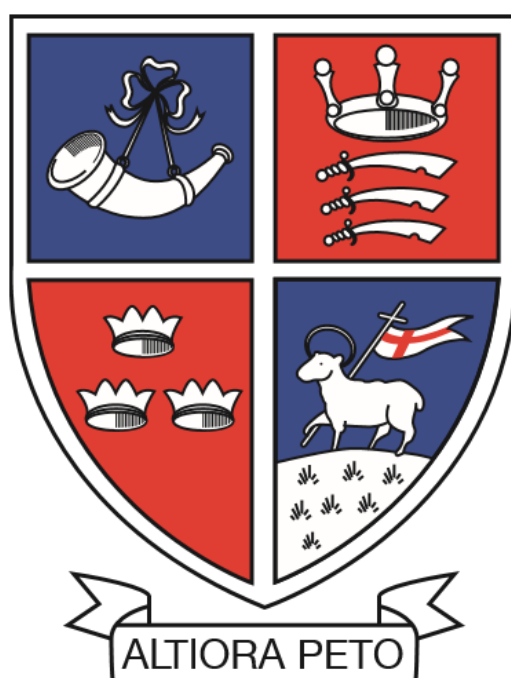


# MILL HILL COUNTY HIGH SIXTH FORM

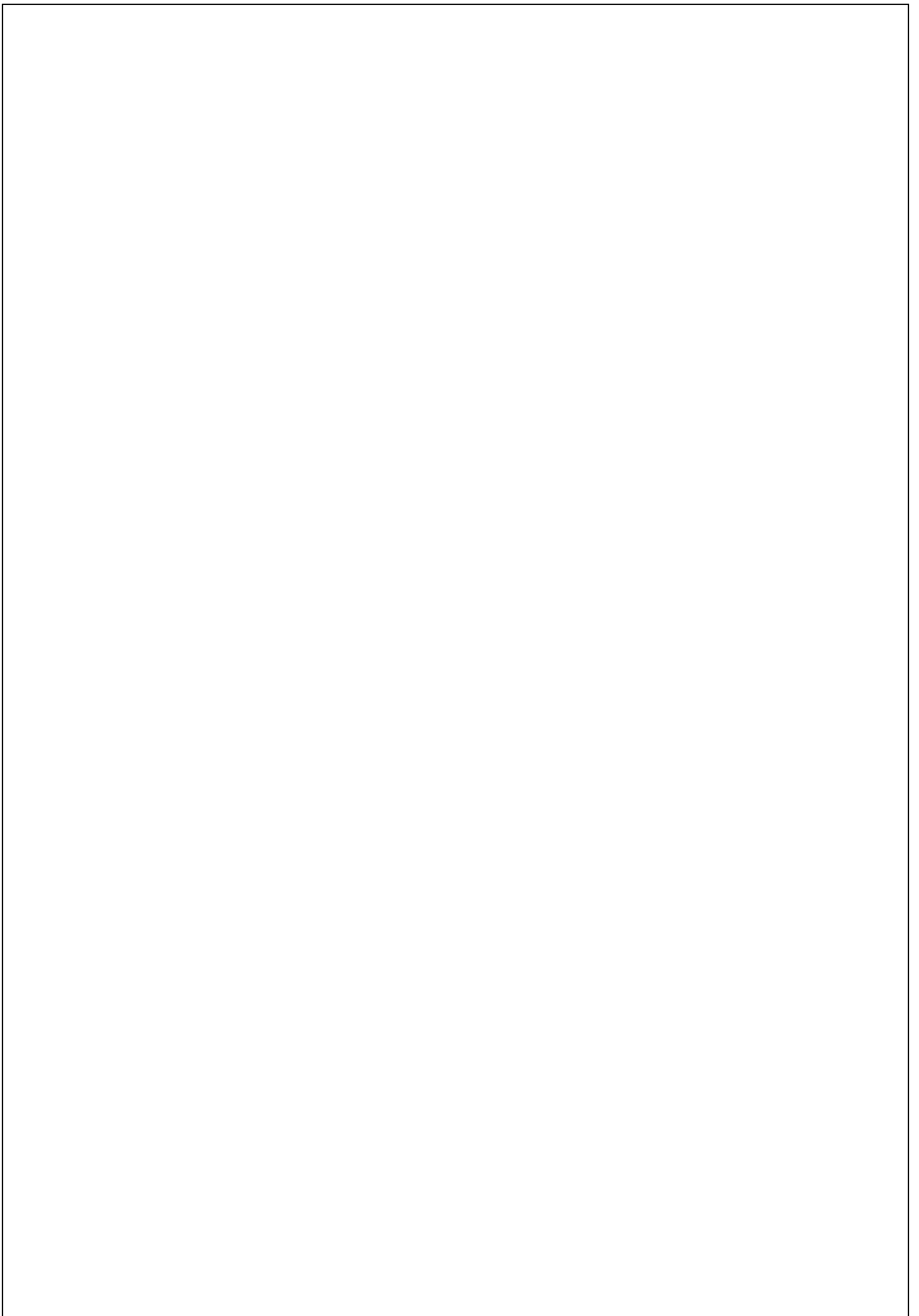


## PROSPECTUS

*Aiming Higher – Promoting Harmony – Achieving Excellence*

## 2023 SUBJECT DETAILS

Single subject Advanced Levels in alphabetical order followed by Vocational Programmes and additional qualifications



# Welcome

## Introduction from Head of Sixth Form

Dear Students,

It is with great pleasure that I introduce to you our Sixth Form at Mill Hill County High School, which lies at the very heart of our school. With over 450 students, purpose-built facilities, a dedicated pastoral team and expert teaching staff, it is a really special place to study.

Sixth form is an incredibly important time in any young person's life. Primarily, it is their first opportunity to specialise in subject areas that truly reflect their interests, skills and talents. We like to view these two years of study as the springboard into higher education, training and work. Students leave us as well-rounded, impressive and socially conscious young adults who are exceptionally well prepared for their future.

At Mill Hill County High School Sixth Form, our main aim is to provide our students with opportunities - both academic and personally enriching in equal measure.

Students leave us with the A-level qualifications they need to pursue their next steps. In the last round of public examinations sat, 41% of A-level grades achieved were at A\* and A, where the national average was 35.9%, and 20% of students achieves a minimum of three A grades. The majority of students were awarded places at the most selective universities, and we continue to have the largest Sixth Form cohort in London to enter university. Every year we have students who successfully gain places for undergraduate study at Oxford, Cambridge and Medical School. We run a bespoke programme to support aspiring students with all aspects of their applications.

We offer a broad A-level curriculum to facilitate a wide range of choices and unique curriculum combinations. Students receive 10 hours of specialist A-Level teaching per subject across their fortnightly timetable. Remaining study periods can be purposefully utilised in the designated Sixth Form Study rooms or School Library.

Students are actively encouraged to lead on and participate in a range of super-curricular activities which broaden and deepen understanding. Student-led societies such as the Social, Political Sciences Society, Medical Society, Biochemistry Society and the Sixth Form Academic Journal, made up of articles submitted by students, are good examples of this. We offer the Extended Project Qualification which allows students to choose an area of particular interest to research in depth, creating a product or piece of academic writing. We are also very lucky that our highly successful Sixth Form alumni regularly return to us to deliver assemblies, workshops and mentoring sessions to inspire and support current students.

Students are supported to make aspirational and exciting pathways for themselves after leaving school through an extensive personal development and careers programme. This is delivered through dedicated tutor time sessions and the tailor-made KS5 PSCE curriculum. Students are provided with time to reflect on the range of options open to them such as pursuing an apprenticeship, entering the world of work directly or applying to university. This enables them to make informed decisions about what is the right next course of action.

There are a range of leadership opportunities available for KS5 students to undertake, for example, becoming a member of The Student Leadership Team. Student voice is held in high regard at Mill Hill County High School and all students are actively encouraged to contribute to our community in this way. The Sixth Form also provides plenty of ways for students to showcase their talents outside of academia through our extensive enrichment programme. We also offer a wide range of educational visits within the UK and abroad, which continue to be very popular with Sixth Form students.

If you would like further information prior to your application, please do not hesitate to visit the Sixth Form area of our website or to contact the School's Admission Officer via email: [sixthformadmissions@mhchs.org.uk](mailto:sixthformadmissions@mhchs.org.uk). In order to make an application please select "Apply" in the Sixth Form area of the website.

The final date for the submission of applications in order to be considered for a firm offer of a place for September 2023 is as follows: Friday 16<sup>th</sup> December 2022 for current Mill Hill County High School students and Tuesday 31<sup>st</sup> January 2023 for new entrants currently resident in the UK. Consultations for most new entrants will be held in late February/early March.

We are incredibly proud of our students and all that they achieve whilst with us in the Sixth Form and beyond. We look forward to welcoming you into our community.

