

The Sixth Form Curriculum



The standard pattern is for pupils to study four subjects in the Lower Sixth, leading to AS examinations in the Summer. Three subjects are continued in the Upper Sixth so that by the end of the course each pupil has completed three full A levels and one additional AS level. It is possible for an able pupil to take all four subjects through to A level. A few pupils may be advised to concentrate on only three subjects in both years. A list of subjects available follows on page 3, and details of each subject are provided on separate sheets.

The decision on the number of subjects to study should be taken in consultation with the Housemaster or Housemistress and the Director of Studies.

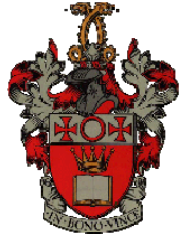
In addition to the AS courses, most pupils in the Lower Sixth will take an Academic Enrichment option, to help support and extend their subject studies and enhance their overall academic profile. These options may vary from year to year but are likely to include:-

- The Cambridge Pre-U Global Perspectives course, which develops critical thinking and independent research skills whilst considering issues of worldwide significance. The Cambridge Examinations Board has developed this course in consultation with schools and universities to help students be better prepared for study at a higher level. The course is continued into the Upper Sixth by undertaking an independent research project and leads to a highly respected qualification, rated equivalent to a good A level, giving that vital extra edge for applicants to the most competitive universities and courses.
- BTEC in Public Services, available to members of the CCF. This is another highly respected qualification that accredits skills and knowledge gained through CCF involvement.
- Language courses, which could lead to qualifications in Modern Languages – perhaps started from scratch, or an English as an Additional Language qualification for overseas students.

Each AS or A level subject is taught for eight 35 minute periods a week, usually in double (70 minute) periods. The Academic Enrichment programme requires a further four 35 minute periods. Of the 45 timetabled periods each week, pupils in the Lower Sixth will then have six Independent Study Periods, during which they will work in their study rooms or in the Library, supporting and preparing for the directed learning that takes place in the classroom.

Games sessions take place three afternoons a week and a variety of extra curricular activities are offered on the other three afternoons.

Progression



Our aim is educational excellence, with all students achieving the best grades they possibly can. The Sixth Form is a transition from the very structured learning of GCSE years to the development of the capacity for independent thought and study which is required for higher education courses.

This progression requires an understanding of the potential of each student, their strengths and weaknesses and a careful monitoring of their application and achievement.

Teachers regularly assess progress and trial examinations are taken at Christmas. Summary reports are sent out generally at the half term break and at the end of term. Attainment grades are compared with individual targets and the reasons for any underperformance investigated by the Headmaster and Director of Studies.

The choice of AS and A level subjects, and the opportunities for Further and Higher Education after the Sixth Form, are some of the most important decisions that a young person can make. It is vital to make the right decisions and so it is essential that a great deal of consultation takes place before subjects and courses are finalised.

Pupils in the Fifth Form at St Lawrence are assisted in this by taking aptitude tests and psychometric questionnaires, followed by in-depth individual consultations with professional careers advisers from outside the school. Our own careers department coordinates this programme and offers additional individual support and advice. It is expected that subject options will be discussed with Tutors and other teachers as well as parents and guardians before any final choices are made.

Subjects must be chosen by the start of the Summer Term, when Option Blocks are devised in response to the requested subject combinations. The Director of Studies is usually able to arrange that nearly all pupils can study their chosen combinations, and only very occasionally must a reserve choice be used.

The Director of Studies and other Senior Staff provide advice and assistance for university entrance, from initial researching through the application process and beyond. They are always available for advice and help at the crucial period in August when results are published and university places are confirmed. Group seminars are supported by individual consultation with students, and parents and guardians are always welcome to make an appointment to discuss options.

Subjects Available

The following subjects are offered for the academic year starting September 2011. Details of course content and assessment arrangements can be found on the pages indicated.

Subject	Sheet
Art and Design	1
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Classical Civilisation	5
Design & Technology – Product Design	6
Drama & Theatre Studies	7
Economics	8
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Further Mathematics	14
Geography	10
German	15
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Mathematics	14
Modern Languages	15
Music	16
Music Technology	17
Physical Education	18
Physics	19
Psychology	20
Religious Studies	21
Spanish	15

Art and Design



Examination Board: AQA

Specification (2200):

AS - 1201A, A2 - 2201A

Entry requirements: a good grade at GCSE Art & Design. Students who do not have a GCSE pass in the subject, but who can demonstrate a sound understanding of basic skills, may also be considered.

The course aims to develop intellectual, imaginative, creative and intuitive powers, and to broaden knowledge and understanding of Art and Design in contemporary society and in other times and cultures. Through the use of relevant materials, processes, technologies and resources, students will be encouraged to express their ideas, feelings and meanings in two- and three-dimensional form.

AS Unit ARTA1 Weighting of total marks: AS – 50% A – 25%	Coursework: candidates follow the Unendorsed option for study throughout AS. Set and marked by the centre, moderated by AQA. This Unendorsed route enables students to explore a range of two- or three-dimensional approaches to their studies.
AS Unit ARTA2 Weighting of total marks: AS – 50% A – 25%	Externally set assignment: supervised time 5 hours. Set by AQA, marked by the centre and then moderated by AQA
A2 Unit ARTA3 Weighting of total marks: A – 25%	Personal Investigation: practical work supported by 1000 to 3000 words. Set and marked by the centre and moderated by AQA
A2 Unit ARTA4 Weighting of total marks: A – 25%	Externally set assignment: 15 supervised hours on a question chosen from a set of options provided by AQA.

Both AS- and A-level follow the unendorsed route. Students will be required to work in two or more of the following disciplines: Painting and Drawing, Sculpture, Illustration, Photography, Ceramics, and Mixed Media. To assist students, computer aided design is increasingly used, e.g. Adobe Photo Shop and Corel Draw 4. Throughout the course students are expected to work from direct observation from primary sources, documenting and recording via sketchbooks, photographs and notes, and to develop preparatory work towards a final piece using the most appropriate processes and techniques.

Students support their studies with regular trips to London galleries; recent years have also witnessed educational trips to Paris and Prague.

Upon successful completion of the course, students are equipped to proceed to a university degree. Many take foundation courses for one year in order to explore in greater depth the range of skills open to them before deciding to specialise at degree level in one or two major areas of study.



Biology

Examination Board: OCR

Specification: AS – H021, A2 – H421

Entry requirements: It is advisable that pupils should have gained at least a grade B in GCSE Biology or a grade A in the Double Award Science.

All of the lessons are double lessons and practicals are conducted as often as is possible and suitable, in order to support the theory of the topics being taught. All encouragement is given to students to enjoy Biology, including those who wish to pursue it further in higher education. In addition to these classes, students attend Biology Tutorials once a week for help with individual problems.

