Lingfield
Notre Dame

SIXTH FORM SUBJECT CHOICES AT 'AS' & 'A' LEVEL

October 2011

SIXTH FORM OPTIONS – CONTENTS

INTRODUCTION

Lingfield Notre Dame has a well established Sixth Form which offers small teaching groups and professional support with career guidance and academic study. The Sixth Form provides the ideal opportunity for the transition from a highly structured learning environment to one in which students gradually take more responsibility for their own progress and development.

Sixth Form students are encouraged to set their own targets through the appraisal system. They have greater freedom but enjoy the support of dedicated and experienced tutors, who encourage them in the setting of high targets and who provide practical and academic help in achieving these.

The 'A' Level System

In the **Lower Sixth** students will study subjects at 'AS' level. This is an *Advanced Subsidiary* level which will be examined at a standard *between* GCSE and 'A' level. The concept behind this is that students will be able to study more subjects in less depth and so maintain a broader curriculum in their Lower Sixth year. *All students will choose four subjects to study at 'AS' level.* Students will be asked to choose subjects in order of preference, including a reserve subject. Every effort will be made to offer students as many of their higher preferences as possible. In some subjects students may take an AS module examination in the January of the Lower Sixth year and the remaining modules in the Summer.

In the **Upper Sixth** students will move on to the *A2 level in THREE of their 'AS' level subjects* which they will study in greater depth. This combination of AS and A2 makes up the new full 'A' level award. In exceptional cases, students may study 4 subjects at A2.

NB: the AS and A2 exams are each worth 50% of the final full A level award.
Key skills are acquired through AS and A2 subject.

Entry Requirements and Scholarships

Places in our Sixth Form are limited and therefore, for students to cope with the demands of Sixth Form courses, external applicants will require at least six A grades at GCSE. In order to study a subject at A Level, applicants must have achieved at least an A grade at GCSE in that subject. Most subjects are in four modules, two will be taken in the Lower Sixth and two in the Upper Sixth. Those few subjects which have six modules will be divided into three in the Lower Sixth and three in the Upper Sixth. Universities can look at individual unit grades as well as the overall final grade and so, although re-takes are possible, it is important to achieve the best grades possible in the Summer AS sitting.

Any student wishing to pursue entry will complete a Registration Form and return it together with the non-refundable registration fee of £50 and a copy of their birth certificate, to the Admissions Office. A tour of the school with the Headmaster is then arranged. These take place during a working morning.

Following this a 'Taster Day' is arranged to coincide with the subjects that the student is interested in studying at A level. This also gives an insight into life in the Sixth Form, the opportunity to meet fellow students and sample some lessons. During this day an interview will take place with the Head of Sixth Form. We then take up references from the student's current school, detailing their mock and predicted grades at GCSE.

The deadline for all Sixth form applications is **31st March.**

In April we send out the contracts to students whose applications have been successful. These need to be returned within a two week timescale, with a holding deposit, which is only refundable if the required grades are not met.

***Scholarships are available for 50 points*, gained at GCSE before Sixth Form entry** (ie A* = 6; A = 5; B = 3; C = 1 eg 5xA*, 4xA) which would, on application, give a discount of 40%, throughout the Sixth Form

Where students take more than 9 GCSEs, it is the best 9 that count. A limited number of means tested Bursaries are also available.

Responsibilities and Privileges

The Sixth Form operates on a system of trust. It recognises the need for young adults to develop in an atmosphere of freedom, but also one which encourages responsibility. The Sixth Formers enjoy a different working relationship with staff, their own common room, study periods, their own study room and a dedicated computer suite. They have greater control over the use of their time but they are also the leaders in our community, serving as School Officials, House Captains, Subject Captains and Prefects. They show enthusiasm and support for school events and are often responsible for developing new initiatives. They are expected to help with the organisation and running of the lower school.

Study Periods/Homework

Provision is made for students for quiet study in school when Sixth Formers are not being taught. They have access to the Library at all times. Lower Sixth students are supervised in the Study Room to ensure a quiet working environment. The Upper Sixth are asked to be in for registration every morning. They can work in the Library or Study Room. We ask that when in school in the morning they work in the Study areas rather than spend time in the Common Room. They are free to study at home once they have finished lessons for the day, provided they sign out. Lower Sixth students are not permitted to go home during study periods. For the Upper Sixth, special arrangements operate. Progress of all Sixth Formers is closely monitored.

The homework set by Staff should be regarded as a *minimum* and the successful Sixth Form student is the one who broadens and deepens his/her knowledge through extra reading, note making and exercise completion.

A student following AS/A levels should expect on average four hours homework per subject, per week, although this will increase as exams approach. Whilst a Saturday job is a valuable and worthwhile experience, it should be restricted to one day per week, *especially during the Upper Sixth year.*

Sixth Form Appraisal System

The system includes staff and student input. It allows students to analyse their own progress and enables them, after discussion with subject staff, to set themselves targets to achieve before the next appraisal.

Lower Sixth Appraisal : Grades only Reports – October and April

Written Reports and Parents' Evening - January

Upper Sixth Appraisal : Grades only Reports – September and April

Written Reports – March

Parents' Evening – September and March

Gradually, over their time in the Sixth Form, students will build up a document which charts their academic progress and provides a general record of their achievements.

VI Choice

The Sixth Formers have their own dining room facility within the Sixth Form accommodation. Hot and cold food is freshly prepared and served daily. Tea, coffee and cold water are available all day.

WHAT ELSE IS ON OFFER?

1 Critical Thinking (AS Level)

This is taught through a series of tutorials and independent study programmes.

2 *Physical Education*

In the Sixth Form, we look to build on an ethos fostered in P.E. throughout the school, ie that whilst we take account of pupils' different interests and capabilities, we would like to nurture enjoyment, development of self-confidence and the need for a healthy lifestyle and a sense of well being.

In a demanding Sixth Form academic environment, the Physical Education programme has been negotiated with students. Tailored to offer 'something a little different' to the overall 'post GCSE' curriculum, our schedule introduces students to a wide range of activities.

This year's activities include traditional activities such as: Football; Badminton; training sessions for the school teams as well as First Aid Courses; Outdoor Activities at Blacklands Farm and Personal Development Activities led by the Army.

Such a varied programme is intended to contribute to the quality of Sixth Form life, to give students access to the community and help them to make choices about the use of their leisure time. We also hope that students continue to make the most of our extensive extra-curricular provision and inter-school fixtures. We actively encourage them to take on responsible roles during club sessions – as coaches and umpires etc – this being a positive attribute when applying to universities.

Finally, it is important that both students and parents are aware that *safety* is paramount in all activities - instruction is always given by experts, who provide the correct equipment and are appropriately qualified in their field.

3 *Outside Speakers*

Speakers are invited to talk to the students during the Easter Term and in the past these have included Magistrates, Councillors, the Police, Health Workers, Admissions Tutors and HR Consultants.

4 *Volunteers*

We are linked with Millennium Volunteers as part of a nationwide scheme to encourage youngsters to become involved in the community. Many of our students go to the NCYPE to help with groups from the Centre.

5 *Student Survival Course*

This involves cooking and management of finance for when the times comes to leave home.

6 *Examination Practice*

In the latter part of the Upper Sixth the Wednesday afternoon "slot" is used for more academic pursuits, as each department will set practice papers to be taken under exam conditions. We find this very beneficial as part of the revision programme for the students.

- There are some occasions, due to timetabling, when there may be some variation in the timing of the above events, but this should affect very few students.

There is also a period of mock examinations, Year 13 in December and Year 12 in March. This is in conjunction with various subject assessments.

Sixth Form Induction

In the post-GCSE period in Year 11, all students will be invited to participate in an induction programme. This is organised by the school and includes taster lessons and a business team building game. This has a twofold purpose. Firstly, to give leadership and team building experience and broaden students' horizons. Secondly, to allow them to have an insight into their chosen A level subjects. They do this in association with the Lower Sixth in order to help the group work together in the following September. We also hold an information evening for parents of the incoming Year 12.

Careers/Higher Education

Continual help and information is given during the students' two years in the Sixth Form. Visits are arranged to careers conventions and universities, together with more personal guidance at school, through the Personal Tutor system. A great deal of time and effort is spent in preparing each student for their applications for Higher Education.

The school has a very well stocked careers library in the Sixth Form Centre, which includes University and College prospectuses, together with useful reference texts which deal with course grade requirements. Students also have access to computer databases to help them with their selection of a Higher Education Course and KUDOS and ODYSSEY systems to help with career choices. In the Lower Sixth all students complete a 'Centigrade' analysis which helps them to focus on specific Higher Education Courses. Ms Bowling is in charge of careers and will be interviewing each student to advise them of suitable choices. On return to school after AS exams, Lower Sixth have a day set aside to

focus on the initial registration of UCAS applications and this is then repeated in the evening for parents. We have an HR consultant visiting the school to discuss Curriculum Vitae and Personal Statements. The same consultant then returns in November to give advice on interview techniques. Mock interviews will also be arranged. Mrs Masson is the UCAS co-ordinator and will guide students through the on-line registration and check all their details.

