



# KENT COLLEGE

## DUBAI

Sixth form  
Curriculum Booklet  
2018- 2020



## The Sixth form

Thank you for taking an interest in the Sixth form at Kent College Dubai. This booklet seeks to set out some of the opportunities that are on offer. It contains a great deal of information, so spend time considering all the options available to you.

The Sixth form at Kent College provides an excellent post-16 education in an environment which gives you the support structure, individual attention and leadership opportunities that are characteristic of a UK independent school, and which will set you up with the personal qualities you will need for life after your secondary education.

On page 11 you will find an Options forms, which needs to be returned as soon as possible and before **Sunday 18 February 2018** to ensure that your choices are properly timetabled.

Principal  
Kent College

## The Sixth form Curriculum

This information booklet will provide you with an introduction to the courses offered in the Sixth form at Kent College Dubai and an explanation of the process for you to make your choices.

We aim to offer pupils a broad and balanced curriculum combined with opportunities to develop into responsible members of the adult community.

Deciding which subjects are the most appropriate is not always an easy process. To make this easier for you we provide information in a number of ways. The Sixth form Open Evening provides a valuable opportunity to discuss the alternatives with Heads of Department and senior members of staff. In addition, we are happy to meet with individuals and parents or guardians at any time to discuss this further.

GCE AS-level stands for General Certificate of Education – Advanced Subsidiary Level  
GCE A-level stands for General Certificate of Education – Advanced Level



## Reforms to the AS and A Level subjects

Over the last few years A-levels have been reformed in stages in accordance with UK government regulations, with consequent changes to the structure and assessment of qualifications.

The most significant change to the previous A-level qualification is that all courses are now linear and are assessed with examinations taking place in the summer of the second year of the course - they are no longer modular, with the opportunity to retake units in January or June of Year 13.

This structure means that the AS qualification, which previously represented 50% of the overall A-level, is now a standalone exam, and AS marks do not count towards the final A-level grade. The purpose of the AS qualification is partly to encourage curriculum breadth, and to act as a terminal exam for pupils who choose not to pursue a particular subject through to the full A-level qualification. AS specifications remain broadly at their current standard.

Our educational approach at Kent College is to tailor the Sixth form curriculum to the needs and abilities of each pupil, and so we will advise anyone joining the Sixth form on the best pathway for them as an individual. Pupils will therefore start Year 12 studying either three or four subjects, and subject to consultation with the head of department may sit a stand-alone AS Level qualification at the end of Year 12, continuing the remaining subjects through to the full A-level.

The school will focus lesson time on the delivery of the linear course to ensure pupils gain the educational benefit intended by the reform. Pupils wishing to sit AS exams must take advice from teachers before doing so and revise thoroughly in independent study – lesson time will not be given to AS exam preparation.

At the end of Year 13 pupils will sit their final examinations to achieve their full A-Level qualifications in the subjects they have chosen. This will include all material they will have studied over the 2 years.

*Please be very clear that any exams taken as an AS-level qualification  
**WILL NOT** count towards the final A-level qualification.*

## The House and Tutorial systems

The House system comprises four Houses: Augustine, Becket, Chaucer and Marlowe. Each pupil is allocated to a House when they join the school, and remain in their House for the duration of their time with us. Each House has a member of staff appointed as Head of House.

The tutor is the cornerstone of pastoral care for each pupil: it is the tutor's responsibility to oversee the academic, career, personal and social development of their tutees. A strong relationship between tutor and tutee is a major focus. Parents are encouraged to use the tutor as their first point of contact in all matters.



## Academic Monitoring and Reporting

In the Sixth form, pupils are awarded grades for effort and achievement at approximately four-week intervals. The attainment grades are graded as examination grades where the grade reflects the quality of performance since the last grade given. e.g. B is awarded if, based on their current level of performance and a continuation of that, we would expect a pupil to get a B at examination. Please note that these are not predictions, but statements of the level of performance since the last grade was given. If recent work has been below expectation, then a low grade may be given, even when we ultimately expect things to be improved. There is inevitably an element of forecast, based on current trajectory, with all subjects, particularly those with a significant maturation factor.

These grades are discussed with tutors who will give praise and encouragement or suggest strategies for improvement, as appropriate. At the beginning of a pupil's Sixth form career, it is important to establish good study skills and time management.

The tutor is responsible for the academic and pastoral welfare of pupils in their tutor group. Regular reviews and individual interviews, together with internal monitoring mechanisms, ensure that concerns raised are communicated quickly and effectively.

The tutor is normally the first point of contact, usually via an email. Subject teachers, Heads of Department, the Head of Year, the Vice Principals and Principal are also available and can be contacted as appropriate.

There are two formal reporting points in the year. Each pupil receives a full report at the end of the autumn term; parents then receive an exam report after the mock examinations in January of the Spring term. There will also be a full report for Year 13 in the Spring term and for Year 12 in the Summer term. In addition to this there is at least one grade card per term. There are two parents' evenings for each year group each year and, additionally, early in the first term of each year there is a 'Meet the Tutor evening'.

## Homelearning

Homelearning is an important part of the academic development of pupils; it must therefore be a worthwhile exercise. It is set each day and recorded by pupils in their planners. Homelearning set by subject teachers can include tasks that need completion for the next lesson or extended tasks that may take a longer period of time. Teachers take care to plan differentiated assignments; this may be by task or outcome. Although some homelearning will consist of shorter tasks and assignments, in order to develop good time management, planning and independent learning skills, teachers will set some pieces of work which extend over a greater period of time. For example, coursework demands may mean that a four-week time period is allocated for the completion of a specific piece of work.



## Learning Support Department

Pupils requiring Learning Support will normally have been identified, and may already be receiving support, before joining the school. Where possible, parents are asked to ensure they have met the Head of Learning Support before their son or daughter joins the school, and to make available any documentation, such as Educational Psychologist Assessments. Documents held by previous schools will be transferred as part of our normal liaison procedures to ensure satisfactory transfer and a proper continuity of support teaching.

Where pupils have not previously been identified, or have been identified only through screening procedures, a full assessment can be arranged. In order to receive extra time in examinations, or other consideration from Examination Boards, pupils with Specific Learning Difficulties will require a full assessment, and be able to provide evidence of continued support by the school. We will recommend an Educational Psychologist who charges a competitive fee. Parents may choose to use an external Educational Psychologist, but a useful report should include considerable liaison with the school.

Kent College is committed to providing an appropriate and high quality education to all children. We believe that all children, including those who are identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all of them, and to be fully included in all aspects of school life.

If a literacy or numeracy need has been identified prior to joining, or during their school life, pupils are offered one-to-one support. All lessons are taught by specialist teachers who create and deliver individualized educational programmes through a multi-sensory, cumulative approach. Lesson arrangements remain consistent throughout the year. Changes in the number of lessons only occur following discussion with teachers, parents and pupils. Parents are charged an additional fee for one-to-one or paired Learning Support provision. (See extra charges sheet)

Decisions regarding the allocation and timing of Learning Support lessons are based on a number of factors, which include the needs of the individual pupil, the wishes of the parent and pupil, and the views of the Learning Support Department, other relevant Heads of Departments and subject teacher(s). Parents may be charged an additional fee for one-to-one or paired Learning Support provision, depending on the level of support involved.

