

Commitment to Learning
High Expectations
All Can Succeed
Confidence and Courage
Everyone Valued Equally



CHACE COMMUNITY SCHOOL
A Specialist Technology College

**SIXTH FORM
PROSPECTUS**

September 2017



November 2016

Dear Student

We are pleased that you are considering joining the Sixth Form at Chace Community School next September; it is an excellent place to work and learn. You will find it very different from your first five years at secondary school. You will study fewer subjects but in greater depth and will need to be willing and able to work independently. As a Sixth Form student, you will have the use of your own common room and have access to Sixth Form study areas. You will experience more freedom in a supportive and well structured learning environment and will be given the opportunity to take on greater responsibilities both within the school and in our many community service projects.

We are proud of our very successful Sixth Form and our talented Sixth Form students. We set high standards of work, and have high expectations of them, both as learners and as role models. In return, you can expect excellent teaching, inspiring a love of learning and you will receive individual expert help and advice regarding your progression routes to university, higher education and employment.

We hope you decide to apply to Chace next year and in anticipation of that we wish you the very best in your studies.

Yours sincerely



DANIEL BRUTON
Headteacher



ALEX CHRISTODOULOU
Assistant Headteacher

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November 2016

Dear Year 11 Student and Parent/Carer

AN INTRODUCTION TO POST-16 COURSES

Following the GCSE exams in the summer there will be a number of **compulsory** subject-related introductory sessions for Post-16 courses at Chace. The details of these sessions will follow in due course. ***You must attend sessions for all subjects you wish to take in September, including any you may be uncertain about at present.***

Each session will provide you with an outline of the course itself and an introduction to lessons. Teachers will also identify their expectations of Post-16 students. You will have an opportunity to ask more specific questions about the work involved in the different modules as well.

For some subject areas you will be set an assignment to complete before starting the courses in September. This assignment will enable you to gain insight into the type of work you will encounter during the course and help prepare you for the more independent learning that is typical of Post-16 courses. It will also enable your subject teachers to assess your suitability for the course and identify any areas for further development next year. ***You will be expected to complete each assignment to a good standard in order to be accepted onto the course in September.***

We look forward to seeing those of you who are potential Post-16 students at the introductory sessions in June/July, and again when you collect your GCSE results. Good luck with your exams.

Yours sincerely



ALEX CHRISTODOULOU
Assistant Headteacher - Post 16 Studies

AIMS AND BENEFITS OF SIXTH FORM STUDIES AT CHACE

Chace Sixth Form provides a stimulating learning environment which will enable you to develop both socially and academically.

In particular, Chace offers you:

- ✓ an individually tailored timetable, agreed from a wide range of subjects and following on from Years 10 and 11 thus ensuring continuity.
- ✓ in most cases, studying in groups with teachers you already know.
- ✓ facilities separate from other year groups including a common room and a quiet study area.
- ✓ visits, activities and other events connected with your studies.
- ✓ a support programme providing advice and discussion on life and study skills and regular consultations on your progress with your Personal Tutor.
- ✓ the companionship of established friends.
- ✓ the opportunity to take on responsibilities both within and beyond the school community and so mature into a responsible young adult.
- ✓ experienced help to guide you through application procedures for colleges and universities.
- ✓ a strong careers advice service and support to find apprenticeships or employment.
- ✓ references written by teachers who have known you for several years.
- ✓ social events arranged both by the school and by your own Sixth Form Committee; these have included end of term parties and the Sixth Form dinner-dance at the end of the year.
- ✓ above all, staff who CARE and who are ready to encourage, explain and at all times support you through your time as a Post-16 student.



SIXTH FORM COURSES

WHAT COURSES ARE OFFERED IN CHACE SIXTH FORM?

These fall into two broad categories: **BTEC vocational courses** and **A Levels**. You can also study a combination of these.

WHAT ARE VOCATIONAL COURSES?

Vocational courses focus on a particular area of work. They are designed to give you specific knowledge and skills and prepare you for particular vocations as well as university courses. We offer BTEC courses at both Level 2 and Level 3. Our Level 2 courses are the equivalent of three GCSEs grades A*-C. Level 3 BTECs are equivalent to A Level and can be taken as single (equivalent to one A Level) or, in some subjects, double awards (equivalent to two A Levels).

Level 2 courses on offer:

- NVQ Certificate in Hairdressing and Barbering – one year course
- BTEC Extended Certificate in Travel & Tourism – two year course

Assessment is continuous throughout the course and work experience plays a vital part. A BTEC Level 2 Diploma in Travel & Tourism includes core skills of literacy, numeracy and IT.

Level 3 courses on offer:

- BTEC Extended Certificates. These are single awards taken over two years in subjects including: Business, Health & Social Care, Applied Science and Sport.
- BTEC Extended Diplomas. These are double awards taken over two years. We offer this Diploma in Business and Health & Social Care.

Students will be involved in several hands-on practical situations including work experience, residential trips, guest lecturers and visits to local businesses. A BTEC Level 3 course is studied over a two year period.

IS A VOCATIONAL COURSE RIGHT FOR ME?

If you have already decided the area in which you would like to work then a vocational course in that area may be your best choice. They are full time courses which include compulsory work placements to enable you to put your skills into practice in the workplace. Many students continue their studies at university on completion of a vocational course. Others move on to employment or apprenticeships.

WHAT ARE A LEVELS?

These are advanced Level 3 courses studied over a period of two years. They may extend the work you have been doing in GCSE (as in English, Modern Languages or Maths for example) or you may start completely new subjects (such as Media Studies, Sociology, Psychology, Philosophy or Business Studies). The level of study is much higher than that demanded by GCSE. They are academic courses designed to lead you into university.

A Levels are two year linear courses. Some subjects will have coursework units but most assessment takes place through externally set examinations sat at the end of the two years. You may choose to study three or four A Levels. You could also choose a combination of A Levels (one or two) and vocational courses (a single or double award).

ARE A LEVEL COURSES RIGHT FOR ME?

If you have enjoyed GCSE and would like to narrow down your academic study to three or four subjects then A Levels may be a good choice for you. If you are thinking about going to university, some degree courses require A Level qualifications, so A Levels are a good choice for you.

A mixed vocational and A Level programme is also an option.

PROGRAMMES OF STUDY

WHAT WILL MY STUDY PROGRAMME LOOK LIKE?

You will opt for **one** of the following programmes:

1	Four A Levels
2	Three A Levels
3	One BTEC/NVQ Level 2 course
4	Combined courses: Two A Levels and one BTEC Single Award
5	Combined courses: One A Level and Two BTEC Single Awards or one BTEC Double Award.
6	Vocational only: Three BTEC Single Awards
7	Vocational only: One BTEC Double Award and one BTEC Single Award.

WHAT ELSE IS ON OFFER TO GO WITH MY STUDY PROGRAMME?

To complement both the A Level and vocational programmes you will attend or be involved in the following:

Key Skills: All Year 12 and Year 13 students follow a Key Skills programme through which they will be supported with their learning, life skills and future career plans. This lesson takes place once a week and covers all aspects of Higher Education and study skills.

All Year 12 students will have one supervised study period per week which is to enable them to build up the good study skills required for working at this level. Some students also complete the Extended Project Qualification.

Volunteering: Sixth form students are expected to complete up to twenty hours of volunteer work. This can be carried out in the local community working with the young, the elderly, the able bodied and the disabled to gain additional experience, insight and understanding. This is a fun experience and in the end both you and the community will benefit from your involvement. We also have a large number of opportunities to become involved in voluntary work in school. You will receive a certificate to add to your Record of Achievement at the end of your voluntary work.

Careers Advice and Work Experience: All Post-16 students receive careers guidance through careers interviews and key skills lessons. Students are also encouraged to carry out relevant work experience during school holidays and can be supported to find placements. Students following BTEC Extended Diplomas will complete work experience as part of their course.

Assemblies and Form Time: Post-16 students attend assemblies that promote our Chace Signposts. During form time, with form tutors, students will follow a programme of current affairs, literacy and numeracy skills and one-to-one learning conversations and target setting.

WHAT GCSEs ARE AVAILABLE?

GCSE resits in English Language and Mathematics are available and compulsory for those students who have not achieved a grade 5. The large majority of universities require a GCSE grade 5 in both Maths and English.



ENTRY REQUIREMENTS & OPTION BLOCKS

WHAT DO I NEED TO STUDY A LEVELS?

- To study 4 A Levels you need 5 A*/9 - B/6 grades at GCSE (including English and Maths).
- To study 3 A Levels you need 5 A*/9 - C/5 grades at GCSE (including English and Maths) – at least two of these must be B/6 grades.
- Some A Level subjects also have specific entry requirements.

WHAT DO I NEED TO STUDY A BTEC LEVEL 3 COURSE?

- 4 A*/9 - C/5 grades at GCSE (including a 5 in English and a 4 in Maths or vice versa depending on the course).

WHAT DO I NEED TO STUDY A COMBINATION OF A LEVELS AND BTEC COURSES?

- 5 A*/9 - C/5 grades at GCSE (including a 5 in English and a 4 in Maths or vice versa depending on the course).

WHAT DO I NEED TO STUDY A BTEC LEVEL 1 / 2 COURSE?

- 5 A*/9 - G/1grades

OPTION BLOCKS

Due to timetabling constraints you may only select one subject per block.

