Ashmole Academy Sixth Form

Post 16 Subject Information Booklet

Ashmole Sixth Form

A member of Ashmole Trust

Ashmole Academy is a No Smoking Site.

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

> "Throughout my Ashmole experience I have felt fully supported and the teaching has been inspiring"
>
> — Ofsted 2025

As one of the first secondary schools in the country to achieve the Strong Standard in every area under the new Ofsted framework, we are delighted that this represents a significant endorsement of the quality of education and experience we provide. It reflects the dedication and expertise of our staff, the enthusiasm and conduct of our students, and the strength of the supportive and ambitious community that makes Ashmole Academy such a special place to learn and thrive.

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Balbinder Dhinsa

Headteacher

Education is about preparing young people for their future.

Dear Prospective Ashmole Academy Sixth Form Students,

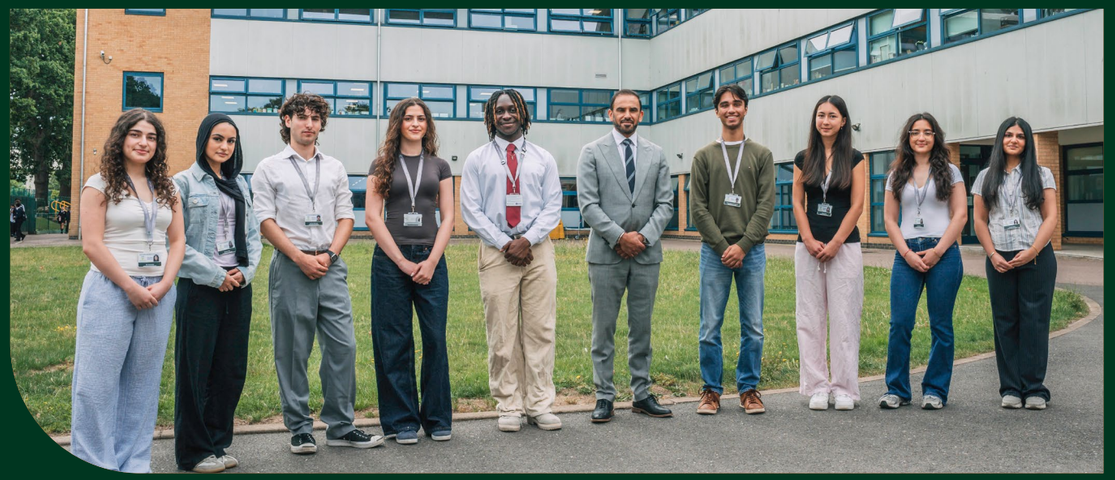
Choosing your post-16 pathway is one of the most important decisions you will make, and selecting the right Sixth Form is a crucial part of that journey. At Ashmole Academy Sixth Form, we are proud to offer a broad range of A Level and vocational courses designed to inspire, challenge and prepare you for success in higher education, apprenticeships and future careers. As you explore this subject information booklet, I encourage you to think carefully about the subjects that genuinely interest you, the strengths you wish to develop, and how your chosen courses can help you achieve your long-term aspirations.

Our Sixth Form has a strong reputation for academic excellence and a commitment to nurturing the potential of every student. We combine high expectations with outstanding teaching, ensuring that students are challenged to achieve their very best. Alongside academic success, we place great importance on personal development, encouraging students to become independent, resilient and confident young adults who are ready to thrive in an increasingly competitive world.

The Sixth Form experience at Ashmole extends far beyond the classroom. Students have access to a wide range of enrichment opportunities, leadership roles, societies, volunteering programmes and extracurricular activities that help develop valuable skills and broaden horizons. Our dedicated pastoral team provides excellent support and guidance, ensuring that every student feels valued, supported and equipped to overcome any challenges they may face.

We are equally committed to preparing students for life after Sixth Form. Our comprehensive university and careers programme offers personalised advice on university applications, apprenticeships, employment opportunities and professional pathways. Through workshops, guest speakers, work-related experiences and individual guidance, we help students make informed decisions about their futures and develop the skills needed to succeed.

Ashmole Academy Sixth Form is a vibrant, inclusive and ambitious community where students are encouraged to aim high, embrace new opportunities and fulfil their potential. We look forward to welcoming you and supporting you as you take the next exciting step in your educational journey.



Ashmole Sixth Form

Art & Design – Fine Art

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: A-level Fine Art 9FA0

Course Content

Syllabus	Component	Weighting	Method of assessment
A-level 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 four assessment objectives within both Units.

Course Content

Assessment Objectives		% in A-Level
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

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 15–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 at home, 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 an A-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: A-level 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. The practical endorsement 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 first year. In the second year, you will learn about 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.

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.

In this linear A-level course, you will complete three examinations at the end of Year 13. The first paper covers topics 1–4 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 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	Sections	Duration	Outline	Weighting
1	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	5 – 8, including relevant practical skills.	2 hours	91 marks (76 marks a mixture of long and short answer questions, 15 marks comprehension	35%
3	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.

Business

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: 9BSO

Course Content

Theme 1: Marketing and People

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing Business Activities

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3: Business Decisions and Strategy

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4: Global Business

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

Paper	Name	Duration	Weighting
1	Marketing, people and global businesses	2 hours	35%
2	Business activities, decisions and strategy	2 hours	35%
3	Investigating business in a competitive environment. (There will be a pre-released context document issued in November that will relate to the examination series for the following year. Students are not able to take any of their research into the examination).	2 hours	30%

Teaching Styles

Students will apply their knowledge and understanding to real-life business contexts, with updated content to reflect the issues impacting on real modern business case studies. Students will develop transferable skills that support higher education study and the transition to employment, including numeracy, communication, an understanding of the business environment and commercial awareness.

Through class work and preparation students will develop their breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information to help enable students to take a more strategic view of business opportunities and issues.

Preparation for external assessment will be developed by encouraging students to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Career Opportunities

Students can progress from this qualification to a wide range of higher education courses such as Business Management, Accountancy and Finance, Marketing, Human Resources and International Business. It is also extremely useful for entry into a wide range of careers ranging from banking, sales, product and general management to working in public sector organisations or charities.