## EAL Department

Our expectation is that pupils for whom English is not their first language will be able to study the full range of subjects in the A-level curriculum. A decision about their individual curriculum will be based on the results of the assessment test that they sit when they apply to join the school, and if any language support is required, this will be determined by the Head of EAL in consultation with the pupil's tutor, the Head of Sixth form and the Vice Principal Academic. The first principle of the EAL Department is to match teaching provision to the requirements of the individual pupil, and we would discuss any such needs with the parents at a very early stage.



## Careers and University Entrance

Throughout the Sixth form pupils are given information and skills that will enable them to make informed choices about higher education. We aim to ensure they are given the necessary support and guidance to enable them to gain places at the complete range of universities across the world, and the Head of Sixth form, who also has the role of Universities and Careers Coordinator, is always on hand to provide information and advice to all pupils to help them choose the right courses and universities.

Pupils are also mentored and supported by their tutor, who will help them prepare their university applications, which are checked and monitored to ensure the best chance of success. Pupils are also given vital interview practice and general advice and guidance throughout the process. Support is additionally provided on results day and after pupils have left school if they need it.

## Selecting Courses

Pupils at this stage of their school career typically fall into one of two groups:

- Those who do not know what they want to study at university;
- Those who already have a very clear idea.

The advice to each of these groups is different and we advise Pupils to read the following guidance carefully prior to making their selections.

### Pupils who do not know which degree subject to study

If you have yet to make up your mind about which degree you wish to study, there is absolutely no cause for concern about this at this stage. We recommend the following:

- Choose at least one facilitating subject for A-level. The list of these subjects are available here: <http://www.russellgroup.ac.uk/for-pupils/school-and-college-in-the-uk/subject-choices-at-school-and-college/>
- Consider subjects that you enjoy and achieve well in and will motivate you to study
- You may wish to consider new subjects which you have not studied at GCSE; this is especially the case if you know where their skills and strengths lie
- Discuss subject choices with your teachers, parents and well-informed friends.

### Pupils who know which Degree to Study

Research which subjects will be required or of benefit for a particular career or course you have in mind.

The UCAS website is an excellent starting point for university courses in the UK together with the subject pages of university prospectuses.

- Do **NOT** rely on anecdotal stories from family and friends
- If you know you want to apply for a particular degree at a competitive university, you should choose your A-level subjects to include any that are required for that course. Bear in mind that universities may vary in their requirements, so do your research carefully.



## ***Choose what is right for you and what you will succeed in.***

The choices you make about what to study in the Sixth form will have a significant bearing on your future life and career. The qualifications you acquire, the personal qualities and life skills that you develop and the friendships you forge will all be crucial in determining how you cope with the transition from school to adult life, and your success in an increasingly competitive world.

## **Life in the Sixth form**

Virtually all pupils find their time in the Sixth form to be the most exciting and enjoyable of their whole school careers. It is not just an extension of life lower down the school; you will be studying the subjects that you have chosen. Teaching groups will be smaller, allowing you to contribute more personally, and you will develop a more adult and informal relationship with staff. You will make new friends, often based on a shared interest in a particular area of study. You will be able to choose from a range of extra-curricular activities. You will be an integral part of the school community, helping with the running of the school events and providing role models for the younger pupils.

The secret to success in the Sixth form is undoubtedly time management! You have to develop the self-discipline to work on your own and to juggle the demands of academic work and all the other opportunities too; this is an essential prerequisite to surviving not just the Sixth form but university and also the world of work.

Sixth formers play a key role in many aspects of school life. The Sixth form provides the Senior School with pupil leadership roles such as leaders of the school council and School Prefects.

For the vast majority of pupils all this combines to provide the very best environment in which to fulfil your potential and secure the best possible A-level grades, which are of course the passport to university places and rewarding future careers.

### **Physical Education (Core PE)**

The Physical Education programme is carefully designed in order for pupils to maintain an active sports involvement within the Sixth form. We promote health, fitness and good use of leisure time as part of our school ethos. Physical Education is a compulsory element of the Sixth form curriculum.

### **Pupils and parents need to be aware of the following:**

While every effort will be made to meet pupils' choices, it may not be possible to provide for every combination requested by pupils. We also reserve the right to not offer a course if there is insufficient demand for it. In either of these cases, pupils will be told as soon as possible and offered appropriate advice.



# Kent College Dubai

Please also bear in mind:

- You may change your mind about option choices through the remainder of Year 11. However, you will only be allowed to change (subject to the discretion of the Head of Department) if your new choice fits in with the option blocks once they have been published and if there is sufficient space available in subject sets. If there is insufficient space, then you will be added to a waiting list for that subject.
- We reserve the right to refuse entrance to Year 12 or to a particular subject, even if you meet the course requirements, if we feel you will not cope academically, or will get no positive benefit from the course.
- The school may refuse entrance to Year 12, even if a pupil is academically qualified, if we feel he or she will be disruptive.

## Examination Fees

Parents should note that fees for AS-level and A-level examinations are the responsibility of the parent. Parents will receive an invoice for each examination cycle for which the pupil is entered.

## Sixth form Application Process

### Existing Kent College Pupils

November	Choices interviews begin
December	Deadline for A-level provisional choices form to Vice Principal Academic to start the creation of option blocks Sixth form Information Evening
January	Mock GCSE examinations
End of January	Choices deadline for internal candidates
Feb – March	Sixth form interviews with Senior Leadership Team
End of March	Conditional choices confirmed to pupils
August	GCSE Results Day
Monday after results	Deadline for pupils to confirm their subject choices, dependent upon results meeting the entry requirement

### External Pupil Applications

September – May	Completed applications accepted and reviewed
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Once we have received all the documents required for each candidate’s application we will make a request for a confidential reference from their current school. Shortlisted candidates will be invited for an interview with the Vice Principal Academic, and will also be required to sit an entrance assessment test to confirm the suitability of their subject choices.

<b>August</b>	GCSE Results Day
<b>August post-GCSE results</b>	Deadline for pupils to submit their final GCSE results to the Registrar and confirm subject choices.



## Entry Requirements

The standard entry requirement for A-level study to Kent College is four B/Level 6 grades and two C/Level 5 grades at GCSE, two of which must be in English Language (First language) and Mathematics

You will be expected to have gained a minimum of a B/Level 6 grade in each A-level subject you wish to study. Some subjects may have further requirements, so please refer to the table below, and the subject specific pages in this booklet. These are based on our experience of the minimum level of attainment needed to ensure success in the Sixth form.