<p>AS Unit F211 Weighting of total marks: AS – 30% A – 15%</p>	<p>Cells, Exchange and Transport Cells are the basic units of all living things. Organisms function because of communication and co-operation between specialised cells. Cell division is a fundamental process, necessary for reproduction, growth and repair. In order to survive, living cells need a supply of oxygen and nutrients. In single cells and small organisms, these materials can enter by passive processes. However, once an organism reaches a critical size, it requires specialised exchange surfaces and transport systems.</p>
<p>AS Unit F212 Weighting of total marks: AS – 50% A – 25%</p>	<p>Molecules, Biodiversity, Food and Health Proteins carbohydrates, lipids and nucleic acids are key biological macromolecules with important roles in living organisms. Humans make use of a wide range of organisms for food, whereas other organisms cause disease. Good health is dependent upon diet and on the control and prevention of disease. Evolution has generated a wide variety of organisms. The fact that all organisms share a common ancestry allows them to be classified. There is increasing recognition of the need to maintain diversity.</p>
<p>AS Unit F213 Weighting of total marks: AS – 20% A – 10%</p>	<p>Practical Skills in Biology There are three separate tasks, Quantitative (10 marks), Qualitative (10 marks) and Evaluative (20 marks), which are supplied by the board, and are conducted in the laboratory under exam conditions and marked using a marking scheme provided by the board. A candidate may do more than one of each task, with only the best result counting.</p>

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<p>A2 Unit F214 Weighting of total marks: A – 15%</p>	<p>Communication, Homeostasis and Energy. Organisms respond to changes in their internal and external environment using responses that are controlled and coordinated electrically and/or chemically. Metabolic processes produce waste products, many of which are toxic. Excretion is an essential process for all living things. Photosynthesis may be the most important biological process on earth. Plants, animals and many microorganisms depend upon the carbohydrate and oxygen produced by photosynthesis. Respiration is one of the fundamental biological processes and takes place in all living things. Most definitions of “life” have respiration as a necessary criterion.</p>
<p>A2 Unit F215 Weighting of total marks: A – 25%</p>	<p>Control, Genomes and Environment Genes control the way in which cells function. Changes within genes lead to variation and variation provides the raw material for evolution. Natural processes have been harnessed and manipulated by humans for our benefit. This manipulation can take place at the level of the gene, the cell or the whole organism. Understanding how ecosystems work and how to manage them for sustainability and conservation requires knowledge of energy flows and population dynamics. Plants and animals respond to environmental stimuli. The co-ordination of responses to stimuli can vary in complexity. These responses enhance the survival of the organism</p>
<p>A2 Unit F216 Weighting of total marks: A – 10%</p>	<p>Practical Skills in Biology 2 As for AS.</p>

Business Studies



Examination Board: AQA

Specification (2130):

AS – 2130, A2 - 2131

Entry requirements: GCSE Mathematics and English recommended.

Students need not have studied the subject before, but they should be aware that it is academically demanding. It requires a capacity for logical and analytical thought, as well as the ability to write fluently in response to stimulus study material, and a facility with figures in the financial section of the course. It is a subject well suited to students who take an interest in the business world and current affairs. The syllabus covers all of the different aspects of running a business: From its beginning – the entrepreneurial challenges to an understanding of initial funding, marketing, accounting and finance, human resources management, and production. It also considers planning and strategy, and looks at the external environment which is the context for business activity.

In terms of numbers of students, Business Studies is one of the most rapidly growing subjects in today's schools. One of its appeals is its relevance to today's world. Business plays an important role in all of our lives, we being customers, managers, creditors, owner/shareholders and employees. The explosion in adult business courses throughout the country testifies to the fact that many adults lament their lack of education about commercial matters, and the growth of the subject in schools suggests that many young people too are anxious to gain grounding.

While Business Studies is extremely practical – all of the skills and concepts taught are directly relevant to the way organisations are run – it is also a strong academic discipline respected by Higher Educational institutions. Students of this subject will grow in their critical understanding, and their ability to analyse and evaluate information. In the course of their studies it is essential that students keep abreast of real-world events by reading the business section of a quality newspaper and watching relevant television programmes. In this way they will relate the material learnt to the real world, making their studies more stimulating and providing important illustrative material for their work.

Business Studies is a social science which complements almost any arts or science subject, though perhaps especially Modern Languages and Information Technology. It is a useful preparation for a career in many fields in addition to business, including banking, accountancy and administration. More than that, it is an A-level which develops students' capacity for analysis, organisation and reasoning, and gives them practical knowledge for life beyond school.

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AS	
<p>AS Unit BUSS1 Weighting of total marks: AS – 40% (60 marks, 1 hr 15 mins) A – 20%</p>	<p>Planning and Financing a Business: Short answer questions and extended responses based on a mini case study. This unit covers Starting a Business - the challenges and issues of starting a business; enterprise and entrepreneurs.</p>
<p>AS Unit BUSS2 Weighting of total marks: AS – 60% (80 marks 1 hr 30 mins) A – 30%</p>	<p>Managing a Business: Multi-part data response questions. This unit includes finance – budgets, cash flow and profits; people in business – organisational structures, recruitment, training and motivation. You will also study operations management – operational decisions, quality, customer service, suppliers and technology. Marketing and Competition – designing and using an effective marketing mix, market conditions and competitiveness are also key components to this unit.</p>
A2	
<p>A2 Unit BUSS3 Weighting of total marks: A – 25% (80 marks, 1 hr 45 mins)</p>	<p>Strategies for Success: An unseen case study with a range of numerical data. Specific content includes; Functional Objectives and Strategies, Financial Strategies and Accounts, Marketing Strategies, Operations Strategies and Human Resource Strategies.</p>
<p>A2 Unit BUSS4 Weighting of total marks: A – 25% (80 marks, 1 hr 45 mins)</p>	<p>The Business Environment and Managing Change: A two part paper – Section A will contain questions based upon prior research. Section B will be choice of essay titles from which the candidate will select one. This will be a synoptic paper and draw on all of the specification. Specific content includes Corporate Aims and Objectives, Assessing Changes in the Business Environment and Managing Change</p>

Chemistry



Examination Board: Edexcel

Specification: AS – 8CH01, A2 – 9CH01

Entry requirements: A pupil should have gained at least a B grade in both GCSE Chemistry and Mathematics. Although a sound basic knowledge of both chemical and mathematical principles is required, an enquiring mind and a willingness to work hard are equally important.

The aims of the course are to develop:

- ▣ students' interest and enthusiasm, for Chemistry, including developing an interest in further study and careers in Chemistry
- ▣ an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- ▣ a deeper understanding of the skills, knowledge and understanding of *How Science Works*
- ▣ essential knowledge and understanding of different areas of the subject and how they relate to each other

AS Unit 6CH01 Weighting of total marks: AS – 40% A2 – 20%	The core principles of Chemistry: this unit deals with atomic structure, formulae, equations, bonding and an introduction to organic chemistry.
AS Unit 6CH02 Weighting of total marks: AS – 40% A2 – 20%	Applications of the core principles of Chemistry: this unit deals with shapes of molecules, intermolecular forces, redox reactions, the periodic table, kinetics, equilibria, organic mechanisms, mass spectroscopy and infrared spectroscopy.
AS Unit 6CH03 Weighting of total marks: AS – 20% A2 – 10%	Laboratory Chemistry 1: this consists of a series of internally assessed practical tasks.
A2 Unit 6CH04 Weighting of total marks: A2 – 20%	General principles of Chemistry 1: rates, entropy, equilibria, applications of rates and equilibrium, acid/base equilibria, further organic chemistry, further spectroscopic techniques and chromatography.
A2 Unit 6CH05 Weighting of total marks: A2 – 20%	General principles of Chemistry 1: this unit considers the transition metals, redox equilibria, aromatic chemistry, nitrogen compounds and organic synthesis.
A2 Unit 6CH06 Weighting of total marks: A2 – 10%	Laboratory Chemistry 2: This consists of a series of internally assessed practical tasks.

