



## AS/A2 ART

Head of Department - Mr F. Davis

### COURSE TITLE: Art & Design – Fine Art

### EXAMINATION BOARD & SYLLABUS

OCR Art AS/A2

### ENTRANCE REQUIREMENTS

GCSE Art, Grade B or above is recommended.

### THE COURSE

The course is designed to provide a bridge between the general and more structural nature of art at GCSE and the development of personally orientated, guided independent study, where students will be encouraged to develop a richer and deeper knowledge, understanding and competence as they progress towards Advanced Level status.

|                                     |     |     |
|-------------------------------------|-----|-----|
| At AS level there are 2 components: | AS  | A2  |
| Coursework Portfolio                | 60% | 30% |
| Controlled Assignment (5 hours)     | 40% | 20% |

|                                       |  |     |
|---------------------------------------|--|-----|
| At A2 level there are 2 components:   |  |     |
| Personal Investigation <i>and</i>     |  |     |
| Personal Study (A2)                   |  | 30% |
| Controlled Assignment (A2) (15 hours) |  | 20% |

Students are expected to commit themselves to a full A Level at the onset of the course. Assessment will be carried out in two stages AS and A2 making up the full A Level certification.

The AS (lower sixth year) is aimed at achieving 'breadth' in students work and the A2 (upper sixth year) is intended to allow for work in 'depth'.

### ASSESSMENT

Assessment will be measured by the students' competence in four key areas: Developing, experimenting, recording and presenting will be ongoing as the course progresses. All work is internally marked and externally moderated.

### COURSE CONTENT (Coursework Portfolio AS)

A wide variety of artistic experience is on offer in Year 12 including painting, drawing, ICT, print making, three dimensional studies and sculpture. This is marked, displayed and moderated at the AS level. The keeping of a sketchbook is a vital and integral part of the course for students. Most work completed is linked with the study of artists and designers.

### PERSONAL INVESTIGATION

This is a single unit or combination of units put together to form a single submission.

### PERSONAL STUDY - Year 13

This component normally takes the form of a written and illustrated presentation, the subject of which is chosen by the student in an area of particular interest to him or her. An 'integrated' area of study is required, giving students a very wide range of individual choice. First hand experience of the artist/s work is recommended. Written work of 1000 - 3000 words is required.

### EXAMINATIONS

There is one examination in Year 12 (AS level) and Year 13 (A2 level).

### VISITS

Two visits are normally completed to feed directly into coursework - The St.Ives Tate Gallery visit in Year 12 and the Barcelona visit in Year 13. These visits, although optional, provide very important experience of Art first hand and are highly recommended for students.

### FACILITIES

The art rooms offer space, light and the latest equipment providing a stimulating working environment. They offer a variety of possibilities for work in 3D and 2D including painting, drawing, sculpture, graphics and computer graphics. We aim to allow students to have a wide choice of techniques and processes.

Staff are highly qualified teachers and experienced practitioners in their own right.

### EQUIPMENT

All students must provide their own basic supply of personal art equipment for the course. Cut price equipment is normally made available through the department and the School Shop.

### EXAMINATION RESULTS

Results are excellent and well above the national average.

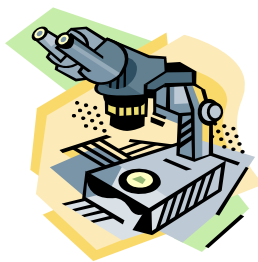
### USEFUL SUPPORTING GCSE / A LEVEL SUBJECTS

GCSE level: English Language, History, Geography, Mathematics, Biology, Media Studies

A Level: English, History, Physics and/or Mathematics, Media Studies.

### CAREERS

Art provides a pathway to a very wide range of occupations and careers. Students have gone on to successfully study Fine art; Painting; Sculpture; Architecture; Graphic Design; Fashion; Film-making; Animation and Art History as well as Art/Technology and Art/Media courses.



# AS/A2 BIOLOGY

Head of Department – Dr P. Hocking

## EXAMINATION BOARD AND SYLLABUS OCR

### ENTRANCE REQUIREMENTS

GCSE Biology Grade B or Core and Additional Science Grade BB

### THE COURSE

The aim of the course is to provide the knowledge required to understand and evaluate the major biological principles and concepts through the study of:

- the various levels of organisation (molecular, cellular, tissue etc.) within organisms, in relation to the function performed;
- physiological and biochemical processes and their homeostatic role in living organisms;
- genetics at both Mendelian and molecular levels;
- the mechanism and evidence of evolution and evolutionary affinities of groups; and
- organisms in relation to each other and their environment.

### DIFFERENCE BETWEEN GCSE & A LEVEL

Students are expected to:

1. Show more independent thought and study.
2. Acquire more detailed/factual knowledge of individual topics.
3. Be able to communicate knowledge in continuous prose, or by means of drawings, graphs etc.
4. Extend their GCSE skills, i.e. handling biological materials and apparatus: recording, analysing and interpreting data, experimental design, observation.
5. Apply these skills to more demanding practical and theoretical exercises.

### ORGANISATION OF WORK

The syllabus is divided into units of assessment, three at Advanced Subsidiary and a further three at Advanced Level. The Advanced Subsidiary units, completed and assessed in the lower sixth year contribute 50% to the assessment weighting of the full A Level. A major component of A2 work involves synoptic assessment of the whole course. It is

important that students develop a full understanding of all the key concepts in Biology even though the subject is assessed on a modular basis.

Up to 50% of lessons involve the use of practical techniques and exercises appropriate to the understanding and development of each topic area. Theoretical and practical assignments, to extend and develop work covered in lessons, are set on a weekly basis.

### USEFUL SUPPORTING GCSE AND A LEVEL SUBJECTS

GCSE level: Chemistry

A Level: For students intending to study medical, veterinary or biological sciences to post A Level standard, Chemistry should also be studied.

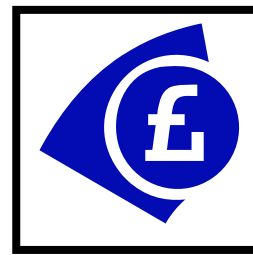
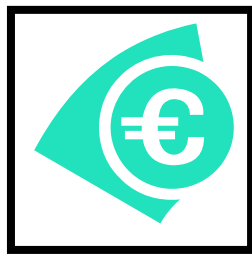
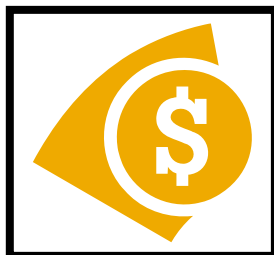
Other useful combinations include:

- Physical Education
- Geography
- Psychology

In addition the department will offer a course - an AS qualification in the 'History, Philosophy and Ethics of Science' - specifically for medical students, future vets and dentists. This is a pilot course being offered by Edexcel. The course aims to;

- deepen students' appreciation of the history of science, workings of scientific methodology and thought-provoking philosophical and ethical questions generated by fundamental science
- enable students to think critically about the nature of science and its contribution to current world views
- provide students with an opportunity to learn about and engage in contemporary discussions about the status of scientific knowledge
- enable students to continue constructing, discussing and defending reasoned opinions about science, its history and associated ethical and philosophical issues.

There is no exam but assessment towards AS can be achieved through an essay assignment and also a group presentation.



## AS/A2 BUSINESS STUDIES

*Head of Department - Mr N. Fieldhouse*

### EXAMINATION BOARD

AQA

### ENTRANCE REQUIREMENTS

GCSE level B or above in Mathematics. Whilst a GCSE in Business Studies is not essential, students who studied GCSE are required to have level B or above.

### THE COURSE

Business Studies aims to provide the student with some of the basic factual information surrounding businesses and their operations. It examines the objectives of business organisations and how these objectives are attained. The course is not intended to be vocational but aims to make candidates think about business in a 'critical' manner, examining favourable and unfavourable aspects. It will enable the student to examine the aims, objectives and practices of business organisations from economic, environmental and social aspects, understanding the point of view of the nation, local community, industry, proprietors, management, employees and consumers.

A brief summary of some of the major areas covered in the Business Studies course are as follows:-

- The problems of setting up a business, including location and management structures.
- The need for effective communication and the uses of new technology.
- The study of how firms organise efficient production to satisfy customers. This will include stock control, quality management, capacity utilisation and lean production methods.

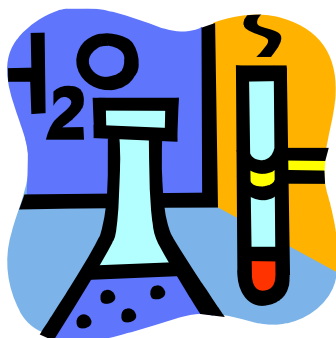
- Interpreting accounting reports and financial reports, to be able to say whether a firm is doing well or badly from the published accounts of that firm.
- Marketing, including price, quality, packaging, advertising, distribution and transportation.
- Manpower, including recruitment, training, bargaining and motivation.
- Economic considerations and international trading.
- Government policy.
- Legal and social considerations.

### ASSESSMENT

- Jan Year 12 - Planning and Financing a Business (1½hr/20% of A level)
- June Year 12 - Managing a Business (1½hr/30% of A level)
- Jan Year 13 - Managing a Business (1½hr/25% of A level)
- June Year 13 - The Business Environment and Change (1½hr/25% of A level)

### ORGANISATION OF WORK

Although regular weekly assignments are set throughout the course, dedicated students must be keen to supplement specific class and homework activities with individual research from books, journals, newspapers, computer based resources, television reports and DVDs. Case studies will be used where possible and visits to business organisations or from visiting speakers will be arranged. A lively interest in current business affairs is important.