Yours Sincerely,

**Ania Butler**  
**Head of Sixth Form**

## SIXTH FORM ENRICHMENT

We strongly believe that learning, opportunity and success are not confined to the classroom. Our broad Sixth Form enrichment programme provides students with opportunities to achieve in areas within, and outside of, academia and enables them to discover and develop new talents and interests.

We intend for every student to participate in an enrichment activity that will provide them with the skills needed to make positive contributions to a changing society, now and in the future.

There is something for everyone in our extra-curricular offer which ranges from contributing to the Sixth Form Magazine, undertaking a Duke of Edinburgh Award, participating in the annual school musical, exhibiting art and photography work at the Art Show to representing Mill Hill County High School in a music ensemble like Concert Band, CCF or a Senior sports team like football, netball, ultimate frisbee or basketball.

The School and Sixth Form also continue to offer many educational visits within the UK and abroad. Examples include field trips to Iceland, New York, Switzerland and more. A particular annual highlight is the Mill Hill County High School Ski Trip, which is very popular with Sixth Form students.

Importantly, students forge long lasting, happy memories of their enrichment activities with us and this creates a sense of pride and belonging to our community.

## SIXTH FORM STUDENT LEADERSHIP

There are a range of leadership opportunities available for KS5 students to undertake. For example, becoming a Head Student within the whole school Student Leadership Team. The SLT is comprised of 6 teams: Equality & Diversity, Charities, Wellbeing, Enrichment, Learning and the Environment Team. Student leaders run initiatives throughout the school and local community to raise awareness for key local and global issues.

Recent examples include the school-wide collection and donation to Colindale Food Bank, a 'Woodland Walks' initiative, Wellbeing Wednesday as part of the pastoral curriculum, fundraising for Children in Need, the Peer Listeners Programme and large scale community events like 'Fusion', an evening celebration of our community's cultural diversity, Black History Month activities and a scheme to recycle school blazers.

Student voice is held in high regard at Mill Hill County High School. We welcome student feedback and ideas on how to enhance their learning experience with us. We like that our students take an active role within the school community as it helps to promote harmony and shape a culture of respect.

## SUMMARY OF SIXTH FORM COURSES

### Advanced Level

#### Entry Criteria

Students with at least five GCSE passes at grades 5-9, including a grade 5 in English Language and a grade 4 in Mathematics, will be accepted onto an A Level study programme.

Students have the full range of subjects to choose from though there are specific entry requirements for some subjects and these are explained in the Subject Details section.

In Year 12 all students are required to choose three subjects. Those students who achieve at least seven GCSEs which are graded 7, 8 or 9 have, by right, the choice of taking an additional subject option.

#### Course Choice

A Level subjects are arranged into four provisional timetabling pools: **W, X, Y and Z**. These are shown on the adjacent page. Only one subject can be chosen from each pool.

A non-core subject can be studied at A Level even if it has not been studied at GCSE but this does require departmental and Head of Sixth Form approval.

### Intermediate Level: One Year Vocational Programme

The One Year Vocational Programme is for those students who are wishing to spend an extra year of study in order to help boost their qualification portfolio to create a pathway on to an A Level course, a Level 3 course at college, into employment or onto an apprenticeship in September 2024.

The One Year Vocational Programme is for those students who have not achieved the entry criteria for an A Level course as outlined above.

The study programme will include two Level 2 BTECs: Creative Digital Media Production and Business. Further to this, students will retake GCSE Mathematics and English.

# Mill Hill County High School

## 2023 SIXTH FORM POOL SCHEME

Students are required to select three subjects from different pools. Details of individual subject criteria can be found in the Sixth Form Prospectus on the website

	Pool W	Pool X	Pool Y	Pool Z
Advanced Level Single Subjects	Biology	Art	Business	Biology
	Chemistry	Business	Chemistry	DT: Product Design
	Economics	Chemistry	Computer Science	DT: Fashion and Textiles
	Film Studies	Dance	Drama	Economics
	French	Economics	English Literature	English Language
	Geography	English Literature	Geography	History
	Mathematics	German	Mathematics	Mathematics
	Politics	History	Music	Media Studies
	Psychology	Mathematics	Physics	Physical Education
	Sociology	Photography	Sociology	Physics
	Psychology	Spanish	Psychology	
	RS (Philosophy and Ethics)			
	Mathematics & Further Mathematics			
Intermediate (One Year Vocational Course)	BTEC Level 2 Creative Media Production and BTEC Level 2 Business			

**NB: All courses are offered subject to there being sufficient demand, physical resources and staffing.**

# ART, CRAFT AND DESIGN

## Examination Board: Edexcel

### Description of the Specification

This course is intended to meet the needs of the following groups of candidates:

- Those who will undertake further studies in Art, Craft and Design, usually at Art College.
- Those who will study subjects or take up careers for which an Art, Craft and Design background is relevant.
- Those who, whilst having an interest and aptitude in the subject, are not intending to study the subject beyond A Level

### Type and Nature of the Work Involved

- Research and development of observational skills. The ability to reflect critically on work and progress.
- Analyse and evaluate the work of other artists and designers, utilizing a specialist art vocabulary.
- Develop the ability to utilise various materials in 2 and 3 dimensions such as printmaking, photography, painting, sculpture and mixed media.
- Produce final outcomes, influenced by artists', photographers or designers' work.

### Method of Assessment

<b>A Level</b>	<b>Component 1 Personal Investigation (coursework)</b> Create supporting studies and personal outcomes. Submit a personal study of 1,000 words minimum based on students interests in the arts. 60% of A Level qualification
	<b>Component 2 Externally Set Assignment (15 hour exam)</b> Create supporting studies and personal outcomes based on the externally set assignment. Set by the exam board. 40% of A Level qualification

### Specific Entry Requirements

Grade 5 at GCSE Art or if Art was not studied for GCSE students must have a qualification in a technology based subject and/or a portfolio of work must also be presented which demonstrates that a candidate is suitable.

### Future Prospects

Most careers in art, craft and design require further study at an art school, further education college or university before applying to a degree in more specialist areas of art and design. However, you may wish to do an A Level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Future careers may be in fields such as advertising, marketing, design, architecture, publishing and the media.

# BIOLOGY

## Examination Board: AQA Specification A

### Description of the Specification

Biology A Level builds on concepts and skills that will have been developed in GCSE Biology and Combined Science. It presents essential principles in interesting and relevant contexts, and also emphasises both the way in which scientists work and the contributions of science to modern society.

### Type and Nature of the Work Involved

After studying the course, students should be able to:

- Develop essential knowledge and understanding of concepts of biology, and the skills needed for the use of these in new and changing situations
- Develop an understanding of scientific methods
- Be aware of advances in technology, including information technology, relevant to biology
- Recognise the value and responsible use of biology in society
- Show knowledge and understanding of facts, principles and concepts from different areas of biology and to make and use connections between them

### Subject Content

1. Biological Molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

### Method of Assessment

<b>A Level</b>	<b>Paper 1</b>	Any content from topics 1–4, including relevant practical skills 35% of A Level mark
	<b>Paper 2</b>	Any content from topics 5–8, including relevant practical skills assessed 35% of A Level mark
	<b>Paper 3</b>	Any content from topics 1–8, including relevant practical skills assessed 30% of A Level mark

### Specific Entry Requirement

Grade 7 in GCSE Combined Science or GCSE Biology.

### Future Prospects

The study of science emphasises explanations, theories and modelling along with the implications of science for society. Strong emphasis is placed on the active involvement of candidates in the learning process and each specification encourages a wide range of teaching and learning activities. Science has something to offer every student. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant science understanding. There is no better way to learn about science than through purposeful practical activities that form a natural part of day to day teaching and learning.

# BUSINESS

## Examination Board: Edexcel

### Description of the Specification

The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

### Subject Content Includes

<p><b>Theme 1: Marketing and People</b></p> <p><i>Students will develop an understanding of:</i></p> <ul style="list-style-type: none"><li>• meeting customer needs</li><li>• the market</li><li>• marketing mix and strategy</li><li>• managing people</li><li>• entrepreneurs and leaders</li></ul>	<p><b>Theme 2: Managing Business Activities</b></p> <p><i>Students will develop an understanding of:</i></p> <ul style="list-style-type: none"><li>• raising finance</li><li>• financial planning</li><li>• managing finance</li><li>• resource management</li><li>• external influences</li></ul>
<p><b>Theme 3: Business Decisions &amp; Strategy</b></p> <p><i>This theme develops the concepts introduced in Theme 2.</i></p> <p><i>Students will develop an understanding of:</i></p> <ul style="list-style-type: none"><li>• business objectives and strategy</li><li>• business growth</li><li>• decision-making techniques</li><li>• influences on business decisions</li><li>• assessing competitiveness</li><li>• managing change</li></ul>	<p><b>Theme 4: Global Business</b></p> <p><i>This theme develops the concepts introduced in Theme 1.</i></p> <p><i>Students will develop an understanding of:</i></p> <ul style="list-style-type: none"><li>• globalisation</li><li>• global markets and business</li><li>• expansion</li><li>• global marketing</li><li>• global industries and companies</li><li>• (multinational corporations).</li></ul>

### Method of Assessment

**Paper 1** will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts. 35% of A Level mark.

**Paper 2** will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts. 35% of A Level mark

**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. 30% of A Level mark.

### Specific Entry Requirement

Grade 5 in GCSE Business Studies or if a student has not studied the subject at GCSE, they would require a grade 5 in GCSE Mathematics.

