Sixth Form Curriculum 2024-26

From the Head of Academics

Mrs Natalie Holsgrove-Jones

Moving into the Sixth Form is a significant stage in your career. You get the first chance to study academic subjects in real depth and to make the most of these opportunities. You must quickly learn independent study habits and to undertake all your academic tasks promptly, as ultimately, the primary focus of the Sixth Form is to attain the best grades possible to give you the widest and best choice of university application opportunities or career pathways.

In the Sixth Form, you will need to be able to manage your own time and workload, as unlike at GCSE, you will have a significant number of study periods. There is no Sixth Form prep timetable, but you may expect to be set work on a very regular basis. Through the Super Curricular programme, departments are also encouraged to support independent learning in and outside of the school classroom, with supplementary reading and activities.

This booklet is designed to support you in making the right choices at A Level. While the opportunity to specialise in your favourite subjects is an exciting one, it is important that you understand the increased demands that A Levels require. Please take the time to read the information carefully and be sure to take advantage of the guidance available.

From the Head of Senior School

Mrs Lyndsey Towse

The individual attention that Reddam House offers is a huge advantage. Small class sizes and a relationship with your teachers that cannot be delivered in larger establishments are a clear benefit to our Sixth Form. A close relationship with supportive and outstanding teachers in a range of subjects, who are driven to help you achieve your academic goals, cannot be underestimated when making your sixth form choice.

Alongside the academics, life in Reddam House Sixth Form provides many other opportunities for personal development and which are essential in developing an impressive application for universities. Leadership is a running theme throughout the Sixth Form as you have the chance to be elected to the Judiciary or to take other important roles such as leading a committee, House Captain, Sports, Dance and Performing Arts Captains, NCO in the CCF, supporting charity projects or to present a RedTalk or assembly. To hold positions of considerable responsibility, to give back, to learn to lead and to work in a team are all excellent characteristics to hold in preparation for later life.

At its best, life in the Sixth Form encourages you to thrive, with a greater degree of independence than before, and manage a busy life and with a variety of demands. Achieving success in dealing with these challenges will help you develop the necessary core skills at the start of your professional life, ultimately leaving us as the very best version of yourself! We look forward to welcoming you!

Contents

CHOOSING SUBJECTS

Reddam House 6th Form Curriculum

Students are encouraged to study 3 subjects but may choose to start the Sixth Form with 4, if they are undecided between two subjects and want to try both for a short period of time. Universities make offers based on 3 A Level subjects and therefore only those that can cope with a very high workload should consider studying 4 A Levels (students achieving straight 8/9 grades at GCSE).

Those that choose 4 A Levels will be monitored to ensure that the extra A Level is not detrimental to their other subjects. If it is felt the student is not coping, they will be asked to drop their fourth option.

General Guidelines

In arriving at a choice of subjects, some important factors need to be taken into consideration:

- Your academic interests
- Your strengths: abilities, aptitudes and skills
- The scope you have for career choice
- The subject combinations on offer

You should choose subjects which give you the best chance of good grades and which will allow you to move on to any course you are thinking of taking later.

Another way of approaching the process of choosing Sixth Form subjects is to consider the particular skills involved in the various subjects. As a general rule, you should avoid choosing four subjects which have four very different skill sets, as mastering all these different skills is much more difficult.

Subjects which have similar skills sets complement each other and allow the student to reinforce those particular skills – for example a student who chooses more than one essay-based subject will have more chance to develop the skill of essay writing than someone who takes only one subject which demands essay writing. So, a good starting point is to choose two or three subjects which have similar skill sets and build your other choices around them

2024-26 Options

Option Blocks are created based on student preferences and sensible career pathways. There will be five option blocks and only one subject can be chosen from each column. A maximum of four subjects in total should be chosen, but three is recommended.

Subjects should be chosen to complement each other where possible. Examples of this are:

- Economics with Mathematics (and possibly Further Mathematics)
- Biology with Chemistry (and possibly Mathematics/Physics)
- English and History (and possibly Theatre Studies/French/Spanish)
- Computer Science with Physics (and possibly Mathematics/Chemistry)
- CTECH course: Business Studies, Double Business and Digital Media

The exact combination chosen should have both focus and breadth (if possible). As a school, we would like our students to have as much breadth as possible, but students need to be careful that their combination doesn't become too unfocused and prevent access to university courses. For example, studying for a single science is not necessarily going to allow progression on to university science courses and may be more of a challenge to study.

Informed Choices

The Russell Group of UK universities published guidance on their recommended subjects and subject combinations for A Level. On their Informed Choices website, they outline that the certain subjects are the ones that are most frequently specified in entrance requirements:

- Biology
- Chemistry
- English Literature
- Geography
- History
- Mathematics and Further Mathematics
- Modern and Classical Languages
- Physics

This information needs to be carefully read and considered, but please note that not all universities are in the Russell Group and there are thousands of other courses available across the country with a very wide range of entrance requirements. There are lots of options for each and every student!

Seeking Guidance

The selection of subjects for A level is the first significant career decision to be made at school. The decisions to be made are exciting as well as important. If you have a clear ambition the choice of options is fairly well defined. However, you may have no clear idea of your preferred future and your choice may be more difficult to make.

You will need to think hard about the subjects you have enjoyed and those that you are good at. You should also find out more about the subjects which are not available until the Sixth Form - CTECH Business Studies, CTECH Digital Media, Psychology, Economics, and Theatre Studies. You will also need to find out as much as possible about what is involved in the subjects you are considering and to pick a combination of subjects that will not close too many doors into higher education.

If you are a current student of Reddam House the following people will be happy to help you:

- Mrs Holsgrove-Jones, Head of Academics
- Mrs Towse, Head of Senior School
- Miss Fleming, Head of Sixth Form
- Your Form Tutor
- Your Subject Teachers

Talk to as many of these people as possible about your choices. Do your own research into careers or higher education courses to make sure you are choosing suitable courses. Take all the advice you get seriously, but then make up your own mind. You are the one who must be happy with the choices you make. Take your time to make the choice that is right for you.

Further Information

There are a variety of useful books on Higher Education courses and careers which are worth consulting, in particular:

- The Times Good University Guide
- Brian Heap's Choosing your Degree Course and University
- University and College Prospectuses: list the entry requirements for all university degree courses.

The UCAS website www.ucas.com allows course searches in a variety of ways and links to any university or college website with information about subject requirements available for all courses. In addition, the following link: Six things you need to know before making your final A-level choices - The Uni Guide is also a very useful guide to making A Level choices.

In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next step after Reddam, we use Unifrog (used throughout the Middle and Senior School); an award-winning, online careers platform that supports students with impartial and independent guidance on a full range of careers options.

Unifrog brings into one place every undergraduate university course, apprenticeship in the UK, as well as university courses around the world, including Europe and the USA, also popular with our students. This makes it easy for students to compare and choose the best university courses, apprenticeships or further education courses for them. There is a wealth of information on different career pathways and also with applications through UCAS and the Common App.

Academic Support

Access Arrangements

The school follow the JCQ rules on Access Arrangements, to remove the barrier to achievement for those who qualify. The rules are updated every September and this year's rules change have specified that Access Arrangements are not automatically transferred from GCSE to A level/CTech. A process of re-evaluation will be required in the first two terms of Year 12 and evidence collected to support a continuation of any Access Arrangement. A new application will be needed.

If you are joining Reddam House from another school and had Access Arrangements for GCSEs/A levels/CTechs at that provider, please ask them to send all details across to our SENCo so we can establish a history of need.

Academic Support lessons

Our team of specialist teachers are available to support students who require assistance with their literacy and study skills. These one to one or small group lessons are provided at additional cost. Please contact the SENCo, via the Registrar if new to RHB, to obtain more details.

Resit of English GCSE

If you do not achieve a level 4 qualification in English Language or Mathematics GCSE, you will be required to resit it. Instruction for this will be provided by the AS team, under the guidance of the English and Mathematics Department, and lessons are provided as a chargeable extra.

Extended Project Qualification (EPQ)

The AQA Extended Project Qualification is an exciting qualification, which offers academic extension for students and unrivalled opportunities to produce a single piece of work of their own showing evidence of planning, preparation, research and independent working. Recognised and highly valued by universities, the EPQ is considered as significant evidence of a student's readiness for university. The interesting EPQ subject matter chosen by students is useful and additional information, not only for a university statement, but also for a CV and job interview. It is also highly enjoyable for the student.

An EPQ can take several forms:

- an extended essay
- an artefact, model or construction
- a CD/video/DVD of performances or activities
- an audiotape/multimedia presentation
- a journal of activities or events

A project which consists solely of written work will be approximately 5,000 words, for example an investigation, exploration of a hypothesis or extended essay or academic report. Projects where the majority of the evidence is provided in other formats will include a report or record of work undertaken which is at least 1,000 words. All projects must include a substantial research element.

Projects are undertaken with the assistance of a Supervisor who guides the student at every level, although they are not allowed to contribute directly to its content. The only restriction on choosing a topic for an EPQ is that the student will need to find an accredited Supervisor who has some expertise in the relevant area.

Because the EPQ requires students to identify and design their own project, adopt a strategic approach to its management and work independently it is an ideal vehicle for curriculum enrichment and academic extension. All Sixth Form students, but most especially those aspiring to apply to the more competitive universities, should give serious consideration to undertaking an EPQ.

The EPQ also carries UCAS points, potentially more than an AS level because an A* grade can be awarded. 70 UCAS points are awarded to an A*, 60 to an A, 50 to a B, 40 to a C, 30 to a D and 20 to an E.