## Sixth form subject entry requirements

Please refer to each subject specific page within our booklet for more information

Subject	Exam Board	Minimum GCSE (or similar) grade required for entry to course	Opportunity at A Level without completion of GCSE or similar in subject
Arabic	Edexcel	Grade B in Arabic or Native Speaker	For fluent speakers
Art & Design	Edexcel	Grade 6 or (B) in Art and Design	No
Biology	AQA	Grade 6 (B) in Biology, or 6 (B) in Additional Science and a grade 6 (B) in English Language	No
Business Studies	AQA	Grade 6 (B) in Business Studies	Yes
Chemistry	AQA	Grade 6 (B) in Chemistry, or 6 (B) in Additional Science and a grade 6 (B) in English Language	No
Design Technology	AQA	Grade 6 (B) in Design Technology	No
Drama	AQA	Grade 6 (B) in Drama and 6 (B) in English Language	Refer to Head of Drama
English Literature	Edexcel	Grade 6 (B) in both English Language and Literature	No
French	AQA	Grade 6 (B) in French or Native Speaker	For fluent speakers
Geography	Edexcel	Grade 6 (B) in Geography	No
History	AQA	Grade 6 (B) in History	No
Mathematics	Edexcel	Grade 6 (B) in Mathematics	No
Music	Edexcel	Grade 6 (B) in Music	No
Physical Education	AQA	Grade 6 (B) in Physical Education and 6 (B) in Science or 6 (B) in Additional Science	No
Physics	AQA	Grade 6 (B) in Physics	No
Psychology	AQA	Grade 6 (B) in English Language, Maths and Science. Grade 6 (B) in Psychology if taken for GCSE	Yes
Spanish	AQA	Grade 6 (B) in Spanish or Native Speaker	For fluent speakers

**\*Note:** - as some GCSE subjects will be using the new grading system 9-1 and some using A\*-G, the minimum entry grade requirement above will reflect both.



## Heads of Department\* and Subject teachers

Art	Mr S Ward*	sward@kentcollege.ae
Biology	Mrs R Robson* Mr K How	rrobson@kentcollege.ae rhow@kentcollege.ae
Business Studies	Mrs J Barker*	jbarker@kentcollege.ae
Chemistry	Ms L McGregor* Dr S Desai Mr E Daly	lmcgregor@kentcollege.ae sdesai@kentcollege.ae edaly@kentcollege.ae
Drama	Mr T Thurston*	tthurston@kentcollege.ae
Modern Foreign Languages Arabic Arabic French Spanish	Mrs E Manrique* Mrs L. Merza Aboualzahab* Mr S El Shamy Ms C Morgan Ms M Healy	emanrique@kentcollege.ae lmerzaaboualzahab@kentcollege.ae selshamy@kentcollege.ae cmorgan@kentcollege.ae mhealy@kentcollege.ae
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Geography	Mr M Barker* Mrs H Raine	mbarker@kentcollege.ae hraine@kentcollege.ae
Design Technology	Mr J Broderick* Mr T Raine	jbroderick@kentcollege.ae traine@kentcollege.ae
History	Ms A Connell*	aconnell@kentcollege.ae
Mathematics	Mr G Pemberton* Mr B Parkes Mr R O'Reilly	gpemberton@kentcollege.ae bparkes@kentcollege.ae roreilly@kentcollege.ae
Music	Mrs K Bourdillon*	kbourdillon@kentcollege.ae
PE	Mr P Jackson* Mr M Dams Ms Charlotte Butler	pjackson@kentcollege.ae mdams@kentcollege.ae cbutler@kentcollege.ae
Physics	Mr D Kumwenda* Ms A Brady	dkumwenda@kentcollege.ae abrady@kentcollege.ae
Psychology	Mrs E Manrique*	emanrique@kentcollege.ae



## Subjects on offer:

Pupils will study four subjects (in some cases three – subject to approval from Head of Sixth form) from the following list of options:

Arabic	Geography
Art & Design	History
Business Studies	Mathematics
Biology	Further Mathematics
Chemistry	Music
Drama	Physical Education
Design Technology	Physics
English Literature	Psychology
French	Spanish

Please note that although we aim to provide pupils with their first choice of course, we cannot guarantee that all classes/subjects will run and that pupils will automatically get their first choice of course. It is for this reason that we ask for your reserve course/subject to be identified when submitting your option form.



# Options Form

Pupil's Name: \_\_\_\_\_

Form Group: (if existing KCD Pupil): \_\_\_\_\_

Arabic Art & Design Business Studies Biology Chemistry Drama Design Technology	English Literature French Geography History Mathematics Further Mathematics	Music Physical Education Physics Psychology Spanish
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Please indicate in the table which four subjects you wish to choose to study, **in order of preference**

Choice One	
Choice Two	
Choice Three	
Choice Four	
Reserve Choice 1	
Reserve Choice 2	

- Please choose four subjects plus two reserves.
- Choices should be made by Sunday 18 February 2018. Thereafter choices will be honoured on a first come, first served basis. Late changes to choices will be dependent upon plans already in place for September's teaching sets.
- We normally expect to run courses only if three or more pupils have chosen.
- Mathematics and Further Mathematics which will count as two full subjects in the timetable. Pupils can only study Further Mathematics with the full support of the Head of Mathematics.
- Pupils (and especially those who do not have English as a first language) must be aware that certain courses place a high demand on literacy skills.
- To continue with the study of four subjects in Year 13 will require permission from the Vice-Principal Academic. Good performance across the board in Year 12 will be required.

**It is very important that the options form is returned to your Form Tutor by the deadline of: -**

## Sunday 18 February 2018



## Arabic

Examination Board:	Edexcel GCE
Entry Requirement:	GCSE grade 6 or B and above
Course Information:	A Level - 9AR01

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During this course you will read and listen to authentic foreign language materials and will study aspects of the contemporary society, cultural background and heritage of a country where the language is spoken. You will have opportunities to develop your understanding and awareness of spiritual, moral, environmental, ethical, health and Arabic issues.

You will extend and develop your knowledge of the grammar and vocabulary and will use this to speak, write, read and listen to the language. The aims is to encourage pupils to:

- Develop an interest in and enthusiasm for, language learning.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Derive enjoyment and benefit from language learning.
- Acquire knowledge, skills and understanding for practical use, further study and/or employment.

### What is involved in the course: -

#### **Unit 1 – Written exam of 2 hours 45 minutes (50% of total A-level)**

The assessment for this unit has 3 sections: -

Section A: Reading

Section B: Translation (Arabic into English)

Section C: Essay of 220-270 words in Arabic

pupils are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw upon and apply their knowledge of Arabic language, grammar and lexis to produce a short translation from Arabic into English, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

pupils will be expected to recognize and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Arabic-speaking world
- Education and employment



## **Unit 2 – Written exam of 3 hours (50% of total A-level)**

The assessment for this unit has 3 sections: -

The assessment for this unit has 3 sections: -

Section A: Reading

Section B: Translation (English into Arabic)

Section C: Essay on chosen topic or text from a prescribed list

Pupils are required to demonstrate skills in advanced level Arabic reading and in the transfer of meaning from English into Arabic. To promote research and a greater knowledge and understanding of Arabic culture and/or society, pupils must produce two Arabic-language essays in response to questions related to their chosen topics/texts.

Pupils will be expected to recognise and use Arabic in a variety of contexts and in relation to the topic areas which include:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Arabic-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.



# Art and Design (Fine Art)

Examination Board:	EDEXCEL GCE
Entry Requirement:	GCSE grade 6 or B and above
Course Information:	A Level – 9FA0

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Pupils will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Pupils may use sketchbooks/workbooks/journals to underpin their work where appropriate. They will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and Non-European examples. This should be integral to the investigating and making processes. Pupils' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Pupils should be aware of the four assessment objectives that play an integral part of the course and that need to be demonstrated in the context of the content and skills presented.

