

PRIOR'S FIELD

GODALMING SURREY



GSA Girls' Boarding and Day School 11-18



SIXTH FORM OPTIONS BOOKLET 2015-2016

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*NB Only one of Sociology or Government and Politics will run in September 2015

EXAMINATION BOARDS

Other courses in English and Mathematics may be added to the curriculum if the need arises.

Other GCSE and IGCSE subjects may sometimes be taken after consultation with the Heads of Sixth Form.

Welcome to the Sixth Form

The Sixth Form House is a custom-built, lively and vibrant place where pupils are treated as young adults and given a considerable amount of freedom to organise their own lives whilst retaining the support and guidance of an excellent team of Tutors and House staff.

Sixth formers benefit from the care and support of a personal tutor who offers guidance, advice and encouragement throughout the two years. Girls meet their tutors daily, in groups and individually, and are invited to speak freely and openly about their progress, targets and plans to achieve them. We pride ourselves on our long-standing reputation for high quality UCAS references and for the detailed and knowledgeable applications we submit for each girl. A full University guidance and application advice programme is offered at the end of the Lower Sixth year with detailed and persuasive applications submitted in the following Autumn Term.

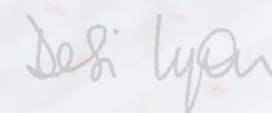
The Sixth Form at Prior's Field encourages girls to take responsibility for themselves, their learning and development, so they become confident young women. Our sixth formers take the lead in all elements of school life. As prefects, school officials, and sports captains, sixth formers learn to lead, manage and inspire younger girls. The Sixth Form offers a wide range of A Level subjects and most girls will study four AS Levels in their first year and three A2 Levels in the Upper Sixth. Smaller groups and tutorial style teaching allow for informed discussion and individual attention, as well as providing excellent preparation for university. Results are excellent: in recent years our value added has placed us in the top 1% of all sixth forms in the country. The majority of girls gain places at their first choice university and go on to study at a wide range of institutions including Oxbridge.

A fresh, exciting lecture series is central to our programme of social and political awareness. We bring in a wide range of speakers from a Chief Executive with a major advertising agency to poets, novelists, journalists and explorers. In addition, we offer life-coaching and social evenings. Students are given the right environment in which to develop initiative and they have the opportunity to gain commercial and industrial experience during their work experience and enterprise opportunities. We also offer an extensive *outreach* programme where girls are encouraged to go beyond school and help organisations like *Riding for the Disabled* and to give back to the community. Gold Duke of Edinburgh and World Challenge are further opportunities for developing personal leadership skills.

Please talk to the girls themselves: they are the best people to give you a real sense of all that we have to offer. We look forward to welcoming you into a sixth form of which we are very proud.

Desi Lyon
Head of Sixth Form

Jillian Jan
Assistant Head of Sixth Form




Our curriculum at Prior's Field matches our ethos – it is wide, varied and vibrant. We provide a breadth and richness for our students to enjoy their time here and to prepare them for the increasingly competitive market of university and beyond.

AS and A2 Subject Choice

Prior's Field is a relatively small school with an impressive range of subjects. We are therefore able to tailor our option blocks to fit in with girls' wishes. We do not publish a set of option columns to choose from but instead consult the girls in the Spring Term of the Fifth Form to find out which combination of subjects they wish to choose. External candidates will be sent appropriate forms. These choices involve consultation with teachers, careers advisors and parents. Option columns are drawn up and although all combinations cannot be guaranteed, we are generally able to meet individual needs.

Girls usually choose four AS levels in their Lower Sixth year but some opt for fewer or more. In line with the expectations of the top universities, most drop to three A2s in the Upper Sixth. AS courses are also available to Upper Sixth girls in addition to continuing with their A2s and such requests should be raised by Easter with the Assistant Head Curriculum for timetabling purposes. All girls must take at least three A2 subjects in the Upper Sixth. Entrance to the Sixth Form requires a minimum of six GCSEs at grade C or above including Maths and English. Most subjects will require a Grade B or above at GCSE for starting an AS course.

Final AS Subject Selection

This is made on Induction Day at the start of the September term from the option columns. Students will have individual discussions with the Assistant Head Curriculum and Head of Sixth Form in the light of their GCSE results, to ensure they choose courses that are best for them.

EPQ

The AQA Extended Project Qualification is another aspect to the breadth that we offer. All girls have the opportunity to study for an EPQ in an area of their choosing with a dedicated mentor to support them. When applying to certain competitive universities, an EPQ can give applicants an edge. The Independent Learning Skills, the passion for research and the ability to reflect on and evaluate one's own learning are often the qualities that make a candidate stand out at interview.

Sport

Games is standard and we offer a great deal of variety for everyone. Each girl has at least 55 minutes of sport per week as part of staying healthy and active. The sport can be almost any physical activity as arranged by the Head of Physical Education. Traditional sports are available but girls can also take Aerobics, Badminton, Basketball, Fencing, Squash, Spinning and time in the gym in six week lesson rotations. Hockey is played on our astro and those wanting to play in school teams have a busy schedule of fixtures in Hockey, Netball, Tennis and Athletics. In addition, we run swimming before school and early bird circuit training.

'Lifebook' at Prior's Field's Sixth Form.

'Lifebook' follows on from the PHSE programme and the academic curriculum and offers enrichment and development. The different 'chapters' of 'Lifebook' offer:

Pastoral support with health, social and moral issues: Delivered by visiting speakers and the tutor team.

Academic support with study skills, learning dispositions, metacognition, protected study sessions, links with university departments.

Sixth Form Lecture Series offers enrichment and takes 'pages' from all of the other 'chapters' in 'Lifebook' with a regular Thursday evening programme of stimulating lectures and debates.

Higher Education support with applications to UCAS and to universities worldwide as well as Art Colleges and other Higher Education options. Our dedicated Tutor team, Head of Careers and Head and Assistant Head of Sixth Form will guide every girl through this process. We have a proven record in matching the best universities and courses to our students' ambitions.

Careers support We offer individual aptitude tracking, CV skills, mock interviews, PF alumni networking suppers, visiting speakers and workshops and bespoke careers and futures advice. We aim to take our girls beyond making choices and we equip them to develop and recognise the qualities that will make them highly employable.

Enterprise. A spirit of enterprise and a keen understanding of transferrable and specific business skills is vital to give our students the edge in interviews. We offer sessions to develop presentation skills, marketing, analysis and evaluation, fairtrade, creative thinking, negotiation, finance and budgeting as well as recognising the skills required to lead and collaborate.

Service and community is very important to us as a school. We have an active school council that can influence every aspect of school life. Our students have a voice. In addition, we participate in the international Lions' volunteering scheme, support charities with a RAG day and many other events. We are very proud of our thriving in house system of PF Peers who support and mentor other members of the school community. Our prefects have a wide range of leadership opportunities and along with the whole Sixth Form, are excellent role models for the younger girls.

Leadership The whole Sixth Form, are excellent role models for the younger girls. We have a prefect system and our prefects have a wide range of leadership and collaborative teamwork opportunities: They support every form in the school as well as running assemblies, leading whole school initiatives and fostering a spirit of perseverance, resilience and creativity.

We hope that this résumé of our work in the Sixth Form helps you. If there are any further queries please do not hesitate to ask.

Useful contacts:

| | |
|--|---|
| Mrs Julie Roseblade, Head | Mrs Desi Lyon, Head of Sixth Form |
| Mrs Ruth Saunders, Deputy Head | Mrs Jillian Jan, Assistant Head of Sixth Form |
| Mrs Amanda Morwood, Assistant Head (Teaching & Learning) | Mrs Emma Picken, Head of Boarding |
| Mrs Karen Wilcock, Assistant Head (Curriculum) | Miss Erin Robinson, Sixth Form House Mistress |
| Mrs Kerry Sapseid, Head of Pastoral Care | Mrs Jill Buckley, Head of Careers |
| | Ms Pen Harris, Registrar |

ART & DESIGN: FINE ART

AQA AS level Fine Art 7202

"Art enables us to find ourselves and lose ourselves at the same time."
Thomas Merton

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|---------------------------|---|--|-----------------|
| 1 | Portfolio | No time limit | Internally set and marked by the centre | 50% |
| 2 | Externally set assignment | Preparatory period and 5 hours supervised | Externally set Internally marked by the centre, moderated by AQA | 50% |

Style of work

The course structure will enable students to explore a wide variety of experiences exploring a range of media and techniques.

The students will explore images, artefacts and resources relating to a wide range of art, craft and design, from the past and recent times. They will respond to these through practical and critical activities. All students will explore visual ideas through workshops, trips to galleries, weekly individual tutorials, discussions and practical exploration.

Course prerequisites:

The course is designed to provide progression for students who have studied Art at GCSE but will accommodate those who are new to the subject. It will serve as a basis for further study in higher education.

Why study Art & Design?

This course gives a strong foundation for those interested in studying Art and Design based degrees or foundation courses. The course is also suitable for those with an interest in the visual world, enjoying, responding to and exploring art in its wider context.



ART & DESIGN: FINE ART

AQA A2 level Fine Art 7202

"I dream my painting and I paint my dream."
Vincent Van Gogh

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|---------------------------|--|--|-----------------|
| 1 | Personal Investigation | No time limit | Internally set and marked Externally moderated | 50% |
| 2 | Externally set assignment | Preparatory period and 15 hours supervised | Externally set Internally marked by the centre, moderated by AQA | 50% |

Style of work

The course structure will enable students to explore a wide variety of experiences exploring a range of art media and techniques.

The students will explore images, artefacts and resources relating to a wide range of art, craft and design, from the past and recent times. They will respond to these through practical and critical activities. All students will explore visual ideas aided by various activities including life drawing, workshops and trips to galleries and places of interest. Students work in a structured course which includes weekly personal tutorials, demonstrations, discussions and practical exploration.

Course prerequisites:

The course is designed to provide progression for students who have studied Art at GCSE /AS Level but will accommodate those who are new to the subject. It will serve as a basis for further study in higher education.

Component 1 – Personal Investigation

Students choose one of the titles for study throughout the A- level course. This is a practical component supported by written material and should be linked with some aspect of contemporary or past practice of artists, designers or craftspeople. The written material should be linked to the practical work.

Component 2 – Externally set assignment

Students will select one question from an examination paper. The work submitted for this unit will include preparatory work and the work produced under the examination conditions.



ART & DESIGN: PHOTOGRAPHY

AQA AS level Photography 7206

"In photography there is a reality so subtle that it becomes more real than reality."
Alfred Stieglitz

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|---------------------------|---|--|-----------------|
| 1 | Portfolio | No time limit | Internally set and marked by the centre | 50% |
| 2 | Externally set assignment | Preparatory period and 5 hours supervised | Externally set Internally marked by the centre, moderated by AQA | 50% |

Style of work

The course structure will enable students to explore a wide variety of experiences exploring a range of media and techniques including traditional dark room techniques, studio lighting and a range of cameras.

The students will explore images, artefacts and resources relating to a wide range of art, craft and design, and photographers from the past and recent times. They will respond to these through practical and critical activities. All students will explore visual ideas through workshops, trips to galleries, weekly individual tutorials, discussions and practical exploration.

Course prerequisites:

The course is designed to provide progression for students who have studied Art at GCSE but will accommodate those who are new to the subject. It will serve as a basis for further study in higher education.



ART & DESIGN: PHOTOGRAPHY

AQA A2 level Photography 7206

"There are always two people in every picture: the photographer and the viewer."
Ansel Adams

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|---------------------------|--|--|-----------------|
| 1 | Personal Investigation | No time limit | Internally set and marked Externally moderated | 50% |
| 2 | Externally set assignment | Preparatory period and 15 hours supervised | Externally set Internally marked by the centre, moderated by AQA | 50% |

Style of work

The course structure will enable students to explore a wide variety of experiences exploring a range of art media and techniques including traditional dark room techniques, studio lighting and a range of cameras and ways of working.

The students will explore images, artefacts and resources relating to a wide range of art, craft and design, from the past and recent times. They will respond to these through practical and critical activities. All students will explore visual ideas aided by various activities including life drawing, workshops and trips to galleries and places of interest. Students work in a structured course which includes weekly personal tutorials, demonstrations, discussions and practical exploration.

Course prerequisites:

The course is designed to provide progression for students who have studied Art or photography at GCSE or AS Level but will accommodate those who are new to the subject. It will serve as a basis for further study in higher education.

Component 1 – Personal Investigation

Students choose one of the titles for study throughout the A- level course. This is a practical component supported by written material and should be linked with some aspect of contemporary or past practice of artists, designers or craftspeople. The written material should be linked to the practical work.

Component 2 – Externally set assignment

Students will select one question from an examination paper. The work submitted for this unit will include preparatory work and the work produced under the examination conditions.



ART & DESIGN TEXTILE DESIGN AQA AS level specification 1204D

"Fashion is very important. It is life-enhancing and, like everything that gives pleasure, it is worth doing well." Vivienne Westwood

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|---------------------------|---|--|-----------------|
| 1 | Portfolio | No time limit | Internally set and marked by the centre | 60% |
| 2 | Externally set assignment | Preparatory period and 5 hours supervised time. | Externally set and marked by the centre, moderated by AQA. | 40% |

The course structure will enable students to explore a wide variety of experiences exploring a range of textile media and techniques.

The students will explore images, artefacts and resources relating to a wide range of art, craft and design, from the past and recent times. They will respond to these through practical and critical activities. All students will explore visual ideas in several areas of Textiles during workshop demonstrations, discussions and practical exploration.

Printed and/or dyed fabric and materials
Mono/screen printing, tie-dye, batik, silk painting and transfer printing.

Constructed and installed textiles
Weaving, knitting, felting and stitching.

