



Trinity Catholic High School



Sixth Form Prospectus 2021

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"The sixth form is outstanding. Students achieve very well in their examinations. They make an important contribution to the life of the school. They are exceptionally well prepared for their next steps in education, training or employment."

Ofsted 2015

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DR. P. C. DOHERTY OBE, HEADMASTER



Dear Students,

You are now in the middle of your GCSE courses and you may consider it inappropriate to reflect about further study and more examinations in the Sixth Form. Nevertheless, the very courses you are studying are a preparation for the next vital stage and it is prudent for each student to take advice and plan the next step.

Admission to the Sixth Form is an important rite of passage. Accordingly, your choice to enter the Sixth Form is that of a young adult and that is the way we view it. You will be given additional responsibilities as well as a certain course of study and we view this as a contract. During your adult life you will enter a series of contracts and it is a characteristic of a mature adult that he/she keeps the promises and contracts entered into.

The Sixth Form at Trinity Catholic High School in September 2021 will be led by a team of dedicated teachers who will make your stay a happy and profitable one. Of course, there will be a vibrant input to reflect and sustain the strong Catholic ethos of the school.

Please listen carefully to all staff before making choices and remember to maintain your efforts for the GCSE examinations in the summer.

Best wishes.

Yours faithfully

Dr P C Doherty OBE
Headmaster

A handwritten signature in blue ink, appearing to read 'P.C. Doherty', is written over the printed name and title.



SIXTH FORM TEAM



Sharon Hughes,
Year 12 Administrator



Christine Leslie,
Head of Year 12



Margaret Keegan,
Director of Sixth Form



Pat McGrory,
Head of Year 13



Natalie Burnett,
Year 13 Administrator



Jessica Chaves,
Head Girl



Christine Lowther,
Lead teacher for SEN, LAC
and PLAC



Mark Vinnicombe,
KS5 Teaching &
Learning Co-ordinator



Laura Law,
Lead Teacher for
Disadvantaged



Domingo Lapidula,
Head Boy



DIRECTOR OF SIXTH'S FORM WELCOME



I would like to extend a very warm welcome to Trinity Catholic High School Sixth Form as you consider the next stage of education in your aspirations for university and working life.

Your choice of post-16 education, in both the institution you choose and the courses you wish to study, is one of the most important decisions you will make in your life. The transition to A Level studies is possibly the biggest educational leap you will ever make so this is a time of great excitement and also great challenge.

During your time at Trinity you will be supported throughout by a dedicated and strong pastoral team, including myself and my colleagues in the photo opposite. We are here to ensure there is a wide range of staff available to offer you the advice and help that you need when you need it.

Our Learning Resource Centre creates a fantastic learning environment and combined with your common room provides your own spaces both to support study and to socialise and develop friendships.

Trinity boasts a choice of 26 A-Level courses plus a further 2 level 3 vocational courses, as well as the Extended Project Qualification, Core Maths, Expedition Leaders Awards and access to numerous online courses to add depth and breadth to your studies.

Within the Sixth Form we have an excellent tradition of not only providing an outstanding education, filled with the excitement and challenge of both advanced or applied learning, but also the extra enrichment opportunities on offer.

We are proud of our links to universities and the world of work which create cutting edge opportunities for our students to grow as individuals. At Trinity the outstanding support that students receive have made our progression rates to university truly exceptional.

We look forward to welcoming you, this coming September, to the very special community that is Trinity.

Margaret Keegan

***Deputy Head
Director of Sixth Form***

TRINITY CATHOLIC HIGH SCHOOL
Science and Sports College)

Ms P. C. Doherty OBE, BA (Hons), DPhil (Oxon), FRSA
Tel: 020 8304 3419 Website: tc.hcs.uk.net

PASTORAL CARE

At the heart of our strong Catholic Ethos lies a commitment to the growth of each individual in the sixth form, which means that we place great emphasis on pastoral care and on enrichment activities. We strongly encourage students to make a commitment to contribute to community both within school and to the wider local and global community. We are very proud of the impact that our students have as a result of their community involvement which ranges from support for younger students in lessons, through fundraising for charities, to positive action through organisations such as NCS or Citizens UK.

We pride ourselves in offering a strong Pastoral system which offers students both one to one support and also curriculum time covering elements of Personal and Spiritual Development. Each student belongs to a Tutor Group with a dedicated Form tutor whom they see several times a week during morning registration. Our comprehensive Tutor Time Programme allows for 1:1 discussions with each student on relevant topics such as "Higher Education"; "Mental Health & Wellbeing"; "Study Skills" and "Encounters with Employers".

Through this programme, the Tutor gets to know each individual student in their Form and is able to offer personalised support and mentoring. In addition, the Director of Sixth Form, Heads of Year and the Sixth Form administrators are always available to provide advice, guidance and pastoral support.

Students are supported to develop an A Level Mindset through planned activities that transform student commitment, motivation and productivity. They are encouraged to become independent and develop mastery through activities such as the Reading Marathon Challenge and by engaging with online learning through our digital hub and for example through the Future Learn programme. Students are supported in their transition to independence through timetabled sessions within the Learning Resource Centre where individual focused study is expected but where there are staff on hand to help. Students have greater freedom to direct their own time in the sixth form and are encouraged and supported to use this time well. The sixth form common rooms are great spaces to socialise at break and lunch time and are also available for self-directed collaborative study outside of these times.



PASTORAL CARE (CONTINUED)



At Trinity we strive to promote a sense of community where everybody is encouraged and equipped to fulfil their potential, regardless of their background or aspirations for the future.



The sixth form also benefits from an outdoor area exclusive to sixth formers which includes a 'Café pod', allowing students to grab a bite to eat in the common rooms.

We encourage all of our students to raise their aspirations and to aim high. We have a substantial careers advice programme in place including opportunities for work experience, taster days within Higher Education institutions, and access to shadowing and mentoring schemes both in the workplace and at university and schemes aimed at raising the aspirations of underrepresented groups. We offer a detailed programme of support to assist students in applying for apprenticeships and Higher Education and have a well-established dedicated support programme for our 'Luminaries', students who have an aspiration to apply to Oxford, Cambridge, Russel Group Universities or for courses such as Medicine, Veterinary Science or Dentistry. We have a strong record of success in terms of destinations for these high achievers but equally so for our students who enter the sixth form with special educational needs or from disadvantaged backgrounds.

Students' progress and attainment is closely monitored with assessment weeks and progress reviews. Students will also sit formal mock exams twice a year. Parents/carers are kept informed over the course of the A Level journey through full school reports, mock exams reports, parents evening as well as a cause for concerns evening.

CATHOLIC ETHOS

'At Trinity, our Catholic Ethos is at the very heart of our mission and vision. Our school motto 'In Christo Florebimus' from the Latin meaning 'In Christ we shall flourish' is a lived-out reality which permeates every encounter we have with each and every student, parent and member of staff. As a school community and an extension of the parish community, we exist in order to live out our vocation, to grow in Faith, Hope and Charity. Here at Trinity, we are honoured to support our parents in their responsibility of 'forming' their children and young people. This is not just about achieving academic excellence with outstanding results. Our mission is much more all-encompassing than this. We support you in the formation of your child, intellectually, pastorally, humanly, and spiritually, seeking to empower our young people to be well formed individuals, who when they leave us, are able to contribute to society in the best possible way.

In our most recent Inspection (Section 48, January 2020) our school was identified as a 'beacon' of excellence providing 'high quality Catholic education' as a 'flagship' school in our Diocese of Brentwood.

This inspection highlighted that the 'Catholic life & Collective Worship at Trinity Catholic High School is outstanding and is of the highest quality'. We are incredibly proud of this great accolade, and recognise that this is not something that has been possible without the strong collaboration between school, home and parish communities. The Religious Life of our school is at the very core and beating heart of our mission and purpose.

The current pandemic has allowed us to explore new and innovative ways to live out our ethos, and has included virtual acts of collective worship each week in order to maintain 'bubbles', including well prepared and differentiated assemblies every week, reflecting on the liturgical feasts and celebrations within the Catholic calendar, in addition to Eucharistic Adoration each week, November Remembrance of deceased loved ones, observance of the Marian month of the Holy Rosary in October, Sacrament of Penance & Reconciliation availability, the daily praying of the Angelus at 12 noon, the praying of grace before meals, the Mercy prayer each day at 3 o'clock, and our current preparation for the season of Advent after Christ The King Sunday, are just some examples of how we have worked tirelessly to ensure our students receive the very best Catholic formation possible.

We look forward to a 'pandemic free' future, when we are able to continue more fully with our Religious Life formation programme for all students (and staff) and remain incredibly grateful to our supportive staff, parents and families.'





Enrichment

The extensive enrichment programme at Trinity offers students invaluable opportunities to explore and develop their interests, to strengthen skills, to volunteer, to add breadth and depth to their studies and to develop mastery. A small selection are showcased on the following pages to give a flavour of the activities available.

Clubs and Societies

From the start of Sixth, in Year 12 students are actively encouraged and supported to take a lead in the setting up and running of a Debating Club. Members not only develop excellent oral and communication skills, they also learn to develop critical thinking skills, how to use research tools effectively as well as organisation and presentation skills. It is also of tremendous help in overcoming a fear of public speaking and to gain in confidence during interviews.



Future Learn



Outdoor pursuits

We offer all students the opportunity to take part in the Duke of Edinburgh scheme for all three awards, Bronze, Silver and Gold. The scheme comprises 4 sections which students need to complete including the Volunteering, Physical and Skills sections as well as the Expedition. For Gold there is a 5th section called the residential. Undertaking the Duke of Edinburgh award scheme is a fantastic opportunity for students to give something back, try out a new sport or improve on an existing one, learn new skills and most importantly learn about themselves. In addition, we prepare students to undertake an expedition, developing their map reading and route planning skills as well as choosing the correct equipment for their needs.

At Trinity, we also offer "Assistant Expedition Leaders Award" for year 12 and 13 students. This is a level 2 qualification, which is the first step on the ladder to becoming a qualified expedition leader for Duke of Edinburgh. The lesson is delivered outside of your mainstream curriculum and is both practical and theory based. To do this award, it is essential that you have experience on expeditions.

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Reading Marathon Challenge

Adding depth and breadth

This challenge runs throughout the A-Level course (2 years) and encourages students to become experts in their subject areas by reading around the subject. The challenge engages with pre- and post-reading tasks and involves exposing students to words and ideas that link to in class learning which will not only enhance their understanding of difficult concepts but also demonstrate a willingness to extend themselves as learners.

We encourage students to make a reading marathon blog highlighting their reading exploits. Whilst documenting their understanding of the books, this also provides evidence to Universities or workplaces regarding a student's passion for their subjects.

Raising Aspirations

The main purpose of the Luminaries programme is to help and support students who have the ambition to study Medicine, Dentistry and Veterinary Science, who wish to study at Oxbridge or at Russell Group Universities. The programme is designed to enrich applications to these institutions.

Key activities in the programme are:

- **Challenge Forum** - the forum is a debating group where questions are posed every few weeks and a debate surrounding the key issue takes place.
- **Marathon Reading Challenge** - all the Luminaries group are strongly encouraged to take part in this challenge. The idea is simple, read 26 books around subjects that you are interested in and may be applying to study at University between autumn in Year 12 and your UCAS application in Year 13.
- **Master classes and visits** - The programme includes masterclasses and visits from advisors from top universities to advise Luminaries with regard their UCAS applications and personal statements.



ADMISSION INTO TRINITY SIXTH FORM

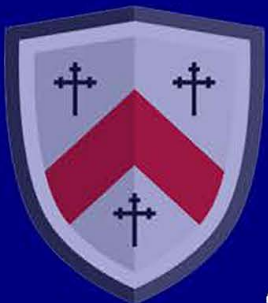
Below are general guidelines for admission into Trinity Sixth Form.

Admission into Trinity Sixth Form must be made via the official Application Form. Please see the Sixth Form Admissions Policy (2021) for full details on admissions.

Following receipt of the application form a formal offer of a place may be made. This offer will be made by email. Students who wish to accept this offer should do so in writing and by the deadline.

An offer of a place in the Sixth Form will, at this stage, be provisional in most cases. Students will need to meet the entrance criteria for the subjects they have chosen. Entrance criteria details for all subjects appear in this brochure. They also appear as a separate document on the school website.

Sometimes students want to change subjects they have chosen. Though we try to accommodate all requests to change subjects we cannot guarantee that this will be possible in all cases - especially where a subject has become over-subscribed. It will therefore be very important to choose your subjects carefully.



MAKING YOUR SIXTH FORM APPLICATION



Once you have done all the above, you should do the following:

- Complete the online Application Form fully and to the best of your ability;
- Ensure that your Application Form is received in advance of the application deadline.

Please remember: making the right post-16 choice is always very important; in some cases it can even be crucial. We are here to help you make the right one. Please, then, feel free to ask for help or advice. If you need help or advice in making this application, please ask - but please make sure you do this well in advance of the deadline.

Before making your application, please ensure that you have done the following:

- That you have read this brochure fully and carefully;
- That you have read the Sixth Form Admissions Policy fully and carefully;
- That you checked that you are 'on target' to meet the entrance criteria for the subjects in which you are interested;
- That you have sought proper advice and guidance;
- That you have checked that the subjects you are applying for will qualify you for the courses/career you have in mind following your time in the Sixth Form.

PLANNING YOUR COURSES

At Trinity most prospective Sixth Formers follow the procedure described below:

- Prospective Sixth Form students are asked to choose three A Level subjects i.e. they are asked to choose three subjects they wish to study for two years. These subjects should reflect the students' strengths and interests as well as support their career aspirations.
- Students are also be given the option to choose to study the EPQ (Extended Project Qualification), Core Mathematics, assistant expeditions leaders award or Future Learn to compliment their A Level studies.
- At the end of Year 12 students following linear A Levels sit formal internal mock examinations. These mocks inform UCAS predicted grades.
- Progression into Year 13 is dependent upon passing these exams.

WHAT TO DO NOW

1. Carefully read the subject lists. Then carefully read the Option Blocks.
2. Choose Three A Level subjects that you wish to study for two years.
3. From the additional option line choose either the EPQ, Core Maths, Assistant Expeditions Leaders Award or Future Learn.
4. Please remember that A Level subjects are both demanding and difficult and require a great deal of commitment. You will be expected to spend between six and eight hours per week on each subject outside of lesson time.
5. Carefully check entrance criteria for the subjects you are choosing. You will only be accepted on to courses if you meet the entrance criteria in full.
6. Trinity Sixth Form will recruit for level 3 qualifications only. Provision will be available for students to study GCSE English/Mathematics if they need to.

7. Students can supplement their studies with additional courses, for example Duke of Edinburgh Award, Open University courses, MOOCS, or First Aid courses.



PLANNING YOUR COURSES (CONTINUED)

A Level subjects for 2021 are likely to be as follows:

Art	History
Biology	Maths
Business	Media Studies
Chemistry	Music
Computer Science	Photography
D & T (Product Design)	Physical Education
Economics	Physics
English Language & Literature	Politics
English Literature	Psychology
Film Studies	Religious Studies (Philosophy & Ethics)
Food Technology	Sociology
French	Spanish
Further Maths	Theatre Studies
Geography	

Additional subjects for 2021 are likely to be as follows:

Core Maths
EPO
Assistant Expedition Leaders Award
Future Learn courses

Please note that the availability of Additional and A Level subjects will depend upon popularity and uptake.



CHOOSING YOUR A LEVEL COURSES

What subjects do I like?

Instinct may be as good a guide as any to A Level choice. You will perform best, and get the best results, when you are enjoying your work and are fully committed to it. If you make your choice for the 'wrong' reason (for example because a friend has chosen it) you are unlikely to make the most of a subject. Remember, however, that you may not be able to say whether you like a subject until you have tried it. It is in the Sixth Form that students often discover their potential in new areas and develop interests and enthusiasms which may then last a lifetime.

What am I good at?

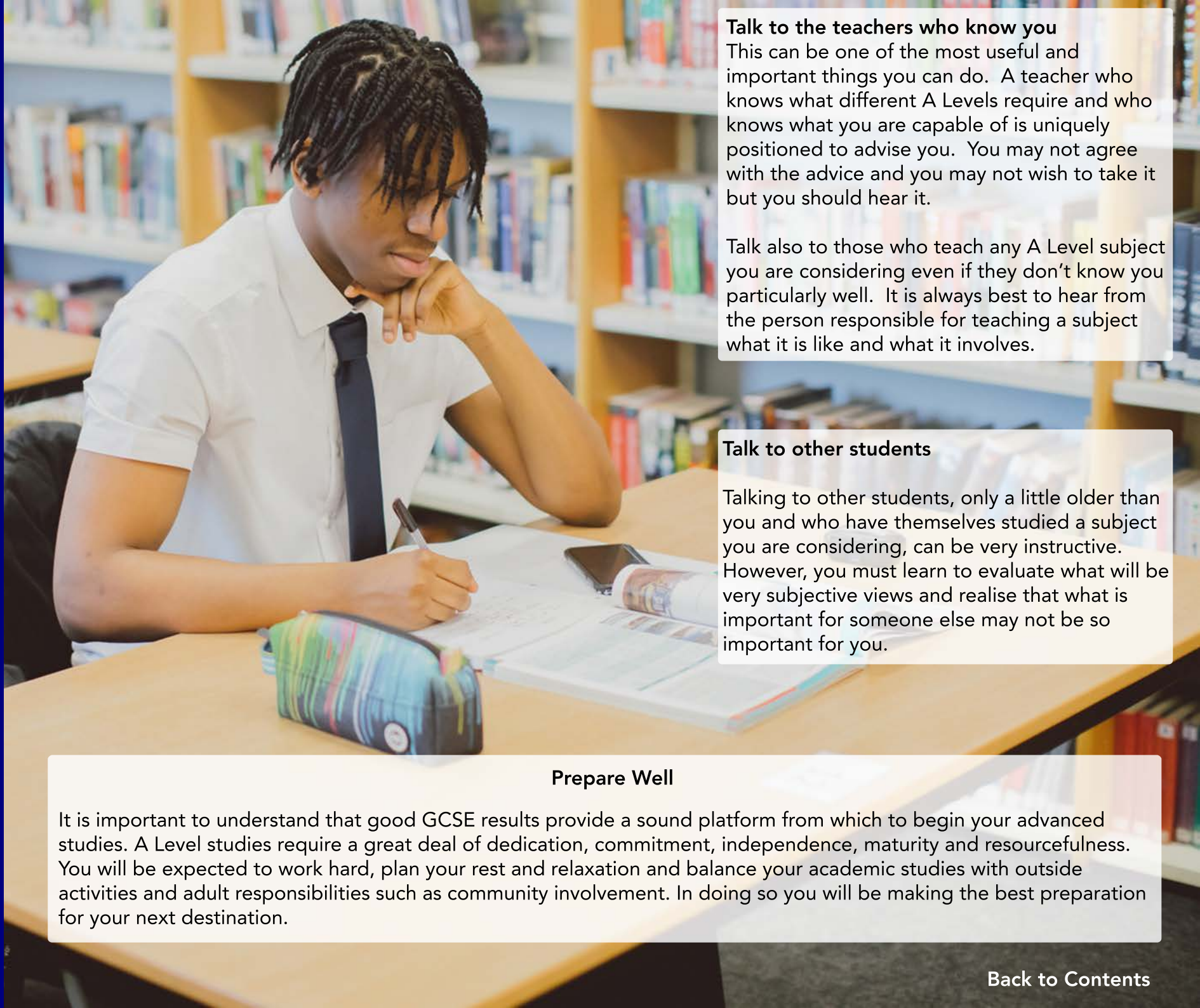
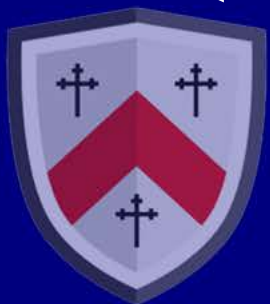
Interest in a subject must be matched by the necessary ability. Before embarking on a course you need to ask yourself whether you have the appropriate skills and aptitude. If you cannot perform to an adequate standard you are likely to lose both interest and confidence. All arts subjects at A Level help to develop powers of expression and it would be a mistake to choose such subjects without a good and proven standard of written English. In many cases the best people to advise you are your teachers who have had an opportunity to assess your ability and who are familiar with the demands of different subjects. Predicted GCSE grades are also a good though not an infallible, guide.

What A Level subjects do I need?

You may not need any particular subjects but if you want to continue your studies after A Levels, perhaps at a college or university, you may find that in order to gain a place you do have to do this. It is essential that you carry out thorough research, before choosing your A Levels, if you have a possible career in mind.



CHOOSING YOUR A LEVEL COURSES (CONTINUED)



Talk to the teachers who know you

This can be one of the most useful and important things you can do. A teacher who knows what different A Levels require and who knows what you are capable of is uniquely positioned to advise you. You may not agree with the advice and you may not wish to take it but you should hear it.

Talk also to those who teach any A Level subject you are considering even if they don't know you particularly well. It is always best to hear from the person responsible for teaching a subject what it is like and what it involves.

Talk to other students

Talking to other students, only a little older than you and who have themselves studied a subject you are considering, can be very instructive. However, you must learn to evaluate what will be very subjective views and realise that what is important for someone else may not be so important for you.