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
English Lit Graphics Geography Maths Philosophy	Biology Computing French History Media Sociology	Business Film Studies Photography Psychology Textiles	Art English Lang Gov & Politics Photography* Physics	Chemistry Drama English Lit Sociology Spanish
GCSE Resits	BTEC Care 1 BTEC Business 2	BTEC Sports	BTEC Science	BTEC Care 2 BTEC Business 1
	Level 2 Hair and Level 2 Travel & Tourism			
Further Maths AS Level is offered as a twilight lesson only. Students attend two hours per week after school. This is available ONLY as a fourth subject choice.				
* This second Photography group will only run if we have sufficient numbers ** All classes are run subject to sufficient numbers enrolled, so there may be some changes made to the above.				

WHAT CHACE EXPECTS FROM ITS SIXTH FORM STUDENTS

Being a Sixth Form student requires you taking personal responsibility for your own learning. This means using your study periods wisely and observing the following:

- We expect you to be **committed** to your work especially as you will have to do much of it on your own. We expect an excellent attendance record. All medical appointments should be made outside of lesson time except in the case of emergencies.
- We expect you to become **involved** in many of the Sixth Form activities for your own personal development.
- We require you to have gained the necessary GCSE results for your chosen course at Post-16.
- We expect you to maintain the excellent atmosphere at Chace by working with staff to uphold our Code of Conduct.
- We expect you to keep all working/leisure areas that are available to the Post-16 group in a tidy and litter free condition.
- Many of you will study at other schools and visit other places; we ask you to remember that you are ambassadors of Chace Community School and that in all circumstances your behaviour and attitude should be excellent.
- We expect you to dress **appropriately** for the workplace. Hats, shorts, leggings and inappropriate tops are not acceptable.
- We have initiated a **Voluntary Service** programme and we encourage all of you to become involved as part of your development into responsible young adults. Your contribution is profiled and forms an important part of your Record of Achievement and a focus for the references we will be asked to write for you.
- Finally, we hope not to have to use sanctions against any of our Post-16 students. If, however, you fail to measure up to our standards of work, attendance or behaviour as outlined above, we would, after warnings and consultation with your parents, ask you to leave.

SOME OF YOUR QUESTIONS ANSWERED

Will I have a place in the Sixth Form?

- All Chace students currently have a place in the sixth form. Your place is dependent upon you achieving the relevant GCSE grades required for your chosen course and upon the reference provided by your Head of Learning.

When is the latest I can apply for a Post-16 place?

- You need to have made your application by **Friday 9th December 2016**.

How do I apply?

- Applications will be distributed during your L4L lesson following Post-16 Open Evening. Tutors will help you begin to complete this.
- After Christmas you will have a guidance meeting with a member of SLT where you will discuss your application – particularly in light of your PPE results and current predictions.
- Application forms for external students will be available at our Post-16 Open Evening and on the website (www.chace.enfield.sch.uk).

Can I apply to Chace Sixth Form and to College?

- You are able to make applications to more than one institution so we would strongly advise you to **make an application to Chace** even if you are unsure.
- There is a space on our application form where we ask you to indicate if you have also applied elsewhere.

Can I change my choice of subjects later?

- It is important that you choose your subjects carefully as, if you do change your mind at a later date it is likely that your new choice will not have places available.

Will I get free periods as a Post-16 student?

- Yes, but you will be expected to use at them as private study periods. For success at this level, you'll need them! In year 12, all students must attend form time every morning and remain in school until lunchtime. If you do not have lessons in the afternoon, you are allowed to leave at lunchtime.

How does studying in the Sixth Form compare to studying for my GCSEs?

- You will be required to work outside the timetabled lessons, undertaking independent research and studying on your own. Post 16 study is demanding and it is important that you recognise the necessity to be self-disciplined and motivated.

LEVEL 1 / 2 NVQ CERTIFICATE IN HAIRDRESSING & BARBERING

BOARD & DURATION OF COURSE:

VCTC - ONE YEAR COURSE

SYLLABUS DETAILS:

The Level 1 / 2 NVQ certificate in Hairdressing and Barbering is a course that will provide students with the basic knowledge and skills needed for a career as a hairdresser or barber. Over the course of one year the students will follow a range of modules that include:

- Shampoo and conditioning of hair
- Blow drying hair
- Plating and twisting hair
- Contributing to the development of effective working in a salon environment
- Preparing for hair services and maintaining work area
- Understanding Health and Safety in the work place

WHAT SORT OF WORK IS DONE?

Chace Community School, in partnership with the Hair Studio Academy on Fillibrook Avenue, Enfield, EN1, is offering an exciting learning opportunity for Post 16 students.

The unique nature and design of this course will see students taught through practical sessions in a commercial hairdressing salon. Theory will be delivered using interactive training materials that will prepare students for their exams and module assessments throughout the year. At all times students will be supported and observed by their course tutor.

You will also study GCSE English and/or Maths if you have not already achieved a C grade in these subjects.

WHAT MIGHT THIS SUBJECT LEAD TO?

By the end of the year students will have developed a strong portfolio of evidence that will enable them to further their studies onto a Level 2 or Level 3 programme or even a work based apprenticeship. They will also be awarded with their certificates from the national awarding body VCTC.

WHAT DO I NEED TO GET A PLACE?

In order to gain a place on any BTEC Level 2 course you must have a minimum of five GCSE subjects grades A* – G (9 – 1) including Maths and English.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Linney.

LEVEL 1 / 2 BTEC EXTENDED CERTIFICATE IN TRAVEL & TOURISM (NQF)

BOARD & DURATION OF COURSE:

**PEARSON - TWO YEAR COURSE
LEVEL 1 OR 2 (EQUIVALENT TO 3 GCSES
GRADE C OR ABOVE)**

SYLLABUS DETAILS:

The course consists of four core units and a minimum of eight specialist units.

Core units:	<ol style="list-style-type: none">1. The UK Travel and Tourism Sector (exam)2. UK Travel and Tourism Destinations3. International Travel and Tourism Destinations4. Travel and Tourism Business Environments (exam)
Optional specialist units we intend to study:	<ol style="list-style-type: none">1. The Development of Travel and Tourism in the UK2. Factors Affecting Worldwide Travel and Tourism3. The Travel and Tourism Customer Experience4. Promotion and Sales in Travel and Tourism5. Travel and Tourism Employment Opportunities6. Organising a Travel and Tourism Study Visit7. Hospitality Operations in the Travel and Tourism Sector8. UK Visitor Attractions

WHAT SORT OF WORK IS DONE?

The Level 1 / 2 BTEC Extended Certificate in Travel and Tourism is a course designed to give students a broad understanding of the industry. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government Key Skills requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context.

Six of the units are assessed through assignments and investigations where students develop the ability to organise and research their own work. Alongside this there are two formal exams that are sat at the end of the taught module.

There will be a visit planned by the students in the spring. There will also be other visits to local businesses and tourist attractions in London throughout the course. You will also study GCSE English and/or Maths if you have not already achieved a C grade in these subjects.

WHAT MIGHT THIS SUBJECT LEAD TO?

Some students may choose to progress on to a Level 3 Course in Travel and Tourism at college. Some other students may choose to apply for an apprenticeship or seek employment in this sector once they have left the sixth form.

WHAT DO I NEED TO GET A PLACE?

In order to gain a place on any BTEC Level 2 course you must have a minimum of five GCSE subjects grades A* – G (9 – 1) including Maths and English, possibly with one or two grade Cs or above.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Ellis.

LEVEL 3 BTEC EXTENDED CERTIFICATE or NATIONAL DIPLOMA IN BUSINESS (NQF)

BOARD & DURATION OF COURSE:

**PEARSON - TWO YEAR COURSE
LEVEL 3 (EQUIVALENT TO 1 OR 2 A LEVELS)**

SYLLABUS DETAILS:

The Level 3 BTEC Diploma in Business consists of completing 8 units of study over 2 years with 6 mandatory and 2 optional units. The BTEC Extended Certificate consists of completing 4 Core units over 2 years. Students are assessed both through externally set exams and tasks as well as coursework. By the end of the course students will develop portfolio evidence that will be awarded either a Pass, Merit or Distinction grade.

Year 1:	Year 2:
<ul style="list-style-type: none">• Unit 2 Developing a Marketing Campaign (Core: Ext Cert / Dip)• Unit 27 Work Experience in Business• Unit 6 Principles of Management (Core: Dip)• Unit 8 Recruitment and Selection Process	<ul style="list-style-type: none">• Unit 1 Exploring Business (Core: Ext Cert / Dip)• Unit 3 Personal Business Finance (Core: Ext Cert / Dip)• Unit 5 International Business (Core: Dip)• Unit 4 Managing and Event (Core: Dip)

WHAT SORT OF WORK IS DONE?

The Level 3 BTEC Business courses are designed to give students a broad understanding of business issues within the UK and Europe. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study. BTEC qualifications are highly regarded and are recognised by both employers and universities alike.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government functional requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, rather than taking formal exams at the end of their course.

Students who have not achieved a grade 5 or above in Maths will also be studying GCSE Maths.

WHAT MIGHT THIS SUBJECT LEAD TO?

Most students will go on to university after their Level 3 BTEC course. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification or Foundation Degrees. Some of our past students have also chosen to pursue Level 3 or 4 apprenticeships at the end of their course in a range of employment sectors.

WHAT DO I NEED TO GET A PLACE?