We pride ourselves on the support and guidance that we offer, not only in the initial form filling stages, but also when A level results come out in August. This can be a critical time and help at this stage can be vital in securing university places. Mrs Folkard, Head of Sixth Form, will be available at this time as will other members of the Sixth Form team.

Individual Mock Interviews are offered with external interviewers, giving the students a 'taste' of an academic interview.

The last page of this booklet details the destinations of Lingfield Notre Dame's Upper Sixth students who are starting their degree courses in 2010. This illustrates the great variety of courses which the students ultimately follow.

Richard Bool
Headmaster

October 2011

ART AND DESIGN

The Subject and Its Potential

The study of Art can be very rewarding. The further one delves into the subject the larger it becomes. This is part of its attraction!

The course is suitable for

- ❖ students with an interest and aptitude for the subject but who do not intend to take the subject beyond A/AS level;
- ❖ students looking to careers where an art background is relevant eg advertising, publishing, architecture, marketing, media, museums, theatre or art gallery work;
- ❖ students who wish to undertake further studies in art, craft and design usually at art college or in Higher Education.

An A*/A or B grade in GCSE art is an ideal starting point.

Aims of the Course

The main aim is to develop an ability to appreciate the visual world and respond in a personal and creative way.

You will develop a knowledge of materials and practices, skills to interpret and convey ideas and feelings, imaginative and creative powers and an understanding of the place of art, craft and design, past and present, in addition to your experimental, analytical and documenting skills.

Course Structure – Content and Assessment

The course followed is EDEXCEL Fine Art Syllabus. The course is made up of four units.

AS	Unit 1 Art and Design Coursework	30% of Advanced GCE 60% of AS	Internally set Internally marked Externally moderated
AS	Unit 2 Art and Design Externally Set Assignment	20% of Advanced GCE 40% of AS	Externally set Internally marked Externally moderated
A2	Unit 3 Art and Design Coursework Practical Work Personal Study	30% of Advanced GCE	Internally set Internally marked Externally moderated
A2	Unit 4 Art and Design Externally Set Assignment	20% of Advanced GCE	Externally set Internally marked Externally moderated

Art and Design and Key Skills

Primarily *communication* but also including *information technology*, *improving your own learning and performance, working with others* and *problem solving*.

N.B. Pupils must ensure they wear protective clothing. The school does not accept responsibility for damage to clothing.

Claire Davis
Head of Art

BIOLOGY

To study Biology at AS or A2 level, students are expected to have achieved a grade A or A* in Additional Science at GCSE, with at least grade A in the Biology component, or a grade A or A* in the separate GCSE Biology.

The Subject and Its Potential

Biology provides access to a wide range of career and education opportunities, such as a degree course in Biology Zoology, Botany, Biochemistry, Environmental Science, Medicine, Nursing, Dentistry, Psychology, Pharmacy, Microbiology or Biotechnology and many others.

Aims of the Course

- to build on concepts and skills that will have been developed in the new GCSE Science specifications, presenting biology as exciting, relevant and challenging
- to present essential principles in contexts that students find interesting and stimulating.
- to develop practical skills alongside understanding of concepts and principles

Course Structure

From September 2008 we have been offering the new AQA specification in Biology for AS and A2 to provide a seamless progression from GCSE level ,

The Assessment Objectives will be to examine

Knowledge and understanding
Application and analysis
How Science Works**.**

AS outline

The AS specification has 3 units:

Unit 1: Biology and Disease

- How digestive and gas exchange systems may be affected by communicable and non-communicable diseases
- How a knowledge of basic biology allows us to understand the symptoms of disease and interpret data relating to risk factors.

Assessment

Written Paper:	**1 hour 15 minutes**
Weighting:	**33% of total AS Level marks**
	16% of total A Level marks

Five - seven short answer questions plus two longer questions (a short comprehension and a short structured essay)

Unit 2: The Variety of Living Organisms

- The influence of genetic and environmental factors on intraspecific variation
- How the variety of life is reflected in similarities and differences in its biochemical basis and cellular organisation
- How size and metabolic rate affect an organism's requirements and give rise to adaptations.

Assessment

Written Paper:	**1 hour 45 minutes**
Weighting:	**46% of total AS Level marks** **23% of total A Level marks**

Five - seven short answer questions plus two longer questions (one will emphasise data handling and include a section requiring continuous prose. The other will assess How Science Works).

Unit 3: Practical and Investigative Skills

- Practical work in the contexts of Units 1 and 2
- Assessment of implementing skills on practical work as a whole
- Assessment by AQA-set tasks, to reduce the burden on teachers and students.

Assessment

Internal Assessment	
Weighting:	**20% of total AS Level marks** **10% of total A Level marks**

We are following the externally marked route x (PSV/EMPA).

PSV (Practical Skills Verification) and EMPA (Externally Marked Practical Assignment).

A2 outline

At A2, the specification continues the approach taken at AS. There are additional sections summarising biological principles and establishing contexts for How Science Works.

The A2 specification has 3 units:

Unit 4: Populations and Environment

- How living organisms form ecosystems through which energy is transferred and chemical elements cycled
- How human activity affects ecological balance in a variety of ways
- How genetic variation and isolation may lead to the formation of new species.

Assessment

Written Paper: **1 hour 30 minutes**
Weighting: **16% of total A Level marks**

Six - nine short answer questions plus two longer questions (a short comprehension and a short structured essay)

Unit 5: Control in Cells and in Organisms

- Stimulus and responses - the biology of the nervous and endocrine systems
- Homeostasis and the maintenance of a constant internal environment
- Genes and genetic expression

Assessment

Written Paper: **2 hours 15 minutes**
Weighting: **23% of total A Level marks**

Eight - ten short answer questions plus two longer questions (a data-handling question and a synoptic essay - choice of one out of two)

Unit 6: Practical and Investigative Skills

- Practical work in the contexts of Units 4 and 5
- Assessment of implementing skills on practical work as a whole
- Assessment by AQA-set tasks.

Assessment

Internal Assessment
Weighting: **10% of total A Level marks**

Practical skills assessment (PSA)
Investigative skills assignment (ISA).

Textbooks
The course will be supported by two text books one for AS and one for A2 published by Nelson Thornes. These are purchased by the students at a cost of £23 each. The students' textbook will be further supported by electronic resources linked to the specification.

Students will be expected to subscribe to the A level 'Biology Review'. This quarterly magazine contains useful articles linked to various topics on the A level syllabus, which enhance and develop understanding of the subject, as well as providing useful hints on answering exam questions .The cost of this is approximately £12.50 per year.

Jon Grant
Head of Biology

Eleanor Masson
Head of Science

BUSINESS STUDIES

The Subject and its Potential

AS or A level Business Studies provides students with access to a wide range of possible career and higher education opportunities. They learn and use a variety of transferable skills throughout the course, including the important skills of decision-making and planning. Business Studies combines well with a range of social science, humanities and mathematics subjects, leading to University courses in areas such as management, marketing, human resources, law, accountancy and economics.

Aims of the Course

- To develop students' understanding of organisations and the markets they serve and the processes of adding value and decision-making in a dynamic external environment.
- To make students aware of the economic, environmental, ethical, legal, governmental, social and technological issues associated with business activity.

Course Structure – Content and Assessment

The course followed is that of the AQA and, in line with all other awarding bodies, the specification for the course starting in September 2008 will be changing for the first time in many years. The new specification builds on the strengths of the existing one, while also taking the opportunity to update it to reflect current business issues and to move it forward.

AS level

At AS, the specification concentrates on small to medium-size enterprises within a national context. Assessment is via a mini case study (unseen – AQA will no longer be issuing pre-exam case study material) and data-response questions.

Unit 1 Focuses on starting up a business and includes topics such as entrepreneurship, business planning and financial planning. This will be assessed by mini case study with a series of short and long answer questions. The duration of the exam is 1 hour, 15 minutes and it is worth 60 marks in total.

Unit 2 Focuses on managing an established business more effectively by making functional decisions. This covers topics such as the marketing mix, organisational structure, motivation, choosing suppliers, using technology in operations and finding ways of improving profitability and competitiveness. This will be assessed by two data-response questions covering all the functional areas. The duration of the exam is 1 hour, 30 minutes and it is worth 80 marks in total.

