1707
Warminster School

Sixth Form Prospectus
A Level
2015 – 2017

Contents **Page**

Warminster School Sixth Form

General Information

Warminster School has a Sixth Form of 130 pupils at present. Boarding pupils live in Stratton, St. Denys or St. Boniface House, where all Upper Sixth and the majority of Lower Sixth have individual study-bedrooms. An increasing number of day pupils choose to become boarders for their Sixth Form career in preparation for university and college life. The Sixth Form at Warminster School is seen by many parents as the ideal place for their son or daughter to spend the transition years between the very structured GCSE courses and the freedom of university life.

All pupils are allocated a Personal Tutor, who is responsible for their academic and social well-being during the whole of their Sixth Form career. Tutors have regular meetings with their tutees, and work closely with the Head of Sixth Form and with Careers staff.

Sixth Form pupils have the use of extensive Sixth Form Centre facilities including a large Common Room with kitchen and TV. A new annexe was opened in September 2009, which has added a Prefects' Room and two computer suites for private study and Sixth Form lessons.

Sixth Form Curriculum

In order to support the School's aims we provide a curriculum that builds on GCSEs and provides the springboard for further study at University or College, as well as offering opportunities for the development of the transferable skills needed in the workplace.

A Level Qualifications from September 2015

Government reforms of the A Level qualifications begin to take effect from September 2015 when a selection of subjects will start following a new, linear assessment format.

Current AS and A2 assessment format: The qualification is examined as two distinct halves. The AS represents the first half, typically divided into two or three units depending on the subject. Units are externally examined at the end of the Lower Sixth. The results can form a stand-alone qualification or can be carried forward to the final qualification. The A2 forms the second half of the full A Level. This is obtained by taking two or three more externally examined units in the Upper Sixth. AS units can be re-taken at the end of the Upper Sixth. This is described as having a modular format.

Revised A Level assessment format: The A Level will no longer be examined in two distinct halves but in one final assessment at the end of two years. The AS qualification will still remain but will not be regarded as equivalent to half an A Level and will not contribute to the A Level grade. There will be no external assessment for A Level pupils in the Lower Sixth, all assessment taking place at the end of the Upper Sixth. This is described as having a linear format. The new exams will also include more extended writing and more maths in subjects other than maths itself.

Consequences of examination reform: The phased introduction of the new format means that for three years pupils could be taking a mixture of modular and linear courses. It is anticipated that the new A Levels will be more academically demanding and this needs to be considered when deciding how many subjects to study in the Lower Sixth. Our recommendation is that pupils electing to take mainly modular courses can continue to select four for the Lower Sixth with a view to reducing to three in the A2 year. However, pupils who are electing to take mainly linear courses are advised to take three and to add breadth by completing an EPQ in the Lower Sixth. Every pupil will have a one to one consultation with senior staff to ensure that they select a suitable programme of study.

At this stage the subjects we are offering at AS/A2 level are:

Art*	Drama & Theatre Studies	Further Mathematics
Biology*	Economics*	Music
Business Studies*	English Literature*	Philosophy & Ethics
Chemistry*	French	Photography*
Computing*	Geography	Physical Education
Critical Thinking	German	Physics*
Design & Technology – Product Design	History*	Psychology*
	Mathematics	Spanish

*These are the new Linear qualifications.

While we try very hard to offer every subject combination desired by pupils, we obviously cannot guarantee that we will be able to timetable some unusual combinations. Equally, it may not be possible to offer some subjects which do not attract a viable number of pupils.

A Level

Some subjects require no previous study at GCSE, notably Psychology, Geography, Physical Education, History and Business Studies. It may also be possible, in exceptional cases, to tackle certain other A levels without a GCSE in that subject. Anyone interested in studying A level Music must be a practical musician of at least Grade 5 standard. Further details about this A level are available from Mr. D. Harris, the Senior School Director of Music.

In addition, provision may be made for the study of other languages, at extra charge.

General Education

At Warminster School we are keen to ensure that the narrow specialisation of some AS/A2 courses is counter-balanced by a broader general education programme. This provides our pupils with the opportunity to develop their talents further, and broaden their perspective of life beyond School.

The Transitions Programme

In recent months we have developed our provision for Sixth Formers into a coherent, unified package, to be known as the "Transitions Programme".

Why "Transition"? Because life in the Sixth Form at Warminster School sees a number of significant transitions. Most obviously, it feels different: in terms of dress code, expectations, independent study and academic rigour.

Studying towards an International Baccalaureate Diploma or a demanding A Level programme is very different from GCSEs. Through the support of our tutorial system, the staff, led by the Head of Sixth Form, Mr McQueen, will help to ensure that all our pupils are guided in making that transition effectively. They will be encouraged to embrace all that the Sixth Form has to offer, both inside the classroom and outside it. However, the Sixth Form is also a time to prepare for the next transition: to life beyond school. Higher education and careers advice are a major priority, but so too are the transferable skills which all pupils will need to succeed, not just at university but in the competitive world beyond it.

Within a short space of time, we want our pupils to move from relative dependence to increasing independence, to take ever greater responsibility for their own academic and personal progress, and to be proactive in seeking out the right opportunities in the world of higher education and/or the world of work. We want them to be equipped, not just to cope with, but also to thrive in these challenging worlds.

Throughout the School we emphasise the importance of Personal, Learning and Thinking Skills; the Transitions Programme continues this commitment to these vital soft or transferable skills. We want anyone who has experienced a Warminster School education to become adept at creative thinking, reflective learning, teamwork, self-management, independent enquiry and effective participation. To these we add two more life-enhancing qualities: leadership and resilience.

Critical Thinking

All pupils follow a Critical Thinking AS level and have the opportunity to sit the examination in the summer. It is highly recommended that Sixth Formers approach Critical Thinking in a positive manner as it contains intrinsic skills, that can be of real benefit to a Sixth Former's career. Critical Thinking also carries UCAS TARIFF points which can make a difference when applying to University.

Extended Project Qualification

Since September 2008, exam boards in England have offered additions to their Sixth Form qualifications. An important aspect of this is the **Extended Project Qualification** (EPQ)**.** This is an element of the government's initiative to stretch and challenge 16-19 year olds. The EPQ is a compulsory part of the UK Diplomas but is also a qualification in its own right.

The EPQ is a substantial piece of individual work which can be in the form of a dissertation, extensive investigation, artefact or performance. It allows pupils to increase their **depth of learning** in an area of the curriculum of their choice and above all stresses the importance of skills such as:

- Independent research
- Reflective learning
- Critical Thinking
- Planning and organisation

These skills are highly valued by universities and the EPQ is an opportunity to address some of the perceived weaknesses of the A Level system, namely too much spoon-feeding and insufficient study in depth. It has therefore been warmly welcomed by higher education institutions and carries the same weighting as an AS level. Thus it will add to the candidates' UCAS tariff points and improve their access to universities.

We consider the introduction of the qualification as a very positive development and are confident that the project will help us give our Sixth Form A Level pupils, an advantage when it comes to demonstrating a variety of valuable skills, to universities, and subsequently to employers.

Independent Study

Study skills are very important, and need to be developed in the Lower Sixth at the very start of the AS courses. Supervised private study enables pupils to make the transition from the largely teacher-directed work at GCSE, to the more self-reliant approach needed at A level. Goal setting and personal development planning (PDP) guided by the personal tutor, allow pupils to take a balanced and objective view of their academic and personal progress.

Lectures

A Lecture Programme is arranged for AS Level pupils. Lectures are given by outside speakers and our own staff. A wide variety of topics is covered, ranging from opportunities in a gap year to speakers on Careers and Higher Education, from adventure and exploration to environmental and political issues.

Games and Physical Education

The importance of personal fitness and health is recognised by all. We provide the opportunity for pupils to experience new sporting activities, alongside the more traditional sports. Sixth Formers obviously make an important contribution to School teams in all the major sports. They have the chance to develop their leadership potential, and their ability to work as part of a team by taking part in competitive sport. Many of our pupils play representative sport for Wiltshire.

Co-Curricular and Out of School Activities

An extensive Co-Curricular programme exists for Sixth Form pupils. Universities and employers look favourably upon candidates who have experienced a variety of activities outside the classroom. We encourage many of our Sixth Formers to take part in Public Speaking and Debating competitions, both in School, the local community and nationally. We also participate annually in the Model United Nations Conference in Bath. The thriving C.C.F. and Duke of Edinburgh Award Scheme both rely heavily on the input of our Sixth Form. Many outdoor and adventure training activities have taken place in recent years including adventure trips to Morocco and Tanzania.

Leadership Opportunities

We strongly encourage all pupils to take on a position of responsibility at some stage of their Sixth Form career. There is a team of School Prefects, led by the Head Boy and Head Girl who assist the Headmaster and Deputy Head in the day to day running of the School. Each boarding and day House has its own Prefects. Both groups are heavily involved in House activities and the development of community spirit. Sixth Formers conduct parent tours and assist with other activities. The Prefect Team assist the Deputy Head of Sixth Form in organising social events including dinners, dances and concerts. Many Sixth Formers hold senior ranks in the Combined Cadet Force (CCF) and embark on the Duke of Edinburgh Gold Award.

Making your choice

Choosing your A level subjects can be a daunting task at the best of times, but when faced with considerations such as choosing subjects which go well with each other, it can seem all but insuperable. If you have a clear idea of what is involved in each subject in terms of content, structure and approach, the choice can become easier.

There are some guidelines which you ought to keep in mind when selecting the subjects which will be the central part of your Sixth Form studies.

- You should have some ability in the subject as well as some interest in it.
- Ideally, the subjects you choose should, as far as is possible, support each other.
- If you are thinking of going on to University you should be aware that there are often particular qualifications or combinations of subjects required for particular degree courses.

This prospectus contains descriptions of all the subjects available at Warminster School written by the relevant Heads of Department. The aim of these is to give you some idea of what it is like to follow those subjects at A level and if it might interest and stimulate you. In nearly every subject the approach in the Sixth Form is very different from what you have been used to at GCSE and in many cases the content is markedly different as well. You should nevertheless use your knowledge of the corresponding GCSE course to help you make up your mind. You should also talk to the Head of Sixth Form, the Deputy Head of Sixth Form, your Tutor, your subject teachers and possibly fellow pupils who are already in the Sixth Form before coming to any final decision.

GCSE re-sits, including English and Mathematics

Any UK pupil, who has not gained a pass at Grade C or above in English Language or Mathematics, is expected to re-sit these subjects in the Sixth Form.

