



St Laurence School Sixth Form  
Care - Inspire - Succeed

# **St Laurence School Sixth Form Curriculum Options Booklet 2019**

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## Advanced Level Courses

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Subject Title:	Teacher Responsible:
<b>Art: Fine Art</b>	
Exam Board and Specification No:	<b>Mrs M Gallally</b>
AQA: <b>AS (7242/C &amp; 7242/X) A-Level (7202/C &amp; 7202/X)</b>	

### **What do I need to know or be able to do before taking this course?**

In order to study Fine Art you should have studied Art, Graphics or Product Design at GCSE. You will need to be prepared to develop your own ideas from a starting point provided, study and analyse the work of other artists and to be able to independently refine and review your own work throughout the course. An enjoyment and interest in the creative process (both practical and critical) is essential. Students will initially learn and experience a range of skills and techniques, but will be expected to develop their ideas independently with support and guidance from teachers.

### **What will I learn on this Advanced GCE course?**

Students should be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media.

Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

### **Areas of study**

Students are required to work in **one or more** area(s) of fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture
- ceramics
- installation
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography.

### **Skills and techniques**

In addition, students will be required to demonstrate skills in all of the following:

- 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 and lithography
- understanding of pictorial space, composition, rhythm, scale and structure
- appreciation of colour, line, tone, texture, shape and form.

### **Knowledge and understanding**

Students must show knowledge and understanding of:

- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to fine art
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.

### **What examinations will I have to take to get my qualification?**

#### **A-Level**

**Component 1:** Portfolio 7202/C 60% of A-Level grade. No time limit. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

**Component 2:** Externally set assignment 7202/X 40% of A-Level grade. Preparatory time + 15 hours supervised time. Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

#### **Component 1 Personal investigation**

This is a practical investigation supported by written material.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation
- demonstrating critical understanding of contextual and other sources
- substantiating decisions leading to the development and refinement of ideas
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work
- making meaningful connections between, visual, written and other elements.

The written material must:

- be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.
- include specialist vocabulary appropriate to the subject matter
- include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit
- be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. Annotation must not be included in the word count for the written material.

Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.

There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives.

The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.

### **Component 2 Externally set assignment**

Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and Marquette's.

Supervised time – 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time. The first 3 hours of the supervised time must be consecutive.

In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.

Preparatory work and the work produced in the supervised time must be kept secure in between sessions of supervised time.

The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear.

*Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.*

#### **Possible costs incurred in the course**

£40 ~ materials

£40 ~ trips

#### **What examinations will I have to take to get my A level qualification?**

At present, the draft specifications indicate that 40 - 50% of your marks will be awarded from the externally set assignment. This consists of preparatory work (sketchbook based with guidance from teacher) and a ten hour sustained period in which you will make a final piece.

#### **What could I go on to do at the end of my course?**

Art, craft and design AS will give students a broad range of skills with which students will feel confident to apply for courses which require creative and critical understanding. The course provides a portfolio with which students can apply to an Art foundation course which enables students to apply for courses such as graphic design, architecture, illustration, fashion design and fine art.

Subject Title: <b>Biology (AQA)</b> Exam Board and Specification No: AQA: A level 7402.	Teacher Responsible: <b>Dr Adams</b>
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### **What do I need to know or be able to do before taking this course?**

The qualification builds on the knowledge, understanding and process skills inherent in GCSE Science and Mathematics. There is no requirement to have studied GCSE Biology separately; Additional Science provides a good grounding for the study of A-level Biology. The qualification integrates theory and relevant practical work, and teaching is designed to encourage a problem-solving approach to learning.

You will need to be able to communicate effectively, research and think critically and independently about biological problems. There is a significant mathematical element.

### **What will I learn on this Advanced GCE course?**

The aims of the course are to encourage students to:

- develop essential knowledge and understanding of different areas of the subject, both animal and plant based, frequently on a molecular level, and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop an interest in and enthusiasm for the subject, including developing an interest in further study and the careers associated with the subject
- understand how society makes decisions about scientific issues such as cloning and intensive farming and how the sciences contribute to the success of the economy and society as a whole

### **What examinations will I have to take to get my qualification?**

Assessment will comprise three, two hour exams, all sat at the end of year 13. It is likely that the mathematical challenge will be greater than previously.

Coursework practicals will no longer contribute to the grade, but there will be a series of twelve compulsory practical activities that will be reported on a pass or fail basis.

### **Possible Costs incurred on the course**

Non at present

### **What could I go on to do at the end of my course?**

Biology A level gives students a grounding as numerate problem solvers. It is a requisite for most degree courses in, medicine, pharmacy, dentistry and veterinary science. It can lead on to skilled, well paid, careers in hospital work and the pharmaceutical industry.

Subject Title:

**Business**

Exam Board and Specification No:

**Pearson Edexcel Level 3 Advanced GCE in Business  
(9BS0)**

Teacher Responsible:

**Mrs Barber**

### **What do I need to know or be able to do before taking this course?**

It is not a requirement that you have studied Business at GCSE in order to take an Advanced GCE course in the subject but a good standard of literacy is important. A number of the topics offered for study are developments from GCSE but there are also plenty of topics offered which are likely to be new to most students. It is more important that you have an enquiring mind, an interest in enterprise and current affairs as well as an ability to communicate your ideas effectively.

Those students who have studied Business GCSE will find that the skills they have learned and the knowledge they have acquired will form a solid foundation for further studies at Advanced GCE.

### **What will I learn on this Advanced GCE course?**

The course will enable you to develop:

- develop an enthusiasm for studying business
- gain an holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts.

### **What examinations will I have to take to get my qualifications?**

**Paper 1:** Marketing, people and global businesses (paper code: 9BS0/01).

35 % of qualification

**Paper 2:** Business activities, decisions and strategy (paper code: 9BS0/02).

35 % of qualification

Both of these papers will be a 2 hour written examination at the end of year 13 comprising of two sections. Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4. Whereas paper 2 will assess themes 2 and 3.



**Paper 3:** Investigating business in a competitive environment (paper code: 9BS0/03).

30 % of qualification

Paper 3 will assess content across all four themes, Questions will be drawn from local, national and global contexts. For paper 3 there will be a pre-released context document issued on the Edexcel website. Again, this is a 2 hour written examination.

**What could I go on to at the end of my course?**

Students who study Advanced GCE Business have access to a wide range of career and higher education opportunities. By the end of your course, you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and highly valued by employers, universities and colleges.

Business Advanced GCE provides an excellent foundation for a number of popular careers in a variety of sectors such as business, journalism and law as well as school leaver programmes that are becoming an increasingly popular route to gain vocational qualifications without going to university.

Subject Title: **Chemistry**  
Exam Board and Specification No:  
OCR A  
AS H032 A H432

Teacher Responsible:  
**Mr D Smith**

### **What do I need to know or be able to do before taking this course?**

The qualification builds on the knowledge, understanding and process skills inherent in GCSE Science and Mathematics. There is **no** requirement to have studied GCSE Chemistry separately - The level of knowledge gained in double science is sufficient. The qualification integrates theory and relevant practical work, which are developed at different levels throughout the course.

You will need to be able to communicate effectively, research and think critically about chemical problems. Independent study skills and consolidation of knowledge are essential. There is also significant mathematical elements to the course.

### **What will I learn on this Advanced GCE course?**

**OCR A specification** – A content-led approach. A flexible approach where the specification is divided into topics, each covering different key concepts of chemistry. Learners will develop competence and confidence in a variety of practical, mathematical and problem solving skills. Teaching of practical skills is integrated with the theoretical topics and they're assessed both through written papers and, for A level only, the Practical Endorsement.

The AS course consists of 4 modules. The content of each module is outlined here

<b>Module 1 – Development of practical skills in chemistry</b> Practical skills assessed in a written examination	<b>Module 2 – Foundations in chemistry</b> <ul style="list-style-type: none"><li>• Atoms, compounds, molecules and equations</li><li>• Amount of substance</li><li>• Acid–base and redox reactions</li><li>• Electrons, bonding and structure</li></ul>
<b>Module 3 – Periodic table and energy</b> <ul style="list-style-type: none"><li>• The periodic table and periodicity</li><li>• Group 2 and the halogens</li><li>• Qualitative analysis</li><li>• Enthalpy changes</li><li>• Reaction rates and equilibrium (qualitative)</li></ul>	<b>Module 4 – Core organic chemistry</b> <ul style="list-style-type: none"><li>• Basic concepts</li><li>• Hydrocarbons</li><li>• Alcohols and haloalkanes</li><li>• Organic synthesis</li><li>• Analytical techniques (IR and MS)</li></ul>

Those students studying for the A level qualification will also study:

<b>Module 5 – Physical chemistry and transition elements</b> <ul style="list-style-type: none"><li>• Reaction rates and equilibrium (quantitative)</li><li>• pH and buffers</li><li>• Enthalpy, entropy and free energy</li><li>• Redox and electrode potentials</li><li>• Transition elements</li></ul>	<b>Module 6 – Organic chemistry and analysis</b> <ul style="list-style-type: none"><li>• Aromatic compounds</li><li>• Carbonyl compounds</li><li>• Carboxylic acids and esters</li><li>• Nitrogen compounds</li><li>• Polymers</li><li>• Organic synthesis</li><li>• Chromatography and spectroscopy (NMR)</li></ul>
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For students completing the full A level, alongside the completion of modules 1-6 they will also complete 12 compulsory practical tasks which will result in a **Practical Endorsement**. This will be reported on a pass or fail basis.

