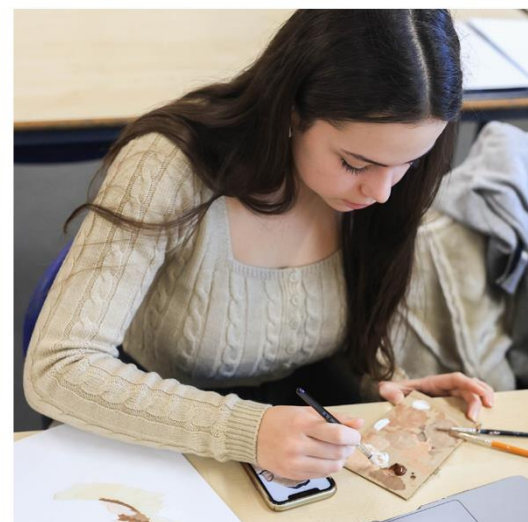
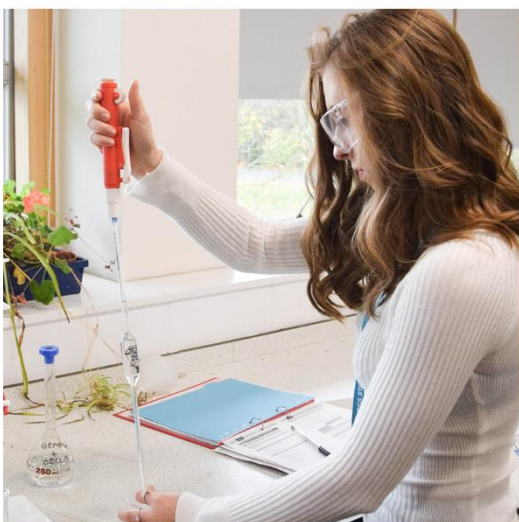


Caroline  
Chisholm  
School



Ambition Confidence Success  
Everyone Every Lesson Every Opportunity

Sixth Form Course Guide  
2022 - 2023



# Contents

Introduction.....	3
Pathways.....	4
Biology (A Level).....	5
Business Studies (A Level).....	7
Business Diploma (Level 3).....	9
Chemistry (A Level).....	11
Computer Science (A Level).....	13
Core Mathematics - Mathematical Studies (Supplementary Course).....	16
Drama and Theatre Studies (A Level).....	17
Economics (A Level).....	19
English Literature (A Level).....	21
Extended Project Qualification (Supplementary Course).....	23
Film Studies (A Level).....	24
Fine Art (A Level).....	26
French (A Level).....	29
Geography (A Level).....	31
German (A Level).....	33
Government and Politics (A Level).....	35
Health and Social Care Diploma (Level 3).....	37
History (A Level).....	39
Law (A Level).....	41
Mathematics (A Level).....	43
Further Mathematics (A Level).....	45
Music (A Level).....	46
Physical Education (A Level).....	49
Philosophy (A Level).....	51
Photography (A Level).....	53
Physics (A Level).....	56
Product Design (A Level).....	58
Psychology (A Level).....	60
Sociology (A Level).....	62
Spanish (A Level).....	64





## Introduction

We expect our sixth form students to be **high performing role models**, effective independent learners, and enthusiastic members of our school community.

We encourage students to develop a genuine interest and be fully engaged in their chosen subjects.

We provide the freedom for students to express themselves as young adults and facilitate this with the level of advice and guidance they were accustomed before joining us.

We will support students to bridge the gap between school and university or employment, by developing independent study skills within a supportive and caring school environment.

Our sixth form aims to enable students to obtain **fantastic academic qualifications** so they can access the best universities and careers in the world, while making sure they are **happy and confident** to make the most of these next steps.

Academic excellence delivered through exceptional teaching and learning are central to our sixth form.

We recognise the need to enable our students to move into the world beyond school with **ambition, confidence and determination**, so they have a wide range of opportunities open to them and are **successful** in making the most of them.

## Pathways

### Pathway 1 Criteria

Students may choose to study **3 A Levels** from our complete range of subjects, although there may be a small number of students who will opt to study 4 A Levels. We require students to have achieved all the following requirements:

A minimum **GCSE grade 5** (or equivalent) in at least **five** subjects.

A minimum of **grade 5** in one of their English subjects and a minimum of **grade 4** in the other

A minimum of **grade 4 in Mathematics**

### Pathway 2 Criteria

Students may choose to study a **Diploma** (equivalent to two A Levels) in either Business Diploma or Health and Social Care and choose **one other A Level** from a range. We require that students have achieved all the following requirements:

A minimum **GCSE grade 4** (or equivalent) in at least **5** subjects.

A minimum of **grade 4 in both English Literature and Language**

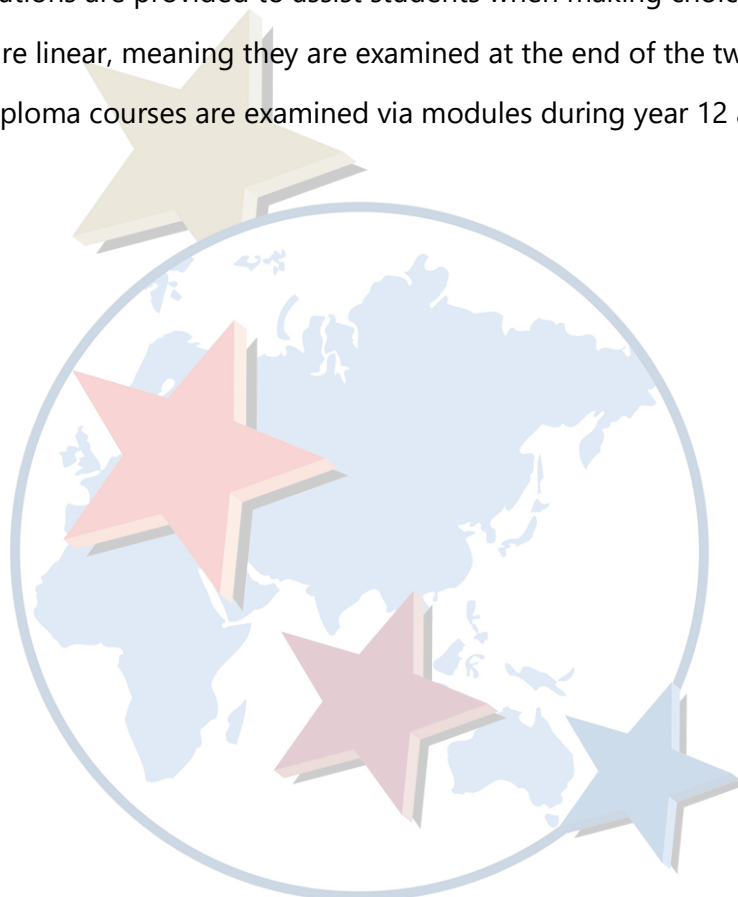
A minimum of **grade 4 in Mathematics**

### Please note:

Subject recommendations are provided to assist students when making choices.

All A Level courses are linear, meaning they are examined at the end of the two-year course.

Some Level 3 and diploma courses are examined via modules during year 12 and year 13.



# Biology (A Level)

**Exam Board:** Edexcel/Salters-Nuffield Option

**QAN Code:** 601/5299/0

<b>Subject Recommendations:</b>	
GCSE Mathematics	Grade 6
GCSE Triple Science	Grade 6 in Biology,
GCSE Combined Science	Grade 6-6 with strong Biology scores.

## Course Content and Methods of Assessment:

<b>A2</b> <b>QAN Code: 601/5299/0</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	The Natural Environment and Species Survival	Written examination 2 hrs	33.33% of total A Level qualification
<b>Unit 2</b>	Energy, Exercise and Co-ordination	Written examination 2 hrs	33.33% of total A Level qualification
<b>Unit 3</b>	General and Practical Applications of Biology	Written examination 2 hrs	33.33% of total A Level qualification

### Year 12 units studied:

Lifestyle, Transport, Genes and Health

Topic 1 – Lifestyle, Health and Risk

Topic 2 – Genes and Health

Development, Plants and the Environment

Topic 3 – The Voice of the Genome

Topic 4 – Biodiversity and Natural Resources

### Year 13 units studied:

The Natural Environment and Species Survival

Topic 5 – On the Wild Side

Topic 2 – Genes and Health

Topic 6 – Immunity, Infection and Forensics

Energy, Exercise and Co-ordination

Topic 7 – Run for your Life and Natural Resources

Topic 8 – Grey Matter

## **A Level exams**

### Unit 1: The Natural Environment and Species Survival

This paper will examine the following topics:

- Topic 1: Lifestyle, Health and Risk
- Topic 2: Genes and Health
- Topic 3: Voice of the Genome
- Topic 4: Biodiversity and Natural Resources
- Topic 5: On the Wild Side
- Topic 6: Immunity, Infection and Forensics.

### Unit 2: Energy, Exercise and Co-ordination

This paper will examine the following topics:

- Topic 1: Lifestyle, Health and Risk
- Topic 2: Genes and Health
- Topic 3: Voice of the Genome
- Topic 4: Biodiversity and Natural Resources
- Topic 7: Run for your Life
- Topic 8: Grey Matter.

### Unit 3: General and Practical applications in Biology

This paper will include questions from topics 1-8.

- A scientific article will be pre-released on the exam board website 8 weeks before the examination.

### **Skills Developed on Course:**

Contribution to group discussions, making presentations, synthesizing information, extended writing, search for information, multiple calculations, interpreting and presenting results, working together collaboratively and problem solving.

### **Learning Styles and Enrichment Opportunities:**

These will include practical work and note taking using ready-made ICT based presentations, researching, and presenting topics to each other, discussions of Biology in the news, debates, group work and field studies. Hopefully, a trip to Woburn Safari Park will be carried out in year 12 as part of Topic 4, evaluating the role of zoos in animal conservation.

### **Higher Education and Employment Opportunities:**

Progression on to a range of higher education courses including degrees (medicine and veterinary or life sciences such as Botany and Zoology) and Higher Nationals (e.g., applied science and sports science). Direct entry into employment especially into science related work. Progression on to Level 4 vocational qualifications such as NVQ's in Laboratory and Associated Technical Activities.

# Business Studies (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4336/8

<b>Subject Recommendations:</b>	
GCSE English Language & Literature	Grade 5 in Language or Literature
GCSE Mathematics	Grade 5

## **Course Content and Methods of Assessment:**

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Business 1	Written exam (2 hrs)	33.3%
<b>Unit 2</b>	Business 2	Written exam (2 hrs)	33.3%
<b>Unit 3</b>	Business 3 (Case study)	Written exam (2 hrs)	33.3%

### **Year 12:**

Students will learn what a business is, alongside how managers and leadership can influence decision making. We will look at making decisions to improve marketing performance, operational performance, financial performance, and human resource performance. Year 12 exams will be conducted internally to monitor progress.

### **Year 13:**

Students will then go on to explore how to analyse the strategic position of a business, choose strategic direction, and learn how to pursue strategies and manage strategic change.

### **Skills Developed on Course:**

The course is essentially trying to encourage and teach students to research and analyse information to make the correct business decision. Thus, there is a heavy dependence on case study and 'real' business material.

### **Learning Styles and Enrichment Opportunities:**

The course tries to embrace a range of learning styles, such as whole class discussion, group, and individual work. We endeavour to make the course 'real' by visiting businesses and inviting business people into school.

**Higher Education and Employment Opportunities:**

The problem-solving nature of the course would certainly assist candidates who wish to go on to higher education, but the course would be equally suitable for candidates seeking work in the business sector, or even those wishing to start a business of their own.

A Level Business Studies is considered to be an effective foundation to further theoretical study or an excellent broad introduction to anyone seeking a managerial career.

**As this course overlaps with A Level Economics, students should not study both subjects without discussion with a member of the Sixth Form team.**





# Business Diploma (Level 3)

Cambridge Technical Diploma (Level 3/Double Award-2 A Level Equivalent)

Exam Board: OCR

QAN Code: 601/7701/9

<b>Subject Recommendations:</b>	
GCSE English	Minimum of grade 4 Language and Literature
GCSE Maths	4

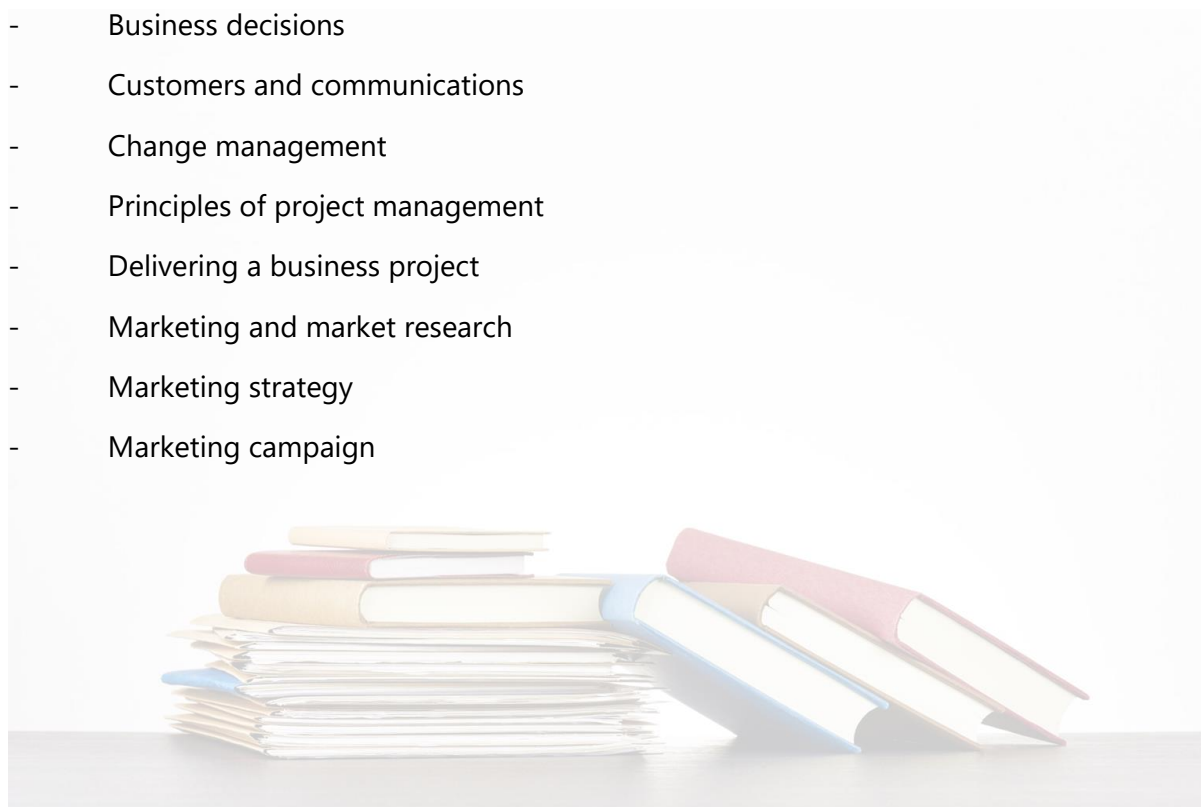
## Course Content and Methods of Assessment:

<b>Assessment:</b>		
10 Units across the course, focussed on the marketing route. Unit 1, 2, 3 and 15 are assessed and marked externally, grading on a Near-pass, Pass, Merit and Distinction basis. Other units are internally assessed through the project work completed in school		

## Course Content:

Units:

- The business environment
- Working in business
- Business decisions
- Customers and communications
- Change management
- Principles of project management
- Delivering a business project
- Marketing and market research
- Marketing strategy
- Marketing campaign



**Skills Developed on Course:**

Business, marketing, communication, teamwork, planning, organisation, research

**Learning Styles and Enrichment Opportunities:**

A range of learning styles including whole class discussion, group, and paired work, as well as research projects developing independent learning.