Preparation for Higher Education and Careers Advice

In recent years, nearly all of our Upper Sixth pupils have moved into Higher Education on leaving Warminster School. The Careers Education programme at Warminster School is well-established and offers excellent support to our pupils, whether they intend to go on to Higher Education or wish to start a career immediately upon leaving School.

Presentations on University and other Higher Education programmes are offered to pupils and parents during the Summer Term of the Lower Sixth. At the end of the Lower Sixth planning for University application is helped through a series of one-to-one interviews with the Head of Sixth Form, Tutors and the Careers Department.

Pupils have unlimited access to the well-stocked Careers Room, which has good computer facilities providing a number of interactive Careers and Higher Education Course databases. Pupils may make appointments to see the Careers staff from the School at any time during their two years in the Sixth Form.

Sixth Form Scholarships and Awards

We offer a number of Scholarships to pupils who display high academic ability and potential. Awards are also available to those who excel in one particular area of School life, such as Sport or Music. We expect internal candidates to have shown the potential to achieve strong results in all their GCSE subjects. Grants can sometimes be made from the Bursary Fund, subject to family circumstances and a means test. Applications for Bursaries should be made to The Headmaster.

Conclusion

We strongly believe that Warminster School's Sixth Form has a great deal to offer its pupils, bringing together the benefits of its size, opportunities for all individuals to excel, the wide diversity of experience that a residential campus can offer to both day and boarding pupils, and unsurpassed support by a caring and experienced staff.

Graeme McQueen — Head of Sixth Form
Cheryl Nurdin — Deputy Head of Sixth Form
October 2014

ART (Exam Board - Edexcel)

What do I need to know or be able to do before taking this course?

- The best foundation for success in A Level Art is a good grade at GCSE
- An aptitude for the subject - if you are creative or good at drawing you should have the basic skills to succeed
- AS and A level Art are not easy options and you should be prepared to work hard at developing your abilities
- You should have an understanding of the basic elements of art - colour, tone, form etc, and also some understanding of the place art, craft and design in the world - its history and its purpose
- Above all you should have an understanding of art and the determination to develop that interest

What will I learn on this A level course?

- You will learn how to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- How to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- How to record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

What kind of student is this course suitable for?

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

What examinations will I have to take to get my qualification?

Advanced Level (AL)

Component 1: Personal Investigation - 60%
Pupils will create supporting studies, personal outcomes and a personal study (minimum 1000 word continuous prose).

Component 2: Externally Set Assignment - 40%
Pupils will create preparatory studies and a personal outcome in 15 hours of sustained focus.

What could I go on to do at the end of my course?

There are many careers in art, craft and design. Most of these require further study at an Art School, Further Education College or University. Most students do a one year Foundation course at an Art College before applying to degree courses in more specialist areas of Art and Design.

BIOLOGY (Exam Board - AQA)

What do I need to be able to do, before taking this course?

The qualification builds on the knowledge, understanding and practical skills that you gained in GCSE Science and GCSE Additional Science or GCSE Biology. We recommend that you start the course with at least a grade B in Additional Science or in Biology. You should also have at least a C grade in GCSE Mathematics, as numerical and mathematical skills are important in Biology. You will need to be able to communicate effectively, be able to plan and carry out research and think critically about problems.

What will I learn?

Biology is a fascinating subject and great to lean about, but there is more to it than that. In Biology you will develop practical skills by planning experiments, collecting data, analysing experimental results and making conclusions. You will also learn how scientific models are developed and the applications and implications of science.

AQA A-level Biology has been designed to naturally progress from GCSE and take recognisable topics a stage further. Some, such as reflex actions and geotropisms, are studied in greater detail, while others broaden the GCSE experience. The A-level specification has been designed to not duplicate content from GCSE but to expand on the principles and increase overall knowledge.

AS and first year of A-level

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Second year of A-level

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Practical work

You will undertake a number of practicals over the two-year A-level. You will be assessed in 12 practical assignments as a part of the written examinations. Coursework is being removed, so coursework will no longer contribute towards the final AS or A-level grade.

Assessment

A-level	Three two hours papers
AS-level	Two papers of 1hour and 30 minutes each

Find out more

http://filestore.aqa.org.uk/resources/specifications/AQA-7402-SP-2015.PDF

The course in more detail

AS and first year of A-level

1. Biological molecules

All life on Earth shares a common chemistry. Despite their great variety, the cells of all living organisms contain only a few groups of carbon based compounds that interact in similar ways. Carbohydrates are commonly used by cells as respiratory substrates. Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates. Proteins are important as enzymes, chemical messengers and components of the blood. Nucleic acids carry the genetic code for

the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution.

2. Cells

All life on Earth exists as cells. All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells. All cells have a cell-surface membrane and, in addition, eukaryotic cells have internal membranes. The basic structure of these plasma membranes is the same and enables control of the passage of substances across exchange surfaces by passive or active transport.

3. Organisms exchange substances with their environment

The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. To truly enter or leave an organism, most substances must cross cell plasma membranes. In large multicellular organisms, the immediate environment of cells is some form of tissue fluid. Most cells are too far away from exchange surfaces, and from each other, for simple diffusion alone to maintain the composition of tissue fluid within a suitable metabolic range. In large organisms, exchange surfaces are associated with mass transport systems that carry substances between the exchange surfaces and the rest of the body and between parts of the body.

4. Genetic information, variation and relationships between organisms

Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both. A gene is a section of DNA located at a particular site on a DNA molecule, called its locus. The base sequence of each gene carries the genetic code that determines the sequence of amino acids during protein synthesis. The genetic code is the same in all organisms, providing indirect evidence for evolution. Genetic diversity within a species can be caused by gene mutation, chromosome mutation or random factors associated with meiosis and fertilisation. This genetic diversity is acted upon by natural selection, resulting in species becoming better adapted to their environment. Variation within a species can be measured using differences in the base sequence of DNA or in the amino acid sequence of proteins. Biodiversity within a community can be measured using species richness and an index of diversity.

Second year of A-level

5. Energy transfers in and between organisms

Life depends on continuous transfers of energy. In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP. In respiration, various substances are used as respiratory substrates. The hydrolysis of these respiratory substrates is linked to the production of ATP. In both respiration and photosynthesis, ATP production occurs when protons diffuse down an electrochemical gradient through molecules of the enzyme ATP synthase, embedded in the membranes of cellular organelles. The process of photosynthesis is common in all photoautotrophic organisms and the process of respiration is common in all organisms, providing indirect evidence for evolution. In communities, the biological molecules produced by photosynthesis are consumed by other organisms, including animals, bacteria and fungi. Some of these are used as respiratory substrates by these consumers.

6. Organisms respond to changes in their internal and external environments

A stimulus is a change in the internal or external environment. A receptor detects a stimulus. A coordinator formulates a suitable response to a stimulus. An effector produces a response. Receptors are specific to one type of stimulus. Nerve cells pass electrical impulses along their length. A nerve impulse is specific to a target cell only because it releases a chemical messenger directly onto it, producing a response that is usually rapid, short-lived and localised. In contrast, mammalian hormones stimulate their target cells via the blood system. They are specific to the tertiary structure of receptors

on their target cells and produce responses that are usually slow, long-lasting and widespread. Plants control their response using hormone-like growth substances.

7. Genetics, populations, evolution and ecosystems

The theory of evolution underpins modern Biology. All new species arise from an existing species. This results in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry can explain the similarities between all living organisms, such as common chemistry, physiological pathways, cell structure, DNA as the genetic material and a universal genetic code. The individuals of a species share the same genes. Natural selection occurs when alleles that enhance the fitness of the individuals that carry them rise in frequency. A change in the allele frequency of a population is evolution. If a population becomes isolated from other populations of the same species, there will be no gene flow between the isolated population and the others. This may lead to the accumulation of genetic differences in the isolated population, compared with the other populations. These differences may ultimately lead to organisms in the isolated population becoming unable to breed and produce fertile offspring with organisms from the other populations. This reproductive isolation means that a new species has evolved. Populations of different species live in communities. Competition occurs within and between these populations for the means of survival. Within a single community, one population is affected by other populations, the biotic factors, in its environment. Populations within communities are also affected by, and in turn affect, the abiotic (physicochemical) factors in an ecosystem.

8. The control of gene expression

Cells are able to control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same genetic code, they translate only part of it. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. There are many factors that control the expression of genes and, thus, the phenotype of organisms. Some are external, environmental factors, others are internal factors. The expression of genes is not as simple as once thought, with epigenetic regulation of transcription being increasingly recognised as important.

Is this the right subject for me?

AS and A level Biology is suitable if you:

- have and interest in, and enjoy Biology and want to find out about how things work in the biological world by application of imaginative, logical thinking.
- want to use Biology to progress onto further studies in Higher Education or support other qualifications or enter Biology-based employment.
- are taking A levels in the other sciences, or other relevant courses such as Geography or Psychology and want to take another course that will support those studies.

What can I do after I've completed the course?

Biology leads on to a wide range of courses and careers.

- an undergraduate degree in a life sciences, medicine, environmental science, forensic science and related courses or a BTEC Higher National (HNC and HND)
- employment, for example, in the areas of biological testing, biotechnology, independent research and the food industry.
- Opportunities in: agriculture, medicine research, conservation work, dentistry, dietetics, forensic science, microbiology, nursing, pharmacology, physiotherapy, psychology, radiography and teaching.

To find out more talk to us your Biology teachers.

BUSINESS STUDIES (Exam Board - AQA)

What do I need to know or be able to do before taking this course?

It is not a requirement that you should have studied Business Studies at GCSE level in order to take an AS or A level course in this subject. It is more important that you have a strong interest in Business Studies and current affairs and want to learn how a business is organised, operates, plans and makes its decisions.

What will I learn on this A Level course?

- Entrepreneurs and their role in business creation.
- How to develop a critical understanding of organisations, the markets they serve and the process of adding value
- The internal workings and management of organisations
- The process of decision-making in a dynamic external environment
- How a range of people and organisations including customers, managers, creditors, owner/shareholders and employees can influence business behaviour.
- What outside factors influence the operations of a business such as the state of the economy, the environment, ethical considerations, the government, the law, social and technological issues associated with business activity
- Techniques to analyse and potentially solve business problems
- How a business markets its products or services, what production is all about, financial control of businesses and how human resources are planned
- Financial and management accountancy.

What kind of student is this course suitable for?

This course will appeal to those students who:

- Have an interest in current affairs and the business world
- Have an interest in how a business operates
- Enjoy studying a subject that is relevant to their own lives and experiences
- Would like to do a subject that offers opportunities for the further study of the subject at undergraduate level
- Would like to learn how to make business decisions and solve business problems

How can I develop my full range of skills by doing this course?