### **What examinations will I have to take to get my qualification?**

**A Levels from 2015 – linear assessment** New A Levels will be fully linear so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years of study.

The new AS Level qualifications won't count towards the final grade of an A Level, but will be separate, stand-alone qualifications in their own right.

#### **At AS Level:**

Papers 1 and 2 can assess any content from Modules 1 to 4.

#### **At A Level:**

Paper 1 assesses the content from Modules 1, 2, 3 and 5

Paper 2 assesses the content from Modules 1, 2, 4 and 6

Paper 3 assesses the content from Modules 1 to 6

(Practical endorsement: Pass or fail)

### **Possible Costs incurred on the course**

None at present

### **What could I go on to do at the end of my course?**

Chemistry A level gives students a grounding as numerate problem solvers. It is a requisite for degree courses in chemical sciences, medicine, pharmacy, dentistry and veterinary science. It is recommended for a wide range of other degree courses including engineering.

Follow a Higher National programme in Applied Chemistry and related programmes, such as Sport Studies, Beauty Therapy, Applied Biology, Engineering, Agriculture, Animal Management, Countryside Management, Environmental Science, Equine Management or Horticulture.

Chemistry graduates go on to pursue a wide range of careers in science, engineering, finance and law, as a few examples.

Subject Title: <b>Classical Civilisation</b> Exam Board and Specification No: OCR: AS H008	Teacher Responsible: <b>Miss R Archer</b>
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### **What do I need to know or be able to do before taking this course?**

It is not a requirement that you have studied any Classical history or literature at GCSE in order to take an AS course in the subject. The topics covered will all use the skills developed in History and English lessons and will offer an entirely new viewpoint on the study of Western Civilisation as we know it. The course is therefore especially relevant for those students who are interested in History and Literature and will offer a valuable extension to your main studies.

Those students who have studied History and English Literature GCSE will find that the skills they have learned and the knowledge they have acquired will form a solid foundation for studying Classical Civilisation. A good standard of English is necessary, along with a genuine interest in the topic.

**The course is an AS qualification only that will be taught as half the AS in Year 12 and the second half in Year 13. The lessons will take place after school once a week.**

### **What will I learn on this Advanced Subsidiary course?**

During the course you will:

- develop an interest in, and enthusiasm for, the classical world;
- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of classical civilisation;
- develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times;
- develop and apply analytical and evaluative skills at an appropriate level;
- make an informed, personal response to the material studied.

### ***The World of the Hero* (Entry code H008/11):**

The course will have two main foci – literary and social and cultural context.

The literary aspect will cover:

- oral tradition;
- transmission of the texts, including when the epics were written down;
- what their preliterate form was and whether they were composed by one or more poets;
- structure of the epic;
- narrative techniques, including flashback, retardation, episodes;
- the language of epic, including formulae and similes;
- presentation of character;
- supernatural elements, such as monsters;
- realism and fantasy;
- disguise and recognition;
- *nostos*.

The Social and cultural context will cover:

- the role of the gods and the power of fate;
- the stories of the heroes;
- the concept of heroism, including the ideas of honour (*timé*) and reputation (*kleos*);
- moral concepts, such as justice and revenge;
- life and society as portrayed by Homer;
- the part played by women in the epics and their position in society;
- hospitality and guest friendship (*xenia*);
- the role of slaves;
- historical and archaeological background.

### **Imperial Image** (Entry code H008/22):

The idea of a politician ‘spinning’ their public image is one which is very familiar from our contemporary media; and so this exploration of a Roman politician and his successful propaganda campaign is both highly relevant and engaging for learners. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its republican values and to accept one-man rule.

Through an examination of the literature and visual/ material culture of the period, this component allows learners to examine the ways in which Augustus conveyed his personal brand to all social classes of Rome.

The key topics are broken-down by aspects of Augustus’ public image, often accompanied by one of his official titles. This will allow learners to assess the effectiveness of each strand of his self-presentation, as well as the effectiveness of his public image as a whole. The final key topic is concerned with representations of Augustus in later art and literature, enabling learners to assess how successful Augustus’ self-presentation was in the long-term.

### **Possible costs incurred on the course:**

Core texts.

### **What could I go on to at the end of my course?**

Students who study AS Classical Civilisation have access to a wide range of career and higher education opportunities. By the end of your course, you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and highly valued by employers, universities and colleges.

Classical Civilisation combines well with History, English Literature, Law, Sociology and Modern Foreign Languages to provide a depth of understanding to take into the study of an Arts or Languages degree. Classical Civilisation provides an excellent foundation for a number of popular careers including journalism, law, politics and business.

Subject Title: <b>Dance</b> Exam Board and Specification No: <b>AQA</b>	Teacher Responsible:  <b>Miss Eyles</b>
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**What do I need to know or be able to do before taking this course?**

In order to study Dance at A level it is recommended that you have studied GCSE Dance. The course is designed for candidates who wish to study Contemporary Dance in greater depth. Students will need to have achieved a Grade C or above in the theory element (Unit 1) of the GCSE Dance course to allow them to access the theory elements of the A level Dance course.

An enjoyment and interest in the choreographic process (both practical and theoretically) is essential.

**What will I learn on this Advanced Supplementary GCE course?**

You will learn to choreograph and perform as a solo in the style of a professional dance practitioner. You will also be part of a quartet dance performance piece created by your dance teacher. You will receive training in technique, performance and safe dancer in practice. Additionally you will begin to develop theoretical knowledge and understanding of the physiological demands made in practice/performance and critical thinking skills for the analysis of choreography and performance within your own work and that of professional repertoire.

**The course is made up of two main components:**

<p><b>Component 1: Performance and Choreography</b></p> <p><b>What is Assessed</b> Solo Performance linked to specific practitioner within an area of study.</p> <p>Performance in a quartet choreographed by the dance teacher and pupils.</p> <p>Group Choreography.</p>	<p><b>How its assessed</b></p> <ul style="list-style-type: none"> <li>✓ Practical exam</li> <li>✓ 80 marks</li> <li>✓ 50% of A level qualification</li> </ul> <p>Practical work is marked by an external assessor from AQA during a visit to the centre. Visits happen in March and April.</p>
<p><b>Component 2: Critical engagement</b></p> <p><b>What is assessed</b></p> <ul style="list-style-type: none"> <li>• Theory Knowledge, understanding and critical appreciation of <b>a compulsory set work and its location</b> within a corresponding area of study.</li> <li>• Knowledge, understanding and critical appreciation of <b>one optional set work and its location</b> within a corresponding area of study.</li> </ul>	<p><b>How its assessed</b></p> <ul style="list-style-type: none"> <li>✓ Written exam: 2 hours 30 minutes</li> <li>✓ 100 marks</li> <li>✓ 50% of A level qualification</li> </ul> <ul style="list-style-type: none"> <li>• Section A: Short answers questions (25 marks) and one essay question (25 marks) on the compulsory set work/area</li> <li>• Section B: Two essay questions on the second set work/area of study (25 marks for each essay).</li> </ul>

### **What will I learn on this Advanced GCE course?**

The course will enable you to develop:

- Technical and performance skills
- Safe dancer in practice and theory skills
- The process and art of choreography in a group and as a soloist
- The interrelationship between the creation, the presentation and the viewing/apperception of dance works
- The development of dance placed within an artistic and cultural context
- Professional dance works and the significance of these works
- Subject specific terminology

### **Possible costs incurred in the course**

£20 Dance Uniform

£20 Study Materials

£30 Trips/Special Events

### **What could I do at the end of the course?**

At the end of your course you may choose to study dance in greater depth by going on to a dance College or a University. You may choose to follow a combined arts course. A range of careers exist, from work within dance, to dance therapy, administration and teaching. Careers advice is available should you wish to discuss the many possibilities in more detail.

Subject Title: <b>Design and Technology</b>	Teacher Responsible:
Exam Board and Specification No: <b>WJEC Educas: QAN: 603/1178/2</b>	<b>Mrs A Ainsworth</b>

### Why study Design and Technology at A Level?

The WJEC Eduqas A level in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Product Design develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence. This subject also encourages candidates to develop their critical thinking, to see the relationships between designer, manufacturer and user and to perceive Design and Technology within the world in which we live.

As learners need to demonstrate expertise in specialist areas, two subject endorsements are available (***fashion and textiles*** and ***product design***), linked to design disciplines that reflect possible higher education routes and industry.