## AS/A2 CHEMISTRY

*Head of Department - Dr S.B. Marr*

### EXAMINATION BOARD AND SYLLABUS

Board – OCR

Syllabus - Chemistry A

### ENTRANCE REQUIREMENTS

GCSE Additional Science or Chemistry grade A of any Board. (B grade applicants to be interviewed before acceptance to the course)

### OVERVIEW OF COURSE AND ORGANISATION OF WORK

The course will comprise of six units. Four are externally assessed by examination. These units cover major disciplines of chemistry, namely physical, inorganic and organic. There are two further units which cover the practical skills and these will be internally assessed.

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**AS Unit F321:** Atoms, Bonds and Groups

**AS Unit F322:** Chains, Energy and Resources

**AS Unit F323:** Practical Skills in Chemistry 1

**A2 Unit F324:** Rings, Polymers and Analysis

**A2 Unit F325:** Equilibria, Energetics and Elements

**A2 Unit F326:** Practical Skills in Chemistry 2

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The units involve studying chemical reactions and why they happen, primarily looking for patterns of structure and behaviour related to the periodic table. The aims of the course are to encourage students to:

- develop an interest in, an enthusiasm for chemistry, including developing an interest in further study and careers in chemistry.
- develop essential knowledge and understanding of different areas of chemistry and how they relate to each other;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### DIFFERENCE BETWEEN GCSE & A LEVEL

Students are required to study more conscientiously and more independently than at GCSE level; they take upon themselves responsibility for maintaining high standards of classwork and homework and asking for help when necessary. They need to be able to keep structured notes with only a little guidance, to take an active part in class activities and to organise their practical work taking possible risks into account.

### USEFUL SUPPORTING GCSE AND A LEVEL SUBJECTS

GCSE: Mathematics and Physics are desirable. A Level: Physics and/or Biology are useful accompanying subjects but are no means essential.



# AS/A2 COMPUTING

Head of Department - Ms A. McFarlane

**Examination Board: OCR**

## ENTRANCE REQUIREMENTS

No previous knowledge of computer programming is required although a familiarity with Windows, Word, Excel and Access would be an advantage. An ability to think logically is essential

## Introduction

The difference between Computing and ICT is that a computing course concentrates on learning how to program to create your own software to solve problems and ICT is using pre-existing software such as Excel, Powerpoint, Access etc to create solutions to problems. In computing students learn how to program using the programming language Visual Basic.

Structured programming techniques are developed through a series of learning worksheets which start with very basic instructions and gradually introduce new commands and control structures. Assignments are used to practice the skills developed by the worksheets.

The course is made up of four modules one of which is coursework. The AS modules make up 100% of the AS marks and 50% of the A2 marks. The A2 theory module makes up 30% of the A2 marks and the coursework project makes up 20% of the A2 mark. Module tests can be taken in January and June.

## AS Modules

### Computer Fundamentals

- Hardware
- Software
- Data: its presentation, structure and management
- Data transmission and networking
- Systems development life cycle
- Characteristics of information systems
- Implications of computer use

### Programming Techniques and Logical Methods

- Designing solutions to problems

- The structure of procedural programs
- Data types and data structures
- Common facilities of procedural languages
- Writing maintainable programs
- Testing and running a solution

## A2 Modules

### Advanced Computing Theory

- The function of operating systems
- The function and purpose of translators
- Computer architecture
- Data representation
- Data structures and data manipulation
- High-level language programming paradigms
- Programming techniques
- Low-level languages
- Databases

### Computing Project (Coursework)

- Definition, investigation and analysis
- Design
- Software development and testing
- Documentation
- Evaluation
- The written report

## Careers

Almost every career involves some aspects of computing and having knowledge and skills in this area is essential to all. Students will also have the opportunity to pursue new and exciting careers such as artificial intelligence, nano technology, games design, web design and many more. The computing industry is one of the fastest growing sections of the economy and there is great demand for people with the right skills. Currently there is a major skills shortage in this area.



# AS/A2 CRITICAL THINKING

Teacher In Charge – Mr A.M. Krasnopolski

## EXAMINATION BOARD: OCR

Critical Thinking is about learning how to think, reason and write in a coherent and logical way. The course is about developing a skill that is useful throughout life. It was first developed for use in prisons in Essex and had a life-changing effect on some of the young offenders because it helped them to see their actions more clearly. The A level course is primarily a practical course, designed to get you thinking about the meaning of information. In daily life we are bombarded with information through newspapers, radio, television, film, the internet, school textbooks, teachers, parents. Often it's difficult to know what point of view is reliable. Just how do we know when a piece of information is correct? What assumptions are being made? What is a reasonable argument? By studying Critical Thinking you will learn how to identify arguments, weigh up the strength of these arguments and spot flaws. You will learn how to apply these skills to oral arguments by showing that your case is better than someone else's. These skills are great for budding lawyers, journalists, writers and politicians. As you become clearer in your own thinking your confidence will increase, and studies have found that performance in all subjects improves. If you learn nothing else, it will be how to spot a lousy argument when you are chatting in the sixth form café with your friends!

Critical Thinking will also enhance your ability to write clearly argued responses. The course combines well with any subject and its main benefit is that it really gets you thinking about what you want to say and how to say it in the most dynamic and powerfully reasoned way. Dazzle your peers at A Level and beyond!

## The ideal Critical Thinking student:

- Is unwilling to accept anything without thinking about it.
- Has an open mind and a sense of humour.
- Enjoys argument and likes to consider the hidden implications and assumptions behind points of view.
- Is interested in the credibility of sources of evidence.
- Is prepared to work independently and practise the skills learned.

The course provides you with a set of academic tools. It is highly valued by universities looking for students who can write persuasively and put forward logical arguments.

Critical Thinking is a considerable mental challenge, but without the burdens of heavy coursework or facts to learn. In short, it's about learning how you think!

## How many lessons a week?

One hour a week covers the course at AS. At A2 there are two lessons a week.

## What kind of topics will we discuss?

The course uses authentic material - that is real arguments published in newspapers, journals, or on websites. We will therefore be looking at what people actually think and how they express their ideas. The material is varied and most importantly *relevant*. For example, you might be asked what you think of an argument suggesting that the first moon landing was a hoax. You might be asked to question the accounts of the shooting of the Brazilian man on the London Underground. You could look at assumptions in food or drugs labelling, advertising or other promotional literature. You could listen to a radio debate and be asked to spot the conclusions. You might be asked to invent a scenario, an accident or crime, and give reasons for evidence supplied by witnesses. These are all key components of the course. You won't find the course easy, especially at first, but it's definitely fun, and once you start you might even find it addictive.

## How will I be assessed?

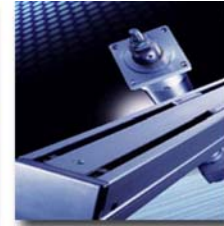
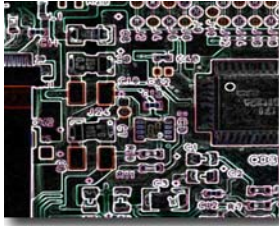
The course is examined at AS and A2.

At AS there are two written papers. Introduction to Critical Thinking is taken in January. The second paper, Assessing and Developing Argument is taken in the summer.

At A2 there are two papers, Ethical Reasoning and Decision-Making, and Critical Reasoning. Both papers are taken in the summer.

Each paper at AS and A2 lasts for 1 hour and 30 minutes.

Critical Thinking is the kind of skill that improves with practice. Getting really good means *lots* of practice. Just think of it like learning to drive, difficult at the beginning, but gradually changing gear, reversing round corners and three-point turns become automatic! Any more questions on Critical Thinking (or driving!) can be directed to your teacher. For further information and specimen questions have a look at the OCR website. [www.ocr.org.uk](http://www.ocr.org.uk)



## AS/A2 DESIGN & TECHNOLOGY

Head of Department - Mr S. Stockley

### EXAMINATION BOARD OCR

Advanced subsidiary GCE HO53

Advanced GCE H453

### ENTRANCE REQUIREMENTS

A grade B is a prerequisite for a normal acceptance onto the A Level course. Pupils who have not taken GCSE Design and Technology but have reached the required standard in Maths and Physics will be considered, interviewed by the HoD and in consultation with colleagues notified of the decision.

### CONTENT

AS

#### Unit 1 (External Assessment)

**F521 Advanced Innovation Challenge** - Timed design examination based on a pre released theme. Candidates collect resources prior to the exam. It is a 7 hour design challenge set by the exam board.

The examination is divided into two 3 hour sessions in one day and one further hour at a later date. The theme is issued in the September of year 12. It consists of a design session in the morning, then modelling (Card, clay, etc) and finally a written paper on a separate date. Questions are set by the board based on the previous two sessions. It carries 40% of the AS GCE marks and 20% of the Advanced GCE

#### Unit 2 (Int. Assessment)

**F522 Product Study**- An in depth product analysis project, it is marked internally and moderated. It consists of product analysis, development, prototype modelling and testing. Approximately 30 hours work during the autumn term. This is a research and designed based project and should be no more than 20 sheets of A3 paper.

Assessment- It is marked out of 120 and carries 60% of the AS GCE marks.