As well as covering advanced level study of Business Studies, this course will enable you to develop some Key Skills, which will be essential to you whatever you go on to do afterwards, these are:

- Communication (both written and oral)
- Application of numerical techniques to business and financial data
- Information Technology
- Problem Solving
- Working With Others
- A thirst for the world of business

What could I go on to do at the end of my course?

Students with AS or A Level Business Studies have access to a wide range of possible career and higher education opportunities. Many of our students go on to study the discipline or related subject at undergraduate level. Alternatively you can start a career in business armed with an excellent knowledge of how businesses operate. In particular you will have a head start in careers within accountancy, marketing, sales and human resources.

AS LEVEL

At AS Level, this specification introduces candidates to the challenges and issues of starting a business, including financial planning. Module 2 focuses on how established businesses operate and respond to the dynamic business environment. AS Level is examined in two units:

Unit 1: Planning and Financing a Business

- Starting a Business – the challenges and issues of starting a business, from an entrepreneurs perspective.
- Financial Planning – essential financial concepts needed to start a business including: calculating costs, revenues, profits; using break-even analysis and cash flow forecasting.

Unit 2: Managing a Business

- Finance – budgets, improving cash flow and profits
- People in Business – organisational structures, recruitment, training, motivation
- Operations Management – operational decisions, quality, customer service, suppliers, technology
- Marketing and Competition - designing and using an effective marketing mix, market conditions and competitiveness

A2 LEVEL

At A2, this specification considers strategies for larger business and how managers might measure the performance of the business. Finally, it considers the effects that external factors can have on businesses and how a business can plan for and manage change, including leadership style and change in business culture.

Unit 3: Strategies for Success

- Functional Objective and Strategies – examining their appropriateness in the context of corporate objectives
- Financial Strategies and Accounts – making investment information, measuring and analysing performance, financial decisions
- Marketing Strategies – analysing markets and selecting successful marketing strategies, developing marketing plans
- Operations Strategies – operational issues, location, innovation, improving operational efficiency
- Human Resource Strategies – workforce planning, adapting organisational structures, successful employee relations

Unit 4: The Business Environment and Managing Change

- Corporate Aims and Objectives – purpose and nature of corporate strategies, stakeholder perspectives
- Assessing Changes in the Business Environment – the effects of changes in the economic, political, social, ethical and technological environment and responses of organisations
- Managing Change – planning for change, leadership and corporate culture, making strategic decisions, decision making

This module is a research based module with students investigating the world of UK business.

The full A Level combines the marks from the two AS Units (1 & 2) added to the marks from the two A2 Units (3 & 4).

NB – The level of mathematical ability required is only to that of GCSE.

CHEMISTRY (Exam Board - Edexcel: AS 8CH0, A2 9CH0 provisional)

Recent revision of A-levels in the sciences and changes introduced come into effect for first teaching from September 2015. The new A-level in Chemistry will continue to be ambitious with greater stretch for the most able, demanding, rigorous, inclusive and empowering. It is a "world class qualification", one that has extensive international comparability of subject content against the highest performing jurisdictions in the world. It is a revised qualification that is designed to prepare pupils better for the changing demands of employment and further study. At the time of writing, draft specifications for all examination boards have yet to be accredited by Ofqual and, as such, a final decision as to which examination board we will follow is pending.

The aims and objectives of the Advanced GCE qualification in Chemistry are to enable pupils to develop:

- essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem solving skills
- their interest in and enthusiasm for Chemistry, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

The new A level in Chemistry is a linear qualification. This means all written examination assessments take place at the end of a two year course. An AS level Chemistry qualification still exists but it is now a standalone qualification. The results of AS level examinations do not contribute towards an A level grade.

There have been very few changes to the subject content in the new Edexcel qualifications compared to the previous A-level and AS specifications. For all examination boards however, there is now a common 60% core content. What is contained in the remaining 40% is at the discretion of each Awarding Body and this can be additional breadth or depth. For Edexcel, both are adopted. A further feature of all new A-level Chemistry specifications is that questions involving the use of mathematical skills in Chemistry will now contribute to 20% of the overall assessment. Coursework has also been removed but practical work, an essential element of the course, will be assessed through questions in written examination papers at both AS level and A level. At A-level there is also a separate assessment of 'practical competency' that assesses the ability of pupils in practical skills.

At least a grade B in IGCSE or GCSE Chemistry or at least A/B grades in IGCSE: Science (Double Award) or in GCSE: Science and GCSE: Additional Science, in addition to a top or high (Level 2) GCSE grade in Mathematics, are required for students to be successful in the new A-level course. There is no requirement for a pupils to take AS or A-level Mathematics alongside Chemistry.

Why should you consider a course in Chemistry?

An A-level qualification in Chemistry remains an excellent and highly regarded qualification for a pupil to have, and it develops and uses "transferable skills" which have been identified by The Organisation for Economic Co-operation and Development (OECD) and by higher education institutions and employers as essential needs. These include "academic skills" involving research, finding sources, essay writing and referencing, "critical thinking skills" involving constructing balanced arguments from evidence, assessing validity and sources of argument, "synoptic learning skills" involving making links across different topics, analysis, solving more complex problems, and "English and Mathematical skills" involving reading, numeracy, literacy and oral skills. Holding an A-level qualification in Chemistry undoubtedly prepares pupils for undergraduate and higher education study.

The Edexcel GCE Chemistry specification is a motivating one. We will include contemporary contexts in our teaching and learning programme where these can clearly enhance, extend and accurately apply the basics; correct knowledge and understanding of fundamental principles. The content of this new specification will clearly deliver the fundamental key concepts in Chemistry that are needed for progression into higher education and employment.

As a discipline and a science, Chemistry is found everywhere. All matter is made up of atoms, molecules and ions, simple structures and giant structures. Chemistry is the central science. Chemical principles underpin the physical environment in which we live. It is part of time and history and directs us to a future. From the atomic, molecular and supramolecular to the macroscopic state, it explains processes deep within the earth, in the oceans, on land, in industry, within our bodies, in the atmosphere, in space and beyond. It is the key to the development and uses of materials and resources of the future and a powerful pointer to, and creator of, environmental change and a better and healthier world.

The new A-level course integrates theory and practical work, which are developed to high levels. At Warminster, the subject is well suited to students who wish to have their eyes opened and be challenged. It is a suitable and highly regarded course for students with a diverse range of interests. It is eminently suitable for students who have an interest in, and enjoyment of, Chemistry, who can appreciate the inter-linking patterns which are a distinguishing feature of the subject and who will appreciate the significant impact this science has in the world and in the workplace, be it social, economic, environmental and technological, and who can recognise the value of chemistry to society and how it may be used responsibly.

It is also suitable for students who can be imaginative, logical and critical thinkers. It is eminently suitable for students who wish to acquire and develop practical, manipulative, research and investigative skills, as well as many other key skills so highly regarded by employers in the modern age. It is also suitable for students who wish to have a light interest in contemporary science topics. It is an excellent course for students who want to use chemistry to support other qualifications or progress on to further studies.

We expect students to be curious, deep and technical thinkers, to be prepared to discuss, debate and challenge ideas, opinions and facts, and we expect them to want to read round and deeper into the subject. Studying Chemistry is very rewarding for those prepared to apply themselves well and prepared to adopt independent and critical thinking. The Chemistry Department has an enviable record of examination success and value-added and good numbers of past students have gone on to study the subject or related disciplines at university.

What can I do after A-level?

Chemistry is regarded by universities and employers as a solid and highly respected academic and skill-based subject. Holding an A-level qualification in Chemistry is a pre-requisite for university courses in Chemistry, Nanotechnology and other related disciplines, and for many other courses such as Medicine, Pharmacy, Veterinary Science, Dentistry, Biological and Environmental Sciences, Metallurgy and Material Science, Biotechnology, Forensic Science and Engineering, to name a few. As a logical subject, it is also much valued by professions such as law, accountancy, economics, business and politics. Graduate chemists are to be found in a wide range of careers (and in some cases holding top positions) within industry, education, research, the environment, politics, scientific bodies, business and finance.

How is it taught and what facilities do we use?

Chemistry is taught and explored in state-of-the-art and fully resourced laboratories. Eight lessons per week are split between two dedicated and pupil-focused teachers who, between them, have a wealth of teaching and examining experience. Emphasis is placed on developing an understanding of fundamental ideas. Projection facilities, interactive whiteboards, advanced simulation, animation and

modelling software, advanced data logging and a plethora of other intranet and internet-based resources and links are used in the teaching, learning and investigating experience. Resources are also much used by students themselves. Fully resourced too for all aspects of practical work, this key element of our course also allows students to become competent in practical, mathematical and problem solving skills. It is pivotal too to the development of a range of key skills. Links with academia, STEM-based industry and professions, and use of "outreach programmes" and visiting speakers are used to enhance and develop a broader and more in-depth education for our students. Extra classes are also a feature within the course and are held for those who wish to develop and take the science further as well as for those in need of occasional extra help and guidance. Prep is set on a weekly basis and topic tests also help track performance and progress. Sophisticated on-line tutorial and support work and prep and assessment software are also used to support the learning and outcome experience. We strive to help students 'master the chemistry', maximize grade potential and gain "value added". Textbooks and CD ROMS are loaned to students. Students purchase workbooks and revision guides and are encouraged to join the Royal Society of Chemistry's "ChemNet".

What will I study and what examinations will I take?

There are three written papers which are only available in May/June. They are externally assessed and must all be taken in the same examination period. Students must also complete a Science Practical Endorsement, which will not contribute to the overall grade but the result will be recorded on the pupil's certificate.

Paper 1: Advanced Inorganic and Physical Chemistry	30% of the total qualification
Overview of content	Overview of assessment
• Topic 1: Atomic structure and the Periodic Table • Topic 2: Bonding and Structure • Topic 3: Redox I • Topic 4: Inorganic Chemistry and the Periodic Table • Topic 5: Formulae, Equations and Amounts of Substance • Topic 6: Organic Chemistry I • Topic 7: Modern Analytical Techniques I • Topic 8: Energetics I • Topic 9: Kinetics I • Topic 10: Equilibrium I • Topic 11: Equilibrium II • Topic 12: Acid-base Equilibria • Topic 13: Energetics II • Topic 14: Redox II • Topic 15: Transition Metals	• Assessment is 1 hour 45 minutes. • The paper consists of 90 marks. • The paper may include multiple-choice, short open, open-response, calculations and extended writing questions. • The paper will include questions that target mathematics at high level GCSE or above. Overall, a minimum of 20% of the marks across the three papers will be awarded for Mathematics at GCSE or above.