### Future Prospects

An A Level in Business demonstrates an ability to apply theories to real world scenarios and interpret figures provided by firms. Possible careers choices that A Level Business can offer are in banking, accountancy, management or recruitment. Students can go onto university to study a range of courses, including Business and International Business. Alternatively, there are many apprenticeships offered in Business which allows real world experience whilst training towards qualifications.

# CHEMISTRY

## Examination Board: AQA

### Description of the Specification

The syllabus introduces the chemical reactivity of atoms and molecules and provides an understanding of their structures. The development and use of the periodic table is explained. The specifications provide numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

In Year 2 the syllabus develops the concepts of physical chemistry introduced in Year 1. Candidates will study kinetics, equilibria, organic chemistry and spectroscopic techniques to determine the molecular formulae and structures of organic compounds. Candidates will continue to be assessed through gaining credit for work done in routine class practicals.

### Type and Nature of the Work Involved

- Understanding of chemical concepts and principals, and applying them to unfamiliar situations including industrial applications.
- Demonstrating critical awareness of the technological aspects of chemistry, and of the issues of a social, economic and environmental nature.
- Developing skills in the design of experiments and the handling of delicate equipment, and potentially hazardous chemicals.
- Interpretation of information from various sources e.g. graphs, equations, written prose.

### Method of Assessment

<b>A Level</b>	<b>Paper 1</b>	<b>Inorganic, Physical Chemistry and Relevant Practical Skills</b> 35% of A Level mark
	<b>Paper 2</b>	<b>Organic Chemistry Plus Relevant Physical Chemistry and Practical Skills</b> 35% of A Level mark
	<b>Paper 3</b>	<b>All Content Plus Practical Skills and Multiple Choice</b> 30% of A Level mark

### Specific Entry Requirements

Grade 7 in GCSE Combined Science or GCSE Chemistry AND a grade 5 in GCSE Mathematics.

### Future Prospects

The study of science emphasises explanations, theories and modelling along with the implications of science for society. Strong emphasis is placed on the active involvement of candidates in the learning process and each specification encourages a wide range of teaching and learning activities. Science has something to offer every student. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant Science understanding. There's no better way to learn about science than through purposeful practical activities that form a natural part of day to day teaching and learning.

# COMPUTER SCIENCE

## Examination Board: OCR

### Description of the Specification

The course will be relevant to the modern and changing world of computing. Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. The course will value computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

### Type and Nature of the Work Involved

This course will be relevant to the modern and changing world of computing. The new specification will allow students to;

- Focus on programming, building on our GCSE Computing and emphasise the importance of computational thinking as a discipline.
- Put computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Apply the academic principles learned in the classroom to real world systems in an exciting and engaging manner.
- Give a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.

### Method of Assessment

<b>A Level (H446)</b>	<b>Paper 1</b>	<b>Computer Systems (Component 1)</b> 40% Written paper
	<b>Paper 2</b>	<b>Algorithms and Programming (Component 2)</b> 40% Written paper
	<b>Paper 3</b>	<b>Programming Project (Component 3 or 4)</b> Non-Exam assessment 20% of Grade

### Specific Entry Requirements

Grade 5 in GCSE Computer Science or if a student has not studied the subject at GCSE then they would require a grade 6 in GCSE Mathematics.

### Future Prospects

The A Level Computer Science specification is more relevant to the modern and changing world of computing. The field of computer science could lead to careers within programming and aspects of system development and design. There is also scope to develop into the fields of software sales, administration of management systems along with implementation and troubleshooting of software systems.

# DANCE

## Examination Board: AQA

### Description of the Specification

The study of A Level Dance enables students to develop socially whilst promoting creativity, fitness and well-being. As students become performers, they'll also develop their confidence, self-esteem and team working skills. Throughout the course the students study Performance, Choreography and Critical engagement and appreciation.

### Type and Nature of the Work Involved

Assessment includes a combination of practical dance tasks alongside creative extended writing assignments. This equips students with the necessary skills and experience to study dance further, or embark on an exciting career in the arts.

This qualification is linear where students will sit all their exams and submit all their non-exam assessment at the end of the course.

### Method of Assessment

<b>A Level</b>	<b>Component 1</b>	<b>Performance and Choreography</b> Practical exam: 50% of A Level <ul style="list-style-type: none"><li>• Solo performance linked to a specific practitioner within an area of study</li><li>• Performance in a quartet</li><li>• Group choreography</li></ul>
	<b>Component 2</b>	<b>Critical Engagement</b> Written exam: 50% of A Level <ul style="list-style-type: none"><li>• Knowledge, understanding and critical appreciation of a compulsory set work and its location within a corresponding area of study.</li><li>• Knowledge, understanding and critical appreciation of one optional set work and its location within a corresponding area of study.</li></ul>
	<b>Two sections</b>	<b>Section A</b> Short answer questions and one essay question on the compulsory set work/ area of study.  <b>Section B</b> Two essay questions on the second set work/area of study.  The compulsory Set Work will be <i>Rooster</i> by Christopher Bruce and the compulsory Area of Study will be Rambert Dance Company.

### Specific Entry Requirements

Grade 5 in GCSE Dance or if a student has not studied the subject at GCSE then they would require departmental approval.

### Future Prospects

The study of Dance at A Level provides an opportunity for students to develop not only their technical dance skills but also the ability to evaluate, analyse and interpret dance at a high level. It promotes the academic and transferable skills valued by Higher Education and employers. Students often go on to study dance at University or bespoke dance training institutions where they continue to develop their skills as a dancers and performers.

# DRAMA AND THEATRE STUDIES

## Examination Board: Edexcel

### Description of the Specification

The Drama and Theatre Studies qualification is one that will engage students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects. This is achieved through a clear and coherent structure, a focus on practical work, the exploration of engaging performance texts and the opportunity to specialise in a specific area of performance, direction or design.

A Level Drama and Theatre Studies will be assessed through a combination of a 40% written exam and 60% Non-Examined Assessment (NEA).

### Method of Assessment

#### A Level

##### Component 1 DEVISING

40% of the A Level

- Portfolio can be written (max 3000 words) or verbally recorded/filmed (max 14 minutes) or a combination of both.
- Devised performance: Stimuli must be one key extract from a play AND a practitioner.

##### Component 2 SCRIPTED PERFORMANCE

20% of the A Level

- Group performance of one key extract from a performance text
- Monologue or duologue performance of one key extract from a different performance text

##### Component 3 WRITTEN: 'Theatre Makers in Practice'

40% of the A Level

- **Section A:** one question, from choice of two, on live theatre performance. 500 words of notes permitted.
- **Section B:** two extended responses on an unseen extract from a modern play studied in class. Perspective of performer and designer. Closed book.
- **Section C:** one extended response, from choice of two questions, re-imagining a classic text with influence of practitioner for a contemporary audience. Clean copy of text allowed.

### Specific Entry Requirements

A minimum of grade 5 if this option was studied at GCSE.

### Future Prospects

A level Drama and Theatre Studies encourages creativity, focuses on practical work and develops skills that will support progression to further study of drama and a wide range of other subjects. Students who study Drama often go on to study Musical Theatre, Acting or Theatre Production at university but also apply the skills they have gained in a range of other subject areas outside of the performing arts.

# DT: FASHION AND TEXTILES

## Examination Board: AQA

### Description of the Specification

Fashion and Textiles is a linear course which enables students to gain a broad understanding of the role of a designer and involves imaginative practical work. The students will develop intellectual curiosity about the design and manufacture of textiles products. They will explore, design, create and evaluate innovative solutions in response to realistic design contexts.

Students will develop knowledge and understanding of the core technical, designing and making principals in Fashion and Textiles.

### Type and Nature of the Work Involved

- Student's work is mainly workshop based using a variety of tools, equipment and processes linked to making of fashion and textiles.
- The knowledge and understanding required for the examination will take the form of detailed studies, essays and reports conducted throughout the course.
- Teaching takes the form of lectures, discussion, videos, visits and workshop projects.

### Method of Assessment

**A Level**                      **50% exam (maths and science contribute 15%) Two papers.**

**Paper 1**    **Written exam:**

2 hours - 100 marks, 25% of the A Level course- this is a mixture of short answer, multiple choice and extended responses questions.

**Paper 2**    **Written exam:**

2 hours - 100 marks, 25% of the A Level course  
Section A : is six short answer questions based on visual stimulus of products.  
Section B: is two extended responses questions.

**50% Non-Exam Assessment (NEA) for A-level.**

NEA consists of a single design and make activity, A Level students are free to choose their design brief.