An A-level in Chemistry is essential for entry into degree courses in Veterinary and Medical Science, Material Science, Pharmacy, Biochemistry, Agriculture, some aspects of Engineering, as well as Chemistry itself. A degree in Chemistry can lead to a wide range of careers which do not necessarily have to be closely allied to Chemistry. There is at present a considerable demand for good chemists.

Classical Civilisation



Examination Board: AQA

Specification (2020):

AS – 1021, A2 - 2021

To acquire, through studying written works and other material from the classical world, knowledge of some of various aspects of Greek and Roman civilisation – literature; history and politics; society and values; philosophy, science and religion.

AS Unit 1 (CIV1F) Weighting of total marks: AS – 50% A – 25%	The Life and Times of Cicero A critical study of Cicero's career from 80B.C. to 43 B.C. including reference to his first speech against Verres and a selection of his correspondence.
AS Unit 2 (CIV2F) Weighting of total marks: AS – 50% A – 25%	The Second Punic War A study of the causes and progress of this great war between Rome and Carthage, from 221 B.C. to 201 B.C., centred on part of Livy's <i>History of the War</i> and Plutarch's biography of <i>Fabius Maximus</i>
A2 Unit 3 (CIV3C) Weighting of total marks: A – 25%	Greek Tragedy A study of four tragedies in their religious, cultural and social context: Sophocles' <i>King Oedipus</i> and <i>Antigone</i> , and Euripides' <i>Hippolytus</i> and <i>Medea</i> .
A2 Unit 4 (CIV4D) Weighting of total marks: A – 25%	Tiberius and Claudius A study of how the principate functioned and developed in the reigns of Tiberius (A.D. 14 – 37) and Claudius (A.D. 37 – 41), with particular reference to portions of Tacitus' <i>Annals</i> and portions of Suetonius' <i>Tiberius</i> and <i>Claudius</i> .

This subject encourages the development of a range of analytical, interpretative and communication skills which are a good preparation for higher education. Other subjects which go well with Classical Civilisation are History, English Literature, Art and Modern Languages.

Design and Technology



Examination Board: WJEC

Specification: Product Design

AS – 500/3256/2, A2 – 500/2604/5

A course in Design and Technology develops student's capacity for imaginative, innovative thinking, creativity and independence, as well as improving their interdisciplinary skills. It offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests.

It is intended to be of interest to a wide range of candidates including those intending to directly follow a higher education course or career in Design and Technology. This specification provides an excellent foundation for further study into a range of higher education courses (e.g. Architecture, Engineering, Industrial design, etc), progression to the next level of vocational qualifications (e.g. Apprenticeships) or direct entry into employment. In addition, this specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

Course Aims & Objectives

AS and A2 Level specifications in Design & Technology will encourage candidates to:

- develop and sustain creativity and innovative practice;
- recognise and overcome challenges and constraints when working towards the production of high-quality products;
- develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective;
- develop an understanding of contemporary design and technology practices;
- draw on a range of skills and knowledge from other subject areas;
- draw on and apply knowledge, understanding and skills of production processes to a range of design and technology activities;
- make use of tacit knowledge and reflective practices in order to work on tasks that are challenging and often require definition;
- use information and communications technology (ICT) and information handling skills to enhance design and technological capability;
- recognise the values inherent in design and technological activities, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts.

Prior Learning / Attainment

There is no specific requirement for prior learning, although many students will have already gained a knowledge and understanding of Design and Technology through their study of a GCSE Design and Technology, Manufacturing or Engineering to at least a B standard, although all students are welcome to discuss their individual positions on visiting the department.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background.

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Course Structure and Unit Weighting

Lower Sixth

<p>AS Unit DT1 Weighting of total marks: AS – 40% A – 20%</p>	<p>Examination Paper The examination paper will examine students on the following four areas of study:</p> <ol style="list-style-type: none"> 1 Designing and Innovation 2 Product Analysis 3 Materials and Components 4 Industrial and Commercial Practice <p>Section A questions require 5 short answers (150 words) Section B questions require 1 open-ended essay response to a selected study topic, which will enable the student to show their skill and in-depth knowledge.</p> <p>This component is externally assessed by the WJEC.</p>
<p>AS Unit DT2 Weighting of total marks: AS – 60% A – 30%</p>	<p>Design and Make Task. Students are required to submit a single, substantial project for assessment The project is to consist of a design folio, supported by a sketchbook and the associated product.</p> <p>This unit will represent about 40 hours of supervised time. However, as with all other AS subjects, students will need to work independently and outside of supervised time to complete the work to an appropriately high standard. The purpose of this unit is two-fold. On the one hand it is intended to provide an opportunity to examine a selected product in depth, which centres may tailor to the specific needs, interests and abilities of students, whilst providing a valuable preparation ahead of the major project in the Upper Sixth.</p> <p>This component is marked by the centre and moderated by the WJEC.</p>

Upper Sixth

<p>A2 Unit DT3 Weighting of total marks: A – 20%</p>	<p>Examination Paper. Students will sit a 2 ½ hour examination in which they will be able to choose a variety of areas to study within the blocks:</p> <ol style="list-style-type: none"> 1 <i>Human Responsibility</i> 2 <i>Public Interaction</i> 3 <i>Processes</i> 4 <i>Production Systems and Control.</i> <p>Section A & B questions require 6 short answers (150 words each): Section C questions require 2 open-ended essay response to a selected study topics, which will enable the student to show their skill and in-depth knowledge.</p> <p>This component is externally assessed by the WJEC.</p>
<p>A2 Unit DT4 Weighting of total marks: A – 30%</p>	<p>Major project Students are required to submit a single, substantial project for assessment in the unit. The project is to consist of a design folio, supported by a sketchbook and the final complete product.</p> <p>This project should represent about 60 hours of supervised time, however as with all other Advanced Level subjects, students will need to work independently and outside of supervised time to complete the work to an appropriately high standard.</p> <p>These competencies at Advanced Level will demonstrate a greater depth and maturity to students' designing and making skills, appropriate to an A Level qualification.</p> <p>This component is marked by the centre and moderated by the WJEC.</p>



Drama and Theatre Studies

Examination Board: AQA:

Specification (2240): AS – 1241, A2 - 2241

Entry requirements: GCSE English.

Students can pursue their interests and develop their skills in a range of practical drama elements including acting, directing, costume, setting, mask and technical design. However, the requirements of the specification, with its 60% written paper weighting, also enables students to gain an entry qualification for courses in higher education, whether in the area of drama and theatre studies or in a host of other subjects.