Art, Craft and Design

Examination Board: Eduqas (WJEC)

Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider Art, Craft and Design, it encompasses a diverse range of activities allowing you to explore and reflect on various elements to create a series of images that appeal to the senses and emotions. You will develop your understanding of creative processes, solve problems and communicate in a visual way. It will enable you to work independently and to make your own discoveries by exploring ideas, other artist's work and different materials and techniques.

Art, Craft and Design requires you to:

- Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- Generate and explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
- Organise, select and communicate ideas, solutions and response

Student Comments: "More than a basic level of drawing is required"
"It is a very practical based subject; there is no right or wrong answer"

The assessment objectives for Art, Craft and Design are:
AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

A Level Assessment Units

Component 1 - 60% of A-level/120
Personal Investigation – This is a practical investigation supported by written material of between 1000 and 3000 words. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus for this investigation is to be determined by the student. Before an area of focus is identified the student will complete a number of short projects to experience a range of skills and techniques allowing each candidate to make an informed and suitable decision.

Component 2 - 40% of A-level/80 marks

Externally-Set Assignment – Consists of 2 parts

Part 1: Preparatory work, in response to the students chosen theme will begin in February. This time will be used to develop work towards a final piece. All four assessment objectives should be addressed within this time. The final piece should be completed in the supervised, examination session. All preparatory work must be completed before the 15-hour sustained focus period and will be retained within the department at the end of each 5 hour period.

Time Allocation: Exam paper available from 1st February – Examination session May

Part 2: 15-hour period of sustained focus work (Examination session)

It is expected that only students that have achieved a 'C' grade in GCSE Art and Design take 'A' Level Art, Craft and Design.

Art, Craft and Design Course content

- Drawing
- Painting
- Mixed Media
- Printmaking
- Photography
- Sculpture

During the course there will also be opportunities for students to visit galleries and attend workshops by practicing artists or crafts people.

Future Careers in Art include:

- Architecture
- Art Historian
- Artist
- Fashion Designer
- Illustrator
- Game Design
- Make-up Artist
- Set Designer
- Art therapy
- Teaching
- Web Design

Possible degree options:

- 2D & 3D animation
- Art History
- Fine art printmaking
- Graphic Design
- Digital Media
- Art Therapist
- Visual effects for film and television
- Architecture
- 3D design
- Fashion
- Illustration

Examination Board: Edexcel

The primary purpose of A-levels is to prepare pupils for degree-level study. All pupils should have access to qualifications that are highly respected and valued by leading universities. We believe that the Edexcel Salters Nuffield approach (syllabus A) is demanding, rigorous, inclusive and empowering through the promotion and development of transferable skills.

We will enable the pupils to develop an accurate knowledge and understanding of the major concepts in Biology as well as the skills needed to use these in new situations. The subject requires an inquisitive and adaptable mind, and pupils must have the motivation to read widely in the scientific texts and journals to broaden their knowledge as new work is being produced all the time.

What will I study and how will I be assessed?

<table>
<tr><th colspan="3">Paper 1 – The Natural Environment and Species Survival</th></tr>
<tr><td>100 marks</td><td>33% Weighting</td><td>2hrs</td></tr>
<tr><td colspan="2">• Topic 1: Lifestyle, Health and Risk
• Topic 2: Genes and Health
• Topic 3: Voice of the Genome</td><td>• Topic 4: Biodiversity and Natural Resources
• Topic 5: On the Wild Side
• Topic 6: Immunity, Infection and Forensics</td></tr>
<tr><th colspan="3">Paper 2 – Energy, Exercise and Co-ordination</th></tr>
<tr><td>100 marks</td><td>33% Weighting</td><td>2hrs</td></tr>
<tr><td colspan="2">• Topic 1: Lifestyle, Health and Risk
• Topic 2: Genes and Health
• Topic 3: Voice of the Genome</td><td>• Topic 4: Biodiversity and Natural Resources
• Topic 7: Run for your Life
• Topic 8: Grey Matter</td></tr>
<tr><th colspan="3">Paper 3 – General and Practical Applications in Biology</th></tr>
<tr><td>100 marks</td><td>33% Weighting</td><td>2hrs</td></tr>
<tr><td colspan="3">All topics across the full A level specification.
A section of the paper will include questions based on a pre-release article</td></tr>
</table>

Year 1 – Topics	Year 2 – Topics
• Circulatory system • Health • Cardiovascular Disease • Biochemistry of carbohydrates • Genetic disease • Gas exchange surfaces • DNA replication • Genetic screening • Cell Structure • Cell division • Fertilisation • Stem cells • Epigenetics • Evolution • Classification • Uses of plant fibres and Chemical extracts • Sustainability of zoos and seed banks	• Climate change • Extinction of species • Food webs • Forensic pathology • Bacterial and viruses • Infectious diseases • Hospital acquired infections • Physiological adaptations • Athletes and physiology • Respiration • Homeostasis • Performance enhancing drugs • The brain – structure and function • Development of vision and learning • Parkinson's disease • The Human Genome project

Within the examination papers students are assessed based on their ability to recall and apply knowledge to a range of familiar and unfamiliar contexts. There is no coursework so assessment is based on examinations only.

Practical work
There is much focus on practical work; there are 12 Core practicals that will be formally assessed within the final papers, however, there will also be a practical competency based assessment carried out by teachers. This will generate a pass or fail and will be certificated by Edexcel.

Mathematics and Biology
The specification now requires more mathematical ability than previously required and **10% of the final grade for A Level** will stem from formally assessed mathematical skills embedded into the final papers.

Mathematical topics include:

• Arithmetic and numerical computation • Handling data • Algebra	• Graphs • Geometry and trigonometry

How will I be taught?
Students are encouraged to read ahead of the lessons and taking useful notes that are based around the syllabus content. Each lesson has a supporting booklet with questions and information. Power points are used to support the booklets and group work and peer review is encouraged.

What entry qualifications will I need?

- All pupils must have achieved a **grade 8** or above in **GCSE Combined Science** and are expected to complete the additional work required to access the course over the summer holidays before starting the course.
- If they have completed the Separate **GCSE Biology** course then they are expected to achieve a **grade 7**.
- Students need to have achieved a **grade 7** in **GCSE Maths** and students who combine Biology with subjects such as A level Maths will find it easier to access the Mathematical elements of the course and thus higher grades.

It is possible to combine a range of subjects with Biology at A-level, but in particular Chemistry is very valuable. Other complementary subjects include Physics, Mathematics, Geography, PE and Psychology.

What degree courses and career opportunities does this open up?
Agriculture, Biotechnology, Dentistry, Food Science, Forensics, Forestry, Marine Biology, Medicine, Pharmacy, Physiotherapy, Plant Sciences, Psychology, Sport Science, Veterinary Science

Business Studies

Examination Board: OCR

Cambridge Technicals – Extended Certificate (equivalent to one A level)
Also offering **Cambridge Technicals – Diploma** (equivalent to two A levels)
(Distinction = A*, Distinction = A, Merit = C, Pass = E)*

Studying Business is a great thing to do if you have aspirations of one day becoming self-employed or manager at a local or multi-national level. Business provides the tools and information required to understand how firms are created, managed and how strategy can shape or break success. It also creates links of theoretical business models to contemporary and engaging case studies. This particular course benefits students who perform well given extra time to complete coursework. It is assessed by 50% examination units and 50% coursework. This provides extensive practical opportunities to develop real-life business skills such as presentations, customer service and market research. We work with real businesses to deliver their goals.

What can you benefit from this subject?
The course enables pupils to:

- develop a critical understanding of organisations, the markets they serve and the process of adding value.
- be aware that business behaviour can be studied from the perspectives of a range of stakeholders.
- acquire a range of skills including decision-making and problem-solving.
- be aware of the current structure of business and business practice.
- develop their ability to acquire a range of important and transferable skills including data skills, presenting arguments, making judgments and conducting research. This course has no coursework or controlled assessment.

Learners will develop transferable skills that are valued by HE and employers such as:

- communication
- planning
- teamwork
- research
- analysis

Assessments:
Cambridge Technicals – Extended Certificate (equivalent to one A level)
5 units, 50% examinations, 50% coursework.

Learners can resit an examined unit twice before they complete the qualification

Students will sit the unit 1 examination in January of Year 12 and unit 2 examination in June of Year 12, completing the course by January of Year 13. This means it allows for more time to be dedicated to other A level subjects.

- Unit 1 = 33.3%
- Unit 2 = 16.7%
- Unit 4 = 16.7%
- Unit 5 = 16.7%
- Unit 8 = 16.7%

Examined units are graded Near-Pass, Pass, Merit and Distinction. Internally assessed units are graded Pass, Merit and Distinction. The qualification is graded Pass (E), Merit (C) Distinction (A) and Distinction* (A*)

Cambridge Technicals – Diploma (equivalent to two A levels)
10 units, 50% examinations, 50% coursework.

Learners can resit an examined unit twice before they complete the qualification

Students will sit the unit 1 examination in January of Year 12 and unit 2 examination in June of Year 12, the unit 3 examination in January of Year 13 and the Unit 15 examination in June of Year 13.