The project will be 40 hours of work and will assess a student's ability to explore, design, make, prototype and evaluate a single design task

### Specific Entry Requirement

Grade 5 in GCSE Textiles or Fashion Textiles or GCSE Product Design. A portfolio of evidence will be required if none of the subjects have been studied at GCSE level.

### Future Prospects

An A Level in Fashion and Textiles can lead to work in any area of design including fashion garments, costume (e.g. theatre, T.V.), sportswear & equipment (e.g. sports gear, rackets, protective equipment), footwear (e.g. shoes, trainers), technical textiles (e.g. construction industry, medical textiles, geotextiles), interior design and carpets & flooring.

Alternatively, careers as a technologist in such area as fibre, fabric, garment and dye, materials testing and product development. Further employment in fashion, retail and manufacturing would find this area of study relevant.

# DT: PRODUCT DESIGN

## Examination Board: AQA

### Description of the Specification

Design and Technology is a linear course which enables students to gain a broad understanding of the role of a designer and involves imaginative practical work. The students will develop intellectual curiosity about the design and manufacture of products. They will explore, design, create and evaluate innovative solutions in response to realistic design contexts.

Students will develop knowledge and understanding of the core technical, designing and making principals for product design.

### Type and Nature of the Work Involved

- Student's work is mainly workshop based using a variety of graphic, resistant and compliant materials.
- The knowledge and understanding required for the examination will take the form of detailed studies, essays and reports conducted throughout the course.
- Teaching takes the form of lectures, discussion, videos, visits and workshop projects.

### Method of Assessment

**A Level**                      **50% exam (maths and science contribute 15%)**

**Paper 1**    **Written exam:**

A mixture of short answer, multiple choice and extended responses questions.  
25% of the A Level course

**Paper 2**    **Written exam:**

Section A: Six short answer questions based on visual stimulus of products.  
Section B: is two extended responses questions.  
25% of the A Level course

**50% Non-Exam Assessment (NEA)**

NEA consists of a single design and make activity; A level students are free to choose their design.

Each project will be 40 hours of work and will assess a student's ability to explore, design, make, prototype and evaluate a single design task.

### Specific Entry Requirement

Grade 5 in GCSE Product Design. If GCSE DT: Product design was not studied a portfolio of work must be presented which demonstrates that the candidate is suitable.

### Future Prospects

Future careers for a student who has studied A Level Product Design include Product Design, Furniture Designer, Interior and Spatial Designer, Product Engineering, Exhibition Designer, Engineering, Automotive Design, Set/Theatre/ Prop Design, Architecture, Industrial Designer, Graphic Designer and 3D Model Maker.

# ECONOMICS

## Examination Board: Edexcel

### Description of the Specification

Economics is the study of choice. Economics enables students to understand how the material resources of an individual, a community, a country or the world are managed. It enables us to address questions such as 'when can we expect another recession?' and 'why should students pay university tuition fees?' This specification contributes to that understanding by enabling students to develop an appreciation of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.

### Type and Nature of the Work Involved

During the course students will:

- Acquire knowledge and understanding of microeconomics (individual markets) and macroeconomics (the economy as a whole)
- Explore economic issues arising from a range of situations, drawing on data from local, national and international sources
- Develop a critical approach to economic models and methods of enquiry in order to evaluate economic arguments and make informed judgements

### Method of Assessment

#### A Level

##### **Paper 1 Markets and business behaviour**

A range of multiple choice, short-answer, longer data response questions and an extended open-response question  
35% of A Level mark

##### **Paper 2 The national and global economy**

A range of multiple choice, short-answer, longer data response questions and an extended open-response question  
35% of A Level mark

##### **Paper 3 Micro and macroeconomics**

Two sections, each consisting of one data response question and one extended open-response question  
30% of A Level mark

### Specific Entry Requirement

Grade 5 in GCSE Economics or if a student has not studied the subject at GCSE then they would require a grade 6 in GCSE Mathematics.

### Future Prospects

An A Level in Economics demonstrates an ability to analyse and evaluate both information and data with a particular connection with a wide range of economic and current news. Many students completing A Level Economics go on to study an Economics or Business related degree. Possible careers choices that many A Level Economics students continue into are in investment banking, accountancy, the financial sector or civil service.

# ENGLISH LANGUAGE

## Examination Board: OCR

### Description of the Specification

The specification provides students with a natural progression from their GCSE study of English language. It encourages students to develop their interest in and appreciation of English, through learning about its structures and its functions, its developments and its variations. It also allows students to develop their ability to express themselves in speech and writing, producing texts for different audiences, purposes and in different genres.

### Type and Nature of the Work Involved

- Analysing a wide variety of texts
- Understanding how social issues, such as gender, are represented in texts
- Developing writing skills
- Understanding how language develops in individuals and over time
- Investigating a personal interest in the area of language study

### Method of Assessment

#### A Level

#### Unit 1

#### Exploring Language

40% of A Level

**Three questions.** Two questions based on the contextual and grammatical Of texts. One piece of creative writing based on a topical language statement.

#### Unit 2

#### Dimensions of Linguistic variety

40% of A Level

Three questions: Child Language Acquisition, Language Change and diversity and Language in the Media.

#### Unit 3

#### Coursework/Non-exam assessment: Language Investigation

20% of A Level

Language investigation 15%

Academic Poster 5%

### Specific Entry Requirements

Grade 5 in both GCSE English Literature and GCSE English Language.

### Future Prospects

English A Levels are a gateway to a wide range of degree courses. The communication, research, analysis and organisational skills required to complete an English Language A Level are indicative of an ability to flourish on arts and humanities courses such as communication studies, psychology, education, media, and English studies.

# ENGLISH LITERATURE

## Examination Board: AQA Specification A

### Description of the Specification

Students will study literature from a variety of periods and genres, including Shakespeare, prose, poetry and drama texts.

### Type and Nature of the Work Involved

- Developing an interest and enjoyment in English literature
- Analysing a range of different texts from a selected period
- Shaping responses in formal essay writing
- Responding creatively to prose texts
- Sustaining a wide reading exploration of a number of writings on the same theme
- Gaining knowledge of the social historical circumstances in which texts are written
- Developing a critical perspective

### Method of Assessment

#### A Level

#### Unit 1

#### Love through the Ages: Written Exam – 3 hours

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. The exam will include two unseen poems. Open book in section C only.

Section A: Shakespeare: One passage-based question with linked essay  
Section B: Unseen poetry: Compulsory essay question on two unseen poems  
Section C: Comparing texts: One essay question linking two texts  
40% of A Level

#### Unit 2

#### Texts in Shared Context: Written Exam – 2 hours

Study of three texts: one prose, one poetry, and one drama. Open book.

Choice of two options (chosen by class teacher)  
Option 1: WW1 and its aftermath.  
Option 2: Modern times: Literature from 1945 to the present day  
40% of A Level

#### Unit 3

#### Texts Across Time: Non exam assessment

In Texts across time, students write a comparative critical study of two texts. This is a coursework assessment. Some suggested themes for this independent study are:

- The struggle for identity
- Minds under stress
- The Gothic
- War and conflict
- Crime and punishment
- Nostalgia and the past
- Satire and dystopia
- Representations of race and ethnicity

20% of A Level

### Specific Entry Requirements

Grade 5 in both GCSE English Literature and GCSE English Language.

### Future Prospects

English Literature A Level is a facilitating subject, highly desirable for a wide range of degree courses at all universities. It is particularly suitable for people wishing to pursue degrees/careers in law, education, media, civil service, journalism and creative industries.

# FILM STUDIES

## Examination Board: Eduqas

### Description of the Specification

Students will follow a two-year linear course. They will engage with a wide range of film texts, developing skills of observation, critical analysis and personal reflection. The focus in Film Studies is on the history and evolution of the form and on cinematic codes and conventions. Instruction takes the form of lecture and classroom-based investigation with some individual and group tutorials. Student work may take the form of essays, individual research projects, screenplays, and video presentations. Students will have access to the extensive school and departmental film libraries. There is an expectation that students will complete a minimum of five hours of independent study each week for this course

### Type and Nature of the Work Involved

#### Varieties of film and filmmaking

**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).

**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.

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

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

**Assessment is by examination: Written Paper 2hrs 30mins - 35% of A Level**

#### Component 2: Global filmmaking perspectives

Learners will further develop knowledge and understanding of key critical approaches to film and of narrative, genre, representations and spectatorship. Learners must study at least one set film from each of the categories below:

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

**Section B:** Documentary film

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

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

**Assessment is by examination: Written Paper 2hrs 30mins - 35% of A Level**

#### Making Short Film

Learners must study a selection of short films. Learners have the opportunity to demonstrate knowledge, understanding and skills through:

- the production of a 4-5 minute short film or a screenplay for a short film (incorporating a digitally photographed storyboard of a key section)
- an evaluative analysis of the production in relation to professionally produced set short films.