Paper 2: Advanced organic and Physical Chemistry	30% of the total qualification
Overview of content	
• Topic 1: Atomic structure and the Periodic Table • Topic 2: Bonding and Structure • Topic 3: Redox I • Topic 4: Inorganic Chemistry and the Periodic Table • Topic 5: Formulae, Equations and Amounts of Substance • Topic 6: Organic Chemistry I • Topic 7: Modern Analytical Techniques I • Topic 8: Energetics I • Topic 9: Kinetics I • Topic 10: Equilibrium I • Topic 16: Kinetics II • Topic 17: Organic Chemistry II • Topic 18: Organic Chemistry III • Topic 19: Modern Analytical Techniques II	Overview of assessment

Paper 3: General and Practical Principles in Chemistry	40% of the total qualification
Overview of content	Overview of assessment
• Questions in this paper may draw on any of the topics in this specification. • The paper will include synoptic questions that may draw on two or more different topics listed. • The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.	• Assessment is 2 hours 30 minutes. • The paper consists of 120 marks. • The paper may include multiple-choice, short open, open-response, calculations and extended writing questions. • The paper will include questions that target Mathematics at high level GCSE or above. Overall, a minimum of 20% of the marks across the three papers will be awarded for Mathematics at GCSE or above. • Some questions will assess conceptual and theoretical understanding of experimental methods *("working scientifically")*.

Science Practical Endorsement	
Overview of content	Overview of assessment
• Practical skills are assessed through a minimum of 12 identified practical activities. • Students must show practical competency by completing core practicals.	• Internally assessed and externally moderated by Pearson Edexcel. • Performance will be assessed by teachers against common assessment criteria that will be consistent across exam boards. • Students will be assessed as either pass or fail for the Science Practical Endorsement.

COMPUTER SCIENCE (Exam Board – AQA)

Computer Science is one of the subjects moving to linear A Levels in September 2015. The subject has been an option at Warminster School since 2013 and is a popular choice amongst pupils.

Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

What do I need to know before taking this course?
There is no specific GCSE requirement prior to taking A Level Computer Science. However, those who have taken GCSE Computing will be at an advantage, as will those with a good result in GCSE Mathematics. The course features a good deal of programming but previous experience of this is not expected and all principles will be taught from scratch.

What will I learn on this course?
This course features a combination of theoretical computer science topics and practical programming. You will learn about the fundamentals of computer hardware and the components of a computer. You will discover how data can be represented in binary. You will find out how computers communicate with each other over networks and the Internet. You will discover how to design algorithms to solve problems. You will be taught the principles of programming using Python. You will discuss the consequences of computing for society.

What kind of pupil is this course suitable for?
This course would suit any pupil with an enquiring mind and an interest in computers and technology. If you are the sort of person who likes to take things apart to find out how they work, then this is the course for you.

What examinations will I have to take to get my qualification?

Paper 1 (2.5 hour on-screen exam) 40%

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation

Paper 2 (2.5 hour written exam) 40%

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming

Non-exam assessment 20% - the computing practical project

- Systematic approach to problem solving
    - analysis
    - design
    - technical solution
    - testing
    - evaluation

The project can involve the development of a system for an end-user or an investigation into an aspect of computer science.

What could I go on to do at the end of my course?

One could study A Level Computer Science and go on to a career in medicine, law, business, politics or any sort of science. In particular, any pupil with plans to study computer science, maths or a science at university should seriously consider Computer Science as an A Level option.

The course also provides a background in programming that would be useful in a range of industries and careers. The games industry is an increasingly important sector of the UK's economy and there are many opportunities within it for programmers and computer scientists. These are also needed by companies specialising in web and app development and in the IT services industry.

AS CRITICAL THINKING

Education's purpose is to replace an empty mind with an open one. **Malcolm S. Forbes**

Critical Thinking Explained

The OCR Board says:
"The study of critical thinking will equip candidates with reasoning skills to use in life, work and further academic study. It enables them to make reasoned decisions that are based on evidence and argument rather than assumption and prejudice."

More practically this means:
Critical Thinking teaches a way of thinking that has several practical advantages. First, it teaches skills that will without doubt, if you learn it well, raise your grades in any subject. Second, it significantly raises your ability to understand the world around you in an accurate way, giving you a significant advantage both in school, at work and in your wider life. Third, Critical Thinking provides a necessary foundation for academic and professional study.

Critical Thinking for university admission and UCAS:
Many universities require students to take Critical Thinking in the first year. UCAS will include Critical Thinking marks on the overall tariff, which can make a lot of difference to some candidates. Finally, it looks very good on a personal statement.

A Course Designed to Help Students Succeed

Personal Learning and Thinking Skills:

- Independent Enquiry: process and evaluate information, take informed and well-reasoned decisions, recognising different beliefs and attitudes.
- Creative thinkers: generate ideas and explore possibilities, ask questions to extend their thinking, question their own and others' assumptions, adapt ideas to change.

Employability skills as identified by the CBI:

- CEOs say the top three employability skills they look for in college graduates are "critical thinking skills," "teamwork skills, " & "oral/written communication." skills (Vance, 2007)
- 81% of graduates say critical thinking is "very important for doing their job." (Chronicle of Higher Education, 2000)

University admissions:

- "It is regarded as a worthwhile addition to your portfolio of qualifications as a fourth AS or A level subject." (Admissions, Cambridge University)
- "AS critical thinking will be considered as an AS, the same as any other AS Level." (Exeter University)

A Manageable and Practical AS Course

Unit 1 - 50% - 1.5hr written paper (May)

- The language of reasoning
- Credibility

Unit 2 - 50% - 1.5hr written paper (May)

- Analysis of Argument
- Evaluating Argument
- Developing Your Own Argument

Wherever possible 'arguments' take the form of case studies from the Business Studies department, topics from other subject areas, or current newspaper articles.

<u>Critical Thinking is a mandatory subject</u> for all students in Year 12 of the VIth Form as we strongly believe in its value as part of the academic enrichment of a student's experience at Warminster School. Students will be timetabled for three lessons a week, and will sit AS exams in May. In addition, Critical Thinking is a component of the AQA Bacc qualification which some students may choose to do.

DESIGN & TECHNOLOGY PRODUCT DESIGN (Exam Board - OCR)

There are 8 possible areas of study in this course (Built Environment, Engineering, Food, Graphic Products, Manufacturing, Resistant Materials, Systems & Control and Textiles). However, the staff specialisms lie predominantly in the areas of Resistant Materials, Systems Control, Graphic Products and Engineering.

The Nature of Product Design

The distinguishing feature of Product Design is its practical nature. Knowledge and understanding is not to be acquired purely for its own sake, but in order to *apply* it to the solution of practical problems which arise in everyday life and in industrial and commercial contexts.

Underpinning all learning are the designing and making skills that make use of knowledge and understanding in order to produce outcomes which solve a problem and satisfy a design brief.

Outline

The Product Design specification offers candidates the opportunity to study, propose and realise prototype solutions to design problems, using similar methods to those used in the real world of product manufacture and graphic design.

Students are encouraged to demonstrate their own technological capabilities through the design and making of quality practical outcomes. Students should be aware of the responsibilities that designers and technologists have to mankind through an understanding of the potentials and hazards inherent in technological advance, change and decision making.

What do I need to know or be able to do before taking this course?

Students embarking on AS or A level Design Product Design are expected to have achieved at least a C grade in Design and Technology (Resistant Materials or Electronic Products) GCSE. It is also important that students are genuinely interested in learning and discovering how products and artefacts are designed and manufactured.

The study of AS and A level Product Design should be of interest to those students who wish to broaden their GCSE course. Other subjects that compliment Product Design are Physics, Maths and Art. However students may wish to choose Product Design as a contrasting subject to a wide range of other choices. Pupils without a firm foundation in designing and making will be assessed to determine their suitability, desire and willingness to improve their Design and Technology knowledge and understanding.

Subject Content

Product Design will test the candidate's ability to design a range of products. In order to become a successful designer, candidates should acquire knowledge and understanding of a wide range of materials and processes. When combining this information with one's own imagination, flair and ingenuity and by utilising a wide range of 2-D and 3-D graphical design processes, candidates will be able to design products which meet the required specifications.
Candidates will also be shown how to develop and apply their skills, knowledge and understanding of relevant materials, processes, techniques and tools and equipment to manufacture their own ideas to as high a standard as possible.

This course is assessed by a practical coursework project in each year, a practical examination in the AS year, theory examinations in each year and a design examination in the A2 year.

AS Units	Assessment Method	% of AS Course
Unit 1 Advanced Innovation Challenge	7 Hour Design and Model Challenge	40%
Unit 2 Product Study	A3 Folder and Practical Outcome	60%

A2 Units	Assessment Method	% of A2 Course
Unit 3 Design, Make and Evaluate	A3 Folder and Practical outcome	60%
Unit 4 Question Paper	2 ½ hour Theory and Design Exam	40%

What constitutes a Design, Make and Evaluate Project?

Product Design A-Level candidates are free to design and make products focusing on any material in the specification.

Students are given a free choice of tasks that they would like to explore. The task must be set within certain parameters, namely candidates should examine the design and development of a product that solves a tangible problem and which utilises materials and manufacturing processes relevant to the needs of a modern consumer society. Candidates should ideally work for a client.

Candidates are expected to show that they have analysed and researched the problem area in depth and that they can use this data to create a varied and innovative selection of initial ideas. Aspects of the initial ideas should be developed to create 2-D and 3-D conceptual models.

Candidates will then plan in detail how they intend to construct their prototype. Using the facilities available to them, students should attempt the manufacture of their idea. The aim is for all students to produce a well made product which takes into consideration modern manufacturing methods, quality control and health and safety issues. Candidates must be flexible enough to adapt, change and develop their work as invariably changes will have to be made. Students will be expected to show good communication skills, sketching will be vital as will the ability to use Microsoft PowerPoint to present all of the design work.

What could I go on to do at the end of my course?

A qualification in Design and Technology (Product Design) will help candidates gain access to institutes of Higher or Further Education. Alternatively you may wish to use this qualification to help gain access to study a wide range of design based courses.

Typically, Product Design A-Level could lead to a potential career in areas such as architecture, product design, interior design and graphic design.

Further Information

Further information about this course can be obtained at www.ocr.org.uk or from the DT Department at Warminster School.

