

A Specialist School for Science & Music

Post 16 Subject Information Booklet

For courses from September 2016





ASHMOLE ACADEMY

A Specialist School for Science & Music

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Mrs R McLaren

Chair of Governors

Mrs G Daniels



Derrick Brown

Head Teacher

Education
is about
preparing
young
people for
their future

Dear Post 16 Students and Parents/Carers

Welcome to Ashmole Academy. I trust that our Sixth Form Prospectus will help you make the most appropriate decision about continuing education Post 16.

Ashmole is a high performing 11-19 mixed school that seeks to provide the highest quality of education and the highest standard of academic success for its students. We have around 1500 students on roll and a Sixth Form of around 380 students. We place emphasis on all areas of the curriculum being highly successful. However, within that, we seek to stress extracurricular Music and at the Sixth Form level, Science and Maths as particular aspects of the schools provision.

At Ashmole Academy, young people are valued. We regard academic success as vital and work very hard to ensure that all students fulfil their true potential. We have very high expectations from all our students. Ashmole Academy is also a caring school. We create an environment of tolerance and respect where aspirations and responsibilities of individuals are emphasised. We expect students to show care and respect for others.

Close co-operation between the home and school is essential if our young people are to gain the maximum benefit from their schooling. The school's strong pastoral support system enables us to develop effective home-school relationships that are beneficial to the student concerned.

Education is about preparing young people for their future. Our students leave school to go to university, college or to start a career in their chosen field of employment. To assist in the preparation for that future, the school has an extensive Sixth Form provision covering a wide range of courses, career facilities and a well proven system for helping our young people with their university applications. We also have a dedicated gifted and talented team to ensure that aspirational Oxbridge students or those wishing to pursue a career in medicine for example, are highly successful in their ambition.

Ashmole is a forward looking school, keen to strive for further improvements in the quality of education we provide. We recognise that the quality of facilities can help students excel. We therefore have the very best in terms of accommodation and resources providing superb opportunities for the students to increase their enjoyment of school life, as well as having the latest teaching opportunities. In 2014, the new Sixth Form Centre, with a Starbucks Café, a social learning area and a high tech study centre suitable for e-learning was opened.

I thank you for considering Ashmole and hope that the information provided in this prospectus enables you to make the best choice for you in terms of courses and institution for continued education Post 16.

Derrick Brown

Head Teacher

Ashmole Academy is a No Smoking Site.

The information contained in this Prospectus was correct at the time of publication. The school reserves the right to make changes in the best interest of maintaining high standards.

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* Reformed Subjects

The Department for Education and the exams regulator Ofqual are in the process of reforming A Levels. This will replace the current AS/A2 system which has been in existence since 2000. The reformed A Level will be linear, with students being examined on all material at the end of the second year.

The AS qualification will remain as a standalone qualification and will therefore not count towards the A Level.

The reforms at A Level are being staggered, with some subjects moving to the new reformed examination system with first teaching from September 2015, and the remaining subjects will follow in either 2016 or 2017. Due to the staggered introduction of the new A Levels, there will be a transition period when old and new systems run side by side.



Senior Team





Art & Design – Fine Art

ADVANCED LEVEL

Examination Board:
EDEXCEL

Syllabus No:
8FA01

■ Course Content:

Syllabus	Component	Weighting	Method of assessment
AS Fine Art 8FA0	Unit 1 Personal Investigation	50% of the total qualification	Internally set, assessed by the teacher and externally moderated.
	Unit 2 Externally set assignment	50% of the total qualification	Externally set, assessed by the teacher and externally moderated.
A2 Fine Art 9FA0	Unit 1 Incorporates three major elements: supporting studies, practical work, and a Personal study	60% of the total qualification	Internally set, assessed by the teacher and externally moderated.
	Unit 2 Externally set assignment	40 % of the total qualification	Externally set, assessed by the teacher and externally moderated.

Assessment Objectives and Weightings

All student work will be assessed against the following Assessment Objectives. Assessment Objectives are equally weighted in both qualifications.

Students are expected to keep work journals throughout the course. They are expected to fulfil all 4 assessment objectives within both Units.

	Assessment Objectives	% in GCE
A01	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	25%
A02	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	25%
A03	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	25%
A04	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	25%

■ **Assessment:**

AS Component 2

Externally set assignment

It is internally assessed, and externally moderated. The Externally Set Assignment will be delivered in January. Students can then begin their preparatory studies based on a given theme, culminating in the final 10-hour period of sustained focus under examination conditions.

■ **Teaching Styles**

Team teaching offers students a variety of teaching styles, personalities and expertise. Teaching styles embrace formal whole class and individual tutorials. The course emphasises the importance of self-directed student based research, experimentation and creative exploration, during study times and homework, as well as within the classroom. Students are expected to participate in individual/group evaluation and review of their own work and others work. Gallery visits are an important part of the course and attending a Life Drawing course is encouraged.

■ **Career Opportunities**

Many students following an Art A Level course do not necessarily intend to pursue a specifically Art based career. Some take the subject as an opportunity to develop a personal talent or interest, as a way of enriching an otherwise academic course. Many degree courses can be accessed with Art as A-level or AS Level. An ever enriching number of combined degree courses feature Art with another compatible subject e.g. Business Studies, English, European studies, Drama, History and Media. There are also many specifically Art based career opportunities, e.g. Graphic Design, Product Design, Theatre Design, Advertising, Illustration and Architecture.





Biology

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

7401 / 7402

■ Course Content

The AQA A-level Biology specification gives students a seamless transition from GCSE to university courses in Biology and Biology-related disciplines. It maintains students' enthusiasm for Biology and develops their interest in the subject. How Science Works offers practical and investigative experience throughout the two years of study.

You will study the concepts of biological molecules, cells, how organisms exchange substances with their environment and genetic information, variation and relationships between organisms during the AS course. The A Level course develops further the AS course further by focusing on energy transfers in and between organisms, how organisms respond to changes in their internal and external environments, genetics, populations, evolutions and ecosystems and finally the control of gene expression.

The practical skills of How Science Works are integrated throughout the course. There is an emphasis on developing key practical skills and you will carry out a number of required practicals throughout the two years. On successful completion, you will gain a practical skills accreditation which is given alongside your grade. The accreditation does not affect your overall grade.

All students will complete two AS level exams at the end of Year 12, with each exam covering content from the first four topics and questions assessing practical skills. If you do not continue with the course, this will be given as your AS level grade.

Students' who continue the A level course, will complete three exams at the end of Year 13. The first paper covers topics 1-4 (AS level content) and will also contain practical skills questions. The second paper covers topics 5 – 8, with the third paper covering content from topics 1-8 and relevant practical skills. The AS level grade obtained previously, will not contribute to the A level grade.

AS and A level examinations are completed at the end of Year 12 and 13 respectively.

The new Biology specification places greater emphasis on mathematical content. At least 10% of marks in Biology assessments will require the use of mathematical skills.

