to afford the fees in full or part. The school is committed to being inclusive with a strong sense of social responsibility.

Pupils in receipt of an award are expected to work hard, make a positive contribution to school life and meet the school's high standards of good conduct and progress. Parents are expected to support and encourage the pupil to achieve these requirements and comply with the school's contractual terms and conditions.

The number of bursaries offered is dependent on the funds available and regrettably it is not possible to offer support to everyone who applies for assistance. The school will consider a number of factors when assessing whether charitable financial support might be available, and, if so, the extent of such support. This will essentially be determined by parents' financial circumstances and the level of funding available from the school.

Both external and internal students are eligible to apply for a bursary in addition to a scholarship.

As parents' circumstances vary, criteria for qualifying for a bursary are not disclosed and are confidential to the school. However, all aspects of a parent's income are considered including salaries, assets (including property), other income, siblings and other relevant factors. The school considers the value of bursary awards to be a private matter between the school and family, and families are asked to regard the arrangements as confidential in nature.

How to apply

The bursary application process is separate to the admissions process and assessment for eligibility is made via an external organisation. A home visit is usually arranged as part of the assessment process. For further information about the bursary application process, please visit our website:

https://www.claremontfancourt.co.uk/admissions/bursaries-and-assistance/

For individual queries regarding the bursary scheme and to request an online application form, please email bursar@claremont.surrey.sch.uk or telephone the bursary on 01372 473602.

If you would like to be considered for financial assistance, please note the deadline for bursary applications for entry to the sixth form in September 2025 is Monday 4 November 2024.

STUDENT FUTURES

Our supporting future pathways programme helps guide our sixth form students as they make decisions about careers and higher education. We ensure that they are prepared for the journey beyond sixth form and make this an integral part of the Claremont sixth form experience. Students are given the tools to explore the wealth of opportunities there are. We use the online platform Unifrog to enable students to get up to date information on all career and higher education choices. This is supplemented by visiting speakers, workshops and our student futures event in the spring term.

Students will cover careers within their PSHEE lessons and tutor time. Every member of the sixth form has regular bookable one-to-one meetings with the higher education coordinator or head of student futures. In these meetings, students discuss career paths, course selection, pitfalls of university life, personal presentation and other skills.

The UCAS application procedure is explained in depth and students are encouraged to research possible university and college courses. Issues including accommodation, budgeting and student travel are discussed in detail. A meeting is held in the lower sixth year for parents to keep them informed of the UCAS system and of the latest changes to university applications. This has recently been incorporated into the annual Student Futures evening. The lower sixth all attend a Higher Education convention which gives them an opportunity to speak with representatives from most higher education institutions and they are encouraged to visit universities on open days.

In the upper sixth, the students complete their UCAS application online or fill in applications for apprenticeships, art colleges or colleges in the USA and Europe. Help and advice is given for those wishing to take a gap year and past students are always welcome to return to the careers department for further advice after they have left the school.

UNIVERSITY DESTINATION LIST 2023 & 2024

Claremont sixth form students successfully gained places at the following universities in 2023 and 2024:

UNIVERSITY	STUDYING
Arts University Bournemouth	Animation Production Film Production
Aston University	Business and Management Business Management and English Language
Bangor University	Zoology
Birmingham City University	Photography
Bournemouth University	Events Management Sociology and Criminology
Cardiff University	Economics Journalism, Media and English Literature Law and Politics Media and Communications Spanish
Durham University	Climate Science Psychological and Behavioural Science
Falmouth University	Film Illustration
Hartpury University	Sports Coaching (with Foundation Year)
Imperial College	Mathematics and Computer Science
King's College London, University of London	Economics and Management
Kingston University	Forensic Psychology
Lancaster University	Criminology and Law Economics and Finance
Leeds Beckett University	Criminology Psychology
Liverpool John Moores University	Fine Art Primary Education with Qualified Teacher Status
Loughborough University	Chemical Engineering (with placement year) Economics Finance and Management (with placement year) International Business (with placement year) Management (with placement year) Mechanical Engineering Politics, Philosophy and Economics (with placement year) Product Design and Technology (with placement year) Sports Management (with placement year)
Manchester Metropolitan University	Business Management

UNIVERSITY	STUDYING
Newcastle University	Computer Science with Industrial Placement
Nottingham Trent University	Business Business Management and Marketing Computer Science Event Production Fashion Design Fashion Management Fashion Marketing and Branding Fine Art History Sports Science, Health and Nutrition (with foundation year)
Oxford Brookes University	Business and Law Criminology Events Management Photography Primary Teacher Education Sport and Exercise Science
Queen Mary University of London	Economics with a year in industry
SOAS, University of London	Social Sciences, Arts and Humanities with Foundation Year
St Mary's University Twickenham	Communications, Media and Marketing (with placement year)
Staffordshire University	Musical Theatre
Swansea University	Criminology and Criminal Justice
UCL	Arts and Sciences with Study Abroad Global Humanitarian Studies History Medical Innovation and Enterprise
University of Aberdeen	Criminology and Sociology
University of Bath	Computer Science Integrated Mechanical and Electrical Engineering International Management with study or work abroad Natural Sciences with professional placement or study abroad Social Work and Applied Social Studies
University of Birmingham	Global Environmental Change and Sustainability with year abroad History International Relations with Economics Law Policy, Politics and Economics
University of Bristol	Computer Science Criminology Law Mechanical and Electrical Engineering Religion and Theology with study abroad
University of Exeter	Art History and Visual Culture and Modern Languages Business and Management with Industrial Experience Business and Management with year abroad

UNIVERSITY	STUDYING
	Flexible Combined Honours Law Liberal Arts with employment experience abroad Politics and International Relations Psychology with professional placement
University of Kent	Ancient, Medieval and Modern History Artificial Intelligence with a Year in Industry
University of Leeds	Business Management with Marketing Chemical Engineering Fashion Design Innovation Fashion Marketing International Business Psychology
University of Leicester	Criminology with Forensic Psychology
University of Liverpool	Geography Law Marketing Psychology
University of Manchester	Law Linguistics and German Music
University of Nottingham	Education International Media and Communication Studies (with Foundation Year) Sociology Sport and Exercise Science Sport Rehabilitation Veterinary Medicine
University of St Andrews	Neuroscience
University of Southampton	Business Management with Placement Year Economics Fashion Marketing with Management
University of Stirling	Sport Business Management
University of Surrey	Criminology with Forensic Investigation Psychology
University of Sussex	Accounting and Finance (with a professional placement year) Business, Management and Economics (with a foundation year) Filmmaking
University of Warwick	French Studies History and Politics Neuroscience Politics and International Studies
University of the West of England, Bristol	Early Childhood (with Foundation Year) Filmmaking Forensic Science (with Foundation Year) Photography (with Foundation Year)

UNIVERSITY	STUDYING
University of Westminster, London	Psychology with foundation year
University of York	Economics and Philosophy
Webber International University, Florida	Sports Business Management (with golf scholarship)
York St John University	Physical Education and Sports Coaching

In addition, students have gone on to apprenticeships at Rider Levett Bucknell (RLB), Savills and SAP.

PSHEE

Head of department **Mrs R Heard**

Course outline

In the sixth form at Claremont, we provide Personal, Social, Health and Economic Education through a spiral programme that expands and enriches key concepts, increases knowledge and deepens understanding of themes that students will have studied in Years 7-11. Our aim is to prepare them for independent living by having a sound understanding of risk with the knowledge and skills necessary to make safe and informed decisions.

The programme is designed to help students deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. In addition to this, the PSHEE programme promotes the fundamental British values, which are taught implicitly in lessons. The full programme can be seen on the PSHEE policy of the school's website.

Key concepts

The key concepts which underpin all the topics covered are:

- Identity
- Resilience & Managing Change
- Power (within social contexts such as peer-pressure)
- Rights, Responsibility and Consent
- Diversity and Equality
- Risk Management
- Health (mental, physical and emotional)
- Healthy Balanced lifestyles
- Healthy Relationships (including friendships, romantic, familial)
- Careers (including academic choices, enterprise and economic understanding)
- British Values and Citizenship

Our PSHEE Programme recognises that young people will bring prior knowledge and real-life experiences to their learning. Our programme respects and builds on these, providing a scheme that reflects both the universal and unique needs of our students.

ART AND DESIGN: FINE ART

Pearson

Art and Design: Fine Art A level (9FA0)

Head of department

Mrs E Williams

Why study A level Fine Art?

If you are creative, reflective and disciplined then you should consider studying fine art. Visual analysis and creativity is a form of intelligence and can be developed and trained like any other. If you wish to acquire and further develop skills in traditional and contemporary forms of drawing, painting, sculpture and printmaking, as well as an understanding of aesthetics and art criticism, then this may be the subject for you. Whilst this is a practical course, intellect is important. Students will need to be imaginative and demonstrate enthusiasm for exploring original ideas and the potential of materials. You will also need the determination to develop your draftsmanship skills and will have been awarded at least a grade 6 for GCSE Art. A good standard of written English is required for the two year A level course. Fine art at this level complements many other subjects and affords you a lifelong understanding of the subject.

Course outline

Over the two year A level course there are two components. Component one is coursework and is worth 60% of the course, component two is an externally set assignment and is worth 40% of the course.

Year 12

The first year of the A level course is structured to help students develop skills in a range of media; form an understanding of historical and contemporary artists' practice; and engage in creative exploration and development. Emphasis is placed on drawing and critical analysis as a foundation for all further study. Students will be taught how to articulate using specialist vocabulary and include written annotations in their sketchbooks. Life drawing classes for lower sixth will run each week throughout the autumn term then after school sessions will be offered to work on coursework outcomes and component two preparation.

Year 13

The A level course provides students with the opportunity to concentrate on developing a specialist and sophisticated portfolio of work that demonstrates high order visual language skills. Students will investigate conceptual ways of working and expand their understanding of the theories of art. Students will be taught written visual analysis skills and will need to write a critical and contextual essay in the upper sixth. The A level course enables students to develop an understanding of good creative practice naturally, to be ambitious and adventurous and to pursue individual areas of interest in a medium which suits their strengths.