Business BTEC and Media Programme

NATIONAL DIPLOMA AND A LEVEL

This programme combines vocational Business study with academic Media Studies. Students develop knowledge and understanding of business, marketing, finance and enterprise alongside the study of media products, audiences, representation and media industries. The programme provides a balance of applied learning and academic study, preparing students for progression to higher education, apprenticeships and employment.

Students will study Business BTEC Level 3 National Diploma (equivalent to 2 A levels) and Media Studies which is an A level.

BTEC Business

Level 3 National Diploma

Examination Board: EDEXCEL

Course Structure

Over the course of two years students will study 8 units, of which 6 are mandatory and 3 are external. Mandatory content (83%) External assessment (45%). The course is a mix of external examinations and internal coursework.

Teaching Styles

To prepare for external assessments, students will be encouraged to adopt an enquiring, critical, and thoughtful approach to the study of business, challenging assumptions and considering business behaviour from multiple perspectives. Additionally, preparation for internal assessments will involve mock coursework inside and outside of lesson times, helping students develop their research and referencing skills.

Media Studies

Examination Board: OCR

Course Content

The course is designed to widen the intellectual horizons of the student, whilst fostering the development of critical and reflective thinking to encourage engagement in the critical debates surrounding contemporary media. The specific aims are to:

- Develop skills of enquiry, critical thinking, decision making and analysis
- Demonstrate an appreciation and critical understanding of the media and its role historically, globally and currently in society
- Develop an understanding of the dynamic and changing relationship between media forms, products, media industries and audiences
- Apply theoretical knowledge and specialist specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments
- Engage in critical debate about the academic theories used in Media Studies
- Demonstrate sophisticated practical skills by providing opportunities for creative media production

Teaching Styles

The demand of the Media course requires students to develop an independent and proactive approach to learning, with this driving their own curiosity. With teacher guidance, the students will be expected to read, research and investigate various aspects of the media. When completing the practical element, the students are encouraged to produce products in specific time frames. The key to success in this area is being organised and enthusiastic.

Career Opportunities

This course provides students with a broad range of opportunities and equips them with the knowledge and skills needed for success in higher education, employment, and an increasingly digital world. Through the study of real-life business situations and contemporary case studies, students develop valuable transferable skills such as numeracy, communication, commercial awareness, creativity, problem-solving, analytical thinking, and independence of thought. The course encourages students to evaluate and balance arguments, deepen their understanding of the business environment, and take a more strategic view of opportunities and challenges.

Chemistry

ADVANCED LEVEL

Examination Board: AQA

Syllabus No: A-level: 7405

Course Content

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.

Students will study a range of chemical concepts which are grouped into the following topic areas:

- **Physical Chemistry**
  This includes the study of Atomic Structure, Bonding, Energetics, Kinetics, Thermodynamics and Equilibria amongst others.
- **Inorganic Chemistry**
  The study of the trends and groups of the periodic table.
- **Organic Chemistry**
  The study of different homologous series and functional groups. Students will also explore the different methods of synthesis and analytical techniques.

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.

Homework is a necessary part of the course, and students can expect two assignments per lesson, consisting of a preparation task before the lesson and a consolidation task after the lesson. Independent study tasks are also set for each topic, which develop study and research skills necessary for the subject.

Assessment

Students will sit three examinations at the end of Year 13. These are detailed in the following table:

Paper	Content Assessed	Duration	Weighting	
1	Physical Chemistry	2 hours	105 marks: Short and long answer questions	35%
2	Physical Chemistry Organic Chemistry Practical Skills	2 hours	105 marks: Short and long answer questions	35%
3	Any Content	2 hours	90 marks (40 marks Practical techniques and analysis of data. 20 Marks testing across the specification. 30 marks multiple choice questions)	30%

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
- 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 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 and Public Health are only a few of the careers in which Chemistry is an essential ingredient.

Computer Science

ADVANCED LEVEL

Examination Board: OCR

Syllabus No: A-level: H446

Course Content

The A-level Computer Science specification requires students to think in both concrete and abstract terms, spanning both theory and practice. You will study the technical aspects of hardware and networking, alongside concepts of programming. There is also a significant focus on computational thinking – a style of reasoning used by both machines and humans, which is useful in problem solving.

It is recommended that students choosing to study this subject at A-level, should have the skills and knowledge associated with a GCSE Computer Science course or equivalent.

Core Content

- Characteristics of contemporary processors, input, output and storage devices
- Software and Software Development
- Exchanging Data
- Data Types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem Solving and programming
- Algorithms

Teaching Styles

In Computer Science, you will work both independently and with others. Your teacher(s) will encourage you to pre-learn content covered in lessons and deliver the subject content to you through a range of methods that promote interactive learning.

Lessons will focus on the theory behind data, computing and look at how algorithms are used. Lesson tasks, study tasks and homework will centre around problem solving.

Career Opportunities

Computers are central to so many key tasks in our everyday lives; therefore, individuals who are able to demonstrate computational thinking and are proficient in problem solving are highly sought after. Content and skills from Computer Science overlaps with both Mathematics and the Sciences.

An A-level in Computer Science can lead to an undergraduate course in a computing, science or engineering related discipline. Career pathways are broad and well remunerated. They include jobs such as Computer Programmer, Software Developer, Hardware Engineer, Systems Analyst, IT Architect, Security Analyst, Nanotechnologist and IT Consultant.

