Sir Roger Manwood's School

Sixth Form Prospectus – Subject Information

(For September 2025 Entry)

Sixth Form Entry Criteria

UK Based Applicants or Applicants Taking GCSE Examinations

All students entering our sixth form must meet the minimum entry requirements for the programme of study and satisfy specific subject criteria.

All students must follow a minimum of:

3 A Level Programme of Study - Minimum entry requirements

6 GCSE passes at Grade 5+, including a minimum of Grade 5 in Mathematics and English.

4 A Level Programme of Study

A small number of students may follow a 4 A Level programme of study. Applications will be considered on a case-by-case basis and should be made after the receipt of GCSE results. The minimum entry requirements will be 6 GCSE passes at Grade 7+, including at least a Grade 5 in English and Mathematics. This will be considered alongside the subject combination and attitude to learning.

Students who select Further Maths as one of their initial options will automatically be considered as a candidate to follow a 4 A Level programme of study. Entry will be subject to meeting the specific requirements above and as detailed for the individual subject.

Where a student is choosing a subject which they did not study at GCSE they must show evidence of academic strength at GCSE in related disciplines – see the table for details.

The application of both internal and external applicants will be judged using predicted grades awarded by their current schools. Sir Roger Manwood's School will collect predicted grades from the schools of external applicants on application. All applicants whose predicted grades mark them out as being of the required academic standard will be invited into the School (if UK based) to have a discussion with a member of the School's Senior Leadership about their future university and career plans, and to confirm their final option choices.

Subject Specific Criteria – September 2025 Entry

Subject	Entry requirement if studied at GCSE	Entry requirement if not studied at GCSE
Art	5 in Art	5 in a related subject e.g. Technology
Biology	6 in Biology or 77 in Combined Science	Not applicable
Business	5 in Business	5 in English Language or Literature
Chemistry	6 in Chemistry or 77 in Combined Science	Not applicable
Computer Science	6 in Computer Science **and 6** in Mathematics	6 in Mathematics
Drama & Theatre	6 in Drama	6 in English Language or Literature
Economics	6 in Economics **and** 6 in Mathematics	6 in Business (if studied at GCSE) or English Lang/Lit **and** 6 in Maths
English Literature	6 in English Literature	Not applicable
Film Studies	Not applicable	5 in English Language or Literature
French	6 in French	Not applicable
Geography	5 in Geography	5 in English Language or Literature
History	5 in History	5 in English Language or Literature
Mathematics	7 in Mathematics	Not applicable
Further Mathematics	8 in Mathematics	Not applicable
Music	6 in Music	Not applicable
Physical Education	5 in Physical Education **and** 5 in Biology or 55 in Combined Science	5 in Biology or 55 in Combined Science along with evidence of sporting ability
Physics	6 in Physics or 77 in Combined Science	Not applicable
Politics	Not applicable	5 in English Literature or Language
Psychology	5 in Psychology	5 in Biology or 55 in Combined Science and 5 in English Language or Literature
Religious Studies	5 in Religious Studies	5 in English Language or Literature
Sociology	5 in Sociology	5 in English Language or Literature
Spanish	6 in Spanish	Not applicable
Technology	5 in Design Technology	5 in a related subject e.g. Art and 5 in Maths

SUBJECT: Art & Design – Fine Art

EXAMINATION BOARD: AQA

Why study this subject?

The AQA A-Level course in Art and Design (Fine Art) has been designed to encourage an adventurous and enquiring approach. Successful students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce artworks that embrace a range of ideas. Drawing is an essential part of the course, explored and developed through a range of media, including access to and tuition in the use of our impressive printmaking facilities. In order to encourage independent study, the department has an open access Sixth Form Studio in which students can display imagery, work and access resources outside of lessons and during private study periods.

The Fine Art course at Manwood's places great emphasis on observational recording (drawing, photography, etc.) and on the process of independent, creative development and exploration of media and techniques. Teachers encourage and support students to work as individual practising artists – developing their own ideas as creatively and thoroughly as possible through the exploration of both conventional and unconventional techniques and processes. Students' projects will therefore range greatly in themes and styles and visitors to the Art Studios will typically find some students working on large paintings, whilst others are working on mixed media prints in the printmaking studio and others are working on mixed media sculptures.

To support their studies further, students will attend a life-drawing workshop at the Wallace Collection in London to build up a portfolio of observational figure work to accompany their coursework project. The department has also developed close links with local galleries and art communities, resulting in public exhibitions of student work outside of school in and around the local area.

Specification: Art & Design – Fine Art 7242

The specification directly supports progression to further and higher education in art and design and related subjects, with the focus on building skills, confidence and creativity as well as providing a platform to inspire a lifelong interest in, and enjoyment of art and design.

Students will be expected to explore a wide range of techniques, processes and ways of working, including drawing, painting, printmaking, mixed media painting, photography, digital media, sculpture and ceramics. Practical work is supported by research that will develop an understanding and appreciation of the importance of ideas and context in the making of practical outcomes. Through this process, students will create a body of work that develops effectively from a starting point to a realised outcome. The course also offers a logical progression from GCSE as the assessment objectives and course structure are very similar to the AQA GCSE art and design specification.

Course Content:

Component 1: Personal Investigation

The personal investigation should be a coherent, in-depth practical study, supported by a written element (see below). Each student must include in their portfolio:

- One extended collection of work or project based on an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the

student, it should include evidence of their ability to research and develop ideas and must lead to a finished outcome or a series of related finished outcomes.

• A coherent and logically structured written response of between 1000 and 3000 words of continuous prose.

Component 2: Externally Set Assignment

Question papers, set by AQA in February, will consist of a choice of 8 themes to be used as starting points, from which students must select one. The project lasts until the students begin their 15-hour exam (spread over 3 school days) in early May. During these 15 hours, students must produce a finished outcome or a series of related finished outcomes informed by their preparatory work.

Assessment:

Component 1: Personal Investigation - 60% of the A Level qualification

All the work in this component will be marked as a whole, using 4 assessment objectives:

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

Component 2: Externally Set Assignment - 40% of the A Level qualification

All the work submitted for this component will be marked as a whole, using the same 4 assessment objectives as used in the portfolio component (see above).

Future Career Opportunities:

If you intend to go on to study art or design-related courses, or even follow a creative pathway, then this course is important for you. University courses that past students have gone on to study include: fine art, illustration, architecture, graphic design, photography, and art history/journalism, to name just a few.

Further to specific arts-related courses, the A-Level Art & Design course is now considered amongst the most time-demanding courses on offer and more and more colleges and universities are recognising that gaining a high grade shows that you must be an extremely hard-working, creative, independent and dedicated student; attributes that almost all courses will admire and actively seek in their applicants.

SUBJECT: Biology

EXAMINATION BOARD: OCR

Why study this subject?