Presenting your work

Sixth form students have work featured in the end of year exhibitions in the mansion. As part of this, examination students' work is presented to the moderator.

Applicants for art school or architecture will prepare a portfolio during the autumn term to take to interview.

Engagement with the course

Students in both years will be expected to visit museums and art galleries in their own time to provide a focus for research and regularly attend life drawing classes in the department in addition to timetabled lessons.

Content and structure of the A level

Component 1: Personal investigation
60% of qualification
Students produce a practical portfolio of coursework focusing on one or more of the fine art disciplines, for example: drawing and painting, mixed-media, sculpture, print-making, installation. The use of moving image and photography may be possible, though it is likely that students with a particular interest in this at Claremont will have opted for Photography A level. Coursework is carried out throughout lower sixth and in the autumn term of upper sixth.

As part of this component, students produce a critical and contextual essay of 3000 words produced in the autumn term of the upper sixth. This essay is marked separately from the practical work but should relate to the practical work in terms of the ideas and use of media explored.

Component 2: 40% of qualification
ESA (externally set assignment)

- This is seen as the culmination of the course. Students are issued with an examination paper in February and spend approximately 10 weeks producing a body of practical work in response to the theme set by the awarding body.
- Students then undertake 15 hours of sustained unaided focus under examination conditions. At this time, they produce a final response to their ESA portfolio. All work produced in the preparatory period and the timed examination is submitted for component 2.

Assessment
All work will be internally marked in school by your subject teachers at the end of the course. A selection of students' work will then be moderated by a visiting moderator.

Career possibilities
Fine art, with its emphasis on drawing and broad creative thinking provides a highly desirable portfolio for entry to Foundation courses from where specialisation in any one of many different branches of art and design is then decided. Students with a strong portfolio and confidence in their career path may choose to apply directly to a degree course after A level. Direct entry students will again find fine art very suitable for many art related courses.

Other than being a freelance artist, students may wish to pursue directly related careers in: graphic design, interior design, product design, animation, architecture, advertising, costume design, curatorial work, art criticism, computer aided design, fashion, art history, illustration, museums and galleries, restoration, theatre design, teaching and lecturing amongst others.

Those who go on to work with their hands, such as aspiring medics and surgeons, often find art an enjoyable addition to other choices.

A level art is on the preferred option list for most undergraduate architecture courses and is also considered an academic subject by red brick universities.

An understanding of, and appreciation for, visual culture and the ability to think creatively complements many combinations of academic subjects at A level and is widely respected both by universities and employers.

ART AND DESIGN: PHOTOGRAPHY

Pearson

Art and Design: Photography A level (9PY0)

Head of department

Mrs E Williams

Who should study A level Photography?

If you are inquisitive and reflective and are excited by lens-based art work, then you should consider studying photography. If you wish to acquire skills in digital photography; computer aided image manipulation and chemical photography, as well as an understanding of aesthetics and art photography criticism, then this is the course for you. Students will need to be imaginative and demonstrate enthusiasm and patience for all photographic genres. Those who opt for this course would benefit from having studied photography or art at GCSE, but it is not a requirement. A good level of written English is needed for the A level course.

Course outline

Over the two year A level course there are two components. Component one is coursework and is worth 60% of the course, component two is an externally set assignment (ESA) and is worth 40% of the course.

Year 12 photography

The lower sixth course is structured to help students develop skills in a range of lens-based media; form an understanding of historical and contemporary photographers' practice; and engage in creative exploration. Emphasis is placed on technical skills and critical analysis as a foundation for all further study. Students will be taught how to use specialist vocabulary and how to log their ideas in presentation folders.

Year 13 photography

In the upper sixth, students have the opportunity to concentrate on developing a specialist and sophisticated portfolio of work that demonstrates high order technical skills. Students will investigate conceptual ways of working and expand their understanding of the theories of art photography through extensive research. Students will be taught written visual analysis skills and will need to write a critical and contextual essay in the upper sixth. The two year course enables students to develop a full understanding of good photographic practice; to be ambitious and adventurous and to pursue individual areas of interest.

Presenting your work

Students' work is featured in the end of year exhibition in the mansion. Exam candidates' work is also presented to the exam moderator.

Engagement with the course

Students will be expected to visit public and private galleries in their own time to provide a focus for research.

An SLR camera is an instrument and as such students must regularly practice with it; get to know its capabilities; and understand the importance of caring for an instrument personally. As such having access to one's own digital SLR camera is a requirement of the course. The department can advise on a suitable SLR to purchase. In addition, the department has a number of SLR and DSLR cameras which may be used in class and on the school site.

Content and structure of the A level

Component 1: 60% of qualification
A practical portfolio of work in one or more disciplines. Work produced in the lower sixth and the autumn term of the upper sixth will contribute towards component 1. This portfolio is complemented by a 3000-word contextual essay produced in the autumn term of the upper sixth. The essay is presented and marked separately but should link to the practical investigation of the work produced in upper sixth for coursework.

Component 2: 40% of qualification
ESA (externally set assignment)
This is seen as the culmination of the course. Students are issued with an examination paper in February and spend approximately 10 weeks producing a body of practical work in response to a visual theme set by the awarding body.

Students then undertake 15 hours of sustained unaided focus under examination conditions. At this time, they produce a final response to their ESA portfolio. All work produced in the preparatory period and the timed examination is submitted for component 2.

Assessment
All work will be internally marked by your subject teachers at the end of the course and a selection of students' work will be moderated by a visiting moderator.

Career possibilities
Photography is not just for those who wish to continue their study at higher education level. For those who do, students may choose to opt for a one-year foundation level course or those with a particularly strong portfolio may choose to apply directly to a degree course after A level.

Students may also wish to pursue careers in: photography, animation, advertising, computer aided design, editing, fashion, film, graphic design, illustration, interior design, museums and galleries, photojournalism, teaching and lecturing amongst others.

ART AND DESIGN: TEXTILE DESIGN

AQA Realising potential

Art and Design: Textile Design A level (7204)

Teacher in charge

Ms M Ritchie

Who should study A level Textile Design?

Students will explore a range of textile media, techniques and processes. Students can develop skills using both traditional and new media. Students explore drawings for different purposes and relevant images and resources relating to a range of art and design topics, gaining inspiration from both historical and contemporary fashion and textile artists and designers. The emphasis is on primary research to inspire design development; therefore, the students should visit a variety of exhibitions and galleries over the two year course.

Students can work in a variety of areas of textile design such as those listed below. They may explore overlapping areas and combinations of areas.

- Fashion design
- Fashion textiles
- Digital textiles
- Printed and/or dyed fabric and materials
- Domestic textiles and wallpaper
- Interior design
- Constructed textiles
- Art textiles
- Installed textiles

Content and structure of the A level

Unit 1 – Personal investigation - 60% of the A level mark (96 marks) - 7204/C

Early year 12 work embarks on teacher-led workshops to build up a breadth of ambitious techniques. This then leads the students into their own sub-themes, which then will build deeper conceptual links for their extended coursework project. For this, students conduct a personal investigation into ideas, issues, concepts or a theme leading to a finished outcome or a series of related finished outcomes. This unit gives students the opportunity to derive their own topic or area of study to investigate further. They will study textile designers, artists, fashion photographers, craftspeople and the wider visual arts to develop their ideas. This is supported by a written element of 1000-3000 words. This unit culminates in the development of creative and inventive final outcomes.

Unit 2 – Externally set assignment (ESA) - 40% of the A level mark (96 marks) - 7204/X

The preparation period followed by a 15-hour supervised outcome.

Students will select one starting point from a range provided by the AQA awarding body. Students develop in-depth research responding to the brief using a wide variety of experimental textiles. Students must demonstrate their ability to work independently within specified time constraints, developing a personal and meaningful response that leads to a finished outcome or a series of related finished outcomes. The work produced will be presented in a sketchbook and on presentation boards and this will result in the students using their research and design development to construct a final outcome in a fifteen-hour supervised task. The fifteen hours of supervised

time will be undertaken over 3 days. There is an exhibition of the students' work at the end of the course.

Application/Job opportunities

Textile design combines both the aesthetic aspects of art and the practical work of designing and making. Design has become a well-respected industry for its structured creativity and in business and commerce for its use of brainstorming, analytical and evaluation techniques. The various fields within this discipline continue to expand daily and this A level will provide a sound foundation for anyone considering a career in fashion, costume, theatre and textile design and related industries. Students have progressed to university and studied a wide range of courses including fashion design, marketing and communication, fashion photography, art history, 3D theatre design and textiles and innovation.

BIOLOGY

Biology A level (A400QS)

Head of department — Mr A Boothe

Who should study A level Biology?

It is rare to pick up a newspaper these days and not to find an article or discussion about a biologically related issue. Whether the issue is MRSA superbugs, COVID, designer babies or the cloning of embryos, an understanding of biology has never been so important. Diverse issues such as global warming and fertility treatment are brought together in this important discipline. It could be argued that biology is the fastest moving field in science today.

With a qualification in biology, you can go on to higher education to follow a degree course in biology, environmental sciences, medicine, botany, ecology, physiotherapy, genetics, dietetics and ophthalmics as well as appreciating biology as a valuable subject in itself.

The course aims to develop interest in, and enthusiasm for, biology that could lead in turn to further study and a career in biology. This popular A level will suit students who are passionate about being deeply informed about the world we live in and its future.

Content and structure of the A level

Students follow the Eduqas A level Biology course. The A level course is divided into three components. All components are assessed via external examination at the end of the course. The practical endorsement is teacher assessed and endorsed internally. The components covered are as follows:

Component 1 – Energy for life
Importance of ATP, photosynthesis, respiration, microbiology, ecosystems and human impact on the environment.

Component 2 – Continuity of life
Evolutionary history of organisms, inheritance of genetic information, sexual reproduction in plants and animals, genetics, variation and evolution.

