



**MAYFIELD GRAMMAR SCHOOL  
GRAVESEND**

# **6TH FORM OPTIONS**

**2024-2025**

**PER ASPERA AD ASTRA**



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# WELCOME TO MGSG SIXTH FORM

Dear Year 11 Student

You are aware that the time has come for you to consider your future and, in particular, the courses you will be studying in the next two years.

I would like to take this opportunity to invite you to join our Sixth Form. This is an important and exciting time in your life since the decisions you take now will have a great effect on your future career. It is important that you gather as much information as possible and ask all the questions you may have. You will be receiving support from your Form Tutor, Learning Leader, Mrs Murfet and Mrs Kemp. In addition, you will also have an opportunity to discuss your plans in your individual meeting in Term 3.

As a Sixth Former at Mayfield Grammar School, Gravesend, you will continue to be a member of a Tutor Group, and be supported by a member of staff who will take an interest in your progress and welfare. I know that you will find your tutor's advice and guidance helpful throughout the time that you spend in the Sixth Form.

Life in the Sixth Form is very different:

- you will have much more responsibility for your own work and will organise the method of study which best suits the type of learner you are;
- you will be a senior member of the school community, encouraged to play an important part in the life of the school;
- you will have the opportunity to serve the local community and to take part in further work experience;
- you will have the use of a dedicated Sixth Form Study Area at breaks, for which the Sixth Form students are responsible, study rooms and the Wills Library during study periods.

The Sixth Form has a lot to offer and we hope that you will find courses and experiences, both in and out of school, which will be useful, stimulating and full of opportunities. It is your life, so make the most of it, but do remember that what you get out of your time in the Sixth Form will depend to a large extent on what you are prepared to put into it.

We hope that you will find this booklet useful; do remember that we are all here to help you gain the most benefit from your time in the Sixth Form.

Mrs E Wilson  
Headteacher

November 2024



## GENERAL INFORMATION

This booklet has been prepared for Year 11 students hoping to enter the Sixth Form in September 2024. It provides information about entering the Sixth Form, advice on choosing subjects for courses, and other details about life and work in the Sixth Form. The bulk of the booklet however explains the courses available, including entry requirements, assessment methods and content.

Entry to the Sixth Form is dependent on demonstrating achievements which show general breadth of ability as well as depth in the specific courses chosen for study in the Sixth Form. For this reason, you will need to have achieved all the following:

1. **A minimum of 6 GCSEs at Grade 5 and above, preferably on the higher papers, in discrete subjects, with the exception of Combined Science, which counts as two subjects.**
2. **Grade 5 or above in GCSE English and GCSE Mathematics.**
3. **To have met the requirements of the individual subjects that you intend to study at A Level/Level 3, which are all, with the exception of Mathematics and Languages, a minimum of Grade 6 at GCSE on the Higher papers. This is essential.**

As I am sure you are aware, all A Levels are now linear, with only one examination at the end of two years.

Some subjects at MGSG will offer the opportunity to complete a stand-alone AS Level, **but not all**. You will need to look very carefully at the subject information included in this booklet. We offer a very wide range of A Level subjects and a number of AS Levels, this allows us to offer you real flexibility in your choices.

Continuation from the Year 12 course to the Year 13 course in a subject is dependent upon passing the internal examination at the end of Year 12. If a student gains only a D or E grade she/he will be expected to re-sit part of that examination to improve the marks in order to continue with the course in that subject.

It is important to discuss your intended choices with your subject teachers and Form Tutor, who are the staff best qualified to assess whether you are likely to be a suitable candidate. If you want to choose a new subject, one not studied at GCSE Level, you will need additional information and advice to help you reach your decision. We do not advise any student to start more than two new subjects at A Level, because there is no subject knowledge base on which to build.



## GENERAL INFORMATION (continued)

### **New Subjects**

We continually review our subject offer to ensure the study programmes available support the ambitions of our students. Most recently we have widened the breadth of our curriculum and after consultation with Year 11 also offer:

Classical Civilisation (A Level)

Criminology (Level 3 Applied Diploma)

Health and Social Care (Level 3 Applied Diploma)

Law (A Level)

Photography (A Level)

Religious Studies (A Level)

These subjects, like all others, will only run if sufficient numbers choose them on the options form.

### **Facilitating Subjects**

The Russell Group, which represents 24 leading UK universities, defines facilitating subjects as: Biology, Chemistry, Classical Languages, English Literature, Geography, History, Mathematics and Further Mathematics, Modern Languages, Physics. It is often very useful to study one or two of these subjects.

### **Why these subjects?**

These are all subjects that universities **require** students to have to get on to many degree courses. For example, many science degrees require students to have two or sometimes three A Levels in Mathematics, Physics, Chemistry or Biology.

Many courses also take a large part of their content or structure from facilitating subjects. For example, engineering includes elements of Mathematics and Physics, so choosing a facilitating subject can prepare you for a range of courses.



## STUDYING IN THE SIXTH FORM

Working in the Sixth Form is different from working in the Upper School. Teaching groups vary in size but are usually smaller than in the Upper School, so that you have more opportunity to take part in class discussion or practical work.

With more periods per week, it is easier for the teacher to get to know you well. A considerable amount of homework will be set, but you will also be expected to find time for **independent study**. Students will be expected to keep a record of any extended learning completed in each subject on **Unifrog** and they will be encouraged to review their progress, research various careers, monitor their attendance and punctuality and keep a record of any community service and skills mastered.

You will need to demonstrate how you have worked above and beyond the subjects you study. You will be expected to be ready to discuss it with your tutor and subject staff. There are many different ways you can show wider knowledge. For example, it may be that you have read newspaper articles, watched television programmes, read books, journals, links from Twitter, lectures, seen plays and films. You should expect to spend an average of 15 hours per week working on your chosen subjects outside lesson times. All Sixth Formers may use the Wills Library and study rooms for private study. You must take more responsibility for your own learning. Not only will you have more opportunity to organise your own work and to learn to work on your own, but you will also have to monitor your own progress and set targets for improvement. All of these are valuable skills which prepare you for higher education and employment. Tutors and subject staff will help you with this. Once accepted on an A Level course, you will be assessed early in the course to identify progress and your next steps. If you are a student from another school and have followed different GCSE courses in subjects from those followed by students at MGSG, your subject staff will introduce strategies for you to ensure that you are not disadvantaged and can access any resources that may be required.

In addition to your taught A Level studies, the Sixth Form curriculum at MGSG provides you with opportunities for enrichment and transferrable skills. All Sixth Formers have a weekly period of Enrichment on their timetable, which gives students the opportunity to find out more about their interests and develop cultural capital. In addition, the Prep and General Lecture Programmes promote the skills needed to succeed in everyday life and develop “soft skills” that employers and universities look for. Due to the demands of the Sixth Form curriculum, we advise that you, therefore, think very carefully about the amount of paid work that you undertake. Careful time management can help you cope with school and work commitments to a certain extent but no more than 8 hours paid work per week is acceptable since longer periods will undoubtedly affect subject grades. We advise that the majority of this employment should be at weekends, rather than after school mid-week.

Attendance at school is compulsory. We also expect you to be punctual and complete all work set during the course and meet deadlines. You will be expected to agree to conditions set out in a Student Learning Agreement, which will include both attendance and study expectations.

Our commitment as a school is to ensure that you are successful in your Sixth Form course. Therefore, we reserve the right to remove students from courses **at any point** if their performance fails to reach certain standards. In general the criteria we would operate may be summarised as expectations that the student will achieve standards of progress and behaviour that are 'reasonable'.

Some specific examples are:-

- Where attendance at school, or in individual subject lessons, falls below 97% without satisfactory explanation.
- Where at least 90% of the pieces of work set are not completed satisfactorily.
- Where the student's progress continues to fall below acceptable standards as measured by progress reviews and report assessments.
- Where behaviour is hindering the progress of either the student or the group(s) she/he/they is part of

### **Personal Development Journey**

Each area of the school has distinctive characteristics and the Sixth Form is no exception. Here we cover both the academic and the preparation for coping with life after leaving school. Below contains the main aspects of a student's journey through our Sixth Form.

	<b>Sixth Form</b>
Careers	<ul style="list-style-type: none"> <li>• PSHE lessons - Careers (Year 12), Unifrog opportunities</li> <li>• External speakers in General Lecture</li> <li>• Individual interviews with Careers Leader</li> <li>• Prep programme covers literacy, numeracy and living in the wider world.</li> <li>• Higher Education trip</li> <li>• Higher Education Evening</li> <li>• Futures lecture and booklet with UCAS, apprenticeship and job guidance</li> <li>• External mock interviews with members of local community</li> <li>• Oxbridge interviews with local MP</li> <li>• Use of Unifrog for university, apprenticeship and employment guidance. Also provides MOOCs for independent learning.</li> <li>• Work experience available</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• PSHE lessons - Body Image (Year 13), mental health</li> <li>• Team building session</li> <li>• Duke of Edinburgh Silver and Gold Award</li> <li>• School trips</li> <li>• Prefect responsibilities</li> <li>• Subject responsibilities</li> <li>• House responsibilities</li> <li>• Student support responsibilities</li> </ul>

Extra-Curricular	<ul style="list-style-type: none"> <li>• Duke of Edinburgh Silver and Gold Award</li> <li>• PE clubs, Ping Pong, football etc and opportunities to work with younger students</li> <li>• Run non-school uniform days</li> <li>• Run Harvest collection</li> <li>• Help organise Sports Day</li> <li>• Trips</li> <li>• Enrichment programme allows for personalised enrichment</li> </ul>
Cultural Enrichment	<ul style="list-style-type: none"> <li>• Head Prefect Team role</li> <li>• House festivals</li> <li>• EPQ</li> <li>• Pantomime</li> <li>• Graduation Ball</li> <li>• Cultural Days and events</li> <li>• General Lecture speakers</li> <li>• School Trips</li> <li>• Organise Christmas quiz</li> <li>• Help support and run clubs</li> <li>• Provide support to lower and upper school in curriculum.</li> <li>• PSHE Black History Month (Year 12 and 13)</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>• VESPA</li> <li>• Prep programme/General Lecture Programme</li> <li>• Individual support from Ms DeBeer</li> <li>• PSHE lessons – Effective Exam Preparation (Year 12), Getting Ready for University (Year 13)</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Induction days</li> <li>• Team building day</li> <li>• New Entrants orientation afternoon</li> <li>• Year 12 Parents' Meeting</li> <li>• PSHE lessons – Success in the Sixth Form (Year 12), Post 18 options (Year 12)</li> </ul>
Moral development	<ul style="list-style-type: none"> <li>• PSHE lessons – Fake News (Year 12), LGBTQ+ (Year 13)</li> <li>• Subject curriculum</li> <li>• Assemblies</li> </ul>
Social development	<ul style="list-style-type: none"> <li>• Writing and performing pantomime</li> <li>• Graduation Ball</li> <li>• Head Prefect Team</li> <li>• Senior Officials</li> <li>• House Prefects</li> <li>• Subject Prefects</li> <li>• House events</li> <li>• Duke of Edinburgh Award</li> <li>• Charity events</li> <li>• Running and participation in clubs</li> </ul>



Spiritual	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Curriculum enrichment days</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• PE clubs</li> <li>• Duke of Edinburgh silver and Gold Award</li> <li>• PSHE lessons – Physical Health (Year 12)</li> <li>• Enrichment</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• PSHE lessons – Emotional Wellbeing and Mental Health (Year 12), Stress (Year 13)</li> <li>• Counsellor</li> <li>• Trailblazers</li> <li>• Tutor/Learning Leader/Head of Sixth Form support</li> <li>• Assemblies</li> <li>• Therapy Dog</li> </ul>
British Values	<ul style="list-style-type: none"> <li>• Embedded in subject curriculum</li> <li>• PSHE lessons – Prevent (Year 12), Immigration and Asylum (Year 12), Human Rights (Year 12), The Rise of the Far Right (Year 13), Citizenship, Democracy and Voting (Year 13)</li> </ul>
Life Skills	<ul style="list-style-type: none"> <li>• PREP programme</li> <li>• PSHE lessons – Healthy Relationships (Year 12), Sexual Exploitation – ZAK (Year 12), Sexual Harassment (Year 12), Relationship Abuse (Year 13), Personal and e-safety (Year 13)</li> <li>• Work experience opportunities</li> <li>• Working with younger students in clubs and as subject officials</li> </ul>



## YOUR APPLICATION TO MGSG

**Current Year 11 students will not have to apply to join the Sixth Form but will be asked to place their choices on Applicaa by 13<sup>th</sup> December. You automatically have an offer of a place conditional on reaching the qualifying grades/levels. We will speak with each of you about your choices, then confirm our offer via Applicaa after your GCSE results.**

**External Year 11** students at other schools will be expected to apply through the online system, Applicaa. Full details of how to apply can be found on the Kent Choices website and/or the school website. Following a review of your subject choices you will either be offered a provisional place or will be turned down. If you later exceed expectations we would ask that you get back in touch with us when you have received your results to discuss your options.

**Applications for all students** applying to MGSG should use the online system and send applications after **Friday 29<sup>th</sup> November**. No applications will be processed before this date.

Applications close **Friday 7<sup>th</sup> February 2025**.

Once processing begins, the following procedure will take place:

- Information will be sought from your current school, requesting details about your suitability for a place at this school, including predicted GCSE grades/levels.
- The application will be reviewed against our entry requirements and the subject combinations chosen.
- If your predictions and all other information match the school criteria, a decision will be made whether to offer you a place at this stage, conditional on achieving the required grades at GCSE.
- Decisions and offers will be made on receipt of a full application including references.
- You will be expected to attend our Orientation Afternoon and Sixth Form Induction in the summer term.
- You will be asked to visit the school on results day to confirm your place.
- If you are not asked to attend you will receive a letter which states that we are unable to offer you a place in the Sixth Form at this stage.