**Higher Education and Employment Opportunities:**

Progression could be onto Accounting, Business and Marketing, Business and Accounting degree programme. It will also allow students to choose a non-related degree programme or employment in business.



# Chemistry (A Level)

Exam Board: Edexcel

QAN Code: 641/5647/8, 641/5646/6

<b>Subject Recommendations:</b>	
GCSE Mathematics	Grade 6
GCSE Triple Science Chemistry or GCSE Combined Science	Grade 6 in Chemistry Grades 6-6 with a strong score in the Chemistry papers

Students who choose Chemistry may find it beneficial to also study Mathematics at A Level. Students in doubt about their capabilities to follow this course should talk to the Subject Leader for Chemistry.

## Course Content and Methods of Assessment:

<b>A Level</b>			
<b>Unit 1</b>	Advanced Inorganic and Physical Chemistry	Written examination 1 hr and 45 mins	30% of total A Level qualification
<b>Unit 2</b>	Advanced Organic and Physical Chemistry	Written examination 1 hr and 45 mins	30% of total A Level qualification
<b>Unit 3</b>	General and Practical Principles of Chemistry	Written examination 2 hr and 30 mins	40% of total A Level qualification

## Year 12

You will explore atoms and reactions, electrons, bonding and structure and the Periodic Table. You will also learn about the basic concepts of organic chemistry including hydrocarbons, alcohols, halogenoalkanes, and analysis. Energy and energy resources will also be considered.

Content is split into Organic Chemistry and Inorganic Chemistry teaching modules. Physical Chemistry is covered in both modules.

Internal assessments and examinations cover both theory and practical aspects of the course.

### **Year 13**

You will develop your understanding of organic chemistry through the study of rings, acids, and amines. You will explore polymers, chemical synthesis, and chemical analysis. You will also learn more about reaction rates, equilibrium, and pH, as well as energy changes in chemical reactions. You will explore the transition elements in depth.

Content is split into Organic Chemistry and Inorganic Chemistry teaching modules. Physical Chemistry is covered in both modules.

Examinations cover both theory and practical aspects of the course. In addition, students will have completed practical work over the two-year course and will be able to gain accreditation of their practical skills as well as their grade for the course. Passing this aspect of the course is a requirement for studying most practical science courses at university.

### **Skills Developed on Course:**

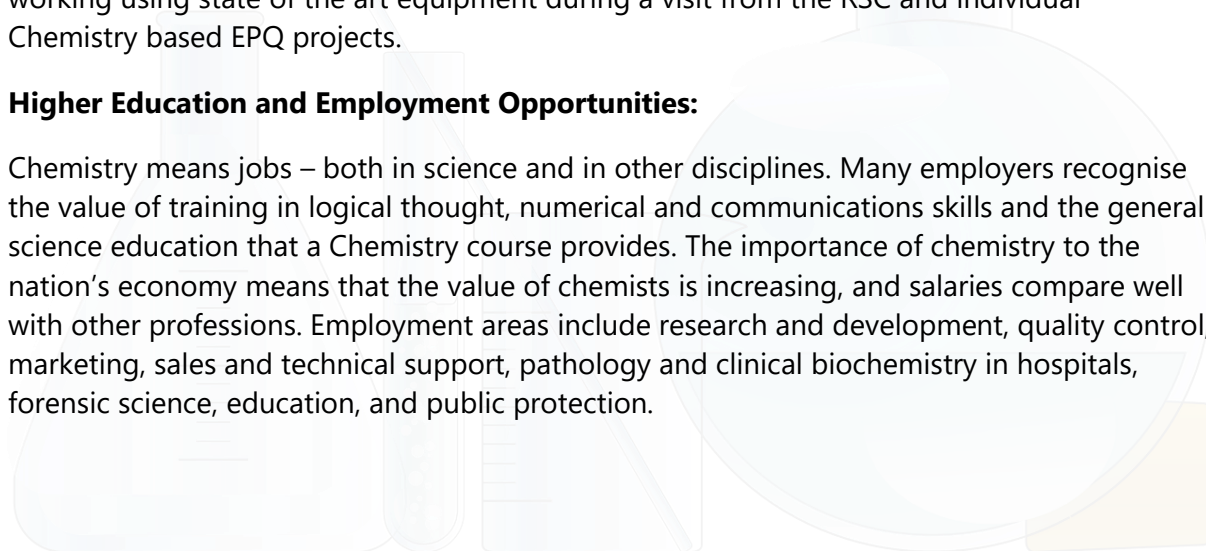
Numerical and communication skills, rigorous logical argument that can be supported with evidence, powers of analysis, data handling and problem solving. You will be required to develop a range of practical skills throughout the course in preparation for the written examinations and practical assessment criteria. You will develop skills in presenting complex scientific information to other students.

### **Learning Styles and Enrichment Opportunities:**

You will be doing practical work as well as reading, listening, and participating in class discussions, so it is essential that you enjoy working on practical laboratory tasks. You will need to present your ideas and solutions clearly both verbally and in written form. Expect to spend a significant proportion of the course engaged in independent problem solving using mathematical and logical skills. Many students develop their knowledge and understanding by reading widely around the topics studied and we will assist in finding relevant material for all students. Enrichment opportunities are offered to Chemistry students, for example working using state of the art equipment during a visit from the RSC and individual Chemistry based EPQ projects.

### **Higher Education and Employment Opportunities:**

Chemistry means jobs – both in science and in other disciplines. Many employers recognise the value of training in logical thought, numerical and communications skills and the general science education that a Chemistry course provides. The importance of chemistry to the nation's economy means that the value of chemists is increasing, and salaries compare well with other professions. Employment areas include research and development, quality control, marketing, sales and technical support, pathology and clinical biochemistry in hospitals, forensic science, education, and public protection.





# Computer Science (A Level)

**Exam Board:** OCR

**QAN Code:** 601/4911/5

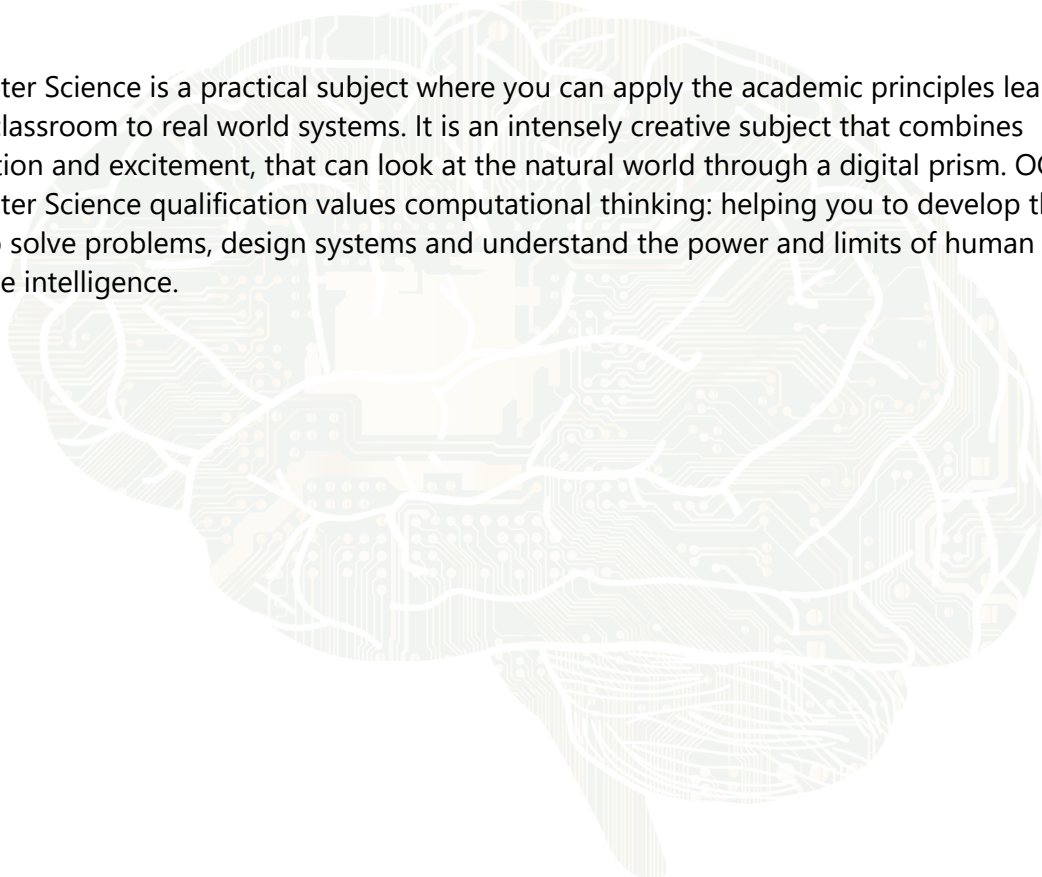
<b>Subject Recommendations:</b>	
GCSE Computing	<p>Minimum of grade 6 or pre-course assessment if not studied.</p> <p>Students who have not studied Computer Science previously will need to complete a pre-course assessment booklet prior to commencing the course.</p>

## Course Content and Methods of Assessment:

<b>Qualification Content</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	<p><b>Computing Principles</b></p> <p>This unit will cover the characteristics of contemporary systems architecture.</p> <ul style="list-style-type: none"> <li>• Characteristics of contemporary processors</li> <li>• Software and software development</li> <li>• Programming</li> <li>• Exchanging data</li> <li>• Data types, structures, and algorithms</li> <li>• Legal and ethical issues</li> </ul>	Exam 2 hr 30 minutes, 140 marks	<p>40% of</p> <p>A Level qualification</p>
<b>Unit 2</b>	<p><b>Algorithms. Programming and Problem Solving</b></p> <p>This unit covers the principles of computational thinking:</p> <ul style="list-style-type: none"> <li>• Problem solving and programming</li> <li>• Algorithms</li> </ul>	Exam 2 hr 30 minutes, 140 marks	<p>40% of</p> <p>A Level qualification</p>

	<ul style="list-style-type: none"> <li>• This paper contains a scenario-based section with several questions exploring a single theme</li> <li>• Thinking ahead</li> <li>• Thinking procedurally</li> <li>• Thinking logically</li> <li>• Thinking concurrently</li> <li>• Problem solving and programming</li> <li>• Programming techniques</li> <li>• Computational methods</li> </ul>		
<b>Unit 3</b>	<p><b>Programming Project:</b></p> <p>You will design, develop, and evaluate a project. The project must be a coded solution using one from the following preferred languages.</p> <p>Python (with a suitable graphical interface), C family of languages (for example C# C++ etc.), Java, Visual Basic, PHP or Delphi.</p>	70 marks	20% of A Level qualification

Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines innovation and excitement, that can look at the natural world through a digital prism. OCR's Computer Science qualification values computational thinking: helping you to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.



## **A Level**

The aims of this qualification are to enable you to develop an understanding of, and the ability to apply, the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms, and data representation. You will develop your ability to analyse problems in computational terms through practical experience of solving such problems including writing programs.

The key features of this specification encourage skills and knowledge of problem-solving using computers, on computer programming and algorithms and emphasis on the mathematical skills used to express computational laws and processes, e.g., Boolean algebra/logic and algorithm comparison.

