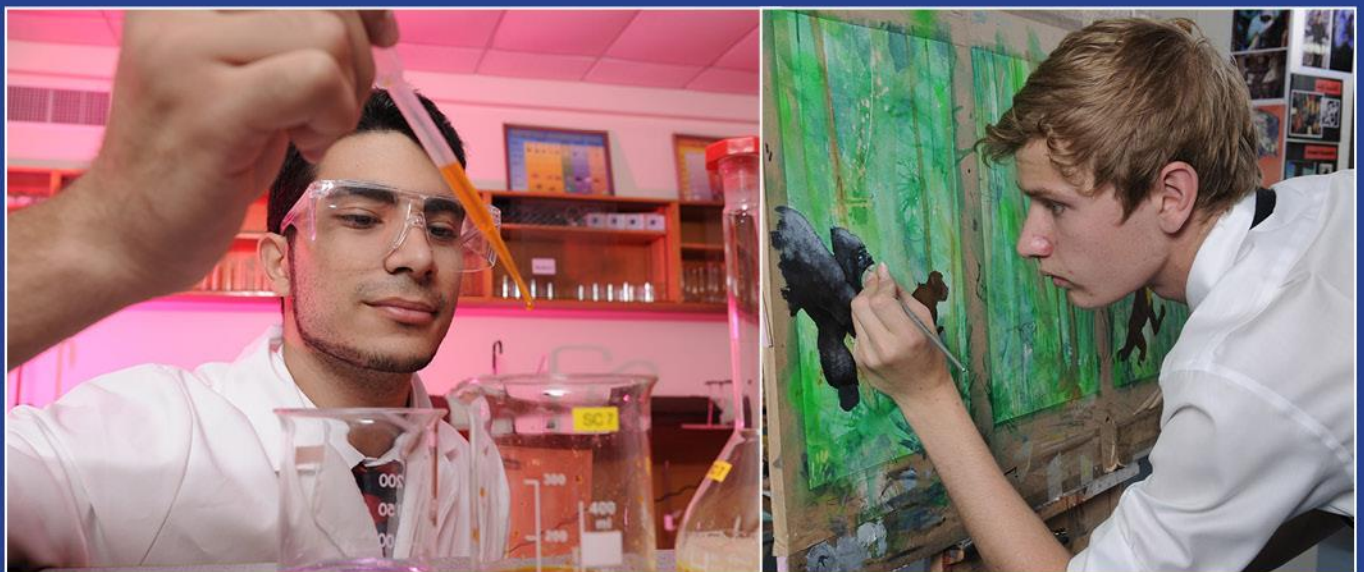




St Christopher's School, Bahrain



GCE Advanced Level Programme



For courses starting in September 2015



A-level Education at St Christopher's School

2015/16



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1 Introduction

1.1 From The Head of Senior School

The Sixth Form at St Christopher's reflects the reality of a constantly changing world. We provide an innovative, creative, supportive and exciting environment where students can begin to shape their future. We will enable students to make the transition from a GCSE style of learning to a more independent style of study at Post-16.

We offer a dual pathway at St Christopher's. Students can choose to follow **either** an AS & A2 Level Programme **or** the International Baccalaureate Diploma Programme. Our students go on to study for degree courses in some of the most prestigious universities in the world.

Our experienced specialist teachers and tutorial system provide the subject expertise and individual support that enable students to achieve their full potential. We would stress that life in the Sixth Form is not only about the subjects and courses studied, but is also the development of relationships with fellow students who have an immense experience of the wider world. Sixth Form life will give students greater freedom and more privileges that at the same time will bring increased responsibilities.

We live in an age of lifelong learning where the world of work is rapidly changing. Students are now likely to experience a more varied and challenging work environment, that will require not only a good set of academic qualifications, but evidence of wider interests and qualities; these include involvement in extra-curricular activities, evidence of a contribution to the wider community, the ability to work as part of a team and the development of leadership skills.

The facilities in our Sixth Form Centre provide an environment in which students are able to thrive both academically and socially. At St Christopher's we will successfully prepare students for the next stage in their lives and simultaneously we would want students to find that their time spent in the Sixth Form is both enjoyable and rewarding.

I look forward to welcoming you into our School community.

Mr Nick Wilson
Head of Senior School



2 A Student's Guide to the Sixth Form

2.1 Life in the Sixth Form

When you join the Sixth Form at St Christopher's, you immediately become part of a vibrant community, participating with other students in a range of activities, playing an active part in the life of the school while maintaining your own separate identity as a Sixth Former.

You will be allocated to a Tutor Group which meets daily under the guidance of a Sixth Form Tutor, who, along with the Heads of Year 12 and 13 and the Deputy Head of Senior School with responsibility for Post-16 Education, will provide you with considerable support throughout the two years. Tutors will guide your progress and development, help you with any problems, and give personal assistance in making the all-important applications for Further and Higher Education.

At the same time, in recognition of your increasing personal maturity, you will have a range of privileges and responsibilities. In the Sixth Form you will play a greater part in organising your own studies. Private study is an essential part of academic life and our new extended Sixth Form study area provides an excellent environment for learning.

You are expected to attend school full-time, just like all other students, but you have your own Common Room which you may use during some of your non-contact time. There are guidelines which you will be expected to follow.

As Sixth Formers you are expected to be a positive role model. You are the students that the school looks up to: you must set the right example for the rest of the student body. You may be offered the opportunity to take up a position of responsibility: the Head Boy, Head Girl and their Deputies, Student Leaders and Sixth Form Prefects are all chosen from the Sixth Form. Even if you are not offered such an opportunity, there is an enormous amount that you can contribute to the School and the Sixth Form. Your Community Service will also be an important addition to both your Personal Statement and our university reference. We have a tremendously talented Sixth Form and all students have much to contribute: all I ask is that you make the most of the opportunities offered and have an enjoyable, rewarding and successful time with us.

I hope that you find this prospectus informative. I advise you to read it carefully so that the choices you make are the right ones for you. I look forward to welcoming you into our Sixth Form.

Mr Steven Keeble
Deputy Head of Senior School



3 Study in the Sixth Form

As senior students of the school you will find that the Sixth Form is different in a number of ways from earlier educational stages, mainly due to greater specialisation in subjects and recognition of your increasing maturity.

Naturally, the move from GCSE to an AS & A2 Programme carries with it a rise in the standard of work demanded from you and the need for you to undertake private reading and research. Therefore you study fewer subjects, but in greater depth.

You may individually negotiate the opportunity to re-sit certain GCSE subjects in order to improve your grades. It is essential for applications to university that you have a minimum of grade C or above in Mathematics and English – some stipulate higher grades than this. Clearly, we cannot guarantee to organise a programme of preparation for re-takes but will facilitate entry to the re-sit examination. Re-sits should not be entered into without careful thought as they can add extra pressure to you when adjusting to Sixth Form study. The Sixth Form is an important and exciting time in your life. It will involve a great deal of hard work and commitment, but the benefits in personal development and growth will be considerable.

3.1 Entry Requirements

The entry requirement for our Sixth Form is a minimum of 5 grades of C or above at GCSE or equivalent (e.g. IGCSE / 'O' level). It is expected that you will have attained a grade C or above in Mathematics and English as these will be required for entry to most universities.

3.2 Other Entry Information

Your school reports and references are also taken into consideration when your application is being discussed. St Christopher's puts high value on good attendance, punctuality, application to studies, relationships with others, general conduct and contribution to school life. If you are not from the British Curriculum and do not have GCSE or equivalent, you will be required to sit entrance tests to ascertain your suitability for Advanced Level study. Applications must be made through St Christopher's Admissions' Office. Please contact our Senior Admissions Officer, Mrs Atkinson on 17 598 500.

3.3 Subject Choices

Once the threshold for entry to the Sixth Form has been achieved, to study individual subjects you will be expected to have at least a grade B in the subjects you wish to study at A-level. Consideration will be given to students who do not attain a grade B in a subject, based on an estimate of their ability to achieve a pass grade at the proposed A-level. For some courses it is not necessary for you to have studied the subject at GCSE. The guidelines laid down by the departments are designed to guide you to an area of study where success is possible – please see this prospectus for details.

3.4 Availability of Options

It is possible that a course may not attract sufficient interest to warrant it running. If that is the case then even though the course may be listed as being available and detailed in this booklet, it may have to be withdrawn. Individual students will be consulted as soon as this decision has been made



3.5 A-level Pathways

A-level Pathway 1:

Students opt to study 4 subjects (W, X, Y and Z) at AS-level in Year 12 and either continue to study the same four subjects (W, X, Y and Z) to A2 Level or elect to bank one subject at AS-level at the end of Year 12 and continue three of the four subjects to A2 Level. Please see the diagram below:

A-level Pathway – Route 1

| | | | | |
|---------|--------------------|--------------------|--------------------|-------------------------------|
| Year 12 | AS-level Subject W | AS-level Subject X | AS-level Subject Y | AS-level Subject Z |
| Year 13 | A2 Level Subject W | A2 Level Subject X | A2 Level Subject Y | A2 Level Subject Z (Optional) |

A-level Pathway 2:

Students opt to study 4 subjects (W, X and Y) at AS-level in Year 12, one of which is an AS-level (Z) completed over two years such as AS Mathematics, AS Media Studies and AS Physical Education. It is expected that students would continue to study the three AS-level (W, X and Y) subjects to A2 Level. Please see the diagram below:

A-level Pathway – Route 2

| | | | | |
|---------|--------------------|--------------------|--------------------|----------|
| Year 12 | AS-level Subject W | AS-level Subject X | AS-level Subject Y | AS-level |
| Year 13 | A2 Level Subject W | A2 Level Subject X | A2 Level Subject Y | |

Important Notes

The assessment structure in A-level Art, A-level English Literature and A-level History will change from September 2015. As an example of the different A-level assessment arrangements, a student opting for Art, English Literature, History and Physics (unchanged) would be assessed as follows:

In Art, the student is required to determine from the start of Year 12 if he/she wishes to follow the AS-level or A-level course; this is because the content of the AS-level course and the A-level course is different. AS-level examinations will take place at the end of Year 12 and the A-level examinations at the end of Year 13.

In English Literature, the student is only able to follow an A-level course. A-level examinations will take place at the end of Year 13.

In History, the student will follow the AS-level course in Year 12 and will be able to opt to take the AS-level examinations at the end of Year 12. If the student wishes to continue to the full A-level, the student will not take the AS-level examinations. The A-level examinations will take place at the end of Year 13.

In Physics, the student will follow the AS-level course in Year 12 and take the AS-level examinations at the end of Year 12. If the student wishes to follow the A-level course in Year 13, the Year 12 AS-level results will combine with the A-level results from Year 13 to form the final A-level Grade. The A-level examinations will be taken in January of Year 13 (Unit 4 only) and at the end of Year 13 (Units 5 and 6).

The vast majority of universities set entry requirements based on grades achieved in 3 full A-levels. The requirement for all Year 12 students is to embark on a minimum of a three A-level programme. Exceptionally, a small number of students pursue a 5 A-level programme which includes Further Mathematics.



3.6 Monitoring Sixth Form Progress

Your progress is closely monitored throughout the Post-16 programme via our **Sixth Form Assessment Reports** which are issued to parents every half-term. These Assessment Reports include the following information:

- An AS & A2 attainment grade which reflects the current operating level of the student for that module
- An effort grade
- A personal progress indicator based on the progress made since the last report
- Attendance in each subject, a key factor in success at A-level
- A target grade that the student should aim to achieve at the end of the course.

You will discuss progress with your teachers and, once all grades have been recorded, with your Form Tutor. Following the issue of the first Assessment Report in the academic year, your parents are invited into school to discuss the progress you are making.

4 Transition from GCSE to AS & A-level

There is no doubt that the step up from GCSE to AS & A-level is a large one. I am sure that those studying in the Sixth Form will testify to this.

The Curriculum, Evaluation and Management (CEM) Centre at the University of Durham has conducted extensive research in this area and have, over many years, monitored students and their progress at A-level. It is important that you are aware of the main findings, so that you have an idea of your potential. Should you wish to find out more about the CEM Centre the website is www.cem.dur.ac.uk and the project is called ALIS (A-level Information System).

4.1 Chances of Success at A-level

According to the CEM Centre, the best predictor of success at AS & A-level is a student's average GCSE points score (taking the average of all subjects). This is based on the following allocation of points to GCSE grades.

| | | | | | | | | |
|--------|----|---|---|---|---|---|---|---|
| Grade | A* | A | B | C | D | E | F | G |
| Points | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

4.2 Predictions

There are many factors which will affect the final grade achieved by a student in a particular subject, but it is useful to understand that a grade at GCSE does not necessarily translate to the same grade at AS & A-level. Obviously, students with higher average GCSE point scores would expect to attain higher grades at AS & A-level.

4.3 Subject Differences

The average GCSE point scores are used to predict performance at both AS and A-level. The predictions for subjects may be different; for example, a student with an average GCSE points score of 6.8 may not be predicted the same in, say, both Mathematics and Business Studies. This is an important feature of CEM Centre predictions – they take into account subject difficulty.



5 GCE Advanced Level Results

In 2014 the pass rate at Advanced Level was 96%, with 37% of all grades being A* or A. 14% of grades awarded were at A*. 62% of grades awarded were at grade A*, A or B (in the UK the figures were 26.3% A*- A and 52.9% A*, A or B).

The historical results are as follows:

| A-level Results | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------|------|---------|---------|---------|---------|---------|
| Number of candidates | 100 | 82 | 94 | 103 | 117 | 76 |
| % A*- A (A*) | 39.8 | 44 (16) | 39 (14) | 37 (13) | 38 (14) | 36 (14) |
| % A*- B | 63.4 | 66 | 66 | 64 | 62 | 61 |
| % A - E | 98.4 | 99.6 | 97.5 | 100 | 99 | 96 |

6 Making the Right Choices for You

Entrance to university in the UK has changed dramatically over the past few years. There are more universities now and there is a much wider range of courses available. There are at present more university places available than students seeking a place, but the demand for places at the top universities remains high.