You should study carefully the information about the school and the subjects on offer, which can be found on the school website and the area prospectus.



## RANGE OF COURSES

We expect students to start with 3 or 4 subjects in Year 12, taking at least 3 of these through to A Level. When you make your choice of subjects, you will be asked to place them in order of priority and to add an extra subject.

Whilst we will make every effort to give you your choice of subject, as notified to us on Applica in March, we cannot guarantee complete success in this area because of staffing constraints and the viability of set sizes.

**In particular, last minute changes of course may be impossible to satisfy in September 2025 because the timetable is then complete, staffing arrangements have been made and courses may be full. We also reserve the right to move students between groups during the initial few weeks in September where necessary, either to ensure even distribution between groups or to allow other students access to courses. Students, unless there are exceptional circumstances, should not change their subject choices after October 1<sup>st</sup> of Year 12.**

We will also be offering students the chance to learn Mandarin to IB Language B Standard Level Diploma.

All students to complete an **Extended Project Qualification** or **EPQ**. This is an AS Level qualification that provides the depth and study skills needed for a university education. It is also the only AS Level in which an A\* grade is possible to achieve.

The EPQ allows each student to embark on a largely self-directed and self-motivated project. Students must **choose a topic, plan, research and develop their idea** and decide on their finished product. A **finished product** may take the form of a research based written report, production\* (for example, a charity event, fashion show or sports event) or an artefact\* (for example, a piece of art, a computer game or realised design). Students must also record their project process in their Production Log. The process of recording and completing a project is as important as the finished product. Both the Production Log and Product will be assessed

\*A written report must accompany these options.

Universities such as Southampton (a Russell Group member) help promote the qualification as they believe it teaches the students the skills they need to make their university education a success. Students at this school have had their university offers lowered as a direct result of a good EPQ grade.

**Although every effort will be made to offer all of the courses detailed in the following pages, the school reserves the right to withdraw courses should it become necessary and in such circumstances any student affected by such a withdrawal will be informed immediately.**



# HOW TO MAKE YOUR CHOICE

## **1. Ability**

If you are already good at a subject you may sensibly wish to study it in the Sixth Form. If you have difficulty with a subject at GCSE Level you are likely to find increasing difficulty in the Sixth Form.

## **2. Interest**

Ask yourself whether you like studying the subject now and whether you want to go on with it, and spend more time on it, for another one or two years.

## **3. Sensible Subject Combinations**

Some subjects naturally complement each other, e.g. Biology and Chemistry while others can offer a contrast, broadening the skills areas studied, e.g. Physics, Mathematics and French. Think carefully before choosing three or four completely different subjects which neither complement nor contrast. Take advice from your careers advisor or subject staff.

## **4. Careers and Higher Education**

If you have a career, or a group of careers, in mind, make sure that you choose the subjects that lead to the right qualifications for that career. If you wish to go to University, find out which qualifications are needed for the course that interests you and choose the appropriate subjects.

## **5. Coursework**

Some subjects have an element of coursework which can be very useful if you do not want to rely entirely on examination results. This can be in either the AS course or the A Level course. Think carefully about the implications for you.

## **6. Workload**

You must take on a reasonable and manageable workload, balancing the need for academic qualifications with the need for enrichment activities.

Some subjects are new to you. You will not have studied them before and so will not know whether you have the ability or the interest in them. Try to find out all you can about the subject; ask the members of staff who teach it or, of course, anyone else who can help you, including Sixth Form students already studying the subject.

Think about your choices carefully, discuss them fully. Do not hesitate to ask if you are in any doubt or difficulty. See Ms Johnson if you require more help and guidance over and above the interview that you will have with her as part of the Careers programme. It is essential to realise that the results of all your Sixth Form courses will be important to your future.



## EXAMINATIONS, CAREERS & FURTHER EDUCATION

External examinations are held in May or June, the AS examinations in Year 12 and the A Level and Applied Diploma examinations in Year 13. Internal tests are taken in the January in Year 12 and 13 and in May/June.

There will be Parents' Evenings for Year 12 in Terms 2 and 6 and Year 13 in Terms 2 and 3

All Year 12 students should consider carefully their plans for careers or continued education. The Careers staff, tutors and subject teachers are readily available to give advice and arrange careers interviews. Details of the help offered can be found later in this booklet.

There is a very wide range of courses at degree and diploma Levels at Universities and applications for these courses are made in the Autumn Term of Year 13, preferably as early as possible. Tutors write the references and subject teachers are asked to give estimates of the grades expected in the final examinations.

Oxford and Cambridge University have different application procedures and there is intense competition for places. All students considering Oxford or Cambridge applications will be asked in Term 4 of Year 12 to discuss their plans with their tutor and the Head of Sixth Form.

All students hoping to proceed to Higher Education will be encouraged to attend University Open Days, no more than three, and interviews in Year 13.

All students will need to apply for an award to support their tuition fees during their Higher Education course, and this should be completed during the third or fourth term of Year 13. Details concerning changes to the financial arrangements for Higher Education will be given to students and parents as they are finalised by the Government.



## IMPORTANT DATES

### Year 11

November	Options Evening - choice of subjects
January	Mock Examinations
March	Reports + Final submission of Option Choices via Applicaa
May/June	GCSE examinations
July	Sixth Form Induction
August	GCSE results

### Year 12

September	Year 12 Parents' Meeting
November	Parents' Evening 1
January	In-class test week
Spring Term	Preliminary discussion for Oxbridge applicants
March	Election of Head Prefect, Deputies and Senior Officials Start of Extended Project Qualification (EPQ)
April	Higher Education meeting
May and June	Internal examinations and AS Level external examinations Parents' Evening 2
July	Distribution of Higher Education booklets

### Year 13

Sept/October	Higher Education applications and visits to Open Days
October	Deadline for Extended Project completion
November	Practice interviews Parents' Evening 1 Internal Tests
March	Internal Tests Parents' Evening 2 Application for awards towards tuition fees
Spring Term	Higher Education interviews
June/	External examinations
July	Leavers' Day Graduation Ball

### After leaving school

August	Examination results - some school staff available for advice on Higher Education and Employment opportunities.
December	Leavers' Certificates and Prizes tea



## **Minimum recommended entry requirements:**

**GCSE Art and Design Grade 6**

### **Essential skills**

- Passion and aptitude for the subject.
- Ability to use initiative and work independently.
- Willingness to take risks.
- Good organisational skills!

The Art and Design A level consists of 4 units of work which comprise a portfolio of Personal Investigation (60%) and an Externally Set Assignment (40%). Students will follow the July induction session with a summer project on the theme 'Sense of Place' which develops the skills learnt at GCSE and will culminate in an early September outcome. The first term is dedicated to artist inspired workshops where students will practice a diverse range of processes in addition to building a foundation of higher level skills. Intense sessions in painting and drawing will be interspersed with print making, ceramics and sculpture. A focus on a student selected title encourages students to manipulate the formal elements. A day of life drawing from a professional model introduces this fundamental skill. This explosion of practical work explores still life and the human figure and informs the first major unit. Students pursue an independent direction which is documented through their journal and culminates in a series of two outcomes.

The second unit in Year 12 evolves from a mock Externally Set Assignment paper. Students begin preparatory studies with work from observation and develop ideas towards a timed assessment. Students research relevant artists, experiment with their own choice of media and develop work to show sequential thinking and evidence of self-review. The artist research element requires students to be critical in their analysis of Artwork and to show an understanding of context. Students participate in group critiques, mini presentations and peer and self-assessment activities.

Students show increased independence and the benefit of their earlier experience as they embark on the final unit of their portfolio. This self-directed exploration runs concurrently with the writing of a Personal Study. The illustrated, extended essay demonstrates a high level of critical analysis and is closely linked to the ongoing practical investigation. Sustained development of summer drawing work and a more in depth and risk taking approach leads to two outcomes. The Externally Set Assignment paper is issued in early February and forms the final 40% of the A level qualification. Students develop personal work from the externally set theme demonstrating the knowledge, understanding and skills that they have developed over the course. The A level concludes with the 15 hour timed assessment which takes place in early May.

### **University requirements**

Students wishing to continue their studies at university will usually apply to complete a 1 year Foundation course to help them choose an area to specialise in at degree level. All candidates are required to submit a portfolio of work to take to interview.

Alternatively, some Universities will offer a 4 year undergraduate degree course straight from A levels.

### **Other details**

Students who do well in this subject have an interest in Art and Design outside the classroom and will independently visit galleries and museums to further this. Students who achieve the highest grades also devote a lot of independent time to extra studies to develop their skills, techniques, knowledge and processes.

### **Links to Further Education**

Art and Design; Fine Art; Product and Industrial; Graphic Design; 3-D Design; Design and Computing ; Marketing; Interior Design; Fashion; Industrial Design; Multi-media Design and Computing, Architecture

### **Links to Careers**

Advertising; Marketing; Fashion; Interior Design Industry; Textile Design Industry; Arts Journalism; Graphic Designer; Teacher; Product Design; Digital Design; Computer Game Design; Website Design, Freelance Artist, Curator, Photographer



## **Minimum recommended entry requirements:**

### **GCSE Photography Grade 6**

Considerations will be made for students who have not studied photography previously but had achieved a minimum of Grade 6 in a similar subject

### **Essential skills**

- Passion and aptitude for the subject.
- Ability to use initiative and work independently.
- Willingness to take risks.
- Willingness to conduct wider reading, research, and has strong analytical skills.
- Good organisational skills!

The Photography A level consists of 4 units of work which comprise a portfolio of Personal Investigation (60%) and an Externally Set Assignment (40%). Students will follow the July induction session with a summer project on the theme 'Sense of Place' which develops the skills learnt at GCSE and will culminate in an early October outcome. The first term is dedicated to artist inspired photographic developments where students will draw inspiration from a selection of artists and photographers in order to inform their own responses to the starting theme. A focus on a student selected title encourages students to work independently and produce a series of photos from a personal perspective. Students pursue an independent direction which is documented through their journal and culminates in a series of outcomes, both digital and in the Darkroom.

The second unit in Year 12 will be set by subject staff in January and will complete in June. Students begin preparatory studies with work from observation and develop ideas towards a timed assessment in May. Students research relevant artists and photographers, experiment with their own digital photos as well as a substantial amount of time dedicated to developing a series of prints using manual cameras and Darkroom developing, in order to develop work to show sequential thinking and evidence of self-review. The artist research element requires students to be critical in their analysis of Artwork and Photography, and to show a deep understanding of context. Students participate in group critiques, mini presentations and peer and self-assessment activities.

Students show increased independence and the benefit of their earlier experience as they embark on the final unit of their portfolio from July. This self-directed, self-titled final project, is an exploration that runs concurrently with the writing of a written Personal Study. This extended essay demonstrates a high level of critical analysis and is closely linked to the ongoing practical investigation. The Externally Set Assignment paper is issued in early February and forms the final 40% of the A level qualification. Students develop personal work from the externally set theme demonstrating the knowledge, understanding and skills that they have developed over the course. The A level concludes with the 15 hour timed assessment which takes place in early May where students will have full access to the Darkroom to develop their photos.

Note; this course is not designed with Graphic Design or digital editing through Photoshop. It is a contextual based, traditional film method Photography course. Students will be able to take digital photos and edit photos on their own devices throughout the course however.

### **University requirements**

Students wishing to continue their studies at university will usually apply to complete a 1 year Foundation course to help them choose an area to specialise in at degree level. All candidates are required to submit a portfolio of work to take to interview.

### **Other details**

Students who do well in this subject have an interest in Photography, Art and Design and Literature outside the classroom and will independently visit galleries and museums to further this.

### **Links to Further Education**

Photography, Art and Design, Fine Art, Product Design, Fashion, Architecture, Journalism, Teaching Curation, Advertising.

### **Links to Careers**

Events Photographer, Advertising, Marketing, Fashion, Interior Design Industry, Journalism, Teacher, Freelance Artist/ Photographer, Curator.





## **Minimum recommended entry requirements:**

### **Grade 6,6 in Combined Science GCSE or 6 in Biology**

Students wishing to study 3 Sciences will need Grade 7 in all GCSE Sciences.

Students wishing to study 2 Sciences will need Grade 7 in both the chosen Sciences.

We strongly advise that students taking AL Science have at least a grade 6 in GCSE Mathematics.

## **Essential skills**

- Excellent organisational skills to manage the demands of the course
- Strong literacy and numeracy skills
- Good practical skills and the ability to follow instructions
- A logical and methodical approach to understanding concepts
- Ability to apply knowledge and understanding to unfamiliar contexts
- Ability to evaluate information and data

## **Year 1**

You will study three modules in Year 12:

- Foundations in Biology
- Exchange and Transport
- Biodiversity and Evolution

There will be mock exams at the end of Year 12, which will assess your knowledge and understanding of course content covered across the year, and provide a valuable opportunity to build your skills in preparation for your Year 13 exams.

You will complete regular practical work throughout the year, which will be assessed by your teacher and contribute towards the award of the Practical Endorsement at the end of the course. A successful Practical Endorsement will be required in order to study scientific or medical courses at university, or to enter relevant careers. Practical work covers 12 essential skill groups in Biology – most of these take place in the lab, but there will be a field trip at the end of Year 12 focused on developing ecological sampling skills.