30% of the Advanced GCE.

All pupils will study a core which includes:

Manufacturing systems, Digital technology, Commercial practice, Legislation, Health and Safety, Environmental issues, Value issues, Aesthetics/function, Ergonomics, Testing, Quality control, Smart materials.

Two main areas of study are:-

**Engineering** - Processes, drawing, materials, components and principles

**Systems and control** - input devices, logic, output devices, power sources, structures, pneumatics, programmable devices and manufacturing processes.

### CONTENT A2

#### Unit 3 Design, Make and Evaluate.

Candidates are required to produce a coursework portfolio and product that demonstrates their designing, making and evaluation skills using creativity, flair and innovation. The students will produce a finished product that can be marketed. The product produced should have the possibilities for quantity manufacture clearly identified. The realisation of the product should represent up to 40 hours of work. This unit will be marked by your teacher/course tutor and moderated by OCR. 30% of the Advanced GCE.

**Unit 4 F524 Product Design.** Two and a half hour paper, consisting of two components, a written and design paper. Candidates answer one question from a choice of eight. 36 marks. Component two, again one question out of eight. This is a design paper and carries 54 marks.

#### BEFORE YOU START THIS COURSE

It would be helpful if you have studied Design and Technology and have achieved success at GCSE level. Other subjects which would go well with Design and Technology are Physics, Mathematics or Art. With a qualification in Design and Technology you could go on to higher education, further education or work in the engineering, manufacturing or design industries.

#### KEY SKILLS

Communication; I.T.; Problem solving; Application of number; Working with others:

#### ORGANISATION OF WORK

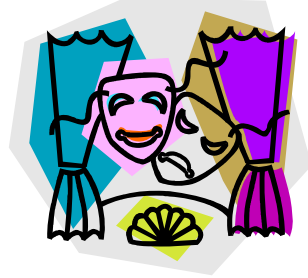
Students will be encouraged to use the facilities outside of normal lesson times, especially when involved with coursework.

#### USEFUL SUPPORTING A LEVEL SUBJECTS

Mathematics, Physics, Computing and Art.

#### CAREERS

Electical , Electronics & Mechanical engineering, (in fields such as; aerospace; medical; armed forces; transport; computing), consumer product design, engineering product design, marketing, industrial design consultancy, production engineering, project planning, technical sales, furniture design, interior/exhibition design, advertising, display design.



## AS/A2 DRAMA & THEATRE STUDIES - TGGS

**EXAMINATION BOARD** - EDEXCEL

### ENTRANCE REQUIREMENTS

Students will need to have attained at least grade B in both GCSE Drama and English. Students who have not studied Drama at GCSE will be considered on an individual basis.

### THE COURSE

The course allows opportunities for students to:

- Explore and perform play texts as actor, director and designer. Design options include set, lighting, sound and costume.
- Devise and script their own performances.
- Study theatre history in the context of contemporary performances.
- Study live theatre

Students will be expected to attend after school rehearsals in preparation of practical performances. As much of the work involves group performances, a commitment to lessons and rehearsals is vital. Students will also be expected to experience several 'live' performances to expand their theatrical experience.

### COURSE STRUCTURE AND ASSESSMENT

#### AS

#### Unit 1: Exploration of Drama and Theatre

(overall weighting 20%)

- Students will explore practically two contrasting play texts. At least one of the plays will be explored in light of a recognised theatre practitioner.
- Students produce a set of written Exploration Notes on both play texts
- Students are also required to experience a live theatre performance and submit a written evaluation.

The weighting of each element for unit one is as follows:

Practical Exploration 42%

Exploration Notes 33%

Performance Evaluation 25%

#### Unit 2: Text in Performance

(Overall weighting 30%)

- **Section A:** Students perform or design a monologue or duologue as a performer or designer to an external examiner. They must also produce a written concept to support their performance/design.
- **Section B:** Students perform or design a group scripted performance either as a performer or designer to an external examiner. A written concept of the performance must also be produced.

Each section is equally weighted for assessment of this unit.

#### A2

#### Unit 3: Exploration of Dramatic Performance

(Overall weighting 20%)

- Students create practically a unique and original piece of theatre for performance
- Students produce a written set of notes exploring the process and performance of the work.

The student's practical contribution and the written notes are assessed holistically for this unit.

#### Unit 4: Theatre Text in Context

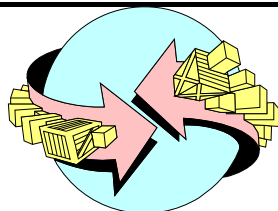
(overall weighting 30%)

- This unit is examined in the form of a 2 hour and 30 minute written paper in three sections.
- **Section A and B:** Students explore 'Lysistrata' by Aristophanes from the perspective of a director. The questions focus on the students' individual ideas for imagined rehearsals and final performance.
- **Section C:** Students watch a 'live' performance of a play written between 1564 – 1720 and prepare notes on the contrast between this and the original performance conditions. The question requires the student to evaluate the live performance with reference to the original intentions.

Each section is equally weighted for assessment of this unit.

#### CAREERS

The course will provide a sound basis for entry into drama and media, as well as any career requiring skills in research, public and communication.



# AS/A2 ECONOMICS

Head of Department - Mr N. Fieldhouse

## EXAMINATION BOARD

AQA

## ENTRANCE REQUIREMENTS

GCSE Mathematics or Business Studies grade A or above.

## THE COURSE

Economics is a subject which seeks to provide its students with a greater insight into economic activities as they affect people as individuals, consumers, members of the local community and, of course, members of society in general. It is hoped that the student will develop a critical awareness of current economic and social processes as they affect him in today's world of work (and of leisure). This subject is one which mixes theory and practice - 'theory' attempts to get at CAUSES and 'practice' endeavours to prescribe CURES which do not always work out as expected! Major areas of the course are:

- The workings of the U.K. economy. How prices are determined. What is produced, how much and for whom? Government intervention.
- The structure of business and its finance. Private enterprise or nationalisation? Size. Growth through mergers. Monopoly abuse.
- Social economics - problem areas such as education, health, housing, pollution. Use of cost benefit analysis.
- How wages are determined. Role of trades unions. Distribution of income and wealth. Low pay and poverty.
- The economy and its problems:  
A theoretical model of National Product (NP) determination.
- Why the economy experiences "ups and downs", especially in relation to:  
prices (inflation)

employment (general and regional unemployment)  
economic activity (economic growth)  
foreign currency flows (balance of payments)

- The economy and its control:  
money supply  
exchange rate and interest rate policies  
PSNCR management  
public finance (central and local government finance)  
supply side policy  
the Keynesian and Monetarist controversy
- The international economy:  
Trade and its related problems. Free trade or protection. EU. Exchange rates.

## ASSESSMENT

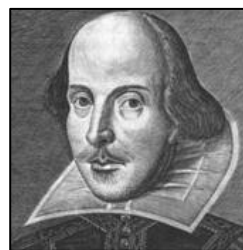
- June Year 12 - Markets and market failure (1½hr/25% of A level)
- June Year 12 - The National Economy (1½hr/25% of A level)
- June Year 13 - Business Economics and the Distribution of Income (2hrs/25% of A level)
- June Year 13 - The National and International Economy (2hrs/25% of A level)

## ORGANISATION OF WORK

Although regular weekly assignments are set throughout the course, dedicated students must be keen to supplement specific class and homework activities with individual research and investigation from books, journals, newspapers, computer based resources, television reports and video tapes. A lively interest in current affairs is essential.

## USEFUL SUPPORTING SUBJECTS

Some background of business studies and economics is useful but not essential. Economics can be combined with a variety of subjects at A Level according to students' aptitudes and inclinations.



## AS/A2 ENGLISH

Head of Department - Mrs J. Veale

### EXAMINATION BOARD: EDEXCEL

#### • ENTRANCE REQUIREMENTS

You normally need a grade B at GCSE in both English and English Literature, although at least one A in either is preferable. You should enjoy English, be prepared to read a variety of texts and be able to write essays.

#### • Why is English so popular?

English is one of the most popular subjects at A level, partly because it is highly valued by both Universities and employers as a traditional academic subject of high status. In addition, the English department has a reputation for enabling students to achieve excellent results.

#### • Why study English at A Level?

It combines easily with every subject, both Arts and Sciences, and encourages many skills valued by both employers and Higher Education:

- Presentation skills
- Logical argument
- Research (including ICT) and analysis
- Writing skills in every form
- Empathy
- Critical thinking
- Group work and debate.

**Success in English is proven, with many students achieving outstanding results beyond expectations.**

You will be joining a supportive and enjoyable learning environment and we are keen for you to reach and exceed your potential in English.

#### • What happens in lessons?

Lessons are in groups of 12-18 allowing for a social and interactive approach to literature. This friendly environment allows for viewpoints to be shared in discussions. Improvisation and dramatised readings, DVDs, and analysis of various texts and extracts also feature in the course. Classes are taught jointly by two teachers.

#### • What is the English Course?

- At AS level, 3 set texts are studied in detail, with wider reading, for examination and coursework; they include a novel, a Shakespeare play, an interesting collection of poems, and a modern text. The **coursework folder** is worth **40%** of the final grade: an explorative study (2000 words) and a creative critical piece (500 words).
- At A2 level, a further 3 texts are studied in detail, with wider reading, for examination and coursework: these will include a novel, poetry and a play, together with poetry/prose appreciation. The **coursework folder** is worth **40%** of the final grade: 2500-3000 words in 1 extended or 2 shorter essays; this can include creative critical writing.