A2 level

At A2, the specification moves to a more strategic level, focusing on larger organisations, often in an international context.

Unit 3 Focuses on strategic functional decisions. Topics include choosing the right scale of operations, developing an effective workforce plan, selecting and implementing the right marketing strategy and assessing the financial situation of the business. These areas are

assessed in the context of a case study in which candidates have to make an overall decision for a business, such as whether to enter an overseas market. The functional analysis will contribute to the overall corporate decision. The duration of the exam is 1 hour, 45 minutes and it is worth 80 marks in total.

Unit 4 Focuses on the external environment and change, and includes political, economic, social and technological factors, as well as the competitive environment. It examines the importance of managing change while considering issues such as leadership and culture. The assessment has two parts: one part is a theme (such as globalisation). Students will be expected to research this theme and to answer a question on it in the examination. This pre-release task will give candidates the opportunity to research a major business issue in some depth and explore the underlying issues involved. The second part of Unit 4 is an essay (candidates choose one from three). Candidates will be encouraged to use case studies and to relate their responses to the real world. The duration of the exam is 1 hour, 45 minutes and it is worth 80 marks in total.

Assessment methods

The assessment methods over the four units are varied, as you will have read above, and are intended to prove stimulating for candidates. Each unit has a clear role in providing a 'story' that progresses from AS though to A2. This, we are advised, will mean that there should be far less repetition of topics than is the case with the current syllabus. The removal of the pre-issued case study and assessment approach (particularly at A2) will encourage students to analyse real business situations and research trends and key issues. A range of transferable skills is developed through this assessment, including undertaking calculations, analysing and interpreting data, applying knowledge to unfamiliar situations, developing and supporting arguments, decision making, research skills and identifying a problem and making recommendations.

Introduction of the Extended Project Qualification

The new A Level Business Studies qualification has abandoned a coursework option. This enabled students to learn valuable skills, such as research and business report writing, and was a positive experience for those going on to study the subject (or related subjects) at university. To replace this element students will be given the opportunity to undertake work towards an extended project qualification (which provides them with additional points for university). This requires them to decide on a topic area; plan, research and carry out the project and deliver a presentation of their project to a specified audience.

Tamzie Hollands
Head of Business Studies

CHEMISTRY

The Subject and Its Potential

What do I need to study Chemistry at AS and A2 level? You should have a Grade A in Core and Additional Science with a Grade A or A* in the Chemistry component or separate Chemistry GCSE at A or A*.

What can I do with Chemistry A level? Almost anything! However, Chemistry A level is particularly important for Medicine, Pharmacy, Veterinary Science, and careers in Chemical Engineering, the Chemical Industry and Agriculture.

Aims of the Course

The qualification aims to

- stimulate and sustain your interest in, and enjoyment of, chemistry
- show the relationship between the development of the subject and its application and to recognise the value of chemistry to society and how it may be used responsibly
- develop skills in laboratory procedures and techniques.

Course Structure – Content and Assessment (Board – OCR)

What is the Course? The course studied at AS and A2 level is the Salters course developed at the University of York in collaboration with the OCR examining group. It is an innovative and rigorous course in which chemical principles are developed through modern applications of Chemistry.

The Salters Advanced Chemistry course is divided into thirteen teaching themes, five in AS and eight in A2.

What will I study?

The AS – There are 3 units

F331 Chemistry for Life: *there are 2 themes in this unit*

The Elements of Life is a study of the elements of life in the human body, the solar system and the universe. It is designed to provide a bridge from GCSE.

Developing fuels is a study of fuels and the contribution that chemists make to the development of better fuels.

F332 Chemistry of Natural Resources: *there are 3 themes in this unit*

Elements from the Sea is a study of the extraction and uses of bromine and copper

The Atmosphere is a study of depletion of ozone and the greenhouse effect

The Polymer Revolution tells the story of the development of addition polymers

F333 Chemistry in Practice

Experimental Skills

4 practical skill areas are assessed through a range of activities.

The A2 – There are 3 further units

F334 Chemistry of Materials: *there are 4 themes in this unit*

In **The Materials Revolution** you will continue the story of polymers with a study of condensation polymers such as Kevlar and nylon.

The Thread of Life is a study of proteins, the role of DNA in protein synthesis and the use of chemistry

to 'engineer' proteins with particular properties
The Steel Story focuses on steel as a material, the processes used to make it and prevent its corrosion.
What's in a Medicine? Is the story of aspirin and illustrates some of the features of the pharmaceutical industry.

F335 Chemistry by Design: *there are 4 themes in this unit*
Agriculture and Industry is a study of how chemistry contributes to ensuring a safe and sufficient food supply
Colour by Design explains why some compounds are coloured and how chemistry can provide colours
The Oceans describes the role of oceans in regulating the climate, in forming rocks and in supporting life
Medicines by Design concerns the effect of chemicals on the body

F336 Individual Investigation
You will be assessed on the 8 practical skill areas through an extended practical investigation of a topic of your own choice

What exams do I have to take?
Assessment Structure

Module	Name	Exam	Weighting	
F331	Chemistry for Life	Written 1 hr 15 mins	15%	AS level
F332	Chemistry of Natural Resources	Written 1 hr 30 mins	25%	
F333	Chemistry in Practice	Internally assessed coursework	10%	
F334	Chemistry of Materials	Written 1 hr 30 mins	15%	A2 level
F335	Chemistry by Design	Written 2 hrs synoptic	20%	
F336	Individual Investigation	Internally assessed coursework	15%	

What textbooks will I have?
The following materials support each unit:
Chemical Storylines provide the setting within which the chemistry and skills are developed. Student textbooks contain all the storylines.
The **Chemical Ideas**, contained in a separate textbook, provide the underlying chemical principles.
Activities provide practical work as well as many other types of activities such as research exercises, group discussions, applications of ICT. Students purchase the 'Chemical Storylines' and 'Chemical Ideas' books.

Students should also subscribe to 'Chemistry Review' at a cost of £15.00 per year. This quarterly magazine contains articles on current research, practical techniques and exam hints.

David Ilett
Head of Chemistry

Eleanor Masson
Head of Science

DESIGN & TECHNOLOGY
PRODUCT DESIGN

The Subject and its Potential

Design & Technology provides students with the skills to solve practical problems, enhances the self-esteem of young people and helps develop an appreciation of the made world and the resources which sustain it. Additionally, students are required to develop an appreciation of quality, of fine design, craft and technological applications and gain an awareness of the needs of society, business and industry.

An AS or A level qualification would be acceptable as entry into many University and College courses. Students can enter a wide spectrum of careers in environments ranging from manufacturing, service or engineering industries to design management and design consultancy.

Aims of the Course

Design Technology is about providing opportunities for students to develop their design and manufacturing skills through suitable activities, which are supplemented with specific knowledge and understanding to create achievable quality products. These activities are designed to be challenging, relevant and motivating which results in bringing the students enjoyment, a sense of satisfaction and achievement and allows them to utilise their current skills as well as learning and developing new ones.

Course Structure – Content and Assessment

The course followed will be the AQA Design & Technology Product Design.

AS Level

The AS level in Product Design consists of **2** units.

Unit 1 Materials, Components and Application

Written Paper	50% of the total AS marks.
2 Hours	25% of the total A Level marks.

This paper is based primarily on Materials and Components.

- Consisting of three sections.
- Section 1 contains compulsory limited response questions.
- Section 2 offers a choice of one question from two.
- Section 3 contains one compulsory question.
- 80 marks for Unit 1.

Unit 2 Learning Through Designing and Making

Coursework	50% of the total AS marks.
Approximately 50 hours	25% of the total A Level marks.

- Written (or electronic) design portfolio.
- Manufactured outcome(s).
- Coursework may take a number of forms; a single design-and-make project, two smaller projects and/or a portfolio of work.
- 80 marks for Unit 2.

Steve Scott
Head of Design & Technology

DRAMA AND THEATRE STUDIES

The Subject and its Potential

Drama and Theatre Studies is one of the fastest-growing A' Level and degree subjects in Britain. It is accepted by all Universities and Colleges in line with all other academic subjects. Students develop a broad range of transferable skills through working both practically and academically in a collaborative environment.

Qualifications

It is not always necessary to have taken GCSE Drama but an interest and some experience in the subject are essential. A willingness and enthusiasm to participate within a group and sound literary skills are needed.

Course Structure

Edexcel Drama and Theatre Studies.
AS level comprises Units 1 & 2; A2 level comprises Units 3 & 4.