Component 3 – Requirements for life
Adaptations for gas exchange, transport and nutrition, homeostasis, the kidneys and the nervous system. Immunology and disease, human musculoskeletal anatomy, neurobiology and behaviour.

BUSINESS

Pearson

Business A level (9BS0)

Head of department

Mr N Rocca

Who should study A level Business?

A level Business is suitable for students who want to gain an understanding of the functions of organisations both small and large. Students will gain a holistic understanding of business through considering how a new idea is developed, understanding how an organisation is managed, how its performance is analysed and how it could trade overseas.

Content and structure of the A level

The first year of the course covers the characteristics students need to develop to be successful in business and explores how new or existing businesses generate their product or service ideas and test them through market research. Students will study the different approaches to marketing and human resource management.

The course also includes the financial issues faced in setting up and managing a business whether small, medium-sized or large. It introduces students to financial and production management tools and models. There is also basic consideration of wider issues facing businesses such as government legislation and economic factors.

The second year of the course builds on all elements of the first year but explores these concepts in greater detail and at a higher level. In addition, there are sections on the theme of global business and strategic decision making. There is greater consideration of the wider economic environment and students will be expected to carry out more complex mathematical calculations and interpretations of their results.

Examinations

At A level there are three final examinations that include one overall synoptic paper. In comparison to GCSE there is more emphasis on extended writing in addition to data response questions. One of the final A level examination papers will also include a pre-examination research task based on a particular market or industry.

Subject combinations

Students will be expected to answer questions with a mathematical element. Specifications state that quantitative questions will be a minimum of 10% of examination questions. A level Business links with any number of subjects including mathematics, English, languages and other social science subjects such as history and geography. There are also a number of students who take the option along with creative subjects. Students are required to attain a minimum grade 6 in GCSE mathematics, a grade 6 in one English subject and a grade 6 in GCSE Business where chosen as an option.

Beyond A level

Business A level provides an excellent foundation to a wide range of higher education business and management courses. It also provides a solid platform for students who wish to enter employment immediately after A level or undertake an apprenticeship programme. It may lead to any number of business related career pathways including professional options such as accountancy, marketing or events management.

CHEMISTRY

OCR
Oxford Cambridge and RSA

Chemistry A level (H432)

Head of department

Mrs R Michael

Who should study A level Chemistry?

Chemistry is known as the 'central science' because it helps to connect the physical sciences such as mathematics and physics with applied sciences like biology, engineering and medicine. Students who have scientific curiosity and are keen to develop a deeper understanding of the world we live in opt for A level Chemistry.

Skills gained

Students will develop competence and confidence in a variety of practical, mathematical and problem solving skills. They will also acquire a set of transferable skills such as written and oral reporting, analysis and evaluation and computing and data handling, which are desired by both the scientific community and a huge range of prospective employers.

Content and structure of the A level

Students follow the OCR A level Chemistry A course. At A level, there are three papers and a practical endorsement which is a non-examination assessment (NEA) carried out internally throughout the duration of the two-year course.

A LEVEL	WEIGHTING	TOPICS
Paper 1	37%	Atomic structure, Periodic Table, elements and physical chemistry
Paper 2	37%	Modern analytic techniques, organic chemistry of aliphatic molecules, arenes and organic synthesis and analysis
Paper 3	26%	Structured questions and extended response questions covering theory and practical work.

Career possibilities

Chemistry is one of the few subjects that underpins a wide range of science-based degrees courses and careers. Success in A level Chemistry will prepare students for a future in careers such as medicine, chemical engineering, toxicology, biochemistry, biomedical sciences, pharmacy and dentistry. It is also a highly regarded A level for those intending to apply to study other academically rigorous subjects such as law and to become an actuary, as well as good training for careers in journalism, business and finance and much more.

CLASSICAL CIVILISATION

OCR
Oxford Cambridge and RSA

Classical Civilisation A level (H408)

Teacher in charge

Mr L Gardiner

Who should study A level Classical Civilisation?

Classical Civilisation is a subject unique in its wide-ranging and interdisciplinary nature. In studying the classical world of Ancient Greece and Rome we explore the fascinating literature, history, politics, drama, art, mythology and philosophy of these two hugely influential civilisations. As a result, Classical Civilisation has a broad appeal to students with a range of skill sets and interests.

Classical Civilisation pairs well with the study of other humanities or essay-based subjects, such as history, English literature, philosophy, languages and politics. But it can also provide valuable balance and breadth of study alongside the traditional STEM subjects.

Content and structure of the A level

The A level consists of 3 components, with all of the course texts studied in translation:

The World of the Hero - 40%

2 hour, 20 minutes

Homer's epic poems stand at the very beginning of the Western literary canon and were considered by the Greeks themselves to be a foundational aspect of Greek culture. This component provides learners with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. Homer's Odyssey, set in Bronze Age Greece, details the troubled homecoming of the wondrously complex hero, Odysseus and the fantastical obstacles he overcomes. This component also provides an opportunity to study Virgil's Aeneid, the great Roman epic and another cornerstone of Western literature. Students will also closely examine Rome during the reign of its first emperor, Augustus, as the cultural and political context of this fascinating period had great influence on Virgil's work.

Culture and the Arts: Greek Theatre – 30%

1 hour, 45 minutes

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world and has had a profound and wide-reaching influence on modern culture. To fully understand this cultural phenomenon requires study of not only the plays, but the context in which their form and production developed. Students will examine the social, political and religious themes within comedy and tragedy to discover more about democracy in Classical Athens and the Athenians themselves. The three plays studied in depth are Sophocles' Oedipus the King, Euripides' Bacchae and Aristophanes' Frogs, all of which have proven to be enduring favourites and are still regularly performed around the world.

Beliefs and Ideas: Love and Relationships – 30%

1 hour, 45 minutes

This component offers the opportunity for learners to explore the passions, frustrations and delights of love in the ancient world. The ethical questions raised by these ideas continue to be wrestled over by successive generations and this unit will generate interesting and important discussions about love, desire, sexuality and the institution of marriage. Ancient ideas about men, women and marriage enable students to discuss the reality of love and relationships in everyday life, whilst study of the great philosophers Seneca and Plato provides a more conceptual approach. Throughout this material learners will be able to draw comparisons and make judgements about ideal and reality, and the nature of 'right' and 'wrong' ways to love or be loved. The study of poetry forms the second half of the module. Sappho provides a link between the Homeric poems and the literature of 5th and 4th century Athens. She is one of very few female voices from the ancient world; the context of her life is fascinating, and her verse is powerful and evocative. For a Roman parallel, Ovid concentrates on the fun and flirtation of budding romances in newly imperial Rome, revealing a great deal about their morals, practices and ideals.

Students will be expected to have a minimum of English GCSE grade 6.

Examinations

The A level is a two year course with the three exams sat at the end of the upper sixth.

Career opportunities

A successful student of Classical Civilisation is able to analyse and evaluate a broad range of sources to create a clear and convincing argument. This skill is relevant and highly prized in many different fields. Traditionally classicists are drawn to careers in journalism, politics, the legal profession and teaching.

COMPUTER SCIENCE

OCR
Oxford Cambridge and RSA

Computer Science A level (H446)

Teacher in charge — Mrs G Cox

Who should study A level Computer Science?

The importance of **computer science**, both as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. The study of computer science teaches students not just how to use software, but how to create it. It is a practical subject where students can apply the academic principles learned in the classroom to real-world systems.

The course values **computational thinking** and will help students develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

The qualification provides an excellent preparation for students who want to go on to study computer science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills, which are increasingly valued in the workplace.

Skills developed

Students will develop a range of transferable skills, which will facilitate personal growth and foster cross-curricular links in areas such as mathematics, science and design and technology. Computer science is an extremely creative subject and skills such as problem solving and analytical thinking are developed and refined as students progress through the course.

Content and structure of the A level

01 Computer Systems

This component is a traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions. It will cover the characteristics of contemporary systems architecture and other areas including the following:

- the characteristics of contemporary processors, input, output and storage devices
- software and software development
- exchanging data
- data types, data structures and algorithms
- legal, moral, cultural and ethical issues.

02 Algorithms and Programming

This component is also a traditionally marked and structured question paper with two sections, both of which will include a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions.

Section A

Traditional questions concerning computational thinking:

- elements of computational thinking
- programming and problem solving

- pattern recognition, abstraction and decomposition
- algorithm design and efficiency
- standard algorithms.

Section B

There will be a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.

03 Programming Project (NEA)

Students select their own problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the course's assessment objectives. Students will need to analyse their problem, design a solution, implement a solution and give a thorough evaluation.

Past students' projects have included online computer games, educational software and an investigation into the generation of glitch art.

CRIMINOLOGY

Applied Criminology Level 3 Diploma (4543QD)

Head of Department Miss S Afsar

Who should study Level 3 Criminology?

The WJEC Level 3 Applied Diploma in Criminology will provide students with an introduction to criminal justice through a scientific study of criminal behaviour, management and crime prevention. Students will examine the underlying processes which affect what is even considered to be a crime, why some people commit crimes and which theories are best placed to explain this. There is an emphasis on the study of real-life cases and the applied nature of the course can help students to gain an insight into the workings of the criminal justice system. The curriculum is designed to offer exciting and interesting experiences that focus learning for students through applied learning. There are no subject prerequisites apart from a **grade 6 in English GCSE** due to the essay writing requirements of the examinations and controlled assessments.

Content and Structure of the Level 3 Diploma course

In the first year, students will study the following units:

Unit 1 Changing Awareness of Crime
This is an **8-hour controlled assessment taken in January (w/c 27 Jan 2025)** and will involve the application of knowledge and understanding to an unseen crime scenario. Students will plan a campaign of change relating to a specific type of crime which is typically underreported. Within the controlled assessment, students will need to address the many consequences of this underreporting and reflect upon how media representations of crime can raise awareness of this issue within society. There is an analytical and creative element to the assessment as whilst students will reflect on multiple examples of pre-existing campaigns in this area, they will also have to compare these against a campaign they will have created.