Fashion and/or interior design
Design, fashion/interior illustration, and garment construction.

Course Prerequisites:
The course is designed to provide progression for students who have studied Textiles at GCSE but will accommodate those who are new to the subject. It will serve as a basis for further study in higher education.

Why study Textile Design?
The AS level course not only creates opportunities for those interested in Textiles related degrees which could include fashion, fashion journalism, interior design, textiles manufacture and retail marketing but also will ignite a life long interest in working with fabric.



ART & DESIGN TEXTILE DESIGN AQA A2 level specification 2204D

"Fashion is not something that exists in dresses only. Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening." Coco Chanel

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|---------------------------|--|--|-----------------|
| 1 | Personal investigation | No time limit | Internally set and marked by the centre | 60% |
| 2 | Externally set assignment | Preparatory period and 15 hours supervised time. | Externally set and marked by the centre, moderated by AQA. | 40% |

Style of Work:
Workshop demonstrations, discussions and practical exploration.

The A2 modules build on the knowledge and understanding acquired at AS level.

Component 1 – Personal Investigation
Students choose one of the titles for study throughout the A- level course. This is a practical component supported by written material and should be linked with some aspect of contemporary or past practice of artists, designers or craftspeople. The written material should be linked to the practical work.

Component 2 – Externally set assignment
Students will select one question from an examination paper. The work submitted for this unit will include preparatory work and the work produced under the examination conditions.



BIOLOGY

Salter’s Nuffield Advanced Biology SNAB
Edexcel AS level specification 8BN0

“An understanding of the natural world and what’s in it is a source of not only a great curiosity but great fulfilment.” David Attenborough

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|---|-----------------------|---------------------------|-----------------|
| 1 | Lifestyle, Transport, Genes and Health See Topics 1 & 2 | 1 hours 30 minutes | Written examination paper | 50% |
| 2 | Development, Plants and the Environment See Topics 3 & 4 | 1 hours 30 minutes | Written examination paper | 50% |

SNAB presents the key biological concepts in context, combined with a structured approach to learning the wider skills needed by the modern Biologist.

Classes are small, allowing a good deal of individual attention and feedback during both theory and practical lessons. All teaching takes place in well-equipped laboratories, including a purpose built A level student laboratory.

Students wishing to take AS Biology should consider taking AS Chemistry as a companion subject. This is particularly useful to those considering a career in Science. The AS Biology specification comprises half of the topics studied within the A Level (AL) Biology specification, and hence AS and AL Biology can be co-taught.

Course Content:

- Topic 1:** Lifestyle Health and Risk – with reference to the cardiovascular system and heart disease
- Topic 2:** Genes and Health – including protein synthesis and genetic diseases
- Topic 3:** Voice of the Genome – exploring gene expression, development and stem cell research
- Topic 4:** Biodiversity and Natural Resources - including the use of plants as a source of medicinal products and the conservation of endangered species.

Skills:

Skills developed include experimental techniques, data analysis, critical evaluation of information, communication and collaborative work. Developing these types of skills is an integral parts of the SNAB course. Independent learning is a valuable personal attribute which students will develop as a result of carrying out the activities.

The minimum recommended for entry to AS Biology is grade B in both GCSE Core and Additional Science. Other equivalent qualifications may be acceptable.



BIOLOGY

Salter’s Nuffield Advanced Biology SNAB
Edexcel A level specification 9BN0

“It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living.” David Attenborough

| Unit | Unit Title | Duration | Mode of Assessment | Weighting of total A2 |
|------|---|-----------------------|---------------------------|-----------------------|
| 1 | The Natural Environment and Species Survival See Topics 1-6 | 2 hours | Written examination paper | 33.3% |
| 2 | Energy, Exercise and Coordination See Topics 1-4, 7 & 8 | 2 hours | Written examination paper | 33.3% |
| 3 | General and Practical Applications in Biology See Topics 1-8 | 2 hours | Written examination paper | 33.3% |
| 4 | Science Practical Endorsement See Topics 1-8 | Throughout the course | Teacher assessment | None* |

*The Endorsement does not contribute to the overall grade.

The AL Biology specification contains all of the topics studied within the AS Biology specification, and hence AS and AL Biology can be co-taught.

Girls can expect to achieve a good understanding of modern biology which would prepare them for many different university courses and can lead to careers in medicine, veterinary science, physiotherapy, environmental science, agriculture, embryology, forensics, oceanography, to name but a few. Also, the qualification may stand as a good academic AL for entry to other non-biological courses and careers.

Course content:

- Topic 1:** Lifestyle Health and Risk – with reference to the cardiovascular system and heart disease
- Topic 2:** Genes and Health – including protein synthesis and genetic diseases
- Topic 3:** Voice of the Genome – exploring gene expression, development and stem cell research
- Topic 4:** Biodiversity and Natural Resources - including the use of plants as a source of medicinal products and the conservation of endangered species.
- Topic 5:** On the Wild Side - investigating photosynthesis, ecosystems, evolution and speciation.
- Topic 6:** Immunity, Infection and Forensics – delving into forensic biology and DNA profiling, infectious diseases and immunology.
- Topic 7:** Run for your Life – covering the musculoskeletal system, respiration and the response of the body to exercise.
- Topic 8:** Grey Matter – investigating the function of the nervous system, visual development, learning and memory, and neurological disorders.

The minimum recommended entry to AL Biology is a pass grade at GCE AS level Biology.

BUSINESS

Edexcel AS level specification 8BS0

"I never dreamed about success. I worked for it." - Estée Lauder

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|------------------------------|----------|--|-----------------|
| 1 | Marketing & People | 2 hours | Written examination Data response questions, extended open response questions | 50% |
| 2 | Managing Business Activities | 2 hours | Written examination Data response questions, extended open response questions | 50% |

Style of Work:

AS level Business will be taught using a mixture of data response, problem solving, independent research, presentation, essay writing and group discussion. The focus will be heavily on the use of up to date business case studies and examples.

The AS level Business course is based around two core themes:

| Theme 1 - Marketing & People | Theme 2 – Managing Business Activities |
|--|---|
| <ul style="list-style-type: none">Meeting customer needsThe marketMarketing Mix & StrategyManaging PeopleEntrepreneurs & Leaders | <ul style="list-style-type: none">Raising FinanceFinancial PlanningManaging FinanceResource ManagementExternal Influences |

Course Prerequisites:

An interest in current affairs and at least a Grade C in GCSE English and Mathematics.

Why Business Studies?

Business is front page news. The way companies operate is under greater scrutiny than ever before. AS level Business enables students to engage with, explore and understand business behaviour and develop a critical understanding of what business is and what it does.



BUSINESS

Edexcel A level specification 9BS0

"If you are small and face overwhelming opposition, you must find a way to spend half the effort and obtain twice the result." Chin-Ning Chu

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|---|----------|--|-----------------|
| 1 | Marketing, People & Global Business | 2 hours | Written examination 2 data response questions broken down into a number of parts, including one extended open-response question. Questions are based on unseen case material. | 35% |
| 2 | Business Activities, Decisions & Strategy | 2 hours | Written examination 2 data response questions broken down into a number of parts, including one extended open-response question. Questions are based on unseen case material. | 35% |
| 3 | Investigating Business in a Competitive Environment | 2 hours | Written examination 2 data response questions broken down into a number of parts, including one extended open-response question. Questions are based on unseen case material. | 30% |

Style of work: A level Business will be taught using a mixture of data response, problem solving, independent research, presentation, essay writing and group discussion. The focus will be heavily on the use of up to date business case studies and examples.

A Level studies centre on:

| Theme 1 - Marketing & People | Theme 2 – Managing Business Activities |
|--|---|
| <ul style="list-style-type: none">Meeting customer needsThe marketMarketing Mix & StrategyManaging PeopleEntrepreneurs & Leaders | <ul style="list-style-type: none">Raising FinanceFinancial PlanningManaging FinanceResource ManagementExternal Influences |
| Theme 3 – Business Decisions & Strategies | Theme 4 – Global Business |
| <ul style="list-style-type: none">Business objectives & strategyBusiness GrowthDecision Making techniquesInfluences on business decisionsAssessing competitivenessManaging Change | <ul style="list-style-type: none">GlobalisationGlobal Markets & Business expansionGlobal MarketingGlobal Industries & companies (multinationals) |

For Course prerequisites see page 13.

CHEMISTRY (Salters)

OCR AS level specification H033

"To think is to practice brain chemistry."
Deepak Chopra

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|---------|--------------------------|-------------|--|-----------------|
| Paper 1 | Foundations of chemistry | 1hr 30 mins | Multiple choice and structured questions. | 50% |
| Paper 2 | Chemistry in depth | 1hr 30 mins | Structured questions including some longer answer questions. | 50% |

Style of Work:

Practical work, problem solving and analysis of data are all major elements of the work in this subject.

The Salters AS Chemistry course is a context based course which focuses on the applications of Chemistry such as developing new fuels for the future and designing better medicines. This helps students to appreciate the relevance of the chemical theory covered in the lessons. Practical work and interactive whiteboard software are used regularly to support understanding. Active learning is encouraged and homework is set in almost every lesson. You will be expected to work hard.

Why Study AS Chemistry?

If you enjoyed Chemistry at GCSE then you will enjoy AS Chemistry even more. There is a greater variety of practical work and you will use advanced level equipment on a regular basis. Some of the topics covered will be familiar from GCSE, but you will study them in much greater depth so that you really understand chemical concepts. Many university courses including Medicine, Veterinary, Environmental Science and Forensic Science will require you to have Chemistry as one of your A level subjects.

Course Prerequisites:

Grade B in GCSE Chemistry or Additional Science is required. The course includes a significant element of calculation work so students with a good grounding in Mathematics will have an advantage. Grade B in GCSE Mathematics is recommended but you don't have to be brilliant at maths to take AS Chemistry. You will often have to read from textbooks and scientific papers. Both examined modules include some longer answer questions so students with very weak English are likely to struggle, however, there is no essay writing in this course.



CHEMISTRY (Salters)

OCR A2 level specification H433

"To think is to practice brain chemistry."
Deepak Chopra

In the second year of A level Chemistry you will learn about the important contribution that the chemical industry makes to global prosperity. You will learn about the structure of proteins and enzymes, and how DNA is used in synthesising polymers. There is some overlap with Biology, so students who also study Biology will have some advantage. There is a unit on Oceans, which includes the role of oceans in moderating climate.

You will learn about the reactions and properties of transition metals, and the many colourful compounds that transition metals produce. Some of the most spectacular reactions in the course are in this section, and at A level you of course do most of the experiments yourself rather than simply watching!

In the final unit of the course you will learn how chemists have developed dyes to provide colour to order. Applications include laser printing and dyeing fabrics for clothing.

In the A level Chemistry exams your skills in extracting data, interpreting information and written communication will be assessed in the exams, as well as your knowledge and understanding of ten units of work. Five of these units of work are common to AS Chemistry and there are five additional units for students continuing to A level Chemistry. There is a strong emphasis on practical work, and your understanding of 12 key experiments will be assessed in the final exams.

20% of the marks in the A level Chemistry exams will involve calculations, so students will require a good understanding of Maths (grade A in GCSE Maths will be sufficient). It is not essential to also study AS or A level Maths, unless you are considering continuing Chemistry to degree level.

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|----------|-------------------------------------|-------------|--|-----------------|
| Paper 1 | Fundamentals of chemistry | 2hr 15 mins | Multiple choice and structured questions. | 41% |
| Paper 2 | Scientific literacy in chemistry | 2hr 15 mins | Structured questions including some longer answer questions, theory, practical skills and chemical literacy. | 37% |
| Paper 3 | Practical skills in chemistry | 1hr 30 mins | Structured questions including some longer answer questions with a focus on practical skills. | 22% |
| Non-Exam | Practical endorsement for chemistry | | Complete a minimum of 12 practical activities to demonstrate practical competence. | |

CLASSICAL CIVILISATION

AQA AS level specification 1021

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|-------|---|-----------------------|---|---------------------------------------|
| CIV 1 | An introduction to an aspect of Classical Civilisation 1 Art and Sculpture | 1 hour and 30 minutes | Written Examination 65 marks Candidates study one topic from a choice of six Format of the questions Candidates answer one structured, source-based question (from a choice of two) and one short essay on their chosen topic. | 50% of AS Level 25% of A Level |

Classical Civilization

If you study classical civilisation you are able to **make sense of the modern world**, you are able to **make links with all of your other A level subjects** and you are able to **see the foundation of Literature, Philosophy, History and Science**.

When you study Classical Civilisation you will realise that the classical world is the foundation of much that we now see around us in modern Europe.

European art, architecture, science, engineering, medicine, law and politics all trace their origins back to the Greeks and Romans.

Classical Civilisation gives access to the world of the Greeks and Romans, including the study of ancient history and society.

In addition, an A level in Classical Civilisation involves the study of a wide range of material (different types of literature, history, material culture), so it helps you develop a wide range of intellectual skills which are of interest to employers. These include:

- independence of thought
- capacity for critical reflection and judgment
- ability to gather, memorize, organise and deploy information
- ability to extract key elements from data and identify and solve associated problems
- ability to marshal argument and present material both orally and in written form

A study of Classical Civilisation complements many other popular A levels, including English Literature, History, Art, Drama, Government and Politics, History of Art, Philosophy and a study of the classical languages.

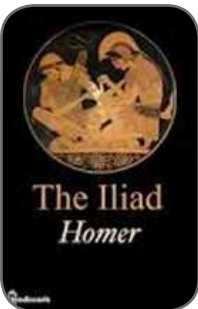
This A level does not require any previous study of a classical subject or knowledge of the Classical Greek or Latin language. However, the choices available enable candidates who have studied a classical subject to GCSE broaden and deepen their knowledge and understanding of classical culture.