Unit No.	Unit Title	Level	Method of assessment	AS/A2 weighting	GCE weighting
Unit 1	**Exploration of Drama & Theatre**	**AS**	**Internal**	**40% of AS**	**20% of GCE**
Unit 2	**Theatre Text in Performance**	**AS**	**External**	**60% of AS**	**30% of GCE**
Unit 3	**Exploration of Dramatic Performance**	**A2**	**Internal**	**40% of A2**	**20% of GCE**
Unit 4	**Theatre Text in Context**	**A2**	**External**	**60% of A2**	**30% of GCE**

Unit 1

This unit introduces students to the content of plays written for the theatre. Students will explore 2 contrasting plays through a series of practical workshops, textual analysis, presentations and research. They will explore at least one play in terms of at least one recognised practitioner.
Students will produce:

1. A set of exploration notes based on individual research and response to practical work – maximun 3,000 words
2. An evaluation of a live theatre performance – max. 1,000 words

Unit 2

This unit contains 3 elements
Students will produce:

1. A group performance of a play by a known writer.
2. A performance of either a monologue or duologue from a different play.
3. A rationale for their interpretation of chosen roles or designs.

Unit 3
This unit requires students to create an original and unique piece of theatre.
Students will:

1. Create and perform the piece of theatre.
2. Produce a written record of the drama process.

Unit 4
This is a 2½ hour written paper. One prescribed play is studied from the perspective of a director. This is studied in an academic and practical way.
Another play is experienced as a live performance and its performance history is researched and evaluated.

Drama and Theatre Studies and Key Skills

Communication –

Integral to Drama and Theatre Studies - evident in all 6 units in the form of discussion, presentation, reading and writing.

Information Technology –

Evident in all units in the form of research, marketing work, presentation of finished work, features of performance etc.

Application of number –

Evident in all performance units in the form of planning information/design for the acting space, costumes, interpreting results.

Drama and Theatre Studies beyond school

Drama is a popular subject at degree level and a large number of universities offer single and joint honours courses. Entry is academically competitive and includes an audition.

Drama schools offer an alternative training for the exceptionally gifted but these are highly competitive and do not always offer a degree course. If that is the case any place would generally have to be funded privately or through scholarship.

Liz Jolly
Head of Drama

ECONOMICS

The Subject and Its Potential

Economics is broadly divided into two main areas. Microeconomics deals with the actions of individual firms or markets. These concepts are introduced through the use of market supply and demand analysis. Questions of interest apply the theory to reality, through contemporary issues such as:

Government policy to reducing household waste; subsidies and the arts; and how to tackle rising petrol prices.

The second main area, Macroeconomics, deals with the whole economy. Students analyse changes to the economy, by applying economic theory to current problems and issues. For example:

How the government should tackle unemployment; and the effects of rich countries relaxing laws controlling immigration.

Aims of the Course

Many students study Economics with a view to continuing to university level or careers in government or in the city/financial and corporate roles.

Course Structure

The course followed will be the AQE GCE Economics 2141.

AS LEVEL

Unit 1 The first, Markets and Market Failure, gives students the tools for Economics enabling them to analyse changes in markets. They then consider the true social costs of markets and evaluate the ways governments can intervene to solve problems. For example, government efforts to reduce pollution or provide services such as public health care.

Unit 2 The second unit, The National Economy, looks at how the macro economy works including issues such as inflation and unemployment. Finally, the course considers the effectiveness of a government's attempt to manage the economy.

A2 LEVEL

Unit 1 Students extend their Microeconomic knowledge by studying individual firms using Business Economics and the wealth gap (distribution of income).

Unit 2 Then, in their second unit, the Macroeconomics is extended to consider the national economy in more depth and also the international economy.

C/O Richard Bool
Headmaster

ENGLISH LANGUAGE

The Subject and its Potential

Students of AS or Advanced Level English Language have a wide range of skills open to them as many of the skills learned are transferable. These include writing for a variety of audiences and purposes, responding to written and spoken texts and expressing informed and independent opinions.

English Language (or Linguistics) can be studied in Higher Education as a single subject or in combination with many other subjects such as History, Media, Law, Politics and Foreign Languages.

Aims of the Course

This course is suitable for those who have an interest in how and why the English language has developed in the way that it has. It is studied as a living entity from earliest times right up to the changes which are taking place because of the technology of today. It reflects English both spoken and written in the real world and students are taught to be discriminating in their reading and aware of the manipulation apparent in many kinds of speech.

Course Structure and Assessment

We follow the syllabus offered by the Edexcel Board.

The GCE comprises of **FOUR** units, **TWO** studied at AS and **TWO** at A2.

AS 1. Language Today. External examination
Students will explore how language choices reflect the identity of the user and how language use varies in context**.**

AS 2. Exploring the Writing Process. Internally assessed coursework
Students will demonstrate their skills as writers. They will explore the techniques of a variety of genres in order to produce texts for specific genres, audiences and purposes.

A2 3. Language Diversity and Children's Language Development
Externally assessed
Students will study language diversity over time and in global contexts; they will study the development of children's spoken and written language.

A2 4. Language Investigation and Presentation
Internally assessed coursework
Students will identify an aspect of language suitable for a research investigation; they will utilise a methodology they have selected.

Val Wild
Head of English

ENGLISH LITERATURE

The Subject and its Potential

English Literature offers students a wide range of possible higher education and career paths. The skills developed are in high demand from employers and universities. The subject develops independent and critical thought, research skills and the power to express ideas powerfully and succinctly in both speech and writing.

Aims of the Course

Anyone who does this course must really enjoy reading and discussing the various issues that Literature presents within the genres of prose, poetry and drama. Analytical responses require independent thinking together with a critical and philosophical approach to texts. The course is extremely demanding and should not be seen as an 'easy' option.

Course Structure

We follow the syllabus offered by the Edexcel Board. This comprises of **FOUR** units. Two will be studied at AS and two at A2.

AS: Unit 1 Externally assessed

Explorations in Prose and Poetry. To include texts from 1800 to 1945; one prescribed selection of poetry; one prescribed literary heritage novel and one further novel or novella.

AS: Unit 2 Internally assessed

Explorations in Drama. Shakespeare and Drama from 1300 to 1800; free choice of Shakespeare and other texts (at discretion of department).
2000 – 2500 words coursework

A2: Unit 3 Externally assessed

Interpretations of Prose and Poetry including texts published after 1900.
Three prescribed texts including one text published after 1900 and both prose and poetry.

A2: Unit 4 Internally assessed

Reflections in Literary Studies
Poetry, prose or drama for independent study. Free choice of texts
2500 – 3000 words coursework

Key Skills:

Communication: discussions and written responses
Information Technology: research skills and presentation of work, especially coursework
Learning and Performance: evaluation and self criticism
Working with others: sharing ideas and opinions

Val Wild
Head of English

GEOGRAPHY

The Subject and Its Potential

Geography spans the Arts/Science barrier and consequently it combines well with many subjects and provides access to a wide range of career and higher education opportunities. Taken with sciences such as Mathematics, Physics, Biology, Chemistry you could apply for a wide variety of science-based university courses e.g. Psychology, Engineering, Environmental Sciences, Ecology, Geology, Medicine, Meteorology, Statistics. Taken with humanities subjects such as English, History, Business Studies, and French, Geography supports an equally wide variety of university courses e.g. Management Studies, Law, Travel and Tourism, Media Studies, Politics, Town Planning, Journalism and Social Sciences.

Aims of the Course

At AS and A2 level Geography is an exciting and interesting course with direct relevance to everyday events. When an earthquake happens or another natural disaster occurs you will learn about its causes, its effects and how new research is helping us to lessen its impact. During your course the aim is to develop your ability to collect, interpret and analyse information. You will also learn to communicate your findings in a variety of ways through class discussion, essays and a fieldwork investigation. By developing the links between different parts of the subject you will learn to appreciate the importance of understanding our physical environment and the need to manage it carefully.

Course Structure - Content and Assessment

The course followed will be AQA GCE Geography

AS Level

The AS level will consist of 2 units.

NB % in brackets represent the AS level value. At full A level the % is reduced to half of the value shown e.g. module 1at AS is worth 35% of the full A level

Unit 1 Physical and Human Geography (70%)
This part of the course will be separated into 4 core units. These units are:

- Rivers, floods and management
- Cold Environments, Coastal environments and Hot Desert Environments
- Global population change
- Food supply issues, Energy issues and Health issues.

At AS level you will study the Rivers Core Unit and one from Cold Environments, Coastal Environments or Hot Desert Environments, as well as two of the listed Human topics. The exam is a 2 hour exam for this unit and includes data response questions in addition to longer essay style questions. The focus of this unit is very much process orientated.

Unit 2 - Applied Geography (30%)
This unit will focus on Geographical Skills. Pupils will undertake fieldwork throughout the year and attend a residential field class to develop their cartographic, statistical and data collection skills. These will then be examined in a 2 hour paper where pupils will have to apply these acquired skills to unseen field data and also comment on their own fieldwork undertaken.