Pupils are required to work in one or more area(s) of fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- sculpture
- printmaking (relief, intaglio, screen processes and lithography)
- Lens-based image making. (mixed media, installation, site-specific, montage, digital, film and video, animation and sound)

## What is involved in the course: -

### **Component 1: Personal Investigation (60% of final A-Level grade)**

- **Part 1: Personal Investigation worth 48% of final grade**

The personal investigation allows students to generate and develop ideas, research both primary and contextual sources, record practical and written observations, experiment with media and processes and refine ideas towards producing resolved outcomes.

- **Part 2: Personal study - piece of continuous prose min. 1000 words worth 12% of final grade**

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum of 1000 words of continuous prose, which may contain integrated images.

### **Unit 2: - Externally set assignment, Preparatory period + 15 hours supervised time (40% of total A Level)**

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes in response to an externally set theme.



## Biology

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B in Biology or Additional Science or a grade 6 (B) in English Language
Course Information:	A Level - 7402

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The aim of the course is to enable pupils to: -

- Develop their interest in, and enthusiasm for, Biology including developing an interest in further study and careers in the subject.
- Appreciate how society makes decisions about Biology-related issues and how Biology contributes to the success of the economy and society.
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works.
- Develop essential knowledge and understanding of different areas of Biology and how they relate to each other.

Biology is a fascinating course training pupils in so many learning skills required in the modern workplace. Biology is a springboard to a variety of university courses for example medicine, nursing, zoology, veterinary science, biochemistry, business management, accountancy and pharmacy to name a few.

### What is involved in the course: -

#### **Biological Molecules**

All life on Earth shares a common chemistry and this provides indirect evidence for evolution. This topic allows pupils to study the significant biological molecules such as carbohydrates, lipids, proteins, nucleic acids and water.

#### **Cells**

All life on Earth exists as cells and in this topic pupils will explore the roles of cells and their interactions. The topic focusses on the different types of cell involved in disease, recovery from disease and prevention of symptoms.

#### **Organisms exchange substances with their environment**

The internal environment of a cell or organism is different from its external environment. Pupils will study the exchange of substances between the internal and external environments taking place at exchange surfaces.

#### **Genetic information, variation and relationship between organisms**

Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. Pupils will explore the genetic differences between organisms.

#### **Energy transfers in and between organisms**

Life depends on continuous transfers of energy and this topic tackles the essential ideas of photosynthesis and respiration.



## **Organisms respond to changes in their internal and external environments**

This topic discusses the mammalian nervous system and how an organism responds to change in the long and short term.

## **Genetics, populations, evolution and ecosystems**

The theory of evolution underpins modern Biology and that all new species arise from an existing species is investigated here with reference to common ancestry.

## **The control of gene expression**

Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. This topic explores the many medical and technological applications.

To gain the full A-Level Qualification pupils will sit 3 exams at the end of Year 2 which will be based on all work covered.

This is split into 3 papers: -

**Paper 1: Any content from topics 1–4, including relevant practical skills (35% of total A Level)**

**Paper 2: Any content from topics 5–8, including relevant practical skills (35% of total A Level)**

**Paper 3: Any content from topics 1–8, including relevant practical skills (30% of total A Level)**

All of the exams are 2 hours long and through a combined total will create the final overall grade.



# Business Studies

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B and above in Business Studies
Course Information:	A Level - 7132

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The aim of the Business Studies A Level course is to give pupils the skills and ability to launch their own business. Pupils will learn how a business operates and organizes itself. Pupils will also study how a business plans and makes decisions.

Ultimately the aim is for pupils to develop an entrepreneurial mind-set whereby they can identify business opportunities and develop plans and implement procedures to turn those ideas into a successful reality. The following vital skills are also developed; how to assemble data and assess it; how to investigate facts; how to put over your point of view; and how to work as a team to achieve results.

## What is involved in the course: -

Pupils will cover the following subject content:

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

A Level Business studies is assessed by three papers. Each paper is synoptic and assesses the entire content of the A level specification.

### **Paper 1: Business 1 – (33.3% of total A level)**

A 2 hour written exam that is divided into 4 Sections: -

Section A - pupil must answer 15 multiple choice questions,

Section B - pupil must answer short questions

Section C & D - pupils will have two essay questions. (choice of 1 from 2 for both)

### **Paper 2: Business 2 - (33.3% of total A level)**

A 2 hour written exam

Pupils must answer three data response questions.

### **Paper 3: Business 3 - (33.3% of total A level)**

A 2 hour written exam

Pupils must review one case study and complete approximately six questions on the scenario.



## Chemistry

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B in Chemistry or Additional Science or a grade 6 (B) in English Language
Course Information:	A Level - 7405

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To study Chemistry is to study the materials the world is made of and the way new materials can be produced. The A-level Chemistry course aims to help pupils understand:

- the world around them;
- how to make better materials;
- how to get the energy we need;
- how to protect the environment.

At university, Chemistry is needed for the study of Chemistry, Medicine, Pharmacy, Biochemistry, Food Science, Biotechnology and Environmental Sciences.

The study of A-level Chemistry should be a practical experience for pupils. This course which contains practical activities embedded within each unit, to reflect the nature of Chemistry. This will increase pupils' enjoyment and understanding together with providing them with the skills needed to study science at higher levels.

The course enables contemporary Chemistry contexts to be included in the teaching and learning programme. Pupils will study aspects of Chemistry that are often in the media and affect their lives. It is important that pupils have the necessary knowledge and understanding to explain many different aspects of physical, inorganic and organic Chemistry.

### What is involved in the course: -

#### Physical Chemistry

During the course pupils will study a range of Physical Chemistry topics which build on the basic knowledge acquired from GCSE. The areas covered include a deeper look at Bonding which is fundamental to understanding all aspects of Chemistry. We also find out that the atom is a little more complex due to the existence of Atomic Orbitals. Pupils will move onto the study of Thermodynamics looking at the familiar areas of reaction kinetics and energetics followed by new ideas involving equilibria and redox reactions. During the 2 year of the course Thermodynamics returns once again looking at chemical reactions in terms of speed, feasibility and equilibria. We also look at the Chemistry favourite which is of course Acid/Base chemistry.

#### Inorganic Chemistry

One of the greatest puzzles ever solved is the periodic table. We will look at the increasing complexities of the patterns which run throughout. This will give all pupils a much greater appreciation of the importance of electrons in driving the chemistry around us. For most of your chemistry studies so far we have largely ignored the large group of metals known as the transition metals. In the second year of the course we will explore why they can exist in many oxidation states which then gives rise to the very many wonderfully coloured solutions.



## **Organic Chemistry**

Organic Chemistry is the study of carbon based structures which surround our everyday lives. We will begin with structures familiar to us in the form of Alkanes and Alkenes however with the introduction of Halogen alkanes, Aldehydes, Ketones and Organic Analysis you'll soon obtain a much deeper insight into the materials around us. In your second year we will study further organic family members such as Amines, Benzene and Amino Acids which leads to the beginnings of Bio-Chemistry and the study of DNA and protein structures.