You will research the background of writers, setting texts in their historical context, as well as appreciating their modern-day appeal. There may be opportunities to see performances at Stratford and local theatres, and to take part in workshops.

We also offer additional 'extension' lessons which allow students to explore aspects of English beyond A level. Those considering English-related degrees or studying at Oxbridge may find these sessions particularly helpful, but all are welcome.

#### • Which Degree courses could I take with A level English?

English is highly regarded by Admissions Officers at Universities as excellent preparation for a very wide range of subjects:

- Obvious ones include Advertising, Journalism, Scriptwriting, Film Studies, Publishing, Business, Communication, and English Language and/or Literature;
- University Admission Tutors for Law have stated their enthusiasm for ability in English;
- Many medical schools prefer an AS in a traditional non-science subject such as English. Indeed, even at A2, English is valued as a contrasting third subject;
- Oxbridge entry not only requires excellent grades but ability to debate and think laterally, skills developed through continued English studies.

# OCR NATIONALS IN ICT LEVEL 3

*Teacher in charge - Ms A. McFarlane*

OCR Nationals is a vocational course which is designed to give students an in-depth look at ICT in the modern workplace as well as an insight into its role in specialist careers. The course consists of six units, four compulsory units plus two optional units. The optional units offer non-specialist pathways as well as website, creative or business enterprise career pathways. The course is graded at Distinction (equivalent to a grade A at A2), Merit (equivalent to a grade C at A2) and Pass (equivalent to a grade C at AS). Assessment is 100% coursework and the structure is very similar to the level 2 course currently offered in years 10 and 11. Although there are no set deadlines it is expected that the course will take place over two years.



## **Compulsory Units**

- Unit 1 – Digital Business Communication
- Unit 2 – Collaborative Working
- Unit 3 – Problem Solving
- Unit 4 – Creating a Digital Showcase

## **Optional units: non-specialist**

- Unit 5 – Advanced Spreadsheets
- Unit 6 – Advanced Databases
- Unit 7 – Desktop Publishing
- Unit 8 – Career Planning for ICT
- Unit 9 – Work Experience in ICT

## **Optional units: creative specialist pathway**

- Unit 10 – Digital Imaging Photography
- Unit 11 – Digital Video
- Unit 12 – Digital Audio
- Unit 13 – Music Technology
- Unit 14 – Cartooning and Animation
- Unit 15 – Art and Animation for Computer Games
- Unit 16 – Programming for Computer Games
- Unit 17 – Computer Games Production
- Unit 18 – Computer Games Technology
- Unit 19 – CAD/CAM

## **Optional units: website specialist pathway**

- Unit 20 – Web Authoring
- Unit 21 – Hosting and Managing Websites
- Unit 22 – Databases for e-Commerce
- Unit 23 – Web Security and Regulations
- Unit 24 – Internet Past, Present and Future
- Unit 25 – Scripting and Coding for Websites

## **Optional units: business enterprise specialist pathway**

- Unit 26 – Project Management
- Unit 27 – e-Marketing
- Unit 28 – e-Commerce
- Unit 29 – Producing a Business Plan



## AS/A2 FRENCH

Head of Department - Mr J. Davies

### EXAMINATION BOARD

OCR

### SYLLABUS TITLE

FRENCH

### ENTRANCE REQUIREMENTS

The minimum requirement is a grade B at GCSE, but we expect the majority of students to have a grade A.

It is obviously also an advantage if you can bring to the course an interest in all aspects of French speaking countries and their culture.

### THE COURSE CONTENT

AS Level courses in Foreign Languages are designed to follow on naturally from GCSE, which means equal importance continues to be given to the four skill areas of *Listening, Speaking, Reading and Writing*.

In addition to your timetabled lessons there will be weekly sessions with the foreign language assistant. All lessons will normally be conducted in French, as this is the best way to develop your skills for the AS and A2 Level exam.

You will be expected to take an interest in the current affairs of the country you are studying, read newspapers and magazines available in the school, and try to listen regularly to French.

The Modern Languages department has its own Resource Room with excellent facilities and study materials for private research including access to the Internet, satellite television, video and audio cassettes. This will enable students to explore and develop a deeper understanding of contemporary society and cultural background.

You will be encouraged to visit France at least once during the two-year course. This could be via our school study visit to Paris or a work placement in Brittany for Sixth Formers, staff will be pleased to advise you of opportunities. Visits to plays, films and language conferences will also be arranged.

### ASSESSMENT

Two units are examined at the end of Year 12 and two units at the end of Year 13.

### HIGHER EDUCATION OPPORTUNITIES AND RELATED CAREERS

An A Level or a degree in Modern Language(s), as in all arts subjects, is evidence of ability and broadening of horizons. It is valuable in its own right and employers appreciate a language qualification even when the jobs they seek to fill require no special language ability. The skills you acquire as a linguist are obvious: to communicate effectively; to listen; to evaluate; to explain; to analyse linguistically; and to understand a foreign country and its people.

An increasing number of universities have abandoned the traditional concentration on literature in favour of stronger emphasis on economics, marketing and business studies. Courses are also available in which science or engineering is taken with a language.

Linguists can find employment opportunities in broadcasting, purchasing, commerce and industry, international organisations, interpreting, translating, teaching and the Civil Service. You can improve your career prospects with a modern language in such fields as law, accountancy, journalism and insurance. Competence in one foreign language can be a stepping stone to others. After A Level French you might go on to Chinese, Japanese, Arabic, Slavonic or Scandinavian languages.



# AS/A2 GEOGRAPHY

Head of Department - Mr P. Evans

## EXAMINATION BOARD AND SYLLABUS

AQA 1031 (AS), 2031 (A)

## ENTRANCE REQUIREMENTS

Grade B at GCSE is normally required, as is your enthusiasm for the world around us.

## COURSE STRUCTURE

The aim of Geography at A level is to provide you with: an appreciation of the complexities of decision making in the real world; a variety of skills and techniques to analyse data and draw conclusions, and a desire to tackle urgent environmental and social issues in the UK and around the world. We recognise the value of fieldwork, both as a stimulus for learning about the local environment and for individual investigations. So you will be offered a programme of local investigations, as well as a residential field study in an area of contrasting geographical patterns.

## AS TOPICS (Physical and Human Geography Foundation)

### Physical geography

- Glacial environments
- Rivers, floods and their management

### Human geography

- Health issues
- Population change

## A2 TOPICS (Contemporary Geographical Issues)

### Physical geography

- Plate tectonics and hazards
- Weather and climatic hazards

### Human geography

- Contemporary conflicts
- World cities

## ASSESSMENT

### AS (Foundation)

Unit 1 – resource based, short questions on the AS Physical and Human topics (70% of AS)

Unit 2 – geographical skills paper relating to cartographic, graphical, statistical and investigative skills (30% of AS)

### A2 (Contemporary Geographical Issues)

Unit 3 – resource based, short and long questions, plus an essay (30% of A level)

Unit 4 – geographical skills

Geographical issue evaluation, based on material released to students 8 weeks before the exam (20% of A level)

## DIFFERENCE BETWEEN GCSE & A LEVEL

You are expected to develop individual study skills and to engage with the issues, especially in the A2 part of the course. Opportunities abound to encourage you to think independently and with maturity, to write more effectively, to use statistical techniques with rigour, to appreciate the many points of view that influence the decisions made in our world, and to contribute to discussions. You will broaden your knowledge by reading beyond the basic textbooks, and keep up to date with world events.

## ORGANISATION OF WORK

You will build up a portfolio from your lesson notes, private reading, projects and from field study. There are regular assignments and projects for completion outside the classroom.

## USEFUL SUPPORTING GCSE AND 'A' LEVEL SUBJECTS

Geography brings together knowledge and skills from a wide area. Therefore it gives new perspectives on many other subjects. It combines well with languages (travel), business (industry and food supply), environmental and medical sciences, social sciences (History, RE). You will discover how these affect the real world.



## AS/A2 GERMAN

Head of Department - Mr C. Zursiedel

### EXAMINATION BOARD

OCR

### SYLLABUS TITLE

GERMAN

### ENTRANCE REQUIREMENT

The minimum requirement is a grade B at GCSE, but we expect the majority of students to have a grade A or A\*.

### THE COURSE CONTENT

A Level courses in Foreign Languages are designed to follow on naturally from GCSE, which means importance continues to be given to all four skill areas of *Listening, Speaking, Reading* and *Writing*.

In addition to your 5 timetabled lessons per week, there will be weekly sessions with the foreign language assistant. All lessons will normally be conducted in German, as this is the best way to develop your confidence and skills in general, and for the A Level exams in particular.

You will be expected to take an interest in the current affairs of the country you are studying, read newspapers and magazines available in the school, and try to listen regularly to German.

The Modern Languages department has a wide range of resources in the schools' learning centre for private research, including access to the Internet, various texts (novels, short stories), good quality dictionaries, DVDs, audio CDs, and magazines. This will enable students to explore and develop a deeper understanding of contemporary society and cultural background.

Staff will expect you to try to visit the country whose language you are studying at least once during the two-year course. This could be via an exchange programme or a work placement, and staff will be pleased to advise you of opportunities. Visits to plays, films and language conferences may also be arranged.