Prepare Well

It is important to understand that good GCSE results provide a sound platform from which to begin your advanced studies. A Level studies require a great deal of dedication, commitment, independence, maturity and resourcefulness. You will be expected to work hard, plan your rest and relaxation and balance your academic studies with outside activities and adult responsibilities such as community involvement. In doing so you will be making the best preparation for your next destination.

PROVISIONAL OPTION BLOCKS FOR SEPTEMBER 2021



You must not choose more than one subject from each block

Option A	Option B	Option C	Option D	Optional Additional Subject
Art	Art	Biology	Biology	Core Maths
Business	Business	Economics	Chemistry	EPQ
Computer Science	Chemistry	English Literature	English Literature	FutureLearn/MOOCs
Film Studies	Digital Media Level 3 equivalent to A Level	Mathematics	Food Technology Level 3 Equivalent to A Level	Assistant Expedition Leaders Award
French	Economics	Media Studies	Further Maths	
Geography	English Lang & Lit	Photography	Geography	
History	Mathematics	Politics	History	
Physical Education	Physics	Psychology	Media Studies	
Physics	Product Design	Theatre	Music	
Psychology	Sociology			
Religious Studies (Philosophy & Ethics)	Spanish			

Please note that these option block arrangements are provisional and may therefore change.

If a class is undersubscribed it may not run.

STAFF CONTACT LIST



SUBJECT	CONTACT PERSON
Art	Mrs E Bainbridge
Biology	Mr E Feeney
Business	Mr P McGrory
Chemistry	Mr I Milne
Computer Science	Mr N Barnes
Core Maths	Mr N Barnes
Design and Technology	Mr M Smith
Digital Media	Mr M Vinnicombe
Drama and Theatre Studies	Ms A Thorpe
Economics	Mr D Baker
English Literature	Miss M Liddane
English Language and Literature	Miss M Liddane
EPQ	Mr T Prior
Film Studies	Mr M Vinnicombe
Food Technology	Miss S Loster
French	Mrs C Leslie
Further Maths	Mr N Barnes
Geography	Mrs K Reid
History	Mrs S Cox
Mathematics	Mr N Barnes
Media Studies	Mr M Vinnicombe
Music	Mrs H Wilcox
Photography	Mr P Chapman
Physical Education	Miss C Healey
Physics	Mr D Collins
Politics	Mr P McGrory
Psychology	Mr M Vinnicombe
Religious Studies (Philosophy & Ethics)	Mr L Connolly
Spanish	Miss S Diez
Sociology	Mr M Vinniciombe



SIXTH FORM CODE OF DRESS



LADIES

Plain (unpatterned), navy blue, black, or dark grey 2-piece trouser suit: Navy blue, black, or dark grey trousers, to be worn with a matching suit jacket, suitable for business attire.

No skirts, leggings or Capri pants. Trousers should not be made from stretchy fabric.

Suit to be worn with a smart shirt/blouse, with collar and short or long sleeves, and must be tucked into the trousers. Sleeveless shirts/blouses are not allowed.

Optional black cardigan or black jumper. Jumpers must be V-neck or crew neck. Note: jumpers do not replace a suit jacket. Polo necks are not allowed.

Black, low heeled shoes.
Boots, trainers/plimsolls or other type of footwear are not allowed.

Socks (optional) – colours black or tan. If socks are worn they must be long enough to be hidden underneath the trouser.

Outdoor coat (optional). Coats should be black or navy in colour, practical and suitable for school use. Khaki, denim, leather, suede or fur/fake fur and logos are not allowed.

Small stud earrings only are allowed.
Eyebrow/nose/other face studs and rings are not allowed.

GENTLEMEN

Plain (unpatterned), navy blue, black, or dark grey 2-piece trouser suit: navy blue, black, or dark grey trousers, worn with a matching jacket suitable for business attire.

Suit to be worn with a smart shirt and tie. Shirt must be tucked into trousers.

Optional black cardigan or black jumper. Jumpers must be V-neck or crew neck. Note: jumpers **do not** replace a suit jacket. Polo necks are not allowed.

Dark shoes with dark sock that cover the ankle. Boots, trainers/plimsolls or other type of footwear are not allowed.

Outdoor coat (optional). Coats should be black or navy in colour, practical and suitable for school use. Khaki, denim, leather, suede or fur/fake fur and logos are not allowed.

Small stud earrings only are allowed.
Eyebrow/nose/other face studs and rings are not allowed.

All other decisions regarding the suitability of students' dress (or other aspects of appearance, for example jewellery, hairstyle, make up and so on) may be made at the discretion of the Headmaster or the Director of Sixth Form.



PARENTAL INVOLVEMENT IN STUDENTS' EDUCATION

Sixth Form students have a diary in which they are expected to record all homework. Subject teachers may use the diary to inform you of any concerns they may have regarding your son/daughter.

You can, whenever you wish, ask for an appointment to see the Director of Sixth Form. In the first instance, however, an appointment should be sought with the Head of Year 12/13.

There will be open evenings during both academic years in order for you to come to school to discuss your son's/daughter's progress.

There will be many other occasions when you will receive an invitation to attend school functions, for example, Drama Productions, Plays, History Mystery Lectures, Music Festivals, Higher Education Evenings and so on about which you will be informed in advance. Parents are also cordially invited to attend 8.20 am Mass celebrated every day on the Lower Site in the Chapel of the Divine Child.

Year 12 students receive two progress reports, one in November/December and one in March/April. Year 13 students also receive two progress reports, and at similar times.

You will receive many letters on school activities via email so it is essential that the school has an up to date contact email address.

- Please ensure your son/daughter attends school and arrives punctually.
- Please ensure your son/daughter comes to school following the Sixth Form dress code.
- Please ensure that medical appointments, where at all possible, are not during school hours or are arranged during study periods.



- All absences should be reported by telephone before 10am on the first day of absence then followed up in a written note.
- You are most welcome to join our reading scheme, i.e. helping students on a one-to-one basis. Please write to the Headmaster.
- Are there any problems at home? Financial? Emotional? If so, we may be able to help. Do write in to the Headmaster. Such correspondence/contact will be dealt with in a most sensitive and confidential manner.

Would you like to become more involved in school life? Do you have any ideas about how to enhance the school? If so, please write to the Headmaster.



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Art and Design
Biology
Business
Chemistry
Computer Science
D & T: Product Design
Digital Media (CTEC)
Drama and Theatre Studies
Economics
English Language and Literature
English Literature
EPQ
Film Studies
Food Science and Nutrition
French
Geography
History
Mathematics, Core and Further Maths
Media Studies
Music
Photography
Physical Education
Physics
Politics
Psychology
Religious Studies (Philosophy & Ethics)
Sociology
Spanish



ART & DESIGN

ENTRY REQUIREMENTS

Students are required to have at least 6 GCSE grades 9 - 4 to include a grade 5 in GCSE Art or equivalent and possess a portfolio of artwork. Be aware that progress from Year 12 to Year 13 is dependent upon passing the year 12 end-of-year test/exam.

EXPECTATIONS OF STUDENTS

The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world and to respond in a personal and creative way.

The skills you will develop will be varied. Among them, you will develop a working knowledge of materials, practices and technology within one or more of the disciplines within art. You will develop the skills to interpret and convey your ideas and feelings using art, craft and design. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of art, craft and design in history and in contemporary society.

The specific skills you acquire will be determined to some extent by the area of study you choose - for example graphic design, photography, film, textiles or fine art. However, whether you see yourself as a painter, a fashion designer or a film maker, the same basic rules and skills of art, craft and design apply.



ASSESSMENT

Component 1: Personal Investigation (60%)

Component 1 is separated into two parts;

Practical work & Personal study. The investigation and development for both elements will be shown through supporting studies.

Students will have opportunities to generate practical work, ideas and research from primary, secondary and contextual sources. They will experiment with different media and processes, and develop and refine their ideas as they work towards presenting final outcomes. Students are also required to submit a personal study in the form of a piece of continuous prose of approximately 1000 or 3000 words.

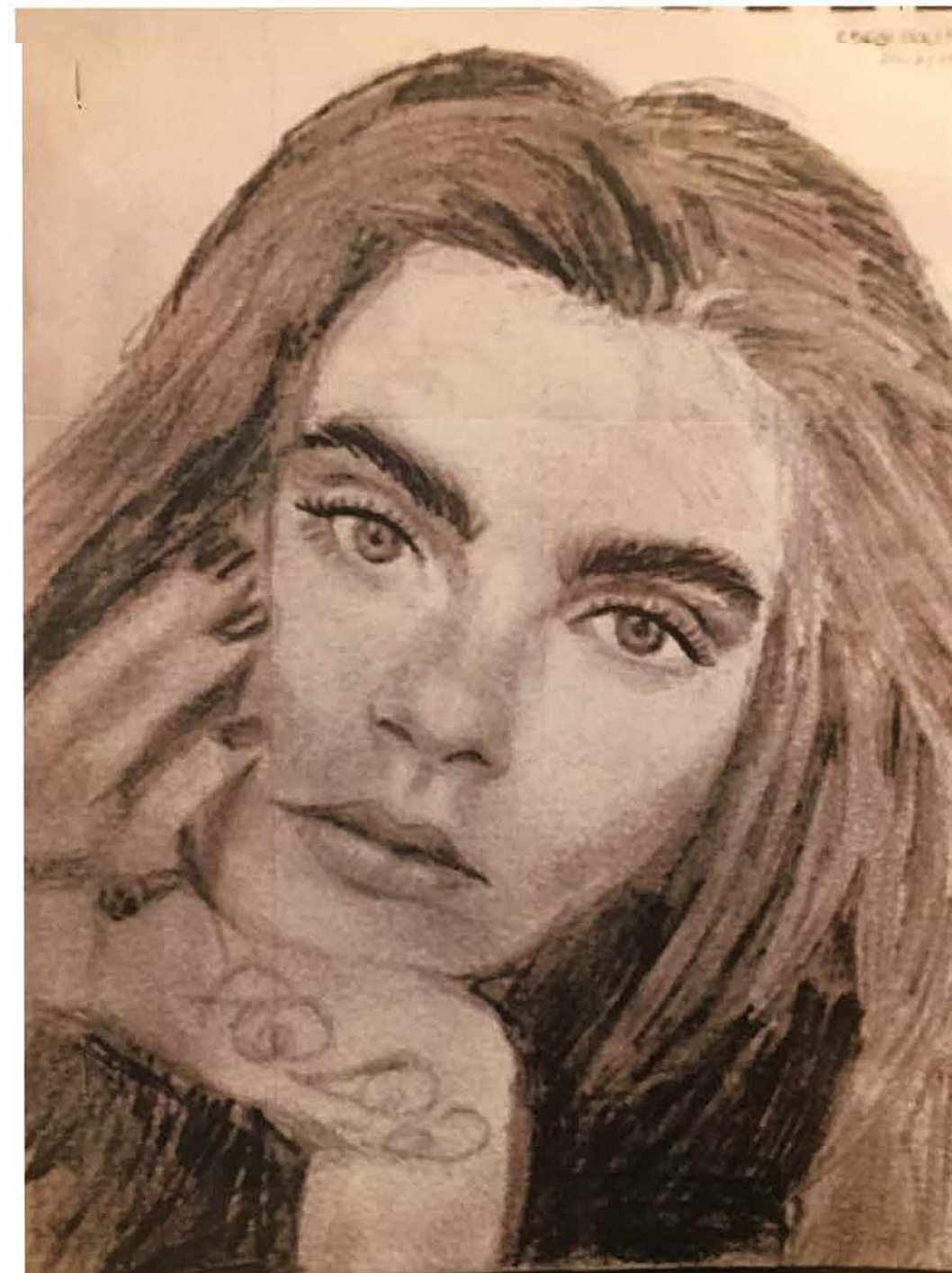
Component 2: Personal Investigation (40%)

This component represents the culmination of the A level course.

- Externally set, broad based theme released to teachers on February 1st

- Sustained focus period of 15 hours controlled assessment in which students create final responses to the theme

- Students submit Preparatory studies
Personal outcomes



KS5 ART & DESIGN

CAREERS INFORMATION

Students who wish to undertake further studies in art, craft and design, usually at Art College or further education. Students who are looking to take up careers for which an art background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work. Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond this level.

There are many careers in art, craft and design. Most of these require further study at an art school, further education college or university. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your art teacher who will know about the courses on offer in your area or elsewhere.

At present most students wishing to take art, craft and design further will go on to do a one year 'Foundation' course at an art college or college of further education before applying to degree courses in more specialist areas of art and design.

You may wish to do an A level in Art for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of art, craft and design, or where you will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media. The study of Art can also help you develop transferable skills you can take into any career or job. Success at this level of study requires determination and dedication. However, whichever future path you choose, it can be a very rewarding beginning.

BIOLOGY

ENTRY REQUIREMENTS

Students are required to have 6 GCSE grades 9 - 5 to include grades 7-7 in GCSE Combined Science (or a grade 7 in GCSE Separate Biology and Chemistry) together with grade 5 in Mathematics (Higher paper) and a grade 5 in English Language. Students will normally be expected to support the study of Biology with an A level in Chemistry and preferably Mathematics.

EXPECTATIONS OF STUDENTS

Students are expected to undertake a minimum of 6 hours homework per week. In addition to set homework, which may take a variety of forms, students are expected to supplement class notes using a range of Biology texts. It is also expected that students will enhance their understanding of Biology by independent reading. Homework is marked in accordance with departmental policy. Throughout the course, students are expected to keep a log per module of all homework set, together with grades awarded. Test results are also recorded here. Extended investigations and projects are included in each module.



ASSESSMENT (THERE WILL BE THREE WRITTEN EXAMS)

Paper 1 (35%)

Paper 1 is a written exam of 2 hour's duration and worth 91 marks (35% of A-level) covering topics 1 to 4, including relevant practical skills. The format of the paper will be 76 marks of short and long answer questions and 15 marks of extended response questions.

Paper 2 (35%)

Paper 2 is a written exam of 2 hour's duration and worth 91 marks (35% of A-level) covering topics 5 to 8, including relevant practical skills. The format of the paper will be 76 marks of short and long answer questions and 15 marks for a comprehension question.

Paper 3 (30%)

Paper 3 is a written exam of 2 hour's duration and worth 78 marks (30% of A-level) on topics 1 to 8, including relevant practical skills. The format of this paper will be 38 marks of structured questions, including practical techniques, 15 marks of critical analysis of experimental data questions and 25 marks for one essay questions from a choice of two titles.

CAREERS INFORMATION

Biology A-level goes into much more detail than you will have covered at GCSE. It will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life and if that's not important, what is? Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

According to bestcourse4me.com, the top seven degree courses taken by students who have an A-level in Biology are: Biology, Psychology, Sport and exercise science, Medicine, Anatomy, Physiology and Pathology, Pharmacology, Toxicology and Pharmacy Chemistry.

Studying A-level Biology at university gives you all sorts of exciting career options, including: Clinical molecular geneticist, Nature conservation officer, Pharmacologist, Research scientist, Higher education lecturer, Secondary school teacher, Soil scientist, Dentist, Doctor.

BUSINESS

ENTRY REQUIREMENTS

6 GCSE grades 9 - 4 to include level 5 Mathematics and level 5 English Language. If GCSE Business is being taken, a minimum grade 6 must be achieved.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test

EXPECTATIONS OF STUDENTS

Students will be expected to maintain the very highest standards of commitment in all aspects of their work. Students will be expected to devote time to daily revision. Students will need to spend a minimum of 12 hours each week when completing homework and private revision. This is essential in order to develop the analytical and evaluative skills, which are essential for exam success.

Students will need to have a genuine interest in learning about the subject, need to possess a very positive attitude to work and private study, have good organisational skills, be self-motivated and prepared to undertake private research. Students also need to read around the subject and to read quality newspapers frequently.



ASSESSMENT (THERE WILL BE THREE WRITTEN EXAMS)

**Paper 1: Business 1 33.3% of A Level
2 hours examination 100 marks**

Section A: 15 multiple choice questions worth 15 marks.

Section B: Short answer questions worth approximately 35 marks.

Section C and D: 2 essay questions worth 25 marks each. Choice of two questions for both sections.

**Paper 2: Business 2 33.3% of A Level
2 hours examination 100 marks**

Three data response questions worth 33 marks each and made up of three or four part questions.

**Paper 3: Business 3 33.3% of A Level
2 hours examination 100 marks**

One compulsory case study followed by 6 questions.

CONTENT

Students of this course should study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

STRATEGIC DECISION MAKING

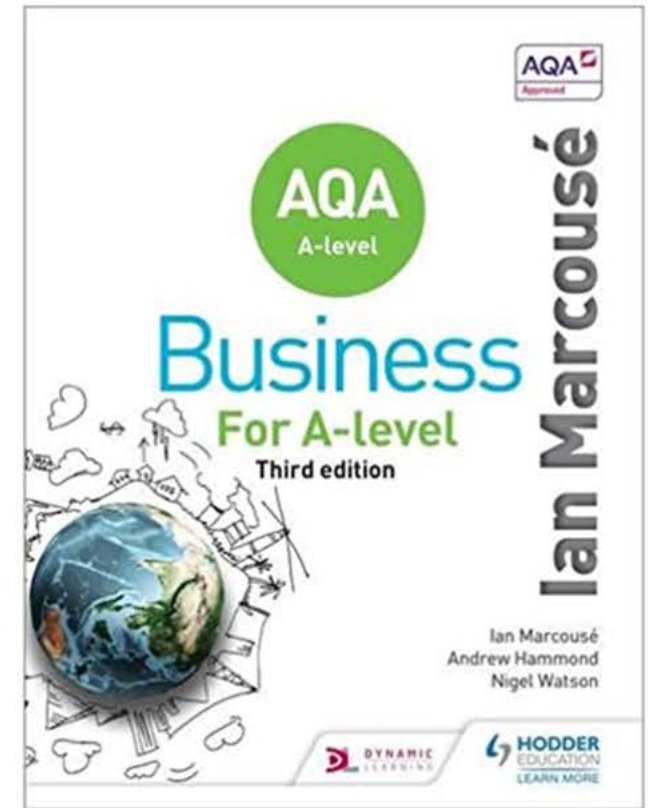
The study of strategic decision making should build on the study of decision making in the functional areas. Students should consider:

- the impact of technology on strategic decision making
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- the difficulties in forecasting future trends
- the importance of assessing feasibility and risk when making strategic decisions
- the impact on stakeholders of strategic decisions and their response to such decisions.

The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

SUBJECT CONTENT:

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change



CAREERS INFORMATION

The course is suitable for students who wish to pursue any aspect of Business Studies or Business Management in a third level institution. The course is also particularly relevant for students who may wish to pursue a career in Management, Marketing, Finance, Human Resources or Production. Previous students have followed career paths in Banking, Insurance, Stock Broking, Retail Management, and the Fashion and Leisure Industries.