## **Practical Endorsement**

Running across the two years will be a series of practical tasks which Pupils must complete in order to gain accreditation along with their A-Level qualification. This is a feature encouraged by the leading Universities in the UK and one which will be embedded into our course structure.

To gain the full A-Level Qualification pupils will sit 3 exams at the end of Year 13 which will be based on all work covered over the 2 years.

There will be 3 written exam papers each 2 hours in length: -

### **Paper 1: – (35% of total A Level)**

Paper will cover Inorganic Chemistry with Relevant Physical Chemistry topics and practical skills

### **Paper 2: – (35% of total A Level)**

Paper will cover Organic Chemistry with Relevant Physical Chemistry topics and practical skills

### **Paper 3: – (35% of total A Level)**

Practical Skills plus all content studied



# Design Technology (Product Design)

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B and above in Design Technology
Course Information:	A Level - 7552

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Product Design requires pupils to engage in both practical and theoretical study. It will require pupils to cover design and technology skills and knowledge as set out below.

These have been separated into:

- Core technical principles
- Core designing and making principles (need more info on this area)
- Additional specialist knowledge (need more info on this area)

## **Core Principles Content Includes:**

- Materials (Applications, Properties, Testing, Manufacturing products from core materials)
- The Design Process (Material Specifications, Design Briefs and Analysis, Inclusive Design, 3D pencil sketching, 3D Computer Aided Design)
- Modelling and Prototyping
- Enterprise and Marketing

## **Core Designing and Making Principles Content Includes:**

- Research, Investigating and Market Research
- Design Theory (Influential Designers and their work, socio economic influences as well as social, moral and ethical issues.
- Product Testing and Quality Assurance
- Environmental Awareness

## **Additional Specialist Knowledge:**

This is a deeper study into core materials such as wood, metal, polymer, papers and smart materials. It also familiarises pupils with industrial and commercial practices and modern manufacturing systems.

Candidates are encouraged to develop and sustain their own innovation creativity and technological capability. They develop a critical understanding of product design and manufacture both historically and in current practice and apply knowledge and skills of design and production to a range of technological activities. pupils learn to communicate at a sophisticated level through drawings and analytical language. Many gain tremendous confidence through this process.



## What is involved in the course: -

**Paper 1:** - (30% of total A Level)

### **Technical Principles**

A 2 and a ½ hour written examination covering the core technical principles and core designing and making principle.

The paper is made up of a mixture of short answer and extended responses.

**Paper 2:** - (20% of total A Level)

### **Designing and making principles**

A 1 and ½ hour written examination covering specialist knowledge, technical and designing and making principles.

The paper is broken into 2 sections: -

Section A – Product analysis. Up to 6 short answer questions based on visual stimulus of product(s).

Section B – Commercial manufacture. A mixture of short and extended response questions.

**Practical Assessment:** - (50% of total A Level)

### **Practical application of technical principles, designing and making principles**

Practical application of technical principles, designing and making principles and specialist knowledge. In Year 13 pupils will complete a design and make project based on a specific design brief assigned by the teacher. Pupils must design a unique, individual piece of work and manufacture the piece from workshop materials. This project must be accompanied by a portfolio documenting each step in the design process, including investigation, specification, design sketches, working drawings, prototyping, manufacture and evaluation. The portfolio should be typed and include photographic evidence as well as detailed drawings and sketches.



## Drama

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B and above in Drama and a grade 6 or B in English Language
Course Information:	A Level - 7262

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The aims and objectives of this qualification are to enable pupils to:

- Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- Develop an understanding and appreciation of how social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- Understand the practices used in 21st century theatre making
- Experience opportunities to create theatre both published text-based and devised work
- Participate as a theatre maker and as an audience member in live theatre
- Understand and experience the collaborative relationship between various roles within theatre
- Develop and demonstrate a range of theatre making skills
- Develop the creativity and independence to become effective theatre makers
- Adopt safe working practices as a theatre maker
- Analyse and evaluate their own work and the work of others.

The core skills being developed in this qualification are the ability to recognise and understand the interrelationship between performer, designer and director as well as the understanding that texts and extracts studied may represent a range of social, historical and cultural contexts. Pupils will learn how to analyse and evaluate their own work and the work of others as well as develop an understanding of how performance texts can be interpreted and performed.

### What is involved in the course: -

#### **Component 1- Drama and theatre (40% of total A Level)**

Knowledge and understanding of drama and theatre

- Study of two set plays
- Analysis and evaluation of the work of live theatre makers

A 3-hour open book written exam

#### **Component 2- Creating original drama (practical – 30% of total A Level)**

Process of creating devised drama

- Performance of devised drama (Pupils may contribute as performer, designer or director)
- Devised piece must be influenced by the work and methodologies of one prescribed practitioner



## **Component 3- Making theatre (practical – 30% of total A Level)**

Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play  
Methodology of a prescribed practitioner must be applied to Extract 3 Extract 3 is to be performed as a final assessed piece (Pupils may contribute as performer, designer or director)

- Reflective report analysing and evaluating theatrical interpretation of all three extracts



# English Literature

Examination Board:	Edexcel GCE
Entry Requirement:	GCSE grade 6 or B and above in both English Language and Literature
Course Information:	A Level – 9ET0

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This course will encourage pupils to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

## What is involved in the course: -

The English Literature A-Level course consists of three externally examined papers and one coursework component. The qualification requires the study of eight literary texts plus unseen poetry.

### **Paper 1: - Drama (30% of total A Level)**

Pupils will study: -

- one Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories.
- A critical essay related to their selected Shakespeare play. There is an Anthology provided of essays that offer literary criticism of Shakespearean plays.

A 2 hour 15 minute written examination.

Clean copies of the drama texts are allowed in the examination but **NOT** the critical anthology. The paper is divided into two sections: -

Section A – Shakespeare – one essay question, incorporating ideas from wider critical reading.

Section B – other Drama: one essay question

### **Paper 2: - Prose (20% of total A Level)**

Pupils study two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.

A 1 hour written examination. Clean copies of the prose texts can be taken into the examination. Pupils will answer one comparative essay question from a choice of two on their studied theme.



### **Paper 3: - Poetry (30% of total A Level)**

Pupils study poetic form, meaning and language, a selection of post-2000 specified poetry and a specified range of poetry from either a literary period (either pre- or post-1900) or a named poet from within a literary period. A 2 hour 15 minute examination. Clean copies of the poetry are allowed in the examination.

The paper is divided into two sections: -

Section A – Post 2000 Specified Poetry: one comparative essay question on an unseen modern poem written post 2000 and one named poem from the studied contemporary text.

Section B – Specified Poetry Pre or Post 1900: one essay question

### **Coursework: - (20% of total A Level)**

Pupils have a free choice of two texts to study. Chosen texts must be different from those studied in Components 1, 2 and 3 and must be complete texts and may be linked by theme, movement, author or period. They may be selected from poetry, drama, prose or literary non-fiction.

Pupils will produce one extended comparative essay referring to two texts. Total word count must be between 2500 – 3000 words.



## French

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B and above
Course Information:	A Level – 7652

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The A-level builds on the knowledge, understanding and skills gained at GCSE. Pupils develop knowledge about matters central to the society and culture, past and present in countries where French is spoken.