The study of this A level enables the candidates to develop the critical and evaluative skills which will enable them to go on to Higher Education to study a wide range of courses. The knowledge gained in following the course will, or course, enable candidates to go on to Higher Education to study Classics or Ancient History.

CLASSICAL CIVILISATION

AQA A2 level specification 2021

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|-------|--|-----------------------|--|---------------------------------------|
| CIV 2 | An introduction to an aspect of Classical Civilisation 2 | 1 hour and 30 minutes | Written Examination 65 marks Candidates study: Homer Odyssey Format of the questions Candidates answer one structured, source-based question (from a choice of two) and one short essay on their chosen topic. We will arrange a trip to ancient Greece and the British Museum in London. | 50% of AS Level 25% of A Level |
| CIV 3 | A study of an aspect of Classical Civilisation 1 | 1 hour and 30 minutes | Written Examination 75 marks Candidates study Greek Tragedy. Candidates answer one structured, source-based question (from a choice of two) and one extended essay on their chosen topic. | 25% of A Level |
| CIV 4 | A study of an aspect of Classical Civilisation 2 | 1 hour and 30 minutes | Written Examination 75 marks Candidates study Socrates and Athens. Candidates answer one structured, source-based question (from a choice of two) and one extended essay on their chosen topic. | 25% of A Level |



PRODUCT DESIGN

EDEXCEL AS level specification 8GR01

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|-----------------------------------|-------------------|--|-----------------|
| 1 | Creative Skills | 50 Hours | One portfolio of 25–30 A3 sheets Comprising of 3 sections | 60% |
| 2 | Design and Technology in Practice | 1 Hour 30 minutes | One written examination | 40% |

Why study Product design?

Product design brings together your creative side with a little science, in this course you will learn to focus on what people want, what they think they want, to understand their needs and ultimately design for them (anything from pens to theatre sets). You will be trained to Analyse a product in depth to understand why designers have chosen materials, how they affect the product and your emotions towards the product.

You will have the opportunity to design and manufacture a working prototype or, in the case of Theatre set design or architecture, a realistic scaled model. CAD and Photoshop will be used to generate realistic representations of products.

You will have the opportunity to study, propose and realise prototype solutions closely linked to the real world of product manufacture in a range of material areas.

Other subjects that would go well with Product Design are Physics, Math and Art.

Unit 1: Portfolio of Creative Skills

- Coursework submission
- Product Investigation
 - Product Design
 - Product Manufacture

Unit 2: Design & Technology in Practice

- Examined unit
- Industrial and Commercial practice
 - Materials and Components
 - Quality and Health & Safety

DESIGN TECHNOLOGY

EDEXCEL A2 level specification 8GR02

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|-----------------------|----------|--|-----------------|
| 3 | Design for the future | 2 Hours | One written examination | 40% |
| 4 | Commercial Design | 50 Hours | One portfolio of 25–30 A3 sheets Comprising of 3 sections | 60% |

The Course at A2 brings together and expands on the AS module, it consists of two units, similar to AS but gives you the opportunity to design a concept of your choice via either of two pathways, conceptual design or the Built Environment.

GR03 Unit 3 Design for the future.

In this unit, you will begin to study the back ground knowledge of what it means to be a designer The modern designer must have a good working knowledge of the use of ICT and systems and control technology in the design and manufacture of products. They must also be aware of the important contributions of designers from the past which may provide inspiration for future Design. You will study blue screen technology, biotechnology and Ai, alongside computer integrated manufacture and the cleaner design system.

GR04 Unit 4 Commercial Design.

Here you are given free range to design a and prototype a product or structure of your choice, this can be from packaging design, point of sale, vehicle design or industrial design in the conceptual design pathway, or architecture, interior design, theatre set design or garden design in the built environment pathway. In this module you will use a client as a base and learn to use their input to come up with a set of 2D concept designs and take this through to the realization of a scale 3D model or working prototype. This is a coursework assessed module and should take 50 hours.

Throughout the courses you will use industry standard software such as adobe Photoshop, adobe illustrator and Autodesk to communicate designs and ideas.

Career Opportunities: Architecture, Automotive Design, Engineering, Ergonomic Design, Graphic Design, Product Design.

DRAMA & THEATRE STUDIES

Edexcel AS level specification 8 DR01

“There was never yet an uninteresting life. Such a thing is an impossibility. Inside of the dullest exterior there is a drama, a comedy, and a tragedy.” Mark Twain

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|----------------------------------|-----------------|--|-----------------|
| 1 | Exploration of Drama and Theatre | 12 hours | Video recorded sessions and coursework | 40% |
| 2 | Theatre Text in Performance | 15 - 60 minutes | Performance | 60% |

You will explore two contrasting play texts, in a practical and active way. One of the plays will be explored in the light of a recognised theatre practitioner, such as Brecht, Berkoff, Stanislavski, Artaud, Grotowski. A set of Exploration Notes based on individual research and response to the practical work to a maximum of 3000 words will be created.

You will also experience live theatre performances and submit an evaluation to a maximum of 1000 words. The live theatre experience may be a performance of one of the chosen play texts or of a different play.

You will develop performance of a professionally published play by a known writer as part of a group of 3-9. A monologue or duologue from a different play will also be performed for a visiting examiner on the same occasion.

You will also develop a concept of the interpretation of your chosen roles and write a supporting piece for the examiner.

You will develop understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre.

Style of work

Five sessions per week, three practical and two theory based, with regular focussed research preps. A reflective log-book style journal will be kept with 3 more formal essays each half term.

DRAMA & THEATRE STUDIES

Edexcel A2 level specification 9 DRO1

“What is drama but life with the dull bits cut out.” Alfred Hitchcock

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|-------------------------------------|------------------------------|------------------------------------|-----------------|
| 3 | Exploration of Dramatic Performance | Performance of 15-60 minutes | Performance and written evaluation | 40% |
| 4 | Theatre Text in Context | 2.5 hours | Written paper | 60% |

The lessons will allow you to experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work.

You will work as part of a group to create an original and unique piece of theatre. Your starting point may be stimulus material, themes, ideas and issues or a play by a known writer. This will be performed in front of an audience as part of the school's programme of performances.

You will keep a record of research and development of your work and write an evaluation on both the process and performance of your work. This is 3500 words.

You will explore a set text, developing and shaping your ideas for a proposed production of the play from the perspective of a director, planning and structuring rehearsals for your proposed production.

Another text will be studied as a piece of historic literature and as a contemporary performance which you will see live – the challenge will be for you to make comparisons between the original ideas of the playwright and the contemporary live performance.

Style of work:

Tutorials and seminars for written components held weekly with Head of Department will complement the 4 practical sessions. There is **stronger focus on independent research** tasks to prepare for seminar style working and several formal essays each half term. The Written paper requires **thorough preparatory notes** which are taken into the examination.



ECONOMICS

Edexcel AS level specification 8EC0

"In all recorded history there has not been one economist who has had to worry about where the next meal would come from" **Peter Drucker**

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|---|----------|---|-----------------|
| 1 | Markets and Market Failure | 2 hours | Written examination Multiple choice, short answer, data response | 50% |
| 2 | The UK Economy – performance & policies | 2 hours | Written examination Multiple choice, short answer, data response | 50% |

Style of Work:

Through written work, group discussion, presentation, data response and multiple choice, students will recognise the value and limitations of economic models as a means of explaining and evaluating the performance of firms and governments in the real world.

AS studies centre on:

The AS level Economics course is based around two core themes. Themes 1 focuses on microeconomic concepts: the study of decisions that people, businesses and governments make regarding the allocation of resources with emphasis on supply, demand and the impact of various factors such as prices. Theme 2 focuses on macroeconomic concepts: the study of the economy as a whole and how it is affected by changes in key indicators such as unemployment, trade, interest rates, growth, and price levels

| Theme 1: Introduction to markets and market failure | Theme 2: The UK Economy – performance and policies |
|---|--|
| <ul style="list-style-type: none">The nature of economicsHow markets workMarket failureGovernment intervention | <ul style="list-style-type: none">Measures of economic performanceAggregate Demand & SupplyNational IncomeEconomic GrowthMacroeconomic objectives & policy |

Course Prerequisites:

An interest in current affairs is essential and at least a Grade B in GCSE English and Mathematics.

Why Economics?

Economics has become very high profile. Issues such as the credit crunch, bankers' bonuses and fears of a Euro meltdown have thrown light on the importance of, and divisions within, the study of Economics. Studying Economics gives students an understanding of the issues that surround them daily.



ECONOMICS

Edexcel A level specification 9EC0

"In all recorded history there has not been one economist who has had to worry about where the next meal would come from" **Peter Drucker**

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|---------------------------------|----------|---|-----------------|
| 1 | Markets & Business Behaviour | 2 Hours | Written examination Multiple choice, short answer, data response | 35% |
| 2 | The National & Global Economy | 2 Hours | Written examination Multiple choice, short answer, data response | 35% |
| 3 | Microeconomics & Macroeconomics | 2 Hours | Written examination Data response | 30% |

Style of work:

Through written work, group discussion, presentation, data response and multiple choice, students will recognise the value and limitations of economic models as a means of explaining and evaluating the performance of firms and governments in the real world.

A2 studies centre on:

The A level Economics course is based around four core themes. Themes 1 & 3 focus on microeconomic concepts: the study of decisions that people, businesses and governments make regarding the allocation of resources with emphasis on supply, demand and the impact of various factors such as prices. Themes 2 & 4 focus on macroeconomic concepts: the study of the economy as a whole and how it is affected by changes in key indicators such as unemployment, trade, interest rates, growth, and price levels.

| Theme 1: Introduction to markets and market failure | Theme 2: The UK Economy – performance and policies |
|--|--|
| <ul style="list-style-type: none">The nature of economicsHow markets workMarket failureGovernment intervention | <ul style="list-style-type: none">Measures of economic performanceAggregate Demand & SupplyNational IncomeEconomic GrowthMacroeconomic objectives & policy |
| Theme 3: Business Behaviour and the labour market | Theme 4: A global perspective |
| <ul style="list-style-type: none">Business growthBusiness ObjectivesRevenues, costs & profitMarket structuresLabour marketGovernment intervention | <ul style="list-style-type: none">International economicsPoverty & inequalityEmerging & developing economiesThe financial sectorRole of the state in the macro economy |

Course Prerequisites:

At least a grade C at AS level.

ENGLISH LITERATURE

WJEC AS level specification 2171

"It is the mark of an educated man to be able to entertain an idea without accepting it." Aristotle

This is both an exciting and demanding qualification that is universally respected by universities and a perfect springboard for thousands of different career choices. Unlike GCSE, the focus is firmly on you – your ideas, your opinions, your interests. You will be encouraged to read widely and independently, texts that have been selected for you and those which you choose yourself. You will develop your skills of critical and creative engagement acquiring the confidence to present your own opinions and personal responses. This is a challenging course but one of the most rewarding A/AS levels you could choose.

| Unit | Unit Title | Mode of Assessment | Weighting at AS |
|------|--|---|-----------------|
| 1 | Unseen Poetry and Drama Students study: * Poetic form, meaning, language, style and conventions in a wide range of poetry. * One drama text (either tragedy or comedy) | 2 hour written examination Open book – clean copies of the texts can be taken into the exam. Section A – Unseen poetry: one essay question on an unseen modern poem. Section B – Drama: one essay question | 60% |
| 2 | Prose Students study: * Two prose texts from chosen theme. One text will be pre-1900 | 1 hour written examination Open book – clean copies of the texts can be taken into the exam. Students answer one comparative essay question from a choice of two. | 40% |

What do I need to know or be able to do before taking this course:
You are strongly recommended to have GCSE in English and English Literature at grade B or above.



ENGLISH LITERATURE

WJEC A2 level specification 3171

"It is the mark of an educated man to be able to entertain an idea without accepting it." Aristotle

| Unit | Unit Title | Mode of Assessment | Weighting at A2 |
|------|--|---|-----------------|
| 1 | Drama Students study: * One Shakespeare play and one other play (either tragedy or comedy) * A collection of essays and critical essays related to their set texts. | 2 hour written examination Open book – clean copies of the texts can be taken into the exam. Section A – Shakespeare: one essay question Section B – other drama: one essay question | 30% |
| 2 | Prose Students study: * Two prose texts from chosen theme. One prose text must be pre-1900. | 1 hour written examination Open book – clean copies of the texts can be taken into the exam. Students answer one comparative essay question from a choice of two. | 20% |
| 3 | Poetry Students study: * Poetic form, meaning, language style. * Study a range of poetry by a named poet or from a literary period. | 2 hour written examination Open book – clean copies of the poetry texts can be taken into the exam Section A – unseen poetry: one question on an unseen modern poem (written post 2000) Section B – prescribed poetry: one essay question. | 30% |
| 4 | Coursework Students study: * 2 texts that they have not studied in components 1, 2 or 3. * They may be linked by theme, author or literary period and can be poetry, drama, prose or literary non-fiction. | One extended comparative essay referring to two texts. OR One recreative piece on one literary text plus an analytical commentary AND one comparative essay referring to both texts. | |

FOOD, NUTRITION AND HEALTH

OCR AS level specification H111

“One of the very nicest things about life is the way we must regularly stop whatever it is we are doing and devote our attention to eating.” Luciano Pavarotti

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS (A2) |
|------|---------------------|---------------------|-----------------------|----------------------|
| 1 | Society and Health | Throughout the year | 90 minute examination | 50% |
| 2 | Resource Management | Throughout the year | 90 minute examination | 50% |

Why Study Food, Nutrition and Health

Society is ever changing and evolving; this course gives you the skills to understand human needs and how to manage resources, (including your own finances). We look at population trends and the implication of these patterns in the United Kingdom. We look at changes in family structure, the reasons for this and how and why our nation's eating trends have changed since WW2 and what the predictions are for the future. This course would be beneficial to those students looking to eventually find employment in a wide range of businesses including the food industry, local government, medicine, social services, the hospitality industry and the health industry.