### **Skills Developed on Course:**

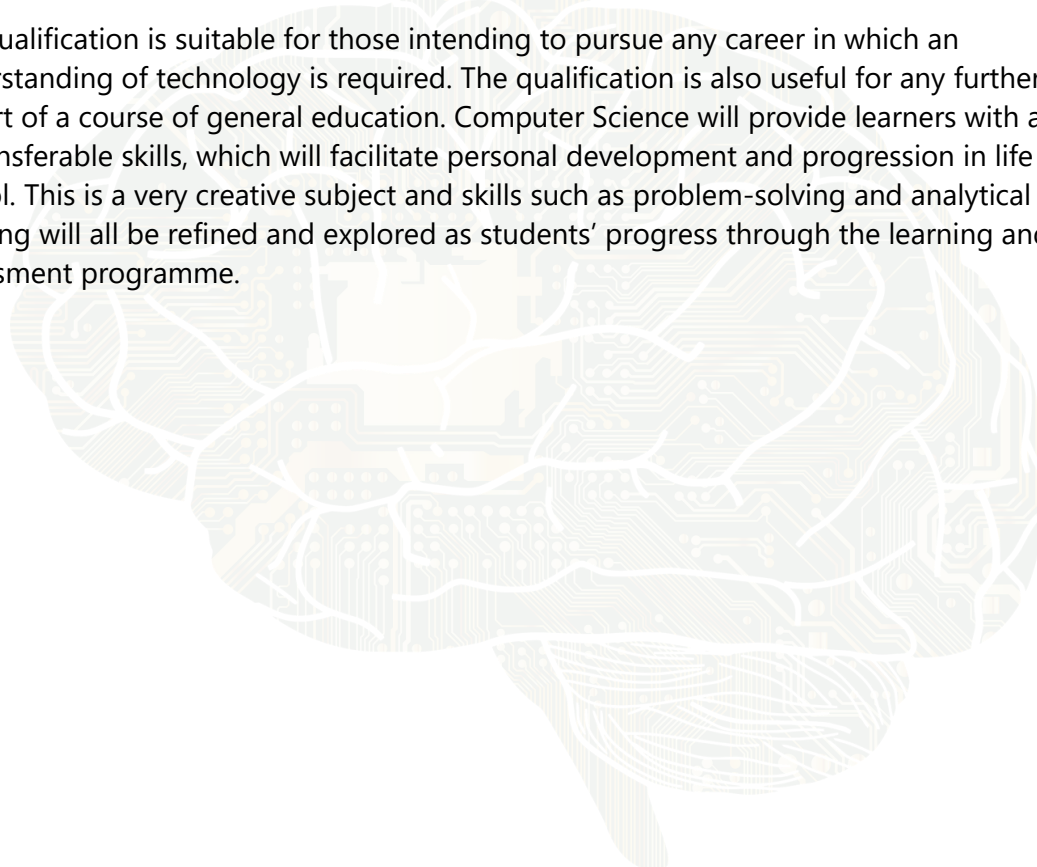
- You will develop the capacity for thinking creatively, innovatively, analytically, logically, and critically.
- The capacity to see relationships between different aspects of Computer Science and mathematical skills.
- The ability to work independently to analyse and break down problems and then use your skills and knowledge to solve them.

### **Learning Styles and Enrichment Opportunities:**

Teaching will comprise of a range of whole class discussion, research opportunities, and problem-solving using programming languages.

### **Higher Education and Employment Opportunities:**

The qualification is suitable for those intending to pursue any career in which an understanding of technology is required. The qualification is also useful for any further study as part of a course of general education. Computer Science will provide learners with a range of transferable skills, which will facilitate personal development and progression in life after school. This is a very creative subject and skills such as problem-solving and analytical thinking will all be refined and explored as students' progress through the learning and assessment programme.



# Core Mathematics - Mathematical Studies (Supplementary Course)

**1 year course**

**(Level 3 certificate – equal to AS level)**

**Exam board – AQA**

**QAN Code – 601/4945/0**

<b>Subject Recommendations:</b>
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GCSE Mathematics – Grade 4
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## **Course Content and Methods of Assessment:**

**AS Paper 1**      Analysis of data  
                         Maths for personal finance  
                         Estimation

Written exam – 50% - 60 marks

### **Paper 2**

**2 options studies; students decide which exam they sit.**

#### **Paper 2A – Statistical Techniques**

Critical analysis of given data and models  
The Normal distribution  
Probability and estimation  
Correlation and regression

Written exam – 50% - 60 marks

#### **Paper 2B – Critical Path and Risk Analysis**

Critical analysis of given data and models  
Critical path and risk analysis  
Expectation  
Cost benefit analysis

Written exam – 50% - 60 marks

Studying Core Maths helps students develop their quantitative and problem-solving skills. This gives them the confidence in understanding the mathematical content in other courses they are taking such as Geography, Biology, Economics, Psychology to name but a few. It helps them become better informed citizens, able to make sense of the information they will be presented with in employment, further study or later life.

### **Skills Developed on Course:**

Core Maths focuses on applying maths to real-life problems and has been developed with support from employers and higher education institutions. The course is designed to:

- . Consolidate and build mathematical understanding.
- . foster the ability to think mathematically and apply maths in unfamiliar situations.
- . support student's learning in other subjects requiring quantitative skills



prepare students for the real-life mathematical demands of further study and employment.

### Who is Core Maths for?

Core Maths is suitable for anyone with a grade 4 – 9 at GCSE Maths.

It is particularly valuable for any student who want to study A levels such as Biology, Geography, Psychology and Business studies that require a high level of mathematical competency.

Or:

It maybe that you really enjoy Maths but haven't got the required grade for A level or that A level Maths is just one A level too many but you would still like to study some Maths.

### Higher Education

Many universities including the University of Bath – make reduced offers for Core Maths students.

## Drama and Theatre Studies (A Level)

**Exam Board:** Eduqas

**QAN Codes:** 601/8554/5

<b>Subject Recommendations:</b>	
GCSE Drama	Grade 6 Students who have not studied Drama at GCSE Level should be able to demonstrate youth theatre experience.

### Course Content and Methods of Assessment:

<b>A Level</b>	<b>Assessment</b>	<b>Weight</b>
Component 1 –  Theatre Workshop	Internally assessed – externally moderated  <ul style="list-style-type: none"> <li>• Create a piece of theatre based on an extract of a text studied in class.</li> <li>• Incorporate the methods of a recognised theatre practitioner or theatre company</li> <li>• Work in groups of between 2 and 5.</li> <li>• Can act or design</li> <li>• Creative log to justify decisions made during the process.</li> </ul>	60 Marks  20% of qualification

<p>Component 2 –</p> <p>Text in Action</p>	<p>Externally assessed - Visiting examiner.</p> <ul style="list-style-type: none"> <li>• Two performances – one devised (must incorporate the methods of a recognised theatre practitioner or theatre company) and one section of a text studied in class.</li> <li>• Groups of between 2 and 4 people</li> <li>• Can act or design</li> <li>• One process and evaluation report on both performances (1300 – 1600 words)</li> </ul>	<p>120 Marks</p> <p>40% of qualification</p>
<p>Component 3 –</p> <p>Text in Performance</p>	<p>Written exam – 2 ½ hours</p> <ul style="list-style-type: none"> <li>• Study three texts. Answer over three sections</li> <li>• One Pre 1956 'Hedda Gabler' by Ibsen</li> <li>• One Post 1956 – 'Saved' by Edward Bond</li> <li>• 'Curious Incident of the Dog in the Night time'</li> </ul>	<p>120 Marks</p> <p>40% of qualification</p>

### **Skills Developed on Course:**

You will learn to research, analyse, devise, perform, interpret, direct, and gain the confidence to be an independent learner and an ability to justify ideas and choices fully.

### **Learning Styles and Enrichment Opportunities:**

Teaching will comprise of a range of whole class discussion, the practical exploration of play texts and practitioners, video input, small group debate, extensive research opportunities and the possibility of visiting practitioner, alongside performance opportunities and theatre visits.

### **Higher Education and Employment Opportunities:**

The skills acquired will enable you to apply for any Drama and Theatre Studies university or drama school-based course. It will also give you the communication skills and the confidence to enrol on any course where there is interaction with members of the public e.g., law, teaching and public services.

# Economics (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4371/X

<b>Subject Recommendations:</b>	
GCSE English & Literature	Grade 6 in Language or Literature
GCSE Mathematics	Grade 5

## **Course Content and Methods of Assessment:**

### **Year 12**

Students will learn about economic methodology and the economic problem. They will study price determination in a competitive market alongside production, costs, and revenue. We will look at competitive and concentrated markets, as well as the market mechanism, market failure and government intervention. Finally, we will consider macro-economic performance and how the macro economy works, including the macro-economic variables of the Balance of Payments, Inflation, Growth (GDP) and Employment. Year 12 exams are conducted internally to assess progress.

### **Year 13**

Students will go on to explore perfect competition, imperfectly competitive markets, and monopoly, as well as the labour market. We will explore the distribution of income, wealth, and inequality, as well as financial markets, monetary policy, and fiscal policy. Finally, students will consider the international economy.

### **Skills Developed on Course:**

You will learn to research and analyse information to make the correct economic, financial, or business decision.

### **Learning Styles and Enrichment Opportunities:**

Teaching will comprise a range of whole class discussion, video input, small group debate and extensive research opportunities. Strong independent learning skills are essential for success on this course.

Students who also study Geography will benefit from the strong links between these two subjects, particularly at A Level.

**Higher Education and Employment Opportunities:**

Economics is recognized by Higher and Further Education providers and valued by employers. Related careers include accountancy, banking, and a wide range of financial sector opportunities. If you wish to study Economics at degree level, you may find that many universities require you to have studied Mathematics to A Level. You should check this using the UCAS website or the prospectus of the University of your Choice.

**As this course overlaps with A Level Business, students should not study both subjects without discussion with a member of the Sixth Form team.**





# English Literature (A Level)

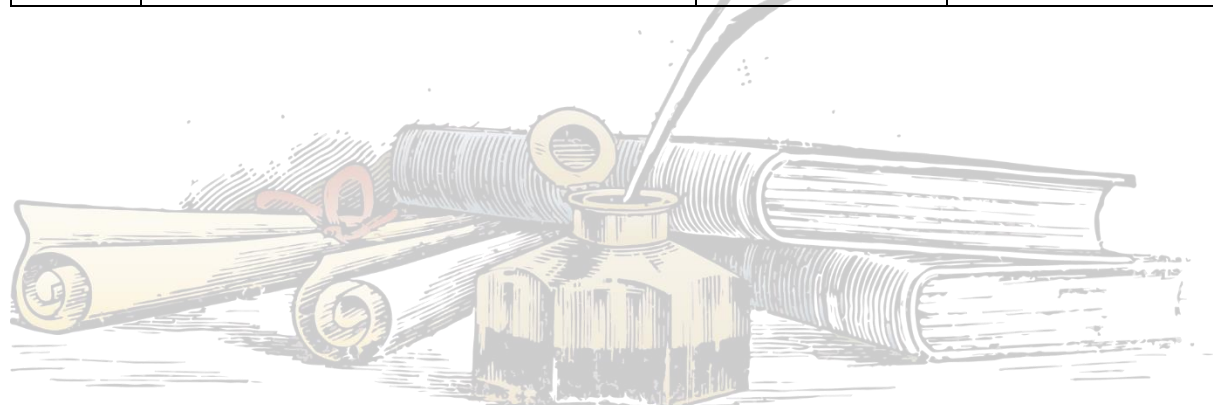
Exam Board: Pearson Edexcel

QAN Code: A Level: 601/5046/4

<b>Subject Recommendations:</b>	
GCSE English Language & Literature	Grade 6 in Language and Literature

## Course Content and Methods of Assessment:

<b>A Level assessment:</b>			
<b>Unit 1</b>	Drama (including Shakespeare)	Written exam	30%
<b>Unit 2</b>	Prose	Written exam	20%
<b>Unit 3</b>	Poetry	Written exam	30%
<b>Unit 4</b>	Coursework	Internal assessment	20%



**A Level content:**

Students are introduced to a range of Literature including poetry, prose, and drama. Students read eight texts from different periods, three of which must be pre-1900. They develop skills of analysis and comparison while also studying the social and historical factors affecting the production and reception of texts. The course requires students to analyse whole texts to understand the construction and impact of texts on a variety of levels. The internal assessment gives a greater degree of freedom to do independent reading and explore individual ideas. There will also be a theoretical focus and students will begin to tackle some basic elements of literary theory, particularly in the study of a Shakespeare play.

**Skills Developed on Course:**

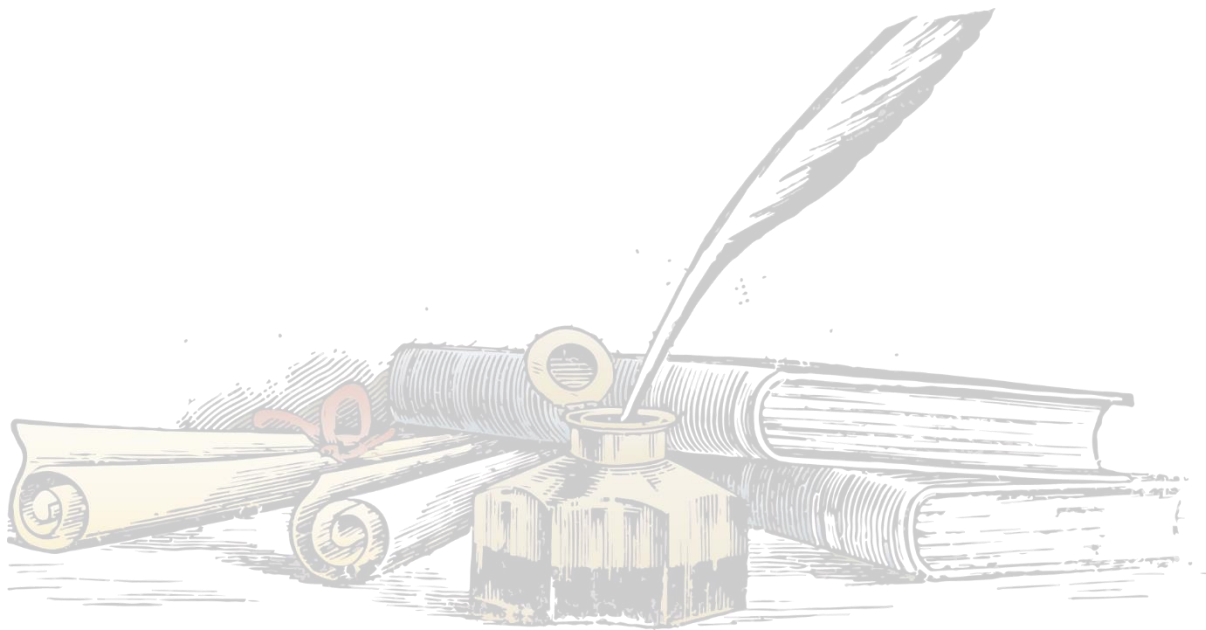
Students will acquire and develop skills of research, independent study, analysis, and theoretical understanding. They will also become more confident in the expression of views and personal opinions.

**Learning Styles and Enrichment Opportunities:**

Lessons will include group discussions, individual reading and analysis, independent research, and debate.

**Higher Education and Employment Opportunities:**

English Literature is highly regarded by higher education establishments and employers alike. The skills developed in this subject are extremely versatile and can be applied to a wide range of careers, from teaching and lecturing to law and journalism.



# Extended Project Qualification (Supplementary Course)

**Exam Board: AQA – AS Level**

Subject Recommendations	
GCSE English Language & Literature	Grade 6 in English Language & Literature

## Course Content and Methods of Assessment

The EPQ allows students to lead their own projects. Students get to plan and carry out research on a topic that they have chosen and isn't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

By taking responsibility for the choice, design and decision making of an individual project (or an individual role in a group project) students:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply technologies confidently
- demonstrate creativity, initiative and enterprise.