Biology is the study of Life. Understanding Biology allows for a deeper understanding of the living world and the complexities needed to survive. Biology is a diverse subject ranging from the small to the large: Biological molecules to whole ecosystems. It is a fastmoving subject with new technological and medical advances occurring rapidly. Having an understanding of our own physiology, can be invaluable to the greater health of ourselves and our ever-increasing world population.

A key component of Biology is practical work where students develop new skills including but not limited to: Data Collection, ecological field work, data analysis, biochemical techniques and computer modelling.

Biology can often provide balance to other A-levels such as the Arts and Humanities, allowing for the development of transferrable skills such as problem solving, logistics, communication and numeracy, which are highly valued by a range of employers.

Specification: Biology H420

Course Content:

Module 1: Development of practical skills in biology

- Skills of planning, implementing, analysis and evaluation.

Module 2: Foundations in biology

- Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation.

Module 3: Exchange and transport

- Exchange surfaces
- Transport in animals
- Transport in plants.

Module 4: Biodiversity, evolution and disease

- Communicable diseases, disease prevention and the immune system
- Biodiversity
- Classification and evolution.

Module 5: Communications, homeostasis and energy

- Communication and homeostasis
- Excretion as an example of homeostatic control
- Neuronal communication
- Hormonal communication
- Plant and animal responses
- Photosynthesis
- Respiration.

Module 6: Genetics, evolution and ecosystems

- Cellular control

- Patterns of inheritance
- Manipulating genomes
- Cloning and biotechnology
- Ecosystems
- Populations and sustainability.

Assessment:
Paper 1: Biological processes
2 hours 15 minutes**;** 100 marks; 37% of the A Level qualification

Section A – multiple choice questions: 15 marks
Section B – structured questions covering theory and practical skills: 85 marks

Paper 2: Biological diversity
2 hours 15 minutes**;** 100 marks; 37% of the A Level qualification

Section A – multiple choice questions: 15 marks
Section B - structured questions covering theory and practical skills: 85 marks

Paper 3: Unified biology
1 hour 30 minutes; 70 marks; 26% of the A Level qualification

Non-exam assessment: Practical endorsement for biology: Pass/Fail (reported separately) Candidates complete a minimum of 12 practical activities to demonstrate practical competence.

Future Career Opportunities:
People who study biology tend to have careers in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

SUBJECT: Business

EXAMINATION BOARD: EDEXCEL

Why study this subject?

The study of business will allow students to develop an understanding of how businesses work, and to consider the decision-making tools that help business people move towards a more scientific approach to management. They will also develop a multitude of skills, including numeracy, communication and an understanding of research methodology in order to make a smooth transition to the next level of study. They will also be prepared for their next steps into today's global world.

Specification: Business 9BS0

Course Content:

Unit 1: Marketing and people

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

Unit 2: Managing business activities

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

Unit 3: Business decisions and strategy

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

Unit 4: Global business

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies.

Assessment:

Paper 1: 2 hours; 35% of the A Level qualification
Questions drawn from Unit 1 and Unit 4
Data response and extended open-ended questions.

Paper 2: 2 hours; 35% of the A Level qualification
Questions drawn from Unit 2 and Unit 3
Data response and extended open-ended questions.

Paper 3: 2 hours; 30% of the A Level qualification
Questions drawn from Units 1, 2, 3 and 4
Data response and open-ended questions based on a pre-released context.

Future Career Opportunities:

The subject can be linked with arts or sciences. At university it can be studied alone, but more often than not, it will be studied in conjunction with a foreign language, or just one particular aspect of business studies will be studied to degree level e.g. business finance.

Possible future careers include: business management, marketing, accounting and finance. The course provides an understanding of the environment that all students will face when they leave education and embark on their chosen careers, as well as providing them with vital transferable skills for progression into higher education.

SUBJECT: Chemistry

EXAMINATION BOARD: OCR

Why study this subject?

Chemistry is an interesting, exciting and challenging subject; its concepts and knowledge are the basis of many others. It is wide ranging and chemists can be involved in determining the human genome; in producing new materials for spacecraft; in deciding the provenance of "Old Masters"; in analysing fragments from other planets and in the repair of our own beleaguered world.

Specification: Chemistry H432

Course Content:

Module 1: Development of practical skills in chemistry

- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement.

Module 2: Foundations in chemistry

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure.

Module 3: Periodic table and energy

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium (qualitative).

Module 4: Core organic chemistry

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS).

Module 5: Physical chemistry and transition elements

- Reaction rates and equilibrium (quantitative)
- pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements.

Module 6: Organic chemistry and analysis

- Aromatic compounds
- Carbonyl compounds
- Carboxylic acids and esters

- Nitrogen compounds
- Polymers
- Organic synthesis
- Chromatography and spectroscopy (NMR).

Assessment:
Component 1: Periodic table, elements and physical chemistry (content from modules 1,2,3 and 5) 2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Component 2: Synthesis and analytical techniques (content from modules 1,2,4 and 6) 2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Component 3: Unified chemistry (content from all modules)
1 hour 30 minutes; 70 marks; 26% of the A Level qualification

Component 4: Practical endorsement in chemistry – non-exam assessment, reported separately.

Future Career Opportunities:
Studying chemistry opens up a wide range of careers and courses at university, including: medicine, veterinary science, environmental science, pharmacy, geology, chemical engineering and dietetics. It remains a preferable option for law, accountancy, mathematics, mechanical and civil engineering, forensic science and computer science.

SUBJECT: Computer Science

EXAMINATION BOARD: OCR

Why study this subject?

The study of Computer Science will allow students to develop an understanding of the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. Our A Level will develop the students' technical understanding and their ability to analyse and solve problems using computational thinking.

Specification: A Level Computer Science H446

Course Content:

The content of this A Level in Computer Science is divided into three components:

Computer systems component (01) contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.

Unit 1 components (01)

1.1The characteristics of contemporary processors, input, output and storage devices

1.2 Software and software development

1.3 Exchanging data

1.4 Datatypes, data structures and algorithms

1.5 Legal, moral, cultural and ethical issues

Algorithms and programming component (02) relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01.

Unit 2 component (02)

2.1 Elements of computational thinking

2.2 Problem solving and programming

2.3 Algorithms

Programming project component (03) is a practical portfolio based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language

Unit 3 – Project (03)

3.1 Analysis of the problem

Assessment:

Paper 1: 2 hours 30 minutes; 40% of the A Level qualification
Questions drawn from Computer Systems component (01) Unit 1 to Unit 9

Paper 2: 2 hours 30 minutes; 40% of the A Level qualification
Questions drawn from Computer Systems component (01) Unit 10 to Unit 12

Programming project:

20% of the A Level qualification
The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Future Career Opportunities:

The subject can be linked with Maths, Further Maths, Physics or Digital Media. At university you can continue your computer science study and some of the specialisations that you can consider are; Computer and Network Security, Mobile and Web Computing, Human-Computer Interaction, Software Engineering, Bioinformatics, Information Management and Data Analytics, Artificial Intelligence.