■ Core Content

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

Paper	Level	Sections	Duration	Outline	Weighting
1	AS	1 – 4, including relevant practical skills.	1 hour 30 mins	75 marks (65 short answer questions, 10 mark comprehension questions)	50%
2	AS	1 – 4, including relevant practical skills.	1 hour 30 mins	75 marks (65 short answer questions, 10 mark comprehension questions)	50%
1	A Level	1 – 4, including relevant practical skills.	2 hours	91 marks (76 marks a mixture of long and short answer questions, 15 marks comprehension question).	35%
2	A Level	5 – 8, including relevant practical skills.	2 hours	91 marks (76 marks a mixture of long and short answer questions, 15 marks comprehension question).	35%

Paper	Level	Sections	Duration	Outline	Weighting
3	A Level	1 – 8, including relevant practical skills.	2 hours	78 marks (38 marks: structured questions, including practical techniques, 15 marks: critical analysis of given experimental data, 25 marks: one essay from a choice of two titles.	30%

■ Teaching Styles

In Biology you develop practical skills, by planning experiments, collecting data, analysing experimental results and making conclusions. You will also learn how scientific models are developed, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.

■ Career Opportunities

Biology opens the doors to a wide range of careers including: Doctor, Vet, Ecologist, Geneticist Researcher, Conservationist, Teacher.





Chemistry

ADVANCED LEVEL

Examination Board:

OCR (Salters)

Syllabus No:

AS: H033
A2: H433



■ Course Content

Salters Advanced Chemistry aims to show the ways in which Chemistry is used and the work that Chemists do. The course includes looking at the frontiers where the latest developments are taking place with basic chemical principles drawn from modern applications in industry, everyday life and the environment.

Ten units are studied throughout the A level. These include:

- ▶ The Elements of Life
- ▶ The Ozone Story
- ▶ Oceans
- ▶ What's in a medicine
- ▶ Elements from the Sea
- ▶ Developing Metals
- ▶ Colour by Design

In addition to this basic syllabus, students will also be examined on practical skills that they develop throughout the two years.

Students are provided with an online course book in conjunction with a pack containing data and target sheets.

Homework is a necessary part of the course, and students can expect at least 2 assignments each week, which represents 5 hours work. Independent study tasks are also set every two weeks, which develop study and research skills necessary for the subject.

■ Assessment

Students will be required to take 2 AS examinations at the end of Year 12. If students wish to no longer continue with Chemistry into Year 13, they will obtain the grade achieved in their examinations as their AS grade. If they wish to continue with Chemistry, these examinations will no longer count towards their full A Level grade. A full breakdown can be found below.

Level	Name	Duration	Weighting	
			AS	A
AS	Foundations of Chemistry	1 hour 30 mins	50%	0%
AS	Chemistry in Depth	1 hour 30 mins	50%	0%
A2	Fundamentals of Chemistry	2 hours 15 mins		41%
A2	Scientific Literacy in Chemistry	2 hours 15 mins		37%
A2	Practical skills in Chemistry	1 hour 30 mins		22%

■ Teaching Styles

A Level Chemistry is taught by a team of teachers. A variety of teaching styles is evident with practical sessions aimed at reinforcing theory.

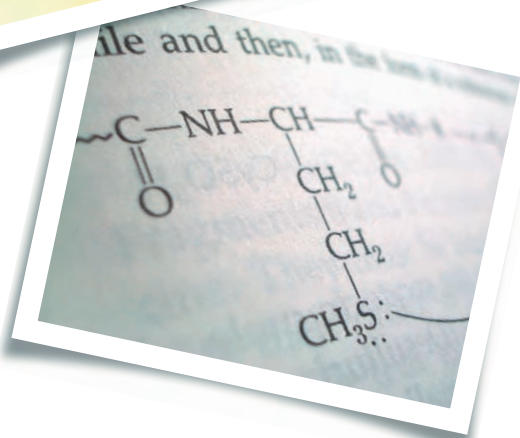
Students will develop their skills in the following areas:

- ▶ Laboratory experiments, both open ended and prescriptive
- ▶ Finding and using a range of resources
- ▶ Independent learning
- ▶ Preparing and giving a presentation
- ▶ Discussion in groups
- ▶ Data handling
- ▶ Model making
- ▶ Computer-linked work involving modelling, word processing, spreadsheets etc.

■ Career Opportunities:

Chemistry forms an obvious link with many other subject areas. For this reason Ashmole students often include Chemistry within a diverse range of A level studies. The Salters course provides an excellent grounding for those students who choose to pursue a career in Chemistry or a related subject. The majority of Ashmole students enter university on completion of the A level course.

The range of courses and careers that incorporate Chemistry is limitless. Medicine, Pharmacy, Teaching, Nursing, Public Health etc., are only a few of the careers in which Chemistry is an essential ingredient.



Drama & Theatre Studies

ADVANCED LEVEL

Examination Board:

EDEXCEL

Syllabus No:

AS 6DR01-02
A2 6DR03-04

■ Course Content:

Students will learn how to use their knowledge and understanding of theatrical forms to explore and perform plays. They will learn how plays relate to the contexts in which they are created and performed.

Students will also study the ways in which plays are interpreted by different directors, designers, performers and audiences and will need to acknowledge that drama and theatre texts have a range of meanings.

A minimum of six plays will be studied. This will include an in-depth study of a play from the point of view of a director, the research into the production history of a second play and the undertaking of the role of a performer or designer within the production process of a third play.

They will also be asked to create an original play using the devising process and use the appropriate theatrical terms and concepts in describing their experiences.

Students will be given the opportunity to visit the theatre over the two years of the course and see a wide variety of drama in performance.

■ Assessment

AS Level

AS Unit 1: Exploration of Drama and Theatre - Unit code 6DR01

Content Summary:

This unit introduces students to the content of plays written for the theatre. Students will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance.

Assessment:

- ▶ This internally assessed unit requires students to explore two contrasting play texts, chosen by the school, in a practical and active way.

- ▶ At least one of the plays must be explored in the light of a recognised theatre practitioner.
- ▶ A set of Exploration Notes must be submitted.
- ▶ Students are also required to experience a live theatre performance and submit an evaluation.

AS Unit 2: Theatre Text in Performance - Unit code 6DR02

Content Summary:

This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

Assessment:

- ▶ This is an externally assessed unit. The first section requires students to offer either a monologue or duologue.
- ▶ The second section requires students to contribute to a performance of a professionally published play by a known writer.
- ▶ Students may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs.

A2 Level

A2 Unit 3: Exploration of Dramatic Performance - Unit code 6DR03

Content Summary:

This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

Assessment:

- ▶ Students will be assessed on the research and development

of their work as well as the final performance in front of an identified audience.

- ▶ They are also required to complete an evaluation on both the process and performance of their work.
- ▶ Written evidence will be required reflecting the research and development of the work.

A2 Unit 4: Theatre Text in Context - Unit code 6DR04

Content Summary:

This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.

Assessment:

- ▶ This externally assessed unit takes the form of a 2 ½ hour written paper in three sections.
- ▶ Sections A and B require students to explore one play, from a choice of three set play texts, from the point of view of a director in both an academic and practical way.
- ▶ In Section C a selection must be made of one from a choice of three historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.

■ Teaching Styles

Emphasis on Drama as a practical, intellectual and artistic subject, with practical exploration of cultural and historical context.

We promote the constructing of drama as a means of enquiry and communication and to encourage critical analysis through the making of informed judgements as part of the drama process.

Reflective practice is at the heart of the skills so that personal experience, knowledge and skills used in the creating and exportation of drama are integrated to develop a deeper understanding of subject.

■ Career Opportunities:

The course is designed to provide a stepping stone towards any career in the theatre industry. As well as teaching key skills in acting, devising and designing, the course also provides an excellent theatrical grounding for a degree in Drama and English.