Undertaking an EPQ can also deliver other benefits for students, such as:

- improved A Level performance for students taking EPQ
- increasing student motivation by allowing them to study topics of personal interest
- enabling students to apply their new skills to other areas of study.

Typically, students write a 5,000 word extended essay on a subject of their choice, that is not already covered by their existing A levels.

There are other routes to completing an EPQ including the creation of artefact, for example, a dress, a painting, a sculpture, a computer game or app, or a short story. Other ways in which students can complete an EPQ include directing a play, choreographing a dance or running a sports club within the school

In addition to the writing of the essay or the creation of the artefact students must document all of the steps taken to write, plan and execute their EPQ to show how they have developed a range of academic skills. Students must also complete a presentation to their peers that summarises their project and the skills they have developed. There are, therefore, three key elements to the EPQ; 1) the essay or artefact, 2) the production log (which details all of the steps taken to create the essay or artefact) and 3) the presentation.

- The EPQ is worth half an A level (28 UCAS points).
- It is recognised by universities and employers.
- Many universities make lower A level offers to students undertaking an EPQ.

Students are supported by a supervisor who will guide them through the process of the EPQ and will receive a taught element at the start of the course outlining key research skills including bibliographic and referencing skills, presentation skills and evaluation skills.

# Film Studies (A Level)

Exam Board: WJEC Eduqas Film Studies

QAN Code: 603/1147/2

<b>Subject Recommendations:</b>	
GCSE English Language & Literature	Grade 6 in Language and Literature

## Course Content and Methods of Assessment:

<b>A Level assessment:</b>			
<b>Component 1</b>	Varieties of film and filmmaking	Written exam	35%
<b>Component 2</b>	Global filmmaking perspectives	Written exam	35%
<b>Component 3</b>	Production (NEA)	Internal assessment	30%

### A Level content:

When studying A Level Film, you will cover these topic areas: Hollywood 1930-1990, American Independent Film, British film, European Film, Film Production, Global Film, Documentary, Silent Film, Experimental Film, and Short Film.

You will study the key elements of film form including cinematography, mise en scène, editing, sound and performance. You will also study the contexts of your chosen films and what was happening when the film was made. What can the film tell us about history and society at that time? You will study the films in terms of the representations they present or challenge. You will also engage in the study of Ideology, the Auteur and Critical Debates surrounding Film.

### Skills Developed on Course:

Studying Film enables you to see the world in a different light and develop a wide range of transferable skills for further education, work, and life:

Creative Thinking, Critical Thinking, Emotional Intelligence, Film Analysis, Textual Analysis, Communication, Research skills, Literacy, Technical competencies (i.e., film editing).

Students of Film Studies are the students of the future, gaining the skills needed to develop successful careers and great academic minds.

### Learning Styles and Enrichment Opportunities:

Lessons will include group discussions, individual reading and analysis, independent/group research, and debate. Writing skills will also be developed through the opportunities given

for writing analytically and creatively – especially in the creative production NEA unit which allows you to showcase the filmmaking or screenwriting skills you have developed during the course by either filming a short film (video) or writing a screenplay (with storyboard). For both options you also write an analytical evaluative analysis of your choices.

**Higher Education and Employment Opportunities:**

The study of film is highly regarded. Film Studies has been an academic discipline within universities for over 50 years and is regarded as an academic subject in its own right. Oxford and Cambridge are now offering Masters and PHD courses in Film Studies and Screen Arts. Russell Group universities accept Film Studies as an appropriate A Level qualification when prospective students apply to study a humanities or arts related discipline.

Film is one of the most relevant subjects today. Career paths for students of Film may, of course, include practical avenues such as Filmmaking, Directing, Producing and Editing but a qualification in Film Studies also allows you to move into more theoretical pathways such as Film Criticism, Journalism, Teaching and Education.

**Further information:**

[https://www.eduqas.co.uk/qualifications/film-studies-as-a-level/#tab\\_overview](https://www.eduqas.co.uk/qualifications/film-studies-as-a-level/#tab_overview)



# Fine Art (A Level)

Exam Board: AQA

QAN Code: 601/4456/7

<b>Subject Recommendations:</b>	
GCSE Art	Grade 5  Students who have not previously studied Art at GCSE, may be considered on submission of a portfolio of work.

## Course Content and Methods of Assessment:

<b>A Level</b>			
<b>Unit 1</b>	Personal Investigation Part 1: Practical Work  From personal starting points - supporting studies and personal practical outcomes	Coursework	60% of  A Level qualification
<b>Unit 2</b>	Personal Investigation Part 2: Personal Study  Continuous prose – 1000 words min.		
<b>Unit 3</b>	Externally Set Assignment  From broad based themes – preparatory studies and personal practical outcomes	Practical Exam  15hrs	40% of  A Level qualification

## A Level Fine Art

The A Level coursework unit incorporates two linked elements – Part 1: practical work and a written personal study. The investigation and development for both elements will be shown through supporting studies. Students will have opportunities to generate practical work, ideas, and research from primary, secondary, and contextual sources. They will experiment widely with media and techniques, develop, and refine their ideas and present their outcomes. The Externally Set Assignment represents the culmination of the A Level course, encouraging student independence and innovation in the development of ideas, intentions, and response(s).



### **Skills Developed on Course:**

- Appreciation of different approaches to recording images, such as observation, analysis, expression, and imagination.
- Awareness of intended audience or purpose for their chosen area(s) of fine art.
- Understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres.
- Appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling, and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen, lithography, and photography.
- Understanding of pictorial space, composition, rhythm, scale, and structure
- Appreciation of colour, line, tone, texture, shape, pattern, and form.

### **Learning Styles and Enrichment Opportunities:**

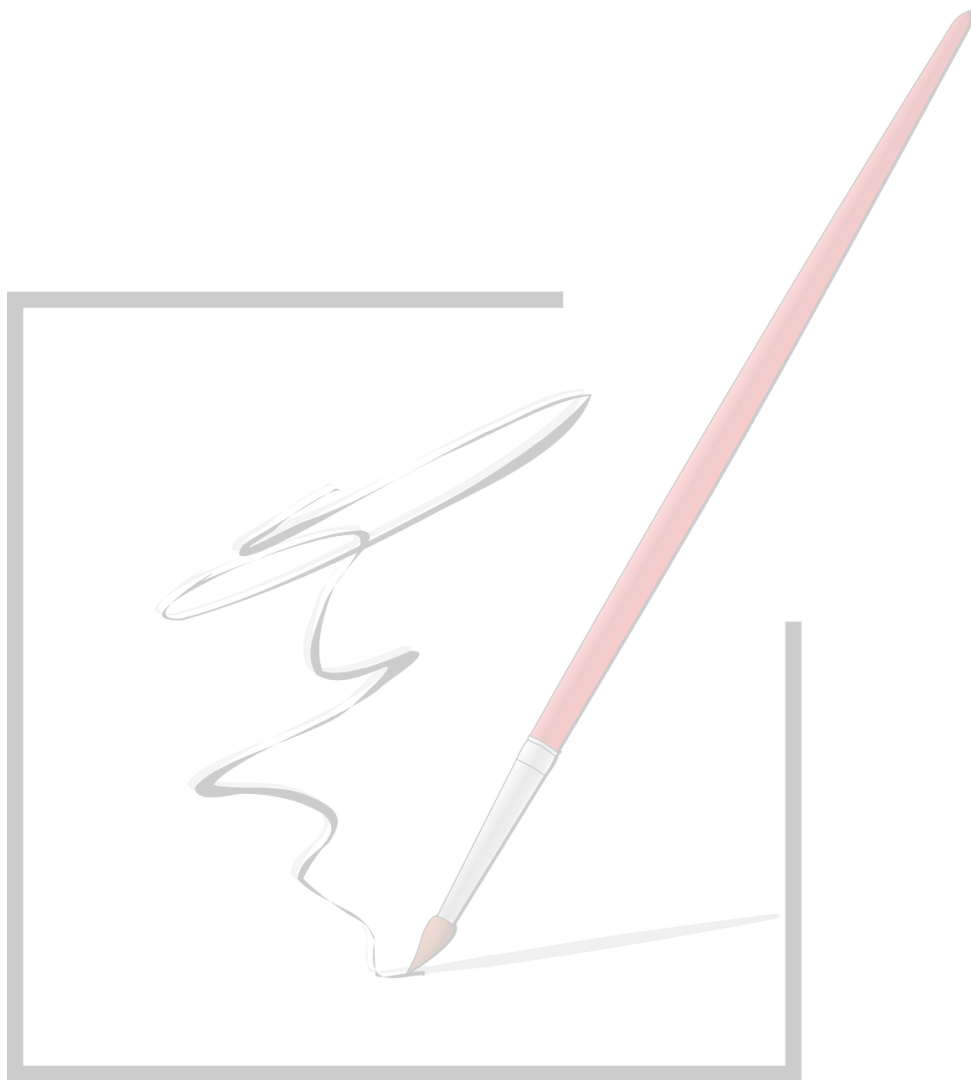
Individual and group work; practical work and art appreciation activities. Students are encouraged to explore widely and produce an extensive portfolio of coursework and sketchbooks which embrace a variety of materials, techniques, and approaches, inspired by broad based themes. The A Level course demands an individual, investigative approach and students must produce an illustrated written Personal Study which demonstrates their critical analysis skills.

Visits are arranged to national galleries in order to support the contextual element of the subject. We do also expect students to visit galleries independently in order to draw on a broad range of stimuli to inspire their own ideas and demonstrate commitment and a sense of personal inquiry in their work. Students will have the opportunity to participate in life drawing classes at CCS, attend a portraiture workshop with a highly respected London-based artist, work with professional artists, exhibit their work in the wider community, and may like to be involved in curating exhibitions in the CCS Gallery. Students will be invited to submit entries for the prestigious Northampton University A Level Art competition and the Royal Academy Youth Summer Show. Students are also encouraged to apply for the Royal Academy's one-year online programme of study, which all 15 to 19 year olds can apply for nationally but only 40 places are on offer, this is subject to successful interview. Students can become involved in a number of community-based art projects and help design and make the stage set for the school play. We have a planned residential visit to Cornwall which all students are invited to participate on. The first night is spent at the Eden Project, where students will stay in the YHA pods. Students will produce studies throughout the Eden Project and then have an exclusive night-time excursion through the rainforest dome. We will then spend the subsequent three nights in Penzance, staying at the YHA, which is a beautiful former Georgian house. Students will visit Tate St. Ives, the Barbara Hepworth Museum, St. Michael's Mount, and swim in the Jubilee Lido. On our last night we will watch a performance in the outdoor Minack Theatre. Students will also produce studies on the beaches and in the locality. The work will then be submitted along with their coursework portfolio of studies.

### **Higher Education and Employment Opportunities:**

Students may progress from A Level Fine Art to a one-year full time Foundation Course at college, which will enable them to gain access to a degree course in a more specialist area of Art, Craft and Design such as Fashion and Textiles, Illustration, Graphic Design, Fine Art, Silversmithing and Jewellery, Photography, Industrial Design and Theatre Design.

Alternatively, A Level Fine Art would support many other creative areas of employment or study at university, for example, Architecture, Interior Design, Art History, Film, Website Design, Advertising and Marketing.



## French (A Level)

Exam Board: AQA (7652)

QAN Code: 601/8727/X

<b>Subject Recommendations:</b>	
GCSE French	Grade 6

### Course Content and Methods of Assessment:

	Unit	Assessment	Weight
<b>Year 2 Exams</b>	<b>Unit 1</b>	Listening, Reading, and Writing (1)  Writing (2 hours 30 mins exam)  June	160 Marks  40% of A-Level total
	<b>Unit 2</b>	Writing  Writing (2 hours exam)  June	90 Marks  30% of A-Level total
	<b>Unit 3</b>	Speaking  Speaking (21-23 mins exam)  late April/early May	60 Marks  30% of A-Level total

### The course

The course consists of a number of complementary units in which the four language skills – listening, speaking, reading, and writing are developed simultaneously. The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in French. You will also learn much more about a wide range of aspects of the societies in which French is spoken.

Throughout the course, students will be given the opportunity to develop their ability and confidence to communicate in French.

Students will be given access to relevant published online resources and topic booklets provided by the department. At the end of each topic students will be assessed in all four skills, which will give regular feedback on progress.

The first year of the course consists of two main topics which are divided into 3 sub-topics and the study of either a film or a literary text. All topics are relevant to young people as well as building on students' previous knowledge from GCSE.

<b>Year 1</b>	Aspects of French-Speaking Society	<ul style="list-style-type: none"> <li>• The Changing Nature of the Family</li> <li>• Cyberspace</li> <li>• The Place of Voluntary Work</li> </ul>
	Artistic Culture	<ul style="list-style-type: none"> <li>• A Culture Proud of its Heritage</li> <li>• Contemporary Francophone Music</li> <li>• Cinema: the 7<sup>th</sup> Art Form</li> </ul>
	Literary Text or Film	One, film possibly <ul style="list-style-type: none"> <li>• La Haine</li> </ul>

Our approach is always to build on what you already know, gradually extending the range and depth of your knowledge and setting it more firmly in a French context.

The second year of the A Level course consists of the content from the first year and a further two main topics which are divided into 3 sub-topics & a literary text.

<b>Year 2</b>	Current Issues in the French Speaking Society	<ul style="list-style-type: none"> <li>• Positive Features of a Diverse Society</li> <li>• Life for the Marginalised</li> <li>• How Criminals are Treated</li> </ul>
	Aspects of Political Life in the French Speaking World	<ul style="list-style-type: none"> <li>• Teenagers, the Right to Vote &amp; Political Entitlement</li> <li>• Demonstrations, Strikes – Who Holds the Power?</li> <li>• Politics &amp; Immigration</li> </ul>
	Literary Text or Film	One, from the following & not already studied at AS  Texts <ul style="list-style-type: none"> <li>• Molière <i>Le Tartuffe</i></li> <li>• Voltaire <i>Candide</i></li> <li>• Maupassant <i>Boule de suif et autres contes de la guerre</i></li> <li>• Camus <i>L'étranger</i></li> <li>• Françoise Sagan <i>Bonjour tristesse</i></li> <li>• Claire Etcherelli <i>Elise ou la vraie vie</i></li> <li>• Joseph Joffo <i>Un sac de billes</i></li> <li>• Faïza Guène <i>Kiffe kiffe demain</i></li> <li>• Philippe Grimbert <i>Un secret</i></li> <li>• Delphine de Vigan <i>No et moi</i></li> <li>•</li> </ul>

### Higher Education and Employment Opportunities:

Students who can converse in a foreign language to A Level standard offer a skill which a small percentage of the population are able to offer. They can pursue languages at university, but an A Level in language is certainly an asset within industry, especially as links with international companies expand.

