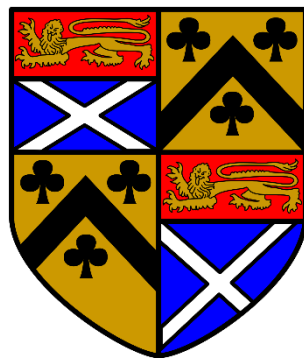


The Rochester Grammar School

COURSE DIRECTORY FOR COURSES COMMENCING
SEPTEMBER 2025



The Rochester Grammar School
27TH NOVEMBER 2024 | MADSTONE ROAD, ROCHESTER

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Welcome to Rochester Grammar School's Sixth Form

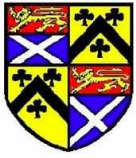
It is my great pleasure to welcome you to our Sixth Form Open Evening and to introduce our Sixth Form through this Course Directory. Here at The Rochester Grammar School we are incredible proud of not just the academic destinations that our students achieve, but also the personal journeys our students embark on. The students who study with us at The Rochester Grammar School go on to do and complete wonderful things in their time with us, and are fully prepared to meet the demands of a changing world.

Whilst academic excellence is at the heart of what we do, as a school we passionately believe that Sixth Form education is about more than just knowledge, and we aim to facilitate students in their personal development journey by combining our high quality teaching with a robust enrichment programme. You can be confident that at RGS you will become a well-rounded individual who is ready to take on their next challenge.

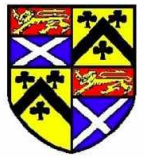
We hope that this evening gives you a good understanding of what it means to be a Sixth Form student at The Rochester Grammar School and that you will trust us with your academic and personal development in the next two years.



Ms K Hemming BSc (Hons) MA
Assistant Principal (Key Stage 5)



SIXTH FORM CURRICULUM



The strength of the RGS Sixth Form is underpinned by 4 key areas:

- Academic Excellence
- Academic Support
- Enrichment
- Super-Curricular engagement

Together, these 4 things create a Sixth Form package that can support students in preparing for their futures and ensure that they are well equipped to thrive in whatever pathway they pursue in the future.

Academic Excellence

As an academic Sixth Form, we have selected a wide range of academic A levels for our students to select from. These are qualifications which we know are valued by universities, apprenticeship providers and employers and will ensure that our students are equipped for their future pathways. Details of each course on offer can be found on page 10 onwards

Students will study a minimum of 3 A levels and will also have the option to complete one of our additional qualifications including:

- A fourth A level
- Extended Project Qualification (EPQ)
- An AS level (Mathematics, Further Mathematics, French, German or Spanish)
- Japanese (either as an internal certificate or as a GCSE)

The flexibility created by the range of subject options and qualifications offered means that all students will be able to design a programme of study which suits them and allows them to achieve their potential.

Questions you may have about our additional qualifications:

Who should consider completing a fourth A level?

Whilst we have not set an entry requirement for studying 4 full A levels, someone considering 4 A levels should have excellent GCSE results, as these show that they can manage their time effectively and can meet the demands of a broad range of subjects. Universities will offer to students based on 3 A levels, and no course in the UK requires students to have 4 A levels. That said, for those considering applying to the most competitive courses or universities, completing 4 A levels can sometimes make a candidate appear slightly more attractive provided they have reached a high level of performance in the subjects studied.

Why complete an EPQ?

An Extended Project does exactly what it says it will, and extends the student beyond the confines of the taught curriculum. They are able to investigate something that falls outside of the scope of the subjects on offer, for example delving into the world of law or midwifery, or are able to delve deeper into an area of interest not covered within the subject's A level, for example the causes of the Vietnam War in History or the effect of video games on aggression in Psychology. Students are able to develop and hone their skills of academic writing if they choose to complete a

research project, and if they choose to create a product, can use their creativity to construct a research-based product with freedom to really tailor this to their interest, for example, writing an article on a topic of interest in the study of National Geographic, or creating a short film in the style of Film Noir.

The EPQ is well regarded by universities and is worth half an A level in UCAS points. In offers made by universities, many will reduce their A level offer by one grade if a student obtains a B or an A in their EPQ, demonstrating the value attributed to the EPQ.

How did you decide which subjects to offer at AS level?

We have opted to offer AS levels in Mathematics, Further Mathematics (to those who are already studying Mathematics at A level) and in French, German and Spanish. These subjects have been selected as we recognise that often studying these subjects can be highly beneficial to applications to university, apprenticeships or employment, but which may not necessarily be a student's main area of interest. For example, Mathematics AS can make a candidate for the social sciences highly attractive, whilst languages are highly valued by all universities for things like Law or International Relations. Not only are they highly relevant, but they are also subjects which are eminently co-teachable, in that teachers are able to facilitate the teaching of those intending to complete the full A level or the AS in the same classroom, which is not always true for all AS and A levels.

What is the benefit to studying Japanese at GCSE?

Languages are not only highly prized by universities, but also very practical and useful for students. With a strong record of performance in Japanese in recent years, we wanted to ensure that there was still a platform for students to learn Japanese in our curriculum offer that was manageable and achievable without prior study. Students opting for Japanese will be able to complete study towards an internal language certificate at the end of year 12 or continue on in year 13 to complete the full GCSE. We highly value language learning as a school, as we know the benefit of students leaving our school with a global mindset and therefore having accessible and engaging languages in the form of Japanese. Our strong links to Japan through our annual Japan trip also support the delivery of Japanese in the school, and we are pleased to be able to offer this option to our Sixth Form students.

Academic Support

Whatever curriculum you choose, you can rest assured that you will be well supported at RGS. Students attending the Rochester Grammar School for Key Stage 5 can be confident that they will be taught by curriculum experts who know their courses in fine detail. Lessons in Key Stage 5 maintain the excellent practices students will be used to that facilitate the outstanding GCSE results that our students have achieved for many years, whilst also acknowledging and reflecting the increased autonomy and independence of our older students. We have high expectations, but in return our students can be confident that our teachers will also reach their own high expectations.

Active engagement in lessons is essential for students to master content and become comfortable with the high-level ideas covered in A level content, and therefore students should expect that there is no room for coasting in lessons. Students are expected to be able to answer questions and pose their own, with students being active participants in their learning. Students can expect that the high expectations staff have are supported by high quality teaching, deploying thinking tools and Cornell notes to structure student thinking and note taking in order to ensure that they are able to leave the classroom with a sound understanding of the content covered. Knowledge Banks are also provided for all students, providing a summary of the main content covered in each topic; not only do these provide an invaluable revision and learning resource, but they also help students to organise their understandings and make links between the topics taught.

In addition to excellent teaching and learning, the Sixth Form Team are also there to support all aspects of the Sixth Form experience; with members of the team dedicated to pastoral or academic needs, you can be certain that we will be able to guide and support students, whatever they are facing. The Sixth Form Team also craft the Pastoral Programme; this is where for 1 period a fortnight the Sixth Form Team are able to support students with anything they

need to succeed over their time in Key Stage 5. This will include; study skills sessions, support with applications to university or apprenticeships, lectures and talks from universities or apprenticeship providers, careers information, as well as some whole cohort enrichment opportunities like planning the Senior Citizens Christmas Party in year 12 and Christmas Entertainment in Year 13.