To follow a full time vocational curriculum in our sixth form at Level 3 you must have achieved a minimum of 4 A*-C grades at GCSE including a 5 in English and a 4 in Maths. Students that have achieved 5 A*-C grades including both English and Maths are welcome to select BTEC courses alongside other A Level options if they wish.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Ellis.

LEVEL 3 BTEC EXTENDED CERTIFICATE or NATIONAL DIPLOMA IN HEALTH & SOCIAL CARE (NQF)

BOARD & DURATION OF COURSE:

**PEARSON - TWO YEAR COURSE
LEVEL 3 (EQUIVALENT TO 1 OR 2 A LEVELS)**

HOW IS IT ASSESSED?

The Level 3 BTEC Diploma in Health and Social Care consists of completing 8 units of study over 2 years. The BTEC Extended Certificate consists of completing all 4 Core units over 2 years. Students are assessed both through externally set exams and tasks as well as coursework. By the end of the course students will develop portfolio evidence that will be awarded either Pass, Merit or Distinction grades.

Year 1:	Year 2:
<ul style="list-style-type: none">• Unit 1 Human Lifespan Development (Core)• Unit 6 Meeting Individual Care and Support Needs (Core)• Unit 5 Enquiries into Current Research in Health and Social Care• Unit 7 Work Experience in Health and Social Care	<ul style="list-style-type: none">• Unit 2 Working in Health and Social Care (Core)• Unit 14 Sociological Perspectives (Core)• Unit 13 Promoting Public Health• Unit 12 Principles of Safe Practice in Health and Social Care

WHAT SORT OF WORK IS DONE?

The Level 3 BTEC courses provide a specialist work-related programme of study that covers the key knowledge and practical skills required in the Health Care Sector as well as offering a different emphasis through the choice of specialist units. It also provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government key skills requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, rather than taking formal exams.

Students who have not achieved a grade C or above in Maths will also be studying GCSE Maths.

WHAT MIGHT THIS SUBJECT LEAD TO?

Most students will go on to university after their Level 3 BTEC course. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification or Foundation Degrees. Some of our past students have also chosen to pursue Level 3 or 4 apprenticeships at the end of their course in a range of employment sectors.

WHAT DO I NEED TO GET A PLACE?

To follow a full time vocational curriculum in our sixth form at Level 3 you must have achieved a minimum of 4 A*-C grades at GCSE including a 5 in English and a 4 in Maths. Students that have achieved 5 A*-C grades including both English and Maths are welcome to select BTEC courses alongside other A Level options if they wish.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Beard.

LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE IN APPLIED SCIENCE

BOARD & DURATION OF COURSE:

TWO YEAR COURSE

HOW IS IT ASSESSED?

The BTEC Level 3 Extended Certificate in Applied Science is equivalent in size to one A Level. It is comprised of four units:

Units:

1. Principles and Applications of Science (assessed through external examination).
2. Practical Scientific Procedures and Techniques (internally assessed).
3. Science Investigation Skills (assessed through external examination).
4. Optional Unit (internally assessed).

WHAT SORT OF WORK IS DONE?

In the BTEC Applied Science Certificate you will study Physics, Chemistry and Biology. These three disciplines will be studied through:

- Practical investigations
- Projects
- Exams
- Set tasks
- Research
- Case studies
- Analytical tasks

WHAT MIGHT THIS SUBJECT LEAD TO?

- Biochemistry
- Forensic Science
- Chemical industry
- Environmental Studies
- Human Biology
- Biotechnology
- Pharmacology
- Occupational Therapy
- Nursing
- Midwifery
- Teaching
- Laboratory Technician

WHAT DO I NEED TO GET A PLACE ON THE COURSE?

In order to gain a place you are expected to have a minimum of two science grades C or above. To study a mixture of A Level and vocational courses you are expected to have a minimum of 5 A*-C grades including English and Maths.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Burt or Mr Maunder.



LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE IN SPORT

BOARD & DURATION OF COURSE::

**PEARSON – TWO YEAR COURSE
LEVEL 3 (EQUIVALENT TO ONE A LEVEL)**

SYLLABUS DETAILS:

The Level 3 BTEC Extended Certificate in Sport consists of completing 4 units of study. Two units are assessed externally and two units are internally assessed. Students will produce coursework assignments for three units and sit an external exam for 1 unit.

All students will study three mandatory units that include:

UNIT 1 :	Anatomy and Physiology - Externally assessed exam.
UNIT 2 :	Fitness Training and Programming for Health, Sport and Wellbeing - Externally assessed coursework task.
UNIT 3 :	Professional Development in the Sports Industry - Internally assessed coursework task.

Students will also complete the following unit to make up the completion of the course.

UNIT 7 :	Practical Sport Performance - Internally assessed coursework task.
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WHAT SORT OF WORK IS DONE?

The Level 3 BTEC Extended Certificate in Sport is a course designed to give a student a broad understanding of sports issues within the UK and Europe. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study. Students from Chace have gone onto university on completion of this course to study Sports Science related courses at university. It carries the same UCAS points as the A Level PE qualification.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government functional requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, however, the new format of the course requires completion of an external exam on Unit 1: Anatomy and Physiology.

WHAT MIGHT THIS SUBJECT LEAD TO?

Most students will go on to university after their Level 3 BTEC Extended Certificate. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification.

WHAT DO I NEED TO GET A PLACE?

In order to gain a place on any BTEC Level 3 extended certificate course you must have achieved a minimum of 4 A*-C grades at GCSE including a grade 5 in English and a grade 4 in Maths. Ideally, students will have achieved at least a C grade at GCSE Physical Education or BTEC Level 2 Merit.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Dawson.

A LEVEL ART, CRAFT & DESIGN

EXAM BOARD :

EDEXCEL

HOW IS IT ASSESSED?

Students will be continually assessed throughout the course. There will be formal deadlines which students will be expected to meet. At the end of each term, formal assessment and portfolio reviews will take place. At the end of the course students will display their course work and exam piece which will make up their final exhibition. This is internally marked and externally assessed.

SYLLABUS DETAILS:

The A2 course is made up of the following two units:

- Unit 1 Coursework 60%
This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.
- Unit 2 Externally set assignment

Students will receive the exam paper on the 1st of February and will have several weeks to complete the preparatory work before they sit a 15 hour exam, which is held over the course of three days.

Coursework is considered to be central to the course and is worth 60% of the final grade. Coursework is produced in lessons and for homework throughout the two years. Students work thematically on the units, adhering to the following criteria:

A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

WHAT SORT OF WORK IS DONE?

Students will work within a wide variety of art disciplines and are encouraged to work within the medium which best reflects their skills. The main areas available to students are drawing and painting, printmaking (lino, silkscreen, monoprinting and batik), sculpture (ceramics, card, wood, plaster, and wire) and photography. Students are encouraged to attend life drawing classes and other workshops offered by the Art department and outside agencies.

Critical studies is an integral part of the course and students will be expected to investigate and analyse the work of others artists and use this to inform their own work.

Trips to galleries and museums will be organised, including our annual trip abroad, of which past destinations have included: Paris, Rome, Florence and Barcelona. We also expect students to visit galleries in their own time.

WHAT MIGHT THIS SUBJECT LEAD TO?

A Level could lead on to a foundation course which in turn would lead on to a degree course. There are many courses available in Art and Design leading to a professional and rewarding careers; Computer Software Design, Ceramics, Industrial Design, Interior Design, Fashion Design, Textiles, Illustration, Graphic Designer 3D Design, Fine Art, Painting, Sculpture, Printmaking, Film Making, Photography, Animation, Theatre Design, Architecture, Art Historian, Medical Illustrator and Painting Restoration

WHAT DO I NEED TO GET A PLACE?

The Art Department will be pleased to consider all students who have followed a GCSE course in Art and Design. However we recommend that students obtain at least a B to a high C grade at GCSE to be eligible, exceptions are considered at the discretion of the Head of Department. Students who have not followed a GCSE Art course but are really interested in our subject and can demonstrate commitment, will also be considered, however they will need to show us a sample of their work which meets an acceptable standard.

WHO TO CONTACT FOR FURTHER INFORMATION? - The Art Department teaching staff.



A LEVEL BIOLOGY

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

The A Level GCE is comprised of eight units and 12 practicals, which are externally assessed through written exams at the end of the two year course. You will also be assessed for practical competency through six criteria.

Content Units:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:

1. Follows written procedures.
2. Applies investigative approaches and methods when using instruments and equipment.
3. Safely uses a range of practical equipment and materials.
4. Makes and records observations.
5. Researches, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

WHAT MIGHT THIS SUBJECT LEAD TO?

- Biochemistry
- Forensic Science
- Dentistry
- Environmental Studies
- Human Biology
- Biotechnology
- Pharmacology
- Occupational Therapy
- Genetics
- Medicine
- Teaching
- Nursing

WHAT DO I NEED TO GET A PLACE ON THE COURSE?

Students are required to gain at least a grade B in both GCSE Core and Additional Sciences or two grade Bs in Separate Science (including GCSE Biology) and a grade 6 in GCSE Maths.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Burt or Mr Maunder.

A LEVEL BUSINESS STUDIES

EXAM BOARD :

EDEXCEL

INTRODUCTION

The Business A level course allows students to develop knowledge and skills about the world of business. Students will learn various techniques which develop their understanding of how to interpret & use data when solving business related problems. A broad ranging course that covers a lot of content giving students a well-rounded view of the business world and how it operates.