## **Year 2**

You will study two modules in Year 13:

- Communication, Homeostasis and Energy
- Genetics, Evolution and Ecosystems

The A-level exams (at the end of Year 13) cover material from across the entire course.

There are three exam papers:

- Paper 1: Biological Processes (2 hours 15 minutes)
- Paper 2: Biological Diversity (2 hours 15 minutes)
- Paper 3: Unified Biology (1 hour 30 minutes)

You will continue to complete practical work as part of the Practical Endorsement, which will be awarded as part of the A-level qualification at the end of the course.

## **University requirements**

A-level Biology is an essential prerequisite for degree courses such as medicine, veterinary medicine, dentistry, and pharmacology (please be aware that for many of these courses you will also need to study A-level Chemistry). It is also a useful subject to study in preparation for many degree courses, due to the demanding nature of the course and the skills this allows you to develop. Biology-related degrees are a popular option at university – you can study a broad-based degree or choose to specialise in a specific aspect of Biology, and these qualifications open the door to an enormous variety of potential career paths.

## **Other details**

If you have any further questions, please contact Mrs O'Donnell.

## **Links to Further Education**

Biology; Physiotherapy; Occupational therapy; Nutrition; Medicine; Nursing; Marine Biology; Food Science; Sustainable Agriculture; Veterinary Medicine; Zoology; Ecology; Conservation; Dentistry; Radiology; Pharmacology; Forensic Science

## **Links to Careers**

Physiotherapist; Doctor; Nurse; Dietician; Teacher; Industrial Biologist; Pharmacist; Crop or Fuel Management; Food Industry; Research Scientist; Forensic Scientist; Speech Therapist; Occupational Therapist



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE Mathematics and a Grade 5 in English Language**

## **Essential skills**

Sound communication skills, with an ability to write in paragraphs and to develop chains of logical reasoning. Moreover, you should be interested in business news, and be prepared to discuss these in class.

Quantitative – you should have confidence in using basic numeracy such as calculating percentage change, rearranging formula and an ability to draw and interpret graphs

Note that 20% of the assessment is quantitative.

A level Business is a linear course. This means that an AS qualification is not available and all external assessment will be at the end of the two year course.

**Theme 1:** Marketing and People

**Theme 2:** Managing business activities

**Theme 3:** Business decisions and strategy

**Theme 4:** Global business

## **University requirements**

Typical offers:

Warwick – Business Management – A\*AA

LSE - Finance - A\*AA

Birmingham City University – Business Management - AAB

## **Other details**

Whatever you choose to do in the future, you'll find that the topics learnt in this course will help you. For example, you'll probably work with lots of different people, so knowledge of motivational theory will help you to work well with others and help them achieve their potential. You might have ambitious plans to start your own business. If that's the case, you'll find the marketing and finance topics particularly useful.

## **Links to Further Education**

Business and Media; Marketing; Accountancy; Management; Public Relations; Events Management; Law (with other relevant A levels); Computing with Business; Hotel Management; Human Resource Management; Data Analysis (with Maths AL); Languages and Business

## **Links to Careers**

Administration Assistant; Civil Servant; Accountant; Legal Secretary; Risk Advisor; Banking; Human Resources; Events Management; Retailing; Marketing; Customer Services; Insurance Broker



## **Minimum recommended entry requirements:**

### **Grade 7,7 in Combined Science or 7 in Chemistry**

Students wishing to study 3 Sciences will need Grade 7 in all GCSE Sciences.

Students wishing to study 2 Sciences will need Grade 7 in both the chosen Sciences.

We strongly advise that students taking AL Science have at least a grade 6 in GCSE Mathematics.

## **Essential skills**

Many scientific skills are required to study Chemistry including data analysis, experimental work, collaborative work, problem solving, formula manipulation and calculations. You will also be required to work independently, make comprehensive notes and summaries and read around the subject thoroughly.

AQA Chemistry is split into the Physical, Inorganic and Organic disciplines. The AS qualification comprises 2 examination papers and the A Level qualification comprises 3 examination papers. Practical skills will be assessed throughout the course.

## **Year 1**

This will involve a range of assessment type including multiple choice and structured questions covering both theory and practical skills. There will also be extended response questions covering all topics within the course. The chemical ideas involved include; atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria, redox, periodicity, group 2, group 7, organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols and organic analysis. The AS qualification consists of 2 examination papers.

## **Year 2**

This will comprise 2 examination papers covering the whole of the Year 1 and year 2 course content as well as an extra synoptic examination paper. Key chemical ideas studied include; thermodynamics, rate equations,  $K_p$ , electrode potentials, acids and bases, period 3 elements, transition metals, reactions of ions in solution, optical isomerism, aldehydes and ketones, carboxylic acids, aromatic chemistry, amines, polymers, amino acids, organic synthesis, NMR and chromatography.

## **University requirements**

There are many Chemistry related degrees and qualifications but courses including medicine, dentistry and veterinary science will require this subject. Universities look for the highest grades if wanting to study these types of courses. To study Chemistry, the Russell group will typically require A\*A\*A, University of Cardiff requires AAB-BBC and University of Kent requires BBB, to give a range of examples.

## **Other details**

This subject will require a hardworking attitude and a general interest in the composition, structure and properties of materials and the interaction of atoms. Studying Chemistry allows you to develop subject-specific and transferable skills which are valued by all employers, meaning your future career doesn't have to be in a lab.

## **Links to Further Education**

Chemistry; Physiotherapy; Osteopathy; Occupational Therapy; Dietician; Teacher; Medicine/Nursing; Industrial Biology; Food Science; Pharmacy; Engineering; Veterinary Science; Zoology; Dentistry; Radiology

## **Links to Careers**

Doctor/Nurse; Veterinarian; Dietician; Teacher; Occupational Therapist; Pharmacist; Crop or Fuel Management; Food Industry; Research Scientist; Forensic science; Architecture; Speech Therapist; Pharmaceutical Chemist



## **Minimum recommended entry requirements:**

**Grade 6 in Classical Civilisation or History or English Language or English Literature**

## **Essential skills**

The most important skills that you require are the ability to write a good essay and be able to analyse different sources and points of view. This means that you can structure your work and understand and extract key points from the sources. There is a lot of reading, but this leads to analysis and discussions and debates.

## **Course Content**

Classical Civilisation focuses on the civilisations of Greece and Rome and is a wide-ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. You don't need to know any languages, all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures.

From women in the ancient world, to the study of religious beliefs and ancient acts of intolerance, Classical Civilisation involves interesting discussions that are directly relevant to today's world. It is about people grappling with exactly the same issues that we do: life, death, religion, sex, love, family, children, education, the nature of the world, our origins and development, the past, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, empire and war.

**The course** has three elements: **The World of the Hero**. This is a compulsory component consisting of an in-depth study of Homer's *Odyssey* and Virgil's *Aeneid*. This component is solely focused on the study of literature in translation. This represents 40% of the course.

Component 2 is **Culture and the Arts** - here we will be studying **Imperial Image** which is 30% of the course. This is primarily the life and work of Augustus. This involves the study of visual and material culture.

Component 3 is **Beliefs and Ideas** – here we will be studying **Love and Relationships** which involves classical thought, in combination with either the study of literature in translation or visual/material culture. We will focus on Plato and Seneca who attempt to explain love and desire and their effect on relationships, and Sappho and Ovid who write about the pain and joy of love and define relationships by its presence or absence. The written sources are examined against the background of relationships in Greek and Roman society. This is also 30% of the course.

## **University requirements**

Classical Civilisation is listed on UCL's list of preferred A Level subjects and it is also listed on Trinity College Cambridge's list of Generally Suitable Arts A Levels. It is also listed as a useful subject for degrees in Classical Studies and Philosophy in the Russell Group 'Informed Choices' document. Information from UCAS shows that students who studied Classical Civilisation went on to study in such diverse disciplines as Medicine, Veterinary Science and Chemistry!

## **Other details**

If you are looking to apply to university, Classical Civilisation can be extremely useful. You not only acquire specific Classical knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. You learn to formulate and support an argument and develop a valuable understanding of cultures very different to your own.

It is not only those looking to attend university who benefit from the study of Classical Civilisation. From the proven ability to write a well-structured extended response to the acknowledgement of the views of others and a culturally sensitive approach to these, Classics puts students in an excellent position to seek employment and opportunities.

## **Links to Further Education:**

Classics, Drama, English, History, History of Art, Philosophy, Law and Politics

## **Links to Careers**

Anything you want! How many subjects can offer you the world and the skills to conquer it?



## **Minimum recommended entry requirements:**

### **Grade 6 in GCSE Computer Science.**

We strongly advise that students taking AL Science have at least a grade 6 in GCSE Mathematics.

## **Essential skills**

This exciting course offers students the ability to learn computer programming and the technology that makes computers work. The essential skills for this include a logical and systematic approach to solving problems, a keen interest in technology and a good ability in Mathematics.

## **Years 1 & 2**

There are three sections in this course, the Programming and System development component contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding. The second part is Computer Architecture, Data, Communication and Applications. The programming project component is a practical project based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language of the learner's or teacher's choice.

The written examination paper in Computer Architecture, Data, Communication and Applications includes these topics: Characteristics of contemporary processors; Software and development; Exchanging data; Data types structures and algorithms; Legal, moral and ethical issues.

The written examination paper in Programming and System development includes these topics: Elements of computational thinking; Problem solving and programming; Algorithms to solve problems and standard algorithms.

The programming project includes the following: This is an extended piece of written work and coding which is aimed to create a full application for a specific client, it follows this pattern: Discussion, Investigation, Design of the solution, Developing the solution, Testing and Evaluation.

The assessment is broken down into the following, the examination papers are taken at the end of the two year course.

Component 1 Examination Paper 40% final mark

Component 2 Examination Paper 40% final mark

Component 3 Non-Examination Assessment 20%

Lessons are a mixture of theory with practical lessons, the coding languages used are VB or C# as well as others which are included for specific topics.

## **University requirements**

The majority of universities offer degree courses in Computer Science. The Computer Science A2 is accepted by the Russell Group as a useful A level for a wide range of courses from Biology to Civil Engineering.

Typical offers: Imperial: A\*AAA – A\*AA; Oxbridge: A\*AA; Kent: BBB

## **Other details**

This is an exciting course which will enable students to develop skills that can be applied to solve real world scenarios.

## **Links to Further Education**

Biology, Psychology, Engineering, Computer Science

## **Links to Careers**

Computing related careers, software designer, project management.



**Minimum recommended entry requirements:**

**Grade 6 at GCSE in either English Language or English Literature and a Grade 6 in a Humanities Subject** (Religious Education, History, Geography or Psychology)

**Essential skills**

Students will gain an understanding of Crime and the Criminal Justice System. You will consider the theories that are offered to explain why people commit criminal behaviour (including sociological and psychological theories) the difference between Crime and Deviance, the role of the police, social workers/probation officers, the penal system and the societal response/reaction to crime.

**Year 1 (Year 12 Content). Coursework assessed.**

**Unit 1: Changing Awareness of Crime (25% of the Diploma – Coursework Assessed):**

Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Many people learn about the fear and fascination of crime from the media, but is the media a reliable source of information? To what extent are we misled by our tastes in programmes and newspapers about crime? In this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate.

**Unit 3: From Crime Scene to Court Room (25% of the Diploma – Coursework Assessed)**

What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service? In this unit, you will gain the skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just.

**Year 2 (Year 13 Content). Externally assessed.**

**Unit 2- Criminological theories (25% of the Diploma- Externally Assessed)**

How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? In this unit, you will have gained the skills to evaluate some criminological theories and know there are debates within the different theories.

**Unit 4: Crime and Punishment (25% of the Diploma – Externally Assessed)**

Why do most of us tend to obey the law even when to do so is against our own interests? What social institutions have we developed to ensure that people do obey laws? What happens to those who violate our legal system? Why do we punish people? How do we punish people? In this unit, you will learn about the criminal justice system in England and Wales and how it operates to achieve social control.

**University requirements**

Typical grade requirements to study Criminology/ a related degree are as follows:  
Oxbridge: A\* AA; Russell Group: A\*AA to BBB; Non Russell Group: ABB to CCC

**Other details:** The Criminology Diploma is comprised of 4 units. Two units are assessed by coursework, with the remaining units examined externally at the end of Year 13. Criminology is graded A\*-E and also carries UCAS Points and appears on the UCAS Tariff Calculator. It is equivalent to an A Level and is recognised by many universities, including Russell Group and Cambridge University.

**Links to Further Education:** Any social science degree

**Links to Careers:** Criminologist; Law; Medicine, Children's Services; Public Service/Community work.



# DESIGN AND TECHNOLOGY: PRODUCT DESIGN – linear

Exam Board: AQA

## **Minimum recommended entry requirements:**

**Grade 6 in GCSE Design & Technology**

**Or a Grade 6 in any Science, ideally Physics, and grade 6 in Mathematics, students should also have experience in a related subject.**

## **Essential skills**

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. Good skills and application of knowledge when linking Mathematics and Science to the work of Design.

Strong technical drawing and CAD and physical modelling skills as well as an ability to work well with a range of tools and equipment, with understanding of working methods, such as model-making, constructing, and assembling.

## **Examination at the end of the 2 year course**

Paper 1 – Technical principles

30% of A level

120 marks available, a 2½ hour written paper

Paper 2 – Designing and making principles

20% of A level

80 marks available, a 1½ hour written paper

## **Non-exam assessment (NEA)**

Students must undertake a substantial design and make task and produce a final prototype based on a context and design brief developed by the student.