7 University Entry Requirements

It is very important to ensure that you research your Post-18 options carefully. Many students are unsure of their plans beyond A-level, however, some are clear on their career goals. It is essential that you make the right subject choices so that you are able to access the courses of your choice.

Should you have a specific career, course, or university in mind, it is very important to research the entry requirements as you enter your A-level programme so that you make choices that will not limit your access. The entry requirements for all courses in the UK are very specific and can be accessed through the University and Colleges Admissions Service (UCAS) website www.ucas.com This site supplies all the information you need and, in addition, has direct links to university websites and prospectuses.

Most universities will expect students to have a GCSE grade C or better in English, Mathematics and preferably in Science. The top universities will have far greater expectations of you and may expect much higher grades at GCSE. Please refer to www.russellgroup.ac.uk for information regarding facilitating subject.

If you are considering applying to non-UK institutions, visiting the university/college website is essential as the entry requirements for each are specific to that institution, as are the methods of application, documents required and the deadlines for receipt of the application. The school co-ordinates all applications to universities in North America and worldwide.

It is important to note that all universities and colleges consider academic performance at A-level and GCSE as good predictors of success, therefore Year 10 and 11 students need to be aware that GCSE performance is extremely important. Extra-curricular involvement is another important factor taken into consideration by Admissions Tutors, hence our requirement that students engage in service to the community through



the Community Service Programme and our strong recommendation that students involve themselves in extra-curricular activities.

8 University Destinations 2014

| | | |
|--------------------------|--|--------------------------------------|
| United Kingdom | Bournemouth University | Art and Design |
| | Buckinghamshire New University | Business Management |
| | Cardiff University | Business Economics |
| | Glasgow College | Computing |
| | Glasgow School of Art | Architecture |
| | Imperial College London | Mechanical Engineering |
| | Kingston University | Economics |
| | London School of Economics and Political Science | Economics and Economic History |
| | London School of Economics and Political Science | Law |
| | London School of Economics and Political Science | Politics/Philosophy |
| | Loughborough University | Art |
| | Loughborough University | Banking Finance and Management |
| | Loughborough University | Politics and International Relations |
| | Loughborough University | Sociology with Criminology |
| | Northumbria University | Engineering |
| | Nottingham Trent University | Business Management and Marketing |
| | Royal Holloway, University of London | English and Drama |
| | Southampton Solent University | Business Management |
| | Southampton Solent University | Sports Studies and Business |
| | Swansea University | Business Management |
| | University College London | Chemical Engineering |
| | University College London | Urban Planning |
| | University of Bath | Business Administration |
| | University of Bath | Mathematical Sciences |
| | University of Bath | Psychology |
| | University of Birmingham | Medical Science |
| | University of Brighton | Business with Economics |
| | University of Bristol | Economics and Mathematics |
| | University of Buckingham | Medicine |
| | University of Central Lancashire | Geography |
| | University of Central Lancashire | Humanities and Social Sciences |
| | University of Dundee | Medicine |
| | University of Edinburgh | Environmental Geoscience |
| | University of Essex | Accounting and Finance |
| | University of Exeter | Geology |
| | University of Exeter | Law |
| | University of Exeter | Law |
| | University of Exeter | Psychology |
| | University of Hull | Environmental Science |
| | University of Leeds | International Relations |
| | University of Leicester | International Relations |
| | University of London, SOAS | History |
| University of Manchester | Architecture | |
| University of Manchester | Children's Nursing | |
| University of Portsmouth | Business/HR Management | |



| | | |
|-----------------------|---|---------------------------------------|
| United Kingdom | University of Richmond | Psychology |
| | University of Sheffield | IT/Business |
| | University of Southampton | Engineering with Foundation Year |
| | University of St Andrews | Management |
| | University of the Arts London, Central St Martins | Fine Art |
| | University of the Highlands and Islands | Marine Science |
| | University of Warwick | History |
| | University of Wolverhampton | Interior Design |
| | University of York | Law |
| USA | Boston College | Psychology |
| | Boston College | Psychology |
| | Brown University | English Literature and Public Policy |
| | Drexel University | Business Administration |
| | Indiana University | Entrepreneurship |
| | Loyola Marymount University | Undeclared |
| | Massachusetts Institute of Technology | Biomedical Engineering |
| | Michigan State University | Chemical Engineering |
| | New York University | Global Public Health |
| | New York University | Screenwriting |
| | Purdue University | Biology with Pre-Med |
| | Stanford University | Economics and Computer Science |
| | University of California, San Diego | Computer Science |
| | University of California, San Diego | Corporate Finance and Accounting |
| | University of Texas, Austin | Business |
| University of Vermont | Economics | |
| Canada | Concordia University | Industrial Engineering |
| | Concordia University | Political Science |
| | University of British Columbia | Economics and Statistics |
| | University of Toronto | Life Sciences |
| | University of Toronto | Mechanical Engineering |
| | University of Toronto | Physical Sciences/Maths |
| | University of Western Ontario | Economics and Philosophy |
| Other | | |
| Egypt | American University of Cairo | Business Administration and Finance |
| France | American University of Paris | Global Communications |
| Germany | University of Hamburg | Sports Management |
| Holland | Tilburg University | International Business Administration |
| Holland | Hotelschool The Hague | Hotel Management |
| Lebanon | American University of Beirut | Psychology |
| New Zealand | University of Auckland | Geography/Marketing |
| South Africa | University of Cape Town | Biomedical Sciences |
| Spain | Abat Oliva CEU | Psychology |
| Switzerland | Ecole Hoteliere de Lausanne | Hotel Management |

The best source of information for all universities is the internet.

Useful websites to consult on applications to university are:

www.ucas.com

Essential for those students applying to the UK through UCAS.



www.theguardian.com/education/universityguide

Offers advice on education and careers in the UK and worldwide.

8.1 To Select A-level Courses

Gather information

- Check the content of the subject
- Look carefully at new subjects
- Check methods of study (module, coursework, projects, examinations, etc.)

Ask for advice

- Discuss your suitability for the subject with teachers
- Ask yourself what you like about it so much
- Discuss the options with your parents
- Do you know anyone who has studied the subject?

Look at alternatives

- Which choice suits your career plans best?
- Are you leaving options open or closing doors?
- Is this a good combination?

Decide

- Are these choices your own decision?
- Do these subjects match your skills?
- Does it feel right or are you still worrying?
- Choose the subjects you will enjoy, but remember, some A-level courses differ radically from their GCSE course
- Don't be pressured into taking a subject – think it through for yourself and get impartial advice
- Don't choose what your friends are doing
- Don't choose the subject because you like the teacher



9 Careers Guidance in the Sixth Form

As you embark on your AS and A-level courses, your academic development will be uppermost in your mind. However, this is also a time to plan ahead, to start setting goals for the future and to work out strategies for establishing yourself on the first steps of your career.

We will be working together to prepare you for the decisions ahead:

- What to do after A-levels
- Which university to apply to
- Which course to follow
- Choosing between vocational or academic degrees
- Whether you should consider deferred entry

9.1 Mock Interviews and Presentation Skills

You will have the opportunity to practise interview skills with members of staff so that you are fully prepared when a university or job interview arises. We will provide constructive feedback to improve future performance.

9.2 Work Experience

We support and encourage our students to find work experience. This can take place at weekends and during holidays. For students who wish to enter medical (or related) degrees, work experience is essential. Students are advised to keep a log of the activities they have undertaken. This information can then be used to enhance university applications or interviews.

Work experience can also help students to decide on appropriate careers by experiencing occupations in their natural settings.

9.3 Widening Horizons

We will expect all of you, as members of the Sixth Form, to take every opportunity to foster your powers of initiative and leadership as this is important for your own personal development and for the spirit of the school as a whole. For example, you will be encouraged to organise a variety of social, sporting and charitable events for yourselves and for the younger pupils in the school. You will also join in a programme of Community Service, which will help you play a similar role in the community.

We hope that Sixth Formers will also participate in extra-curricular activities for enjoyment. This is your chance to join various sports teams or try something totally new. These extra-curricular activities are also important when you are writing your Personal Statements for university applications. Admissions Tutors look for students who offer more than just the academic.



10 Extra-Curricular Activities

There is an extensive extra-curricular programme on offer to you at St Christopher's. The activities include:

| | | |
|---------------------------|------------------------|------------------------------|
| Art Club | LAMDA Musical Theatre | Scuba Diving |
| Athletics | Marathon Relay | Senior Science Society |
| Badminton | Medical Society | Student Council |
| Basketball | Model United Nations | Student Leadership Positions |
| Chess | Music – various groups | Swimming |
| Cricket | Netball | Table Tennis |
| Debating Society | Reading Rocks | Tennis |
| Duke of Edinburgh's Award | Running | TradeQuest |
| Fitness | Sailing | Volleyball |
| Football | School Choir | Water Polo |
| Formula 1 in Schools | School Magazine | Yearbook Committee |
| Golf | School Orchestra | Yoga |
| Horse Riding | School Production | |

11 Community Service

All Sixth Form students are encouraged to complete Community Service. Existing students' contributions have included assisting with after school clubs/sporting activities, taking part in reading schemes, building schools in Thailand and serving the local community. We feel that a Sixth Form education should develop the whole student and Community Service has been proven to be an excellent way of developing skills of leadership, organisation and teamwork. It also allows you to appreciate the needs of others whilst finding out about your own strengths and weaknesses.

12 Duke of Edinburgh's International Award Scheme

One exciting way of fulfilling all these elements, and gaining recognition for them, is to participate in the internationally recognised Duke of Edinburgh's Award Scheme. In the world of work and further study, young people who hold the Award are viewed favourably by employers and university Admissions Officers as demonstrating extra interests and resourcefulness.

'D of E', as it is known, is a voluntary scheme consisting of a progressive programme of leisure-time activities, at three levels of increasing commitment; Bronze, Silver and Gold. It is designed for young people age 14 – 25, and by the Sixth Form stage you may choose to enter at any of these levels. The minimum time to complete Bronze is six months, while Gold takes a year and a half. The Award is in four sections at each level: Physical Recreation; a Skill (i.e. non-sporting hobby or interest); Service; and an Expedition.

The aim of the scheme is to prepare young people for an exciting and fulfilling future as adults. Through it they develop a range of interests and abilities, understand the role of voluntary service in the modern world, learn to work as a team, make new friends and experience adventure. The scheme is available in many different countries under a variety of names, and credits may be transferred. Information about the scheme will be circulated early in the academic year.



13 General Information

13.1 Behaviour

We are justifiably proud of our high standard of behaviour and naturally expect that all Sixth Formers will serve as excellent role models for the whole school. Our policy relies largely on a positive approach. However, sanctions do exist - these are focussed in the first instance on withdrawal of privileges. Expectations may be summarised quite simply:

- All students should behave in a well-disciplined, courteous, considerate and responsible manner that is appropriate to their age
- Students should respect the importance of study for themselves and others
- Both in and out of school, students should respect themselves and others, and not bring themselves or the school into disrepute
- Students should not behave in ways which could put their own safety and health, or that of others, at risk

13.2 Attendance and Private Study

Sixth Form students are full-time members of the school and a high level of attendance is expected. Attendance is a significant factor when applications for Student Leader positions are under consideration and when other opportunities present themselves. Attendance at all timetabled lessons is mandatory, however, students do have a number of non-contact periods each week when they may direct their own time and make use of the Library, Sixth Form Common Room and Sixth Form Study Room. All students in Year 12 are required to attend at least one double period per week of supervised study.

13.3 Punctuality

The school day starts at 7:50am and all students are expected to be in their Form Room by this time. We have a strict policy on punctuality and lateness to school is not accepted.

13.4 Cars

Students can only drive to school in compliance with Bahrain Law. As there is limited car-parking space on the school site, student cars will not be allowed on the school premises. Any student travelling in a car driven by a fellow student must have permission from parents.



14 St Christopher's School Post-16 Dress Code

As recognition of a student's growing maturity and independence, our dress code is based upon business principles. We believe that a business dress code will promote fairness and equality for both boys and girls in the Sixth Form as well as giving them a more adult image. Additionally, we believe the dress code strikes a balance between some degree of individuality whilst recognising the importance of setting an example to the younger members of the school community, parents and visitors to the school.

14.1 Business Dress Code

- Smart business trousers or skirt in a plain dark colour – Black or Charcoal Grey. Trousers and skirts should be appropriate for business wear and should not be very tight, too loose or too short. Jeans or trousers with the cut and/or pocket design of jeans are not permitted at any time.
- A smart business shirt/blouse in white or a blue/white stripe. The shirt/blouse should be appropriate for business wear and should neither be very tight or very loose fit. ***If the striped shirt is chosen it must be the specific school striped shirt purchased from School on the first day of the School Year. If the white shirt is chosen it can be purchased from any suitable shop.***
- Plain black or grey V neck jumper or cardigan may be worn
- Smart black business shoes.
- During the winter season, a smart Black/Charcoal Grey jacket with an appropriate collar and zip or button-up design may be worn. These are not allowed to be worn during lessons. Jackets with 'hoodies' are not permitted.

Specific issues for girls and boys are listed below:

GIRLS:

Fine or opaque (navy/black/flesh coloured) tights may be worn.

Jewellery, make up and nail polish are allowed but should be minimal and discreet.

BOYS:

School tie should be worn and this must be purchased from Zaks. The tie should be worn conventionally i.e. high up in the collar

Trousers should be worn on the waist not around the hips.



Subject Outlines:
A Student's Guide
to AS & A-levels at
St Christopher's

2015/16



15 ART (EDEXCEL)

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

The St Christopher's Art Department follows the EDEXCEL endorsed Fine Art syllabus. The best foundation for success in AS and A-level Art is to have attained a good grade at Art GCSE. However, students who do not meet this criterion will be considered on individual merit. Aptitude for the subject, creativity, and good skills are essential. Any students who do not have Art GCSE will be asked to submit a portfolio and consult the Head of Art. AS and A-level Art are highly rewarding and students should be prepared to invest the time and energy required to develop their abilities.

You should have an understanding of the formal elements of art such as colour, tone and composition. You must also be receptive to forming a deeper understanding of the place of art, craft and design in the world, its history and purpose. Above all, you should have an impulse to create and a want to express your ideas visually.