Course Content

(1) Society and Health:

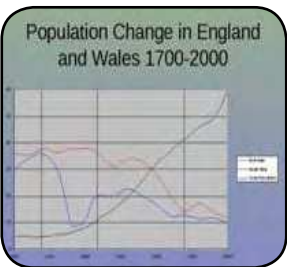
The topics covered in this unit are demography, family and society, key issues for society, environmental, health and social issues.

(2) Resource Management:

Managing resources and finance, food provision, consumer rights, food preparation and equipment, food safety and hygiene.

Course Prerequisites

It is advisable, although not essential, that students have studied Food and Nutrition at GCSE and have achieved a minimum grade B.



FOOD, NUTRITION AND HEALTH

OCR A2 level specification H511

“There is no love sincerer than the love of food”
George Bernard Shaw 1903

This course aims to provide students with the skills they will need to adapt to an ever changing, diverse society. It will explore the rapid technological changes and growth of scientific knowledge and understanding in the food industry.

During the year they will study two units:

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|-------------------------------|------------|---------------------|-----------------------|-----------------|
| Investigative Study | G003 | Throughout the year | 3000 word assignment | 25% |
| Nutrition and Food Production | G004 | Throughout the year | 90 minute examination | 25% |

The Food, Nutrition and Health A Level builds upon the skills and knowledge gained from the AS.

Students will study two units, one of which is an independent investigation that will include practical work culminating in a 3000 word assignment. Using their depth of experience students choose to study an area that they feel will be of most interest and of most benefit to them. For example, if a student was considering medicine or nutrition at university they might choose to explore how teenagers can make changes to their diet to try to reduce their risk of coronary heart disease or diabetes type two later on in life. Alternatively they might like to choose a topic that particularly appealed to them such as, evaluating different slimming diets, creating dishes for someone they know who suffers from coeliac disease, exploring how they can encourage children to eat more fruit and vegetables, investigating Fair Trade, or genetically modified foods or perhaps examining how families who live in poverty can eat healthily on a tight budget. The choices are limitless.

Students will also study a second unit: Nutrition and Food Production. This unit encompasses nutrients and energy; nutritional and dietary needs of different groups of people; properties of food; design; development and production of food and advances in the Food industry.



GEOGRAPHY

AQA AS level specification 1031

"You can travel the seas, poles, and deserts and see nothing. To really understand the world you need to get under the skin of the people and places. In other words, learn about Geography. I can't imagine a subject more relevant. It is the subject that holds the key to our future." Michael Palin.

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS (A2) |
|------|----------------------------|----------|---------------------|----------------------|
| 1 | Physical & Human Geography | 2 hours | Written examination | 70% (35%) |
| 2 | Geographical Skills | 1 hour | Written examination | 30% (15%) |

Style of work:

Varies between group discussion, fieldwork, data presentation and analysis, research based tasks, writing data response and longer guided essay questions and using ICT, including geographical information systems (GIS).

AS studies centre on:

AQA's GCE Geography includes global issues that are relevant to students today. Physical Topics studied include rivers, floods and management and coastal environments. Human topics focus on Population Change and Food Supply Issues. Fieldwork includes a residential trip to the World Heritage Site of the Jurassic Coast, Dorset. This enables students to put theory into practise and develop their skills for unit 2. Students will also become members of the Guildford Branch of the Geographical Association and therefore be eligible to attend relevant lectures from a wide variety of speakers.

Course Prerequisites:

A GCSE grade of B or above is an advantage. Students who have a keen interest in the world around them and who have not studied GCSE Geography may also consider this course.

Why Geography?

A-level geography is a highly regarded qualification by universities and employers and has applicability in many related fields such as economics, history, politics, biology and physics. Geography forms the bridge between the natural and human world and the science and arts disciplines. Geography is recognised by all universities as an academic discipline and geographers are highly valued in the workplace for their all-round skills and organisation.



GEOGRAPHY

AQA A2 level specification 2031

"Geography is one of the most relevant courses you could choose to study. Whatever your passion for the world - fascination with landscapes or concerns about inequality - Geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally." Dr Rita Gardner, Director of the RGS

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|--------------------------------------|-----------------------|---------------------|-----------------|
| 3 | Contemporary Geographical Issues | 2 hours 30 minutes | written examination | 30% |
| 4A | Geographical Fieldwork Investigation | 1 hour 30 minutes | Written examination | 20% |

Style of work:

In addition to the wide variety of activities that are used at AS level students will develop their skills in answering essay questions and decision-making.

A2 studies centre on:

Contemporary Geographical Issues are studied in Unit 3. The physical options include Plate tectonics and Weather and Climate and their associated hazards. The human option focus on World Cities. A fieldwork enquiry into central Southampton's flagship regeneration schemes provides first hand knowledge of city issues to support the teaching of this topic. It also provides students with the opportunity to extend an area of the subject content into a more detailed study for Unit 4A. In section B of this unit candidates will be assessed on fieldwork skills using stimulus material provided in the examination.

Why Geography?

To quote a major employer: "Geographers are stars in many respects, as they have a unique insight into the relationships between human and physical phenomena." The study of geography is also proven to improve literacy, numeracy and communication skills. Geography graduates end up in a diverse range of careers from law, consultancy and investment banking to environmental management, insurance and town planning. Many other A level Geography students benefit from their unique blend of skills even when specialising in other areas such as medicine or architecture.

GOVERNMENT & POLITICS

Edexcel AS Level specification 8GP01

"I have come to the conclusion that politics is too serious a matter to be left to the politicians." Charles de Gaulle

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|---------------------------|-------------------|--------------------------|-----------------|
| 1 | People and Politics 6GP01 | 1 hour 20 minutes | Two written examinations | 50% |
| 2 | Governing the UK 6GP02 | 1 hour 20 minutes | Two Written examinations | 50% |

Why study politics? Like it or not, political decisions shape all our lives in the present and in the future. For that reason alone every young person should be aware of how their system of government operates. They should also be able, as informed citizens, to participate in the democratic process and make a difference when they have left school. A level Politics is ideal preparation for those very important privileges that we as citizens of the United Kingdom enjoy. Having said that, the study of Politics is an exciting intellectual challenge where students can deploy a variety of skills: debate and discussion, the ability to create an effective argument and analyse information to make valid judgements to name but a few.

The A level Government and Politics course is an ideal complement to girls who also wish to do History, Philosophy and Ethics, Sociology, Economics and Psychology at A level. This A level gives an excellent foundation to those who wish to pursue Politics, Law, Economics, Philosophy or History to degree level and those who wish to make their careers in the legal, journalistic, political or business worlds.

A/S Content: People and Politics

- **Democracy and Political Participation:** Democracy and Political Participation: Democracy in the UK — a knowledge and understanding of the main features of democracy in the UK; an awareness of both the strengths of the UK democratic system and why it has been criticised, including reasons for and the extent of the 'participation/legitimacy crisis' in UK politics; how far the UK system conforms to liberal democratic principles; and the implications of developments such as devolution and EU membership.
- **Party Policies and Ideas:** Comparing party policies and ideas — a knowledge and understanding of similarities and contrasts between the ideas and policies of the major parties and of the ideological relationship between and amongst them.
- **Elections:** Debating electoral systems — a knowledge and understanding of the advantages and disadvantages of the UK electoral systems and, in particular, of the benefits or otherwise of changing the Westminster electoral system.
- **Pressure Groups:** Pressure group power — a knowledge and understanding of how pressure groups exert influence and of the extent of their influence, and an awareness of the distribution of power amongst pressure groups, including the factors that influence this.

A/S Content: Governing the UK

- **The Constitution:** Sovereignty and the constitution — a knowledge and understanding of debates about the location of sovereignty within the UK constitutional system, particularly in relation to the significance of European Union membership and devolution.
- **Parliament:** Role of Parliament — a knowledge and understanding of the composition, role and powers of the House of Commons and the House of Lords, and an awareness of the functions of Parliament and how effectively it discharges them, including an awareness of the relationship of Parliament to the European Union and devolved assemblies.
- **Prime Minister and the Cabinet:** Prime ministerial leadership — a knowledge and understanding of the leadership style adopted by Prime Ministers and of the changing **relationship** between Prime Ministers and their parties, cabinet and Parliament, including debates about the presidentialisation of UK politics.
- **Judges and Civil Liberties:** Civil liberties and individual rights — a knowledge and understanding of the impact of the courts on the issues of civil liberties and individual rights including the implications of the Human Rights Act and possible reforms such as the introduction of a supreme court and a constitutional bill of rights, and of the relationship between the judiciary, the European courts and EU law.

GOVERNMENT & POLITICS

Edexcel A2 level specification 9GP01

"I have come to the conclusion that politics is too serious a matter to be left to the politicians." Charles de Gaulle

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|--|-------------------|-------------------------|-----------------|
| 3 | Topic C: Representative Processes in the USA | 1 hour 30 minutes | One written examination | 50% |
| 4 | Topic C: Governing the USA | 1 hour 30 minutes | One written examination | 50% |

Representative Processes in the USA

- **Elections and Voting:** A knowledge of the electoral mechanisms used in the US system and of their significance and an awareness of the factors that explain the outcomes of recent presidential and congressional elections, including voting behaviour in recent elections and campaign finance.
- **Political Parties:** A knowledge of the ideologies, theories and traditions of the Democrats and Republicans, of conflicts and tendencies within each party, and of their coalitions of supporters and a knowledge of the US party system, of the distribution of power within parties, and of the changing significance of parties as a means of organising the electorate and as channels of political access.
- **Racial and Ethnic Politics:** A knowledge of racial and ethnic diversity in the USA, of key issues in minority politics, including forms of minority political activism, the extent of minority representation and an evaluation of the policies to diminish racial division.

Governing the USA

- **The Constitution:** A knowledge of the nature and principles of the US Constitution and an understanding of Constitutional rights and an evaluation of their effectiveness.
- **Congress:** A knowledge of the structure and workings of Congress, of the distribution of power within Congress, and of debates about the adequacy of its representative role. A knowledge of factors influencing the relationship between Congress and the presidency, and an ability to discuss the policy significance and institutional effectiveness of Congress.
- **Presidency:** A knowledge of the formal and informal sources of presidential power and of the relationships between the presidency and other institutions. An awareness of the factors that affect the role of the presidency and an ability to evaluate the capacity to provide leadership of the presidency and of recent presidents.
- **Supreme Court:** A knowledge of the composition and role of the Supreme Court and knowledge of the process for appointing Federal judges and of debates about the political significance of the Supreme Court and its impact on public policy in the USA.

HISTORY

OCR AS level specifications H106

"A country without a memory is a country of madmen" - George Santayana

| Module | Content | Duration | Mode of Assessment | Weighting at AS |
|--------|---|--------------|--------------------|-----------------|
| Unit 1 | British Period Study 1951-97 and Enquiry on Churchill 1930-51 | 1 hr 30 mins | One written exam | 25% |
| Unit 2 | Non-British Period Study on Russia 1645-1741 (mainly Peter the Great) | 1 hr | One written exam | 15% |

Britain 1951-1997 and Churchill 1930-1951

- The Conservative Party in government; Churchill, Eden, Macmillan and Hume; electoral defeats of the Labour Party.
- Labour and Conservative governments 1964-79; Wilson; economic policies, trade unions; Heath; industrial strikes; Wilson and Callaghan.
- Thatcher's governments and policies 1979-97; economic policies; fall of Thatcher; Major in power.
- Britain's' position in the world: US relationship, UN and Europe; nuclear policy; Korean War; Suez Crisis; Falklands War; First Gulf War and the end of Britain's Empire.

Russia 1645-1741

- Russia 1645-98: Tsarists rule; religion, the background to Peter the Great's rule.
- Peter the Great's rule 1698-1725: his religious, administrative, economic, social and military reforms. The building of St Petersburg.
- Foreign policy in Russia: 1645-1725.
- Opposition in Russia.

Russia and its Rulers 1855-1964

- We study Russian rulers, government and their effects on the people from Alexander II from 1855 to Khrushchev in the 1960s.
- The nature of Russian government: autocracy and totalitarianism.
- The impact of Russian rulers on society and the economy.
- The impact of war and revolution on how Russia was governed.

Coursework Essay

This will be written during class and prep time – it is internally assessed and then moderated by the exam board. The essay will be based on an aspect of Peter the Great's rule which has caused historical debate. Peter the Great is one of the examined units (Unit 2) so there is considerable overlap of factual content here.

HISTORY

OCR A2 level specifications H506

"History is filled with the sound of silken slippers going downstairs and wooden shoes coming up"- Voltaire

The A2 syllabus has been designed to provide a seamless transition from the AS modules you have studied. As the major concepts will already be familiar to you, A2 study offers the opportunity to access the subject matter at a more complex level and achieve enhanced skills in historical analysis and interpretation at a more sophisticated level.

| Module | Content | Duration | Mode of Assessment | Weighting at A2 |
|--------|-------------------------------------|--------------|--|-----------------|
| 3 | Russian Theme Paper 1855-1964 | 2 hr 30 mins | One written exam | 40% |
| 4 | Coursework essay on Peter the Great | n/a | One 3-4000 word essay written during term time | 20% |

Many of our students study History at university level, and benefit from their studies at Prior's Field, but even if you do not choose to read History, you have been provided with transferable skills for any subject or career.