Assessment objectives and weighting

Section	What is assessed	How is it assessed	Weighting
Paper 1 – Computer Systems	All core content	Written examination Short answer and extended answer questions 2 Hours 30 Minutes	40%
Paper 2 – Algorithms and Programming	Problem solving and programming skills	Written examination Short answer and programming style questions 2 Hours 30 Minutes	40%
Non-examination Assessment	Programming skills and software development	Non-examination assessment Practical project	20%

CTEC Level 3 Sport and Physical Activity

EXTENDED DIPLOMA

Examination Board: OCR

Syllabus No: 05875

Course Content

EXAM UNITS

Unit 1: Body Systems and Effects of Physical Activity

Unit 3: Sports Organisation and Development

Unit 4: Working Safely in Sport, Exercise, Health and Leisure

Unit 21: The Business of Sport

Coursework Units

Unit 2: Sports Coaching and Activity Leadership

Unit 5: Performance Analysis in Sport and Exercise

Unit 6: Group Exercise to Music

Unit 7: Improving Fitness for Sport and Physical Activity

Unit 8: Organisation of Sports Events

Unit 11: Physical Activity for Specific Groups

Unit 12: Nutrition and Diet for Sport and Exercise

Unit 13: Health and Fitness Testing

Unit 14: Working in Active Leisure Facilities

Unit 17: Sports Injuries and Rehabilitation

Unit 18: Practical Skills in Sport and Physical Activities

Unit 19: Sport and Exercise Psychology

Unit 20: Sport and Exercise Sociology

Teaching Styles

Students will develop their knowledge and understanding of sport through a combination of practical and theoretical learning. Lessons include practical activities, fitness testing, coaching, sports leadership, event organisation, presentations and classroom-based study.
Students will prepare for external examinations and internally assessed coursework, developing their research, communication, leadership, analysis and evaluation skills while applying their knowledge to real-life sporting situations.

Career Opportunities

Throughout the course, students will develop the knowledge, practical skills and experience required for further study and employment within the sport, fitness and leisure industries.

The course can support progression into careers and higher education in areas such as sports coaching, teaching, personal training, strength and conditioning, sports development, physiotherapy, sports psychology, performance analysis and sports management.

Students will also develop transferable skills including leadership, teamwork, communication, organisation and problem-solving, preparing them for university, apprenticeships and employment.

Design & Technology: Fashion and Textiles

ADVANCED LEVEL

Examination Board: AQA

Syllabus No: A-level: 7562

Course Content

A-level Fashion and Textiles allows students to design and make fashionable garments and accessories in an innovative and creative way. Students will learn how to use a wide range of academic and practical skills and apply their knowledge to solve problems. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing a prototype of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Assessment

Paper 1: Technical Principles

- Written examination: 2.30 hrs
- 30% of A-level qualification

Paper 2: Designing and making Principles

- Written examination: 1.30 hrs
- 20% of A-level qualification

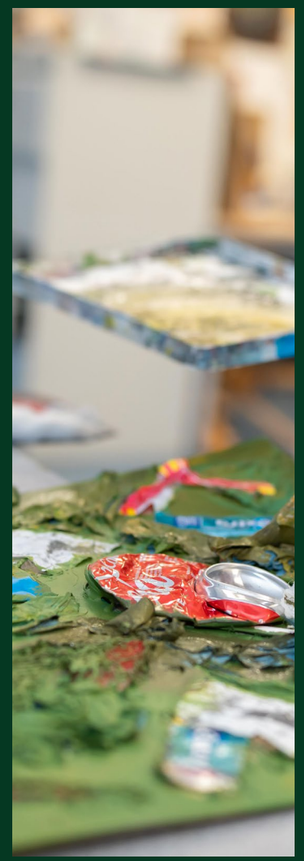
NEA (Non-examined assessment)

- 50% of A-level qualification

Teaching Styles

The course offers an exciting and imaginative approach to teaching which balances practical and theoretical studies to help you discover your potential. You will be encouraged to:

- Engage with materials, forms and processes combined with intellectual skills, such as observation, product analysis, innovation and creativity.
- Conduct personal research of modern and past designers to understand garment construction and bring individual interests to your creative practice.
- Explore a range of equipment in school to manufacture solutions. These include sewing machines, over lockers, heat press, laser cutter and 3D printer.
- Conduct wider studies by visiting Museums and keeping abreast of historical and new design movements.
- Use an enquiring, critical and thoughtful approach to prepare for internal and external assessments.



Career Opportunities

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Fashion Textile design is a global industry and you will find opportunities to work abroad or with an international company. Students can progress to a range of courses and careers such as Fashion Journalism, Footwear Design, Fashion Design, Textiles/ Fashion Buying, Illustrator, Pattern Cutter, Garment Technologist, Costume Design, Milliner, Interior Design and Surface Pattern Design.

Design & Technology: Product Design

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: A-level: 9DT0

Course Content

This is suitable 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 now encompasses the content of the previous A-level courses of Graphic Products and Resistant Materials to provide students with a broader understanding of products, materials and design. This wider understanding will provide students with a better foundation of knowledge in order to progress to Level 4 courses.

There are two units altogether (Coursework and Theory) which are weighted; 50% for the written theory paper (component 1) and 50% for coursework (component 2).

This course is suited to students who have taken GCSE in Technology.

Teaching Styles

In Design & Technology you will work both independently and with others in order to: research, analyse, design, manufacture and evaluate new and existing products. 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 and Graphic Design.

Assessment

Students will sit three examinations at the end of Year 13. These are detailed in the following table:

Exam	NEA (non-examined assessment)
50% of total grade **120 Marks** Written examination 2.30 hrs **Topic 1:** Materials. **Topic 2:** Performance characteristics of materials. **Topic 3:** Processes and techniques. **Topic 4:** Digital technologies. **Topic 5:** Factors influencing the development of products. **Topic 6:** Effects of technological developments. **Topic 7:** Potential hazards and risk assessment. **Topic 8:** Features of manufacturing industries. **Topic 9:** Designing for maintenance and the cleaner environment. **Topic 10:** Current legislation. **Topic 11:** Information handling, modelling and forward planning. **Topic 12:** Further processes and techniques.	**50% of total grade** **120 Marks** The investigation report is internally assessed and externally moderated. Students will produce a substantial design, make and evaluate a project which consists of a portfolio and a prototype. **The portfolio will contain four parts:** **Part 1: Identifying and outlining possibilities for design** Identification and investigation of a design possibility, investigation of client/end user needs, wants and values, research and production of a specification. **Part 2: Designing a prototype** Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas. **Part 3: Making a final prototype** Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy. **Part 4: Evaluating own design and prototype** Testing and evaluation.