We have a team of dedicated and experienced Form Tutors in the Sixth Form who are able to support students both academically and pastorally, and who deliver the Sixth Form-specific PSHE programme. These tutors are also the ones who will write references for the pathways students pursue post Key Stage 5. We also have an Oxbridge Programme which supports year 12 and 13 students through the application process, as well as a medic programme, with specific support from staff who have successfully supported such applications for over a decade.

Enrichment

At RGS we believe that the learning and development of our students does not end when students leave their curriculum lessons. As such, students will also have timetabled enrichment lessons which will take place on Tuesdays and Wednesdays where students are able to opt into a range of different opportunities to suit their own interests, to balance their wellbeing and to give them learning opportunities away from their subject studies.

These opportunities will change throughout the year, and from term to term, and will include opportunities such as:

- Bar Mock Trial
- Debate club
- Recreational sports
- Use of the fitness suite
- Young Enterprise
- RGS Newspaper
- Mentoring
- Charity Committee
- Supporting Local Primary Schools
- Cookery
- Supporting the school productions

Our Enrichment programme is supported by our Pastoral Programme, which is designed and led by the Sixth Form Team to support students in developing essential skills and knowledge to support them in the future. This will consist of sessions on study skills, applying to university and apprenticeships, careers, guest lectures and academic support.

There are a range of leadership opportunities available to students, including being part of the Executive Officer Team, a House or Academic officer, a member of the Pupil Parliament, becoming a mentor for younger students.

Super-Curricular

Students in the Rochester Grammar School Sixth Form are encouraged to develop their academic interests beyond the curriculum, this is known as Super-Curricular. This is all about demonstrating an interest in a given field, whilst also gaining specific experiences and skills which be useful in their field of choice. To facilitate this, each student has access to an account with mysupercurricular.com, a repository which brings together a full range of different Super-Curricular experiences that students can engage with, from work experience opportunities (both in real life and online) to webinars, to MOOCs (Massive Open Online Courses, many of which are available for free) to books to podcasts, there is something for everyone to engage with.

Not only does this support students in applications for university, as it is expected that students will talk about their research beyond the curriculum, but it also allows them to explore their field of interest and confirm that they are applying for the right course for them. Many of our enrichment opportunities can act as Super-Curricular experiences, for example, the Bar Mock Trial for Law, or the RGS Newspaper for Journalism, and students are able to tailor these to their interests.

Students in year 12 also complete a week of either work shadowing / summer schools towards the end of the academic year, which they source themselves. Students have completed outstanding placements in recent years, including going into Chambers, shadowing consultants at hospitals, working at banks such as HSBC as well as completing summer schools from UNIQ at Oxford, the Sutton Trust and Nuffield Placements to name a few. Finding a placement is a real learning experience too, as students learn how to engage with professionals and use the correct register for their communication. Support is provided to students to do this.

Entry Criteria

Overall entry criteria: Five GCSE passes at grade 6 or above including grade 5s in Mathematics and either English Literature or Language

Subject	GCSE Entry Requirement
Art and Design (Fine Art)	6 in Art or Design Technology <i>If not studied portfolio submission in discussion with curriculum leader</i>
Biology	7 in Biology or 7-7 in Combined Science 6 in Mathematics
Business	6 in English (Literature or Language) 6 in Mathematics
Chemistry	7 in Chemistry or 7-7 in Combined Science 6 in Mathematics
Computer Science	7 in Mathematics 7 in Computer Science <i>If computer science not studied then programming entrance test to be completed set by the Curriculum Leader</i>
Design and Technology	6 in Design Technology
Drama and Theatre Studies	6 in Drama
Economics	7 in Mathematics 6 in English (Literature or Language)
English Literature	6 in English Literature
Environmental Science	6 in Biology or 6-6 in combined science
Extended Project Qualification	5 in English (Literature or Language)
Film Studies	6 in English (Literature or Language) OR C in AS Film Studies
French (AS and A level)	7 in French
Further Mathematics (AS and A level)	8 in Mathematics or in Level 2 Certificate in Further Mathematics
Geography	6 in Geography
German (AS and A level)	7 in German
History	6 in History if studied OR 6 in English (Literature or Language)
Japanese GCSE	No entry requirement
Mathematics (AS and A level)	7 in Mathematics
Music	6 in GCSE Music Fluency reading treble and bass clef and navigating scores is essential. Grade 5 or higher performance in voice or instrument, <i>if not achieved, then performance to be assessed by the Director of Music</i>
Physics	7 in Physics or 7-7 in Combined Science 7 in Mathematics
Physical Education (PE)	6 in PE OR 6 in English and Science <i>In addition, students must represent either a school or club consistently in one sport.</i>
Politics	6 in English (Literature or Language) or humanity
Psychology	6 in Psychology OR 6 in Biology and 6 in English
Religious Studies (Philosophy and Ethics)	6 in Religious Studies (Full course) OR 6 in English Literature
Sociology	6 in Sociology OR 6 in English (literature or language) or a humanity
Spanish (AS and A level)	7 in Spanish

Where students study international equivalents to GCSE or iGCSE, students are expected to provide a UK ENIC statement of comparability to establish that the entry requirements have been met. This service is available at a cost to the applicant of approximately £50 and takes approximately 15 days to be completed. Details of this can be found here: <https://www.enic.org.uk/>

Curriculum Pathways

We always advise students to ensure they have looked carefully at entry requirements prior to selecting their A level subjects, particularly as they can vary quite greatly between institutions, however below are some popular career / subject pathways and the subjects usually required and recommended:

Pathway	Usually required subjects	Recommended subjects
Anthropology / Sociology	None	Sociology, Politics, Religious Studies, English Literature, Psychology, History
Architecture	Art and Design or a portfolio For BSc in Architecture, Maths and Physics are often required	Art and Design, Product Design, Maths, Physics
Business / Management	None, but some courses may ask for Mathematics	Business Studies, Economics, History, Politics, English Literature, Mathematics, Sociology, Psychology
Computer Science	Mathematics	Further Mathematics, Chemistry, Physics, Computer Science
Economics	Mathematics Economics (where offered)	A combination of Maths and essay based subjects is recommended
English	English Literature	Politics, History, Languages, Psychology, Religious Studies, Film Studies, Drama and Theatre
Geography	Geography	Environmental Sciences, Economics, Politics, Sociology, History
History	None	History, Politics, English Literature, Economics, Sociology, Languages
Law / International Relations	None	Recommend 2 strong humanities History, English Literature, Religious Studies, Politics, Languages
Mathematics	Mathematics Further Maths (at least AS level)	
Medicine / Dentistry / Veterinary Science	Chemistry, Biology	Mathematics (AS or A level), Religious Studies, Psychology, History
Psychology	None (However some courses ask for 1 or more Science, some of which will include Psychology as a science)	Psychology, Mathematics, Biology, Chemistry, Sociology

