

### **Academic Requirements**

The best foundation for success in AS and A level Art is a high grade at GCSE. AS/A level Art is not an easy option and you should be prepared to work hard at developing your abilities. You should have an understanding of the basic elements of art (colour, tone, form etc) and also some understanding of the place of art, craft and design in the world – its history and purpose. Above all, you should have an interest in creating and understanding art and the determination to develop that interest.

**Course Specification:** Edexcel Fine Art (9031)

### **Advanced Subsidiary**

Unit 1 Coursework (30% of Advanced GCE or 60% of AS)

Unit 2 Externally Set Assignment (20% of Advanced GCE or 40% of AS). Taken at the end of the AS course and represents the culmination of your work so far.

### **Advanced Level**

Unit 3 Practical coursework and personal study (30% of Advanced GCE)

Unit 4 Externally Set Assignment (20% of Advanced GCE).

### **Why Art?**

Art will enable:

- ◆ The development of a range of skills, processes and practices within art.
- ◆ The development of necessary skills to interpret and convey your ideas and feelings.
- ◆ The development of imaginative and creative powers and experimental, analytical and documenting skills.
- ◆ The development of a specialist vocabulary and a knowledge and understanding of the place of art, craft and design in history and contemporary society.

To aid:

- ◆ Students who wish to undertake further studies in art, craft and design, usually at art college or in further education.
- ◆ Students who are looking to take up careers for which an art background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.
- ◆ Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond the AS or A level.

### **A Student's Perspective**

'I am totally fascinated by Art and am now beginning to understand what Art is really about. Paintings and drawings can reflect the mood of a person. The design of a house or a piece of furniture all comes from Art. Different people develop different styles of working and I believe that AS Art has helped me develop my own. The Art teachers are really amazing as they seem to possess such a wide knowledge about Art and artists. Their ideas and suggestions they make are particularly valuable.'

**Academic Requirements**

If you are considering studying Biology beyond GCSE you should be able to answer YES to the following questions:-

1. Will you obtain an A\*, A or B grade for GCSE Biology or in Core and Additional Science (Double Award Science)?
2. Will you obtain at least a B grade for GCSE Chemistry (if studying separate Sciences) and Mathematics?
3. Are your practical skills good and can you look critically at experimental procedures and results?
4. Do you enjoy reading books and articles to gather information?
5. Can you think laterally to apply your knowledge to new situations?

**Course Specification:** OCR Biology (AS level H021, A level H421)

AS level (Lower Sixth) consists of 2 Theoretical Units of Study + 1 Practical Unit

1. Unit F211 – Cells, Exchange and Transport
2. Unit F212 – Molecules, Biodiversity, Food and Health
3. Unit F213 – Practical Skills in Biology (1)

A level (Upper Sixth) consists of 2 Theoretical Units of Study + 1 Practical Unit.

The course builds on the AS work and it is important to have a good knowledge of all AS units as questions set at A level will contain a synoptic element.

1. Unit F214 – Communication, Homeostasis and Energy
2. Unit F215 – Control, Genomes and Environment
3. Unit F216 – Practical Skills in Biology (2)

**Practical Skills at AS level and A level**

Practical tasks are set by OCR. Practical procedures are conducted under controlled conditions within the laboratory and then written test papers are completed within lesson time. Internal assessment takes place and the test papers are moderated by OCR. There are three assessment areas:- (i) Qualitative Task (ii) Quantitative Task and (iii) Evaluative Task

There is a compulsory two day field trip after the AS examinations for those continuing to A level, for which there is a charge.

**Why Biology?**

You should be able to answer YES to at least one of these questions:-

1. Do you have a keen interest in the subject and wish to study it at a higher level perhaps with a view to a career involving some aspect of Biological Science?
2. Do you wish to pursue a career in Medicine or Veterinary Science?
3. Are you looking for an 'A' level subject to go with a combination including Chemistry, Physics, Mathematics, Geography, Psychology or Physical Education?
4. Are you intending to study Arts subjects but would like to study a Science, perhaps to AS, in order to broaden your personal programme of study?

**A Student's Perspective**

'Biology at A level is great because you can begin to answer some of those questions that were forming at GCSE about how and why some biological processes work. The new knowledge you gain can be applied to wider scientific concepts and research which is going on in the science world today, and this contributes in making it a fascinating and really rewarding subject, especially if you have a curious mind!'

**What Business Studies is about**

Business Studies is essentially about what businesses do and how they make decisions. The application of knowledge to different situations and the ability to think of workable solutions is important.

**Academic Requirements**

There are no specific GCSE requirements but the ability to write with clarity and think of solutions to problems is important.

**Course Specification: OCR Business Studies (H430)**

Two modules are studied at AS level and two more A2 modules complete the A level course.

**AS modules****An Introduction to Business**

In this module we look at the nature of business, how businesses can be classified, the objectives of business and influences on business.