Drama & Theatre Studies

ADVANCED LEVEL

Examination Board: AQA

Syllabus No: A-level: 7262

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 study the ways in which plays are interpreted by different directors, designers, performers and audiences. They will need to acknowledge that drama and theatre texts have a range of intentions and meanings. A range of plays will be studied for both practical examination purposes and for the written examination. This will include an in-depth study of the texts explored from the point of view of a director and will require research into the production, its history and influences.

As part of the A-level course students will be required to create an original play from the stimulus provided, using the devising process and the appropriate theatrical terms. They will need to reflect upon this process and describe their experiences. Students will be given the opportunity to visit the theatre over the two years of the course and are encouraged to see a variety of Drama in performance. They must reflect upon this, analysing the success of the performance for its target audience.

Teaching Styles

The AQA course allows us to put an emphasis on Drama as a practical, intellectual and artistic subject with practical exploration of social, 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 judgments 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 is integrated to develop a deeper understanding of the 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 and English Literature. Knowledge and understanding developed during the course can, however, be usefully applied to a diverse range of higher education courses including Law, Communications, Teaching and Journalism to name a few. The skills developed in A-level Drama and Theatre enable students to develop vital skills for all degrees and career prospects. These include becoming confident individuals, excellent problem solvers, team workers, public speakers, creative, analytical and critical thinkers.

Assessment

Component 1: Drama and Theatre

Written examination: 3 hours
40% of qualification.

Pupils will study and explore two set plays as well as analysing a live theatre production.

Section A:
Open book on one of the set plays.

Section B:
One three-part question on a given extract from one of the set plays.

Section C:
One question (from a choice) on the work of theatre makers in a single live theatre production. Learners will be assessed on their knowledge and understanding of how a text is performed.

Component 2: Creating Original Drama

Non-exam assessment: internally assessed — 30% of qualification.

Learners will be assessed on their acting and will participate in the creation, development and performance of a piece of theatre based on a stimulus.

- A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1).
- A working notebook that evidences, evaluates and analyses the devising process and performance.

Component 3: Making Theatre

Practical exam (40 marks) and reflective report (20 marks)
30% of qualification.

Learners will explore three extracts from the same play, they must analyse and explore their interpretation of the texts and perform the third extract.

Economics

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: A-level: A (9ECO)

It's 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

Theme 1: Introduction to Markets and Market Failure

- Nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2: The UK Economy – Performance and Policies

- Measures of Economic Performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy

Theme 3: Business Behaviour and the Labour Market

- Business Growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention

Theme 4: A Global Perspective

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

Assessment objectives and weighting

Paper	Content Assessed	Duration	Weighting
1	Markets and Business Behaviour	2 hours	35%
2	The National and Global Economy	2 hours	35%
3	Microeconomics and Macroeconomics	2 hours	30%

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
- Be encouraged 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.

Through classwork and preparation for external assessment, key skills will be developed in communication, numeracy, IT, problem solving, working with others, planning and critical thinking. The nature of the subject means that students must keep up to date with current economic affairs, as well as develop an insight into a range of important markets within both the UK and the global economy.

Career Opportunities

Students with 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 colleges 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 as Law, Business, Accounting, Politics, and of course, Economics.

English Literature

ADVANCED LEVEL

Examination Board: OCR

Syllabus No: A-level: H472

Course Content

A-Level English Literature provides students with the opportunity to develop a deeper love of literature by exploring a range of exciting texts. Students will work towards developing their own views as literary critics through the study of literary theory throughout the course.

The course covers:

Poetry and Drama Pre-1900

- The Tempest by William Shakespeare
- The Duchess of Malfi by John Webster
- Paradise Lost (Books Nine and Ten) by John Milton

Comparative and Contextual Study (American Literature 1880–1940)

- The Great Gatsby by F. Scott Fitzgerald
- The Grapes of Wrath by John Steinbeck

Literature Post-1900

- The World's Wife by Carol Ann Duffy
- Arcadia by Tom Stoppard
- Atonement by Ian McEwan

Assessment

Paper 1 – Poetry and Drama Pre-1900

2 hours 30 minutes
3 questions
40% final grade

Paper 2 – Comparative and Contextual Study

2 hours 30 minutes
2 questions
40% final grade

Non-Exam Assessment – Literature Post-1900

1 close reading essay (Poetry) – 1000 words
1 comparative essay (Drama and Prose) – 2000 words

Teaching Styles

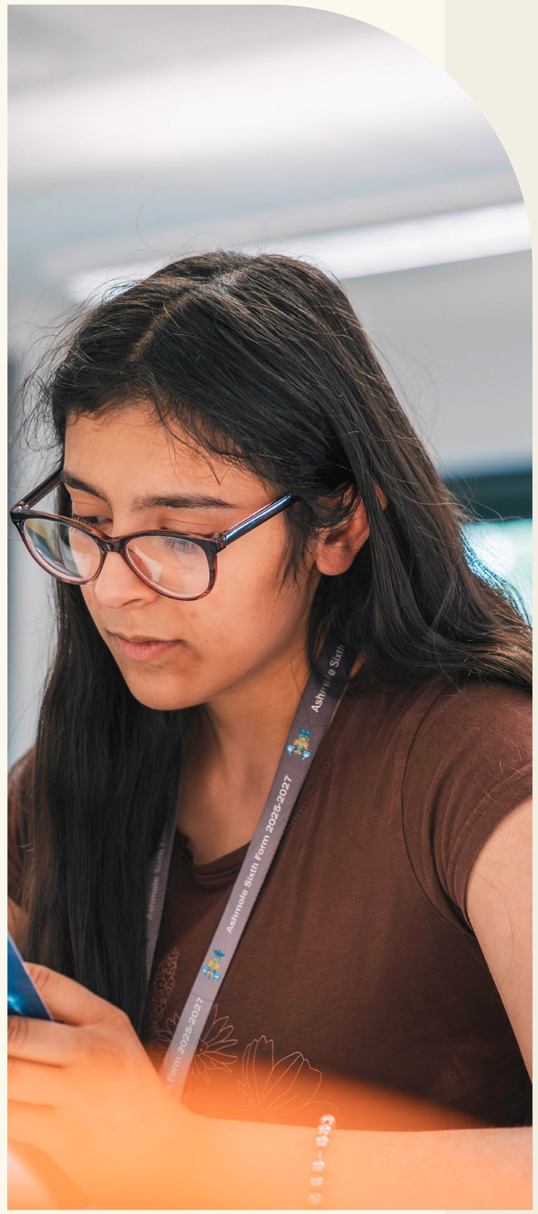
Lessons are primarily discussion based and often include paired or group projects to enable students to develop their own perspectives. Other teaching methods used inside and outside of lessons include:

- Online lectures and podcasts
- Theatre performances (via The National Theatre)
- Reading critical essays and theatre reviews
- Half-termly projects leading to group presentations
- Essay writing and exam practice with peer and teacher feedback.