- Unit 1 =16.7% (external exam) - the business environment
- Unit 2 = 8.3% (external exam) - working in business
- Unit 3 = 8.3% (external exam) - business decisions
- Unit 4 = 8.3% (Customers & Communication coursework)
- Unit 5 = 8.3% (Market Research coursework)
- Unit 6 = 8.3% (Marketing strategy coursework)
- Unit 7 = 8.3% (Marketing campaign coursework)
- Unit 15 = 8.3% (external exam - Change management)
- Unit 16 = 8.3% (Principles of project management coursework)
- Unit 22 = 16.7% (Delivering a business project coursework)

Examined units are graded Near-Pass, Pass, Merit and Distinction. Internally assessed units are graded Pass, Merit and Distinction. The qualification is graded PP, PM, MM, MD, DD, DD*, D*D*.
*This equates to UCAS points, e.g. D*D* = A*, A* (112 points)*

What entry qualifications will I need?
There are no formal entry requirements for this qualification, but, ideally, learners will typically have or be working towards GCSEs at grade 6/grade B or above including Maths and English.

How will I be taught?

Cambridge Technicals – Extended Certificate
Learners will be taught about 5 key areas:

The business environment (*external examination*) will give learners an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow them to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.

Working in business (*external examination*) will give them an understanding of the type of critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow them to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.

Customers and communication (*internally moderated coursework*) will allow learners to appreciate how vital customers are to the success of a business. It will give them an understanding of how important it is for businesses to know their customers and what influences customer behaviour. In this unit, they will understand how to communicate with customers.

Marketing & Market Research (*internally moderated coursework*) - The unit has an emphasis on the role of market research and how it contributes to marketing decision-making. You will gain an in-depth understanding of market research methods used to inform marketing decision-making. You will develop an understanding of the importance of selecting appropriate market research methods for market research proposals and you will be able to carry out market research, analyse the market research findings and present the findings. You will actually conduct primary and secondary market research out for a real company, following the owner's brief.

Introduction to Human Resources (*internally moderated coursework*) - In this unit, you will gain an overview of the HR function and learn about factors affecting human resources planning. You will understand the importance of motivating and training employees to achieve their potential and be able to assess the effectiveness of training and development and how to measure employee performance.

Cambridge Technicals – Diploma (equivalent to two A levels)
Students will attend the same lessons at the Extended certificate, completing 5 units during those 10 hours a fortnight, but also attend an additional 10 hours a fortnight of Business lessons where they will cover the remaining 5 units. This course has even more practical elements than the Extended Certificate, with the opportunity for students to run their own projects; for example, school marketing campaigns, social media advertising and RedTalks. They will continue two further marketing units to not only research but also design a strategy for a company.

What degree courses and career opportunities does this open up?
This, combined with other qualifications, will provide learners with the skills, knowledge and understanding to progress into Higher Education (HE) on a business-related programme such as Business, Business Management, Marketing, Business and Finance, Business and Economics and Accounting. It will also allow them to choose non-business-related degree programmes or take them into employment where they would continue to study.

Chemistry

Examination Board: Edexcel

Pupils who study Chemistry at A-level will develop strong numerical, analytical and problem-solving skills. These skills are desirable for entry to most university courses and will subsequently be attractive to prospective employers.

What will I study?

Paper 1 – Advanced Inorganic and Physical Chemistry (30%, 1hr 45)

- Topic 1: Atomic structure and the Periodic Table
- Topic 2: Bonding and Structure
- Topic 3: Redox I
- Topic 4: Inorganic Chemistry and the Periodic Table
- Topic 5: Formulae, Equations and Amounts of Substance
- Topic 8: Energetics I
- Topic 10: Equilibrium I
- Topic 11: Equilibrium II
- Topic 12: Acid-base Equilibria
- Topic 13: Energetics II
- Topic 14: Redox II
- Topic 15: Transition Metals

Paper 2 – Advanced Organic and Physical Chemistry (30%, 1hr 45)

- Topic 2: Bonding and Structure
- Topic 3: Redox I
- Topic 5: Formulae, Equations and Amounts of Substance
- Topic 6: Organic Chemistry I
- Topic 7: Modern Analytical Techniques I
- Topic 9: Kinetics I
- Topic 16: Kinetics II
- Topic 17: Organic Chemistry II
- Topic 18: Organic Chemistry III
- Topic 19: Modern Analytical Techniques II

Paper 3 – General and Practical Principles in Chemistry (40%, 2hr 30)

Questions in this paper may draw on any of the topics in this specification.

- The paper will include synoptic questions that may draw on two or more different topics listed.

The paper will include questions that assess conceptual and theoretical understanding of experimental methods that will draw on pupils' experiences of the core practicals.

Mathematics and Chemistry

The specification now requires mathematical ability and confidence and 20% of the final grade for A Level will stem from formally assessed mathematical skills embedded into the final papers.

Mathematical topics include:

• Arithmetic and numerical computation • Handling data • Algebra	• Graphs • Geometry and trigonometry

How will I be taught?

Students will be expected to demonstrate and apply the knowledge, understanding and skills described in the content. They will also be expected to analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills.

What entry qualifications will I need?

- All pupils must have achieved a **grade 8** or above in **GCSE Combined Science** and are expected to complete the additional work required to access the course over the summer holidays before starting the course.
- If they have completed the Separate **GCSE Chemistry** course then they are expected to achieve a **grade 7**.
- Students need to have achieved a **grade 7** in **GCSE Maths**. Students are **advised** to study **A level Mathematics** alongside A level Chemistry.

It is possible to combine a range of other subjects with Chemistry at A-level, but in particular Biology and Physics go well. Other complementary subjects include Geography, PE and Psychology. As mentioned we strongly advise that Mathematics is taken alongside A level Chemistry.

How will I be assessed?

To demonstrate their knowledge, students should be able to undertake a range of activities, including the ability to recall, describe and define, as appropriate. To demonstrate their understanding, students should be able to explain ideas and to use their knowledge to apply, analyse, interpret and evaluate, as appropriate. Core practicals will be assessed through examination.

What degree courses and career opportunities does this open up?

Pupils with A-level Chemistry have a wide range of possible career and higher education opportunities. You will harness and use a wide variety of transferable skills during the course. These include developing questioning and investigative skills, proposing and testing hypotheses, manipulating abstract ideas in the search for solutions, evaluating processes and methodology to help to gauge the validity of findings and communication on many levels. These skills are in demand from employers, universities and colleges and are also valuable in their own right.

Chemistry can be studied as a single subject in higher education or can be combined with a range of other disciplines both science-based and otherwise. Pupils have gone on to study courses such as Chemistry with business, toxicology, pharmacy, medicine, veterinary science, engineering, anthropology, forensics and many other courses. The rigour of the course and the skills it engenders mean that it would form a good basis for study in a range of different fields such as law, accountancy, politics and many more.

Computer Science

Examination Board: OCR

Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real world systems. By taking Computer Science you will develop computational thinking, and the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. You will also develop an ability to analyse problems and critically evaluate solutions in order to make final design decisions. The second year project is a vital component of the A level and is of particular relevance to Further Education, Higher Education and the workplace. You will be able to tailor your project to fit your individual needs, choices and aspirations.

What will I study and how will I be assessed?

Content Overview	Assessment Overview	
The characteristics of contemporary processors, input, output and storage devices Software and software development Exchanging data Data types, data structures and algorithms Legal, moral, cultural and ethical issues Elements of computational thinking Problem solving and programming Algorithms to solve problems and standard algorithms *The learner will choose a computing problem to work through according to the guidance in the specification.* Analysis of the problem Design of the solution Developing the solution Evaluation	Computer systems 140 marks 2 hours and 30 minutes written paper Algorithms and programming 140 marks 2 hours and 30 minutes written paper Programming project 70 marks Non-exam assessment	**40%** of A level **40%** of A level **20%** of A level

What entry qualifications will I need?

It is not a prerequisite for pupils to have studied ICT or Computer Science at GCSE prior to taking Computer Science at A Level. However, if the pupil has high Maths and Science grades it is an indicator that they have the ability to do well in this subject. In addition, it is strongly advised that pupils have a desire and love of problem solving. An ability to create some basic programs on their own will demonstrate their capacity to understand the logic required for computer programming.

What degree courses and career opportunities does this open up?

It is now true to say that computers, in some way, touch the majority of careers. Sport sciences, agriculture, human resources, transport, medicine, finance and retailing there is no industry that does not make use of computer programs and programmers. Many degree courses carry programming as a compulsory unit and this course will support students that go on to study a technical subject at university.

Dance

Examination Board: AQA or RSL

Dance encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication, and problem-solving. All of these are sought-after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career. The students will choose from the options given in year 1 to further develop ensuring that the creative, technical, and expressive level of achievement is met. Students will critically analyse professional works using comparisons of similarities, differences, and interpretations. In the first term the teacher will identify which course is best suited, either the 2-year AQA A Level or 1-year RSL Level 3 Extended Certificate in Creative and Performing Arts.

What will I study?

A Level Dance is a dynamic qualification which encourages students to develop their creative, physical, emotional and intellectual capacity. The specification reflects both current and historical dance practices, making it relevant, and possible to inspire a lifelong passion and appreciation for Dance. The students can study a range of Dance styles, techniques and choreographic approaches. Students perform and choreograph in a style of their choice, providing it meets the assessment criteria, they then reflect on their practice in the written paper. In year one choices will be offered through practical work which can then be further developed in year 2.