50% of A level

100 marks available

## **Higher Education**

Foundation Diplomas are a stepping stone in which you can spend a year developing your personal and design skills in preparation for you to find your own style and which design path you want to continue down. Ravensbourne, UAL, UCA, AUB, and Kings College (entry 4-5 GCSEs Grade 4, C in relevant A-Level) are all strong Foundation courses which are found in the south of England.

Many universities offer degree courses that link strongly to Design and Technology: Product Design. For example; Design at Goldsmiths (entry requirements BBB), Product Design at Nottingham Trent University (entry requirements BBC), Architecture at Cardiff University (entry requirements AAB), Industrial Design at UCA (entry requirements BBC)

Degree apprenticeships are an active alternative to university. Learning on the job as well as time away at a training provider makes up the equivalent to a degree level certification. These can be found on the gov.uk website along with entry requirements and locations.

## **Other details**

This course will engage you in both practical and theoretical study. You will find it helps to establish links between education and the world around you; enabling you to feel more comfortable when starting a University degree, apprenticeship, or job in a related field (see some links below).

Design and manufacturing skills, alongside problem solving skills and the ability to visualise new ideas, can be useful in many different jobs such as, but not limited to, construction, architecture, engineering, manufacturing, designing, marketing, sales, advertising, broadcast media and journalism and publishing

## **Links to Further Education**

Product Design; Design Engineering; Engineering; Graphic Design; Design and Computing; Marketing; Interior Design; Fashion; Industrial Design; Multi-media Design and Computing; A Technology, i.e. Food and Business; Fashion Design and Garment Technology.

## **Links to Careers**

Product Design; Architecture; Interior Design Industry; Textile Design Industry; Graphic Design; Engineering (including a Science and Mathematics); Teacher; Technical industries; Design Engineer (including Science and Mathematics); Electrical engineer; Visual Merchandising; Aerospace; Animator;



## **Minimum recommended entry requirements:**

### **Grade 6 in GCSE Drama**

We also advise that students have at least a Grade 6 in English Language and/or Literature

## **Essential skills**

The most important skills that you need are collaboration and analytical thinking. You will need to evaluate objectively and develop your awareness of the influence of social and cultural context. Wider reading and a willingness to see live theatre is absolutely essential to succeed when studying this course. Students must be aware there are substantial practical and written elements to this course.

## **Year 12 and 13**

The A Level course allows students the opportunity to study drama as a practical form. Students will create, perform and respond to theatre and develop their own creativity as theatre makers. They will consider the theoretical processes and practices involved in interpreting and performing theatre and how creative and artistic choices influence meaning to an audience. Students will achieve this by focusing on analysing sub text, the practical demands of a text, the relationship between performers and audience, spatial relationships on stage and character motivation and interaction. Students will use theory and practice to explore a range of theatrical periods, styles, and historical and social contexts. Students will consider how texts are constructed to be performed focusing on genre, structure, language, stage directions, and character construction.

This two-year course is split into 3 main components:

- Devising

Students will develop their devising skills, based on sound knowledge of established drama practitioners, further developing their theatrical skills.

- Text in Performance

Students will perform excerpts of a published play, bringing them to life through their theatrical skills and by justifying their choices based on their knowledge of drama theory.

- Theatre Makers in Practice

Students will evaluate a live theatre production and practically explore and study a complete performance text – focusing on how this can be realised on stage in light of a chosen theatre practitioner.

## **University requirements**

There are a wealth of universities offering Drama courses. These are some of the typical requirements: Exeter AAB-BBB, Kent ABB, Royal Holloway ABB-BBB. Drama Schools including: Rose Bruford College, LAMDA, Arts Educational, Mountview also offer BA courses (Please Note: some drama schools operate through UCAS applications and others have their own application process)

## **Other details**

The most important requirement is you have a keen interest in the subject and a willingness to actively participate in practical exploration and to discuss and share your ideas with others. Students are expected to make active contributions to the lessons and attend live theatre visits and workshops.

## **Links to Further Education**

Drama and Theatre Studies, English; History; Acting; Lighting Design, Set Design, Costume Design; Journalism; Media; Creative Writing; Teacher Training; or any other Arts subject

## **Links to Careers**

Education; Theatre Director; Theatre Designer; Drama Therapist; Stage Manager; Law; Politics; Human Resources; Writer; Journalism; Author; Sales; Marketing; Screenwriter





## **Minimum recommended entry requirements:**

**Grade 6 Economics GCSE** (If Economics has been studied at GCSE level)  
**Grade 6 in Mathematics and English Language or Literature or a Humanity**

## **Essential skills**

Successful students in Economics enjoy:

- Thinking hard about real world problems such as poverty, inequality, economic growth etc.
- Reading around the subject and keeping an up-to-date record of your reading
- Discussing economic concepts, problems, and events in small groups and as a class
- Problem solving, using logical chains of analysis and applying these to real world economic events.
- Taking part in super-curricular events e.g., essay competitions, extended lectures, debate society, etc
- And a high level of challenge in lessons

English - The course is highly discursive, and essay based, so oracy and literacy are both essential skills.

Quantitative – you should have confidence in using basic numeracy such as calculating percentages, and ability to draw and interpret graphs. Note that 20% of the assessment is mathematics.

A level Economics is a linear course. This means that an AS qualification is not available and all external assessment will be in June in the second year of study.

## **Years 1 and 2**

**Theme 1:** Microeconomic theory – markets and market failure

**Theme 2:** Macroeconomics – how the economy works

**Theme 3:** Business Economics

**Theme 4:** International Economics

## **University requirements**

Typical offers:

Birmingham – A\*AA-AAA; Oxbridge – A\*AA; Greenwich - BBB

## **Other details**

Economics is often referred to as a ‘real world’ subject. The study of the subject helps to explain current affairs and much of what can be seen in the news. We discuss topics as wide and varied as: why the price of fuel is falling; what explains unemployment; the significance of globalisation; the growth of China; Brexit, Covid-19 and how the government make decisions about taxation and spending each year. After studying this course, you will realise the impact this subject has on day-to-day lives and have a better understanding of what you hear and see in the media.

If you have any questions, please come and have a chat with Mr Rowlands.

## **Links to Further Education**

Economics, Actuarial Science, Finance, Accounting.

Some degrees are more specialised, for example: International Economics, Development Economics.

There are many combination degrees such as Economics and Mathematics, Economics and language.

## **Links to Careers**

Actuary, Business Management, Civil Servant, Accountant, Insurance Broker, Risk assessment, Banking, Manufacturing, Transport, Retailing, Communication, Government agencies, Charities



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE English and Grade 6 in GCSE English Literature**

## **Essential skills**

The most important skill that you need is the ability to write a perceptive analytical essay in which you demonstrate your ability to use critical sources and original ideas. In your own creative writing, you are expected to structure your writing in a sophisticated manner using a consistent register and an appropriate style. Wider reading is absolutely essential to success on this course.

## **Year 1**

This two-year course is designed to ensure breadth and depth. Students will be introduced to many aspects of linguistics; they will increase their knowledge and understanding of grammar; and they will develop their literary appreciation. Students will come to understand how texts are shaped and how they are products of the society in which they were written.

We will study a wide range of examples of non-literary and digital texts from the 20<sup>th</sup> and 21<sup>st</sup> century. The anthology contains a variety of different forms, such as interviews, broadcasts, podcasts, blogs, screenplays and travelogues. In addition, we will study 2 prose fiction texts from a chosen theme (*Wuthering Heights* and *The Bloody Chamber* – theme of ‘Encounters’). We will study a drama text (*All my Sons*) considering the playwright’s use of linguistic and literary features and relevant contextual factors.

Students will develop their understanding of how writers and speakers shape and craft language to create a sense of voice in their work and how they communicate ideas or issues.

Assessment is by internal examination at the end of the year.

## **Year 2**

Students will continue to study a wide range of examples of literary, non-literary and digital texts from the 20<sup>th</sup> and 21<sup>st</sup> century and, now, further explore connections between texts, informed by linguistic and literary concepts. Students will explore and evaluate the ways different writers convey similar themes and issues in different texts.

The coursework component is designed to allow students to demonstrate their skills as writers, drafting their own original texts for different audiences and purposes. Students will explore the various forms of writing and the ways different writers use linguistic and literary techniques in texts.

Assessment is by examination (80%) and coursework (20%).

## **University requirements**

There are a wealth of universities offering English courses. These are some of the typical requirements: Cambridge A\*AA, UCL AAA, Bristol AAA- these are part of the Russell group. Royal Holloway AAB.

## **Other details**

The most important requirement is your interest in the subject and a willingness to discuss your ideas with others.

Students are expected to make active contributions to the lessons having read widely and thought critically about the material under examination. A highly developed personal response based on a secure and detailed knowledge of both language and literature is the key to success in this course.

## **Links to Further Education**

English, or any other Arts or Science subject;; Linguistics; English or American Literature; Joint Honours, English with a variety of subjects; English with a foreign language; Applied English studies; Contemporary English; English Education/ Teaching; Creative Writing; English and Drama

## **Links to Careers**

Business Management; Civil Servant; Law; Politics; Human Resources; Writer; Journalism; Editor; Teacher; Author; Sales; Marketing; Copywriter; Screenwriter. The skills built prepare for wide ranging careers.



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE English and Grade 6 in GCSE English Literature**

## **Essential skills**

Students are expected to make active contributions to the lessons having read widely and thought critically about texts studied. A highly developed personal response based on a secure and detailed knowledge of literary features is the key to success in this course.

## **Year 1**

This two-year course is designed to ensure breadth and depth. Students will study a wide range of poetry, prose and drama from 1300 to the present day. They will be encouraged to make connections and comparisons between texts and to investigate the contexts in which the texts were written and received. This allows students to consider contemporary critical writing and to develop independence.

In Year 12 students will study poetic form, content and meaning in preparation for responding to an unseen poem and extend their understanding of the concerns and choices of modern-day poets. They will also study aspects of drama via one play, exploring the use of literary and dramatic devices and how playwrights shape meaning.

Students will study aspects of prose via two thematically linked texts. They will explore links and connections between them and the contexts in which they were written and received.

Assessment is by internal examination at the end of the year.

## **Year 2**

Students will study aspects of drama via two plays, including one by Shakespeare.

They will also study a range of poetry, from the established literary canon through to the present day. They will study a selection of poetry from a specified poetry collection.

Coursework will be assessed via two texts. Both texts are enhanced by the study of the links and connections between them, different interpretations and the contexts in which they were written and received.

Assessment is by external examination (80%) and coursework (20%).

## **University requirements**

There are a wealth of universities offering English courses. These are some of the typical requirements: Cambridge A\*A\*A, UCL AAA, Bristol AAA- these are part of the Russell group. Royal Holloway AAB.

## **Other details**

Teaching approaches build on those used at GCSE. If students are thinking of reading English Literature at university, they will opt for this course. For those students who are undecided, English Literature offers an excellent coverage of writing skills, both analytical and creative, and the emphasis on class discussion will ensure that all students develop effective oral communication skills. All students, however, will need to possess a love of reading, a keen interest in analysis and the willingness to discuss ideas freely in class.

## **Links to Further Education**

English, or any other Arts or Science subject: Linguistics; English or American Literature; Joint Honours, English with a variety of subjects; English with a foreign language; Applied English studies; Contemporary English; English Education; English Teaching; Creative Writing; English and Drama

## **Links to Careers**

Business Management; Civil Servant; Law; Politics; Writer; Journalism—postgraduate; Editor; Teacher; Author; Sales or Marketing; Copywriter; Screenwriter



**Minimum recommended entry requirements:**

**Grade 7 in GCSE French**

**Essential skills**

You will enhance your linguistic skills (listening, speaking, reading, writing and translation), and increase your knowledge, understanding, and capacity for thoughtful discussion of a range of social, political, cultural and historical topics relating to the countries where the language is spoken (see the list of topics below). You will also apply your language skills to the critical study of a film and literary text, analysing themes, character, language and plot, and understanding them within their cultural and social context. By completing an Independent Research Project about a topic of your choosing, you will also equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will prepare you well for further study or employment.

**Year 1**

Social issues and trends in France: changes to family structures, education, world of work.

Political and artistic culture in French-speaking countries and communities: music, media, festivals and traditions.

Study of a film in the French language: *Intouchables*, dir. by Olivier Nakache & Éric Toledano (2012)

**Year 2**

Immigration and multicultural society in France: positive impact of immigration on French society, response to challenges of immigration and integration, the Far Right.

The Occupation and Resistance: occupied France, the Vichy regime, the Resistance.

Study of literature in the French language: Joseph Joffo, *Un sac de billes* (1973)

**University requirements**

Typical offers:

Modern Languages:	Oxbridge – AAA	Exeter – AAB – ABB	Kent – BBB
Translation and Interpreting:	Cardiff – AAB-ABB	Newcastle – ABB	East Anglia – BBB
International Business Management (with a language):		Bath – AAB	Royal Holloway – ABB-BBB

It is possible to combine a wide range of subjects with a language at university level as a Joint Honours degree, Combined Studies or Liberal Arts programme:

History and Language:	Oxbridge – AAA	Warwick – AAB	Reading – BBB
Law and European Law:	Kings – A*AA	Nottingham – AAA	Aberdeen – ABB
Life Sciences and Language:	Birmingham – A*AA	Manchester – AAA-ABB	Winchester – BBC-C

**Other details**

We welcome enquiries from students who have a native speaker background in the language but who may not have had formal teaching in the language at secondary school level.