At AS students perform an extract from any play selected to illustrate their understanding of an influential director, designer, theatre company or other practitioner. At A2, students devise drama on any topic to be performed in a theatrical style of their choice.

Assessment takes account of the students' contribution throughout the preparation period as well as of their final performance.

<p>AS Unit 1 DRAM1 60% of AS, 30% of A Level 1 hour 30 minutes written examination</p>	<p>Live Theatre Production Seen Response to live theatre seen during the course Prescribed Play Study of one set play from a choice of six</p>
<p>AS Unit 2 DRAM2 40% of AS, 20% of A-Level Practical performance</p>	<p>Presentation of an Extract from a Play Performance by a group of an extract from a published play. The assessment also includes candidates' preparatory and development work and supporting notes.</p>
<p>A2 Unit 3 DRAM3 30% of A-Level 2 hour written paper</p>	<p>Further Prescribed Plays including Pre-Twentieth Century Study of two further set plays</p>
<p>A2 Unit 4 DRAM4 20% of A-Level Practical Performance</p>	<p>Presentation of Devised Drama Performance by a group of a devised drama. The assessment also includes candidates' preparatory and development work and supporting notes.</p>



Economics

Examination Board: Edexcel:

Specification: AS – 8ECO1, A2 – 9ECO1

Entry requirements: GCSE Mathematics and English recommended.

Economics can be an absorbing and enlightening subject to study because it affects all our lives: the things we buy, the jobs we hope to secure, government decisions about taxes, health and education, inflation and unemployment. Indeed it deals with questions about our environment, economic development and trading relations between nations, which affect the whole human race, both now and in the future.

Prior knowledge of Economics is not required, but students should understand that the academic demands of A-level Economics are considerable. It requires the essay-writing skills normally associated with arts subjects, as well as data-handling skills, a basic level of numeracy, and a capacity for logical and analytical thought. It is a subject well suited to students who take an interest in current affairs.

It is a social science where some of the theory is hotly debated, and the evidence is daily unfolding. So it is essential for students to keep abreast of events by reading a quality newspaper, watching relevant television programmes and reading 'The Economist' magazine. In this way they will relate the theory learnt to the real world, making their studies more stimulating, and providing important illustrative material for their work.

Economics is often divided into microeconomics (relating to the actions of individuals as consumers and producers) and macroeconomics (which explores problems on a national scale and how the government deals with them). In addition the A-level course explores international trade and the economics of less developed nations.

Economics complements a wide variety of arts and science subjects, and is often studied with Mathematics, Geography, History or a language. It is a useful preparation for a range of careers, including banking, accountancy, government, administration, development work, the media and business. More than that, it is a fascinating A-level which develops students' capacity for analysis and reasoning, and helps them to become more informed citizens.

AS Unit 6ECO1: Weighting of total marks: AS – 50% A – 25%	Competitive markets — how they work and why they fail: Introduction to economics; how prices are decided, and their importance; why free markets do not always work, and possible policy remedies. <i>Assessment: Supported choice and data response questions.</i>
AS Unit 6ECO2 Weighting of total marks: AS – 50% A – 25%	Managing the Economy: Key measures, objectives and instruments a government uses to manage the macroeconomic performance of an economy. <i>Assessment: Data response question; last part open-ended (effectively an essay).</i>
A2 Unit 6ECO3 Weighting of total marks: A – 20%	Business Economics and Economic Efficiency: The number and size of firms in an industry, and how firms it affects firms' behaviour. Why and how government might intervene to promote competition. <i>Assessment: Supported choice and data response questions.</i>
A2 Unit 6ECO4 Weighting of total marks: A – 30%	The Global Economy: The global economy. Using economic models; assessing policies for dealing with economic problems. Trends and developments in the global economy over the last 10 years. <i>Assessment: Essay and data response questions.</i>

English Literature



Examination Board: AQA

Specification B(2745):

AS – 1746, A2 - 2746

A minimum qualification of grade B at both English Literature GCSE and English GCSE is normally needed for success in this course, which will appeal to students who enjoy wide reading, discussion and writing essays.

It is an academic course involving extensive reading of challenging texts. Students need to demonstrate plenty of initiative and motivation in researching the social, historical and literary contexts of set texts and in wide reading to extend knowledge and understanding of literary traditions.

Lessons often focus on discussion of texts and issues arising from them.

Students can expect to write an essay every week. Coursework requires independent work and extended writing. The ability to work to strict deadlines is essential.

<p>AS Unit LITB1 Weighting of total marks: AS – 60% A – 30%</p>	<p>Aspects of Narrative: (exam) Four set texts for study. a) Two novels (at least one post 1990). b) Two poetry texts (1800-1945). Assessed in a 2 hour (open book) exam.</p>
<p>AS Unit LITB2 Weighting of total marks: AS – 40% A – 20%</p>	<p>Dramatic Genres: (coursework) A minimum of 2 texts for study within the dramatic genre of Tragedy. A portfolio of two pieces of written work: a) on an aspect of dramatic/tragic genre with regard to a Shakespeare play (max 1500 words). b) on an aspect of dramatic/tragic genre with regard to another play (max 1500 words).</p>
<p>A2 Unit LITB3 Weighting of total marks: A – 30%</p>	<p>Texts and Genres: (exam) Either ‘Elements of the Gothic’ or ‘Elements of the Pastoral’. A minimum of three texts for study, including at least one 1300-1800. Assessed by a 2 hr. (closed book) exam.</p>
<p>A2 Unit LITB4 Weighting of total marks: A – 20%</p>	<p>Further and Independent Reading: (coursework) A minimum of three texts for study, including one pre-released anthology of critical material. A portfolio of two pieces of written work: a) A comparative study of an aspect of two texts (1500-2000 words). b) An application of an aspect of the critical anthology to a literary text (1200-1500 words).</p>



Geography

Examination Board: AQA

Specification (2030):

AS 1031/A2 2031

Entry requirements: GCSE Mathematics and English, with GCSE Geography preferred (but not essential).

Aims:

The aim of the A-level course is to encourage students to:

- acquire and apply knowledge and understanding of places and environments
- acquire and apply a range of geographical and transferable skills
- develop an understanding of people and their environments, especially the opportunities, challenges and constraints faced in different parts of the world
- appreciate the dynamic nature of geography
- understand how decisions are made concerning use and management of resources; and
- clarify and develop their own values and attitudes to geographical issues.

AS outline:

At AS, all candidates will study core human and physical geography. In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Candidates will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence.

Unit 1: Physical and Human Geography GEOG1	<p style="text-align: center;">Core</p> <ul style="list-style-type: none"> • Rivers, floods and management • Global population change 	<p style="text-align: center;">Optional</p> <ul style="list-style-type: none"> • Cold environments, coastal environments and hot desert environments and their margins • Food supply issues, energy issues and health issues.
<p style="text-align: center;">Externally assessed Written Paper: Weighting: 70% of total AS / 35% A Level marks</p> <p style="text-align: center;">2 hours</p>	<p style="background-color: #D2691E; color: white; padding: 5px;">Unit 2: Applied Geography GEOG2</p> <ul style="list-style-type: none"> • Basic, investigative, ICT, graphical, cartographical and statistical skills • Research skills and the assessment of AS fieldwork 	
<p style="text-align: center;">Externally assessed Written Paper: Weighting: 30% of total AS / 15% A Level marks</p> <p style="text-align: center;">2 hours</p>		

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A2 outline

At A2, candidates will continue to study a combination of human and physical geography. Candidates are required to choose whether to undertake preparatory investigative work in the field in order to be able to produce a fieldwork investigation, or undertake an issue evaluation exercise to extend the content within the specialized context of issue evaluation.