HISTORY OF ART

AQA AS level specification 1251

“Thanks to art, instead of seeing one world, our own, we see it multiplied, and we have at our disposal as many worlds as there are original artists, worlds that differ more widely from each other than those that revolve in infinite space, worlds which – whether their names be Rembrandt or Vermeer – send us their special radiance centuries after the fire from which it emanated was extinguished.” Proust

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|------------------------------------|-------------------|---------------------|-----------------|
| 1 | Visual Analysis and Interpretation | 1 hour | Written examination | 40% |
| 2 | Themes in History of Art | 1 hour 30 minutes | Written examination | 60% |

Style of Work: 30% visual analysis, 30% research art historical contexts, 20% essay technique, 20% discussion.

AS studies centre on:

- Developing an ability to analyse and interpret a variety of works, including paintings, architecture and sculpture
- To consider works in their contexts, what influenced them and who they went on to influence
- An understanding of some of the major themes in the history of art.

The visual analysis that students carry out in unit one is an essential element which they use throughout the course. The art historical aspect of the course will be studied thematically, eg, subjects and genres, social and cultural, gender, nationality and ethnicity. Students will be strongly encouraged to visit galleries to see original works where possible.

Course Prerequisites:

An interest in Art and History would be useful. Also, students should have GCSE English at grade C or above.

Why History of Art?

This is a particularly useful subject if applying for arts based subjects at university. The course fits well with English Literature, History and Religious Studies. Students opting Art and Photography would be suitable as they would have a trained eye when carrying out visual analysis.



HISTORY OF ART

AQA A2 specification 2251

“Every great work of art has two faces, one toward its own time and one toward the future, toward eternity.” Daniel Barenboim

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|-------------------------------|-------------------|---------------------|-----------------|
| 3 | Visual and Interpretation (1) | 1 hour 30 minutes | Written examination | 25% |
| 4 | Visual and Interpretation (2) | 1 hour 30 minutes | Written examination | 25% |

Style of work:

20% visual analysis, 30% research art historical contexts, 30% essay writing, 20% discussion and presentation.

A2 studies centre on:

- Selected art historical periods from a choice for four optional topics in each unit
- Questions test knowledge and understanding of art and architecture from choices made
- Workshops on essay writing will be a key theme to success at A2 level
- Incorporating visual analysis from unit one into essays for A2

At A2 level students choose two areas of extensive art historical study, ranging from medieval times to the present day. It is important that students visit first hand works which they are studying where possible.

Course Prerequisites:

Students should have gained at least a grade D at AS level.

Why History of Art?

This is a particularly useful subject if applying for arts based subjects at higher education level. Students opting for more practical based subjects, such as Art and Photography, would also be a good combination. If you are considering a career in a gallery or museum this could be a suitable subject choice.



INFORMATION COMMUNICATION
TECHNOLOGY
BTEC National Subsidiary Dipolma

“Computers are useless. They can only give you answers.” Pablo Picasso

This two-year course provides a practical “hands-on” approach to modern day Information Technology and carries the same UCAS points and weight as a practically orientated A Level course. Alongside an appropriate choice of other courses, it gives progression to university as well as expertise and skills for IT and for business more broadly.

In the first year the work includes producing a working website and building a computer system. There are also optional units based on the individual interests of the student.

In the second year the work involves producing a graphical image, an animation and a computer game. The activities are structured around the idea of working for a simulated on-line games company, with the tasks tied into work such a company would be doing. You need to be able to write good English and you will need to have (or develop) strong organisation and time management, as well as good spoken communication.

BTEC Level 3 Subsidiary Diploma is equivalent to one A Level. It is assessed through six coursework assignments (there are no examinations).

Optional units for study include-:

| | | |
|--|---|---|
| <ul style="list-style-type: none">• Impact of the Use of IT on Business Systems• Managing Networks• Software Design and Development• Organisational Systems Security• e-Commerce• Computer Networks• Data Analysis and Design• Developing Computer Games• Human Computer Interaction• Controlling Systems Using IT• Maintaining Computer Systems• Mathematics for IT Practitioners• Web Server Scripting | <ul style="list-style-type: none">• Communication Technologies• Systems Analysis and Design• IT Technical Support• IT Systems Troubleshooting and Repair• Event Driven Programming• Object Oriented Programming• Procedural Programming• Project Planning with IT• Database Design• Computer Systems Architecture• Client Side Customisation of Web Pages | <ul style="list-style-type: none">• Website Production• Installing and Upgrading Software• Digital Graphics• Computer Animation• Networked Systems Security• Supporting Business Activity• Business Resources• Digital Graphics for Interactive Media• Computer Game Platforms and Technologies• 2D Animation Production• Interactive Media Authoring• Web Animation for Interactive Media• Computer Game Design• 3D Modelling• Spreadsheet Modelling• Multimedia Design |
|--|---|---|

STATISTICAL METHODS
Edexcel Level 3 Award AST30
(70 UCAS points)

“Facts are stubborn, but statistics are more pliable.” Mark Twain



“Lies, damned lies, and statistics” is a phrase describing the persuasive power of numbers, particularly the use of statistics to bolster weak arguments.

This is a course for those wishing to complement or support their A Level choices with a statistics unit. It is designed to help you develop proficiency in statistics that will support your university studies or later in the workplace. The course is additional to your A Level options and will run from January 2016 for one year. The time commitment is 2 hours of class time and 1 hour of prep each week. The examination (2 hours) being taken in January 2017 does not clash with your A level examination sitting. The qualification is awarded at pass or unclassified.

The course is a mix of methods and calculation techniques to enhance analytical work. Handling data methods include the use of stratified sampling, histograms, stem and leaf diagrams, seasonal variation analysis, Venn diagrams and the interpretation of chain base index numbers. Statistical calculation techniques that you will be taught include standard deviation, geometric means, Spearman's coefficient of rank, the product moment correlation coefficient and using the Normal distribution as a model.

MATHEMATICS

Edexcel AS level specification 8371

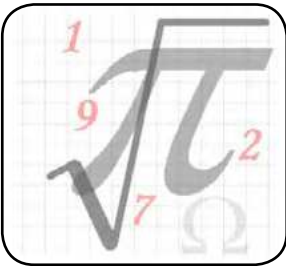
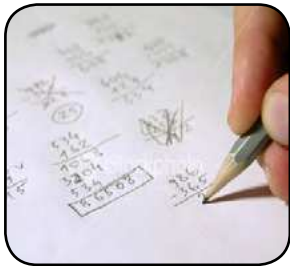
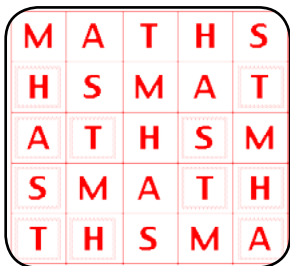
“Mathematics is, in its way, the poetry of logical ideas.” - Einstein

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|--------------|-------------------|---------------------|-----------------|
| C1 | Core 1 | 1 hour 30 minutes | Written examination | 1/3 |
| C2 | Core 2 | 1 hour 30 minutes | Written examination | 1/3 |
| S1 | Statistics 1 | 1 hour 30 minutes | Written examination | 1/3 |

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|------------|-------------------|---------------------|-----------------|
| C3 | Core 3 | 1 hour 30 minutes | Written examination | 1/3 |
| C4 | Core 4 | 1 hour 30 minutes | Written examination | 1/3 |
| D1 | Decision 1 | 1 hour 30 minutes | Written examination | 1/3 |

We hope you will experience wonder in Mathematics for its significance, influence and grace. If you are reading this you probably are a logical thinker, enjoy problem solving and are choosing a career that uses Mathematics. The process of ‘doing’ mathematics is far more than just calculation. Mathematics is diverse and you will be dealing with data to learn techniques that help us understand the world around us.

Mathematics involves you acquiring structured knowledge and you will develop problem-solving techniques throughout the AS and A2 courses. You will follow the Edexcel specifications.



MATHEMATICS

Edexcel A2 level specification 9371

“Mathematics is, in its way, the poetry of logical ideas.” - Einstein

AS Mathematics will be gained in Year 12 after studying two Pure Mathematics units (C1 & C2) and one Applied Mathematics unit (Statistics S1). Mathematics at AS level is a stimulating and enjoyable subject to study in its own right. It is valued by universities and employers as an essential component of many degree courses and careers. You will have the opportunity to attend the Inspiration Theatre Show in the Autumn Term that will suggest fields of work or further study linked to Mathematics.

A Level Mathematics can be gained in Year 13 after studying two more Pure Mathematics units (C3 & C4) and one Applied Mathematics unit (Decision 1).

The course will develop and extend the knowledge and skills learnt at GCSE level. It is challenging, some of the formulae and ideas can initially be hard to grasp and you need to be interested in the beauty of Mathematics. A minimum of a grade A in GCSE is advisable. The course complements a wide range of other A-levels and is helpful to balance Arts or Humanities options.

If you are considering applying for a university course involving Mathematics (or if you really love the subject and are very good at it), then you should think seriously about taking Further Mathematics.



MATHEMATICS & FURTHER MATHEMATICS

Two separate A levels in 2 Years

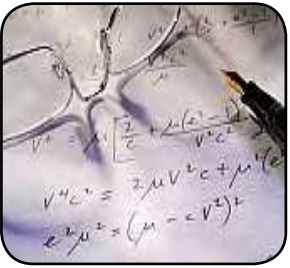
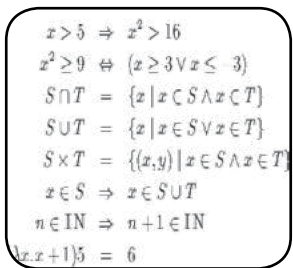
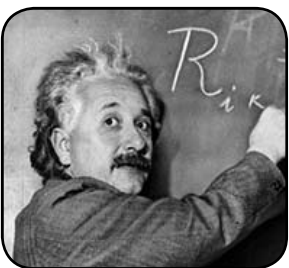
Lower Sixth: Mathematics A Level Edexcel 9371

Upper Sixth: Further Mathematics Edexcel Specification 9372

Edexcel A level specification 9371 1st Year

"Mathematics is, in its way, the poetry of logical ideas." - Einstein

| Unit | Unit Title | Duration | Mode of Assessment | Weighting L6 |
|------|----------------------------|-------------------|---------------------|--------------|
| C1 | Core 1 | 1 hour 30 minutes | Written examination | 1/6 |
| C2 | Core 2 | 1 hour 30 minutes | Written examination | 1/6 |
| C3 | Core 3 | 1 hour 30 minutes | Written examination | 1/6 |
| C4 | Core 4 | 1 hour 30 minutes | Written examination | 1/6 |
| M1 | Mechanics 1 | 1 hour 30 minutes | Written examination | 1/6 |
| M2 | Mechanics 2 | 1 hour 30 minutes | Written examination | 1/6 |
| FP1 | Further Pure Mathematics 1 | 1 hour 30 minutes | Written examination | 1/6 |
| FP2 | Further Pure Mathematics 2 | 1 hour 30 minutes | Written examination | 1/6 |
| FP3 | Further Pure Mathematics 3 | 1 hour 30 minutes | Written examination | 1/6 |
| S1 | Statistics 1 | 1 hour 30 minutes | Written examination | 1/6 |
| S2 | Statistics 2 | 1 hour 30 minutes | Written examination | 1/6 |
| D1 | Decision 1 | 1 hour 30 minutes | Written examination | 1/6 |



MATHEMATICS & FURTHER MATHEMATICS

Two separate A levels in 2 Years

Upper Sixth: Further Mathematics Edexcel Specification 9372

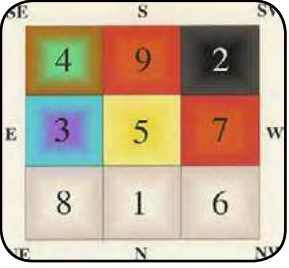
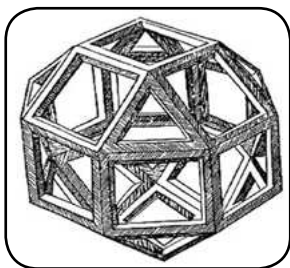
"Mathematics is, in its way, the poetry of logical ideas." - Einstein

The school is registered as part of the National Further Mathematics Support Programme and has access to resources and revision days at the University of London, University of Reading and University of Southampton

Further Mathematics is regarded by many universities as a pre-requisite for studying Mathematics, Engineering or Physics degrees. You will have the opportunity to attend the Inspiration Theatre Show in the Autumn Term of the Lower Sixth that will suggest fields of work or further study linked to Mathematics.

Qualifications in Further Mathematics require study of the units C1, C2, FP1, D1, M1 and S1 in Year 12 to gain AS Mathematics and AS Further Mathematics level. In Year 13 the remainder of the units will be examined to gain A Level Mathematics and A Level Further Mathematics.

You will also have the opportunity to take part in the Senior UK Mathematics Challenge and, if successful, to go through to the Olympiad. The Further Mathematics class have the opportunity of attending a Master Class at Oxford or Cambridge University at the end of the Summer Term of the Lower Sixth to introduce a topic suitable for further independent learning or take part in collaborative problem solving activities.



MODERN FOREIGN LANGUAGES: FRENCH

AQA AS level specification 1651

“Скільки мов ти знаєш - стільки разів ти людина “
“How many languages you know - that many times you are a person.” Pavlo Tychyna

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|-------|--------------------------------|------------|---|-----------------|
| FREN1 | Listening, Reading and Writing | 2 hours | Written examination containing written and taped stimulus | 70% |
| FREN2 | Speaking | 35 minutes | Oral examination | 30% |

This stimulating and culturally enriching course is designed to build up linguistic competence and to promote knowledge and understanding of many aspects of the society and culture of French-speaking countries.