**Business Functions**

This module considers the important areas of business: marketing, accounting and finance, people in organisations and operations management.

**A2 modules****People in Organisations**

In this module we look at how people function within business organisations. Topics include: communication, organising and controlling individual activity, employer / employee relations, employee participation, training and appraisal.

**Strategic management**

The module considers how business objectives and strategy are formulated and applied, issues relating to business analysis, external influences and dealing with change.

Each module is assessed with a written examination.

**Why Business Studies?**

Students will gain a broad awareness of how businesses operate and this will be useful in any future career. For some students A level Business Studies will assist them in choosing an area of business to study further and for others it may help to make decisions on a future career.

**A Student's Perspective**

'Business Studies allows me to see what happens outside the classroom. It is a subject which involves the combination of theory and practice. It is much more fun than any other subject!'

### Academic Requirements

In general, we would prefer A level students to have achieved A\*, A or B Grades at GCSE either in Dual Award Science or in Chemistry. Our experience suggests that high A level grades tend to be achieved by those students who gain A/A\* grades at GCSE. Several units of the course include a considerable number of calculations and it is therefore important for intending students to have a firm grasp of mathematics. Algebra is particularly helpful, but the mathematical demands do not exceed those of GCSE.

### Course Specification: OCR Chemistry (H434)

The three Advanced Subsidiary units covered in Lower Sixth are:

- (i) **Atoms, Bonds and Groups** (Mole calculations, atomic structure, bonding and the periodic table)
- (ii) **Chains, Energy and Resources** (Basic concepts in Organic Chemistry, hydrocarbons, alcohols, haloalkanes, organic analysis, energy and resources)
- (iii) **Practical Skills 1** (Internal assessment of key chemical skills, including evaluation)

The three A2 units, covered in Upper Sixth, comprise:

- (i) **Rings, Polymers and Analysis** (Aromatic compounds, amines, acids, polymers, organic synthesis and analysis)
- (ii) **Equilibrium, Energetics and Elements** (Reaction rates, equilibrium, pH, energy changes and transition elements)
- (iii) **Practical Skills 2** (As for AS level but within the context of A2 study)

### Why Chemistry?

The subject at A level is more concerned with the understanding and application of a limited number of basic concepts than with learning facts. It will appeal to students who have an inquiring mind who enjoy problem-solving and who can think clearly and logically.

Students choose Chemistry for a number of reasons. Some may plan to study Medicine, Veterinary Medicine, Dentistry, Pharmacy, Chemical Engineering or Food Science for which the subject is essential. Chemistry combines well with Biology, Physics and Mathematics since there are common areas between the subjects so that one can provide useful support for the other. Other students successfully combine Chemistry with contrasting subjects such as English, Music or a Language.

### A Student's Perspective

'Chemistry is a fascinating subject to take if slightly tricky at first. Spending that extra time out of class clarifying your knowledge will make it even more rewarding.'

## Academic requirements

No previous knowledge is required to take this course, other than an interest in and curiosity about the Ancient Greeks, Archaeology and the effect of both on the world today.

## Course Specification – OCR Classical Civilisation H441

### Course Summary

- 1. Classical Archaeology** - Study the sites of Mycenae, Pylos and Tiryns. These are the palaces that saw the heroes off to fight in the Trojan War. Marvel at the deeds of Odysseus, Achilles and Hektor as you discover how to dig, survey and record an archaeological site.
- 2. Greek and Roman Narrative**  
Read the stories of Odysseus and Aeneas - soldiers of destiny or champions of free will?
- 3. Greek Comedy** - Be transported back to fifth century Athens, take a seat in the theatre of Dionysus and laugh along with the Athenians as men try to sneak into women only festivals and women exact their comic revenge.

Candidates may take an AS or an A level in this course, but be warned: this course is addictive and you may well want to do it for 3 more years at university!

### Why Classical Civilisation?

- It's fun, it's new and it certainly isn't boring
- A recognised skill and knowledge-based course that is highly regarded by universities and future employers
- Ancient men are not dust, no more than modern men are lumps of meat
- Understand the past and begin to comprehend current world events
- A core subject that will help you stand out as an educated and interesting young person

### A Student's Perspective

'Having the opportunity to study Classics and Archaeology was an incredible experience. I learnt so much about myself as well as understanding the evidence that is needed to comprehend past and current human behaviour and activities. Discussion based lessons, audio visual aids and arm chair travelling all combined to give me a subject knowledge that has lasted long beyond the classroom. It was a great excuse to visit Greece and Egypt and my love of Classics will remain with me no matter what I do in life.'

**Academic Requirements**

Every university in the country recognises Theatre Studies as a full and academic A level. GCSE Drama is not a prerequisite for Theatre Studies. During this course, candidates will study theatre right through the ages, from the Greeks to modern day. Styles and practitioners are explored to enhance the student's understanding and enjoyment of the theatre. Emphasis is placed on the candidates directing and devising their own work, which creates an in-depth knowledge of the process of productions.