Unit 3: Contemporary Geographical Issues GEOG3	Select three topics, at least one Human and one Physical.				
Externally assessed Written Paper: 2 hours Weighting: 30% of total A Level marks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #006633; color: white; text-align: center;"> Optional Physical: </td> <td style="background-color: #006633; color: white; text-align: center;"> Optional Human: </td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Plate tectonics and associated hazards Weather and climate and associated hazards Challenges facing ecosystems </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> World cities – evolution or revolution? Development and globalisation Contemporary conflicts and challenges. </td> </tr> </table>	Optional Physical:	Optional Human:	<ul style="list-style-type: none"> Plate tectonics and associated hazards Weather and climate and associated hazards Challenges facing ecosystems 	<ul style="list-style-type: none"> World cities – evolution or revolution? Development and globalisation Contemporary conflicts and challenges.
Optional Physical:	Optional Human:				
<ul style="list-style-type: none"> Plate tectonics and associated hazards Weather and climate and associated hazards Challenges facing ecosystems 	<ul style="list-style-type: none"> World cities – evolution or revolution? Development and globalisation Contemporary conflicts and challenges. 				
Unit 4A OR Unit 4B: GEO4A or B	Unit 4A: Geography Fieldwork Investigation				
Written Paper: 1 hour 30 minutes Weighting: 20% of total A Level marks	<ul style="list-style-type: none"> Structured short and extended questions based on candidates' own fieldwork investigation. 				
	Unit 4B: Geographical Issue Evaluation				
	Structured short and extended questions based on an advance information leaflet (2 months prior to exam) issued by AQA.				

Geography acts as a bridge between the Sciences and the Humanities and therefore can be combined appropriately with a wide range of other studies, from Physics and Mathematics to Languages, History and Business Studies. Students find the course develops their ability to express themselves effectively in writing and in basic statistics, and to design, carry out and present a project or investigation. These skills are relevant to a wide range of careers and courses of study.

The broad nature of the subject encourages a diverse range of study skills, including essay-writing, comprehension and précis, diagram annotation, map-reading, graphical and statistical competence, word-processing and internet research, fieldwork design and hypothesis-testing, interview and debate.

Fieldwork is an essential part of 'A' Level studies and it provides students with some of their most fulfilling aspects of sixth form study. Across the course students have the opportunity to visit places from local to distant locations, including Snowdonia, the Dorset coast, and most exciting of all, optional fieldtrips to Iceland or Catalonia.

Following a degree at university, geographers can enter a number of related professions, for example, agriculture, business, computing, conservation, climatology, hydrology, development, demography, education, engineering, environmental management, financial services, local government, management, marketing, personnel, publishing, retailing, teaching and lecturing, town and country planning, tourism, transport, and much more.

Also...

"A recent study by the Royal Geographical Society showed that, compared with other subjects, Geographers are among the most employable because they develop the kinds of skills and knowledge that employers value."

Dundee University



History

Examination Board: OCR:

Specification AS – H106, A2 – H506

Entry requirements: GCSE preferred, but not essential.

The opportunity is provided to study aspects of both British and European history, covering quite different periods: the 15th, 16th and 17th centuries in British, and the 19th and 20th in European.

The course involves studying in length and breadth as well as in depth, and expertise in historical and general skills will be developed. A2 extends the content, the breadth and the skills of the AS-level. Significant events, individuals and issues will be studied from a range of historical perspectives, incorporating the history of more than one country, as well as a substantial element of British history. Examples of both continuity and change will be encountered.

We avoid returning to areas familiar from the GCSE Modern World course; it is important to force the student to make the necessary mental adjustments and to exercise historical imagination by dealing with a more remote period than the 20th century. There are plenty of controversies from earlier periods, and the student will soon appreciate how much of history is interpretation, and how each generation sees the past differently. Both in discussion and in essays they will need to select the facts to support their arguments, essays especially requiring the careful sifting, selecting and organising of information into a closely reasoned response. They must learn the importance of objectivity and empathy and to show understanding of both sides of a conflict.

Teaching at A-level seeks to encourage independence of thought, and students are guided towards acquainting themselves with a wide variety of sources. Sometimes they are required to lead the discussion of a topic as a preparation for the type of teaching encountered at university. Analysis takes priority over narrative; views should not be accepted without careful scrutiny; sources are closely evaluated. The student's thoughts about a topic will be committed to paper in an essay after researching and discussing the topic about once every fortnight/three weeks.

AS Unit F964B Weighting of total marks: AS – 50% A – 25%	Document Study – Italian Unification, 1815-70: candidates are required to interpret and evaluate source material, assessing its utility and reliability. This involves the study of how Italy became a unified state by 1870, considering the different attitudes within and outside Italy.
AS Unit F961A Weighting of total marks: AS – 50% A – 25%	British History Period Study – Lancastrians, Yorkists and Tudors 1450-1509: the study of the Yorkist kings, Edward IV and Richard III, and the first Tudor monarch, Henry VII.
A2 Unit F965 Weighting of total marks: A2 – 40% A – 20%	Historical Interpretations and Investigations: British India 1784 - 1878 Interpretation: One piece of work up to 2,000 words long based on a number of historians interpretations of a topic. Investigation: One piece of work up to 2,000 words long, comprising a personal investigation by the candidate of a problem or issue over which there is a variety of views.
A2 Unit F966B Weighting of total marks: A2 – 60% A – 30%	Themes in History: Russia and its Rulers 1855-1964: this is the synoptic element which focuses on the nature of Russian government and its impact on the Russian people and society, involving a comparative study of the autocratic rule of the tsars with the later communist dictatorship.

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The value of an A-level in History has sometimes been unjustly dismissed because it is considered to lead directly to only one career, namely teaching. On the contrary, it can be said that the subject leaves open a wide variety of avenues which could be taken. There are several other careers with which it is closely linked, such as an archaeologist, archivist, museum work and librarianship, as well as being considered a desirable qualification for anyone intent upon entering a legal career. There is an obvious value in the skills acquired in sifting through and sorting evidence for those wishing to enter an administrative career. The constant study of people and their motivation can be admirable preparation for jobs involving personnel. The commonest subjects studied in conjunction with History at A-level are English Literature, Geography, Economics, Modern Languages and Classical Civilisation.

Information and Communication Technology



Examination Board: OCR

Specification: AS – H117 , A2 – H517

Entry requirements: A good GCSE grade in ICT or equivalent is strongly recommended. A keen interest in ICT and a familiarity with standard generic software applications is essential.