**Links to Further Education**

French, Spanish or German Studies; International Business/Marketing/Management with a language; Politics and International Relations with a language; Joint honours degree that includes a European language and an eastern/world language such as Chinese, Japanese, Arabic, Russian; Languages and Economics; Languages with Hotel Management, Mathematics/Science/Engineering with a language, Law and European Law

**Links to Careers**

Business Management; Translator; Civil Servant; Accountant; Human Resources; Events Management; Retailing; Marketing; Customer Services; Law; International Marketing; Health Service; Media; Transport and Logistics; Teaching; Teaching English as a Foreign Language (TEFL post grad), Journalism and Publishing.



## FURTHER MATHEMATICS – AS offered Exam Board: Edexcel

### Minimum recommended entry requirements:

**A Grade 8 in GCSE Mathematics is required**

### **Essential skills**

All good Mathematicians demonstrate a high standard of numerical and algebraic competence. They are capable of reading questions carefully to disseminate the key skills that have been taught to answer them fully, very often linking together various topics to provide full solutions. Students need to have determination and an enquiring mind to ensure that the greatest level of success is achieved.

### **AS Level**

Students who choose to study AS Level Further Mathematics will study the whole of Mathematics (see separate page) in Year 12 across two timetable blocks. Once this has been completed, students will then start to study Further Mathematics, made up of Core Pure Mathematics 1 plus two other options from Further Pure 1, Further Pure 2, Further Mechanics 1, Further Mechanics 2, Further Statistics 1, Further Statistics 2, Decision Mathematics 1 and Decision Mathematics 2 – this decision is based upon the strengths and future aspirations of those studying the course. There will be two examinations that are both 1 hour 40 mins long. Occasionally, Year 13 students choose to study AS Further Mathematics each year with their peers to achieve an additional AS Level.

### **A Level**

Students will study Core Pure Mathematics 1 and 2 and extended versions of the two options that have been started for the AS course. There will be four examinations that are all 1 hour 30 mins long.

### **University requirements**

Most Universities offer Mathematics degree courses, often in combination with other subjects. The grade requirements can vary, for example, Oxford and Cambridge require A\*A\*A, Bath A\*AA, Loughborough AAA, Surrey A\*AA-AAA. Sussex AAB-ABB, Kent AAA or equivalent. If you have studied Further Mathematics, this grade may well be a specific part of the offer made to you, but it would never be an absolute requirement of places offered to undergraduates.

### **Other details**

The Department will be using the Edexcel Syllabus which allows a flexible approach, enabling students to study a wide range of mathematical topics. Four modules must be taken for the award of an A Level certificate or the equivalent of two for an AS certificate. Each module is approximately one quarter of the Year 13 course and all examinations are sat in May/June of each year. Full details of the syllabuses may be available from the Mathematics Department at the Sixth Form Open Evening.

Students considering studying Further Mathematics are advised to discuss their suitability for the course with their Mathematics teacher and/or the Faculty Leader for Mathematics, Computing and Economics.

### **Links to Further Education**

Mathematics; Economics; Actuarial Science; Business; Marketing and Statistics; Accountancy; Management; International Economics; Events Management; Economics and ICT; Computer Science with Maths; Mathematical Sciences; Economics and Mathematics

### **Links to Careers**

Actuary (with Economics); Business Management; Civil Servant; Accountant; Operations Management; Insurance Broker; Data Analyst; Banking; Human Resources; Events Management; Retailing; Marketing; Customer Services



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE Geography**

## **Essential skills**

There is an emphasis on acquiring the skills that will be of value to students in future employment namely to be able to plan, collect and analyse a whole range of information and statistical data, to write in a concise manner and present a balanced argument, making full use of ICT including GIS, PowerPoint and other audio-visual methods. There is also a strong emphasis on linking contemporary issues and ideas through current affairs.

## **Year 1**

The Geography A-level is offered as a linear course, where all external examinations and coursework are undertaken in the second year. Regarding content there are four main areas studied in the first year of A-level: tectonic hazards and management; coastal landscape and change; globalisation; changing places – regenerating places. Each area of study incorporates a range of contemporary case studies drawing on both local, national and global perspectives. These units will be assessed by internal examinations comprising papers that reflect the style and content of the actual A-level papers.

In addition the fieldwork component of the course is undertaken during the first year. This involves a four-day residential visit where data collection and fieldwork techniques are investigated in preparation for the individual coursework, which is a key element of the overall A-level.

## **Year 2**

The second year focuses on the water cycle and water insecurity, the carbon cycle and energy security, superpowers, health, human rights and intervention. There is a strong focus on developing synoptic links between topics.

The examination papers are diverse and represent 80% of the A-Level grade. Some questions will be based on resources that need data analysis and short answers while others will require longer guided essays. In addition, there will be an individual 3,000-4,000 word coursework report (linking back to fieldwork undertaken in Year 1) which contributes 20% of the A-Level grade.

## **University requirements**

Many universities offer pure Geography or Geography-related courses; some examples include: Earth Sciences/Geology (Oxford) entry requirements = A\*AA, Oxford = A\*AA, Exeter = AAA - AAB, Durham = AAA-AAB, Edinburgh = AAA-AAB, Cambridge = A\*AA (these are Russell Group Universities). Other institutions include: Reading = ABB-BBB, Royal Holloway (London) = ABB-BBC, Canterbury Christ Church = AAA-AAB. University of East Anglia = ABB.

## **Other details**

The Geography A Level is an exciting course which address key ideas and debates in our world today such as climate change, globalisation, changing places and management of the world's resources. The topics studied include those with a definite physical, human or environmental approach as well as synoptic activities. Wherever possible we draw on contemporary issues to highlight the dynamic and changing nature of modern geographic studies. Fieldwork is an important element of the course and is carried out in Year 12.

Geography is an excellent foundation subject for a wide variety of career options and generally produces adaptable and knowledgeable students who are able to apply their knowledge in different contexts.

## **Links to Further Education**

International Studies; Earth Science; Geology; Valances; Architecture; Environmental Science; Resource Management; Biological sciences; Cartography; Oceanography; Business Management; Biology and Geography; Education and Geography; Water Management; Environmental Politics

## **Links to Careers**

Town Planning; Civil Servant; Oil Industry; Water Resources; Earth Science; Teacher; Architect; Geologist; Cartographer; Weather forecaster; Agriculture; Landscape gardener



### **Minimum recommended entry requirements:**

**Grade 7 in GCSE German**

### **Essential skills**

You will enhance your linguistic skills (listening, speaking, reading, writing and translation), and increase your knowledge, understanding, and capacity for thoughtful discussion of a range of social, political, cultural and historical topics relating to the countries where the language is spoken (see the list of topics below). You will also apply your language skills to the critical study of a film and literary text, analysing themes, character, language and plot, and understanding them within their cultural and social context. By completing an Independent Research Project about a topic of your choosing, you will also equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will prepare you well for further study or employment.

### **Year 1**

Social issues and trends in Germany: environment, education, world of work.

Political and artistic culture in German-speaking countries and communities: music, media, festivals and traditions.

Study of a film in the German language: *Good Bye, Lenin!*, dir. by Wolfgang Becker (2003)

### **Year 2**

Immigration and multicultural society in Germany: positive impact of immigration, the challenges of immigration and integration, the reaction of society and the state to immigration.

The German Reunification: society in the GDR before reunification, events leading up to reunification, Germany since reunification.

Study of literature in the German language: Friedrich Dürrenmatt, *Der Besuch der alten Dame* (1956)

### **University requirements**

Typical offers:

Modern Languages:	Oxbridge – AAA	Exeter – AAB – ABB	Kent – BBB
Translation and Interpreting:	Cardiff – AAB-ABB	Newcastle – ABB	East Anglia – BBB
International Business Management (with a language):	Bath – AAB	Royal Holloway – ABB-BBB	

It is possible to combine a wide range of subjects with a language at university level as a Joint Honours degree, Combined Studies or Liberal Arts programme:

History and Language:	Oxbridge – AAA	Warwick – AAB	Reading – BBB
Law and European Law:	Kings – A*AA	Nottingham – AAA	Aberdeen – ABB
Life Sciences and Language:	Birmingham – A*AA	Manchester – AAA-ABB	Winchester – BBC-C

### **Other details**

We welcome enquiries from students who have a native speaker background in the language but who may not have had formal teaching in the language at secondary school level.

### **Links to Further Education**

French, Spanish or German Studies; International Business/Marketing/Management with a language; Politics and International Relations with a language; Joint honours degree that includes a European language and an eastern/world language such as Chinese, Japanese, Arabic, Russian; Languages and Economics; Languages with Hotel Management, Mathematics/Science/Engineering with a language, Law and European Law

### **Links to Careers**

Business Management; Translator; Civil Servant; Accountant; Human Resources; Events Management; Retailing; Marketing; Customer Services; Law; International Marketing; Health Service; Media; Transport and Logistics; Teaching; Teaching English as a Foreign Language (TEFL post grad), Journalism and Publishing.



### **Minimum recommended entry requirements:**

**Grade 6 at GCSE in either English Language, English Literature or a Humanities Subject.**  
**Grade 6 in a Science or 6,5 in Combined Science**

### **Essential skills**

The OCR Cambridge Technical Extended Certificate in Health and Social Care qualification is designed to provide learners with underpinning knowledge, understanding and skills of the health and social care sectors, providing a broad basis for further or higher education or for moving into employment within the sectors. The Extended Certificate in Health and Social Care enables learners to gain essential employability skills that are valued by employers, further and higher education including: literacy and numeracy, digital literacy, critical thinking, and problem solving, planning and organisation, creativity and innovation, personal effectiveness

### **Year 1 (Year 12 Content)**

**Unit 2: Equality, Diversity and Rights in Health and Social Care:** This unit will help you to understand the implications of diversity on practice and the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined.

**Unit 4: Anatomy and Physiology for Health and Social Care, Illness and Disability:** This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory, and digestive systems. Unfortunately, things do go wrong, and each system has well-known diseases and disorders. Also, as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration.

**Unit 13: Sexual health, reproduction, and early development stages:** Health and wellbeing are not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. This unit will also look at the development from conception to a one-year-old child. On successful completion you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

### **Year 2 (Year 13 Content)**

**Unit 1: Building Relationships in Health and Social Care:** This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector, whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.

**Unit 3: Health, safety and security in Health and Social Care:** This unit introduces you to health, safety and security in health and social care. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them.

**Unit 24: Public Health:** Health and wellbeing extends further than the individual and the implication of poor health has wider impacted on a community, area and even the country. There are many external factors to good health. Clean water and limiting pollution are just two factors that have an influence on our health. Public health is concerned with protecting and improving the health of the population, rather than focusing on the health of the individual. You will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population.

### **University requirements**

Typical grade requirements to study Health and Social care or a related degree are as follows:  
Russell Group: ABB to BBB; Non Russell Group: ABB to CCC

**Other details:** The Health and Social Care Extended Certificate comprises of 6 units. Three units are assessed internally, with the remaining units examined externally. The extended certificate carries UCAS Points and appears on the UCAS Tariff Calculator. It is equivalent to an A Level and is recognised by many universities, including Russell Group institutions.

**Links to Further Education:** Any social science degree

**Links to Careers:** Social worker, Youth Worker, Charity Worker, Nursing, Children's Services; Public Service/Community work.





## **Minimum recommended entry requirements:**

**Grade 6 in GCSE History**

## **Essential skills**

The ability to analyse large amounts of information from primary and secondary material and reproduce this in cogent and focused arguments.

## **Year 1**

**British History** – The study of the development of the modern British state from a country struggling to win a small war in 1906 and then avoids a Civil War, arguably thanks to the intervention of the First World War. The year concludes with the onset of an economic depression having the Liberal welfare reforms, the challenges in Ireland, the campaign for female suffrage, the growth of the Labour Party and the impact of the First World War. Did Britain benefit from the First World War?

**American History** – This course begins by evaluating the extent to which America was able to heal the divisions which had been wrought by slavery and civil war. We look at the corruption, ineffective government and economic growth which characterise the period 1865 to 1890 and then go on to examine the changes in politics, society and America's foreign role which culminated in it achieving great power status by 1920.

**Coursework** – Students complete a research essay of around 4000 words which covers a one-hundred-year period of time focusing on the Tudor dynasty. Students look at the strength of the Tudor monarchs & consider the key reasons for instability.

## **Year 2**

**British History** – We look at the enormous impact of the Great Depression on 1930s Britain and evaluate whether the label “the Hungry Thirties” is accurate to describe the period. We go on to analyse the consequences of the Second World War and the social and economic changes which led to the creation of the welfare state and the post-war consensus.

**American History** – We look at the period between 1920 and 1975, starting with the economic and social policies of FDR's New Deal and the cultural changes which characterised the “Roaring Twenties” and the 1930s. We examine the divisions in American society during this time and the USA's subsequent role during the Second World war and as leader of the Free World during the Cold war. We complete the course by analysing the divisions and reforms of the 1960s and America's consolidation as a superpower by 1975.

## **University requirements**

A level History's academic demands and standing means that it is classified as a 'facilitating subject' by the Russell group universities. Offers to study History at university are traditionally in the range: A\*AA (Cambridge, Durham), AAA (Oxford [+HAT test], Bristol, King's College London), AAB (Royal Holloway London, Southampton, Sussex), ABB (Leicester, Swansea), BBB (Essex, Kent)

## **Other details**

Students will be asked to bring an enquiring mind. Lessons will draw connections across the full time period being studied and invite students to form their own judgements, defending them and justifying them with evidence.