A2 Level

The full A level is made up of the AS units (together worth 50% of the full A level) plus 2 more units which are *studied at a higher level.*

Unit 3 – Contemporary Global Issues (60% of A2 – 30% of A Level)
Pupils will have the opportunity to cover the following current topical issues:

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- Challenges facing ecosystems
- World Cities – their evolution and revolution
- Development and globalisation
- Contemporary conflicts and challenges (e.g. poverty, lack of resources)

From the above topics pupils will cover two physical and two human topics and will answer essay style questions in the exam, which consists of a 2 hour paper. Pupils who score exceptionally well at AS level will have the option of independent learning of the other topic not studied in class.

Unit 4 – Geographical Fieldwork / Investigation (40% of A2 – 20% of A Level)
As part of this unit pupils will have the option to study for **one** of the following options:

- Geographical Fieldwork Investigation
- Issue Evaluation – Synoptic Module

The Geographical Fieldwork will involve writing in exam conditions essay style answers centred on questions involving fieldwork. This will require in depth write up and analysis of a chosen fieldwork topic. The alternative paper will be a decision making exercise based on pre release material, focusing on using a series of data sources to analyse a geographical issue. Both options will involve a 1 hour 30 minute examination to be taken in the June of the A2 year.

Geography and Key Skills

Geography will help to develop all of the Key Skills identified earlier in this booklet. In particular the Fieldwork Investigation will give you the opportunity to demonstrate the *Application of Number* Key Skill by collecting, analysing and presenting data and the *IT* Key Skill by word processing your investigation and using graph packages. To supplement geography at A Level we have an expectation of wider reading set around the concepts covered in class and have in place a full and complete reading list which we expect pupils to follow on a weekly basis. We have found from past experience that this prepares pupils well for the challenges presented by university.

Choice of new A Level (2008)
We have opted to follow the AQA A Level as it complements well the process based teaching of geography followed in the school and also follows on well from work covered throughout GCSE. We feel that by including both options to complete papers on Geographical Skills, Fieldwork and Synoptic Issues there is scope to acquire skills needed to pursue Geography to a higher level.

Martin Parham
Head of Geography

HISTORY

The Subject and Its Potential

It is not essential to have studied history at GCSE to take AS level. There are areas that overlap with the GCSE but many areas will be new. All will require greater depth of study and thought. An interest in society, current affairs and the lessons of the past for events of the present and future are crucial.

The course will appeal to those students who

- Have an interest in the study of the past and its importance
- Seek an academic challenge
- Enjoy debate
- Want an excellent springboard for the challenges of higher education
- Want a qualification that opens many opportunities both in higher education and in career choices.

You will gain many transferable skills e.g. analysis and interpretation of information and the ability to construct and justify a coherent argument. These skills are much sought after in many areas of academia as well as in commerce and industry. History combines well with humanities like Geography and English and is an excellent introduction to many BA Honours courses. History A level can lead into careers such as Law, the Armed Services, The Civil Service, Management and Journalism.

Aims of the Course

To heighten awareness of the complex interrelation between social, political and economic factors in the decision making process.
To produce well rounded and informed students.
To allow students to make sense of an increasingly complex and confusing world.

Course Structure – Content and Assessment

The course followed will be that of the Edexcel Board.

Areas of study will include:
Edexcel History 9H101
4 Modules

6H101 – The World Divided, AS
The Road to Italian Unification 1815 – 1870
Republicanism, Civil War and Francoism 1931 – 1975
100 marks

6H102 – Conflict and Change in 19th and 20th Century Britain AS
The Experience of Warfare in Britain, the Crimea, Boer and First World Wars 1854 – 1929
100 marks

6H103 – Superpower Relations 1944 -1990 A2
120 marks

6H104 – Coursework, - A2
Ireland and the Union 1815 – 1922
80 marks

History and Key Skills

A study of History will develop your Key Skills.
Problem Solving – the very nature of the subject matter and the questions posed by the issues faced make the whole subject one giant problem solving exercise.

Improving Own Learning and Performance – self-assessment and staff monitoring are very important. However, personal study and the ability to manage your own time effectively are crucial steps on the way to academic success. You will learn how to set and reach realistic targets. This will be especially important for the coursework module.

Suzanne Milivojevic
Head of History

HOME ECONOMICS

To AS Level only from September 2012

The Subject and Its Potential

The study of Home Economics provides a useful basis for careers or Higher Education courses in Community Work, Education – Teaching, Hotel, Catering and Institutional Management, Social Science – Social Work.

Aims of the Course

This course offers a Sixth Former's first insight into the outside world and how it works. Society, Consumer Law, how the Welfare State operates, Taxes, Benefits, Food Studies and all things related to the home and family – this subject, above all others, prepares them for adulthood and managing their own resources.

Course Structure – Content and Assessment (Board – OCR)

AS level - is both a stand-alone qualification and also the first half of the corresponding Advanced GCE.

The AS GCE - is made up of two mandatory units and, externally assessed, make up 50% of the corresponding Advanced GCE.

The two AS units are:- 'Society and Health' and 'Resource Management'.

AS Unit G001: Society and Health is an externally assessed unit and includes health, social and environmental issues, family and society and demography.

AS Unit G002: Resource Management is an externally assessed unit and includes food safety and hygiene, food provision and preparation, financial awareness and retailing.

Home Economics and Key Skills

Areas covered in particular are:
Communication linked to both written and oral work, *Application of Numbers, Information Technology* – linked to the coursework.

Sue Jenn
Head of Home Economics

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The Subject and its Potential

The Information Communications Technology A level is a recognised entry requirement for a wide range of further education courses. It also provides sound preparation of the world of work in the wide field of ICT.

To study Information Communications Technology at AS or A2 level you should have a GCSE in ICT at grade B or above and good grades in English GCSE.

Aims of the Course

AS and A Level courses based on this specification should encourage candidates to:

- Become discerning users of ICT, developing a broad range of ICT skills and knowledge and understanding of ICT. This should form a basis for progression to further learning, including progression from AS to A2, and/or employment.

This specification encourages students to develop:

- The capacity for thinking creatively, innovatively, analytically, logically and critically
- The ability to apply skills, knowledge and understanding of ICT in a range of contexts to solve problems and to work collaboratively
- An understanding of the consequences of using ICT for individuals, organisations and society and of social, legal, ethical and other considerations about the use of ICT
- An awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society

Assessment Objectives

The Assessment objectives are common to AS and A Level.

AO1 - Data and information, and the need for their organisation and manipulation to facilitate effective use; using ICT for a range of purposes; social, cultural, legal, technical, ethical, economic and environmental considerations on the use of ICT; ICT for individuals, organisations and society; ICT systems (including hardware, software and communication); the development of high-quality ICT-related solutions to problems; emerging technologies and ICT.

AO2 - Investigate and analyse problems and produce a specification; design effective solutions; select and use appropriate application software; test and implement an effective ICT-related system; document specifications and solutions; evaluate solutions and their own performance.

Unit 1 Practical Problem Solving in the Digital World
Question paper/answer booklet examination. Externally marked by AQA.
Section A: short answer questions; Section B: 3 or more structured questions requiring discursive answers. All questions are compulsory.
• Candidates must take into the examination room Sample Work to which they must refer in the course of the examination.
• It is essential that, in the course of studying this module, students gain practical experience of using a wide range of hardware, software and communication technologies in a structured way, so that they can apply transferable skills, knowledge and understanding gained from this practical work to the solution of problems.

50% of the total AS marks, 25% of the total A-level marks

Unit 2 Living in the Digital World
Question paper/answer booklet examination. Externally marked by AQA.
Section A: short answer questions; Section B: 3 or more structured questions requiring discursive answers. All questions are compulsory.
• Today's students are living in a world where the use of ICT surrounds them and where they, and others, frequently take this use for granted.
• Unit 2 is designed to give students the wider picture of the use of ICT, to enable the understanding of basic terms and concepts involved in the study of the subject.

50% of the total AS marks, 25% of the total A-level marks

Unit 3 The Use of ICT in the Digital World
Question paper/answer booklet examination. Externally marked by AQA.
Section A: structured questions based on pre-release material; Section B: questions requiring extended prose answers. All questions are compulsory.
• This module looks at the fast changing subject of ICT, including developments in technology and ICT system capabilities, and how this might affect the world that makes use of ICT. The content is designed to address issues associated with the management of ICT and its use within organisations.

60% of the total A2 marks, 30% of the total A level marks

Unit 4 Coursework: Practical Issues Involved in the Use of ICT in the Digital World
Candidates must produce a project report based upon their practical work/investigation. The report will be internally marked and externally moderated.