A LEVEL SYLLABUS:

<i>Theme 1 : Marketing and People</i>	<i>Theme 2 : Managing Business Activities</i>
Students will develop an understanding of: <ul style="list-style-type: none">• Meeting customer needs• The market• The marketing mix & strategy• Managing people• Entrepreneurs & leaders	Students will develop an understanding of: <ul style="list-style-type: none">• Raising finance• Financial planning• Managing finance• Resource management• External influences
<i>Theme 3 : Business Decisions & Strategy</i>	<i>Theme 4 : Global Business</i>
Develops the concepts introduced in Theme 2. Students will develop an understanding of: <ul style="list-style-type: none">• Business objectives & strategy• Business growth• Decision-making techniques• Influences on business decisions• Assessing competitiveness• Managing change.	Develops the concepts introduced in Theme 1. Students will develop an understanding of: <ul style="list-style-type: none">• Globalisation• Global markets & business• Expansion• Global marketing• Global industries & companies• Multinational corporations

WHAT SORT OF WORK IS DONE?

Students will need to keep up-to-date with events in the business world through research and reading to broaden their current knowledge which will enable them to successfully apply learning to business issues. They will also have opportunities to use and develop a range of skills over the course. These include working as part of a team, developing and making presentations, researching and problem solving.

HOW IS THE COURSE ASSESSED?

The course is assessed through external examinations only at the end of the two year course. The 4 themes are included in the 3 exam papers. Paper 1: Themes 1 and 4, Paper 2: Themes 2 and 3 and Paper 3: Themes 1, 2, 3 and 4.

WHAT MIGHT THIS SUBJECT LEAD TO?

This qualification can lead to career opportunities in many areas. For example: accounting, marketing, human resources & management. Students can go onto higher education where there are several business related degrees. They will also be ready for apprenticeships and the world of work if they do not choose an academic pathway.

WHAT DO I NEED TO GET A PLACE?

You will need to have 5 A*-C grades at GCSE, including English and Maths. You will also need to be motivated to read widely around the topics covered in lessons.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Ellis.

A LEVEL CHEMISTRY

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

The A Level GCE is comprised of eight units and 12 practicals, which are externally assessed through written exams at the end of the two year course. You will also be assessed for practical competency through six criteria:

Content Units:

- Physical chemistry
- Atomic structure and bonding
- Energetics and Kinetics
- Redox reactions and equations
- Thermodynamics
- Rate equations
- Acids and bases
- Inorganic chemistry
- Periodicity
- Organic chemistry
- Organic analysis and synthesis

The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:

1. Follows written procedures.
2. Applies investigative approaches and methods when using instruments and equipment.
3. Safely uses a range of practical equipment and materials.
4. Makes and records observations.
5. Researches, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

WHAT MIGHT THIS SUBJECT LEAD TO?

- Forensic Medicine
- Medicinal Chemistry
- Dentistry
- Medicine
- Biochemistry
- Agricultural Scientist
- Chemist
- Metallurgist
- Veterinary Science
- Pharmacology / Pharmacy
- Geneticist
- Chemical Engineering
- Animal Technician
- Teacher
- Photographer
- Archaeologist
- Pollution Controller

WHAT DO I NEED TO GET A PLACE ON THE COURSE?

Students are required to gain at least a grade B in both GCSE Core and Additional Sciences or two grade Bs in Separate Science (including GCSE Chemistry) and a grade 6 in GCSE Maths.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Burt or Mr Maunder.

A LEVEL COMPUTER SCIENCE

EXAM BOARD :

OCR

SYLLABUS DETAILS:

The content of A-Level in Computer Science is divided into three components.

- Computing principles component (01) contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.
- Algorithms and problem solving component (02) relates principally to problem solving skills needed by learners to apply the knowledge and understanding gained through the Computing principles component.
- Programming project component (03) is a practical portfolio based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language of the learner's or teacher's choice.

Computer Science uses mathematics to express its computational laws and processes. Mathematical skills are embedded throughout the content of the three components and assessed in the written papers where appropriate.

Learners must take three components (01, 02 and 03).

Computer systems (01) 140 marks 40% of A Level Written paper	Algorithms and programming (02) 140 marks 40% of A Level Written paper
<ul style="list-style-type: none">• The characteristics of contemporary processors, input, output and storage devices• Software and software development• Programming• Exchanging data• Data types, data structures and algorithms• Legal, moral, ethical and cultural issues	<ul style="list-style-type: none">• Elements of computational thinking• Problem solving and programming• Algorithms
Programming project (03) 70 marks 20% of A Level Non-exam content	
<ul style="list-style-type: none">• Analysis of the problem• Design of the solution• Developing the solution• Evaluation	

WHAT SORT OF WORK IS DONE?

Component 01 will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking and developing programming techniques.

Learners will be expected to apply the criteria in different contexts including current and future uses of the technologies.

Component 02 will incorporate and build on the knowledge and understanding gained in the Computing principles component. In addition, learners should:

- understand what is meant by computational thinking
- understand the benefits of applying computational thinking to solving problems
- be able to use algorithms to describe problems.

For component 03, learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development.

HOW IS IT ASSESSED?

This A Level in Computer Science is a linear qualification with 100% terminal external assessment.

This qualification consists of two examined components (01 and 02), externally assessed by OCR, and one internally assessed and moderated non exam assessment component (03 or 04).

Both examinations are of 2 hours and 30 minutes duration, each with a 40% weighting. The non-exam assessment component is weighted at 20%.

WHAT MIGHT THIS SUBJECT LEAD TO?

Computer Science is relevant in this modern and changing world. This specification will:

- Focus on programming, building on OCR's GCSE Computing and emphasise the importance of computational thinking as a discipline.
- Have an expanded maths focus, much of which will be embedded within the course.
- Put computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Allow student to apply the academic principles learned in the classroom to real world systems in an exciting and engaging manner.
- Give students a clear progression into higher education, as the course was designed after consultation with members of BCS (British Computer Society), CAS (Computing at School) and top universities.



WHAT DO I NEED TO GET A PLACE?

You will need a grade 6 or above at GCSE in Mathematics. In addition, a GCSE in Computing is desirable, but not essential.

WHO TO CONTACT FOR FURTHER INFORMATION?

Mr Tsangari.

A LEVEL PRODUCT DESIGN GRAPHIC PRODUCTS

EXAM BOARD :

EDEXCEL

HOW IS IT ASSESSED?

A Level	
Component 1: Principles of Design and Technology	Coursework - 50%
Component 2: Independent Design and Make Project	Written exam 2 hours 30 minutes – 50%

SYLLABUS DETAILS:

Edexcel's GCE in Design and Technology: Product Design specification seeks to develop students' knowledge, understanding, skills and application for designing products. Product design encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products. Products that are fit for purpose, satisfy wants and needs, enhance our day-to-day lives and, most importantly, give students the opportunity to demonstrate their design and technology capability.

WHAT SORT OF WORK IS DONE?

Coursework:

- Students identify an individual problem around which to base their design context.
- Students will develop a range of potential solutions using design software (such as Photoshop), hand sketching and modelling
- Students will be expected to make decisions about the designing and development of their ideas using the opinions of the user group or client.
- Students will consider issues related to sustainability and the impact their design may have on the environment
- Students are expected to make a working prototype of a product that solves the problem they identified
- Students are expected to analyse and evaluate the wider issues in design technology, including social, moral, ethical and environmental impacts.

Exam:

- Characteristics of materials
- Processes and techniques used industries
- Digital technologies
- Factors influencing the development of products
- Potential hazards and risk assessment
- Features of manufacturing industries
- Information handling, modelling and forward planning

WHAT MIGHT THIS SUBJECT LEAD TO?

A wide range of university courses and further education. careers in graphics: product design – interior, exterior (architectural). Design – Graphic Designer, model design, engineering design.

WHAT DO I NEED TO GET A PLACE?

The Technology Department will be pleased to consider all students who have achieved a minimum C grade in Graphics, or Resistant Materials.

SUITABILITY?

Students who wish to pursue a career in graphic design, product design, architecture or other design based careers, or students who enjoy the design process.

WHO TO CONTACT FOR FURTHER INFORMATION: Miss Wood.

A LEVEL DESIGN & TECHNOLOGY PRODUCT DESIGN – TEXTILES

EXAM BOARD :

AQA

Exam Assessment

What is assessed?

- Core technical principles
- Additional specialist knowledge

How is it assessed?

- **Written exam: 2 hours**
- **80 marks**
- **50% of AS**

Non-exam Assessment (NEA)

What is assessed?

Practical application of technical principles, designing and making principles and specialist knowledge.

How is it assessed?

- Single design and make project. Context set by AQA.
- 35 hours
- 80 marks
- 50% of AS

Evidence

Written or digital design portfolio and photographic evidence of final prototype.

WHAT SORT OF WORK IS DONE?

Students are encouraged to take a broad view of design and technology through the exploration of textiles techniques. The course enables students to develop their capacity to design and make textile products and gives an understanding of the relationship between design, materials, manufacture and marketing. Students will investigate social, historical, cultural, environmental and economic influences on design and technology, whilst producing a product of their choice.

WHAT MIGHT THIS SUBJECT LEAD TO?

This qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industry. There are opportunities for students to extend their studies of textiles at university and college. At present there are courses which range from the creative such as an art and design foundation course or fashion design, to the more technical aspects like textiles manufacturing and processing and pattern cutting. Following on from such courses are a variety of employment opportunities in the textile industry.

WHAT DO I NEED TO GET A PLACE?

The Technology Department will be pleased to consider all students who have achieved a minimum C grade in GCSE Textiles or Graphics.



WHO TO CONTACT FOR FURTHER INFORMATION: Ms Ricketts.

A LEVEL DRAMA

EXAM BOARD :

EDEXCEL

HOW IS IT ASSESSED?

40% Written examination
20% Scriptwork practical
40% Devised performance and supporting portfolio



WHAT SORT OF WORK IS DONE?

In the first year the students explore plays, practitioners, playwrights and key performance texts, alongside a practical exploration of the history of drama.

They will subsequently take part in a public performance of a devised piece of work, creating a unique and original piece of theatre to be performed before an invited audience. This will be supported by a detailed portfolio supporting their exploration and evaluating their performance, using a combination of written work, photographs and video.

In the second year the students continue to explore texts and practitioners, but are building toward a practical performance, examined externally, and performed for before an audience. There is no written work needed for this unit.

Across the two years students will be able to see up to ten plays which can influence and support both the practical and the portfolio. They will also study the two texts that will form the basis of the final written exam at the end of Year 13. This written exam will cover the evaluation of one live theatre performance and answering questions on two texts from the viewpoint of a performer, a designer and a director.

WHAT MIGHT THIS SUBJECT LEAD TO?

The subject can be pursued at degree level or beyond at university or Drama School, where it is an increasingly popular and successful degree. As well as a variety of careers in the arts, there are opportunities for Drama therapists and psychologists and events organisers. Furthermore, companies are increasingly looking for people that are able to work well in groups, have good communication and co-operation skills, and are comfortable dealing with people.

WHAT DO I NEED TO GET A PLACE?

It is desirable for you to have a B grade at GCSE Drama but if you can demonstrate an interest in and commitment to Drama it is not necessary for you to have taken a Drama GCSE. It would be acceptable to have a C grade in Drama if you have a strong spread of grades in areas like Expressive Arts, Humanities, English or Media Studies. Membership of a Drama group or good parts in theatrical performances in or outside school would help establish your commitment.

WHO DO I CONTACT FOR FURTHER INFORMATION: Please speak to the Drama Department.



A LEVEL ENGLISH LITERATURE

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

The course is assessed via two exams and an independent critical study (coursework):

- 40% Paper 1: Love through the ages
- 40% Paper 2: Modern times: Literature from 1945 to the present day
- 20% Independent Critical Study

SYLLABUS DETAILS

The English Literature course explores 'love through the ages' and texts in shared contexts. The course demands that students read widely and think about how different forms and genres present ideas around love and in 'texts across time'; students must show an engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

We study a range of texts including drama, prose and poetry. Our text choices are as follows;

- **Othello** - William Shakespeare
- **A post 1900 poetry anthology**
- **Feminine Gospels** – Carol Ann Duffy
- **The Handmaid's Tale** - Margaret Atwood
- **A Streetcar Named Desire** - Tennessee Williams
- **Wuthering Heights** - Emily Bronte

WHAT SORT OF WORK IS DONE?

The course is based on independent reading, and a substantial amount of homework will be taken up with reading poetry, plays and prose fiction. Lessons are discussion based, with students contributing their views in small groups and to the whole class.

Students will complete coursework under the supervision of their teachers, drafting and redrafting their work. One of the key points about A Level is that students are guided towards an independent understanding of their reading texts, rather than being 'taught' the texts as in GCSE.

WHAT MIGHT THIS SUBJECT LEAD TO?

English Literature is one of the most highly respected A Levels because of the rigorous training it provides in reading, thinking and writing.

A university degree in English Literature can lead to a huge range of career options in the arts, the legal profession, the media, education, management and beyond.

WHAT DO I NEED TO GET A PLACE?

This course is for pupils who have attained GCSE grade 6 or above in GCSE English Literature and English Language. You **MUST** be someone who loves to read for pleasure as well as study.

SUITABILITY?

Are you curious about the great writers of the past and present and the contexts in which they write? Do you love reading and want to become a better writer?

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Holloway.

A LEVEL ENGLISH LANGUAGE

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

A Level course: Three components over two years comprising of:

- One exam based on: Language, the Individual and Society (40%)
- One exam based on: Language Diversity and Change (40%)
- Non exam assessment: Language in Action (20%)

SYLLABUS DETAILS

This course looks at the English Language and how it is used. Unit 1 of the A Level course focuses on how language is used differently in a variety of social contexts. Unit 2 looks at language varieties and how language changes depending on contextual factors. Unit 3 is both an investigative and creative module where you will be asked to explore and analyse language data independently and develop and reflect upon your own writing expertise in order to produce an original piece of writing.

WHAT SORT OF WORK IS DONE?

Almost all of the work will be based around skills of researching, reading, discussing and writing about the way we use language. You will learn how to evaluate language using sophisticated linguistic terminology for a variety of texts taken from everyday sources. A small component of the course will also require you to produce your own example of fictional and non-fictional writing.

WHAT MIGHT THIS SUBJECT LEAD TO?

Careers in teaching, journalism, writing, television, film, theatre and advertising are often launched with a qualification in English Language, particularly when combined with an English degree. This could also lead to a career within the field of Social Work, for example, speech therapy.

WHAT DO I NEED TO GET A PLACE?

This course is for pupils who have attained a grade 6 or above in GCSE English Language and a grade 6 in English Literature.

SUITABILITY

The course suits learners who have a methodological brain and enjoy deconstructing texts, whilst simultaneously exploring why writers use language in certain ways. The course will be a great choice for students who are enthusiastic about learning new terminology and open to trying a range of new approaches to reading texts. A genuine passion for reading both fiction and non-fiction texts is required! You can do both English Literature and Language as they are very different courses and are accepted as separate subjects at university but you should seek advice if you do want to do this as it does limit your range of subject areas.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Whyte.

A LEVEL FILM STUDIES

EXAM BOARD :

WJEC

SYLLABUS DETAILS & HOW THE COURSE IS ASSESSED:

The course is designed to introduce learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. The course offers opportunities to study mainstream and independent American and British films from the past and the present as well as more recent global films, both non-English language and English language. Studies in documentary, experimental and short films add to the breadth of the learning experience. Production work is a crucial part of this course and is integral to learners' study of film. Students are expected to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

A Level		
Component 1	American and British Film: <ul style="list-style-type: none">• Section A: Classical Hollywood• Section B: Hollywood since the 1960s• Section C: Contemporary American independent film• Section D: British film	3 hours 35%
Component 2	Varieties of Film: <ul style="list-style-type: none">• Section A: Film movements• Section B: Documentary film• Section C: Global Film• Section D: Short film	3 hours 35%
Component 3	Production: <ul style="list-style-type: none">• Either a short film or screenplay for a short film and a digitally photographed storyboard of a key section from the screenplay• An evaluative analysis	Non-exam assessment 30%

WHAT MIGHT THIS SUBJECT LEAD TO?

Many universities offer Film Studies courses, which can be studied as complete degrees or combined with other subjects, such as Media Studies, Communications, Literature, Sociology and popular culture. Studying Film Studies can lead to careers in journalism, film and television.

WHAT SORT OF WORK IS DONE?

Note taking during film screenings; critical group discussions and presentations; researching films, topics, directors, film industries; analytical essay writing; creating films, storyboards, and screenplays.

WHAT DO I NEED TO GET A PLACE?

Creativity and a genuine interest in the Film industry are essential. A GCSE in Media Studies is not necessary, however in order to cope with the analytical written aspect of the course, you should have a grade 5 or above in English. A Level Film and Media Studies are different courses and you may choose to take both subjects. Students are expected to carry out individual research and reading therefore motivation, commitment and initiative are also compulsory traits.

WHO TO CONTACT FOR MORE INFORMATION: Ms Ross

A LEVEL FRENCH

EXAM BOARD :

AQA

SYLLABUS DETAILS:

The A Level course is designed to be studied over two years. Students will cover all the social, political and artistic topics as well as either one text and one film or two texts from the list below. Another component of the course will be an individual research project.

<p>Social and Political trends</p> <ul style="list-style-type: none">• The changing Nature of family• The Cyber Society• The place of Voluntary work• Positive features of a diverse society• Life for the marginalised• How criminals are treated <p>Political and artistic culture</p> <ul style="list-style-type: none">• A culture proud of its heritage• Contemporary francophone music• Cinema: the 7th art form• Teenagers, the right to vote and political commitment• Demonstrations, strikes – who holds the power?• Politics and immigration	<p>Texts:</p> <ul style="list-style-type: none">• Molière Le Tartuffe• Voltaire Candide• Maupassant Boule de suif• Camus L'étranger• Françoise Sagan Bonjour tristesse• Claire Etcherelli Elise ou la vraie vie• Joseph Joffo Un sac de billes• Faïza Guène Kiffe kiffe demain• Philippe Grimbert Un secret• Delphine de Vigan No et moi
<p>Individual research project:</p> <p>Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.</p>	<p>Films:</p> <ul style="list-style-type: none">• Au revoir les enfants• La Haine• L'auberge espagnole• Un long dimanche de fiançailles• Entre les murs• Les 400 coups

The course focuses on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues, such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations.