**Course specification:** Edexcel Drama and Theatre Studies (8DR01 & 9DR01)

**AS Units:****Unit 1 Exploration of Drama and Theatre** (40% of total AS marks)

This unit is a detailed study of two plays from the point of view of performer, director and designer. Candidates will explore the plays through practical workshops and 'exploration notes'. Students are also required to experience a live theatre performance and submit an evaluation. This unit is internally marked and externally moderated.

**Unit 2 Theatre Text in Performance** (60% of total AS marks)

The first section of this unit requires students to offer either a monologue or duologue. The second section requires students to contribute to a performance of a professionally published play by a known writer. Students may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs. This unit will be directed by the Head of Drama and is marked by an external examiner.

**A2 Units** (AS units contribute 50% of the marks of the full A level):

**Unit 3 – Exploration of Dramatic Performance** (40% of total A2 marks)

This unit requires the creation of a unique and original piece of theatre. Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation on both the process and performance of their work. This unit is internally assessed and externally moderated.

**Unit 4 – Text in context II** (60% of total A2 marks) (written)

Sections A and B require students to explore one play, from a choice of three set play texts, from the point of view of a director in both an academic and practical way.

In Section C a selection must be made of one from a choice of three historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play. This unit is a written exam lasting two and a half hours.

**A Student's Perspective:**

'The course is excellent for all those interested in acting and/or behind the scenes theatrical management. AS & A2 Drama and Theatre Studies helps to build individual confidence and communication skills. It enables students to co-operate in a team and explore their practical talents. The subject is a refreshing active release from lessons at a desk, making the course relaxed and enjoyable.'

## What Economics is about

Economics is the social science in which we study how best to use the scarce resources in the world. This can involve considering how individuals choose to spend their income, how businesses manage to produce goods efficiently to sell to consumers or how governments use taxes to provide the National Health Service.

## Academic Requirements

No particular GCSE subject is required but an ability to express yourself with clarity and logically is helpful. Often the inherent logic of the subject lends itself to those of mathematical or scientific bent. However, any confident, academic student with a desire to learn about how our economy works would find it a worthwhile subject.

## Course Specification: OCR Economics (H461)

Two modules are studied at AS level and two more A2 modules complete the A level course.

### **AS modules**

#### **Markets in Action**

In this module we look at the allocation of resources, the market model (demand and supply) and selected aspects of what makes markets efficient or sees them fail.

#### **The National and International Economy**

This module focuses on the macro-economy (whole economy) and considers how levels of economic activity are determined and key national and international economic indicators, policies and problems.

### **A2 modules**

#### **Transport Economics**

Economic concepts and issues are applied in a variety of transport concepts in this module.

#### **The global economy**

This module provides the conceptual framework for the understanding, analysis and evaluation of macro-economic performance in national, regional and global contexts.

Each module is assessed with a written examination.

## Why Economics?

Economics is held in high regard by universities and provides a sound foundation for those wishing to take degrees in Business, Accounting, Politics, Philosophy as well as Economics. Careers in banking and finance are also aided by knowledge of the subject. The subject is of benefit to anyone who wants to gain an understanding of current affairs.

## A Student's Perspective

'Economics gives you a powerful understanding of different theories and how they relate to the world and everyone in it. It combines well with subjects such as Maths, Business Studies and History to give an in depth knowledge that can be used in a career and in life in general.'

**Academic Requirements**

A love of literature and reading is the essential pre-requisite for the course. A\*, A and B grades at GCSE English and English Literature provide the best foundation for success at A level, along with the commitment to wider reading, which will develop your literary criticism, and a real enjoyment of literature. Sensitivity to texts, clarity of thought and the ability to follow through a well-supported logical argument are desirable. A love of theatre and film would similarly contribute to your work.

**Course Specification:**

We began teaching the new OCR AS/A level GCE English Literature syllabus (H071/H471) in September 2008.

AS students will study the poetry of William Wordsworth, and the novel *Wuthering Heights* by Emily Bronte for examination in June 2009. They will also study the following coursework texts: *Death of a Naturalist*, *Oranges are Not the Only Fruit*, *The History Boys*.

Set texts for the A2 modules in 2009-10 will include Shakespeare's *Othello*, Marlowe's *Dr Faustus* and Chaucer's *The Pardoner's Tale*. Coursework texts have yet to be confirmed.

Personal response and the refining of ideas through discussion are essential to the full appreciation of the set books, and make for lively lessons. Regular practice in essay writing and literary criticism also develops language skills and power of analysis. These are supported whenever possible by a wide range of activities including theatre visits, play readings, video recordings, workshops and each student's individual reading programme.

**Why English Literature?**

By developing a student's ability to analyse, provide evidence, make value judgements and express ideas clearly, the A level English Literature course is an excellent foundation for a whole range of careers and has proved an asset in areas such as Law, Business, Science, Social Sciences and the Media.