15.2 What will I learn on this A-level course?

The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world, respond in a personal and creative way and perhaps even contribute for the benefit of everyone.

The skills you will develop will be varied. Among them, you will develop a working knowledge of materials, practices and technology within art. You will develop the skills to interpret and convey your ideas and experience using the language of art. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of art, craft and design in history and in contemporary society; you will demonstrate throughout all units as well as more thoroughly in the 3000 word unit 3 personal study in Year 13.

The skills you acquire will be determined to some extent by the area of study you choose. However, art skills are possibly the most transferable currency you can develop.

15.3 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 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.

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

AS-level

This is a 1 Year course.

If you and your teacher agree that it is best for you, you can take the AS-level on its own. The AS-level course will no longer make up the first half of the A-level. Students will need to decide at the start of the course if they wish to pursue Art to AS-level only.



The AS-level is made up of two Units.

Summary of scheme assessment

| | Component | Weighting | Method of assessment |
|----|--|-----------|---|
| AS | Unit 1: Art and Design Coursework -Practical work large-scale work and supportive book work | 50% of AS | Internally set Internally marked Externally moderated |
| | Unit 2: Art and Design Externally Set Assignment – Practical large-scale work and supportive book work | 50% of AS | Externally set Internally marked Externally moderated |

The Advanced Subsidiary GCE assessment components

The Advanced Subsidiary GCE consists of Units 1 and 2. It will be a discrete qualification and will no longer form half of the Advanced GCE. This is a one year course. The AS-level will be examined at the end of Year 12.

Advanced GCE assessment components

The Advanced GCE consists of Units 1 and 2. It will be a discrete qualification and is a full 2 year course. The A-level course will be examined at the end of year 2.

| | Component | Weighting | Method of assessment |
|----|---|----------------|---|
| A2 | Unit 1: Art and Design Coursework -Practical work large-scale work and supportive book work to include 1000 words of contextual research | 60% of A-level | Internally set Internally marked Externally moderated |
| | Unit 2: Art and Design Externally Set Assignment – Practical large-scale work and supportive book work | 40% of A-level | Externally set Internally marked Externally moderated |

The linear structure

- This is now a linear course and both the components are assessed in their entirety at the end.
- AS is assessed at the end of Year 1
- A-level is assessed at the end of year 2

Please Note: The specification is still in draft form and is subject to change.



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

As well as covering the advanced level study of Art, this course will enable you to develop some skills which will be essential to you whatever you go on to do afterwards. The skills you can develop during this course are:

15.6 Communication

The skill of communication is integral to the study of AS & A-level Art and will be assessed as specified in the mark scheme. This involves, amongst other skills, the ability to:

- Summarise the information found in many different types of sources – e.g. books, paintings, museums, galleries and the Internet
- Use accurate and relevant information in the best format for the piece of work you are doing
- Make sure that written work is legible and that its meaning is clear
- Choose suitable images to illustrate your ideas clearly

Other skills appropriate to the study of art are:

- Information Technology
- Improving own learning and performance
- Working with others
- Problem solving

15.7 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. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your art teacher who will know about the courses on offer in your area or elsewhere.

At present most students wishing to take art, craft or design further will go on to do a one year 'Foundation' course at an Art College or College of Further Education before applying to degree courses in more specialist areas of art and design.

You may wish to do an Art AS or A-level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of art, craft and design, or where you will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media. The study of Art can also help you develop transferable skills you can take into any career or job. Success in AS & A-level Art requires determination and dedication. However, whichever future path you choose, it can be a very rewarding beginning.



16 BIOLOGY (EDEXCEL INTERNATIONAL)

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

As the course builds on the knowledge and understanding of the GCSE Science and Additional Science courses, students will be expected to have a grade B in GCSE Biology or B grades in both Science and Additional Science (or equivalent).

During the course, students will need to be able to communicate effectively and research information from a variety of sources. During parts of the course students will be expected to handle and interpret data. It is necessary that students have achieved at least a GCSE Grade C in Mathematics. You will learn theory and develop relevant practical skills throughout the course.

16.2 What will I learn on this A-level course?

- Develop greater understanding of biological facts together with an appreciation of their significance in new and changing situations
- Develop greater expertise in the area of practical work and the link between theory and experimental work
- Continue to enjoy and further develop a personal interest in the study of living organisms
- The recognition of the responsible use of biology in society
- Develop further the awareness of developments in biology in the changing world into the new millennium
- How science works

16.3 What kind of student is this course suitable for?

- Has an interest in the study of living organisms
- Enjoys carrying out investigations in the laboratory or as fieldwork
- Interested in the developments of "new" biology topics such as genetic engineering and its impact on society
- Wants to use Biology to support other qualifications such as Chemistry, Physics, Maths and Geography

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

AS

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. If you and your teacher agree that this is best for you, you can take the AS-level as a discrete qualification.

An AS course consists of three assessment units:

Unit 1: Lifestyle, Transport, Genes and Health (120/300 UMS)

Content summary:

- Structure and function of carbohydrates, lipids and proteins; enzyme action
- Structure and properties of cell membranes; passive and active transport
- Structure and role of DNA and RNA
- Replication; protein synthesis
- Monohybrid inheritance



- Gene mutations
- Principles of gene therapy; social and ethical issues

Assessment: This Unit is assessed by means of a written examination paper which lasts 1 hour 15 minutes

Unit 2: Development, Plants and the Environment (120/300 UMS)

Content summary:

- Cell structure and ultrastructure of eukaryote and prokaryote cells: cell specialisation
- The role of meiosis
- Genotype and environmental influence
- Stem cell research and its implications
- Biodiversity, adaptations and natural selection
- Principles of taxonomy
- Plant cell structure
- Transport of water in plants
- Uses of plant products

Assessment: This Unit is assessed by means of a written examination paper which lasts 1 hour 15 minutes

Unit 3: Practical Biology and Research Skills (60/300 UMS)

Written alternative, which is an externally assessed examination based on the practical work assigned by the examination board.

16.5 A-level (A2)

The full A-level qualification is made up of the AS units plus three more units which are studied at a higher level. You do not necessarily have to take the full A-level qualification; you can still get a certificate just for the AS, and your teacher will advise you on what is best. If you do decide to take the second half of the course, it will cover the three units described below.

Unit 4: The Natural Environment and Species Survival (120/300 UMS)

Content summary:

- Photosynthesis; energy transfer within ecosystems
- Evidence for global warming
- Evolution through natural selection and speciation
- Nutrient recycling
- DNA profiling and PCR
- Structure of bacteria and viruses
- Infectious diseases (e.g. AIDS and TB) and immunology

Assessment: This Unit is assessed by means of a written examination paper which lasts 1 hour 30 minutes

Unit 5: Energy, Exercise and Coordination (120/300 UMS)

Course summary:

- ATP, glycolysis, anaerobic/aerobic respiration



- Control and functioning of heart; ventilation and cardiac output
- Homeostasis
- The nervous system
- Impact of exercise on body, and improving performance
- Hormonal coordination
- Brain structure and development
- Imbalances in brain chemicals
- Human Genome Project

Assessment: This Unit is assessed by means of a written examination paper which lasts 1 hour 30 minutes

Unit 6: Practical Biology and Research Skills (60/300 UMS)

Written alternative, which is an externally assessed examination based on the practical work assigned by the examination board.

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

As well as covering an advanced study of Biology this course will enable you to develop some skills which will be essential to you for your further studies. Examples of the skills you can develop during this course are:

Communication

- Taking part in topical discussions on issues.
- Preparing written documents for your practical work
- Using reference materials from books, CD-ROM and the Internet

Application of number

- Planning to collect results from experiments and presenting them in a suitable format
- Carrying out calculations on the data collected in experiments
- Interpreting the results from experiments and seeing how this relates to your plan

Information technology

- Using word processing software to present written reports and prepare presentations
- Plan and design a spreadsheet to support your experiments, be able to select a suitable graphical format to show trends and patterns in your data

Problem solving

- Using separation techniques to identify amino acids in mixtures
- Trying out different techniques to extract pigments from plant tissues

Working with others

- Using PowerPoint to present information on key areas of the syllabus
- Peer marking and peer assessment

Improving own learning and performance

- Improve your practical skills
- Monitoring the marks awarded for written work
- Development of examination techniques



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

- Follow a degree course in Biology, Environmental Science, Medicine, Nursing, Dentistry, Psychology and Pharmacy. These are a small selection of courses with direct links. UCAS handbooks would give you further guidance.
- Enter a higher national course in Biological Science and related programmes.

Employment in the area of Pharmacy, Biotechnology, Environmental Science and Land Management as possible examples.



17 BUSINESS STUDIES (EDEXCEL INTERNATIONAL)

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

You do not need to have studied Business Studies at GCSE level Business in order to take an AS or A-level course in the subject. Several topics in the course are developments of interest in business issues and want to learn how a business is organised, operates, plans and makes its decision. If you have studied either Business Studies or Economics at GCSE you will be expected to have achieved at least a C grade.

17.2 What will I learn on this A-level course?

Unit 1

This unit provides an introduction to business practice, the importance of the market and how businesses interact with customers and competitors. Students will learn about the role of the entrepreneur, market research techniques, the importance and use of finance, break-even analysis and how to measure and analyse business performance. They will also consider how the wider economic environment and stakeholders may affect businesses, large and small. Sections include:

- Entrepreneurship
- Researching a business opportunity
- Supply and Demand
- Finance
- Measuring business performance

Unit 2

This unit covers the key functional areas of a business. Students will develop their understanding of how businesses relate to their customers and analyse change in their markets. The unit introduces students to business operations and develops their understanding of finance and why businesses may fail. Students will also consider how businesses manage their people effectively. Sections include:

- Marketing
- Managing Operations
- Managing Finance
- Managing People

Unit 3

This unit develops the content of Unit 2 and examines the competitiveness of businesses through performance and non-performance indicators. Students will analyse corporate objectives and strategy on the basis of these indicators and on external influences to businesses. Students will assess the causes and effects of change on businesses and examine how companies can manage risk and grow effectively. Sections include:

- Corporate objectives and strategy
- Making Strategic and tactical decisions
- Assessing competitiveness
- Company Growth

Unit 4

This synoptic unit focuses on the world of international business, and considers change and growth in global economies. Students will examine the different factors businesses have to consider when operating in a global market. Students will also assess the impact of multinational corporations on the global economy. Sections include:

- International Markets
- Changing Global Economy



- Business Location
- Other considerations before trading internationally
- Global Marketing
- Multi-National Corporations

17.3 What kind of student is this course suitable for?

This course will appeal to you if you wish to pursue a career as a business manager, accountant or in a business-related profession including running your own business. If you enjoy studying a subject that affects your own everyday life have an interest in how a business operates, want to keep your options open – business studies can be combined with a wide range of science, social science and humanities subjects.

You should have an active interest in the financial world and be prepared to read financial newspapers and websites, as well as Business periodicals such as Business Review in order to supplement your knowledge and understanding.

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

AS-level

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 AS comprises Units 1 and 2 and may be awarded as a discrete qualification or counts for 50% of the full A-level.

| | AS | A2 |
|---------------|-------------|------------|
| Unit 1 | 50% | 25% |
| Unit 2 | 50% | 25% |
| Total | 100% | 50% |

A-level

The full A-level qualification is made up of the AS units plus two more units which are studied at a higher level, known as A2. You do not necessarily have to take the full A-level qualification; you can still get a certificate just for the AS, and your teacher will advise you on what is best

The A-level comprises Units 3 and 4. 50% of your score comes from your AS examinations and 50% from your A2 examinations.



| | A2 |
|---------------|-------------|
| Unit 1 | 25% |
| Unit 2 | 25% |
| Unit 3 | 25% |
| Unit 4 | 25% |
| Total | 100% |

17.5 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 skills, which will be essential to you whatever you go on to do afterwards. The skills you can develop during this course are:

- Communication
- Application of number
- Information technology
- Problem solving
- Working with others
- Improving own learning and performance

17.6 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. You will learn and use a variety of transferable skills throughout the course. These include the important business skills of decision making and planning. You can start a career in business armed with an excellent knowledge of how businesses operate. In particular you will have a head start within accountancy, marketing and human resources.

Business Studies combines well with a range of social science, humanities and mathematics subjects to lead to university subjects in such areas as business, economics, law and accountancy.



18 CHEMISTRY (EDEXCEL INTERNATIONAL)

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

As the course builds on the knowledge and understanding of the GCSE Science and Additional Science courses, students will be expected to have a grade B in GCSE Chemistry or B grades in both Science and Additional Science (or equivalent).

During the course students will need to be able to communicate effectively and research information from a variety of sources. During parts of the course students will be expected to handle and interpret data, it is necessary that students have achieved at least a GCSE Grade C in Mathematics. You will learn theory and develop relevant practical skills throughout the course.

18.2 What will I learn on this A-level course?

The qualification aims to:

- Stimulate and sustain students' interest in, and enjoyment of, Chemistry
- Enables students to gain a knowledge and understanding of Chemistry appropriate to AS & A-level and to appreciate the inter-linking patterns which are a distinguishing feature of the subject
- Show the inter-relationship between the development of the subject and its application (social, economic, environmental and technological) and recognise the value of Chemistry to society and how it may be used responsibly
- Develop students' skills in laboratory procedures and techniques
- Develop students' ability to acquire knowledge by means of practical work
- Provide opportunities for students to bring together knowledge of how different areas of Chemistry relate to each other.

18.3 What kind of student is this qualification suitable for?

This qualification is suitable for students who:

- Have an interest in, and enjoyment of Chemistry
- Enjoy carrying out investigation by the application of imaginative, logical and critical thinking
- Want to use Chemistry to support other qualifications or progress onto further study

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

AS-level

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.

Unit 1: The Core Principles of Chemistry

This Unit develops basic chemical skills including formulae writing; equation writing and calculating chemical quantities.

It also introduces some basic chemical ideas including:

Enthalpy changes; atomic structure; chemical bonding (ionic, covalent and metallic) and organic chemistry (alkanes and alkenes).