By continuing to study a language beyond GCSE, you will:

- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- Develop your ability to interact effectively with users of the language in speech and in writing
- Develop communication strategies to sustain communication and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken

As the course progresses, pupils will not only develop their linguistic skills and knowledge of grammar but also their analytical, essay writing and translation skills. They will develop their oral confidence and competence in conversation lessons and, by the end of the course, we would expect them to be able express themselves coherently, offering and defending points of view with a fair degree of fluency.

### What is involved in the course: -

The course is divided into key themes:

#### 1. Social issues and Trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work
- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

#### 2. Political and Artistic Culture

- A culture proud of its heritage
- Teenagers, the right to vote and political commitment
- Contemporary francophone music
- Demonstrations, strikes – who holds the power?
- Cinema: the 7th art form
- Politics and immigration

#### 3. Grammar

- A-level Pupils will be expected to have studied the grammatical system and structures of the language during their course. In the exam Pupils will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists: - Nouns, Articles, Adjectives, Numerals, Adverbs, Quantifiers/intensifiers, Pronouns, Verbs, Prepositions, Conjunctions, Negations, Questions, Commands, Word order, other constructions, Discourse markers, Filters

#### 4. Literary Texts and Films

- A study of either one film and one literary text, or two literary texts.

**Paper 1: Listening, Reading & Writing (50% of total A Level)**

Exam will cover listening and responding to spoken passages from a range of contexts and sources; reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. The material will include complex factual and abstract content and questions will target main points and detail. All questions are in French and are to be answered in French. There will also be translation into English; a passage of minimum 100 words; a translation into French; a passage of minimum of 100 words.

This is a 2 hours 30 minutes written examination

**Paper 2: Writing (20% of total A Level)**

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

choice of two questions or two questions in French on set texts from a choice of two questions on each text.

Exam will 2 hour written examination

**Paper 3: Speaking (30% of total A Level)**

Individual research project, one of four sub-themes i.e. aspects of French-speaking society: current trends, aspects of French-speaking society: current issues, artistic culture in the French-speaking world, aspects of political life in the French-speaking world.

Oral examination of 21-23 minutes (including 5 minutes preparation time)



## Geography

Examination Board:	Edexcel IAL (International Advanced Level)
Entry Requirement:	GCSE grade 6 or B and above
Course Information:	IAL Level – YGE01

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This course will appeal to you if you are curious about the world's places, people and environments; if you are interested in local, regional and global issues and if you wish to explore human, physical and environmental geographical relationships.

Geography allows you to see why and how it is changing. It can enhance communication skills, literacy and numeracy, ICT literacy, spatial awareness, team working, problem solving and environmental awareness.

There will be opportunities to undertake fieldwork and research when investigating the topics chosen. Fieldwork sites may be local, regional and or international **and may involve additional cost.**

### What is involved in the course: -

#### **Unit 1: - Global Challenges (30% of total A Level)**

The meaning, causes, impacts and management of global challenges. How we can influence global challenges through our own attitudes and actions. There are two compulsory topics that form this unit Topic 1: World at Risk and Topic 2: Going Global.

A written examination of 1 hour 45-minute split into two sections. Section A: Data response & short answers. Section B: choice of World at Risk or Going Global longer/guided essay questions.

#### **Unit 2: - Geographical Investigation (20% of total A Level)**

A closer look at how physical and human issues influence lives and can be managed, at a local scale. There are two compulsory topics in this unit. Topic 1: Crowded Coasts and Topic 2: Urban Problems, Planning and Regeneration.

A written examination of 1 hour 30-minute split into three sections.

Section A: Data response and short answers on Crowded Coasts and Urban Problems, Planning and Regeneration.

Section B: Compulsory short answer questions on research and fieldwork investigation.

Section C: Choice of **one** fieldwork question, on **either** Crowded Coasts **or** Urban Problems, Planning and Regeneration

#### **Unit 3: - Contested Planet (30% of total A Level)**

**Optional topics will be determined by the Geography Department.**

Physical systems underpin the distribution and use of resources, and resource management is a key issue for geography in today's world. Consumption patterns highlight stark inequalities between regions, countries and groups of people. Many resources are finite, and rising consumption means that difficult decisions over the use of resources will have to be taken more frequently.



<b>Section A – compulsory topics:</b>		
Topic A1: Atmosphere and Weather Systems	Topic A2: Biodiversity Under Threat	
<b>Section B – optional topics:</b>		
Topic B1: Energy Security	<b>OR</b>	Topic B2: Water Conflicts
<b>Section C – optional topics:</b>		
Topic C1: Superpower Geographies	<b>OR</b>	Topic C2: Bridging the Development Gap

A written examination of 2 hours split into three sections. Section A: long/guided essay questions and a synoptic question. Section B: choice of **one** data response/essay question from **two** topics (B1 or B2). Section C: choice of **one** data response/essay question from **two** topics (C1 or C2)

#### **Unit 4: Researching Geography (20% of total A Level)**

##### **Students will select the Option to study.**

Options range from those with a strong physical geography focus, to those concerned more with environmental, social and cultural geographies. Students must select and study one of the following research options:

Option 1: Tectonic Activity and Hazards

Option 2: Feeding the World's People

Option 3: Cultural Diversity: People and Landscapes

Option 4: Human Health and Disease

A written examination of 1 hour 30-minutes. Candidates will be given a list of questions based on the **four** options. Candidates will select and answer **one** question that relates to the option they have studied.



# History

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B and above
Course Information:	A Level – 7042

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Pupils are required to study the history of more than one country or state, including at least one outside the British Isles, aspects of the past in breadth (through period and/or theme) and in depth, significant individuals, societies, events, developments and issues within a broad historical context, developments affecting different groups within the societies studied along with a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological.

## What is involved in the course: -

### Component 1: - Breadth Study (40% of total A Level)

#### The British Empire, c1857–1967

This option allows Pupils to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- Why did the British Empire grow and contract?
- What influenced imperial policy?
- What part did economic factors play in the development of the British Empire?
- How did the Empire Influence British attitudes and culture?
- How did the indigenous peoples respond to British rule?
- How important was the role of key individuals and groups and how were they affected by developments?

Part One: - the High Water Mark of the British Empire, c1857-1914

- The development of Imperialism, c1857-c1890
- Imperial consolidation and Liberal rule, c1890-1914

Part Two: - Imperial retreat, 1914-1967

- Imperialism challenged, 1914-1957
- The winds of change, 1947 -1967

A written examination 2 hours 30 minutes comprising of two sections. Section A, one compulsory question linked to historical interpretation and Section B, two from three essays.

### Component 2: - Depth Study (40% of total A Level)

#### The Cold War, c1945-1991

This option provides for the study in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages Pupils to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.



Part One: - to the brink of Nuclear War: international relations, c1945-1963

- The Origins of the Cold War, c1945-1949
- The Widening of the Cold War, 1949-1955
- The Global War, 1955-1963

Part Two: - from Détente to the end of the Cold War, c1963-1991

- Confrontation and cooperation, c1963-1972
- The Brezhnev era, 1972-1985
- The ending of the Cold War, 1985-1991

A written examination 2 hours 30 minutes comprising of two sections. Section A, one compulsory question linked to historical interpretation and Section B, two from three essays.