### What do I need to know or be able to do before taking this course?

There is no specific requirement for prior learning, although many candidates will have already gained knowledge and understanding of Design and Technology through their study of a GCSE specification in Design and Technology or a GNVQ qualification in Manufacturing or Engineering. A qualification in one of the above and/or Art is recommended.

### What will I learn on this Advanced GCE course?

You will work in a variety of material areas and contexts covering

- Manufacturing systems
- The use of digital technology in designing and manufacturing processes
- Commercial practice including marketing, product design etc.
- Legislation, including product labelling
- Health & Safety of designers, makers and the public
- The impact of design & manufacturing on the environment
- Ethical issues
- Aesthetics and function
- Ergonomics and anthropometrics
- Technical data
- Principles and techniques of testing applied to product design
- Quality control and quality assurance
- Smart and modern materials

Learners follow one endorsed route through this specification: either ***fashion and textiles***, or ***product design***.



The subject content for each of *fashion and textiles* and *product design* is presented under seven main headings:

- designing and innovation
- materials and components
- processes
- industrial and commercial practice
- product analysis and systems
- human responsibility
- public interaction – marketing and research.

*Fashion and textiles* and *product design* share the same structure (though with material-specific amplification where appropriate).

### **What examinations will I have to take to get my qualification?**

There are two components of the A level qualification.

The subject content for GCE A level Design and Technology will be assessed in the written examination and non-exam assessment (NEA).

#### **Component 1**

##### **Design and Technology in the 21st Century**

Written examination: 3 hours

50% of qualification

100 marks

#### **Component 2**

##### **Design and make project**

NEA: approximately 80 hours

50% of qualification

100 marks

Calculators may be used in Component 1 and in Component 2.

Component 1 is externally assessed, Component 2 is marked by the centre and moderated by the WJEC.

Subject Title: <b>English Language and Literature</b> Exam Board and Specification No: <b>A level: OCR H474 (EMC)</b>	Teacher Responsible:  <b>Mr J Chadwick</b>
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**What do I need to know or be able to do before taking this course?**

In order to study this fascinating subject it is recommended you should have good pass GCSE qualifications in English and English Literature. You will need to be prepared to study and analyse a wide variety of non-literary and literary texts, and comment on styles of writing, including your own creative writing; spoken and written grammar is also taught and referred to consistently on the course. Reading will cover texts from many historical periods as well as contemporary texts.

Those students who have studied English Language and English Literature at GCSE will find they will be developing the skills they acquired at GCSE; however, they will learn to analyse texts using a framework that requires them to draw on linguistic and literary approaches to analysis.

Students taking English Language and Literature need to be aware that language use is affected by context, and is in a continuing state of flux. Therefore, they need to be interested not just in language and literature, but also in exchanging ideas and the world around them. We expect students to read widely as a matter of course, primarily because they love to.

**What will I learn on this Advanced GCE course?**

The course will enable you to:

- develop an understanding of the ways in which forms and meanings in language are shaped
- learn linguistic and literary techniques for language analysis, and use the Stylistics approach to exploring texts
- write and think creatively and analytically
- study a wide range of poetry, prose, drama, non-literary and spoken texts
- understand how culture, history, society and other contextual features influence texts.

**Possible costs incurred in the course**

Nominal sums for core texts; theatre trips where available and appropriate.

**What examinations will I have to take to get my A level qualification?**

Component	Value, length, conditions	What students are required to do
1 Exploring non-fiction and spoken texts	32 marks 16% total A level 1 hour Closed text	<ul style="list-style-type: none"> <li>• Students analyse and compare two non-fiction / spoken language texts from an anthology provided by the exam board that they have studied. One text from the anthology will be re-printed in the exam.</li> </ul>

2 The Language of Poetry and Plays	64 marks 32% total A level 2 hours Closed text	<ul style="list-style-type: none"> <li>• Students answer one question on a poetry collection that they have studied. The question will be focused on one poem (students do not know which one). This is reprinted in the exam paper, and students will have to make references to one or two other poems in the collection in their answer.</li> <li>• Students answer one question on a drama text that they have studied. The question focuses primarily on one extract from the text poem (students do not know which one). This is reprinted in the exam paper.</li> </ul>
3 Reading as a writer, writing as a reader	64 marks 32% total A level 2 hours Open text	<ul style="list-style-type: none"> <li>• Students answer one question on how narrative works in a prose text they have studied.</li> <li>• Students write a narrative of 500 words and a commentary of 250 words.</li> </ul>
4 Independent study: analysing and producing texts	40 marks 20% total A level Coursework 1500-2000 words  1000-1200 words + 150 word introduction	<ul style="list-style-type: none"> <li>• Students write a comparative essay on two texts. At least one text will be from a list of 12 non-fiction texts provided by the exam board. The other text is a free choice: it can be chosen by individual students.</li> <li>• Students produce a piece of original non-fiction writing and an introduction.</li> </ul>

### **What could I go on to do at the end of my course?**

English Language and Literature is a high-currency A level. Students have a wide range of possible career and higher education opportunities, enhanced by the fact that you will learn and use a wide variety of transferable skills during the course. These include: writing for a variety of purposes, responding critically to many different kinds of texts, expressing informed and independent opinions, investigating how language is used in many different contexts, and identifying and developing the links between different parts of the subject. These skills are in demand from employers, universities and colleges, and are also valuable in their own right.

English (in various forms) can be studied as a single subject in higher education or can be combined with a wide variety of other subjects. A level English Language and Literature could form a good basis for study in any Arts-based subject, or, for example, History, Media, Film or Cultural Studies, Philosophy, Law, and Languages. In our experience, universities do not mind whether students intending to study English at university have an A level in straight English Literature or English Language and Literature. University English courses themselves are extremely diverse now.

Subject Title: **English Literature**  
 Exam Board and Specification No:  
**AQA: Specification A**

Teacher Responsible:  
**Miss R Archer**

**What do I need to know or be able to do before taking this course?**

This course lets you develop your interest in reading across a wide range of literature. Several parts build on what you learned at GCSE, but others are new. You need to enjoy reading plays, novels, and poetry and discussing **your** ideas and other people's. You will read and view (theatre trips, DVDs) modern texts and earlier classics. So you need to be willing to expand your reading, to think closely about what you have read, and to share your thoughts in discussions and in writing.

**What will I learn on this Advanced Level course?**

The course will help you:

- become an independent and confident reader and thinker;
- develop your understanding of how and why writers write;
- talk and write critically and persuasively about literature of different types and periods;
- make informed judgements on plays, novels and poems;
- gain an understanding of the traditions of English Literature and how it has changed over time.

**How is the course assessed?**

AQA A LEVEL ENGLISH LITERATURE		
Component	Value, length, conditions	What students are required to do
1. Love through the ages	75 marks 40% of A level 3 hours (3 sections) Section A: closed book Section C: Clean open book	Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Exam will include two unseen poems.
2. Texts in shared contexts (Modern times: Literature from 1945 to the present day)	75 marks 40% A level 2 hours 30 mins (3 sections) Section A: clean open book	Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000. The exam will include an unseen extract.
3. Independent critical study: Texts across time	50 marks 20% of A level	Comparative critical study of two texts, at least one of which must have been written pre-1900. One extended essay (2,500words) and a bibliography.

**Possible costs incurred on the course:**

Nominal sums for core texts; theatre trips where available and appropriate.

**What could I go on to do at the end of my course?**

English Literature A level is highly regarded by all universities for applications for degrees in English, Humanities, Law, Philosophy, Media Studies, and similar subjects. But it is also favoured for subjects which are not so obviously related because it shows evidence of critical thinking.

The course is also widely valued with regard to other career opportunities because of the wide range of transferable skills they develop:

- communication;
- understanding the content, purpose and techniques in different types of writing;
- expressing informed and independent opinions;
- analysis and synthesis.

Such skills are in high demand from employers. They can underpin careers in many areas that require effective communication, such as journalism and broadcasting, as well as being valuable in their own right in a world of mass information.

Subject Title: <b>Film Studies</b>	Teacher Responsible:
Exam Board and Specification No: WJEC Eduqas	<b>Mr J Chadwick</b>

### **What do I need to know or be able to do before taking this course?**

Film Studies is designed to deepen students' understanding, appreciation and enjoyment of film, the major art form of the twentieth century, and builds upon the cine-literacy that students have been developing informally since childhood. At this stage in the twenty-first century, film offers rich new means of expression and exhibition, and students will be expected to engage with these.

In order to study this subject it is essential that you are interested in – even passionate about – film. You will need good pass qualifications in GCSE English Language and GCSE English Literature. You will need to be prepared to study critically film deriving from various production contexts and experienced in a variety of different viewing situations. You should be prepared to analyse the texts you see and hear, and to communicate your ideas in discussion and essay writing; in this way, Film Studies is very similar to an English A Level course in that it is *predominantly* about analysing meanings and effects on viewers.

### **What will I learn on this A level course?**

This course will enable you to:

- Explore a wide range of film forms and film styles from the rich history of cinema;
- Develop your skills in critical observation, analysis and personal reflection;
- Consider how film creates meaning, and generates both intellectual and emotional responses;
- Extend your knowledge of social, political, cultural, technological and historical contexts, and assess how they contribute to meaning;
- Develop your creativity and practical skills, either in audio-visual or written form.