DRAMA and THEATRE STUDIES (Exam Board - AQA)

AS outline

Candidates will gain a knowledge and understanding of theatre practice through their own engagement with the medium as both participant and informed audience member. Candidates will develop performance and/or production skills appropriate to the creation and realisation of drama and theatre.

The AS specification has 2 units:

Unit 1: Live Theatre Production Seen and Prescribed Play

Topic list

- Candidates' personal response to live theatre seen during the course
- Interpretation of a set play from a performance perspective.

Assessment
Written Paper: 1 hour 30 minutes (100 marks)
Weighting: 60% of total AS marks / 30% of total A Level marks

One question to be answered from each of two sections:

Section A - response to live theatre seen during the course

Section B - study of one set play from a choice from six plays

Externally set and assessed

Unit 2: Presentation of an Extract from a Play

Topic list

- Working in groups to develop and present an extract from a published play chosen by the candidates
- Study of an influential director, designer, theatre company or other practitioner, linked to the candidate's practical work.

Assessment
Practical: 80 marks
Weighting: 40% of total AS marks / 20% of the total A Level marks

Performance by a group of an extract from a published play. The assessment also includes candidates' preparatory and development work and supporting notes.

Internally assessed and externally moderated.

Entry Requirements - Potential candidates should have meaningful experience of both acting and watching professional live productions. Due to the highly collaborative and academic nature of assessment, a fluency in written English is a necessity.

A2 outline

At A2, the specification provides candidates with the opportunity to develop skills and extend and apply knowledge gained at AS level. Candidates will demonstrate a more advanced level of performance and/or production skills alongside the ability to think independently, make judgements and refine their work in the light of research. They will also demonstrate the ability to analyse the ways in which different performance and production elements are brought together to create theatre.

The A2 specification has 2 units:

Unit 3: Further Prescribed Plays including Pre-Twentieth Century

Topic list

- Study of a set play with a choice from a variety of pre-twentieth century plays
- Study of a set play with a choice from a variety of twentieth century plays or contemporary drama.

Assessment

Written Paper: **2 hours 100 marks**
Weighting: **30% of total A Level marks**

Study of two further set plays. One question to be answered from each of two sections: Section A: pre-twentieth century plays and Section B: twentieth century or contemporary plays.

Section B is synoptic, requiring suggestions for a complete stage realisation of a short extract from the play printed in the paper.
There is a choice from six plays for each of the two sections.

Externally set and assessed

Unit 4: Presentation of Devised Drama

Topic list

- Working in groups to develop and present a devised drama, performed in a theatrical style of their choice
- Research into a theatrical style chosen by the group for their practical work.

Assessment

Practical **80 marks**
Weighting: **20% of total A Level marks**

Performance by a group of devised drama. The assessment also includes candidates' preparatory and development work and supporting notes.

Internally assessed and externally moderated.

Entry Requirements - Potential candidates should have meaningful experience of both acting and watching professional live productions. Due to the highly collaborative and academic nature of assessment, a fluency in written English is a necessity.

ECONOMICS (Exam Board – AQA)

Since 2011 the department has been offering A-Level Economics as a subject choice for Lower Sixth pupils. The tumultuous economic times experienced throughout the world over the last few years coupled with the uncertain times ahead have only served to heighten interest in the discipline. This is reflected in the national trend whereby Economics is the second fastest growing A-Level second only to Further Maths. Economics is a highly respected A-level at the very best universities in the country.

The department is a popular choice amongst the Sixth Form where IB Economics and A-Level Business Studies are currently offered. Teaching is based around the rigours of the syllabus but with such dynamic disciplines much use is made of real life examples through web based and news media sources. All teachers in the department have experience in delivering A-Level Economics in previous institutions.

Course Structure- AS Units

Markets in Action

- The reasons for individuals, organisations and societies having to make choices
- Competitive markets and how they work
- Market failure and government intervention

The National Economy

- Aggregate Demand and Aggregate Supply and their interaction
- Government economic policy objectives and indicators of national economic performance
- The application of macroeconomic policy instruments; and the international economy

Course Structure- A2 Units

Business Economics and the Distribution of Income

- Business Objectives
- Modeling Firms - market structures
- The Labour Market
- Market failure and Government intervention

- **The National and International Economy**
- Macroeconomic indicators
- Managing the National Economy
- The International Economy

Prerequisites

No prior knowledge of the subject is required but, if you choose to study the subject in September, spending 20mins a day over the summer reading a quality daily newspaper will prove to be invaluable.

ENGLISH LITERATURE A (7712) (Exam Board - AQA)

English Literature is regarded as a highly academic qualification and is named as a facilitating subject for the Russell Group of universities. It is recognised as a rigorous course which develops lifelong skills in understanding, analysis and communication. Text choices for the new linear (final examinations only) course is being finalised by the English Department; the texts will not only play to the individual strengths of experienced and enthusiastic teachers, but aim to be texts which will be enjoyed by pupils. The course promises to be relevant and engaging and approaches the study of literature through the lens of historicism. It encourages study of eight texts across a variety of genres as core content, with further independent wider reading. Exploration and analysis of unseen poetry and prose is also a component part of the course.

20% of the A Level will be taken as an Independent Critical Study of two texts in a 2500 word essay.

CORE CONTENT

PAPER 1: Love through the ages The aim of this topic area is to encourage pupils to explore aspects of a central literary theme as seen over time, using unseen material and set texts.	
Content	Pupils must study three texts: **One poetry** **One prose** (one of these must have been written before 1900) **A play** by **Shakespeare** and **the analysis of unseen poems.**
Assessment	**Written Exam:** **3 hours** **Marks:** **75** **Weighting:** **40% of total grade** **Open Book in Section C only**
Questions 25 mks each	Section A: Shakespeare. One passage-based question with linked essay. Section B: Unseen Poetry: compulsory essay question on two unseen poems. Section C: Comparing texts: One essay question linking two texts.

PAPER 2: Texts in Shared Contexts The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time.	
ontent	All pupils will take one option selected by the English department from the following: Either Option 2A: WW1 and its aftermath. Or Option 2B: Modern times: Literature from 1945 to the present day Pupils must study three texts: **One poetry** **One prose** **One drama** (one of these must have been written after 2000) and **the analysis of unseen extracts.**
Assessment	**Written Exam: 2 hours 30 mins** **Marks: 75** **Weighting: 40% of total grade** **Open Book**
Questions 25 mks each	Section A: Set texts. One essay question on set text Section B: Contextual linking • One compulsory question on an unseen extract • One essay question linking two texts

Non-exam assessment: Independent Critical Study: Texts across Time Pupils write a comparative critical study of two texts on a theme of their choice.	
Content	**Comparative** critical study of **two** texts, at least one of which must have been written pre-1900 One extended essay (2500 words) and a bibliography
Assessment 50 marks	• 20% of A-level • assessed by teachers • moderated by AQA

ENGLISH AS AN ADDITIONAL LANGUAGE

On entry to Year 12, new overseas students are assessed and allocated an appropriate number of EAL classes a week. If they do not hold a C grade in GCSE English or IGCSE English/E2L, they will be required to take the Academic module of the IELTS, either in School or at the University of Bath. Students generally need to obtain a score of 6.5 for entry to Higher Education. There are 4 modules: Reading, Writing, Listening and Speaking. Universities normally require a grade of 6.5, although some may accept candidates with a score of 6.0 and others (some American universities and Oxbridge) may ask for 7.0 or 7.5.

If required, the department can assist students if alternative tests are required, for example: TOEFL.

EAL classes in the sixth-form are divided focus either on IELTS training or subject support. Subject support is usually on the basis of help as required at a particular time but may be more formally arranged with departments.

GEOGRAPHY (Exam Board - AQA)

The Geography department offers three very different courses in the 6th Form:

AS Level GCE Geography (AQA);
A2 Level GCE Geography (AQA); and
The International Baccalaureate (Standard & Higher Level)

Both the Year 12 IB & AS level students are required to attend a 4-day residential field course in Exmoor taking place in the Autumn or Spring term (date TBC). This is run by the Field Studies Council and costs approximately £260. The trip is essential in preparation for the Unit Two AS exam (worth 30%) in the Lower Sixth and the coursework element of the IB course (worth 25%).

AS Level

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

Unit One: Physical & Human Geography (70%)

- Rivers, floods and management
- Cold Environments
- Global population change
- Health issues

This unit is assessed through a 2-hour written exam in May, consisting of structured short and extended questions.

Unit Two: Applied Geography (30%)

- Basic, investigative, ICT, graphical, cartographical and statistical skills
- Research skills and the assessment of AS fieldwork

This unit is assessed through a 1-hour written exam in May, consisting of structured questions and generic research/fieldwork questions.

A2 Level

At A2, candidates will continue to study a combination of human and physical geography. Students will collect further fieldwork data in preparation for their Geographical skills examination, and usually take a day trip to Bristol.

Unit Three: Contemporary geographical issues (30% of A Level)

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- World cities – evolution or revolution?
- Contemporary Conflicts and Challenges

This unit is assessed through a 2-hour written exam in June, consisting of structured short and extended questions and an essay.

Unit Four (A): Geography Fieldwork Investigation (20% of A Level)

1 hour 30 minute exam in June, consisting of structured short and extended questions based on an additional piece of fieldwork completed in the Autumn term. Students will travel to Bristol to complete 1 day of data collection (costing approximately £20).

HISTORY (Exam Board - AQA)

What do I need to know or be able to do before taking this course?

- You need a strong grade in English GCSE and good language skills.
- You always need an enquiring mind and an interest in the past, current affairs and politics.
- It is not compulsory to have studied History at GCSE.

What will I learn on this A Level Course?

During your course you will learn:

- About the significance of events, individuals, issues and societies in History.
- How and why societies have changed over time.
- To develop an understanding of how the past has been interpreted and represented, and how it manifests itself in the 21st Century.
- To express your own historical ideas confidently and effectively.

What kind of student is this course suitable for?

The course will appeal to students who:

- Have an interest in the way that the world has developed through the ages
- Enjoy investigation and discovery
- Enjoy debate, argument and analysis
- Want to broaden a Science/Maths based A Level programme to include a humanities subject.
- Want to keep their options open. History is universally regarded as a highly respected, academic subject, which provides a strong basis for a wide range of higher education and career choices.

How can I develop my full range of skills by doing this course?

As well as covering Advanced Level historical content, this course will enable you to develop a variety of key skills, such as:

- Communication, both written and verbal.
- Research and presentation
- Analysis and evaluation
- Problem-solving and empathy
- Co-operation

What could I go on to do at the end of my course?