Economics

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

7135/7136

It is important that students have an interest in economic affairs and a desire to explore why and how the study of Economics contributes to an understanding of the modern world.

■ Course Content

AS

Students will study the operation of markets and market failure:

- ▶ Economic methodology and the economic problem
- ▶ Price determination in a competitive market
- ▶ Production, costs and revenue
- ▶ Competitive and concentrated markets
- ▶ The market mechanism, market failure and government intervention in markets

The national economy in a global context:

- ▶ The measurement of macroeconomic performance
- ▶ How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
- ▶ Economic performance
- ▶ Macroeconomic policy

A2

Students will study individuals, firms, markets and market failure

- ▶ Economic methodology and the economic problem
- ▶ Individual economic decision making
- ▶ Price determination in a competitive market
- ▶ Production, costs and revenue
- ▶ Perfect competition, imperfectly competitive markets and monopoly
- ▶ The labour market
- ▶ The distribution of income and wealth: poverty and inequality

- ▶ The market mechanism, market failure and government intervention in markets

The national and international economy

- ▶ The measurement of macroeconomic performance
- ▶ How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
- ▶ Economic performance
- ▶ Financial markets and monetary policy
- ▶ Fiscal policy and supply-side policies
- ▶ The international economy

■ Assessment

AS Year 12

Paper	Level	Name	Duration	Weighting
1	AS	The operation of markets and market failure	1 hour 30 mins	50%
2	AS	The national economy in a global context	1 hour 30 mins	50%

A2 Year 13

Paper	Level	Name	Duration	Weighting
1	A2	Markets & Market failure	2 hours	33.3%
2	A2	National & International Economy	2 hours	33.3%
3	A2	Economic principles and issues	2 hours	33.3%

■ Teaching Styles

The first consideration is that Economics is a “living subject” which is subject to constant change. The teaching style must reflect these important characteristics. Thus students will:

- ▶ Study texts and theory
- ▶ Extensively use case studies
- ▶ Be kept constantly up to date with newspapers
- ▶ Have the opportunity to visit places of current interest e.g. banks, industrial locations
- ▶ Be assessed in a variety of ways e.g. essay writing, multiple choice and data response work.

Thorough classwork and preparation for external assessment key skills will be developed in communication, number, IT, problem solving, working with others and planning.

The nature of the subject means that students must make use of the latest in Information Technology and utilise the interest.

■ Career Opportunities

Students with “AS” and “A” level Economics have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include:

- ▶ Collection and analysing economic information from different sources
- ▶ Development of written communication skills
- ▶ Development of problem solving and evaluation skills

These skills are in great demand and are recognised by employers, universities and college as being of great value. Economics combines well with a range of social science and humanities subjects to lead to University courses in such areas a law, business, accounting, politics, and of course, economics.





English Literature

ADVANCED LEVEL

Examination Board:

OCR

Syllabus No:

A Level H472
AS level H072

■ Course Content

The A level in English Literature aims to encourage students to develop their interest in and enjoyment of literature and literary studies. They are expected to read widely and independently both set texts and others that they have selected for themselves. They should engage critically and creatively with a substantial body of texts and ways of responding to them. Students will develop and effectively apply their knowledge of literary analysis and evaluation in writing. They will also explore the contexts of which texts are written and received and evaluate interpretations of those texts.

■ Assessment

AS Level H072

There are 2 components – both examined in closed book examinations.

The AS level has been designed to be co teachable with OCR A Level English Literature, but it is a stand-alone qualification.

Component 1: This exam is in 2 sections. Section 1 focuses on a Shakespeare play. Section 2 asks them to write an essay about pre-1900 poetry they will have studied.

Component 2: This exam is in two sections. Section 1 focuses on a play text and Section 2 focuses on a novel. Both texts are post-1900.

The exams at AS require students to know the texts well as they are not allowed to have any copies of the text in the exam.

A Level H472

There are 3 components to the A level.

Component 1: This exam focuses on the same Shakespeare play as the AS exam. Unlike AS, it will include a close reading of a specified extract of the play. Section 2 asks students to compare the poetry they studied at AS to a play they will study in the second year of the course.

Component 2: In this Exam Section 1 asks students to write a critical appreciation of an unseen extract. Section 2 asks them to compare 2 texts which they will have studied. One of these will be

the novel from the AS.

Students will not have copies of the texts in the exam so will need to know the texts well.

Component 3: Coursework. Task 1 is a close analysis of a chosen extract or poem. (1000 words) Task 2 compares 2 literary texts. (2000 words) Between the 2 tasks 1 poetry, 1 prose and 1 drama text must be studied.

■ Teaching Styles

Students must be fluent and enthusiastic readers as they embark upon the course. The course demands that students will have read sections of the text and demanding critical material in preparation for lessons. Lessons will involve individual and group work. Students will discuss the texts and their readings of them in order to stimulate a greater understanding.

The techniques of note-making, reading skills and essay construction are taught and practised. Students are guided in their independent reading of online journals, critical essays and texts from the library to help them develop their own understanding of the texts and the critical debates surrounding them.

■ Career Opportunities:

English Literature is one of the facilitating subjects for the Russell group universities. Students who study English Literature go on a wide range of careers including journalism, the civil service, teaching, advertising and public relations. The development of student response in a sympathetic and structured ways is of great value in the student's own personal development.



Examination Board:

AQA

Syllabus No:

5371/6371

Further Mathematics

ADVANCED LEVEL

Students must be studying 'A' level Mathematics.

■ Course Content

This course is designed to develop and extend the analytical techniques met on the A Level Mathematics course. New topics will include complex numbers, roots of polynomials, matrices, series, differential equations and linear algebra as well as the calculus which forms an essential part of any physical science course.

In addition, students will apply these Pure Mathematics techniques to a range of physical problems including collisions, projectiles and oscillating systems.

■ Assessment

AS Year 12

Mechanics 1 (JUNE):

Linear kinematics, forces, Newton's laws of motion, momentum and projectiles.

Further Pure 1 (JUNE):

Roots of quadratics, complex numbers, numerical methods, matrices and trigonometry

Mechanics 2 (JUNE):

Variable acceleration in 3-D, moments, centres of mass, power, energy, elasticity and circular motion.

A2 Year 13

Further Pure 2 (JUNE):

Complex numbers, roots of polynomials, proof by induction, De Moivre's theorem and hyperbolic trigonometry.

Statistics 2 (JUNE):

Poisson distribution, discrete and continuous probability distributions, hypothesis testing, contingency tables.

Further Pure 3 (JUNE):

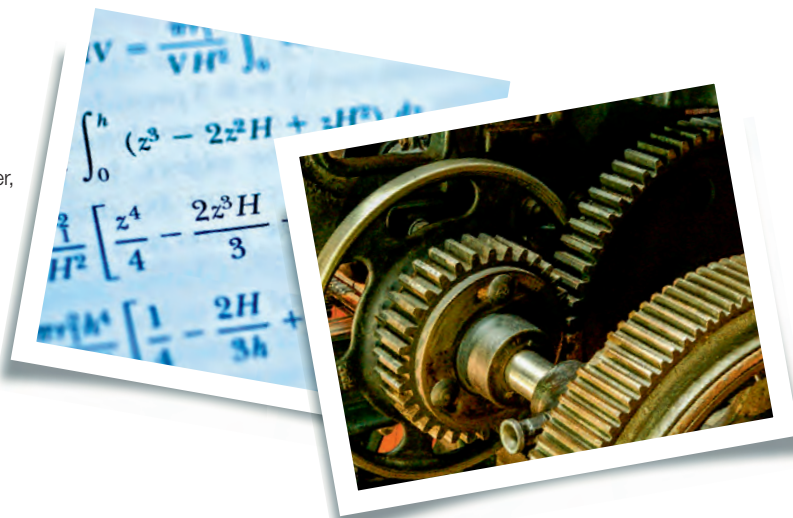
Series and limits, polar coordinates and first and second order differential equations.