**A Student's Perspective**

'A level is such a leap from GCSE, as there is a lot more freedom in terms of ideas. Discussions have lasted entire lessons and we have had the opportunity to properly explore all varying avenues of thought.'

'I can't think of a better way to spend my time than reading and studying books that cover many different genres and explore a variety of themes. The discussions in class always seem to make things easier and can sometimes last for a whole lesson. Whether you enjoy reading, discussing or writing essays, English Literature lessons manage to make all three fun!'

**Academic Requirements**

Students who have obtained at least a grade B in Geography at GCSE are more likely to obtain a top Advanced level grade. However, this is a subject where genuine enthusiasm and hard work can result in pleasing results for candidates with a wide range of abilities and backgrounds.

**Course Specification:**

The new OCR AS and A level specification H083/H483 continues to cover a broad range of Physical and Human aspects of Geography. The course encourages you to be interested in the world around you, learning about local and global issues and becoming involved in some practical work outside the classroom.

The AS level is assessed in two units:

**Managing Physical Environments**

- River environments
- Coastal environments
- Cold environments
- Hot arid and semi arid environments

**Managing Change in Human Environments**

- Managing urban change
- Managing rural change
- The energy issue
- The growth of tourism

You will have to do fieldwork which relates directly to the above units, and also to learn about a range of research and investigative skills.

Two additional A2 modules complete the A level:

**Global issues**

Environmental issues: Earth Hazard, Ecosystems and environments under treat, Climatic hazards  
Economic Issues: Population and resources, Globalisation, Development and inequalities

**Geographical Skills**

1. Identifying a suitable question or hypothesis for investigation
2. Developing a plan or strategy for conducting the investigation
3. Collecting and recording appropriate data
4. Presenting the data collected in the appropriate forms
5. Analysing and interpreting the data

The skills unit is on any topic chosen by you and can be any of the units previously studied. This could be excellent for exotic field trips!

The course allows you to develop the key skills of communication, problem solving, IT, working with others and independent learning that employers consider to be so important.

**Why Geography?**

Geography is fun, and can be studied at university as an Art or Science. Graduates are extremely marketable and enter a wide range of professions, many of them not strictly geographical in content, but with a geographical basis (planning, transport, surveying, conservation/ecology, tourism, marketing, even teaching). There are opportunities to gain key skills such as ICT competency, working with others and communication skills.

**A Student's Perspective**

‘The AS Geography course is similar to GCSE but the subjects are studied to a greater depth. The lessons are really interesting and fun – I especially enjoy debating new topics with my classmates. The A level offers grounding in both human and physical geography that can be taken further. The coursework requires a lot of individual hard work but it is rewarding if you are organised.’

‘One of the best aspects of the geography course is the field trips, which always prove to be exciting.’

**Academic Requirements**

Preferably grade B or better at GCSE, but it is possible for students with good analytical and writing skills to embark on the course without a GCSE background. The course acts as a natural progression from GCSE, and supports development to further study and a wide range of careers.

**Course Specification**

The course we are likely to follow is Edexcel AS/A level specification. This entails four units including one coursework unit and three exams. This mix means you can use a variety of skills and that you are not solely dependent on end of unit exams: this reduces the uncertainty of unpredictable exam questions. The topics covered for each of these modules are quite flexible and will vary according to who is teaching the material. The AS consists of Units 1 and 2 only whereas the A level means adding on Units 3 and 4: therefore AS is worth 50% of the overall assessment for a student following the course through to A level.

At present the emphasis is on modern history and there is a requirement for one unit out of the four to be British History. Therefore the course consists of:

**Unit 1: Historical Themes in Breadth**

The Expansion and Challenge of Nationalism

The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943 and From Second Reich to Third Reich (Nazi) Germany 1918-1945.

**Unit 2: British History Depth Studies**

Britain in the Later 20<sup>th</sup> Century: Responding to Change

British Political History, 1945-90: Consensus and Conflict

**Unit 3: Depth Studies and Associated Historical Controversies**

War and Peace: 20<sup>th</sup> Century International Relations

A Divided World: Superpower Relations, 1944-1990 (Cold War)

**Unit 4: Historical Enquiry [Coursework]**

Russia to Soviet Union 1856-1964

There is usually the opportunity to attend Sixth Form conferences related to these topics.

**Why History?**

The success rate for students has been high. It is a traditional subject, highly respected on university and job applications, which involves research, analysis, evaluation and the coherent expression of ideas. These skills are valued in many jobs from journalism, media research, marketing and personnel management to the professions such as law and accountancy. The study of History helps to explain our own world and helps us to understand that most mysterious of beings, humans.

**A Student's Perspective**

'History looks at political, moral and social issues which are fascinating to study and discuss. It develops priceless skills of analysis and critical thinking. In looking into the past, we are better able to understand the present.'