Unit 2: Application of Core Principles of Chemistry

This unit develops some of the ideas in unit 1 and introduces more complex ideas including: chemical bonding (intermediate bonds); the periodic table (groups 2 and 7); redox reactions (with emphasis on group 7 compounds); rates of reaction; organic chemistry (halogenoalkanes and alcohols including mechanisms).

Green Chemistry and climate change are also included.

Unit 3: Chemistry Laboratory Skills I

Practical work in this unit covers the material contained in units 1 and 2. Assessment is by written examination.

A-level

The full A-level qualification is made up of the AS units plus three more units which are studied at a higher level. You do not necessarily have to take the full A-level qualification; you can still get a certificate just for the AS, and your teacher will advise you on what is best. If you do decide to take the second half of the course it will cover the three units described below.

Unit 4: General Principles of Chemistry I – Rates, Equilibria and Further Organic Chemistry

This unit builds upon the work of the first year and fosters a deeper understanding of the subject. Topics studied include: quantitative chemical kinetics; entropy and equilibria; organic chemistry (carbonyls and carboxylic acids). Application of work from the first year is required including the ideas of nomenclature; isomerism; bond polarity and bond enthalpy; reagents and reaction conditions; formulae and balancing equations.

Unit 5: General Principles of Chemistry II – Transition Metals and Organic Nitrogen Chemistry

This unit again builds on previous work. Topics studied include: electrode potentials; oxidation number and redox half equations; transition metals; further organic chemistry (amines, amides, amino acids and proteins). There is a large synoptic element in this unit and students will be expected to apply all of the knowledge built up in previous units.

Unit 6: Chemistry Laboratory Skills II

The practical work in this unit covers the material contained in units 4 and 5. Assessment is by written examination.

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

As well as covering advanced level study of Chemistry, this course will enable you to develop some skills, which will be essential to you whatever you go on to do afterwards. Examples of the skills you can develop during this course are:

Communication

- Taking part in discussions on topical issues
- Preparing written documents for your practical work
- Using reference materials from books, CD-ROMs and the Internet

Application of number

- Planning to collect results from experiments and presenting them in a suitable format
- Carrying out calculations on the data collected in experiments
- Interpreting the results from experiments and seeing how this relates to your plan

Information technology

- Using word processing software to present written reports and prepare presentations



- Planning and designing a spreadsheet to support your experiments, be able to select a suitable graphical format to show trends and patterns in your data

Problem solving

- Planning an investigation to look at tests to distinguish between primary, secondary and tertiary alcohols

Working with others

- Planning an investigation, to involve all members of the group, to study the effect of temperature, pressure and concentration on the position of equilibrium
- A team presentation of a poster to show the use of ammonia, nitric acid and sulphuric acid in the manufacture of inorganic fertilisers

Improving own learning and performance

- Working out a timetable with targets to improve your practical skills
- Monitoring the marks awarded for written reports

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

Chemistry leads on to a wide range of degree courses leading on to a career in Chemistry, Medicine, Pharmacy, Environmental Sciences, Dentistry, to name but a few. Chemistry is known as 'the central science' and the analytical skills and knowledge developed in studying it, are valued for admission to courses such as Accountancy, Law and many others.



19 DESIGN & TECHNOLOGY: PRODUCT DESIGN (EDEXCEL)

19.1 What do I need to know before taking this course?

It is desirable to have a good pass at GCSE in one of the Design Technology subjects and you should have a good broad academic background. Students who have not studied Design and Technology at GCSE will have their application considered on merit. If you have not taken a Design Technology subject at GCSE then you should be able to show previous use of your creative talents, perhaps through an art portfolio, as well as having good grades in Mathematics and Science.

You should have strong interest in designing, modelling, making and evaluating products and an interest in the processes and products of design and technological activity.

The course allows students to pursue a Resistant Materials option or a Graphic Products option dependent upon their previous experience, aptitude and interests.

19.2 What will I learn on this A-level Course?

This course will enable you to:

- Develop innovation, creativity and Design and Technology capability in the production of high quality products
- Develop a critical understanding of the influences of design and technological activity in the past and in current practice
- Apply essential knowledge, skills and design production processes to a range of technological activities and develop an understanding of industrial practices
- Use Information and Communications Technology to enhance designing and technological capability
- Develop an understanding of the social, moral, spiritual and cultural values that affect designing
- Develop critical evaluation skills in technical, aesthetic, environmental, social and cultural contexts
- Develop discerning consumer awareness
- Develop positive attitudes of co-operation and working collaboratively

19.3 What kind of student is this course suitable for?

This course will appeal to students who:

- Have an interest in designing and making products
- Have an interest in the work of designers and the influence they have on individuals and cultures
- Enjoy expressing their opinions on design issues
- Enjoy studying a subject that is central to the man-made world in which we all live
- Have an interest in entering a career or higher education course in any field of design or engineering
- Are well organised and self-motivated with a willingness to experiment, research and inquire



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

AS

Unit 1: Portfolio of Creative Skills - 60% Internally assessed and Externally moderated.

Students will produce a **portfolio** with **three** distinct sections as follows:

Product investigation: In this section, students will analyse an existing commercial product using their knowledge and understanding of designing and making. Students work may be presented using any appropriate media, such as written evidence, sketching, photographs, collage and ICT.

Product design: In this section, students can respond creatively and adventurously to one or more design briefs or needs, to produce solutions which are both fit-for-purpose and market viable. Students are to demonstrate their creativity and flair using their design skills through the production of a range of alternative ideas that explore different approaches to the problem. Students will develop and refine their ideas, with the aid of modelling, into a final workable design but the product will not be taken to the manufacturing stage. Instead Students must sell their ideas by the use of presentation graphics or concept boards.

Product manufacture: In this section, students will use their production planning skills and have the opportunity to develop their making skills through manufacturing one or more high quality product(s) to satisfy a given design brief. Students will use a range of materials, techniques and processes to manufacture a range of products

Unit 2: Examination paper: Design and Technology in Practice - 1½ hours - 40% - Externally assessed

In this unit, students will develop a knowledge and understanding of a wide range of materials and processes used in the field of design and technology.

The paper will be a question and answer booklet and all questions in the paper are compulsory.

The paper will consist of short answer and extended writing type questions.

A2

Unit 3: A2 Examination paper: Designing for the Future – 2 hours 40% - Externally assessed

In this unit, students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues.

Students develop a good working knowledge of the use of ICT and systems and control technology in the design and manufacture of products.

Students will be aware of the important contributions of designers from the past which may provide inspiration for future design.

The paper will be a question and answer booklet and all questions in the paper are compulsory.

The paper will consist of short answer and extended writing type questions.



Assessment for Unit 4: Commercial Design

A2 Coursework Project - 60% Internally assessed and Externally moderated

- Unit 4 is the '**design and make**' activity. Students identify their own assignment by targeting a client / user group from which they must design and make an innovative product that meets the original need.
- Students will liaise with their client / user group in order to develop a commercial product.
- Students should be familiar with a range of industrial applications and commercial working practices.
- This unit results in the development of an appropriate product supported by a design folder. The **folder**, which should include ICT generated images where appropriate, must be submitted on A3 paper only and is likely to be between **26 and 30 pages long**.
- This unit is internally marked using the generic coursework assessment criteria and externally moderated by Edexcel.

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

Students should be reminded that Product/Industrial design is the main focus of this A-level for Students pursuing the Resistant Materials option, while Graphic Design and Product modelling is the main focus of the Graphics with Materials Technology strand. Students with a Design Technology qualification have very wide range of possible career and higher education opportunities. By gaining specific skills and knowledge relating to materials, processes and systems you will be well situated to enter a range of industrial, design and engineering courses and businesses.

The variety of elements in the course ensures a good grounding in any field from graphic design to the electrical or mechanical engineering industry. Your study of aesthetics and social conditioning will be beneficial to any art-based course or career. Of equal importance will be your enhanced critical and imaginative thinking and your receptiveness to new ideas. These are desirable attributes in any field of higher learning and position of responsibility.



20 DRAMA & THEATRE STUDIES (EDEXCEL)

20.1 What kind of student is this course suitable for?

This course is suitable for students who have studied GCSE Drama and achieved a grade B or above, or who have substantial drama experience. Students who do not meet these criteria will be considered on their individual experience and suitability for the course.

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You should be enthusiastic about acting, learning about places and the visual and technical side of theatre. You must be keen to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

You need to be keen, committed and focused.

20.2 What will I learn on this course?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

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

AS-level

The AS-level consists of two units, taken as a one year course.

Unit 1: Exploration of Drama and Theatre (40% of A-level)

Students will study two contrasting plays, through a series of practical workshops. They will be assessed on their practical work in lessons and on the subsequent written coursework. This includes studying theatre practitioners, who have influenced modern theatre practice. In addition they will watch live theatre performances and write an evaluation. An external examiner will mark these.

Unit 2: Theatre Text in Performance (60% of A-level)

This unit offers students a chance to demonstrate performance skills. The first section requires that students offer either a monologue or a duologue. The second section requires that students contribute to a performance of a professionally published play by a known writer. This is an externally assessed unit.

On successful completion of the AS examination students can progress on to the A2 (A-level).

A-level

The full A-level qualification is made up of the AS units plus two more units studied at a higher level.

Unit 3: Exploration of Dramatic Performance (40% of A2)

In groups of between three and six, students devise an original piece of drama for presentation to an audience.

Students write a "Supporting Written Evidence Document" (SWED) that reflects upon and analyses the process. The teacher examines the students on the creative process, performance and the SWED. The performance will be recorded on video.



Unit 4: Theatre Text in Context (60% of A2)

2.5 hour written examination.

This unit requires detailed study of one play text and one prescribed historical period of theatrical development.

Section A and B

Students will study one play from the point of view of a director and will be required to develop and shape ideas for a fully thought through production.

Students will consider both rehearsals process and the final performance applying all their dramatic knowledge gained from the course and linking to the social, cultural, historical context of the play.

Section C

This section of the examination explores ways in which directors, designers and performers have used the medium of drama to interpret a Shakespeare play. It requires comparison of a live production of the play with the historical context of original performances.

20.4 Are there opportunities to develop skills as part of this course?

As well as covering advanced level study of drama, the course will enable you to develop skills, which will be essential to you in whatever you go on to do afterwards:

- **Communication**
Discuss and present ideas and opinions concerning a drama production you are part of, a production you have seen, or a play/playwright you have studied
- **Improving own learning and performance**
Plan for a production and keep comprehensive notes
- **Information technology**
Use the Internet as a research tool
- **Problem solving**
Work within constraints to create an effective production
- **Working with others**
Contribute to realising drama and collaborate effectively with fellow performers/designers

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

The major benefit of Drama is the transferable skills that can be applied to any degree and future career. Presenting ideas with confidence, teamwork and meeting specific deadlines are essential qualities for the future.

This AS & A-level can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND 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.

Drama and Theatre Studies AS & A-level complement a range of subjects such as English Literature, Media/Film Studies and Art. It is useful in building confidence and improving presentation skills in a range of careers.



21 ECONOMICS (EDEXCEL INTERNATIONAL)

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

You do not need to have studied Economics at GCSE in order to take an AS or A-level course in the subject although some topics that feature in GCSE syllabuses will be developed at AS and A-level. It is important that you have an interest in economic affairs and a desire to explore why and how the study of economics contributes to an understanding of the modern world. If you have studied either Economics or Business Studies at GCSE you will be expected to have achieved at least a C grade in Economics or a B grade in Business Studies.

21.2 What will I learn on this Advanced GCE course?

Unit 1 – Markets in Action

This unit gives an introduction to the nature of economics and examines how the price mechanism allocates resources in local, national and global markets. Students will learn to apply supply and demand analysis to real-world situations and will be able to suggest reasons for consumer behaviour. They will analyse the nature and causes of market failure and also understand the strengths and weaknesses of possible policy remedies.

Unit 2 – Macroeconomic Performance and Policy

This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy in an international context. Students will learn how to use a basic AD/AS model to analyse changes in real output and the price level. Students will look at when demand and/or supply side policies may be appropriate ways of improving an economy's performance; consider these policies in an historical context; predict the possible impact of such policies and recognise the assumptions involved. Students should understand different approaches that may be used by policy makers to address macroeconomic problems and to identify criteria for success.

Unit 3 – Business Behaviour

This unit develops the content of Unit 1 and examines how pricing and the nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision making. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.

Unit 4 – Developments in the Global Economy

This unit develops the knowledge and skills gained in Unit 2. The application, analysis and evaluation of economic models is required as well as an ability to assess policies that might be used to deal with economic problems. An awareness of trends and developments in the global economy over the last 40 years, including contemporary issues, is required. Wider reading and research will enable students to use up-to-date and relevant examples in their analysis and evaluation of issues and developments in the global economy.



21.3 What kind of student is this course suitable for?

This course will appeal to you if you wish to pursue a career as an accountant, business manager, politician, or in an economics-related profession. If you enjoy studying a subject that affects your own everyday life, want to keep your options open – economics can be combined with a wide range of science, social science and humanities subjects.

You should have an active interest in the financial world and be prepared to read financial newspapers, as well as Economics periodicals such as Economics Review in order to supplement your knowledge and understanding.

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

AS-Level

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 AS comprises Units 1 and 2 and may be awarded as a discrete qualification or counts for 50% of the full A-level.

| | AS | A2 |
|--------------|-------------|------------|
| Unit 1 | 50% | 25% |
| Unit 2 | 50% | 25% |
| Total | 100% | 50% |

A-level

The full A-level qualification is made up of the AS units plus two more units which are studied at a higher level, known as A2. You do not necessarily have to take the full A-level qualification; you can still get a certificate just for the AS, and your teacher will advise you on what is best.

The A-level comprises Units 3 and 4. 50% of your score comes from your AS exams and 50% from your A2 exams.

| | AS |
|---------------|-------------|
| Unit 1 ECON 1 | 25% |
| Unit 2 ECON 2 | 25% |
| Unit 3 ECON 3 | 25% |
| Unit 4 ECON 4 | 25% |
| Total | 100% |

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

As well as covering advanced level study of Economics, this course will enable you to develop some skills, which will be essential to you whatever you go on to do afterwards. The skills you can develop during this course are:



- Communication
- Application of numbers
- Information Technology
- Problem solving
- Working with others
- Improving own learning and performance

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

Students with AS or A-level Economics have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include:

- Collecting and analysing economic information from different sources
- Development of written communication skills
- Development of problem-solving and evaluation skills.