CHEMISTRY

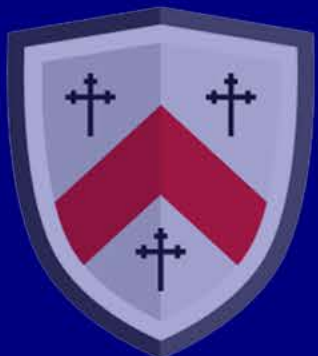
ENTRY REQUIREMENTS

6 GCSE grades 9 - 5 to include a minimum of grades 7-7 in science (double award) together with grade 5 in Mathematics (higher Paper) and grade 4 in English Language. Students would normally be expected to support the study of Chemistry with either an A Level in Mathematics or a second science.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test

EXPECTATIONS OF STUDENTS

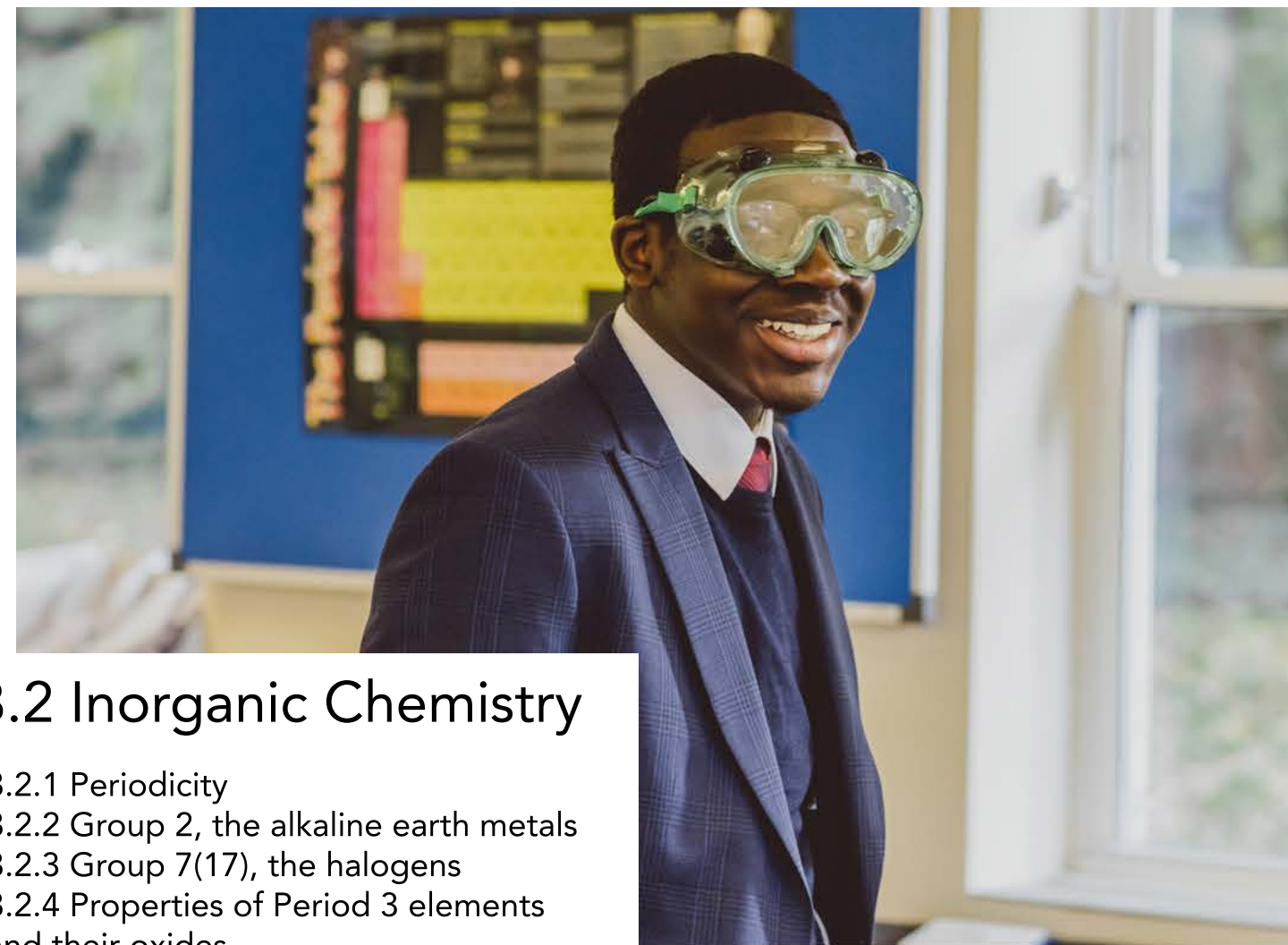
Students are expected to undertake a minimum of 6-8 hours homework per week. In addition they are expected to read around the subject in order to supplement the work undertaken in class. Homework is marked in accordance with departmental policy. Throughout the course students are expected to keep a log of all homework set together with the grades awarded. Test results are also recorded in the log. Students are expected to practice exam questions on topics they as individuals are experiencing difficulties with, in addition to those set to all students. Students have access to Examination Board mark schemes and reports. Students are expected to have a laboratory coat and a scientific calculator. The skills and attributes required to be successful in the study of Chemistry and which can be developed further during this course are: communication, application of number, information technology, problem solving, working with others, improving own learning and performance.



A LEVEL CHEMISTRY

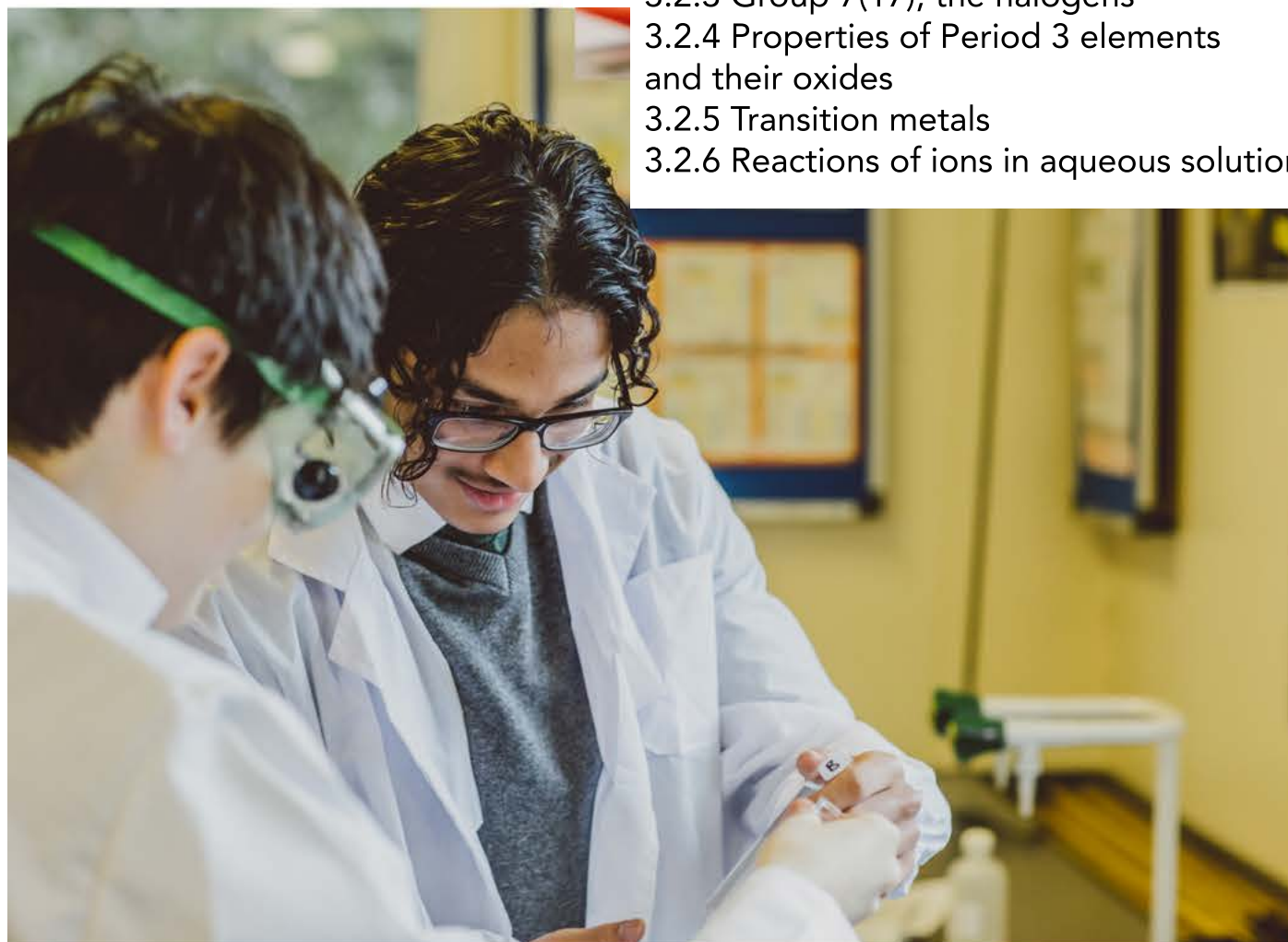
3.1 Physical Chemistry

- 3.1.1 Atomic structure
- 3.1.2 Amount of substance
- 3.1.3 Bonding
- 3.1.4 Energetics
- 3.1.5 Kinetics
- 3.1.6 Chemical equilibria and Le Chatelier's principle
- 3.1.7 Oxidation, reduction and redox equations
- 3.1.8 Thermodynamics
- 3.1.9 Rate equations
- 3.1.10 Equilibrium constant K_c for homogeneous systems
- 3.1.11 Electrode potentials and electrochemical cells
- 3.1.12 Acids and bases



3.2 Inorganic Chemistry

- 3.2.1 Periodicity
- 3.2.2 Group 2, the alkaline earth metals
- 3.2.3 Group 7(17), the halogens
- 3.2.4 Properties of Period 3 elements and their oxides
- 3.2.5 Transition metals
- 3.2.6 Reactions of ions in aqueous solution



3.3 Organic Chemistry

- 3.3.1 Introduction to organic chemistry
- 3.3.2 Alkanes
- 3.3.3 Halogenoalkanes
- 3.3.4 Alkenes
- 3.3.5 Alcohols
- 3.3.6 Organic analysis
- 3.3.7 Optical isomerism
- 3.3.8 Aldehydes and ketones
- 3.3.9 Carboxylic acids and derivatives
- 3.3.10 Aromatic chemistry
- 3.3.11 Amines
- 3.3.12 Polymers
- 3.3.13 Amino acids, proteins and DNA
- 3.3.14 Organic synthesis
- 3.3.15 Nuclear magnetic resonance spectroscopy
- 3.3.16 Chromatography



ASSESSMENT

(THERE WILL BE THREE WRITTEN EXAMS)

Paper 1

Written exam of 2 hours (35% of A-Level), 105 marks of short and long answer questions covering relevant physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6), Inorganic Chemistry (section 3.2) and relevant practical skills.

Paper 2

Written exam of 2 hours (35% of A-Level), 105 marks of short and long answer questions covering relevant physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9), Organic Chemistry (section 3.3) and relevant practical skills.

Paper 3

Written exam of 2 hours (30% of A-Level), 90 marks. 40 marks of questions on practical techniques and analysis, 20 marks of questions testing across the specification and 30 marks of multiple choice questions.



PRACTICAL COMPONENT

Coursework has been removed, so coursework practicals will no longer contribute towards the final A Level grade.

Students will do at least 12 practical activities across the two-year A Level. Students will have more opportunities to learn and use practical skills to link theory with practice, deepening their knowledge and understanding. Students will be asked to apply the knowledge and understanding they learn from these practicals in their written exams. Practical-based questions will form about 15% of the total assessment. Most of these questions in one section of paper 3 of the A Level, so that students know what to expect and can prepare.

CAREERS INFORMATION

An A Level in Chemistry is a prerequisite to certain degree courses, in particular the medical/ biomedical fields. It can lead to further study in Chemistry, Biochemistry, Chemical Engineering, Genetics, in addition to numerous other scientific and non-scientific disciplines e.g., law, teaching.

COMPUTER SCIENCE

ENTRY REQUIREMENTS

Students are required to have 5 GCSE grades 9 - 4 to include a minimum of a grade 6 in Computer Science; if GCSE Computer Science has not been studied then students should have a minimum of a level 7 in GCSE Mathematics.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test

EXPECTATIONS OF STUDENTS

The student that takes A Level Computer Science and succeeds has a genuine interest in the field of computing. Once enrolled the student will find the course very tough but rewarding and is expected to read around the subject and study constantly.

An analytical mind is essential, as is a good mathematical base and a mature attitude to study. Homework is set weekly in both lessons and is expected to be submitted for the following week. High standards of work must be maintained throughout the course. Independent study skills are essential as much of the work is done outside the classroom.



DESCRIPTION OF THE COURSE

The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used both by humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future with computer circuits made of genes. This leads to the question does the natural world "compute"?

Experimental computer science can be done with computers where we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation. Computer science is about designing new algorithms to solve new problems. In this sense computer science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.



THE COURSE IS DIVIDED INTO 3 ASSESSMENTS

Paper 1

You will learn about programming (including procedural and object-orientated programming), data structures and algorithms, as well as the principles of computation.

This exam is worth 40% of the A Level and is a practical, on-screen, examination which allows you to demonstrate your knowledge of the fundamental principles of the subject, focusing on programming through a problem-solving scenario using pre-release material.

Paper 2

You will learn about data representation (e.g. how computers represent numbers, text, images, etc...), computer systems, computer organisation and architecture, consequences of the uses of computing, communication and networking, databases, big data and functional programming.

This exam is worth 40% of the A Level.

NON EXAM ASSESSMENT

Coursework has been removed, so coursework practicals will no longer contribute towards the final A Level grade.

Students will do at least 12 practical activities across the two-year A Level. Students will have more opportunities to learn and use practical skills to link theory with practice, deepening their knowledge and understanding. Students will be asked to apply the knowledge and understanding they learn from these practicals in their written exams. Practical-based questions will form about 15% of the total assessment. Most of these questions in one section of paper 3 of the A Level, so that students know what to expect and can prepare.



CAREERS INFORMATION

This subject would be useful for students who wish to go on to higher education courses or employment where knowledge of computing would be beneficial. You can study computer science and go on to a career in medicine, law, business, politics or any type of science.

This A Level will open many doors in the computing field. Options are vast and include network managers, systems analysts and programmers. It leads into many courses at University as well as many careers.

The problem-solving skills that form the main part of this course will stand you in good stead for whatever career you are considering.



DESIGN & TECHNOLOGY: PRODUCT DESIGN

ENTRY REQUIREMENTS

6 GCSE grades 9 - 4 to include level 4 in English Language and a grade B in GCSE Design and Technology, Graphics Products or Resistant Materials.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test

EXPECTATIONS OF STUDENTS

Students are expected to foster an interest in both design and technology and the broader issues within the subject. They are also expected to be competent in a wide range of drawing, making and design skills.

The students will be expected to maintain the very highest standards of commitment in all aspects of their work, including attendance, punctuality, homework and private study. They will be required to sign a contract in this respect.

Students will be required to make the necessary commitment to ensure that coursework is completed to schedule regardless of how many hours are involved, however, a minimum of six hours is expected per week.

Design and Technology is a broad subject and students will be expected to read around the subject which is essential in order to develop the analytical and evaluative skills required in this subject.



CAREERS INFORMATION

Courses in Higher Education to consider are:

- Product Design
- Art, Design and Architecture
- Industrial Design
- Design and the Environment
- Special Effects
- Sports Product Design
- Design and Packaging



AS/A2 SUBJECT CONTENT

1. Core technical principles.
2. Core designing and making principles.
3. Additional specialist knowledge

AS ASSESSMENT

Exam (50%)

- Core technical principles and designing and making principles.
- Additional specialist knowledge.

NON EXAM ASSESSMENT (50%)

Practical application of technical principles, designing and making principles and specialist knowledge.

- Single design and make project.
- 35 hours.

Written or digital design portfolio and photographic evidence of final prototype.

A2 ASSESSMENT

1ST EXAM (25%)

Core technical principles and core designing and making principles.

2ND EXAM (25%)

Section A

- Product Analysis.
- Up to 6 short answer questions based on visual stimulus of product(s).

Section B:

- Commercial manufacture.
- Mixture of short and extended response questions.

Exam (50%)

Specialist knowledge, technical and designing and making principles. (25%)

NON-EXAM ASSESSMENT (50%)

Practical application of technical principles, designing and making principles and specialist knowledge.

- Substantial design and make task
- 45 hours

Written or digital design portfolio and photographic evidence of final prototype.



DIGITAL MEDIA

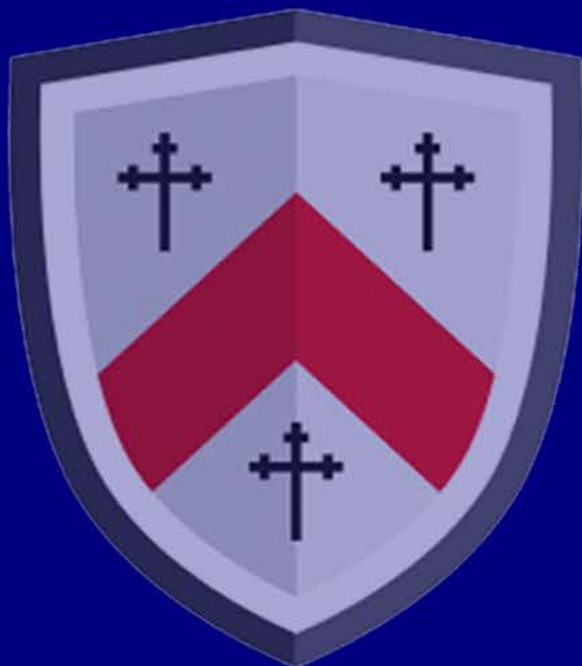
(LEVEL 3 CTEC)

ENTRY REQUIREMENTS

6 GCSE grades 9 - 4. GCSE grade 6 or above in Media is desirable otherwise we need to see significant evidence of practical skills you have undertaken at home

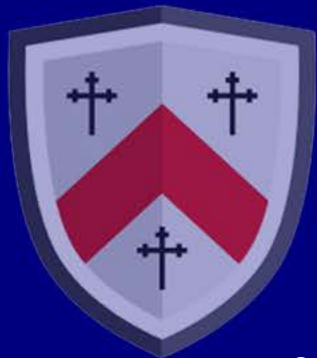
EXPECTATIONS OF STUDENTS

Passion for all things Media related.
Interest in developing an expertise in adobe suite (Photoshop and premiere).
Work independently when completing practical skills
High level of ICT skills.
Possible links: Media studies, Film studies, English, Computing, Art, Photography, Business studies.



This course offers students the chance to develop the skills, knowledge and understanding that students need to succeed in the sector, and are able to gain recognition for their creativity, their adaptability across media activities, their research skills and techniques used to inform and source media artefacts, resources and characters to contribute to digital media product developments. This pathway will allow your students to gain employment in a range of roles to include those of production practitioner and research focused such as Support Researcher, Media Editor, Programme Researcher, and Studio Assistant, Media Internship.

DIGITAL MEDIA (LEVEL 3 CTEC)



COURSE BREAKDOWN

YEAR 12 COURSE

Unit 1: Media products and audiences

The aim of this unit is for students to develop their understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. Your students will learn about the different ownership models within media industries, and they will learn how to analyse different media products within the sector in order to understand the fundamentals of how meaning is created for audiences. Students will learn about how audiences are categorised, researched and targeted by media producers. They will also learn about how media institutions distribute and advertise their products to audiences

Unit 3: Create a media product

Media products have a range of different purposes. Whether it is to advertise and promote a product or service, inform an audience of a cause or engage and entertain an audience. The aim of this unit is for your students to develop knowledge and understanding of the production processes of producing a media product from one of the following:

- Print-based product
- Audio-visual product
- Audio product.

Students will apply their learning gained in Units 1 and 2 to plan and produce a media product. They will complete planning materials to take forward in the production and post-production stages of an intended media product. Students will plan, produce and edit original content for their intended product. By completing this unit students will have the skills to:

- Create a proposal to meet a client brief
- Produce planning materials
- Create and manage original content for the product
- Apply editing techniques.

YEAR 13 COURSE

In Year 13 you would complete the mandatory units as cited above as well as choose from a number of optional units from the following options; Social media and globalisation, journalism and the news industry, the creation and use of sound in media, advertising media, plan and deliver a pitch for a media product, scripting for media products, create a personal media profile and cross-media industry awareness.



CAREERS INFORMATION

Support Researcher, Media Editor, Programme Researcher, and Studio Assistant, Media Internship, Marketing.

Students will also gain an understanding of how different businesses and organisations in the media sector work. When it comes to progression or employment, your students will learn about the variety of opportunities available to them, and the roles and responsibilities of media businesses and organisations within the sector. This will make sure your students develop clear ideas about where they might like to take their career and what progression routes they'd like to follow.

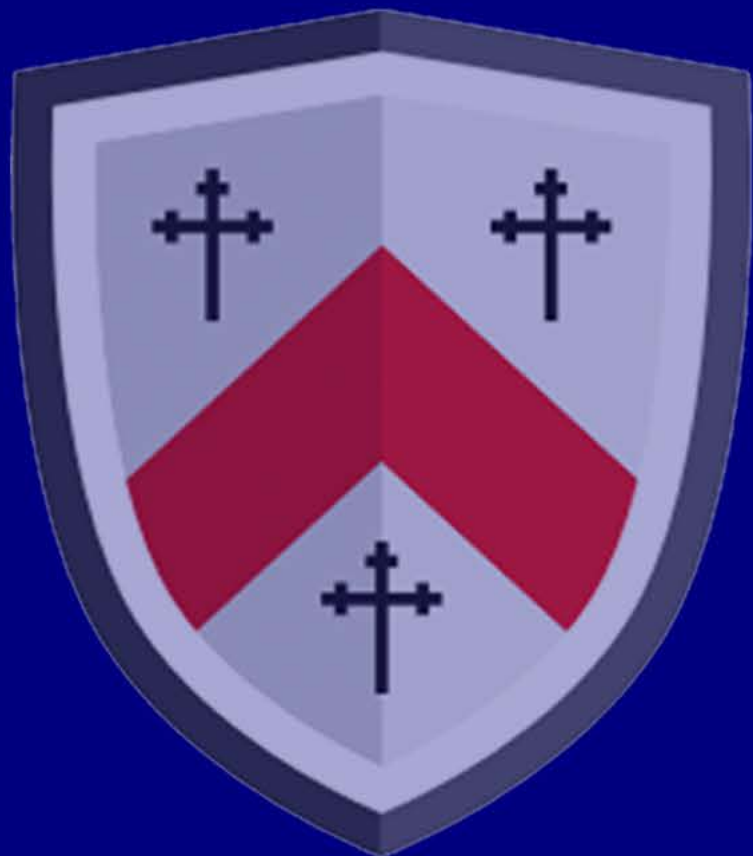
DRAMA & THEATRE STUDIES

ENTRY REQUIREMENTS

Students are required to have 6 GCSE grades 9-4 to include: GCSE Drama, English Literature and Language at level 6 or above. In if GCSE drama was not taken then evidence or other drama courses or performances may be required.

EXPECTATIONS OF STUDENTS

Theatre Studies is a time intensive course. It is expected that students will attend after-school rehearsals and regularly attend theatre trips, in addition to the academic homestudy required.