# Geography (A Level)

Exam Board: OCR

QAN Code: 60185764

<b>Subject Recommendations:</b>	
GCSE Geography	Grade 6  Where students have not previously studied Geography GCSE an equivalent grade in History will be considered

## Course Content and Methods of Assessment:

<b>A2</b>	<b>QAN 60185764</b>		
<b>Unit 1</b>	Physical Systems	Written exam	24% - 1 hour 30 minutes
<b>Unit 2</b>	Human Interactions	Written exam	24% - 1 hour 30 minutes
<b>Unit 3</b>	Geographical debates	Written exam	32% - 2 hour 30 minutes
<b>Unit 4</b>	Investigative Geography	Externally moderated	20%

## A Level Year 1

Students will study one unit from all three papers during the first year. Unit 1 'Landscape and Place' is split into two components. The first examines physical processes in Coastal, Arid or Glaciated landscapes. Unit 2 component focuses on Place, Inequality and Economic change. Unit 3 'Geographical debates' will look at one highly dynamic issue in much greater detail. The potential topics include Climate Change, Disease Dilemmas, or the Future of Food. In previous years we have focused on the Geographies of Disease and the issue of managing disease. There will also be an opportunity to attend residential and local fieldwork.

## **A Level Year 2**

The second year will continue with some of the themes covered in Units 1 and 2 but will also introduce new concepts relating to borders and conflicts, globalisation and global trade and natural hazards. During the second year the breadth and depth of all the topic areas will increase. Unit 1 'Physical systems' will focus on the Earth's Life Support Systems. Unit 2 'Human Interactions' is based around Global Connections and will cover the geographical variation in human rights and the impact of interdependence & trade in an increasingly globalised world. Unit 3 'Geographical debates' gives students the opportunity to investigate a second dynamic topic in greater detail. The potential topics include Hazardous Earth or Climate Change. The final component of the A Level includes the production of an independent geographical investigation and will involve learning a range of geographical skills, techniques, and statistical tests.

### **Skills Developed on Course:**

Students will demonstrate knowledge and understanding of several geographical themes woven throughout all the topics. They will also develop the ability to analyze and evaluate the relevance of geographical data and concepts as well as developing other transferrable skills such as debating, teamwork, geographical skills, planning and producing investigations, ICT and GIS skills, problem solving, statistical analysis, presenting data, essay skills, fieldwork.

### **Learning Styles and Enrichment Opportunities:**

Students will learn through a range of styles including presentations, whole class discussions, contextual reading, investigations, and fieldwork opportunities.

### **Higher Education and Employment Opportunities:**

Geographers are very employable people, and the subject is highly regarded by all universities. The wide range of skills that are used make Geographers valued employees. Related careers include earth sciences, the oil industry, geographical information systems, marketing, logistics, research, and teaching. Geography is complemented by A Levels such as Biology, History, Politics, and others.





# German (A Level)

Exam Board: AQA

QAN Code: 601/8729/3

<b>Subject Recommendations:</b>	
GCSE German	Grade 6

## Course Content and Methods of Assessment:

	Unit	Assessment	Weight
<b>Year 2 Exams</b>	<b>Unit 1</b> Listening, Reading, and Writing (1)	Writing (2 hours 30 mins exam) June	160 Marks 40% of A-Level total
	<b>Unit 2</b> Writing	Writing (2 hours exam) June	90 Marks 30% of A-Level total
	<b>Unit 3</b> Speaking	Speaking (21-23 mins exam) late April/early May	60 Marks 30% of A-Level total

## The course

The course consists of a number of complementary units in which the four language skills – listening, speaking, reading, and writing are developed simultaneously. The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in German. You will also learn much more about a wide range of aspects of the societies in which German is spoken.

Throughout the course, students will be given the opportunity to develop their ability and confidence to communicate in German.

Students will be given access to relevant published online resources and topic booklets provided by the department. At the end of each topic students will be assessed in all four skills, which will give regular feedback on progress.

The first year of the course consists of two main topics which are divided into three sub-topics and the study of either a film or a literary text. All topics are relevant to young people as well as building on students' previous knowledge from GCSE.

<b>Year 1</b>	Aspects of Hispanic Society	<ul style="list-style-type: none"> <li>• The changing state of the family</li> <li>• The digital world</li> <li>• Youth culture (fashion, music &amp; TV)</li> </ul>
	Artistic Culture	<ul style="list-style-type: none"> <li>• Festivals &amp; Traditions</li> <li>• Art &amp; architecture</li> <li>• Cultural life in Berlin, past &amp; present</li> </ul>
	Literary Text or Film	Possibly <ul style="list-style-type: none"> <li>• Crazy</li> </ul>

Our approach is always to build on what you already know, gradually extending the range and depth of your knowledge and setting it more firmly in a German context.

The second year of the A Level course consists of the content from year 1 and a further two main topics which are divided into 3 sub-topics & the study of a literary text.

<b>Year 2</b>	Multiculturalism in German-speaking Society	<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Racism</li> <li>• Integration</li> </ul>
	Aspects of Political Life in the Hispanic World	<ul style="list-style-type: none"> <li>• Germany &amp; the European Union</li> <li>• Politics &amp; the young</li> <li>• Re-unification &amp; the effects</li> </ul>
	Literary Text or Film	Possibly <ul style="list-style-type: none"> <li>• Text – Die Verlorene Ehre (Heinrich Böll)</li> <li>• Der Vorleser – Bernhard Schlink</li> </ul>

### **Higher Education and Employment Opportunities:**

Students who can converse in a foreign language to A Level standard offer a skill which a small percentage of the population are able to offer. They can pursue languages at university, but an A Level in language is certainly an asset within industry, especially as links with international companies expand.

# Government and Politics (A Level)

**Exam Board:** AQA

<b>Subject Recommendations:</b>	
GCSE English Language & Literature	Grade 6 in Literature or Language A keen interest in current affairs

Students should also have a keen interest in current affairs and bring some of their own knowledge and opinions to the subject.

## **Course Content and Methods of Assessment:**

<b>A Level Government and Politics</b>	<b>Assessment</b>	<b>Weight</b>
Unit 1 The Government and Politics of the UK	Written Exam	33.3%
Unit 2 The Government and Politics of the USA and Comparative Politics	Written Exam	33.3%
Paper 3 Political Ideas	Written Exam	33.3%

## **A Level Government and Politics:**

There are three units at A Level: The Government and Politics of the UK, The Government and Politics of the USA and Comparative Politics, and Political Ideas.

Unit one examines issues and questions around the British constitution, the role and effectiveness of Parliament, the growing importance of the Prime Minister and Cabinet, the role of the judiciary in UK politics, the impact of devolution in Scotland, Wales and Northern Ireland, different types of democracy, elections and referendums, political parties, the role of pressure groups in UK politics and the European Union.

Unit two examines the significance of the US constitution, Congress, the role of the President, the impact of the Supreme Court on US politics, elections, political parties, the growing importance of pressure groups in the US and civil rights. This unit also contains a comparative element in which students compare the UK and US political systems.

Unit three examines the role and importance of ideologues and examines, liberalism, conservatism, socialism, and one other ideology from nationalism, feminism, multiculturalism, anarchy and ecologism.

**Skills Developed on Course:**

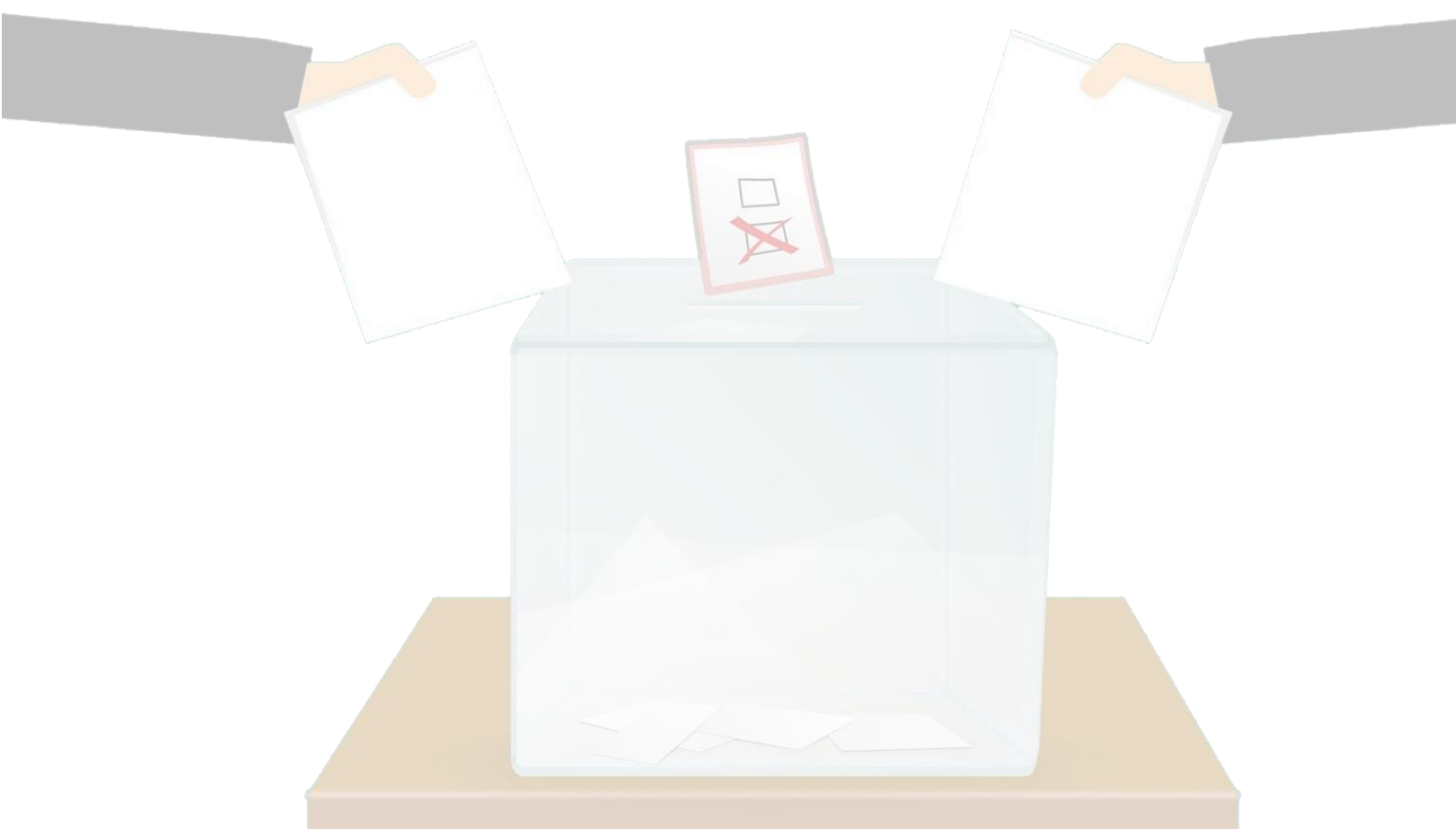
You will learn to research and analyse information to evaluate various political systems and concepts.

**Learning Styles and Enrichment Opportunities:**

Teaching will comprise a range of whole class discussion, video input, small group debate and extensive research opportunities.

**Higher Education and Employment Opportunities:**

Government and Politics is recognised by Higher and Further Education providers and valued by employers. Related careers include journalism, the civil service and local government.



# Health and Social Care Diploma (Level 3)

## Cambridge Technical Diploma (Level 3/Double Award-2 A Level Equivalent)

**Exam Board:** OCR Cambridge Technical

**QAN Code:** 601/7261/7

<b>Subject Recommendations:</b>	
Students should have:	An interest in Health and Social Care

### Course Content and Methods of Assessment:

Each unit is equivalent to 60 guided learning hours

<b>Diploma</b>	QAN 603/0684/1	Assessment
<b>Externally examined Units</b>	<ul style="list-style-type: none"><li>- <b>Equality, diversity, and rights (M)</b></li><li>- <b>Health, safety, and security (M)</b></li><li>- <b>Anatomy and Physiology (M)</b></li><li>- <b>Personalisation and a person-centred approach (M)</b></li><li>- <b>Safeguarding (M)</b></li></ul>	2 hour exam - 80 marks 2 hour exam – 80 marks 1.5 hour exam – 60 marks
<b>Internally assessed units</b>	<ul style="list-style-type: none"><li>- <b>Building positive relationships (M)</b></li><li>- <b>Infection control (M)</b></li><li>- <b>Promote positive behaviour (C)</b></li><li>- <b>The impact of long-term physiological conditions (C)</b></li><li>- <b>Creativity and activity for children and young people (O)</b></li><li>- <b>Supporting people with learning disabilities (O)</b></li><li>- <b>Promoting health and wellbeing (O)</b></li></ul>	Internally assessed units which are moderated by an external assessor  Achievement for all units is graded as Near-Pass, Pass, Merit or Distinction (external and internal). If a learner doesn't achieve the mark required for a 'Near-Pass' grade an unclassified result for will be given for that unit.

M = Mandatory units; C = Core; O = Optional units are subject to change.

The Level 3 Diploma in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their skills, knowledge and understanding in health, social care, and childcare.

### **Skills developed on the course:**

All units have been written to reflect current health and social care practice and will help learners to develop:

- broad knowledge and understanding of a range of long-term conditions, mental health needs and other disabilities and an appreciation of the impacts of living with these.
- ability to be proactive in helping to improve the lives of individuals who require care and support.
- transferrable skills necessary to support individuals who require care and support.
- knowledge and understanding of how strategies to promote healthy lifestyles and positive behaviour are applied in the workplace
- ability to learn in work-related contexts.
- transferable skills such as communication skills as well as research, planning and organisation.