■ Teaching Styles

- ▶ You will be taught in a variety of ways ranging from formal lessons and tackling written questions to activities and investigations. Students' progress will be regularly monitored by tests.
- ▶ Students are given assessments to assess their knowledge and understanding of each topic.
- ▶ We also run surgeries after school where students are able to get extra help with their studies.

■ Career Opportunities

This course is aimed at those students wishing to enter the fields of Mathematics, Physics or Engineering. It covers essential topics that you will meet on degree courses in these subjects.





Geography

ADVANCED LEVEL

Examination Board:

EDEXCEL

Syllabus No:

8GE01
9GE01

■ Course Content

At AS Level students will address key ideas and debates in our world today, such as climate change, globalisation and management of the world's resources. Students will explore a range of issues and examine potential solutions to them.

- ▶ **Unit 1: Global Challenges** – In this unit students will study a range of topics such as global hazards, climate change, globalisation and migration.
- ▶ **Unit 2: Geographical Investigations** – This gives students an opportunity to undertake geographical research, including fieldwork. They will investigate 'Extreme Weather' and 'Rebranding Places'.

At **A2 Level** students will learn how the world is contested and develop practical research skills in a specific topic. They will study two units, Unit 3 and Unit 4:

- ▶ **Unit 3 Contested Planet** – In this unit students will consider five key world issues and in the sixth topic discuss possible technological solutions to the problems:
 1. Energy Security
 2. Water Conflicts
 3. Biodiversity Under Threat
 4. Superpower Geographies
 5. Bridging the Development Gap
 6. The Technological Fix?
- ▶ **Unit 4 Geographical Research** – This gives students an opportunity to further develop the investigative skills gained at AS level and prepare for the demands of higher education or employment.

■ Assessment

AS

Unit 1: Global Challenges	Unit 2: Geographical Investigations
1 ½ hour exam	1 ¼ hour exam
60% of AS	40% of AS
30% of A Level	20% of A Level
	This exam includes questions about fieldwork

A2

Unit 3: Contested Planet	Unit 4: Geographical Research
2 ½ hour exam	1 ½ hour exam
30% of A Level	20% of A Level
– This exam includes pre-released synoptic resources	This exam includes a pre-released 'research focus' and students will need to answer one question on a specific topic
– Section 1 of the exam will cover five of the six Unit 3 topics	
– Section 2 of the exam will cover the sixth topic in a synoptic context	

■ Teaching Styles

Students will learn in a variety of ways which will make for an interesting and varied course. Examples of teaching styles include:

- ▶ Lessons using varied and stimulating resources - newspaper articles, DVDs, maps, satellite images and textbooks.
- ▶ Individual research using ICT
- ▶ Decision making exercises
- ▶ Role plays
- ▶ Exam practice – teacher, self and peer marking
- ▶ Residential field course to complete the geographical investigation

Apart from learning the knowledge, concepts and skills required to succeed at this course, students will also be able to develop many of the key skills required for higher education and working life such as:

- ▶ Collecting, analysing and interpreting information
- ▶ Evaluating your work
- ▶ Communicating your findings in different ways
- ▶ Listening to other people's opinions
- ▶ Working independently

■ Career Opportunities

Students with 'AS' or 'A' level Geography have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are recognised by employers, universities and colleges as being of great value.

Geography combines well with almost all other 'AS' and 'A' level subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology. Taken in combination with humanities subjects like English, French, History or Economics, Geography supports an equally wide range of university courses such as business, law, media, politics and philosophy.





Graphics

ADVANCED LEVEL

Examination Board:

EDEXCEL

Syllabus No:

AS – 8 GR01
A2 – 9 GR02

■ Course Content

This is a popular course and is suited for students seeking to develop their designing and making skills to a more advanced and complex level. The course encourages creativity whilst ensuring that students have a good body of knowledge and understanding from which to design and make.

The course has significantly changed and is more of a practical nature with less written coursework involved. This has therefore suited students who prefer the practical aspect of designing.

- ▶ There are 2 units altogether (Coursework and Theory) both for AS and A2
- ▶ 60% weighted for Coursework unit 1 (AS) and unit 4 (A2) and 40% for Theory paper unit (AS) and unit 3 (A2)
- ▶ Suited for students who have taken GCSE in Technology (Graphics, Product Design, Textiles)

■ Assessment

AS Unit 1

- ▶ Students will produce three different projects that demonstrate your creativity and flair when investigating, designing and making products.
- ▶ The three projects are:

A product Investigation, Product Design and Product Manufacture.

- ▶ All three projects will be put together to form one complete portfolio.
- ▶ **Product Investigation** – Investigation of a product
- ▶ **Product Design** – Students will be asked to design ideas based on a topic. The topic chosen is to design an ice lolly and packaging. You can respond creatively and adventurously as you like. You can then produce your work using CAD, hand modelling, and hand drawn presentation drawings.

- ▶ **Product Manufacture** – Just Make! -Practical work only
You can use the laser cutter, CAD/CAM hand tools, working with papier-mâché, wood, card, foamboard etc... Students make a replica of an architectural model based upon a structure they like. E.g. London Bridge, Huf Haus, etc.

AS Unit 1 Coursework Options (Product Manufacture – Making)

- ▶ **The built environment** – Architecture, interior design, exhibition design, theatre design, garden design.

AS Unit 2 Theory

- ▶ Students will develop a knowledge and understanding of a wide range of materials and processes used in the field of design and technology. The theory that has been learnt at GCSE will provide a good basis for development at AS/A2.

A2 Coursework

- ▶ There is only one complete design and make coursework.
- ▶ Students are expected to demonstrate a variety of skills that will maximize their potential achievements.

The choice of project for the coursework is chosen by the student.

- ▶ **Conceptual design** – packaging design, product/industrial design, point of sale display, vehicle design
- ▶ **The built environment** – Architecture, interior design, exhibition design, theatre design, garden design
- ▶ **A2 Unit 2 Theory**

Students will develop the knowledge you have learnt at AS further into A2. This consists of a range of modern design and manufacturing practices and contemporary design issues.

- ▶ **Final Assessment**

Coursework in AS and A2 is internally assessed and externally moderated.

Written examination is externally assessed.

■ Teaching Styles

Students will have a special designated area and a workshop to work in during free periods and study sessions, which is just for the sixth form. Lockers and individual shelving will be provided so that practical work can be stored. During this time tools and equipment can be used, and a booking in system for extra help and support with the technician is also provided. Computers and an A3 colour printer are also available.

Students will need to be able to work independently on their practical work with supervision and guidance from their teachers.

■ Career Opportunities

Architecture	Product Design	Surveying
Interior Design	Furniture design	Vehicle design
Garden design	Computer animation	Set Design
Packaging Design	Engineering	Advertising
Graphic Design		

and many more....