Unit 2 Criminological theories
This unit is externally assessed in a **90-minute examination in May.** The focus of this unit is an evaluative understanding of theories of criminality including individualistic, sociological and physiological theories of crime. Students will have a range of questions testing their critical appreciation of these theories, as well as an ability to relate these theories to an exam based scenario.

At this point, a pass in both units will lead to students achieving the Certificate in Criminology.

In order to achieve the Diploma, students must also study and pass Units 3 and 4 in the second year:

Unit 3 Crime Scene to Courtroom
This is an **8-hour controlled assessment taken in December (w/c 2 December)** where students will be assessed on their ability to understand the roles of personnel involved when a crime is detected. They need to show they can effectively evaluate the investigative techniques available to investigators to identify the culprit and follow through the process to a guilty verdict, all the while showing a critical appreciation of the safeguards in place to ensure a fair trial.

Unit 4 Crime and Punishment

This unit is externally assessed in a **90-minute examination in June.** The focus is on the reasons why most people obey the law and the role of the social institutions devised to uphold the law. There will be a clear focus on what the wider consequences are of a violation of the law and students will critically analyse the effectiveness of various social control mechanisms in maintaining conformity and preventing recidivism.

Links with other subjects

The WJEC Level 3 Applied Diploma in Criminology will provide students with an introduction to criminal justice through a scientific study of criminal behaviour and give a context for humanities learning. It is a qualification with elements of psychology, health and social care, law and sociology so complements studies in other social sciences and humanities. The curriculum is designed to offer exciting and interesting experiences that focus learning for students through applied learning.

Career opportunities

Criminology students have numerous different career options at their fingertips. Exciting roles include in immigration, education, law enforcement, people protection, community planning, advocacy, policing, consulting, public administration and international development. The applied nature of the course means that although it is primarily supporting progression to university, the practical nature of the activities in the controlled assessments make the course vocationally relevant and delves deeply into the role and expertise of many professionals within the criminal justice system.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN

AQA Realising potential

Design & Technology: Product Design A level (7552)

Head of department Mr P Gladstone

Who should study A level Product Design?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries or engineering. They will investigate historical, social, cultural, environmental and economic influences on design and technology whilst enjoying opportunities to put their learning into practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

It is a prerequisite for students to have studied GCSE Design and Technology before commencing this course.

Content and structure of the A level

Paper 1 – core technical principles and core designing and making principles
Written 2.5 hour exam/25% of A level
Assessed - mixture of short answer, multiple choice and extended response

Paper 2 – specialist knowledge, technical and designing and making principles
Written 1.5 hour exam/25% of A level
Assessed - mixture of short answer, multiple choice and extended response

Non-examination assessment (NEA) – practical application of technical principles, designing and making principles and specialist knowledge.
Coursework (design and make) - 50% of A level
Electronic design folder
Students submit evidence of a substantial designing and making activity

Application/job opportunities

Design technology offers a unique experience for those who enjoy both the aesthetic aspects of art and the practical work of science, engineering and design. Design has become a well-respected industry for its structured creativity and also in business and commerce for its use of brainstorming, analytical and evaluation techniques. The various fields of design itself continue to expand daily and this A level will provide a sound foundation for anyone considering a career in design, engineering or architecture.

DRAMA & THEATRE

Pearson

Drama and Theatre A level (9DR0)

Head of department

Mr I Williams

Who should study A level Drama and Theatre?

The course seeks to encourage any student who wants to develop an interest and enjoyment in drama and theatre. An enthusiasm for both creating drama as a performer and for responding critically to the work of others as an informed audience member is essential. The course aims to extend an understanding of the theatre, playwrights and devising performances and includes the studying of plays from the viewpoint of a director, designer, performer and critic.

Skills gained

The career and study opportunities beyond A level Drama and Theatre are wide ranging. As well as physical and vocal performing skills, there will be constant opportunities to grow a wide range of communication and people skills relevant to anybody with professional aspirations that are not just associated with theatre. A strong emphasis will be maintained throughout on collaboration, leadership, organisation, critical reflection, design and decision-making.

Content and structure of the A level

A level - Theatre makers in practice

Component 1 – devising – 9DR0/01
Coursework – 40% of the qualification
Internally assessed – externally moderated
There are two parts to this component – a devised performance and a portfolio between 2500 – 3000 words.

Component 2 – text in performance – 9DR0/02
20% of the qualification
Externally assessed by a visiting examiner
Students present a group performance from a play of their choice and a monologue or duologue.

Component 3 – 9DR0/03
Written examination 2 hours 30 minutes
40% of the qualification – externally examined

Section A: Live theatre evaluation
Students answer one extended response question from a choice of two questions. This requires them to analyse and evaluate a live theatre performance seen.

Section B: Page to stage: realising a performance text
Students answer two questions based on an unseen text from a performance text they have studied. Students answer questions from the perspective of a performer and a designer.

Section C: Interpreting a performance text

Students will answer one response question using their chosen text that they have studied. Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. They will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept.

Links to other subjects

Drama and theatre can derive content from any field of human endeavour. As Shakespeare famously wrote: "All the world's a stage...". There are obvious affinities with English, art, music, dance and history. However, particularly in the twenty-first century, technology, ICT and business studies are playing an increasingly important role in the development of the performing arts.

Career possibilities

Apart from an acting or design career in theatre, future career paths might include other performing arts, the entertainment industry in general, media, journalism, law, film, arts management and education. Many other professions are also open to someone who is an effective, creative communicator and organiser.

ECONOMICS

Pearson

Economics A level (9EC0)

Head of department

Mr N Rocca

Who should study A level Economics?

A level Economics is suitable for students who want to explore the operation of markets and economies in order to gain a greater understanding of how the world works. Many topical global issues are analysed and discussed throughout the course, encouraging students to develop critical thinking and problem solving skills.

Content and structure of the A level

The first year of A level covers both microeconomics and macroeconomics. The initial microeconomic study covers areas such as the economic problem, price determination, the market mechanism and market failure. Macroeconomics explores the structure and management of the national economy including the economic cycle and economic indicators such as inflation, interest rates, unemployment and government approaches to economic policy.

The second year of the course covers the more complex elements of microeconomics including the structure of markets, behavioural economic theories, labour markets and income distribution. The second year macroeconomic section includes globalisation and interrelationships in the international economy. This component also looks at the impact of financial markets and banking systems as well as the importance of the City of London to the UK economy.

Examinations

There are three final examinations for A level Economics that include a mixture of multiple choice questions, short answer questions and longer essay questions. The A level examinations include one synoptic paper assessing all course content in the context of wider issues in society.

In comparison to previous specifications, the current economics examinations contain a higher level of mathematical content, set at a minimum of 20%. It is essential those choosing the course are suitably proficient both mathematically and in their written work. Students are therefore required to have attained a minimum grade 6 in GCSE Mathematics and an English subject along with a grade 6 in GCSE Business where chosen as an option.

Subject combinations

For those wishing to study economics at university, most institutions also require the study of mathematics. Economics links well with politics, history, geography and psychology.

Beyond A level

The Economics A level is highly regarded by many institutions and provides an excellent platform to courses such as accounting, economics, politics, history, law and a wide range of business programmes. By studying A level Economics, students will become well equipped to be global citizens and take responsibility as the decision makers of the future.

ENGLISH LANGUAGE

AQA Realising potential

English Language A level (7702)

Head of department

Mrs B Clarke

Who should study A level English Language?

If you are interested in the way people use words, enjoy writing and want to find out more about how gender/social groups/occupation impact on the way we use language, then you will enjoy this course. You need to be analytical in your approach and able to write accurately under exam conditions. You need a minimum of a grade 6 at GCSE to study this course.

A level English Language

This course requires learners to demonstrate a range of skills which will be examined at the end of the upper sixth. These skills include:

- Analysing a variety of spoken and written texts using grammatical and linguistic frameworks
- Demonstrating accurate writing skills

Content and structure of the A level

Component 1: Language and the individual

Assessed:

- Written exam: 2 hours 30 mins
- Three compulsory questions requiring data analysis on how meaning and representation is created, including one comparison. Plus a discursive essay on child language development.
- 40% of A level

Component 2: Language diversity and change (includes: gender, occupational language, class, accent and dialect, plus language change and attitudes to language diversity and change)

Assessed:

- Written exam: 2 hours 30 mins
- 3 exam questions including a discursive essay, a comparative essay and a directed writing task
- 40% of A level

Component 3: Language in action

Assessed:

- Language investigation
- Piece of original writing and commentary
- 20% of A level

This subject is an excellent basis for university entrance. When you begin a career, you will find linguistic study will make you a skilled and flexible employee. Graduates of English Language can be found in a wide and dynamic variety of fields such as journalism, publishing, law, advertising, business and politics.

ENGLISH LITERATURE

OCR
Oxford Cambridge and RSA

English Literature A level (H472)

Head of department

Mrs B Clarke

Who should study A level English Literature?

Do you love reading? If the answer is yes, then this is the course for you. You will read a wide range of literature, both modern and traditional. We aim to inspire you to develop your skills of literary analysis through creative engagement with a range of prose, poetry and drama texts. At the same time, you should gain a deeper understanding of the heritage and changing traditions of literature in English. You need a grade 6 or above at GCSE to study this subject.

This qualification is linear which means that students will sit all the A level exams at the end of their A level course.

A level English Literature

This course requires learners to build on the knowledge, understanding and skills established at GCSE and to be of grade 6 standard or above. These skills include:

- developing judgement and independence as they synthesise and reflect upon their knowledge of a range of texts
- showing knowledge and understanding of the ways texts are interpreted by different readers over time
- identifying the significance of cultural and contextual influences on readers and writers

Students will study a minimum of eight texts.

Content and structure of the A level

Component 1:
A study of one Shakespeare play (*The Tempest*), drama (H Ibsen, A Doll's House) and poetry (C Rossetti Selected Poems) pre-1900.