The AS course builds on the language skills acquired at GCSE. It is conducted almost entirely in French and the skills of listening, speaking, reading and writing will be developed mainly through the study of topics in context and through up-to-date current affairs in French speaking countries.

The general topic areas at AS are:

| | |
|--------------------------|--------------------------|
| Media | Healthy Living/Lifestyle |
| Television | Sport/Exercise |
| Advertising | Health and Well-Being |
| Communication Technology | Holidays |
| Popular Culture | Family/Relationships |
| Cinema | Relationships |
| Music | Friendships |
| Fashion/Trends | Marriage/Partnerships |

You will also be able to explore other areas you feel passionate about by doing some independent research on French cultural subjects for your oral examination. Our digital Language Laboratory, multimedia materials, and personalised teaching, will allow you to truly enjoy a new French environment. The language experience is the closest to French life that we can provide at Prior's Field. Of course, our fun European work experience programmes feature highly on the list of learning to “live as the French do in France”. A new world of cultural adventures will open in front of your eyes.

Why French? This qualification will be of value in many areas of employment and will open a whole new world of opportunities in both a working and social environment. It goes without saying that fluency in French will allow doors to open in the future.

MODERN FOREIGN LANGUAGES: FRENCH

AQA A2 level specification 2651

“Language exerts hidden power, like a moon on the tides.” Rita Mae Brown

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|-------|--------------------------------|--------------------|---|-----------------|
| FREN3 | Listening, Reading and Writing | 2 hours 30 minutes | Written examination containing written and taped stimulus | 35% |
| FREN4 | Speaking | 35 minutes | Oral examination | 15% |

Building on the knowledge and skills acquired at AS level, this course studies in greater depth aspects of contemporary society and the cultural heritage of French speaking countries.

Listening, reading, speaking and writing skills as well as topical knowledge of the world around you, will continue to be developed through the study of the themes below in addition to the topic areas sampled at AS.

We shall explore the A2 general topic areas:

| Environment | Cultural Topic Choice of studying two from: |
|---|---|
| Pollution Energy Protecting the Planet The multicultural society Immigration Integration Racism Contemporary Social Issues Wealth and Poverty Law and order The impact of scientific and technological progress | A French language-speaking region/community A period of 20th century history from a French-speaking country/community The work of an author from a French-speaking country/community The work of dramatist/poet from a French language speaking country/community The work of a director/architect/musician painter from a French language speaking country/community |

You will study further areas of grammar and will write essays and participate in discussions in French in which you present information, organise arguments, provide opinions and analyse ideas. Fun European work experience programmes offer a chance to live like the French.

The use of the Language Lab will allow you to be in direct contact with the French speaking world and immerse yourself in French culture around the globe. This course will be excellent preparation for university study or for work in or with French-speaking countries.
Course prerequisites: a good grade in AS French is highly recommended.

MODERN FOREIGN LANGUAGES: SPANISH

AQA AS level specification 1696

“Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt.”
“The limits of my language are the limits of my universe.” Ludwig Wittgenstein

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|-------|--------------------------------|------------|---|-----------------|
| SPAN1 | Listening, Reading and Writing | 2 hours | Written examination containing written and taped stimulus | 70% |
| SPAN2 | Speaking | 35 minutes | Oral examination | 30% |

This stimulating and culturally enriching course is designed to build up linguistic competence and to promote knowledge and understanding of many aspects of the society and culture of Spanish-speaking countries.

The AS course builds on the language skills acquired at GCSE. It is conducted almost entirely in Spanish and the skills of listening, speaking, reading and writing will be developed mainly through the study of topics in context and through up-to-date current affairs in Spanish speaking countries.

The general topic areas at AS are:

| | |
|--------------------------|--------------------------|
| Media | Healthy Living/Lifestyle |
| Television | Sport/Exercise |
| Advertising | Health and Well-Being |
| Communication Technology | Holidays |
| Popular Culture | Family/Relationships |
| Cinema | Relationships |
| Music | Friendships |
| Fashion/Trends | Marriage/Partnerships |

You will also be able to explore other areas you feel passionate about by doing some independent research on Spanish cultural subjects for your oral examination. Our digital Language Laboratory, multimedia materials, and personalised teaching, will allow you to truly enjoy a new Spanish environment. A new world of cultural adventures will open in front of your eyes.

The language experience is the closest to Spanish life that we can provide at Prior's Field. Of course, our fun European work experience programmes feature highly on the list of learning to “live as the Spanish do in Spain”.

Why Spanish? This qualification will be of value in many areas of employment and will open a whole new world of opportunities in both a working and social environment. It goes without saying that fluency in Spanish will give you an edge in your future career.

MODERN FOREIGN LANGUAGES: SPANISH

AQA A2 level specification 2696

“Kolik jazyků znáš, tolikrát jsi člověkem.”
“You live a new life for every new language you speak. If you know only one language, you live only once.” Czech Proverb

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|-------|--------------------------------|--------------------|---|-----------------|
| SPAN3 | Listening, Reading and Writing | 2 hours 30 minutes | Written examination containing written and taped stimulus | 35% |
| SPAN4 | Speaking | 35 minutes | Oral examination | 15% |

Building on the knowledge and skills acquired at AS level, this course studies in greater depth aspects of contemporary society and the cultural heritage of Spanish speaking countries.

Listening, reading, speaking and writing skills as well as topical knowledge of the world around you, will continue to be developed through the study of the themes below, in addition to the topic areas sampled at AS.

We shall explore the A2 general topic areas:

| Environment | Cultural Topic Choice of studying two from: |
|---|--|
| Pollution Energy Protecting the Planet The Multicultural Society Immigration Integration Racism Contemporary Social Issues Wealth and poverty Law and Order The Impact of Scientific and Technological Progress | A Spanish language-speaking region/community A period of 20th century history from a Spanish-speaking country/community The work of an author from a Spanish-speaking country/community The work of dramatist/poet from a Spanish language speaking country/community The work of a director/architect/musician painter from a Spanish language speaking country/community |

You will study further areas of grammar and will write essays and participate in discussions in Spanish in which you present information, organise arguments, provide opinions and analyse ideas. Fun European work experience programmes offer a chance to live like the Spanish.

The use of the Language Lab will allow you to be in direct contact with the Spanish speaking world and immerse yourself in Spanish culture around the globe. This course will be excellent preparation for university study or for work in or with Spanish-speaking countries.

Course prerequisites: a good grade in AS Spanish is highly recommended.

MUSIC

Edexcel AS level specification 8MU01

“Music is enough for a lifetime, but a lifetime is not enough for music.” Rachmaninov

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|----------------------------------|---------------------|--|-----------------|
| 1 | Performing Music | 5-6 minutes recital | Internally assessed and moderated by Edexcel | 30% |
| 2 | Composing | 15 hour + 1 hour | Externally assessed | 30% |
| 3 | Developing Musical Understanding | 2 hour examination | Externally assessed | 40% |

Style of Work:
30% Performing;
30% Composing;
40% Developing Musical Understanding

- AS studies centre on:**
- Listening to extracts of music.
 - Investigating Musical Styles. Set Works are studied from the AS areas of study - Instrumental Music and Vocal Music.
 - Understanding Chords and Lines, where students may use a keyboard with headphones.

Unit 1 – gives students the opportunities to perform as soloists and/or as part of an ensemble.

Unit 2 – encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Unit 3 – focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. There is also harmonic analysis of an unfamiliar piece, and a simple 4 - part harmony exercise.

Course Prerequisites:
A good result at GCSE is essential. Students must adopt a keen interest in a wide range of musical styles and they must strive to develop their performing or composing skills.

- Why Music?**
- I want to broaden my general knowledge in the arts, whether or not I study music further at university.
 - I want to make my career in music and want to engage in the subject in depth by developing my already confident musical skills.



MUSIC

Edexcel A2 level specification 9MU01

“Where words fail, music speaks.” Hans Christian Andersen

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|-------------------------------|-----------------------|--|-----------------|
| 4 | Extended Performance | 12-15 minutes recital | Internally assessed and moderated by Edexcel | 15% |
| 5 | Composing and Technical Study | 14 hour + 3 hour | Externally assessed | 15% |
| 6 | Further Musical Understanding | 2 hour examination | Externally assessed | 20% |

Style of Work:
30% Performing;
30% Composing;
40% Further Musical Understanding

- A2 studies centre on:**
- Listening to familiar and unfamiliar styles of music.
 - Extending performance skills.
 - Developing original and pastiche composing skills.



Unit 4 – gives students the opportunities to extend their performance skills as soloists and/or as part of an ensemble.

Unit 5 – has two sections: composition and technical study. Students must complete two tasks in this unit choosing from either one composition and one technical study or two compositions or two technical studies.

Unit 6 – focuses on listening to music, familiar and unfamiliar and understanding how it works. Set works from the anthology provide the focus for much of the unit. Students should also listen to a wide range of music which relates to the two compulsory areas of study.

Course Prerequisites: A good result at AS is essential and a keen interest in a wide range of musical styles and drive to develop performing, composing, analysis and research skills.

- Why Music?**
- I want to broaden my general knowledge in the arts, whether or not I plan to study music further at university.
 - I want to make my career in music and want to engage in the subject in depth by further developing my already confident musical skills.



BTECH MUSIC TECHNOLOGY Edexcel Level 3 (Production)

"People today are still living off the table scraps of the sixties"
Bob Dylan

This vocational qualification links directly to current practice in today's music industry.

The Edexcel BTEC Level 3 Subsidiary Diploma in Music Technology (Production) is a 60-credit qualification that consists of **one** mandatory unit **one** specialist unit **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

Mandatory unit

Music Production Techniques

Developing an awareness of the equipment and techniques used in recording studios so that you can produce a complete studio recording.

Specialist unit

Sequencing Systems and Techniques

Developing learners' knowledge of music sequencing software and the transferable skills that facilitate the realisation of musical ideas in both audio and MIDI environments. Learners will develop the skills to set up, use and discuss sequencing systems and techniques.

Optional units

Delivering a Music Product

Enabling learners to experience the process of creating and delivering a product, probably a CD recording within guidelines typical within the music industry.

The Sound and Music Industry

Enabling learners to gain a knowledge and awareness of where their careers choices fit into the big picture of the industry and gain skills in creating a business plan. It includes an examination of working conditions, practices and approaches to employment.

Entry requirements: It is expected that students will be proficient on at least one instrument and/or vocals.

Course assessment: All units are internally assessed through many practical projects and some written assignments. Grade of Pass, Merit, Distinction or Distinction* are awarded which are equivalent to A levels for the purpose of university entrance. Continuous coursework assessment throughout the year.



BTECH MUSIC TECHNOLOGY Edexcel Level 3 (Production)

"Rock and roll isn't a career or hobby - it's a life force...it's just something I have to do"
The Edge



PHYSICAL EDUCATION

AQA AS level specification 1581

"Champions keep playing until they get it right."
Billie Jean King

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|--|-----------------------|--|------------------------|
| 1 | Opportunities for and the effects of leading a healthy and active lifestyle | 2 hours | Written examination (7 structured questions, 1 long answer question) | 60% of AS 30% of A2 |
| 2 | Analysis and evaluation of physical activity as performer and/ or in an adopted role/s | Continuous Assessment | Internal assessment of practical and final external moderation | 40% of AS 20% of A2 |

Style of Work:
Practical activity, written work - structured note taking, questions and essays, class discussions, independent research tasks.

Those choosing to study Physical Education at AS level will discover how broad and interesting this subject is. The aim of the specification is to develop students' knowledge and understanding of the factors influencing performance. **Unit 1** is made up of three different but related areas of study. **Anatomy and Physiology** focuses on how understanding the body and its systems can help lead to a healthy and active lifestyle. Topics include: analysis of movement, health exercise and fitness, nutrition, cardiovascular system, training methods and fitness testing. **Skill Acquisition** focuses on how skill is acquired, and the impact of psychological factors on an athlete's performance. Topics include: skill and ability, learning theories, teaching and practice of skills, and information processing. The final section, **Opportunities for Participation**, includes the study of: barriers to participation, characteristics of physical activity, increasing participation and facility provision.

Practically in **Unit 2**, the students will optimise their performance in two roles in a competitive or performance situation. The roles they can adopt are as a performer, official or coach. They must use their knowledge to analyse their performance and apply their theoretical knowledge to achieve performance. There is a wide range of sports to choose from.



PHYSICAL EDUCATION

AQA A2 level specification 2581

"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed." Michael Jordan

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|--|-----------------------|---|-----------------|
| 3 | Optimising performance and evaluating contemporary issues within sport | 2 hours | Written examination (6 questions, Two from each section A, B & C) | 30% |
| 4 | Optimising practical performance in a competitive situation | Continuous Assessment | Verbal or written coursework and final external moderation | 20% |

Style of work:
Practical activity, written work - structured note taking, questions and essays, class discussions, independent research tasks.

Unit 3 develops the students' knowledge of the issues which affect all performers in sport from grass root level up to elite standards. There are three main areas of study in Unit 3. In **Applied Exercise Physiology** students will learn about the different energy sources and systems in the body which leads on to the preparation and training of elite athletes. They will also discuss specialised training methods and programmes, the use of **sports psychology** theories and techniques to improve performance and sports injuries, which are always a hazard of elite performance. Finally in unit 3, students will **evaluate contemporary influences in sport** by learning about the concepts and characteristics of World Games and their impact on the state and individuals, including both deviant and sportsmanship behaviour. The development and impact of sports technology always creates good discussions, as changes have a huge impact on performance, equipment and facilities. The history of sport from rational recreation to its modern day focus is also often very different from what the students can imagine.