History

ADVANCED LEVEL

Examination Board:

EDEXCEL

Syllabus No:

8HIO (AS Level)
9HIO (A Level)

■ Course Content

Units 1 and 2 (AS Level and A Level) are linked by the theme of revolution in the Early Modern and Modern period. Both papers require essay writing skills, source evaluation and analysis of historical interpretation.

- ▶ Paper 1 – Britain, 1625-1701: conflict, revolution and settlement
- ▶ Paper 2 – Russia in revolution, 1894-1924

Unit 3 (A level) will look at a theme over a hundred year period and will include case studies of particular events.

- ▶ Paper 3 – The witch craze in Britain, Europe and North America c1580 – c1750

Unit 4 (A level) Coursework

- ▶ Historical interpretations of the First World War

■ Assessment

Unit 1 – Exam – 2 hours 15 minutes

AS 60%

A Level 30%

Unit 2 – Exam – 1 hour 30 minutes

AS 40%

A Level 20%

Unit 3 – Exam – 2 hours 15 minutes

A Level 30%

Unit 3 Coursework

A Level 20%

■ Teaching Styles

During the course students will learn:

- ▶ About the significance of events, individuals, issues and societies in history;
- ▶ How and why societies have changed over time;
- ▶ About the theories of historians and the language that they use to discuss their ideas;
- ▶ To understand the nature of historical evidence and the methods used by historians to analyse and evaluate it;
- ▶ To develop an understanding of how the past has been interpreted and represented;
- ▶ To express your own historical ideas confidently and effectively.

The teaching styles will access these objectives via reading, planning, writing and discussion, using text, sources, journals and video resources.

What kind of student is this course suitable for?

The course will appeal to students who:

- ▶ Have an interest in the way that the world has developed through the ages;
- ▶ Enjoy investigation and discovery;
- ▶ Enjoy debate and like putting forward a well-argued case;
- ▶ Want to improve their analytical skills;
- ▶ Want to study a subject which encourages them to consider evidence and make up their own minds;
- ▶ Want to broaden science AS studies to include a humanities subject;
- ▶ Want to keep their options upon. History is widely regarded as a useful qualification for a wide range of higher education or career choices.

■ Career Opportunities

Students who study 'AS' or 'A' level History have access to a wide range of career and higher education opportunities. By the end of your course you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and valued by employers, universities and colleges.

History combines well with maths and science subjects to create an attractive portfolio of qualifications, enabling a student to move on to a university science-based course. Other university courses that History will support include Law, Journalism, Media, Politics and Philosophy.





Mathematics

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

5361/6361

■ Course Content

This course is designed to introduce students to a wide range of analytical techniques involving algebra, trigonometry and calculus, and their application to a range of practical problems.

The course includes:

- ▶ Algebraic methods (polynomials, inequalities and graphs)
- ▶ Co-ordinate geometry (points, circles and lines in 2-D)
- ▶ Simple sequences and series
- ▶ Trigonometry
- ▶ Calculus (basic differentiation and integration techniques)
- ▶ An introduction to Statistics including data handling, probability distributions and linear regression.

■ Assessment

AS Year 12

Core 1 (JUNE): Topics extend number, algebraic and geometrical techniques from GCSE and introduce calculus methods of differentiation and integration.

Core 2 (JUNE): Extended Calculus techniques, indices and logarithms, sequences and series, trigonometry and binomial expansions.

Stats 1 (JUNE): Numerical measures, probability, probability distributions {Binomial and Normal}, correlation and linear regression.

A2 Year 13

Core 3 (JUNE): Continued development of skills in calculus, trigonometry and logarithms, introduction to functions and numerical methods.

Core 4 (JUNE): Extended algebraic techniques, exponential modelling, differential equations and vector geometry in 3-D.

Decision 1 (JUNE): Graphs and graph theory, algorithms and linear programming.

■ Teaching Styles

- ▶ Students will be taught in a variety of ways ranging from formal lessons and tackling written questions to activities and short investigations.
- ▶ Students will use calculators and computer programmes to investigate topics in Core Mathematics and Statistics.
- ▶ Students are given assessments to assess their knowledge and understanding of each topic.
- ▶ We also run surgeries after school where students are able to get extra help with their studies.

■ Career Opportunities

This course is essential for anyone wishing to pursue a career in Mathematics, Physics or Engineering. It is also extremely useful for entry into a wide range of other fields including medicine, chemistry, biological sciences, social sciences, geography, computing, business and accountancy.

All students intending to study Physics at 'A' level are advised to consider studying Mathematics at least to 'AS' level.





Media Studies

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

2570/2571

■ Course Content

The aim of the Media Studies course is to:

- ▶ Enhance candidates' understanding of how the media communicates to audiences
- ▶ Develop critical thinking about mass communication systems globally, nationally and locally
- ▶ Develop the relationship between theory and how practical exploration can benefit student understanding
- ▶ Develop a greater comprehension of contemporary media debates issues and media theories
- ▶ Provide students with opportunities to use and exploit new technologies

Students who have not studied this course at GCSE must not feel that they are excluded from taking this subject. Students bring a great wealth of knowledge from their own experience and will be able to adapt their understanding of contemporary media. Prospective students MUST, however, understand that there are a huge number of demands made upon them in this very creative subject. This is especially true of the time commitment that must be made.

■ Assessment

Internal interim and landmark assessments occur once every half term, with assessments being made using AQA's criteria. There is a combination of exam style questions and during the different stages of their practical project. The students are also formally assessed during the mock examination period at the beginning of the spring term.

AS

MEST1 – INVESTIGATING MEDIA 50% AS/25% A2

In this unit, students are asked to study two topic areas and explore how film, TV, print media and e-media contribute to how the text/texts are enjoyed and consumed by media audiences. Students spend a great deal of time researching and carrying out investigations into texts across the media and how they communicate lifestyles, messages and values. This unit is externally

assessed through a 2-hour examination. Part A consists of 4 short answer responses to an unseen media text and Section B requires a written response to the students' case study topic.

MEST2 – CREATING MEDIA

50% AS/25% A2

In this unit students produce two linked pieces of media from two of the three media platforms (TV/film and/or print and/or e-media). Through MEST1 they will have carried out research and investigation into how the media works. The student should now bring an original media production to life, emanating from solid research but also tapping into students individual interests. The portfolio will consist of a pre-production and post-production written review and analysis.

A2

MEST3 – MEDIA: CRITICAL PERSPECTIVES

50% AS/25% A2

The central aim of this unit is to allow candidates to develop a holistic understanding of the Media Studies specification. Students will be expected not only to analyse and evaluate the way that media texts work and are consumed but to also look at what factors affect media production such as social, economic and political factors. In this way, Media Studies becomes a much wider and richer investigation of the relationship between TV, film, print, radio and e-media and the whole world. Students are asked to consider why a text is constructed the way it is and what has influenced its production. The exam is split into 2 sections; Section A consists of two unseen stimulus texts which asks the students to respond to it focussing on representation and new digital media. Section B, demands that students answer a question on a set topic through an essay.

MEST4 – MEDIA: RESEARCH AND PRODUCTION

50% AS/25% A2

In this unit students pick a topic of their choice that is a particular concern to them. They then have to produce two linked pieces of media that they produce as a response to the research undertaken. They have to employ critical debates, theories and issues and apply them to the texts that they are creating. There is scope for students to present their findings using different formats, as well as through the traditional written essay.