These skills are in great demand and are recognised by employers, universities and colleges as being of great value. Economics combines well with a range of social science and humanities subjects to lead to university courses in such areas as law, business, accounting, politics and, of course, economics.



22 ENGLISH LITERATURE B (AQA)

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

The new AQA A-level English Literature B specification has been designed to be accessible to the full ability range of students. An important pre-requisite for the course is a lively, enquiring mind and a genuine interest in literature and the language of literature. It helps if you enjoy reading, too!

The A-level Literature B course offers an innovative, progressive and exciting way of looking at texts. There is a focus on genre, writer's methods and literary tradition. You will have opportunities to debate and discuss meaning in literary texts as well as consider the significance of thematic and genre elements in texts. Coursework offers an opportunity to explore texts of your own choosing and respond to them for new critical perspectives.

22.2 What will I learn on this course?

The fundamental aim of the course is to make you an educated literary critic. This means that you will be encouraged to:

- read widely and independently, both set texts and others that you have selected for themselves
- engage critically and creatively with a significant number of texts – poetry, plays and novels – exploring contexts and reading from different critical perspectives develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- develop a deeper understanding of the various traditions and genres of literature in English

To achieve these broad aims you will need to learn how to:

- make creative and informed responses to literary texts using established critical frameworks
- show that you understand how structure, form and language shape the meaning of a text
- explore connections and comparisons between texts, informed by interpretations of other readers
- demonstrate understanding of the significance and influence of the contexts in which literary texts are written and understood

22.3 How is the course organised?

This is a full A-level course and extends over two years. Students will embark on the course in September 2015 and sit examinations in Summer 2017, with coursework submitted March 2017.

Examinations

There are two examinations to complete at the end of Year 13, assessing the understanding, exploration, analysis and evaluation of two distinct fields of study.

In **Unit 1**, students will be introduced to one of two literary genres, Tragedy or Comedy, and be taught the literary conventions and historical contexts of at least **three** different texts. In **Unit 2**, the focus is also on genre, but the texts and approaches will be selected from either Crime or Political works.

Unit 1 (Literary Genres) will cover:

- Three texts, focusing on *Aspects of Tragedy* or *Aspects of Comedy*
- One Shakespeare play
- One other play selected by the teacher from a prescribed list of texts



- Two of the three texts studied will be written pre-1900 (Shakespeare and one other)

How is Unit 1 assessed?

- Unit 1 will be assessed by a **2½ hour Closed Book written examination**. There will be **three questions**: one closely focused on a reprinted passage from the Shakespeare play, one essay on Shakespeare and one essay linking any two of the texts studied.

Unit 2 (Texts and Genres) will cover:

- Three texts, focusing on *Elements of Crime* or *Elements of Political Writing*
- One post-2000 text
- One collection of poetry
- One pre-1900 text

How is Unit 2 assessed?

- Unit 2 will be assessed by a **3 hour Open Book** written examination. There will be three questions: one analytical commentary on an unseen passage, one essay question on a set text, one essay comparing any two texts.

Unit 3 - Non-Exam Assessment (coursework)

- Students engage with two texts of their choice – one prose and one poetry and, with the aid of tutorials, complete two coursework pieces. One of the pieces of coursework may be a creative response.

22.4 What kind of student is this course suitable for?

The English Department is committed to a policy of open access but clearly the happiest and most successful students are those who are:

- Committed to high standards of scholarship and independent learning
- Capable of making links between the serious, academic study of literature and other disciplines and, most importantly, to the way they understand the world about them
- Genuinely interested in challenging intellectual debate that leads them to question their own assumptions, especially when 'traditional' attitudes about the place and value of literature are increasingly brought into question
- Prepared to find their own voice and to let it be heard

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

As well as covering Advanced Level study of English Literature, this course will enable you to develop a range of transferable Key Skills which will be essential for your success whatever you go on to do in the future. The Key Skills you can develop during this course are listed below, together with some examples of how Key Skills can be used in the subject:

Communication

- Take part in group discussions about the texts you are studying
- Make presentations on aspects of literature and language study, such as the use of the speaking voice
- Use multi-media presentations in an engaging way
- Present different types of documents on complex subjects
- Debate and argue meanings in literary texts in a sharply focused and persuasive manner
- Understand how to write precise, academic essays

Information Technology



- Use a variety of databases such as CD-ROMS, the Internet etc., to search for information
- Present information from a number of different sources, using desk top publishing and word processing skills

Improving your own learning and assessing your performance

- You will have opportunities to reflect on your own performance using peer and self assessment approaches as well as AFL (Assessment for Learning) techniques
- You will develop and refine your ability to manage demanding reading schedules so that you will be able to make a positive contribution
- Plan your coursework assignments using a variety of resources and supported self-study materials

Working with others

- Work with others to plan and present a group performance based on the texts being studied
- Work with others to plan a group presentation based on an issue arising from study of the set texts

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

The English Department at St Christopher's has an excellent record working with a wide variety of students, many of whom ultimately specialise in law, mathematics, economics and science. Equally, the full A-level course prepares students very effectively for degree courses involving the serious academic study of literature at many prestigious universities in the United Kingdom, including Oxbridge, as well as other renowned colleges and universities around the world. English Literature is acknowledged as one of the Russell Group's 'facilitating' subjects; students taking English Literature will give themselves the opportunity to apply for almost any course at any university

A student who has successfully completed an A-level English Literature course will typically have improved their critical thinking skills, their oral and written expression and have demonstrated that they have convincing powers of analysis. These are intrinsically valuable but employers, university and college admissions tutors are always impressed by applicants who can show that they are 'rounded' individuals, have some notion of art, culture and literature and its civilising effects.



23 GEOGRAPHY (CIE)

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

Although it is not a requirement that you should have studied Geography at GCSE in order to take an AS-level or A-level course in the subject, it is highly recommended. Several topics covered in the course are developments of work covered at GCSE, but others are new. What is more important is that you should have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Those students who have studied GCSE Geography will find that the material and the skills they have learned will prove a valuable foundation for further studies at this level.

23.2 What will I learn on this A-level course?

- What are the forces influencing our natural environment – the landscapes, the plants and animals, and the weather and climate?
- What are the issues affecting people and the places where they live? How are cities and the countryside changing? Why are they changing?
- How are people affecting the environment we all live in? What are the opportunities, the challenges and the constraints?
- What are the economic forces that drive the world economy, and how they are changing?
- What decisions are being made about the use and management of resources, and who makes these decisions?
- An appreciation of current events and world problems such as the effects of natural hazards and the plight of refugees.
- The ability to make links and connections across a wide variety of topics.

23.3 What kind of student is this course suitable for?

This course will appeal to those students who:

- Have an interest in and concern for the environment
- Are interested in current affairs
- Enjoy studying a subject that is relevant to their own lives and experiences
- Want the opportunity to carry out practical work outdoors as well as classwork
- Enjoy finding out their own answers – not just being taught
- Want to broaden their AS or A-level studies to cover both 'Sciences' and 'Humanities'
- Enjoy travel and finding out about new people, places, landscapes and events
- Want to keep their options open

Geography AS or A-level is an appropriate qualification for a very wide range of higher education or career choices. It does not force you to make an early commitment.

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

AS-level

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. An AS course consists of two units which are assessed by a single examination at the end of Year 12.



Unit 1: Physical Core

In this unit you will learn about:

- Plate tectonics and continental drift; volcanoes and earthquakes; weathering of rocks
- The issues affecting people who live in areas affected by volcanoes and earthquakes
- The hydrological cycle and rainfall
- How and why rivers react to changing conditions
- How and why rivers shape the landscape
- How people can manage rivers to create opportunities and lessen risks
- How the earth's atmosphere is heated, and how the unequal heating leads to pressure differences, movement of the air and different weather systems; how people influence weather and climate, and how weather hazards influence people

Unit 2: Human Core

In this unit you will learn about:

- The distribution of the world's population; how populations vary in different parts of the world; how and why the world's population is changing in number; how and why governments are trying to influence these changes.
- Why people move around the world, and the effects these movements have on the areas people are leaving, and the areas they are moving to; how governments influence these movement patterns.
- The site and situation of settlements, and their sphere of influence; how different areas within towns are organised; how towns are changing as people move in and out, and land uses change; how governments are influencing settlements.

A-level

The full A-level qualification is made up of the two core AS units plus two Physical Geography options and two Human Geography options which are studied at a higher level. You do not necessarily have to take the full 'A' level qualification; you can get a certificate just for the AS, and your teacher or course tutor will advise you on what is best. If you do decide to take the second half of the course it will cover the two units described below and it will be examined by two examinations at the end of the Upper Sixth year.

Unit 3: Physical Geography Options

Hazardous Environments

In this unit you will learn about:

- Hazardous environments resulting from tectonic hazards. Distribution of volcanoes and earthquakes and the resultant hazards and benefits of tectonic activity
- Hazardous environments resulting from mass movements on slopes leading to hazards that result from slope instability. The effects of slope failure on lives and property
- Hazards resulting from atmospheric disturbances. The nature and distribution of tropical storms and tornadoes. The effects of atmospheric hazards on lives and property
- A case study illustrating some of the problems of sustainable management of a hazardous environment.

Coastal Environments

In this unit you will learn about:

- Wave generation and characteristics; marine erosion, transportation and deposition.
- Coastal landforms, their evolution and factors affecting them.
- Characteristics of coral reefs and conditions required for their growth.
- Sustainable management of coasts. A case study illustrating problems of sustainable management and evaluation of attempted solutions.



Unit 4: Human Geography Options

Environmental Management

In this unit you will learn about:

- Sustainable energy supplies and factors affecting demand for and supply of energy, the environmental impact of energy production and the implications of future development.
- A case study of one country's energy strategy illustrating some of the issues of changes in demand and supply and evaluating the strategy's success.
- Pollution; land, air and water. Factors in the degradation of contrasting rural and urban environments. The protection of environments at risk.

Global Interdependence

In this unit you will learn about:

- Trade flows and trading patterns in relation to development of LEDCs and MEDCs. Global inequalities in trade flow and factors affecting trading patterns.
- The management of international trade. A case study of the international trading patterns of one country since 1960 evaluating the success of the country's trading pattern.
- The development of international tourism. The impacts of tourism on the environment's societies and economies of tourist destinations. The role of tourism in national economic planning.
- A case study of one tourist area or resort, its growth and development, illustrating the issues of sustainability it faces and evaluating tourism's impact on local environment, society and economy.

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

As well as covering AS and A-level study of Geography, this course will enable you to develop some skills, which will be essential to you whatever you go on to do afterwards. The skills you can develop during this course are:

- Communication
- Application of numbers
- Information Technology
- Problem solving
- Working with others
- Improving own learning and performance

If you take part in a debate or role play, for example, you could be collecting evidence for part of your Communication key skill; essays that you write as part of your course could also provide evidence. Collecting and analysing primary (fieldwork) and secondary data is part of the Application of Number key skill, and if you manipulate and present this using ICT, you are starting to produce evidence for the Information Technology key skill.

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

Students with AS or A-level Geography have access to a wide range of possible career and higher education opportunities. You learn and 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 the links between different parts of the subject. These skills are in great demand and are recognised by employers and universities and colleges as being of great value.

Geography combines well with almost all other AS and A-level subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like Engineering, Psychology, Environmental Sciences, Oceanography and Geology; taken with Humanities like English, French, History or Economics, Geography supports an equally wide range of university courses such as Business, Law, Media, Politics and Philosophy.



Many students choose to use their qualification to go straight into employment, rather than go on to higher education. Because AS and A-level Geography develop the transferable skills and the key skills that employers are looking for, they can lead to a very wide range of employment opportunities. This can include further training in such areas as the law, accountancy and journalism.



24 HISTORY (EDEXCEL)

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

It is not a requirement that you have studied History at GCSE in order to take an AS or A-level course in the subject. A number of the topics offered for study are developments from GCSE but there are also plenty of topics offered which are likely to be new to most students. It is more important that you have an enquiring mind, an interest in the past and its relevance to current affairs and an ability to communicate your ideas effectively. Students will be considered on their individual experience and suitability for the course.

Those students who have studied History GCSE will find that the skills they have learned and the knowledge they have acquired will form a solid foundation for further studies at AS & A-level.

24.2 Assessment Structure

All students taking History in Year 12 will undertake the same content, near the end of Year 12 however, those students who only want to undertake the subject at AS-level will sit two examinations, referred to as Paper 1 and Paper 2. These students will NOT take History in Year 13, but will hopefully gain an AS qualification in the subject at the end of Year 12.

Those students wanting to undertake the full A-level course are not allowed by Edexcel to undertake Paper 1 and Paper 2 at the end of Year 12. The new syllabus stipulates that ALL examinations, in other words, Papers 1, 2 and 3 must be undertaken at the end of the final year of the course for those candidates seeking the full A-level. This A-level course also includes a coursework element which will be undertaken during the Autumn Term of Year 13.

24.3 What will I learn on this 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
- About the theories of historians and the language that they use to discuss their ideas
- To understand the nature of historical evidence and the methods used by historians to analyse and evaluate it; to develop an understanding of how the past has been interpreted and represented; to express your own historical ideas confidently and effectively

24.4 Course Outline

The course is divided up into four teaching units. The new History syllabus is as follows

- Papers 1 & 2 form the basis for the Advanced Subsidiary qualification. These two units are taught in Year 12. All the students will undertake these units but only those students wishing to take History to AS-level will sit these papers at the end of Year 12
- Paper 3 and a coursework unit are taught in Year 13 and will only be studied by those students wishing to undertake the full A-level in History
- All three Papers and the coursework unit have to be successfully undertaken in order to pass the full History A-level. The three examination papers can only be sat at the end of Year 13



24.5 The topics studied in each unit are as follows:

Route E: Communist states in the twentieth century

Paper 1: Breadth study with interpretations. Option 1E: Russia, 1917-91: From Lenin to Yeltsin.

Paper 2: Depth study. Option 2E.2: Mao's China, 1949-76.