### **What examinations will I have to take to get my qualification?**

COMPONENT 1: 2 ½ HOUR EXAM, 35% OF A LEVEL

#### **Section A: Hollywood 1930-1990 (comparative study)**

**One** question from a choice of two, requiring reference to two Hollywood films, one from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990).

**Films studied:** *The Lady from Shanghai (Welles)*, *Do the Right Thing (Lee)*

#### **Section B: American film since 2005 (two-film study)**

**One** question from a choice of two, requiring reference to **two** American films, one mainstream film and one contemporary independent film.

**Films studied:** *No Country for Old Men (Coen, Coen)*, *Winter's Bone (Granik)*

#### **Section C: British film since 1995 (two-film study)**

**One** question from a choice of two, requiring reference to **two** British films.

**Films studied:** *Secrets and Lies (Lee)*, *This is England (Meadows)*

COMPONENT 2: 2 ½ HOUR EXAM, 35% OF A LEVEL

**Section A: Global film (two-film study)**

**One** question from a choice of two, requiring reference to **two** global films: **one** European and **one** produced outside Europe.

**Films studied: *City of God (Mereilles), Ida (Pawalikowski)***

**Section B: Documentary film**

**One** question from a choice of two, requiring reference to **one** documentary film.

**Film studied: *The Arbor (Barnard)***

**Section C: Film movements – Silent cinema**

**One** question from a choice of two, requiring reference to **one** silent film or group of films.

**Film studied: *Strike (Eisenstein)***

**Section D: Film movements – Experimental film (1960-2000)**

**One** question from a choice of two, requiring reference to **one** film option.

**Film studied: *Fallen Angels (Wong)***

COMPONENT 3: COURSEWORK, 30% OF A LEVEL

This component assesses **one** production and its evaluative analysis. Learners produce:

- **either** a short film (**4-5 minutes**)
- **or** a screenplay for a short film (**1600-1800 words**), plus a digitally photographed storyboard of a key section from the screenplay
- an evaluative analysis (**1600 - 1800 words**) of the film or screenplay.

**Possible costs incurred on the course**

£30 max for Year 12, covering conferences, cinema visits, etc. Students are encouraged to visit to cinema and buy or rent DVDs as often as possible to complement the texts they study on the course.

**What could I go on to do at the end of my course?**

Film Studies is a subject that by its nature requires students to consider individual, moral, cultural, ethical and contemporary issues. It will provide a solid foundation for progression to related courses at university, but the knowledge you will gain and the skills you will develop at A Level can be transferred to a wide range of courses: all courses require students who can think for themselves, analyse texts, research using a range of sources and speak and write interestingly and effectively. Such skills are also in demand for a wide range of jobs, not just those relating specifically to film. An A Level in Film Studies will not give you all the skills you need to work in the film industry, but it will mean you have an understanding of how film works.

Subject Title: <b>French/German</b> Exam Board and Specification No: EDEXCEL: AS 8FRO A2 9FRO AS 8GNO A2 9GNO	Teacher Responsible: <b>Mrs Heyes</b>
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### **Why study a language at A Level?**

Learning a language allows you to develop different skills and it enhances overall linguistic and intellectual development. During your A Level course, you use a good mix of subject specific and technical skills, for example gathering, assessing and interpreting information; developing opinions; proposing ideas; and being able to pick out the essential points from a text. You will also gain an understanding of the culture of French/German speaking countries as well as contemporary issues arising there.

Studying a language clearly makes you a communicator, both orally and in writing and allows you to also develop many transferable life-long skills which will give you excellent and varied career opportunities given that language skills are in scarce supply and can be used in almost any job.

Europe is a growing market for job opportunities and a language gives you the ability to communicate and compete in the global market. If you speak a second language, you can easily go into job areas such as the civil service, public relations, travel and tourism, European Union institutions, European multinational companies and Government departments like the armed services and the Foreign and Commonwealth Office.

### **What do I need to know or be able to do before taking this course?**

You will need to feel confident in the four language skills of Listening, Reading, Writing and Speaking. You also need to be interested in developing your understanding of the culture of French/German-speaking countries and in exploring in much more depth the topic areas that you will have covered at GCSE alongside more controversial themes. You will also be required to deepen your understanding of complex grammatical concepts.

### **What will I learn on this A Level course?**

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 the language that you have chosen. You will also learn much more about a wide range of aspects of the society or societies in which the language is spoken.

#### **Reading**

You will be able to read, understand and extract information from written passages in the target language taken from authentic sources, such as magazines, the Internet and newspapers, reports or books.

#### **Listening**

You will be able to listen to, and understand contemporary spoken language and answer questions on what you have heard.



### **Speaking and Writing**

You will learn how to write essays and to hold conversations and discussions in the target language. You will learn all the appropriate grammar and vocabulary that will help you to:

- present information in the target language
- organise your arguments
- provide opinions
- analyse your ideas

### **What examinations will I have to take to get my qualification?**

#### **Paper 1 (40%)                      Listening, reading and translation                      (1 hour 50 minutes)**

This paper draws on vocabulary and structures across a variety of themes based on the society and culture of the language being studied. Section A is a listening assessment and you will respond to comprehension questions based on a variety of contexts and sources. You will have control of the pace of the assessment and have access to your own MP3 player. Section B is a reading assessment based on a variety of text-types and genres where you will have to respond to comprehension questions. For section C, you will have to translate a text into English.

#### **Paper 2 (30%)                      Written response to works and translation                      (2 hours 40 minutes)**

You will translate an unseen passage from English into French / German. You will need to write two essays of approximately 300-350 words; one about a literary text and one about a film. For each essay, you will have a choice of two questions.

#### **Paper 3 (30%)                      Speaking                      (21-23 mins)**

You will have five minutes' preparation time for the speaking exam and you are allowed to make notes to which you can refer during the exam. You will complete two tasks. For task one, you will discuss a specific theme based on a stimulus card containing two different statements. For task two, you will present a topic which you have selected and independently researched. You will need to give a summary of the key findings of the written sources you have used for your research and answer questions on this. You will then then have a wider discussion on your research.

French - We currently study a film called *Au revoir les enfants* and the novel *Un sac de billes* and look at the period of German occupation of France during World War II.

German – We currently study a film called *Goodbye Lenin* and the novel *Ich fuhl mich so fifty-fifty* and look at events which led to the collapse of the Berlin Wall and the re-unification of Germany.

Subject Title: <b>Graphic Communication</b> Exam Board and Specification No: AQA: <b>AS (7243/C &amp; 7243/X A-Level (7203/C &amp; 7203/X)</b>	Teacher Responsible: <b>Mr A Lawrence</b>
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### **What do I need to know or be able to do before taking this course?**

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE in Graphic Communication, Art and Design course or equivalent. This may include an understanding of the basic elements of Art and some experience of working with creative computer software, such as the Adobe Suite (eg Photoshop). You should have an understanding of the place of Graphic communication in the world, its history and purpose. Above all you should have an interest and a passion for creating and understanding Graphic Communication.

### **What will I learn on this Advanced GCE course?**

Students should be introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques. They should be made aware of both traditional and new media. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

Students should produce practical and critical/contextual work in one or more areas of study, for example, interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.

### **Students will be required to demonstrate skills in all of the following:**

- Understanding of meaning, function, style, scale, colour and content in relation to the chosen area(s) of graphic communication
- Awareness of intended audience or purpose for their chosen area(s) of graphic communication
- Ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of graphic communication
- Appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- Appreciation of the appropriate use of typography (which could include hand lettering and calligraphy)
- Understanding of a variety of materials and genres appropriate to their chosen area(s) of graphic communication.

**Students must show knowledge and understanding of:**

- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of graphic communication
- Historical and contemporary developments and different styles and genres
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- Continuity and change in different styles, genres and traditions relevant to graphic communication
- A working vocabulary and specialist terminology that is relevant to their chosen area(s) of graphic communication.

**What examinations will I have to take to get my qualification?**

**A-Level**

**Component 1:** Portfolio 7203/C 60% of A-Level grade. No time limit. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

**Component 2:** Externally set assignment 7203/X 40% of A-Level grade. Preparatory time + 15 hours supervised time. Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

**Component 1 Personal investigation**

This is a practical investigation supported by written material.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation
- demonstrating critical understanding of contextual and other sources
- substantiating decisions leading to the development and refinement of ideas
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work
- making meaningful connections between, visual, written and other elements.

The written material must:

- be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.
- include specialist vocabulary appropriate to the subject matter
- include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit
- be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. Annotation must not be included in the word count for the written material.

Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.

There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives.

The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.

### **Component 2 Externally set assignment**

Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time – 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time. The first 3 hours of the supervised time must be consecutive.

In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.

Preparatory work and the work produced in the supervised time must be kept secure in between sessions of supervised time.

The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear.

Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

**Possible costs incurred on the course**

£40 ~ materials

£40 ~ trips

**What could I go on to do at the end of my course?**

There are many careers in art, craft and design. Most of these require further study at an art school, further education college or university. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your Art teacher who will know about the courses on offer in your area or elsewhere.

Subject Title: <b>Geography</b>	Teacher Responsible:
Exam Board and Specification No: <b>Edexcel (9GEO)</b>	<b>Mr T Hainsworth</b>

### **What do I need to know or be able to do before taking this course?**

A Level Geography appeals to anyone with an interest in the world around them and how people interact with it. **It is not a requirement that you have studied Geography at GCSE** – indeed, many of the topics are likely to be new to most students – but a good standard of literacy is important. The key requirement is an open and enquiring mind as many of the topics/issues explored are amongst the most important and relevant facing humankind. If you have an interest in current affairs, the natural world or how we manage our environment, then this course will appeal to you. You should be prepared to deal with a range of data types as well as having a critical eye to analyse and evaluate different viewpoints.

### **What will I learn on this Advanced GCE course?**

Geographical studies offer a range of skills valued by both universities and employers, including:

- Collecting, presenting, analysing and interpreting different types of data;
- Using spatial information, map work and other geographical skills;
- Research and investigative skills;
- Presenting your knowledge in different ways;
- Exploring the links and viewpoints within contemporary issues.

### **What examinations will I have to take to get my qualification?**

#### **Area of Study 1 – Dynamic Landscapes (25% of A Level content)**

##### **Topic 1: Tectonic Processes and Hazards**

Tectonic processes, a study of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards.

##### **Topic 2: Landscape Systems, Processes and Change**

An integrated study of processes, landforms and landscapes. A study of coastal systems and the physical and human processes influencing change over time and space.

#### **Area of Study 2 – Dynamic Places (25 % of A Level content)**

##### **Topic 3: Globalisation**

A study of globalisation, its causes and consequences for different people and places.

##### **Topic 4: Shaping Places**

A study of how and why places are shaped and changed (including regeneration), the meanings and identities attached to different places and the consequences for different people.

#### **Area of Study 3 – Physical Systems and Sustainability (25 % of A Level content)**

In-depth and detailed, synoptic study of geographical issues centred around compulsory content of:

- The water cycle and water insecurity
- The carbon cycle and energy security

#### **Area of Study 4 – Human Systems and Global Governance (25 % of A Level content)**

In-depth and detailed, synoptic study of geographical issues centred around:

- Superpower geographies
- Migration, identity and sovereignty

## **What examinations will I have to take to get my qualification?**

For the full A-Level, there will be three content based exams:

- A 2 hour, 15 minute “physical geography” exam incorporating study areas 1 and 3
- A 2 hour, 15 minute “human geography” exam incorporating study areas 2 and 4
- A 2 hour, 15 minute exam focussing on a synoptic investigation of a geographical issue.

## **Coursework (20% of A Level qualification)**

Students will be required to complete an independent investigation as a non-examined assessment. Each student will complete a written report of 3000-4000 words, focussing on one part of the specification. A “deep” level of understanding will be required; intellectual independence and geographical skills should be evidenced throughout. Students will be required to collect primary and secondary data via the field-trip (see below) and/or in their own time. This will be completed from c. Easter of Yr12 throughout Terms 5 & 6 as well as the students summer holidays.

## **Possible costs incurred in the course**

Students are required to undergo a **4 days’ fieldwork for the A Level qualification**. We anticipate an overnight residential fieldtrip costing **£60-70** (to cover transport, accommodation and resources) to the Jurassic Coast (Dorset) during the autumn of Year 12 for all students as an introduction to fieldwork skills in more detail. A further two days (of similar cost – tbc) will be organised in the Term 6 for students to conduct their own data collection for their coursework.

A **non-compulsory** international enrichment trip will also be organised. Most recently, this has been to Western and Southern Iceland.

## **What could I do at the end of the course?**

**Geography** combines well with almost all other A-Level subjects:

- If taken with **Sciences** like **Mathematics, Physics, Chemistry** and **Biology**, Geography supports applications for almost any science-based university course like **Engineering, Psychology, Environmental/Earth Sciences, Oceanography and Geology**;
- Taken with **Humanities** like **English, French, History or Economics**, Geography equally supports a wide range of courses such as **Business, Law, Media, Politics and Philosophy**.
- Increasingly, employers value the problem-solving attributes of geographers in an ever-changing world. Geography offers you the chance to deal with a variety of qualitative and quantitative data types and make informed decisions.

Subject Title: <b>History A</b> Exam Board and Specification No: OCR: AS H105 A H505	Teacher Responsible: <b>Mr E Evans</b>
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### **What do I need to know or be able to do before taking this course?**

It is not a requirement that you have studied History at GCSE in order to take an A Level course in the subject but a good standard of literacy is important. A number of the topics offered for study are developments from GCSE but there are also plenty of topics offered which are likely to be new to most students. It is more important that you have an enquiring mind, an interest in the past and its relevance to current affairs and an ability to communicate your ideas effectively.

Those students who have studied History GCSE will find that the skills they have learned and the knowledge they have acquired will form a solid foundation for further studies at A Level. A good standard of English is necessary.

### **What will I learn on this Advanced GCE course?**

During the course you will learn:

- about the significance of events, individuals, issues and societies in history
- how and why societies have changed over time
- about the theories of historians and the language that they use to discuss their ideas
- to understand the nature of historical evidence and the methods used by historians to analyse and evaluate it
- to develop an understanding of how the past has been interpreted and represented
- to express your own historical ideas confidently and effectively

### **What examinations will I have to take to get my qualifications?**

#### **British period study and enquiry: (unit group 1) (Y101–Y113)**

Learners study one of the 13 units available, each of which constitutes a substantial and coherent element of British History. The enquiry is a source-based study which immediately precedes or follows the outline period study. 50 marks 1 hour 30 minutes paper **25%** of total A level

#### **Non-British period study: (unit group 2) (Y201–Y224)**

Learners study one of the 24 units available, each of which constitutes a coherent period of non-British History. 30 marks 1 hour paper **15%** of total A level

#### **Thematic study and historical interpretations:(unit group 3)(Y301–Y321)**

Learners study **one** of the 21 units available. Each unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme. Learners will develop the ability to treat the whole period thematically and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.

80 marks 2 hour 30 minutes paper **40%** of total A level

#### **Topic based essay:(unit Y100)(Y100/03 or 04)**

Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s)

Proposal Form must be submitted to OCR.

3000–4000 word essay

Non exam assessment 40 marks **20%** of total A level



**POTENTIAL TOPICS; (Time period must extend over 200 years)**

**BRITISH;** Unit Y108: The Early Stuarts and the Origins of the Civil War 1603–1660

**ENQUIRY;** The Execution of Charles I and the Interregnum 1646–1660

**NON BRITISH;** Unit Y221: Democracy and Dictatorships in Germany 1919–1963

**THEMATIC;** Russia and its Rulers 1855–1964

**TOPIC ESSAY** – own choice

**Possible costs incurred on the course**

Conferences and travel. Possible trip abroad.

**What could I go on to at the end of my course?**

Students who study A Level History have access to a wide range of career and higher education opportunities. By the end of your course, you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and highly valued by employers, universities and colleges.

History combines well with maths and science subjects to create an attractive portfolio of qualifications, enabling a student to move on to a university science-based course. Combined with English and a modern foreign language it would provide a good basis for an arts or languages-based degree.

History provides an excellent foundation for a number of popular careers including journalism, law and business. In recent years a number of students have also found it a useful route into Medicine.

Subject Title: <b>Law</b> Exam Board and Specification No: <b>AQA 7162</b>	Teacher Responsible: <b>Mrs Chatfield</b>
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### **What do I need to know or be able to do before taking this course?**

Most importantly you need an interest in how laws are created and the running of the legal system. You should have an enquiring mind, enjoy thinking critically, and be able to learn and recall information. A good standard of English is beneficial as you will be expected to construct strong and detailed arguments in discussion and writing.

### **What will I learn on this course?**

You will develop:

1. an understanding of the main principles of English laws and their development
2. knowledge and understanding of the structure, personnel and functions of the English legal system and criminal law
3. practical application of legal methods and reasoning
4. the techniques of logical thinking and the skills necessary to analyse and solve problems by applying legal rules
5. a critical awareness of the changing nature of law in society
6. the ability to communicate legal arguments and conclusions clearly and succinctly with reference to appropriate legal authority

### **How will I learn?**

As well as classroom-based lessons, there will be opportunities to:

1. visit a Magistrates and Crown Court
2. take part in a workshop with Magistrates
3. listen to visiting speakers such as barristers, solicitors or police officers
4. attend Law Conferences
5. participate in a National Mock Trial Competition

### **What examinations will I have to take to get my qualification? (TBC)**

#### **Area of Study 1- The legal system and criminal law (331/3% of A level content)**

##### **Topic 1: The legal system**

This section focuses on the civil and criminal courts, the legal professions and access to justice. Students will develop knowledge and understanding of the processes and people involved in the law and the changing nature of the legal system.