Students can develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French i.e. newspapers, websites, TV programmes. Students develop the four language skills of reading, listening, speaking and writing through this work as well as building up their knowledge of French grammar and structures. As the course progresses students, with the benefit of small classes, gain a lot of practice speaking French and build up confidence and fluency. They also develop awareness and understanding of the contemporary society of countries where French is spoken.

HOW IS IT ASSESSED?

A Level:	<ul style="list-style-type: none">▪ Paper 1 Listening, reading and writing, 2.5 hours, 40%▪ Paper 2 Writing – Essays on Texts and Films, 2 hours, 30%▪ Paper 3 Speaking 21–23 minutes (including 5 minutes preparation time) 30%
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WHAT MIGHT THIS SUBJECT LEAD TO?

With an A Level in French you can study the language at university either as the main subject in a degree or as a subsidiary subject. Many universities offer degrees in Business and French, Drama and French etc. Language A Levels are highly regarded by top universities even for studying different subjects.

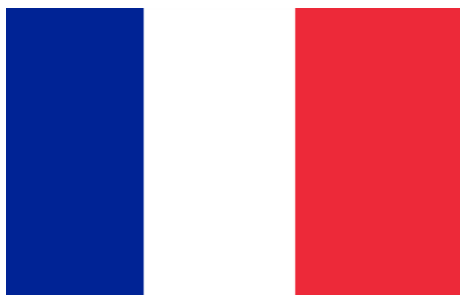
The ability to learn to speak a second language is a transferable skill and you may be able to learn another language based on your ability to learn French.

Employment opportunities are almost limitless. The increase in globalisation means that language skills cannot be over-estimated; they are needed in industry, tourism, commerce, banking, the media, etc. Employers value the study of language to A Level as it shows that potential employees have a good grasp of grammar as well as general cultural knowledge.

WHAT DO I NEED TO GET A PLACE?

We recommend you have a B grade or above at GCSE in French.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Levesque.



A LEVEL GEOGRAPHY

EXAM BOARD :

EDEXCEL

HOW IS IT ASSESSED?

Edexcel A Level Geography is assessed with 3 exams (paper 1= 30%, paper 2 = 30% and paper 3 = 20%) and 1 piece of coursework (worth 20%).

SYLLABUS DETAILS:

Unit 1: *Dynamic Landscapes*

(Tectonic Processes and Hazards, Coastal Landscapes and Change)

Unit 2: *Dynamic Places*

(Globalisation, Regenerating Places)

Unit 3: *Physical Systems and Sustainability*

(The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security, Climate Change Futures)

Unit 4: *Human Systems and Geopolitics*

(Superpowers, Global Development and Connections)



WHAT SORT OF WORK IS DONE?

In A Level Geography you will have the opportunity to carry out practical fieldwork, as well as class work (including debates, group work, presentations, research and extended writing). You will learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data and identifying the links between different topics within Geography.

WHAT MIGHT THIS SUBJECT LEAD TO?

Students with AS or A Level Geography have access to a wide range of possible career and higher education opportunities. Geographical skills are in great demand and are recognised by employers, universities and colleges as being of real value. There are great opportunities if students decide to go on to higher education. These can include further training in such areas as law, accountancy, journalism, finance, marketing, conservation, archaeology and many more subjects.

WHAT DO I NEED TO GET A PLACE?

It is not a requirement that you should have studied Geography at GCSE in order to take A Level Geography. What is more important is that you are hardworking and have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

WHO TO CONTACT FOR FURTHER INFORMATION:

If you want to find out more information contact Mrs Stiles. You may also like to talk to current A Level students who will be able to provide further information.

A LEVEL GOVERNMENT & POLITICS – NEW SPECIFICATION

EXAM BOARD :

EDEXCEL

HOW IS IT ASSESSED?

First teaching September 2017 and first exams taken in Summer 2019. The course is examined through a range of short and long answer questions and comprises the following units over 2 yrs.

Component 1: UK Politics

- Democracy and Political Participation
- Political Parties
- Electoral Systems
- Voting Behaviour and the Media
- Core Ideologies – Liberalism, Conservatism and Socialism



Component 2: UK Government

- The UK Constitution
- Parliament
- Prime Minister and Cabinet
- Different branches of Government
- Other Ideologies



Component 3: Global Politics

- Theories of Global Politics
- Sovereignty and Globalisation
- Political and Economic Governance
- The Environment and Human Rights
- Power in World Politics
- Regionalism and the European Union



SYLLABUS DETAILS

The syllabus introduces students to the study of Politics by looking at the central ideas of citizenship, democracy, participation and how people are represented in the political process, including the role of the media in determining voting behaviour. It also examines the key ideologies that have shaped our political system and the major institutions of UK government. It provides an opportunity to explore key issues affecting the UK, such as 'Brexit', and covers the global political issues affecting all our lives such as human rights and the 'War on Terror'.

WHAT MIGHT THIS SUBJECT LEAD TO?

Many universities offer Politics as a degree course. Politics can also be studied alongside other subjects such as International Relations, Philosophy and Economics. An understanding of Government and Politics is directly relevant to the world of work leading to potential careers in Journalism, Law, Politics, Development, the Civil Service, Teaching and the Police Service. It also encourages people to be active citizens and participate fully in the decision-making process.

WHAT DO I NEED TO GET A PLACE?

In order to gain a place on the Government and Politics course you need a GCSE in English at grade C or above. A good pass in a Humanities subject (History, Geography, Sociology) is essential.

WHO TO CONTACT FOR FURTHER INFORMATION:

For further information please contact Mr Halford, Mr Quinn or Mr Moore.

A LEVEL HISTORY

EXAM BOARD :

EDEXCEL

SYLLABUS DETAILS:

The course consists of four units which focus on the most exciting and interesting social and political issues to affect the world from throughout History. These topics build on the knowledge and skills brought from GCSE History and KS3, whilst enabling you to develop a more detailed knowledge of the period. Of the four units studied, three will be assessed by examination and one as coursework. A breakdown of each unit can be seen below.

Year 12: <i>Searching for Rights and Freedoms in the 20th Century</i> Unit 1 (Examined) <i>In Search Of The American Dream, 1917–1996.</i> Unit 2 (Examined) <i>South Africa, 1948–94, From Apartheid to Rainbow Nation.</i>	Route F Written exam – 2hrs 15mins Written exam – 1hr 30mins
Year 13 Unit 3 (Examined) <i>Rebellion and Disorder under the Tudors, 1485 – 1603</i> Unit 4 (Coursework) Coursework based on a historical controversy.	Written exam – 2hrs 15mins 3,000 - 4,000 words

YEAR 12 TOPICS INCLUDE:

- The changing political context of the US.
- Civil Rights in the US.
- The changing social context of the US.
- The changing role of women in the US.
- What was the Impact of the Reagan Presidency?
- Apartheid in South Africa – Creating Apartheid.
- Life under Apartheid.
- Opposition to Apartheid.
- The end of Apartheid.

YEAR 13 TOPICS INCLUDE:

- The development of the Tudor State.
- Development of local government under the Tudors.
- The changing role of religion in Tudor society.
- The development of popular protest in the Tudor period.
- Historiography of the Holocaust.
- The Historiographical debate: Who is responsible for the deaths of over 11 million in the Holocaust?

WHAT SORT OF WORK IS DONE?

We will work in varied styles to allow students to develop the skills of examining, analysing and explaining. These include:

- Class discussions
- School trips to exhibitions, conferences and places of interest
- Group and individual presentations, debates and seminars.
- Short and extended written exercises.
- Research activities.
- Analysing music, film, video.



WHAT DO I NEED TO GET A PLACE?

A good pass in a Humanities subject (History, Geography, Sociology) would be helpful.

WHAT MIGHT THIS SUBJECT LEAD TO?

Studying A Level History opens the door to many exciting career opportunities, not just the obvious one of being an archivist in a museum or even a History teacher! Many universities and employers recognise the valuable skills which History encourages, such as analysing data, selecting relevant information, forming opinions and communicating these in both oral and written forms. Thus, History is seen as an excellent foundation for many careers and courses.

WHO TO CONTACT FOR FURTHER INFORMATION: For further information please speak to Mr Faik or Mr Moore. We will be delighted to discuss this topic further.

A LEVEL MATHEMATICS

EXAM BOARD :

EDEXCEL

SYLLABUS DETAILS

Mathematics covers three areas of study: Pure Mathematics, Mechanics and Statistics

Pure Maths	An extension of the techniques and knowledge gained at GCSE. Developing algebraic and manipulative skills, graph drawing and trigonometry. New concepts are also introduced and developed including logarithms and calculus.
Mechanics	The study of statics and moving bodies including forces and energy.
Statistics	Presentation and analysis of data. Probability and probability distributions.

HOW IS IT ASSESSED?

QUALIFICATION	COMPONENT	OVERVIEW	ASSESSMENT
A Level Mathematics	Paper 1: Pure Mathematics 1	AS content assessed at A Level standard	⌚ 2 hours 100 marks
	Paper 2: Pure Mathematics 2	Remaining pure content which builds on and incorporates AS content.	⌚ 2 hours 100 marks
	Paper 3: Statistics and Mechanics	Section A: Statistics (50 marks) Section B: Mechanics (50 marks)	⌚ 2 hours 100 marks

WHAT MIGHT THIS SUBJECT LEAD TO?