Possible future careers include: Application analyst, Applications developer, IT Consultant, Cyber security consultant, Information systems manager, Database administrator, Multimedia programmer, Systems analyst, Games developer, Technical Writer.

SUBJECT: Design & Technology - Product Design

EXAMINATION BOARD: AQA

Why study this subject?

Design and technology - product design is a creative and thought-provoking qualification which gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers; especially those in the STEM and creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice.

Specification: Design & Technology - Product Design 7552

Course Content:

A Level design and technology - product design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and the acquired knowledge includes:

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

Imaginative practical work is at the heart of this subject, students will develop intellectual curiosity about the design and manufacture of products. They will explore, design, create and evaluate innovative solutions in response to realistic design contexts. Students will develop the knowledge and understanding of the core technical, designing and making principles for product design.

Assessment:

Paper 1: Additional specialist knowledge, core technical and core designing and making principles 2 hours 30 minutes; 120 marks; 30% of the A Level qualification
Questions will include short answer and extended response.

Paper 2: Core technical principles and core designing and making principles
1 hour 30 minutes; 80 marks; 20% of the A Level qualification
Questions will include short answer and extended response.

Section A

- Product Analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s)

Section B

- Commercial manufacture: 50 marks
- A mixture of short and extended questions.

Non-exam assessment: Practical application of core technical principles, core designing and making principles and additional specialist knowledge
40 hours; 100 marks; 50% of the A Level qualification
Single substantial design and make task and a written or electronic portfolio with photographic evidence of final outcome on: exploration, designing, making and analysis and evaluation.

Future Career Opportunities:
At the end of the course successful students can progress to university to pursue a wide range of exciting career paths focusing on: product design, engineering architecture, civil engineering, sustainable design and manufacturing. The course requires the student to develop time management, research and analytical skills which are transferable into future projects; as are the ICT and graphic presentation skills.

SUBJECT: Drama and Theatre

EXAMINATION BOARD: Eduqas/WJEC

Why study this subject?

• To promote an enjoyment of and an interest in drama and theatre both as a participant and as an informed member of an audience.

• To extend the skills, knowledge and understanding needed to communicate through drama and theatre.

• To develop an understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre.

• To experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling students to grow creatively and imaginatively in both devised and scripted work.

• To provide a worthwhile and complete course of study that broadens experience, develops imagination, fosters creativity and promotes personal and social development through the exploration of drama.

For those who have not studied GCSE Drama, as well as a Grade 6 in GCSE English Language/ Literature, membership of an external Youth Theatre group is recommended.

Specification:

Component 1: Theatre Workshop

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by Eduqas/WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce a realisation of the performance or design a creative log.

Component 2: Text in Action

Learners participate in the creation, development and performance of **two** pieces of theatre based on a stimulus supplied by Eduqas/WJEC:

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (different to that chosen for Component 1)

2. An extract from a text in a contrasting style chosen by the learner.

- Learners must realise their performance live for the visiting examiner.
- Learners choosing design must also give a 5-10 minute presentation to the examiner.
- Learners produce a process and evaluation report within 1 week of completion of the practical work.

Component 3: Text in Performance

Written examination covering the following performance set texts:

Section A

- *The Winter's Tale* William Shakespeare
- *Rutherford and Son* Githa Sowerby
- *A Raisin in the Sun* Lorraine Hansberry
- *Father Comes Home From the Wars* Suzan-Lori Parks
- *Home I'm Darling* Laura Wade
- *Company* Stephen Sondheim (2018 revival)

Section B

- *The Bacchae* Euripides
- *Blood Wedding* Federico Garcia Lorca
- *The Arsonists* (The Fire Raisers) Max Frisch
- *Death and the Kings' Horseman* Wole Soyinka
- *Brief Encounter* Noel Coward adapted by Emma Rice
- *Small Island* Andrea Levy adapted by Helen Edmundson

Section C

- *A Monster Calls* Patrick Nes

Assessment

Component 1: Theatre Workshop

- Non-exam assessment: internally assessed, externally moderated (20% of qualification)
- Learners will be assessed on either acting or design.

Component 2: Text in Action

- Non-exam assessment: externally assessed by a visiting examiner (40% of qualification)
- Learners will be assessed on either acting or design.

Component 3: Text in Performance

- Written examination: 2 hours 30 minutes (40% of qualification)

Sections A and B (Open book)

- Two questions, based on two different texts, one written pre-1956 and one written post-1956.

Section C (Closed book)

- A series of questions based on an extract from: **The Curious Incident of the Dog in the Night-Time.** Details of the extract will be released during the first week of June, one year before the examination.

Future Career Opportunities:

The A level in Drama & Theatre provides a strong foundation for those students wishing to pursue further study in the subject at Acting School or degree level after they leave school. The course also enables students to gain access to a range of people orientated careers.

SUBJECT: Economics

EXAMINATION BOARD: EDEXCEL

Why study this subject?

The study of economics will help students develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that effect everyday life. They will also develop a multitude of skills, including analytical and quantitative skills in selecting, interpreting and using appropriate data from a range of sources, as well as developing a critical approach to economic models of enquiry and recognising the limitations of economic models.

Specification: Economics 9ECO

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 objectives
- Business growth
- Revenue, costs and profit
- Market structures
- Labour market
- Government intervention.

Theme 4: A global perspective

- International economics
- Poverty and inequality
- The role of the state of the economy
- Emerging and developing economies
- The financial sector.

Assessment:

Paper 1: 2 hours; 35% of the A Level qualification
Questions drawn from Unit 2 and Unit 3
Data response and extended open-ended questions.

Paper 2: 2 hours; 35% of the A Level qualification
Questions drawn from Unit 1 and Unit 4
Data response and extended open-ended questions.

Paper 3: 2 hours; 30% of the A Level qualification
Questions drawn from Units 1, 2, 3 and 4
Data response and open-ended questions based on a pre-released context.

Future Career Opportunities:

Studying economics will help you develop transferrable skills that will prepare you for studying at university or moving into the world of work. These include skills in data interpretation and essay writing. Suitable higher education courses include: economics degrees or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Economics students can follow a wide range of careers in industry, commerce, finance and the public sector.

SUBJECT: English Literature

EXAMINATION BOARD: EDEXCEL

Why study this subject?

English literature is a highly regarded subject by both universities and employers. Not only does it strengthen your analytical skills, but it encourages you to be a creative thinker and an excellent communicator, skills that are invaluable in the workplace. Students who study A Level English have gone on to have a wide range of careers including Journalism, Law, Advertising and Medicine. It also helps you to develop a life-long love of literature, by introducing you to a range of different genres, authors and periods.

Specification: English Literature 9ETO

Course Content:

Component 1: Drama

- One Shakespeare play – e.g. *Hamlet/Measure for Measure/Othello* and one other play *Doctor Faustus/ A Streetcar named Desire/ The Duchess of Malfi.*

Component 2: Prose

- Two prose texts, one of which must be pre-1900 – e.g. *Never Let Me Go* and *Frankenstein/ The Murder Room/Lady Audley's Secret.*

Component 3: Poetry

- A selection of post-2000 poetry and a range of poetry from a literary period or a named poet - e.g. *the Romantics/Keats/Modernism/T.S.Eliot.*

Component 4: Coursework

- A free choice of two texts to study. One extended comparative essay referring to two texts – 2500- 3000 words.