Curriculum Information

Art

Course Title:	Art & Design (Fine Art)
Exam Board:	AQA
Qualification Offered:	A-Level
Course Content:	<p>Students are required to work in one or more areas of Fine art, such as those listed below. They may explore overlapping areas and combinations of areas: drawing and painting; mixed-media including collage and assemblage; sculpture, ceramics, textiles, installation; printmaking, moving image and photography.</p> <p>They will:</p> <ul style="list-style-type: none"> • <i>Develop ideas through sustained and focused investigations informed by contextual and critical understanding</i> • <i>Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as their work develops</i> • <i>Record in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on their work as it progresses</i> • <i>Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and in making connections between visual, written, oral and other elements</i>
Assessment:	<p>Component 1: Personal investigation 7202/C 96 marks 60% of A-level</p> <p>Component 2: Externally assessed assignment 7202/X 96 marks 40% of A-level</p>
Entry Requirement:	<p>Grade 6 in GCSE Art or Design Technology <i>If not studied portfolio submission in discussion with curriculum leader</i></p>
Complementary Subjects:	<p>Art with:</p> <ul style="list-style-type: none"> • Film studies, Media studies for advertising and marketing • Physics and Maths for architecture • Music and Drama for performance artists • Biology and Chemistry for dentistry • English Literature and Language for creative writing and illustration

Biology

Course Title:	Biology
Exam Board:	AQA
Qualification Offered:	A-Level
Course Content:	<ol style="list-style-type: none"> 1. Biological molecules 2. Cells 3. Organisms exchange substances with their environment 4. Genetic information, variation and relationships between organisms 5. Energy transfers in and between organisms 6. Organisms respond to changes in their internal and external environments 7. Genetics, populations, evolution and ecosystems 8. The control of gene expression
Assessment:	<p>Paper 1: Content: Topics 1-4, including any relevant practical skills Length: 2 hours (91 marks) Weighting: 35% of A-level Questions: 76 marks of short and long answer questions, and 15 marks of extended response questions</p> <p>Paper 2: Content: Topics 5-8, including any relevant practical skills Length: 2 hours (91 marks) Weighting: 35% of A-level Questions: 76 marks of short and long answer questions, and a 15-mark comprehension question</p> <p>Paper 3: Content: Topics 1-8, including any relevant practical skills Length: 2 hours (78 marks) Weighting: 30% of A-level Questions: 38 marks of structured questions, including practical techniques, 15 marks of critical analysis of given experimental data, and a 25 mark synoptic essay (from a choice of two)</p> <p>Practical assessment: 12 required practical activities, covering a range of skills and keeping an appropriate record of this work. Teachers assess students against 11 common practical assessment criteria, which are met to achieve an overall 'pass' grade.</p>
Entry Requirement:	7 in Biology or 7-7 in Combined Science 6 in Mathematics
Complementary Subjects:	Environmental Science, Psychology

Business

Course Title:	Business
Exam Board:	Edexcel
Qualification Offered:	A-Level
Course Content:	<p>Theme 1: Marketing and People</p> <ul style="list-style-type: none"> • Meeting customer needs – The market, market research, market positioning • The market – Supply and demand, price income elasticity of demand, income elasticity of demand • Marketing mix and strategy – Product/service design, branding and promotion, pricing strategies, distribution, marketing strategy • Managing people – Approaches to staffing, recruitment, selection and training, organisational design, motivation, leadership • Entrepreneurs and leaders – Role of an entrepreneur, entrepreneurial motives and characteristics, business objectives, forms of business <p>Theme 2: Managing Business Activities</p> <ul style="list-style-type: none"> • Raising finance – Internal finance, external finance, liability, planning • Financial planning – Sales forecasting, sales, revenue and costs, break-even, budgets • Managing finance – Profit, liquidity, business failure • Resource management – Production, capacity utilisation, stock control, quality management • External influences – Economic influences, legislation, the competitive environment <p>Theme 3: Business Decision and Strategy</p> <ul style="list-style-type: none"> • Business objectives and strategy – Corporate objectives, corporate strategy, SWOT analysis, impact of external influences • Business growth – Growth, mergers and takeovers, organic growth, reasons for staying small • Decision-making techniques – Quantitative sales forecasting, investment appraisal, decision trees, critical path analysis • Influences on business decisions – Corporate influences, corporate culture, shareholders vs. stakeholders, business ethics • Assessing competitiveness – Financial statements, ratio analysis, human resources • Managing change – Causes and effects of change, key factors in change, scenario planning <p>Theme 4: Global Business</p> <ul style="list-style-type: none"> • Globalisation – Growing economies, international trade, globalisation, protectionism, trading blocs • Global markets and expansion – conditions that prompt trade, assessment of a country as a market and a production location, reasons for global mergers or joint ventures, global competitiveness • Global marketing – Marketing, niche markets, cultural/social factors • Global industries and companies (multinational corporations) – The impact of MNCs, ethics, controlling MNCs
Assessment:	Examination only – 3 papers sat at the end of Year 13
Entry Requirement:	6 in English (Literature or Language) 6 in Mathematics

Complementary Subjects:	Geography, Government and Politics, Computer Science, Mathematics
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Chemistry

Course Title:	Chemistry - 7405
Exam Board:	AQA
Qualification Offered:	A-level
Course Content:	<p>Physical: Amount of substance, atomic structure, bonding, energetics, kinetics, chemical equilibria, redox reactions, thermo dynamics, rate of reactions, electro chemistry, acids and bases, periodicity, group 2, group 7, period 3, transition metals, reactions of ions in aqueous solutions,</p> <p>Organic chemistry: alkanes, halogenoalkanes, alkenes, alcohols, organic analysis, isomers, aldehydes and ketones, carboxylic acids, aromatic chemistry, amines, polymers, amino acids and DNA, NMR and chromatography</p>
Assessment:	<p>Paper 1 – 2hrs (35%) 105 marks of short and long questions Physical chemistry and inorganic chemistry and relevant practical skills</p> <p>Paper 2 – 2 hrs (35%) 105 marks of short and long questions Relevant physical chemistry, organic chemistry and relevant practical skills</p> <p>Paper 3 – 2 hrs (30%) 40 marks on practical technique and data analysis, 20 marks across whole specification, 30 marks on multiple choice any content and any practical skills.</p> <p>Practical assessment: 12 required practical activities, covering a range of skills and keeping an appropriate record of this work. Teachers assess students against 11 common practical assessment criteria, which are met to achieve an overall 'pass' grade.</p>
Entry Requirement:	7 in Chemistry or 7-7 in Combined Science 6 in Mathematics
Complementary Subjects:	Biology, Psychology, Maths, Physics, Geography

Computer Science

Course Title:	Computer Science
Exam Board:	OCR
Qualification Offered:	A Level
Course Content:	<p><u>Paper 1 – Computer Systems</u></p> <ul style="list-style-type: none"> • The characteristics of contemporary processors, input, output and storage devices • Software and software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues <p><u>Paper 2 – Algorithms and Programming</u></p> <ul style="list-style-type: none"> • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms <p><u>Non-Exam Assessment (NEA)</u> - <i>The learner will choose a Computing problem to work through according to the guidance in the specification.</i></p> <ul style="list-style-type: none"> • Analysis of the problem • Design of the solution • Developing the solution • Evaluation
Assessment:	<p>Computer Systems (01) – 140 marks, 2 hrs 30 mins, 40% of total A Level</p> <p>Algorithms and Programming (02) – 140 marks, 2 hrs 30 mins, 40% of total A Level</p> <p>Programming Project (03) – NEA, 70 marks, 20% of total A Level</p>
Entry Requirement:	<p>7 in Mathematics</p> <p>7 in Computer Science</p> <p><i>If computer science not studied then programming entrance test to be completed set by the Curriculum Leader</i></p>
Complementary Subjects:	Maths, Further Maths