**Academic Requirements**

The AS and A level Mathematics syllabuses have been designed to build upon the work studied for the Higher Tier at GCSE. The study of Mathematics in the sixth form will appeal to those students who enjoyed mathematics at GCSE; it will appeal particularly to those who enjoyed, and had a flair for, the more abstract topics of algebra and geometry. To succeed at AS or A level the student will need a sound understanding of all the topics studied for GCSE and she should have good algebraic skills. To be reasonably sure of success at AS or A level, the student should have obtained at least Grade B in Higher Tier GCSE: to obtain top grades at AS or A level, the student should have achieved Grade A\* or A at GCSE.

Students who really enjoy Mathematics, and would welcome the opportunity to study complex algebra and new abstract topics, should consider taking Further Mathematics (AS or A level). However, students should consider this option only if they obtained Grade A or A\* at GCSE.

**Course Specification**

|                                 |                      |                     |
|---------------------------------|----------------------|---------------------|
| <b>OCR Mathematics:</b>         | <b>AS level 3890</b> | <b>A level 7890</b> |
| <b>OCR Further Mathematics:</b> | <b>AS level 3892</b> | <b>A level 7892</b> |

The mathematics studied at AS and A level falls into two categories – Pure Mathematics and Applied Mathematics. Pure Mathematics is the study of abstract topics such as geometry, algebra, trigonometry, functions and calculus. Applied Mathematics relates the knowledge and skills learned in Pure Mathematics to real life situations in Mechanics and Statistics. Mechanics is the study of forces and moving objects; Statistics is the study of probability and the analysis of data.

There are 17 modules available in the mathematics syllabuses. Some modules are designated AS modules, and some are designated A2 modules. Different combinations of modules are possible but the numbers of modules examined for these qualifications are:

|   |            |
|---|------------|
| AS Mathematics                                      | 3 modules  |
| A level Mathematics                                 | 6 modules  |
| A level Mathematics and AS Further Mathematics      | 9 modules  |
| A level Mathematics and A level Further Mathematics | 12 modules |

Students who take AS Mathematics have 7 lessons a week throughout the Lower Sixth and sit three examinations in June. Success in these three examinations leads to the award of AS Mathematics. For A level, students continue into the Upper Sixth and follow a programme of 8 lessons a week with one examination in January and two in June, leading to the award of A level Mathematics.

Students of Further Mathematics follow the programme described above. And, in addition, they have 7 lessons a week of Further Mathematics in the Lower Sixth and 8 lessons a week in the Upper Sixth. Three modules are studied in each year with examinations in June in the Lower Sixth and January and June in the Upper Sixth. Completion of 12 modules in total will lead to the award of A level Mathematics and A level Further Mathematics. It is possible to cease study of Further Mathematics at the end of the Lower Sixth although the study of A level Mathematics must continue throughout the Upper Sixth so that 9 modules are completed; this leads to the award of A level Mathematics and AS Further Mathematics.

Each module is examined by a single written examination of 1 hour 30 minutes. There is no coursework.

Students who wish to study mathematical subjects at some universities, notably Cambridge and Warwick, may be required to sit extra examinations (STEP or AEA). We provide a programme of support and study for such students.

### **Why Mathematics?**

Students who have studied Mathematics will acquire skills and knowledge that can be applied in many fields. In addition to the acquisition of mathematical skills, students will develop their powers of reason and logic, and their communication skills. Because these skills are transferable, the worth of having studied Mathematics is universally recognised.

There are many career opportunities open to those who have studied A level Mathematics, in Science and Technology and also in Business, Finance and Management. A level Mathematics is a preferred qualification for entry to many degree courses.

Some students go on to study mathematics at university. There has been a shortage of Mathematics graduates for many years and they sought after by industry, commerce and the public sector. Because of the excellent training that Mathematics gives, graduates are always likely to be in demand.

### **A Student's Perspective**

'I feel that I really have made progress in Maths. Everything is much clearer than when I was doing GCSE.'

'In Maths you have to think clearly to get to the solution. This is a valuable skill.'

'Maths is fun, interesting, wonderful... The work is hard but you do not feel this when you know how to enjoy it.'

'Some of the Maths is really hard but you get a lot of satisfaction when you solve a difficult problem.'

'I really enjoyed Further Maths. It was fun studying all these things that most people have never heard of.'

'There is no denying that the Maths is much harder than at GCSE, but there is always someone at hand to help – either a fellow student or a member of staff. With constant practice and commitment the work gets easier.'

'Wow! Talk about hard work! But at the end of it all you feel so good about yourself. You really feel like you've achieved something. And you have!'

**Academic Requirements**

GCSE grade B, A or A\*. Candidates should be genuinely interested in the target language country, have an enthusiasm for written and spoken languages as a means of communication, and an understanding of basic grammar structures in English as well as the foreign language. Although a stay in the country is not compulsory, the stress on fluency makes it highly desirable.