### **Learning Styles and Enrichment Opportunities:**

The ability to discuss, debate and work as a team will be crucial, as will literary and research skills.

Students can resit an examined unit twice before they complete the qualification with the best unit result to calculate the certification result.

Students are supported with regular feedback given during the production of their internal assessments, by identifying areas for improvement, although we are now allowed to specify how to improve it.

### **Higher Education and Employment Opportunities:**

This qualification is not about teaching learners how to care for babies or the elderly and the ill; however, it will provide them with the skills, knowledge and understanding that will allow them to progress onto Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and childcare workplaces and learners will also learn how to be proactive in promoting healthy lifestyles and supporting individuals within the sector. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector. We have worked with universities and employers who have helped us include the transferable skills, knowledge and understanding that they are looking for in prospective applicants.

**Further information can be found at:** <https://ocr.org.uk/Images/260585-cambridge-technical-health-and-social-care-summary-brochure.pdf>



# History (A Level)

Exam Board: AQA

QAN Code: 601/4973/5

<b>Subject Recommendations:</b>	
GCSE History	Grade 6  Where students have not previously studied History GCSE an equivalent grade in Geography will be considered.

## Course Content and Methods of Assessment:

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Stuart Britain and the Crisis of Monarchy, 1603 - 1702	Examination	40%
<b>Unit 2</b>	France in Revolution, 1774 - 1815	Examination	40%
<b>Unit 3</b>	Coursework on Russia 1825-1917.	Externally moderated	20%

## Year 1

Unit 1 will examine the issues of change, continuity, cause, and consequence during the period of 1603 – 1649 in the context of political upheaval of the beginnings of the Stuart period.

Unit 2 will look at the political and social situation which led to an end to the absolutist rule of French governance and will assess the events that led to one of the most volatile periods in French history.

This year will also see the introduction of preliminary material relating to the coursework unit.



## **Year 2**

Units 1 and 2 will continue the themes studied in the first year and will develop the breadth and depth of both topic areas. In the Stuarts this will involve a study of the post-regicide period, the Interregnum and issues surrounding politics, finance religion and foreign policies. For the France unit this will involve exploring the impact of Napoleonic rule both on France and across Europe.

Unit 3 will encompass an original piece of source investigation and research on the causes of the Russian Revolution.

### **Skills Developed on Course:**

Students will demonstrate knowledge and understanding of the historical themes, topics and periods studied and assess the significance in their historical context. Analysis of historical interpretations and linking together events in order to explain change and continuity will be important. Students must demonstrate their understanding of key historical terms and concepts.

### **Learning Styles and Enrichment Opportunities:**

Teaching will comprise a range of whole class discussion, media/IT input, group debates, power-points, contextual reading, annotation, and extensive research opportunities.

### **Higher Education and Employment Opportunities:**

History is a highly regarded subject and is recognised by Higher and Further Education providers and employers alike as a top rated A Level. Related careers include law, accountancy, the armed forces, education, the civil service, and a range of other opportunities. History is complemented by A Levels such as Philosophy, Geography, Politics, English, Law, and others.



## Law (A Level)

**Exam Board:** OCR

**QAN Code:** 603/0706/7

<b>Subject Recommendations:</b>	
Student should have:	An interest in law and current affairs
GCSE English Language & Literature	Grade 6 in Language or Literature

Students should have a keen interest in legal issues and be keen to keep up with current affairs and proposed changes to the law. The ability to communicate strongly in written English is essential.

### **Course Content and Methods of Assessment:**

<b>A Level</b>			
<b>Unit 1</b>	The Legal System and Criminal Law	Written Exam	33.3%
<b>Unit 2</b>	Law Making and the Law of Tort	Written Exam	33.3%
<b>Unit 3</b>	The Nature of Law and Human Rights Law	Written Exam	33.3%

**Unit 1** of the A Level qualification focuses on the legal system, including the nature of law, the civil and criminal courts, and the legal profession. Learners will also develop knowledge and understanding of criminal law and the skills to apply their legal knowledge to scenario-based situations involving fatal and non-fatal offences against the person, such as ABH and GBH as well as murder and manslaughter. Students will also hone their evaluative skills while examining offences against property (Theft, Robbery and Burglary) and criminal defences such as self-defence and consent.

**Unit 2** focuses on Law making in England and Wales. Learners will study law making methods and their underpinning concepts. They will develop an understanding of legal method and reasoning as used by lawyers and the judiciary. This unit also provides an introduction to civil liability while focusing on the rules of tort, liability in negligence, occupiers' liability, and remedies.

**Unit 3** focuses on the nature of law and learners will explore how the law interacts with society, technology, morality, and justice. Subject studies will include the relationship between law and morals as well as the legal issues surrounding privacy, data protection and cyber-crime. Unit 3 also focuses on human rights, including their nature, protection, and constitutional position under UK law. Specific rights such as the right to liberty and security, the right to a fair trial, the right to respect for family and private life and the right to freedom of expression are explored in detail. Learners will develop knowledge and understanding of human rights law, the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of human rights law.

### **Higher Education and Employment Opportunities:**

A Level Law is recognized by Higher and Further Education providers and valued by employers. Many students who study law at A Level go on to study it at university. Over half of the 46 year 13 students who studied law last year applied for law or law-related courses at university, while 2015 saw our first A Level law student accepted to study Jurisprudence at Cambridge University. Related careers also include journalism, human resources, and local government.

### **Learning Styles and Enrichment Opportunities:**

Teaching will comprise a range of whole class discussion, mock trials, small group debates and extensive research opportunities.



# Mathematics (A Level)

**Exam Board:** AQA

**QAN Code:** 603/1164/2

## Subject Recommendations:

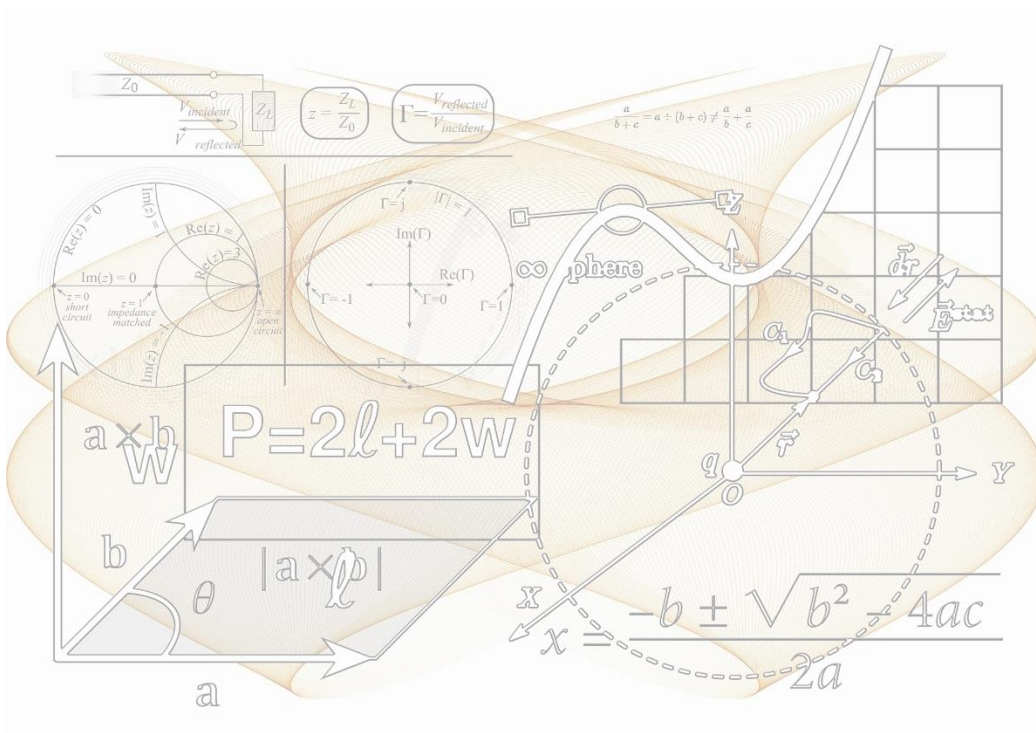
GCSE Mathematics	Grade 7
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## Course Content and Methods of Assessment:

A2	Assessment	Weight
Pure	Exam	33.4%
Pure and Mechanics	Exam	33.3%
Pure and Statistics	Exam	33.3%

## Year 12

Students develop their algebra, coordinate geometry and trigonometry skills, building on those topics learnt at GCSE. Students are introduced to new calculus topics such as differentiation and integration alongside mathematical modelling and problem solving. Students will also be taught the compulsory Statistics and Mechanics work. Within Statistics we will cover hypothesis testing, probability, and Normal Distribution whilst in Mechanics students will develop further their knowledge of motion time graphs and learn about problem solving using Newton's laws.



## Year 13

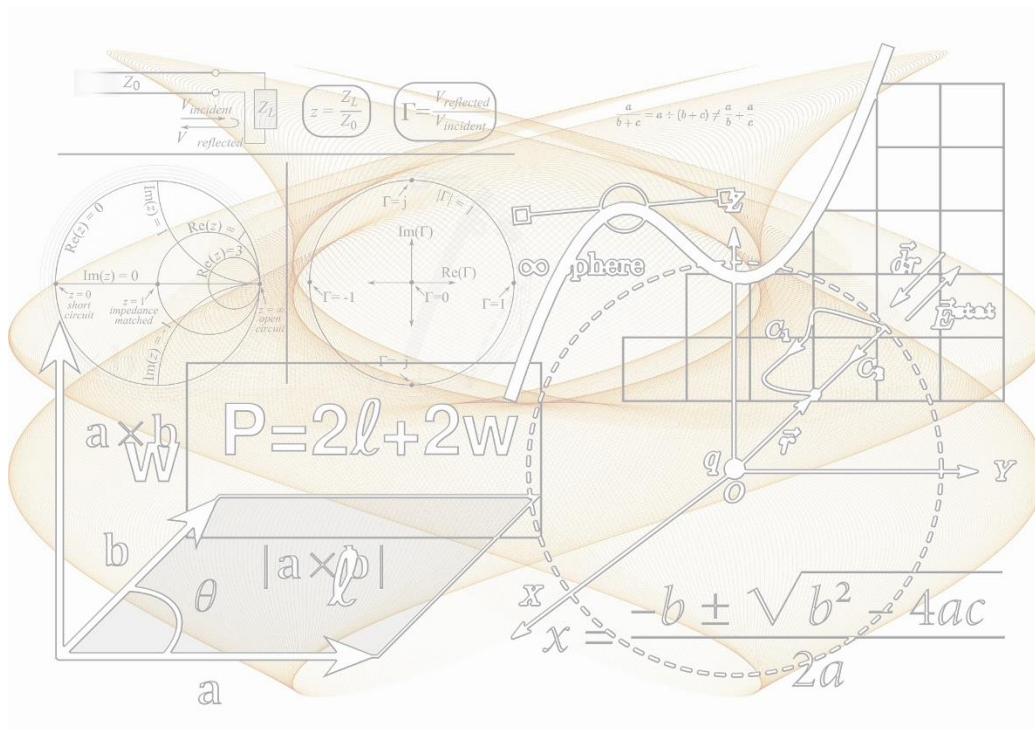
Students continue to advance their core mathematical skills, learning how to tackle complex integration and differentiation problems both methodically and numerically, as well as being introduced to logarithms, and using these to model exponential growth. In Statistics students will explore the interpretation and analysis of data and investigate the relationship between two sets of data and testing hypotheses to various levels of significance. Mechanics will further develop their understanding and introduce them to the fundamental ideas of modelling particles and how they act under gravity, as a projectile, when connected to other particles, and the effect that friction has on calculations.

### Skills Developed on Course:

Mathematical and numerical ability, both in an abstract environment and in a real-life context.

### Higher Education and Employment Opportunities:

A Level Mathematics remains an extremely well-valued course, recognised by every Higher and Further Education provider, and well-respected regardless of course being applied for. Related careers include a range of opportunities in the financial sector, actuary, accountancy, teaching and related fields, but again many employers will recognise a mathematics qualification regardless of position or career.





## Further Mathematics (A Level)

**Exam Board:** AQA

**QAN Code:** 603/1841/7

<b>Subject Recommendations:</b>	
GCSE Mathematics	Grade 8 and <b>must</b> also be studying A Level Mathematics

### Course Content and Methods of Assessment:

<b>A2</b>	<b>Assessment</b>	<b>Weight</b>
Further Pure	Exam	33.4%
Further Pure	Exam	33.3%
Applied (Mechanics and Statistics)	Exam	33.3%

#### Year 12

Students are introduced to advanced mathematical skills, focusing on some high-level abstract and theoretical mathematics including matrices, complex numbers, and polar coordinates. Students also sit an Applied module which will cover Statistics and Mechanics. Topics covered within this module include investigating statistical analysis, Poisson distribution, further hypothesis testing and Chi square testing for association. Mechanics will cover vectors and forces and will investigate kinematics with variable acceleration. Impulse and momentum problems along with energy equations and power will also be explored.

#### Year 13

Students continue to advance their further mathematical skills and are now exposed to hyperbolic functions and De Moivre's theorem, as well as developing complex numbers into Argand diagrams. They will also continue to work on their applied modules. In Statistics they will build further on their knowledge of continuous and discrete distributions, look at confidence intervals and explore hypothesis testing further. In Mechanics circular motion and dynamics for motion in a plane will be explored along with calculating centres of mass of objects.

#### Skills Developed on Course:

Mathematical ability, both in an abstract environment and where it is applicable to real-life.

#### Higher Education and Employment Opportunities:

Further Mathematics will undoubtedly strengthen an application to study Mathematics and the pure sciences at university.

## Music (A Level)

**Exam Board:** WJEC/Eduqas

**QAN Code:** 601/8147/3 / 601/8146/1

<b>Subject Recommendations:</b>	
GCSE Music	Grade 6  Where Music has not been taken at GCSE Level, students must play to at least Grade 5 standard.

Playing an instrument or singing is essential, preferably one that has been learned over a period of time. Instruments can include traditional examples such as violin and flute as well as more pop-based examples such as guitar and drums. A standard of Grade 6 is a guide for performing levels. Theory examination qualifications are an especially useful asset especially if GCSE was not taken.

During Year 12 students follow the AS course but do not sit the examination. This provides a secure grounding in preparation for Year 13 and is also essential because one of the set works and one of the Areas of Study are studied in greater depth.