**Assessment is by coursework submission - 30% of A Level**

# FRENCH

## Examination Board: AQA

### Description of the Specification

The course is designed to enable students to:

- Develop an interest in, and an enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of French-speaking countries
- Understand French spoken in a variety of contexts
- Raise grammatical awareness and the importance of grammar in language
- Practise translations

### Type and Nature of the Work Involved

- Assessment by external examination (no coursework)
- Topic work is the main means of presenting information to students
- Students are expected to develop their knowledge of all aspects of French life
- They are also encouraged to go to a French speaking country
- Students are encouraged to work independently through the use of media, the Language Laboratory and the library resources

### The topics for French

The topics for French:

- Theme 1: **Aspects of French-speaking society - Current Trends**  
(the changing nature of family, digital society, the place of voluntary work)
- Theme 2: **Aspects of French speaking society - Current Issues**  
(Positive features of a diverse society, How criminals are treated)
- Theme: 3: **Artistic Culture in the French Speaking world**  
(A culture proud of its heritage, Contemporary francophone music, Cinema)
- Theme 4: **Aspects of political life in French-speaking society**  
(Teenagers, the right to vote and political commitment, Politics and immigration).

As well as the topics outline above, students will study a literary text and a film in the target language.

### Method of Assessment

<b>A Level</b>	<b>Paper 1</b>	Listening, reading and writing (2 hrs 30)	40% of A level
	<b>Paper 2</b>	Writing	30% of A level
	<b>Paper 3</b>	Speaking	30% of A level

### Specific Entry Requirements

Grade 6 in GCSE French.

### Future Prospects

An A level in Languages increases opportunities within the workplace. Language students undoubtedly demonstrate key skills which employers look for, particularly social skills, team work, flexibility, problem-solving and communication skills. Possible career choices that many linguists continue into are in business, journalism, accounting, the diplomatic service, translating and interpreting, tour management, sales, marketing, tourism and engineering.

*"...UK graduates who can offer or are willing to acquire language skills are particularly sought after."*  
**Margaret Dane, AGCAS (Association of Graduate Careers Advisory Service) Chief Executive**

# GEOGRAPHY

## Examination Board: Edexcel

### Description of the Specification

The Geography Department aims to empower students by providing them with the skills and knowledge required to understand the complex world around them. Geography is a comprehensive, facilitating subject that encompasses the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. What's not to love?

### Method of Assessment

<b>Paper 1</b>	<b>Physical Geography</b> Written examination: 2 hours and 15 minutes Topic 1: Tectonic Processes and Hazards Topic 2: Landscape Systems, Processes and Change – including Coastal Landscapes and Change Topic 5: The Water Cycle and Water Insecurity Topic 6: The Carbon Cycle and Energy Security	30% of the A Level
<b>Paper 2</b>	<b>Human Geography</b> Written examination: 2 hours and 15 minutes Topic 3: Globalisation Topic 4: Shaping Places – including Regenerating Places Topic 7: Superpowers Topic 8: Global Development and Connections – including Migration, Identity and Sovereignty	30% of the A Level
<b>Paper 3</b>	<b>Synoptic</b> Written examination: 2 hours and 15 minutes This exam is based on a real place facing a geographical issue that needs evaluating (e.g. should we be exploiting natural resources environmentally sensitive areas like oil in the Arctic?). The examboard choose different places and issues for each exam series, based on the topics 1-8.	20% of the A Level
<b>Coursework</b>	<b>Independent Investigation (NEA)</b> This section involves students carrying out an independent investigation relating to any aspect of geography contained within the specification. It requires students to collect primary and secondary research during a compulsory residential field trip ( <b>covid depending</b> ). This data is then analysed and evaluated to produce a written report of 3000-4000 words which is submitted to the examinations board for assessment. <b>This trip usually takes place at the beginning of Year 13 and costs approximately £350.</b> Those students who qualify for the Bursary can use their funds to cover these costs. This trip, like all other trips, is subject to government legislation due to Covid 19 and may have to change if social distancing is still in effect.	20% of the A Level

### Specific Entry Requirements

Grade 5 in GCSE Geography or, if a student has not studied GCSE Geography, they would require departmental approval. Students need to be able to write essays in this subject so good literacy is required.

### Future Prospects

Geography students are in high demand from employers because they gain a wide range of skills and knowledge, developed through the stimulating use of contemporary issues and real-world examples. Even though many geographers end up in directly related jobs, the importance of geography lies in the number of basic skills it provides which individuals can 'market' such as the collection, analysis and interpretation of data, the application of methodical working techniques, the ability to view problems from a number of angles and some general knowledge of the world. More and more geographers are now finding themselves in jobs that include medicine, banking, advertising, the media, business management, law and the armed forces.

# GERMAN

## Examination Board: AQA

### Description of the Specification

The course is designed to enable students to:

- Develop an interest in, and an enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of German-speaking countries
- Understand German spoken in a variety of contexts
- Raise grammatical awareness and the importance of grammar in language
- Practise translations

### Type and Nature of the Work Involved

- Assessment by external examination (no coursework)
- Topic work is the main means of presenting information to students
- Students are expected to develop their knowledge of all aspects of German life
- They are also encouraged to go to a German-speaking country
- Students are encouraged to work independently through the use of media, the Language Laboratory and the library resources

### The topics for German

- Theme 1: **Aspects of German-speaking society**  
(the changing state of the family, the digital world, youth culture)
- Theme 2: **Artistic culture**  
(festivals and traditions, art and architecture, cultural life in Berlin- past and present)
- Theme 3: **Social issues and trends**  
Multiculturalism in German-speaking society (immigration, integration, racism)
- Theme 4: **Aspects of political life in German-speaking society**  
(Germany and the European Union, politics and youth, German reunification)

As well as the topics outline above, students will study a literary text and a film in the target language.

### Method of Assessment

<b>A Level</b>	<b>Paper 1</b>	Listening, reading and writing	40% of A level
	<b>Paper 2</b>	Writing	30% of A level
	<b>Paper 3</b>	Speaking	30% of A level

### Specific Entry Requirements

Grade 6 in GCSE German.

### Future Prospects

An A level in Languages increases opportunities within the workplace. Language students undoubtedly demonstrate key skills which employers look for, particularly social skills, team work, flexibility, problem-solving and communication skills. Possible career choices that many linguists continue into are in business, journalism, accounting, the diplomatic service, translating and interpreting, tour management, sales, marketing, tourism and engineering.

*"...UK graduates who can offer or are willing to acquire language skills are particularly sought after."*  
Margaret Dane, AGCAS (Association of Graduate Careers Advisory Service) Chief Executive

# HISTORY

## Examination Board: Edexcel

### Description of the Specification

*"History is a gallery of pictures in which there are few originals and many copies." – Alexis de Tocqueville*

Students will be given the opportunity to study four very different historical courses which cover a wide chronological and geographical range. We aim to offer a course covering a broad scope of time and place, with each unit offering its own unique and exciting stories, events, personalities and controversies.

In Year 12, students will study American history, learning about how the quest for political, social and economic advancement looked mainly to reform existing structures. In India, this quest led to more radical outcomes bringing an end to imperial rule. Studying two different countries allows students to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth century world.

In Year 13, students will begin studying for the Paper 3 topic which explores the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. Students will explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen. For their coursework, students will conduct a personal study related to the Cold War. From its origins in the ruins of World War II, through international hotspots in Berlin, Korea and Cuba, to détente, and finally to its conclusion with the collapse of the Soviet Union, the Cold War is rife with controversy providing the basis for students to investigate the validity of competing interpretations.

### Type and Nature of the Work Involved

#### Students should be able to:

- Interpret and evaluate contemporary historical sources
- Draw and substantiate their own conclusions about historical issues
- Explain reasons for major events and evaluate contrasting interpretations
- Assess the extent and significance of historical change
- Evaluate the impact and significance of key individuals and events

### Method of Assessment

<b>A Level</b>	<b>Paper 1</b>	<b>In search of the American Dream: the USA c.1917-96</b> 2 hours 15 minutes exam	30% of total A Level
	<b>Paper 2</b>	<b>India c.1914-1948: the road to independence</b> 1 hour 30 minutes exam	20% of total A Level
	<b>Paper 3</b>	<b>Rebellion and disorder under the Tudors 1485-1603</b> 2 hours 15 minutes exam	30% of total A Level
	<b>Coursework</b>	<b>Historical Interpretations of the Cold War 1944-1990</b> Coursework 3,000-4,000 words	20% of total A Level

### Specific Entry Requirement

Grade 5 in GCSE History or if a student has not studied GCSE History they would require departmental approval.

### Future Prospects

History A Level can provide the skills that can lead students to a career in law, business management, lecturing, journalism, civil service, archaeology, museum curation, archive work, heritage management, politics, research, marketing, advertising, public relations, accountancy

# MATHEMATICS & FURTHER MATHEMATICS

## Examination Board: Edexcel

### Description of the Specification

Studying Mathematics and Further Mathematics:

- (i) Enables students to acquire knowledge and skills with confidence, satisfaction and enjoyment.
- (ii) Gives students experience of developing resourcefulness in solving problems.
- (iii) Enables students to apply mathematics and recognise its significance to other disciplines.
- (iv) Develops students' understanding of mathematical reasoning.
- (v) Provides students with a foundation for the further study of mathematics.