### ASSESSMENT

The syllabus allows two units to be examined at the end of Year 12 and the remaining two at the end of Year 13. One of these is an oral discussion in either year, based on a stimulus chosen by the student. The other exam is a mixed skills paper, consisting of Listening, Reading and Writing.

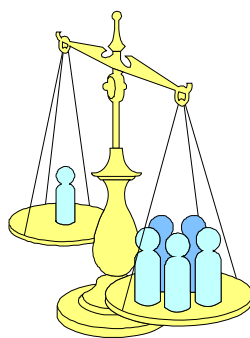
### HIGHER EDUCATION OPPORTUNITIES AND RELATED CAREERS

With almost 100 Million speakers, German is the most used language in the EU, though any A Level or a degree in Modern Language(s) is highly desirable in the 21<sup>st</sup> century. As in all arts subjects, the ability to broaden horizons and question existing ideas is inherent. It is also valuable in its own right and employers appreciate a language qualification even when the jobs they seek to fill require no special language ability. The skills you acquire as a linguist are obvious: to listen; to communicate effectively; to evaluate; to explain; to analyse linguistically; and to understand a foreign country and its people.

An increasing number of universities have abandoned the traditional concentration on literature in favour of stronger emphasis on modern history, current affairs, economics and business studies. Courses are also available in which science or engineering is combined with a language.

Linguists can find employment opportunities in a wide array of sectors, including broadcasting, purchasing, commerce and industry, international organisations, interpreting, translating, teaching and the Civil Service. You can improve your career prospects with a modern language in such fields as law, accountancy, journalism and insurance.

Competence in one foreign language can be a stepping stone to others. After A Level German you might go on to study other European languages, or arguably more challenging ones, such as Chinese, Japanese, Russian, or Arabic.



# AS/A2 GOVERNMENT AND POLITICS

*Head of Department - Miss J. Stevens*

## EXAMINATION BOARD AND SYLLABUS EDEXCEL.

### ENTRANCE REQUIREMENTS

B grade in GCSE English Language.

### COURSE CONTENT

Year 12: AS modules

- Democracy / Elections / Referendums
- Electoral Reform
- Political Parties and their ideas
- Pressure Groups
- Nature of the Constitution
- Role of Parliament / Commons / Lords
- Prime Minister and Cabinet
- The Judiciary / Rule of Law / Civil Liberties
- Devolution
- The European Union

Year 13: A2 modules

- Liberalism (Individualism / Freedom)
- Conservatism (Tradition / Authority)
- Socialism (Co-operation / The Third Way)
- Anarchism (Utopianism / Mutualism)
- Nationalism (Race / Patriotism)
- Feminism (Patriarchy / Gender Equality)
- Ecologism (Environmentalism)
- Multiculturalism ( Diversity / Minority Rights / Tolerance)

### DIFFERENCE BETWEEN GCSE & A LEVEL

It is unlikely that you will have pursued a similar course at GCSE. Government and Politics at A Level involves handling complicated concepts and theories. Students are expected to maintain a critical and thorough eye on contemporary affairs, and to be prepared to submit their ideas to rigorous critical examination in discussion and in essay work.

### ORGANISATION OF WORK

Students will be expected to maintain an organised file. Both short answer and essay type work is set. Extensive reading is expected. In the past visits have been arranged to the Houses of Parliament and the Law Courts.

### USEFUL SUPPORTING GCSE'S AND A LEVEL SUBJECTS

The course will fit well with a wide range of other subjects, but especially with the other Humanities disciplines.

Assessment is by examination only



## AS/A2 HISTORY

Head of Department – Miss J. Stevens

**EXAMINATION BOARD AND SYLLABUS:** EDEXCEL.

### ENTRANCE REQUIREMENTS

Normally a grade B at GCSE, although candidates with no previous examination experience in History will be considered.

### THE COURSE

#### AS Units

##### Unit 1

D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

D4 Stalin's Russia, 1924-53

(Written exam: 1 hour 20 mins, June)

##### Unit 2

D1 Britain and Ireland, 1867-1922

(Written exam: 1 hour 20 mins, June)

#### A2 Units

##### Unit 3

E2 A World Divided: Superpower Relations, 1944-90 (Written exam: 2 hours, June)

##### Unit 4

CW37 The Changing Nature of Warfare, c1845-1991 (Coursework: 4,000 word essay in two parts)

In AS and A2 History students study a wide-ranging set of topics around the unifying themes of power and conflict. Together, the units provide students with the opportunity to study the political, economic, social and ideological origins of conflict within and between nations and the ways that those with power have attempted to resolve that conflict and to meet the challenges of opposition.

**Unit 1** on Russia from 1881-1953 looks at the challenges to Tsarist rule, the fall of the Tsar and the establishment of a new political order under the Bolsheviks. It goes on to analyse how the Communists sought to manage conflict within the USSR and to maintain their hold on power.

**Unit 2** analyses the challenges to British rule in Ireland that grew out of the political, social, economic and religious conflicts in nineteenth-century Ireland. It discusses the British state's response to Irish demands for Home Rule and Independence and the ultimate emergence of a divided Ireland.

**Unit 3** takes the study of power and conflict onto the international stage by analysing the origins and course of the Cold War in the political, ideological and economic conflict between the USA and the USSR, and later China.

**Unit 4** sits very nicely alongside the study of the Cold War in Unit 3 as it covers the ultimate expression of the conflict over power: warfare. The focus here is the influence of new technology on warfare and the reasons why the nature of warfare changed during the period 1845-1991. Students will pursue a programme of guided independent study into a technological development or a military leader or a particular military event that interests them before coming to an overall perspective on the changing nature of warfare in the period 1845-1991.

### DIFFERENCE BETWEEN GCSE & A LEVEL

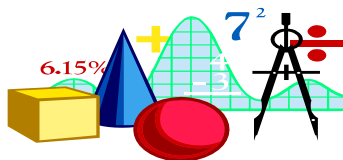
A Level students should be able to build upon the skills developed by GCSE, particularly analytical and evidence-based skills. Smaller groups offer more potential for discussion.

### ORGANISATION OF WORK

Students will be expected to do background reading in preparation for lessons, and maintain an orderly folder. Written essay and document work will be set. Teaching will be split between two teachers to correspond to the differing module content.

### LINKS WITH OTHER SUBJECTS

History will link well with almost any other subject. It is a recognised gateway to a wide range of other disciplines (such as Law) at University.



# AS/A2 MATHEMATICS/FURTHER MATHEMATICS

Head of Department – Ms A Murphy

**EXAMINATION BOARD & SYLLABUSES:** EDEXCEL - Mathematics & Further Mathematics

**ENTRANCE REQUIREMENTS:**  
GCSE Mathematics grade A.

## THE COURSES:

The A Level mathematics courses are designed to enable students to develop mathematical knowledge and understanding in a way which increases their confidence to solve problems in the real world. Emphasis is placed upon the ability to reason logically, develop mathematical proofs and use mathematics as an effective means of communication. At this level students should expect to experience mathematics as a form of enjoyment in relation to its practical, aesthetic and creative aspects.

At present the full GCE A Level *mathematics* syllabus is divided into six units, four of which introduce students to the study of 'pure' mathematics, whilst the other two concentrate on an application of mathematics in the field of either mechanics or statistics.

The AS level *mathematics* qualification consists of two pure and one application unit. Students must choose what their applied option is to be.

Additional units are studied for the award of A or AS level *further mathematics*.

- **Pure Mathematics** involves the continued study of algebra, trigonometry and co-ordinate geometry and introduces students to the new areas of calculus, complex numbers, vectors and approximate numerical methods.
- **Mechanics** illustrates the application of mathematics to physical problems. Emphasis is placed on the ability to model a real problem mathematically, solve it, and then interpret the resulting solution back in terms of the original problem.
- **Statistics** illustrates the application of the concepts of mathematical probability to the drawing of inferences from data. Again emphasis is placed upon experimentation, modelling and the analysis of real data.
- The **Further Mathematics** course is offered with both mechanics and statistics as applied options. The depth of study is, of course, greater than that required for the single subject. In addition to the modelling and interpretative aspects of the subject there is an emphasis on structures and techniques, the ability to develop mathematical arguments, make logical deductions and manipulate mathematical expressions.

The course is particularly suitable for those who enjoy their mathematics and wish to accept the challenges it offers to extend them fully. Further Mathematics is a highly sought after qualification, well regarded by universities as a good preparation for a vast and varied range of subjects. It is particularly strongly recommended for those wishing to study mathematics at University.

## ASSESSMENT

Assessment is by examination only. Unit examinations take place in January and June.

## DIFFERENCE BETWEEN GCSE & A LEVEL

The subject is studied to a wider degree and to a greater depth than at GCSE level. The approach is more rigorous. Ultimate success depends upon the ability to understand concepts, solve problems independently and to use the language and notation of the subject correctly. There is a continued emphasis on the application of mathematics, but the approach is more analytical than at GCSE level.

## ORGANISATION OF WORK

Homework is organised on a weekly basis to cover current teaching topics. The tasks are designed to give practice, consolidate the work done in class and encourage students to apply their knowledge in related but unfamiliar situations. The aim is to build a thorough understanding of the principles involved.

## USEFUL SUPPORTING SUBJECTS

For those studying the mechanics option there is an obvious link with physics and technology. For those studying statistics there are links with economics or any subject where data handling is involved.