■ Teaching Styles

The new AS and A2 Media Studies specification demands a different approach to the previous syllabus. There is much more scope for autonomy and independence and, therefore, greater research and investigation takes place. Students are 'guided' through a series of tasks and the teacher becomes that of facilitator. Consequently, students will be expected to drive their own curiosity.

As well as taught sessions, students are encouraged to produce practical assignments within a time frame and to undertake methodical and purposeful research. Home/extension work is the key to a students' success and is set three times a week.

■ Career Opportunities

There are a huge number of opportunities that this course can lead to. Careers in media are only one of the multiplicity of routes available. Jobs and futures may be pursued in teaching, product design, marketing, etc, as well as a wide range of other posts in the arts and humanities field. Media Studies equips students with the skills of group work, problem-solving, carrying out analyses and evaluations, independence of thought and originality in debating and balancing arguments. It is a crucial course to ready a young person for further education and the world of work.



Modern Foreign Languages

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

French 2650
German 2660
Spanish 2695

■ Course Content

AS and A2 French, German and Spanish

Both AS and A2 comprise of two units. Units 1 and 3 are combined Listening, Reading and Writing examinations. Units 2 and 4 are Speaking Tests of 35 minutes, including preparation time. Key features of the written papers include student-controlled Listening material at both levels, a variety of Listening and Reading stimuli, and candidate choice in the selection of topics for the Writing section. There'll be a choice of questions for the Cultural topic at A2. The Speaking Tests have two parts – a discussion of a language stimulus card and a conversation.

For AS, topics include, television, cinema, music, fashion trends, health and well-being and family and relationships. For A2, candidates must study two Cultural topics together with the Environment, the Multicultural Society and Contemporary Social Issues. For the Cultural topic, students will look at an aspect of a French/German/Spanish speaking country and study a book or films by a French/German/Spanish author or film maker.

■ Assessment

AS Year 12

Unit 1 – Listening, Reading and Writing (2 hours)

Unit 2 – Speaking - (35 mins including 20 mins preparation time)

A2 Year 13

Unit 3 – Listening, Reading and Writing (2½ hours)

Unit 4 – Speaking - (35 mins including 20 mins preparation time)

■ Teaching Styles

Students of French/German/Spanish have specialist teachers who will deal with different skill areas i.e. listening, reading, comprehension, grammar, essay writing, literature and oral work. In addition, each student is allocated a weekly session with the Foreign Languages Assistant.

The Languages Department makes full use of video and audio materials in Sixth Form courses.

There are also Language Bursaries and opportunities for Work Experience abroad which students are strongly advised to consider during their course.

The Russell Group of Universities recommend Languages as a facilitating subject.

Students are advised to make regular use of Internet and IT facilities linked to their language study.

■ Career Opportunities

'A' level linguists are a rare and highly prized commodity in Britain. The study of a foreign language is not only an extremely valuable learning process, but also gives students a head start and career advantages in the new European work place. The following list indicates just a few of the opportunities open to competent linguists:

International Business	Travel & Tourism
Commerce & Finance	Retail
Education	Engineering
Civil Service	ICT
Translation	Journalism
Law	

With most degree and Higher Education courses nowadays it is possible to include a language module, with the opportunity of spending a period of time abroad. Students are thus enabled to compete on an equal footing with their European counterparts.



Music Advanced Level AND MUSIC ADVANCED SUBSIDIARY

Examination Board:

EDEXCEL

Syllabus No:

8MU01 / 9MU01

■ Course Content

The AS course contains three units:

▶ Unit 1 – Performing 30% of the qualification

Students publicly perform one or more pieces as a recital. Performances can be solo, in an ensemble, improvising or realising music using music technology. The performance must be a minimum of six minutes.

▶ Unit 2 – Composing 30% of the qualification

Students submit a total of two compositions one to a brief and one free composition. Each composition must be a minimum of two minutes in duration. Each composition carries 50% of the mark available for this unit.

▶ Unit 3 – Appraising 40% of the qualification

Knowledge and understanding of musical element, context and language. Application of knowledge through the context of six areas of study, each with two set works.

The A2 course contains three units:

▶ Unit 1 – Performing 30% of the qualification

Students publicly perform one or more pieces as a recital. Performances can be solo, in an ensemble, improvising or realising music using music technology. The performance must be a minimum of eight minutes.

▶ Unit 2 – Composing 30% of the qualification

Students submit a total of two compositions one to a brief and one free composition. One composition must be from either a list of set briefs related to the areas of study, or a free composition. This composition must be at least 4 minutes in duration. The other composition must be from a list of briefs assessing compositional technique. This composition must be at least one minute in duration.

▶ Unit 3 – Appraising 40% of the qualification

Knowledge and understanding of musical element, context and language. Application of knowledge through the context of six areas of study, each with three set works.

■ Assessment

AS

▶ **Performing:** externally assessed solo or ensemble public performance.

▶ **Composing:** externally assessed compositions with score notes and recording totalling at a minimum of 4 minutes 30 seconds.

▶ **Appraising:** externally assessed 90 minute examination.

A2

▶ **Performing:** externally assessed solo or ensemble public performance.

▶ **Composing:** externally assessed composition with score notes and recording totalling in a minimum of six minutes.

▶ **Appraising:** externally assessed two hour examination.

■ Teaching Styles

Music is taught as a practical subject and students will use their own instruments as well as the school's resources. Students are expected to participate in extra curricular activities and will perform in concerts throughout the year.

We now have new state of the art computer software and recording equipment which students can book time to use.

Music is also a highly academic, logical and intellectual subject, and students are required to use their analytical skills when studying the set works. This includes score reading and note making, as well as varied discussions.

■ Career Opportunities

This course is designed to enable students to deepen their understanding of Music, but there are many transferable skills which can be gained including...

- ▶ playing with others,
- ▶ listening to and analysing music,
- ▶ researching skills,
- ▶ confidence when performing,
- ▶ reflecting on own and others' performances,
- ▶ developing and refining ideas.

Students who study Music at AS/A2 level may go on to study it at University or Music college, and there are many career paths that could follow (teaching, academia, sound engineering, performing, composing). However, even if students do not choose to study Music at a higher level, they will complete their formal musical education with a range of skills that will help them whatever their chosen careers.





Physical Education

ADVANCED LEVEL

Examination Board:

OCR

Syllabus No:

H154

■ Course Content

AS Level

The course consists of 2 modules.

Module 1:

An introduction to Physical Education (G451)

Students will acquire an appreciation of topic areas including-

- ▶ anatomy and physiology (section A)
- ▶ acquiring movement (section B)
- ▶ socio-cultural studies (Section C)

Module 2:

Acquiring, developing and evaluating practical skills in Physical education (G452).

Students will be assessed in 2 practical activities on-

- ▶ Performance
- or
- ▶ Performance and officiating or coaching
- ▶ Evaluating and planning for the improvement of performance.

Students are expected to take part in their chosen 2 activities each week in extra curricular time within school or in their own time outside school. This should be at a competitive level.

A2 Level

The course consists of two additional modules.

Module 3:

Principles and concepts across different areas of Physical Education (G453)

Students will study the following topic areas

- ▶ Socio-Cultural
 - Comparative Studies (A2)
- ▶ Scientific
 - Sports Psychology (B1)
 - Exercise and Sport Physiology (B3)

Module 4:

The improvement of effective performance and the critical evaluation of practical activities in Physical Education (G454)

Students will be assessed in 1 practical activity on-

- ▶ Performance
- or
- ▶ Performance and officiating or coaching

Evaluating and planning for the improvement of performance.