## **Links to Further Education**

History; International History; Politics, Economics, Philosophy; Economic History; Social History; Product Design; Architecture; Classic Civilization; History and Fashion; Design Cultures; Anthropology and History or Art; Archaeology and History

## **Links to Careers**

Business Management; Civil Servant; Law; Politics; Human Resources; Writing; Journalism; Teacher; Architect; Design; Economist; Planning; Research; Archaeology; Restoration



**Minimum recommended entry requirements:**

**Grade 6 at GCSE in two of English Language, English Literature or a Humanities Subject**

**Essential skills**

Students will gain an understanding of the English Legal System and three areas of law: Criminal Law, Tort Law and Contract Law. You will examine the law-making process (from Bill to Act of Parliament), the court structure of the civil and criminal systems, the role of the criminal law and the law pertaining to offences against the person, manslaughter, murder and theft, the role of the civil justice system and the law of Tort. Key areas of Contract Law are also considered as a special study in Year 13. The course will develop your ability to think critically, solve legal problems and reflect on key moral/legal issues.

**Year 1 (Year 12 Content)**

**Paper 1: The English Legal System and Criminal Law**

In this Unit, you will look at the Criminal Law. You will start by exploring the difference between the 'Civil' and 'Criminal' Justice system, with a focus on the role of the courts, legal personnel and penal sanctions (i.e. fines, prison, probation). You will look at the law relating to Offences Against the Person (assault, battery, Grievous Bodily Harm, Actual Bodily Harm), Murder/Manslaughter and apply this knowledge to answer problem questions based on legal scenarios.

**Paper 2: The English Legal System and Tort Law**

This Unit complements the first unit, by looking at the 'Civil' System. You will examine the role of the civil courts, legal personnel and civil remedies (i.e. damages, specific performance and injunctions). You will consider the law-making process in detail and the role of Parliament in drafting Bills/legislation. You will consider how judges 'interpret' the law and the importance of legal precedents to our common-law system. Finally, you will look at the law of Tort – with a focus on the law of negligence and apply this knowledge to answer problem questions based on legal scenarios.

**Year 2 (Year 13 Content)**

**Paper 3: Special Study – Contract Law**

In this Unit, you will undertake a special study into Contract Law. You will examine the ways in which a contract can be formed (offer and acceptance), the difference between a contractual offer and an invitation to treat, the requirements for a valid contract, the enforcement of contracts and the remedies awarded if a person does not fulfil their contractual obligations. Through this study, you will appreciate the role that Contract Law has played in the development of our economy and the overlap between contract and other areas, such as Business Studies, Economics and Politics. Students will also examine the growth of consumer protection law and the importance of the Consumer Rights Act 2015 in protecting the rights of consumers against large corporations.

**University requirements**

Typical grade requirements to study Law/ a related degree are as follows:  
Oxbridge: A\* AA; Russell Group: A\*AA to AAA; Non Russell Group: AAB to CCC

**Other details:** The reformed A Level Law course has no coursework. Students taking this course should be prepared to keep up to date with changes in the law and show an interest in current affairs. The course is a good grounding for students interested in studying Law at university. Law would be ideally suited alongside Politics, Sociology, Criminology, Psychology and Economics as well as Mathematics or Sciences.

**Links to Further Education:** Any social science degree

**Links to Careers:** Law; Criminology, Civil Service, Teaching, Medicine, Business, Finance



### **Minimum recommended entry requirements:**

**Grade 7 in GCSE Mandarin**

We are one of a select number of schools in the country that offers the IB Diploma in Mandarin which is an exciting and rewarding opportunity to reach fluency in the language. The course is worth approximately half the credits of a full A Level and is studied across two years, making it an excellent means of improving students' Mandarin alongside three A Level subjects. An IB Diploma in Mandarin will help applications to Oxbridge and Russell Group universities stand out from the crowd.

### **Essential skills**

You will enhance your linguistic skills (listening, speaking, reading, writing and translation), and increase your knowledge, understanding, and capacity for thoughtful discussion of a range of social, political, cultural and historical topics relating to the countries where the language is spoken (see the list of topics below). Learners will develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Students will benefit from working in small groups, so will have plenty of opportunities to practise and receive high quality personalised feedback.

### **Year 1**

Study of the following themes:

- Identities
- Experiences
- Human Ingenuity
- Social organisation

### **Year 2**

- Social organisation
- Sharing the planet

### **University requirements**

Typical offers:

Chinese Studies:	Oxbridge – A*AA-AAA	Leeds – AAB-AAA	SOAS - ABB
Modern Languages:	Oxbridge – AAA	Exeter – AAB – ABB	Kent – BBB
International Business Management (with a language):	Bath – AAB	Royal Holloway – ABB-BBB	

It is possible to combine a wide range of subjects with a language at university level as a Joint Honours degree, Combined Studies or Liberal Arts programme:

### **Other details**

For those who have not completed a GCSE in Mandarin, there is still the opportunity to undertake an enrichment course and HSK 1 & HSK 2 qualifications.

For those who have completed a GCSE in Mandarin and do not wish to take IB Standard Level in the subject, but would like to continue their Mandarin studies, we offer the opportunity to study for the HSK 4 qualification as part of the Sixth Form Enrichment Programme.

### **Links to Further Education**

French, Spanish or German Studies; International Business/Marketing/Management with a language; Politics and International Relations with a language; Joint honours degree that includes a European language and an eastern/world language such as Chinese, Japanese, Arabic, Russian; Languages and Economics; Languages with Hotel Management, Mathematics/Science/Engineering with a language, Law and European Law

### **Links to Careers**

Business Management; Translator; Civil Servant; Accountant; Human Resources; Events Management; Retailing; Marketing; Customer Services; Law; International Marketing; Health Service; Media; Transport and Logistics; Teaching; Teaching English as a Foreign Language (TEFL post grad), Journalism and Publishing.



## **Minimum recommended entry requirements:**

**Grade 7 is required in GCSE Mathematics**

## **Essential skills**

All good Mathematicians demonstrate a high standard of numerical and algebraic competence. They are capable of reading questions carefully to disseminate the key skills that have been taught to answer them fully, very often linking together various topics to provide full solutions. Students need to have determination and an enquiring mind to ensure that the greatest level of success is achieved.

## **AS Level**

Students who only wish to study AS Level Mathematics will learn Pure Mathematics and a combination of Mechanics and Statistics. They will take one 2-hour Pure examination and one 1 hour 15 mins examination covering Mechanics and Statistics at the end of Year 12.

## **A Level**

Students who wish to study A Level Mathematics will continue to learn more Pure, Mechanics and Statistics topics. They will take two Pure examinations and one Mechanics/Statistics examination, each of 2 hours, at the end of Year 13.

## **University requirements**

Most Universities offer Mathematics degree courses, often in combination with other subjects. The grade requirements can vary, for example, Oxford and Cambridge require A\*A\*A, Bath A\*AA, Loughborough AAA, Surrey A\*AA-AAA, Sussex ABB, Kent ABB or equivalent.

## **Other details**

The Department will be using the Edexcel Syllabus that enables students to study a wide range of mathematical topics. Full details of the syllabuses may be available from the Mathematics Department at the Sixth Form Open Evening.

All potential students will be set some work on various numerical and algebraic topics during Induction in July which they are expected to complete over the summer break – Sparx produces a Transition Booklet which will be issued to all students attending Induction Days in July. After having the opportunity to seek any assistance upon formally starting the course in September, students will be required to sit a Fundamentals Test on these topics. There is a minimum standard which students are expected to reach, as this test contains those key topics on which the whole course is built. Those who do not reach the required standard will need to undertake a Fundamentals Retest in order to continue with the course. A more detailed list of GCSE topics that form an integral part of the AS and A Levels will be available at the Sixth Form Open Evening.

## **Links to Further Education**

Mathematics; Economics; Actuarial Science; Business; Marketing and Statistics; Accountancy; Management; International Economics; Events Management; Economics and ICT; Computer Science with Maths; Mathematical Sciences; Economics and Mathematics

## **Links to Careers**

Actuary (with Economics); Business Management; Civil Servant; Accountant; Operations Management; Insurance Broker; Data Analyst; Banking; Human Resources; Events Management; Retailing; Marketing; Customer Services



# MATHEMATICAL STUDIES (CORE MATHEMATICS)

Exam Board:  
AQA

## **Minimum recommended entry requirements:**

**Grade 6 is required in GCSE Mathematics. Students who either achieve a high Grade 5 but whose prediction was for a Grade 6 or a high Grade 5 from Foundation Tier entry will be considered.**

*Please note that if students are unable to choose Mathematical Studies for study in Year 12, it **may** be possible to do so in Year 13, as the subject will be placed in a different block each year.*

## **Essential skills**

This course is designed for those students who have a desire to continue their mathematical education but who do not wish to take AS or A Level Mathematics. It consolidates and builds upon students' GCSE mathematical understanding, developing further understanding and skills in the application of mathematics to authentic problems. As such, the content supports the mathematical content in other qualifications such as A Level Biology, Business, Economics, Computer Science, Geography and Psychology and BTEC Health and Social Care. Only 20% of the course involves content that is beyond GCSE Level.

## **Year 1**

The content is split into four content areas, namely the application of statistics, probability, linear programming and sequences and growth. Further details of the content to be taught in each area can be obtained from the Mathematics Department at Options Evening.

There will be two examination papers. The first paper is Comprehension lasting 1hr 40mins with 60 marks available and worth 40%. There will be two sections and a source booklet, detailing two real-life contexts, which is pre-published for students to gain familiarity. Each section will require students to comprehend, interpret and analyse the content in order to answer the questions, referring to the source booklet as appropriate. The second paper is Applications lasting 1hr 40mins with 80 marks available and worth 60%. There will be two sections and a source booklet which will replicate just one of the two real-life contexts given for Paper 1 and will be required for the task within the first section. The second section will contain three tasks, each with a separate theme, and which requires students to apply their problem-solving skills in order to answer the questions.

## **Year 2**

Not applicable.

## **University requirements**

The successful completion of Mathematical Studies may well be taken into account by some universities for some of the courses that they offer.

## **Other details**

A scientific calculator is required for this course. Students will need to be use basic addition, subtraction, multiplication and division rules with spreadsheets, as well as understanding the sum, power, average, median and count functions. A Formulae Sheet is given at the front of both examination papers.

## **Links to Further Education**

Supports courses in Mathematics, the Sciences and the Social Sciences.

## **Links to Careers**

Links to a wide range of careers from Marine Biology to Civil Servant.



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE English Language and Grade 6 in English Literature**

## **Essential skills**

Prospective students should have good written communication skills as the ability to produce reasoned, detailed and sophisticated written analysis is essential. Students who possess strong creative skills will also find the subject appealing due to the 70% exam, 30% coursework nature of the linear course. The ability to think independently, perceptively and critically, which an abstract mindset, is important in order to be successful and a natural interest in areas such as film, TV, news, print media and the online world would be extremely beneficial.

## **Year 1**

This course is designed to promote broader and deeper understanding of the media's role in society, culture, politics and the economy. Students will explore the usefulness of critical ideas about the media and of academic theories and subject-specific terminology. Year 1 involves developing an understanding of a wide range of new concepts and theories that are used to practise analysing various contemporary media texts across different platforms (audio-visual, online, and print forms). Students are then able to take these concepts and use them to aid in the production of their own practical products. Throughout Year 12, students are exploring the key question of *how* and *why* media texts are constructed, considering important areas of study such as audience, representations, industries and media language. Students will study a wide range of issues and debates in the media where they will apply the theoretical framework they have studied.

## **Year 2**

Media Studies builds upon the understanding of concepts and theories studied in Year 12. The students will continue to develop a critical approach to a wider range of more complex media theories and perspectives. Students will be encouraged to develop a full knowledge and understanding of the contexts of the media and the theoretical framework. The skills transition from predominantly being 'analytical' in first year, to a more 'evaluative' exploration of theoretical perspectives and media texts.

For the coursework (externally assessed 30%), students will have a choice of topics related to annually changing briefs that are set by the exam board. They are expected to create a cross-media production using two of the media platforms. They should demonstrate an appreciation of how theoretical understanding supports practice.

## **University requirements**

Typical offers:

Brighton – BBC; Keele – BBC; Lancaster- ABB; Newcastle- AAB; Kings– AAA; Leeds-AAB

## **Other details**

If a student is thinking about a career in media, producing and evaluating their own media productions will give them hands-on understanding of both how media messages are created and what they are aiming to do.

## **Links to Further Education**

Media; Multi Media Design and Computing; Media with programming; Games design; Marketing; Advertising; English Teaching; Film and Television studies; Media production; Illustration and Visual Media; Media Communication; Web Design; Graphic and Media Design

## **Links to Careers**

The Media Business; Film; Production; Post Editing; Journalism; Internet content; Runner; Television or Radio; Marketing; Advertising; Web Designer (with computing); Copywriter (with English); Teacher; Public Relations



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE Music.** Competence in reading notation and instrumental/vocal proficiency equivalent to at least ABRSM/Trinity/MTB/Rockschool Grade 4 standard is advised along with the minimum entry requirement

## **Essential skills**

The most important skills that you require are the ability to perform to a good standard (at least performance exam Grade 4) on your chosen instrument and the ability to listen to and discuss music critically. If you have not taken formal performing exams, you need to be able to perform to that standard or higher.

All students follow three components. Component 1 (Performance), Component 2 (Composition) and Component 3 (Analysis). Components 1 and 2 can be taken as one of two pathways:

### **Option A: Specialism in Performance**

**Performance** (35% of qualification): A performance consisting of a minimum of three pieces with a total duration of 10-12 minutes. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study. The performance component will be assessed by a visiting examiner.