## DEGREE AND CAREER OPPORTUNITIES

An A level in Mathematics (and/or Further Maths) will increase your degree choices and broaden your career opportunities. The list is endless but includes actuary, aerodynamicist, air-traffic controller, architect, astronaut, audio software engineer, cartographer, computer games designer, defence analyst, dentist, doctor, insurer, IT project manager, journalist, medical researcher, pilot, politician, product designer, psychologist, risk analyst, solicitor, spy, statistician, surveyor, teacher, underwriter, veterinarian, weather forecaster, yacht builder . . .



# AS/A2 MEDIA STUDIES

Head of Department - Mr V. Russell

In 2004's "Good Schools' Guide", the Department's examination results were recognised as "Best in the UK for A Selective Boys' School", while the Department is nationally recognised for running a programme which has a lively and up-to-the-minute approach to events and issues in the media. Results remain consistently high.

Film making and creative uses of media play an important part in the course and resources include purpose designed digital editing and recording facilities with AppleMac computers. Cameras are also supplied.

## EXAMINATION BOARD OCR

AS GCE H140

Advanced GCE H540

## ENTRANCE REQUIREMENTS

**Enthusiasm and interest are the main requirements.** You should have at least GCSE grade B in English and English Literature or grade B in Media Studies if you have taken it. **Very able students will find that the course offers strong academic challenges.** Many students join the course who have never studied media before - and go on to do very well.

## COURSE CONTENT AND ASSESSMENT

### Year 12 AS

#### Unit One

##### Video Production:

1. A preliminary technical "training exercise" emphasising key filming skills.
2. The construction of the opening of a new fiction film (thriller genre) of 5 minutes maximum to include the titles.
3. The research, planning and evaluation of this production work are also assessed.

**This unit counts for 50% of the AS marks**

#### Unit Two

##### Two hour exam in 2 parts:

**Part 1:** A study of British TV drama, assessed by examination with an "unseen" extract.

**Part 2:** A study of the film industry, including production, distribution, marketing and exhibition. Studies should include consideration of consumption by British audiences.

### Year 13 Advanced - Unit One

- The main production brief will be an extract / package from a local TV news programme (approx. 5 mins), together with support materials using other media.

### Unit Two

#### A two hour examination

1. Students must describe and evaluate their skills development in production work over the WHOLE course. They are also asked to assess one of their productions in detail.
2. One question on film censorship and video game classification in particular. It will also consider children and television, as well as violence and the media.

### DIFFERENCES BETWEEN GCSE & A LEVEL

While GCSE pupils will have studied elements of film and know something about film analysis, other areas of study for the A Level course are quite distinct from the GCSE course. As the course progresses it is hoped that the depth of work will give students a sense of expertise in the topic areas. We know, as a result of feedback from former students studying Media at University, that at the end of the A Level course the students are very well prepared for a Higher Education programme in Film/Media/Journalism.

### WHAT SUBJECTS COMBINE WELL WITH MEDIA STUDIES?

There is no hard and fast rule here. We know, for example, that a University such as Bournemouth would *ideally* like students who have previously studied Media, Physics/Maths and Business Studies! [The Science/Maths element suggests that such students can cope with the complexities of new technologies and computer-related knowledge]. However, many other combinations are possible, so somebody seeking a career in journalism might well be studying English, Media and Politics - or Sports Studies. In previous years our most successful candidates (including Oxbridge entrants) have studied a wide combination of subjects. In Year 12, this might provide an excellent 4th subject, even though career interests are in other areas.

### CAREER OPPORTUNITIES

The course is a stepping stone to further training on increasingly specialist media and journalism courses. Many of our former students now work in what is a fast changing and developing industry.



## AS/A2 MUSIC

Head of Department - Mr C. Sears

### EXAMINATION BOARD AND SPECIFICATION

EDEXCEL: Advanced Subsidiary (AS)  
Advanced GCE (A2)

### ENTRANCE REQUIREMENTS

Students should be approximately grade 4-5 standard or higher on any instrument and have a reasonable grounding in music theory.

GCSE Grade A is the normal minimum requirement. In certain circumstances it may be possible for advanced instrumentalists without GCSE to join the course after interview with Head of Department.

### THE COURSE

The aim of the AS specification followed in Year 12 is to provide students with a broad, balanced and inter-related course of study covering a wide academic and practical understanding of the subject.

In particular, students will:

1. Extend the skills, knowledge and understanding needed to communicate through music. They will be encouraged to participate in a wide range of musical activities, both inside and outside of school.
2. Engage in and extend their knowledge and appreciation of the diverse and dynamic heritage of music.
3. Be encouraged to develop particular strengths and study in greater depth those aspects of the subject which particularly appeal to them.
4. Use music technology where appropriate.

The aim of the A2 specification followed in Year 13 is to extend students' knowledge, skills and understanding developed in Year 12 and provide a basis for further study.

The areas of study to be covered during the course can be placed under the following general headings:

1. interpreting musical ideas through performing
2. understanding established musical techniques through the study of music by composers of the past
3. creating and developing musical ideas through composition
4. developing an analytical and historical understanding of music through the study of set works and topics
5. improving skills in aural perception

These areas will be incorporated into a six unit structure. AS Units 1-3 will be studied in Year 12 and A2 Units 4-6 in Year 13.

### ASSESSMENT

Assessment will be carried out internally and externally through a combination of coursework and examination as follows:

- Unit 1: Performing**  
15% internal assessment
- Unit 2: Composing**  
15% external assessment
- Unit 3: Developing Musical Understanding**  
20% external assessment
- Unit 4: Extended Performance**  
15% external assessment
- Unit 5: Composition and Technical Study**  
15% internal assessment
- Unit 6: Further Musical Understanding**  
20% external assessment



## AS/A2 PHYSICAL EDUCATION

Head of Department - Mr B.R. Passenger

### EXAMINATION BOARD

OCR

### ENTRANCE REQUIRMENTS

Students should have a strong practical background and understanding. Grade B in GCSE Science is expected. Grade B in GCSE Physical Education (if studied) would also be expected.

### THE COURSE

This syllabus is offered as a multi-disciplinary approach to the participation in and study of man's movement, performance and behaviour in relation to play, institutionalised physical education, sport and recreation. Academic study within physical education can provide greater knowledge, insight and understanding of performance. This syllabus is based on an understanding of concepts and methods of enquiry drawn from a wide range of disciplines with the focal point being the performer and the performance.

### AS

#### Module 1 (60%):

1. Applied Anatomy and Physiology
2. Acquiring Performance and Teaching Movement Skills.
3. Contemporary Studies in PE and Sport

#### Module 2 (40%): PRACTICAL ACTIVITIES

Performance and its improvement through critical analysis.

1. The selection and application of acquired and

developed skills in:-

- (i) two activities from different sports sub-categories.
  - (ii) perform one sport and coach / lead in another
  - (iii) perform one sport and officiate in another
2. Understanding Performance through observation and synopsis of knowledge.

### A2

#### Module 3 (70%):

1. Historical Studies
  2. Psychology of Sport Performance
  3. Exercise Physiology
- All include Synoptic Assessment – bringing together knowledge of principles and concepts across the modules.

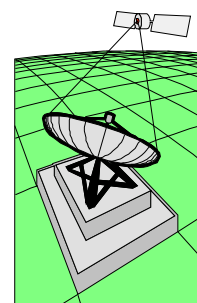
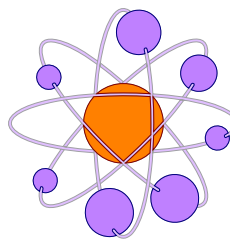
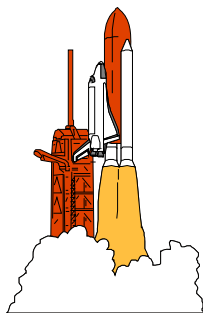
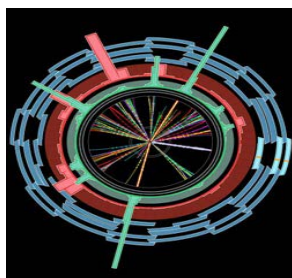
#### Module 4 (30%): PRACTICAL ACTIVITIES

1. Effective Performance in one activity\*
- AND
2. Understanding Performance through observation and synopsis of knowledge.
- (\*chosen from a specific list, split into sports sub-categories).

While candidates can choose to be examined in any of the activities on the list, not all are covered on the course.

### USEFUL SUPPORTING GCSE AND A LEVEL SUBJECT

– Biology.



## AS/A2 PHYSICS

Head of Department - Mr S. Dow

**EXAMINATION BOARD AND SYLLABUS** OCR AS (H158) and A (H558)

**ENTRANCE REQUIREMENTS:** A grade or B grade (subject to interview) in GCSE Additional Science or GCSE Physics.

Physics is about unravelling the complexity of the universe to discover how and why it works. Physics forms the foundation of many technological advances and plays an important role in numerous scientific areas. It is an exciting and challenging field to study, requiring an adventurous and enquiring mind and good mathematical abilities. Its rewards include the deeper understanding of the world around us and the development of skills highly sought after throughout the employment spectrum.

### THE COURSE

To a large extent the A Level Physics course covers much the same subject matter as the Physics content of GCSE courses, but the treatment is deeper, more rigorous and challenging. A study of this subject develops powers of analysis and numeracy, together with practical skills and an ability to apply conceptual understanding to novel situations. A good grade at A Level Physics implies a high degree of intellectual capability, of use to employers in many different fields, further education or employment both in terms of content and the level of self-discipline and organisation of work demanded of students.