The world is increasingly dominated by the use of Information and Communication Technology. Many aspects of our daily lives rely on ICT on a practical level. This course will introduce pupils to the fundamentals of ICT, providing a foundation from which to extend their knowledge of this growing area. Through the course they will develop their understanding of the principles of problem-solving using ICT. They will learn about the range of ICT applications and the effects of their use. The course prepares them to be able to apply this knowledge and understanding when developing ICT solutions to problems.

A qualification in ICT combines well with many subjects, including those that would benefit from an ability to obtain, manipulate, present and communicate information. It also goes well with subjects that contain analytical, scientific and technological aspects. With a qualification in ICT one could go on to Higher Education or work in one of the many vocational areas emerging to reflect the importance of information technology in the modern world.

<p>AS Unit G061 2 hour exam Weighting of total marks: AS Level – 60% A Level – 30%</p>	<p>Information, Systems and Applications: Topics covered in this unit: data, information, knowledge and processing; software and hardware components of an information system; characteristics of standard applications software and application areas; spreadsheet concepts; relational database concepts; applications software used for presentation and communication of data; the role and impact of ICT - legal, moral and social issues.</p>
<p>AS Unit G062 Coursework Weighting of total marks: AS Level – 40% A Level – 20%</p>	<p>Structured ICT Tasks: Candidates have the opportunity to explore design, software development, testing and documentation.</p>
<p>A2 Unit G063 2 hour exam Weighting of total marks: A Level – 30%</p>	<p>ICT Systems, Applications and Implications: In this unit candidates gain an understanding of the systems cycle; designing computer-based information systems; networks and communication; applications of ICT; implementing computer-based information systems and implications of ICT.</p>
<p>A2 Unit G064 Coursework Weighting of total marks: A Level – 20%</p>	<p>ICT Project: Candidates explore definition, investigation and analysis; design; software development, testing and implementation; documentation and evaluation through a client-driven project.</p>

Although the course does not require a pupil to have access to a computer outside lesson or prep times, it will be a definite advantage if they have their own desktop/laptop loaded with software compatible with that of the College.

Latin



Examination Board: OCR

Specification: AS – H039, A2 – H439

Entry requirements: GCSE Latin at A* or A grade.

To study elements of Roman language and literature, acquiring in the process some understanding of the culture, politics and social life of Rome at significant points in its history.

AS Unit L1 Weighting of total marks: AS – 50% A – 25%	Unprepared Latin prose translation
AS Unit L2 Weighting of total marks: AS – 50% A – 25%	Prescribed set texts
A2 Unit L3 Weighting of total marks: A – 25%	Prescribed verse text. Unprepared Latin verse, tested by translation and comprehension
A2 Unit L4 Weighting of total marks: A – 25%	Prescribed prose text. Unprepared Latin prose, tested by translation and comprehension

Latin offers an unusual breadth of interest and experience, and is widely recognised as an excellent academic apprenticeship. It provides a suitable companion to English and History in particular, and an invigorating contrast to Mathematics and the Sciences.

Currently AS set texts are part of a speech of Cicero, and part of a book of Ovid's *Amores*.

A2 set texts are part of a book of Virgil's *Aeneid* and part of a book of Tacitus' *Annals*.



Mathematics

Examination Board: Edexcel

Specification: Mathematics AS - 8371, A2 - 9371, Further Mathematics AS - 8372, A2 - 9372

Entry requirements: Well-motivated students should have at least grade B or equivalent at GCSE level for AS- and A-level Mathematics, and grade A*, A or equivalent for the additional Further Mathematics.

It is the aim of the course to build on established knowledge, and to develop skills of analysis and reasoning for practical applications as well as theory. Mathematics supports the further study of any numerate discipline, but it is hoped that students will also develop an appreciation of the inherent beauty of Mathematics.

A mixture of examination formats and question types are used, including short answer questions and longer in-depth questions.

At the end of L6 an AS-level is awarded for: C1, C2 and S1.

An AS-level in further Maths is awarded for FP1 and any 2 of M1, S1 & D1

An A-level is awarded for a combination of 6 units: C1, C2, C3, C4 and two application units.

A second A-level in Further Mathematics requires 6 additional units to be taken; these must include FP2 and FP3.

Core Mathematics

C1 6663	Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; differentiation; integration.
C2 6664	Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration.
C3 6665	Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods.
C4 6666	Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; differentiation; integration; vectors.

Further Pure Mathematics

FP1 6667	Series; complex numbers; numerical solution of equations; coordinate systems, matrix algebra, proof.
FP2 6668	Inequalities; series; first and second order differential equations; further complex numbers; Maclaurin and Taylor series.
FP3 6669	Further matrix algebra; vectors; hyperbolic functions; differentiation; integration; further coordinate systems'

Mechanics

M1 6677	Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.
M2 6678	Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.

Statistics

S1 6683	Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.
S2 6684	The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.

Decision Mathematics

D1 6689	Algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming; matchings.
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Modern Languages



Examination Board: AQA

Specification:

French: AS – 1651, (2650) A2 – 2651
Spanish AS – 1696, (2695) A2 - 2696
German: AS - 1661 (2660) A2 - 2661

Entry requirements: An A* or A grade at GCSE level is advised before attempting A level French or Spanish.

The course encourages students to:

- develop understanding of the spoken and written forms of the foreign language from a variety of registers
- communicate confidently, clearly and imaginatively in the foreign language through both the spoken and written word, using increasingly accurate, complex and varied language
- increase their sensitivity to language and language learning.

AS Unit FREN1/SPAN1/GERM1 Weighting of total marks: AS – 70% A – 35%	Listening, Reading and Writing (2 hours): candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written texts. They will also respond in writing to a question based on one of the AS topics* from a choice of three.
AS Unit FRE2T/SPA2T/GER2T Weighting of total marks: AS – 30% A – 15%	Speaking (15 minutes plus 20 minutes preparation time): candidates will discuss a target-language stimulus card based on one of the AS topics* and take part in a conversation covering three further AS topics*.
A2 Unit FREN3/SPAN3/GERM3 Weighting of total marks 35% of A level	Listening, Reading and Writing: candidates will answer a range of questions based on approximately 6 minutes of heard material and on a selection of written texts. They will also respond in writing to a question based on one of the four A2 topic areas*. Two questions will be set on each of the areas.
A2 Unit FRE4T/SPA4T/GER4T Weighting of total marks: 15% of A level	Speaking: (15 minutes plus 20 minutes preparation time): candidates will present a point of view based on a target-language stimulus card from one of the A2 topic areas* and take part in a conversation based on two cultural topics* they have studied.

*For information about the AS and A2 topic and cultural areas, see the Head of Modern Languages.

Clearly A- and AS-level Modern Language courses are academic in nature and suitable only for those who have demonstrated competence in the subject.

However, in today's world of increasing international contacts in business, industry, politics and tourism, the knowledge of a foreign language at A-level is a highly marketable skill, especially in combination with other subjects, such as Economics, Mathematics or ICT. Many international firms are keen to recruit highly qualified accountants, lawyers, economists and so on, who are fluent in more than one language.