RSL Creative and Performing Arts Dance has been designed to equip learners with the skills, knowledge and understanding for entry to employment in the creative and performing arts industries or progression to further study at a higher level. The qualification aim to offer practical structured learning with the flexibility to specialise in different disciplines directly relevant to employment within the creative and performing arts industries, including performing, teaching, choreography and research. The qualification focuses upon the recognition of achievement through performing and creative skills, business skills and technical skills, as well as offering flexibility of unit combination. For example, students can follow the A Level components of performance and choreography, or focus on teaching and leading dance.

A Level Dance

What's assessed: Practical

- Solo performance
- All performance skills need to be linked to a specified practitioner
- Performance in a quartet
- Perform dance through the application of physical, technical, interpretative and performance skills
- Group choreography based on a question released in September of Year 2
- Create dance applying choreographic skills to communicate artistic intention

How it's assessed

- Practical exam = 80 marks = 50% of A-level
- Solo 20 marks, Quartet 20 marks, Choreography 40 marks = 50% of A-level

Practical assessments are marked by an external assessor from AQA during a visit in March.

What's assessed: Theory

Knowledge, understanding and critical appreciation of **two** set works.

- **One compulsory** set work within the compulsory area of study – Rooster, Christopher Bruce (1991)
- One set work from the following options; Sutra, by Sidi Larbi Cherkaoui (2008) Singin' in the Rain by Stanley Donen and Gene Kelly 1952), or Giselle by Jean Coralli and Jules Perrot (1841)

How it's assessed

- Written exam: 2 hours 30 minutes
- 100 marks = 50% of A-level

Questions

Two sections:

- Section A: short answer questions on the compulsory set work (25 marks) and one essay question (25 marks) on the corresponding era, Rambert 1966-2002
- Section B: two essay questions based on an optional set work and the era of independent dance in Britain 2000-date, American jazz dance 1940–1975, or the romantic ballet period (25 marks for each essay).

This qualification is graded using A*-E

RSL Dance

What's assessed

- Core Unit: Live Performance
- 2 – 3 Optional units e.g. Leading Dance, Choreography, Repertoire, Global Dance

How it's assessed

- Internal Assessments using any of the following evidence amongst others;
- Participation in public performance events (organiser and/or performer/technician)
- Written assignments
- Presentations
- Rehearsal logs (either written or recorded)
- Video evidence of rehearsals/discussion/performances
- Tutor observation
- Interactive web-based elements (such as blogs, vlogs and websites)
- Reports identifying specific skill development
- Business plans
- Risk Assessments
- Unit specific documents (CV, application forms etc)
- Diagrams/graphs
- Illustrations/screenshots/images
- Simulation
- Witness statement

This qualification is graded using Pass, Merit or Distinction

What entry qualifications will I need?

You will also need to produce documentary evidence of your capabilities in dance. It is recommended that students have GCSE Dance grade 5 or above or working at grade 5 in any dance form such as Ballet, Tap, Modern, Street or Contemporary. If you do not hold either, a dance audition can be arranged for you which you must pass in order to be accepted.

What degree courses and career opportunities does this open up?

Future Dance opportunities would be available through UCAS University courses at the Royal Academy of Dance, Trinity Laban, ey, Kingston, Middlesex amongst others. Vocational Dance Courses at Bird, Elmhurst, LIPA, Performers & Urdang amongst others. Alternatively, a professional Performing Arts performance career can begin at 18 years old through auditions direct with shows and companies, or through an agent acting on your behalf. Dance careers can include performing, teaching, research, community, freelance, and critical writing leading to further education at Masters's and Doctorate levels. Students can utilise skills from the course in working with children, the elderly, or professional dance practitioners. Dance is also a key transferable and versatile skill that can separate students from others demonstrating confidence, teamwork, and creativity.

OCR Level 3 Digital Media – Extended Certificate (CTECH)

Examination Board: OCR

Digital Media helps students develop the knowledge and practical skills required in the digital media industry. Students gain hands-on experience of the production process, developing their ideas from planning, through editing and post-production, to final presentation.

What will I study and how will I be assessed?
Learners will study the following units:

- Media products and audiences
- Pre-production and planning
- Create a media product
- Advertising Media
- Plan and deliver a pitch for a media product
- Cross-media industry awareness

How will I be assessed?

Unit 1: Media Products and Audiences	90GLH 2 hours written Paper 80 marks OCR set and marked Short answer questions and questions requiring more extended responses
Unit 2: Pre- production and Planning	90GLH 2 hours written Paper 80 marks OCR set and marked Short answer questions and questions requiring more extended responses
Unit 3: Create a Media Product	60GLH Coursework Internally set and marked
Unit 20: Advertising Media	60GLH Coursework Internally set and marked
Unit 21: Plan and deliver a pitch for a media product	30GLH Coursework Internally set and marked
Unit 24: Cross Media Industry awareness	30GLH Coursework Internally set and marked

What entry qualifications will I need?
There are no formal entry requirements for this qualification. However, it is recommended that students are working towards a grade 4 in English GCSE.

What degree courses and career opportunities does this open up?
This qualification will allow students to tailor their learning to a specific area in the Digital Media sector, to prepare them for employment or to move onto an apprenticeship program in that area. The qualification will also prepare students to study a range of relevant media degrees in a higher education institution.

Examination Board: Edexcel Econ B

Economics gives you options, and more importantly a way to view and to think about what is going on in the world. Economic issues are central to the understanding of the real world. This course will allow you to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions.

In what way can you benefit from this subject?

- You will develop an interest and enthusiasm for economics and its contribution to the wider economic and social environment.
- You will develop an enquiring, critical and thoughtful 'economist's mind'.

Skills developed: knowledge and understanding, application, analysis and evaluation.

What will I learn?

Theme 1: Markets, consumers and firms

Students will develop an understanding of:

- scarcity, choice and potential conflicts
- enterprise, business and the economy
- introducing the market
- the role of credit in the economy
- market failure and government intervention
- revenue, costs, profits and cash.

Theme 2: The wider economic environment

Students will develop an understanding of:

- business growth and competitive advantage
- firms, consumers and elasticities of demand
- productive efficiency
- life in a global economy
- the economic cycle
- introduction to macroeconomic policy.

Theme 3: The global economy

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- globalisation
- economic factors in business expansion
- impact of globalisation on global companies
- impact of globalisation on local and national economies
- global labour markets
- inequality and redistribution.

Theme 4: Making markets work

This theme develops the concepts introduced in Theme 1.

Students will develop an understanding of:

- competition and market power
- market power and market failure
- market failure across the economy
- macroeconomic policies and impact on firms and individuals
- risk and the financial sector.

How will I be assessed?

Paper 1: Markets and how they work	***Paper code: 9EB0/01**
• Externally assessed • Availability: May/June • First assessment: 2017	**35% of the total qualification**
Overview of content Paper 1 will assess markets and questions will be drawn from Themes 1 and 4.	
Overview of assessment • Written examination. • The paper comprises three sections. • Students answer all questions from all sections. • Section A comprises one data response question. • Section B and Section C each comprise one extended open-response question based on data. • Duration: 2 hours. • 100 marks available.	

Paper 2: Competing in the global economy	***Paper code: 9EB0/02**
• Externally assessed • Availability: May/June • First assessment: 2017	**35% of the total qualification**
Overview of content Paper 2 will assess the global economic environment and questions will be drawn from Themes 2 and 3.	
Overview of assessment • Written examination. • The paper comprises three sections. • Students answer all questions from all sections. • Section A comprises one data response question. • Section B and Section C each comprise one extended open-response question based on data. • Duration: 2 hours. • 100 marks available.	

Paper 3: The economic environment and business	*Paper code: 9EB0/03
• Externally assessed • Availability: May/June • First assessment: 2017	**30% of the total qualification**

Overview of content

For Paper 3, there will be a pre-released context document issued on our website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer.

The context will focus on a broad context, such as an economy, industry, market or economic issue. The question paper will be in two sections.

The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document.

The second section will focus on at least one strand within the context provided, such as a particular firm.

Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence.

Students **cannot** take any of their research or investigation data carried out as part of the pre-release into the examination.

What entry qualifications will I need?

It is preferred that pupils have at least a 6 grade in Maths and English. It is expected that students would have a passion for the Business & Economic world, politics or policymaking.

How will I be taught?

Economics A Level encourages you to understand and think with an 'economists mind'. Knowledge and recall of basic concepts is important to formulate a chain of analytical arguments, which assist a balanced and conclusive evaluation of the extracts provided.

Students will be encouraged to read widely and familiarise themselves with contemporary economic happenings at both a micro and macroeconomic level.

What degree courses and career opportunities does this open up?

As a subject, Economics lends itself to a wide variety of careers and not necessarily those in finance. Some of the career options you will have include:

- Economist
- Chartered account
- Investment analyst
- Financial risk analyst
- Management consultant
- Government officer

With an Economics qualification, you can find work in both the public and private sectors for a range of different companies over many different industries. Some people find work in areas including:

- Blue-chip companies
- Charities and voluntary organisations
- Banks and building societies
- Consultancies
- Insurance firm

Examination Board: Edexcel

Taking English Literature at A Level is the logical step for those who enjoyed their studies at IGCSE. It is a subject for those who are passionate about reading, thrive on analysis and debate and want to expand their understanding of literature and its place in the cultural heritage. No text exists in isolation but is the product of the time in which it was produced, and the Edexcel English Literature course encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.

Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English Literature encourages students to debate and challenge the interpretations of other readers as they develop their own informed personal responses, expanding breadth of knowledge and deepening understanding of a wide range of literature across the centuries.

What will I study?