In the coursework and practical performance of **Unit 4**, the students optimise and refine their own performance in one competitive sport or performance, where they must identify their own strengths and weaknesses. They must then decide the appropriate corrective measures that they need to take. The coursework can be completed as a verbal presentation or as a written piece.

Course Pre-requisites:
GCSE PE is required to Grade B or above. Students must also demonstrate excellent sporting ability.

Why PE?
Sport and fitness is a huge industry, and you can be part of it. If you're keen on sport you can make a healthy living from your passion. Whether that's working for a football club, as a personal trainer at the local gym, or training to be a physiotherapist, there are lots of opportunities. From professional sport through to amateur teams, and individuals who just want to get into shape, sport and fitness is a fast-growing business. Best of all, you could be in a career doing something that you love. This A Level also opens up a whole number of career options, like becoming a sport scientist, physiotherapist or working for a national governing body or maybe even a PE teacher!

PHYSICS

OCR AS level specification H158

"Imagination is more important than knowledge." Albert Einstein

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|--|------------|----------------------------------|-----------------|
| G481 | Mechanics Unit test | 1 hour | Written examination | 30% |
| G482 | Electrons, Waves and Photons Unit test | 1 ¾ hours | Written examination | 50% |
| G483 | Practical Skills in Physics 1 | Coursework | Three practical tasks set by OCR | 20% |

The study and understanding of Physics is of increasing importance in today's technological society. The laws and concepts of Physics help us understand the world around us and applications of Physics are made use of widely in everyday life, in medicine and in industry and commerce.

Candidates for AS Physics should have achieved A*, A or B in GCSE Physics or a minimum of Grade B in both Core and Additional Science at GCSE. Certification or other suitable qualifications. They should be confident in applying Mathematics to solve problems and a minimum grade B in GCSE Mathematics is also essential.

Together with A2 Physics, the course is excellent preparation for anyone wishing to study Physics or a related degree at university. It is also essential for other science/technology degrees such as Engineering and useful for the medical sciences. In addition, it provides a very good general preparation for employment, since success at A level Physics shows that you are a good logical and coherent thinker, with good practical and creative skills.

Physics can be taken in combination with any other subject but especially Mathematics, the other Sciences, Languages and Psychology.

Style of work: Lessons will be a mix of theory and demonstrations/practical experiments. Each week, 2/3 problem solving exercises/practical write-ups will be set for homework. In addition, further independent study will be needed to learn, for example, definitions theories and equations and descriptions of key experiments.



PHYSICS

OCR A2 level specification H558

"Imagination is more important than knowledge." Albert Einstein

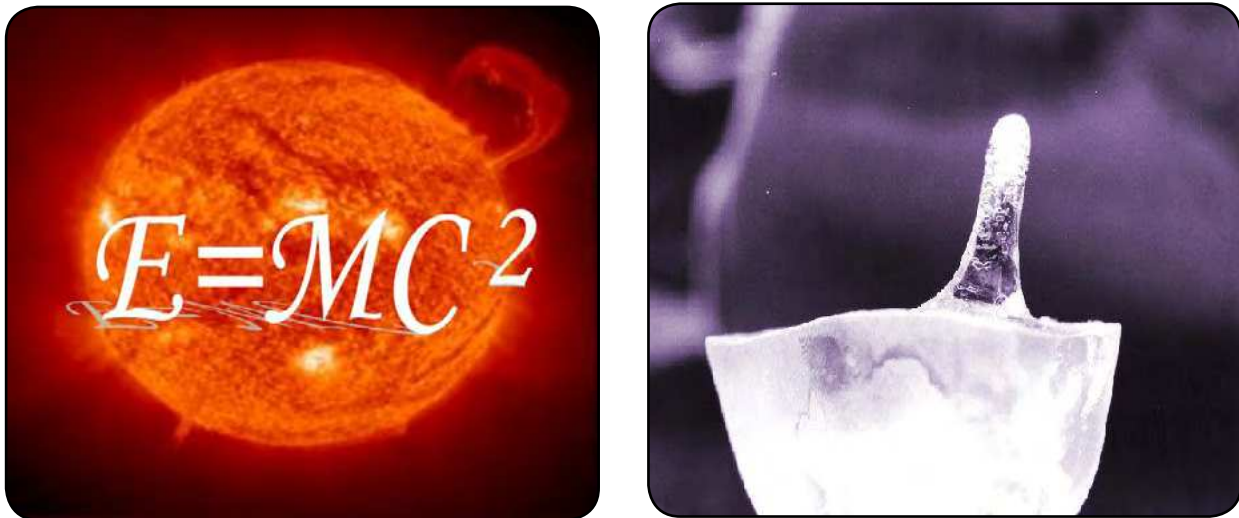
| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|--|-----------------------|----------------------------------|-----------------|
| G484 | The Newtonian World Unit test | 1 hour and 15 minutes | Written examination | 15% |
| G485 | Fields, Particles and Frontiers in Physics Unit test | 2 hours | Written examination | 25% |
| G486 | Practical Skills in Physics 2 | Coursework | Three practical tasks set by OCR | 10% |

The A level course builds upon the AS units of Mechanics and Electrons, Waves and Photons and it continues to explore the principles of Physics and their applications. The units include the study of Newton's laws and forces and fields as well as some discussion of concepts relating to the Universe, its origin and its final fate.

Units 4 and 5 explore the idea that the laws of Physics can be applied to solving the mysteries of the Universe and its evolution. Important applications such as the use of Physics for medical imaging, diagnosis and treatment are also introduced. The Unit 6 coursework tasks involve applying skills, knowledge and understanding from different parts of the A2 course to practical situations.

A level candidates will have studied the AS specification H158 and will have sat the three unit examinations.

Style of work: Lessons will be a mix of theory and demonstrations/practical experiments. Each week 2/3 problem solving exercises/practical write-ups will be set for homework. In addition, further independent study will be needed to learn definitions theories, equations and descriptions of key experiments.



PSYCHOLOGY

AQA AS level specification 1181

"I have really enjoyed this course because it is so relevant to real life."

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|------|--|----------------------|--|-----------------|
| 1 | Social Influence Memory Attachment | 1 hour 30 minutes | Written examination, structured questions and short essays | 50% |
| 2 | Approaches in Psychology (including bioscience) Psychopathology Research Methods | 1 hour 30 minutes | Written examination, structured questions and short essays | 50% |

We will study psychological abnormality. We will be looking at different theories of the causes of mental illness, and all the different types of treatments available. We will visit a working psychiatric hospital to learn about the history and treatment of mental illness. We will then study Social Psychology. We will be looking at some famous studies on conformity and obedience which have arguably shown disturbing features of human nature. You will have the opportunity to go to Poland to visit a Nazi concentration camp which will help you evaluate some key psychology studies. Finally, we will study the effects of stress on the body, what causes stress and how it can be managed.

In Developmental Psychology we will look at how children attach to their carers and their early social development. We will study the effects of never having had the opportunity to form an attachment to a carer, and the effects of day-care on small children. We will then study Cognitive Psychology, looking particularly at memory and how psychologists think it works. We will look at how this research has influenced police interviewing practices.

Course prerequisites:

Psychology combines well with both Arts and Science subjects. Psychology is often taken alongside subjects such as English, History, Religious Studies and Geography. On the Science side, it makes a good combination with Biology and Chemistry. Business Studies and Photography also work well with Psychology, and are a good preparation for entrance into marketing courses.



PSYCHOLOGY

AQA A2 level specification 2181

"I really enjoy this course because it is so relevant to real life."

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|---|----------|--|------------------|
| 3 | Compulsory Section - Issues and Debates We will choose one topic from each of the following sections: Relationships/Gender/Cognition and development Schizophrenia/Eating Behaviour/Stress Aggression/Forensic Psychology/Addiction | 2 hours | Four Sections Combination of multiple choice, short answer and extended writing questions | 25% each section |

At A2 level we study several new topics and engage in interesting and lively debates about issues in Psychology. We will look at gender, including whether we are born or made masculine or feminine, and the possible causes of gender identity disorder. We will then look at eating behaviours and explanations for an eating disorder, probably anorexia nervosa. We will study aggression, and whether people are born or made aggressive. We will also be looking at theories of institutional aggression such as in prisons.

We will also study OCD and biopsychology, which involves understanding more about the brain. We will continue to work on research methods, carrying out practical activities and collecting and evaluating data.



RELIGIOUS STUDIES:Philosophy and Ethics
EDEXCEL AS level specification 8RS01

Because “The unexamined life is not worth living”
(Socrates c.470BC-399BC)

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at AS |
|-------|----------------|-------------------|---------------------|-----------------|
| 6RS01 | Foundations | 1 hour 45 minutes | Written Examination | 50% |
| 6RS02 | Investigations | 1 hour 15 minutes | Written Examination | 50% |

This fascinating course explores the fundamental questions addressed by philosophers and religious traditions about the nature and origins of human existence, questions of morality, purpose, destiny and God. Through discussion and careful analysis of the key secular and religious viewpoints, students will not only enjoy debating questions of ultimate significance, but also develop the capacity for coherent and well balanced argument, and further their powers of self-expression. Students sit two papers in each year:

**Foundations
Philosophy of Religion**

- Can we successfully argue for the existence of God? Do the design or cosmological arguments support a belief in a loving and all-powerful God? Arguments from scholars such as William Paley, Thomas Aquinas, David Hume and JW Mackie are examined.
- Can belief in a divine figure be criticised by looking at things that occur in the world? Does evidence of miracles or acts of evil support or help deny belief in God? Scholars such as St Augustine, St Irenaeus, David Hume, John Hick and Richard Dawkins are examined.

Ethics

- How do we decided whether an action is morally right or wrong? Is there an absolute, constant and unchanging standard of goodness or is morality flexible according to the circumstances of each situation?
- Does the end justify the means, as claimed by Utilitarianism, or do we have a duty to act in the most loving way, as suggested by Situation Ethics?
- Can war ever be justified? Is absolute pacifism an achievable ideal?

Investigations:

In this second unit of the AS course students can choose to complete a research project in an area of interest to them. Possible areas of study include: Psychology of Religion, Sociology of Religion, key religious debates and historical eras of religious influence.

Course Prerequisites: An ability to write fluently - a B grade at English is the recommended minimum and an open, enquiring mind with an appetite for discussion.

Why RS? RS encourages clear, analytical thinking and teaches students to spot flaws in arguments and express themselves in an articulate, reasoned manner. Our students often find themselves having impassioned debates outside the classroom. These transferable skills are invaluable for any university course or career, including Law, Medicine or Humanities Studies.

Style of Work: Debate, discussion & analysis, essay writing.

RELIGIOUS STUDIES: Philosophy and Ethics
EDEXCEL A2 level specification 9RS01

Because ‘The unexamined life is not worth living’
(Socrates c.470BC-399BC)

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|-------|--------------|-------------------|---------------------|-----------------|
| 6RS03 | Developments | 1 hour 45 minutes | Written Examination | 25% |
| 6RS04 | Implications | 1 hour 15 mintues | Written Examination | 25% |

The AS units of Philosology of Religion and Ethics are further developed at A2 level, building on fundamental ideas introduced at AS level.

**Developments
Philosophy of Religion at A2**

- Can God be proved simply by examining his very being and existence? Study the ontological argument for the existence of God via the views of Anselm, Kant and Descartes as well as more modern versions of the argument.
- Does religious experience prove that God exists? If God exists is it reasonable to suggest that he would wish to communicate with his people? Examine the views of Dawkins, Descartes, Hick and Plato in relation to the age old problem of the reliability of experiencing God.
- Is there such a thing as a soul? If it exists is it an entity on its own or does it only exist in one part with the body. Examine the ideas of the early Greek philosophers, such as Plato and Aristotle alongside current philosophers such as Peter Vardy. Is there evidence to support life after death?

Ethics at A2

- Can we ever justify taking away a person's liberty? Is there such a thing as total equality? Examine ideas of justice, law and punishment alongside concepts such as authority, equality and rights.
- Can an ethical theory tell you how to live your life? Do our morals come from what is good in society or directly from God? Examine ancient and current ethical theories such as virtue ethics, natural moral law and deontology. Examine the successes and failures of these theories alongside the views of Kant, Aquinas, Aristotle, Plato and Iris Murdoch.
- Can we formulate an absolute and objective set of morals? Is moral relativism to be feared? Can we become too liberal in our pursuit of freedom of expression and belief?

Implications

In this paper students are given articles from key scholarly work and asked to debate the views they express and whether or not they agree with them. This is an ideal opportunity to engage with current debte and to learn different ways of arguing for or against popular views about religion.



SOCIOLOGY

OCR AS Level Specifacation H18O

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|------|---|----------|-----------------------|-----------------|
| 1 | Introducing socilisation, culture and identity | | 90 minute examination | 50% |
| 2 | Researching and understanding social inequalities | | 90 minute examination | 50% |

Course Content

Unit 1 Socialisation, culture and identity

- Section A
- What is culture?
 - What is socialisation? Including the family, peer group, media, religion, education and the workplace,
 - What is identity? Including concepts of identity including ethnicity, nationality, gender, class, age.

- Section B
- Families and relationships including:
- Family diversity
 - Family ideology
 - Roles and relationships within families

Unit 2. Researching and understanding social inequalities

- Section A
- Theory and methods of sociological research
 - Key concepts and methods in the research process
- Section B
- Patterns and trends in social inequality and difference
 - How can patterns and trends in social inequality and difference be explained?

Why study Sociology?