DESCRIPTION OF THE COURSE

This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances. Students choose to develop as a: performer, designer (lighting, sound, set, costume, puppets), director or combination of these.

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

A LEVEL ASSESSMENTS

Paper 1

Drama and Theatre (Written Examination- Open book)
40% of total marks
3 hours

Split into three sections:

- A - One question from a set play Antigone, by Sophocles (25 marks)
- B - Two questions from the set play Our Country's Good, by Timberlake Wertenbaker (25 marks)
- C - One Question about a Live Theatre Production seen (30 marks)

Paper 2

Devised Performance (Teacher assessed exam)
30% of total marks
Devised performance influenced by a theatre practitioner (20 marks)
Working notebook about the process (40 marks)

Paper 3

Making Theatre (marked by visiting examiner)
30% of total marks

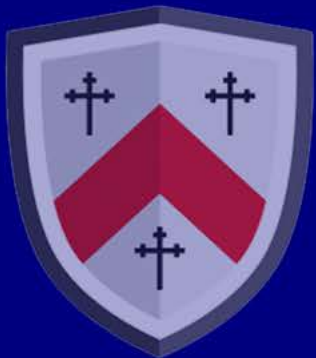
Practical exploration of 3 extracts from contrasting plays
Performance of one extract in the style of a theatre practitioner (40 marks)
Reflective Report (20 marks)



CAREERS INFORMATION

A-level Drama and Theatre Studies is useful for students considering Higher Education in any arts or humanities subject including English Language and Literature, Journalism, Dance, Music, Art and Design, and Media and Film Studies. Career opportunities for students who study A-level Drama and Theatre Studies include: Arts/theatre administration, arts journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, television and film production, education, drama therapy and scriptwriting

The study of drama also develops the following skills that employers look for: Creativity, communication and presentation skills, collaboration and practical skills in theatre making.



ECONOMICS

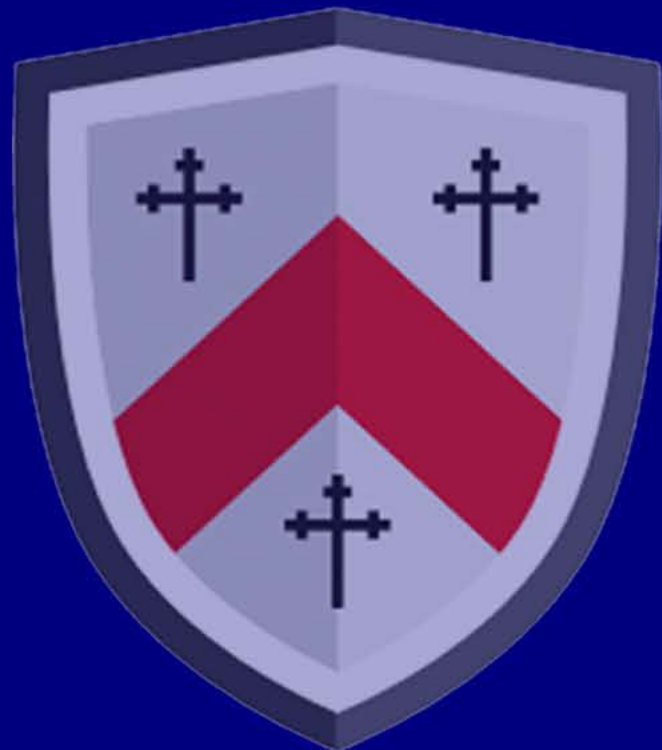
ENTRY REQUIREMENTS

Students are required to have 6 GCSE 9 - 4 including a level 6 in Maths and English Language at level 5. If GCSE Economics/Business is being taken, a minimum grade 7 must be achieved.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test/exam

KEY BENEFITS OF THE COURSE

This particular A Level prepares students to take an interest in current economic issues, national and international economic news. Economics asks students to analyse information effectively and be able to suggest solutions to real problems affecting businesses, the economy and individuals. For those students who want to gain a background in economics to enable a future management position in any organisation this course is excellent.



EXPECTATIONS OF STUDENTS

In Economics we expect all students to be engaged, have a prolonged role in leading dialogue, and take risks confidently in their learning. All students will need to peruse areas of interest energetically and these areas will need to be brought in to illustrate their learning. All class work and home study will be of the highest possible standard. Students are required to see through complexity to the heart of an economic matter in all units. They will be able to distinguish the important from the trivial in a serious discussion and open up the discussion even further.

A student's overall academic skills will need to be first rate. This includes the ability to read with comprehension from written work prepared in class, develop intelligent use of resources, improve on logical and mathematical skills, improve efficient study habits, and develop their the ability to communicate clearly and fluently in speaking and writing. All business and economics students must have a genuine desire to learn about the economic world. To work at this level a student will need a high level of awareness as a practising economist, and the habit of intelligently relating it to their course in class. You must be willing to dispassionately and rationally analyse economics ideas, weighing them objectively against established knowledge and the facts at hand.

A LEVEL ASSESSMENTS

Paper 1 – Markets and market failure

33.3% of A Level

2 hour examination

Section A: Two optional data response questions are set; candidates must answer one. (40 marks)

Section B: Three optional essay questions are set; candidates must answer one. (40 marks)

Paper 2 – National and international economy

33.3% of A Level

2 hour examination

Section A: Two optional data response questions are set; candidates answer one. (40 marks) One question will always relate to the global context and the other to the European Union context.

Section B: Three optional essay questions are set; candidates answer one (40 marks)

Paper 3 Economic principles and issues

33.3% of A Level

2 hour examination

Section A: Multiple choice questions. (30 marks)

Section B: Case study questions requiring written answers. (50 marks)

SUBJECT CONTENT

Individuals, firms, markets and market failure:

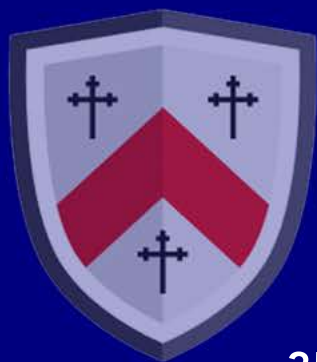
- 1 Economic methodology and the economic problem
- 2 Individual economic decision making
- 3 Price determination in a competitive market
- 4 Production, costs and revenue
- 5 Perfect competition, imperfectly competitive markets and monopoly
- 6 The labour market
- 7 The distribution of income and wealth: poverty and inequality
- 8 The market mechanism, market failure and government intervention in markets

The national and international economy;

- 9 The measurement of macroeconomic performance
- 10 How the macro-economy works: the circular flow of income, AD/AS analysis, and related concepts
- 11 Economic performance
- 12 Financial markets and monetary policy
- 13 Fiscal policy and supply-side policies
- 14 The international economy

CAREERS INFORMATION

This qualification could also enable you to progress on to a straight economics degree, with a focus on theory or a degree in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Alternatively, you may study a Business, Economics or Mathematical Economics degree, or study Economics with other subjects, e.g. Politics, Philosophy or History, as a combined degree. Some universities require A Level Mathematics whilst others only ask for a good GCSE grade in Mathematics. Post-university employment rates of economists are among the highest for graduates. Economics can lead into many career areas. Surprisingly, relatively few Economists will begin a career as a professional economist. The jobs they get are many and varied, although with an emphasis on the finance sector (including banking, accountancy, tax advice, actuarial work, insurance and trading.) Other roles that Economics students regularly go into include management, sales, advertising, human resources, IT and education



ENGLISH LANGUAGE & LITERATURE

ENTRY REQUIREMENTS

Students are required to have 6 GCSE grades 9 - 4 including at least Level 6 in English Literature and at least Level 6 in English Language

These qualifications are linear. Linear means that students will sit all the A Level exams at the end of their A Level Course.

English Language and Literature draws on the academic field of Stylistics in order to create an integrated English Language and Literature course which brings together literary and non-literary discourses. This specification integrates literary and linguistic fields via shared concepts about the way language choices create representations, both in literary and non-literary texts: words create worlds, both in literature and elsewhere.



A LEVEL ASSESSMENTS

Paper 1 – Telling Stories

40% of A level of A Level

Written exam: 3 hours

Section A - Remembered Places

· One compulsory question on the AQA Anthology of texts about Paris (40 marks)

· This section is closed book

Section B - Imagined Worlds

· One question from a choice of two on prose set text (35 marks)

· Students study ONE of FOUR texts:

Frankenstein OR Dracula OR The Handmaid's Tale OR The Lovely Bones.

· This section is open book

Section C - Poetic Voices

· One question from a choice of two on poetry set text (25 marks)

· Students study poems from one of four poets within the AQA Poetic Voices Anthology.

· This section is open book

NON-EXAM ASSESSMENT: MAKING CONNECTIONS

Assessed by teachers Moderated by AQA Weighting:
20% of A-level

· A personal investigation that explores a specific technique or theme in both literary and non-literary discourse
(2,500-3,000 words)

CAREERS INFORMATION

ENGLISH IS ESPECIALLY SUITABLE FOR STUDENTS WHO ENJOY:

- Thinking divergently, finding multiple answers and meanings
- Thinking and philosophising about universal human feelings and dilemmas
- Writing creatively to explore themes
- Express opinions – and get better at doing so
- Crafting well-articulated essays
- Discussing ideas with others

The study of English, particularly if continued to degree level, can lead to a wide range of careers. These may include careers in the following fields: Research; Journalism; Broadcasting; Education; Human Resources; Public Relations; Publishing; Writing; Law; Information Science; Event Management; Information Science; Marketing; Retail; Recruitment; Insurance; Film; Civil Service; Charity; Banking and Art and Culture and the Performing Arts. eum Curator; Book Seller; Web Editor; English Teacher; Proof Reader; Copy Editor; Interpreter; Social Worker and Politician.

More specifically, jobs might include: Editorial Assistant; Press Officer; Speech and Language Therapist; Media Buyer; Account Executive; Primary School Teacher; Barrister; Solicitor; Documentary Maker; Radio Producer; Actor/Actress; Writer/Poet; Public Relations Officer; Newspaper Journalist; Campaigns Manager; Museum Curator; Book Seller; Web Editor; English Teacher; Proof Reader; Copy Editor; Interpreter; Social Worker and Politician.

Paper 2 – Exploring Conflict

Written exam: 2 hours 30 minutes Weighting: 40% of A-level

Questions

Section A – Writing about Society

· One piece of re-creative writing using set text - The Great Gatsby.

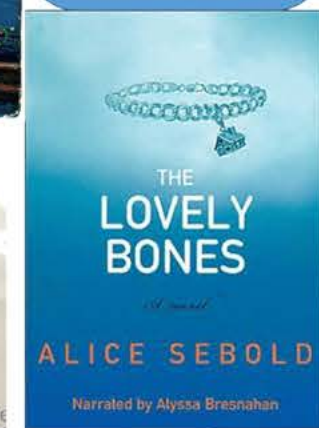
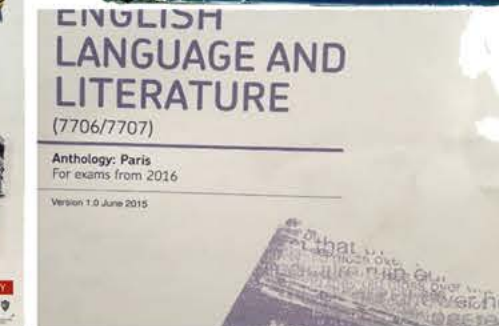
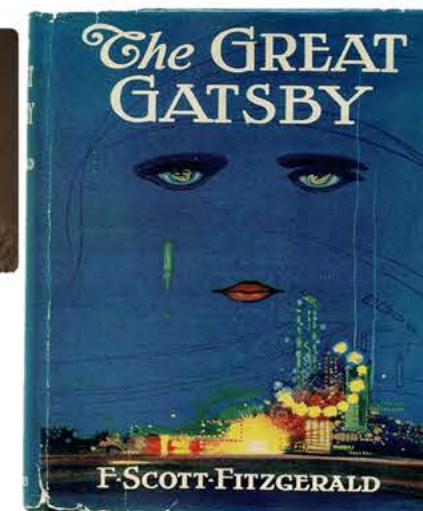
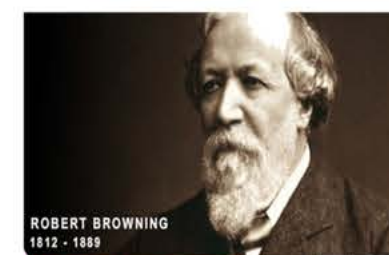
· Provide a critical commentary of your understanding and language choices.

· This section is open book

Section B – Dramatic Encounters

· One question from a choice of two on drama set text - A Streetcar Named Desire.

· This section is open book



A LEVEL ASSESSMENTS

Paper 1 – Aspects of Tragedy

40% of A level of A Level

Written exam: 2 hour 30 minutes (closed book)

Section A: Will involve one passage-based question on a Shakespeare text - Othello.

Section B: Will involve one essay question on a Shakespeare set text - Othello.

Section C: Will involve one essay question linking two texts: Tess of the D'Urbervilles and the play, Death of a Salesman

Non-Examined Assessment – Theory and Independence

Assessed by teachers Moderated by AQA **20%** of A-level

- Study of two texts: ONE poetry and ONE prose text, informed by study of the Critical Anthology
- Production of two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology

Paper 2 – Elements of Crime

In contrast to the literary genre of tragedy, the texts in this unit are grouped together as having elements of more modern genres: for this we focus on crime writing. This genre, which is heavily influenced by culture, is continually evolving.

Students study THREE texts: ONE post-2000 prose text, ONE poetry and ONE further text, one of which must be written pre-1900.

40% of A Level

Written exam: 3 hours (open book)

Section A: compulsory question on an unseen passage

Section B: one essay question on a set text

Section C: one essay question which connects two texts

Our set texts are: The Murder of Roger Ackroyd; Atonement; Poems which involve crimes from the AQA Lit B Poetry Anthology.



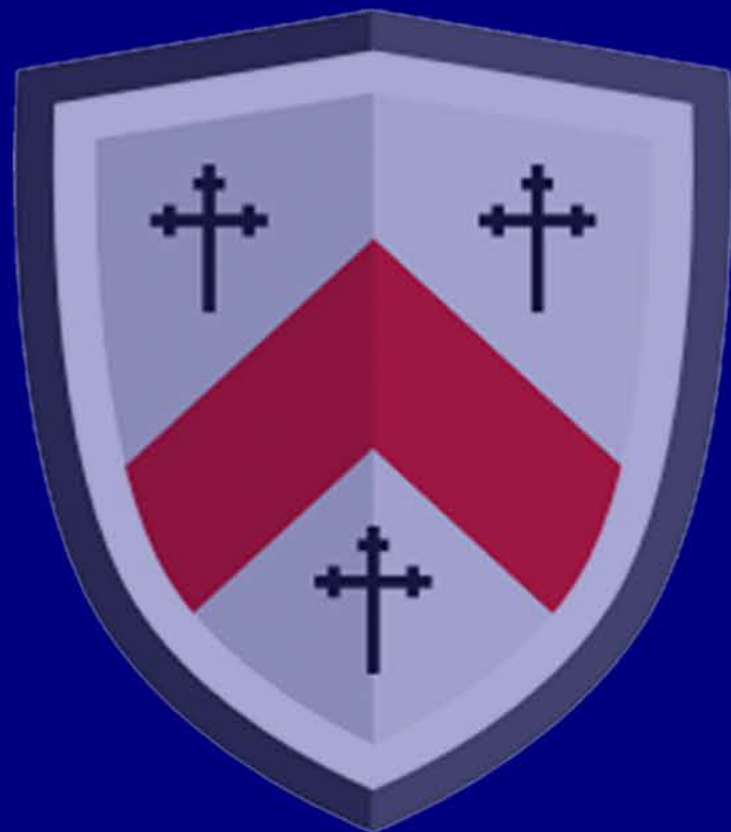
ENGLISH LITERATURE

ENTRY REQUIREMENTS

Students are required to have 6 GCSE grades 9 - 4 including at least Level 6 in English Literature and at least Level 6 in English Language

These qualifications are linear. Linear means that students will sit all the A Level exams at the end of their A Level Course.

Students study a minimum of nine texts: consisting of at least one Shakespeare play, further drama texts, poetry texts, prose texts and Critical Anthology issued by the exam board.



A LEVEL ASSESSMENTS

Literary Genres

Written exam: 2 hour 30 minutes (closed book)

Weighting: 40% of A level

Section A: will involve one passage-based question on a Shakespeare text - Othello.

Section B: will involve one essay question on a Shakespeare set text - Othello.

Section C: will involve one essay question linking two texts

In Literary Genres, the texts are connected through a mainstream literary genre:

- EITHER Aspects of Tragedy OR Aspects of Comedy.

- Tragedy and Comedy have a long tradition in literature, with their origins in the Ancient World and with a specific emphasis on drama.

Non-Examined Assessment – Theory and Independence

Assessed by teachers Moderated by AQA Weighting: 20% of A-level

- Study of two texts: ONE poetry and ONE prose text, informed by study of the Critical Anthology
- Production of two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology

Texts and genres

In contrast to the literary genres of tragedy and comedy, the texts are grouped together as having elements of more modern genres: either crime writing or political and social protest writing. These genres, which are heavily influenced by culture, are continually evolving.

Students study THREE texts: ONE post-2000 prose text, ONE poetry and ONE further text, one of which must be written pre-1900.

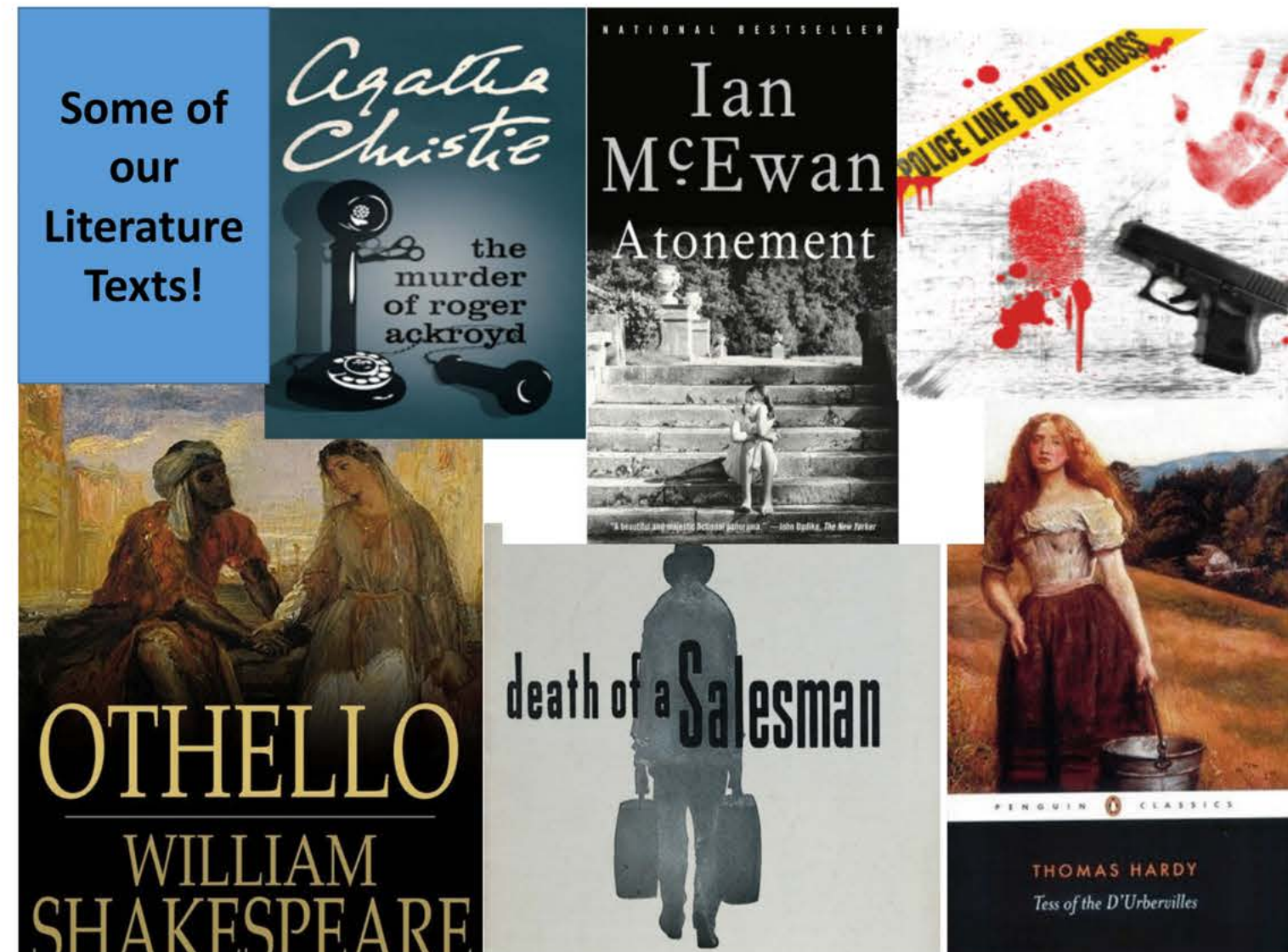
Written exam: 3 hours (open book)

Weighting: 40% of A level

Section A: compulsory question on unseen passage

Section B: one essay question on a set text

Section C: one essay question which connects two texts



EXTENDED PROJECT QUALIFICATION (EPQ)

ENTRY REQUIREMENTS

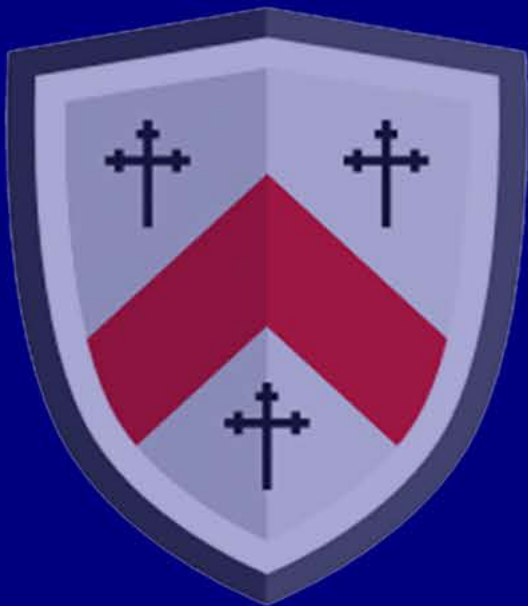
Students are required to have 6 GCSEs Level 9-4 (including a Level 6 in English)

EXPECTATIONS OF STUDENTS

The student who takes EPQ and succeeds has a genuine interest in their field of research and is self-driven. The student will find the course challenging but rewarding. In addition to attending lessons which will take place during their tutorial sessions, students are expected to complete a minimum of 3 hours of independent work every week.