### A Level Mathematics

A Level Mathematics is a linear course consisting of both Pure and Applied content. All students will be required to study both Statistics and Mechanics as outlined below.

#### Core Content A Level Mathematics

- Differentiation
- Integration
- Numerical methods
- Vectors
- Exponentials logarithms
- Probability
- Statistical sampling
- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws

#### Moments

- Statistical hypothesis testing
- Statistical distributions
- Proof
- Algebra and functions
- Coordinate geometry
- Sequences and series
- Trigonometry
- Data presentation and interpretation

### A Level Further Mathematics

A Level Further Mathematics builds on the Mathematics syllabus. All students will study the compulsory Core Pure mathematical content outlined below, and will also study modules in Further Pure mathematics and Decision mathematics.

#### Core Content for A Level Further Mathematics

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equation

### Method of Assessment

Students will be assessed by external examination papers which occur at the end of Year 13. All examinations allow the use of a calculator, and we expect all students to use the Casio FX-991EX Classwiz Model. Students must be able to also demonstrate the following overarching knowledge and skills: mathematical argument, language and proof; mathematical problem solving; and mathematical modelling.

### Specific Entry Requirement

Grade 7 at GCSE Mathematics is required to take A Level Mathematics. Students wishing to take Further Mathematics are expected to have grade 8 in GCSE Mathematics.

### Future Prospects

Mathematics is a multi-faceted subject and has many transferable skills. Maths is listed as either essential or desirable for many degree courses including: mathematical courses (maths, engineering), science-based courses (biology, chemistry, physics, biochemistry, natural sciences), medical courses (medicine, veterinary sciences, dentistry, biomedical sciences, physiotherapy), business courses (economics, business, management), courses that require reasoning or logic (philosophy, computer science) and courses that use statistics (geography, psychology).

# MEDIA STUDIES

## Examination Board: AQA

### Description of the Specification

Media Studies students will follow a two-year linear course. They will study a wide range of media texts and institutions. They will explore the conventions of genre and issues of representation and consider, audience targeting and response. The primary focus will be on at 21st Century media technologies and the continuing transition from traditional media forms to new and online media. Student work may take the form of essays, individual video projects, and online presentations. Students will have access to the dedicated Macintosh editing suite in the Media Department. There is an expectation that students will complete a minimum of five hours of independent study eachweek for this course.

### Media One

#### Section A: Media Language and Media Representations

- advertising and marketing
- music video.

#### Section B: Media Industries and Media Audiences

- radio
- newspapers
- film (industries only).

Learners will explore media language and representation, through an analysis of advertising and marketing texts and behaviours, and through a study of music videos. They will also consider Media Audiences and Industries in relation to radio, newspapers and film.

**Assessment is by examination: Written Paper 2hrs - 35% of A Level**

### Media Two

Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.

Learners will engage in an in-depth study of television as an evolving, global media form. Learners must select two specified media products from lists set by AQA. In addition, learners will engage in an overarching in-depth study of the online, social and participatory media forms of the specified media products in this section.

**Assessment is by examination: Written Paper 2 hours - 35% of A Level**

### Coursework

#### Making media

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

**Assessment is by coursework submission - 30% of A Level**

# MUSIC

## Examination Board: Edexcel

### Description of the Specification

Music A Level is a fascinating and inspiring course which will support students to develop their skills in performing, composing and analysing music.

Students will explore new musical worlds in depth; Why *did* Bach write a piece of music based on a 200-year-old hymn tune? What does a piece for cello and electronics sound like? Why were The Beatles so popular? And what are the secrets of the music from the film *Psycho*?

Students will be encouraged to explore their own areas of interest when composing music, be it electronic music and production, writing for a large ensemble, or something entirely different.

Through all of this study, including pushing their instrumental or vocal performances to the next level, students will develop a critical and contextualised understanding of a vast range of musical styles and genres

### Type and Nature of the Work Involved

By the end of Year 13 students will:

- Perform a short recital on their chosen instrument or voice to an invited audience. The recommended standard for this recital is minimum Grade 7.
- Compose a piece of music (either free composition or to a brief), and complete a brief assessing technique; options range from a remix task using Logic, to a traditional harmony exercise in the style of Bach.
- Students who wish to study Music at university have a wide range of options, from performance-based courses to production courses to Music degrees which cover a bit of everything. Popular careers for Music graduates include performing, teaching or work with Arts organisations but many are highly successful in careers unrelated to Music because of the valuable transferable skills gained through studying Music.

### Method of Assessment

#### A Level

##### Component 1 Performing

Coursework assessment: externally assessed 30% of A Level

##### Component 2 Composing

Coursework assessment: externally assessed 30% of A Level

##### Component 3 Appraising

Written examination: externally assessed 40% of A Level

### Specific Entry Requirements

Grade 6 in GCSE Music and grade 5 standard on your musical instrument (actual exam not necessary).

A Level Music students will be expected to contribute fully to the large range of extra-curricular ensembles and performances; it is a requirement for A Level students to commit to at least one ensemble.

### Future Prospects

- A level Music develops skills such as self-management, teamwork, problem-solving, and communication, all of which make it a valuable A Level when applying for any university course.
- Students who wish to study Music at university have a wide range of options from performance-based courses to production courses to Music degrees which cover a bit of everything. Music graduates often go on to be performers or teachers or work with Art organisations but many also are highly successful in careers to Music because the transferable skills involved are so valuable.

# RELIGIOUS STUDIES

## Examination Board: OCR

### Description of the Specification

What is love? Is it ever right to kill? What is real? Do we have a conscience? How do I know that I am free? These are deep and important questions that most students will not get to consider in depth in any other subject and they **provide students with critical thinking skills that will complement their other choices** as well as provide a solid foundation for their academic future.

The first year of Religious Studies investigates theology and religious thought such as Original Sin, Death and the Afterlife, Christian moral action, challenges in society as well as normative ethical theories such as Utilitarianism and Kantian Ethics and how they apply to controversial issues of Euthanasia, Business and Sexual Ethics.

The second year of the course examines the above in more depth as well as significant social developments in ancient philosophical influences such as Plato and Aristotle, in the nature of the soul, body and mind, arguments for the existence of God, religious and ethical language, proof of conscience and the soul, mind and body.

As a whole, the Philosophy and Ethics course is designed to make candidates think about life's most important questions while providing a **rigorous, academic knowledge and understanding** of philosophical and ethical issues, using an enquiring and empathetic approach.

This is a popular option with many students who study our subject claiming that it is their favourite and **valuing the essential and adaptable** skills it teaches them such as critiquing arguments and premises, essay writing, analysing complex ideas and being able to break these down as well as investigation and how to write and argue persuasively. This is an **excellent complementary subject** to any other options you are considering and is well-respected by universities due to the challenging and varied skills it encompasses.

### Type and Nature of the Work Involved

- Investigation of the philosophical/ethical theories and issues raised through discussion work, group work and independent study
- Note taking and essay writing
- Making presentations and debating key issues
- Arguing persuasively, critical thinking and independence of thought are developed through the above.

### Method of Assessment

<b>A Level</b>	<b>Unit 1</b>	<b>Philosophy of Religion</b>	33.3% of A Level 2 hour written paper
	<b>Unit 2</b>	<b>Religion and Ethics</b>	33.3% of A Level 2 hour written paper
	<b>Unit 3</b>	<b>Developments in Religious Thought</b>	33.3% of A Level 2 hour written paper

### Specific Entry Requirement

If Religious Studies (RS) was studied for GCSE (short or full course), a grade 5 is required.

### Future Prospects

The Graduate Careers Advisory Service recommends Philosophy and Ethics to those wishing to pursue careers in law and politics, journalism and publishing, broadcast, film and media, education and medical professions, and finance and public sector services.

# PHOTOGRAPHY

## Examination Board: Edexcel

### Type and Nature of the Work Involved

- Research and develop observational skills through the medium of Photography.
- Reflect critically on work and progress.
- Analyse and evaluate the work of other Photographers.
- Consider the application and implications of new and emerging technologies that can be used in conjunction with traditional and digital photography materials.
- Determine which tools or techniques are most appropriate in student's exploration of ideas.
- Produce final outcomes influenced by photographers past and present.

### Disciplines within photography

For the purposes of this qualification, photography is sub-divided into the following three disciplines:

- film-based photography
- digital photography
- film and video.

Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of photography; by focusing on one discipline, they will gain a deeper understanding of specific processes within photography.

### Method of Assessment

#### Component 1 - Personal Investigation (coursework)

This component is weighted 60% of the total qualification. This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.