- Any type of engineering
- Accountancy
- Applied Science
- Business & Finance
- Retail management
- Computer Design & Technology
- Building & Architecture
- Medicine

WHAT DO I NEED TO GET A PLACE?

Higher Level GCSE Maths Grade 7 - 9 (Students with a grade 6 in maths may be considered for an A Level maths entry test if the course is not fully subscribed).

SUITABILITY?

Mathematics is one of the most challenging A Levels to study. You will need to be committed and prepared to work hard. However, a Mathematics qualification at this level is highly regarded by universities.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Sofola or Ms Duncan.

A LEVEL FURTHER MATHEMATICS

EXAM BOARD :

EDEXCEL

SYLLABUS DETAILS

Further Mathematics covers four areas of study: Pure Mathematics, Mechanics, Statistics and Decision Mathematics.

Pure Maths, Mechanics, Statistics	A further extension of topics taught in Mathematics.
Decision Maths	The application of mathematical models to solve real world problems where the development of a model inevitably requires making assumptions to simplify the problem.

HOW IS IT ASSESSED?

QUALIFICATION	COMPONENT	OVERVIEW	ASSESSMENT
A Level Further Mathematics	Paper 1: Further Pure Mathematics 1	Based on the fixed core content. AS content assessed at A Level standard	⌚ 1.5 hours 75 marks
	Paper 2: Further Pure Mathematics 2	Based on the fixed core content. Remaining pure content which builds on and incorporates AS content.	⌚ 1.5 hours 75 marks
	Paper 3: Further Mathematics Option 1	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure • Further Statistics • Further Mechanics • Decision Maths 	⌚ 1.5 hours 75 marks
	Paper 4: Further Mathematics Option 2	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure • Further Statistics • Further Mechanics • Decision Maths 	⌚ 1.5 hours 75 marks
AS Level Further Mathematics	Paper 1: Further Pure Mathematics	Content aligned to Paper 1 of A Level Further Maths, assessed at AS Level standard	⌚ 1.5 hours 75 marks
	Paper 2: Further Mathematics Option	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure • Further Statistics • Further Mechanics • Decision Maths 	⌚ 1.5 hours 75 marks

WHAT MIGHT THIS SUBJECT LEAD TO? (See AS/A Level mathematics.)

WHAT DO I NEED TO GET A PLACE?

- Higher Level GCSE Maths Grade 7-9,
- Have already chosen to do Mathematics at A Level
- Commitment to do after school sessions and work independently at home.

SUITABILITY?

Further Mathematics is beneficial to anyone looking to study a mathematics rich subject at university. It is only available to students who also choose Mathematics and only as a fourth subject choice.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Sofola, or Ms Duncan.

A LEVEL MEDIA STUDIES

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

A Level course: Three components over two years comprising of:

- One exam based on: Issues and debates in the Media (Paper 1: 35%)
- One exam based on: Analysis of Media Products (Paper 2: 35%)
- Non exam assessment: Creating a Media Product (30%)

SYLLABUS DETAILS:

This course allows students to view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. Students will build on their capacity for independent research, and gain a deeper appreciation and understanding of the role media plays in day-to-day life. Questions in Paper 1 will focus on issues and debates in the media. Students will be expected to use any relevant elements of the theoretical framework in order to explore the ideas in the exam. Questions in Paper 2 will focus on the analysis of media products, through the lens of the theoretical framework. Students will also be expected to demonstrate an understanding of the contexts in which the products were created. In the non-exam assessment, students will create a media product. Students will produce a statement of intent and cross-media products made for an intended audience. They will be assessed on their application of knowledge and understanding of the theoretical framework and practical skills relating to the media format of their choice.

WHAT SORT OF WORK IS DONE?

Exploring moving image, television programmes, printed and web based texts; group discussions and presentations; researching media texts and topics; analytical essay writing; creating films, printed and web based texts.

WHAT MIGHT THIS SUBJECT LEAD TO?

There is a huge range of Media and Communications courses at universities. Studying Media Studies can lead to careers in journalism, television, radio, advertising, digital media and film.

WHAT DO I NEED TO GET A PLACE?

Creativity and a genuine interest in the media industry are essential. A GCSE in Media Studies is not necessary, however in order to cope with the analytical written aspect of the course, you should have a grade 5 or above in English. A Level Media and Film Studies are different courses and you may choose to take both subjects. Students are expected to carry out individual research and reading therefore motivation, commitment and initiative are also compulsory traits.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Ross.

A LEVEL RELIGIOUS STUDIES (PHILOSOPHY & ETHICS)

EXAM BOARD :

OCR

HOW IS IT ASSESSED?

- Three exam papers to be examined in May/June 2018

SYLLABUS DETAILS:

Paper 1 – Philosophy of Religion <i>2 hour examination worth 33% of A Level</i>	<ul style="list-style-type: none">• Ancient Philosophical Influences• The nature of the soul, mind and body• Arguments for and against the existence or non-existence of God• Religious experience• The Problem of Evil• Ideas about the nature of God• Issues in religious language
Paper 2 – Religion and Ethics <i>2 hour examination worth 33% of A Level</i>	<ul style="list-style-type: none">• Normative ethical theories – Natural Law, Kantian Ethics and Utilitarianism• Applied ethics• Ethical language and thought• The debates surrounding conscience and free will• Sexual ethics• Influence of ethical thought on the developments of religious beliefs
Paper 3 – Development of Christian Thought <i>2 hour examination worth 33% of A Level</i>	<ul style="list-style-type: none">• Christian teachings, beliefs and values• How Christian teachings interconnect and vary historically and in the contemporary world• Sources of wisdom and authority• Practices and how they shape religious identity• Social and historical developments in theology and religious thought• The relationship between religion and society

FURTHER INFORMATION:

The A Level Philosophy & Ethics course is an invaluable opportunity to gain transferable skills for careers and courses demanding analysis, evaluation and clarity of expression. The department follows the Oxford, Cambridge and RSA (OCR) specification.

This A Level course is aimed at those who are prepared for an open-minded exploration of the big questions, in particular the medical, legal and moral issues that affect the lives of humans today, as well as deeper philosophical questions about the nature of the universe and of humanity, and the existence or non-existence of God.

WHAT MIGHT THIS SUBJECT LEAD TO?

A Level Philosophy & Ethics is highly regarded by universities and employers as it proves that you are able to think, discuss and evaluate. It is an excellent preparation for any humanities degree. Philosophy & Ethics A Level provides an excellent foundation for a range of careers – from medicine to public service to business. Other careers that would benefit from a study of Philosophy & Ethics A Level are careers in legal services, journalism, publishing, education, social work, politics and the media sector. Imagine how better prepared a doctor or business professional will be if they understand the culture and customs of the individuals they are treating or dealing with. Or how a broad and deep knowledge of different world faiths and beliefs can help you truly understand the context of events happening around the world.

WHAT DO I NEED TO GET A PLACE? GCSE R.S. grade C or better.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Manipon and Mrs Roper.

A LEVEL PHOTOGRAPHY

EXAM BOARD :

EDEXCEL

HOW IS IT ASSESSED?

Students will be continually assessed throughout the course. There will be formal deadlines which students will be expected to meet. At the end of each term, formal assessment and portfolio reviews will take place. At the end of the course students will display their course work and exam piece which will make up their final exhibition. This is internally marked and externally assessed.

SYLLABUS DETAILS:

The A2 course made up of the following two units:

- Unit 1 Coursework 60%
This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.
- Unit 2- Externally set assignment
Students will receive the exam paper on the 1st of February and will have several weeks to complete the preparatory work before they sit a 15 hour exam, which is held over the course of three days.

Coursework is considered to be central to the course and is worth 60% of the final grade. Coursework is produced in lessons and for homework throughout the year. Students work thematically on the units, adhering to the following criteria:

A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	A04 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

WHAT SORT OF WORK IS DONE?

Photography is sub-divided into the following three disciplines:

- Film-based photography
- Digital photography
- Film and video

Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of photography; and gain a deeper understanding of specific processes within photography.

Students are expected to develop knowledge and understanding of the photographic processes for both the digital and film based cameras. Students will be taught a variety of darkroom techniques, how to set up and use professional lighting rigs, as well as techniques in how to manipulate images using Photoshop. Work in photography should form a means of personal enquiry and expression, involving the selection and development of images. Students are required to record work sequentially from a given starting point towards a conclusion. They will be expected to employ creative approaches which go beyond mere observation and recording, covering all the assessment objectives.

Critical studies is an integral part of the course and students will be expected to investigate and analyse the work of others artists and use this to inform their own work.

Trips to galleries and museums will be organised, including our annual trip abroad, of which past destinations have included: Paris, Rome, Florence and Barcelona. We also expect students to visit galleries in their own time.

WHAT MIGHT THIS SUBJECT LEAD TO?

A Level could lead on to a Foundation course which in turn would lead on to a degree course. There are many courses available in Photography leading to a professional and rewarding careers; Photography, Fine Art, Computer Software Design, Illustration, Advertising, Fashion, Graphic Design, 3D Design, Film Making, and Animation.

WHAT DO I NEED TO GET A PLACE?

GCSE Photography is not a requirement for entry although a GCSE in Art and Design or Media and Film studies is an advantage but not essential.

WHO TO CONTACT FOR FURTHER INFORMATION: The Art Department teaching staff.