Design and Technology

Course Title:	Design and Technology (Product Design)
Exam Board:	Pearson Edexcel
Qualification Offered:	Level 3 Advanced GCE in Design and Technology (Product Design)
Course Content:	<p>Component 1: Principles of Design and Technology - Written examination</p> <p>Subject areas:</p> <ul style="list-style-type: none"> • Topic 1: Materials – including; Wood, Metal, Polymer, Composite, Textile, Paper/Board, Smart and Modern materials. • Topic 2: Performance characteristics of materials – focusing on working properties of materials • Topic 3: Processes and techniques – developing practical skills including; marking out, cutting, use of specialist equipment, joinery, finishing and drawing. • Topic 4: Digital techniques – including the use of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) • Topic 5: Factors influencing the development of products – including; influence of the intended user, key design movements, ergonomics, anthropometrics and form vis function. • Topic 6: Effects of technological developments – including; production techniques that have effects on designers and, social, moral and ethical impacts. • Topic 7: Potential hazards and risk assessment – focusing on adopting a safe working practice and reacting to potential hazards. • Topic 8: Features of manufacturing industries – including; production methods, monitoring systems, characteristics, advantages and disadvantages • Topic 9: Designing for maintenance and the cleaner environment – including clean technologies and the product life cycle • Topic 10: Current legislation – including; consumer rights, health and safety laws and regulations • Topic 11: Information handling, modelling and forward planning – including; the collection of data, costing, intellectual property and standards organisations. • Topic 12: Further processes and techniques – Including; project management strategies, exploring and evaluating design ideas and market implications. <p>Component 2: Independent Design and Make Project – Non-examined assessment (NEA)</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Students individually and/or in consultation with a client/end user identify a problem and design context. • Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling. • Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user. • Students will realise one potential solution through practical making activities with evidence of project management and plan for production. • Students will incorporate issues related to sustainability and the impact their prototype may have on the environment. • Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others • Students are expected to analyse and evaluate of wider issues in design technology, including social, moral, ethical and environmental impacts.
Assessment:	Written examination 50% and Non-examined Assessment (Coursework) 50%
Entry Requirement:	6 in Design Technology

Complementary Subjects:	Maths, Science, Business Studies, Geography, Art and Design
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Drama and Theatre

Course Title:	Drama and Theatre
Exam Board:	Pearson Edexcel
Qualification Offered:	A-Level
Course Content:	<ol style="list-style-type: none"> 1. Exploration of theatre styles and practitioners such as Punchdrunk, Artaud, Brecht, Frantic Assembly, Berkoff, Kneehigh & Stanislavski 2. Study x5 plays across x3 components 3. Perform four different styles of theatre 4. Prepare for a written examination by applying knowledge of acting, design, being a director and a spectator of theatre.
Assessment:	<p>Component 1, Devising- (40%, 80 marks) assessed by Class Teacher: students study a text as a class, and use this as a stimulus to create a group devised performance in a chosen style/practitioner (20 marks). You are also required to submit a written portfolio (60 marks). Students have a choice to be assessed on either acting or design.</p> <p>Component 2, Text in Performance- (20%, 60 marks) assessed by a visiting examiner: Two practical scripted extracts from different plays, one group piece (36 marks) and one monologue/duologue (24 marks) performed in the set style of the play text. There is no written submission for this component.</p> <p>Component 3, Theatre Makers in Practice (40%, 80 marks) written exam, 2 hours 30 minutes.</p> <ul style="list-style-type: none"> • Section A is a Live Theatre evaluation based on theatre you will have seen as part of this course (20 marks). • Section B will with have questions on acting or design based on an unseen extract of a chosen play (36 marks). • Section C will you will suggest a re-imagined concept of an unseen extract of a chosen play for a contemporary audience (24 marks). <p>Potential plays studied for Component 3</p> <ul style="list-style-type: none"> • Accidental Death Of An Anarchist, Dario Fo (adapted by Gavin Richards) • Colder Than Here, Laura Wade • Equus, Peter Shaffer • Fences, August Wilson • Machinal, Sophie Treadwell • That Face, Polly Stenham • Antigone, Sophocles (adapted by Don Taylor) • Doctor Faustus, Christopher Marlowe • Hedda Gabler, Henrik Ibsen (adapted by Richard Eyre) • Lysistrata, Aristophanes (translated by Alan H. Sommerstein) • The Maids, Jean Genet (translated by Bernard Frechtman) • The School for Scandal, Richard Brinsley Sheridan • The Tempest, William Shakespeare • Waiting for Godot, Samuel Beckett • Woyzeck, Georg Büchner (translated by John Mackendrick)
Entry Requirement:	Grade 6 in Drama

Complementary Subjects:	English Literature, Film or Politics
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Economics

Course Title:	Economics
Exam Board:	OCR
Qualification Offered:	A-level (H460)
Course Content:	<p>The course will cover the following topics:</p> <ul style="list-style-type: none"> • Microeconomics (including how competitive markets work, the role of markets, business objectives, market structures and the labour market), • Macroeconomics (including aggregate demand and aggregate supply, economic policy objectives, implementing policy, the global context, the financial sector)
Assessment:	<p>Exam Only</p> <p>Paper 1: Microeconomics, Paper 2: Macroeconomics Paper 3: Themes – a synoptic paper with a multiple choice element</p>
Entry Requirement:	<p>7 in Mathematics</p> <p>6 in English (Literature or Language)</p>
Complementary Subjects:	Maths, Further Maths, EPQs

English Literature

Course Title:	English Literature			
Exam Board:	AQA			
Qualification Offered:	A-level			
Course Content:	<p>English Literature A-level's historicist approach to the study of literature rests upon reading texts within a shared context. Working from the belief that no text exists in isolation, but is the product of the time in which it was produced, the English Literature A-level encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Across the course, students will study texts both diachronically (produced across a very broad time period) and synchronically (produced within a clearly defined time period).</p> <p>The course consists of two categories of study: 'Love through the Ages' and 'Modern Times: Literature from 1945 to the present day'. In the first category, students will study the following texts:</p> <ul style="list-style-type: none"> • 'Othello' by William Shakespeare • 'The Great Gatsby' by F Scott Fitzgerald • AQA Pre-19th century poetry anthology <p>In the second category they will study the following:</p> <ul style="list-style-type: none"> • 'A Streetcar Named Desire' by Tennessee Williams • 'The Handmaid's Tale' by Margaret Atwood • 'Feminine Gospels' poetry collection by Carol Ann Duffy. <p>Students will also study 'Much Ado About Nothing' by William Shakespeare as part of an independent critical study.</p>			
Assessment:	Paper 1: Love through the Ages	Section A: Shakespeare 'Othello': One passage-based question with linked essay (25 marks) Section B: Unseen poetry: Compulsory essay question on two unseen poems (25 marks) Section C: Comparing texts: 'Gatsby' with pre-1900 poetry anthology. One essay question linking two texts (25 marks)	Written exam 3 hours Open book in Section C only 75 marks 40% of A-level	
	Paper 2: Option 2B: Modern times: Literature from 1945 to the present day	Option 2: Section A answering on Drama core text; Section B comparing prose with poetry Section A: Set texts. One essay question on set text (25 marks): <i>'A Streetcar Named Desire'</i> by Tennessee Williams Section B: Contextual linking	Written exam 2 hours 30 minutes Open book 75 marks 40% of A-level	

		<ul style="list-style-type: none"> • One compulsory question on an unseen extract (25 marks) • One essay question linking two texts (25 marks): <i>'The Handmaid's Tale'</i> by Margaret Atwood and <i>'Feminine Gospels'</i> by Carol Ann Duffy 		
	Non-exam assessment: Independent critical study: Texts across time	Comparative critical study of two texts, at least one of which must have been written pre-1900 One extended essay (2500 words) and a bibliography	50 marks 20% of A-level Assessed by teachers Moderated by AQA	
Entry Requirement:	6 in English Literature			
Complementary Subjects:	History, Politics, Sociology, RS and Drama and Theatre.			