Assessed:

- Written exam: 2 hours 30 mins
- Closed text
- 40% of A level

Component 2:
A study of two literary texts from American literature 1880-1940 (FS Fitzgerald: *The Great Gatsby* and J Steinbeck: *The Grapes of Wrath*) or The Gothic (Bram Stoker: *Dracula* and Mary Shelley: *Frankenstein*)

Assessed:

- Written exam: 2 hours 30 mins
- Closed text
- 40% of A level

Component 3
A study of three texts including prose, poetry and drama (details TBC by head of English nearer to the time). Texts will range from post 1900 to post 2000.

Assessed:

- Coursework
- 20% of A level
- Assessed by teachers and moderated by OCR

This subject is an excellent basis for university entrance and English Literature graduates are found in many fields such as journalism, publishing, law, politics, advertising and marketing.

ENVIRONMENTAL SCIENCE

AQA Realising potential

Environmental Science A level (7447)

Head of department — Mr A Pinks

Who should study A level Environmental Science?

Any student who is interested in our planet and how it needs to be looked after. Someone who has a keen interest in the sustainability of our planet will find this new specification engaging and thought provoking. Environmental Science is taught, in part, in GCSE Science and Geography. Students will be familiar with much of the subject material. Topics such as food webs, ecosystems, pollution, acid rain, weathering/erosion, photosynthesis and National Parks will have been covered at GCSE.

Skills gained

Studying A level Environmental Science provides a diverse set of skills that are valuable across different fields. Some key skills you will develop in this course include analytical and critical thinking (problem solving and data interpretation), research and investigation, numeracy (such as statistical analysis), communication and presentation, teamwork and environmental and ethical awareness. Students will also conduct and be examined on research methods.

Content and structure of the A level

Paper 1
Written exam: 3 hours
50% of A level (120 marks)

- The Physical Environment
- Energy Resources
- Pollution
- Research methods

Paper 2
Written exam: 3 hours
50% of A level (120 marks)

- The Living Environment
- Biological resources
- Sustainability
- Research methods

Links to other subjects

This course links well with geography, biology, physics and mathematics.

Career opportunities

Possible careers include environmental consulting, environmental scientist, conservation, research, urban planning, policymaking, education, sustainability specialist, ecologist, renewable energy specialist, environmental health and safety office, hydrologist, forest management and climate change analyst.

FILM STUDIES

eduqas Part of WJEC	Film Studies A level (A670QS)
Teacher in charge	Ms B Johansson

Who should study A level Film Studies?

The Eduqas A level in Film Studies has been designed to ignite a passion for film and encourage broader cultural and historical perspectives on this academic area of study. This course of study encourages learners to watch, engage critically with and explore a wide range of films; to develop and sustain confident, personal responses to film via textual analysis; and to enjoy a variety of critically acclaimed films across the major genres. These include films from different cultural perspectives, films from the Silent Era to the present day, and different forms of film, including documentaries, shorts and experimental.

Skills gained

Students will develop a working knowledge and understanding of the language and syntax of film. They will learn to interrogate how concepts such as narrative, genre, representation, spectatorship and aesthetics are used to create meaning by deconstructing and creating a film. They will also research, plan and develop film production or screenwriting skills through practical work.

Content and structure of the A level

Component 1: Varieties of Filmmaking (35% of qualification)
Section A: Hollywood 1930-1990 (comparative study). One film from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990).
Section B: American film since 2005 /2012 (two-film study). Two American films, one mainstream film and one contemporary independent film.
Section C: British film since 1995 (two-film study). Two British films.

Component 2: Global filmmaking perspectives (35% of qualification)
Section A: Global film. Two global films: one European and one produced outside Europe.
Section B: Documentary film. One documentary film.
Section C: Film movements – Silent cinema. Reference to one silent film or group of films.
Section D: Film movements – Experimental film (1960-2001) one film.

Component 3: Production Non-Examination Assessment (30% of qualification)
You will produce either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay and an evaluative analysis (1600 - 1800 words).

Links to other subjects

Several A level subjects complement film studies well, enhancing both analytical and creative skills. English literature is excellent for developing narrative analysis and critical thinking. Media studies provides a broader understanding of media contexts and production techniques. History offers insights into different eras, enriching the understanding of period films. Photography and art and design enhance visual skills, focusing on composition,

lighting and aesthetics. Politics and sociology provide context for the political and social themes often explored in films, while philosophy encourages critical thinking and thematic exploration. These subjects collectively support a well-rounded education in film studies, preparing students for various aspects of the film industry.

Career opportunities

Studying film studies can lead to a diverse range of career opportunities within the film and media industry. Graduates can pursue roles such as film directors, who oversee the creative aspects of a film, or film editors, who shape the final product from raw footage. Screenwriters craft scripts for various media, while cinematographers manage the visual elements of a film. Production designers create the visual concept and location managers handle the logistics of filming on location. Sound designers focus on the auditory experience and producers oversee the entire production process. Additionally, careers in animation and visual effects, film criticism and journalism are also viable paths. Entry level positions like production assistants offer a starting point to gain industry experience and work up the career ladder. The skills acquired in film studies, such as storytelling, technical proficiency and project management are highly valuable and transferable to many other fields.

FOOD SCIENCE & NUTRITION

Food Science & Nutrition Level 3 Diploma (4563QD)

Teacher in charge: Mrs C Anderson

Who should study Food Science & Nutrition?

An understanding of food science and nutrition is relevant to many industries and job roles. This qualification will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals. It has been designed to offer exciting, interesting experiences through applied learning i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.

Content and structure of the Level 3 Diploma

Learners complete three units: two mandatory and one optional. The first mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts and, through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

The second mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Studying one of the two optional units will allow learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

The WJEC Level 3 Diploma in Food Science and Nutrition is assessed using a combination of internal and external assessments.

Unit 1: Meeting nutritional needs of specific groups

Unit 1 will be both internally and externally assessed. Details of the external assessment are as follows:

- 90 minute examination, plus 15 minutes reading time
- Total of 90 marks
- Three sections on each paper.

The paper will be graded Level 3 Pass, Level 3 Merit or Level 3 Distinction.

- Section A is short answer questions
- Section B is extended answer questions
- Section C relates to a case study

Unit 2: Ensuring food is safe to eat – externally set assignment (ESA)

Unit 2 is externally assessed. It is based on an eight hour timed, supervised assessment issued by the awarding body. Learners must complete the assessment within three weeks of it being opened by the centre.

Each external assessment will involve the learner applying the knowledge, understanding and skills learned throughout the unit to information provided in a scenario. The scenario will relate to a food safety situation. It will require learners to analyse the information and make judgements regarding the potential food safety risk

The assessment will be graded Level 3 Pass, Level 3 Merit or Level 3 Distinction.

Internal assessment
The following units are internally assessed:

Mandatory Unit:

- **Unit 1: Meeting nutritional needs of specific groups** (in addition to the external assignment, see above)

Optional Units:

- **Unit 3: Experimenting to solve food production problems**
- **Unit 4: Current issues in food science and nutrition**

Internal assessment for each of the above units is by way of a non-examination assessment (NEA).

The assessments will be graded Level 3 Pass, Level 3 Merit or Level 3 Distinction.

Final grade
To achieve a Pass, Merit, Distinction or Distinction* grade, learners must obtain the minimum Uniform Mark Scale (UMS) mark for the qualification grade and a minimum of a pass grade in ALL units.

The grade equivalents for the Level 3 Diploma in Food Science and Nutrition qualification are: Distinction* - 56 UMS, Distinction - 48 UMS, Merit - 32 UMS, Pass - 16 UMS.

Career opportunities

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

Together with other relevant qualifications such as A levels in Biology, Chemistry and Maths, students will be able to use the qualification to support entry to higher education courses such as:
BSc Food and Nutrition
BSc Human Nutrition
BSc (Hons) Public Health Nutrition
BSc (Hons) Food Science and Technology

FRENCH

Pearson

French A level (9FR0)

Head of department

Mr S Woolnough

Who should study French?

In the world we live in, the ability to speak another language really is valued more than ever before. It is a thoroughly useful skill, as well as a very satisfying intellectual achievement. The language courses in the sixth form provide students not only with this skill but also provide a real understanding of the multi-lingual world around us.

French is generally a popular option at independent schools in the sixth form and there are good reasons to choose French as one of your A level subjects. The A level course is varied and interesting but it is also a step up from GCSE.

Content and structure of the A level

The A level exam consists of three papers at the end of year 13.

Paper 1 – Listening, reading and translation
Written paper - 2 hours
Weighting - 40%.
All themes are assessed

Paper 2 – Written response to works and translation
Written paper - 2 hours 40 minutes
Weighting - 30%

Paper 3 – Speaking (Internally conducted and externally assessed)
Spoken examination - 21 to 23 minutes
Weighting 30% - this includes an Independent research project and themes 1 to 4.

Content for papers 1 and 3:

Theme 1 – Les changement dans la société française
Unit 1 – Les changements dans les structures familiales
Unit 2 – L'Education
Unit 3 – Le monde du travail
Themes 2 – La culture politique et artistique dans les pays francophones
Unit 4 – La musique
Unit 5 – Les medias
Unit 6 – Les festivals et les traditions

Theme 3 – L'immigration et la société multiculturelle française
Unit 7 – L'impact positif de l'immigration on France
Unit 8 – Les défis de l'immigration et de l'intégration en France
Unit 9- L'extrême droite
Theme 4 – L'Occupation et la Résistance
Unit 10 – La France Occupée

Unit 11 – Le Régime de Vichy
Unit 12 – La Résistance

Paper 2
Pupils choose from a range of texts and films and study one each for this paper. Pupils study the film in year 12 and the text in year 13.
Set texts include:
Un sac de Billes – Joseph Joffo
Les Mains Sales – Jean-Paul Sartre
No et Moi – Delphine de Vigan
L'Etranger – Camus

Films include:
Au Revoir les Enfants
Intouchables
La Vie en Rose
Les Choristes
La Haine

The courses are taught with modern, relevant materials that give students the ability to understand the real French spoken in modern France, to learn the skill of writing in French at a high level on a range of topics of real interest, and to study literature and film in French.