**Students must be taking peripatetic music lessons, either in or outside of school.**

### Course Content and Methods of Assessment:

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Component 1</b>	Performing	<b>Option A:</b> A 10 to 12 minute performance of a minimum of <b>three</b> pieces <b>one</b> of which must be as a soloist with the others as soloist and/or part of an ensemble. <b>Assessed by a visiting examiner.</b>	35% of A Level
		<b>Option B:</b> A 6 to 8 minute performance of a minimum of <b>two</b> pieces as a soloist and/or part of an ensemble. <b>Assessed by a visiting examiner.</b>	25% of A Level
<b>Component 2</b>	Composing:	<b>Option A:</b> A portfolio of <b>two</b> compositions lasting from 4 to 6 minutes. Students compose one piece as a response to a	25% of A Level

		<p>brief set by WJEC and the other is a free composition.</p> <p><b>Option B:</b> A portfolio of <b>three</b> compositions lasting from 8 to 10 minutes. Students compose one piece as a response to a brief set by WJEC, the second piece is to reflect a chosen Area of Study and the third is a free composition.</p> <p><b>Coursework: Externally Assessed.</b></p>	35% of A Level
<b>Component 3</b>	Appraising	<p><b>A written examination lasting 2hrs 15 mins.</b></p> <p>It is based on the compulsory Area of Study A <b>The Western Classical Tradition</b> (The Development of the Symphony) and questions from <b>one</b> other Area of Study: <b>Rock and Pop 1960 – 1990</b> (B), <b>Musical Theatre</b> (C) or <b>Jazz 1920-1950</b> (D). In addition, students choose from one other Area of Study <b>Into the Twentieth Century</b> (E) or <b>Into the Twenty-First Century</b> (F).</p>	40% of A Level

## Year 12

In Component 1 students must perform one piece reflecting the musical characteristics of Areas of Study A, B, C or D. Similarly, in Component 2 the briefs set by WJEC are linked to Area of Study A. Component 3 includes in-depth study of movements from one set work, either Haydn Symphony No. 104 or Mendelssohn's "Italian" Symphony. Area of Study B considers Pop, Rock, Soul and Funk with Area of Study C studying composers such as Bernstein, Sondheim, and Lloyd-Webber. Area of Study D looks at genres of Jazz from Ragtime through to be-Bop.

### **Year 13**

A similar pattern is followed but includes Options A and B for Components 1 and 2 to allow students to specialise. Component 3 includes the complete in-depth study of either the Haydn or Mendelssohn Symphonies together with two additional set works in either Area of Study E or F, depending on which is chosen.

#### **Skills Developed on Course:**

All aspects of Music are developed, especially practical, theoretical, and aural skills. Time management is essential together with planning, a willingness to experiment and develop ideas and, where necessary, to work as a team.

#### **Learning Styles and Enrichment Opportunities:**

Small group tuition and discussion is the norm. However, students will research, listen and be given opportunities to practice. Visits to performances are an important aspect as well. Students are also expected to participate in school musical activities, leading them if the opportunity arises.

#### **Higher Education and Employment Opportunities:**

Music degree and performance-based courses can be read at University and Music College, though entrance is highly competitive for the latter. Careers include performance, teaching and lecturing, composing, editing, and researching. Music offers a wide range of skills which are attractive to employers.

# Physical Education (A Level)

**Exam Board:** Edexcel

**QAN Code:** 60182787

<b>Subject Recommendations:</b>	
GCSE PE	Grade 6 Regular participation as a coach or performer in at least one sport at a <b>high level</b>

## Course Content and Methods of Assessment:

<b>A Level</b>	<b>Assessment</b>	<b>Weight</b>
<p><b>Component 1: Scientific Principles of Physical Education</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Exercise physiology and applied movement analysis.</li> </ul> <p>Biomechanics is embedded within the content of Topics 1 and 2.</p>	<b>Written examination: 2 hours and 30 minutes</b>	<b>40% of the qualification</b>
<p><b>Component 2: Psychological and Social Principles of Physical Education</b></p> <ul style="list-style-type: none"> <li>• Topic 3: Skill acquisition</li> <li>• Topic 4: Sport psychology</li> <li>• Topic 5: Sport and society</li> </ul>	<b>Written examination: 2 hours</b>	<b>30% of the qualification</b>
<p><b>Component 3: Practical Performance</b></p> <ul style="list-style-type: none"> <li>• Skills performed in one physical activity as a player/performer</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Skills performed in one physical activity as a coach</li> </ul>	<b>Non-examined assessment: internally assessed, externally moderated</b>	<b>15% of the qualification</b>
<p><b>Component 4: Performance Analysis and Performance Development Programme</b></p> <ul style="list-style-type: none"> <li>• In the role of player/performer or coach analyse two components of a physical activity (one physiological component and <b>either</b> a tactical <b>or</b> technical component).</li> </ul>	<b>Non-examined assessment: internally assessed, externally moderated</b>	<b>15% of the qualification</b>

<ul style="list-style-type: none"> <li>• In the role of player/performer or coach analyse, implement, and evaluate a Performance Development Programme.</li> </ul>		
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**Skills Developed on Course:**

**Cognitive skills**

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising, and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct, and communicate.

**Interpersonal skills**

- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing, and maintaining team organisation.

**Intrapersonal skills**

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

**Higher Education and Employment Opportunities:**

Sports related degrees such as Sports Science, Sports Journalism, Physiotherapy, Teaching, and many more. Employment opportunities include Sports Coach, Personal Trainer, Nutritionist, Sports Development Officer to list a few.

# Philosophy (A Level)

**Exam Board:** AQA

**QAN Code:** 603/0684/1

<b>Course Entry Recommendations:</b>	
GCSE English Language and Literature	Grade 6 in Literature or Language.

## Course Content and Methods of Assessment:

<b>Assessment</b>			
<b>Paper 1</b>	<b>Epistemology and Moral Philosophy</b>	Written examination  3 Hours - 100 marks	50% of A Level
<b>Paper 2</b>	<b>Metaphysics of God and Metaphysics of Mind</b>	Written examination  3 Hours - 100 marks	50% of A Level

A Level Philosophy offers students an exciting opportunity to study and explore some of life's most intriguing questions. All aspects of the course involve a study of a wide range of philosophers past and present and draw on contemporary examples to ensure that debate is lively and relevant.

### A Level – Year 1

The first unit on Epistemology centres on philosophical debates about knowledge. We explore ideas about perception as a source of knowledge, including realism and idealism; and reason as a source of knowledge, including innatism and the intuition and deduction thesis. We also consider the limits of knowledge by considering different types of scepticism.



The second unit on Moral Philosophy explores ethical theories and their application. We examine the ethical theories of Utilitarianism, Kant, and Aristotle and evaluate the extent they can be successfully applied to a wide variety of modern ethical scenarios. We also study Meta-Ethics, which approaches ethics from a more abstract position, considering what is meant by 'good' and 'evil' and explores whether ethical statements can ever be meaningful.

### **A Level – Year 2**

The third unit on the metaphysics of God examines the concept of God and explores arguments for the coherence and incoherence of the concept. We consider arguments relating to the existence of God, including the ontological argument, the teleological argument, the cosmological argument, and the problem of evil. We also explore debates surrounding religious language, including the empiricist challenges to metaphysical language.

The final unit on the metaphysics of mind centres of philosophical debates about what is meant by 'mind' and features of different mental states. We consider dualist theories, including substance dualism and property dualism; and physicalist theories, including behaviourism, identity theory, eliminative materialism, and functionalism.

### **Skills developed on the course:**

Students will develop knowledge and understanding of philosophical themes, and will develop considerable transferable skills, such as precision of language, critical thinking, analysis, and evaluation. Wider reading will enhance the students' experience in this A Level. Weekly commitment will involve allotted teaching time, background reading and regular written assignments.

### **Learning Styles and Enrichment Opportunities:**

The ability to discuss and debate will be crucial, as will literary and research skills. Students will be expected to deliver group presentations from time to time.

### **Higher Education and Employment Opportunities:**

The critical thinking skills that are developed by this subject will prove useful in most career paths. The Russell Group of top universities has made it clear that the Philosophy A Level provides 'suitable preparation for University generally' and employers like the fact that Level Philosophy students are logical thinkers and problem solvers and are able to offer a balanced and open-minded approach in the workplace. Former A Level Philosophy students have successfully entered a range of professions including Banking, Civil Service, Education, Law and Medicine.

**Further information at:** [www.aqa.co.uk](http://www.aqa.co.uk)

# Photography (A Level)

Exam Board: AQA

QAN Code: 601/4456/7

<b>Subject Recommendations:</b>	
GCSE Photography	Grade 5  Students who have not previously studied Photography at GCSE may be considered on submission of a portfolio of work.

## Course Content and Methods of Assessment

<b>A Level</b>			
<b>Unit 1</b>	Personal Investigation Part 1: Practical Work  From personal starting points - supporting studies and personal practical outcomes	Coursework	60% of  A Level qualification
<b>Unit 2</b>	Personal Investigation Part 2: Personal Study  Continuous prose – 1000 words min.		
<b>Unit 3</b>	Externally Set Assignment  From broad based themes – preparatory studies and personal practical outcomes	Practical Exam  15hrs	40% of  A Level qualification

## A Level Photography

The A Level coursework unit incorporates two linked elements: Practical work and a written personal study. The investigation and development for both elements will be shown through supporting studies. Students will have opportunities to generate practical work, ideas, and research from primary, secondary, and contextual sources. They will experiment widely with media and techniques, develop, and refine their ideas and present their outcomes. The Externally Set Assignment represents the culmination of the A Level course, encouraging student independence and innovation in the development of ideas, intentions, and response(s) in the lead up to the 15-hour examination.

### **Skills Developed on Course:**

- The ability to explore elements of visual language, line, form, colour, pattern, and texture in the context of photography.
- Awareness of intended audience or purpose for their chosen area(s) of photography.
- The ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need for photography.
- Appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement
- Appropriate use of the camera, film, lenses, filters, and lighting for work in their chosen area(s) of photography.
- Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

### **Learning Styles and Enrichment Opportunities:**

Individual and group work; practical work and photographic appreciation activities. Students are encouraged to explore widely and produce an extensive portfolio of course work which embraces a variety of materials, techniques, and approaches, inspired by broad based themes. The A Level course demands an individual, investigative approach and students must produce an illustrated written Personal Study which demonstrates their critical analysis skills.

Visits are arranged to national galleries to support the contextual element of the subject. We do also expect students to visit galleries independently to draw on a broad range of stimuli to inspire their own ideas and demonstrate commitment and a sense of personal inquiry in their work. Students will have the opportunity to work with professional photographers, to exhibit their work in the wider community and may like to be involved in curating exhibitions in the CCS Gallery. Students will be invited to submit entries for the prestigious Northampton University A Level Art competition and the Royal Academy Youth Summer Show.

Students are also encouraged to apply for the Royal Academy's one-year online programme of study, which all 15 to 19 year olds can apply for nationally but only 40 places are on offer, this is subject to successful interview. Students can become involved in many community-based art projects and help design and make the stage set for the school play.

We have a planned residential visit to Cornwall which all students are invited to participate on. The first night is spent at the Eden Project, where students will stay in the YHA pods. Students will produce studies throughout the Eden Project and then have an exclusive night-time excursion through the rainforest dome. We will then spend the subsequent three nights in Penzance, staying at the YHA, which is a beautiful former Georgian house. Students will visit Tate St. Ives, the Barbara Hepworth Museum, St. Michael's Mount, and swim in the Jubilee Lido. On our last night we will watch a performance in the outdoor Minack Theatre. Students will also produce studies on the beaches and in the locality. The work will then be submitted along with their coursework portfolio of studies.

### **Higher Education and Employment Opportunities:**

Students may progress from A Level Photography to a one-year full time Foundation Course at college, which will enable them to gain access to a degree course in a more specialist area of Art and Design such as Fashion and Textiles, Graphic Design, Fine Art, Silversmithing and Jewellery, Photography, Industrial Design and Theatre Design. Alternatively, A Level Photography would support many other creative areas of study at university. Employment directly related to a degree in Photography includes Graphic Designer, Magazine Features Editor, Medical Illustrator, Photographer, Press Photographer, Television/Film Camera Operator and Film Stills Photographer. Other employment opportunities include Advertising Art Director, Digital Marketer, Film/Videos Editor, Media Planner, Teacher/Lecturer, Visual Merchandiser and Web Designer.



# Physics (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4747/7

<b>Subject Recommendations:</b>	
GCSE Mathematics	Grade 6
GCSE Triple Science Physics or	Grade 6 in Physics
GCSE Combined Science	Grades 6-6 with a strong score in the Physics papers

Given the fundamental underpinning of Mathematics, **you are very strongly advised to take A Level Mathematics alongside Physics.** It is essential to have studied the higher tier at GCSE. Students in doubt about their capabilities to follow this course should talk to the Subject Leader for Physics.

## Course Content and Methods of Assessment:

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>QAN Code: 601/4747/7</b>			
<b>Paper 1</b>	Measurements and their errors	Written examination 2 hrs	34% of total qualification
	Particles and radiation		
	Waves		
	Mechanics and materials		
	Electricity		
	Periodic motion		
<b>Paper 2</b>	Thermal physics	Written examination 2 hrs	34% of total qualification
	Fields and their consequences		
	Nuclear physics		
	(and assumed knowledge of paper 1 material)		

<b>Paper 3</b>	Practical skills and data analysis  One of the optional topics chosen from astrophysics, medical physics, engineering physics, turning points (landmarks) in physics or electronics	Written examination  2 hrs	32%  of total qualification
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## Year 12

In year 12, this specification introduces new topics as well as building on previous studies from GCSE. We learn about measurement and errors, sub-atomic particles such as leptons and quarks. We explore quantum phenomena, including some of Einstein's most important ideas. We develop our knowledge of electricity and mechanics from GCSE. We introduce materials science and learn about the nature of waves and light in considerable detail.

## Year 13

In the second year, we develop our knowledge of mechanics to include circular motion, simple harmonic motion, and momentum. We explore the nature of electric, magnetic, and gravitational fields and learn about nuclear processes and thermal Physics. In addition, we complete an optional unit of study chosen by the class teacher.