**Coursework: - (20% of total A Level)**

Pupils will be required to identify an issue they wish to study and develop a question from this issue which will be the focus of the Historical investigation. The issue to be investigated has to be placed in the context of approximately 100 years and must not duplicate the content studied for Components 1 or 2.

A written personal study of between 3000 and 3500 words.



# Mathematics

Examination Board:	Edexcel GCE
Entry Requirement:	GCSE grade 6 or B and above
Course Information:	A Level – 9MA0

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Mathematics is the engine room of science and engineering. It is the set of ideas, insights and techniques that enable us to understand, analyse and solve problems. It also has an elegance and beauty that fascinates and inspires those that understand it.

A Level Mathematics is a course worth studying in its own right. It is challenging, but interesting. It builds on work that Pupils met at GCSE, but also involves new ideas that some of the greatest minds have produced. It serves as a very useful support for many other qualifications as well as being a sought after qualification for the workplace and courses in Higher Education. Mathematics has wide applications from areas such as business and finance to industry, science and technology.

## What is involved in the course: -

**Paper 1: - Pure Mathematics 1**  
**Paper 2: - Pure Mathematics 2** | (each paper represents 33.3% of total A Level)

Pupils will cover the following topics: -

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

There will be 2 written examinations (1 for each paper).

Each exam will be 2 hours and will contain questions on any topics from the Pure Mathematics content.



## **Paper 3: - Statistics and Mechanics (33.3% of total A Level)**

Pupils will cover the following topics: -

### Section A: Statistics

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

### Section B: Mechanics

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 9 – Forces and Newton’s laws
- Topic 9 – Moments

A 2 hour written examination that will contain questions on topics from the Statistics content and Mechanics content.



# Further Mathematics

Examination Board:	Edexcel GCE
Entry Requirement:	GCSE grade 8 or A* and above
Course Information:	A Level – 9FM0

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Pupils taking A-Level Further Mathematics **MUST** take A-Level Mathematics as well. The Further Mathematics follows the same principles as the standard Mathematics course.

Further Mathematics is designed for pupils to extend their skills beyond the A level as well as to consider a wider range of topics.

## What is involved in the course: -

### **Paper 1: - Further Pure Mathematics 1 (25% of total A Level)**

Pupils will cover the following topics: -

- Proof
- Complex numbers
- Matrices
- Further algebra and fractions,
- Further calculus
- Further vectors

A 1 hour 30 minute written examination

### **Paper 2: - Further Pure Mathematics 2 (25% of total A Level)**

Pupils will cover the following topics: -

- Complex numbers
- Further algebra and fractions,
- Further calculus
- Polar coordinates
- Hyperbolic functions
- Differential equations

A 1 hour 30 minute written examination

### **Paper 3: - Further Mathematics Option 1 (25% of total A Level)**

Pupils will take one of the following four options: (topic to be determined by maths teacher in consultation with pupils)

- Further Pure Mathematics 1
- Further Statistics 1
- Further Mechanics 1
- Decisions Mathematics 1

A 1 hour 30 minute written examination



## **Paper 4: - Further Mathematics Option 2 (25% of total A Level)**

Pupils will take one of the following seven options: (topic to be determined by maths teacher in consultation with pupils)

- Further Pure Mathematics 2
- Further Statistics 1
- Further Statistics 2
- Further Mechanics 1
- Further Mechanics 2
- Decisions Mathematics 1
- Decisions Mathematics 2

A 1 hour 30 minute written examination



## Music

Examination Board:	Edexcel GCE
Entry Requirement:	GCSE grade 6 or B and above in Music
Course Information:	A Level – 9MU0

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The experience of studying Music is all-absorbing, developing creativity, intuition and emotional response alongside pure technique. The A Level Music course is aimed at able musicians who have demonstrated good all round musical skills at GCSE level and wish to develop their musical skills and understanding. A minimum performance level of approximately Grade 5 standard on any instrument or voice is recommended at the beginning of the course.

The course is varied and interesting, covering all aspects of Music from 1550 to the present day. For any pupil wishing to study Music at a higher education level, a qualification at A Level standard is essential.

### What is involved in the course: -

#### **Component 1: - Performing (30% of total A Level)**

Approaches to performing.

- A public performance of one or more pieces, performed as a recital. Performance can be playing, singing solo, in an ensemble, improvising, or realising music using music technology.

Total performance time across all pieces must be a minimum of 8 minutes.

#### **Component 2: - Composing (30% of total A Level)**

Approaches to performing.

- Total of two compositions, one to a brief set by the exam board and one either free composition or also to a brief.
- One composition must be from either a list of briefs related to the areas of study, or a free composition. The composition must be at least 4 minutes in duration.
- One composition must be from a list of briefs assessing compositional technique. The composition must be at least 1 minute in duration, unless the brief specifies a longer minimum duration.

Total time across both submissions must be a minimum of 6 minutes.

#### **Component 3: - Appraising (40% of total A Level)**

This paper will cover: -

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, each with three set works: -
  - Vocal Music
  - Instrumental music
  - Music for films;
  - Popular music and jazz
  - Fusions
  - New directions
- Application of knowledge to unfamiliar works.



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One audio CD with extracts to accompany questions on the paper is provided per pupil.

Paper is divided into Section A and B.

Section A: - Areas of study and dictations comprising of three questions related to the set works and one short melody/rhythm completion exercise.

Section B: - Extended responses comprising of 2 essay questions.

A written examinations of 2 hours.



# Physical Education

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B and above in Physical Education and Science
Course Information:	A Level – 7582

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The syllabus covers a greater variety of topics and areas within Sport and Physical Education. The specification can lead to higher education study in areas such as Sports Science and Physiotherapy. It can also be useful when looking at some of the newer course areas such as Sports Management and Marketing. The scientific nature of the theory content leads to study in other areas and careers in the active leisure industry. Pupils' existing interest in sport will be enhanced and the pupils will further develop their understanding of the 'Science of Sport'. The representation of Sport in the Media will be analysed and the course will endeavour to look at society's ever changing influence.

## What is involved in the course: -

### **Paper 1: - Factors affecting participations in physical activity and sport (35% of total A Level)**

Pupils will be assessed on the following topics: -

- Applied anatomy and physiology
- Skill acquisition
- Sport and society

A 2 hour written examination of multiple choice, short answers and extended writing.

### **Paper 2: - Factors affecting optimal performance in physical activity and sport (35% of total A Level)**

Pupils will be assessed on the following topics: -

- Exercise physiology and Biomechanical movement
- Sport Psychology
- Sport and society and the role of technology in physical activity and sport

A 2 hour written examination of multiple choice, short answers and extended writing.

### **Coursework: - Practical performance in physical activity and sport (30% of total A Level)**

Pupils will be assessed as a performer or coach in the full sided version of one activity.

Pupils will need to have created a written/verbal analysis of performance.



## Physics

Examination Board: AQA GCE  
 Entry Requirement: GCSE grade 6 or B and above in Physics or Additional Science or a recognised qualification of a similar standard.  
 Course Information: A Level – 7408

Physics is the most basic and fundamental Science. It focuses on improving our detailed understanding of nature’s most fundamental laws and on using basic principles to explain the remarkable complexity observed in natural phenomena. The practice of Physics is equally broad. Some physicists focus on deep, abstract ideas concerning the most basic laws of nature, while others apply Physics to make practical innovations in technology. The A Level Physics qualification provides a seamless progression from Key Stage 4 and enables Pupils to sustain and develop an interest in Physics and its applications.