Assessment:

Component 1, 2 and 3 are all externally assessed - all are **open text** exams.

- **Component 1: Drama** 30% of the A Level qualification
- **Component 2: Prose** 20% of the A Level qualification
- **Component 3: Poetry** 30% of the A Level qualification
- **Component 4:** Internally assessed coursework; 20% of the A Level qualification.

Future Career Opportunities:

Many of our students go on to study English literature at prestigious universities or combine it as part of a joint honours degree. Students often aspire to become journalists, writers and publishers. However, the skills you gain as an English literature student have a great value in many workplaces where analytical skills are required.

SUBJECT: Film Studies

EXAMINATION BOARD: EDUQAS

Why study this subject?

Film studies is a popular, creative and analytical subject. It gives you skills that can be applied to many different and demanding careers, including critical and creative thinking, the ability to produced well-balanced arguments and problem solving. You study an exciting range of films from different genres, cultures and eras and you also develop practical film-making skills. It can be combined with a range of other A Levels including English, Art, Languages, Technology and all Humanities subjects. Maths and Science students have also included it in their A Level portfolio to add breadth to their studies.

Specification: Film Studies 603/1147/2

Course Content:

Component 1: Varieties of film making

Section A: Hollywood 1930-1990 (comparative study)

- A study of two Hollywood films, one from the Classical Hollywood period (1930-1960) and one from the New Hollywood period (1961-1990) E.g. *Vertigo, Casablanca, Bonnie and Clyde and Blade Runner.*

Section B: American film since 2005 (two-film study)

- A study of two American films, one mainstream film and one contemporary independent film E.g. *No Country for Old Men, Inception, Boyhood and Captain Fantastic.*

Section C: British film since 1995 (two-film study)

- A study of two British films. E.g. *This is England, Saint Maud, Belfast*

Component 2: Global film making perspectives

Section A: Global film (two-film study)

- A study of two global films, one European and one produced outside Europe. E.g. *Roma, The Worst Person in the World, Parasite, Mustang*

Section B: Documentary film

- A close study of one documentary film. E.g. *Exit Through the Gift Shop, Sisters in Law and Stories We Tell*

Section C: Film movements – Silent cinema

- A study of one silent film or group of films. E.g. *Sunrise and Man with a Movie Camera.*

Section D: Film movements – Experimental film (1960-2000)

- A study of one experimental film. E.g. *Cleo from 5 to 7, Fallen Angels*

Component 3: Production (Non-exam assessment)

This component assesses one production and an evaluative analysis. Learners produce:

- either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay

an evaluative analysis (1600 - 1800 words).

Assessment:
Component 1: Varieties of film making
2 hours 30 minutes; 35% of the A Level qualification

Component 2: Global film making perspectives
2 hours 30 minutes; 35% of the A Level qualification

Component 3: Non-exam component
Practical and creative skills; 30% of the A Level qualification

Future Career Opportunities:
A significant number of students go on every year to study film at university either as a theoretical or practical course with the intention of pursuing careers within the film industry in a range of sectors. The creative and analytical skills are highly valued by universities and employers and many students have been accepted at prestigious universities including Oxbridge and Russell Group Universities to do a variety of courses with film studies as one of their three A Level subjects. Whilst many students use it as a stepping stone into careers in the film and media industries, others use it to develop their interests in the creative industries in general.

SUBJECT: French

EXAMINATION BOARD: AQA

Why study this subject?

- To develop the ability to speak and write French to a high standard in a variety of registers
- To develop skills in reading and listening to French
- To develop understanding of French life and culture
- To develop positive attitudes to foreign language learning
- To provide an excellent basis for those who wish to continue to degree level

Specification: French 7652

Course Content:

Unit 1: Listening, Reading and Writing

- Candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written stimulus texts. They will also have translation exercises (Eng Fre/Fre-Eng).

Unit 2: Writing

- Candidates will write 2 essays on set books and films. The essays will require a critical appreciation of the concepts and issues in the works studied.

Unit 3: Speaking

- Candidates will have a stimulus card based on one of the topics studied and will have to present an individual research project.

The A Level course will cover the following topics:

- Popular culture - *Cinema, music and heritage*
- Politics - *Unions, the right to vote, immigration*
- Family/relationships - *Relationships within the family, friendships and marriage/partnerships*
- The cyber society - *Internet, its dangers and its advantages*
- Voluntary work - *The importance of voluntary work, its benefits and drawbacks*
- A diverse society - *Racism, integration and the prison system.*

Assessment:

Unit 1: Listening, Reading and Writing

2 hours 30 minutes; 50% of the A Level qualification

Unit 2: Writing

2 hours; 20% of the A Level qualification

Unit 3: Speaking

30% of the A Level qualification

Future Career Opportunities:

A Level French is a highly regarded qualification for most university courses, and for any profession which requires clear communication and precision. It often proves invaluable for careers in medicine, science, law or business. Modern languages graduates currently have one of the highest employment rates.

SUBJECT: Geography

EXAMINATION BOARD: OCR

Why study this subject?

The solutions to future global challenges like climate change will come from those who understand the natural world and the way that humans interact with it; and that is the core strength of Geography. Students taking Geography A level get to study some of the most relevant issues on the curriculum, from climate change and its solutions to the Geopolitics that explains conflict in places like the Ukraine. In addition to its subject matter, Geography develops a range of skills valued by employers, including maths, analytical thinking, ICT and teamwork through regular field trips. The Individual project is a fantastic opportunity for students to research a Geographical issue that interests them and is when we see students become increasingly confident and independent learners, which helps them stand out as they progress to university or employment. With the mix of technical and social skills that they get from their studies, Geography graduates are highly sought after — in fact, according to the Royal Geographical Society, those who study the subject have some of the highest rates of employment. Geography has traditionally been considered a 'facilitating subject' by the top universities when considering applicants for a wide range of courses.

Specification: Geography H481

Course Content:

Component 1: Physical geography

- We start by studying the way that ice has changed the landscape during past ice ages, as well as how important ice and the frozen landscapes of the world will be as the climate changes. You will have the opportunity to go on a sixth form residential fieldtrip to study the beautiful glaciated landscapes of Switzerland.
- Our second topic focuses on the role of both the carbon cycles and water cycles as building blocks for life on earth as well as looking at their vulnerability to change. As our lives and economies have to adapt to climate change, this topic will open up many diverse pathways into University courses related to climate change.

Component 2: Human geography

The human geography topics are wide ranging but focus on global issues and the way that international development, politics and law influence them.