**Course Specification:** OCR French (H075/H475), German (H076/H476), Spanish (H077/H477)

There is ongoing development of the four skills of Listening, Speaking, Reading and Writing, based on the following subject areas:

**AS Units****Aspects of daily life sub-topics**

- The family
- Food, drink, health, obsessions and addictions
- Transport

**Leisure and entertainment sub-topics**

- Sport
- Tourism and related themes
- Leisure activities

**Communication and media sub-topics**

- Communication technology
- Media

**Education and training sub-topics**

- School and school life
- Work and training

**A2 Units****Social Issues**

- Urban and rural life
- Housing problems
- Social exclusion
- Employment and unemployment
- Immigration
- The role of women
- Equality and minority groups
- Religion and belief

**The Environment**

- The individual in his/her surroundings
- Pollution
- Conservation

**Education**

- Education systems and types of school
- Patterns of curriculum
- Relationship between education and training
- Further and higher education

### **Law and order**

- The role of the police
- Patterns of crime
- Public protests and demonstrations
- Juvenile delinquency

### **Politics**

- French: aspects of France and the French-speaking world
- German: aspects of Germany and the German-speaking world
- Spanish: aspects of Spain and the Spanish-speaking world

### **Technological advances**

- Medical advances
- Technological advances

### **Human interest news items**

There is also considerable emphasis on an awareness of grammatical accuracy at a more sophisticated level than GCSE, and the ability to transfer parts of a text in English into the target language and vice versa. At A2 the course also may involve the study of a literary text as a coursework option. The use of dictionaries is not allowed in examinations at either level.

### **Why Modern Languages?**

It is impossible to over-estimate the value of exploring another country's language and culture, both for one's own satisfaction and for the opportunity it provides to communicate with others. It also brings new insights into our own language and culture. Sixth form study covers a wide range of topical issues set in the context of current affairs.

As links with our European partners are strengthened, and trade and tourism are flourishing with the latter, employers in any field will be seeking recruits with competence in one of the principal European languages. If they do not have another language, UK graduates may find themselves being picked close to last for the multilingual, globally aware, and full integrated touring workforce at home and abroad in the not too distant future.

### **A Student's Perspective**

'Although at first the sheer volume of work was intimidating, the intense study at A level has really brought my language skills up from the relatively basic GCSE level. I am a lot more confident now and have found that not only has my language improved vastly but my knowledge and interest in French culture has developed massively.'

'I have found German in the Sixth Form really interesting. I am so glad I chose it as not only have I improved my fluency in German hugely, I have also learnt valuable speaking skills, how to talk in front of crowds, how other cultures and societies work and have become much more confident writing or presenting myself in formal situations. I have visited Germany often over the last few years and intend to study at a German university after leaving School!'

'I took Spanish AS and found it thoroughly enjoyable; the course is very diverse and you can study the culture of Spain and other Spanish speaking countries. At the end, you find that you can express yourself using a wide range of vocabulary and that you can use grammar in a new and exciting way. Even though, at times, the work was challenging I found it really worthwhile and the best part of the course for me was the speaking. Having the opportunity to speak to a native Spanish speaker in the week really helps to improve one's skills immensely.'

**Academic Requirements**

A pupil should have gained an A\*, A or B at GCSE, although an experienced musician who was not able to take GCSE may be considered. Pupils should have a performing standard of about Grade 5 at the start of the course. They should also have passed or be working towards Grade 5 Theory. A willingness to take part in choir and/or orchestra is taken as read.

**Course Specification:** Edexcel Music (7010)**AS level: Three units will be studied:**

|               | Unit name                               | Content summary   | Assessment   | % of the total AS marks | % of the total A level marks |
|---------------|---|---|--|-------------------------|------------------------------|
| <b>Unit 1</b> | <b>Performing Music</b>                 | Students can choose music in any style to produce a five-six minute performance. Any instrument(s) and/or voice(s) are acceptable. Students may perform as soloists and/or as part of a group.  | Internally assessed.<br>Externally moderated.                  | 30%                     | 15%                          |
| <b>Unit 2</b> | <b>Composing</b>                        | A three-minute piece will be composed in response to a chosen brief. Students will also write a CD sleeve note to describe aspects of their final composition.  | Completed under controlled conditions and externally assessed. | 30%                     | 15%                          |
| <b>Unit 3</b> | <b>Developing Musical Understanding</b> | Students will study prescribed set works related to the areas of study of Instrumental music and Vocal music. The course involves developing an understanding of social and historical context, musical features and harmonic and tonal features. | 2-hour examination.<br>Externally assessed.                    | 40%                     | 20%                          |