Career opportunities

French is an excellent subject to study alongside many others at university including History, Business, Geography and English. Learning French provides a solid foundation for further studies in languages, linguistics, or international relations, and opens up career opportunities in translation, teaching, diplomacy, and international business. Speaking more than one language can open up the doors to international study and work opportunities.

GEOGRAPHY

AQA Realising potential

Geography A level (7037)

Head of department — Mr A Pinks

Why should you study A level Geography?

Geography is the subject of landscapes and societies and so anyone who has a natural curiosity about the world around them would enjoy Geography A level. With growing concerns over climate change, migration, environmental degradation, uneven development and the ever-increasing importance of global governance in responding to these challenges, there has never been a more important time to study this subject.

Skills gained

Geography is highly valued by universities and employers as it provides students with knowledge and transferable skills. Geographers are numerate, literate and articulate. The A level course is balanced between human and physical geography and specific skills learnt are: graphical, statistical, fieldwork, ICT, analytical, evaluative, communication, extended writing, summarizing, presentation, decision making, investigative, teamwork, leadership and empathy (through studying varying attitudes and opinions from around the world).

Content and structure of the A level

The A level course provides the opportunity to engage in new topics that are in line with university geography and tackle the big issues of the 21st century. There is also fieldwork that is assessed as an independent investigation.

At A level, students study a combination of physical and human geography and carry out an independent investigation based on 4 days of fieldwork.

1: Physical geography

- Water and Carbon Cycles
- Coastal Systems and Landscapes
- Hazards

Written Paper: Two hours thirty minutes
Weighting: 40% of total A level marks

2: Human geography

- Global Systems and Global Governance
- Changing Places
- Population and the Environment

Written Paper: Two hours thirty minutes
Weighting: 40% of total A level marks

3. Non-examination assessment (NEA)

- Independent investigation based on fieldwork (3000-4000 words)

Weighting: 20% of total A level marks

Links to other subjects

Geography complements many other subjects. Physical geography has strong links with biology and chemistry. Human geography has strong links with other humanities subjects, particularly business studies, economics, psychology and history. The geographical skills required are linked to maths, statistics and ICT.

Career possibilities

Geographers have one of the **highest rates of employability** and promotion compared to other subjects. Geographers make excellent managers due to their skill set. Some popular career options include: environmental management, urban and transport planning, finance and banking, accountancy, legal professions, local government, teaching, the armed forces, surveying, the police, marketing and sales, GIS specialist, writer/researcher, geologist, volcanologist, civil aviation, business and commerce, climatologist, emergency management, national park ranger and careers relating to tourism and working abroad.

GERMAN

German A level (7662)

Head of department — Mr S Woolnough

German is spoken as a first language by more people in the European Union than any other language and it is also widely spoken as a second language. It remains a major business language in Europe. In addition, German culture is rich and fascinating and the courses in the sixth form provide the opportunity not only to learn about Germany today, which is a very interesting place, but also to study its literature or history.

The A level exam consists of three papers. The first has listening and reading comprehension tests and translations from German to English and from English to German. The second paper is on film and literature, with students writing essays on either two books, or one book and one film. The third paper is a speaking test, with a conversation on a topic from the course, and a conversation on a topic the student has researched.

The A level is a two year course, with the three exams at the end of the upper sixth.

The courses are taught with modern, relevant materials that give students the ability to understand the real German spoken in modern Germany, to learn the skill of writing in German at a high level on a range of topics of real interest, and to study a film and a book in German.

HISTORY

OCR
Oxford Cambridge and RSA

History A level (H505)

Head of department

Mrs R Webber

Who should study A level History?

History should be studied by anyone who is interested in how people interact and what happens as a result of their interactions. It allows you to look at events from a political, social and cultural perspective and to analyse why things happen.

Skills gained

History gives students the opportunity to study a balanced curriculum, including studies of British, South African and American history, and modern and early modern time periods. They will learn how to make informed, evidence-based judgments and to evaluate historical sources. There are many transferable skills and historians go on to study a wide range of subjects at university. Students will learn how to analyse sources, weigh up evidence, evaluate interpretations and develop strong written and verbal arguments. Research, independence, analysis, communication, time management, ICT, working with others, problem solving, planning and organisation, drive and determination are all skills history students should develop.

Content and structure of the A level

In the lower sixth, students will study both British and South African history. Students will study apartheid and reconciliation in South Africa and the causes of the English Civil War, allowing them to study and compare both British and non-British history. In the upper sixth, students will develop their knowledge of American history with the emphasis on change over time focusing on civil rights for four different groups of people in America. Students will also independently research, explain and analyse different perspectives on a studied topic. Students are able to select from a range of topics to complete their independent study. Students will have the opportunity to develop their analytical skills at using sources to form their written responses.

Students who take the full History A level will take all 4 units.

Unit 1: British period study and enquiry

- The Early Stuarts and the Origins of the Civil War 1603 to 1660
- Enquiry is a source based study
- Gives students the chance to demonstrate their extended writing skills and source skills

Written Paper: 1 hour 30 minutes
Weighting: 25% of A level

Unit 2: Non-British period study

- Apartheid and Reconciliation: South African politics 1948-1999
- Period study question to demonstrate knowledge of the topic

Written Paper: 1 hour
Weighting: 15% of A level

Unit 3: Thematic study and historical interpretations

- Civil Rights in the USA 1865-1992: African Americans, Native Americans, Trade Unions and Women
- Students will develop the ability to treat the whole period thematically and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues

Written Paper: 2 hours 30 minutes
Weighting: 40% of A level

Unit 4: Non-examination assessment (NEA)/Coursework personal study

- Independently researched essay, 3000-4000 words in length
- Must include evidence of using primary and secondary sources and must reach a substantiated judgment

Non-examination assessment: 3000-4000 word essay
Weighting: 20% of A level

Links to other subjects

Students of history often have an interest in studying subjects such as English, government and politics, sociology, classical civilisation, psychology and philosophy. Many students opt to study history alongside a study of science and mathematics to complement their other subjects.

Career possibilities

Skills gained in the study of history are broadly transferable as the ability to make an argument supported by evidence is one that is relevant in many areas of life. Careers that are directly relevant include teaching, heritage conservation, journalism and politics; however, most employers will recognise the transferable skills from studying history, therefore opening a wide range of career options. History graduates are frequently found in traditional professions such as accountancy and law, as well as more modern professions such as ICT.

MATHEMATICS

Pearson

Mathematics A level (9MA0)

Head of department

Mrs L Honnor

Who should study A level Mathematics?

Do you enjoy solving problems? Do you get a feeling of satisfaction from following an intricate argument or proof? Do you want to maximise the range of career and employment opportunities available to you when you graduate? If you do, maths should be high on your list of subjects to consider studying in the sixth form. Furthermore, if you intend to study physics, social sciences, engineering or indeed any numerate discipline at A level or beyond, you should certainly be planning to take Maths A level.

Skills gained

The ability to analyse and formulate problems, in precise mathematical form, presented in a variety of contexts and to apply a wide range of problem-solving techniques using notions of algebra, trigonometry, graphs, differential and integral calculus. These techniques are fundamental thinking skills which are transferable to all other subjects and have a wide range of applications in all professions.

Content and structure of the A level

The A level will comprise two pure maths papers and one applied paper covering both mechanics and statistics. Calculators are allowed to be used on all three papers.

In pure maths, you will learn about a wide range of mathematical techniques in algebra, trigonometry and calculus. This will include the analysis of sequences and series, the principles of coordinate geometry and simple numerical methods. A number of particular functions are studied in depth including the trigonometric functions and the exponential and logarithmic functions.

In statistics, you will learn about the basic statistical measures of mean, median, variance and standard deviation, the most common statistical distributions, probability and the techniques of hypothesis testing. You will learn how to make informed and valid decisions in a variety of practical situations. Statistics is particularly useful for students of biology, geography, sociology, psychology and economics.

Mechanics is the application of pure mathematical techniques to physical situations. It involves the study of forces and moments, motion under gravity and the physical laws governing friction, projectiles and linked systems. The mechanics content of the course is extremely useful for those studying A level physics.

FURTHER MATHEMATICS

Pearson

Further Mathematics A level (9FM0)

Head of department

Mrs L Honnor

Who should study A level Further Mathematics?

If you are enthusiastic, enterprising and able, you may relish the challenge of further mathematics. This is a full A level which goes beyond A level single maths and will allow you to study a wider range of analytical techniques, thus considerably extending the range of your problem-solving skills.

You are also advised to study Further Mathematics A level if you are interested in Oxbridge, studying Engineering at Imperial College, or studying Physics at university.

Skills gained

A much deeper understanding of fundamental mathematical principles together with the ability to analyse complex problems and identify precise techniques of solution; in particular applications of complex algebra, vectors, matrices, integral calculus, differential equations, three dimensional geometry and unfamiliar non-linear functions. In applied maths, you will tackle much more realistic and challenging problems in statistics and/or mechanics and/or decision maths.

Content and structure of the A level

The A level will comprise of four 1.5 hour exams. There are two compulsory pure papers and two optional papers from a choice of further mechanics, statistics and decision maths.

MEDIA STUDIES

OCR Oxford Cambridge and RSA

Media Studies A level (H409)

Teacher in charge — Mrs B Johansson

Why take A level Media Studies?

- OCR's A level in Media Studies is designed to widen the intellectual horizons of the learner through the analysis of both global and historical media. This specification will foster the development of critical and reflective thinking to encourage engagement in the critical debates surrounding contemporary media.

Skills gained

Media Studies A level allows students to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- demonstrate a critical approach to media issues
- demonstrate appreciation and critical understanding of the media and its role both historically and currently in society, culture, politics and the economy
- develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences
- demonstrate knowledge and understanding of the global nature of the media
- apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantial judgements and draw conclusions about media issues
- engage in critical debate about academic theories used in media studies
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- demonstrate sophisticated practical skills by providing opportunities for creative media production.