- We get behind the news headlines to study the reality of migration; the major forces that influence how migration we see as well as the national & international laws that attempt to manage it.
- We then focus on a Geopolitics topic in which students will study the changing shape of the world's political borders such as contemporary conflicts in places as far flung as Ukraine and Mali.
- Our final topic focuses on understanding how local places are shaped by global, national and local forces, making places unique and creating challenges for those wanting to regenerate struggling places. During that topic we will undertake fieldwork in the local area.

Component 3: Geographical debates

There are two longer topics that focus on specific issues and the relationship between the Human & Physical world.

- In Tectonic Hazards topic we will build on knowledge acquired at GCSE to gain a deeper understanding of the role that the moving tectonic plates have on our landscape and lives.
- In the Disease Dilemmas topic, we look at health as an important building block in understanding how countries can develop. We also study the varying health challenges faced in different parts of the world as well as the decisions that have to be made by organisations like the WHO and pharmaceutical companies when confronting challenges like the containment of Ebola, Malaria or Covid.

Component 4: Individual Project

Students will have the chance to explore a topic of personal interest in their Individual Project. They will be guided by their teachers throughout the process and we will use our local fieldwork to prepare the students for collecting their own data.

This Individual Project allows students to show their independence of thought and action, whilst having the safety net of knowing that they can check what they are doing with their teacher. It is during this project that we see students really develop their skills and intellectual confidence. The independence they develop makes A level geographers highly valued.

Assessment:

Unit 1: Physical systems

1 hour 45 minutes; 24% of the A Level qualification

Students will answer questions on the physical geography aspects of what they have studied.

Unit 2: Human interactions

1 hour 45 minutes; 24% of the A Level qualification

Students will answer questions on the human geography aspects of what they have studied.

Unit 3: Geographical debates

2 hours 30 minutes; 32% of the A Level qualification

Students will answer questions about Tectonic Hazards and Disease Dilemmas and interpret different sources of data to show that they can apply their knowledge to unfamiliar scenarios.

Unit 4: Independent investigation

20% of the A Level qualification

There is no exam paper involved. Students will submit their report for marking.

Future Career Opportunities:

Studying geography will give you access to a wide range of higher education options. The subject combines well with many other A Levels. In recent years we have had geography students go on to study related university degrees, which include: Earth Sciences or Geophysics (pure physical geography combined with science) or International Relations (the crossover of geography, history and politics), International Development, as well as more traditional Geography degrees.

Geographers are found in almost all careers; those closely associated with the subject such as planners, meteorologists and environmental scientists; and those where the skills learnt in the subject are important or useful, such as: law, accountancy, management, the civil, and armed services and many, many more. Indeed, it is difficult to find a walk of life where the diverse nature of a geographic education has not made an impact.

SUBJECT: History

EXAMINATION BOARD: OCR

Why study this subject?
A contrasting course that explores how both Britain and the USA emerged into modern states, as well as turbulent periods in the history of Ireland or Russia, and Germany. The course supports a range of learning styles and encourages the independent learner.

Specification: History H505

Course Content:
Unit 1: British Period Study and Enquiry: The Early Stuarts and the Origins of the Civil War 1603-1660

Enquiry Topic Y138: The Execution of Charles I and the Interregnum 1646-1660

- The course explores one of the most tumultuous periods in British history - years of assassination attempts, civil war, usurpations, and revolution. It begins by exploring the religious, financial, and foreign policy challenges faced by James I. This is followed by a study of the reign of Charles I, whose and quarrels with Parliament provoked a civil war that led to his execution. The course concludes by examining the Interregnum; a time of intense conflict, experimentation with different forms of government, and cultural transformation, ultimately leading to the restoration of the monarchy.

Unit 2: World History Study-Y246 The USA in the Nineteenth Century: Westward Expansion and the Civil War 1803-1890

- The course looks at how the USA grew after independence from Britain. It deals with the growth of the nation from the original colonies on the east coast to the huge nation that it became by the end of the century. A special study is made of the Civil War, examining how divisions between North and South over slavery led to a struggle that nearly destroyed the new country. The dramatic stories of the war are brought alive through the magnetic personalities of the period – including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant.

Unit 3:
Y316 Britain and Ireland

- The course focuses on the relationship between Britain and Ireland during a time of growing Irish nationalism and periods of revolutionary action. Students look at attempts to make the Union work as well as the risings of 1798, 1848 and 1916.

OR

Y318 Russia and its Rulers 1855-1964

- The focus is on the changing nature of the Russian government and the often dramatic input it had on the Russian people. The course contrasts the rule of the last three Tsars to that of Lenin, Stalin and Khrushchev. Students will investigate the turbulent history of Russia from Alexander II and the abolition of serfdom, through the upheavals of the communist revolution, and the dictatorship of Stalin.

Unit 4:
Non exam assessment: Consent and Coercion in the Third Reich

- Students look at aspects of the Third Reich before producing an essay based on independent study.

Assessment:
Unit 1: Written examination of essays and a source-based question.

Unit 2: Written examination of essays.

Unit 3: Written examination of 2 hrs 30 minutes, covering both essays and interpretations

Unit 4: Y100 Topic based essay

An extended essay of 3000-4000 words based on the material studied in class. The work will be produced as part of the course in class.

Future Career Opportunities:
History at A Level is a widely recognised qualification that provides access to a wide range of courses and careers. The focus on critical thinking and careful use of evidence is training in both, the arts of writing and reading. Many students go on to study history or one of the other humanities at degree level, but other students take it as a contrast to their other A Levels. Possible career paths include law, police, journalism, politics, business, marketing, economics, civil service, and teaching.

SUBJECT: Mathematics

EXAMINATION BOARD: EDEXCEL

Why study this subject?

Study A Level Mathematics because you enjoy Mathematics, but also because it is a tool which supports many other subjects which include: Sciences, Psychology, Business, Economics, Computing and Geography.

It requires a high level of numeracy and skills in problem solving, persistence, logic, attention to detail, being able to link concepts between topics, processing and analysing information. These skills are applied in many other areas at A Level and beyond. The Mathematics learnt forms the basis of further study at university with students from a wide range of courses required to attend first year Mathematics lectures. Gaining success is a challenge and requires consistent hard work, but is all the more satisfying for this.

The current syllabus builds on the developments in GCSE, with an increased focus on real life applications and problem solving. To embark on an A Level course, it is essential to have a confident grasp of GCSE work, in particular an ability to manipulate algebra. Consequently, a Grade 7 at GCSE is required to access the A Level course successfully.

Specification: Mathematics 9MA0

Course Content: Mathematics

Component 1: Pure Mathematics

- Proof
- Algebra and functions
- Coordinate geometry in the x-y plane
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Calculus
- Numerical methods

Component 2: Statistics

- Statistical sampling
- Data representation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Component 3: Mechanics

- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

Assessment: Mathematics

Paper 1: Pure Mathematics 1

2 hours; 100 marks; 33.33% of the A Level qualification

Paper 2: Pure Mathematics 2

2 hours; 100 marks; 33.33% of the A Level qualification

Paper 3: Statistics and Mechanics

2 hours; 100 marks; 33.33% of the A Level qualification

Calculators can be used on all papers and the pure syllabus content is assessed either on paper 1 or 2

Future Career Opportunities:

A very large number of university degrees require students to understand Mathematics beyond GCSE.