Outside of class, students are expected to read their core texts independently and complete active reading tasks that prepare them to come to lessons ready to discuss their ideas.

Career Opportunities

English Literature is one of the facilitating subjects for the Russell Group universities. Students who study English Literature go on to a wide range of careers including Journalism, the Civil Service, Teaching, Advertising and Public Relations. The development of student responses in a sympathetic and structured way is of great value in students' own personal development.



Further Mathematics

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: A-level: 9FM0

Course Content

The A-level Further Mathematics course extends and deepens the mathematical concepts covered in A-level Mathematics, offering a more advanced exploration of both Pure and Applied Mathematics. Over two years, you will study additional pure topics such as complex numbers, matrices, and differential equations, alongside further applications in areas like mechanics and statistics. This course is ideal for students who excel in Mathematics and are considering university courses in Mathematics, Physics, Engineering, Computer Science, or other mathematically intensive disciplines. It develops higher-level problem-solving skills and prepares students for the most demanding mathematical challenges.

The Core Pure course includes:

- Complex Numbers
- Matrices
- Roots of Polynomials
- Further Calculus
- Polar Coordinates
- Hyperbolic Functions
- Differential Equations

The Statistics course includes:

- Poisson, Geometric and Negative Binomial Distributions
- Further Hypothesis Testing
- Chi Squared Tests
- Central Limit Theorem
- Quality of Tests

The Mechanics course includes:

- Momentum and Impulse
- Elastic Springs and Strings
- Work, Energy and Power
- Elastic Collisions in 1D and 2D

Assessment

The assessment consists of four papers taken at the end of the two-year course. Papers 1 and 2 focus on core pure mathematics, Paper 3 covers further statistics and Paper 4 covers further mechanics. Each paper is 1 hour 30 minutes long, and all are equally weighted.

Teaching Styles

- Students are expected to complete preparation tasks in advance of every lesson to ensure they are fully prepared and equipped with a basic understanding of the lesson focus.
- Students will be guided on how to use their preparation work to solve complex mathematical problems. Students will be taught in a variety of ways to help prepare them to tackle examination questions.
- Following lessons, students will be expected to complete consolidation tasks on the unit taught to ensure learning is embedded.
- Students are given assessments to assess their skills, knowledge retention and ability to problem solve as the course progresses.

Career Opportunities

Studying A-level Further Mathematics opens the door to a wide range of highly specialised and rewarding careers. It is particularly beneficial for students pursuing university courses and careers in fields like mathematics, physics, engineering, and computer science, where advanced mathematical skills are essential. It is also highly valued in areas such as economics, actuarial science, data analysis, and financial services, where complex problem-solving and analytical abilities are in demand.

Further Mathematics is an asset for careers in artificial intelligence, cybersecurity, and scientific research, and it provides a strong advantage for competitive courses at top universities.

Geography

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: A-level: 9GEO

Course Content

The A-level course comprises four areas of study:

1. Dynamic Landscapes (Topic 1: Tectonic Processes and Hazards and Topic 2B: Coastal Landscapes and Change)
2. Dynamic Places (Topic 3: Globalisation and Topic 4A: Regenerating Places)
3. Physical Systems and Sustainability (Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security)
4. Human Systems and Geopolitics (Topic 7: Superpowers and Topic 8B: Migration, Identity and Sovereignty.

The course also requires the completion of an Independent Investigation (coursework) based on fieldwork.

Assessment

Paper 1: Dynamic Landscapes and Physical Systems and Sustainability

Written examination of 2 ¼ hours
30% of A-level qualification

Paper 2: Dynamic Places and Human Systems and Geopolitics

- Written examination of 2 ¼ hours
- 30% of A-level qualification

Paper 3: Synoptic Paper

- Written examination of 2 ¼ hours
- 20% of A-level qualification

Coursework

- 3000–4000 word Independent Investigation based on fieldwork
- Non-examined assessment
- 20% of A-level qualification

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
- Communicating your findings in different ways
- Evaluating your work
- Listening to other people's opinions
- Working independently

Career Opportunities

Students with 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 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.

History

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: A-level: 9HI0

Course Content

Units 1 and 2 are linked by the theme of change within democracies in the Modern period. Both papers require essay writing skills, source evaluation and analysis of historical interpretation.

- Paper 1 – Britain transformed, 1918–97
- Paper 2 – The USA, 1955–92; conformity and challenge

Unit 3 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 Coursework

- Historical interpretations of the First World War

Assessment

Unit 1 – Exam – 2 hours 15 minutes
A-level 30%

Unit 2 – Exam – 1 hour 30 minutes
A-level 20%

Unit 3 – Exam – 2 hours 15 minutes
A-level 30%

Unit 3 Coursework
A-level 20%

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 keep their options open. History is widely regarded as a useful qualification for a wide range of higher education or career choices.

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

Career Opportunities

Students who study 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: EDEXCEL

Syllabus No: A-level: 9MA0

Course Content

The course is designed to introduce students to a wide range of analytical techniques, with a greater emphasis on their application of skills to a range of practical problems. Over two years you will be introduced to content in three different areas of Mathematics: Pure; Statistics and Mechanics.