Content and structure of the A level

Media messages (01), 70 marks, 2 hour written paper (35% of total A level)

Section A: News and Online Media

This section consists of two linked in-depth studies that focus on contemporary news in the UK, requiring learners to explore how and why newspapers and their online counterparts are evolving as media products and the relationship between both online and offline news. Learners must select from a list set by OCR.

Section B: Media Language and Representation

Learners will explore media language and representation, through media products set by OCR in the following media forms:

- magazines
- advertising and marketing
- music videos

Evolving media (02), 70 marks, 2 hour written paper (35% of total A level)

Section A: Media Industries and Audiences
Learners will explore media industries and audiences, through media products set by OCR for:

- radio
- video games
- film*

*Film to be studied in relation to media industry only.

Section B: Long Form Television Drama
Learners will engage in one in-depth study of television as an evolving, global media form. Learners must study one complete episode of a contemporary English language long form TV drama and one complete episode of a non-English language long form TV drama to inform their study. Learners must select from lists set by OCR.

Making media (03/04), 60 marks (NEA) (30% of total A level)

Learners will create a cross-media product in response to an OCR set brief.

Links to other subjects

Students of Media often have an interest in studying subjects such as English, History, sociology, photography and psychology.

Career possibilities

Media studies will equip you with the communication and technology skills needed to succeed in the modern workplace, whether in the media industry or not. Whether you choose to pursue a career in film and television, fight for your own fame, or take your skills into business – you will be well equipped for what the modern workplace is looking for.

MUSIC

Music A level (A660)

Head of department

Miss K Wardil

Who should study A level Music?

Students who have a passion for music and want to extend their skills further will benefit from such a study.

Skills gained

This specification extends the GCSE skills of performing, composing and appraising in ways which emphasise their interdependence. All learners will study the development of the symphony, engaging with landmark orchestral repertoire, which is important in developing knowledge and understanding of musical elements and language in context. Learners will use the musical language of this period to compose one piece of music to a brief. Learners will also choose one area of study from Pop and Rock, Musical Theatre and Jazz and one further area of study exploring the musical language and styles from either the early twentieth century or the late twentieth and early twenty-first centuries.

Content and structure of the A level

- There are three A level units representing the three major activities involved in this qualification: appraising music, performance and composition.
- Performing will consist of a 10 – 12 minute recital of at least 3 pieces. At least one must be as a soloist. One piece must reflect the musical characteristics of **one** area of study. At least one other piece must reflect the characteristics of **one other, different** area of study. This component is externally assessed by a **visiting examiner.**
- Composing is assessed by a submission to the awarding body of a portfolio of two compositions lasting together between 4 and 6 minutes accompanied by a log for each, outlining the process of development and refinement. One composition must reflect the musical language, techniques and conventions associated with the Western Classical Tradition in response to a brief set by the exam board, the other is a free brief set by the candidate.

What units are available?

- Appraising: 40% of A level
- Performing: 35% of A level (Live recital no shorter than 10 minutes)
- Composing: 25% of A level (2 compositions, brief 1 by Eduwas, brief 2 candidates' free choice, combined time of between 4 and 6 minutes)

How will this qualification be assessed?

Appraising: externally marked by Eduqas examiners.

Performing: NEA (non-examination assessment) externally marked by a visiting Eduqas examiner

Composing: NEA (non-examination assessment) externally marked by Eduqas examiners.

All units will be available for assessment in the June exam sessions.

PHYSICAL EDUCATION

OCR
Oxford Cambridge and RSA

Physical Education A level (H555)

Teacher in charge

Mrs R Rixon

Who should study A level PE?

A level Physical Education is the ideal subject for any individual who has a passion for sport or fitness and wants to understand the requirements for developing or creating elite performers. The course is a significant increase on the subject content studied in GCSE building on a science, psychological and socio-cultural base.

Students embarking on this course **must** already have a sport they are passionate about and play or coach regularly to a competitive level.

They must also be keen to immerse themselves in this subject and to develop their technical understanding and vocabulary which will open the door to a huge range of careers within a multi-national, multi-disciplinary sports industry. A level Physical Education provides a unique foundation of learning across a diverse curriculum. Students studying this course are required to develop an almost unparalleled range of transferable skills which are in high demand both for university applications and industry beyond.

Content and structure of the A level

A level modules:

CONTENT OVERVIEW	ASSESSMENT OVERVIEW	
• Applied Anatomy and Physiology • Exercise Physiology • Biomechanics	**Physiological factors affecting performance** 90 marks 2 hour written paper	**30%** of total A level
• Skill Acquisition • Sports Psychology	**Psychological factors affecting performance** 60 marks 1 hour written paper	**20%** of total A level
• Sport and Society • Contemporary issues in physical activity and sport	**Socio-cultural issues in physical activity and sport** 60 marks 1 hour written paper	**20%** of total A level

• Core and advanced skills in performing or coaching one activity.	**Practical performances** 30 marks, weighted up to 45 marks	**15%** of total A level
• Draws upon the knowledge, understanding to analyse and evaluate a peer's performance in one activity.	**Evaluating and analysing performance for improvement** 30 marks, weighted up to 45 marks	**15%** of total A level

Links to other subjects

Biology, physics, psychology, sociology, history, business.

Career possibilities

A level PE develops a range of transferable skills that can prepare you for obvious roles such as PE teaching, personal training or sports coaching. However, it also gives the ideal basic knowledge for careers in medicine, physiotherapy and psychology. More diverse opportunities are regularly pursued in sports marketing and the marketing industry in general, such as organisation and development of major events like the Olympic Games and world championships with the relevant governing bodies.

PHYSICS

Physics A level (A420QS)

Head of department — Miss A Jackson

Who should study A level Physics?

Students who have an inquiring mind concerning the world around us, who are logical thinkers and who have good skills in mathematics will enjoy studying physics. It is essential that A level Mathematics is studied alongside physics.

Skills gained

Students will gain key skills in analysis, problem solving and numeracy alongside skills such as teamwork and communication which are vital to the modern workplace. Physics is a practical subject so scientific laboratory skills are also developed throughout the duration of the course.

Content and structure of the A level

Students follow the Eduqas Physics A level course. There are three components plus a practical endorsement which is a non-examination assessment (NEA) carried out internally throughout the duration of the two years of study.

Component 1	31.25%	Basic physics, kinematics, dynamics, energy concepts, circular motion, vibrations, kinetic theory, thermal physics
Component 2	31.25%	Conduction of electricity, resistance, D.C. circuits, capacitance, solids under stress, electrostatic and gravitational fields of force, using radiation to investigate stars, orbits and the wider universe
Component 3	37.5%	The nature of waves, wave properties, refraction of light, photons, lasers, nuclear decay, particles and nuclear structure, nuclear energy, magnetic fields, electromagnetic induction, optional topic (medical physics)

Links to other subjects

The most important link from physics to another subject is to mathematics. However, chemistry also shares a lot of close ties with the material studied in the course.

Career possibilities

Physicists can be found predicting climate, designing computer games, working in structural engineering, medicine, the energy industry, space, environment, transport, music and television, education, law and finance to name just a few careers.

POLITICS

Pearson

Politics A level (9PL0)

Head of department — Mrs R Webber

Who should study A level Politics?

Politics is a dynamic and contemporary subject which has new topics of interest to review on a daily basis. Students need to have an interest in how the UK government system works and how global organisations have an impact on the UK. Alongside this, students will also be required to study political ideologies as a basis for political thinking.

There are no subject prerequisites apart from a grade 6 in English. However, it is an academic, essay based subject which is marked heavily on how well it is written and cases argued so good use of English and essay structure are essential. It requires analytical skills and an ability to develop a carefully constructed argument based on evidence which is very broad in content. An interest in current affairs and related material is absolutely essential.

Skills gained

Studying politics in an objective way creates a balanced approach to major issues such as competing political ideologies, policies and parties and social conditions and issues. It introduces the complexity behind the scenes of government and explains the roles, traditions and processes of government as well as the interaction with other governments globally and, of course, with Europe. In this sense it is both practical and an essential tool in terms of understanding and taking part in the political life of the UK. Students develop inquiring minds, good debating skills and the ability to formulate balanced and reasoned arguments.

Content and structure of the A level

Paper 1 (2 hours)
Students study UK politics

- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media

Core political ideas

- Liberalism
- Conservatism
- Socialism

Paper 2 (2 hours)
UK government

- The constitution
- Parliament
- Prime Minister and executive
- Relations between the branches

Non-core political ideas

- Anarchism

Paper 3 (2 hours)
Global politics

- The state and globalisation
- Global governance: political and economic
- Global governance: human rights and environmental
- Power and developments
- Regionalism and the European Union
- Comparative theories

Links with other subjects

Politics has strong links with history throughout. Economics content means that there is a connection with economics throughout but particularly within the ideology sections and aspects of global politics. Those who study both subjects find it a great advantage. Ideologies also link in with philosophy and thinkers studied during that course. There is also a strong link with sociology with both subjects discussing similar thinkers.

Career possibilities

There are many opportunities to study politics in various forms at university, either as a subject in its own right or combined with other areas of study such as international relations. While students may not achieve the role of Prime Minister, politics is a springboard to many careers, not least of which is political action itself, but also to social research, journalism, the civil service, charity and pressure group work as well as education, the law and police work.

PSYCHOLOGY

AQA Realising potential

Psychology A level (7182)

Head of department — Miss S Afsar

Who should study A level Psychology?