**Composing** (25% of qualification): Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Learners will have a choice of four set briefs. The second composition is a free composition.

### **Option B: Specialism in Composition**

**Composition** (35% of qualification): Non-examination assessment: externally assessed by Eduqas.

Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Learners will have a choice of four set briefs. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition. Total duration of compositions: 8-10 minutes.

**Performance** (25% of qualification): Total duration of performances: 6-8 minutes

A performance consisting of a minimum of two pieces with a total duration of 8-10 minutes. The performance can be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. The performance component will be assessed by a visiting examiner.

**Component 3: Analysis** (40% of qualification). Written examination: 2 hours 15 minutes (approximately). Three Areas of Study will be covered as follows:

- Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works, one to be studied in detail and the other for general study.
- Area of Study C: Musical Theatre. An in-depth study of the stylistic conventions of music composed in that genre will be undertaken.
- Area of Study E: Into the Twentieth Century. An in-depth study of styles of twentieth-century Art music, including two set works, will be undertaken.

In total, four set works will be studied and an in-depth understanding of the Areas of Study will be gained in preparation for the examination which will include listening and essay questions.

## **Extra-curricular opportunities**

It will be advantageous for learners to become involved in the rich programme of musical opportunities we offer, including weekly ensemble rehearsals, bi-termly concerts and other performance opportunities. The experiences gained in doing so aid preparation for the performing and composing components and assist students' understanding of a wide variety of styles in preparation for the Analysis examination in Component 3.

## **University requirements**

There are a wealth of Music, Music Technology and related courses available. These are some of the typical requirements: Oxford AAA, Durham AAB, Sussex BBB, Canterbury Christ Church BBC, Oxford Brookes BCC. Also, ABRSM, Trinity Guildhall and Rock School Music grades above Grade 5 earn UCAS points.

## **Other details**

Music works very well with a wide variety of other subjects and teaches a range of disciplines. Students often study Music along with Drama, English, Mathematics, Sciences, Languages and Humanities.

**Links to Further Education:** Professional Performance; Music with drama; Music and Theatre Studies; Musical Theatre; Performing Arts; Teaching; Contemporary Music Production; Electronic Music Production; Modern and Contemporary Music; Music Business and Innovation; Film and Screen Studies

**Links to Careers:** Performance; Teaching; Music Production; Media; Music, Drama and Dance; Music Technology; Business Management with Music; Musical Theatre; Commercial Music Production and Recording; Economics and Music Technology; Computer Science and Music; Performance Practice and Events Management



## **Minimum recommended entry requirements:**

### **Grade 6 in GCSE Physical Education.**

In exceptional circumstances, students who have taken a very active part in sport during KS3 and 4 and who have grade 6 in GCSE Sciences (Physics and Biology) or 6,6 in Combined Science and Grade 6 in either English Language or Literature or a Humanity will be considered for A Level study.

## **Essential skills**

Students **MUST** participate in 1 sport competitively outside of school. It is the student's responsibility to provide the video evidence for this, it consists of 30% of their overall grade.

A strong scientific background will help your understanding within this subject.

## **A Level Course – 7582 Theory (70%)**

### **Paper 1: Factors affecting participation in physical activity and sport**

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and Society

### **Paper 2: Factors affecting optimal performance in physical activity and sport**

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

### **Non-exam assessment: Practical performance in physical activity and sport (30%)**

1. Students assessed as a performer or coach in the full sided version of one activity.
2. Written coursework involving analysis of performance

## **Assessment Overview**

### **Paper One (35%) 105 marks**

Factors affecting participation in physical activity and sport – 2 hour paper

### **Paper Two (35%) 105 marks**

Factors affecting optimal performance in physical activity and sport – 2 hour paper

## **University requirements**

This will all depend on the field you wish to follow and the university you choose to study at.

Physiotherapy – ABB

Teaching – BBB

Sports Therapy – CC

Sports Science – AAB

Sports Management – BBC

Sports Rehabilitation – BBB

## **Other details**

We cover a wide range of skills. In the theory, we encourage independent thinking and learning. We use many different strategies, including practical investigations, student presentations, use of PowerPoint, videos.

Students will participate in some practical lessons which are linked to the theory content they are learning.

Students have the opportunity to attend trips to support their studies in the three areas of focus.

## **Links to Further Education**

Physical Education; Sports Science; Osteopathy; Marketing; Paediatrician; Sports Massage; Ergonomics; Sports therapy; Dietician; Social or Youth Work; Teacher; Sports Management; Sport and Exercise Science; Sport and Social Science; Philosophy and Religion and Sports Science; Sports Science and Italian

## **Links to Careers**

Physiotherapist; Dietician; Sports Management; Teacher; Occupational Therapy; Industrial Ergonomics; Sports Therapy; Sports Journalism; Coaching; Outdoor pursuits; Sports Business Manager; Osteopathy





## **Minimum recommended entry requirements:**

### **Grade 7,7 in Combined Science GCSE or 7 in Physics**

Students wishing to study 3 Sciences will need Grade 7 in all GCSE Sciences.

Students wishing to study 2 Sciences will need Grade 7 and 6 in both the chosen Sciences.

We strongly advise that students taking AL Science have at least a grade 6 in GCSE Mathematics.

## **Essential skills**

The most important skills that you require are the ability to manipulate data and equations, use apparatus as well as planning and evaluating experiments.

## **Year 1/AS**

AS level is assessed through two exam papers (50% and lasting 1 hr 30 mins each). In addition to the content met in each unit, each paper will have questions which relate to the core practicals. The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

**Paper 1:** Mechanics, which includes motion graphs, Newton's Laws, Vectors, Equations of Motion and Work, Energy and Power and Electricity which includes Current Electricity, Ohm's Law, Resistivity, EMF and internal resistance and Potential Dividers, Nuclear Particles and Radiation, Materials, which includes Hooke's Law, Stoke's Law and Young's Modulus and Waves and Particle Model of Light which includes refraction, total internal reflection, standing waves and lenses.)

**Paper 2:** Paper 2 includes synoptic questions on all topics listed in Paper 1 above as well as questions on experimental methods (including questions on core practicals).

## **Year 2**

The course leading to the Advanced Physics qualification is examined through three written papers of 2 hour duration each. Paper 1 and Paper 2 contributes 34% each to total A level mark and Paper 3 contributes 32%.

All students follow the same course. In Year 2 there are 3 papers to be taken at the end of the year.

**Paper 1:** includes building upon the knowledge of topics listed for AS as well as Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields and Oscillations

**Paper 2** includes synoptic questions and experimental skills questions of all topics covered in Paper 1.

**Paper 3:** includes questions on the Optional Module chosen, which will be **Astronomy**

## **University requirements**

These are some of the typical entry requirements:

Bristol AAA ; Nottingham A\*AA-AAA; Durham A\*AA; Warwick A\*AA - these are part of the Russell group universities. Royal Holloway AAB-AAA. Kent BBB

## **Other details**

All Physics exams must have a minimum of 40% mathematics at a level above higher tier GCSE maths. Pupils who do not take A Level Mathematics are expected to have achieved at least a grade 6 in Mathematics at GCSE and be prepared to develop their mathematical skills. We strongly recommend that students taking Physics also take Mathematics to at least AS level. However, each unit is supported by Maths notes and highly numerate students have been successful in taking Physics without Mathematics. As an A-level student you are responsible for your own learning. This responsibility includes reading around the subject material taught in class and going beyond the limits of the syllabus.

## **Links to Further Education**

Law, Accountancy, Banking and Financial Services; Mathematics, Chemistry, Design and Technology and Biology. However, a wide range of other subject combinations is also possible.

Law, Accountancy, Banking & Financial Services; Mathematics, Chemistry, Design & Technology, Biology



## Minimum recommended entry requirements:

**Grade 6 at GCSE in two of English Language, English Literature or History**

## **Essential skills**

A strong emphasis is placed on up-to-date knowledge and students are encouraged to follow current affairs and make sense of what appears in the media. Students will need to develop their skills of argument and debate, bearing in mind that such skills need to be based on evidence and consider alternative viewpoints. In a subject that is examined by written papers, these skills must also be translated into the ability to create a powerful, written argument.

The most important requirement is your interest in the subject and being prepared to work hard. You should **already** be familiar with the political system and have a good understanding of events in the news. You need to be able to write fluently, research independently and have an analytical approach to the issues involved. You should take an **interest** in the news and either watch this regularly or **read** a good quality newspaper.

## **AS**

We will not be offering an AS Level in Politics

## **A Level**

For the A Level course we study for three components:

For Paper 1 we study British politics including democracy and participation, political parties, electoral systems, voting behaviour and the media, as well as the ideologies: liberalism, conservatism and socialism.

For Paper 2 we study British government including the constitution, parliament, prime minister and executive, relationships between the branches and the ideology of feminism.

For Paper 3 we focus on American politics. This comparative component covers the US Constitution and federalism, the US Supreme Court and civil rights, the US Congress, the presidency, and democracy and participation. Each of the three papers consist of a 2-hour exam.

## **University requirements**

To study Politics at Oxbridge you will need A\* A\* A. To study at a Russell Group university you will need AAA – AAB. For example, The London School of Economics asks for AAA, as do Durham, Warwick and Exeter. Politics can be studied at Leeds, Nottingham and Sheffield and you will need AAB.

## **Other details**

Due to the up-to-date and constantly changing nature of the subject matter the exam boards have decided that there will be **no coursework** element to any Politics syllabus. Politics has been combined with every subject offered within the Sixth Form syllabus. Clearly it enhances a study of History, Sociology, Geography, Psychology or English, but its contemporary nature and obvious relevance attracts students from every subject area.

## **Links to Further Education**

Political Science; History; International Politics and History; International Marketing; Politics, Economics, Philosophy; Economics; International Studies; International Business; American Studies with Politics and Governance; Business and Computing with Politics and Governance

## **Links to Careers**

Business Management; Civil Servant; Solicitor; Barrister; Politics; Human Resources; Writing; Journalism; Charity worker; Teacher; Economist; Political Researcher; MP



## **Minimum recommended entry requirements:**

**Grade 6 Psychology GCSE** (if Psychology has been studied at GCSE level).

**Grade 6 in two GCSE Science subjects, Grade 6 in Maths.**

## **Essential skills**

Psychology is the scientific study of human behaviour and mental processes and is classified as a science subject. Within the A-Level, you will study a variety of topics including biological, cognitive, developmental and social psychology, and individual differences.

Moreover, you will also learn how to critically analyse different theoretical perspectives and explore a range of research methods and statistical tests, undertaking your own practical investigations. This will enable you to evaluate research studies and make informed judgements about the validity and reliability of a piece of research. Plus, of course, you will be learning useful life skills about your own and others' psychology and behaviour!

Successful students in this broad and wide-ranging subject typically enjoy being academically challenged and are self-reflective, critical, analytical and self-motivated learners.

## **Year 1**

This is intended as a broad introduction to Psychology. The Year 1 content covers Research Methods, Approaches in Psychology, Memory, Social Influence, Attachment, and Psychopathology.

## **Year 2**

In Year 2, we study topics synoptically and in much greater depth. Currently, we are offering Cognition and Development, Forensic Psychology, Stress, and Issues and Debates in Psychology.

## **University requirements**

Typical grade requirements to study Psychology/a psychology related degree are as follows:

Oxbridge: A\*AA

Russell Group: A\*AA to AAB

Non Russell Group: AAA to BBB

## **Other details**

Psychology is a highly versatile subject and compliments a range of different subject combinations. For example, students have successfully been able to apply theories learned in Psychology to Sociology, Economics, Business, and Politics. There is content crossover with Biology, Mathematics, Criminology, Sociology and History.

## **Links to Further Education**

Psychology; Dietician; Nursing; Midwifery; Paediatrician; Business Management; Human Resource Management; Counselling; Sales and Marketing; Web Design and Digital Media; Environmental Science; Resource Management; Psychology and Sport; Psychology and Counselling; Forensic Psychobiology; Computing Science and Psychology

## **Links to Careers**

Psychologist – Clinical; Counselling; Educational; Forensic; Neuropsychology; Occupational; Sport; Health; Medicine; NHS; Teacher; Journalism; Management; Human Resources; Marketing and Sales



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE Religious Studies (Full Course)**

**Or two from Grade 6 in GCSE English Language or Literature or a Humanity (including Short Course RE)**

## **Essential skills**

The most important skills that you require are the ability to write a good essay and to analyse different sources and points of view. This means that you can structure your work and understand and extract key points from the sources. You will develop communication skills and learn to clearly express your views. This will include learning to write logically and to develop reasoned arguments.

## **Course Content**

You will get the chance to investigate ultimate questions such as “what is the purpose of life?” and “why does evil exist?” Study topics that explain the diversity of life and religion in the modern world. You will also improve your philosophical thinking skills and the ability to think outside of the box and understand contemporary ethical and religious issues such as medical ethics and immigration. It is arguably the most cross-curricular subject you can take; it will fit in with your other options, whatever they are. It builds on your GCSE skills and knowledge so the transition to A Level will be smoother.

### **You will study three components:**

Component 1: A Study of Religion (Buddhism)

This component provides the opportunity for you to acquire and develop knowledge and a critical understanding of some of the key features of a world religion, ranging from religious figures to religious practices.

Component 2: Philosophy of Religion

This component provides the opportunity for you to acquire and develop knowledge and a critical understanding of some of the key features of fundamental philosophical themes, ranging from arguments for and against the existence of God to religious experience.

Component 3: Religion and Ethics

This component provides the opportunity for you to acquire and develop knowledge and a critical understanding of key ethical concepts and theories, ranging from moral absolutism to utilitarianism.