The Pure course includes:

- Algebra and Functions
- Coordinate Geometry
- Vectors
- Trigonometry
- Calculus
- Exponentials and Logarithms
- Proof
- Series and Sequences
- Numerical Methods

The Statistics course includes:

- Interpretation of Data; Probability
- Binomial Distribution
- Hypothesis Testing
- Scatter Graph Analysis
- The Normal Distribution

The Mechanics course includes:

- Kinematics
- Newton's Laws
- Moments

Assessment

The assessment takes place in the form of a formal examination at the end of Year 13. In Mathematics this consists of three examination papers. Papers 1 and 2 are both two hours long and examine the pure content. Paper 3 is also two hours long and examines the statistical and mechanical content.

Teaching Styles

- Students are expected to complete preparation tasks in advance of every lesson to ensure they are fully prepared and equipped with a basic understanding of the lesson focus.
- Students will be guided on how to use their preparation work to solve complex mathematical problems. Students will be taught in a variety of ways to help prepare them to tackle examination questions.
- Students will use calculators, computer programmes and a large data set to investigate the topics previously mentioned.
- Following lessons, students will be expected to complete consolidation tasks on the unit taught to ensure learning is embedded.
- Students are given assessments to assess their skills, knowledge retention and ability to problem solve as the course progresses.

Career Opportunities

The course is essential for anyone wishing to pursue a career in Mathematics, Physics, Engineering, Accountancy, Finance or Economics and Computing. It is also extremely useful for entry into a wide range of other fields of study such as Medicine, Chemistry, Biological Sciences, Social Sciences, Geography and Business Studies.

Media Studies

ADVANCED LEVEL

Examination Board: OCR

Syllabus No: A-level H409

Course Content

The course is designed to widen the intellectual horizons of the student, whilst fostering the development of critical and reflective thinking to encourage engagement in the critical debates surrounding contemporary media. The specific aims are to:

- Develop skills of enquiry, critical thinking, decision making and analysis
- Demonstrate an appreciation and critical understanding of the media and its role historically, globally and currently in society
- Develop an understanding of the dynamic and changing relationship between media forms, products, media industries and audiences
- Apply theoretical knowledge and specialist specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments
- Engage in critical debate about the academic theories used in Media Studies
- Demonstrate sophisticated practical skills by providing opportunities for creative media production

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 and thought-provoking subject. This is especially true of the time commitment that must be made both academically and practically.

Assessment

Pillar checks and assessments occur once every half term, per teacher, with assessments being made using OCR criteria. There is a combination of knowledge based and exam style questions throughout the different stages of the practical project. The students are also formally assessed during the internal Year 12 mock examination periods.

At the end of the course, the students sit two external written examinations based on the work that they have studied during the two years.

Paper 1: News and Media Language and Representation – 35%

Students will answer a variety of short and longer questions focusing on an in-depth study of news in the UK and representation in advertising and music videos. The students will study these through media products set by OCR.

Paper 2: Media Industries and Audiences, and Long Form Television Drama – 35%

Students will answer a variety of short and longer questions exploring media industries and audience, and television drama. Prior to the examination, the students will complete an in-depth study of two television dramas, with one being the study of a European drama. These media products are set by OCR.

Non-Examination Assessment – Making Media – 30%

The practical element of the course will require students to research, create and evaluate their own cross-media products. The students will respond to a brief set by OCR in June of Year 12. The practical element is completed individually and the school provides students with filming and editing equipment.

Teaching Styles

The demand of the Media course requires students to develop an independent and proactive approach to learning, with this driving their own curiosity. With teacher guidance, the students will be expected to read, research and investigate various aspects of the media. When completing the practical element, the students are encouraged to produce products in specific time frames. The key to success in this area is being organised and enthusiastic.

Career Opportunities

There are a huge number of opportunities that this course can lead to. Careers in Media are only one of routes available. Jobs and futures may be pursued in Teaching, Product Design, Marketing and the Arts. Media Studies equips students with the skills of creativity, problem-solving, analysis, independence of thought and originality in debating and balancing arguments. It is a crucial course in our digital age and it prepares students for further education and the world of work.

Modern Foreign Languages

ADVANCED LEVEL

Examination Board: AQA

Syllabus No: A-level French: 7652
A-level Spanish: 7692

Course Content

The AQA MFL course allows students to build on the core skills, vocabulary and grammar which they developed during their GCSE studies so that they can become fluent speakers with a keen understanding of the geography, history, literature and film of their linguistic area of study. The focus on technically advanced translation also ensures that our students will be able to pursue university courses in MFL and find employment using these skills at any point in their adult lives. The course is designed to develop our students' interest in the French or Spanish speaking world so that they can comment on themes ranging from Latin American Dictatorship to New Wave French Cinema.

Students will study two broad themes, irrespective of the language they choose. They are: social and political trends and political and artistic culture. Students will also study a film in the target language which they will analyse in detail. Underpinning each of these topic areas is a robust grammar course which students will complete in September. The material which we study will include complex factual and abstract content and a variety of resources drawn from authentic target language sources.

There is an emphasis on developing practical skills such as translation to and from Spanish or French; listening and reading for 'gist' and detail; and essay writing. The A-level examinations consist of a written paper, a listening/reading/writing paper and a recorded oral examination.

In the second year of the course our students study a piece of French or Spanish literature and continue to study a range of political and artistic topics relevant to the countries where the language is spoken. The students will also complete an individual research project into an element of Hispanic or Gallic culture which interests them. This will form the basis for their speaking examination at the end of the year.