During the two-year course, students will study a variety of texts for examination, as well as choosing from a wide selection of texts for their coursework, which is an independent critical study of texts across time. Examples of the texts on offer include *Othello, Doctor Faustus, A Streetcar Named Desire, Never Let Me Go, The Colour Purple, Frankenstein, A Thousand Splendid Suns and a selection of pre and post 1900 poetry.*

	Paper 1	**Paper 2**	**Paper 3**
Title	Drama Shakespeare and a 2nd play	Prose Two prose texts	Poetry Contemporary, traditional and unseen poetry
Content	One question on each of the two plays	One comparative essay question from a choice of two on their chosen texts	One question comparing an unseen poem with a contemporary poem studied in class One question comparing two studied poems from their chosen poet or poetic movement
Exam	2 hours 15 mins 30% of A-level	1 Hour 15 minutes 20% of A-level	2 hours 15 mins 30% of A Level
Students will also complete a piece of coursework, worth 20% of A Level Students have a free choice of two texts linked by theme, movement, author or period, on which they write a comparative essay. The essay title is decided by the student and should be between 2500 and 3000 words			

What entry qualifications will I need?
It is highly recommended that students have a 7 grade or higher in IGCSE English Literature to fully access the expectations of this A Level course. There is also an expectation that any student hoping to gain a place on the course is passionate about reading and reads both critically and widely.

How will I be taught?
Students are required to read widely across a range of texts and connect them across time and topic. Research is important, and students are expected to complete their own as well as making full use of resources supplied in class. Lessons are full of discussion and debate, with students leading sections, working collaboratively and putting ideas onto paper in a meaningful and well-considered manner.

Over the two years, students will develop their examination technique and produce an exploratory extended essay exploring an aspect of two texts.

The extended essay will involve thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some to do with how the text has been received over time and, most of all in this specification, contexts to do with how the text can be interpreted by readers now. Students will explore academic articles and reviews, watch texts on stage and through the medium of film, where possible, and use these influences to support their own interpretations.

And finally, because texts and their meanings are not fixed, interpretation is not fixed, and multiple interpretations are possible – shared opinion and critical debate are a key feature of our lessons.

How will I be assessed?
There are three examinations at the end of the course, and students are required to submit an extended essay, the Independent Critical study.

What degree courses and career opportunities does this open up?
English Literature is a well-respected A Level course that can lead to a wide range of undergraduate courses and opportunities in later life. Future career opportunities include publishing, advertising, marketing and PR, teaching, media and journalism careers.

Modern Foreign Languages (French and Spanish)

Examination Board: AQA

If you study a modern foreign language to A Level you will develop the understanding and communication skills established at GCSE level. You will also develop a critical awareness of the contemporary society, cultural background and heritage of countries where the foreign language is spoken and you will be provided with a suitable foundation for further study and/or practical use of the foreign language. The topic areas covered are: Social Issues and Trends, Political and Artistic Culture, Literary Texts and Films. A special emphasis will be made on grammar. Knowledge of the grammar and structures specified for GCSE is assumed and developed further and these will have to be used accurately and with an appropriate level of complexity for each task.

What will I study and how will I be assessed?
The assessment objectives are examined through 3 separate papers taken at the end of the course. They are weighted as follows:

Paper 1 – Listening, Reading and Writing 50%
Paper 2 – Writing 20%
Paper 3 – Speaking 30%

Below is a brief outline of what each assessment will involve.

Paper	**1 LRW (50%)**	**2 Writing (20%)**	**3 Speaking(30%)**
Duration	2 hours 30	2 hours	21-23 min
Components	**Listening and responding:** Students will listen to recordings and extracts from conversations and have to infer meaning and answer questions based on what they have heard. They will be required to summarise what they have understood from a particular passage.	**Option 1:** Students write a response to an essay question about a set text or set film from a choice of two. They must write an analytical response to the form and the technique of the work studied. It is recommended they write at least 300 words	**Part 1** – The student and examiner will discuss a stimulus card chosen at random for 5-6 minutes based on one of the four sub-themes studied.

	Reading and responding: Students will read extracts from articles and texts drawn from authentic sources and have to infer meaning and answer questions based on what they have heard. They will be required to summarise what they have understood from a particular passage.	**Option 2:** Students write a response to two questions in Spanish on set texts from a choice of two questions on each text. They must write an analytical response to the form and the technique of the works studied. It is recommended they write at least 300 words	**Part 2 –** The student presents their findings from a research project for 2 minutes and there is discussion about the topic chosen for 9-10 minutes.
	Translation: Students will have to translate a passage of at least 100 words from Spanish to English and another text of at least 100 words from English to Spanish without a dictionary.		
Content	For Paper 1 students are assessed on the following topics: • Aspects of Hispanic/ French Society • Artistic culture in the Hispanic/French world • Multiculturalism in Hispanic/French society • Aspects of political life in Hispanic/ French society • Grammar	For Paper 2 students are assessed on the following topics: One text and one film or two texts from a specified list of works from the Hispanic/ French speaking world.	For Paper 3 students are assessed on the following topics: • Individual research project based on a literary/cinematographic work of their choice. • One of four of the sub-themes i.e. Aspects of Hispanic/French society or Artistic culture in the Hispanic/French world or Multiculturalism in Hispanic/French society or Aspects of political life in Hispanic/French society

What entry qualifications will I need?
It is a prerequisite for pupils to have studied their chosen foreign language at GCSE prior to taking it at A Level. To study this course you need to have a keen interest in language and culture as well as a rounded general knowledge of how the world works. You will develop these as well as other qualities, most notably, the ability to communicate with others. You should also have at least a grade 7 in the language at GCSE. You will be required to read at least one book and watch one or two films in the foreign language and will need to have sufficient understanding to be able to analyse the works you have studied.

How will I be taught?
The lessons will be taught in the target language to emphasise the importance of communication and the use and further development of complex and accurate grammatical structures and vocabulary.

How will I be assessed?
You will be assessed in terms of the four skills of language learning, speaking, listening, reading and writing. You will also be assessed on your ability to research and analyse a literary text or movie in the target foreign language.

What degree courses and career opportunities does this open up?
Studying languages to A-level places you in an exclusive group of people and makes you stand out from the crowd. You can opt to a wide range of careers, higher education and research opportunities.
Further career opportunities include:

- Customs and Excise
- Hotel manager
- Immigration Officer
- Importing/Exporting
- Interpreter
- Journalist/Foreign Correspondent
- Language Teacher
- Sales/Marketing in European market.
- Tourist Industry

Further Mathematics

Examination Board: Edexcel

MATHEMATICS may not teach us how to add LOVE or minus HATE. But it gives us every reason to hope that every problem has a solution. – ANONYMOUS

What will I study?

Course outline: There are three branches of study within the Further Mathematics Curriculum:

CORE PURE MATHEMATICS (PAPERS 1 and 2)
Core Pure Mathematics builds upon the topics covers in A-level Mathematics. It delves deeper into the mathematics to get a full understanding of the underlying concepts of classical mathematics.

FURTHER STATISTICS 1 (PAPER 3B)
Build upon the topics covered in A-level Mathematics. It will expose the students to more powerful technique in Statistics, how and when to apply these techniques.

DECISION MATHEMATICS 1 (PAPER 3D)
Decision is the application of Mathematics which involves the optimisation of problem given defined parameters. This course is designed to give the student an insight into graph theory, linear programming and algorithms. The concepts taught are very useful in the fields of computer science and programming.

Paper 1: Further Pure Mathematics 1 (9FM0/01)	
Length of examination - marks:	***1 hour 30 min* - 75 marks**
Contribution to final grade:	***25% of the qualification***
Content overview	
Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations	
Calculators may be used for the assessment.	
Paper 2: Pure Mathematics 2 (9FM0/02)	
Length of examination:	***1 hour 30 min* - 75 marks**
Contribution to final grade:	***25% of the qualification***
Content overview	
Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations	
Calculators may be used for the assessment.	
Paper 3: Further Mathematics Option 1 (9FM0/03)	
Length of examination - marks:	***1 hour 30 min* - 75 marks**
Contribution to final grade:	***25% of the qualification***
Students take one of the four options/content overview	
Section A: Further Pure Maths 3	**Section B: Statistics 1**
Section C: Mechanics	**Section D: Decision Mathematics**
Calculators may be used for the assessment.	

Paper 4: Further Mathematics Option 1 (9FM0/04)	
Length of examination:	***1 hour 30 min* - 75 marks**
Contribution to final grade:	***25% of the qualification***
Students take one of the seven options/content overview	
Section A: Further Pure Maths 4	
Section B: Statistics 1	**Section C: Statistics 2**
Section D: Mechanics 1	**Section E: Mechanics 2**
Section F: Decision Mathematics	**Section G: Decision Mathematics**
Calculators may be used for the assessment.	

What entry qualifications will I need?
GCSE Higher Tier: achieved at least a grade 9.
iGCSE Higher Tier: achieved a grade 9.
Strong work ethic and independent learning skills are essential. How will I be taught?
The delivery of Further Mathematics is structured in the same way as A-level Mathematics.

How will I be assessed?
The new A-level has been designed to challenge the students to think critically and not simply regurgitate information and theories. The examination question will be written to force the candidate to analyse and reflection upon their solutions.

What degree courses and career opportunities does this open up?
Further Mathematics will give you further insight into the application and uses for mathematics at university. Although it is not necessary, courses which have a high content of mathematics find it useful for students who have taken further mathematics at A-Level, such as Mathematics, engineering, physics and economics.