This module provides candidates with the opportunity to complete a project involving the production of an ICT-related system over an extended period of time and in so doing candidates will enhance their transferable practical skills.

40% of the total A2 marks, 20% of the total A level marks

Oliver James
Head of ICT

MATHEMATICS (AS and A2)
FURTHER MATHEMATICS (AS and A2)

The Subject and its Potential

Mathematics often interests a wide range of students, from those intending to read the subject at university, to those whose other subjects or chosen careers would be supported and strengthened by studying maths.

The statistical element of this course helps with topics in Biology, Business Studies and Geography, the pure element supports Chemistry, mechanics overlaps with Physics and discrete Mathematics has applications in the business world.

A level Mathematics is an accepted qualification for entry onto many degree courses including Medicine, Veterinary Science, Engineering, Management, Economics and Computer Science.

Aims of the Course

Interest, enthusiasm and determination are all essential for success in this subject, and an A/A* grade in GCSE Mathematics is expected as a basis from which to begin the course. During the two years we aim to build your confidence and enthusiasm for the subject developing processes and techniques that build on from GCSE. In addition you will learn how to model real life situations mathematically and acquire the foundation necessary for further study of mathematics and other disciplines.

Course Structure – Content and Assessment (Board - EDEXCEL)

AS level Mathematics consists of 2 Core Pure modules known as C1 and C2 and 1 Statistics module, S1.

A2 level Mathematics requires 3 more modules of which 2 are Core Pure, known as C3 and C4 and the other will be Decision Mathematics, D1.

AS level Further Mathematics – this course is designed to be studied alongside the normal AS level and will appeal to those who wish to broaden their Mathematics. It will contain a Pure Further Mathematics module FP1 and two modules also at AS level, which are likely to be Mechanics M1 and M2.

A2 level Further Mathematics. This module is designed to build upon the AS Further Mathematics but increases the depth, consisting of an additional Pure module FP2 and two modules taken from Mechanics 3, Mechanics 4, Statistics 2 or Decision 2.

Students in Further Mathematics would normally require an A* at GCSE, and the course will contain a significant amount of independent study.

The examination paper for modules lasts 1 hr 30 minutes and the papers are equally weighted.

The AS Level Mathematics courses are covered in the Lower Sixth with the A2 started as early as possible in the Summer Term of the Lower Sixth year, and full A Level completed by the end of the Upper Sixth.

Examination	L6	U6
AS Level Mathematics	C1, C2, S1	- -
A2 Level Mathematics	C1, C2 S1	C3, C4 D1
AS Further Mathematics	FP1, M1, M2	
A2 Further Mathematics	FP1, M1, M2	FP2 and 2 from M3, M4, S2 or D2

It may be possible, in exceptional circumstances, for Mechanics 1 to be taken by students also studying Physics, although this would be in addition to studying Statistics1.

Mathematics and Key Skills

Mathematics will help you with many of the Key skills. The *Application of Number, Communication* and *Information Technology* skills are all developed indirectly during the course.

Ian Copeland
Head of Mathematics

MEDIA STUDIES

The Subject and Its Potential

This course enables candidates to develop a critical awareness and understanding of the media and its role in building and moulding society and its attitudes through the exploration of the products of media production processes (media texts), the institutions which produce them and the audiences which respond to them.

Media is a respected academic discipline, as evidenced by Cambridge University's inclusion of it as part of their foundation year in English. The course leads to qualifications that are recognised by the industry thus opening up opportunities for future employment in the media sector. In addition, they provide an excellent foundation for further study in media related courses in higher education.

Media Studies as a subject is highly compatible with many subjects because of the training it provides in independent and critical thinking and analysis. Specifically, there are opportunities for links with Arts and Humanities subjects. A distinctive feature of the course is the practical production element at both AS and Advanced GCE. This enables candidates to put theory into practice by creating their own media products, thus affording opportunities for engagement in creative, imaginative and aesthetic activity.

Aims of the Course

Media is an interesting and exciting area of study, relevant in all areas of society. This course is open to anyone genuinely interested by the methods used in the construction of Media texts on both a theoretical and applied level though it is recommended that you have strong passes at both GCSE English Language and English Literature.

Course Structure – Content and Assessment

We will be following the syllabus offered by the OCR Examinations Board. There are four units.

AS Level

Unit 1 Foundation Portfolio (Coursework): Construction of a media text from a choice of four set texts (print, video, audio, web) each with a preliminary task. Planning and research 20%, Construction 60%, Evaluation 20%. Candidates may work as a group but contributions are marked individually. All production work must be recorded and evaluated electronically as a blog.

(AS – 50% A2 – 25%)

Unit 2 Key Concepts and Skills (2 hour exam): Textual Analysis Task. Analysis of a film or TV extract to cover technical aspects of form as well as representation. Institutions and Audiences Task. Use of case studies of specific examples to test knowledge and understanding of the media industry and its processes.

(AS – 50% A2 – 25%)

A2 Level

Unit 3 Advanced Portfolio (Coursework): Practical to include one from a choice of 13 major tasks with 2 additional minor tasks to be completed. Work must be in at least 2 media. Planning 20%, Construction 60%, Evaluation 20%. Candidates may work as a group but contributions are marked individually. All production work must be recorded and evaluated electronically as a blog.

(A2 – 50%)

Unit 4 Critical Perspectives (2 hour exam): Section A: 2 questions about experience of production work placed in a critical context (50%) Section B: Contemporary Media Issues – 1 question from a choice of 6 including coverage of at least 2 different media (50%)

Elaine Bowling
Media Studies

MODERN LANGUAGES: FRENCH, GERMAN, SPANISH

The Subject and Its Potential

If you are interested in languages and communication and enjoy learning about other cultures and ways of life this course could be suitable for you. You will need to have shown competence in all four language skills at GCSE and be interested in developing your interest in French/German/Spanish language and culture in much greater depth.

There will be a range of opportunities open to you at the end of your course. You may choose to do a degree course in French/German/Spanish or pursue a Higher Education course in another subject, choosing French/German/Spanish alongside it. Having a language at AS or A level will certainly improve your employability, especially with companies which have international branches. Proven expertise in a foreign language can lead to opportunities in the Business World, Journalism, the Media and Travel and Tourism.

Aims of the 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 French/German/Spanish. You will also learn much more about a wide range of aspects of the societies in which the French/German/Spanish language is spoken.

Reading - You will be able to read, understand and extract information from written passages in French/German/Spanish that are taken from authentic sources, such as magazines 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. The passages that you will learn to listen to will be taken from a range of sources such as news reports on the radio or TV, advertisements, announcements, interviews and discussions.

Speaking and Writing - You will learn how to write essays or longer pieces and to hold conversations and discussions in French/German/Spanish. You will learn all the appropriate grammar, words and phrases that will help you to:

- Present information in the target language;
- Provide opinions;
- Organise your arguments;
- Analyse your ideas.

Course Structure - Content and Assessment (Board: AQA)

The AS examination can be taken on its own or as the first part of the full A level qualification.

AS Level

Unit 1: French/German/Spanish: Listening, Reading and Writing (2 hours)

70% of AS, 35% of the full A level

Candidates answer a range of questions based on approximately 5 minutes of heard material and on a selection of texts. They will also respond in writing to a question based on one of the AS topics:

- Media
- Popular Culture
- Healthy Living/Lifestyle
- Family Relationships

Candidates respond to one question from a choice of three and must write a minimum of two hundred words.

Unit 2: Speaking Test (20 minutes preparation and 15 minutes)
30% of AS, 15% of the full A level

Candidates will discuss a target language stimulus card based on one of the AS topics and take part in a conversation covering three further AS topics.

Topic Areas:

- Media
- Popular Culture
- Healthy Living/Lifestyle
- Family/Relationships

A2 level

Unit 3: Listening, Reading and Writing (2 hours 30 minutes)
35% of the full A level

Candidates answer a range of questions based on approximately 6 minutes of heard material and a selection of written texts on the topic areas.

Topic Areas for Listening/Reading/Speaking Papers

- Environment
- Multi-Cultural Society
- Contemporary Issues

They will respond in writing to a question based on one of the two A2 cultural topics.

1. The work of an author
2. The work of a director.

Unit 4: Speaking Test
15% of the full A level.

Candidates will present a point of view based on a target language stimulus card from one of the A2 topic areas and take part in a conversation covering the two cultural topics.

The full A level qualification is made up of the two AS level units plus the two A2 units.

David Snowden
Head of Modern Languages

MUSIC

The Subject and Its Potential

Music at Advanced Level builds on the Listening, Performing and Composing skills developed at GCSE. What is required are an interest in and commitment to the subject, ability as a performer to approximately Grade 5 standard and a similar fluency in music reading.