Core Content

Year	French Focus / Topic	Spanish Focus / Topic
Year 12	The changing nature of the family	Modern values and trends
Year 12	The 'cyber-society'	Cyberspace
Year 12	The place of voluntary work	Equal rights
Year 12	French Cinema: La Haine; Les Quatre Cents Coups	Spanish Cinema: Volver (Almodóvar)
Year 12	A culture proud of its heritage	Modern day idols
Year 12	Contemporary francophone music	Spanish regional heritage
Year 12	Cinema: the seventh art form	Cultural heritage
Year 13	Life for the marginalised	Immigration
Year 13	Positive features of a diverse society	Integration
Year 13	How criminals are treated	Racism
Year 13	French Literature: No et Moi	Spanish Literature: Como Agua Para Chocolate
Year 13	Teenagers, the right to vote & political commitment	Today's youth, tomorrow's citizens
Year 13	Demonstrations & Strikes: who holds the power	Monarchies & dictatorships
Year 13	Politics & Immigration	Popular movements
Year 13	Independent Research Project	Independent Research Project

Assessment (all languages)

Paper 1: Listening, Reading and Writing	Paper 2: Writing	Paper 3: Speaking
What's assessed: • Aspects of society: current trends • Aspects of society: current issues • Artistic culture in the French/Spanish-speaking world • Aspects of political life in the French/Spanish-speaking world • Grammar	**What's assessed:** • One text + one film OR two texts (from the list set in the specification) • Grammar	**What's assessed:** • Individual research project • One of four sub-themes: • Aspects of society: current trends • Aspects of society: current issues • Artistic culture • Aspects of political life
How it's assessed: • Written exam: 2 hours 30 minutes • 100 marks • 50% of A-level	**How it's assessed:** • Written exam: 2 hours • 80 marks in total • 20% of A-level	**How it's assessed:** • Oral exam: 21–23 minutes (including 5 mins preparation time) • 60 marks • 30% of A-level

Teaching Styles

Students of French or 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 regular speaking support sessions.

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

There are 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 Commerce & Finance	Travel & Tourism
Education	**Retail**
Civil Service	Engineering
Translation	ICT
Law	Journalism

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

Examination Board: EDUQAS

Syllabus No: A-level: A660PAE

Course Content

Students will learn to rehearse and refine solo and/or ensemble performances on their chosen instrument or voice, and develop their technique, expression and control. Students will perform in at least two contrasting styles.

Students will develop the technical and expressive skills needed for composing music. Students will be encouraged to explore a range of compositional starting points, investigating a range of techniques for developing and manipulating ideas.

Students will learn to develop their listening and appraising skills through the study of music across a variety of styles and genres. The content is grouped into three areas of study, two of which each contain two set works, and one which explores a range of connected genres.

This component gives students the opportunity to reflect on, analyse and evaluate music in aural and/or written form. To achieve this objective, they need to use their knowledge and understanding of musical elements, context and language to make critical judgements about the repertoire and context of music within the areas of study.

Assessment

Students must pick either option A or option B for both component 1 and 2.

Component 1: Performing

Option A: total duration of performance:
10–12 mins = 35% of qualification

- Minimum of three pieces, at least one must be a solo. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: total duration of performance:
6–8 mins = 25% of qualification

- A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both.

One piece must reflect the musical characteristics of one area of study. This is externally assessed by a visiting examiner.

Component 2: Composing

Option A: Total duration of compositions:
4–6 minutes = 25% of qualification

- Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Students will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

Option B: Total duration of compositions:
8–10 minutes = 35% of qualification

- Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Students will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition); the third composition is a free composition.

This is externally assessed.

Component 3: Appraising

40% of qualification

Students will gain knowledge and understanding of musical elements, contexts, and language through the application of knowledge in the context of their three areas of study: The Development of the Symphony, Rock and Pop and Into the Twentieth Century.Students will study set works from these areas of study as well as listen to a wide range of unfamiliar works related to them.

This component is assessed through a written exam lasting 2 hours 15 mins.

Teaching Styles

The Eduqas course provides a clear and coherent structure. The qualification has a straightforward structure with three engaging components, assessed through practical performances, compositions and one externally examined paper. The course provides a real music focus – the key content of musical elements, contents and language are taught through the Areas of Study and set work to show real examples of how these are used within different types of music.

Career Opportunities

The course is designed to provide a stepping-stone towards any career within the Music industry. As well as teaching key skills in performance, composition and musical appraising, the course also provides an excellent grounding for a degree in Music, or any Humanities subject. The skills developed within the course can be usefully applied to a diverse range of higher education courses.

Physics

ADVANCED LEVEL

Examination Board: AQA

Syllabus No: A-level: 7408

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.

Students will study the concepts of particles and radiation, waves, mechanics, materials and electricity during Year 12. Year 13 develops further on mechanics, fields, thermal physics and nuclear physics. Students will also study a specific 'option unit' which has been chosen by the school: astrophysics.

Students will also complete regular practicals to gain investigative experience throughout the two years of study. There is an emphasis on developing key practical skills and upon successful completion, students will gain a practical skills accreditation which is given alongside their grade. This accreditation does not affect the overall grade.

Students will complete three exams at the end of Year 13. The first paper covers topics 1–5 and further mechanics, the second paper covers topics 7–8 and thermal physics and the third paper is on practical skills, data analysis exam and the content from the optional unit.

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

Optional Unit

9. Astrophysics

Assessment

Paper	Sections	Duration	Outline	Weighting
1	1–5 & 6.1	2 hours	60 marks of short and long answer questions and 25 multiple choice questions on content.	34%
2	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	Section A: Practical skills and data analysis	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.	32%

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, like the other sciences, is a practical subject, and students therefore spend a considerable portion 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 accelerator at CERN, or using giant telescopes and complex theories to research Astrophysics.

Politics

ADVANCED LEVEL

Examination Board: EDEXCEL

Syllabus No: 9PL0

Course Content

Our curriculum examines British politics, US politics and the key political ideologies, meaning our students will have a sound knowledge of political systems as well as the theories underpinning them.

Students will understand the nature of the political systems, how they have developed and be able to judge their effectiveness and fairness in the 21st century.

Our students will develop their own political opinions and be able to form conclusions on past and current events.

This course offers exciting opportunities for debate and demands clear, analytical and evaluative thinking.

The aims are:

- To provide students with knowledge of the processes and practices of Government in the UK and put it into context by comparison with the Government of the USA.
- To explain the roles of the Prime Minister, Cabinet and Parliament and allow students to understand the way that law-making is carried out.
- To root current political ideas within a tradition of ideological debate.
- To develop students' debating and communication skills (oracy).

Assessment

Students will sit three examination papers at the end of the two-year course. This will be 100% of their overall grade.