Geography

Examination Board: AQA

In the current climate (no pun intended) there is never a more important time to learn about how the world works. Geographers have a unique perspective in being able to see all the different elements and see the world with a wider perspective.

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." Barak Obama

What will I study?
The course is split into human and physical units, but it is important to take a synoptic view with all of the content covered.

Physical Geography:

- Water and Carbon cycles

A choice of one of the following:

- Coastal systems and landscapes
- Hot desert systems and landscapes
- Glacial systems and landscapes

A choice of one of the following:

- Hazards
- Ecosystems under stress

Human Geography:

- Global systems and governance
- Changing Places

Then a choice of one of the following.

- Contemporary urban environments
- Population and the environment
- Resource security
- Geography Fieldwork/Skills

Geography Fieldwork Investigation
Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

What entry qualifications will I need?
A good pass at GCSE would have been achieved. Skills required are those of analysis and questioning as well as the ability to work with data and some basic statistics. Geography compliments economics and the sciences so being proficient in those subject areas is an advantage.

How will I be taught?
In lessons the subject content and skills will be covered. It is expected that wider reading will take place, with access to the Geography Review magazine being a first port of call. Keeping up to date with current affairs is also important and many concepts covered, such as infectious disease, wildfires, climate change, migration etc. Are all constants in the news.

How will I be assessed?
There are 2 examinations of 2 hours and 30 minutes. One is a physical geography paper and the other is a human geography paper. They are both weighted at 40% of your final grade.
The fieldwork investigation makes up 20%.

What degree courses and career opportunities does this open up?
Geography is considered one of the broadest subject areas. And, it has one of the highest employability rates of all undergraduate degrees!

As a graduate you'll be an attractive candidate for most jobs thanks to your range of transferable skills, including problem-solving, critical thinking, data analysis, technical computing, and team working.

Jobs include:

- Agriculture
- Civil Service
- Environment work
- Hydrology/water supply
- Industrial planning
- Landscape architecture
- Meteorology
- Oil Exploration
- Surveying
- Town Planning
- Transport

Exam Board: Edexcel for Modern and Medieval, OCR for Ancient

"To be ignorant of what occurred before you were born is to remain forever a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history?"
Marcus Tullius Cicero

Although sometimes dismissed as a bunch of stuff that has already happened, the study of history is extremely important in contemporary society, not only to remember the past but also to shape the future by learning from it. Everything that has been done is "history", meaning that history directly affects us every day, with today's society shaped by historic periods of industrialization, colonialism, disease epidemics and so on. History spans all cultures, eras, seasons and environments and is an immovable factor that can be called upon for knowledge and insight into how the world got to the point it's at now and how it will continue to develop in future.

What will I study? (The group will be offered a choice of either Modern, Medieval or Ancient Units)

Edexcel Modern Study includes:

- Paper 1 (30%) Germany and West Germany, 1918-89
- Paper 2 (20%) The Rise and fall of fascism in Italy, c1911-46
- Paper 3 (30%) The British Experience of Warfare, c1790-1918
- Coursework (20%) 3,000-4,000 independently researched essay on a chosen topic

Edexcel Medieval Study includes:

- Paper 1 (30%) The Crusades, c1095-1204
- Paper 2 (20%) Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106
- Paper 3 (30%) The British Experience of Warfare, c1790-1918
- Coursework (20%) 3,000-4,000 independently researched essay on a chosen topic

OCR Ancient Study includes:

- Paper 1 (50%) Relations between Greek States and between Greek and Non-Greek States, 492-404 BC and The Politics and Society of Sparta, 478-404 BC
- Paper 2 (50%) The Julio-Claudian Emperors, 31 BC-68 AD and The Breakdown of the Late Republic, 88-31 BC

What entry qualifications will I need?
It is not a prerequisite for pupils to have studied History at GCSE prior to taking it at A Level. Neither is it important for you to have studied the relevant type of History at GCSE to do another at A Level (e.g., Ancient GCSE to Modern A Level). Having said this, it will prove to be quite challenging for those getting less than a 7 grade in GCSE History or English.

How will I be taught?
History A Level encourages you to understand and think intelligently about aspects of history. It involves much more than just learning vast amounts of factual information. What most students find rewarding in History is the attempt to understand, evaluate and analyse the past.

How will I be assessed?
Questions at A Level will never just ask you to recount what happened. They are designed to make you think critically about the material and to formulate your own assessments. You will, for example, learn to make judgements about the actions of individual leaders, or to analyse the causes of a particular event and evaluate the importance of different factors.

What degree courses and career opportunities does this open up?
Pupils who study History have access to a wide range of career and higher educational opportunities. The ability to evaluate information, to debate and put forward a well-argued case are skills which are recognised and valued by any employer, university or college. The skills used in History are relevant to a wide range of subjects and vocations and it is a good A Level to consider taking if you are interested in pursuing any Humanities-based degree at university. It is perhaps the best A Level to take if you are thinking of studying law at university. It is widely recognised that A Level History remains an academically demanding subject with high prestige.

Universities and employers know that someone who has been successful in the study of History should have acquired a range of important skills.

Mathematics

Examination Board: Edexcel

MATHEMATICS may not teach us how to add LOVE or minus HATE. But it gives us every reason to hope that every problem has a solution. – ANONYMOUS

What will I study?
Course outline: There are three branches of study within the Mathematics Curriculum:

PURE MATHEMATICS (P1 an P2 Papers)
An investigation into the structure of Mathematics. Topics include manipulation of variables through algebra, properties of mathematical equations and their behaviour, proofs of mathematical formulae and calculus.

MECHANICS (P3 paper)
Mechanics is the application of Mathematics in the physical world. This course is designed to help understand the dynamics of moving objects and how they interact with their surroundings. Topics include Vectors, Moments and Kinematics.

STATISTICS (P3 paper)
Statistics is the application of Mathematics to describe real world problems and help make decisions in which there is no clear correct answer. This course is designed to help understand the processes involved in making these decisions. Topics include probability, representing data, correlation and forms of distributions.

Paper 1: Pure Mathematics 1 (9MA0/01)	
Length of examination:	***2 hours* - 100 marks**
Contribution to final grade:	***33.33% of the qualification***
Content overview	
• Topic 1: Proof • Topic 2: Algebra and Functions • Topic 3: Coordinate geometry • Topic 4: Sequences and series • Topic 5: Trigonometry	• Topic 6: Exponentials and • Logarithms • Topic 7: Differentiation • Topic 8: Integration • Topic 9: Vectors
Calculators may be used for the assessment.	

Paper 2: Pure Mathematics 2 (9MA0/02)	
Length of examination:	***2 hours* - 100 marks**
Contribution to final grade:	***33.33% of the qualification***
Content overview	
• Topic 1: Proof • Topic 2: Algebra and Functions • Topic 3: Coordinate geometry • Topic 4: Sequences and series • Topic 5: Trigonometry	• Topic 6: Differentiation • Topic 7: Integration • Topic 8: Numerical methods • Topic 9: Vectors
All the content of the specification for Paper 1 is assumed knowledge for Paper 2 and may also be tested within parts of questions. Calculators may be used for the assessment.	

<table>
<tr><th colspan="2">Paper 3: Statistics and Mechanics (9MA0/03)</th></tr>
<tr><td>Length of examination:</td><td>2 hours - 100 marks</td></tr>
<tr><td>Contribution to final grade:</td><td>33.33% of the qualification</td></tr>
<tr><th colspan="2">Content overview</th></tr>
<tr><td>Section A: Statistics
Topic 1: Statistical sampling
Topic 2: Data presentation and interpretation
Topic 3: Probability
Topic 4: Statistical distributions
Topic 5: Statistical hypothesis testing</td><td>Section B: Mechanics
Topic 6: Quantities and units in mechanics
Topic 7: Kinematics
Topic 8: Forces and Newton’s laws
Topic 9: Moments</td></tr>
<tr><td colspan="2">Calculators may be used for the assessment.</td></tr>
</table>

What entry qualifications will I need?
GCSE Higher Tier: achieved at least a grade 7 but it is strongly recommended that an 8 or 9 is obtained.
IGCSE Higher Tier: achieved at least a grade 7 but it is strongly recommended that an 8 or 9 is obtained.
Strong work ethic and independent learning skills are essential.

How will I be taught?
Mathematics A-level generally is taught by two teachers, giving the students the opportunity to see the Mathematics from two different points of view. It will challenge the student to process information logically and create beautifully written concise solutions. Like other A-level subjects Mathematics is not a spectator sport. So, a keen interest in Mathematics will indeed help the students see its beauty.

How will I be assessed?
The new A-level has been designed to challenge the students to think critically and not simply regurgitate information and theories. The examination question will be written to force the candidate to analyse and reflect on their solutions.

What degree courses and career opportunities does this open up?
Mathematics will open doors in a variety of disciplines in higher education and career opportunities. The skills the students will learn will be easily applied to many situations and are valued by employers and universities alike. Possible future career opportunities include accountancy, actuary, banking and finance engineering, physical sciences, architecture and teaching.

Examination Board: Eduqas

"Where words fail, music speaks." (Hans Christian Anderson)
The course has three components: Performing Music, Composing Music and Appraising Music.

What will I Study?
A student who has reached the stage where consideration of music is an A Level option will already have established a strong connection with the subject. Students who intend to continue their instrumental lessons should certainly consider the potential for gaining a formal academic qualification as a result. Music is also an extremely enjoyable activity. The A-level Music specification enables students to extend their knowledge and understanding of music, to create and develop their own musical ideas and to demonstrate technical, interpretative and communication skills through performing music.