Students are expected to take part in their chosen activity each week in extra curricular time within school or in their own time outside school. This should be at a competitive level.

■ Assessment

Module	Assessment	Duration	Weighting
G451	Written Exam	2 hours	60%
G452	Coursework which is externally moderated		40%
G453	Written Exam	2.5 hours	35%
G454	Coursework which is externally moderated		15%

■ Teaching Styles

The teaching of the course takes a multi-disciplinary approach, encouraging the development of different methods of enquiry, drawn from a wide range of disciplines, with the focal point being the performer and the performance. The delivery of the course is based on the interaction between theory and practice of Physical Education. (Students should be aware that the course content is mainly theoretical across the Socio cultural and scientific disciplines. Only a few practical lessons will take place).

■ Career Opportunities

An 'AS/A2' qualification in Physical Education is rapidly becoming an essential pre-requisite for specialist study in Physical Education and Sports Studies in higher education. It also provides an excellent foundation for students to pursue careers in physiotherapy, teaching, coaching, sports development, the leisure industry, recreational management, the health and fitness industry and professional sport. Its course content also compliments studies in psychology, sociology and the Sciences.





Physics

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

7407, 7408

Ashmole

■ Course Content

The AQA A-level Physics specification gives students a seamless transition from GCSE to university courses in Physics and Physics-related disciplines. It maintains students' enthusiasm for Physics and develops their interest in the subject. How Science Works offers practical and investigative experience throughout the two years of study.

You will study the concepts of particles and radiation, waves, mechanics, materials and electricity during the AS course. The A2 course develops further on mechanics, fields, thermal physics and nuclear physics. You will also study a specific 'option unit' which will be decided by the school, with input from students. The topic will be one of the following subjects: astrophysics, medical physics, engineering physics, turning points or electronics

The practical skills of How Science Works are integrated throughout the course. There is an emphasis on developing key practical skills and you will carry out a number of required practicals throughout the two years. On successful completion, you will gain a practical skills accreditation which is given alongside your grade. The accreditation does not affect your overall grade.

All students will complete two AS level exams at the end of Year 12, this covers the first five topics. If you do not continue with the course, this will be given as your AS level grade.

Students' who continue the A level course, will complete three exams at the end of Year 13. The first paper covers topics 1-5 (AS level content), the second paper covers topics 6 - 8 and the third paper is a Practical Skills and Data Analysis exam which includes content from the option unit. The AS level grade obtained previously, will not contribute to the A level grade.

AS and A level examinations are completed at the end of Year 12 and 13 respectively.

Physics by its nature has substantial mathematical content. Students must be prepared to develop their analytical and problem-solving skills, use ICT and think deeply.

■ 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

- 9 Astrophysics
- 10 Medical physics
- 11 Engineering physics
- 12 Turning points in physics
- 13 Electronics



■ Assessment

Paper	Level	Sections	Duration	Outline	Weighting
1	AS	1 - 5	1 hour 30 mins	70 marks of short and long answer questions split by topic.	50%
2	AS	1 - 5	1 hour 30 mins	Section A: 20 marks of short and long answer questions on practical skills and data analysis Section B: 20 marks of short and long answer questions from across all areas of AS content Section C: 30 multiple choice questions	50%
1	A2	1 – 5 & 6.1	2 hours	60 marks of short and long answer questions and 25 multiple choice questions on content.	34%
2	A2	6.2 (Thermal Physics), 7 and 8	2 hours	60 marks of short and long answer questions and 25 multiple choice questions on content.	34%
3	A2	Section A Practical skills and data analysis Section B: Option Unit	2 hours	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.	32%

AS Year 12

The Unit 1 and 2 examinations are taken in June of Year 12.

A2 Year 13

The AS examinations must have been completed and Units 4 and 5 will be completed in June of Year 13.

■ Teaching Styles

Physics is an exciting subject, providing insight into the world around us. It has been developed by some of the greatest minds through the ages, with brilliant breakthroughs even in the last few years.

Physics is practically based, requiring experimental skills but also theoretical understanding.

Physics, like the other sciences, is a practical subject, and students therefore spend a considerable proportion of their time conducting their own experiments or learning from demonstrations. A successful Physicist must be able to draw conclusions from experimental results as well as learning from textbooks, videos and computer programs. There are usually two Physics teachers for each group, each of whom will set at least one homework assignment each week.

■ Career Opportunities

Physics is a highly regarded subject for higher education and many technical careers. It is essential for many areas of engineering, medicine and science. It is really useful for subjects such as Computing, Architecture, Geology, Teaching and even finance and business. Some people spend their whole lives researching in pure Physics, perhaps working on the particle accelerators at CERN, or using the giant telescopes and complex theories of Astrophysics.



Psychology

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

AS (7181)
A LEVEL (7182)

■ Course Content:

AS level (Year 12)

Unit 1:

Introductory topics in psychology

Scientific models of memory, their strengths and weaknesses. How reliable is eye-witness testimony? Can memory be improved?

Social influence: Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.

Memory: Scientific models of memory, their strengths and weaknesses and explanations for forgetting. How reliable is an eye-witness testimony?

Attachment: Caregiver-infant interactions in humans and Animal studies of attachment. Explanations of attachment along with Cultural variations. The influence of early attachment on childhood and adult relationships.

Unit 2:

Approaches in psychology

Origins of psychology and the basic assumptions of the following approaches:

- ▶ Learning approach, Cognitive approach and Biological approach.

Research methods: Students should demonstrate knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.

A2 level (Year 13)

Unit 1:

Introductory topics in psychology

Students will be expected to: demonstrate knowledge and understanding of psychological concepts, theories, research.

Social influence: Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.

Memory: Scientific models of memory, their strengths and weaknesses and explanations for forgetting. How reliable is an eye-witness testimony?

Attachment: Caregiver-infant interactions in humans and Animal studies of attachment. Explanations of attachment along with Cultural variations. The influence of early attachment on childhood and adult relationships.

Unit 2:

Approaches in psychology

Origins of psychology and the basic assumptions of the following approaches:

- ▶ Learning approach, Cognitive approach, Biological approach and Humanistic approach.

Research methods: Students should demonstrate knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.

Unit 3:

Issues and options in psychology: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content:

- ▶ Relationships
- ▶ Schizophrenia
- ▶ Forensic Psychology.

■ Assessment

Year 12

Paper 1 and 2: each has an 1½ hour exam, with both multiple and compulsory structured questions. Both will be out of a total 72 marks and be split into 3 sections worth 24 marks each.

Year 13

Paper 1, 2, 3:

Written exam: 2 hours

96 marks in total

33.3% of A-level. All with multiple and compulsory structured questions

■ Teaching Styles

Throughout the 2 years students are encouraged to develop as independent learners.

Psychology is the explanation of individual peoples' behaviour. The syllabus covers an unusually wide variety of subject areas, ranging from up to date aspects of the biochemistry of the brain to some long established philosophical ideas such as free will. Consequently students will be encouraged to develop a range of approaches to learning. Sometimes a scientific approach might be best. But psychological questions are complex, and a common sense approach can be as useful as science. Students will be encouraged to use ideas and information from other subject areas (e.g. Sociology, Media Studies, Art, Biology, English, Computing, etc) when studying psychological topics. The exam board give credit for this broad approach.