Students will be assigned a Supervisor who will act as a "sounding board" for students' ideas. Meetings with Supervisors will take place during morning tutor time and students are expected to be proactive in arranging and leading these sessions as well as punctual with attendance.

The nature of this "process-based" qualification requires that all students must meet the various AQA paperwork deadlines scheduled throughout the two year course.



DESCRIPTION OF THE COURSE

The EPQ allows motivated and inquisitive students to extend their abilities beyond the A-level syllabus and prepare for university or their future career. It is worth half an A-level so can be used to earn extra UCAS points. The EPQ tariff for UCAS points is as follows: A* 28, A 24, B 20, C 16, D 12, E 8.

The EPQ will develop and extend an area of the student's interest and will be based on a topic chosen by the student and agreed by the EPQ coordinator.

Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project
- Deliver a presentation to a non-specialist audience
- Provide evidence of all stages of project development and production for assessment.

The EPQ course consists of two main elements: a taught skills programme and independent work. In tutorials, students will be given the tools to develop the skills necessary to complete the project. The remaining time will be spent on independent work, researching, producing, recording and presenting their projects.

LEARNING OUTCOMES OF THE COURSE:

The student will:

- Manage a project: Identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- Use resources: Obtain, critically select and use information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- Develop and realise a project: Select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- Review: Evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format

ASSESSMENT:

The EPQ is a process-based qualification, where the process is as important as the outcome.

Students will submit:

- a production log which details their project production process
- a research-based written dissertation (5,000 words).

Students will also be required to give a presentation on their project, detailing the process, their research and findings and reflecting on the successes and learnings from the project.

All candidates are required to meet the learning outcomes. The assessment objectives are weighted as indicated below:

- Manage: 20%
- Use resources: 20%
- Develop and realise: 40%
- Review: 20%

BENEFITS OF THE COURSE

The EPQ will help students to demonstrate, to both universities and future employers that they are able to work independently. It will also help students to develop essential skills required for study at a higher level: working with others, working to deadlines, planning and management of a project, decision making and problem solving, presentation skills and communication skills.

The skills that students develop through the EPQ are excellent preparation for university-level study. Students can refer to the EPQ in their UCAS personal statements and at interview to demonstrate some of the qualities that universities are looking for. As a consequence, some top universities offer reduced grade offers to students who have successfully completed an EPQ to a high standard (A*/A or B, depending on the university and course).

The EPQ can also help to further students' knowledge in one or more of their examination subjects and enrich their performance in those exams.



FILM STUDIES

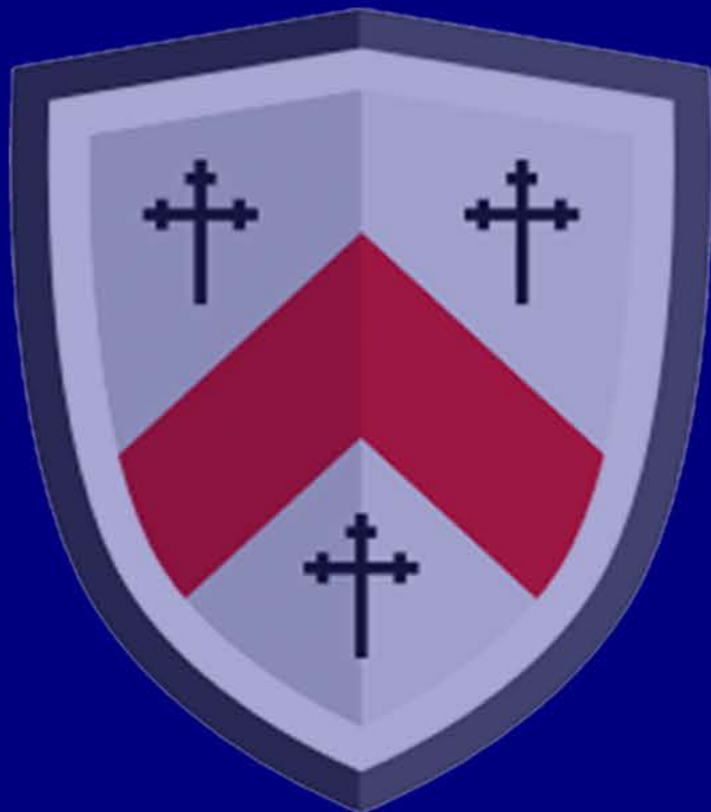
ENTRY REQUIREMENTS

6 GCSE's at grade 9-4 to include level 5 in English Language. If Media Studies has been taken a minimum grade 5 must have been achieved.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

EXPECTATIONS OF STUDENTS

We expect our students to have a genuine interest in Film and be prepared to read around the subject including film magazines and visiting websites. Students will also need to be prepared to undertake private research. Self-discipline and a positive attitude to work is essential. Deadlines must be kept and all work completed to a high standard. Homework essays are expected to be word processed.



'Film is a cultural touch point which bridges different cultures, ethnicities, nationalities and political viewpoints. It is a shared language which touches nearly all of us. Aside from this it is also a multi-billion dollar industry which employs huge numbers of people with 70,000 people working in the British film industry alone. In Film Studies we study the business, form and art of film bringing in theoretical, analytical and practical viewpoints'.

OVERVIEW OF A LEVEL

3 Components

Component 1: 35 % Exam (2.5 hrs)
Varieties of Film and Filmmaking
3 Sections

Component 2: 35 % Exam (2.5 hrs)
Global Filmmaking Perspectives
4 Sections

Component 3: 30 % Coursework
Practical Filmmaking Production

12 Films in total will be studied and used as a basis for all exam questions.

YEAR 12

The course in Year 12 is broken down into 5 main sections:

Part 1: Induction Unit

Part 2: Exam Content – Global Film

Part 3: Exam Content – Documentary

Part 4: Exam Content – Hollywood 1930-1990

Part 5: Exam Content – American Film since 2005

YEAR 13

The course in Year 13 is broken down into 3 main sections:

Part 1: Production Coursework

Part 2: Exam Content – Silent Cinema

Part 3: Exam Content – Revision of all units

INTERNAL ASSESSMENT: 30% of Overall Grade

In this unit you will be required to individually create a short film production:

Short Film Task:

This task will require you to make a short film which is between 3 and 5 minutes in length. This creative project will require you to demonstrate advanced practical skills and produce a reflective analysis of 1000 words. You will need to plan and construct the work with attention to form and style and the intended audience. Both of these set tasks are marked by your own teacher and moderated by the Eduqas Examining Body. It is worth 30% of your overall mark.

CAREERS INFORMATION

Subjects which go well with Film Studies are Media Studies, Theatre Studies, English, Art and Communication Studies. With a qualification in Film Studies you could go on to Higher Education or work in the Film or related industry.



FOOD SCIENCE & NUTRITION

ENTRY REQUIREMENTS

6 GCSE grades 9 - 4. GCSE grade 6 or above in Food is desirable otherwise we need to see significant evidence of practical skills you have undertaken at home.

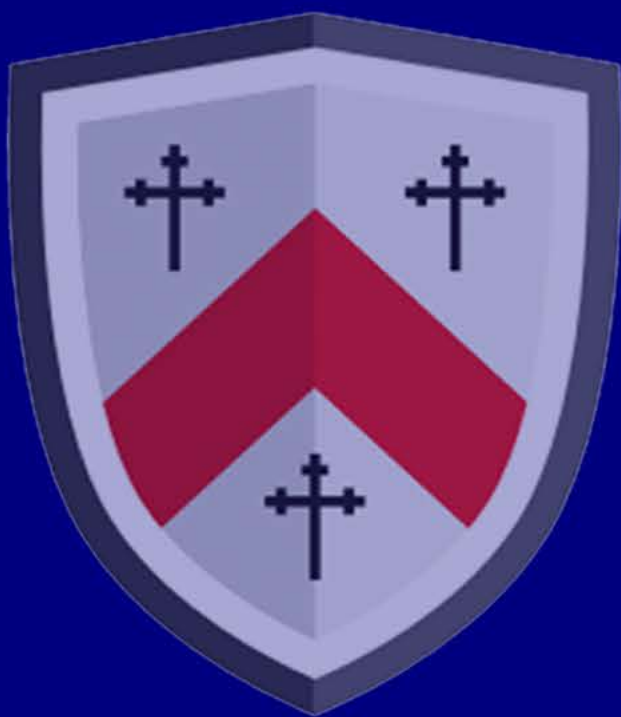
UCAS POINTS

D* - 56, D - 48, M - 32, P - 16 (For students who complete the 2 year diploma)

D* - 28, D - 24, M - 16, P - 8 (For students who complete the 1 year certificate)

EXPECTATIONS OF STUDENTS

Passion for learning about Food and Nutrition
Interest in cooking and learning new skills
Work independently when completing practical skills
High level of ICT skills
Possible links: Science - Biology/ Chemistry, Sociology PE, Business Studies, Psychology.



YEAR 12 COURSE

Unit 1: Meeting nutritional needs of specific groups INTERNAL AND EXTERNAL ASSESSMENT

- Be able to plan the production of complex dishes
- Be able to cook complex dishes (3½ hour practical)

Practical skills test based on a specific scenario e.g. Restaurant in a University town.

Learners will need to:

- (i) Select suitable dishes to meet the brief and showcase skills
- (ii) Plan for the skills test
- (iii) Prepare, cook and present the menu
- (iv) Evaluate the menu and their efforts

- 9 ½ hours to complete all sections of this assessment
- Time scales for each section may be changed but the total time must not be exceeded
- Learners may only attempt their dishes once
- Photographic evidence is essential within the written documentation

Evidence to be submitted for external moderation to WJEC by 15 May.

YEAR 13 COURSE

Unit 2: Ensuring food is safe to eat (Mandatory) Externally assessed – theme released 1 May

“You are a full time permanent employees of Easy eats and have recently been promoted to the Catering manager for this event. All other staffing will be supplied by an agency, on a casual contract basis. As Unit Manager it is your responsibility to train staff and produce a risk assessment for the event. Training materials will be issued prior to the event and the risk assessment will be used by the operations team to plan the resources needed and will be available on site for staff for reference.”

Learners have to:

- (i) Produce a food safety resource to use as part of the training
 - (ii) Produce a risk assessment for Easy eats to follow at
- Menu of dishes to be served is included within the appendix
 - 8 hours to complete all sections of this assessment

Evidence to be submitted for external moderation to WJEC by 15 May.

Unit 3: Experimenting to solve food production problems (optional)

Internally assessed

“The Nothing New Dairy is assessing customer satisfaction of their products. They have set up a blog for customers and each month they formally review the comments made, and any other complaints they have received. Their newer flavour ice creams have caused concerns, therefore the development team have to investigate and solve any problems”.

Learners have to:

- (i) Identify the issues that need to be addressed
- (ii) Investigate food production problems associated with comments on The Nothing New Dairy blog and review internal laboratory reports
- (iii) Carry out experimental work to investigate the problems
- (iv) Process the data from the experiments and justify findings

Learners have 12 hours to complete all sections of this assessment

Evidence to be submitted for external moderation to WJEC by 15 May.

Unit 4: Current issues in Food science & nutrition (optional)

Internally assessed

Learners research an issue in Food, Science & Nutrition that is of interest to them.

- (i) Plan research into a current issue affecting food choice
- (ii) Investigate current consumer food choice issues

Learners have 14 hours to complete all sections of this assessment

Evidence to be submitted for external moderation to WJEC by 15 May.

Suggestions for project titles

- v Is it easier to avoid obesity by following a vegetarian diet?
- v Does provision of a school breakfast club improve concentration levels?
- v Is it possible to have a balanced diet on low budget?
- v Does the current trend for juicing provide a healthy balanced diet?
- v Is it possible to have a sugar free diet and still eat processed foods?
- v Is it possible to change your diet without weight loss clubs?
- v Is the conflicting advice on health and diet confusing the general public?



CAREERS INFORMATION

Chef, Nutritionist, Dietician, Nurse, Health worker, Health Advisor, Teacher, Marketing, Food Production.



FRENCH

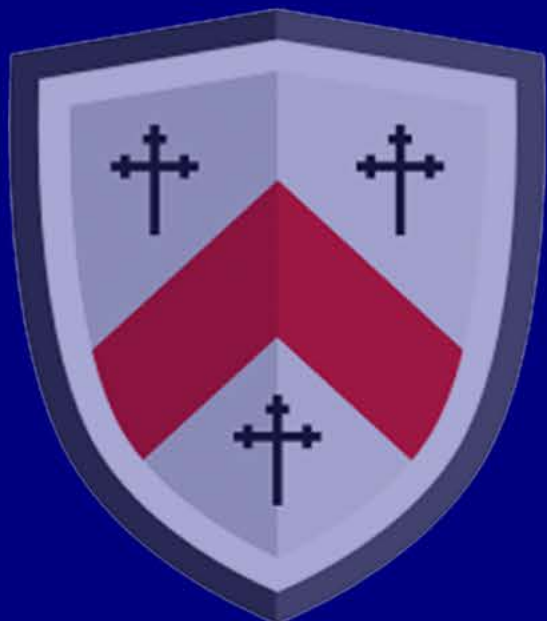
ENTRY REQUIREMENTS

6 GCSE grades 9 - 4 to include Mathematics and English at level 4; and a GCSE French grade 9 - 7 (Higher level GCSE entry).

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

EXPECTATIONS OF STUDENTS

It is recommended that students spend approximately 6 hours each week on Spanish home study. The study of a Foreign Language, however, requires great personal involvement in addition to home study. Students have one non-timetabled period with the Foreign Language assistant each week in order to improve oral skills. They are expected to read Spanish newspapers / articles, watch programmes and films in Spanish and it is highly recommended that they visit Spain during the two year course. It is important that A Level language students have an awareness of the culture and topical events of the country whose language they are studying.



DESCRIPTION OF THE A-LEVEL COURSE

Topic Areas:

Students must study the themes and sub-themes below in relation to at least one French speaking country. Where France is not specified, students may study the themes in relation to any French-speaking country.

Theme 1: Les changements dans la société française

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- **Les changements dans les structures familiales**

Les changements dans les attitudes envers le mariage, les couples et la famille.

- **L'éducation**

Le système éducatif et les questions estudiantines.

- **Le monde du travail**

La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.

Theme 2: La culture politique et artistique dans les pays francophones

Theme 2 is set in the context of Francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- **La musique**

Les changements et les développements; l'impact de la musique sur la culture populaire.

- **Les médias**

La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.

- **Les festivals et les traditions, les festivals, fêtes, coutumes et traditions.**

Theme 3: L'immigration et la société multiculturelle française

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- **L'impact positif de l'immigration sur la société française**

Les contributions des immigrés à l'économie et à la culture.

- **Répondre aux défis de l'immigration et de l'intégration en France**

Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.

- **L'extrême droite**

La montée du Front National; les leaders du Front National; l'opinion publique.

Theme 4: L'Occupation et la Résistance

Theme 4 is set in the context of France only. This theme covers political culture.

- **La France occupée**

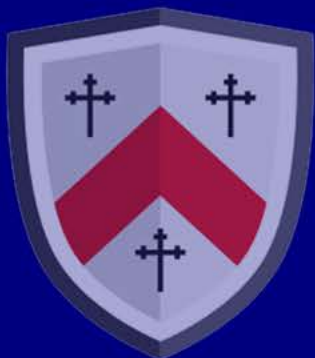
La collaboration; l'antisémitisme.

- **Le régime de Vichy**

Maréchal Pétain et la Révolution nationale.

- **La Résistance**

Jean Moulin, Charles de Gaulle et les femmes de la Résistance; l'implication des Français dans la Résistance

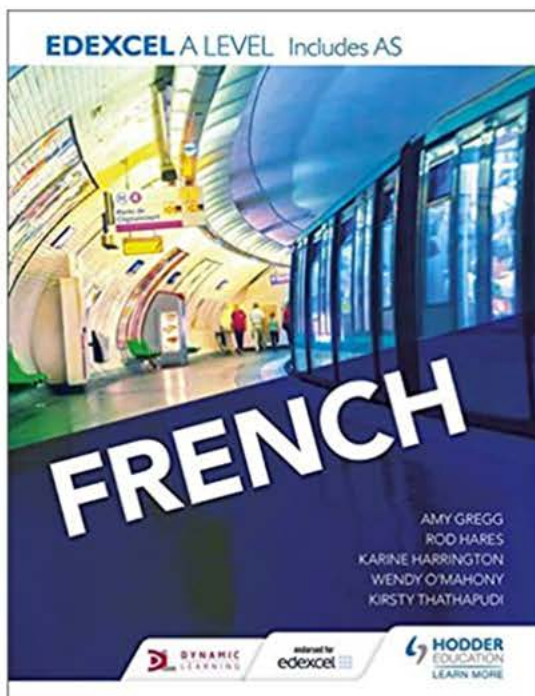


ASSESSMENT

A-Level

Paper 1: Listening, reading and writing (50%)

- Listening and responding to spoken passages from a range of contexts and sources.
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.
- Translation into English; a passage of minimum 100 words.
- Translation into Spanish; a passage of minimum 100 words.



Paper 2: Writing (20%)

- Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on a set text from a choice of two questions on each text.

- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied.



Paper 3: Speaking (30%)

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes).

- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project.

CAREERS INFORMATION

A wide range of career options are open to Language students, including: Interpreting, Translating, Travel and Tourism, Sales and Marketing, Journalism, the Media, Teaching, Catering and Leisure Management, Commerce, Finance and Industry, Civil Service, Bi-lingual Secretarial, Law.

GEOGRAPHY

ENTRY REQUIREMENTS

6 GCSE grades 9 – 4 to include level 4 in Maths and English Language. The Geography grade must be a grade 6 or above.

EXPECTATIONS OF STUDENTS

Students studying Geography 'A' level will need to devote five hours a week to their study of human and physical Geography outside of timetabled lessons. This will involve answering structured questions, essay questions and background reading with note taking. Students will use a variety of skills, ranging from map skills, graphical and statistical skills, use of ICT and literacy skills. Students must have an enthusiasm and interest in the world around them and be curious about why natural phenomenon occur and how humankind has influenced and shaped out planet.

Geography is a useful 'A' level and links with arts and science subjects. It will engage your interest and challenge you to think more carefully about our world.

Geography has been defined as a key facilitating subject by the Russell Group universities.



DESCRIPTION OF THE A-LEVEL COURSE

The Human approach investigates:

- Global systems and global governance
- Changing places
- Resource security

The Physical approach investigates:

- Water and carbon cycles
- Coastal systems
- Hazards

GEOGRAPHY

ASSESSMENT A-Level

Paper 1:

2.5 hours
Physical Geography
40% of A Level question types: multiple choice, short answer and extended prose

Paper 2:

2.5 hours
Human Geography
40% of A Level question types: multiple choice, short answer and extended prose

Paper 3:

Geographical investigation
4000 words
20% of A Level

FIELDWORK:

Year 12 students will attend a week residential trip to a field study centre in Cumbria. This will enable them to produce a written fieldwork assessment, which is worth 20% of their 'A' Level.



Year 13 examining
regeneration in
Stratford



CAREERS INFORMATION

Some jobs need Geography:

Surveying, Town and Country Planning, Civil Engineering, Landscape Architecture, Transport and Tourism, Estate Management, Cartography, Resource Exploration and Environmental Management



HISTORY

This is a two year course that leads to an A Level qualification aimed primarily at entrance to higher education. There is no external exam until the end of Year 13. Accompanying the two study units will be a compulsory coursework unit.