Environmental Science

Course Title:	Environmental Science
Exam Board:	AQA
Qualification Offered:	A-Level
Course Content:	<ol style="list-style-type: none"> 1. The living environment 2. The physical environment 3. Energy resources 4. Pollution 5. Biological resources 6. Sustainability 7. Research methods
Assessment:	2 x 3hr papers. Combination of long and short answers
Entry Requirement:	6 in Biology or 6-6 in combined science
Complementary Subjects:	Geography; Biology

Extended Project Qualification

Course Title:	Extended Project Qualification
Exam Board:	AQA
Qualification(s) Offered:	Level 3 Extended Project (worth ½ an A level in UCAS points)
Course Content:	<p>Students are supported to:</p> <ul style="list-style-type: none"> • 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. • Students can take two pathways through the EPQ. Students can either: <ul style="list-style-type: none"> ○ Complete an academic essay of up to 5,000 words ○ Create a project, informed by their research, supported by an essay of approximately 1,500 words explaining their process. Examples of past products include a monologue about a certain person's life, a children's book, an article in the style of the New Scientist, a school newspaper, a short film... as long as the product is informed by research, the possibilities are endless!
Assessment:	<p>Coursework only</p> <p>Project and project log submitted for assessment in Term 5 of year 12</p>
Entry Requirement:	Grade 5 in English
Complementary Subjects:	All - the EPQ can be tailored towards student interest.

Film Studies

Course Title:	Film Studies
Exam Board:	OCR
Qualification Offered:	A-Level
Course Content:	<p>Component 1 Learners will develop knowledge of film form through the study of at least three US set films from:</p> <ul style="list-style-type: none"> • the Silent Era • 1930–1960 • 1961–1990. <p>Learners will also study set films from two major European film movements or stylistic developments:</p> <ul style="list-style-type: none"> • Experimental film (European surrealist film) and • German expressionism or • French new wave. <p>Component 2 Learners will further develop knowledge and understanding of key critical approaches to film and of narrative, genre, representations and spectatorship. Learners must study at least one set film from each of the categories below:</p> <ul style="list-style-type: none"> • Contemporary British • Contemporary US • Documentary • Non-European non-English language • English language (non-US) • US Independent. <p>Component 3 (NEA) Learners must study one compilation of short British fiction films. Learners have the opportunity to demonstrate knowledge, understanding and skills through:</p> <ul style="list-style-type: none"> • the production of a 5 minute short film or a 10 minute screenplay for a short film (incorporating a digitally photographed storyboard) • an evaluative analysis of the production in relation to professionally produced set short films.
Assessment:	2 Exams (70%) and NEA (coursework -70%)
Entry Requirement:	6 in English (Literature or Language) OR C in AS Film Studies
Complementary Subjects:	Media, Journalism, Art, Film Industry

French

Course Title:	French												
Exam Board:	AQA												
Qualification(s) Offered:	AS or A-level												
Course Content:	<p>Paper 1: Listening, reading and writing</p> <ul style="list-style-type: none"> • Aspects of Francophone Society • Artistic culture in the Francophone world • Aspects of political life in Francophone society • Grammar <p>Exam Content:</p> <ul style="list-style-type: none"> • Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. • Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary • All questions are in French, to be answered with non-verbal responses or in French • Translation into English; a passage of 70+ words • <i>Translation into French; a passage of 100+ words (A-Level only)</i> <p>Paper 2: Writing</p> <ul style="list-style-type: none"> • One text and one film • Grammar <p>Exam Content:</p> <ul style="list-style-type: none"> • <i>For AS-Level only – Translation into French, a passage of 70+ words</i> • One question in French on a set text from a choice of two questions or (<i>for A-level and</i>) one question in French on a set film from a choice of two questions. • 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 <p>Paper 3: Speaking</p> <ul style="list-style-type: none"> • <i>Individual research project – A-level only</i> • One of four themes (Aspects of Francophone society or Artistic culture in the Francophone world or Multiculturalism in Francophone society or Aspects of political life in Francophone society) <p>Exam Content:</p> <ul style="list-style-type: none"> • Discussion of a sub-theme with the discussion based on a stimulus card. The student studies the card for 5 - 15 minutes at the start of the test, dependent on level of qualification. • <i>Presentation (2 minutes) and discussion (9-10 minutes) of individual research project – A-Level only</i> 												
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Entry Requirement:	7 in French												
Complementary Subjects:	All												

Further Mathematics

Course Title:	Further Mathematics																
Exam Board:	Edexcel																
Qualification Offered:	AS -level or A-Level																
Course Content:	<p>Core Pure Mathematics Topic 1 – Proof Topic 2 - Complex numbers Topic 3 – Matrices Topic 4 - Further algebra and functions Topic 5 - Further calculus Topic 6 - Further vectors <i>Topic 7 - Polar coordinates – A-Level only</i> <i>Topic 8 - Hyperbolic functions– A-Level only</i> <i>Topic 9 - Differential equations– A-Level only</i></p> <p>Decision Mathematics Topic 1 – Algorithms Topic 2 – Graphs and Networks <i>Topic 3 – Route inspection– A-Level only</i> Topic 4 – Linear programming Topic 5 – Critical Path Analysis</p> <p>Further Statistics Topic 1 – Discrete Random Variables Topic 2 – Statistical distributions Topic 3 – Hypothesis Testing <i>Topic 4 – Probability functions – A-Level only</i> <i>Topic 5 – Central Limit Theorem – A-Level only</i> <i>Topic 6 – Quality of tests – A-Level only</i></p>																
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Paper 4	N/A	Further Statistics – 1hr 30 min written exam worth 25% of the course															
Entry Requirement:	Grade 8 at GCSE Mathematics or the Level 2 Certificate in Further Mathematics																
Complementary Subjects:	Mathematics (must be taken alongside Further Mathematics), Physics, Chemistry, Computer Science																

Geography

Course Title:	Geography
Exam Board:	AQA
Qualification Offered:	A Level
Course Content:	<p>Paper 1: Physical Geography</p> <ul style="list-style-type: none"> • Water and carbon cycles – investigates the major stores of water and carbon at or near the Earth’s surface and the dynamic cyclical relationships associated with them. Consideration of the key role of carbon and water stores and cycles in supporting life on Earth with particular reference to climate. • Coastal systems and Landscapes – focusing on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, current and terrestrial marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. • Hazards – within this section we consider the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic ways. <p>Paper 2: Human Geography</p> <ul style="list-style-type: none"> • Global systems and global governance – the economic, political and social changes associated with technological and other driving forces which have been a key feature of the global economy and society in recent decades. We will consider globalisation and the impact of international trade and access to markets, global governance and the ‘global commons’. • Changing places – considers people’s engagement with places, their experience of them and the qualities they ascribe to them through considering two contrasting places. This will investigate how and why places change over time. • Population and the environment – explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. <p>Fieldwork Investigation</p> <ul style="list-style-type: none"> • Students will undertake 4 days of fieldwork that will help the completion of the independent investigation. The investigation gives an opportunity for application of geographical knowledge in a practical context, enhancing understanding of real-world issues. It encourages skills such as critical thinking, data analysis and independent research that is valuable for higher education and future careers.
Assessment:	<p>80% Examination</p> <ul style="list-style-type: none"> • Paper 1 Physical Geography • Paper 2 Human Geography <p>20% Geography Fieldwork Investigation (NEA)</p>
Entry Requirement:	Grade 6 in Geography
Complementary Subjects:	Environmental Science, GPR, EPQ