This three-component course helps students to develop aural, theoretical and analytical skills and enables them to explore a significant set work and an area of study selected to suit their preferences. They can choose to study compositional techniques, to create music which draws on their own experience and enthusiasm or to arrange a given piece of music. In their performances, students can present solo and ensemble pieces and can work with music technology.

A-level Music builds on the knowledge and skills gained from GCSE Music as well as musical experience gained outside the classroom. It recognizes the interdependence of different aspects of musical activity. This specification provides a sound preparation for the study of music in higher education, as well as providing opportunities to develop strengths and interests leading to music-related and other careers. It encourages students to develop a wide range of transferable skills such as critical thinking, research, communication and team-work.

What entry qualifications will I need?
Students are required to have completed the GCSE (Year 10 & 11) Music Course or have attained a grade 5 or above on any instrument or voice.

What will I study?

Component	Description	Weighting
1. Performing Music	**Content Overview** • Approaches to performing **Assessment Overview** • A public performance of one or more pieces, performed as a recital • Performance can be playing or singing one or more solos, as well as one piece being part of an ensemble, • The total performance time across all pieces must be a minimum of 10-12 minutes • Pieces should be chosen in relation to the Genres studied in the A Level course. • Performance standard level should be a minimum of Grade 6	**35% of Total Mark**

	• Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification.	
2. Composing Music	**Content Overview** **Grade 4/5 level Theory is encouraged.** • Approaches to composing **Assessment Overview** • Total of two compositions with a combined length of 4-6 minutes and a weighting of 25%. • Each Composition is marked out of 36. • Composition 1 must be a free composition. It can be written for any combination of instruments and in any style. Use of sequencing software e.g. Logic Pro is accepted, as well as Notation software e.g. Sibelius. • Composition 2 must be from a list of briefs assessing compositional techniques and written in the style of the Western Classical Tradition • Total time across both submissions must be a minimum of 4-6 minutes.	**25% of Total Mark**
3. Appraising Music	**Content Overview** • Knowledge and understanding of musical elements, contexts and language. • Application of knowledge through the context of six areas of study, each with three set works. ○ AoS A: Western Classical Tradition and the Development of the Orchestra. (Compulsory) ○ A choice of one of the following: AoS B: Rock and Pop AoS C: Musical Theatre AoS D: Jazz ○ A choice of one of the following: AoS E: Into the Twentieth Century AoS F: Into the Twenty-first Century • Application of knowledge to unfamiliar works. **Assessment Overview** • One written paper of 2.15 hours, with a total of 100 marks • One audio CD with the extracts to accompany questions on the paper will be provided per student • This paper comprises two sections: A (Areas of Study Questions and Dictation) and B (Extended Response Essays)	

How will I be assessed?

The Level 3 Advanced GCE in Music is 100% externally assessed and consists of one written paper and two non-examined assessment components. Students submit their non- examined assessment (NEA) and complete the exam in May/June in the year of certification.

What degree courses and career opportunities does this open up?

There are a number of Music Diploma and Music Degree options available from a variety of Colleges and Universities to students who have completed their A-Level Music Course. Students should be sure to check the entry requirements of specific courses on offer at these institutions, as these may differ. There are wide number of career opportunities available to students who study music. These include, amongst numerous others, careers in Music Education, Music Technology, Commercial Music and the Performing Arts.

Examination Board: AQA

What will I study?

This course covers a diverse range of topics, drawing on the disciplines of Anatomy & Physiology/Exercise Physiology; Acquisition of Skill/Psychology of Sport and Sport in Society. These are fascinating topics and you will be required to factually recall information as well as making your own reasoned arguments about everything you study. Through the course you will develop reasoning and evaluative skills which are a vital part of the subject.

What entry qualifications will I need?

Having studied GCSE PE is not essential but it is preferred with a grade 7 as a suitable level of achievement. However, Science grades are important and 6 grades in the Double Award would be a minimum expectation. What is essential is that you have a passion for sport and are at least a high level school team performer in your chosen sport or a club performer.

How will I be taught?

We are extremely fortunate to normally have small class sizes where the different sections are split between teachers. There are normally class trips to study the Anatomy & Physiology and the Socio-Cultural aspects of the course, designed to bring the course alive.

	What's assessed?	How it's assessed?	Questions
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	Written exam: 2 hours • 105 marks • 35 % of A-level	Sections A, B & C, each worth 35 marks: multiple choice, short answer and extended writing
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	Written exam: 2 hours • 105 marks • 35 % of A-level	Sections A, B & C, each worth 35 marks: multiple choice, short answer and extended writing
Non-exam assessment: Practical performance in physical activity and sport	• Students assessed as a performer or coach in the full sided version of one activity. • Plus: written/verbal analysis of performance.	• Internal assessment external moderation • 90 marks • 30 % of A-level	Video/DVD recording showcasing performance in attack, defence and utilising tactics and strategies.

How will I be assessed?

The assessment outline is detailed in the table above and it involves two examinations and a Non-Exam Assessment (NEA) in your major sport as a performer or coach. There is an analysis of performance section included in the NEA.

What degree courses and career opportunities does this open up?

Our former students go on to study a vast range of courses at university. Approximately 40% go on to a sport related route demonstrating that A Level PE offers a broad route to whatever a student wishes to pursue. Recent pupils have gone to Birmingham University to study Philosophy and Sports Science, Dietetics Surrey, Sports Science at Loughborough, Biology at Oxford Brookes, Physiotherapy at Kent, Economics at Birmingham, Sports Science at Leeds and even Police Studies. One former A level pupil is now a professional cricketer and another is a Marine.

Physics

Examination Board: Edexcel

We focus on developing an understanding of the major concepts and ideas in Physics as well as the skills needed to apply these in a practical context.

What will I study?

<table>
<tr><th>Paper 1: Advanced Physics I</th><th>30% of Total exam</th><th>1hr 45mins</th></tr>
<tr><td>This paper will examine the following topics.
Concept approach
• Working as a Physicist
• Mechanics
• Electric Circuits</td><td colspan="2">• Further Mechanics
• Electric and Magnetic Fields
• Nuclear and Particle Physics</td></tr>
<tr><th>Paper 2: Advanced Physics II</th><th>30% of Total exam</th><th>1hr 45mins</th></tr>
<tr><td>This paper will examine the following topics.
Concept approach
• Working as a Physicist
• Materials
• Waves and Particle Nature of Light
• Thermodynamics</td><td colspan="2">• Space
• Nuclear Radiation
• Gravitational Fields
• Oscillations</td></tr>
<tr><th>Paper 3: Gen. and Practical Principles in Physics</th><th>40% of Total</th><th>1hr 45mins</th></tr>
<tr><td colspan="3">Overview of content
Questions in this paper may draw on any of the topics in this specification.
The paper will include synoptic questions that may draw on two or more different topics.
The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.</td></tr>
</table>

Core Practicals	Paper 1	Paper 2
	• Acceleration in Free Fall • Electrical Resistivity • E.M.F. and internal resistance • Momentum • Collisions • Capacitors	• Viscosity of a liquid • Young modulus • Speed of sound • Frequency of a vibrating string • Wavelength of light • Thermostat • Latent Heat

What entry qualifications will I need?

- All pupils must have achieved a **grade 7-8** or above in **GCSE Combined Science** and are expected to complete the additional work required to access the course over the summer holidays before starting the course.
- If they have completed the Separate **GCSE Physics** course then they are expected to have achieved a **grade 7**.
- Students need to have achieved a **grade 7** in **GCSE Maths**. **It is highly recommended that** students study **A level Mathematics** alongside A level Physics. **40% of the final A level Physics grade is A level Mathematics standard**.

It is possible to combine a range of subjects with Physics at A-level, but in particular Chemistry and Computing are complementary to the material covered. Biology is also another are where there is some subject crossover.

How will I be taught?
A logical and inquisitive mind is essential as well as a high level of motivation to explore the subject in detail including independent reading and research beyond what is covered in the classroom.

Mathematics and Physics
The specification now requires more mathematical ability than previously required and 40% of the final grade for A Level will stem from formally assessed mathematical skills embedded into the final papers.
Mathematical topics include:

- Arithmetic and numerical computation
- Handling data
- Probability
- Algebra
- Graphs
- Geometry and trigonometry

How will I be assessed?
At Advanced Level, there will be three papers.
A-level paper 1 – advanced Physics I – 1h 45 minutes A-level paper 2 – Advanced Physics II– 1h 45 minutes
A-level paper 3 – General and Practical Principles in Physics - 2 hours
The table in the first section gives the topics that are studied towards each of these papers.

Practical work
There is much focus on practical work; there are 16 Core practicals that will be formally assessed within the final papers, however, there will also be a practical competency-based assessment assessed by teachers. This will generate a pass or fail and will be certificated by Edexcel. There is no coursework.

What degree courses and career opportunities does this open up?
Aeronautical Engineer, Architect, Astrophysicist, Coastal Scientist, Computer Game Designer, Material Scientist, Mechanical Engineer, Particle Physicist, Solar Physicist, Sound Engineer.
This is not an exclusive list. Physics is a logical problem-solving subject and is welcomed by many other degree courses and professions.

Psychology

Examination Board: AQA

Ever wondered if prison really does change criminal behaviour? Or why some people conform?
Or perhaps if the experiences you had before the age of five really do shape the person you are today?