Students who study A Level History have access to a wide range of career and higher education opportunities. The skills that History teaches are greatly valued by employers, universities and colleges. History combines well with Maths and Science subjects to create an attractive portfolio of qualifications enabling a student to move on to a university science-based course. Combined with English and a modern foreign language, it would provide a good basis for an arts or languages based degree. History provides an excellent foundation for a number of popular careers including journalism, law and business.

How is A Level History assessed?

- Written examinations: Two examinations of 2 hours and 30 minutes (80%)
- Historical Investigation: A personal study on a topic of a pupil's choice (20%)

Component 1: Breadth Study	Component 2: Depth Study
Spain in the Age of Discovery, 1469 - 1598 **Aim:** To promote an understanding of significant historical developments over a 100 year period. **Indicative Content:** • Royal authority and governmental powers: Charles V and Philip II. • Relations with European powers • Social tensions: urban and rural divisions • Religious persecution and the Spanish Inquisition: Christians, Jesuits, Muslims and Jews • Trade and exploration • The New World and the Conquistadores • Cultural 'Golden Age' and intellectual developments • Rebellions and revolts • European and Caribbean wars **Assessment:** Exam – 2 hours 30 minutes **Form:** Structured essays 40% of A Level	**Wars and Welfare: Britain in Transition, 1906 - 1957** **Aim:** To test understanding of a significant period of history in depth, focusing on change and development. **Indicative Content:** • The Liberal Reforms and poverty in Britain • Political movements: Liberalism, Conservativism and the Labour Party. • The Suffrage Movement • Ireland • Britain during the First World War • Post-war Britain: domestic and international change. • Industrial relations and the General Strike • Mass media and communications: radio, cinema and leisure. • The 'Hungry Thirties': Britain during the Great Depression. • The Abdication Crisis of Edward VIII • Britain during the Second World War • Post-war Reconstruction and the Welfare State • 1950s Britain: affluence and tension. • CND and unilateralism **Assessment:** Exam – 2 hours 30 minutes **Form:** Structured essays and document/ source analysis. 40% of A Level
Component 3: Historical Investigation	
A personal study based on a topic of a student's choice. • 3,000 – 3,500 words • 20% of A Level .	

MATHEMATICS (Exam Board - OCR)

What do I need to know or be able to do before taking this course?
You will need to be confident about working with abstract concepts and to be skilful at manipulating algebraic expressions. We would prefer you to have achieved an A grade at the Higher Tier of GCSE. This course is extremely challenging for students that took GCSE at the Foundation Tier.

What will I learn on this course?
Whilst mathematical skills are used in many subject areas, Mathematics at AS and A level is a course worth studying in its own right. It is both challenging and rewarding. Concepts studied during GCSE are developed to cope with more-challenging situations and new ideas are introduced to widen the range of problems you can deal with.

While studying Mathematics you will be expected to:

- Use mathematical skills and knowledge to solve problems.
- Solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics.
- Simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances.
- Use the mathematics that you learn to solve problems that are given to you in a real-life context.
- Use calculator and computer technology effectively and efficiently, understanding its limitations and when its use would be inappropriate.

Mathematics at AS and A level is divided into three branches:-

Pure Mathematics
When studying Pure Mathematics at AS and A level you will be extending your knowledge of such topics as algebra and co-ordinate geometry to lead you to an understanding of calculus. Trigonometry for angles greater than 90 degrees is explored to help you appreciate the nature of trigonometrical functions and identities. Many of the ideas you will meet in Pure Mathematics are interesting in their own right, however they also serve as an important foundation for other branches of mathematics, in particular Mechanics and Statistics. In addition to Pure Mathematics you will need to choose to study one of these.

Mechanics
If you study Mechanics you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. You will learn the techniques of mathematical modelling; the process by which a complicated physical problem is turned into a simpler one that can be analysed and solved using mathematical methods. Many of the ideas you will meet in this course form an almost essential introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

Statistics
If you study Statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the Pure Mathematics course. Many of the ideas you will meet in this course have applications in a wide range of other fields; from assessing what your car insurance is going to cost to evaluating the likelihood of the Earth being struck by a comet in the next thousand years.

Please indicate on your options form whether Statistics or Mechanics is your preferred applied modules

What modules will I have to study to get my qualification?
The AS and A level specifications for Pure Mathematics, Mechanics and Statistics are divided into modules or "units" of increasing difficulty, and the scheme allows a student to gain credit during the course.

To be awarded an AS in Mathematics, a student must complete three AS units; this would be the course followed in the Lower Sixth year.
For a successful student wishing to continue studying Mathematics to A level, three A2 units must be completed by the end of the Upper Sixth, bringing the total to six units.

Year	**Course**	**Units**				
Lower Sixth	AS Mathematics	Pure Mathematics C1	+	Pure Mathematics C2	+	Mechanics M1 **OR** Statistics S1
Upper Sixth	A level Mathematics	Pure Mathematics C3	+	Pure Mathematics C4	+	Mechanics M2 **OR** Statistics S2

What form of assessment should I expect?
You can expect regular tests, set by your teacher, on recently completed topics throughout the course. Your scores will indicate to your teacher how effectively you are learning the skills being covered in the lessons. They will be able to predict how you are likely to perform on the external examinations set by the Awarding Body (OCR). Each unit is externally assessed by a written examination of 1 hour 30 minutes. There is an examination session in June of the Lower Sixth and June, of the Upper Sixth. The units studied in the Upper Sixth are A2 units and, in addition to the written examinations, coursework needs to be submitted in C3 and a comprehension exercise in C4. AS units may be re-sat once with the best result standing.

Are there opportunities to study Further Mathematics?
If you have a real aptitude for Mathematics you may consider studying the additional six units needed for a qualification in Further Mathematics. You would still need to meet the requirements of all your other subjects and would need to manage the considerable increase in your workload. This is a very challenging course, only suitable if you have an A* grade at GCSE, and are able to cope with complicated algebraic problems and challenging abstract mathematical concepts.

What could I go on to do at the end of my course?

AS Mathematics - An AS in Mathematics is very valuable as a supporting subject to many courses at A level and degree level, especially in the sciences, geography, psychology, sociology and medical courses.

A level Mathematics - A level Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in Higher Education. There are also many areas of employment that see Mathematics at A level as an important qualification and it is often a requirement for the vocational qualifications related to these areas.

Higher Education courses or careers that either require A level Mathematics or are strongly related include: Economics, Accountancy, Computing, Medicine, Teaching, Information Technology, Architecture, Psychology, Environmental Studies and Engineering.

MODERN FOREIGN LANGUAGES (Exam Board - OCR)

FRENCH, GERMAN AND SPANISH

What do I need to know or be able to do before taking this course?
Most students will normally have achieved at least the equivalent of GCSE Grade C in the relevant language before taking this course. You will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. Some knowledge and understanding of the culture and way of life of the target-language country would be of benefit with a view to developing an understanding of, and exploring in much more depth, the topic areas that you will have covered at GCSE.

What will I learn on this A level course?
The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in the language that you have chosen. You will also learn much more about a wide range of aspects of the society or societies in which the language is spoken.

Reading - You will be able to read, understand and extract information from written passages in the target language which are taken from authentic sources, such as magazines and newspapers, reports or books.

Listening - You will be able to listen to, and understand contemporary spoken language and answer questions on what you have heard. The passages that you will learn to listen to will be taken from a range of sources such as news reports on the radio or TV, weather forecasts, announcements, interviews and discussions.

Speaking and Writing - You will learn how to write essays or longer pieces and to hold conversations and discussions in the target language. You will learn all the appropriate grammar, words and phrases that will help you to:

- present information in the target language and organise your arguments
- provide opinions and analyse your ideas

What kind of student is this course suitable for?
If you are interested in languages and communication, and you enjoy learning about other cultures and ways of life, then the Modern Foreign Languages course could be suitable for you. Similarly, if you are interested in the business world, in travel or tourism, in literature, or in journalism and the media, then you are also likely to find the course appropriate. There are a number of options in the course where you can choose your topic or question to suit your interests. You will also develop your analytical skills to a higher level. Whether you want to use languages for work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.

What examinations will I have to take to get my qualification?
The Modern Languages Department follows the OCR syllabus at A Level.

Advanced Subsidiary
AS is short for Advanced Subsidiary. This is the first half of the A Level course. It is a stepping stone to the full A Level qualification. You can take just the AS on its own if you and your teacher agree that this is best for you. You can even decide at the end of the AS course whether to continue to take the full A Level qualification. The new AS examination is designed to test the work covered by a student who has done just one additional year's study beyond GCSE.

The advanced subsidiary is a "stand alone" qualification which consists of two externally assessed units:

Unit 1: the speaking test, with a role-play and topic discussion. It represents 30% of marks at AS and 15% of marks at A Level.

Unit 2: a written paper testing the three other skills with a variety of listening, reading and writing tasks. It represents 70% of marks at AS and 35% of marks at A Level.

Topics covered

Aspects of daily life sub-topics:
- The family: different structures and relationships; living conditions (housing, shopping and patterns of daily life)
- Food, drink, health, obsessions and addictions
- Transport: trends and patterns in usage (for the individual and at local and national levels).

Leisure and entertainment sub-topics:
- Sport (including national sporting concerns and traditions)
- Tourism and related themes: tourism as a changing phenomenon; tourism and the environment
- Leisure activities: aspects of cultural life, e.g. film, theatre; the arts as part of leisure time.

Communication and media sub-topics
- Communication technology: patterns and changes to communication in daily life
- Media, e.g. written press; radio; television (roles and influences).

Education and training sub-topics
- School and school life: individual experiences; local and national concerns
- Work and training: individual experiences; school to work preparation, transition and aspirations.

Advanced GCE
This is made up of two externally assessed units:

Unit 3: the speaking test, with the discussion of an article in the target language and topic discussion. It represents 15% of marks at A Level.

Unit 4: a written paper, testing the three other skills, with a variety of tasks involving comprehension and manipulation of language as well as an extended essay. It represents 35% of the marks for A Level.

Topics covered

Society sub-topics
- Integration and exclusion: age; gender; race; religion; equality of opportunity
- Law and order: trends of crime and punishment; civil unrest; policing
- Unemployment: causes and consequences (local, national or global).

The environment sub-topics
- The individual and the environment: recycling; reducing individual energy usage and impact; local conservation
- Energy management: alternative energy sources; changing use of fossil fuels; nuclear energy; changing energy demands
- Pollution: causes; consequences; solutions
- Conservation of the natural world: changing habitats; impact of man and pollution;
- local, national or global initiatives.