This subject can lead to university courses such as: Mathematics, Pure and Applied Sciences, Medical Sciences including Nursing, Physiotherapy, Dentistry and Ophthalmics, Engineering, Computer Science, Geography, Environmental Sciences, Social Sciences, Architecture, Economics, Business, Planning, Surveying, Management and Finance.

SUBJECT: Further Mathematics

EXAMINATION BOARD: EDEXCEL

Why study this subject?

Study Further Mathematics if you really love Mathematics. Further Mathematics is studied in addition to Mathematics A level, (hence listed as Double Maths) so it takes your mathematical skills to another level. It requires both dedication to work at this academic standard and commitment to apply the time to master the syllabus. It will give you an advantage at university if you study sciences, computing, engineering, finance or economics and may be required for courses at some universities.

In addition to the skills required for Mathematics A-level, students must learn to work methodically and accurately through complex ideas and solutions, think more abstractly and manage their time effectively. Students must be prepared to work consistently through the course and will find support and encouragement in the formation of a close-knit group who spend so much lesson time together.

Students will predominately study A Level Mathematics in the first year and the Further Mathematics syllabus in the second year. This means successful candidates will be awarded two A Levels in Mathematics at the end of Year 13. This two-year course allows flexibility for teaching and learning so all exams are taken in Year 13. The Further Mathematics A Level has a compulsory Core Pure content; in addition students will study Further Mechanics and Further Statistics.

The pace of study and level of skills required mean that the entry requirement for Mathematics and Further Mathematics is a Grade 8, higher than for the single A Level.

Specification: Mathematics 9MA0
Specification: Further Mathematics 9FM0

Course Content: Mathematics (see Mathematics page) and Further Mathematics (below) Component 1: Core Pure Mathematics

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

Component 2: Further Statistics

- Discrete probability distributions.
- Poisson and binomial distributions
- Geometric and negative binomial distributions
- Hypothesis testing
- Central Limit theorem
- Chi Squared tests
- Probability generating functions
- Quality of tests

Component 3: Further Mechanics

- Momentum and impulse
- Work, energy and power
- Elastic strings and springs and elastic energy
- Elastic collisions in one dimension
- Elastic collisions in two dimensions

Assessment: Mathematics (see Mathematics page)

Assessment: Further Mathematics

Paper 1: Pure Core Mathematics 1 1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Paper 2: Pure Core Mathematics 2 1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Paper 3: Further Mechanics 1 1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Paper 4: Further Statistics 1 1 hour 30 minutes; 75 marks; 25% of the A Level qualification

Future Career Opportunities:

A very large number of university degrees list further Mathematics as useful and may adjust grade requirements if it is included.

This subject can lead to university courses such as: Actuarial Science, Aeronautical Engineering, Biochemistry, Biomedical Sciences, Chemical Engineering, Chemistry, Civil Engineering, Computer Science, Dentistry, Electrical/Electronic Engineering, Engineering (General), Law, Materials Science, Mathematics, Mechanical Engineering, Medicine, Optometry, Physics, Veterinary Science.

SUBJECT: Music
EXAMINATION BOARD: EDUQAS

Why study this subject?
Music at A Level is simple in design, but comprehensive and is intended to be stimulating and enriching for students and teachers alike. Building on GCSE studies and practical instrumental skills, A Level provides students with the opportunity to experience all three main musical disciplines of (i) performing (ii) composing and (iii) listening/understanding. Students will develop performance skills (solo and/or ensemble), compose music and learn about harmony (the basics in Y12 and stylistic studies in Y13). They will build up their aural and analytical skills by studying selections from an *Anthology of Music* and wider listening.

General Specifications may include:

Performing music
This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance. Notated and/or improvised performances may be submitted.

Composing music
This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief under supervised conditions over a period of 15 hours. Students also write a 'CD sleeve note' to describe aspects of their final composition, and also explain how other pieces of music have influenced it.

Developing musical understanding
This unit focuses on listening to familiar music and understanding how it works. Students familiarise themselves with set works as well as learning how to identify important musical features and social and historical context. Students also use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage for SATB.

Extended performance
This unit provides students with opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. Notated and/or improvised performances can both be submitted.

Composition and technical study
This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3, section C through the medium of a pastiche study. Students must complete two tasks in this unit choosing from *either* one composition and one technical study *or* two compositions *or* two technical studies.

Further musical understanding
This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology provide the focus for much of the unit though students will also listen to a wide range of unfamiliar music, which relates to the two compulsory areas of study - instrumental music and vocal music. Students will learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

Example of Assessment may include:

Performing - 15% of the A Level qualification
Assessment performances recorded and assessed by the centre and moderated by Eduqas.

Composing - 15% of the A Level qualification
Assessment externally marked by Eduqas.

Developing musical understanding - 2 hours; 20% of the A Level qualification
Assessment externally marked by Eduqas.

Extended performance - 15% of the A Level qualification
The music performed is chosen and assessed by the centre and moderated by Eduqas.

Composition and technical study - 15% of the A Level qualification
The composition and technical study is externally assessed.

Further musical understanding - 2 hours; 20% of the A Level qualification.
Covering (i) aural analysis, (ii) music in context and (iii) continuity and change in instrumental music. The paper is set and marked by Eduqas.

Future Career Opportunities:

Students with A Level music have access to a wide range of possible career and higher education musical opportunities. You can develop and use a variety of music life-skills throughout the course, which include:

- Musical analysis and historical study
- Composing and arranging
- Performance (including programme planning)
- Experience using Sibelius, Logic Pro X and other music software.

Music A Level is perceived as an academic A Level. It compliments many career applications, such as law and medicine. It is a normal requirement for music college and university music applications.

SUBJECT: Physical Education

EXAMINATION BOARD: OCR

Why study this subject?

This course will create confident, independent learners and decision makers who can work both independently and as part of a team. The course will appeal to those students who:

- Have a keen interest in sport and recreation
- Want to follow a course that develops the theoretical aspects through practical application
- Want to know more about how the body and mind functions and the effects of exercise
- Want to study the structure and history of sport in the UK and abroad
- Want to evaluate and improve their own sporting performance
- May want to move onto a related career or higher education course

Specification: Physical Education H555

A Level Course Content:

Component 1: Physiological factors affecting performance

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics.

Component 2: Psychological factors affecting performance

- Skill acquisition
- Sports psychology.

Component 3: Socio-cultural issues in physical activity and sport

- Sport and society
- Contemporary issues in physical activity and sport.

Component 4: Performance in physical education

- Performance or coaching of 1 activity taken from the approved lists - (see OCR AS and GCE Guide to NEA in Physical Education). This performance or coaching needs to be participated in on a regular basis. i.e. weekly training at the very least.