The course aims to help learners develop the knowledge and skills that will inspire them, nurture their passion for physics and lay foundations for further study in physics or engineering.

### What is involved in the course: -

This course will cover the following sections: -

1. Measurement and their errors	8. Nuclear physics
2. Particles and radiation	<b>Options (1 topic chosen)</b>
2. Waves	9. Astrophysics
4. Mechanics and materials	10. Medical physics
5. Electricity	11. Engineering physics
6. Further mechanics and thermal physics	12. Turning points in physics
7. Fields and their consequences	13. Electronics

#### Measurement and their errors

Pupil will become aware of the nature of the measurement errors and of their numerical treatment. They will be required to carry through reasonable estimations throughout the course and beyond.

#### Particles and radiation

Pupils will be introduced to fundamental particles of matter, and to electromagnetic radiation and quantum phenomena.

#### Waves

Pupils study wave phenomena through a development of knowledge of the characteristics, properties, and applications of travelling waves and stationary waves. Topics treated include refraction, diffraction, superposition and interference.

#### Mechanics and materials

Pupils are introduced to vectors and their treatment followed by development of pupils’ knowledge and understanding of forces, energy and momentum.



## Electricity

This section builds on study of the phenomena from GCSE and provides opportunities for the development of practical skills and lays foundation for later study of electrical applications.

## Further mechanics

Pupils earlier study of mechanics is further advanced through a consideration of circular motion and simple harmonic motion. Thermal properties of materials, the properties and nature of ideal gases, and the molecular kinetic theory are studied in depth.

## Fields and their consequences

Pupils will study the concept of field, which is one of great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within this topic to emphasise this unification.

## Nuclear physics

This section builds on the work of particles and radiation to link the properties of the nucleus to the production of nuclear power. Pupils will become aware of the physics that underpins nuclear production and the impact on the society.

## Options

In addition to the core content, pupils will study one of the following options: Astrophysics, Medical physics, Engineering physics, Turning points in Physics and Electronics.

### Paper 1: - (34% of total A Level)

Pupils will be assessed on the following sections

- Sections 1 – 5
- Section 6.1 (Periodic motion)

A written examination of 2 hours comprising multiple choice, short and long answer questions.

### Paper 2: - (34% of total A Level)

Pupils will be assessed on the following sections

- Sections 6.2 (Thermal Physics)
- Section 7 – 8
- Assumed knowledge from sections 1 to 6.1

A written examination of 2 hours comprising multiple choice, short and long answer questions.

### Paper 3: - (32% of total A Level)

Pupils will be assessed on the following: -

- Section A – Compulsory section: Practical skills and data analysis
- Section B – Pupils enter for **one** of sections 9,10,11,12 or 13

A written examination of 2 hours comprising multiple choice, short and long answer questions.



## Psychology

Examination Board: AQA GCE  
 Entry Requirement: GCSE grade 6 or B and above in English Language, Mathematics and Science  
 Course Information: A Level – 7182

Psychology is the science of mind, brain, and behaviour. It seeks to understand why and how humans behave as they do through controlled scientific research. It is exactly on the border between science and social science / humanities: it borders Biology on the scientific side, and Sociology and Politics on the social sciences side. It provides balance to either scientists or social scientists and is one of the likely future subjects as neuroscience becomes the leading research field of the century.

Psychology draws on skill sets from different subject areas. The subject is rigorously scientific and a Grade 6 or B in GCSE Science (most suitable is Biology but any will do) is the bare minimum to understand the nature of experimental procedures, research methods and drawing conclusions from evidence. The subject also requires a considerable volume of extended written work and candidates will also need a Grade 6 or B in any GCSE subject requiring extended writing: preferably English, but History would be a suitable alternative.

### What is involved in the course: -

- How to view the world around you from different perspectives
- How to plan and conduct scientific investigations
- How to analyse and interpret data
- How to use critical reasoning skills
- How to put across your point of view
- This new specification has a rigorous mathematical and scientific element that is featured in all aspects of the course, reflecting the pivotal role of science and investigation in Psychology

#### **Paper 1: - Introductory topics in Psychology (33.3% of total A Level)**

- Pupils will cover topics on social influences, Memory, Attachment, Psychopathology.

A 2 hour written examination covering multiple choice, short answers and extended writing

#### **Paper 2: - Psychology in context (33.3% of total A Level)**

- Pupils will cover topics on approaches in Psychology, Biopsychology, Research methods

A 2 hour written examination covering multiple choice, short answers and extended writing

#### **Paper 3: - Issues and options in Psychology (33.3% of total A Level)**

- Pupils will do a compulsory section covering all sections covered in papers 1 and 2.
- Pupils will also cover 1 option from each of the 3 categories below: - (pre-selected by teacher in line with pupils' interests)

##### **Category 1**

- Relationships
- Gender
- Cognition and development

##### **Category 2**

- Schizophrenia
- Eating behaviour
- Stress

##### **Category 3**

- Aggression
- Forensic Psychology
- Addiction

A 2 hour written examination covering multiple choice, short answers and extended writing



## Spanish

Examination Board:	AQA GCE
Entry Requirement:	GCSE grade 6 or B and above in Spanish
Course Information:	A Level – 7692

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The specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. Pupils will develop their understanding of themes relating to the society and culture of the country or countries where Spanish is spoken, and their language skills. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

Pupils will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Pupils will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Pupils will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

### What is involved in the course: -

The course is divided into key themes:

#### 1. Social issues and Trends

- Modern and traditional values
- Equal rights
- Racism
- Cyberspace
- Immigration
- Integration

#### 2. Political and Artistic Culture

- Modern day idols
- Cultural heritage
- Monarchies and dictatorships
- Spanish regional identity
- Today's youth, tomorrows citizens
- Popular movements

#### 3. Grammar

- A-level pupils will be expected to have studied the grammatical system and structures of the language during their course. In the exam pupils will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists: - Nouns, Articles, Adjectives, Numerals, Adverbs, Quantifiers/intensifiers, Pronouns, Verbs, Prepositions, Conjunctions, Negations, Questions, Commands, Word order, other constructions, Discourse markers, Filters

#### 4. Literary Texts and Films

- A study of either one film and one literary text, or two literary texts.



## **Paper 1: Listening, Reading & Writing (50% of total A Level)**

Exam will cover listening and responding to spoken passages from a range of contexts and sources; reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. The material will include complex factual and abstract content and questions will target main points and detail. All questions are in Spanish and are to be answered in Spanish. There will also be translation into English; a passage of minimum 100 words; a translation into Spanish; a passage of minimum of 100 words.

This is a 2 hours 30 minutes written examination

## **Paper 2: Writing (20% of total A Level)**

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

Exam will 2 hour written examination

## **Paper 3: Speaking (30% of total A Level)**

Individual research project, one of four sub-themes i.e. Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in the Hispanic society.

Oral examination of 21-23 minutes (including 5 minutes' preparation time)