Students study three modules in Year 12 for AS Physics:

1. Mechanics (G481),
2. Electrons, Waves and Photons (G482),
3. Practical Skills (G483).

To complete the full A level course (AS + A2), in Year 13, students study three more modules:

1. Newtonian World (G484),
2. Forces, Particles and Frontiers of Physics (G485)
3. Practical Skills (G486)

A range of teaching styles and strategies are employed, including traditional 'lecture' type lessons, sessions of individual study and research, practical demonstrations, student practical work, DVD's, computer simulations, etc. Students are expected to make good use of the school resource centre in order to consult a range of further reading material, both in books and online. Deadlines for the presentation of work to be marked must be strictly adhered to. Students will need at all times to have in their possession a reliable and sufficiently powerful electronic calculator, the use of which should be fully understood.

### ASSESSMENT

In both years, the first module will be examined in the January with a 1 hour written paper. The second module will be examined by a 1 hour 45 minute written paper. Experimental skills are internally assessed via a three stage practical task (Qualitative, Quantitative and Evaluative) which will be embedded in the taught modules.

### USEFUL SUPPORTING A LEVEL SUBJECTS:

Mathematics and Chemistry are useful supporting subjects, though neither is essential.

Non-mathematicians will not be necessarily disadvantaged, although it has to be noted that the attainment of a top grade is unlikely without the ability to perform calculations quickly and accurately.



## AS/A2 PSYCHOLOGY - TGGS

**Examination Board:** AQA (A) 2180

**Entrance Requirements:** 6 GCSEs at B or above.

- You will not need to have studied Psychology at GCSE level.
- You will need to enjoy reading, have an interest in human behaviour and be able to write lucidly.
- It will be beneficial if you have a reasonable degree of competence in Mathematics and Science (especially Human Biology).

**Course Content:**

### AS Level

A topic from each of the main areas of Psychology will be covered:

- **Cognitive Psychology** – Memory including eye-witness testimony and strategies for memory improvement.
- **Developmental Psychology** – Early social development including attachment, consequences of separation and deprivation and the effects of day care.
- **Research Methods** – including experiments (laboratory and field), correlational analysis, observational techniques, questionnaires, interviews and case studies.
- **Biological Psychology** – Stress including stress as a bodily response, factors affecting stress, stress management techniques.
- **Social Psychology** – Social Influence including majority and minority influence, obedience to authority and independence
- **Psychopathology** – Abnormal behaviour including defining abnormality, explanations of abnormality (biological and psychological) and therapies.

### A2 Level

3 sections selected from the following range of topics:

- **Biological Rhythms** including sleep states and disorders of sleep.
- **Visual Perception** including the development of perception, theories of perception, face recognition and visual agnosias.
- **Relationships** including the formation, maintenance and breakdown of romantic relationships, human reproductive behaviour and effects of early experience and culture on adult relationships.
- **Aggression** including social-psychological explanations, biological explanations and aggression as an adaptive response.

- **Eating Behaviour** including attitudes to food, dieting, role of biological mechanisms and eating disorders.
- **Gender** including psychological explanations of gender development, biological influences and the social contexts of gender.
- **Learning & Intelligence** including theories of intelligence, animal learning and intelligence, genetic and environmental influences on intelligence.
- **Cognitive Development** including the development of thinking, moral understanding and social cognition (theory of mind and perspective taking)

PLUS

The following 3 compulsory sections:

- **Psychopathology** – Choice of one psychological disorder (schizophrenia/ depression/ phobia/ obsessive-compulsive disorder) for which candidates should be familiar with the following: Clinical characteristics, biological and psychological approaches to explaining and treating the condition.
- **Psychology in Action** – Choice of one of the following areas:
  1. Media Psychology including media influences on social behaviour, persuasion and attitude change and the psychology of 'celebrity'.
  2. Addictive Behaviour including models of addictive behaviour, factors affecting addiction and reducing addictive behaviour.
  3. Anomalistic Psychology including ESP and psychokinesis, deception and superstition, psychic healing, mediumship and 'out of body' experiences.
- **Psychological Research and Scientific Method** where candidates are expected to display the following skills: understanding of the application of the scientific method in psychology, design investigations, analyse and interpret data and report on practical investigations.

### Assessment

**AS** – 2 written papers (1.5 hours each) consisting of structured, compulsory questions.

**A2** – 2 written papers (1.5 and 2 hours) consisting of essay style questions.

**Complementary Subjects:** Biology, English Literature, Religious Studies, Media Studies, Physical Education and many more.

**Career Opportunities:** Clinical Psychology, Educational Psychology, Forensic Psychology and Criminology, Psychiatric Nursing, Occupational Therapy, plus any career which involves working with people such as: teaching, social work, personnel, police, law, management, medicine, nursing, journalism, retail, etc.



## AS/A2 RELIGIOUS STUDIES

*Head of Department - Mrs S. Godfrey*

### **EXAMINATION BOARD AND SYLLABUS:** OCR

The focus will be on Philosophy and Ethics.

### **ENTRANCE REQUIREMENTS:**

Grade B in English Language and/or Religious Studies.  
Also essential is an open and enquiring mind

### **SPECIFICATION:**

The aim of this specification is to encourage candidates to identify basic questions of Philosophy and Ethics and to explore such questions within the context of religious traditions, scholarship and experience, both past and present. No commitment to any religion is presupposed or required by the syllabus. The assessment will not be concerned with judging a candidate's personal beliefs; arguments about the issues raised will be judged solely on their own merits.

### **OBJECTIVES:**

Candidates will be expected to demonstrate:

- (a) knowledge of the topics and texts specified in the chosen modules;
- (b) understanding of the significance of the material studied, in religious traditions, scholarship and experience, both past and present.
- (c) ability to express themselves clearly and logically in an intelligent argument and to make some attempt at critical evaluation.

### **SCHEME OF ASSESSMENT:**

The Advanced Subsidiary GCE is assessed at a standard between GCSE and Advanced GCE and forms 50% of the assessment weighting of the full Advanced GCE. Advanced Subsidiary GCE can be taken as a qualification in its own right or as the first half of the full Advanced GCE course. Assessment is by means of **2 units of Assessment** for Advanced Subsidiary GCE and **4 units of Assessment** for Advanced GCE.

### **UNITS OF ASSESSMENT**

#### **AS - Unit No. and Name**

- ① G571: Philosophy of Religion
- ② G572: Religious Ethics

#### **A2 - Unit No. and Name**

- ① G581: Philosophy of Religion
- ② G582: Religious Ethics

### **CAREERS AND THE VALUE OF RELIGIOUS STUDIES:**

Critical analysis, coherent thought, careful decision-making and clear presentation are important skills for Theology but also in themselves. They serve as valuable preparation for many careers outside of theology. At the end of the course each student will be able to think independently and will have a respect for reasoned argument. Many employers value flexibility of thought and the capacity of marshalling arguments in a coherent and compelling manner which this course offers. Students tend to follow a career in the following areas: Law, Medicine, Accountancy, Commerce and Industry, Business Management, Journalism, Civil Service, Teaching, The Church, Politics, Research.



# AS/A2 SPANISH

Head of Department - Mrs B. Perrett

## EXAMINATION BOARD: OCR

## SYLLABUS TITLE: SPANISH

### ENTRANCE REQUIREMENTS

The minimum requirement is a grade A at GCSE, but we expect the majority of students to have a grade A\*, as this is quite a demanding course.

### THE COURSE CONTENT

A Level courses in Foreign Languages are designed to follow on naturally from GCSE, which means equal importance continues to be given to the four skill areas of *Listening, Speaking, Reading and Writing*.

At A Level, a fifth area is assessed, that of *Content*. This basically refers to your knowledge about particular aspects of the background of the country whose language you are studying. In addition to your timetabled lessons there is a requirement to attend weekly sessions with the foreign language assistant. All lessons will normally be conducted in Spanish, as this is the best way to develop your skills for the A Level exam. You will need to take a major responsibility (under the guidance of staff) for research into topic areas.

The topics for AS are: Daily life, Media, Leisure, Education. For A2, topics are: Society, Environment, Science & Technology, Culture.

Therefore you will be expected to take an interest in the current affairs of the country you are studying, read newspapers and magazines available in the school, and try to listen regularly to Spanish radio and/or watch TV or listen to Spanish online. It is a requirement of the course to subscribe to the Authentik magazines, currently around £25 for the year.

Resources are available from the Modern Languages department and from the Library, such as up-to-date magazines and grammar workbooks, DVDs and music CDs and CDRoms to enable students to explore and develop a deeper understanding of contemporary society and cultural background.

Staff will expect you to try to visit the country whose language you are studying at least once during the two-year course. This could be via an exchange programme, course or a work placement and staff will be pleased to advise you of opportunities. Visits to plays, films and language conferences may also be arranged.

### ASSESSMENT

The syllabus allows two units to be examined at the end of Year 12 via a Speaking examination and a combined Reading, Listening and Writing exam, and the remaining two at the end of Year 13. The weighting at AS is 60 marks Speaking, 140 marks combined paper, and roughly the same at A2.

### HIGHER EDUCATION OPPORTUNITIES AND RELATED CAREERS

An A Level or a degree in Modern Language(s), as in all arts subjects, is evidence of ability and broadening of horizons. It is valuable in its own right and employers appreciate a language qualification even when the jobs they seek to fill require no special language ability. The skills you acquire as a linguist are obvious: to communicate effectively; to listen; to evaluate; to explain; to analyse linguistically; and to understand a foreign country or group of countries and the people.