The AS/A Level in Music can lead to further study in Music or Performing Arts. Equally, this subject is often a secondary component in either Arts or Science-based courses. Career possibilities for musicians are as varied as the subject itself. Employers value musicians as good 'team players', as people capable both of understanding and interpreting complex instructions and of learning and using a precise technical vocabulary. A surprising number of doctors and lawyers have Music in their academic background!

Aims of the Course

The course aims to:

i. encourage students to extend their ability to communicate through Music and take part in music-making;
ii. encourage an involvement in and appreciation of the diverse and dynamic nature of Music, promoting spiritual and cultural development;
iii. encourage the development of particular strengths and interests, which can lead to life-long learning and provide access to music-related careers;
iv. provide a worthwhile, satisfying and complete course of study which broadens experience, develops imagination, fosters creativity and promotes personal and social development.

Students, including those who do not play a traditional instrument, are encouraged to explore their musicality and to create original material using technology.

Emphasis on a wide range of practical work

The Music course involves much practical work and encourages the development of a wide range of skills. Students will have opportunities to:

• sequence MIDI
• sequence audio
• record using live instruments
• produce CDs
• compose using music technology.

Music technology is around us almost all the time. Everything we hear on radio, in public arenas, or on CD comes to us via music technology.

KEY FEATURES – AQA Specification

Areas of Study

Candidates study Area of Study *The Western Classical Tradition* to gain:

- a thorough grounding in the development of music since approx 1750

- an understanding of the background to music in the 20th and 21st centuries.
- At AS, candidates choose one from three other Areas of Study. They may extend their knowledge of *The Western Classical Tradition* by studying:

    - Choral Music in the Baroque
    - Music Theatre from 1940 – 1980
    - British Popular Music from 1960 to the Present Day.

- At A2, candidates continue their study of *The Western Classical Tradition* and widen their knowledge by choosing another Area of Study from:

    - English Choral Music in the 20th Century
    - Chamber Music from Mendelssohn to Debussy
    - Four Decades of Jazz and Blues, 1910 – 1950.

Choice of composing opportunities

At both AS and A2 candidates may choose from:
• traditional techniques
• free composition or pastiche in response to a given genre
• arranging.

At AS, candidates develop their composing skills, learning about structure, cadences, chords and modulation. At A2, they widen their knowledge and use their skills with greater sophistication.

Choice of performing opportunities

At AS, candidates prepare two performances from a choice of six –

• as a soloist
• as a vocalist
• on a second instrument
• in an ensemble
• sequencing
• multi-track / close microphone recording.

At A2, candidates prepare a longer performance which will contain two contrasting pieces of music, on either

• a solo instrument/voice
• music technology
• one solo performance and one music technology performance

Chris Fowler
Director of Music

PHYSICAL EDUCATION

The Subject and Its Potential

Physical Education is a multi-faceted discipline. Accordingly, the specification integrates diverse theoretical fields whilst seeking to enhance the individual's performance.

The course provides students with a comprehensive and coherent course of study enabling them to proceed to Higher Education studies related to Sports Science, teaching, leisure and recreational management or to focus upon a vocational career within the field of study.

Aims of the Course

Edexcel's A/S and A2 in Physical Education seeks to develop the student's knowledge, understanding, skills and application for physical education and sport.
The new specification draws on well established areas of study but also acknowledges the contemporary view of PE and sport. Students are encouraged to research and study sport in the local, national and international arena. Equally, students review their current participation and performance in sport, identifying opportunities locally and nationally for them to advance this participation.

The new course consists of two units at A/S level and a further two at A2 level.

Unit 1 Participation in Sport and Recreation **50% of A/S**

This unit is divided into two sections. The first will develop the student's knowledge and understanding of what constitutes a healthy and active lifestyle.
The second section encourages the student to develop their knowledge and understanding of how competitive sport has developed over time.

Assessment of this unit is through a 1 hour 30 minute examination paper.

Unit 2 The Critical Sports Performer **50% of A/S**

The fundamental ethos for this unit is to engage participants in four tasks. Students will have the chance to develop their performance in two chosen roles from a choice of three (player, leader and official) and record their performance over a period of time. They will then undertake a study into the provision of sport for all three roles at a local level, followed by a study of the provision for one role at the national level. Lastly, they will produce an analysis of their performances in the first task.

Assessment of this unit is internal through a portfolio of evidence for the four tasks.

Unit 3 Preparation for Optimum Sports Performance 50% of A2

Students will develop a knowledge and understanding of the short and long term physiological and psychological preparations made by elite athletes.

Assessment of this unit is through a 2 hour examination paper.

Unit 4 The Developing Sports Performer 50% of A2

The tasks undertaken in Unit 2 lay the foundation for students to specialise in one practical performance role and undertake three further tasks.
Students will construct a development plan to further progress their performance as players, leaders or officials. They will also research one of these roles in an international context. Students will then continue to refine their performances in one chosen role. Lastly, they will plan and outline their sporting career 'time line' through school, college, university, club, veterans and further.

Assessment of this unit is internal through a portfolio of evidence for the four tasks.

Nigel Harrison
Head of Physical Education

GCE in Physical Education

Physical activity options

The list below states which physical activities students can offer performances in for Unit 2 (6PE02) and Unit 4 (6PE04).

Aikido	Figure skating	Rounders
Amateur boxing	Fives	Rowing
American football	Gaelic football	Rugby league
Archery	Golf	Rugby union
Association football	Gymnastics	Skiing
Athletics	Hockey	Snow boarding
Badminton	Horse riding	Squash
Baseball	Hurling	Surfing
Basketball	Ice dance	Swimming (competitive)
BMX racing	Ice hockey	Synchronised swimming
Bowls (lawn)	Inline hockey	Table tennis
Camogie	Judo	Tae kwon do
Canoeing	Ju jitsu	Tennis
Clay target shooting	Karate	Trampolining
Climbing	Korfball	Trekking
Cricket	Lacrosse	Volleyball
Cross country	Mountain biking	Wakeboarding
Cycling	Netball	Water polo
Dance	Orienteering	Water-skiing
Dinghy sailing	Polo	Weight-lifting
Diving	Power lifting	Windsurfing
Fencing	Real tennis	

AS students must participate in two activities, whereas A2 students participate in one.

PHYSICS

The Subject and Its Potential

Physics A level is a recognised entry qualification for a wide range of higher education courses. It provides sound preparation for employment in the science sector through Engineering, Chemical Engineering, Medicine and related areas such as Radiography and Biotechnology.

To study Physics at AS or A2 level you should have GCSEs in Core and Additional Science at grade A or A* (to include at least grade A in the Physics component) or separate GCSE in Physics at grade A or A*.

Mathematical Requirement

- To study Physics at AS or A2 level you should have a minimum of grade B in Mathematics at GCSE
- If you intend to take Physics to A2 level, it is strongly recommended you take Mathematics at least to AS level
- If you think you may want to study Physics or Engineering beyond A2 level it is **essential** that you take the full A level in Mathematics

Aims of the Course

- To provide a seamless progression from physics at GCSE level and enable students to sustain and develop an enjoyment, and interest in, physics and its applications
- To develop an understanding of the link between theory and experiment and foster development of skills in the design and execution of experiments
- To develop essential knowledge and understanding in physics and, where appropriate, the applications of physics with an appreciation of their significance and the skills needed for the use of these in new and changing situations
- To demonstrate the importance of physics as a human endeavour that interacts with social, philosophical, economic and industrial matters
- To be a suitable preparation for higher education courses in physics and related courses

Course Structure – Content and Assessment

From September 2008 we will be offering Edexcel specification 9PH01 in Physics. Drawing on market research with practising teachers this course aims to motivate and engage students by:

- enabling the use of motivating and up-to-date contexts from physics in the news
- seamlessly integrating the 'How Science Works' strand, providing progression from the new science GCSEs

Three Units at AS level

	Physics principles	Applications
Unit 1: Physics on the Go	Mechanics (rectilinear motion, forces, energy and power) and materials (flow of liquids, viscosity, Stoke's Law, properties of materials, Young's modulus and elastic strain energy)	Sports; a case study of the production of sweets and biscuits; spare part surgery for joint replacements and lens implants
Unit 2: Physics at Work	Waves (including refraction, polarisation, diffraction and standing waves); electricity (current and resistance, Ohm's Law and non-ohmic materials, potential dividers, emf and internal resistance of cells, negative coefficient thermistors); the wave/ particle nature of light	Music, medical physics, technology in space, solar cells and a historical study of the nature of light
Unit 3: Exploring Physics	One experiment based on a physics-based visit **or** a case study of an application of physics	

Three units at A2 level:

Unit 4: Physics on the Move	Further mechanics (momentum and circular motion); electric and magnetic fields; particle physics	Modern rail transport system, communications and display techniques; current research in particle physics involving acceleration and detection of high energy particles
Unit 5: Physics from Creation to Collapse	Thermal energy, nuclear decay, simple harmonic motion (oscillations), astrophysics and cosmology	Space technology, medical physics and the construction of buildings in earthquake zones
Unit 6: Experimental Physics	Planning an experiment, carrying out an experiment and analysing experimental results	

Examinations

UNIT	TITLE	EXAM	AS weighting	A2 weighting
1	Physics on the Go	1h 35min: objective questions, short questions, long questions	40%	20%
2	Physics at Work	1h 35min: objective questions, short questions, long questions	40%	20%
3	Exploring Physics	Internally assessed/ externally moderated coursework	20%	10%
4	Physics on the Move	1h 35min: objective questions, short questions, long questions		20%
5	Physics from Creation to Collapse	1h 35min: objective questions, short questions, long questions		20%
6	Experimental Physics	Internally assessed/ externally moderated coursework		10%

Text books and other expenses

At the time of writing it is anticipated there will be two text books – one at AS level and a second at A2 level. Each book will contain context material, physics principles, practice questions and revision checklists together with an appendix of relevant mathematical principles. Expected cost: £25 each book.