## Skills Developed on Course

You will develop your problem-solving skills, often using mathematics. You will learn to rigorously analyse experimental evidence and explain how such evidence has changed our ideas about the universe over time. The ability to communicate complex ideas precisely and concisely is also essential. High level practical skills are also developed.

## Learning Styles and Enrichment Opportunities

Expect to spend a significant proportion of the course engaged in problem solving using mathematical skills such as rearranging equations and analysing graphs. You will be doing practical work as well reading, listening, and participating in class discussions. You will need to present your ideas and solutions clearly both verbally and in written form.

## Higher Education and Employment Opportunities

Physics is a very well regarded A Level, particularly if you move on to a job or degree requiring a high level of numeracy. One million jobs in the UK are dependent on Physics. Scientists (including medicine, dentistry, and veterinary science), architects and engineers would benefit directly from the knowledge and skills acquired through a Physics A Level, but other professions such as accountancy, finance, management, and IT would also value the high-level problem-solving skills gained.

# Product Design (A Level)

**Exam Board:** AQA

**QAN Code:** 603/1133/2

<b>Subject Recommendations:</b>	
GCSE Design Technology	Grade 6

## Course description:

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. They will investigate historical, social, cultural, environmental, and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes 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.

## Course Content and Methods of Assessment: Linear - 2 Compulsory examinations (50%) and 1 non-examined assessment (NEA)

Assessed units		Assessment	Weight
<b>Paper 1</b>	<b>Technical principles</b> Mixture of short answer and extended response, covering all technical principles of Product Design including performance characteristics of materials and advanced manufacturing technology	Examined 2 hours 30 minutes	120 marks 30% of A Level
<b>Paper 2</b>	<b>Designing and making principles</b> Mixture of short and extended response Section A: Product Analysis: 30 marks Up to 6 short answer questions based on visual stimulus of product(s).  Section B: Commercial manufacture: 50 marks Mixture of short and extended response questions	Examined 1 hour 30 minutes	80 marks 20% of A Level
<b>Non-examined assessment (NEA)</b>	Practical application of technical principles, designing and making principles.  Written or digital design portfolio and photographic evidence of final prototype.	Substantial design and make task	100 marks 50% of A Level



### **Higher Education and Employment Opportunities:**

Product Design encompasses a broad range of skills. By studying design and technology, you will be able to build up your creativity, problem solving, planning, and evaluation skills. Since much of the course includes group work, you will also gain communication and teamwork skills. These are all skills which are valued by employers and higher education. Product Design can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology and even education.



# Psychology (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4837/8; 601/4838/X

<b>Subject Recommendations:</b>	
GCSE English Language & Literature	Grade 5 in Literature or Language
GCSE Mathematics & Science	Grade 5

## **Course Content and Methods of Assessment:**

		<b>Assessment</b>	<b>Weight</b>
<b>A Level</b>			
<b>Unit 1</b>	Social Influence, Memory, Attachment and Psychopathology	Written exam	33.3%
<b>Unit 2</b>	Approaches in Psychology, Biopsychology and Research Methods	Written exam	33.3%
<b>Unit 3</b>	Issues and Debates in Psychology. Three Options from the following choice: <ul style="list-style-type: none"><li>• Relationships</li><li>• Gender</li><li>• Cognition and development</li><li>• Schizophrenia</li><li>• Eating Behaviour</li><li>• Stress</li><li>• Aggression</li><li>• Forensic Psychology</li><li>• Addiction</li></ul>	Written exam	33.3%

## **A Level course features**

Students become familiar with what research has shown us in various areas of psychology such as memory, attachment, psychopathology, and social influence. It explores the effects of deprivation of an attachment figure in infancy, why people obey orders even if it means being cruel to others and how abnormality such as depression and OCD can be explained using different approaches in psychology. The A Level course requires the students to show a good depth of analysis. 'Research methods' is a central topic and students will have the opportunity to design and present research projects of their own. In addition, students will consider the key issues and debates in psychology, and study three topics from a list of nine, including: gender (looking at the biological, psychological, and cultural aspects of gender development), schizophrenia (the characteristics, explanations, and treatments), and Forensic Psychology (psychology applied to criminal behaviour, including profiling, and dealing with offending behaviour).

### **Skills Developed on Course:**

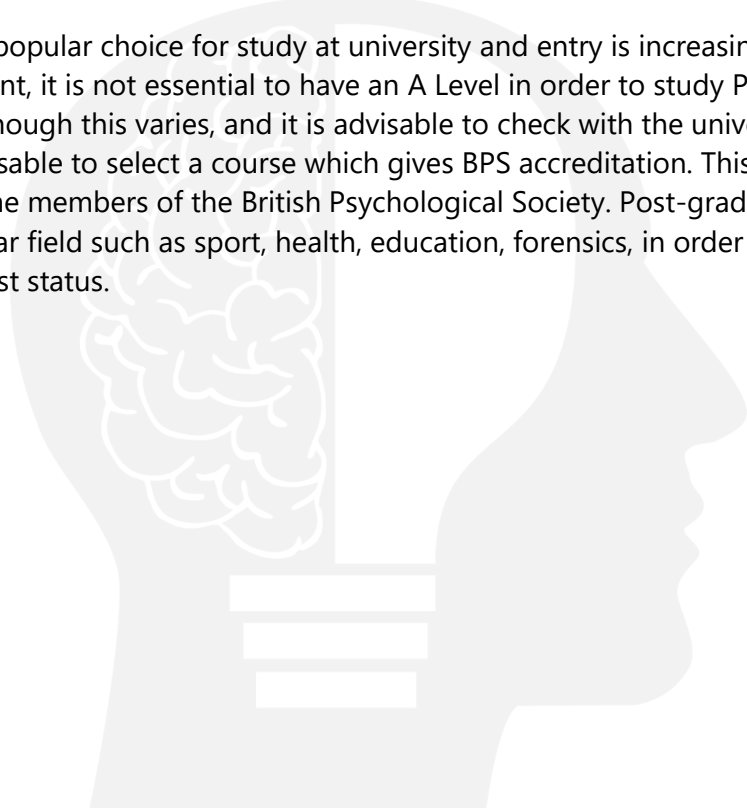
You will design and carry out research in areas of human behaviour and experience and learn how to write up a scientific report. Self-assessment and peer review is an essential skill which is developed on the course. You will develop your writing skills, as well as skills of critical analysis.

### **Learning Styles and Enrichment Opportunities:**

Students will learn through a variety of methods, including class discussions, exam skill practice and application of theory to real life scenarios. Practical research is key to learning the scientific aspect of the course, and students have the opportunity to report and present their projects, receiving certificates for their achievement.

### **Higher Education and Employment Opportunities:**

Psychology is a very popular choice for study at university and entry is increasingly competitive. At present, it is not essential to have an A Level in order to study Psychology at most universities, although this varies, and it is advisable to check with the universities of your choice. It is advisable to select a course which gives BPS accreditation. This means that graduates can become members of the British Psychological Society. Post-graduate study is required in a particular field such as sport, health, education, forensics, in order to gain chartered psychologist status.



# Sociology (A Level)

**Exam Board:** AQA

**QAN Code:** 601/3994/8

<b>Subject Recommendations:</b>	
GCSE English Language & Literature	Grade 6 in Language or Literature

## Course Content and Methods of Assessment:

<b>A Level</b>			
<b>Unit 1</b>	Education with Theory and Methods	2 hour written exam	33.3% of A Level
<b>Unit 2</b>	Topics in Sociology – Section A: option Families and Households Section B: Beliefs in society	2 hour written exam	33.3% of A Level
<b>Unit 3</b>	Crime and Deviance with Theory and Methods	2 hour written	33.3% of A Level

## Year One

Students investigate the topics of family, education, and research methods from different sociological perspectives. The course requires students to critically analyse the role of the family and education for society. Students must be interested in trying to answer questions such as **“Why is domestic violence increasingly happening to men?”** or **“Why do rich kids get the best education?”** Students will also explore the methods sociologists use to investigate these topics and consider issues such as the ethics involved in researching individuals without their consent.

## Year Two

Students will develop their understanding of sociological theory by investigating the topic areas of beliefs and crime. Students are expected to have a greater depth of understanding of sociological perspectives and be able to apply these critically to areas of beliefs and crime. Students must be interested in discussing issues such as **“Who is to blame for criminal behaviour?”** or **“Are all religious extremists Muslim?”**

### Skills Developed on Course:

Students will learn how to analysis and apply sociological concepts to contemporary society. Students will also learn effective essay writing techniques and be encouraged to develop independent learning strategies.

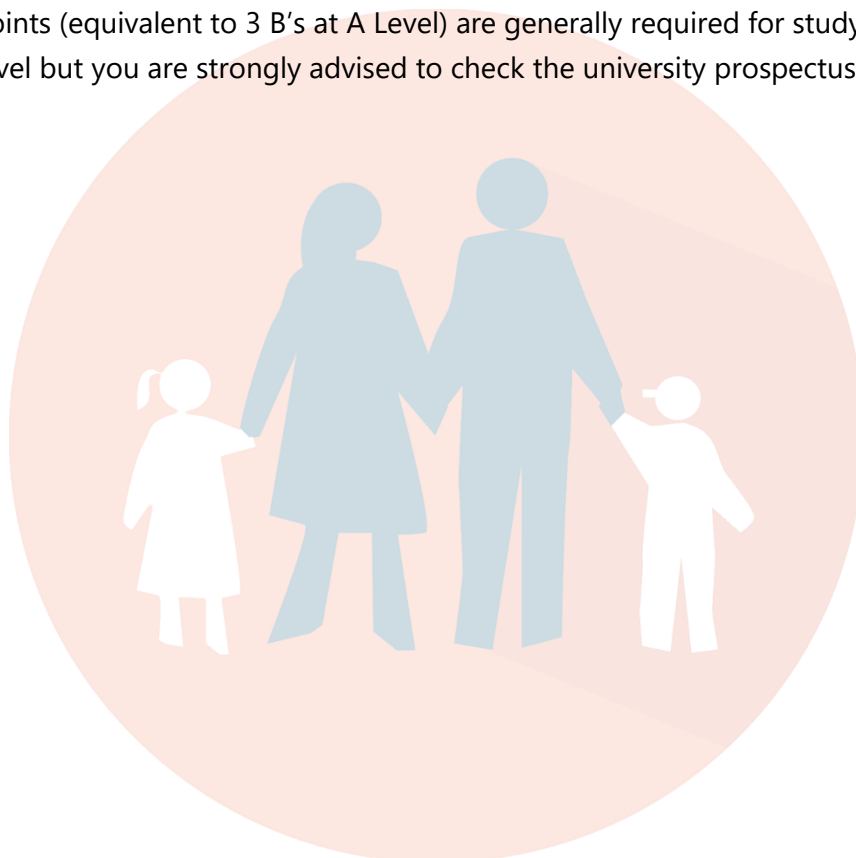
### Learning Styles and Enrichment Opportunities:

Students are encouraged to try out a range of learning styles and to use those which suit them best. Activities include discussion, presentations, and extensive use of media sources. Research opportunities include working with the local university on projects and presenting work to university staff.

### Higher Education and Employment Opportunities:

Some transferable skills develop the study of Sociology. They are not limited to your academic study and can be applied to other contexts such as: clear and logical thinking, and critical evaluation. Related careers include [community worker](#), journalist, social researcher, and personnel manager

300 UCAS points (equivalent to 3 B's at A Level) are generally required for studying sociology at degree Level but you are strongly advised to check the university prospectus.



# Spanish (A Level)

Exam Board: AQA (7692)

QAN Code: 601/8732/3

<b>Subject Recommendations:</b>	
GCSE Spanish	Grade 6

## Course Content and Methods of Assessment:

	Unit	Assessment	Weight
<b>Year 2</b>	<b>Unit 1</b> Listening, Reading, and Writing (1)	Writing (2 hours 30 mins exam) June	160 Marks 40% of A-Level total
	<b>Unit 2</b> Writing	Writing (2 hours exam) June	90 Marks 30% of A-Level total
	<b>Unit 3</b> Speaking	Speaking (21-23 mins exam) late April/early May	60 Marks 30% of A-Level total

### The course

The course consists of a number of complementary units in which the four language skills – listening, speaking, reading, and writing are developed simultaneously. The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in Spanish. You will also learn much more about a wide range of aspects of the societies in which Spanish is spoken.

Throughout the course, students will be given the opportunity to develop their ability and confidence to communicate in Spanish.

Students will be given access to relevant published online resources and topic booklets provided by the department. At the end of each topic students will be assessed in all four skills, which will give regular feedback on progress.

The first year of the course consists of two main topics which are divided into three sub-topics and the study of either a film or a literary text. All topics are relevant to young people as well as building on students' previous knowledge from GCSE.

<b>Year 1</b>	Aspects of Hispanic Society	<ul style="list-style-type: none"> <li>• Modern &amp; Traditional Values</li> <li>• Cyberspace</li> <li>• Equal Rights</li> </ul>
	Artistic Culture	<ul style="list-style-type: none"> <li>• Modern Day Idols</li> <li>• Spanish Regional Identity</li> <li>• Cultural Heritage</li> </ul>
	Literary Text or Film	<p>Possibly</p> <ul style="list-style-type: none"> <li>• Film, Ocho Apellidos Vascos</li> </ul>

Our approach is always to build on what you already know, gradually extending the range and depth of your knowledge and setting it more firmly in a Spanish context.

The second year of the A Level course consists of the content from year 1 and a further two main topics which are divided into 3 sub-topics & the study of a literary text.

<b>Year 2</b>	Multiculturalism in Hispanic Society	<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Racism</li> <li>• Integration</li> </ul>
	Aspects of Political Life in the Hispanic World	<ul style="list-style-type: none"> <li>• Today's Youth, Tomorrow's citizens</li> <li>• Monarchies, Republics &amp; Dictatorships</li> <li>• Popular Movements</li> </ul>
	Literary Text or Film	<p>Possibly</p> <ul style="list-style-type: none"> <li>• Text - Como Agua Para Chocolate</li> <li>• La Casa de Bernada Alba - Lorca</li> </ul>

### **Higher Education and Employment Opportunities:**

Students who converse in a foreign language to A Level standard offer a skill which only a small percentage of the population are able to offer. They are able to pursue languages at university, but an A Level in language is certainly an asset within industry, especially as links with international companies expand.