Psychology is a dynamic and exciting subject for those who are fascinated by the inner workings of the human mind. As the world becomes a faster, competitive, and digitised place, we find it harder to devote time to ourselves and our wider relationships and this has led to the emergence of a range of symptoms and undesirable behaviours such as sleep loss, anxiety, depression and much more. However, the subject is more than the study of dysfunctional behaviours. A knowledge of psychology will help students to understand diverse human experiences and personality types which can promote understanding, empathy, and tolerance. The subject also has wide ranging real world practical applications and offers many potential career paths. It is no surprise that psychology features in the top 5 A level subject choices and is the fastest growing course at degree level. To be successful, students need to achieve **at least a grade 6 in GCSE Biology** because of the strong science base and the need for an understanding of the nature of scientific method. It is recommended that students **should achieve a grade 6 in Mathematics** because at least 10% of the overall course will assess maths skills. Finally, essay writing skills are very important, especially at A level where longer essay style answers are required. It is desirable to have achieved **at least a grade 6 in GCSE English Language.** Psychology is a versatile subject which will develop a wide range of critical thinking and analytical skills.

Skills gained

Students will have a considerable understanding of the wide spectrum of study involved in psychology and this will enable them to have a rounded and grounded view of the world and people's involvement in it. They will learn to analyse and evaluate scientific material and theories carefully, perceptively, and critically. They will learn to write within a time frame and word count and to use psychological terminology and scientific and theoretical language. Students will also be expected to work with previously unseen material and answer questions on it based on their knowledge of the scientific method and a synoptic overview of the whole taught subject.

Content and structure of the A level

Paper 1 Introductory Topics in Psychology

1. **Social influence** – Why do people conform and obey? How does social change occur?
2. **Memory** – What are the models of memory? How reliable is eyewitness testimony?
3. **Attachment** – To what extent do attachment relationships with parents dictate future attachment relationships?
4. **Psychopathology** - What are the symptoms of phobias, depression and OCD?

Exam: 2 hours

Paper 2 Psychology in Context

5. **Approaches** - What are the competing perspectives in Psychology? How has the subject developed over time?
6. **Biopsychology** – Are certain behaviours localised to specific regions of the brain?
7. **Research Methods** - How do psychologists conduct research in the real world and what are the ethical and economic implications of their work?

Exam: 2 hours

Paper 3 Issues and Options in Psychology

8. **Issues and Debates** - Is research culturally biased or focused predominantly on men? To what extent do theories in Psychology suggest that humans have no free will?
9. **Cognition and Development** – How do we develop our thinking skills and ability to empathise with others?
10. **Schizophrenia** - What are the issues of classification and diagnosis of this disorder and what are the best explanations for the causes and treatments of schizophrenia?
11. **Forensic psychology** – How does the FBI Top-down offender profiling approach compare against the British bottom up approach? What are psychological explanations of crime? What are the ways of dealing with offending behaviour?

Exam: 2 hours

Links to other subjects

Psychology has very close links with Biology because of the synoptic biological explanations provided for a range of behaviours, as well as the need to follow scientific conventions when designing research and finally writing up lab reports. An understanding of Maths is crucial during the analysis of data collected from research e.g., statistical tests, measures of dispersion and central tendency and illustrating data in graphs. There is a substantial extended writing element, and it is expected that students will have strong English language and comprehension skills to structure and write 16-mark essay answers. From time to time, students will also notice an overlap in content with A Level Sociology and Level 3 Criminology.

Career possibilities

For those intending to go down the chartered psychologist route, be advised that degrees taken should be those accredited by the British Psychological Society (BPS). There are many career paths open post degree such as forensic, sports, educational and occupational psychology. Degrees themselves can be pure psychology or applied subjects such as those listed. There are many career opportunities in teaching, therapy, counselling, the law, police work, psychometric testing and of course there are research opportunities. Contact the BPS for details.

Please note that the popularity of the subject has raised the A level requirement for university entry at all universities throughout the UK.

www.aqa.org.uk
www.bps.org.uk

RELIGIOUS STUDIES (PHILOSOPHY)

AQA Realising potential

Religious Studies A level (7062)

Head of department — Mrs E Robinson

Who should study theology and philosophy A level?

This is an academic A level, ideal for students who like to think deeply about issues and are keen to develop an enquiring and critical mind.

Skills gained from this study

Theology and philosophy offers students the opportunity to gain a thorough understanding of diverse philosophical and ethical viewpoints. Skills highly valued by employers, such as critical thinking and the ability to evaluate, are developed through a range of thought-provoking topics and contemporary themes. Students will also gain an enhanced ability to articulate arguments and debate effectively, as well as developing excellent written communication.

Content and structure of the A level

Students will study two components throughout the A level course. Students will be assessed in two exams which are taken at the end of the upper sixth year.

The first component is philosophy of religion and ethics. This includes arguments for and against God's existence, the relevance of religious experiences and miracles, a study of popular ethical theories such as utilitarianism and natural law, and ethical issues surrounding human and animal life. The second component comprises a study of Christianity and the dialogue between religion, philosophy and ethics. Topics covered include expressions of religious identity, the impact of science, secularism, gender and sexuality on Christianity, and religious pluralism. Students will use knowledge gained throughout the course to investigate the dialogues between religion, philosophy and ethical studies. Both exams are in the form of essays.

Exams:
Component 1 = One exam - 3 hours
Component 2 = One exam - 3 hours

Links to other subjects

Theology and philosophy complements a wide range of subjects. Many students opt to study the subject alongside other essay-based subjects, such as English literature, history and psychology. Additionally, students studying the sciences find it provides an interesting and up-to-date perspective on current ethical issues such as fertility treatment and abortion, euthanasia and animal testing.

What will studying theology and philosophy lead to?

This qualification is respected at all universities because it develops critical thinking. It is especially useful for courses such as philosophy, theology, law, medicine, science, computing, politics, English and history. Due to the broad range of skills it offers, it will be helpful in any career that requires thinking, speaking and writing.

SOCIOLOGY

AQA Realising potential

Sociology A level (7192)

Teacher in Charge

Ms D Simpson

Who should study A level Sociology?

Sociology provides an exciting opportunity to gain a deeper understanding of the world around you and reflect on social issues that are often relevant to your own social experiences. It will open up the possibility for fascinating discussions, for example, 'Is marriage irrelevant in modern society?', 'should private schools be abolished because they perpetuate inequality?', 'why do people join religious sects and cults?' and 'is white collar crime more serious than street crime?'. It has been said that people who want to avoid shocking discoveries should stay away from sociology because the multi-perspective approach will stimulate a critical understanding of life. Students of sociology will find themselves questioning why it is that society has developed with poverty, ignorance, crime and injustice. There are no subject prerequisites apart from a **grade 6 in English GCSE** due to the essay writing requirements of the examinations.

Skills gained

Studying Sociology will help develop your essay skills, allowing you to discuss different views on social issues in a critical and evaluative way. Being able to draw on a range of perspectives, evidence and contemporary issues is excellent preparation for university and employment. Sociology provides a strong understanding of social and political issues, past and present. You will also engage frequently in discussion work and debate, and this will boost your confidence in public speaking by developing opinions and new ideas on societal issues.

Content and structure of the A level

Paper 1 - Education with Theory and Methods

Introduces students to key sociological perspectives and ways of researching society. Both of these elements will be applied directly to education. Students will consider the role and function of the education system, including its relationship to the economy and to class structure. Using theoretical perspectives, students will explain differential achievement based on gender, ethnicity and social class. They will then apply their knowledge of research methods to the study of education, for example, what might be the best method to research labelling in the classroom?

Exam: 2 hours

Paper 2 - Topics in Sociology

Students will be learning about themes of socialisation, culture and identity, social differentiation and power through the topics of **Families and Households** and **Beliefs.** In the Families topic, students will critically evaluate the relationship of the family to the social structure and social change. They will analyse changing patterns in marriage, divorce, cohabitation, gender roles and power relationships as well as how the nature of childhood has changed over time. In the Beliefs topic, students will analyse the role of religion within society; is it a conservative force or a catalyst for change? How has globalization affected societal beliefs and is it fair to say that secularization is happening when there has been a growth in fundamentalism in recent years.

Exam: 2 hours

Paper 3 - Crime and Deviance with Theory and Methods

Students will analyse the social distribution of crime and deviance by ethnicity, social class, age and gender. They will also reflect on recent patterns and trends in crime, applying sociological theories to explain these. Contemporary issues in crime will be considered, including the media portrayals of crime stories and the emergence of green crimes, human rights, and state crimes. In addition to this, students will receive a grounding in theoretical perspectives in sociology and use their knowledge of theory and methods in an applied way to study crime related contexts.

Exam: 2 hours

Links with other subjects

Sociology has strong links with a range of humanities subjects, such as geography, politics, history and psychology, as they are all interested in people and the impact outside factors have on lives.

Career possibilities

A level Sociology is very good preparation for university, where strong essay writing skills are very important. Universities recognise that A level Sociology provides students with a very good foundation in social, political and policy knowledge. Sociology is regarded as a demanding and rigorous A level which combines well with any other combination of subjects. Sociology students go on to a wide range of jobs in policing, marketing and research, teaching, medicine, politics, and the civil service as well as taking jobs in the service sector. Graduates of sociology have higher levels of employment than many other subjects.

SPANISH

AQA Realising potential	Spanish A level (7692)
Head of department	Mr S Woolnough

In recent years there has been a real boom in interest in learning Spanish and it is easy to understand why. Spanish is one of the world's major languages, alongside English and Chinese, and is spoken as a first or second language by a huge number of people across the world. There is a real demand in many areas of commerce for Spanish speakers. In schools, there has been an enormous increase in the number of people studying Spanish at all levels, including at A level, and it looks set to become a more and more popular subject in future years.

The A level exam consists of three papers. The first has listening and reading comprehension tests and two translations (one from Spanish into English and the other one from English into Spanish). The second paper is on literature, with students writing essays on either two books, or one book and one film. The third paper is a speaking test, with a conversation on a topic from the course, and a conversation on a topic the student has researched.

The A level is a two year course, with the three exams at the end of the upper sixth.

The courses are taught with modern, relevant materials that give students the ability to understand the real Spanish spoken in modern Spain and Latin America, to learn the skill of writing in Spanish at a high level on a range of topics of real interest and to study Spanish or Latin American literature in Spanish.