#### Component 2 - Externally Set Assignment (15 hour timed test piece)

This component is weighted 40% of the total qualification. This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE Qualification allowing students to draw together all the knowledge, understanding and skills developed throughout. The Externally Set Assignment consists of one broad-based thematic starting point to which students respond by developing a portfolio of practical work and final outcome(s).

### Specific Entry Requirement

Grade 5 at GCSE Photography.

### Future Prospects

Most careers in an Art and design discipline require further study at an art school, further education college or university before applying for a degree in more specialist areas of art and design. However, you may wish to do an A Level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Future careers may be in fields such as animation, advertising, design, architecture and the media.

# PHYSICAL EDUCATION

## Examination Board: AQA

### Description of the Specification

This course is in two main sections – the theoretical study of performance and issues in sports, and practical performance in one sport. A large section of the theory is science based and the course concentrates on its application to performance.

### Method of Assessment

#### A Level

##### Unit 1 Section A: Applied Anatomy and Physiology:

Cardiovascular system, respiratory system, neuromuscular system, energy systems, training methods.

##### Section B: Skill Acquisition:

Skill continuums, transfer of learning, skill classification, principles and theories of learning, guidance and feedback, memory.

##### Section C: Sport and Society:

Globalisation of sport in the 21st century, Pre-industrial (pre-1780), Industrial and post-industrial(1780–1900), Post World War II (1950 to present).

35% of A level

##### Unit 2 Section A: Exercise Physiology and Biomechanics:

Optimal performance, diet and nutrition, preparation and training methods, injury prevention, rehabilitation, biomechanical movement.

##### Section B: Sport Psychology:

Psychological factors that can influence an individual in physical activities, personality, attitudes, arousal, anxiety, aggression, motivation, social facilitation, group dynamics, goal setting, attribution theory, self-efficacy and confidence, leadership, stress management, technology

##### Section C: Sport and Society and Technology in Sport:

Concepts of physical activity, elite performers. Ethics, violence in sport, drugs in sport, sport and the law. Commercialisation sport and the media. The role of technology in physical activity and sport.

35% of A level

##### Unit 3 Practical Performance in Physical Activity and Sport

Internal assessment, external moderation.

Students will perform in one practical activity and their non-examination assessment will be based around this particular sport.

30% of A level

### Specific Entry Requirements

Grade 5 in a GCSE science subject or a 5 grade in GCSE Physical Education.

It is recommended that students have a regular attendance at a sports club either within school or outside of school or a willingness to commit to regular attendance from the end of Year 11 onwards.

### Future Prospects

There is potential for careers in sports journalism, physiotherapy, sports psychology, sports performance analysis, sports coaching, PE teaching and sports nutrition.

# PHYSICS

## Examination Board: AQA

### Description of the Specification

In Year 1, the syllabus focuses on 3 main aspects of Physics: Quantum Physics, where the student encounters the world of subatomic particles and the behaviour of waves; Mechanics, where motion of everyday situations is studied, as well as the behaviour of materials under stress; and Electricity, where electrical circuits are under investigation.

In Year 2, the syllabus builds further on this knowledge: Nuclear Physics, to understand radioactive behaviour and the release of energy from atomic nuclei; Simple Harmonic Motion; Thermodynamics and Gas Laws; and Fields, including Electric, Magnetic and Gravitational fields, and their consequences. In addition, candidates will continue to be assessed throughout Year 1 and Year 2, gaining credit for work done in routine class practicals.

### Type and Nature of the Work Involved

After studying the course, students should be able to:

- Develop essential knowledge and understanding of concepts of physics
- Develop an understanding of scientific methods
- Be able to simplify problems, to be able to solve them
- Be able to apply their understanding to unfamiliar situations including industrial applications and practical situations
- Show knowledge and understanding of facts, principles and concepts from different areas of physics

### Method of Assessment

<b>Paper 1</b>	<b>Particles, Radiation, Waves, Mechanics, Materials, Electricity, Further Mechanics</b> 34% of A Level mark
<b>Paper 2</b>	<b>Thermal Physics, Fields, Nuclear Physics</b> 34% of A Level mark
<b>Paper 3</b>	<b>Practical Skills, Data Analysis, Astrophysics in Physics (option)</b> 32% of A Level mark

### Specific Entry Requirements

Grade 7 in GCSE Combined Science or GCSE Physics AND grade 5 in GCSE Mathematics.

### Future Prospects

A Level Physics students can go onto university to study a range of courses, including mathematics, physics, Mechanical or civil engineering, computer science, but also economics or business. Possible careers choices that A Level Physics can offer are in teaching and lecturing, research and development (geophysicist / field seismologist, healthcare scientist, medical physics, research scientist, scientific laboratory technician, meteorologist, product/process development scientist), engineering (structural engineer, acoustic engineer), and many other branches including radiation protection practitioner, systems developer, or technical author. You can also move into astrophysics, chemical physics, nanotechnology, renewable energy and more - the opportunities are endless.

# POLITICS

## Examination Board: Edexcel

### Description of the Specification

*"One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors."*  
- Plato

Politics is not just about middle-aged men in grey suits; it is about how power is distributed in society and the way key decisions affecting our lives are made. The first year focuses on Politics in the UK. Students will investigate the role of different people in politics and evaluate the adequacy of existing arrangements for ensuring representative democracy. Students will also develop a critical awareness of the role and effectiveness of key institutions and the relationships between them in the context of multi-level governance. Key questions to be considered include: Is democracy in the UK in crisis? Are governments a force for good? How endangered are our human rights? What has the impact of constitutional reform been?

Students will also learn about 3 core political ideas: conservatism, liberalism and socialism. Alongside this, they will study feminism as a non-core political idea. They will examine different strands of each ideology and look at the relevance of these to the modern day.

The second year focuses on comparative politics and students will look in depth at the political system of the United States, which promotes itself as the most democratic state of them all. Students will study the representative processes of the American system and analyse how effectively power is distributed. Students will also investigate the relationships between the main governmental institutions and draw conclusions on the 'health' of federalism. Key questions explored include: Do US elections really hold politicians to account? Is there still a need for political strategies to further reduce racial inequality? Why are Americans so patriotic? Is being president just frustrating? They will also compare the UK and US political systems.

### Type and Nature of the Work Involved

Students should be able to:

- Demonstrate a keen interest in current political affairs by following the news every day
- Be keen to pursue an academically challenging course of study
- Have the ability to analyse, understand and judge opposing political viewpoints
- Gather and assess evidence from a variety of sources, including evidence produced by the media, pressure groups, political parties and political thinkers
- Produce logical written and verbal arguments

### Method of Assessment

#### A Level

##### Component 1: UK Politics

2 hours examination 33<sup>1</sup>/<sub>3</sub> % of total A Level

##### Component 2: UK Government

2 hours examination 33<sup>1</sup>/<sub>3</sub> % of the A Level

##### Component 3: Comparative Politics

2 hours examination 33<sup>1</sup>/<sub>3</sub> % of the A Level

### Specific Entry Requirements

Grade 5 at GCSE History or if a student has not studied GCSE History then they would require grade 5 in English.

### Future Prospects

Politics A Level can lead to the following careers: political commentator, politician, law, business management, lecturing, journalism, civil service, archaeology, museum curation, archive work, heritage management, politics, research, marketing, advertising, public relations and accountancy.

# PSYCHOLOGY

## Examination Board: AQA Specification A

### Description of the Specification

A level Psychology will give you an understanding of the way people think and why people behave in certain ways. You will learn a variety of skills including analytical thinking, improved communication, problem solving and many more that will prepare you for an exciting future with the possibility of a range of fantastic careers.

The specification in psychology is designed to develop the students' knowledge and understanding of the core areas of psychology. Through the study of psychological concepts, research and theories students will develop their ability to identify important psychological issues, illnesses and therapies.

The study of psychology A Level develops a considerable number of transferable skills in students. These include research, analysis, evaluation, numeracy and communication skills.

### Type and Nature of the Work Involved

- Demonstrate knowledge and understanding of the subject content
- Application of theories to scenarios
- Design and carry out practical research methods to test theories
- Knowledge and application of statistical methods used to analyse data
- Evaluation and discussion of theories, concepts and issues involved in the study of Psychology
- Research and presentations

### Method of Assessment

#### A Level

##### **Paper 1 Introductory Topics in Psychology**

Content: Social Influence, Memory, Attachment, Psychopathology  
Four compulsory sections all requiring written answers  
2 hour exam  
33.3% of A Level

##### **Paper 2 Psychology in Context**

Content: Approaches in Psychology, Biopsychology, Research Methods  
Three compulsory sections all requiring written answers  
2 hour exam  
33.3% of A Level

##### **Paper 3 Issues and Options in Psychology**

Content: Issues and Debates in Psychology, Relationships, Schizophrenia, Forensic Psychology  
Four sections all requiring written answers  
2 hour exam  
33.3% of A Level

### Specific Entry Requirements

Grade 5 in two GCSE science subjects.