The AS course covers a range of topics which are representative of Psychology as a whole. It is a valuable qualification in its own right, and provides a good foundation for the A2 course. It is shorter and easier than the A2 course. The topics covered are often relevant to news stories. A variety of teaching styles are used, including group projects, individual research, using the Internet, and designing and conducting psychological investigations.

The A2 course is designed to let students study and investigate theoretical and applied topics in more depth, and to help them gain an overall picture of Psychology. Teaching styles will vary according to the subject material and the student's skills. A flexible approach to Psychology is important, for example when considering problems of cultural or gender bias, and when trying to decide what exactly is "abnormal" behaviour. Research methods that are useful for investigating one kind of psychological question might not work with a different problem.

■ Career Opportunities

Both the AS and A2 courses have a broad and balanced content and they are useful preparation for a wide variety of further courses and occupations. Psychology is one of the most popular courses at university, and it also forms part of many joint degrees. It is studied in many vocational training courses, such as for social work, teaching, business administration, etc.

Many psychologists are involved in academic research in university departments. Others work in a wide range of public and private organisations, for example in medicine, education, management consultancy, product design, advertising, etc Employers often value the improved knowledge and analytical skills which the study of Psychology encourages.

Progress in psychological research is currently rapid. Advances in genetics, brain scanning and artificial intelligence research are being applied to psychological questions, and the answers have important implications for society in future.



Religion, Philosophy & Ethics

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

2060

■ Course Content

AS

Unit A: Religion and Ethics 1

A study of the different ethical approaches to moral issues as well as the issues themselves e.g. euthanasia.

Unit C: Philosophy of Religion 1

A Study of different arguments for God's existence with evaluation from psychology, atheism and post-modernism.

A2

As with AS level two units will be studied focusing on Religious Ethics or Religious Philosophy

Unit 3B: Philosophy of Religion

A study of different arguments for and against God's existence with analysis of religious language and whether it is possible to discuss God.

Unit 4C: Topic II Ways of Moral Decision Making

A synoptic unit drawing on ethical theories from AS Unit A which are applied to decisions made regarding medical research and developments.

■ Assessment

AS

2 exams of 1 hour 15 minute – one on each Unit

A2

Two exams of 1 hour 30 minutes – one on each Unit

■ Teaching Styles

The lessons regularly involve:

- ▶ Note taking – an important skill both within and outside the classroom. Notes should be clear and concise, showing evidence of examples, explanation and evaluation.
- ▶ Discussion – the ability to express your ideas clearly, and those of others, is a crucial skill in life and one that can be developed further in this subject.
- ▶ Essay writing skills – essential for passing the exams but also useful for those who wish to improve their clarity and quality of written communication.
- ▶ Reading – very important in and outside of lesson time. Newspapers, magazines are often very useful, as well as textbooks.
- ▶ Other – videos, group work and presentations are encouraged and used where possible.

■ Career Opportunities

Studying Religious Studies at A level forms superb preparation for further education, a variety of careers, as well as life in general.

The knowledge and understanding gained will be useful to anyone interested in going into, for example: journalism, law, medicine and the arts. In addition, the skills learned will be vital for anyone who wishes to work with people, or those who will have to make important decisions or form strong opinions. This might include, for example: the civil service; social or community work; publishing or broadcasting; business, industry and commerce; or education.





Sociology

ADVANCED LEVEL

Examination Board:

AQA

Syllabus No:

2190



■ Course Content

The A level Sociology specification has been designed so that students will acquire the essential knowledge and understanding of central aspects of sociological thought and methods, together with the application of a range of skills. It has also been designed to allow the integration of sociological themes, such as socialisation, culture and identity and social differentiation, power and stratification.

■ Assessment:

Currently students study the following topics:

Year 1:

Education:

- ▶ Why do some pupils achieve more highly than others?
- ▶ How does someone's class/race/gender affect their school experience?
- ▶ What is the function of education?
- ▶ How do social policies affect the education system?

The Family

- ▶ Are husbands and wives equal today?
- ▶ How far has the position of children and our attitudes to childhood changed?
- ▶ Changes to family size/structure
- ▶ The impact of social policies on the family

Year 2:

Beliefs in Society

- ▶ Ideology, science and religion, including both Christian and non-Christian religious traditions
- ▶ The relationship between social change and social stability, and religious beliefs, practices and organisations

- ▶ Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- ▶ The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices

Crime & Deviance

- ▶ 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.

Theories & Methods

- ▶ The nature of science and the extent to which Sociology can be regarded as scientific
- ▶ The relationship between theory and methods
- ▶ Debates about subjectivity, objectivity and value freedom
- ▶ The relationship between Sociology and social policy.

■ Teaching Styles:

An open and enquiring mind is required to follow this course. Students must be prepared to question evidence and enter into discussion. Students should make themselves aware of current social issues and therefore regularly read a serious newspaper in addition to textbooks and other publications.

A variety of teaching styles will be used. The student must be prepared to take initiative, work independently and as a member of a group. There will be discussion work in addition to note taking from material, books and the teacher. Essay writing is a very important element of the course.

■ Career Opportunities:

Sociology links very well with all other Advanced subjects and provides a good framework for the study of most subjects at Higher Education.

It is regarded as a good basis for a career in management and business in addition to more closely related fields such as social work.



Business Studies

BTEC EXTENDED DIPLOMA

Examination Board:
EDEXCEL

Syllabus No:
13BV02

■ Course Content

Students study 13 units over 2 years. These are made up of 7 mandatory and 6 optional units.

Mandatory units

Unit	Name	Unit	Name
1	Exploring Business	5	International Business
2	Developing a Marketing Campaign	6	Principles of Management
3	Personal and Business Finance	7	Business Decision Making
4	Managing an Event		

Optional Units, these may include:

Unit	Name
9	Team Building in Business
8	Recruitment & Selection
13	Management Accounting
18	Creative Promotion
22	Market Research
27	Work Experience in Business

Optional units chosen are subject to change.

The course will appeal to students who:

- ▶ Wish to pursue a career in a business related profession
- ▶ Want a more vocational qualification which will prepare them for the world of work
- ▶ Enjoy working on projects

■ Assessment:

There are 3 types of assessment of which 42% are externally assessed.

The qualification is equivalent to 3 A levels. Students are able to obtain grades from 3 Distinction* to 3 Passes on this course.

■ Career Opportunities:

The Extended Diploma is a two year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in business areas before entering employment. It can also support learners who want to progress directly to employment in job roles in business or business management and Higher Apprenticeships in the business sector.

■ Teaching Styles:

Students will learn important skills which are relevant to the world of work. Student's class work will be supplemented by visits to businesses. Students have the opportunity to run their own business event which helps them develop enterprise skills. During the course students will:

- ▶ Extensively use case studies
- ▶ Be kept constantly up to date with newspapers & TV programmes
- ▶ Have the opportunity to visit places of current interest
- ▶ Be assessed in a variety of ways e.g. presentations, reports, role plays and practical assessments in Science

Thorough classwork and preparation for external assessment key skills will be developed in communication, investigation, numerical, IT, problem solving, working with others and planning.

The nature of the subject means that students must make use of the latest in Information Technology and utilise the internet.



ASHMOLE



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