- **Component 1:** UK Politics written examination, 2 hours
- **Component 2:** UK Government written examination, 2 hours
- **Component 3:** Comparative Politics written examination, 2 hours

Teaching Styles

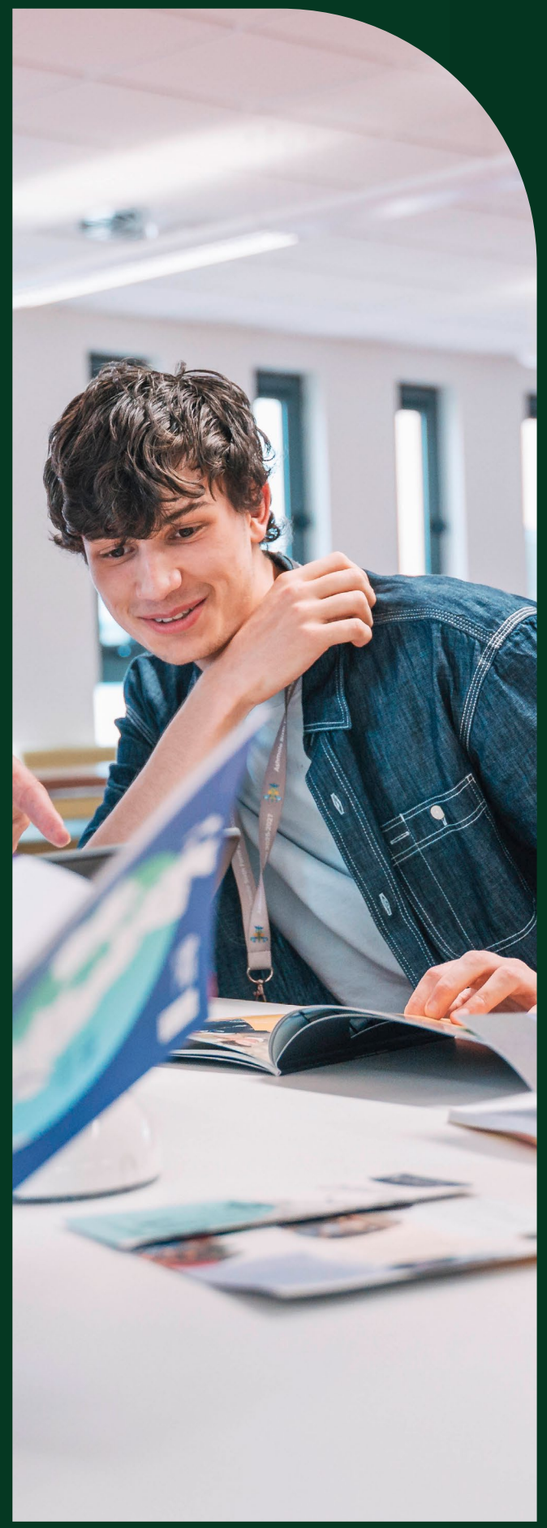
Students must have a genuine and keen interest in the political world, especially British and American political systems. They must be prepared to read, analyse and evaluate articles and reports as well as documentaries and film.

There will be opportunities for group work where students work collaboratively towards an objective, including seminars, presentations and group research. There are also a range of individual tasks as well as group discussions and debates.

Students will always be asked to prepare for each lesson by completing some pre-reading, research or written task.

Career Opportunities

Politics traditionally leads to the study of Political Science; however, it prepares students well for the study of any arts or humanities subject at university. It is useful for careers in the Civil Service, Law, the Foreign Office, Finance, Commerce, International Relations and any job that requires employees to have a strong political understanding and an ability to communicate persuasively.



Psychology

ADVANCED LEVEL

Examination Board: AQA

Syllabus No: A-level: 7182

Course Content

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
- Stress
- Forensic Psychology

Assessment

Paper 1, 2, 3:

- Written exam: 2 hours
- 96 marks in total

Teaching Styles

Throughout the two 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.

Year 12 content covers a range of topics which are representative of Psychology as a whole. 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.

Year 13 content 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

The A-level course has 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, and many more.

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 and Advertising, 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.

Religious Studies

ADVANCED LEVEL

Examination Board: AQA

Syllabus No: A-level: 7062

Course Content

The A-level course is taught over two years; both components will be taught alongside one another.

Component 1: Philosophy of religion and ethics

Section A: Philosophy of Religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death

Section B: Ethics and religion Ethical theories

- Issues of human life and death
- Issues of animal life and death
- Introduction to meta-ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

Component 2: Study of religion and dialogues

Section A: Study of religion

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism

Section B: The dialogue between philosophy of religion and religion

How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.

Section C: The dialogue between ethical studies and religion

How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.

Assessment

Two written exams, one on each component: 3 hours, 100 marks

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 will be developed further in this subject both informally and within more formal debates.
- 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 and listening – very important in and outside of lesson time. Relevant magazines, novels, podcasts and textbooks are all useful as, of course, is keeping up to date with current affairs.
- 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: A-level: 7192

Course Content

Students will examine the following institutions along with the research methods used to research them:

Education:

- 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.

Crime and 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.

The Media:

- 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.

Families and Households:

- The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.
- Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures.
- Gender roles, domestic labour and power relationships within the family in contemporary society.
- The nature of childhood, and changes in the status of children in the family and society.
- Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Teaching Styles

To succeed in this course, students will need to bring an open and curious mindset. They will be encouraged to question evidence, think critically, and take part in discussions. Keeping up to date with current social issues is essential, so students should regularly read reliable news sources alongside their textbooks and other materials.

Learning will take place through a mix of teaching methods. Students are expected to show initiative, work independently, and collaborate effectively in group tasks. Lessons will include discussion and analysis as well as note-taking from a range of sources. Strong essay writing skills are also key to success in this course.

Career Opportunities

Studying A-level Sociology opens up a lot of career opportunities because it helps to develop skills in critical thinking, research, communication, and understanding people and society. While it does not usually lead directly to one set job, it gives you a strong foundation for fields that involve working with people, communities, and social systems.

Here are some common career pathways linked to Sociology:

- Social & Community Work
- Criminal Justice & Law
- Education
- Media & Communications
- Health & Care
- Business & HR

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