**A level: Three further units will be studied:**

|               | Unit name                              | Content summary   | Assessment   | % of the total A level marks |
|---------------|--|---|--|------------------------------|
| <b>Unit 4</b> | <b>Extended Performance</b>            | Students can choose music in any style to produce a 12-15 minute performance. Any instrument(s) and/or voice(s) are acceptable. Students may perform as soloists and/or as part of a group.   | Internally assessed.<br>Externally moderated.                  | 15%                          |
| <b>Unit 5</b> | <b>Composition and Technical Study</b> | A three-minute piece will be composed in response to a chosen brief. In the technical study section, students will complete two short pastiche studies.   | Completed under controlled conditions and externally assessed. | 15%                          |
| <b>Unit 6</b> | <b>Further Musical Understanding</b>   | This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. The course involves developing an understanding of social and historical context, musical features and harmonic and tonal features. | 2-hour examination.<br>Externally assessed.                    | 20%                          |

**Why Music?**

Anyone wishing to pursue Music as a career or a hobby after school is well advised to take the AS/A2. Music demonstrates a wider range of skills than many A levels, and thus is highly regarded by universities. And if you enjoy music, then you will enjoy studying it too.

**A Student's Perspective**

'Although I am not going on to study music at university, I am getting a grounding which will help me as I continue music in my spare time. The course added variety to my programme of A levels, and also meant that my hours and hours of piano practice contributed to my grades.'

**Academic Requirements**

Are you the sort of person who wants to ask questions about the world around you, who wants to be able to answer the really big questions about the universe and everything?

Do you find how the world works fascinating? Do you want to try and help solve the problems facing us today; like how can we get enough energy to keep things working? How can we make life easier for people with physical disabilities? How can we have more efficient sports equipment?

Do you enjoy applying your mind to solving problems? Do you enjoy carrying out investigations that need imaginative and logical thinking?

If so, then a study of Physics beyond school will help you to achieve these things and the next step for you will be to study A level Physics.

AS Physics is suitable for those who want to study a relevant worthwhile qualification to either complement their maths/sciences or as a separate science to support and balance a more artistic selection of subjects.

Candidates would be expected to possess a minimum of Grade B in GCSE Physics, or B in Core and Additional Science (Double Award). It will be very helpful to have at least a Grade B in GCSE Mathematics, as numeracy and mathematical skills are important in Physics. We work closely with the Mathematics department to provide help for the non-A level Mathematics students if they have a problem with the mathematics required.

Communication is also important in Physics, so you will need to be able to communicate effectively, to research and to think critically about problems. You will learn theory, develop relevant practical skills throughout the course and have fun!

**Course Specification:** OCR Physics A (H158, H558)

The qualification builds on the knowledge, understanding and process skills that will have been developed in GCSE Science. The AS level is a qualification in its own right. Students study three units in the AS (Units 1-3). The full A level is made up of the AS level and three more units (Units 4-6).

|                                      |   |
|--------------------------------------|---|
| Unit 1 Mechanics                     | Unit 4 Newtonian World                            |
| Unit 2 Electrons, Waves and Photons  | Unit 5 Fields, Particles and Frontiers in Physics |
| Unit 3 Practical Skills in Physics 1 | Unit 6 Practical Skills in Physics 2              |

There is no coursework in either AS or A level Physics.

**Why Physics?**

It is a fascinating subject and is an important qualification in a wide range of careers in technology and science, particularly in engineering. It is also useful for medical and veterinary careers. Perhaps surprisingly, Physics is also a very welcome qualification in law, banking, accountancy, media and marketing etc, since a good A level pass proves you possess good analytical and problem solving skills and are mathematically competent.

**A Student's Perspective**

'Physics at A level is a challenging, yet rewarding course. It provides invaluable explanations for many processes, from why the sky is blue to the marvels of  $E=mc^2$ . Through Physics I have become part of the Engineering Education Continuum, tackling real life problems with real companies, which is proving invaluable to my UCAS applications. At A level you will experience topics familiar from GCSE, but at a far deeper level allowing you to understand and enjoy the topic. The supportive classroom atmosphere makes the subject even more enjoyable than GCSE. I have enjoyed this stimulating course immensely.'

**Academic Requirements**

Candidates would be expected to possess a minimum of Grade B at GCSE Mathematics and English. A science, particularly Biology, would be an advantage. Students whose first language is not English would find the terminology difficult unless their English is of a good standard.

**Course Specification: AQA Psychology A (2180)**

The course consists of the following topics:

**AS modules**

- Cognitive Psychology
- Developmental Psychology
- Biological Psychology
- Individual Differences
- Social Psychology

**A2 modules**

- Social Psychology
- Research in Action
- Individual Differences: Psychopathology
- Research Methods
- Biological Rhythms and Sleep

**Why Psychology?**

This subject is for the dynamic student – it is for the pioneer. As the newest of the sciences, students will find themselves at the cutting edge of new research in most aspects of their course. Psychology combines well with any subject that involves human endeavour. Past students have combined Psychology with a variety of other courses.

It is a useful course whether the student's ultimate aim is to work with people, undertake assessment or specialise in research. Psychologists are employed widely in business, education, the health and social services, computing, law and marketing. Applications for Psychological research include police interviewing techniques, management training, pilot training and re-education projects for dangerous drivers or drug abusers.