Paper 3: Option 34.2: Themes in breadth with aspects in depth. Poverty, public health and the state in Britain, c1780-1939.

Unit 4: Historical Enquiry: The focus will be on understanding the nature and purpose of the work of the historian.

24.6 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 and like putting forward a well-argued case.
- Want to improve their analytical skills.
- Want to study a subject which encourages them to consider evidence and make up their own minds.
- Want to broaden science AS or A-level studies to include a humanities subject.
- Want to keep their options open. History is widely regarded as a useful qualification for a wide range of **higher education or career choices**.

24.7 How will my work be assessed?

A combination of assessment techniques will be used. Students will be required to undertake extended writing and essays in all units, in order to present historical explanations, assess the significance of events, individuals, beliefs and movements, and to reach substantial judgements.

Paper 1 – 60% of the total AS marks - 30% of the total A-level marks.
Written examination: 2 hours 15 minutes.

Paper 2 – 40% of the total AS marks - 20% of the total A-level marks
Written examination: 1 hour 30 minutes.

Paper 3 – 30% of the total A-level marks.
Written examination: 2 hours 15 minutes.

Coursework – 20% of the total A-level marks.

24.8 What skills can I develop by taking this course?

As well as covering advanced level study of History, this course will enable you to develop skills, which will be essential to you whatever you go on to do afterwards. The skills you can develop during this course are:



Communication

- Information Technology
- Problem solving
- Working with others
- Improving own learning and performance

History AS & A offers you plenty of opportunities to acquire the Key Skills. These will arise naturally during your lessons and might include presenting your ideas to the rest of your group, taking part in a discussion, using a computer database for research or working in a small group to investigate a historical problem.

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

Students who study AS or A-level History have access to a wide range of career and higher education opportunities. By the end of your course you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and 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 AS & A provides an excellent foundation for a number of popular careers including journalism, law and business.



25 INFORMATION & COMMUNICATION TECHNOLOGY (AQA)

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

You need to have a strong interest in computers and how they are used in a variety of different environments to solve a variety of problems. You will be confident in a wide range of software packages and the Internet. GCSE ICT would be a distinct advantage but is not compulsory.

25.2 What will I learn on this course?

| AS | A2 |
|---|--|
| <p>Unit 1 – Practical Problem Solving in the Digital World Whilst studying this module you will gain practical experience of using a wide range of hardware, software and communication technologies to help you solve problems.</p> <p>Unit 2 – Living in the Digital World This module is designed to give you a wider picture of the use of ICT, so you understand the basic terms and concepts involved in the use and management of ICT.</p> | <p>Unit 3 – The use of ICT in the Digital World This module looks at the fast changing subject of ICT, including developments in technology and ICT system capabilities, and how this might affect the world that makes use of ICT including use within organisations.</p> <p>Unit 4 – Coursework: Practical issues involved in the use of ICT in the Digital World In this module you will complete a project involving the production of an ICT-related system over an extended period of time and in so doing will enhance your practical ICT skills.</p> |

25.3 What kind of student is this course suitable for?

This course is suitable for those students who enjoy using computer software to solve problems. You will often look to use a computer over manual methods and already be proficient in a wide range of software and Internet technologies. You will be keen to learn how ICT is used in different environments and learn how to use new software and new features in software (you are already confident with).

25.4 How will my work be assessed?

AS

Unit 1: Written Examination lasting 1 ½ hours

Unit 2: Written Examination lasting 1 ½ hours

A2

Unit 3: Written Examination lasting 2 hours

Unit 4: Coursework

25.5 What skills can I develop by taking this course?

On this course you will learn a wide range of practical software and hardware skills. In addition to these, you will gain a number of skills transferable to other subjects including problem solving, working in teams and organisation and planning of work.



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

After you have finished the A-level in ICT you may choose to seek employment in one of the many computer and business related industries or you may choose to continue your studies at a Higher Education Institution in a range of IT related disciplines including Information Technology, Information and Business Management, Internet Technologies.

26 MATHEMATICS (EDEXCEL)

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

The Mathematics Department offers 3 routes for 2 year GCE Mathematics courses:

1. AS Mathematics only (3 modules)
2. Advanced Mathematics (6 modules)
3. Further Mathematics (12 modules)

To embark on route 1 or 2, you will be expected to have achieved at least a grade B at Higher Tier GCSE. To embark on route 3, Further Mathematics, you should have an A* at GCSE. You should be strong in algebraic manipulation and have good logic and reasoning skills.

26.2 What will I learn on this Advanced GCE course?

Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is both challenging and interesting. It builds on work you will have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought-after qualification for the workplace and higher education courses.

While studying Mathematics you will be expected to:

- Use mathematical skills and knowledge to solve problems
- Construct proofs for important formulae and results
- Model real-life situations using mathematics to show what is happening and what might happen in different circumstances
- Analyse data using statistical techniques to obtain an overview
- Use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology



26.3 Mathematics at AS and Advanced GCE is divided into three branches:

26.3.1 Pure Mathematics

When studying Pure Mathematics at AS and Advanced GCE, you will be extending your knowledge of such topics as Algebra and Trigonometry as well as learning some brand new ideas such as Calculus. If you enjoyed the challenge of problem solving at GCSE using such mathematical techniques, then you should find the prospect of this course very appealing.

Although many of the ideas you will meet in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of Mathematics, especially Mechanics and Statistics.

26.3.2 Mechanics

When 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 technique of mathematical modelling; that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods.

Many of the ideas you will meet in the 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.

26.3.3 Statistics

When 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.

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

The Edexcel Examination Board offers various units; each designated as either Advanced Subsidiary or A2 units. The full Advanced GCE specification consists of 6 units, the Advanced Subsidiary specification of 3 units. The Further Mathematics AS consists of 9 units and the full Further Mathematics of 12 units. All units consist of just one written paper. There is no coursework component.



26.4.1 Units

| Title | Level | Method of assessment |
|------------------------------|-------|----------------------|
| Pure Mathematics C1 | AS | 1 written paper |
| Pure Mathematics C2 | AS | 1 written paper |
| Pure Mathematics C3 | A2 | 1 written paper |
| Pure Mathematics C4 | A2 | 1 written paper |
| Further Pure Mathematics FP1 | AS | 1 written paper |
| Further Pure Mathematics FP2 | A2 | 1 written paper |
| Further Pure Mathematics FP3 | A2 | 1 written paper |
| Mechanics M1 | AS | 1 written paper |
| Mechanics M2 | A2 | 1 written paper |
| Statistics S1 | AS | 1 written paper |
| Statistics S2 | A2 | 1 written paper |
| Statistics S3 | A2 | 1 written paper |
| Decision Maths D1 | AS | 1 written paper |

- All units equally weighted.
- All examination papers of 1 hour 30 minutes.
- All examination papers out of 75 marks.
- C1 is a non – calculator paper.
- In all other units any calculator which is allowed by the Joint Council for General Qualifications may be used.
- Further AS Mathematics leads to the award of one and a half A-levels.
- Further Mathematics leads to the award of two A-levels.

The information below shows you the combinations that you need for the different qualifications.

| Title | Pure Units | Applications Units |
|---|-------------------------------|---------------------|
| Mathematics (8371) AS-level Mathematics | C1, C2 | One of M1, S1 or D1 |
| Mathematics (9371) A-level Mathematics | C1, C2, C3, C4 | M1, S1 |
| Further Mathematics (8372) AS Further Mathematics | C1, C2, C3, C4, FP1 | M1, M2, S1, S2 |
| Further Mathematics (9372) Further Mathematics | C1, C2, C3, C4, FP1, FP2, FP3 | M1, M2, S1, S2, S3 |



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

26.5.1 AS Mathematics

An AS in Mathematics is very valuable as a supporting subject to many courses at Advanced GCE and degree level, especially in the Sciences and Geography, Psychology, Sociology and medical courses.

26.5.2 Advanced GCE Mathematics

Advanced GCE 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 a Mathematics Advanced GCE 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 Advanced GCE Mathematics or are strongly related include:

- Economics
- Medicine
- Architecture
- Engineering
- Accountancy
- Actuarial
- Banking
- Environmental Studies
- Computing
- Information and Communication Technology

If you wanted to continue your study of Mathematics after Advanced GCE, you could follow a course in Mathematics at degree level or even continue further as a postgraduate and get involved in Mathematical Research.



27 MEDIA STUDIES AS-LEVEL ONLY (AQA)

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

In order to take this course it is essential to have a good GCSE qualification in English but all applications will be considered on their merits. You will need to be prepared to study a variety of Media, including Radio, TV, Film, the Press and Electronic Media. Additionally, familiarity with British Media would be an advantage.

27.2 What is Media Studies?

- Media Studies is the study of different forms of the mass media
- It is designed to enable students to gain a critical understanding necessary to carry out individual readings and investigations
- The subject will allow students to engage in theory, research and independent study of the media as a whole
- Most importantly, the Media Studies course will build on and develop candidates' own knowledge and enjoyment of media texts and technologies

27.3 What will I learn on this AS-level course?

The course will enable you to:

- Understand how different media texts work
- Apply a conceptual framework to the reading of media texts
- Engage with theory, research and ideas relating to two chosen media topics
- Produce your own media texts using an appropriate technology

27.4 What kind of student is this course suitable for?

The course will appeal to students who:

- Have an interest in reading a wide variety of media texts
- Want to learn more about an aspect of daily life that affects every citizen in almost any society
- Desire to apply their knowledge in both a theoretical and more practical manner
- Wish to pursue a career or further academic study in a media-related field

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

AS-level

AS is short for Advanced Subsidiary. AS Media Studies is a two year course. The AS course consists of two modules of assessment. All examinations are taken at the end of Year 13

Module 1 – Investigating the Media (examination assessment) 50%

You will apply tools known as Key Concepts to a wide variety of media texts such as extracts from film, television, advertising, digital media and print.

The Key Concepts are:

- Media Forms
- Media Representations
- Media Institutions
- Media Audiences



Module 2 – Creating Media (Coursework assessment) 50%

This module will give you the opportunity to demonstrate the skills which you have developed throughout the course.

- You will be asked to produce two linked production pieces taken from two of the media platforms e.g. print and digital media. In the past, students have produced film trailers, music videos, magazine articles and promotional websites.
- You will be asked to evaluate both production pieces.
- When completing this module you will apply the knowledge you have learnt during your studies of Module 1 in order to create a range of pre-production tasks and to submit two fully realised products. This is designed to replicate the true experience of working in the media industry.

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

As well as covering the AS-level of Media Studies, this course will enable you to develop certain skills which will be essential to you whatever you choose to do in the future.

Communication

- Contribute to discussions
- Make a presentation on aspects of media, such as film genre

Information Technology

- Use different sources to search for information
- Present information from different sources
- Experience a range of different software and equipment

Working with others

- Plan your coursework production in groups
- Work together on agreed objectives

Improving own learning and performance

- Review progress
- Seek feedback and support concerning coursework production

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

Media Studies is rapidly becoming a more important area of study as societies recognise that media is the most important means by which information, ideas and beliefs are transmitted to citizens and consumers. Therefore, in doing the course you will be better equipped to decode the media around you in your daily life and be more successful at interacting with it.

With this qualification you can go on to study Media at University (without the need for an A-level at the present time) with a view to pursuing a career in this field. Media Studies complements other arts-related subjects such as English Literature, History and Philosophy.



28 MODERN FOREIGN LANGUAGES - FRENCH/SPANISH (EDEXCEL)

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

EDEXCEL assumes that most students will normally have achieved at least the equivalent of GCSE Grade B 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. You must also have some knowledge and understanding of the culture and way of life of the target-language country. You need to be interested in developing this understanding and in exploring in much more depth the topic areas that you will have covered at GCSE.

28.2 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 that 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
- Organise your arguments
- Provide opinions
- Analyse your ideas

28.3 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. Whether you want to use language for work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.

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

AS-level

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 AS consists of the **first two Units** described below:



Unit 1: Spoken Expression and Response in French/Spanish (8-10 minutes)

Here you will be expected to converse in the target language on a general topic area that you have chosen in advance. You will need to demonstrate that you can engage in a discussion in the target language that relates to a chosen general topic area and allied subtopics. You will be expected to give relevant and appropriate information, convey opinions, interact and respond to a range of questions. You must choose **one** of the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the target language-speaking world
- Education and employment

The assessment of this Unit is in **two** sections.

Section A requires you to respond to four Edexcel-set questions on a stimulus related to your chosen general topic area.

Section B requires the teacher/examiner to engage you in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

Unit 2: Understanding and Written Response in French/Spanish (2½ hours)

This Unit requires you to understand and convey your understanding of target language texts and recordings. In addition, you will need to produce an essay to demonstrate an ability to manipulate the target language in continuous writing. You will be expected to recognise and use the target language in a variety of contexts and in relation to a prescribed range of general topic areas.

The Unit draws upon **four** general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the French-Spanish-speaking world
- Education and employment.

The assessment of this Unit is in **three** sections.

Section A requires you to listen to a range of authentic recorded target language material and to retrieve and convey information given in the recording by responding to a range of target language questions.

Section B requires you to read authentic target language printed materials and to retrieve and convey information by responding to a range of mainly target language test types.

Section C requires you to write 200-220 words in the form of a letter, report or article in the target language based on a short printed target language stimulus.

A2

Unit 3: Understanding and Spoken Response in French/Spanish (11 - 13 minutes)

This Unit requires you to demonstrate the effectiveness of your target language skills by presenting and taking a clear stance on any issue of your choice. You will be expected to interact effectively with the teacher/examiner, defend your views and sustain discussion as the teacher/examiner moves the conversation away from your chosen issue. You will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.



The assessment of this Unit is as follows:

You first outline your chosen issue for about **one** minute, adopting a definite stance towards the issue. You should then defend and justify your opinions for up to **four** minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

Unit 4: Research, Understanding and Written Response in French/Spanish (2½ hours)

This Unit requires you to demonstrate skills in advanced-level target language writing (discursive or creative essay) and translation from English into the target language. The Unit also requires you to demonstrate evidence of independent, advanced-level target language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of a French or Spanish speaking country, countries or community. The content of this Unit will be linked to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the French/Spanish-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts

The assessment of this Unit is in **three** sections.