Science and technology: impact and issues sub-topics

- Medical progress: development and change – impacts on health care, lifestyles, ethics and beliefs
- Scientific advances: change and innovation – impacts and issues on society, knowledge, education
- Technological developments: change and development – impacts on lifestyles, habits, work and education.

Culture sub-topics

- Literature and the arts: trends, changes, influences and impacts on individuals and society
- Political issues: changes at local and national level; impacts on the individual and society
- Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events (national and international) on contemporary society.

How can I develop my full range of skills by doing this course?

As well as covering advanced level study of modern foreign languages, this course will enable you to develop some Key Skills.

Key Skill	Typical Activities
Communication	Presenting your chosen topic for Units 1 & 4 and expressing opinions and ideas/writing a letter to an environmental organisation seeking information.
Information Technology	Producing a newsletter or poster/using the Internet and CD ROMs.
Working with Others	Role plays on an exchange project/work experience abroad.
Improving own Learning and Performance	Setting targets with the teacher for coursework and/or oral topic/receiving feedback on work and taking forward suggestions on how to improve it.

What could I go on to do at the end of my course?

There will be a range of opportunities open to you where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a Higher Education course in another subject, but choose a language option alongside it. Having a language at AS or A Level will certainly improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course at AS or A Level is an excellent step towards achieving your goals.

The A Level syllabus provides a meaningful communicational and linguistic course for career opportunities, such as translating (UN/EU/Foreign Office), interpreting, teaching, bi-lingual secretarial work, broadcasting, civil service, librarianship and international banking. Many universities offer joint courses involving a modern language with a wide range of arts, science, law and business subjects.

MUSIC (Exam Board - AQA)

What do I need to know or be able to do before taking this course?

- Ideally you will have GCSE Music at Grade C or above although candidates with previous musical knowledge or experience will also be able to take the exams.
- Performing standard for AS Level is ABRSM Grade 5 (or equivalent) and therefore you should be at that standard prior to starting in the L6 year.
- You must be able to read music in traditional standard notation fluently.

What will I learn on this course?

The course demands practical, creative and listening skills in almost equal measures. You will develop composition ideas from GCSE, learn a little about harmony techniques and develop your listening skills. You will be required to analyse several pieces of music (from a wide variety of periods and styles) and write about your findings using musical language. The course will involve taking part in all school musical activities including choir, band and major productions as well as attending and participating in a number of external concerts and performances.

What kind of student is this course suitable for?

You need to enjoy music in all its forms and have a desire to expand your knowledge of all types of music. You must be prepared to perform publicly as well as supporting the performances of others in the group. Students are also expected to assist with some lower school music lessons to enhance learning.

What examinations will I have to take to get my qualification?

AS (L6 year)

Unit 1 – Influences on Music	Unit 2 – Composing	Unit 3 – Performing
1 hour 45 minute written exam Students will acquire, explore and apply musical language and context by the consideration of two areas of study. Haydn Symphony No 104 (Movements 1&3) Musical Theatre 1940 - 1980	1 composition or arrangement The composition may be for vocal music, small ensemble, electronic music or keyboard music. The arrangement will be based on a folk melody set by AQA.	10 – 15 minutes of performing Candidate must offer two performances out of: a) solo performance b) solo on a 2nd instrument c) an ensemble

A2 (U6 year)

Unit 4 – Music in Context	Unit 5 – Composing	Unit 6 - Performing
2 hour 15 minute written exam Set works: Shostakovich: Symphony No 5 Study of Jazz 1910 – 1950 Listening tests Historical study	1 composition or arrangement The composition would be a free composition in any style of between 5 and 8 minutes.	A 10 – 15 recital performance on a solo instrument (with accompaniment if appropriate)

Are there opportunities to develop Key Skills as part of the course?

- **Working With Others**
  You will perform regularly and will take a leading role in the wider music making of the school as well as assisting with some lower school music lessons.
- **Information Technology**
  The school is equipped with the latest Sibelius Music software and your coursework will be produced using this program.
- **Problem Solving**
  Staging musical productions (such as Battle Of The Bands and Cabaret) require careful budgeting and planning. You will be involved in mounting all major productions.
- **Improving Own Learning and Performance**
  Inevitably playing an instrument takes many hours of individual practice and so this particular Key Skill is one you will achieve with ease!
- **Communication**
  As part of our work on the Anthology Of Music, we will analyse several pieces of music and you will do short presentations on your findings.

What could I go on to do at the end of the course?

This AS/A level can lead to further study in Music, Music Technology and Performing Arts in Higher Education at degree level. It can be used as part of your course to broaden your studies and may lead on to a career in the Performing Arts industries.

With a strong practical and performing element, this course can help enhance your communication skills as preparation in many other career fields.

Performance Opportunities:

Battle Of The Bands
Cabaret Evening
Assembly / Church
Rotary Club events
Lunchtime Concerts
Speech Day
6th Form Concerts
School Ball

Major School Productions (West Side Story, Cabaret, Fame, Les Miserables, Billy Elliot)
External Concerts (Lions Concert, West Wilts Young Musicians)

PHILOSOPHY AND ETHICS (Exam Board - OCR)

A Level Philosophy and Ethics is "probably the one subject that is useful for all professions" (The Independent). As well as enabling students to be more reflective about their other subjects and appreciating how all their education fits together, it helps students to develop many of the skills which the modern employment world demands.

What do I need to know or be able to do before taking this course?

- The best foundation for success in AS and A Level Philosophy & Ethics is a good grade at GCSE but it is NOT essential to have studied the subject at this level.
- An aptitude for the subject – you need to be good at thinking critically and expressing your opinion. You should be able to write well in essay form and enjoy reading and research.
- AS and A level Philosophy & Ethics is not an easy option and you should be prepared to work hard at developing the necessary skills
- You should have an interest in philosophical and ethical issues and have a desire to explore these and form your own opinions and conclusions.

What will I learn on this A level course?

- You will develop skills in clear and logical thinking, critical evaluation, negotiation, literacy and expression.
- You will broaden your understanding of important issues within the world.
- You will enhance your abilities in planning, organising, problem solving, research and working to deadlines.
- You will begin to identify where you stand in relation to ultimate questions and analyse the ideas of others.
- You will consider the ideas of key philosophers, such as Plato and Aristotle, debating their relevance in todays society.
- You will consider issues such as the ethics of war, medical ethics and business ethics.

What kind of student is this course suitable for?

- Students who are naturally curious and open-minded.
- Students looking to study humanities at university.
- Students who are interested in following careers as diverse as teaching, human resources, journalism, management or politics.
- Students who are thinking of careers in business, medicine or law will benefit greatly from the study of ethical issues.

What examinations will I have to take to get my qualification?

The examination board will be OCR and the course will be the Philosophy and Ethics option.
This will cover:

AS Level

This is the first half of the A Level course.
You can, if it is best for you, take the AS Level on its own, or you can decide at the end of the AS course to continue the full A Level qualification. Each module is assessed by its associated unit of assessment.

Unit 1: Philosophy of Religion 1
Unit 2: Religious Ethics 1

Advanced Level (A2)

Unit 1: Philosophy of Religion 2
Unit 2: Religious Ethics 2

There is no coursework.

How can I develop my full range of skills by doing this course?

This course will enable you to develop your communication skills as well as your critical thinking skills. You will learn to argue and develop a point of view and express this in a cogent and fluent essay style. These life skills will stand you in good stead in whichever discipline you should choose to follow in Higher Education.

What could I go on to do at the end of my course?

The course can be studied at Degree level should you wish to pursue a career in the field of Education or Theology. It is also an excellent foundation for many Degree courses such as those in Law, Politics and Medicine. The course is highly regarded by universities for its academic content.

PHOTOGRAPHY (Exam Board - OCR)

The course is designed to be a richly rewarding experience whether or not the candidate wishes to pursue their photographic studies into further education.

What do I need to know or be able to do before taking this course?

- Pupils do take the subject for the first time in the Sixth Form but a good grade in Art at GCSE is beneficial.
- Good problem solving skills - Photography is a unique mix of creativity and technicality. Potential students must be able to find the answers to their own questions through technical enquiry and experimentation.
- An interest for the subject, creative thinking is crucial however, unlike Art, strong drawing and painting skills are not a requirement of this course.

What will I learn on this A level course?

- History of Photography and its many different genres
- How the medium of Photography has shaped the world
- Improve your photographic skills ie: view points, composition, depth of field etc.
- Post production of photography through digital-media in Photoshop.
- How to analyse photographs and research the work by master photographers and contemporary lens based artists and their methods.

What kind of students is this course suitable for?

- Students who wish to undertake art, design or media based courses in Higher or Further Education. (eg: Photography, Photojournalism, Graphics, Animation, Film making, Marketing etc.)
- Students who wish to take up careers in the creative industries for which foundation knowledge of photography is relevant.
- Students who have an interest in the subject, but who do not intend to take the subject beyond A level.

What equipment will I need to complete this course?

- A digital camera (£300 - £500) memory card reader, camera-to-computer cable, Photoshop Elements 11 (optional).

What examinations will I have to take to get my qualification?

A Level

The full A Level qualification is made up of two units:

Unit 1 Personal Investigation 60%

Candidates should produce two elements:
1. A portfolio of practical work showing their personal responses.
2. A related written study of a minimum of 2,000 – 3,000 words

Unit 2 Externally Set Assignment 40%

The early release paper will be issued on 1 February and will provide candidates with a number of themes. From these, one must be selected, upon which to base a response

How can I develop my full range of skills by doing this course?

This course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards. The key skills you can develop during the course are:

Communication – this skill is integral to the study of Photography and will be assessed as specified in the mark scheme. This involves, amongst other skills, the ability to summarise information found in many different types of sources.

Problem Solving – as previously stated, Photography is a unique mix of creativity and technicality. You will develop the skill of finding answers to your own questions through technical enquiry and experimentation.

Working with others – you will at times be required to work in groups which will develop your organisational, team work and communication skills further.

Information technology – IT systems are fundamental to this course. You will use these to processes, manage and manipulate your work.

What could I go on to do at the end of my course?

A Photography qualification is viewed with interest by universities as showing another aspect of a candidate's potential, and in the case of visually orientated courses it is regarded in the same way as academic subjects. Areas opened up by the course include Art Foundation, Photography, Photojournalism, Animation, Fine Art, Media, Film Studies, Advertising, Graphics, Product Design, Theatre Studies, Architecture, etc.

PHYSICAL EDUCATION (Exam Board - AQA)

What do I need to know or be able to do before taking this course?