The A level course involves a great deal of independent work, both in researching topic studies and in designing and reporting an investigation. Study skills, research skills, planning and report writing are important components of the coursework.

**A Student's Perspective**

'Psychology is an interesting subject as you learn about people's behaviours, which I feel will help me later on in life.'

**Academic Requirements**

There are no prior knowledge requirements for this subject. However a B in GCSE Religious Studies or a subject such as English Literature or History will indicate that you have the necessary skills to succeed. An interest in human values, morality and human nature is essential. You should also have a lively enquiring mind and a willingness to question and debate.

**Course Specification:** Edexcel Religious Studies 6584

**AS:** Foundations Module 6581

Philosophy of Religion

- a. A study of philosophical arguments about the existence of God
- b. The problem of evil and suffering

Ethics

- a. A study of ethical theories, such as utilitarianism and situation ethics
- b. A study of ethical dilemmas in sexual ethics and issues of war and peace
- c. The relationship between religion and morality

**AS:** Investigations Module 6582

A study of medical ethics in preparation for an extended essay written under examination conditions.

**A2:** Developments Module 6583

Philosophy of Religion

- a. Further arguments for the existence of God
- b. Religious experience
- c. Religious language
- d. Life after death

Ethics

- a. Ethical theories, such as deontology, natural moral law and virtue ethics
- b. Applied ethics; topics such as justice, law and punishment
- c. A study of ethical language

**A2:** Implications Module 6584

Within the context of the specification, students will consider implications in terms of how far particular beliefs and values might affect people's understanding or awareness, including their own, of: Religion and Human Experience.

**Why study Philosophy of Religion and Ethics?**

This is a subject of great diversity. You will be required to keep an open mind and consider both the believer's and the sceptic's point of view. These are useful skills for any Arts or Humanities degree and the need to question sources and consider bias would be good preparation for future careers such as law or journalism. You must have a keen awareness of issues of perennial concern and an interest in current affairs; reference will be made to news items and developments in the fields of medicine, law and order and aspects of government. Anyone interested in how our society has been shaped by its history and the part religion has played in the development of its moral codes, should consider this subject.

**A Student's Perspective**

'It is enjoyable, interesting and very useful, as we are constantly encouraged to think for ourselves, question what we are presented with and keep an open mind. We also learn to communicate well with each other and accept and respect one another's views. We are encouraged to read around our studies to appreciate things in greater detail which is also good preparation for university life. This is an interesting combination of research and historical ideas, and present-day moral issues and dilemmas.'

**Academic Requirements**

Candidates thinking this AS/A level could be a soft option - think again! AS/A level Physical Education is a natural extension to a very successful GCSE PE course that has operated for a number of years. It is not essential to have studied the GCSE to do well on the course, although students with such a background will initially be at an advantage. The course itself is both academically and physically challenging and it is particularly suited to students of a sound academic background who are competent in the sporting skills required for the practical component. We would prefer students who have achieved at least a B grade at GCSE Physical Education and/or Biology. It is essential the student has a passion for all sport and is interested in studying the application of theoretical topics to the practical elements, performing skills in a variety of sports and analysing performance in the eyes of a coach.

**Course Specification:** OCR Physical Education H154/H554

| Level | Unit Title   | Exam Duration                            | AS  | A   |
|-------|--|--|-----|-----|
| AS    | Acquiring, developing and Evaluating Practical Skills in PE                                    | Moderated Assessment<br>Course work file | 40% | 20% |
| AS    | An Introduction to PE  | 2 hours                                  | 60% | 30% |
| A2    | Principles and concepts across different areas of PE   | 2.5 hours                                | 70% | 35% |
| A2    | The improvement of effective performance and critical evaluation of practical activities in PE | Moderated Assessment                     | 30% | 15% |

**Why Physical Education?**

As a whole the AS/A level Physical Education course is probably one of the broadest, covering aspects of biology, physics, psychology, sociology, classical civilization, history, geography, media studies and current affairs. It combines well with many other A level subjects particularly Biology, Geography and Psychology.

Physical Education is held in high regard by many universities and provides a sound foundation for those wishing to study degrees in Sport Science, Leisure Management, Recreational Management, Physiotherapy, Sports Therapy, Psychology, Outdoor Education and Teacher Training.

**A Student's Perspective**

‘A level PE was an incredible course incorporating both theoretical learning and practical application. It was an opportunity to study all aspects of Sport and Physical Education and at times was extremely demanding. It covered a variety of subjects, ranging from technical scientific aspects, to sociological studies to even Tom Brown’s School days!’

‘The Personal Performance Profile coursework is a chance to explore your favourite sport in detail, developing all the topics of study through that sport plus understand how to develop the skills needed as a coach. This knowledge then helped during the Oral Presentation in the second year as it gave you the confidence to communicate to other people on your particular sport.’