In an ever changing world, Sociology gives you an exciting opportunity to gain a deeper understanding of the society around you and to reflect on social issues that are often relevant to your own social experiences. It opens up the possibility for fascinating discussions on the changing roles of men and women, the power of the media and education in shaping who we are and the impact of digital forms of communication on social relations. You will acquire knowledge and a critical understanding of contemporary social processes and social changes. You will also have the opportunity to develop a broad set of key desirable skills, including the ability to analyse and formulate clear, logical arguments with scope for extensive evaluation from a range of theoretical perspectives. Developing strong critical thinking skills and being able to consider issues with a global outlook will be of huge benefit to you when you leave school and enter the next stage in your lives.

Course Prerequisites

It is advisable, although not essential, that students have 5 GCSE's at C level or above.

SOCIOLOGY

OCR A2 Level Specifacation H580

| Unit | Unit Title | Duration | Mode of Assessment | Weighting at A2 |
|-------|-------------------|-------------------|---------------------|-----------------|
| 3 | Power and Control | 1 hour 30 minutes | Written Examination | 25% |
| 6RS04 | Implications | 1 hour 15 mintues | Written Examination | 25% |

A2 Sociology is designed to enable candidates to build on the sociological understanding they acquired in AS Sociology and to develop an understanding of the A2 core themes of power, control and social inequality and differences. It is strongly synoptic and candidates are encouraged to make links between topics, sociological thought, methods of sociological enquiry and contemporary social policy using higher-order skills than at AS. These include a wider range and greater depth of knowledge and understanding and more highly developed skills of application, analysis, interpretation and evaluation. Candidates are encouraged to carry out their own small scale research projects as a way of enhancing a sociological understanding of methodology. Candidates are encouraged to think holistically and develop their skills of thinking as a sociologist.

Developments

Sociology of Crime and Deviance

- The definition and measurement of crime and deviance
- Trends, patterns and explanations of crime and deviance
- Patterns and explanations of victimisation
- The role of agents of social control in the construction of crime and deviance
- Solutions to the problem of crime

Exploring Social Inequality and Difference

1. Social inequality and difference illustrated by the study of gender, class, ethnicity and age
 - Patterns and trends of inequality and difference related to social class, gender, ethnicity and age
 - Theoretical explanations of the patterns and trends including functionalist, Marxist, neo-Marxist, feminist, Weberian and post-modern views
 - The changing class structure
2. Exploring sociological research on social inequality and difference
 - Concepts including research studies, sampling techniques, value freedom, access
 - Methodological issues and concerns including positivist, interpretivist, realist and feminist

Why Study Sociology at A2?

Sociology prepares you for a lifetime of change, developing an appreciation of diversity, a love of learning, writing and study skills, as well as knowledge of human behaviour, social organization, and culture. It makes you more aware that there are many different kinds of people in the world who do not necessarily think the way you do and increases your ability to see the world from other people's perspectives If you are the type who doesn't necessarily follow the crowd (but are fascinated by their behaviour), the type who is truly interested in what is going on in the world, then sociology will interest you.

A LEVEL EXAMINATION COURSES

| SUBJECT | BOARD | CODE | |
|------------------------------------|---------|-------|-------|
| | | AS | A2 |
| Art & Design: Fine Art | AQA | 7222 | 7202 |
| Art & Design: Photography | AQA | 7266 | 7206 |
| Art & Design: Textiles Design | AQA | 7244 | 7204 |
| Biology | Salters | 8BN0 | 9BN0 |
| Business Studies | Edexcel | 8B50 | 9B50 |
| Chemistry | OCR | H033 | H433 |
| Classical Civilisation | AQA | 1021 | 2021 |
| Design Technology - Product Design | Edexcel | 8GR01 | 8GR02 |
| Drama and Theatre Studies | Edexcel | 8DR01 | 9DR01 |
| Economics | Edexcel | 8EC0 | 8EC0 |
| English Literature | Edexcel | 8ET0 | 9ET0 |
| Food, Nutrition and Health | OCR | H111 | H511 |
| Geography | AQA | 1031 | 2031 |
| Government and Politics | Edexcel | 8GP01 | 9GP01 |
| History | OCR | H106 | H506 |
| History of Art | AQA | 1251 | 2251 |
| ICT | BTEC | | |
| Mathematics | Edexcel | 8371 | 9371 |
| Further Mathematics | | 8372 | 9372 |
| Modern Languages: French | AQA | 1651 | 2651 |
| Modern Languages: Spanish | AQA | 1696 | 2696 |
| Music | Edexcel | 8MU01 | 9MU01 |
| Music Technology | BTEC | | |
| Physical Education | AQA | 1581 | 2581 |
| Physics | OCR | H158 | H558 |
| Psychology | AQA | 1181 | 2181 |
| Religious Studies | Edexcel | 8R501 | 9R501 |
| Sociology | OCR | H180 | H580 |

Background Research, Ideas & Preps

Here are a few ideas about things you could do to find out more about the subject or give yourself a headstart for September 2015

Art, Design & Photography

Visits to galleries & art exhibitions.
Spend time working in your sketch book and see 'History of Art'.

Art & Design: Textiles

Visits to V&A, Fashion & Textiles Museum in London, Bath Museum Of Costume.
Subscribe to Vogue Magazine, Glamour or Selvedge magazine.

Surf through websites such as:
www.twistedthread.com
www.thetextiledirectory.com
www.selvedge.org

Biology

Visits to museums such as the Natural History Museum, Pitt Rivers Museum & Down House.

Read publications such as BBC Wildlife & New Scientist Magazine. Read: CGP "Head Start to AS Biology", available to order at the end of the fifth form.

Watch TV programmes such as BBC documentaries, including Planet Earth, anything with Professor Lord Robert Winston, Spring Watch and Autumn Watch.

Surf through websites such as:
www.antartica.ac.uk
www.noc.soton.ac.uk.

Business & Economics

Find business information and inspiration by following some of the top UK entrepreneurs on Twitter. Good examples are Richard Reed (Innocent Drinks), Martha Lane Fox (Last minute.com & UK digital champion, Sahar Hashemi (Skinny Candy & Coffee Republic), James Caan (Serial entrepreneur & Dragon's Den investor).

Keep up to date with developments in Economics and Business by reading a good quality newspaper. Download the BBC News App.

Keep an eye out for TV Programmes such as *The Fixer*, *The Apprentice* and *Dragon's Den*.

Chemistry

Read "Head Start to AS Chemistry" CGP, available to order at the end of Fifth Form.

For AS/A2 Chemistry the most accessible source for background reading is a magazine called 'Chemistry Review'. This is available in the school library. Reduced price individual subscriptions are available if ordered through school. A2 students will gain a deeper understanding by reading 'New Scientist' which is also available in the school library.

Students wishing to have extra prep will find questions on every main topic in both their AS or A2 Chemistry Revision Guide. There is also a Student Unit Guide for each of the exam modules. These have additional notes and questions.

Copies of these resources can be purchased through the school.

Classical Civilisation

Read *The Iliad* and *Odyssey*. Greek Myths and Legends. Any play by Aristophanes.

Background Research, Ideas & Preps

Drama

Don't just go and see the West End Musicals – buy the Guardian 'Guide' each week and go and see some more unusual performances.

Sign up to the mailing list for the National Theatre and for The Royal Court Theatre – there are always educational events in the summer.

Have you auditioned for National Youth Theatre? Why not? What else will you be doing in the summer?

Read the review section of a variety of publications, examine the language in which New theatre is appraised.

Aim to read one British play from each century, starting with 16th.

Try reading or watching, a 20th century play by: Tennessee Williams, Henrik Ibsen, Anton Chekhov and Steven Berkoff.

Geography

Make the most of the world you live in! You are experiencing geography when you are shopping, at the beach or climbing a mountain.

Watch TV and surf the internet to keep up-to-date with current events from local issues to global events.

Read a broadsheet newspaper and take a look at some of the links from:

<http://alevelgeog.pbworks.com>

Government & Politics

Keep a political diary; it is essential to have an understanding of what is going on in Britain and the wider world. There are a number of places that you can get this information from.

- Read broadsheets newspapers (for example The Times/Telegraph/ Guardian) or download them where possible to smart phone or tablets
- Watch programmes like Newsnight and Question time this is usually the cutting edge of politics
- Regularly check websites like <http://www.bbc.co.uk/news/politics/>
- On the BBC website check out Nick Robinson's political blog
- It is always a good idea to watch Daily Politics which you can catch easily on iplayer

English Literature

Read, read, read!

Try: Birdsong, Sebastian Faulks; Saturday, Ian McEwan; Mr Pip, David Lloyd; Oranges are not the only Fruit, Jeanette Winterstone; The Poisonwood Bible, Barbara Kingsolver; plus Charles Dickens, Thomas Hardy, Evelyn Waugh, Mary Shelley, F Scott Fitzgerald.

Visit theatres and see as many productions as you can. Try The Globe and The National for cheap tickets and high quality drama.

Check out literary festivals and conferences at www.literaryfestivals.co.uk

Background Research, Ideas & Preps

History

Spend time browsing through: www.schoolhistory.co.uk

Look out for Early Modern History.

There are some very good historical novels which will help you get a feel for the period: Hilary Mantel, Wolf Hall.

The Shardlake Trilogy by C.J Sansom about a Tudor lawyer.

The Tudors on DVD - Any museum with an Early Modern section, for example the V&A London.

History of Art

Read one of the following:

'Teach Yourself Art History' - Pooke & Whitham; 'Looking at Pictures' - Woodford; 'Ways of Seeing' - John Berger

Visit as many galleries as possible - there are many to choose from in London, eg, the National Gallery, Tate Britain, Tate Modern, the Royal Academy of Arts. You could look at their websites to see what the current exhibitions are and visit ones of personal interest to you.

There are also numerous TV programmes on art and artists, many of which are well worth viewing.

If you have a personal interest in a particular artist or movement in art you could do some personal research and present it in the group when the course commences.

ICT/Computing

Read PC Pro magazine
Subscribe to ICT news feeds, forums or twitters.

- Immerse yourself in, and be aware of, current and emerging technologies
- Browse current magazines such as PC pro, Stuff or PC advisor
- Surf online sites such as the www.bbc.co.uk/news technology website or www.teach-ict.co.uk/news
- Watch technology programs such as 'click' (viewable on BBC i-player)
- Blog - how is your own blog going? If you haven't got one yet then set one up.

Mathematics

Use the website: www.MyMaths.co.uk to revisit the algebra A* topics at GCSE. Try the rich website for puzzles.

Read 'Why do Buses come in Threes?' by Rob Eastway and Jeremy Wyndham.

Visit St Paul's Cathedral, London for a maths trail.

MFL: French

Explore French cultural themes such as France under German occupation and WWII literature with 'Sac de Billes', following two young boys escaping to the Free Zone under Nazi occupation.

Enjoy French TV, <http://www.tf1.fr>
<http://www.france2.fr>

Enjoy French films, art, theatre and cultural experiences and work experience. <http://www.workexperienceabroad.co.uk>

Background Research Ideas & Preps

MFL: Spanish

Relish Spanish drama and poetry by the mesmerising author Garcia Lorca in order to understand one of the most crucial parts of Spanish history: The Civil War, which generated some of the most striking art in Spain.
<http://londres.cervantes.es>
www.lab.org.uk

Music & Music Technology

Broaden your experience of music by:

- Learning new pieces
- Improvising
- Listening to unfamiliar styles
- Developing a reasonable sense of chronology of styles and composers - over the past 1000 years!
- Visiting the British Music Experience at the O2 Arena
- Attending concerts. Try investigating the huge variety on offer at London's Southbank.
- Listening to compilation CD's of all musical styles

Physical Education

There are many books you could dip in and out of including:

"The Complete Guide to Sports Nutrition", Anita Bean; "Training for Speed", Agility and Quickness, Brown&Farrigno; "Sport Stretch", Michael J Alter; "Sport and the British: A Modern History", Richard Holt, "Applying Psychology to Sport", Barbara Woods. Any autobiographies of sports stars.

Read the Sports pages of a broadsheet newspaper. Use of online PE resources through Kerboodle, an excuse to watch Sky Sports! Sign up to sports newsletters online, follow sports stars on Twitter.

www.bbc.co.uk/sport
www.brianmac.demon.co.uk

Trips to:

- ATP Tour Tennis Finals
- Surrey Storm Netball matches
- GB Olympic hockey preparation matches
- Surrey Sports Park Sports Science
- Fitness testing

Assist with coaching/umpiring younger students.

Physics

Read "Head Start to AS Physics" CGP, available to order at the end of the Fifth Form. BBC Science Focus Magazine has many articles of interest to potential AS Physics students. It is published monthly.

Surf around: www.thestudentroom.co.uk;
www.s-cool.co.uk/alevel/physics.html; www.revisesmart.co.uk/physics

Psychology

You can gain a brilliant insight into some of the key studies in Psychology by reading 'Opening Skinner's Box' by Lauren Slater.

Also, have a look at <https://bps-research-digest.blogspot.com> and <http://www.s-cool.co.uk/a-level/psychology>. The BBC News website will also bring up lots of interesting and contemporary articles if you type in 'Psychology' as a search term.

Try to watch any documentaries that are shown on television with a psychological theme. There is usually something relevant on every week.

Have a look at www.bbc.co.uk/science/humanbody/mind/articles/psychology.shtml for a good overview and some interesting tests to try out.

Religious Studies

Read Sophie's World by Jostein Gaardner – ask yourself the question, "What is truth?"

Watch The Matrix – ask yourself the question, "What is real?"

Visit <http://www.philosophersnet.com/games/> and play some of the games online.

Watch a war film (We were soldiers, The Thin Red Line, Saving Private Ryan) and ask yourself the question, "War this war for the right reasons?"

Read "The pig that wants to be eaten" by Julian Baggini and answer some of the ethical problems.

Watch "The Truman Show" and consider if we could construct a world as complicated as this one?

Read "The God Delusion" by Richard Dawkins and consider his views on why people believe in God.

Notes....



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