## **University requirements**

The Russell Group Universities have made it clear that Religious Studies provides ‘suitable preparation for University’. Oxbridge include it in their top-level list of ‘suitable Art A Levels’ because it demonstrates your ability to study and gain insight into other areas of thought which are relevant to the understanding of human life, culture and behaviour. Philosophy and Ethics are traditional university subjects which can provide a considerable amount of valuable background knowledge to the study of other subjects which can include English Literature, Art, History, Sociology, Psychology and Medicine. Typical offers: Manchester – ABB – BBB; Oxbridge – A\*AA; Kent - BBB

## **Other details**

You will develop transferrable skills that are valued by employers, such as the ability to:

- Think logically.
- Communicate clearly and effectively.
- Construct well informed and reasoned arguments substantiated by relevant evidence.
- Engage in debate in a way that recognises the right of others to hold a different view.
- Understand the importance for religious believers of religion historically and in contemporary society.

## **Links to Further Education**

Philosophy or Religious Studies; Social Science; Medical Ethics; Political Science; International Studies, Politics and History; Politics, Economics, Philosophy; Anthropology; Ethics; Religious and Philosophical Education with Secondary Teaching; History & Philosophy of Science; Theology and Religious Studies; Philosophy, Ethics and Religion; Biblical Studies and Philosophy; Theology; Archaeology

## **Links to Careers**

Civil Service; Teacher; Medicine; Medical Research; Psychologist (with Psychology); Counsellor (with Psychology); Journalism; Probation Officer; Management; Law



## **Minimum recommended entry requirements:**

**Grade 6 at GCSE in two of English Language, English Literature or a Humanities subject.**

## **Essential skills**

Studying A Level Sociology will teach you to interpret the world more critically. You will develop skills that will enable you to gain a greater insight into your society and how it works. You will challenge common-sense assumptions about poverty, inequality and discrimination. In addressing these, and other themes, you will become acutely aware of current affairs and the links this has to the stratification of contemporary society; this will often link with policy changes that affect everyday life for many.

## **Year 1 (Year 12 Content)**

### **Paper 1: Education with Research Methods (33% of the A Level):**

This unit introduces students to one of the key social institutions: the Education System. In Britain, all students are expected to go to school and, as such, the Education System plays an important role for society. However, who does education benefit? In this unit you will consider the role and functions of the education system, the reasons why some groups of students do better than others and the significance of educational reforms introduced by previous governments.

### **Paper 2: Topics in Sociology: SECTION A: Families and Households (33% of the A Level):**

In this unit, we consider what a 'family' is. Does it have to be two people from the opposite sex living together, or can it be something else? We consider why the family is important in contemporary societies and the different functions that families play. We also look at the individuals that make up families and how their positions have changed over time: whilst women have made huge progress in terms of legal rights and equality the home remains a site of much injustice for many women: the family is the front line for women looking to fight inequality today. Similarly, we also examine childhood and the moral panics surrounding their abuse.

## **Year 2 (Year 12 Content)**

**Paper 2: Topics in Sociology: SECTION B: Stratification (33% of the A Level).** An unfortunate fact of life is that what sets us apart isn't always what pushes us forward. Although our differences should lift us up, they can often do the opposite. In fact, the practice of favouring some identities above others is all too common in our society. In this unit, you will examine the way society is divided in terms of social class, gender, ethnicity, and age and the impact these divisions have on people's life chances and the way they are treated in society. We will study how inequalities have changed over time and engage in a debate about whether our society is more equal today than it was in the past.

### **Paper 3: Crime and Deviance with Research Methods (33% of the A Level)**

This unit is only studied at A Level. You will examine various theories of crime and deviance and consider how and why certain acts are classified as criminal and who this benefits. You will explore how certain groups are treated by the criminal justice system and whether this reinforces stigma and inequality. You will discuss the role of crime prevention strategies and whether they are effective – for example, do we need prisons?

## **University requirements**

Typical grade requirements to study Sociology/ a sociology related degree are as follows:  
Oxbridge: A\* AA; Russell Group: ABB to BBB; Non Russell Group: ABB to CCC

**Other details:** There is no coursework for this subject. Assessment is through short and extended pieces. Students need to be able to write a balanced essay. No previous knowledge is required – just an open and engaging mind! Sociology can be studied with ALL A Levels, but has good links with History, RS, Geography, Psychology, Media Studies, Politics, Economics/Business Studies and English.

## **Links to Further Education:**

Any social science degree

## **Links to Careers:**

Criminologist; Law; Medicine, Children's Services; Public Service/Community work;



**Minimum recommended entry requirements:**

**Grade 7 in GCSE Spanish**

**Essential skills**

You will enhance your linguistic skills (listening, speaking, reading, writing and translation), and increase your knowledge, understanding, and capacity for thoughtful discussion of a range of social, political, cultural and historical topics relating to the countries where the language is spoken (see the list of topics below). You will also apply your language skills to the critical study of a film and literary text, analysing themes, character, language and plot, and understanding them within their cultural and social context. By completing an Independent Research Project about a topic of your choosing, you will also equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will prepare you well for further study or employment.

**Year 1**

Being a young person in Spanish-speaking society: families and citizenship; youth trends and personal identity; education and employment opportunities.

Understanding the Spanish-speaking world: regional culture and heritage in Spain and Spanish-speaking countries and communities; media, art, film and music in the Spanish-speaking world.

Study of a film in the Spanish language: *María, llena eres de gracia*, dir. by Joshua Marston (2004)

**Year 2**

Diversity and difference: Migration and integration; cultural identity and marginalisation; cultural enrichment and celebrating difference; discrimination and diversity.

The two Spains – 1936 onwards: el franquismo, Post-Civil War Spain – historical and political repercussions, Spain – coming to terms with the past?

Study of literature in Spanish language: *Como Agua Para Chocolate*, Laura Esquivel

**University requirements**

Typical offers:

Modern Languages:	Oxbridge – AAA	Exeter – AAB – ABB	Kent – BBB
Translation and Interpreting:	Cardiff – AAB-ABB	Newcastle – ABB	East Anglia – BBB
International Business Management (with a language):	Bath – AAB	Royal Holloway – ABB-BBB	

It is possible to combine a wide range of subjects with a language at university level as a Joint Honours degree, Combined Studies or Liberal Arts programme:

History and Language:	Oxbridge – A*AA	Warwick – AAB	Reading – BBB
Law and European Law:	Kings – A*AA	Nottingham – AAA	Aberdeen – ABB
Life Sciences and Language:	Birmingham – A*AA	Manchester – AAA-ABB	Winchester – BBC-C

**Other details**

We welcome enquiries from students who have a native speaker background in the language but who may not have had formal teaching in the language at secondary school level.

**Links to Further Education**

French, Spanish or German Studies; International Business/Marketing/Management with a language; Politics and International Relations with a language; Joint honours degree that includes a European language and an eastern/world language such as Chinese, Japanese, Arabic, Russian; Languages and Economics; Languages with Hotel Management, Mathematics/Science/Engineering with a language, Law and European Law

**Links to Careers**

Business Management; Translator; Civil Servant; Accountant; Human Resources; Events Management; Retailing; Marketing; Customer Services; Law; International Marketing; Health Service; Media; Transport and Logistics; Teaching; Teaching English as a Foreign Language (TEFL post grad), Journalism and Publishing.



## **Minimum recommended entry requirements:**

**Grade 6 in GCSE Textiles Art & Design or another Art based course (with portfolio and at Subject Leader's discretion)**

## **Essential skills**

An awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area/s of Textile design. An in depth understanding of intended audience or purpose for a chosen area/s of Textile design and the ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area/s of Textile design. A strong appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief. The understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser cutting; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery.

## **Year 1**

Advanced Skills project – Internally assessed

Component 1 – Personal Investigation (from Easter onwards)

60% of A Level

Work produced will be marked by the centre and moderated by AQA

## **Year 2**

Continuation of Component 1 – Personal Investigation

Portfolio of work set and marked by the centre and moderated by AQA

60% of A Level

Component 2 – Externally Set Assignment

40% of A Level, Supervised time 15 hours

Work produced will be marked by the centre and moderated by AQA

## **University requirements**

Universities select students based on the quality of their applications, looking primarily at their portfolio of work and personal statements.

Also applicants are expected to have, or are expected to achieve: a Foundation Diploma in Art and Design; 1 GCE A Level; 3 GCSEs grade 6 or above

## **Other details**

Students should produce practical and critical/contextual work in one or more areas of study, for example, fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

## **Links to Further Education**

Design Engineering; Graphic Design; Design and Computing; Marketing; Interior Design; Fashion; Industrial Design; Multi-media Design and Computing; Fashion Design and Garment Technology

## **Links to Careers**

Interior Design Industry; Textile Design Industry; Fashion Journalism; Graphic Designer; Teacher; Product Design; Technical industries; Design Engineer (including Science and Mathematics)



## NON-EXAMINATION COURSES

### COMMUNITY SERVICE AND INVOLVEMENT

Sixth Formers are expected to spend time working in the community, both in school and outside. Community Service placements can include helping at local primary schools, Cygnet Leisure Centre, the Ellenor Lion's Hospice. These are normally organised either during free periods in the school day or after school.

Sixth Formers are also given the opportunity to assist with the organisation of voluntary activities and with whole-school fundraising activities. A Fun Run is held in the Summer Term to raise money for charity. The charities chosen are ones that have particular links with the school. Sixth Formers take an active part in this. Members of Year 12 also take part in preparing and sorting our harvest donations for the local Food Bank. This will provide valuable experience in developing students' caring, communication and social skills and in preparing them for future challenges.

### THE GENERAL LECTURE

All Year 12 and Year 13 students are expected to attend the General Lecture which is arranged throughout the academic year. Topics chosen for consideration include issues such as health, careers, general knowledge and the environment. Special emphasis is placed on social, moral and religious issues as well as on presentation skills and study skills. Outside speakers are invited to these sessions to increase student awareness of the problems facing society today.

### ENRICHMENT

Sixth Form Enrichment is part of the extra-curricular activities that students can choose to do beyond their A Level subjects and the normal requirements of their academic life in Sixth Form. Taking part in enrichment, and additional extra-curricular, activities helps to develop skills that will prepare students for life and the world of work.

Sixth Form Enrichment is core part of the Sixth Form Extra Programme and all students in Year 12 and Year 13 have one hour per week of compulsory enrichment on their timetables. Enrichment options typically run in three blocks of 10 weeks. The availability of individual enrichment blocks in each block may vary.

The core areas for the Sixth Form Enrichment Programme encompass academic excellence, work-related learning, community participation, and personal development. Examples within these areas include voluntary work at local primary schools and care homes, activities such as sport, arts, societies, and work experience





## NON-EXAMINATION COURSES (continued)

### WORK EXPERIENCE

We encourage all of our sixth form students to complete work experience. This could be in a field that links to a future Career idea, or just a general field of interest.

Many of our students complete regular work experience as part of their weekly enrichment afternoon. Block placements for work experience are also undertaken in the school holidays.

Alternatively, students may consider Work Shadowing in an area where Work Experience is not available.

All students are encouraged to complete Work Experience because it is important in developing employability skills and in helping students to consolidate their future career paths. Employers and Universities increasingly expect applicants to have some relevant work experience.

### CAREERS GUIDANCE

We offer independent advice and guidance to all students as they plan and manage their transition to Higher Education, or into Higher/Degree level Apprenticeships and the World of Work.

All Year 12 Students have an individual Careers interview with our Careers Leader, Miss Johnson. The Careers library in school is provided to help students with their Careers research; this offers specific information on different Career areas as well as University and College prospectuses.

We also encourage the sixth form to use the Unifrog Careers platform to help them with their Careers research and to support them in researching and then applying for University and Apprenticeships in Year 13.

We hold a Higher Education Evening for Year 12 students and their parents in April to offer more information on making applications to University as well as applying for Higher and Degree Apprenticeships.

In June we also take the whole of Year 12 to a UCAS conference at Detling Showground, where hundreds of universities are available to speak to. Students can also find out more about Higher and Degree Apprenticeships.

The sixth form are encouraged to attend University Open Days from the Easter of Year 12 onwards.

Some students will apply for Higher and Degree Apprenticeships. These students are identified and helped in their search for a suitable position. We have some very strong links with firms and information is circulated to interested students.

During November mock interviews are arranged for all Year 13 students. Each student is interviewed in the evening by two interviewers from industry/business. Students are given feedback on their performance and their CV

On results day Miss Johnson, the Careers Leader, is on hand to offer help and advice with regards to University and Apprenticeship applications and Clearing options.

We strive to ensure that support is given by subject staff, form tutors and the Careers Leader to meet the individual needs of students, enabling them to make realistic and informed decisions about their future.



## **NON-EXAMINATION COURSES (continued)**

### **R.E. CONFERENCES**

R.E. Conferences and visits are organised for both Year 12 and Year 13 students. These represent the compulsory R.E. elements of the Sixth Form course.

Students will attend these unless there are strong religious reasons for not doing so and then a letter from parents is required to withdraw them, explaining the reason for so doing. Conferences cover a variety of spiritual, social, moral and cultural issues.

### **SUBJECT CONFERENCES and TRIPS**

Most of the courses provide the opportunity to attend conferences, one in each of Year 12 and Year 13, and offer trips of various types which are relevant but not essential to the course. These include theatre trips, visits to companies and concerts. The cost generally varies from £10 to £25 and unless they are essential, they are not subsidised. There is, of course, help for those who are in financial hardship and students can apply for the 16-19 Bursary if they think they may meet the criteria.