A LEVEL PHYSICS

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

The A Level GCE is comprised of nine units and 12 practicals, which are externally assessed through written exams at the end of the two year course.

Content Units:

1. Measurements and their errors.
2. Particles and Radiation.
3. Waves.
4. Mechanics and Materials.
5. Electricity.
6. Further Mechanics and Thermal Physics.
7. Fields and their consequences.
8. Nuclear Physics.
9. Medical Physics or Astrophysics.

The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:

1. Follows written procedures.
2. Applies investigative approaches and methods when using instruments and equipment.
3. Safely uses a range of practical equipment and materials.
4. Makes and records observations.
5. Researches, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

WHAT MIGHT THIS SUBJECT LEAD TO?

Employers and universities rate Physics A Level very highly. It is essential for many careers including: Engineering (Aeronautical, Automobile, Biomedical, Electrical, Ergonomics, Mechanical, Production, Structural, Recording, and many more!), science based careers in Astronomy, Forensics, Metallurgy, Meteorology, Geophysics, Nuclear and Space Scientists, and medical based careers like Audiologist, Optician and Radiographer.

Physics is also an advantage in any and all of the following careers: Architect, Computer Programmer, Mechanic, Pharmacist, Physiotherapist, Dentist, Doctor, Vet, Teacher, TV Camera Operator and more.

WHAT DO I NEED TO GET A PLACE ON THE COURSE?

Students are required to gain at least a grade B in both GCSE Core and Additional Sciences or two grade Bs in Separate Science (including GCSE Physics) and a grade 6 in GCSE Maths.

WHO TO CONTACT FOR FURTHER INFORMATION: Mrs Allen, Ms Burt or Mr Maunder.

A LEVEL PSYCHOLOGY

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

<p><u>Paper 1 – Introductory Topics in Psychology:</u></p> <p>Social Influence (e.g. conformity, obedience, social change), Memory (e.g. how does memory work?, explanations for forgetting, eyewitness testimony, police interviews), Attachment (e.g. theories of attachment, the role of the father, Romanian orphan studies, maternal deprivation) and Psychopathology (e.g. OCD, depression, phobias)</p>	2 hour examination worth 33% of A Level at the end of year 2
<p><u>Paper 2 – Psychology in Context:</u></p> <p>Approaches in Psychology (e.g. cognitive psychology, social learning theory, biological psychology), Biopsychology (e.g. the nervous and endocrine system, neurons and synaptic transmission) and Research Methods</p>	2 hour examination worth 33% of A Level at the end of year 2
<p><u>Paper 3 – Issues and Options in Psychology:</u></p> <p>Issues and Debates in Psychology (gender and culture in Psychology, nature vs. nurture debate, free will vs. determinism), Gender (sex role stereotypes, atypical gender development, gender identity disorder), Eating Behaviour (anorexia, obesity, success and failure of dieting) Aggression (genetic factors in aggression, institutional aggression in prisons, effects of computer games on aggression).</p>	2 hour examination worth 33% of A Level at the end of year 2

WHAT SORT OF WORK IS DONE?

Psychology is the scientific study of the human mind and behaviour. This is done through rigorous analysis of psychological theory and research and evaluating their methodological strengths and weaknesses. In lessons students take an active role and participate in a range of tasks including exam preparation, group presentations, discussions, note taking, essay writing and being involved in psychological activities. Additionally students will conduct their own small-scale research projects in order to learn the processes involved in psychological enquiry.

WHAT MIGHT THIS SUBJECT LEAD TO?

The analytical skills developed in Psychology and the understanding of behaviour are very useful in a wide range of careers, specifically in the areas of applied psychology, educational psychology, clinical and counselling psychology, forensic psychology, sport and exercise psychology and areas of human resources, health and social welfare, teaching, marketing and retail management.

WHAT DO I NEED TO GET A PLACE?

Students need to have achieved the minimum entry requirements of 5 A*-C grades at GCSE, to include at least one C grade in Science.

SUITABILITY?

Students need to have an interest in the explanations behind human behaviour and take an evaluative approach to their learning. Psychological research involves the use of scientific methods therefore students would benefit from having a good grasp of scientific concepts and approaches. In addition, good mathematical skills are required, as 10% of the marks in the Psychology examination will require the use of mathematical skills. Students should be prepared to handle challenging language and a range of new concepts. Due to the considerable amount of detailed information that must be learnt, students need to be able to take responsibility for their own learning.

WHO TO CONTACT FOR FURTHER INFORMATION: Mrs Legg

A LEVEL SOCIOLOGY

EXAM BOARD :

AQA

HOW IS IT ASSESSED?

The course is examined through written questions.

Paper 1 – Education with Theory and Methods	A two hour examination based on structured responses and essay questions.
Paper 2 – Topics in Sociology – Families and Households and Beliefs in Society	A two hour examination based on structured responses and essay questions.
Paper 3 – Crime and Deviance with Theory and Methods	A two hour examination based on structured responses and essay questions.

SYLLABUS DETAILS

Unit 1 - Families and Households (Year 12) – including role of the family in society, changing shape of the family and position of women and children in the modern family.

Unit 2 – Education/Methods in Context (Year 12) – including the reasons for differing educational attainment of particular social groups, government policies affecting the education system and the role of education in society.

Unit 3 - Beliefs in Society (Year 13) – including the role of religion in society, the debate as to whether religion can act as a force for social change or maintain the status quo.

Unit 4 - Crime and Deviance and Theory and Methods (Year 13) – including defining crime and deviance, differing views on the role of and reasons for deviance in society, and consideration of types of crime and who commits them.

WHAT SORT OF WORK IS DONE?

Most students enjoy sociology as the lessons often deal with topical and controversial issues. Lessons encompass a range of activities including note-taking, answering structured questions, planning and writing essays, debating issues, student presentations, watching videos and preparing for exams. Students will also be expected to research topics and complete written work at home or in study periods.

WHAT MIGHT THIS SUBJECT LEAD TO?

Almost all universities have large and thriving Sociology Departments. Sociology can also be taken as a joint degree with other subjects such as English, Media, Psychology, Philosophy and Politics. Sociology is very relevant to the world of work. Sociology A Level students or graduates enter a variety of careers including: Nursing, Police Service, Advertising, Journalism, Teaching and lecturing, Politics, Law, Advice and welfare work, leisure and tourism, public relations.

WHAT DO I NEED TO GET A PLACE?

It is not necessary to have studied this subject at GCSE.

WHO TO CONTACT FOR FURTHER INFORMATION: Ms Hilmi.

A LEVEL SPANISH

EXAM BOARD :

AQA

SYLLABUS DETAILS:

The A Level course is designed to be studied over two years. Students will cover all the social, political and artistic topics as well as either one text and one film or two texts from the list below. Another component of the course will be an individual research project.

<p>Social and Political trends</p> <ul style="list-style-type: none">• Modern and traditional values• Cyberspace• Equal rights• Immigration• Racism• Integration <p>Political and artistic culture</p> <ul style="list-style-type: none">• Modern day idols• Spanish regional identity• Cultural heritage or cultural landscape• Today's youth, tomorrow's citizens• Monarchies, republics and dictatorships• Popular movements	<p>Texts:</p> <ul style="list-style-type: none">• Esquivel Como agua para chocolate• Gabriel García Márquez Crónica de una muerte anunciada• Lorca La Casa de Bernarda Alba • Zafón La sombra del viento• Isabel Allende La casa de los espíritus• Sender Réquiem por un campesino español• Bécquer Rimas y leyendas• Fernando Fernán-Gómez Las bicicletas son para el verano• Manuel Rivas El lápiz del carpintero• Gabriel García Márquez El coronel no tiene a quien le escriba
<p>Individual research project:</p> <p>Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.</p>	<p>Films:</p> <ul style="list-style-type: none">• Volver• El laberinto del fauno• Ocho apellidos vascos• María, llena eres de gracia• El bola• Las 13 rosas

The course focuses on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish i.e. newspapers, websites, TV programmes. Students develop the four language skills of reading, listening, speaking and writing through this work as well as building up their knowledge of Spanish grammar and structures. As the course progresses students, with the benefit of small classes, gain a lot of practice speaking Spanish and build up confidence and fluency. They also develop awareness and understanding of the contemporary society of countries where Spanish is spoken.

HOW IS IT ASSESSED?

A Level:	<ul style="list-style-type: none">• Paper 1 Listening, reading and writing, 2.5 hours, 40%• Paper 2 Writing – Essays on Texts and Films, 2 hours, 30%• Paper 3 Speaking 21–23 minutes (including 5 minutes preparation time) 30%
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WHAT MIGHT THIS SUBJECT LEAD TO?

With an A Level in Spanish you can study the language at university either as the main subject in a degree or as a subsidiary subject. Many universities offer degrees in Business and Spanish, Drama and Spanish etc. Language A Levels are highly regarded by top universities even for studying different subjects.

The ability to learn to speak a second language is a transferable skill and you may be able to learn another language based on your ability to learn Spanish.

Employment opportunities are almost limitless. The increase in globalisation means that language skills cannot be over-estimated; they are needed in industry, tourism, commerce, banking, the media, etc. Employers value the study of language to A Level as it shows that potential employees have a good grasp of grammar as well as general cultural knowledge.

WHAT DO I NEED TO GET A PLACE?

We recommend you have a B grade or above at GCSE in Spanish.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Levesque.