Music



Examination Board: OCR

Specification: AS – H142, A2 – H542

Entry requirements: a good pass at GCSE Music, and usually at least Grade 5 Theory and Practical; fluency at the keyboard is also highly desirable.

In addition to preparing student for Higher Education, the AS- and A-level courses can be taken by those who have a listener's interest in the subject if they are prepared to develop their skill in performing and writing music. The study is by no means confined to western 'classical' music – indeed jazz and its origins are an integral part of the course. Listening, performing and composing are all interlinked, and the teaching emphasises this fact.

The **full 2-year A-level course** is made up of three mandatory units at AS and three further mandatory units at A2. Two A2 units are externally assessed (see under Performing Music 2 (Interpretation) and Historical and Analytical Studies in Music) and one is internally assessed/externally moderated (Composing 2). The A2 units build directly upon the foundations laid in Performing, Composing and Listening in the AS specification.

The **AS qualification**, usually taken in Lower Sixth, is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE in Music is made up of three mandatory units, two of which are externally assessed (Performing Music 1 and Introduction to Historical Study in Music), and one that is internally assessed/externally moderated (Composing 1). Together they form 50% of the corresponding six-unit Advanced GCE.

<p>AS Unit 1 (G351) Weighting of total marks: AS – 40% A – 20%</p>	<p>Performing Music 1 Practical Examination (visiting examiner) Section A Recital: solo (maximum 8 minutes) Section B Viva voce: discussion (approximately 5 minutes) Section C Extended Performing: one of</p> <ul style="list-style-type: none"> • performing on a second instrument (maximum 4 minutes) • further performance on the recital instrument in an ensemble or duet or as an accompaniment (maximum 4 minutes) • performing own composition (maximum 4 minutes) • improvisation (maximum 2 minutes plus 10 minutes preparation time)
<p>AS Unit 2 (G352) Weighting of total marks: AS – 30% A – 15%</p>	<p>Composing 1 (assessed by teacher): Section A – folder of seven harmony exercises, the seventh under exam conditions; Section B – EITHER chamber composition for between 4 and 10 instruments, OR arrangement in jazz/popular style.</p>
<p>AS Unit 3 (G353) Weighting of total marks: AS – 30% A – 15%</p>	<p>Introduction to Historical Study in Music Examination Paper (2 hours) Section A Aural Extract: one of</p> <ul style="list-style-type: none"> • solo instrumental chamber or orchestral repertoire from the period 1700 to 1830 • popular instrumental music from 1900 to the present day <p>Section B Prescribed Works: two extracts</p> <ul style="list-style-type: none"> • 18th/early 19th century Orchestra • Jazz 1920 to 1960 <p>Section C Contextual Study: one question from three</p>

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	<p>The prescribed works are: Vivaldi: Bassoon Concerto RV484, 1st movement Haydn: Symphony 103, 3rd movement Beethoven: Violin Concerto in D op.61, 1st movement Louis Armstrong: Alligator Crawl (1927) Charlie Parker: Ko-Ko (1945) Gil Evans/Miles Davis: It ain't necessarily so (1958)</p>
<p>A2 Unit 4(G354) Weighting of total marks: A – 20%</p>	<p>Performing Music 2 - Interpretation: (visiting examiner) Section A Recital: solo, ensemble or accompanying (maximum 15 minutes) Section B Viva voce: interpretative understanding (approximately 5 minutes)</p>
<p>A2 Unit 5(G355) Weighting of total marks: A – 15%</p>	<p>Composing 2 Section A Stylistic Techniques: exercises (maximum 8) based on one of:</p> <ul style="list-style-type: none"> • two-part counterpoint of the late 16th century • two-part Baroque counterpoint • chorale harmonisations in the style of J.S. Bach • string quartets in the Classical style • keyboard accompaniments in early Romantic style • popular song • serialism • minimalism <p>Section B Composition: one of:</p> <ul style="list-style-type: none"> • vocal setting of a text (maximum 120 words or 4 stanzas) • instrumental interpretation of a programme (maximum 4 minutes) • music for film/TV (maximum 4 minutes)
<p>A2 Unit 6(G356) Weighting of total marks: A – 15%</p>	<p>Historical and Analytical Studies in Music: Examination Paper (2 hours) Section A Aural extract: accompanied vocal music 1900 to 1945 Section B Prescribed topics: two questions from three on one of six topics:</p> <ul style="list-style-type: none"> • Song, prescribed works: John Dowland, The Firste Booke of Songes or Ayres of Foure Partes (1597); Robert Schumann, Dichterliebe (1840); Peter Maxwell Davies, Eight Songs for a Mad King (1969) • Programme Music: Antonio Vivaldi, Il cimento dell'armonia e dell'inventione concerti a 4 e 5 (The Four Seasons c.1725); Hector Berlioz, Symphonie fantastique (1830); James MacMillan, The Confession of Isobel Gowdie (1990) • Music for Screen: Erich Korngold, The Adventures of Robin Hood (1938); Bernard Herrmann, Vertigo (1958); Philip Glass, The Hours (2003) • Music and Belief: William Byrd, Mass for Four Voices (c.1592–3); Johann Sebastian Bach, St Matthew Passion (1727); Karlheinz Stockhausen, Stimmung (1968) • Music for the Stage: Henry Purcell, Dido and Aeneas (1689); Richard Wagner, Die Walküre (1870); Leonard Bernstein, West Side Story (1957) • Post-1945 Popular Music: The Beatles, Sergeant Pepper's Lonely Hearts Club Band (1967) Queen, A Night at the Opera (1975) Norah Jones, Not Too Late (2007)

Music Technology

Examination Board: Edexcel

Specification: AS – 8MT1, A2 – 9MT01



Music Technology is offered as a distinct A-level subject in both Lower and Upper Sixth, but at the moment the course is only open to students whose interest in and experience of the subject is already well established and where the candidate can prove to us that they are a supremely self-motivated and self-directed student within this particular sphere of Music. A good pass at GCSE Music or equivalent is also a prerequisite.

Interested applicants are encouraged to speak to the Director of Music as soon as possible (pmst@slcuk.com).

Physical Education



Examination Board: Edexcel

Specification: AS – 8PE01, A2 – 9PE02

Entry requirements: there is no recommended prior knowledge for students commencing the course, but the specification is designed to provide progression from the GCSE course.

The modules provide a valuable and challenging course of study for students who wish to extend their understanding of the subject and wish to study it at higher education level. It will therefore provide enjoyable breadth and balance to a student's advanced studies.

For students seeking to follow related courses at higher education, the course will provide a suitable foundation for the enrichment of their knowledge and understanding. It requires students to undertake physical activities and enable them to gain an understanding of the principles related to the improvement in performance. All students will be encouraged to be self-directed learners able to address, with confidence, problems associated with physical education. Consequently the specification aims to make a significant contribution to a student's lifelong involvement in physical activity.