If you choose to do a degree in Modern Languages, an increasing number of universities have abandoned the traditional concentration on literature in favour of stronger emphasis on economics, marketing and business studies. Courses are also available in which subjects such as science, engineering or business management are taken with a language.

Linguists can find employment opportunities in broadcasting, purchasing, commerce and industry, international organisations, interpreting, translating, teaching and the Civil Service. You can improve your career prospects with a modern language in such fields as law, accountancy, journalism and insurance. Competence in one foreign language can be a stepping stone to others. After having learnt Spanish you might go on to study Chinese, Japanese, Arabic, Eastern European or Scandinavian languages.

# AS/A2 GENERAL STUDIES

Teacher In Charge - Mr W. Hume

## EXAMINATION BOARD: OCR

Assessment by examination only.

Students may decide to enter at AS or full A level. The course attempts to broaden the knowledge and thinking of Sixth Form students through studying issues of contemporary importance.

## AS UNIT 1 – SOCIAL DOMAIN

### Topics include:-

- how a government is formed;
- the roles of
  - the monarch
  - the prime minister
  - the cabinet
  - parliament
  - local government
- political parties in the UK
- Leading political figures;
- Areas of political controversy;
- The role of pressure groups.
- Voting systems
- The use and value of opinion polls.
- European Issues
- The British education system;
- The National Health Service;
- The division of wealth among different social classes
- Wage and salary levels for different jobs and why they vary

## UNIT 2 – CULTURAL DOMAIN

### Topics include:-

- Western culture
- Popular culture
- High culture
- The culture and values of any minority group (including sports popular culture hobbies)
- The roles, relevance, importance and influence of
  - Instinct
  - Indoctrination
  - Personal experience
  - Reason
  - Faith
  - Revelation
- The individual's moral response to matters of conscience such as
- Abortion, euthanasia, drugs, animal rights

## A2 UNIT 3 – SCIENCE AND TECHNOLOGY

### Topics include:-

- The impact of ICT and telecommunications
- Agricultural practice, herbicides, pesticides and organic production
- Food supply and distribution
- The management of transport systems
- Waste disposal and recycling
- Weapons and peacekeeping
- Prospective inventions
- The influence of developing scientific techniques on progress
- How science progresses
- The influence of social demands, needs and beliefs on science
- The influence of science on society and its beliefs
- The biographies and autobiographies of important scientists, eg Darwin, Hawking, Curie

## UNIT 4 – ANALYTICAL SKILLS

### Topics include:-

- Think critically, logically and constructively about significant problems
- Evaluate information against available observations and data
- Solve problems, which may be both quantitative and qualitative
- Make predictions and propose hypotheses
- Present reasoned explanations for phenomena, patterns and relationships
- Interpret and evaluate opinions
- Distinguish between knowledge and belief
- Recognise common fallacies
- Use deductive and inductive arguments
- Select relevant material – this may include the ability to – locate information; make and record measurement/observations; determine which pieces of information may be relevant to the solution of a particular problem.
- Communicate clearly. This includes the ability to: - use the accepted conventions of spelling, punctuation and grammar select an appropriate and concise way to convey information use a range of methods such as prose, diagrams, maps, pictures, symbols and equations
- present information in summary form
- integrate knowledge from different domains in order to present a synoptic view.

# EXTENSION OPTIONS

## ASDAN CRITICAL THINKING CLSA EXTENDED PROJECT GENERAL STUDIES ICT NATIONAL (LEVEL 3)

- All Year 12 students choose one of these options to supplement their AS subjects.
- These options are taught for one lesson per week.
- Time permitting, students may be able to choose more than one option.



## ASDAN

*Teacher In Charge - Mr P. Wheller*

### ASDAN - Certificate of Personal Effectiveness (CoPE) - Level 3

#### **What is ASDAN all about?**

ASDAN creates the opportunity for learners to achieve personal and social development by enhancing self esteem, raising aspirations and making individual contributions to local, national and global communities. The qualification attracts a tariff of 70 UCAS points (more than an A at AS Level)

#### **WHAT AWARDS DOES ASDAN OFFER?**

ASDAN offers a wide range of Awards for people of all abilities. They aim to recognise and reward their skills as they complete 'Personal Challenges' in such areas as sports, healthy living, community involvement, work experience, expressive arts, relationships, citizenship, personal finance and enterprise. The Awards can be achieved in a educational, training, employment, youth and community situations.

#### **Structure**

Students need to complete credits from a minimum of 3 modules, providing portfolio evidence of completion of all the activities undertaken.

Students need to demonstrate competence in the wider Key Skills of 'Working with Others', 'Improving Own Learning' and 'Performance and Problem-Solving' at level 3.

Students need to demonstrate competence in the units 'Planning and Carrying Out Research', 'Communicating through Discussion' and 'Planning and Giving an Oral Presentation' at level 3.

#### **Students choose challenges from the following areas:**

- Active Citizenship
- Work Related Activities
- Career Planning
- Global Awareness
- Enrichment Activities
- Research and Presentation Skills

# CSLA

*Teacher In Charge - Mr A. Last*

## Level 2 Award in Community Sports Leadership

### What is it?

The award is a nationally accredited qualification for people aged 16+, who wish to deliver sporting activities within their communities. The qualification provides candidates with key skills, such as organisation and communication, enabling them to become more responsible, motivated and confident individuals.

The delivery of the course is predominantly done in a practical sporting environment with the remainder of time spent by leading a variety of sporting activities with primary school pupils from our family of primary schools. The aims of this award are to give participants an insight into the organisation and provision of sport on a sustained, voluntary basis, to give them confidence to lead sport in the community and to encourage some to choose employment in sport.

### Course content

The Community Sports Leader Award syllabus is divided into eight units, which are as follows:

- **Unit 01** - Contribute to organising and delivering a sports activity session
- **Unit 02** - Establish and maintain a safe sporting activity
- **Unit 03** - Understanding the structure of sport and recreation at local, regional and national level
- **Unit 04** - Understand and lead fitness sessions
- **Unit 05** - Demonstrate principles and practice in running sporting events and competitions
- **Unit 06** - Demonstrate principles and practice in adapting sports activities
- **Unit 07** - Plan a series of appropriate sporting activities
- **Unit 08** - Demonstration of leadership skills in the community (10 hours of voluntary leadership).

To qualify as a Community Sports Leader, all units must be satisfactorily completed.

**Duration of course** - The course is approximately 35 hours in duration. This excludes Unit 8, the 10 hours voluntary leadership experience, which candidates must complete after the initial course, in order to receive their qualification.

# EXTENDED PROJECT

*Teacher In Charge – Mrs Y. Madge*

## What is the Extended Project Qualification?

### Exam Board: AQA

### What is it?

The purpose of the Extended Projected Qualification (EPQ) is to provide additional stretch and challenge by offering students an opportunity to produce an extended piece of work either in an area that they are already studying or in which they have a particular interest.

### What's involved?

The EPQ will involve:

- a common core of lectures on
- mentoring with a coordinator to identify a viable project
- tutorials with specialists in the chosen area of study
- independent work to complete the project in the student's own time.

The EPQ will require up to 120 hours to complete. Learners will be required to:

- select a topic/area of interest
- identify and draft aims of their project and justify their choice of project
- plan, research and carry out their project (including a written report of 1000 or 5000 words)
- provide evidence of all stages of the project
- deliver a presentation to a specified audience

### What's it worth?

A good Project carries the equivalent of an A grade at AS Level in terms of UCAS points.

It will provide an opportunity to impress a university admissions tutor or employer with a high level of essential skills and subject ability.

## AS/A2 LEVELS

Students who opt for the AS/A Level Curriculum should choose four of the following AS-level options. We cannot guarantee all combinations of subjects, although we strive to accommodate everyone. On the application form students are requested to nominate FOUR AS-levels in order of preference with a FIFTH as reserve. They should also indicate which of the Extension Options they would prefer.

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Art</li> <li>• Biology</li> <li>• Business Studies (TBGS / TGGGS)</li> <li>• Chemistry</li> <li>• Computing (TBGS)</li> <li>• Design and Technology</li> <li>• <i>Drama &amp; Theatre Studies</i> (TGGGS)</li> <li>• Economics (TBGS / TGGGS)</li> <li>• English</li> <li>• French</li> <li>• Geography</li> <li>• German</li> <li>• Government and Politics (TBGS)</li> <li>• History</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematics / Further Mathematics</li> <li>• Media Studies</li> <li>• Music (TBGS)</li> <li>• Physical Education (TBGS)</li> <li>• Physics</li> <li>• <i>Psychology</i> (TGGGS)</li> <li>• Religious Studies</li> <li>• Spanish (TBGS)</li> </ul> <p><b><u>Extension Options:</u></b></p> <ul style="list-style-type: none"> <li>• ASDAN</li> <li>• Critical Thinking</li> <li>• CSLA</li> <li>• Extended Project</li> <li>• General Studies</li> <li>• ICT National (Level 3)</li> </ul> |
|--|--|

Please note: Subjects marked (TBGS / TGGGS) are taught **jointly** by the two schools.

TGGGS indicates that the subject is taught only at the Girls' school,  
but is available as a choice for boys.

TBGS indicates that the subject is taught only at the Boys' school,  
but is available as a choice for girls.