### Future Prospects

Students studying psychology have continued to study a wide range of courses at university including psychology, economics, dentistry, media, law, English studies, sociology, business studies, teaching, sport and exercise science. This is due to the wide range of skills psychology develops. Possible career options that psychology facilitate include marketing, business development, accountancy, human resources, forensic psychology, occupational therapy, clinical psychology, nursing and teaching.

# SOCIOLOGY

## Examination Board: AQA

### Description of the Specification

*'The function of sociology is to reveal that which is hidden'* - Pierre Bourdieu

Sociology is the study of societies, people and their behaviour. Sociologists are interested in the way in which institutions such as the family, education and religion shape who we are and how we behave. 'How much of who you are is shaped by the society in which you live?' is one of the key questions in the course.

The Sociology A Level examines contemporary society, where students will study many aspects of life in modern Britain. Those opting for Sociology will study over two years and will sit three papers at the end of the course. The subject also give students the opportunity to develop skills valued by higher education and employers, including critical analysis, independent thinking and research.

### Type and Nature of the Work Involved

#### Students will be:

- Completing a substantial amount of note taking, reading, writing and using critical thinking skills.
- Demonstrating knowledge and understanding of sociological theories, concepts and evidence
- Applying sociological theories, concepts, evidence and research methods to a range of issues
- Analysing and evaluating sociological theories, concepts, evidence and research methods in order to:
  - o present arguments
  - o make judgements
  - o draw conclusions.

### Method of Assessment

<b>A Level</b>	<b>Paper 1</b>	<b>Education with Theory and Methods</b> 2 hour exam 33.3% of A Level mark
	<b>Paper 2</b>	<b>Families and Households with Beliefs in Society</b> 2 hour exam 33.3% of A Level mark
	<b>Paper 3</b>	<b>Crime and Deviance with Theory and Methods</b> 2 hour exam 33.3% of A Level mark

### Future Prospects

Sociology A Level will make you aware of the key skills needed in the fast changing, technology driven world of 21st century careers. These skills include creativity, critical thinking, problem-solving, communication, collaboration, and written expression. You will be equipped with the tools needed to make sense of the ever-changing social world, as well as being able to contribute solutions to difficult social and sociological problems. Therefore, potential career prospects for Sociology include social policy making, social work and social care, youth/elderly services, civil service/government, rehabilitation and counselling, NHS, environmental work, human resources/personnel, law enforcement, criminal justice system, journalism and education.

# SPANISH

## Examination Board: AQA

### Description of the Specification

The course is designed to enable students to:

- Develop an interest in, and an enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of Spanish-speaking countries
- Understand Spanish spoken in a variety of contexts
- Raise grammatical awareness and the importance of grammar in language
- Practise translations

### Type and Nature of the Work Involved

- Assessment by external examination (no coursework)
- Topic work is the main means of presenting information to students
- Students are expected to develop their knowledge of all aspects of Spanish life
- They are also encouraged to go to a Spanish speaking country
- Students are encouraged to work independently through the use of media, the Language Laboratory and the library resources

### The topics for Spanish

- Theme 1:       **Theme 1: Aspects of Hispanic society - Current Trends**  
(the changing nature of family, digital society, the influence of the Catholic Church, equality of the sexes)
- Theme 2:       **Artistic Culture in the Hispanic world**  
(modern day idols, regional identity and cultural heritage)
- Theme: 3:       **Multiculturalism in Hispanic Society**  
(racism, integration, cohabitation)
- Theme 4:       **Aspects of political life in the Hispanic World**  
(Today's youth, monarchies and dictatorships, popular movements).

As well as the topics outline above, students will study a literary text and a film in the target language

### Method of Assessment

<b>A Level</b>	<b>Paper 1</b>	Listening, reading and writing	40% of A level
	<b>Paper 2</b>	Writing	30% of A level
	<b>Paper 3</b>	Speaking	30% of A level

### Specific Entry Requirements

Grade 6 in GCSE Spanish.

### Future Prospects

An A level in Languages increases opportunities within the workplace. Language students undoubtedly demonstrate key skills which employers look for, particularly social skills, team work, flexibility, problem-solving and communication skills. Possible career choices that many linguists continue into are in business, journalism, accounting, the diplomatic service, translating and interpreting, tour management, sales, marketing, tourism and engineering.

*"...UK graduates who can offer or are willing to acquire language skills are particularly sought after."*  
Margaret Dane, AGCAS (Association of Graduate Careers Advisory Service) Chief Executive

# INTERMEDIATE LEVEL – BTEC FIRST CERTIFICATE IN BUSINESS LEVEL 2

## Examination Board: Edexcel

### Description of the Specification

The BTEC First Certificate in Business is a vocationally-related qualification where learners develop knowledge and understanding by applying their learning and skills in a work-related context. It is designed for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects.

Students will study a total of 6-8 units over the year depending on the weighting of the Unit chosen. The three mandatory units (Unit 1, Unit 2, and Unit 9) and up to 5 of the optional specialist units (again depending on the weighting of the Unit).

#### Mandatory

- Unit 1: Enterprise in the Business World
- Unit 2: Finance for Business
- Unit 9: Principles of Marketing

#### Optional Specialist Units

- Unit 3: Promoting a Brand
- Unit 4: Principles of Customer Service
- Unit 5: Website Development
- Unit 6: Introducing Retail Business
- Unit 7: Providing Business Support

### Type and Nature of the Work Involved

The course is delivered through a series of coursework assignments and theory lessons which are based on real business examples. The assignments, are based on real business scenarios which students will need to take the role as a business consultant to present their findings.

The examination will consist of an onscreen test that has different types of questions including objective and short-answer questions. Where appropriate, questions contain graphics, photos, animations or videos.

### Method of Assessment

Units 1 and 9 are assessed externally through a one-hour exam set by Edexcel. The remaining units are portfolio based and assessed by the Business teachers internally and then externally moderated by Edexcel.

The First Certificate is equivalent to **one** GCSE at grade 4-9. On completion of the course, students can achieve either a Distinction, Merit or Pass Grade at level 2 or level 1.

### Future Prospects

The BTEC Level 2 First Certificate, in Business provides the knowledge, skills and understanding for learners to progress to Level 3 vocational qualifications, such as BTEC Nationals, BTEC Level 3 National in Business or Enterprise and Entrepreneurship or A Levels.

# INTERMEDIATE LEVEL BTEC Award Level 1/2 in Creative Media Production

## Examination Board: Pearson

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html>

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production (603/7053/1) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing their creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment.

## Description of the Specification

Learners will develop their understanding of how media products create meaning for their audiences and will deconstruct media products to examine how media production techniques are combined in media products to create specific effects and engage audiences.

Learners will also develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

## Type and Nature of the Work Involved

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop and apply knowledge and skills in the following areas:

- development of key skills that prove their aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- attitudes that are considered most important in creative media production, including personal management and communication
- knowledge that underpins an effective use of skills, processes and attitudes in the sector, such as production processes and techniques.

## Content

Component	Component Title	GLH	How Assessed
1	Exploring Media Products	36	Internal – externally moderated
2	Developing Digital Media Production Skills	36	Internal – externally moderated
3	Create a Media Product in Response	48	External

## Future Prospects

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthral, intrigue and affect audiences.

# EXTENDED PROJECT QUALIFICATION (EPQ)

## Examination Board: AQA

### Description of the Specification

The EPQ (Extended Project Qualification) is an unusual and exciting qualification which allows students to complete an independent project linked to their own interests. The qualification is the equivalent of an AS-Level and is completed by students between October and July of Year 12. The EPQ is designed to support students to develop key academic skills that they will require in the future: academic writing, referencing, independent research, planning and time-management. The most exciting aspect of the EPQ is that students can choose **anything** to be base their project on. Recent EPQs have focused on the healing qualities of honey, the efficacy of artistic censorship, impact of Margaret Thatcher on the Labour Party and seen a student research and build an algorithm that composed original pieces of music. In short, the project can be on anything!

### Type and Nature of the Work Involved

- independent research of a chosen topic;
- careful planning, monitoring and execution of the project over a 6-month time frame;
- maintaining the 'Production Log', a journal which charts the development of the project and includes the candidate's reflection on the process;
- the writing of a 5,000 word written report **or** the creation of an artefact and accompanying shorter report explaining the research that underpinned this;
- a presentation reviewing both the candidate's journey through the EPQ and their final product.

### Method of Assessment

Students submit a written report or an artefact with an accompanying report alongside their Production Log and any other accompanying materials.

### Specific Entry Requirement

There is no specific entry requirement for the EPQ but the number of students that we can support through the qualification each year is limited. Students complete an application in October of Year 12 which is reviewed against the quality of initial research, the feasibility of the idea, the quality of the written communication and the intent demonstrated.

### Future Prospects

Students who have completed an EPQ report feeling much better prepared for Year 13 NEAs and university study. Moreover, many Universities look favourably on students applying having completed an EPQ and some value the qualification so much that they will make lower UCAS offers to those who have taken the EPQ.

# NOTES



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