AS Unit 6PE01 Weighting of total marks: AS – 50% GCE – 25%	Participation in Sport and Recreation: Externally assessed The unit is divided into two sections. The first unit will develop a student's knowledge and understanding of what constitutes a healthy and active lifestyle. The second section encourages the student to develop their knowledge and understanding of how competitive sport has developed over time. Students will sit a 1 hour and 30 minute examination paper
AS Unit 6PE02 Weighting of total marks: AS – 50% GCE – 25%	The Critical Sports Performer: Internally assessed Students will have the chance to develop their performance in two chosen roles from three (performer, official and leader). They will then undertake a study of all three roles at local level and one at national level. Lastly they will produce and analysis of their performance in the first task.
A2 Unit 6PE03 Weighting of total marks: A2 – 50% GCE -25%	Preparation for Optimal Sports Performance: Externally assessed Students will develop their knowledge and understanding of the short and long term physiological and psychological preparation made by elite performers. Students will sit a 2 hour examination paper.
A2 Unit 6PE04 Weighting of total marks: A2 – 50% GCE – 25%	The Developing Sports Performer: Internally Assessed Students will specialise in one practical performance role and undertake three further roles. Students will construct a development plan, research one role at international level, refine their performance and lastly will develop a life plan.

Physics



Examination Board: Edexcel

Specification: AS – 8PH01, A2 – 9PH01

Entry requirements: It is advisable that all pupils should have gained at least a grade B in GCSE Physics or Double Award Science and GCSE Mathematics.

The aims of this course are to develop a knowledge and understanding of the physical world and an appreciation of how these principles can be applied in present day society. As a qualification, Physics meets the needs of two distinct groups: those who will not be studying Physics beyond this level, but who require a firm understanding of physical principles (e.g. those continuing on to Medicine, Management, Business, Film and Theatre etc), and those who will be studying a Physical Science based course in Higher Education (e.g. Physics, Engineering, Natural Sciences, etc).

AS Unit 6PH01 Weighting of total marks: AS – 40% A – 20%	Physics on the Go - Mechanics and Materials: this unit leads on from GCSE and covers straight line motion, forces and moments, Newton's laws, dynamics, mechanical energy, power and properties of materials such as stress and strain.
AS Unit 6PH02 Weighting of total marks: AS – 40% A – 20%	Physics at Work - Waves, D.C. Electricity and The Nature of Light: includes the properties of waves such as reflection, refraction, diffraction, interference and the Doppler Effect. D.C. electric current deals with: current, voltage and electrical circuits. The nature of light covers just that plus the photoelectric effect.
AS Unit 6PH03 Weighting of total marks: AS – 20% A – 10%	Exploring Physics -This consists of a theatre visit followed by an investigation into some aspect of theatre. This could take the form of experiments in Sound, Light or electrical circuits.
A2 Unit 6PH04 Weighting of total marks: A – 20%	Physics on the Move - Further Mechanics, Electric and Magnetic Fields, Particle Physics. Here unit 1 is taken further; momentum is introduced with its relationship to Newton's second law of motion. Circular motion is introduced with centripetal acceleration and centripetal force. In the electrical section, both electric fields and magnetic fields are studied along with the use of capacitors in circuits. The last section deals with subatomic particles and ways in which we accelerate them and study the outcome of collisions.
A2 Unit 6PH05 Weighting of total marks: A – 20%	Physics from Creation to Collapse - Thermal energy, Nuclear decay, oscillations and Astrophysics and cosmology. We begin with the transfer of heat and lead on to the kinetic theory of gases. We then consider the theory behind nuclear decay and radioactivity. The earlier topic of circular motion is extended to cover oscillations and oscillating systems and finally we consider the structure of the nucleus relating it to our work on particle physics and nuclear decay.
A2 Unit 6PH06 Weighting of total marks: A – 10%	Experimental Physics - This consists of an 'in depth' investigation into some aspect of Physics. This could take the form of experiments in any of the fields covered at A2 or AS level and is open to the students' choice.

Psychology



Examination Board: AQA

Specification A (2180):

AS – 1181, A2 – 2181

Entry requirements: Good grades in GCSE English, Mathematics and Biology are recommended.

Students need not have studied the subject before, but they should realise that its demands are considerable. Psychology seeks to explain the causes of human behaviour, therefore it is relevant to all of us. What is studied is fascinating but the approach is scientific and rigorous, and requires clear, critical and logical thinking. Students will have to learn in detail about psychological studies and theories, and will need a facility with words so as to be able to write fluently and clearly about them.

Because so many factors – internal and external – influence our behaviour, there are numerous approaches to explain human behaviour. The specification seeks to give students a taste of many of these – as can be seen in the unit titles below. It also seeks to cover the many methods used in psychology both in the laboratory and outside it, that is, different kinds of experiments, observations and interviews.

Specification at glance:

AS Unit PSYA1 Weighting of total marks: AS – 50% A – 25%	Cognitive Psychology –Memory Developmental Psychology Attachment Research Methods. Structured compulsory questions.
AS Unit PSYA2 Weighting of total marks: AS – 50% A – 25%	Physiological Psychology – Stress Individual Differences – Abnormality Social Psychology – Obedience. Structured compulsory questions
A2 Unit PSYA3 Weighting of total marks: A – 25%	Topics in Psychology. Three essay-style questions on Relationships, Aggression and Gender.
A2 Unit PSYA4 Weighting of total marks: A – 25%	Psychopathology, Psychology in Action and Research Methods. Two essay style questions on Depression and Addiction and a set of structured compulsory questions on Research Methods.

Religious Studies



Examination Board: OCR

Specification: AS – H172, A2 – H572

Entry requirements: It is not necessary to have taken Religious Studies at GCSE to take the A level course.

Religious Studies at A level stimulates and challenges students at an academic level but also at a personal level. It is intellectually demanding and highly regarded by universities and professions, such as accountancy, Law, teaching and journalism. Its philosophical and moral aspects add another dimension to the academic rigour demanded at A level. It will broaden the curriculum of students and is ideal for those who enjoy debate and discussion.

No commitment to Christianity is required for this course, which is open to pupils of any persuasion.

The syllabus is divided into two main areas; Philosophy of Religion and Ethics.

<p>AS Unit G571 Weighting of total marks: AS – 50% A – 25%</p>	<p>Philosophy of Religion 1 An introduction to philosophical thinking (including Plato and Aristotle) Evaluation of traditional arguments for the existence of God</p>
<p>AS Unit G572 Weighting of total marks: AS – 50% A – 25%</p>	<p>Ethics 1 The problem of evil; the challenge of science (especially the origins of the universe, evolution, the ‘big bang’ and modern cosmology); challenges from psychology (e.g. Freud, Jung) and sociology (e.g. Marx, Weber) Introduction to ethical theories – how we know the difference between right and wrong. Practical medical ethics – genetic engineering, embryo research, infertility treatment and abortion.</p>
<p>A2 Unit G 581 Weighting of total marks: A – 25%</p>	<p>Philosophy of Religion 2 Body/mind/soul distinctions. Life after death – resurrection, reincarnation, disembodied existence. Revelation, religious experience, miracles; the use of symbol, analogy and myth to express human understanding of God.</p>
<p>A2 Unit G 582 Weighting of total marks: A – 25%</p>	<p>Ethics 2 Free will and determinism. Ethics from the perspective of any one religion – you choose. Practical ethics – environment, sex and relationships, war and peace.</p>