Students will be expected to take out a subscription for the A level 'Physics Review'. This quarterly magazine contains articles on aspects of the A level course and their applications plus useful hints on practical techniques and the use of mathematics and IT in physics. Approx cost of student subscriptions: £12.00 - £15.00 per year.

Magnus Anderson
Head of Physics

Eleanor Masson
Head of Science

RELIGIOUS STUDIES: "PHILOSOPHY AND ETHICS"

'wisest is he who knows he knows nothing' – Socrates

The Subject and Its Potential

The Introduction of Religious Studies at AS and A2 level is an exciting and forward-thinking development within the Sixth Form. It is nationally one of the most rapidly growing areas of study, and is recognised for both the intellectually stimulating nature of its subject content, and for providing considerable opportunity to develop the critical thinking, research and problem-solving skills so valued by universities and employers. In addition, when taken with non-Humanities subjects such as Biology or Mathematics, Religious Studies will give you a broad-based curriculum of study.

Aims of the Course

Religious Studies not only focuses on specific philosophical and ethical thought from the past up to the present-day, but is designed to nurture, develop and challenge the intellect – thus helping students to both broaden and deepen the way they think about philosophical/ethical questions in particular, and to become more articulate and confident communicators in general. The ability to reason one's own informed views and ideas is a central component of this course. Moreover, the ability to synthesise original thought is a highly prized skill sought by both higher education establishments and by a variety of careers one wouldn't necessarily associate with Religious Studies (such as Journalism, Advertising, Management Consultancy, Politics and Education).

Course Structure – Content and Assessment (Board – Edexcel)

Although GCSE Religious Studies is not essential, you will need to have achieved grade B (or higher) in English and a Humanities discipline (Geography, History or Religious Studies).

Philosophy is as relevant a discipline as will be found in any curriculum. For millennia, human beings have continuously pondered over the ultimate questions of our existence, and they are as relevant today as they have always been:

- how did the universe begin?
- does it have a beginning anyway? *"Everything that has a beginning, has an end"* – The Oracle, from the film 'Matrix Revolutions'
- why do we exist at all?
- can we perceive any purpose to existence?
- how can we equate evil and suffering with a 'loving God'?

Ethics, as both theoretical and applied study, is playing a crucial role in our rapidly-developing society. Students are able to explore, discuss and research, in depth, topical dilemmas such as justifiable war, embryo and stem-cell research and sexual ethics.

<u>AS level:</u> (2 units)

Foundations: "Philosophy of Religion"

- Arguments for and against the existence of God
- The problem of evil and suffering in our world
- A study of miracles

"Religious Ethics"

- A study of the relationship between religion and morality
- A study of ethical theories (Utilitarianism and Situation Ethics)
- A study of applied ethics (Just War theory, sexual ethics, conscience and freedom)

There is an opportunity to study some New Testament.
(1 hour 45 minute examination)

Investigations: A personal study which is assessed by an external examination of 1 hour 30 mins taken from a list of seven topics.

A2 level: (2 units)

Developments: "Philosophy of Religion"

- Religious experience, the ontological argument, concepts of proof and probability
- A study of beliefs about life after death, including rebirth, reincarnation, resurrection and the immortality of the soul
- A study of religious language, including concepts of analogy, myth and symbol, verification and falsification principles

(1 hour 45 minute examination)

"Religious Ethics"

- A further study of the relationship between religion and morality
- Ethical theories (deontology, emotivism and intuitionism)
- Applied ethics (objectivity, relativism, subjectivism, law and punishment)

(1 hour 30 minutes examination)

Implications: "Issues in Religion"
This unit is synoptic in that it draws upon the knowledge and skills derived from the rest of the course, and enables students to focus on a choice key ethical, moral and philosophical issues which affect religion in the world today.
(1 hour 15 minute examination)

Religious Studies and Key Skills

As well as developing the intellectual skills already outlined, Religious Studies enables students to develop key skills in Communication, Information Technology, Working With Others, Improving Own Learning and Performance and Problem-Solving.

Mary Collett
Head of Religious Studies

DESTINATIONS OF UPPER SIXTH STUDENTS 2011

NAME	UNIVERSITY	COURSE
Avery-Clarke, Amelia	CHESTER	Primary Education
Beadle, Hannah	BRIGHTON	Sport and Fitness
Bennett, Rose	BIRMINGHAM	Theology
Blake, Alice	BOURNEMOUTH	Art Foundation
Bos, Dixon	GAP YEAR	(applying for Business Management 2012)
Bradshaw, Anna	SOUTHAMPTON	Environmental Science
Brodie, Sam	BOURNEMOUTH	Communication and Media
Budgen, Marcus	LEEDS	Biological Sciences
Burrows, Oliver	KENT	Criminology and Social Policy
Butler, Zoe	SOUTHAMPTON	Information Technology in Organisations
Cavanagh. Christopher	LOUGHBOROUGH	Physics with Cosmology
Cooper, David	OTAGO UNIVERSITY, NEW ZEALAND	Zoology
Dinning, John	BRIGHTON	Sport Journalism
Dumbreck, Chloe	BATH	Chemical Engineering
Eades, Robert	MIDDLESEX	Theatre Arts
Elliott, Matthew	GLAMORGAN	Sound Technology
Eyres, Ben	SWANSEA	Business with Economics
Fleming, Eleanor	BRIGHTON	Art Foundation
Grant, Timothy	GAP YEAR	(applying for Business & Economics 2012)
Hallam, Philip	PLYMOUTH	Extended Science
Hampson, Jessica	OXFORD BROOKES	Planning and Property Development
Harrington, Jennifer	SOUTHAMPTON	Geography
Healey, Rebecca	ROSE BRUFORD COLLEGE	Theatre Design
Herbert, Ben	LOUGHBOROUGH	Geography with Economics
Jenkins, Amanda	BUCKINGHAM	Creative Advertising
Jones, Rini	ST HILDA'S COLLEGE, OXFORD	Philosophy and French
Kean. Natalie	SHEFFIELD	Biomedical Science
Kirby, James	GREENWICH	Business Management
McIntosh, Aimee	IMPERIAL COLLEGE	Plant Biology
Merritt, Kerry	LEEDS	French and Management
Oliver, Emily	GAP YEAR IN FRANCE	For further study of French Language
Phillimore-Kelly, Luke	LOUGHBOROUGH	Construction Engineering Management
Purdy, Anna	NOTTINGHAM	Theology
Rathbone, Annabel	PLYMOUTH	Environmental Science
Reynolds, Rebecca	WARWICK	English and Theatre Studies
Roy, Joshua	BIRMINGHAM	English Language and History of Art
Royle, Samantha	EXETER	Modern Languages
Rushton, Rosalie	NORTHAMPTON	Occupational Therapy
Smerald, Nicholas	UNIVERSITY OF THE WEST OF ENGLAND	Electrical and Electronic Engineering
Song, Jihoon	MANCHESTER	International Business, Finance and Economics
Spain, Yasmin	LEEDS	Environmental Science
Thomas, Robin	IMPERIAL COLLEGE	Geophysics
Thompson, Isabella	UNIVERSITY OF EAST ANGLIA	English Literature with Creative Writing
Trayers, Charlotte	PORTSMOUTH	Business Studies
Van Riel, Helen	SOUTHAMPTON	Politics and Economics
Wilkinson, Robert	OXFORD AVIATION ACADEMY	Studying for Commercial Pilot's Licence