Why choose Physical Education

Students choose the A-level PE specification because of its variety and flexibility. We offer a large choice of activities and roles, and look at current contemporary topics in sport.

This course has a weighting of 60/40 in favour of theory content which students find is a good balance of practical and theory based aspects. The course will motivate them to continue to perform in their sport and analyse their performance.

The specification provides breadth and balance - giving students the chance to study a wide array of theoretical areas that underpin Physical Education, whilst also getting the chance to experience and develop an interest in a variety of roles and activities.

Under the three main titles of Physiology, Psychology and socio-cultural issues, the theoretical aspects of the AQA specification allow students to build on their knowledge from previous study and learn about factors that optimise performance.

Skills students will develop

In choosing this course, students will develop knowledge which will equip them for undergraduate study in areas of Physiology, Bio-mechanics, Psychology and Nutrition. The variety of practical roles leads to a development of their leadership skills and moral and social development.

What students like about the specification

Students enjoy the course as it gives them the opportunity to do fitness and training in lessons. They learn about how the body works and study topics such as the London 2012 Olympics. Students feel rewarded by getting the chance to take part in sport and gain a qualification at the end of their course.

The specification can lead to higher education study in areas such as Sports Science. The scientific nature of the theory content leads to study in other areas and careers in the active leisure industry.

The course will enhance students' existing interest in sport as well as further develop the understanding of scientific related components of sport and contemporary issues in the media.

Students will particularly enjoy the variety that the course contains and relish the opportunity to specialise in a practical option at A2.

Unit 1 – PHED1

Opportunities for and the effects of leading a healthy and active lifestyle, 84 marks, worth 60% of the AS-level and 30% of the A-level

Written Paper, 2 hours

Two sections:

Section A – six structured questions

Section B – application of theoretical knowledge to a practical situation

Unit 2 – PHED2

Analysis and evaluation of physical activity as a performer and/or in an adopted role/s, 100 marks, worth 40% of the AS-level and 20% of the A-level

Internal assessment with external moderation

Candidates perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer and in an adopted role or two adopted roles.

A2 Examinations for A-level Award 2581

Unit 3 – PHED3

Optimising performance and evaluating contemporary issues within sport, 84 marks, 30% of the A-level

2 hour written examination

Three sections:

Section A – how exercise physiology can optimise performance

Section B – how application of psychological knowledge can optimise performance

Section C – contemporary influences in sport and their impact on the performer.

What could I go on to do at the end of my course?

Students with AS or A Level Physical Education have access to a wide range of possible career and higher education opportunities. You learn to use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways and identifying and developing links between different parts of the subject.

PHYSICS (Exam Board - AQA)

What do I need to know, or be able to do, before taking this course?

The qualification builds on the knowledge, understanding and process skills that you achieved in GCSE Science. You will need at least a GCSE grade B in Physics or a grade A in Additional Science (or equivalent). You should also have at least a grade C in GCSE Mathematics (or equivalent) as numerical and mathematical skills are important in Physics. Communication is also important as you will need to be able to communicate effectively, carry out research and critically think about problems. It would be advantageous to be taking A Level Mathematics.

What will I learn?

There are six units in the specification – three at AS and three at A2. Four of the units are assessed by exam. There are two units assessing investigative and practical skills.

Unit 1. Particles, Quantum Phenomena and Electricity

This unit involves two contrasting topics in Physics: particle Physics and electricity. Through the study of these topics, you will gain an awareness the on-going development of new ideas in Physics and of the application of in-depth knowledge of well-established topics as electricity. Particle Physics introduces you to the fundamental properties and nature of matter, radiation and quantum phenomena. In contrast, the study of electricity in this module builds on and develops previous GCSE studies. It provides opportunities for practical work and looks into important applications.

Unit 2. Mechanics, Materials and Waves

This unit is about the principles and applications of mechanics, materials and waves. The first section introduces vectors and then develops your knowledge and understanding of forces and energy from GCSE. In the second section, materials are studied in terms of their bulk properties and tensile strength. The final section extends GCSE studies on waves by developing in-depth knowledge of the characteristics, properties and applications of waves, including refraction, diffraction, superposition and interference.

Unit 4. Fields and Further Mechanics

This is the first A2 module, building on the key ideas and knowledge covered in AS Physics. The first section advances the study of momentum and introduces circular and oscillatory motion, also covering gravitation. Electric and magnetic fields are covered, together with basic electromagnetic induction. Electric fields leads into capacitors and how quickly they charge and discharge through a resistor. Magnetic fields leads into the generation and transmission of alternating current.

Unit 5. Nuclear Physics, Thermal Physics and an Optional Topic

This module consists of two sections. The first part of Section A 'Nuclear and Thermal Physics' looks at the characteristics of the nucleus, the properties of unstable nuclei and how energy is obtained from the nucleus. In the second part of section A, the thermal properties of materials and the properties and nature of gases are studied in depth.

Section B offers an opportunity to study one of the following optional topics to gain deeper understanding and awareness of a selected branch of Physics;
A Astronomy and cosmology,
B Medical Physics,
C Applied Physics,
D Turning Points in Physics

Units 3 & 6. Investigative and Practical Skills in AS/A2 Physics

In units 3 & 6, you will carry out experimental and investigative activities in order to develop your practical skills. These activities are designed to allow you to use your knowledge and understanding of Physics in planning, carrying out, analysing and evaluating your work.

You will also gain an appreciation of how scientific models are developed and evolve, the applications and implications of science, the benefits and risks that science brings, and the ways in which society uses science to make decisions.

Is this the right subject for me?

AS Physics is suitable if you:

- want to progress to the full A-level
- want a grounding in a relevant worthwhile qualification of recognised value
- want to broaden your educational experience before making a decision about which A-levels to take
- are taking A-levels in the other Sciences and/or Mathematics or other relevant courses such as Design and Technology and want to take another course that will support your studies.

A2 Physics is suitable if you:

- have an interest in, and enjoy, Physics – have gained a minimum of grade D at AS level.
- want to find out about how things work in the physical world
- enjoy applying your mind to solving problems
- enjoy carrying out investigations by the application of imaginative, logical thinking
- want to use Physics to move on to further studies in Higher Education, support other qualifications or enter Physics-based employment.

How will I be assessed?

AS For Units 1 and 2 you will sit a written paper that lasts for 75 minutes. The papers will contain 6 or 7 structured questions. The investigative and practical skills involved in Unit 3 will be assessed internally throughout the course as well as requiring you to sit an Investigative Skills Assignment (ISA). The ISA will require you to undertake practical work, collect and process data and use it to answer questions in a written test (ISA test).

A2 For Units 4 and 5 you will sit a written paper that lasts for 95 minutes. Unit 4 is comprised of 2 sections. Section A is 25 multiple choice questions, each worth one mark. Section B is a written paper of 4 or 5 structured questions and consists of 50 marks. Unit 5 is also comprised of two sections. Section A is concerned with Nuclear and Thermal Physics and consists of 40 marks. This is a compulsory section of 4 or 5 structured questions. In Section B you will answer questions on your chosen option. This paper has 4 or 5 structured questions and consists of 35 marks. The investigative and practical skills involved in Unit 6 will be assessed internally throughout the course. As with Unit 3 you will also sit an Investigative Skills Assignment requiring you to undertake practical work, collect and process data and use it to answer questions in a written test (ISA test).

What can I do after I've completed the course?

Physics leads on to a wide range of courses and careers. You could use Physics to support other qualifications or move on to further studies or employment, including:

- a BTEC Higher National (HNC and HND) or a degree course such as Physics, the Sciences, Veterinary Medicine, Architecture, Ecology, Meteorology, Medicine, Metrology, Engineering (including Chemical Engineering) and related programmes
- employment in the area of, for example, radiography or biotechnology.
- Please note that most engineering and Physics degrees also require A2 maths.

Physics is recognised as an entry qualification for a wide range of Higher Education courses and employment opportunities.

Next steps! You could:

- visit http://learningPhysics.iop.org/beyond_school/careers/index.html for further information on careers in Physics
- discuss the possibility of studying this subject with your Physics or Science teacher(s)
- visit your careers office to find out more about careers and Higher Education courses that need GCE Physics
- order free Physics careers booklets from the Institute of Physics website: http://www.iop.org/activity/education/Promoting_Physics/Career_Resources/page_5893.html
- Visit the AQA website, http://www.aqa.org.uk/subjects/science/as-and-a-level/Physics-a-2450 to obtain a full copy of the AQA GCE in Physics specification.

PSYCHOLOGY (Exam board – Edexcel)

From 2015 the Psychology A level will be taught over 2 years with the exams taking place at the end of this period.

Topics include:

Social Psychology looking at group behaviour and cultural influences linked to obedience and prejudice.

Cognitive Psychology studying memory. Theoretical explanations, plus application as to how this affects conditions such as dyslexia and dementia.

Biological Psychology. Students must show an understanding of bodily mechanisms such as CNS, genes, neurotransmitters and hormones and how these affect behaviour, particularly aggression.

Learning Approach. Classical conditioning, reward and punishment, imitation, motivation and modelling.

Research methods and statistical analysis will form an important thread throughout the course. Calculators can be taken into the exam; formulae will not need to be learnt.

Ethical issues when using humans or animals for research must be considered at all times. Students will have to learn classic studies on which underlying theories were built, as well as carry out their own research.

Contemporary issues will be key and students will be expected to use concepts and theories from psychology to explain behaviour such as rioting or acts of heroism, or conditions such as phobias or anorexia.

Clinical Psychology is about explaining and treating mental health issues, and the different ways of treating them, including counselling and drug treatment.
Schizophrenia and either anorexia nervosa, OCD or unipolar depression will be studied in depth.

One additional topic will be chosen, either **Criminology** (to include: offender profiling, criminal 'Born or Made', behavioural treatment such as CBT and anger management, biological treatment such as hormones and diet intervention, eye witness testimony) or **Child Psychology** (to include: effects of day care and deprivation, adoption, evolutionary basis of attachment, autism, social control, cross cultural variations).

Exams:

Edexcel (full specification and sample papers can be found on the Edexcel website)

Paper 1 Foundations in psychology (2hours)
Paper 2 Applications of psychology (2hours)
Paper 3 Psychological skills (2hours)

The course is linear rather than modular so it is not possible to take or resit one single paper; all papers are sat in conjunction.

Students will develop transferable skills that both support study in a wide range of subjects at university and the transition to employment. Communication and collaboration will be core throughout the course as students learn to formulate and test hypotheses, analyse data and evaluate theories and research.