German

Course Title:	German												
Exam Board:	AQA												
Qualification Offered:	AS or A-level												
Course Content:	<p><u>AS (Year 1):</u></p> <p><u>Social issues and trends: Aspects of German-speaking society</u></p> <ul style="list-style-type: none"> * the changing state of the family * the digital world * youth culture: fashion, music, television <p><u>Political and artistic culture: Artistic culture in the German-speaking world</u></p> <ul style="list-style-type: none"> * festivals and traditions * art and architecture * cultural life in Berlin, past and present <p><u>A film</u></p> <p><u>A-level (Year 2):</u></p> <p><u>Social issues and trends: Multiculturalism in German-speaking society</u></p> <ul style="list-style-type: none"> * immigration * integration * racism <p><u>Political and artistic culture: Aspects of political life in the German-speaking world</u></p> <ul style="list-style-type: none"> * Germany and the European Union * Politics and youth * German re-unification and its consequences <p><u>A book</u></p> <p><u>An independent research project</u></p>												
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Entry Requirement:	Grade 7												
Complementary Subjects:	Film studies, English, History or any other												

History

Course Title:	History
Exam Board:	Pearson Edexcel
Qualification Offered:	A Level
Course Content:	<p>Unit 1: Russia from 1917-1991- from Lenin to Yeltsin (30%)</p> <ul style="list-style-type: none"> • 1917-85- how different leaders (Lenin, Stalin, Khrushchev and Brezhnev) governed the Soviet Union including the creation of their dictatorships, the use of terror and the secret police, and their impact on the lives of ordinary Soviet citizens. • Why did the USSR collapse - 1986-91? Examining different historical perspectives on the causes of the collapse, from the role of individuals such as Gorbachev and Yeltsin, through to long term issues with the way the USSR was run. <p>Unit 2: Mao's China 1949-76 (20%)</p> <ul style="list-style-type: none"> • Thematically linked to Unit 1, this allows students to study a different dictatorship in a different part of the world. They examine how Mao cemented his power over China, his unique approach to building the economy (and the subsequent disasters that this led to) and the chaos of the Cultural Revolution. <p>Unit 3: Lancastrians, Yorkists and Henry VII, 1399-1509 (30%)</p> <ul style="list-style-type: none"> • This unit covers the extended period of civil war in England during the late Middle Ages that led to the Tudors taking the throne. It focuses on a narrative of intrigue and plotting between the different royal houses and their vassals and the larger than life characters of the period. <p>Coursework: Chamberlain and the Appeasement of Germany 1936-9</p> <ul style="list-style-type: none"> • Could Britain have stopped the Second World War in Europe? Was UK Prime Minister Neville Chamberlain as culpable as Hitler for the events of 1936-9? Was the conflict all one of Hitler's own making? The coursework allows students a chance to see how historians develop their ideas and then critique their arguments and conclusions.
Assessment:	80% Exam (3 papers) and 20% Coursework
Entry Requirement:	6 in History GCSE or a 6 in either English or Geography if History was not studied at GCSE.
Complementary Subjects:	Sociology, Politics, English, Geography

Japanese

Course Title:	Japanese
Exam Board:	edexcel
Qualification Offered:	Either Internal certificate at the end of year 12 OR GCSE higher level at the end of year 13
Course Content:	<p>5 key themes will be covered:</p> <ul style="list-style-type: none"> • Identity and culture • Local area, holiday travel • School • Future aspirations, study and work • International and global dimension <p><u>Certificate Year 12</u></p> <ul style="list-style-type: none"> • In the certificate course you will learn how to read and write hiragana, katakana and some kanji. • You will gain basic knowledge and understanding of the new language through topics such as: self-introduction, daily routine and hobbies, socialising, school and technology, town and directions, festivals and customs. • Students can opt to then continue to complete the GCSE at the end of year 13 if they choose: <p><u>GCSE Year 13</u></p> <ul style="list-style-type: none"> • Preparation to the GCSE examination through topics such as: holidays, environment, global celebration, work and volunteering.
Assessment:	<p>Internal certificate in-class assessments (level 1 certificate) at the end of year 12</p> <p>GCSE higher examination (end of year examination)</p> <p>Paper 1 listening and understanding 1h 45 minutes 25%</p> <p>This paper draws on vocabulary and structures across all the themes and topics. Students are assessed on their understanding of standard spoken Japanese by one or more speakers in a range of public and social settings. Students will respond to multiple response and short answer open response questions based on recording featuring male and female speakers. All questions are in English.</p> <p>Paper 2 speaking Internally conducted and externally assessed 10-12 minutes + 12 minutes preparation time 25%</p> <p>Students are assessed on their ability to communicate and interact effectively through speaking in Japanese for different purposes and in different settings. There are 3 tasks:</p> <ul style="list-style-type: none"> • Task 1 a role play • Task 2 questions based on a picture stimulus • Task 3 conversation based on 2 themes <p>Paper 3 reading 1 hour 5 minutes 25%</p> <p>Students are assessed on their understanding of written Japanese across a range of types of text, including advertisement, emails, letters, articles and literary texts. Students are required to respond to multiple choice, short answer questions.</p> <p>Section a in English</p>

	<p>Section b a translation passage from Japanese into English</p> <p>Paper 4 writing 1 hour 25 minutes 25%</p> <p>Students are assessed on their ability to communicate effectively through writing in Japanese for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Japanese.</p>
Entry Requirement:	None
Complementary Subjects:	All

Mathematics

Course Title:	Mathematics																
Exam Board:	Edexcel																
Qualification Offered:	AS-level or A-Level																
Course Content:	<p>Paper 1 – Pure Mathematics Topic 1 – Proof Topic 2 – Algebra and functions Topic 3 – Coordinate geometry in the (x, y) plane Topic 4 – Sequences and series Topic 5 – Trigonometry Topic 6 – Exponentials and logarithms Topic 7 – Differentiation Topic 8 – Integration <i>Topic 9 – Numerical methods – A-Level only</i> Topic 10 – Vectors</p> <p>Paper 2 – Statistics and Mechanics Statistics: Topic 1 – Statistical sampling Topic 2 – Data presentation and interpretation Topic 3 – Probability Topic 4 – Statistical distributions Topic 5 – Statistical hypothesis testing</p> <p>Mechanics: Topic 6 – Quantities and units in mechanics Topic 7 – Kinematics Topic 8 – Forces and Newton's laws <i>Topic 9 – Moments – A-Level only</i></p>																
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Entry Requirement:	Grade 7 at GCSE Mathematics or the Level 2 Certificate in Further Mathematics																
Complementary Subjects:	Further Mathematics, Physics, Chemistry, Computer Science																