ENTRY REQUIREMENTS

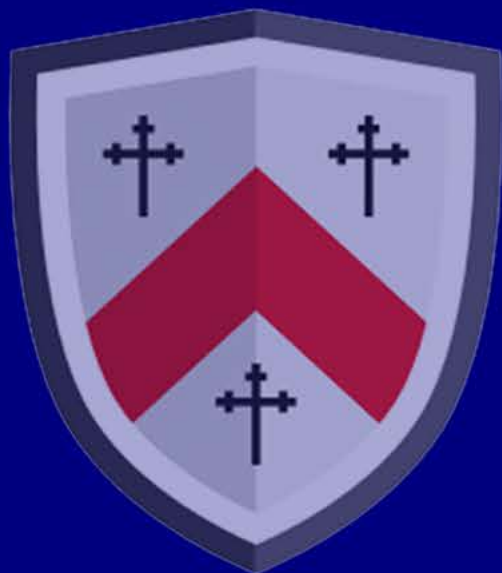
6 GCSE levels 9 – 5 including history level 6 and English Language level 6.

Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 exam.

This is a two year course that leads to an A Level qualification aimed primarily at entrance to higher education. There is no external exam until the end of Year 13. Accompanying the two study units will be a compulsory coursework unit.

EXPECTATIONS OF STUDENTS

A high level of commitment is expected from students, with participation in classroom activities and between 2-4 hours of independent study each week. Students will be required to write essays and give presentations. Skill in written English communication is emphasised.



CAREERS INFORMATION

Directly related post degree careers include teaching, museum work and archaeology. History is a useful background for other careers including management, administration, journalism and law. Employers tend to value history as a serious degree.

ASSESSMENT A-Level

Breadth Study

The Tudors: England 1485 - 1603
(40% of the exam)

Depth Study

Russia and the Soviet Union 1917 - 1953
(40% of the exam)

Coursework

An historical investigation into the impact of the Federal Government upon civil rights in America
(20% of the exam).



FURTHER MATHEMATICS & MATHEMATICS



A LEVEL MATHEMATICS (2 YEARS)

ENTRY CRITERIA: 6 GCSE grades 9 - 5 to include a minimum of a grade 7 at Mathematics

The Mathematics A Level course will consist of pure maths, mechanics and statistics. The pure content will represent two-thirds of the final assessment and the mechanics and statistics the remaining third in equal measures.

The final exams will be three two-hour papers, two will examine the pure content and the third paper will cover the mechanics and statistics content.

BRIEF SUMMARY OF THE SPECIFICATION CONTENT

Pure topics:

Proof, Algebra and Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors and Numerical Methods

Statistics:

Statistical Sampling, Data representation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis testing

Mechanics:

Quantities and units in Mechanics, Kinematics, Forces and Newton's laws, Moments.



A LEVEL FURTHER MATHS

ENTRY CRITERIA: 6 GCSE grades 9 - 6 to include a minimum of a grade 8 at GCSE Mathematics and must be taking 'A' level Mathematics

For more able and confident mathematicians there will be the opportunity to take a second A Level in Mathematics (Further Mathematics). This course consisting of four elements, two of these are compulsory and cover pure mathematical topics, the other two will be selected from a range of options covering statistics, mechanics, decision maths and further pure elements. For each of these the student will sit a 1½ hour exam (four in total). This course will run alongside the A Level Mathematics course.

BRIEF SUMMARY OF THE SPECIFICATION CONTENT

Pure topics:

Proof, Complex numbers, Matrices, Further Algebra and functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic functions and Differential equations.

Statistics (optional):

Linear regression, Discrete and Continuous Statistical distributions, Correlation, Hypothesis testing, Chi Squared tests, Probability distributions, Confidence Intervals, Estimation, Probability generating Functions, Quality of tests and estimators.

Mechanics (optional):

Momentum and Impulse, Collisions, Work and energy, Elastic strings and springs, Motion in a circle, Centres of Mass, Statics of rigid bodies, Dynamics, Elastic collisions in two dimensions

Decision Maths (optional):

Algorithms, Graph Theory, Critical Path Analysis, Linear programming, Transportation problems, Allocation Problems, Flows in Networks, Dynamic programming, Game Theory, Recurrence relations and Decision analysis

Pure Maths (optional):

Further calculus, Further Differential equations, Coordinate systems, Further Vectors, Inequalities, Groups, Matrix Algebra, Number Theory, Further sequences and series.



CORE MATHEMATICS LEVEL 3

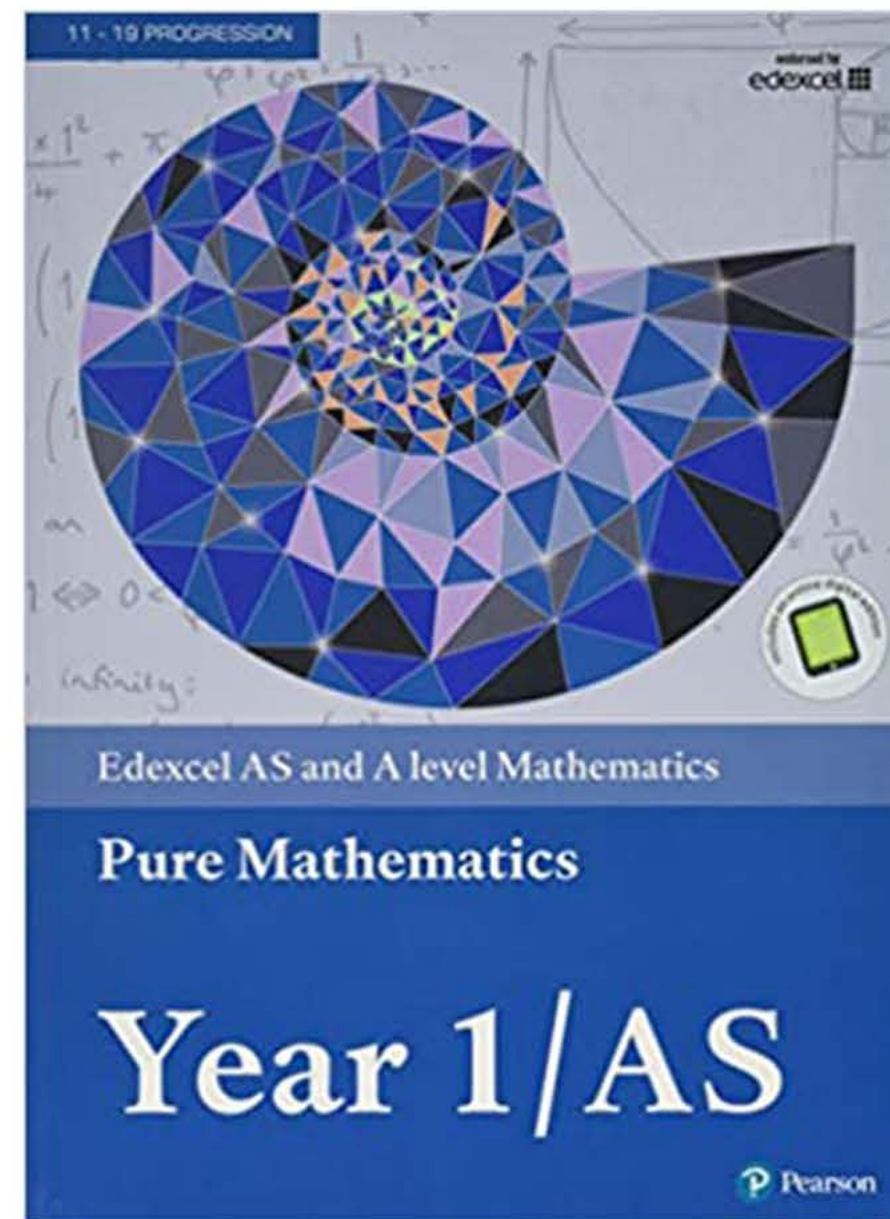
In addition to the above from September 2017 we will intend to offer a Level 3 course in CORE MATHS. This is a course designed for students who achieved at least a grade 5 in GCSE maths and designed to support the Maths that may be relevant in other subjects such as Science, Economics, Business studies, Computing and Geography. In terms of UCAS points this course is the equivalent of an AS. This course is designed to run for two years and would be examined in Summer 2019.

EXAMINATION BOARD: MEI/ OCR Quantitative Reasoning

ENTRY CRITERIA: A minimum of a grade 5 at Mathematics (from foundation or higher)

BRIEF SUMMARY OF THE SPECIFICATION CONTENT*

Use of spreadsheets, Modelling and estimation, Statistical problem solving - mainly with GCSE techniques, Financial problem solving - including percentages and foreign exchange, Exponential growth, standard form, logarithmic scales on graphs, Graphs and gradient as rate of change and Probability and risk



MEDIA STUDIES

ENTRY REQUIREMENTS

6 GCSE grades 9 - 4 to include level 5 in English Language. If Media Studies has been taken a minimum level 5 must have been achieved.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

EXPECTATIONS OF STUDENTS

We expect our students to have a genuine interest in the Media and be prepared to read around the subject including magazines, websites, books, journals and blogs. Students will also need to be prepared to undertake private research. Self-discipline and a positive attitude to work is essential.

Deadlines must be kept and all work completed to a high standard. Homework essays are expected to be word processed.



'The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.'

OVERVIEW OF A LEVEL 3 COMPONENTS

Component 1:

35% of overall grade.
Exam (2 hrs 15 mins)

Section A: Analysing Media Language and Representation
Section B: Understanding Media Industries and Audiences

Component 2:

35% of overall grade.
Exam (2 hrs 30 mins)

Section A: Television in the Global Age
Section B: Magazines: Mainstream and Alternative Media
Section C: Media In the Online Age

Component 3:

30% Coursework

Media Production – Changes yearly

COURSE BREAKDOWN

YEAR 12

The course in Year 12 is broken down
4 main sections:

Part 1: Induction Unit
Part 2: Media Language and Representation
Part 3: Media Industries and Audience
Part 4: Media In the Online Age

YEAR 13

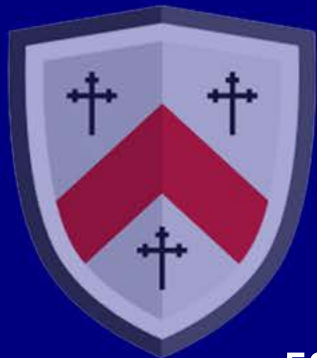
The course in Year 13 is broken down into
3 main sections:

Part 1: Production Coursework (NEA)
Part 2: Magazines: Mainstream and Alternative Media
Part 3: Television in the Global Age
Part 4: Revision of Course



CAREERS INFORMATION

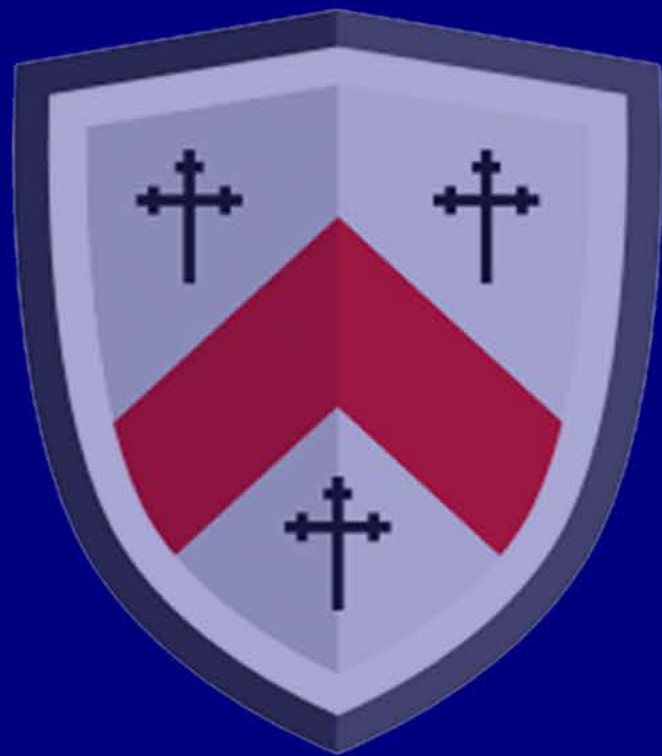
Subjects which go well with Media Studies are Film Studies, Theatre Studies, English, Art and Photography. With a qualification in Media Studies you could go on to Higher Education or work in any of the media related industries including journalism, film, television production, publishing, advertising, the music industry, sound production etc.



MUSIC

ENTRY REQUIREMENTS

6 GCSE grades 9-4 including level 4 in English and Maths. Students must be enthusiastic and competent performers. They should be receiving additional instrumental or singing lessons either in or out of school. They need not have taken GCSE Music but must be able to read musical notation. If they have taken GCSE Music they should have achieved a Level 7 or higher. If they did not take GCSE Music their singing or playing must be approximately grade six (ABRSM) standard or higher by the end of Year 13. Students who have not taken GCSE Music will be required to undertake a practical audition. Grade 5 ABRSM theory is desirable.



DESCRIPTION OF THE A LEVEL COURSE

There are three elements:

Performing (Instrument or voice)
Composing
Listening and Appraising

Performing 30%

This element takes the form of a practical examination, which is externally assessed via a video recording completed in a formal concert setting. You will be required to give a recital on your instrument or voice, which lasts for between 10 and 15 minutes in which you perform at least three contrasting pieces. This could be as a solo with accompaniment, or as part of an ensemble.

Composing 30%

This is mostly undertaken as coursework. You will complete two compositions from a brief, one that is set by OCR and another which is your own choice. Both pieces must total a minimum of 4 ½ minutes.

Listening and appraising 40%

This is an externally assessed timed examination of two hours and thirty minutes duration. There are three sections in the examination. In the first you will answer a variety of questions on an unfamiliar work. In the second you will answer four analysis style questions comparing aural extracts and testing understanding of musical background and the context of the set works that you will study throughout the course. In the final section you will answer two essay questions based on the prescribed works studied in class.



PHOTOGRAPHY

ENTRY REQUIREMENTS

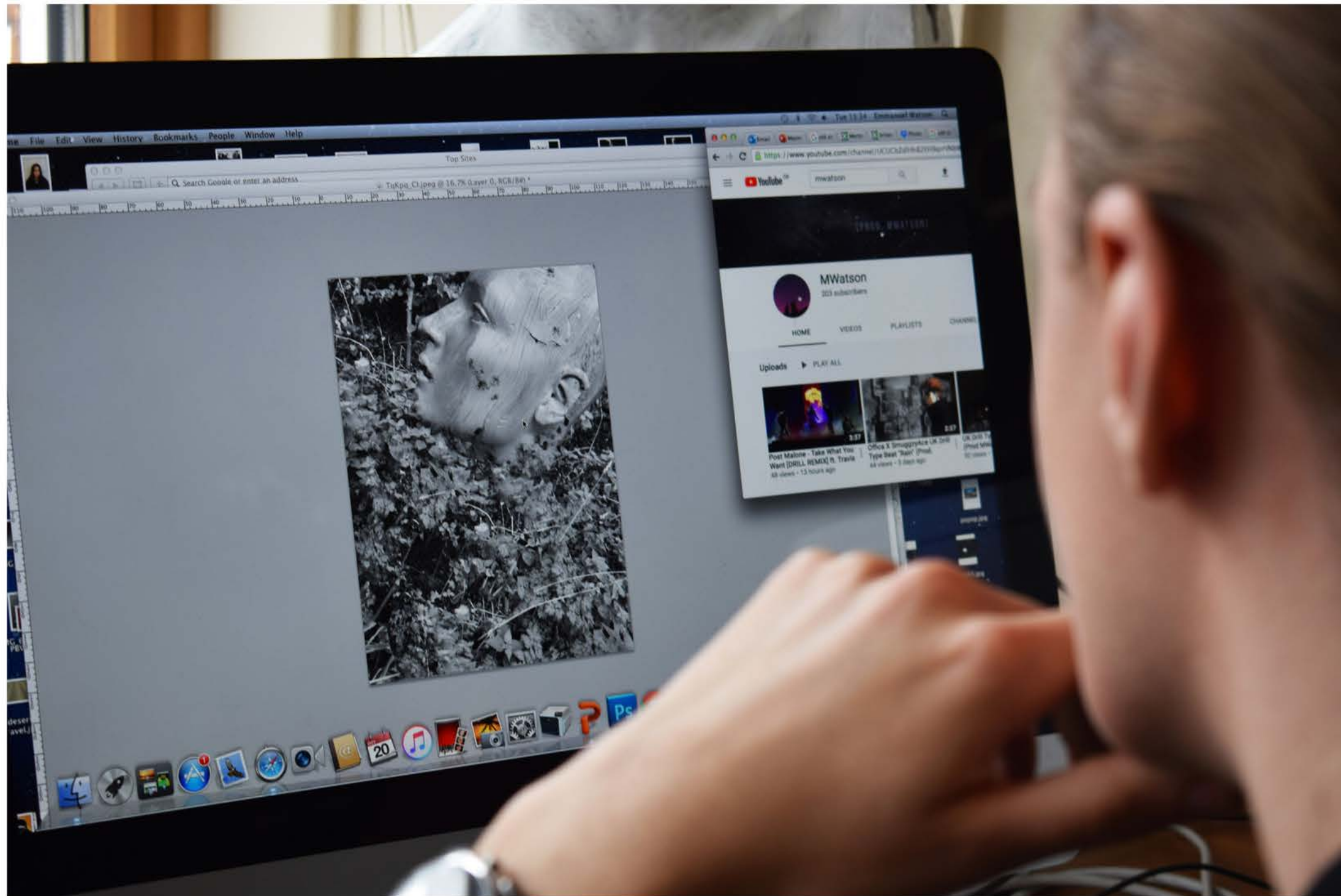
6 GCSE grades 9 - 4. A background in Art is helpful but not essential. Students will be set an entry brief to check suitability for the course.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 (modular courses) or the Year 12 end-of-year test (linear courses).

EXPECTATIONS OF STUDENTS

The main purpose of any course in photography is to develop your ability to appreciate the visual world and to respond in a personal and creative way.

The skills you will develop will be varied. Among them, you will develop a working knowledge of materials, practices and technology within one or more of the disciplines within photography (digital and manual). You will develop the skills to interpret and convey your ideas and feelings using photography. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of photography in history and in contemporary society.



What exams will I have to take to get my qualification?

The GCE in Photography has been designed to encourage an adventurous and enquiring approach to photography. Successful students should be able to demonstrate an understanding of past and contemporary photography practice and be able to produce photographs that embrace a range of ideas.

In particular, the aims of the GCE qualifications in Photography are to develop:

intellectual, imaginative, creative and intuitive powers, investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement, an understanding of the interrelationships between art and design and photography and an awareness of the contexts in which they operate, knowledge and understanding of photography in contemporary society and in other times and cultures.

ASSESSMENT

A-Level

Component 1: Personal Investigation (60%)

Part 1 : Practical Work

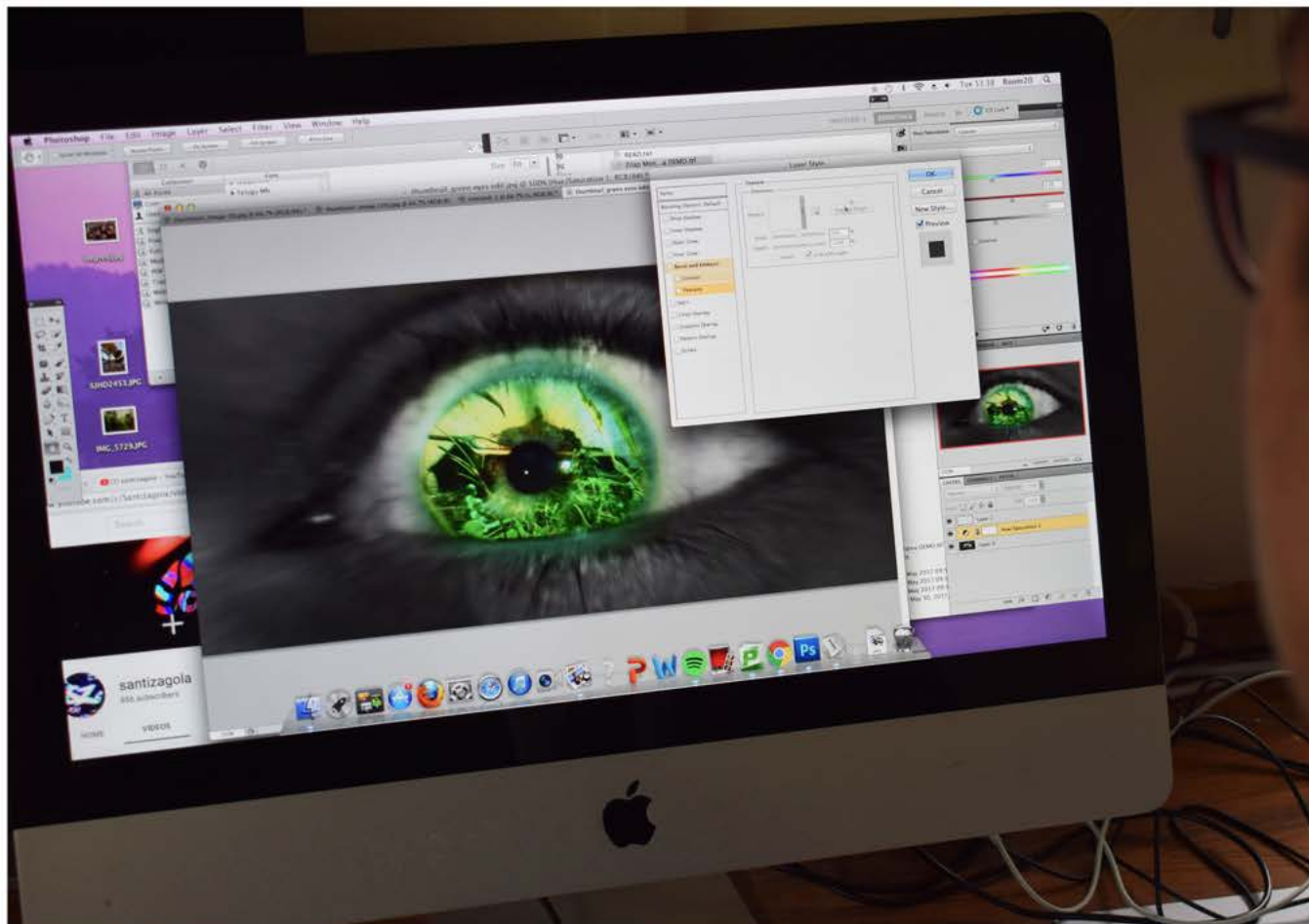
- From personal starting points
- Students submit:
Supporting studies
Personal outcomes

Part 2 : Personal Study

- Students submit a piece of research
1,000 – 3,000 words

Component 2: Externally Set Assignment (40%)

- Externally set, broad based theme released to teachers on February 1st
- Sustained focus period of 16 hours controlled assessment in which students create final responses to the theme
- Students submit
Preparatory studies
Personal outcomes



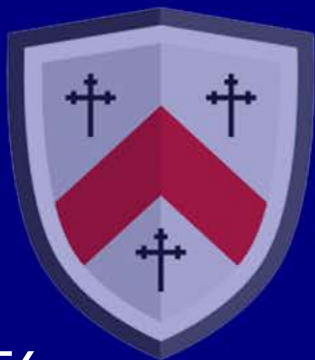
CAREERS INFORMATION

Students who wish to undertake further studies in photography, usually at Art College or further education. Students who are looking to take up careers for which an art background is relevant. These might include photography, advertising, journalism, publishing, architecture, museums, theatre or art gallery work.

Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond this level.

There are many careers in photography. Most of these require further study at an art school, further education college or university. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your art teacher who will know about the courses on offer in your area or elsewhere.

At present most students wishing to take photography further will go on to do a one year 'Foundation' course at an art college or college of further education before applying to degree courses in more specialist areas of art and design.



PHYSICAL EDUCATION

ENTRY REQUIREMENTS

6 GCSE grades 9 - 4 including Mathematics at level 4, and level 4 in English Language and grade 5 in Science. GCSE PE is useful, but not essential – if taken, a grade B should have been achieved.

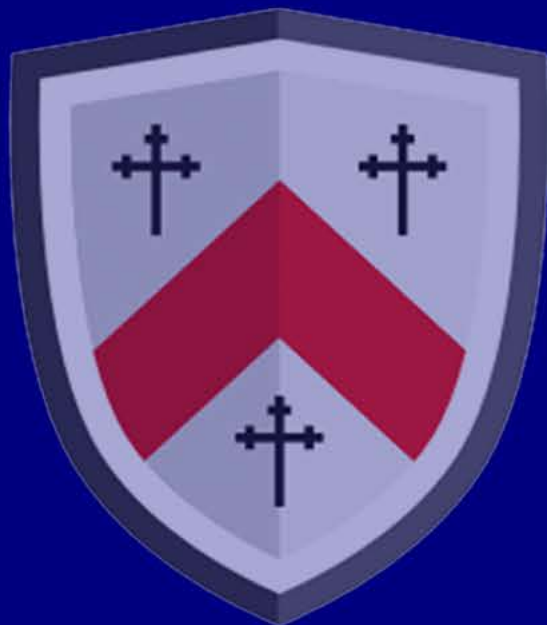
Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 test.

EXPECTATIONS OF STUDENTS

You will in the first instance have an interest in the theory behind physical education, and also enjoy participating in sport. You will specialise in one activity out of school.

You will develop an in depth understanding of the range of concepts underpinning PE from anatomy to the history of sports and games.

You will learn to evaluate these concepts and be able to offer your own independent opinion about them.



CONTENT:

Unit 1: Key systems of the human body involved in physical activity, interpretation of data and graphs.

Unit 2: Psychological factors affecting physical activity and sports, application of theories to practical examples.

Unit 3: Sociological and contemporary factors that influence physical activity and how sport affects society. How sports have evolved over time as well as technology and its influence on performance.

Unit 4: Coursework: Performance in 1 sport from the approved list of sports. Spoken exam analysing a sports performance and devising a viable action plan using theoretical principles to underpin your responses.

ASSESSMENT:

1 x 2 hour exam (30%) Anatomy, Physiology, Biomechanics

1 x 1 hour exam (20%) Sports Psychology

1 x 1 hour exam (20%) Socio-cultural issues in Sport. Practical performance (15%)

Observation and Evaluation spoken exam (15%)



CAREERS INFORMATION

A Level Physical Education is a demanding subject in that it covers three very different areas for each exam paper and would be suitable for students who:

Enjoy participating in and learning about sport.

Want to understand the theory underpinning sporting excellence.

Enjoy analysing and evaluation sporting performances.

Would like to further your studies in sport, the leisure industry and medical sciences such as physiotherapy.

Physical Education is concerned about human anatomy and how it applies to sport, fitness and well being. It concerns the psychological factors affecting sport and performance. It covers current affairs in sport and the sociology of sport. Career pathways from Physical Education include PE teacher, Sports Coach, Physiotherapy, Sports Journalism, Sports Psychologist, Sports Nutrition, Leisure Industry and Sports Technology.

PHYSICS

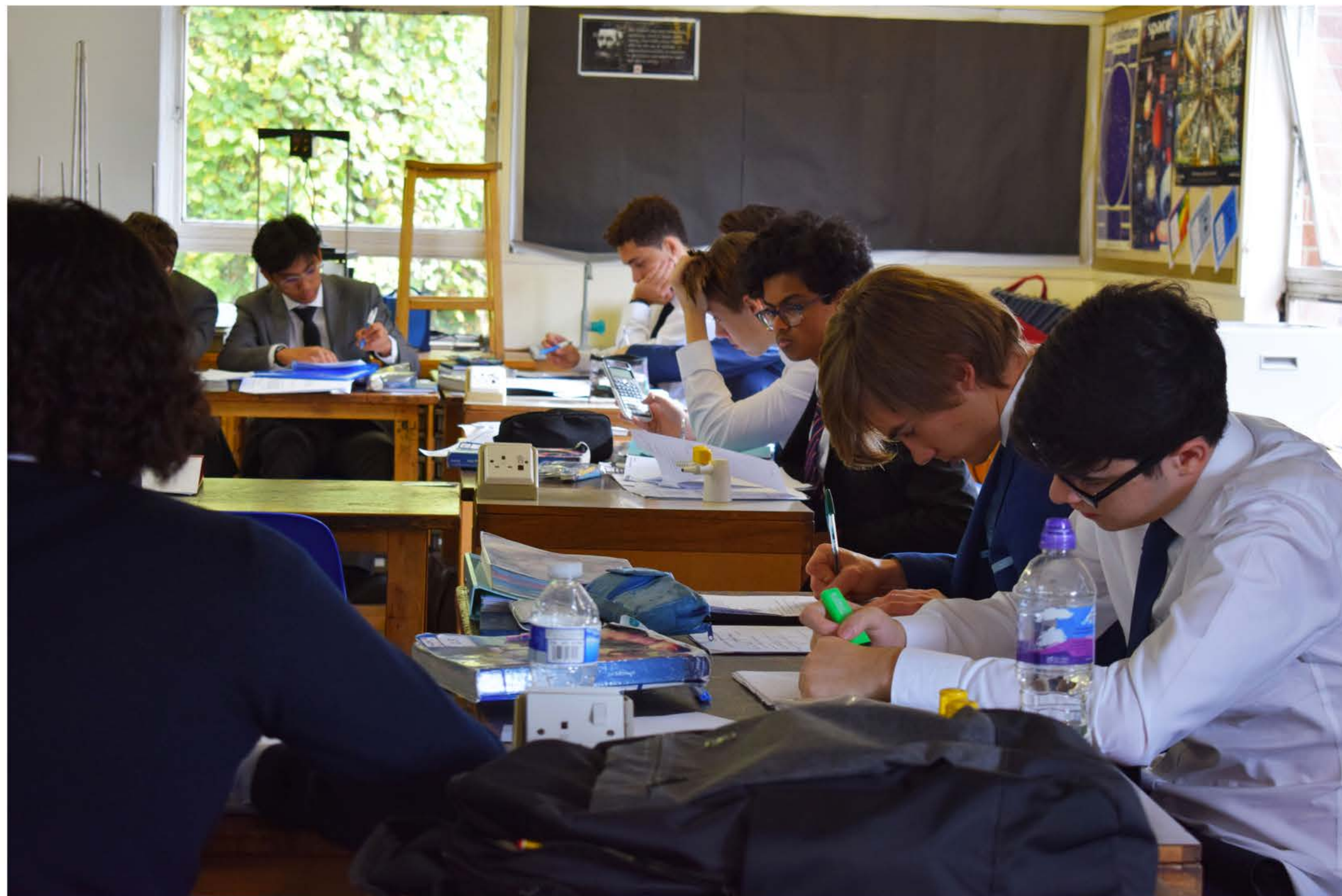
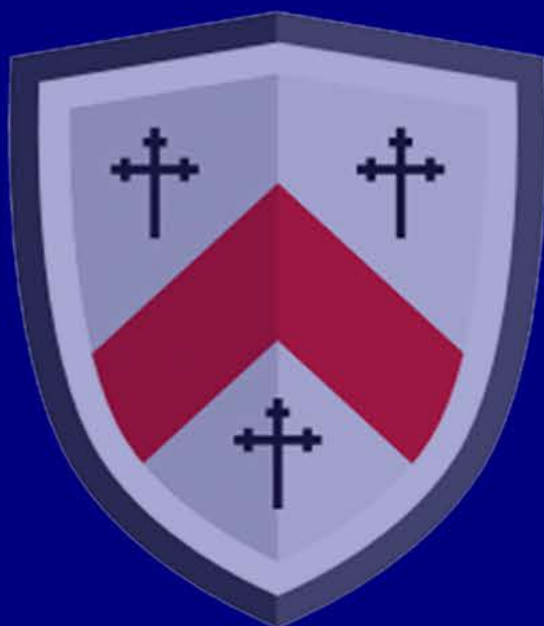
ENTRY REQUIREMENTS

6 GCSE grades 9 - 5 to include grades 7-7 in GCSE Combined Science (or a grade 7 in the physics paper of the GCSE Separate Science exam) together with grade 7 in Mathematics (Higher paper) and grade 5 in English Language. Students will normally be expected to support the study of Physics with either an A Level in Mathematics or a second Science.

Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 test.

EXPECTATIONS OF STUDENTS

Students are expected to undertake a minimum of 6 hours homework per week. In addition to set homework, which may take a variety of forms, students are expected to supplement class notes using a range of Physics texts. It is also expected that students will enhance their understanding of Physics by independent reading. Homework is marked in accordance with departmental policy. Throughout the course, students are expected to keep a log per module of all homework set, together with grades awarded. Test results are also recorded here. Extended investigations and projects are included in each module.



DESCRIPTION OF THE A2 COURSE:

CORE CONTENT

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

OPTIONS (only one option module is studied)

- 9 Astrophysics (Traditionally we choose this option at Trinity)
- 10 Medical physics
- 11 Engineering physics
- 12 Turning points in physics
- 13 Electronics

ASSESSMENT A-Level

Paper 1: Written exam of 2 hours duration and worth 85 marks (34% of A Level) covering sections 1 to 5 and 6.1 (Period motion). The format of the paper will be 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2: Written exam of 2 hours duration and worth 85 marks (34% of A Level) covering sections 6.2 (Thermal Physics), 7 and 8. The format of the paper will be 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 3: Written exam of 2 hours duration and worth 80 marks (32% of A Level) divided into two sections.

Section A: Compulsory section: Practical skills and data analysis

Section B: Students enter for one of sections 9, 10, 11, 12 or 13 (i.e. one option topic)



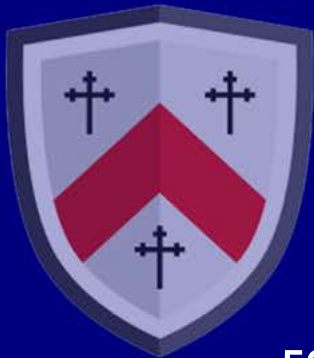
The format of this paper will be 45 marks of short and long answer questions on practical experiments and data analysis and 35 marks of short and long answer questions on optional topic.

CAREERS INFORMATION

Physics is a very demanding but rewarding subject suitable for students who:

- Have an interest in, and enjoy Physics;
- Want to find out how things work in the physical world;
- Enjoy applying their minds to solving problems;
- Enjoy carrying out investigations by the application of imaginative, logical thinking;
- Want to use Physics to support other qualifications or to progress onto further studies or employment.

Physics is the most fundamental of all the Sciences. It is concerned with the study of matter, energy and the interactions between them. It is important as a subject in its own right, but also as an essential element in all the other sciences, engineering and technology. Students who continue their study of Physics to degree level will find a wide range of careers open to them. Some of the fields that graduate Physicists enter include: Research and Development, Design and Production, Medical Physics, Astronomy, Teaching Physics, Geophysics, Meteorology, Computing (hardware and software), Administration and Management, Accountancy, Banking, Financial Analysis and Science Journalism.



POLITICS

This is a two year course that leads to an A Level qualification aimed primarily at entrance to higher education. There is no external exam until the end of Year 13 where students will sit three exams.

Exam board: Edexcel

Assessment: Written examinations, 3 papers each two hours in length. The majority of marks are awarded for the completion of essays.

ENTRY REQUIREMENTS

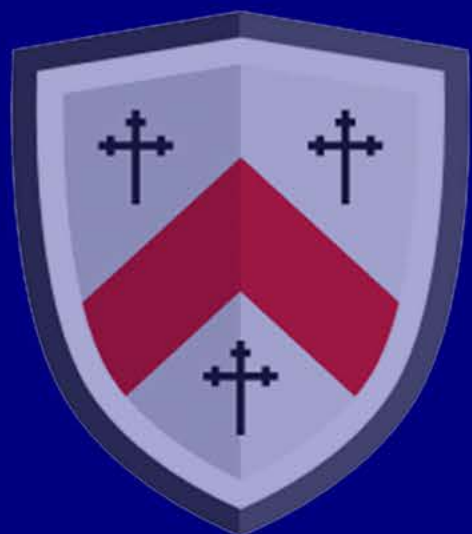
5 GCSE levels 9 – 4 including English Language level 6.

Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 exam.

This is a two year course that leads to an A Level qualification aimed primarily at entrance to higher education. There is no external exam until the end of Year 13 where students will sit three exams.

EXPECTATIONS OF STUDENTS

A high level of commitment is expected from students, with participation in classroom activities and between 2-4 hours of independent study each week. Students will be required to write essays and give presentations. Skill in written English communication is emphasised.



ASSESSMENT A-Level

Assessment: Written examinations, 3 papers each two hours in length. The majority of marks are awarded for the completion of essays.

UK Politics (33%)

Political participation through parties, electoral systems and the media.
Core political ideas; conservatism, liberalism and socialism.

UK Government (33%)

Parliament and the constitution, Prime Minister and cabinet.
Noncore political ideas; choice of nationalism, multiculturalism, feminism etc.

Comparative Politics (33%)

American constitution and federalism, US congress, Presidency, the Supreme Court and civil rights; democracy and participation.



Qualification aims and objectives

- develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
- develop an interest in, and engagement with, contemporary politics

There are four content areas in UK Politics:

1. Democracy and participation
2. Political parties
3. Electoral systems
4. Voting behaviour and the media

There are three content areas in Core Political Ideas:

1. Liberalism
2. Conservatism
3. Socialism

There are four content areas in UK Government:

1. The constitution
2. Parliament
3. Prime Minister and executive
4. Relations between the branches.

The five non-core political ideas to choose from are:

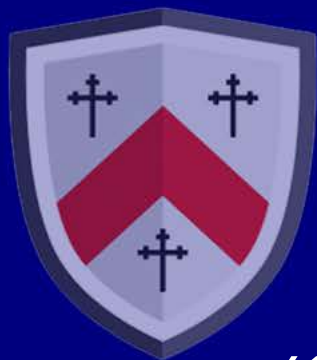
1. Anarchism
2. Ecologism
3. Feminism
4. Multiculturalism
5. Nationalism

There are six content areas Government and Politics of the USA:

1. The US Constitution and federalism
2. US Congress
3. US presidency
4. US Supreme Court and US civil rights
5. US democracy and participation
6. Comparative theories.

CAREERS INFORMATION

Directly related post degree careers include teaching, working for local political parties and working for government agencies. Politics is a useful background for other careers including management, administration, journalism and law. Employers tend to value politics as a serious degree.



PSYCHOLOGY

ENTRY REQUIREMENTS

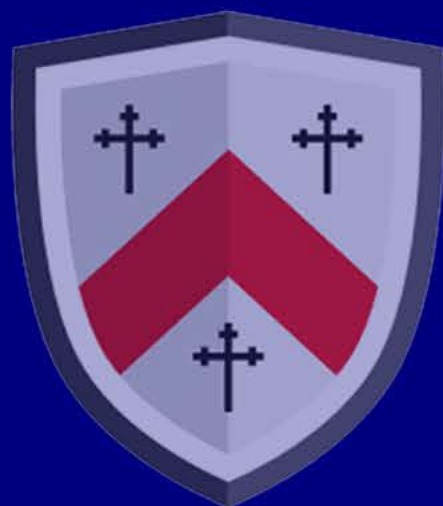
6 GCSE grades 9 - 4 to include at least level 5 English Language, level 5 Mathematics and level 5 Science.

Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 exam/test

EXPECTATIONS OF STUDENTS

At the start of the course students will be expected to complete and sign a student agreement that they will give 100% commitment to the course and attend all Psychology lessons where possible, that they will be punctual to lessons and complete all homework fully, on time and to the highest standard. All students study time should be apportioned equally to the sixth form subjects chosen and each day sometime should be devoted to Psychology (at least 2 hours).

The students will be aware that they must update themselves and complete all work missed due to absence including homework and it is their responsibility to revise thoroughly and avail themselves of quality reading materials in the library and aim at all time to achieve the very highest standards of achievement and commitment.



A-LEVEL COURSE DESCRIPTION

The A-level course is spread across two years and covers a variety of psychological topics:

SOCIAL INFLUENCE

- Types of conformity
- Conformity to social roles
- Explanations for obedience
- Explanations of resistance to social influence
- Minority influence
- Social influence processes in social change

MEMORY

- The multi-store model of memory
- Types of long-term memory
- The working memory model
- Explanations for forgetting
- Improving the accuracy of eyewitness testimony

Attachment

- Caregiver-infant interactions in humans
- Animal studies of attachment
- Ainsworth's Strange Situation
- Bowlby's theory of maternal deprivation
- The influence of childhood attachments on adult relationships (internal working model).

PSYCHOPATHOLOGY

- Definitions of abnormality
- The behavioural, emotional and cognitive characteristics of:
 - Phobias
 - Depression
 - Obsessive Compulsive Disorder
- The behavioural approach to explaining and treating phobias
- The cognitive approach to explaining and treating depression
- The biological approach to explaining and treating OCD

APPROACHES IN PSYCHOLOGY

- Learning approach
- Cognitive approach
- Biological approach
- Psychodynamic approach
- Humanistic approach
- Comparison of approaches

BIOPSYCHOLOGY

- Divisions of the nervous system
- Sensory, relay and motor neurons
- The function of the endocrine system
- The fight or flight response
- Localisation of function in the brain
- Ways of studying the brain

RESEARCH METHODS

- Experimental method
- Observational techniques
- Self-report techniques
- Correlations
- Content analysis
- Case studies
- Scientific process
- Sampling
- Pilot studies
- Scientific process
- Sampling
- Pilot studies
- Experimental designs
- Observational designs
- Questionnaire construction
- Variables
- Control
- Demand characteristics
- Ethics
- Reliability
- Validity
- Features of science
- Reporting
- Peer review
- Data handling and analysis
- Inferential testing

ISSUES AND DEBATES IN PSYCHOLOGY

- Gender and culture
- Free will and determinism
- The nature-nurture debate
- Holism and reductionism
- Idiographic and nomothetic approaches
- Ethical implications

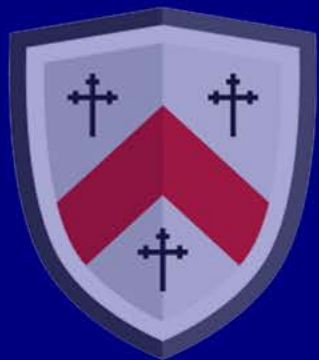
RELATIONSHIPS

- The evolutionary explanations for partner preferences
- Factors affecting attraction
- Theories of romantic relationships
- Virtual relationships in social media
- Parasocial relationships

SCHIZOPHRENIA

- Classification of schizophrenia
- Biological explanations
- Psychological explanations
- Drug therapy
- Cognitive behavioural therapy
- The interactionist approach Aggression
- Biological explanations for aggression
- Evolutionary explanations for aggression
- Social Psychological explanations for aggression
- Effects on Media on aggression





ASSESSMENT A-Level

Paper 1: Introductory Topics in Psychology
Assessing the topic knowledge of: Social Influence, Memory, Attachment and Psychopathology.