Evaluation and Analysis of Performance for Improvement (EAPI) – assessed by an oral presentation

Assessment:

Component 1: Physiological Factors Affecting Performance

2 hours; 90 marks; 30% of the A Level qualification

Component 2: Psychological Factors Affecting Performance

1 hour; 60 marks; 20% of the A Level qualification

Component 3: Socio-cultural Issues in Physical Activity and Sport

1 hour; 60 marks; 20% of the A Level qualification

Component 4: Performance in Physical Education

Non-exam assessment (NEA): 60 marks; 30% of the A Level qualification

Future Career Opportunities:

Physical education combines with a range of A Level subjects including: business studies, psychology, history and maths. Taken with sciences, particularly with biology, it supports applications for a wide range of university courses including: Sports sciences, sports therapies, sport-specific coaching, recreational and leisure studies. It also provides an insight and depth into physiotherapy, osteopathy, occupational therapy and similar careers.

Some students choose to use their qualification to go straight into employment, rather than go on to higher education. Since A Level physical education develops the transferable skills and the key skills that employers are looking for, they can lead to a very wide range of employment opportunities. This can include further training in areas such as: armed forces, civil services, recreational management and various leisure activities.

SUBJECT: Physics

EXAMINATION BOARD: OCR

Why study this subject?

Whether as a stepping stone to a numerate degree, engineering or just because of a fascination with the world and how it works, this subject will challenge your logical, practical and numerical skills. Covering the unfolding story of the Universe and how it works, taking you on a journey of discovery from the outer edge of space to the depths of sub-atomic particles, the course also provides students with a solid grounding in everyday physics.

Specification: Physics H556

Course Content:

Module 1: Development of practical skills in physics

- This module provides learners with the opportunity to develop experimental methods and techniques for analysing empirical data. Skills in planning, implementing, analysing and evaluating will be assessed in the written papers.

Module 2: Foundations of physics

- The aim of this module is to introduce important conventions and ideas that permeate the fabric of physics. For example, physical quantities, S.I. units, scalars and vectors.

Module 3: Forces and motion

- In this module, students will learn how to model the motion of objects using mathematics and understand the effect forces have on objects, and how force and energy are related.

Module 4: Electrons, waves and photons

- In this module, students will learn about electrons, electric current, electrical circuits, wave properties, electromagnetic waves and, of course, quantum physics with its contradictory ideas in wave-particle duality.

Module 5: Newtonian world and astrophysics

- Increasing the depth of modules 3 & 4, studying fundamental ideas of thermodynamics and applying concepts in physics to theories of star formation and the Universe.

Module 6: Particles and medical physics

- Building on basic physics concepts, learning about the fundamental building blocks of the Universe and studying the application of physics in medicine.

Assessment:

Unit 3: Modelling physics

2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Section A - contains multiple choice questions: 15 marks.

Section B - includes short answer questions (structured questions, problem solving, and calculations, practical) and extended response questions: 85 marks.

Unit 4: Exploring physics

2 hours 15 minutes; 100 marks; 37% of the A Level qualification

Section A - contains multiple choice questions: 15 marks.

Section B - includes short answer questions (structured questions, problem solving, and calculations, practical) and extended response questions: 85 marks.

Unit 5: Unified physics

1 hour 30 minutes; 70 marks; 26% of the A Level qualification

Structured questions and extended response questions covering theory and practical skills.

Non-exam assessment: Practical endorsement for physics: Pass/Fail (reported separately). Candidates complete a minimum of 12 practical activities to demonstrate practical competence.

Future Career Opportunities:

Theoretical physics, experimental physics, astrophysics, medicine, veterinary science, dentistry, physiotherapy, radiology, commercial pilot, RAF pilot, flight engineer, aeronautics and rocketry science, astronaut, general engineering, electrical & electronic engineering, geology & geophysics, nuclear industry, marine science, environmental science, materials technology, sports science, archaeology, architecture, ophthalmics, agricultural science, forensic science, scientific journalism, laboratory technician, lighting technology, meteorology, telecommunications and teaching.

SUBJECT: Politics

EXAMINATION BOARD: PEARSON EDEXCEL

Why study this subject?
The course is designed to promote interest in the discipline of politics and offers an insight into political participation, competing beliefs and governmental institutions in the United Kingdom and the United States. Students will also be given grounding in political ideologies. There is a good deal of focus on contemporary political debate and students are encouraged to engage with the news and current affairs.

Specification: Politics 9PLO

Course Content:
Component 1: UK politics
Political participation
- Democracy and participation, political parties, electoral systems, voting behaviour and the media.

Core political ideas
- Conservatism, liberalism and socialism.

Component 2: UK Government
UK Government
- The constitution, parliament, Prime Minister and executive, relationships between the branches.

Non-core political ideas:
- One idea from the following: anarchism, ecologism, feminism, multiculturalism and nationalism.

Component 3: Comparative politics
- The US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation and comparative theories.

Assessment:
Component 1: UK Politics
2 hours; 33.3% of the A Level qualification

Political participation
One 30-mark question from a choice of two (each question uses a source), plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

Core political ideas
One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 2: UK Government
2 hours; 33.3% of the A Level qualification

UK Government
One 30-mark question from a choice of two (each question uses a source) plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

Non-core Political ideas
One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 3: Comparative politics (USA)
2 hours; 33⅓% of the A Level qualification

- One 12-mark question from a choice of two, which assesses AO1 and AO2.
- One compulsory 12-mark question focused on comparative theories, which assesses • AO1 and AO2.
- Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3.

Future Career Opportunities:
Students with A Level politics have access to a wide range of possible higher education opportunities. The evaluative and essay writing skills are well recognised by and in great demand from universities. Politics combines well with a range of social science and humanities subjects and may lead to university courses in such areas as: law, business, accounting, economics, history and sociology.

The study of politics opens up a broad range of career opportunities. These include directly related careers such as: Civil Service, public relations and lobbying, social and political research for a think tank, politician's researcher. Careers where the study of politics is also very useful include: law, local government, journalism, human resources, charity officer and market research.

SUBJECT: Psychology

EXAMINATION BOARD: AQA-A

Why study this subject?
Psychology A Level involves the study of many contemporary issues and provides an informed way of looking at the challenges facing us in 21st Century life. Students tackle a wide range of topics such as: memory, addiction, social influence, biopsychology and psychopathology.

Specification: Psychology 7182

Course Content:
Compulsory Content

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches to psychology
- Biopsychology
- Research methods
- Issues and debates in psychology.

Optional Content

Option 1:

- Relationships
- Gender
- Cognition and development.

Option 2:

- Schizophrenia
- Eating behaviour
- Stress.
- Aggression
- Forensic psychology
- Addiction.