##### **Topic 2: Criminal law**

This section focuses on the rules and general elements of criminal law and provides an introduction to criminal liability through the study of offences against the person and offences against property. Students will develop their knowledge and understanding of criminal law and the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of criminal law.

## **Area of Study 2-Law making and the law of tort (331/3% of A level content)**

### **Topic 1: Law making**

This section focuses on law making in England and Wales as well as the European Union. Students 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.

### **Topic 2: The law of tort**

This topic considers the rules of tort, liability in negligence, occupiers' liability and remedies. It provides an introduction to civil liability. Students will develop knowledge and understanding of the law of tort and the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of the law of tort.

## **Area of Study 3-Further Law (331/3% of A level content)**

### **Topic 1: The nature of law**

This develops an understanding of the nature of law. Students will explore the nature of law in a wider context and develop their understanding of how the law interacts with society, technology, morality and justice. They will consider the changing nature of law. Students will be expected to bring together the different areas of knowledge and understanding of the English legal system and the nature of law, legal rules and principles, concepts and issues from across the full course of study.

### **Topic 2: Human Rights**

This focuses on human rights, including their nature, protection and constitutional position under UK law. Specific rights are explored in detail as are the restrictions upon them and the process of enforcement through the courts. Students 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.

## **What could I go on to do at the end of my course?**

The A level qualification in Law is suitable for those interested in careers in the legal profession and the police force and/or criminology. It is also beneficial in areas which include an element of law, such as banking, building societies, insurance, local government and the civil service. The skills gained on the course are appropriate for a wide range of university courses.

Subject Title: <b>Mathematics</b> Exam Board and Specification No: AQA: A level Maths: 7357	Teacher Responsible: <b>Ms Ridewood</b>
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## Course Overview

The course comprises of topics focussing on PURE, MECHANICS and STATISTICS. The PURE focuses on the underlying principles of mathematics, such as algebra and trigonometry, building on your knowledge from GCSE. The APPLIED topics, which enable you to apply mathematical concepts to real life problems, involve and are linked to, analysing data, engineering, physics and business.

### Paper 1: *Pure*

2 hours

100 marks

33½% of the A-Level qualification

### Paper 2: *Pure and Mechanics*

2 hours

100 marks

33½% of the A-Level qualification

### Paper 3: *Pure and Statistics*

2 hours

100 marks

33½% of the A-Level qualification

## What to Expect

Many students find the transition between GCSE and A-Level Maths quite challenging; you will be required to work independently outside of class in order to keep up with the high demands of the course and pass the topic assessments. As a guide, A-Level Maths students should expect to receive homework every lesson in addition to their independent study and revision. As a “Rule Of Thumb” you should be spending at least 1 hour outside of class studying for every timetabled maths lesson.

Studying A-Level Maths can be extremely rewarding; providing a sense of personal achievement and opening doors to a range of future learning opportunities and careers.

You will be working with a team of Maths teachers who are passionate about the subject and are looking forward to sharing their enjoyment of the subject with you.

Subject Title: <b>Further Mathematics</b> Exam Board and Specification No: AQA: A level Further Maths: 7367	Teacher Responsible: <b>Ms Ridewood</b>
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### Course Overview

The course comprises of topics focussing on PURE, MECHANICS, STATISTICS and DISCRETE. The PURE focuses on the underlying principles of mathematics, such as algebra and trigonometry, building on your knowledge from GCSE. The APPLIED topics, which enable you to apply mathematical concepts to real life problems, involve and are linked to, analysing data, engineering, physics and business. You will have the opportunity to choose two units from discrete (topics such as route mapping, graph theory and looking at algebraic structures), mechanics (studying motion and forces, linking in with physics) and statistics (considering properties of data sets to draw conclusions).

Studying further mathematics offers a great opportunity to explore the type of content seen at university level, allowing students an opportunity to bridge the gap between school and university.

#### Paper 1: Further Pure

2 hours

100 marks

33⅓% of the A-Level qualification

#### Paper 2: Further Pure

2 hours

100 marks

33⅓% of the A-Level qualification

#### Paper 3: Discrete and Statistics

Or **Statistics and Mechanics**

Or **Mechanics and Discrete**

2 hours

100 marks

33⅓% of the A-Level qualification

### What to Expect

Many students find the transition between GCSE and A-Level Maths quite challenging; you will be required to work independently outside of class in order to keep up with the high demands of the course and pass the topic assessments. As a guide, A-Level Maths students should expect to receive homework every lesson in addition to their independent study and revision. As a "Rule Of Thumb" you should be spending at least 1 hour outside of class studying for every timetabled maths lesson.

As Further-Maths students, the pace of lessons will be faster and there will be a greater expectation placed on you to work outside of lessons. Excellent attendance will be essential, as will the ability to motivate yourself to revise for your exams from the start of the year.

Subject Title: **Music A Level**

Teacher Responsible:

Exam Board and Specification No:  
Edexcel 9MU0

**Miss R Hancock**

### **What is Music A Level?**

This is an academic and practical course developing skills in analysis, performance, composition and listening. It is for students who have an open mind and want to discover different types of music, and who are committed to learning a musical instrument or singing.

### **What are the entry requirements?**

- 5 grade or higher at GCSE Music OR proven musical experience to an equivalent standard of 7 / 8 grades at GCSE (Grade V Theory is preferable in this situation)  
PLUS
- Minimum Grade IV or equivalent on a musical instrument/singing
- Some keyboard skills are necessary

### **What is the course structure?**

Teaching is divided between performing, analysing, composing, compositional techniques and aural work. Wherever possible a practical approach is used to inspire learning. Regular opportunities to perform in both solo and ensemble situations are available throughout the course.

### **What subjects will I study?**

- Performing – solo and ensemble, through individual tuition and participating in a range of musical activities
- Composition – techniques and original work
- Musical analysis and listening skills

### **What are the ways in which I will learn?**

A balance between academic and practical study is maintained. Analysis of musical scores and an exploration of compositional techniques, alongside active listening, form the basis of classroom teaching. Home learning is focused around individual practising, research, essay writing and preparing for presentations/discussions.

### **Course Outline**

There are 3 components to the A Level specification – Performing (30%), Composing (30%) and Appraising (40%)

### **Component 1: Performing (Component code 9MU0/01) - Non-examined assessment: externally assessed 30% of the qualification (60 marks)**

- A public performance of one or more pieces, performed as a recital, lasting at least 8 minutes
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology

**Component 2: Composing (Component code: 9MU/02) - Non-examined assessment: externally assessed 30% of the qualification (60 marks)**

- Total of two compositions, one to a set brief and one either free composition or also to a brief, lasting a combined minimum of 6 minutes

**Component 3: Appraising (Component code: 9MU/03) - Written examination: 2 hours 40% of the qualification (100 marks)**

- Application of knowledge and understanding of musical elements, contexts and language through six areas of study, each with three set works, plus application of knowledge to unfamiliar works

**Overview of areas of study and set works**

<b>Vocal Music</b>	<ul style="list-style-type: none"> <li>• J. S. Bach, Cantata, Ein feste Burg</li> <li>• Mozart, The Magic Flute</li> <li>• Vaughan Williams, On Wenlock Edge</li> </ul>
<b>Instrumental Music</b>	<ul style="list-style-type: none"> <li>• Vivaldi, Concerto in D minor, Op. 3 No. 11</li> <li>• Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1</li> <li>• Berlioz, Symphonie Fantastique</li> </ul>
<b>Music for Film</b>	<ul style="list-style-type: none"> <li>• Danny Elfman, Batman Returns</li> <li>• Rachel Portman, The Duchess</li> <li>• Bernard Herrmann, Psycho</li> </ul>
<b>Popular Music and Jazz</b>	<ul style="list-style-type: none"> <li>• Courtney Pine, Back in the Day</li> <li>• Kate Bush, Hounds of Love</li> <li>• Beatles, Revolver</li> </ul>
<b>Fusions</b>	<ul style="list-style-type: none"> <li>• Debussy, Estampes</li> <li>• Familia Valera Miranda, Caña Quema</li> <li>• Anoushka Shankar, Breathing Under Water</li> </ul>
<b>New Directions</b>	<ul style="list-style-type: none"> <li>• Cage, Three Dances for Two Prepared Pianos</li> <li>• Kaija Saariaho, Petals for Violoncello and Live Electronics</li> <li>• Stravinsky, The Rite of Spring</li> </ul>

**Overview of Composition Briefs**

<i>Briefs relating to areas of study</i>	<i>Briefs assessing technique</i>
Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions	<ul style="list-style-type: none"> <li>• Bach Chorale</li> <li>• Two-part Counterpoint</li> <li>• Arrangement</li> <li>• Remix</li> </ul>
OR Free Composition	

**What can I do at the end of the course?**

- An A Level in Music would provide students with full preparation for any Music or Music-related degree course, or entry to Music College
- An A level in Music is a highly regarded academic qualification and is fully recognised by all Universities in their entry requirements



Subject Title: <b>Philosophy</b> Exam Board and Specification No: AQA: 2175 AS: 1176 A2 2176	Teacher Responsible: <b>Mr A Watkin</b>
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**What do I need to know or be able to do before taking this course?**

Ideally you will have achieved Grade C in GCSE. But more importantly you must realise that Philosophy is a way of thinking. Those who study philosophy are asking questions about the world; its people and ideas, that although may seem simple at first are actually very complex. Philosophy and Ethics is a challenging but rewarding course.