Assessed:

Written exam: 2 hours
96 marks in total
33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks
- Section D: multiple choice, short answer and extended writing, 24 marks

Paper 2: Psychology in Context Assessing the topic knowledge of: Approaches in Psychology, Biopsychology, Research Methods.

Assessed:

Written exam: 2 hours
96 marks in total
33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 48 marks

Paper 3: Issues and Options in Psychology
Assessing the topic knowledge of: Issues and Debates in Psychology, Relationships, Schizophrenia and Forensic Psychology.

Assessed:

Written exam: 2 hours
96 marks in total
33.3% of A-level

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks
- Section D: multiple choice, short answer and extended writing, 24 marks

CAREERS INFORMATION

Psychologists have a valuable contribution to make to all areas of life today, whether it be with individuals or for society as a whole e.g. community services, police, nursing. Psychologists are probably best known for their work in the health and education field.

Careers fall into three broad categories:

- a. Those for which a degree is essential
- b. Those for which it is directly useful but for which other graduates can apply
- c. Careers, which are open to any discipline

e.g. Clinical Psychologist, Counselling Psychologists, Educational Psychologist Forensic, Psychologist, Health Psychologist, Occupational Psychologists, Psychotherapy, Teaching, Sports Psychology Doctors (A-Level Psychology is acceptable for medicine).

RELIGIOUS STUDIES

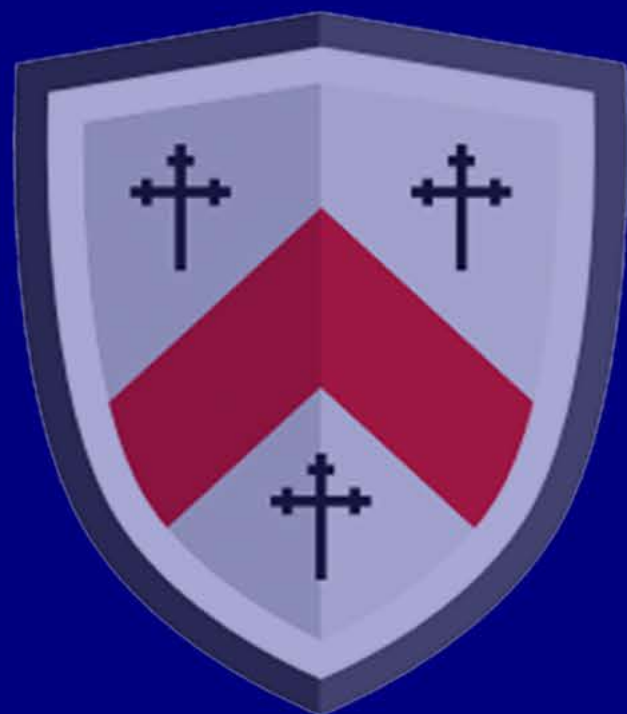
ENTRY REQUIREMENTS

6 GCSE grades 9-4, to include a grade 7-9 in Religious Studies and a level 6 English Language. However, students who have not followed a GCSE course in Religious Studies may be considered.

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

EXPECTATIONS OF STUDENTS

Students are expected to spend a minimum of two hours on their study for this subject after each lesson. This will take the form of consolidating reading and notes, wider reading and preparation and writing of essays. Knowing and understanding the material studied is essential. The material studied is particularly challenging and students must be prepared to spend quality time reading round the topics and keep a record of this extra study.



DESCRIPTION OF THE A LEVEL COURSE:

Philosophy of Religion

- Ancient philosophical influences: Plato and Aristotle
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God: Ontological, Cosmological and Teleological.
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God: Omnipotent? Omniscient? Omnibenevolent? Timeless or Everlasting?
- Issues in religious language: If we speak about God in the positive is it limiting? E.G. God is good limits God's goodness to our human understanding of good. Would it be better to say God is not bad?

Religious Ethics

- Utilitarianism: The greatest happiness principle.
- Situation Ethics
- Kant's Categorical Imperative
- Natural Law
- Deontological (based on action) and Teleological (based on consequence) understanding.
- Application of these ethical theories to Euthanasia and Business Ethics.
- Meta Ethics: What is meant by good?
- Debates surrounding the significant idea of conscience: Aquinas and Freud
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

Developments in Christian Thought

- Augustine's teaching on human nature and the Fall
- Christian Moral Principles: The Bible, Church, Reason and Agape
- Death and the afterlife: Heaven, Hell, Purgatory and Election
- Knowledge of God's existence: Natural and Revealed
- The person of Jesus: Christian Moral Action: Explore Dietrich Bonhoeffer
- Religious Pluralism and Theology: Exclusivism, Inclusivism, Pluralism
- Religious Pluralism and Society: Inter-faith dialogue, the scriptural reasoning movement
- Gender and Society: The role of men and women
- Gender and Theology: Explore the views of Rosemary Radford Ruether and Mary Daly
- The Challenge of Secularism: Freud, Dawkins, Humanists.
- Liberation Theology and Marx





ASSESSMENT A-Level

33.3% Philosophy	120 marks
33.3% Ethics	120 marks
33.3% Developments in Christian Thought	120 marks

There will be three exams. One for each module. Each exam is 2 hours. Candidates are expected to answer 3 essay questions out of a choice of 4. Exams take place May/June at the end of Y13.

Students are given numerous essay writing opportunities in advance of their exams.

CAREERS INFORMATION

The study of Philosophy, Morality and Medical Ethics opens a wide field for future career aspirations - Law, Medicine, Teaching, Business and Finance to name but a few.



SOCIOLOGY

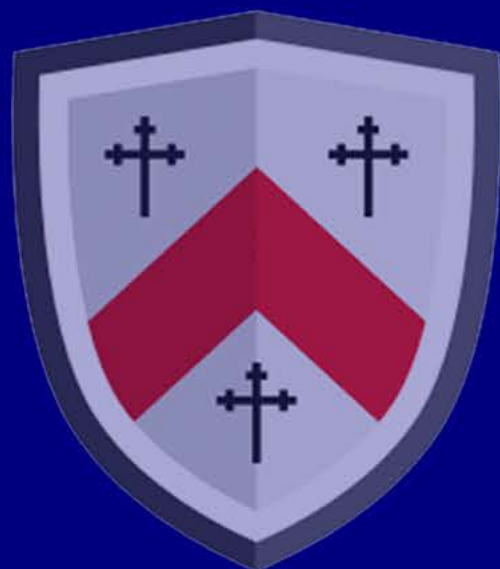
ENTRY REQUIREMENTS

6 GCSE grades 9 - 4 to include at least level 5 English Language and level 4 Mathematics

EXPECTATIONS OF STUDENTS

At the start of the course students will be expected to complete and sign a student agreement that they will give 100% commitment to the course and attend all Sociology lessons where possible, that they will be punctual to lessons and complete all homework fully, on time and to the highest standard. All students study time should be apportioned equally to the sixth form subjects chosen and each day sometime should be devoted to Sociology (at least 2 hours).

The students will be aware that they must update themselves and complete all work missed due to absence including homework and it is their responsibility to revise thoroughly and avail themselves of quality reading materials in the library and aim at all time to achieve the very highest standards of achievement and commitment.



DESCRIPTION OF THE A LEVEL COURSE:

The A2 course is spread across two years Year 1 covers Sociological Theory, Research Methods and topics within Sociology.

Sociological Theory

- Functionalist perspective
- Marxist perspective
- Interactionist perspective
- Feminism perspective
- New right perspective
- Postmodernist theory

Research Methods

- Quantitative and qualitative methods of research; research design
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- The distinction between primary and secondary data, and between quantitative and qualitative data
- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- Theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

Year 2 covers Education, Work, Poverty and Welfare

Education

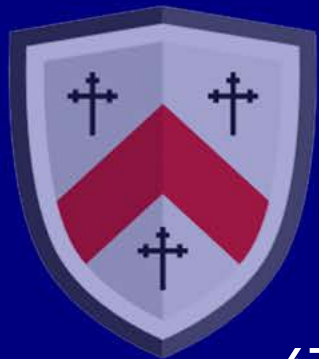
- Students are expected to be familiar with sociological explanations of the following content:
 - The role and functions of the education system, including its relationship to the economy and to class structure.
 - Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.
 - Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.
 - The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

Work, Poverty and Welfare

- Students are expected to be familiar with sociological explanations of the following content:
 - The nature, existence and persistence of poverty in contemporary society.
 - The distribution of poverty, wealth and income between different social groups.
 - Responses and solutions to poverty by the state and by private, voluntary and informal welfare providers in contemporary society.
 - Organisation and control of the labour process, including the division of labour, the role of technology, skill and de-skilling.
 - The significance of work and worklessness for people's lives and life chances, including the effects of globalisation.



SOCIOLOGY



ASSESSMENT A-Level

Paper 1:

Assessing the topic of Education with Methods in Context

Assessed:

Written exam: 1 hour 30 minutes
60 marks in total
50% of AS level

Students to answer all questions:

- Question 1 (2 marks)
- Question 2 (2 marks)
- Question 3 (6 marks)
- Question 4 (10 marks)
- Question 5 (20 marks)
- Question 6 (20 marks)

Paper 2:

Assessing the topic knowledge of: Research Methods and topics in Sociology

Assessed:

Written exam: 1 hour 30 minutes
60 marks in total
50% of AS level

Students to answer all questions in Section A:

- Question 1 (4 marks)
- Question 2 (16 marks)

In section B students to pick one topic and then answer all questions.

As we are studying Work, Poverty and Welfare, students to answer:

- Question 18(2 marks)
- Question 19 (2 marks)
- Question 20 (6 marks)
- Question 21 (10 marks)
- Question 22 (20 marks)

CAREERS INFORMATION

Sociologists have a valuable contribution to make to all areas of life today, whether it be with individuals or for society as a whole e.g. community services, police, nursing. Sociologists are probably best known for their work in the health, criminal justice, government and education field.

CAREERS:

Social services, community work, law, education, health service, teaching, publishing, business, insurance, media, teaching, government, human resources, probation, criminal justice system, journalism, banking, etc

SPANISH

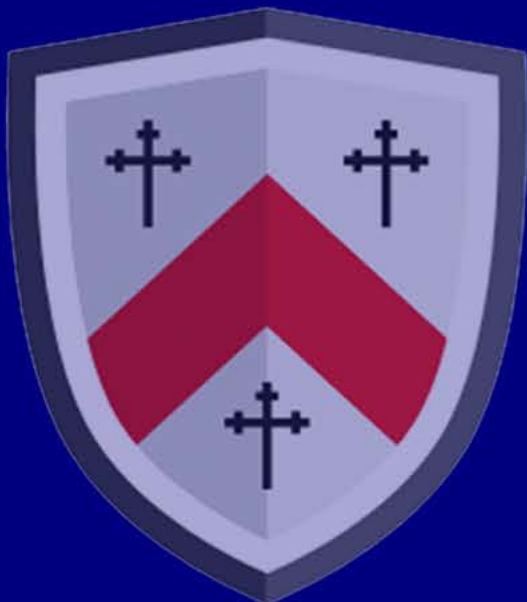
ENTRY REQUIREMENTS

6 GCSE grades 9 - 4 to include Mathematics and English at level 4; and a GCSE Spanish grade 9 - 7 (Higher level GCSE entry).

Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

EXPECTATIONS OF STUDENTS

It is recommended that students spend approximately 6 hours each week on Spanish home study. The study of a Foreign Language, however, requires great personal involvement in addition to home study. Students have one non-timetabled period with the Foreign Language assistant each week in order to improve oral skills. They are expected to read Spanish newspapers / articles, watch programmes and films in Spanish and it is highly recommended that they visit Spain during the two year course. It is important that A Level language students have an awareness of the culture and topical events of the country whose language they are studying.



DESCRIPTION OF THE A-LEVEL COURSE

Topic Areas:

Students must study the themes and sub-themes below in relation to at least one Spanish speaking country. Where Spain is not specified, students may study the themes in relation to any Spanish-speaking country.

Social Issues and Trends

Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)

Multiculturalism in Hispanic society

- Immigration (La Inmigración)
- Racism (El Racismo)
- Integration (La Convivencia)

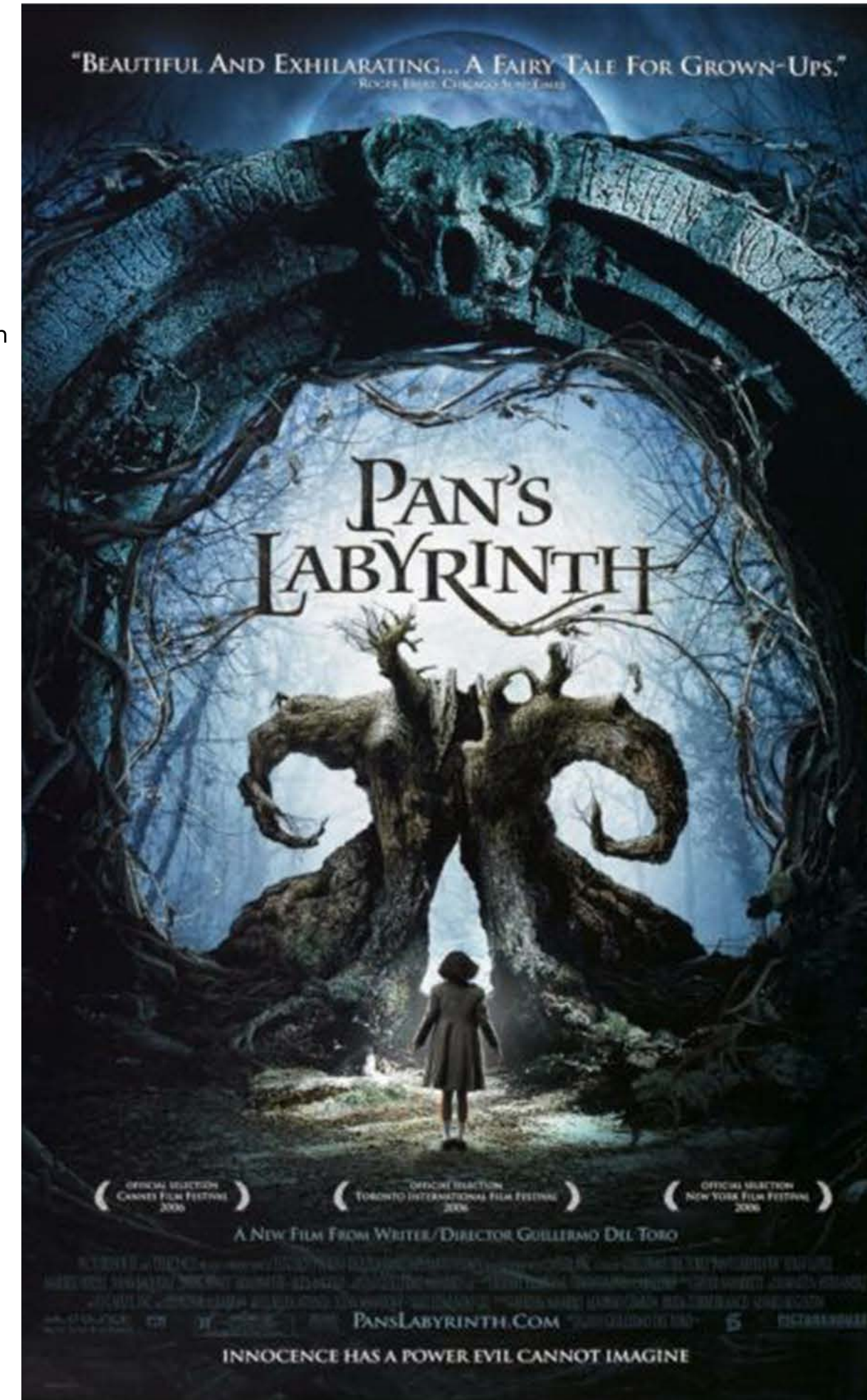
Political and artistic culture

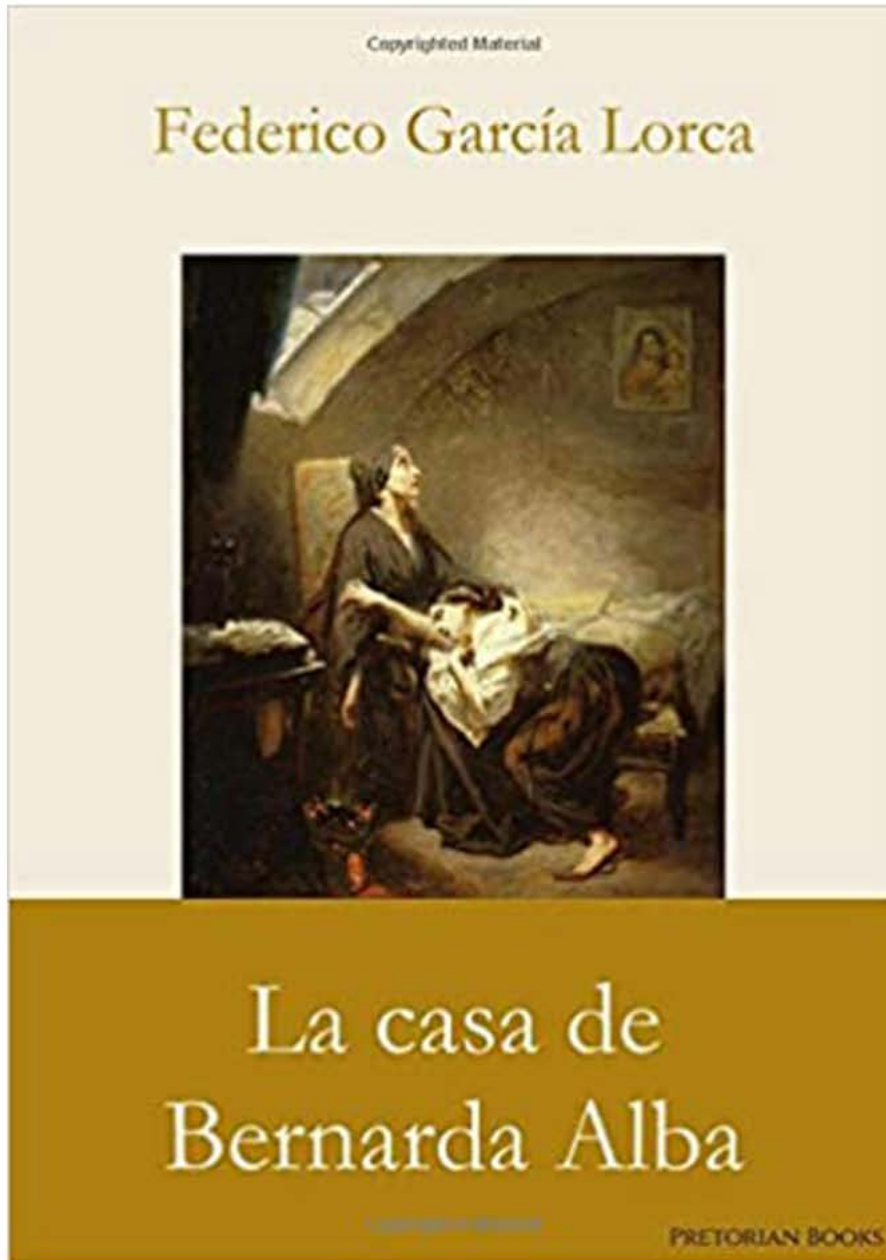
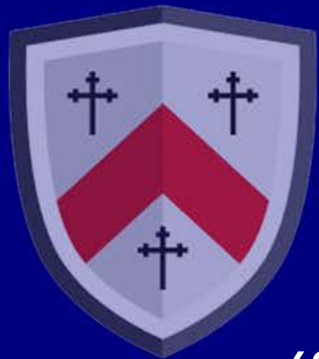
Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)
- Monarchies, republics and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)





ASSESSMENT

A-Level

Paper 1: Listening, reading and writing (50%)

- Listening and responding to spoken passages from a range of contexts and sources.
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.
- Translation into English; a passage of minimum 100 words.
- Translation into Spanish; a passage of minimum 100 words.

Paper 2: Writing (20%)

- Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on a set text from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied.

Paper 3: Speaking (30%)

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project.

CAREERS INFORMATION

A wide range of career options are open to Language students, including: Interpreting, Translating, Travel and Tourism, Sales and Marketing, Journalism, the Media, Teaching, Catering and Leisure Management, Commerce, Finance and Industry, Civil Service, Bi-lingual Secretarial, Law.