Psychology looks at the ways people think, act and interact. It is the study of human (and animal) behaviour, and the biological, cognitive (e.g., thoughts) and psychological factors that influence that behaviour. Through studying this course, you will gain transferable skills of analysis, evaluation and critical thinking. You will also gain knowledge and understanding of how science can be applied to the study of human behaviour which will prepare you for further study.

The A-Level Psychology Course enables students to:

1. Develop their interest in the study of human behaviour.
2. Develop a deep level of analytical and evaluation skills.
3. Appreciate how people make decisions, and how psychological research can inform social policy, and subsequently, help determine the success of wider society and the economy.
4. Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of human behaviour, through the application of scientific methodology.
5. Develop knowledge and understanding of different approaches to studying human behaviour.

What topics will I study?

First year of A-level	Second year of A-level
Subject content • Social influence • Memory • Attachment • Approaches in psychology • Biopsychology • Psychopathology • Research methods	**Compulsory content** • Issues and debates in psychology **Optional content** Option one • Gender Option two • Stress Option three • Forensic psychology

How will I be assessed?
This qualification is linear. Linear means that students will sit all the A-level exams at the end of their A-level course.

	Paper 1	Paper 2	Paper 3
Duration	2 hr exam	2 hr exam	2 hr exam
Total Marks	96 marks in total	96 marks in total	96 marks in total
Weight	33.3% of A-level	33.3% of A-level	33.3% of A-level

What entry qualifications will I need?
All pupils must have achieved a grade 6 or above in science and a grade 6 or above in Mathematics and English

What degree courses and career opportunities does this open up?
Applied psychology, Child psychology, Clinical psychology, Developmental psychology, Educational psychology, Experimental psychology, Forensic psychology, Social psychology, Sport psychology, Psychology, Criminology, criminal investigation, forensic science, Sociology, social anthropology, social care, philosophy, Biology, zoology, animal behaviour, environmental science, Education, childhood studies, child development, counselling, Accounting, finance, HR management, advertising, business, economics, entrepreneurship, marketing, Archaeology, architectural design, art and design history, Celtic studies, Computer science, computing, digital media and information, film and media studies, English, creative writing, journalism, publishing, drama and theatre studies, dance, music, Philosophy, politics, law, international relations, Social history, European studies, tourism, geography, religious studies, Mathematics, sport/sports studies

Career paths: Human health and social work, Education, Retail/administrative and support, Legal, social, and welfare professions, Business, HR, and finance, Marketing, PR, and sales.

Sociology

Examination Board: AQA

Sociology explores the complex and unique structure of human relationships and the dynamics of our environments. It explores divisions of race, class, family, identity and, the stability, or instability of institutions.

Can we challenge the view that society should be structural and conforming? Can we ever really understand the reasons why institutional prejudice and discrimination exist? What can be done to change the perspective on human interactions on a cultural, social and global level?

Sociology explores the way we think, interact, and develop our sociological imagination. On a personal level we delve into our identity and construction of self; we unpick the foundations of what make us individual by exploring the family as a structural unit, our education system and our legal system. We seek to challenge 'grand narratives' that have underpinned Western Society for the past three centuries. And by doing so seek to understand how we can know and develop awareness of other cultures and hidden societies. Sociology aims to analyse and explain behaviours and issues spanning a great range of topics; from race and gender, misogyny and aging, and to the theory that shapes society today. We draw on Philosophy, History, Economics and Psychology to create a holistic understanding of the world we live in.

The A-Level Sociology Course enables students to:

1. Develop their interest in the study of human behaviour, interactions and history.
2. Develop a deep level of analytical and evaluation skills.
3. Understand, explore and challenge decision making and become skillful in debate.
4. Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of human behaviour, through the application of scientific methodology and intrigue into human development.
5. Develop knowledge and understanding of different cultures and society to enrich understanding and promote positive outlooks.

What topics will I study?

First year of A-level	Second year of A-level
Compulsory Content • Education with Theory and Methods **Optional units:** • Family and Households • Media	**Compulsory content** • Education with Theory and Methods **Optional Unit:** • Crime and Deviance

How will I be assessed?

This qualification is linear. Linear means that students will sit all the A-level exams at the end of their A-level course.

	Paper 1	Paper 2	Paper 3
Duration	2 hr exam	2 hr exam	2 hr exam
Total Marks	80 marks in total	80 marks in total	80 marks in total
Weight	33.3% of A-level	33.3% of A-level	33.3% of A-level

What entry qualifications will I need?
All pupils typically have achieved a 5 in English and Maths at GCSE. Students with a keen understanding for a Humanities based subject find this beneficial for studying A Level Sociology. However, all subject disciplines will be considered for undertaking this A Level.

What degree courses and career opportunities does this open up?
A Sociology A Level is an excellent starting point for any social science degree, including Economics, Politics, Psychology, Philosophy, Criminology and Anthropology. However, the large scope of knowledge and skills also compliments study in International Relations, Business, Advertising, Media, Journalism, Teaching and many more.

Some of the more varied degree courses with a Sociology A Level have been Genetics (when studied with Biology), Mental Health Nursing, Building Surveying, and Modern Languages and Culture.

Career paths:
Sociology degrees can lead to very varied pathways, some of the more common routes are counselling and therapy; education; public service; community and youth work; politics, marketing; activism and charity work; and any business sector.

Examination Board: AQA

What will I study?
During the two-year course, students will study a variety of theatre practitioners from the 20th and 21st centuries and learn to apply their theories and techniques to practical drama.

Students are introduced to a wide range of theatrical styles, genres and contexts as they explore plays practically, analyse live theatre, devise original work and create scripted performances. Through this course, students will acquire in-depth understanding of the processes, history, and practice of Dramatic Arts.

Students will experience and develop a broad range of theatrical skills and theatrical methods, through a variety of means, enabling both personal and creative growth.

This course will refine students' collaborative skills, their analytical thinking and their approach to research. Students will learn to evaluate objectively and develop a sound appreciation of the influences that historical, cultural and social contexts can have on decision making.

What entry qualifications will I need?
It is highly recommended that you achieve a 6 or higher in both English and Drama at GCSE level.

How will I be taught?
Theatre Studies emphasises practical creativity alongside research and theoretical understanding. Here are a few examples of how you will be taught.

- improvisation, devising and discussion skills
- acting and related performance skills
- technical support (lighting, set design, props or costumes)
- reading and literary analysis of texts
- conversation and debate
- the art of criticism and opinion development
- organisation, project planning and management, timetabling and working to deadlines
- producing and budgeting
- memory-intensive line-learning
- public speaking confidence/presentation skills
- teamwork
- communication skills (both written and oral)
- understanding the power of physicality/body language, spacial relationships
- advertising and marketing of material
- practical, manual-handling skills with technical equipment
- design-related skills

Some previous experience as an actor/director/designer may be helpful but is not necessary.

How will I be assessed?
Assessment is achieved through three componenets:

Written Exam (Component 1) The exam paper is designed to allow students to demonstrate their creativity and imagination in interpreting set texts and apply independent thinking as they evaluate a live theatre production.

Students will be assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3) and on their ability to analyse and evaluate the live theatre work of others (AO4).

The paper constitutes 40% of the A-level. Students have 3 hours to answer the paper.
The paper is divided into three compulsory sections:

- Section A: Drama through the ages
- Section B: 20th and 21st century drama
- Section C: Live theatre production.

Practical work (Component 2 and 3) This is internally assessed and externally moderated (component 2) and externally assessed (component 3) in February/March of the second year. The full course includes both scripted and devised work. Technical options for assessment are available, depending on numbers.

Component 2: This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning as part of the theatre making process making connections between dramatic theory and practice (AO1) and apply theatrical skills to realise artistic intentions in live performance (AO2).

Component 2 constitutes 30% of the A-level. It is marked by teachers and moderated by AQA.

For this component, students must complete two assessment tasks:

- produce an individual Working Notebook documenting the devising process
- contribute to a final devised, group performance

The Working Notebook is marked out of 40. Each student's contribution to the final devised performance is marked out of 20.

This is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).

Component 3 constitutes 30% of the A-level. It is marked by a visiting examiner from AQA.

For this component students must practically explore (workshop) and
interpret three key extracts each from a different play and complete two assessment tasks:

- Formally present Extract 3 to an audience
- Produce an individual Reflective Report analysing and evaluating their theatrical interpretation of all three key extracts studied.

Each student's contribution to the performance of Extract 3 is marked out of 40. Their Reflective report is marked out of 20.

The two practical components are weighted at 60% of the course and the written exam constitutes 40% of the A Level. Inside the practical components, there are written elements which increases the written balance of the course (out of 120 marks in the practical units 60 marks are for practical and 60 written)

What degree courses and career opportunities does this open up?
Many employers are increasingly looking for presentation skills and confidence in their new recruits. Theatre studies nurture these skills in each lesson. Some specific examples include:

- acting or related arts
- complementary with any sort of performance-involving and/or literary careers
- drama teaching, lecturing or training (including education in other spheres)
- vocal coach
- radio broadcasting
- drama therapy (e.g. in hospitals, prisons, schools, independently)
- film (presentation, journalism, performance, technical)
- journalism (either arts, music or news)
- Law or related careers
- management and business, in terms of public speaking and organisational skills
- personnel skills in business and management
- politics or related careers
- technical support work in theatre, music or related industries
- television (presentation, journalism, performance, technical)
- personal and EQ skills very effective in sales, marketing, PR and service industries

Whichever option they choose, students will gain many invaluable skills, both theatrical and transferable, to expand their horizons.