**What examinations will I have to take to get my qualification?**

You will follow the AQA syllabus and there is no coursework in this subject.

**Section A – Ethics**

Virtue Ethics  
Kantian Ethics  
Utilitarianism  
Ethical Language

**Section B – Philosophy of Mind**

Dualism  
Materialism  
Mind Brain Identity Theory  
Functionalism  
Eliminative Materialis

**What could I go on to do at the end of my course?**

Philosophy is one of the fastest growing subjects at AS/A2. This can be attributed to the topics studied, but also the skills it provides the students with. It tells potential employers that you can explain difficult concepts clearly; are able to evaluate new ideas and explain your own opinion in an articulate manner. All of these skills are highly regarded and make philosophy an excellent subject to choose alongside almost all other subjects. Furthermore, it is these skills that are sought after by employers especially those working in law; teaching; social work; journalism; nursing and management. It also shows university admissions tutors that you can deal with new and difficult ideas, which is a skill they value highly.

Subject Title: <b>Photography</b> Exam Board and Specification No: AQA: AS (7256/C & 7246/X) A-Level (7206/C & 7206/X)	Teacher Responsible: <b>Mr A Lawrence</b>
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**What do I need to know or be able to do before taking this course?**

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE in Art and Design or Graphic Design course or equivalent. This may include an understanding of the basic elements of Art and some experience of working with creative computer software, such as the Adobe Suite (eg Photoshop). You should have an understanding of the place of Photography in the world, it's history and purpose. Above all you should have an interest and a passion for creating and understanding Photography. Some experience using a DSLR camera would be beneficial.

**What will I learn on this Advanced GCE course?**

Students should be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students should use sketchbooks/workbooks/journals to underpin their work where appropriate. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.

Students may use traditional methods and/or digital techniques to produce images. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

**Areas of study**

Students are required to work in **one or more** area(s) of photography, such as those listed below. They may explore overlapping areas and combinations of areas:

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment)
- Still life photography (working from objects or from the natural world)
- documentary photography, photojournalism
- fashion photography
- experimental imagery
- multimedia
- photographic installation
- moving image (video, film, animation).

## Skills and techniques

- Students will be required to demonstrate skills in all of the following:
- 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 in 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.

## Knowledge and understanding

- Students must show knowledge and understanding of:
- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s) of photography
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to photography
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of photography.

## What examinations will I have to take to get my qualification?

### A-Level

**Component 1:** Portfolio 7206/C 60% of A-Level grade. No time limit. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

**Component 2:** Externally set assignment 7206/X 40% of A-Level grade. Preparatory time + 15 hours supervised time. Non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

### **Component 1 Personal investigation**

This is a practical investigation supported by written material.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation
- demonstrating critical understanding of contextual and other sources
- substantiating decisions leading to the development and refinement of ideas
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work
- making meaningful connections between, visual, written and other elements.

The written material must:

- be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.
- include specialist vocabulary appropriate to the subject matter
- include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit
- be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. Annotation must not be included in the word count for the written material.

Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work. There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives. The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.

### **Component 2 Externally set assignment**

Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time – 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time. The first 3 hours of the supervised time must be consecutive.

In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended.

Preparatory work and the work produced in the supervised time must be kept secure in between sessions of supervised time.

The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear.

Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

#### **Possible costs incurred on the course**

£100 ~ materials

£40 ~ trips

#### **What could I go on to do at the end of my course?**

There are many careers in art, craft and design. Most of these require further study at an art school, further education college or university. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your teacher who will know about the courses on offer in your area or elsewhere.

Subject Title: <b>Physical Education</b> Exam Board and Specification No: OCR: Physical Education H555	Teacher Responsible: <b>Mr B Taylor</b>
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### **What do I need to know or be able to do before taking this course?**

It is not a requirement that you should have studied Physical Education at GCSE level in order to take an advanced GCE course in the subject. Several topics covered in the course are developments of work covered at GCSE but others are new. What is important is that you should have a lively and enquiring mind, an interest in Physical Education, a willingness to explore new ideas and an ability to communicate your ideas effectively. Your Practical assessment is based on **1 sport**. It is essential that you are training and performing in your chosen sports outside of school. The practical component is worth 30% of your final grade. It is important to understand that if students are unable to perform practically to a good standard, it will be a limiting factor in their overall level of attainment.

If you enjoy sporting activities the course will broaden your all-round knowledge of physical education. At the same time it will develop your understanding of the theory underpinning the subject and contribute towards the practical performance element of the course.

### **What will I learn on this Advanced GCE course?**

You will:

- Understand how Physiological and Psychological factors affect performance
- Understand key Socio-Cultural factors that affect participation and performance
- Understand the role of Technology in PE and Sport
- Develop the ability to analyse and evaluate to improve performance

### **What kind of student is this course suitable for?**

The course will appeal to those students who:

- have a keen interest in sport and recreation
- want to follow a course that develops the theoretical aspects through practical involvement
- have an enquiring mind and are interested in sport throughout the world
- want to know more about how the body functions and the effects of exercise on the body
- want to evaluate and improve their own sporting performance
- enjoy discovering about themselves in practical situations
- may want to move onto a related career or higher education course

## **What examinations will I have to take to get my qualification?**

### **Unit H555 – (Practical)**

At A Level there is a standard Practical Performance component. This is worth **30%** of overall mark. This will consist of:  
Performance in **one** practical activity and an Evaluation and Analysis of a performance.

### **Unit H555 – (Theory)**

This unit contains **3** distinct units and **3** exam papers

### **Paper 1 - Physiological factors affecting performance - (30%)**

#### **Applied Anatomy and Physiology –**

Skeletal and Muscular systems, Cardiovascular and respiratory systems, Energy systems

#### **Exercise Physiology**

Injury prevention and rehabilitation, Diet and nutrition, Training methods

#### **Biomechanics**

Fluid mechanics, Laws of motion, Biomechanical principles

### **Paper 2 – Psychological (20%)**

#### **Sports Psychology**

Group and team dynamics, Attribution theory, leadership, stress management

#### **Skill acquisition**

Guidance, Feedback, Transfer of skills, memory

### **Paper 3 – Socio Cultural Issues in Sport and PE – (20%)**

#### **Sport in Society and Contemporary Issues in Physical Activity and Sport**

Evolution of modern sport, global events, Ethics and deviance, Commercialism and media

## **What could I go on to do at the end of my course?**

Students with Physical Education have access to a wide range of possible career and higher education opportunities. They learn to use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting information, communicating their findings in different ways and identifying and developing links between different parts of the subject. Such skills are in great demand with employers and at universities and colleges. Physical education alongside all subjects supports applications for a wide and fast-growing range of university courses.

Some students choose to use their qualification to go straight into employment, rather than go on to higher education. Physical Education develops the transferable skills and the Key Skills that employers are looking for.

**Subject Title: Physics**

Exam Board and Specification No:

OCR: H556/(01,02,03)

**Teacher Responsible:**

**Mr M Croft**

**What do I need to know or be able to do before taking this course?**

The qualification builds on the knowledge, understanding and process skills inherent in GCSE Science and Mathematics. There is no requirement to have studied GCSE Physics separately- the knowledge gained in double science is sufficient. The qualification integrates theory and relevant practical work, which are developed at different levels throughout the course.

You will need to be able to communicate effectively, apply learnt skills and content to unfamiliar contexts and present calculations and understanding in a clear and logical manner. There is a significant mathematical element, studying an A Level in Maths alongside Physics will be advantageous. Questions assessing students' use of mathematical skills will make up 40% of the exam papers. Students must be prepared to consolidate their learning independently and be proactive in securing their understanding.

**What will I learn on this Advanced GCE course?**

Within OCR Physics, we follow the concept-led approach to A level Physics. It begins with a study of the laws, theories and models of physics, and finishes with an exploration of their practical applications.

The course consists of the following topics. The content of each module is outlined here

**A Level Physics - content**

- ***Module 1 – Development of practical skills in physics***
- ***Module 2 – Foundations of physics***
- ***Module 3 – Forces and motion***
- ***Module 4 – Electrons, waves and photons***
- ***Module 5 – Newtonian world and astrophysics***
- ***Module 6 – Particles and medical physics***

**Assessment:**

- Component 01 assesses content from modules 1, 2, 3 and 5.
- Component 02 assesses content from modules 1, 2, 4 and 6.
- Component 03 assesses content from all modules (1 to 6).



### **What examinations will I have to take to get my qualification?**

**A Levels from 2015 – linear assessment.** New A Levels will be fully linear so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years of study.