Section A: A short written translation exercise to test your ability to transfer meaning from English into the target language effectively.

Section B: A target language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas that invite either discursive or creative writing.

Section C: A research-based essay in the target language (240-270 words) to reward you for target language research skills linked to an area of interest to you that relates to the culture and/or society of a French-/Spanish-language country, countries or community. You have the freedom to determine the content of your research (potentially in negotiation with your teacher) but it must relate to the four research-based essay topic areas for this Unit.



28.5 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 skills, which will be essential to you whatever you go on to do afterwards. The skills you can develop during this course are listed in the table below:

| Skill | Typical Activities |
|--|--|
| Communication | Presenting your chosen topic for Unit 1 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/working 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. |

NB. The Key Skill of Communication has to be assessed in English, Irish or Welsh, so you would not be able to use work in the target-language for your portfolio of evidence for Communication.

28.6 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.



29 MUSIC (EDEXCEL)

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

It is useful to have taken music at GCSE level, but this is not essential as long as you can already play a musical instrument and are able to read music. The Music Department staff will be happy to assess your suitability for the course.

29.2 What will I learn on this Advanced GCE course?

The course involves performing, composing and listening skills in almost equal measure. You will improve your skills in performing and composing in a range of styles. You will listen to a wide variety of music and develop a more informed appreciation of how and why it was written and/or performed.

29.3 What kind of student is this course suitable for?

Anyone who has an interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of both live and recorded music. There will be opportunities throughout the course for detailed study of music composed in both classical and popular styles.

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

AS-level

AS is short for Advanced Subsidiary. This is the first half of the Advanced GCE course. It is a stepping-stone to the full Advanced GCE qualification. You can take the AS on its own after a year 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 and to complete the full Advanced GCE qualification.

The AS qualification consists of the following three units.

Unit 1: Performing (30% AS, 15% A2)

In this unit you will develop your skills as a musical performer. This is as a soloist or a member of an ensemble or both. You can perform on any musical instrument or sing. Your choice of music can be in any style.

Your assessed performance(s) can be a 5-6 minute piece or a combination of pieces totalling up to 6 minutes. These can be recorded at any time throughout the course and will be assessed by your teacher. The expected standard by the end of Y12 is Associated Board Grade 6 or equivalent. You do not need to have passed or studied for Grade 6, you just need to play at that standard.

Unit 2: Composition (30% AS, 15% A2)

In this unit you will learn the craft of composing. You will develop musical ideas in the form of original compositions and exercises. You will then compose a 3 minute composition in any style which will take the form of a Controlled Assessment.

Unit 3: Developing Musical Understanding (40% AS 20% A2)

Throughout the course, you will be expected to develop and improve your listening skills. This unit is in three parts. In Section A you will develop skills in analysis by identifying musical features in a piece. In Section B you will compare and contrast music from selected set works and comment on their social and historical context. In Section C you will develop skills in understanding harmony of music and also complete some chords on a stave.

Advanced GCE



The full Advanced GCE qualification is made up of the AS units plus three more units studied at a higher level. You don't necessarily have to take the full Advanced GCE qualification; you can still get a certificate for the AS. Your teacher will advise you on what is best. If you do decide to take the second half of the course, it will cover the following three units.

Unit 4: Extended Performance (15% A2)

In this unit a 12 -15 minute performance will be assessed by your teacher. It can be recorded or re-recorded at any time during the course. Any instruments and/or voices are acceptable and you may perform as a soloist entirely and/or as part of an ensemble. Minimum level of performance should be Associated Board Grade 7. You do not need to have studied for or passed Grade 7. You need to perform at that level.

Unit 5: Composition and Technical Study (15% A2)

In this unit you may choose to complete *either* one composition and one technical study *or* two compositions *or* two technical studies. Compositions are assessed in controlled conditions over a period of 15 hours and Technical Studies are assessed in the form of a 3 hour exam. You work on your Composition through the course before completing them in the Controlled Assessment.

Unit 6: Further Musical Understanding (20% A2)

This unit tests all the knowledge, understanding and skills you have developed across the whole course. You will take a listening test and will also be asked to answer written questions on the music you have studied.

29.5 What sort of skills and activities will I develop during this course?

| Skill | Typical activities |
|--|---|
| Communication | Discuss critically, in groups and in writing, your own and others' compositions |
| Improving Own Learning and Performance | Plan a rehearsal/practice schedule and set targets for personal achievement |
| Information Technology | Use the Internet as a research tool and compose music using software |
| Problem Solving | Work out appropriate and practical interpretations of a score |
| Working with Others | Plan and take part in rehearsals and contribute towards group evaluation |

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

This AS & Advanced GCE in Music can lead to further study in music or performing arts in higher education at degree or HND level and may lead on to a career in music, media, education or the entertainment industry. To hold a qualification in music will show you as a diverse and interesting individual who will have good communication skills and be confident performers and very valuable assets to employers and universities.



30 PHILOSOPHY (AQA)

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

You do not need to have studied Philosophy to be accepted onto this course. To be a successful Philosophy student, it is important that you enjoy thinking about ultimate questions, are able to communicate effectively and clearly, enjoy challenges and have an open mind. This is a challenging course that does not point to any specific career path, but that opens doors and helps students to enrich their understanding of all their other subjects, as well as enabling them to stretch themselves intellectually.

30.2 This course is suitable for students who...

- ... are interested in finding out the reasoning behind the views of others
- ... like to contemplate big questions
- ... like to be challenged
- ... enjoy investigation and discovery
- ... would like to learn how to express an argument clearly and succinctly
- ... want to broaden science A-level studies to include a philosophical dimension
- ... want to support and broaden humanities A-level studies to include a philosophical dimension

30.3 What skills can I develop by taking this course?

- Communication
- Analysis
- Evaluation
- Problem solving
- Clarity of expression

Philosophy offers you plenty of opportunity to acquire the key skills. These will arise naturally during your lessons and might include presenting your ideas to the rest of your group, taking part in the discussion, using a computer database for research or working in a small group to investigate a philosophical problem.

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

Students who take Philosophy have access to a wide range of career and higher education opportunities. By the end of your course you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas succinctly and effectively. These skills are recognised and valued by employers, universities and colleges.

Philosophy combines well with many subjects, in particular Mathematics, Physics, History, Geography, Psychology and English.

Philosophy complements the sciences well and this combination would create an attractive portfolio of qualifications.

Philosophy also complements the humanities subjects and this combination would provide a good basis for an arts degree.

Philosophy is recognised as a challenging and intellectual subject that provides an excellent foundation for a number of popular careers including law, politics, teaching and business.



30.5 What will I learn on this course?

At **AS-level**, you will explore two major philosophical questions through the eyes of a few of the world's most influential thinkers. You will be expected to be familiar with some of their works and you will be reading some of the most influential texts in history.

Section A: Epistemology

Questions:

- Do we all see the world in the same way?
- What is the world like?
- Can we have knowledge of the world?
- What is knowledge?
- Is knowledge just belief?
- Where do we get knowledge from?

Philosophers: Descartes, Hume, Locke, Plato, Leibniz, Russell, Gettier, Spinoza, Kant, Berkeley.

Section B: Philosophy of Religion

Questions

- Does the idea of God make sense?
- Where does the idea of God come from?
- What are the main arguments for the existence of God?
- What are the main arguments against the existence of God?
- Is talk about God meaningless?

Philosophers: Kant, Hick, Hume, Descartes, Aquinas, Ayer, Paley, Plantinga, Malcolm, Flew, Swinburne, Plato, Gaunilo, Anselm.

At **A2 Level**, you will deepen your philosophical understanding and develop your skills of analysis and evaluation. Again, you will explore two major philosophical questions through the eyes of a few of the world's most influential thinkers. You will be expected to be familiar with some of their works and you will be reading some of the most influential texts in history.

Section C: Ethics

Questions:

- What do we mean when we say that something is 'good'?
- How do we decide what is right to do?
- How should I behave?
- Can I tell others how to behave?
- Is there such a thing as 'right' and 'wrong'?

Philosophers: Aristotle, Plato, Hare, Kant, Warnock, Mackie, Mill, Bentham, Moore.

Section D: Philosophy of Mind

Questions

- Do we have a body and a mind?
- What is a person?
- How do we have knowledge?



- Where do we find a mind?
- What is consciousness?

Philosophers: Putnam, Jackson, Descartes, Ryle, Chalmers.

Course Outline

- The specification followed is AQA Philosophy.
- The course is divided into four teaching sections.
- Sections A and B are taught in Year 12 and form the AS qualification.
- Sections C and D are taught in Year 13 and together with Sections A and B form the A-level qualification.

30.6 How will my work be assessed?

Section A: Epistemology and Section B: Philosophy of Religion make up 100% of AS-level and 50% of A-level. ***There is one examination at the end of Year 12, and this is 3 hours long.***

Section C: Ethics and Section D: Philosophy of Mind make up 50% of A-level. ***There is one examination at the end of Year 13 and this is 3 hours long.***



31 PHYSICAL EDUCATION AS-LEVEL ONLY (EDEXCEL)

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

It is not a requirement that you have studied Physical Education at GCSE in order to take this course. Several topics covered in the course are developments of work covered at GCSE but others are new. What is more important is that you should have a lively and enquiring mind, an interest in Physical Education, a willingness to explore new ideas and an ability to communicate your ideas effectively.

If you enjoy sporting activities the course will broaden your all round knowledge of Physical Education. At the same time it will develop your understanding of the theory behind the subject in ways you can relate to.

31.2 What will I learn on this course?

You will:

- Explore the contemporary sociological issues in modern sport
- Examine the effects of exercise and the relationships between training and performance
- Analyse the way we learn to be skilful
- Compare and contrast sport through many differing cultures
- Enhance your understanding of the role of technology or psychology in sporting performance
- Find ways to improve your own performance in performing, leading and officiating
- Develop your knowledge and skills in selected activities

31.3 What kind of student is this course suitable for?

- A student who has a good level of understanding in Science, especially Biology
- Wants to follow a course that develops the theoretical aspects through practical involvement
- Wants to know how the body functions and the effects of exercise
- Wants to evaluate and improve their own sporting performance as a performer, leader or official
- May want to move onto a related career or higher education course
- Have a keen interest in sport and recreation

31.4 What examination will I have to take to get my qualification?

Students will study two units. All examinations will take place at the end of Year 13.

Unit 1: 50%

This is divided into two sections:

Section 1

This will develop the student's knowledge and understanding of what constitutes a healthy lifestyle. Students will learn how the body responds and adapts to exercise, the components of physical and skill fitness and different methods of fitness training.

Section 2

This section encourages students to develop their knowledge and understanding of how competitive sport has developed over time. They will learn how life long involvement in sport is encouraged.

These sections are marked out of 90. Students sit an exam for 1 ½ Hours.



Unit 2: 50%

The Critical Sports Performer

The aim of this unit is to engage students in 4 tasks.

Task 1

Personal Performance: This requires students to participate in 2 personal roles from a choice of 3 (performer, leader and official). Students can choose 2 different sports.

This task is marked out of 30.

Task 2

Local study: this requires students to undertake independent research into the provision, locally for 1 physical activity in all 3 roles.

This task is marked out of 15.

Task 3

National study: This requires students to research national provision, at elite levels, in at least 1 of their chosen roles.

This task is marked out of 15.

Task 4

Performance Analysis: Students will be required to submit evidence of their ability to undertake a performance analysis in at least 1 of their chosen roles.

This mark is out of 30.

This unit is internally assessed.

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

Students will become increasingly competent by:

- Developing skills and techniques they require to perform effectively in physical activities
- Develop and applying their skills in different roles, such as, leader and official
- Developing their knowledge and understanding of factors that enable them and others to be physically active
- Develop a healthy lifestyle
- Developing their knowledge and understanding of the body and mind in ensuring effective and efficient performance in their own and other's roles such as performer, leader and official
- Develop and understand how they and others make the most of opportunities and pathways available to be involved in physical activities

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

Students with AS Physical Education have access to a wide range of career and higher education opportunities. You will learn a variety of transferable skills throughout the course. These skills include collecting, analysing and interpreting data, communicating your findings in different ways. These skills are in great demand and are recognised by employer's universities as being of great value.

Physical Education combines with a range of AS subjects. It supports applications for a wide range of university courses, like Sports Science, Physiotherapy, and Recreation and there are many new and exciting courses related to sport throughout higher education.



32 PHYSICS (EDEXCEL INTERNATIONAL)

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

As the course builds on the knowledge and understanding of the GCSE Science and Additional Science courses, students will be expected to have a grade B in GCSE Physics or B grades in both Science and Additional Science (or equivalent).

During the course students will need to be able to communicate effectively and research information from a variety of sources. During parts of the course students will be expected to handle and interpret data, it is necessary that students have achieved at least a GCSE Grade B in Mathematics as numeracy and mathematical skills are extremely important. You will learn theory and develop relevant practical skills throughout the course.

32.2 What will I learn on this A-level course?

A-level Physics aims for students to:

- Sustain and develop their enjoyment of, and interest in, Physics
- Develop essential knowledge and understanding in Physics
- Develop the skills needed for the use of this knowledge and understanding in new and changing situations where appropriate
- Develop an understanding of the link between theory and experiment
- Appreciate how Physics has developed and is used in present day society
- Show how Physics links with Social, Philosophical, Economic, Industrial and Environmental matters
- Recognise the quantitative nature of Physics
- Understand how mathematical expressions relate to physical principles
- Bring together knowledge of ways in which different areas of Physics relate to each other
- Study how scientific models develop

32.3 What kind of student is this qualification suitable for?

A-level Physics is suitable for students who:

- Have an interest in, and enjoy, Physics and its applications
- Want to find out how things in the physical world work
- Enjoy applying their mind to solving problems
- Enjoy carrying out investigations using imaginative, logical thinking
- Want to use Physics to support other qualifications or progress onto further studies or employment

AS Physics is also suitable for students who:

- Want to go on to the full A-level
- Want grounding in a relevant worthwhile qualification of recognised value
- Want to broaden their 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 their studies

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

The AS is a qualification in its own right. You will study three units.