Music

Course Title:	Music
Exam Board:	Eduqas
Qualification Offered:	A Level
Course Content:	<p><u>Performing and Composing - 60%</u> You take either Option A or Option B:</p> <p>Option A Performing 35%: Total duration 10-12 minutes. Minimum of 3 pieces one of which must be a solo. Two pieces need to relate to two different areas of study.</p> <p>Composition 25%: Two compositions. One is a set brief based on the Western Classical Tradition; the other is free choice.</p> <p>Option B Performing 25%: Total duration of 6-8 minutes. Minimum of two pieces. One piece must reflect one area of study.</p> <p>Composing 35%: Three compositions. One is a set brief based on the Western Classical Tradition. One should be related to another area of study, and one is free choice.</p> <p>Areas of Study for performance and composition:</p> <ul style="list-style-type: none"> • The Western Classical Tradition (Baroque, Classical and Romantic eras) • Rock and Pop • Musical Theatre • Jazz • Into the Twentieth Century • Into the Twenty First Century <p><i>Regardless of option chosen please note that students will be expected to perform at 4 live events across the two years to help prepare for the final assessment.</i></p> <p><u>Appraising 40%</u> 3 areas of study:</p> <ol style="list-style-type: none"> 1. The Western Classical Tradition, with a focus on Symphony No. 104 in D major, 'London' Haydn 2. Musical Theatre 3. Into the Twentieth Century, with a focus on Trio for Oboe, Bassoon and Piano, Movement II: Poulenc.
Assessment:	<p>Performance: Visiting examiner between March – May in Year 13</p> <p>Composition: Externally marked</p> <p>Appraising: Written Examination of approximately 2 hours 15 minutes</p>
Entry Requirement:	<p>Grade 6 or higher in GCSE Music</p> <p>Fluency reading treble and bass clef and navigating scores is essential.</p> <p>Grade 5 or higher performance in voice or instrument, <i>if not achieved, then performance to be assessed by the Director of Music</i></p>
Complementary Subjects:	An essay writing subject, History, Art, Drama

Physical Education

Course Title:	Physical Education			
Exam Board:	AQA			
Qualification Offered:	A-Level			
Course Content:	<p>Applied anatomy and physiology Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Students should be able to interpret data and graphs relating to changes within the musculoskeletal, cardio-respiratory and neuro-muscular systems and the use of energy.</p> <p>Skill acquisition This section focuses on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Students should be able to understand and interpret graphical representations associated with skill acquisition theories.</p> <p>Sport and society Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.</p> <p>Exercise physiology Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.</p> <p>Biomechanical movement Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.</p> <p>Sport psychology In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p> <p>Sport and society and the role of technology in physical activity and sport Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>			
Assessment:	<p>Written Examination and Non-Examination Assessment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Paper 1: Factors Affecting Participation in Physical Activity & Sport</td> <td style="width: 33%; padding: 5px;">Paper 2: Factors Affecting Optimal Performance Physical Activity & Sport</td> <td style="width: 33%; padding: 5px;">Non-Exam Assessments: Practical Performance in Physical Activity & Sport</td> </tr> </table>	Paper 1: Factors Affecting Participation in Physical Activity & Sport	Paper 2: Factors Affecting Optimal Performance Physical Activity & Sport	Non-Exam Assessments: Practical Performance in Physical Activity & Sport
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	<ul style="list-style-type: none"> Section A: Applied Anatomy & Physiology Section B: Skill Acquisition Section C: Sport & Society 	<ul style="list-style-type: none"> Section A: Exercise Physiology & Biomechanics Section B :Sport Psychology Section C: Sport & Society & Technology 	<ul style="list-style-type: none"> Students assessed as a performer or coach in the full sided version of one activity. Written/Verbal analysis of performance.
	Written Exam – 2 hours worth 35% of A-Level	Written Exam – 2 hours worth 35% of A-Level	NEA Internal assessment and external moderation worth 30% of A-Level
Entry Requirement:	6 in PE OR 6 in English and Science <i>In addition, students must represent either a school or club consistently in one sport.</i>		
Complementary Subjects:	Biology, Mathematics, Sociology, Psychology		

Physics

Course Title:	Physics
Exam Board:	AQA
Qualification Offered:	A-Level
Course Content:	<p>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</p> <p>Option Topic: 10 Medical physics</p>
Assessment:	<p>Paper 1: Content - Sections 1 - 5 and 6.1 (Periodic motion) Length: 2 hours (85 marks) Weighting: 34% of A-level Questions: 60 marks of short and long answer questions and 25 multiple choice questions on content.</p> <p>Paper 2: Content - Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1 Length: 2 hours (85 marks) Weighting: 34% of A-level Questions: 60 marks of short and long answer questions and 25 multiple choice questions on content.</p> <p>Paper 3: Content - Section A: Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13 Length: 2 hours (80 marks) Weighting: 32% of A-level Questions: 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic</p>
Entry Requirement:	<p>GCSE Physics 7 or Combined science 7-7 GCSE Mathematics 7</p>
Complementary Subjects:	Mathematics, Further Mathematics

Politics

Course Title:	Politics
Exam Board:	Pearson Edexcel
Qualification Offered:	A-Level
Course Content:	<p>Paper 1: UK Politics</p> <ul style="list-style-type: none"> • Democracy and participation- What is democracy? What types of democracy are there? What affects people's participation in politics? • Political parties- The "mainstream" UK political parties and two smaller parties- what are their main ideas? What accounts for their levels of support? • Electoral systems- What different methods are there for electing representatives? How are they used in the UK? Should our election system change? • Voting behaviour and the media- What affects the way people vote? How has this impacted UK general elections? • Core ideologies: conservatism, socialism and liberalism. <p>Paper 2: UK Government</p> <ul style="list-style-type: none"> • The UK Constitution- What are the component parts of the UK Constitution? What are the sources of the UK Constitution? Should it be reformed? • Parliament- What are the functions of the UK Parliament? How effective is it at carrying these out? Should the House of Lords be abolished? • The Prime Minister and government- What is cabinet government? How powerful is the PM? What factors affect their power? • Relations between the branches of state- How do Parliament, government and the courts interact? Who has the most power? Who should have the most power? • Non-core ideology: feminism <p>Paper 3: Global politics and comparative politics</p> <ul style="list-style-type: none"> • The state and globalisation- What is a state? Are states undermined by globalisation? • Global governance: political and economic- What are IGOs? How powerful is the UN? How powerful are NGOs? • Global governance: human rights and environmental: What are human rights? Why are they promoted? Can the current system save the environment? • Power- What types of power are there? How has the application of this changed over time? • Regionalism and the EU- How powerful is the EU? What other regional organisations are there? • Comparative theories of politics: What is realism? What is liberalism? What is international anarchy? How can we apply these ideas?
Assessment:	<p>Examination only</p> <p>Paper 1: 2 hr written examination worth 33.33% of the A-Level</p> <p>Paper 2: 2 hr written examination worth 33.33% of the A-Level</p> <p>Paper 3: 2 hr written examination worth 33.33% of the A-Level</p>
Entry Requirement:	6 in English (Literature or Language) or a humanity
Complementary Subjects:	Global Perspectives, History, Geography, Sociology, EPQ, GPR