#### **At A Level:**

(01) – Modelling Physics – 37% weighting (2 hour 15 minutes)

(02) – Exploring Physics – 37% weighting (2 hour 15 minutes)

(03) – Unified Physics – 26% weighting (1 hour 30 minutes)

This final paper is synoptic and can draw on knowledge from topics across the full A level specification.

(04) – Practical Endorsement in Physics. No marks awarded – does not add to your overall score.

#### **Possible Costs incurred on the course**

£9 for revision guides.

#### **What could I go on to do at the end of my course?**

Physics is a requisite for degree courses in physics and many types of engineering. It is recommended for a wide range of other degree courses, from Meteorology to Architecture.

Follow a Higher National programme in Applied Physics and related programmes, such as Sport Studies, Engineering, Agriculture, Countryside Management and Environmental Science.

Physics graduates go on to pursue a wide range of careers in science, engineering, finance and law as a few examples.

Subject Title:

**Psychology**

Exam Board:

**AQA**

Teacher Responsible:

**Mr Brown & Ms Favali**

### **What do I need to know or be able to do before taking this course?**

In order to study this fascinating subject it is recommended by the exam board that you should have a B grade at GCSE English Language, Maths and Biology. You will need to be prepared to study and analyse a wide variety psychological theory and research from a broad area of the curriculum. You will need to develop sophisticated skills of critical thinking and to be able to analyse the value of the research using the skills of a scientist. This is a social science and the demands are extremely challenging.

### **What will I learn on this Advanced GCE course?**

**Unit 1** - Social influence, Memory, Attachment and Psychopathology.

**Unit 2**- Approaches in psychology, Biopsychology and Research methods.

**Unit 3** - Issues and Debates in psychology, Relationships, Eating behaviours and Addiction.

These units will be taught through a combination of practical investigations, class/group/individual projects and presentations, debates, discussions, practical activities and essay writing skills activities.

### **What examinations will I have to take to get my A level qualification?**

The entire course is assessed through terminal examination, which will be taken in June. There are three equally weighted exam papers to be taken at the end of the 2nd year of study (Units 1, 2 and 3), each exam is two hours long.

### **What University courses can this course lead to?**

The A-Level course is appropriate for students who wish to follow an academic path in Psychology as well as equipping students with the knowledge and skills essential to both art and science disciplines. It is considered a science subject by most universities. Psychologists are known for their analytical and critical skills, as well as being well-regarded for their ability to communicate their ideas effectively. This means that psychologists are found within many different organisations within business, law, health care, education and sport. An A level qualification in psychology can lead you on to a variety of possible careers and courses. If you are considering any career that involves working with people, such as the police force, teaching, nursing, law, human resources, then a strong grade at psychology A level will give you an advantage. There are a wide range of degrees to consider too that could take you into a psychology career as well, for example forensics, educational psychology or mental health work.

**What equipment do I need to provide?**

Students will be issued with a core Psychology text book and have access to a wide range of other resources through lesson time.

**Possible costs incurred in the course**

Nominal sums for core texts; lecture trips where available and appropriate.

If students wish to subscribe to the quarterly 'Psychological Review' magazine, this can be arranged at a reduced price. Revision guides to aid examination preparation can be recommended.

Subject Title: <b>Design and Technology</b>	Teacher Responsible:
Exam Board and Specification No: <b>WJEC Educas: QAN: 603/1178/2</b>	<b>Mrs A Ainsworth</b>

### Why study Design and Technology at A Level?

The WJEC Eduqas A level in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Product Design develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence. This subject also encourages candidates to develop their critical thinking, to see the relationships between designer, manufacturer and user and to perceive Design and Technology within the world in which we live.

As learners need to demonstrate expertise in specialist areas, two subject endorsements are available (***fashion and textiles*** and ***product design***), linked to design disciplines that reflect possible higher education routes and industry.

### What do I need to know or be able to do before taking this course?

There is no specific requirement for prior learning, although many candidates will have already gained knowledge and understanding of Design and Technology through their study of a GCSE specification in Design and Technology or a GNVQ qualification in Manufacturing or Engineering. A qualification in one of the above and/or Art is recommended.

### What will I learn on this Advanced GCE course?

You will work in a variety of material areas and contexts covering

- Manufacturing systems
- The use of digital technology in designing and manufacturing processes
- Commercial practice including marketing, product design etc.
- Legislation, including product labelling
- Health & Safety of designers, makers and the public
- The impact of design & manufacturing on the environment
- Ethical issues
- Aesthetics and function
- Ergonomics and anthropometrics
- Technical data
- Principles and techniques of testing applied to product design
- Quality control and quality assurance
- Smart and modern materials

Learners follow one endorsed route through this specification: either ***fashion and textiles***, or ***product design***.

The subject content for each of *fashion and textiles* and *product design* is presented under seven main headings:

- designing and innovation
- materials and components
- processes
- industrial and commercial practice
- product analysis and systems
- human responsibility
- public interaction – marketing and research.

*Fashion and textiles* and *product design* share the same structure (though with material-specific amplification where appropriate).

### **What examinations will I have to take to get my qualification?**

There are two components of the A level qualification.

The subject content for GCE A level Design and Technology will be assessed in the written examination and non-exam assessment (NEA).

#### **Component 1**

##### **Design and Technology in the 21st Century**

Written examination: 3 hours

50% of qualification

100 marks

#### **Component 2**

##### **Design and make project**

NEA: approximately 80 hours

50% of qualification

100 marks

Calculators may be used in Component 1 and in Component 2.

Component 1 is externally assessed, Component 2 is marked by the centre and moderated by the WJEC.

Subject Title: <b>Sociology</b>	Teacher Responsible:
Exam Board and Specification No: <b>AQA</b>	<b>Ms Chantry &amp; Ms V Favali</b>

### **What do I need to know or be able to do before taking this course?**

It is important that you have an enquiring mind and an interest in current affairs if you are to be successful in this subject. Essentially, you must be interested in why people behave in the way they do! Consider whether you are interested in finding out the following

*Why do people commit crime?*

*Should women be paid less than men for the same job?*

*Who was Karl Marx?*

*Why there is inequality in education?*

*What does global development have to do with how society works?*

To meet the demands of the course it is preferable to have achieved good results in English and Maths to ensure a secure grounding for the study of Sociology. The topics offered for study are developments on a range of GCSE courses. New knowledge and skills will be acquired by all students.

### **What will I learn on this Advanced GCE course?**

There are three units which are studied over the two year course:

**Paper 1:** Education with Theory & Method

**Paper 2:** Topics in sociology (Families & Households/ Global development)

**Paper 3:** Crime & Deviance with Theory & Method

### **Possible costs incurred in the course**

A few books may be recommended to students wishing to improve their performance together with the opportunity to take part in conferences.

### **What examinations will I have to take to get my qualification?**

The entire course is assessed through three written exams at the end of the two-year course. These will take place in June. Each exam is equally weighted (33.3%, 80 marks) and each exam is two hours long.

### **What could I go on to do at the end of my course?**

Employers, training providers and universities almost universally accept Sociology qualifications at this level as an entry qualification. This specification has been designed to provide a suitable foundation for the study of Sociology, or a related area of study, at further or higher education and/or preparation for future employment. For example, related social science programmes and/or progression to the next level of vocational qualifications (e.g. in the areas of caring, business studies, marketing, management or media).

Subject Title: <b>Theatre Studies and Drama</b> Exam Board and Specification No: EDEXCEL: 9DR0	Teacher Responsible: <b>Mr S White</b>
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### **What do I need to know or be able to do before taking this course?**

It is useful to have taken Drama at GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

### **What will I learn on this course?**

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

### **What kind of student is this course suitable for?**

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

### **What examinations will I have to take to get my qualification?**

#### **Component 1: Devising 40%** ***Coursework***

Devise an original performance piece. Use one key extract from a performance text and a theatre practitioner as stimuli.

#### **Component 2: Text in Performance 20%** ***Coursework***

A group performance/design realisation of one key extract from a performance text. A monologue or duologue performance/design realisation from one key extract from a different performance text.

#### **Component 3: Theatre Makers in Practice 40%** ***Written examination: 2 hours 30 minutes***

Live theatre evaluation – choice of performance. Practical exploration and study of a complete text – focusing on how this can be realized for performance. Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience.

##### ***Section A: Live Theatre Evaluation***

Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

##### ***Section B: Page to Stage: Realising a Performance Text***

Students answer two extended response questions based on an unseen extract from the performance text they have studied. Students will demonstrate how they, as theatre

makers, intend to realise the extract in performance.

*Section C: Interpreting a Performance Text*

Students will answer one extended response question from a choice of two using their chosen text. Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

**Possible costs incurred on the course**

Theatre visits.

**What could I go on to do at the end of my course?**

The AS/A level can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level. It can be used as part of your course to broaden your studies and may lead on to a career in the performing arts industries.

Drama and Theatre Studies AS/A level complements a range of subjects and is useful in building confidence and improving presentation skills in a range of careers.