You will take Unit 1, Unit 2 and 3 in May / June.

The full A-level includes the three AS-level units plus three more units.

You will take Unit 4, Unit 5 and Unit 6 in May / June.

This table shows you the examinations you will take and the percentage each unit is worth:

| Unit | Method of assessment | | Time | AS | A |
|------|---|----|------------|-----|-----|
| 1 | Unit test (Physics on the Go) | AS | 80 minutes | 40% | 20% |
| 2 | Unit test (Physics at Work) | AS | 80 minutes | 40% | 20% |
| 3 | Written Test on Practical Work (Exploring Physics) | AS | 80 minutes | 20% | 10% |
| 4 | Unit test (Physics on the Move) | A | 95 minutes | - | 20% |
| 5 | Unit test (Physics from Creation to Collapse) | A | 95 minutes | - | 20% |
| 6 | Written Test on Practical Work (Experimental Physics) | A | 80 minutes | - | 10% |

32.5 What is in the units? AS-level

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.

For AS you will study three units which are each made up of several topics:

Unit 1: Physics on the Go

Topic 1: Mechanics

This unit leads on from KS4 studies and covers rectilinear motion, forces, energy and power.

Topic 2: Materials

This topic covers flow of liquids, viscosity, Stokes' Law, properties of materials, Hooke's Law, Young modulus and elastic strain energy.

Unit 2: Physics at Work

Topic 1: Waves

This topic covers the properties of different types of waves, including standing (stationary) waves. Refraction, polarisation and diffraction are also included.

Topic 2: DC Electricity



This topic covers the definitions of various electrical quantities e.g. Current and Resistance, Ohm's Law and Non-ohmic Materials, Potential Dividers, Emf and Internal Resistance of Cells, and Negative Temperature Coefficient Thermistors.

Topic 3: Nature of light

This topic covers the wave/particle nature of light and quantum phenomena.

Unit 3: Exploring Physics (Written alternative to practical test)

Students will develop their experimental skills and gain a knowledge and understanding of experimental techniques. This is achieved by carrying out a range of practical experiments and investigations. This unit is assessed by means of a written examination paper. The assessment covers planning an experiment, analysing data and drawing conclusions.

32.6 What is in the units? A-level

The full A-level qualification is made up of the AS units plus three more units which are studied at a higher level. You don't necessarily have to take the full A-level qualification; you can still get a certificate just for the AS, and your teacher will advise you on what is best. If you do decide to take the second half of the course it will cover the three units described below.

Unit 4: Physics on the Move

This unit covers further mechanics, electric and magnetic fields and particle physics.

Topic 1: Further Mechanics

This topic covers momentum and circular motion.

Topic 2: Electric and Magnetic Fields

This topic covers Coulomb's law, capacitors, magnetic flux density and the laws of electromagnetic induction.

Topic 3: Particle Physics

This topic covers atomic structure, particle accelerators and the standard quark-lepton model thus enabling students to describe the behaviour of matter on a subatomic scale. The topic is the subject of current research, involving the acceleration and detection of high-energy particles.

Unit 5: Physics from Creation to Collapse

This unit covers thermal energy, nuclear decay, oscillations plus astrophysics and cosmology.

Topic 1: Thermal energy

This topic covers specific heat capacity, internal energy and the ideal gas equation.

Topic 2: Nuclear Decay

This topic covers Radioactive decay.

Topic 3: Oscillations

This topic covers Simple Harmonic Motion and Damping.

Unit 6: Experimental Physics (Written alternative to practical test)

While studying Units 4 and 5, students will further develop their experimental skills. They will improve their knowledge and understanding of experimental techniques by carrying out a range of practical experiments and investigations. This unit is assessed by means of a written examination paper.

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

As well as studying A-level Physics, this course will enable you to develop some important skills. These skills will be essential to you whatever you go on to do afterwards.



32.8 Examples of Skills Development in Physics

Communication

- Taking part in discussions about investigations or issues
- Preparing written documents for your practical work
- Researching from books, CD-ROMs and the Internet

Application of number

- Planning to collect results from your experiments and investigations and analysing and presenting them in a suitable way
- Carrying out calculations on the data collected in experiments and investigations
- Interpreting the results from experiments and seeing how this relates to your plan

Information technology

- Researching from CD-ROMs and the Internet
- Using word processing software to present written reports and prepare presentations about an investigation or an issue you have researched
- Plan and design a spreadsheet to support your experiments and be able to select a suitable graphical format to show trends and patterns in your data

Working with others

- Discussing an investigation or a presentation within a small group. This can then be presented to the whole class
- Deciding who does what in the group and successfully completing the task by working co-operatively
- Reviewing the task and agreeing ways that you could have co-operated even better in your group

Improving own learning and performance

- Setting targets with a timetable to improve your learning or skills
- Seeking support and using different ways of learning
- Monitoring the marks awarded for your work and taking action to improve them

Problem solving

- Planning an investigation into some aspect of physics to answer a question.
- Working out at least two different ways to solve a problem
- Carrying out one of your plans and consider how well it is going
- Deciding how to evaluate your plan

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

Physics leads on to a wide range of degree courses which prepare students for careers in many areas such as:

Pure Physics, Engineering, Communications, Space Physics, Nuclear Physics, Cosmology, Astrophysics, Radiography, Biotechnology, Nuclear Medicine, Sports Medicine, Medicine, Environmental Sciences, Education, Dentistry.

There are many more career opportunities for the physicist and the analytical skills and knowledge developed in studying Physics, The Fundamental Science, is valued for admission to many university courses such as Accountancy, Law, Architecture and countless others.



33 PSYCHOLOGY (CIE)

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

You do not need to have previously studied Psychology. During the course you will need to be able to communicate effectively and research information from a variety of sources. It would assist you on the course if you have GCSE grade C or above in Mathematics, English and Biology. This is an essay-based subject and as there is a significant amount of statistical analysis required throughout the course, a good standard of Mathematics is desirable.

33.2 What kind of student is this course suitable for?

This course will appeal to students who:

- Enjoy exploring issues dealing with how and why people behave in certain ways
- Want to find out more about the links between people's behaviour and their environment
- Enjoy finding patterns to explain behaviour in adults and children
- Want a course that will complement other AS and A-levels such as English, Mathematics, Philosophy, Biology or Critical Thinking Skills

33.3 What are the demands of this course?

This is a highly academic course that requires sustained student input from the very start. A high degree of self-motivation and initiative is also needed, as much of the learning and revision are self-directed, particularly in A2. However, students will be given clear guidance in key areas. Psychology A-level is a respected and universally recognised award. It complements many other subjects, emphasizing, as it does, a range of disciplines and skills. It also provides an excellent knowledge and skills foundation for many university courses.

33.4 What will I learn on this course?

Methodology:

You will learn how to:

- Describe a range of psychological methods
- Consider the strengths and weaknesses (evaluate) and compare and contrast the methods and consider their practical and theoretical implications
- Discuss methodological issues such as design, sampling and control.

Approaches and Perspectives:

You will learn how to:

- Show awareness of the range and assumptions of approaches and perspectives in psychology: cognitive, social, physiological, developmental, the psychology of individual differences and the behaviourist and psychodynamic perspectives
- Consider the strengths and weaknesses (evaluate) of, and compare and contrast, the approaches and perspectives

Issues and Debates:

You will learn how to:

- Show awareness of the issues and debates that structure psychological research
- Evaluate the issues and debates
- Consider the moral and ethical implications of psychological research.



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

Assessment at a Glance

For the Advanced Subsidiary Level qualification:

Candidates take Papers 1 and 2. Both papers must be taken in the same examination series.

For the Advanced Level qualification:

Candidates take Papers 1, 2 and 3. Papers 1 and 2 must be taken in the same examination series, but Paper 3 may be taken in a later examination series.

All three papers are available in both the June and November exam series.

| Assessment structure | Marks | Weighting % | |
|--|-------|-------------|----|
| | | AS | A |
| Paper 1 1 hour 30 minutes Short-answer and structured essay questions, based on core studies <u>Section A:</u> 15 short-answer questions (60 marks, 75%) <u>Section B:</u> two structured essay questions (20 marks, 25 %) with a choice of one core study from a list of three in each question | 80 | 50 | 25 |
| Paper 2 1 hour 30 minutes Structured essay questions <u>Section A:</u> one question on methodology with a named core study (25 marks, 36%) one question on approaches and perspectives, and issues and debates, with a named core study (25 marks, 36%) <u>Section B:</u> one question on approaches, issues and debates (20 marks, 28%) related to a number of core studies, from a choice of two questions | 70 | 50 | 25 |
| Paper 3 3 hours Short-answer and structured essay questions. Candidates study two specialist options from a choice of five. For each option chosen there are three sections: <u>Section A:</u> short-answer questions (6 marks, 7.5%) <u>Section B:</u> one structured essay: topic areas (20 marks, 25%) <u>Section C:</u> one structured essay: applying psychology (14 marks, 17.5%), from a choice of two questions | 80 | – | 50 |



Weightings

| Assessment objective | Paper 1 | Paper 2 | Paper 3 | Total |
|--------------------------------------|---------|---------|---------|-------|
| Knowledge and understanding | 15% | 10% | 25% | 50% |
| Analysis, evaluation and application | 10% | 15% | 25% | 50% |
| Weighting | 25% | 25% | 50% | 100% |

For the Advanced Subsidiary Level qualification:

The core studies have been selected to reflect five key approaches in psychology:

- Cognitive psychology
- Social psychology
- Developmental psychology
- Physiological psychology
- The psychology of individual differences

There will be **four** studies in each section. These studies will be replaced periodically, to maintain a freshness of material and approach.

The core studies have been chosen to allow candidates to demonstrate:

- *Knowledge and understanding* of approaches to the solution of problems
- An ability to *analyse and to evaluate* some of the cultural, social and ethical implications of psychology
- An ability to *apply psychological concepts* to practical problems and to everyday life.

For the Advanced Level Qualification:

A traditional approach in the study of Psychology is to progress to greater and greater specialism and, in so doing, narrow the range of study. This syllabus is designed to increase the specialism of study yet retain a breadth of coverage. Over the past few years, a number of applied areas have developed in psychology that have sought to integrate the knowledge derived from a variety of psychological sources and apply it to specific problems. The syllabus takes this approach and encourages the candidate to look at how psychological theory has been applied. This involves the candidate in integrating the various areas of the subject, and seeing the connections and contrasts between them.

The chosen applied areas are:

- Education
- Health
- Environment
- Abnormality
- Organisations

Within each chosen applied area, candidates will be required to look at the core approaches in psychology: Cognitive Psychology, Social Psychology, Physiological Psychology, Developmental Psychology and the Psychology of Individual Differences. Candidates will also be required to apply the issues and debates from the AS-level component along with various methods.



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

This course does not only cover advanced level study of Psychology, it will also enable you to develop some skills, which will be important to you whatever you go on to do in the future. Skills you can develop during this course are:

Communication: for example, presenting information to others, teaching fellow students, discussions, presentations and written work using reference material from books, CD Rom and the Internet.

Application of number: presenting results in a suitable format, carrying out calculations on data collected in experiments, analysing data.

Information Technology: word processing written reports, designing spreadsheets to support your experiments, selecting suitable graphical formats to show trends and patterns in your data.

Problem solving: planning investigations, trying out different questionnaires to gather information and data.

Working with others: planning investigations using the whole group, researching topics together, planning collective presentations – unavoidable!

Improving own learning and performance: setting and reviewing targets for improving your own skills, monitoring marks awarded for written work, reports, presentations.

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

Any degree course leading to a career which deals with people, not to mention a degree in the subject itself! The list is almost endless, but here are a few examples:

Follow a degree course or diploma in:

- Psychology
- Sociology
- Medicine
- Management Training
- Criminology
- Counselling

This is a small selection of courses with direct links; see the UCAS website for more details.

Other courses which would benefit include:

- Media Studies
- Teaching
- Advertising

Seek employment in:

- Human Resources
- Medical Profession
- Police Work
- University Research
- Advertising



34 EXTENDED PROJECT QUALIFICATION (AQA) – OPTIONAL

34.1 What is the Extended Project Qualification (EPQ)?

All students following the A-level pathway have the opportunity to complete an Extended Project. This is an in-depth piece of research which involves producing a 5000 word report on a topic of their choice. They will also complete a production log, outlining their project decisions and progress, as well as delivering a 15 minute presentation. Students are given advice by a teacher, who acts as the Project Supervisor. Some tuition is also provided, for example on research methods or referencing. However, students are expected to take significant responsibility for their own learning and the overall progress of their project.

The aims of the Extended Project are to develop students' skills in essential areas such as research, planning, analysis and evaluation. The development of these skills will help students with both their A-level studies and their future studies at university. Students can produce a project on any topic but are strongly advised to do one which links to either their A-level studies or their future university course. The Extended Project is half an A-level, on the UCAS Tariff, with an A* grade possible.

34.2 Examples of EPQ titles

The EPQ is very flexible, allowing students to follow a theme that is of significant interest to them. Students generally formulate a question, allowing them to focus and complete a high quality piece of analytical written work. Examples titles include:

| |
|--|
| Should fluoride be added into the water supply? |
| Can tissue engineering replace organ donation? |
| Are charities really making a difference as they claim and are they the most efficient way to fight poverty in developing countries? |
| To what extent does left wing bias in the media exist and does it affect the US voters? |
| What were the effects of the Meiji Restoration on the Culture, Politics and International Relations of Japan? |
| How has photography developed and influenced the course of warfare? |

34.3 What do UK universities think about the Extended Project Qualification (EPQ)?

The Extended Project is widely recognised and supported by universities.

University of Warwick

Applicants presenting the Extended Project are encouraged to discuss their research in their personal statement and reflect on how undertaking the project will help prepare them for studying their chosen degree at Warwick. Where a department typically makes offers which include a fourth subject at AS-level the Extended Project will normally be considered in lieu of this requirement.

University College London

UCL welcomes the introduction of the Extended Project into the curriculum, recognising that it will develop many of the skills necessary for successful study at university. For students taking UK A-levels, UCL accepts a pass in the Extended Project as an alternative to the need to offer a pass in a fourth subject at AS-level.



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