Assessment:
Paper 1: Compulsory Content 1-4
2 hours; 96 marks; 33.3% of the A Level qualification

Paper 2: Compulsory Content 5-7
2 hours; 96 marks; 33.3% of the A Level qualification

Paper 3: Compulsory Content 8 and one from each option in the optional content (one form 9-11, one from 12-14, one from 15-17)
2 hours; 96 marks; 33.3% of the A Level

Future Career Opportunities:
By studying both, psychological research and scientific methodology, students gain a broad skill set that prepares them for Higher Education or a wide range of potential careers. Psychology is extremely beneficial for courses in health/welfare, medicine, law, teaching, marketing, human resources, general management, the police and the media.

SUBJECT: Religious Studies

EXAMINATION BOARD: OCR

Why study this subject?
If you have an interest in religion, ethics, and have an enquiring mind, then this specification will provide you with the opportunity to study these areas of interest.

Specification: Religious Studies H573

Course Content:

Component 1: Philosophy of religion

Students study philosophical language and thought, and issues and questions raised by belief:

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues of religious language.

Component 2: Religion and ethics

Students explore key concepts and the works of influential thinkers, ethical theories and their application:

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

Component 3: Developments in Religious Thought

Students select one religion to study systematically:

- Christianity will be the choice of study. Students will explore:
- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within the tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society.

Assessment:

Paper 1: Philosophy of religion
2 hours; 33.3% of the A Level qualification

Paper 2: Religion and ethics
2 hours; 33.3% of the A Level qualification

Paper 3: Developments in religious thought
2 hours; 33.3% of the A Level qualification

Future Career Opportunities:

Religious studies can combine well with all other humanities A Level subjects, such: as geography, history, and English. In addition, if taken with languages, sciences or philosophy, it will give you a broad-based curriculum.

Successful completion of this A Level will give access to a wide range of possible career and higher education prospects. The course will provide you with the opportunity to develop a range of transferable skills. These include the skills of: collecting, synthesising and interpreting information from a range of sources. Also, this A Level will enable you to think critically, analyse sources and construct persuasive arguments. Many of our students' progress into fields, including: law, medicine, philosophy, and teaching, yet the skills acquired would be highly desirable in any further studies or employment.

SUBJECT: Sociology

EXAMINATION BOARD: AQA

Why study this subject?

A Level Sociology aims to provide students with an in-depth understanding and respect for the social world around them and the ability to recognise the environmental factors affecting the behaviour of individuals and groups, and by extension, society. Through the study of Sociology as an evidence-based approach to understanding social phenomena, students will develop the courage and resilience to appreciate the causes, impact and subsequent consequences of societal change on the structure of social institutions such as the family, education, religion and crime. Furthermore, students will develop a deeper understanding of individuals and specific groups life chances based on key social variables such as class, age, gender and ethnicity that exist in our society. This includes understanding the impact of social policy and political decision making.

Through the study of Sociology, students will develop the necessary skills to scientifically investigate society, critically assess evidence and build the courage to consider solutions to today's societal issues. Students will be equipped with a greater understanding of the challenges facing individuals and groups beyond their own experiences.

Specification: Sociology 7192

Course content:

Education with Theory and Methods

- 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.

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.

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
- the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Crime and Deviance with Theory and Methods

- 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.

Assessment:

Paper 1: Education with Theory and Methods
2 hour written exam 33.3% 80 marks

Paper 2: Families and Households and Beliefs in Society
2 hour written exam 33.3% 80 marks

Paper 3: Crime and Deviance with Theory and Methods
2 hour written exam 33.3% 80 marks

Future career opportunities:

Studying A Level Sociology gives individuals a better understanding of how society functions; it covers current social, political, economic, psychological, historical and global issues giving rise to a broader understanding of the world. As such, there is scope for a varied array of future career paths. These include but are not limited to: law, social research, teaching, social work, criminal justice system - policing, civil service, advertising and marketing.

SUBJECT: Spanish

EXAMINATION BOARD: EDEXCEL

Why study this subject?

Spanish is a language that is widely spoken across the globe as well as in one of the most popular tourist destinations in Europe. In studying Spanish at A Level you will not only be able to develop your linguistic skills but also deepen your knowledge of a fascinating country that has recently gone from civil war, through dictatorship, to democracy. You will find that Spain has a rich and varied culture that goes far beyond bullfighting, paella and the Costa del Sol.

A Level Courses in Spanish should encourage candidates to:

- Develop understanding of the spoken and written forms of Spanish from a variety of registers
- Communicate confidently, clearly and effectively in Spanish through both the spoken and written word, using increasingly accurate, complex and varied language
- Increase their sensitivity to language and language learning
- Develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where Spanish is spoken
- Develop positive attitudes to foreign language learning.

As with all advanced courses, you will be expected to be able to work independently. You can do much to help your own progress by doing some preparation before you start the course by making sure that you are familiar with all the basic tenses learnt at GCSE.

Specification: Spanish 9SPO

Course Content:

Component 1: Family, the world of work, the impact of tourism in Spain.
Component 2: Music, the media, festivals and traditions in the Spanish-speaking world.
Component 3: Immigration and multiculturalism in Spain.
Component 4: Franco's dictatorship and the transition to democracy.

You will also have the opportunity to study a film and a book and research a project of your own choice for the oral examination.

Assessment:

Paper 1: Listening, reading and translation

2 hours; 40% of the A Level qualification

The exam includes: listening and reading comprehension and a passage to be translated from Spanish into English. (Note that for the listening YOU will be able to control the audio player).

Paper 2: **Written response to works and translation**

2 hours 40 minutes; 30% of the A Level qualification

During the exam, you will translate a short passage into Spanish and then write one essay about the film and one essay about the play (from a choice of two in each case).

Paper 3: Speaking

30% of the A Level qualification

The exam consists of two tasks, a discussion on one of the themes (see previous page) and then a presentation and discussion of a topic of your choice, related to Hispanic culture and society.

Future Career Opportunities:

Giving up on languages too soon is a regret that many people have when they enter the world of work and find their ambitions curtailed by the fact that they can only communicate in English. In our increasingly competitive global marketplace, the demand for language skills is increasing and employers are recognising the value of multilingual employees who have the skills and flexibility to operate in international environments.

A foreign language, whether spoken fluently or conversationally, can give access to a much wider range of jobs in the UK and overseas. For example, a marketing professional in a global firm is likely to be much more successful if they are able to communicate with foreign companies in their own language; a journalist is much more able to write an effective article if they can interview people in their own language and have some understanding of their culture. (For more information see www.languageworks.co.uk).

Languages allow you to access many and varied careers, not just the obvious ones like translating or teaching. Graduates go on to careers in: accountancy, law, journalism and marketing – the list goes on! An A Level in languages is highly useful as it is seen as a "facilitating" subject by top universities. Many Russell Group Universities (i.e. the most prestigious and competitive universities in Britain) prefer to see candidates with an A Level in languages, even if they are not applying to read languages at university. (www.russellgroup.co.uk)

Thank you for taking the time to read our prospectus.

Should you have any further questions, please email info@srms.kent.sch.uk

We look forward to welcoming you next September in our Sixth Form.