Psychology

Course Title:	Psychology
Exam Board:	AQA
Qualification(s) Offered:	A level
Course Content:	<p>Paper 1: Introductory Topics in Psychology</p> <ul style="list-style-type: none"> • Social Influence – topics including conformity, obedience, resisting the influence of others, the process of social change • Memory – models of memory including the multi-store model and working memory model, explanations for forgetting and accuracy of eyewitness testimony • Attachment – stages of attachment, animal studies of attachment, Bowlby's monotropic theory of attachment, types of attachment, and influence of childhood attachments on relationships • Psychopathology – definitions of abnormality, the characteristics of phobias, depression and OCD, behavioural, cognitive and biological approaches to these disorders <p>Paper 2: Psychology in Context</p> <ul style="list-style-type: none"> • Approaches in Psychology – Description, evaluation and comparison of the learning, cognitive, biological, psychodynamic and humanistic approaches to psychology • Biopsychology – divisions of the nervous system, functions of the endocrine system, localisation of functions in the brain, ways of studying the brain, factors affecting the sleep/wake cycle • Research methods - understanding and evaluation of experimental methods, observational techniques, self-report techniques, correlations, Content Analysis and Case Studies <p>Paper 3: Issues and Options in Psychology</p> <ul style="list-style-type: none"> • Issues and debates in psychology – Gender and Culture in Psychology, Free will and determinism, nature-nurture debate, holism vs reductionism, ethical implications of research studies • Relationships – the evolution of partner preference, factors of attraction, theories of romantic relationships, including the breakdown of relationships, virtual and parasocial relationships • Schizophrenia – classification and symptoms of schizophrenia, biological, psychological and cognitive explanations of and treatments for Schizophrenia • Forensic Psychology – Offender profiling, biological and psychological explanations for offending behaviour and dealing with offending behaviour.
Assessment:	<p>Examination only</p> <p>Paper 1: 2 hr written examination worth 33.33% of the A-Level Paper 2: 2 hr written examination worth 33.33% of the A-Level Paper 3: 2 hr written examination worth 33.33% of the A-Level</p>
Entry Requirement:	Grade 6 in Psychology if studied, if not studied 6 in Biology or combined science.
Complementary Subjects:	Biology, Sociology, Mathematics, PE, EPQ, GPR

Religious Studies (Philosophy and Ethics)

Course Title:	Religious Studies
Exam Board:	OCR
Qualification Offered:	A-Level
Course Content:	<p>Paper 1: The Philosophy of Religion</p> <ul style="list-style-type: none"> • Plato and Aristotle • The mind, body, and the soul • Arguments for and against the existence of God • Religious experiences • The problem of evil • The nature of God • Religious language. <p>Paper 2: Ethics</p> <ul style="list-style-type: none"> • Ethical theories • The meaning of ethical language • The conscience • Euthanasia • Business ethics • Sexual ethics <p>Paper 3: Developments in Religious Thought</p> <ul style="list-style-type: none"> • Religious beliefs, values, and teachings • Sources of religious wisdom and authority • Religious practice and identity • Developments in theology and religious thought • The relationship between religion and society • Religion and society
Assessment:	<p>All exam</p> <p>Each paper consists of a 2hr written examination worth 33.33% of the A-Level</p>
Entry Requirement:	Grade 6 in Religious Studies or English Literature
Complementary Subjects:	History, Psychology, Sociology, English Literature

Sociology

Course Title:	Sociology
Exam Board:	AQA
Qualification:	A Level
Course Content:	<p>Paper 1: Education with Theory and Methods</p> <ul style="list-style-type: none"> • Education <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Theory and Methods <p>Students must be able to apply sociological research methods to the study of education, including, but not limited to, considering the following:</p> <ul style="list-style-type: none"> • 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 relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • the relationship between Sociology and social policy. <p>Paper 2: Topics in Sociology (2 optional units, one of which TBC, the other The Media)</p> <p>The Media: Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • the new media and their significance for an understanding of the role of the media in contemporary society • the relationship between ownership and control of the media • the media, globalisation and popular culture • the processes of selection and presentation of the content of the news • media representations of age, social class, ethnicity, gender, sexuality and disability • the relationship between the media, their content and presentation, and audiences. <p>Paper 3: Crime and Deviance with Theory and Methods</p> <p>Crime and Deviance</p>

	<p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • crime, deviance, social order and social control • the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime • globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes • crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. <p>Theory and Methods</p> <ul style="list-style-type: none"> • As per Paper 1
Assessment:	<p>Examination only 3 x 2hr written examinations each worth 33.33% of the A-Level course</p>
Entry Requirement	<p>6 in Sociology OR 6 in English (literature or language) or a humanity</p>
Complement-ary Subjects:	<p>Psychology, History, GPR, EPQ, Business, Politics, Religious Studies</p>

Spanish

Course Title:	Spanish
Exam Board:	AQA
Qualification(s) Offered:	A level
Course Content:	<p>Paper 1: Listening, reading and writing Key Content:</p> <ul style="list-style-type: none"> • Aspects of Hispanic Society (AS and A2) • Artistic culture in the Hispanic world (AS and A2) • Grammar (AS and A2) • Aspects of political life in Hispanic society (A- Level only) <p>For AS and A-level:</p> <ul style="list-style-type: none"> • Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Questions in Spanish to be answered with non-verbal responses or in Spanish • Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. • Translation into English; a passage of minimum 70 words <p>For A-Level only:</p> <ul style="list-style-type: none"> • Translation into Spanish; a passage of minimum 100 words <p>Paper 2: Writing Key Content:</p> <ul style="list-style-type: none"> • One film (AS) • One text and one film (A Level) • Grammar (AS and A-Level) <p>AS-Level only:</p> <ul style="list-style-type: none"> • Translation into Spanish; a passage of minimum 70 words <p>AS and A-Level:</p> <ul style="list-style-type: none"> • One question in Spanish on a set film from a choice of two questions <p>A-Level only:</p> <ul style="list-style-type: none"> • One question in Spanish on a set text from a choice of two questions <p>Paper 3: Speaking Key content:</p> <ul style="list-style-type: none"> • Individual research project • One of four themes (Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society) <p>AS-Level:</p> <ul style="list-style-type: none"> • Discussion of two sub-themes (6–7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins. <p>A-Level:</p> <ul style="list-style-type: none"> • Discussion of a sub-theme with the discussion based on a stimulus card (5-6 minutes). The student studies the card for 5 minutes at the start of the test • Presentation (2 minutes) and discussion (9-10 minutes) of individual research project

Assessment:	<p>Examination only:</p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">AS-Level</th> <th style="text-align: center;">A-Level</th> </tr> </thead> <tbody> <tr> <td>Paper 1: Listening, reading, writing</td> <td>1 hr 45 mins written exam(45%)</td> <td>2 hr 30 mins written exam (50%)</td> </tr> <tr> <td>Paper 2: Writing</td> <td>1 hr 30 mins written exam (25%)</td> <td>2 hr written exam (20%)</td> </tr> <tr> <td>Paper 3: Speaking</td> <td>12-14 mins oral exam (15 mins prep) (30%)</td> <td>21-23 mins oral exam (5 mins prep) (30%)</td> </tr> </tbody> </table>		AS-Level	A-Level	Paper 1: Listening, reading, writing	1 hr 45 mins written exam(45%)	2 hr 30 mins written exam (50%)	Paper 2: Writing	1 hr 30 mins written exam (25%)	2 hr written exam (20%)	Paper 3: Speaking	12-14 mins oral exam (15 mins prep) (30%)	21-23 mins oral exam (5 mins prep) (30%)
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Entry Requirement:	Grade 7 in Spanish												
Complementary Subjects:	All												

Notes: