



Sixth Form Prospectus

For admission in September 2014

Our Philosophy

In the Sixth Form at Prince Henry's we want every student to succeed and to do so to the best of their ability. We believe that high standards in attitude, organisation and appearance are key factors in this. In return we provide a challenging, enjoyable and rewarding environment that helps students to flourish. A place where students can form foundations for further academic study or careers, gain essential life skills and develop friendships that last.



Trevor Davidson

Progress Leader: Key Stage 5
Head of Sixth Form

Courses

All courses offered are Level 3.

Most students will choose to study four courses in Year 12 and reduce this to three in Year 13. It is possible to study up to five courses within the school timetable but generally this is not recommended.

GCE Advanced/Advanced Subsidiary

Applied Business	Economics & Business	Law
Applied Media	English Language	Mathematics
Applied Science	English Literature	Media Studies
Fine Art	Further Mathematics	Music
Biology	French	Physics
Chemistry	Geography	Psychology
D/T Food	German	Religious Studies
D/T Product Design	Government & Politics	Spanish
D/T Textiles	Health & Social Care	Sport & Physical Education
Drama	History	

OCR Cambridge Technical Certificate

Information & Communication Technology

BTEC Level 3 Certificate

Music Performance
Performing Arts

BTEC National Certificate (Two A level equivalence)

Sports Performance

Other

Rugby AASE Course (RFU accredited)
Rugby Development Programme (School accredited)

An assessment of the requirements of prospective students will take place once applications have been submitted and, as far as possible, the curriculum will be tailored to suit these requirements. It may not be possible to offer courses which are under-subscribed.

Pathways Support

We have identified seven broad pathways which students are likely to follow and produced a diagram to summarise the support we give to help our students fulfil their ambitions. It is anticipated that students will identify which pathway they intend to follow and then receive the support specific to their pathway. If at any time they have a change of heart, their pathway choice can be changed so that they are always getting the right help and direction needed.

Leadership

In addition to academic qualifications, employers and Higher Education Institutions are increasingly placing importance on the broader skills and experiences that students have. The opportunities offered at Prince Henry's, are designed to develop a range of personal skills. All students will be given a Professional Portfolio to document non-academic activities.

Student Leadership

Prince Henry's has a strong tradition of developing student leadership through the appointment of a Head Boy, Head Girl and Deputies and we have recently built on this tradition to allow more students to benefit from taking on extra responsibilities within school. The Senior Students, as they are collectively known, help run the Year and Student Council system and have regular meetings with senior staff to channel the suggestions and concerns of students across the school.

Mentoring

A large number of Sixth Form students support Reading Club which runs in school during morning registration. Students receive training in literacy support and help to improve the basic skills of younger students by listening to them read. SUMS club works in much the same way but supports students who struggle with Maths. An increasing number of students are involved in mentoring programmes within school designed to support students in Key Stage 3 and 4 who struggle to stay on top of their studies or who need someone closer to their own age to talk to about personal problems. Trained Sixth Form mentors give the value of their own experience whilst gaining key social and work skills themselves.

Community Service

There are many opportunities for students to contribute to the school community, but we also encourage students to take the opportunity to contribute in some way to the wider community. Amongst many other examples, students have given time working in charity shops, local primary schools and old people's care homes.

The Enrichment Curriculum

In our innovative Enrichment Curriculum students are able to choose from a range of different courses and develop personal skills via workshops. This is in addition to a wide range of extra-curricular and extension opportunities. These Courses and Activities enhance students' CVs, giving them essential skills for whatever career or education path they choose. Students are timetabled five periods a fortnight in which to do additional Courses and Activities. Courses are selected at the same time as the core academic subjects whereas Activities are chosen at the start of Year 12.

Leeds University Partnership

One of the courses on offer is the Extended Project Qualification. Prince Henry's is working with the University of Leeds on the delivery of a specific programme for this qualification. The EPQ is a research-based project on a topic of the student's own choosing. While the focus is on independent learning, guidance will be provided from academics at the University as well as staff from the school.

Courses

These are allocated 3 lessons a fortnight and a certificate is awarded when completed. Courses available to students in 2013 included Critical Thinking (AS), IT Essentials, Extended Project Qualification, Sociology GCSE, Law GCSE, Italian GCSE, Creative Writing (AS).

Activities

Two lessons a fortnight are allocated to Activities. The options change each year but currently include Duke of Edinburgh Gold, Student magazine, Independent Living, Still Life and Ceramics, Craft Club, Music Club, Beginners Arabic, Beginners Chinese, Programming for beginners and PE. They are all offered in a relaxed workshop environment and are designed to extend student learning and develop life skills. A comprehensive list of activities for 2014-2015 will be available at the beginning of the school year. Students may also use this time to undertake voluntary work.

Applications and Entry Requirements

Choosing Courses

Students should have three main reasons for choosing their post-16 courses:

- They are important for a particular career
- They have an aptitude for them
- They enjoy them and want to study them more deeply

It is our intention that each student who applies for entry to Sixth Form is treated as an individual and that opportunities are made available for personal interviews as required. Personal tutors, academic staff and Student Services will be happy to discuss post-16 courses and the opportunities they offer.

Sixth Form Entry Policy

We pride ourselves at Prince Henry's on treating each student as an individual. The following guidelines are intended to support students in choosing the right courses for them; the courses on which they are most likely to succeed. Your need to ask yourself:

<i>Are you good at exams?</i>	<i>Are you good at coursework?</i>
Students with a strong performance in examinations will normally be recommended to follow courses in which the main mode of assessment is examination.	If a student prefers coursework as a mode of assessment, it makes sense to consider applying for courses with a high coursework component or possibly mixing these with an exam-based subject.

Please refer to specific subjects for details of how they are assessed and what GCSE grades are required to do these courses.

Induction

All students must pass a six-week induction period at the start of their courses and risk being removed from any course in which basic requirements of attendance, behaviour and attitude are not met.

Dress Code

Post-16 students at Prince Henry's are reminded that they have chosen to continue their studies at an 11-18 school. In making this choice, they must recognise their responsibility in acting as positive role models at all times, including how they dress. In order to ensure that our dress code is easily understood we have outlined the expectations below:

Boys and Girls	Trousers	Tailored, plain colour – no denim, jeans style or tight fitting styles such as jeggings, treggings and leggings. No tracksuit bottoms, shorts or cargo pants.
	Belts	Plain – no large buckles
	Hair	Hairstyles must not reflect extremes of youth culture
	Outdoor wear	No outdoor jackets or coats should be worn in school, neither should hats, gloves or scarves. Denim jackets, hoodies or baseball caps must not be worn at any time within the school grounds.
	ID Badge	Photo ID must be worn visibly at all times while on school premises
	Piercings & tattoos	No visible piercings other than for earrings worn in the earlobe and no more than two. No visible tattoos
	Jumper or Cardigan	Plain with no large logos. No sweatshirts or hoodies
Girls	Skirt	Tailored plain colour or with discreet pattern, worn between mid-calf and 5cm above the knee. Lycra 'body con' skirts should not be worn
	Dress	Smart, plain or with discreet pattern, worn between mid-calf and 5 cm above the knee. Again lycra 'body con' styles should not be worn. Strappy, summer dresses are not appropriate.
	Shirt or blouse	Tailored with collar and no large logos. Plain colour or with discreet pattern. Blouses should be worn buttoned up. Sleeveless and see-through tops are not considered appropriate. Lumberjack and denim shirts are also not permitted.
	Make up	Discreet make up in natural colours only
Boys	Shirt	Tailored with collar and no large logos. Plain colour or with discreet pattern, no lumberjack or denim shirts. Shirts should be worn tucked in.
	Tie	Smart tie, done up to the collar.

Clothing and appearance should not reflect the extremes of youth culture and should be appropriate at all times.

Monitoring and Standards for Learning

Students who choose to continue their post-16 education in a school setting often do so in order to benefit from the close support and guidance on offer.

The Sixth Form at Prince Henry's is based around tutor groups led by a team of tutors highly experienced in assisting and advising Sixth Form Students. The tutor team is supported by the Head of Sixth Form, Mr Davidson, the Post-16 and Student Leadership Manager, Mrs Reardon and the Deputy Head of Sixth Form, Mrs Hall. Every effort is made to place individuals in friendship groups within tutor groups.

Whilst students are given much more responsibility for their studies, our extensive experience tells us that all students need to be monitored carefully to achieve excellent results.

Standards for Learning

The Standards for Learning framework rewards good progress, but also quickly helps to identify any problems students may have in adjusting to the demands of Advanced level study. Full details of the framework can be found on the school website.

Monitoring

Students are set individual targets for each of their subjects and then receive two progress reports each year, one in Autumn and another in Spring, to measure progress against these targets. We place considerable importance on attitude towards study and, whilst praising those students who demonstrate a good attitude, will work closely with those students whose attitude and performance are below expectations.

The Next Step

Although applications will be considered at any time, the applications process is designed to give students the opportunity to design the curriculum for the new academic year and students wishing to involve themselves in this process will be asked to return their application by 31st January 2014. Applications will be made through UCAS Progress and all students at a Leeds school will be able to apply this way. Students outside the Leeds area should download and submit an application form from the school website. All students who submit an application will have a meeting with a member of the Sixth Form Team to discuss their course choices. All offers of places in the Sixth form will be subject to satisfactory GCSE performance and the availability of courses. The following table gives details of important dates:

13 th December 2013	Deadline for Internal Applications
31 st January 2014	Deadline for UCAS Progress and other External Applications
February/March 2014	Course choice meetings
March 2014	Offer letters sent
April 2014	Students accept their offers
21 st August 2014 (GCSE results day)	Confirmation of places

Further details about the Sixth Form can be found on the school website including:

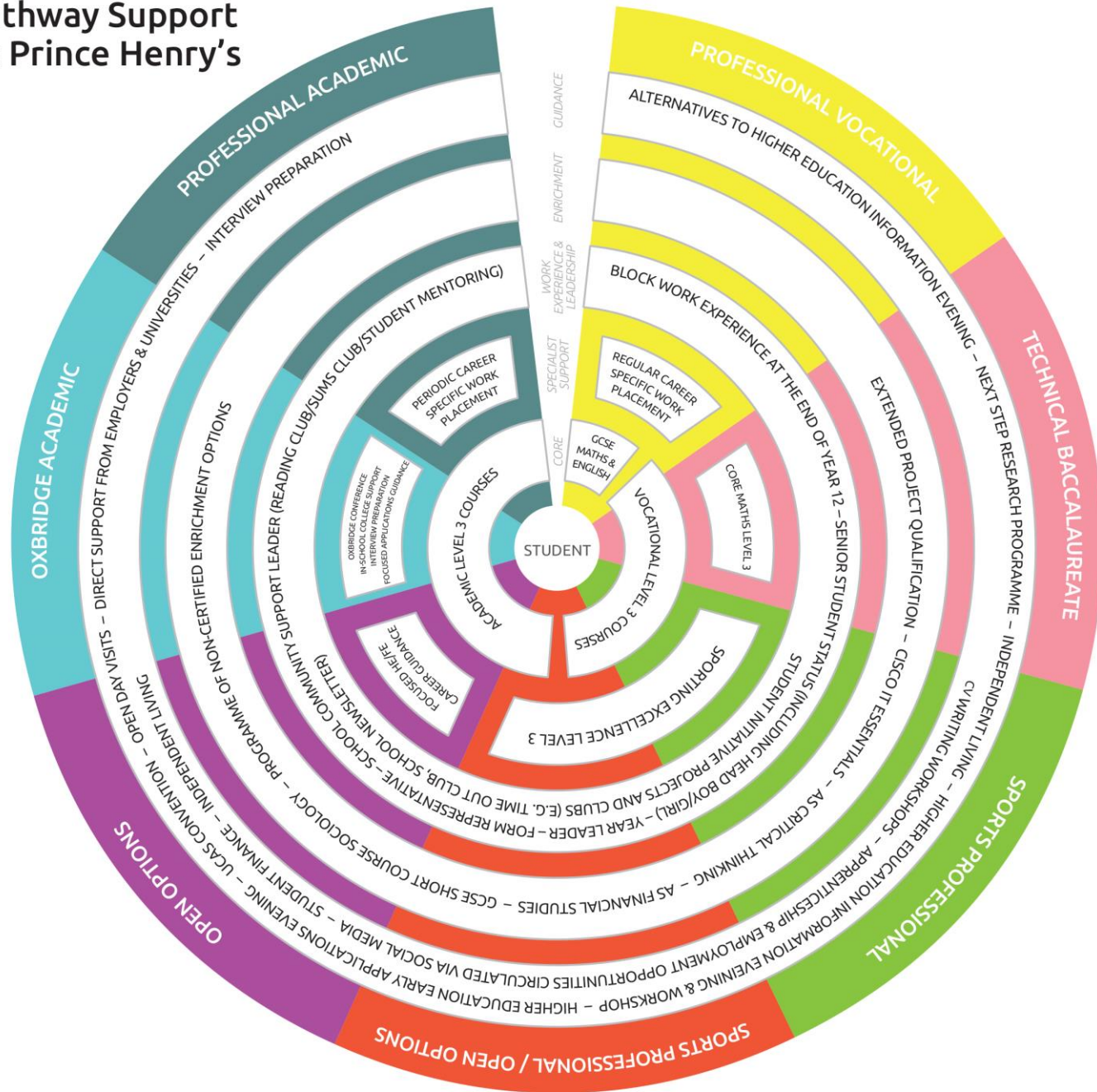
- Detailed Course Information
- Results and Destinations
- The 16-19 Bursary
- Standards for Learning

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Pathway Support At Prince Henry's



PROFESSIONAL ACADEMIC

- HIGHER EDUCATION
- MEDICINE
- PHYSIOTHERAPY
- LAW
- EDUCATION

OXBRIDGE ACADEMIC

- HIGHER EDUCATION
- OXFORD
- CAMBRIDGE

OPEN OPTIONS

- HIGHER EDUCATION
- FOUNDATION DEGREE

SPORTS PROFESSIONAL/OPEN OPTIONS

- HIGHER EDUCATION
- FOUNDATION DEGREE
- PROFESSIONAL SPORT

SPORTS PROFESSIONAL

- HIGHER EDUCATION
- PROFESSIONAL SPORT

TECHNICAL BACCALAUREATE

- FURTHER EDUCATION
- LEVEL 3/4 APPRENTICESHIPS

PROFESSIONAL VOCATIONAL

- EMPLOYMENT
- FURTHER EDUCATION
- LEVEL 3/4 APPRENTICESHIPS

**Pathway Support
At Prince Henry's**

	STUDENT						
	PROFESSIONAL ACADEMIC	OXBRIDGE ACADEMIC	OPEN OPTIONS	OPEN OPTIONS/ SPORTS PROFESSIONAL	SPORTS PROFESSIONAL	TECHNICAL BACCALAUREATE	PROFESSIONAL VOCATIONAL
<i>CORE</i>		ACADEMIC LEVEL 3 COURSES			VOCATIONAL LEVEL 3 COURSES		GCSE MATHS AND ENGLISH
<i>SPECIALIST SUPPORT</i>	PERIODIC CAREER SPECIFIC WORK PLACEMENT	OXBRIDGE CONFERENCE IN-SCHOOL COLLEGE SUPPORT INTERVIEW PREPARATION FOCUSED APPLICATIONS GUIDANCE	FOCUSED HE/FE CAREER GUIDANCE	SPORTING EXCELLENCE LEVEL3		CORE MATHS LEVEL 3	REGULAR CAREER SPECIFIC WORK PLACEMENT
<i>WORK EXPERIENCE & LEADERSHIP</i>	BLOCK WORK EXPERIENCE AT THE END OF YEAR 12 – SENIOR STUDENT STATUS (INCLUDING HEAD BOY/GIRL) – YEAR LEADER – FORM REPRESENTATIVE SCHOOL COMMUNITY SUPPORT LEADER (READING CLUB/SUMS CLUB/STUDENT MENTORING) STUDENT INITIATIVE PROJECTS AND CLUBS (E.G. TIME OUT CLUB, SCHOOL NEWSLETTER)						
<i>ENRICHMENT</i>	EXTENDED PROJECT QUALIFICATION – CISCO IT ESSENTIALS – AS CRITICAL THINKING – AS FINANCIAL STUDIES – GCSE SHORT COURSE SOCIOLOGY PROGRAMME OF NON-CERTIFIED ENRICHMENT OPTIONS						
<i>GUIDANCE</i>	ALTERNATIVES TO HIGHER EDUCATION INFORMATION EVENING – INTERVIEW PREPARATION – CV WRITING WORKSHOPS – NEXT-STEP RESEARCH PROGRAMME APPRENTICESHIP & EMPLOYMENT OPPORTUNITIES CIRCULATED VIA SOCIAL MEDIA – DIRECT SUPPORT FROM EMPLOYERS & UNIVERSITIES HIGHER EDUCATION INFORMATION EVENING & WORKSHOP – HIGHER EDUCATION EARLY APPLICATIONS EVENING OPEN DAY VISITS – UCAS CONFERENCE – STUDENT FINANCE – INDEPENDENT LIVING						
	HIGHER EDUCATION MEDICINE PHYSIOTHERAPY LAW EDUCATION	HIGHER EDUCATION OXFORD CAMBRIDGE	HIGHER EDUCATION FOUNDATION DEGREE	HIGHER EDUCATION FOUNDATION DEGREE PROFESSIONAL SPORT	HIGHER EDUCATION PROFESSIONAL SPORT	FURTHER EDUCATION LEVEL 3/4 APPRENTICESHIPS	EMPLOYMENT FURTHER EDUCATION LEVEL 3/4 APPRENTICESHIPS



Applied Business

Course Leader: Mrs B Hall

Why Study Business?

The GCE Applied Business course provides an exciting insight into the dynamic world of business, developing many of the skills that are required to be successful in enterprise or industry. You will learn how to produce a business plan, the importance of marketing and how to motivate people. Getting to grips with key financial concepts such as profit, costs and revenue is important within most walks of life. You will also gain a close understanding of how businesses operate through detailed investigations and visits to local businesses.



The Applied Business GCE is a qualification that provides the opportunity for students to explore the world of business in a highly practical way. By adopting an investigative approach, students develop a range of skills while discovering the problems and opportunities faced by businesses.

Course Content and Assessment

The **AS course** comprises three units:

- **Unit 1:** Investigating Business – A portfolio unit (representing 33.33% of the AS grade) exploring how a local business “ticks” and what makes it successful.
- **Unit 2:** People in Business – A portfolio unit (representing 33.33% of the AS grade) practically exploring what motivates people at work and how to effectively recruit new employees.
- **Unit 3:** Financial Planning and Monitoring – An examined unit (representing 33.33% of the AS grade) in which you will gain an appreciation of key financial concepts and how businesses use them to inform decision making and strategy.

The **A2 course** is comprised of a further three units:

- **Unit 8:** Business Planning – A portfolio unit (representing 33.33% of the A2 grade) which involves student's producing a professional business plan for a startup business.
- **Unit 10:** Promotional Activities – A portfolio unit (representing 33.33% of the A2 grade) in which students create a promotional plan for a local business.
- **Unit 11:** The Marketing Environment – An examined unit (representing 33.33% of the A2 grade) which focuses on marketing activities and the impact of wider external factors.

Study Methods

The course is designed to promote active learning and achievement. Independent research is encouraged with students actively contacting local business and carrying out independent investigations. Students take part in practical business activities such as planning and running a business, planning and carrying out a recruitment process or developing a marketing strategy for a new product. Several one day field trips accompany the course and outside business speakers are regularly involved in aiding the delivery of the course.

Progression Routes

The GCE in Applied Business gives students a wide choice of progression options into further study. This could include a degree or diploma in Business, Management, Finance or Marketing. Business also provides a wealth of employment opportunities such as Management, Human Resources, Accountancy, Marketing and Retail Management. In addition, the course addresses many of the skills and knowledge required for setting up your own business.

Entry Requirements

Prior knowledge of Business Studies is not required. However, students who have studied GCSE Business must have achieved at least grade C in the subject. It is also strongly recommended that students have achieved at least grade C in GCSE Maths and English.



Applied Media

Communication & Production

Course Leader: Mrs Sian Ellis

Why Study Applied Media: Communication & Production?

The Creative Media Industry is one of the few sectors of the British Economy that has continued to grow during the recession. Dynamic, challenging, interesting jobs are available in this sector. This Applied A Level course is focused on learning skills and competences that are valued in the workplace.



Course Content and Assessment

This course offers a highly practical approach to the study of the media. The course is all about learning how media texts are produced and using that knowledge to create your own media texts using industry standard skills. At AS Level students will learn how to research and develop ideas for a production as well as production planning and project management. They will also learn about shot composition and framing as well as editing skills. For the A2 course students have to make their own film using the skills they have learned. There are no examinations on this course. All work is assessed by portfolio.

The AS course comprises three units:

- Unit 1 – Industries Texts and Audiences – internally assessed by portfolio.
- Unit 2 – Skills for Media Production – internally assessed by portfolio.
- Unit 3 – Media Production Brief – externally assessed practical production supported by planning work and evaluation.

The A2 course comprises a further three units:

- Unit 4 – Research and Development for Media Production – internally assessed by portfolio.
- Unit 5 – Media Production Project – internally assessed practical production supported by planning work and evaluation.
- Unit 6 – Professional Practice in Media Industries – externally assessed by portfolio.

Progression Routes

Applied GCE courses qualify for UCAS points at the same level as academic A levels and thus give students a wide choice of progression options into further study at college or university.

This qualification will be of real benefit to students who want to work in a practical capacity in the media, whether through vocational courses such as journalism, film or television production, sound engineering, film production or by going straight into the media industry. It is also a useful starting point for those who wish to study Media, Communication, Advertising or Marketing in higher education.

Entry Requirements

It is not necessary to have studied Media Studies at GCSE to take A Level Media: Communication and Production. However, it is essential that students choosing this course have a real enthusiasm for making their own films and videos. It is helpful if students wishing to do this course have achieved a grade C in English Language or English Literature.

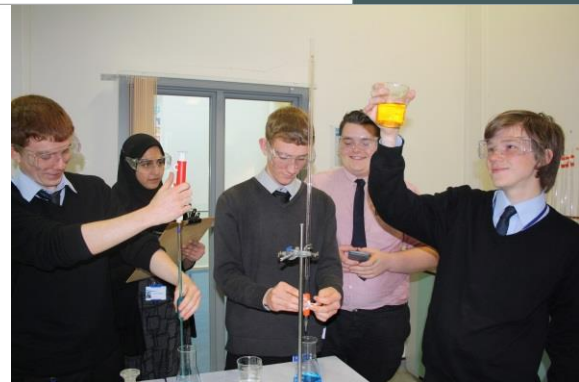


Applied Science

Course Leader: Mr R Oldroyd

Why Study Applied Science?

Applied Science is a course that is designed to allow students to continue to study Biology, Chemistry and Physics without having to choose between them. The course is set in the context of how science is used in the workplace and you will research how the skills you develop can be used in the world of work. For example, how do Healthcare and fitness professionals monitor cellular, tissue and organ activity? Which skills does a forensic scientist use at the scene of a crime?



Course Content and Assessment

The **AS course** comprises three units:

- Unit 1 - Investigating Science at Work. In this unit you will produce a portfolio of research into the type of work undertaken in a range of scientific workplaces. Your portfolio is worth 33.3% of your total AS mark.
- Unit 2 - Energy Transfer Systems. In this unit you will sit an exam that consists of short answer questions that test your knowledge of energy in your body and how we can manage energy in the wider world. Your exam mark is worth 33.3% of your total AS mark.
- Unit 3 - Finding Out about Substances. In this unit you will produce a portfolio containing your experimental write up of a series of chemical procedures. You will have to follow standard procedures to take measurements and then analyse these. Your portfolio is worth 33.3% of your total AS mark.

At the end of the AS year there is the option to continue the qualification to A2.

The **A2 course** comprises a further three units:

- Unit 7 - Planning and Carrying out a Scientific Investigation
- Unit 11 - Controlling Chemical Processes
- Unit 12 - The Action and Development of Medicines

Progression Routes

A-level Applied Science is a good choice for students considering higher education in any Science-based course, including Biochemical Sciences, Chemistry, Food Technology, Human Physiology, Nursing, Sports Science, Materials Science and Medical Physics.

Career opportunities for students who study A-level Applied Science include: the chemical industries, healthcare, medical and laboratory-based Science, sports and leisure sectors and food and catering industries.

Entry Requirements

At least grade C in GCSE Core Science or at least one grade C in either GCSE Biology, Chemistry or Physics. In addition, at least grade C in both GCSE English and GCSE Mathematics.



Biology

Course Leader: Dr TA Firth

Why Study Biology?

Biology is one of the most popular A Level subjects in the country, attracting students studying a wide range of other subjects. It is a challenging course that provides students with a broad scientific understanding. The course allows students to take responsibility for their own learning, evaluate data and develop practical, written and communication skills. Most students go on to study degree courses in Biomedical or other Health related Sciences.



Course Content and Assessment

The AS course encompasses three Modules:

- Unit 1 - Biology and disease (core principles underlying biology)
- Unit 2 - Variety of life (DNA and genetic diversity)
- Unit 3 - Practical skills

These are examined at the end of Year 12 by three Units of assessment:

- Unit 1 – written exam (1 hour 15 minutes)
- Unit 2 – written exam (1 hour 45 minutes)
- Unit 3 – practical exam (internally assessed)

The A2 course comprises of a further three Modules:

- Unit 4 - Populations and the Environment
- Unit 5 - Control in cells and in organisms
- Unit 6 – Practical skills

These are examined by three further Units of assessment:

- Unit 4- written exam (1 hour 30 minutes)
- Unit 5 - written exam (2 hours 15 minutes)
- Unit 6 – practical exam (internally assessed)

Progression Routes

This course will provide a sound basis for those who want to go on to study Biology, Biochemical Sciences, Nursing, Medicine, Dentistry or Veterinary Science to degree level.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in Biology or Additional Science at GCSE.



BTEC Music Performance

Course Leader: Mrs. L Greenwood

Why Study BTEC Music Performance?

This course focuses mainly on practical musicianship and performing within a modern context. Those who are interested in developing as a performer will benefit from studying this course. The course aims to develop skills with a real life focus in mind and an emphasis on finding work as a performing vocalist/instrumentalist.



Course Content and Assessment

We will be offering the Edexcel BTEC Level 3 Subsidiary Diploma in Music Performance. This qualification is equivalent to 1 A level, with the Certificate completed in Year 12 (worth one AS level) and the Subsidiary Diploma completed in Year 13.

During the two year course students will study various aspects of music performance. The course has several optional units, which allow students to play to their strengths. Included are the following units (some are optional):

- Music performance techniques
- Solo/ensemble music performance skills
- Aural perception skills
- Classical music in practice
- Composing music
- Improvising music
- Live music workshop
- Modern music in practice
- Music project
- Pop music in practice
- Singing techniques & performance
- The sound and music industry

Progression Routes

This course could be used as a springboard to further musical study at a music college. It could also facilitate students finding work as professional/session musicians or instrumental/vocal teachers.

Entry Requirements

Ideally, students taking this course will have at least a grade C in Music at GCSE, with a clear strength in performing. They may alternatively have music qualifications (ABRSM / Trinity / Rock School).

Students on this course need to be prepared to perform in front of others and to participate in as many performing opportunities as possible, both in and out of school.



BTEC Performing Arts

Course Leader: Mrs L Greenwood

Why Study Performing Arts?

Performing Arts holds an important and prominent place in today's society. Music, Drama and Dance are combined in this course, which will equip learners to perform to a high standard and develop their musical theatre skills. The course is highly practical in nature, with an emphasis on working hard to train as an actor, singer and dancer.



Course Content and Assessment

We will be offering the Edexcel BTEC Level 3 Subsidiary Diploma in Performing Arts. This qualification is equivalent to one A level, with the Certificate completed in Year 12 (worth one AS level) and the Subsidiary Diploma completed in Year 13.

During the two year course students will study acting, directing, dance and singing/music. Students taking this course will be expected to perform in at least two major musical productions during the course. Units are assessed by portfolio/performances over the two years.

Included are the following units:

- Performance Workshop
- Performing Arts Business
- Performing to an Audience
- Musical Theatre Performance
- Developing voice for the Actor
- Auditions for Actors
- Principles of Acting

- The Practice of Directing
- Singing skills
- Dance Performance
- Singing techniques and performance
- Film and TV acting

Progression Routes

This course is the preferred qualification for those wishing to pursue a career in the Performing Arts industry. If you are interested in a career in musical theatre, acting, dance or any aspect of theatrical work, this course will give you a great platform to start from. It is ideal for anyone wishing to apply for chorus/lead role work, or even for those wishing to teach any aspect of Performing Arts.

Entry Requirements

Ideally, students taking this course will have at least a Merit in the Level 2 Performing Arts BTEC qualification, or another qualification within the Performing Arts family (such as GCSE Drama, Dance or Music).

Students on this course need to have a love of performing to others and be prepared to work hard to produce polished scenes from musical theatre and performances for others to watch, or to be filmed.

It is expected that students on this course participate in the annual school musical.



BTEC Sport

Course Leader: Mrs S Grant

Why Study BTEC Level 3 Diploma in Sport?

Year on year the sport and active leisure sector outperforms the rest of the UK economy. This has been a trend since the end of the economic recession of the late 1990s, and researchers predict will continue to be the case for years to come, long after the sports legacy of the London 2012 Olympic and Paralympics Games.



Course Content and Assessment

The BTEC Nationals in Sport provide an introduction to the sector for students looking to build a career in sport. It is a course for people who enjoy practical activities and have a genuine interest in sport. The Diploma in Sport allows students to select optional units that reflect their aspirations, and the diverse nature of the sector. The Edexcel BTEC Level 3 Diploma in Sport (Performance and Excellence) is a qualification that consists of nine mandatory units **plus** four optional units. It is equivalent to two A2 level qualifications.

Mandatory Units

- Principles of Anatomy and Physiology in Sport
- The Physiology of Fitness
- Assessing Risk in Sport
- Fitness Training and Programming
- Fitness Testing for Sport and Exercise
- Sports Nutrition
- Psychology for Sports Performance
- Technical and Tactical Skills in Sport
- The Athlete's Lifestyle

Optional Units

- Sports Injuries
- Analysis of Sports Performance
- Sport and Exercise Massage
- Rules, Regulations and Officiating in Sport
- Profiling Sports Performance
- Organising Sports Events

Delivery strategies are designed to reflect the nature of employment within sport wherever possible and encourage students to research and carry out assessment in simulated working conditions. Students are expected to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

For comprehensive information on the Units, Assessment and Grading please visit the Edexcel website: www.edexcel.org.uk

Progression Routes

BTEC Nationals are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give students the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions. BTEC Nationals accredit the achievement for courses and programmes of study for full time or part time learners in schools, colleges and other training provider organisations.

On successful completion of a BTEC National qualification, a student can progress to or within employment and/or continue their study in the same, or a related, vocational area.

Entry Requirements

The BTEC qualification is assessed continually. It is therefore essential that students have an appropriate attitude to learning, and particularly towards attendance. Although it is not necessary to be a practically able performer students must have a passion for sport and have achieved at least grade C in GCSE PE (grade D will be accepted in exceptional circumstances).



Chemistry

Course Leader: Mr P Pope

Why Study Chemistry?

Chemistry allows you to develop a range of generic skills requested by both employers and universities. A successful A level chemistry student will be an effective problem solver and be skilled in communicating efficiently. You will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues. Chemistry is a subject in which much learning stems from experimental work, so you will need to work effectively as part of a group, developing team participation and leadership skills.



Course Content and Assessment

This subject has 6 Units of Assessment:

The AS course comprises three Units.

The A2 course is comprised of a further three Units.

The course offers an innovative approach to teaching and learning Chemistry in which chemical principles are developed through modern applications of Chemistry. Activities provide practical work as well as many other types of activities including research exercises, group discussions and applications of ICT.

The content is chosen to provide a balanced and coherent study of Chemistry, in which chemical principles are developed, revisited and reinforced throughout the course. Examples of the use of basic chemical principles are drawn from modern applications of Chemistry, in industry, in everyday life and in the environment.

Further details can be found on the OCR website (Chemistry Syllabus A - 2008)

Progression Routes

A Level Chemistry provides an excellent preparation for further study at university. UK higher education institutions currently offer over 200 courses where chemistry is the primary subject. Often these courses can include an additional year's study, either in industry or at a university abroad. Some courses can include study in other related areas. Examples include chemistry with medicinal chemistry, chemistry with forensic science and toxicology and chemistry with pharmacology.

In addition, a number of other courses either specifically require or find it desirable to have an A level in chemistry. These include courses such as chemical engineering, medicine, veterinary medicine, biological sciences, environmental science, pharmacy and dentistry.

Entry Requirements

You should have studied Science to GCSE Higher Level and will have attained at least grade B in both Core and Additional Science, or at least grade B in triple science: Chemistry. Students should also have achieved at least grade C in GCSE Mathematics.

In order to continue studying chemistry at A2 level it is highly recommended that you have achieved a minimum of a grade D at AS level.



Critical Thinking

Course Leader: Ms H White

Why Study Critical Thinking?

Critical Thinking is an enrichment course, which gives students the advantage of supporting their work in other advanced level subjects, together with an additional AS level qualification at the end of the year. The course provides students with the skills to analyse and critically evaluate written communications, by considering both the credibility of the source, and the quality of the argument itself.



Course Content and Assessment

Skills that are developed include testing the credibility of sources using a set of criteria including expertise, neutrality and bias, and vested interest of the author, and understanding argument elements such as principles, analogies, appeals, flaws and hypothetical reasoning. These are developed through exercises, discussion and argument-writing in class and examination practice.

The AS course is comprised of two units of study:

- **Introduction to Critical Thinking** (identifying argument elements, critical evaluation of communications, consideration of the relative plausibility and credibility of opposing arguments)
- **Assessing and Developing Arguments** (identifying common flaws in arguments, appeals to emotion or authority, development of written arguments)

These are examined at the end of Year 12 by 2 units of assessment:

- Unit 1: Introduction to Critical Thinking (1 hour 30 minutes)
- Unit 2: Assessing and Developing Argument (1 hour 30 minutes)

The A2 course is not currently offered at Prince Henry's.

Progression Routes

Critical Thinking provides a foundation for academic study in many subject areas, especially those that require the analysis and synthesis of complex information, such as History, Law, Politics and Psychology. Critical Thinking skills are very useful in a wide range of careers, including Law, academic research in Science, Humanities and Social Science; Journalism, Medicine, and Business Studies. Critical Thinking will help any advanced level student to organise their arguments, and therefore improve their performance in their academic subjects. As similar skills are practised, the course is especially recommended for students who intend to sit the reasoning tests for entrance to courses in Medicine or Law, or for Oxford or Cambridge universities.

Please note: AS Level Critical Thinking is offered as an enrichment course and is taken in addition to a student's other AS/A Level subject choices. It is accepted by many universities for UCAS tariff purposes, but is not usually considered to be a full course in terms of academic content, as it is about learning skills rather than academic knowledge.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least a grade B in English and Maths at GCSE.



Drama and Theatre Studies

Course Leader: Mrs S Collins

Why Study Drama and Theatre Studies?

Drama and Theatre Studies A level is not only for those who wish to pursue a career in the Performance Arts or the Entertainment Industry (although it is essential for those students who do want to work in this area). It also helps students to become confident, articulate adults who are able to collaborate as part of a team, with the self-motivation, initiative and creativity required for work and life in 21st century society.

Drama and Performing Arts have always been at the heart of human expression and experience and are an important medium through which to convey views and ideas which have the potential and power to change society for the better.

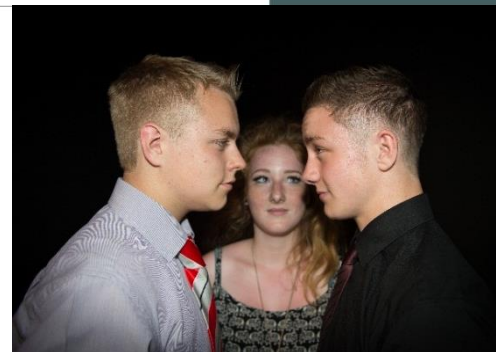
Course Content and Assessment

Performance work is developed through the study of a range of texts, practitioners and historical periods. Students are given several opportunities each year to work with and/or go to professional productions, such as at the RSC at Stratford upon Avon or at Shakespeare's Globe Theatre in London.

By studying plays and practitioners as actors, students gain the necessary skills to understand the role of the director. In the second year of the course they devise, perform and direct their own play and the written exam requires students to respond as directors. Throughout the course students create notes which demonstrate their understanding of Theatre and also require them to evaluate Live Theatre.

The AS course comprises two Units:

- Exploration of Drama and Theatre: the study of 2 texts and 1 Theatre Practitioner (40% of total AS marks)
- Theatre Text in Context: performance of a monologue or duologue and the performance of a role(s) in a whole group production (60% of total AS marks).



These are examined towards the end of Year 12 by 2 Units of assessment:

- Unit 1 - Exploration Notes and Live Theatre Evaluation
- Unit 2 - Performance of mono/ duologues accompanied by a written rationale of their interpretation in performance. Participation in a performance of a whole play.

The A2 course comprises a further 2 Units:

- Exploration of Dramatic Performance: creating a new and original piece of theatre (40%of total A2 marks).
- Theatre Text in Context: written paper (2.5 hours) requiring responses, written from a director's perspective on the detailed study of one set text and one prescribed historical period of theatrical development (60% of the total A2 mark).

These are examined by two Units of assessment:

- Unit 3 - Performance of the devised play accompanied by a Supporting Written Evaluation Document from each student.
- Unit 4 - Written Paper (2.5 hours).

Progression Routes

An AS or A level in Drama and Theatre Studies can lead to a range of higher education courses and careers:

- A degree course in Drama/ Theatre Studies/ Performing Arts / Expressive Arts / Musical Theatre;
- A combined degree course (e.g. Drama and Creative Writing);
- An Acting / Directing course at a Drama School (e.g. RADA, Central, Rose Bruford).

Drama is an all-encompassing subject which can help in a variety of courses and career choices (e.g. set-design, theatre administration, drama therapy).

Entry Requirements

A good range of GCSE's at grade C and above, preferably with good grades in Arts subjects and English Literature.

It is not necessary to have studied GCSE Drama, but students should have experience of performance-related work.



Economics and Business

Course Leader: Mrs B Hall

Why Study Economics and Business?

The Economics and Business course aims to equip students with the ability to make sense of many contemporary business and economic issues. Students will look at fundamental economic forces that affect our lives such as employment, prices, and the credit crunch, and will develop an understanding of the economic reality of the world in which we live. The course has a strong focus on the changing world economy – the growth in economic power of China and India and the growing debate about the ethics of globalisation and multinationals. On a practical level the course will also help students gain a greater understanding of the world of business and the challenges of developing a new business idea. It is the relevance and, at times, the controversy which makes Economics and Business such a lively and interesting subject to study.



Course Content and Assessment

Subject content is divided into 4 equally weighted units – two at AS and two at A2. Assessment is through external examination.

The AS course comprises two units:

- **Unit 1 – Developing New Business Ideas.** The unit focuses on the skills required to develop a successful business idea – including identifying and evaluating a successful business opportunity, turning the idea into a practical business solution, developing entrepreneurial skills to make the business succeed and finally analysing the external economic environment that businesses operate in.
- **Unit 2B – Business Economics.** This unit focuses on how markets work through studying key economic concepts of demand and supply and price elasticity. Students analyse how the market structure and level of competition affects business behaviour. Further areas of study will include the characteristics that make a business efficient, whether “bigger” businesses are always best and how businesses respond to change. The unit concludes by looking at how the wider economic environment affects businesses.

The **A2 course** comprises a further two units:

- **Unit 3 – International Business and the Economy.** This unit focuses on the dynamic and changing nature of the global economy. What has been the impact of the growth of China and India? Are multinationals a positive or negative influence? How does a company create an international brand?
- **Unit 4b – The Wider Economic Environment and Business.** The final unit focuses on market failure, the negative effects of business activity and the role of legislation and regulation. The unit also investigates the role of government and to what extent they should intervene in issues such as binge drinking, smoking and obesity? Finally, the unit investigates how the government controls the economy. It is centered around a case study and strongly applies the theoretical content to a particular industry.

Study Methods

The course encourages students to question and investigate what is happening in the local, national and global business environment. It would therefore be an excellent subject for those with an open, enquiring mind, who are comfortable discussing different views, have a reasonable level of English and numeracy, and wish to develop their understanding of the business world and the economic environment. It combines well with most other subjects developing, in particular, research, analysis and evaluation skills.

Progression Routes

The course forms an excellent base for a wide range of university options including Economics, Law, Business, Finance and Accounting, International Business and Management. It also equips students with some of the skills and understanding to build a career in Finance, Marketing, Human Resources or Management.

Entry Requirements

It is not necessary to have studied GCSE Business Studies in order to be considered for this course. However, students who have studied GCSE Business must have gained at least grade B in the subject. At least grade C in GCSE English and Mathematics is also required.



English Literature

Course Leader: Ms A Cunniffe

Why Study English Literature?

Through the study of a range of literature students not only strengthen and hone their literacy skills but also develop a sharp critical instinct. Literature embraces history, philosophy, the Classics, psychology, art, politics, linguistics and even science in its reach, so students will find something that especially engages them. Literature, past and present, aims to reveal a truth about the world we live in, about the fundamental importance of narrative and human expression.



Course Content and Assessment

The course is designed to create a balanced programme of poetry, prose and drama from early literature to contemporary writing. Coursework widens the experience of literary study and allows candidates to explore individual interests and develop independent learning skills. Essential to this course is a love of reading and a willingness to engage in discussion work. Candidates will also be expected to undertake other reading to enrich their A Level studies.

The AS course consists of two units:

Unit 1: Aspects of Narrative – 2 hour “open book” exam

Candidates study 4 texts from these groups:

- Poetry 1800-1945 (e.g. Keats)
- Prose pre-1990 (e.g. Fitzgerald, Austen)
- Prose post-1990 (e.g. Cormac McCarthy, Khaled Hosseini)

Unit 2: Dramatic Genres – Coursework

Candidates study two plays under the dramatic genre of COMEDY. One play must be by Shakespeare (e.g. 'Twelfth Night') and another could be modern (e.g. 'Waiting for Godot' by Beckett). Candidates produce 2 pieces of coursework of 1200-1500 words each.

The A2 course consists of two further units:

Unit 3: Texts and Genres – 2 hour “closed book” exam

Students study 3 texts from a choice of two topics:

Elements of the Gothic – ‘Macbeth’, ‘Wuthering Heights’, ‘The Bloody Chamber’ ...

Unit 4 – Further and Independent Reading – Coursework

Students study 3 texts, one of which is a pre-released anthology which explore critical frameworks such as Marxism and Feminism

2 pieces of coursework: 1500-2000 word comparative study where student choose their own texts

1200-1500 word study which applies a critical approach to textual analysis.

Progression Routes

A Level English Literature is widely valued and respected by employers, colleges and universities as an excellent discipline to prepare candidates for a wide variety of occupations, from Law and the Civil Service to Medicine and Accountancy. It is specifically appropriate for a number of Arts based occupations, including the Media, Theatre, Journalism, Librarianship, Writing and Teaching.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in English Language at GCSE.



English Language

Course Leader: Mr C Smith

Why Study English Language?

A study of English Language is a study of how we communicate with each other through a language that is in a constant state of flux, with new words, dialects and technologies appearing and disappearing all the time. Our students also learn the frameworks of language that remain constant and lend English its remarkable ability to adapt and be adapted across the world.



We place a particular emphasis on social contexts and how these influence the language we use – whether this is technology, gender or power in society, or historical setting, and even the way humans acquire language. It is a fascinating course.

Course Content and Assessment

The course focuses on the skills required to assess and categorise any form of English Language, and the interpretative skills required to piece together how a situation may have influenced the language speakers and writers use.

Although there is a large amount of terminology to learn at first, as native English speakers, our students already know how their language works – we just need to show them the processes behind what they do naturally. With accurate communication so highly prized by society, our assessment also focuses explicitly on making our students better in different modes of expression, formality and context.

The AS course comprises four Modules:

- ENGB1 Text Categorisation & Frameworks
- ENGB1 Language & Gender, Language & Technology, Language & Power

- ENGB2 Creating Texts (Coursework piece 1)
- ENGB2 Creating Texts (Coursework piece 2)

ENGB1 is examined at the end of Year 12 by one exam.

The A2 course comprises a further four Modules:

- ENGB3 Child Language Acquisition
- ENGB3 Language Change
- ENGB4 Language Investigation (Coursework piece 1)
- ENGB4 Media Text (Coursework piece 2)

ENGB3 is examined at the end of Year 13 by one exam.

Progression Routes

This course will provide a sound basis for those who want to go on to study English to Degree level, and is also accepted by the Russell Group of Universities as a facilitating subject for many other degrees. However, in addition to the traditional academic route, it is also useful for any vocation requiring communication skills, given the emphasis on accurate use of English within the subject and wider society.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in English Language at GCSE.

Enrichment Curriculum

Course Leader: Mrs C Reardon

Why we offer the Enrichment Curriculum?

Employers and Higher Education institutions are increasingly looking for more than just excellent grades from prospective applicants. We want to be able to develop personal and life skills in our students that will help them in their future progression plans, not only to achieve but also to become well rounded, self-sufficient individuals. We have developed an innovative Enrichment Curriculum where students are able to choose from a range of different courses and develop personal skills via workshops. This is in addition to a wide range of extra-curricular and extension opportunities. These Courses and Activities enhance students' CVs, giving them essential skills for whatever career or education path they choose. Students are timetabled five periods a fortnight in which to do additional Courses and Activities.



Course and Activities

The Courses currently being offered are:

- **Extended Project Qualification** – a project based AS level where students can choose a topic which interests them and either write a 5000 word essay or produce an article with a 1000 word report.
- **Critical Thinking** – an exam-based AS Level in which students develop the skills to analyse and critically evaluate written communications, by considering both the credibility of the source, and the quality of the argument itself.
- **IT Essentials** – a Level 3 certificate from CISCO. This is a practical course which helps students understand the complexity of computers and their construction.
- **Creative Writing** – a coursework-based AS level in which students can develop their own forms of writing whether it be novels, poetry, theatre or radio plays.
- **GCSE Italian** – a chance for linguists to develop yet another language.
- **GCSE Sociology** – students considering a career in the public sector or who are interested in developing their understanding of the world they live in should consider this.
- **GCSE Law** – an opportunity for students to develop their knowledge of the British judicial system.

Activities change every year but ones currently being offered are:

School magazine	Beginners Chinese	Beginners Arabic	Craft Club	Volunteering
Beginners Progammimg	Life Drawing and Ceramics	Independent Living	Music Club	

Progression Routes

Students undertaking any form of enrichment activity will have the benefit of being able to develop an interesting CV or personal statement. Universities usually do not recognise these extra courses when offering places. However, increasing numbers of Universities will give reduced offers in light of a good grade in an EPQ. Many of the more competitive university courses have an expectation that an Enrichment Course will have been taken (including Oxbridge, medicine, dentistry and veterinary science).



Fine Art

Course Leader: Mr S Green

Why Study Fine Art?

A Level Fine Art is a course that will not only equip the individual with creative making skills but will also develop their research and thinking ability. The creative industry is one of the largest growing areas in the UK and beyond - increasingly employers are requiring creative practitioners with vision and independence. Our Fine Art course at Prince Henry's nurture such an approach.



Course Content and Assessment

Students will have the opportunity to develop their own style of work through a well-balanced and varied course of study. All students will experience a range of materials including painting (both in acrylics and oils), drawing, printmaking (linoleum, drypoint and silkscreen) and sculpture (clay, plaster and stone carving and construction). The keeping of a visual diary/sketchbook will be paramount in the development of ideas and the growing awareness and understanding of the History of Art – a special emphasis being on 20th Century Art movements, and contemporary Arts' practice.

A variety of starting points such as still life, the figure and the local environment will be an important element of the course in Year 12 and observational work will feature within these. Life drawing evening classes will be available to supplement the A Level course.

An example of a project could be the development of some life drawings into photographic compositions, taken then into life-size plaster figures or into abstract silkscreen designs. These may then be developed with the knowledge of the Cubist artists into reduction linoleum prints or large scale abstract oil paintings. This imaginative development of projects will be an integral part of the course.

There will be gallery visits organised as well as two foreign field trips, including one to Paris. The course will consist of ongoing assessments at the end of each module and student evaluations and critiques will be integrated into the course. Private study will feature as an important component of the course in developing both the observational and research skills of the student.

The AS course comprises two units:

- **Coursework** (AS 60%; AS 30%)
The AS course is broken down into three areas, and for each of these termly blocks there will be an assessment by staff. Students work on a variety of projects, some common, leading to student-led themes and content.
- **Externally Set Assignment** (AS 40%; A2 20%)
This represents the culmination of the AS course.

The A2 course comprises a further two units:

- **Coursework** (A2 30%):
 - Self-motivated project, in liaison with staff, worked in the student's choice of media
 - Personal Study Component, focusing on the student's interest in critical studies linked to their own project
- **Externally Set Assignment** (A2 20%):
This represents the culmination of the A2 course.

Progression Routes

A Level Fine Art would be an ideal option for students considering studying to work in the creative industries at degree level and beyond. Courses in disciplines such as Architecture, Graphic Design, Interior Design, Sculpture, Fashion and Marketing, Illustration & Computer Aided Design are all related areas, for which many students would normally pursue a one year Foundation Art course prior to study in higher education.

Entry Requirements

Students interested in embarking upon this course should be committed and well-disciplined individuals keen to develop their individuality and skills as young artists. We would welcome students with a minimum of grade C in Art at GCSE.



Food Technology

Course Leader: Mrs A Blakeley

Why Study Food Technology?

People will always eat

As a food technologist you will be able to create foods that satisfy the increasing demand for meals which look fantastic, taste great and are marketable. It is a smart career choice, too. People are always going to eat, so you could be part of a growth industry (go easy on the fat content though... food technology shouldn't be that type of growth industry!).



Course Content and Assessment

During the course you will gain a deep understanding of the relationship between design, materials, manufacture and marketing. This makes Food Technology a powerful foundation for higher education courses, or as a qualification in its own right. There is a mix of classroom learning and practical learning-by-doing. In the first year you will study materials and components, market influences and manufacturing processes. Practical work includes designing, making and launching a product. In the second year you continue to learn about manufacturing through to marketing, whilst the practical sessions give you more experience at creating and testing new food ideas.

Each year you will get a 2 hour written paper which accounts for 50% of your marks for the year. The other 50% of your marks is based on your coursework and the practical project you have worked on during the year.

D&T Food Technology helps to develop a number of skills:

- How to analyse and investigate
- How to create new foods
- The role of marketing in food development
- Team work on practical projects
- How to develop your own ideas.

The **AS course** comprises three Modules:

Section A: Materials and Components

- Macro and micro nutrients
- Water
- Energy
- Food Additives

Section B: Design and Market Influences

- Design in a Human Context
- Dietary planning
- Health
- Social factors
- Dietary needs of individuals
- Influences of Culture
- Food choice
- Issues affecting the design of new products
- Design in Practice
- Communication methods

Section C: Processes and Manufacture

- Food safety and hygiene
- Health, safety and quality
- Food labelling

The **A2 course** comprises a further three Modules:

Section A: Materials and Components

- Application of Food Science and Nutritional Principles
- Physical and chemical structures of the macro nutrients
- Working characteristics in relation to the physical and sensory attributes of the food
- Nutritional composition
- The beneficial and detrimental effect of micro-organisms and enzymes

Section B: Design and Market Influences

- Issues affecting the design of new products
- Design in Practice
- Design in the Human Context

Section C: Processes and Manufacture

- Preservation methods and extending shelf-life
- Systems and Control
- Legislation

Progression Routes

Your A Level in Food Technology will prepare you for higher education and a rewarding career as a food technologist, food designer or nutritionist. Other possible career paths include social work, teaching or medicine. In the past students have gone to university to study dietetics, new product development, nano technology, primary school teaching, and environmental health.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least a grade C in Food Technology at GCSE.



French

Course Leader: Ms R Long

Why Study French?

In 2012, French was one of only two languages spoken throughout the opening ceremony of the Olympic Games which clearly emphasises its importance on a global platform. France may only be a 1 hour flight away, but with French being spoken in 35 different countries on more than three continents across the world, the travel possibilities are endless and as far afield as the Caribbean and the Indian Ocean. Students study using a careful balance of book-based activities combined with online exercises. They have access to up to date web-based magazines and newspapers as well as inspiring and authentic websites which allow them to develop both their linguistic and ICT skills throughout the course.



Course Content and Assessment

Speaking and listening skills are partly developed through discussion work, to which students are expected to contribute, and through regular conversation classes with a native French Language Assistant. By studying more advanced aspects of French grammar, students are equipped with the necessary skills to understand more complex texts, and to write with greater fluency and accuracy.

The AS course comprises four Modules:

- Media (Television/Advertising/Communication Technology)
- Popular Culture (Cinema/Music/Fashion Trends)
- Family/Relationships (Family Relationships/Friendships/Marriage)
- Healthy Living/Lifestyle (Sport/Health/Holidays)

These are examined at the end of Year 12 by two Units of assessment:

- Unit 1 Listening, Reading and Writing - 2 hours
- Unit 2 Speaking (with reference to topics studied) - 15 minutes

The A2 course comprises a further four Modules:

- Environment (Pollution/Energy/Protecting the planet)
- The multicultural society (Immigration/Integration/Racism)
- Contemporary social issues (Wealth and Poverty/Law and Order/Scientific Progress)
- Cultural topic (to be chosen from film/literature/research of an area/theatre/historical event)

These are examined by two Units of assessment:

- Unit 3 Listening, Reading and Writing - 2½ hours
- Unit 4 Speaking (with reference to topics studied) - 15 minutes

Progression Routes

This course will provide a sound basis for those who want to go on to study French to degree level. However, A Level languages are highly regarded and consequently many employers actively look for candidates with an A Level language qualification. With opportunities for linguists within the business, finance, sales, manufacturing and hospitality industries, learning a language does not just lead to translating, the travel industry and teaching. Many Higher Education courses in subjects such as Marketing, Business, Science and Engineering now include an element of language study and/or period of work experience abroad.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in French at GCSE, and should have taken the Higher Tier Papers.



Further Mathematics

Course Leader: Mr S Cooper

Why Study Further Mathematics?

While A level Mathematics is a rich and deep course in its own right, some students will find Further Mathematics a more suitable challenge for their level and their interests. Further Mathematics is the gold standard of high school Maths.

The extension of your knowledge and understanding through the course will support your studies in A level Mathematics, consolidating your work and helping you to achieve the best possible grades. The overlapping skills developed in Mathematics and Further Mathematics mean that it is easier to carry it on as a fourth subject at A2 level. It is also always taught in a smaller group, allowing for personalised support and detailed feedback.



Course Content and Assessment

The AS course comprises three Modules:

- Further Pure 1 (FP1) – complex numbers, numerical solutions, matrices, proof by induction, series
- Decision 1 (D1) – algorithms, graphs and networks, shortest routes, minimum spanning trees, critical paths
- Decision 2 (D2) – transport, allocation and delivery problems, game theory, flows, dynamic programming

The A2 course comprises a further three Modules:

- Further Pure 2 (FP2) – further complex numbers, differential equations, Taylor series, polar coordinates
- Further Pure 3 (FP3) – hyperbolic functions, conic sections, further calculus, vectors and matrices
- Mechanics 2 (M2) – kinematics, centres of mass, work and power, collisions, rigid object problems

All six modules are examined by 90 minute examinations. All modules have equal weighting. There is some flexibility in Year 13 and alternative modules M3, M4, S2 are available.

Progression Routes

The study of Further Mathematics gives you the opportunity to develop a really deep and thorough understanding of mathematics, and will enhance your ability to handle complex, high-order thinking. The challenges associated with this A level will stretch you and help you to prepare for your university course, as well as demonstrating your commitment to your studies and helping you to distinguish yourself from other candidates.

Further Mathematics is an ideal choice if you are planning to study Mathematics, Engineering, Computer Sciences and Programming, Physics or Natural Sciences at university. Further Mathematics is required for some of these courses by some universities.

Further Mathematics would also be very helpful for students considering continued study in the areas of Banking and Finance, Economics, Accountancy and Insurance or Medicine.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade A in Mathematics at GCSE.

Further Mathematics can only be selected if you are also choosing Mathematics.



Geography

Course Leader: Ms E Pinkney

Why Study Geography?

Geography inspires students to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. Geography students are highly employable across a wide range of careers due to the nature of content covered and skills developed. Geography at Prince Henry's is also continuously growing in popularity and success.



Course Content and Assessment

The **AS course** comprises two units which are both externally assessed:

Unit	Content	Exam
Unit F761: Managing Physical Environments	River environments Coastal environments Cold environments Hot arid / semi-arid environments	For each unit the examination requires students to be able to answer questions from 3 of the 4 themes. Each exam is 1.5 hours
Unit F762: Managing Change in Human Environments	Managing urban change Managing rural change The energy issue The growth of tourism	

The **A2 course** comprises two further units which develop and extend AS concepts in the context of wider global issues. In F763: Global Issues, students will study Environmental Issues and Economic Issues drawing on a wide synoptic base. Unit F764: Geographical Skills seeks to bring together and extend the use of tools and processes of geographical research that candidates have encountered in both their AS and A2 courses.

Unit	Content	Exam
Unit F763: Global Issues	Environmental issues: <ul style="list-style-type: none"> • Earth hazards (Option A1) • Climatic hazards (Option A3) Economic issues: <ul style="list-style-type: none"> • Globalisation (Option B2) • Development and inequalities (Option B3) 	2.5 hour written exam. Students answer 3 mini essays and 2 full essays.
Unit F764: Geographical Skills	<ul style="list-style-type: none"> • Identifying a suitable geographical question or hypothesis for investigation • Developing a plan and strategy for conducting the investigation • Collecting and recording appropriate data • Presenting the data collected in appropriate forms • Analysing and interpreting the data 	1.5 hour written exam. Students answer 3 questions.

There is no coursework in Geography. However, we believe that fieldwork is an essential component of the subject. All students will, therefore, have the opportunity to take part in local field work during the course. Some may also wish to join our exciting trip to Iceland, the 'Land of Fire and Ice'.

Progression Routes

Geography is an academic and highly valued subject providing an excellent bridge between science and arts degree courses, helping equip students with a broad knowledge base and key skills in literacy, data handling, decision-making, research, analysis and evaluation. Such skills are all vital to success in a wide range of careers including law, journalism, the civil service, environmental science, green energy, town planning and surveying (to mention just a few!), but also to other progression routes such as apprenticeships and entering directly into the world of work. Geography A level and degree students remain highly employable in all sectors due to the range of skills, knowledge and global awareness that make up the fabric of this dynamic, challenging yet enjoyable course.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade C in Geography at GCSE. It is also possible for able students who have not studied GCSE Geography to take this option, though given the academic nature of the course we would expect students to have at least grade B in Maths and English and be genuinely interested in the subject.



German

Course Leader: Ms A Blakemore

Why Study German?

From Bavaria to Berlin and from Bern to Brussels, German can be heard throughout Europe and this course aims to provide students with the skills to join in this powerful conversation. With over 180 million speakers throughout the world, it's a conversation you might not want to miss out on! The course is taught using a blended learning technique including a course book with online activities and exercises, numerous authentic resources from the internet, magazines and online newspapers, and weekly lessons with a native speaker. The KS4/5 Exchange with our partner school in Aachen not only develops lasting friendships but also considerably enhances the linguistic skills of participants.



Course Content and Assessment

Speaking and listening skills are partly developed through discussion work, to which students are expected to contribute, and through regular conversation classes with a native German Language Assistant. By studying more advanced aspects of German grammar, students are equipped with the necessary skills to understand more complex texts, and to write with greater fluency and accuracy.

The AS course comprises four Modules:

- Media (Television/Advertising/Communication Technology)
- Popular Culture (Cinema/Music/Fashion Trends)
- Family/Relationships (Family Relationships/Friendships/Marriage)
- Healthy Living/Lifestyle (Sport/Health/Holidays)

These are examined at the end of Year 12 by two Units of assessment:

- Unit 1 Listening, Reading and Writing - 2 hours
- Unit 2 Speaking (with reference to topics studied) - 15 minutes

The A2 course comprises a further four Modules:

- Environment (Pollution/Energy/Protecting the planet)
- The multicultural society (Immigration/Integration/Racism)
- Contemporary social issues (Wealth and Poverty/Law and Order/Scientific Progress)
- Cultural topic (to be chosen from film/literature/research of an area/theatre/historical event)

These are examined by two Units of assessment:

- Unit 3 Listening, Reading and Writing - 2½ hours
- Unit 4 Speaking (with reference to topics studied) - 15 minutes

Progression Routes

This course will provide a sound basis for those who want to go on to study German to degree level. However, A Level languages are highly regarded and consequently many employers actively look for candidates with an A Level language qualification. With opportunities for linguists within the business, finance, sales, manufacturing and hospitality industries, learning a language does not just lead to translating, the travel industry and teaching. Many Higher Education courses in subjects such as Marketing, Business, Science and Engineering now include an element of language study and/or period of work experience abroad.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in German at GCSE, and should have taken the Higher Tier Papers.

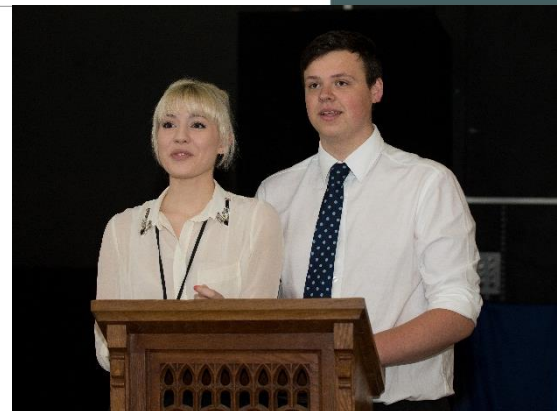


Government and Politics

Course Leader: Mr J Adams

Why Study Government and Politics?

Government and Politics offers fresh and interesting subject matter which requires students to think critically about the key issues and events of the day. The world is changing. Britain is in a state of considerable flux. Closer union with Europe contrasts with the 'special relationship' with America, while internal politics struggle to address the fundamental conflicts that all developed societies encounter. A sound knowledge of global and national politics, and the frameworks and ideologies that underpin them, enable students to understand the world around them and to successfully engage with it. Government and Politics is a course for those interested in understanding power and people and who want to debate the big issues of today. It is for those who want to speak out and be counted!



Course Content and Assessment

The AS course requires students to engage with and critically evaluate the nature of politics in the United Kingdom. Students will acquire knowledge and understanding of the structures of the UK political system.

The AS course comprises two units:

- **Unit 1 – People and Politics.** This unit introduces students to the origins of politics and democracy, and the rights and responsibilities that come with citizenship. We will look at the state of elections in the UK; are they fair, should we change them and why should we bother voting at all? Students will study the key UK political parties and their policies, will analyse whether pressure groups are good for democracy and will debate the nature of the so-called 'participation crisis' - and how it might be solved. Assessment = one 80 minute examination (50% of the AS; 25% of the A Level).

- **Unit 2 – Governing the UK.** Students will analyse the nature of the British constitution and the powers of Parliament and government. We will deconstruct the levels of government and critically examine the ways in which they interact, assessing their roles and their effectiveness, and debating how we can improve the way in which we are governed. Assessment = one 80 minute examination (50% of the AS; 25% of the A Level).

The A2 course is designed to enable students to develop a critical awareness of the nature of politics in the USA and the relationship between political ideas, institutions and processes. Students will acquire knowledge and understanding of the structures of the US political system and engage with contemporary politics in the USA.

The A2 course comprises two further units:

- **Unit 3 – Representative processes in the USA.** This unit introduces students to the political systems of the USA and engages students in key debates surrounding the ideologies of the Republicans and Democrats, with an examination of the conflicts within each party. Assessment = one 90 minute essay based examination (50% of the A2; 25% of the A Level).
- **Unit 4 – Governing the USA.** This unit examines the constitutional framework of US government and considers the relationships between the legislative, executive and judicial processes. Students will examine a range of debates surrounding areas such as the Bill of Rights and whether civil liberties should continue to be respected whilst the threat of terrorism remains following 9/11. A key focus area in this unit is the role of the President and what factors impact upon presidential power. Assessment = one 90 minute essay-based examination (50% of the A2; 25% of the A Level).

Progression Routes

A Level Government and Politics is of great value because it trains minds to think logically about decision-making in the modern world. These skills are highly regarded by employers and higher education institutions, making this a valued and respected option. It provides a sound basis for a range of careers (especially in law, journalism, broadcasting, teaching and the civil service) and, of course, for those with political aspirations themselves.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade C in GCSE English. Similarly, a keen interest and enthusiasm to follow current affairs are essential.



Health and Social Care

Course Tutor: Mrs N Doherty

Why Study Applied Health and Social Care?

This Applied A Level qualification will be delivered through work-related contexts to allow students to develop an understanding of the diverse and complex nature of the Health & Social Care Sector. Students can apply their learning to health, early years' care and education, care of older people and individuals with specific needs.



Course Content and Assessment

The AS course comprises three units:

- Unit 1 – Human Growth & Development - External Examination
- Unit 2 – Communication & Values - Coursework
- Unit 3 – Positive Care Environments - Coursework

Single Award: Units 1 – 3

The A2 course comprises a further three units:

- Unit 7 – Meeting Individual Needs – External Examination
- Unit 8 – Promoting Health & Well-being - Coursework
- Unit 9 – Investigating Disease - Coursework

Single Award: Units 7 – 9

Progression Routes

Applied A Level courses such as Health and Social Care qualify for UCAS points at the same level as academic A Levels and thus give students a wide choice of progression options into further study at college or university, training or relevant employment in the chosen sector.

This qualification could lead to careers including Community Work, Health Services, Social Work, Care Assistants, Teaching, Nursery Nursing, Nursing, etc.

Entry Requirements

Prior knowledge is not required but students must be keen, enthusiastic and hard working. As a minimum, students should have 4 GCSEs at grade C or above.



History

Course Leader: Miss K Wilson

Why Study History?

History is a thriving and very popular A Level choice at Prince Henry's, and builds on what is a very successful and enjoyable GCSE course. History at A Level encourages you to think critically about the key questions: Where are we now, where have we come from and why have societies evolved in the way they have? History is a subject that develops your ability to think critically and to formulate your own assessment of an event or an individual. History is prominent, and valued, by our society; the sheer volume of successful books and television programmes looking at historical issues is testimony to this. It is a subject which is growing in popularity and is a highly valued subject by both employers and universities alike.



Course Content and Assessment

The AS course comprises two units:

- **Unit 1 – Democracy and Dictatorship: Italy 1896-1943**
Mussolini has been described as “a vain, blundering boaster without ideas or aims”. Initially a Communist revolutionary, then the popular *Duce* of Italy, Mussolini would end his life strung upside down on a garage forecourt! The rise and fall of Mussolini in Italy is a central historical issue of the twentieth century. This unit looks in depth at the preconditions in Italy which allowed Fascism to thrive, the growth of the Fascist movement and the key themes of its time in power. The unit is assessed by way of a 90 minute, essay-based examination. (Worth 50% of AS grade)
- **Unit 2 – Churchill, 1920-1945**
Churchill is such an important individual in British history and one that is surrounded by many controversies and historical debates. Students will have to engage with a number of different contemporary views of this great personality and will be required to examine contrasting evidence and opinions to make up judgements about the man that was Winston Churchill. Students will be required to acquire knowledge of

Churchill's roles in government, his views on the British Empire and the impact that he had during World War Two. This understanding is then tested against an examination based on students' evaluation of unseen sources. The unit is assessed by way of a 90 minute source-based examination. (Worth 50% of AS grade)

The **A2 course** comprises a further two units:

- **Unit 3 – Russia and its Rulers, 1855-1964**

This unit looks at Russian society – always intriguing in its differences to Western society and values – over one hundred years to allow students to identify and develop the similarities and differences between the rulers of both the Russian Empire and the USSR. They will acquire detailed knowledge of key Russian figures such as Tsar Nicholas II and Joseph Stalin as well as study the wider aspects of life in Russia. Assessment is by way of a two hour essay-based examination. (Worth 30% of A2 grade)

- **Unit 4 – Nazi Germany 1933-45 (Coursework)**

The Third Reich fascinates many people, and its central role in 20th century history cannot be underestimated. Students will be required to show a sophisticated understanding of the mechanics of the Nazi state and the extent to which Nazi policies were genuine attempts to create a new order. Assessment is by way of two pieces of coursework, set by the department or the exam board. Students have the option of setting their own topic and question for one of the two pieces if they wish. (Worth 20% of A2 grade)

Progression Routes

History is undergoing something of a revival, and for good reason. Aside from the opportunity to study fascinating aspects of the past, most professions consider History of great value. It trains minds to think logically, and its skills of critical evaluation are of particular value where complex decision-making is required. It is especially prized by the legal profession. As a qualification it is highly sought-after by the business world and the Civil Service.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least a grade B in History at GCSE. It is not necessary to have studied History at GCSE, but you would be required to have achieved at least grade C in English.



OCR Level 3 Cambridge Technical Certificate in IT

Course Leader: Mr B Mordue

Why Study IT?

IT is at the heart of everyday life, at work, home and in our leisure time: from computer graphics and control systems, to communications and problem solving, IT has an ever-increasing role to play.

The Cambridge Technicals in IT at Prince Henry's draw this together through a wide range of units selected by this high-achieving department, such as creating a website; developing computer games and computer animation. It is an ideal foundation for students entering the world of work. The qualification provides you with a theoretical background reinforced with practical skills that transfer into the modern workplace. The units chosen are designed to stimulate your interest and as such are practical and hands-on. They reflect the latest developments in ICT with options that include creative as well as more business-focused units



Course Content and Assessment

The assessment structure is student-friendly, allowing students to maximise their achievement, and is 100% coursework based over six units.

Students complete 2 mandatory units:

- **Communication and employability skills for IT.** This Core unit allows you to further understand what an employer expects of an individual and how to communicate effectively while developing their own personal development needs.
- **Information Systems.** This Core unit will ensure that you have a greater understanding of how organisations use information internally and externally. The skills gained by completing this unit will give students knowledge of the functionality of information and the ability to produce management systems.

Students also complete a further 4 optional units:

- **Developing a computer game.** This will provide you with an understanding about different computer games and of the social impact of computer games and enables them to design, develop and test computer games. This unit will give a good insight into working within the computer gaming industry.
- **Website production.** You will create and test a fully functioning website, while also providing essential grounding knowledge on the architecture and security issues that need to be considered in this unit.
- **Digital Graphics.** You will be able to use the hardware and software needed to create, modify and manipulate images in accordance with clients' requirements using a range of industry-standard software.
- **Spreadsheet Modelling.** This unit will help you understand how spreadsheets can be used to solve complex problems. You will also learn how to automate and customise spreadsheet models. The unit will provide you with the skills to enable you to create and use a complex spreadsheet model.

Progression Routes

The course offers a good grounding for those wishing to study any aspect of Information Technology in higher education or follow a Higher Vocational Course. For those intending to enter the world of work the course lays down an excellent foundation for exploiting and developing the use of IT in the workplace. The course would therefore be advantageous to those seeking employment in a wide range of careers.

Entry Requirements

You do not need to have taken ICT at GCSE level to take this course in the sixth form. It is, however, a challenging and demanding course and a solid work ethic is paramount.



Law

Course Leader: Miss H Jennings

Why Study Law?

The study of law helps develop your analytical ability and critical thinking. It also develops problem solving skills through the application of legal rules. Law is a well-respected, popular and useful course and the skills that you acquire will not only support you through your academic studies but will also equip you with essential skills for higher education or the working world.



Course Content and Assessment

The **AS course** comprises two units:

- **Unit 1 – Law Making and the Legal System** - Develops knowledge and understanding of the Legal System
50% of AS, 25% of A Level
Externally-assessed examination, 1 hour 30 minutes
- **Unit 2 – The Concept of Liability** - Requires simple application of aspects of criminal law
50% of AS, 25% of A Level
Externally-assessed examination, 1 hour 30 minutes

The **A2 course** comprises two further units:

- **Unit 3 – Criminal Law - Offences against the Person** – Focusing on evaluation of the defences in criminal law
25% of A Level
Externally-assessed examination, 1 hour 30 minutes

- **Unit 4 – Criminal Law - Offences against Property** - Investigation into the concepts of the law
25% of A Level
Externally-assessed examination, 2 hours

Progression Routes

Study at AS/A2 level provides a useful background for the further study of law, either as the main subject or subsidiary part of a degree, foundation degree or for the many professional qualifications which have a law component. Equally, material studied would be useful for candidates intending to pursue business careers or careers in Psychology or Criminology.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in English at GCSE and at least grade C in Maths.



Mathematics

Course Leader: Mr S Cooper

Why Study Mathematics?

Mathematics is a fundamental area of study, with its own inherent value. The correct solution of a problem has its own immediate satisfaction which makes the study of Maths enjoyable as well as challenging. It is in many ways a philosophy and a language, but it is also very useful on a practical level.



Mathematics affects myriad aspects of our daily lives and explains the world around us. Studying Mathematics will improve your problem solving and logical analysis as well as enhancing your creativity. At Prince Henry's we are aware of the challenges Mathematics presents, as well as its joys, and we are pro-active in supporting, stretching and encouraging our students to give of their best and achieve their potential.

Course Content and Assessment

The AS course comprises three Modules:

- Core 1 (C1) – introductory pure mathematics: functions, calculus, coordinate geometry, sequences
- Core 2 (C2) – more pure mathematics: logarithms, more advanced calculus, trigonometry and sequences
- Probability & Statistics 1 (S1) – analysis of data, probability, discrete random variables, Normal distribution

The A2 course comprises a further three Modules:

- Core 3 (C3) – trigonometric identities, numerical methods, advanced calculus, exponential functions
- Core 4 (C4) – advanced coordinate geometry, sequences and series, advanced calculus, vectors
- Mechanics 1 (M1) – particle kinematics, dynamics and statics, moments, vectors for mechanical models

All six modules are examined by 90 minute examinations. Modules have equal weighting. C1 is the only non-calculator paper.

Progression Routes

The study of Mathematics to Advanced Level opens more career paths than many other subjects, including Banking and Finance, Accountancy and Insurance, as well as being strongly recommended for those interested in Medicine, Veterinary Medicine, Engineering, Computer Science, Economics and the Sciences.

A Mathematics degree also garners enormous respect from potential employers.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in Mathematics at GCSE.



Media Studies

Course Leader: Mrs Sian Ellis

Why Study Media Studies?

Young people spend a large proportion of their time on Facebook, playing video games, watching TV and films, listening to popular music, on the internet or communicating on their mobile phones. The media play an increasingly important role in our lives. How do they influence us? How are we targeted by the media? How will ever-developing technologies affect our lives in the future? A level Media Studies teaches students to engage critically with a range of media texts, theories and current debates about the media, while developing a range of practical skills that allow them to create their own media texts.



Course Content and Assessment

Students will investigate the media by applying the key concepts of forms, representations, institutions and audiences to a range of media products in order to understand how meanings and responses are created. There will be a focus on new technologies and how those developments are changing the way media products are produced and consumed. Some of the areas covered might be Film fiction, Print, documentary, news, sport and the music industry. Students will also develop their knowledge and skills in practical work where they will work to a brief from the exam board. The aim of this course is to create students who actively question the role the media plays in their lives. By creating their own media texts, students will explore the history of the media, study theory and engage with current debates and issues in the media.

The AS course is assessed through two units:

- **Unit 1 - Investigating Media** – assessed by examination. The exam consists of four short answer questions on an unseen media text and an essay question on a prepared case study.
- **Unit 2 - Creating the Media** – two linked production pieces made in response to the exam board brief and a 1500 word evaluation

The **A2 course** comprises a further 2 Units where students continue their personal critical perspective:

- **Unit 3 - Critical Perspectives** – assessed by exam. The exam consists of three compulsory questions on unseen texts and a choice of essay question.
- **Unit 4 - Research and Production** – a written independent study and a linked practical project

Progression Routes

This qualification is a useful starting point for those students who wish to study Media, Media Production or Communication at university. It is also a good choice for those students who intend to study Marketing, Leisure or Business Studies.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade C in English at GCSE. There is no requirement to have taken GCSE Media Studies.



Music

Course Leader: Mrs L Greenwood

Why Study Music?

“Music makes a kind of liquid link between the study of languages, literature and the other arts, history and the sciences – joining them together in the outer world of feelings and relationships and the inner world of the imagination.” Dr Robin Holloway (composer)

Music links all of humankind and is a form of communication that transcends words. Due to the dedication, perseverance and commitment involved in learning to play an instrument or sing, as well as the higher level thinking skills involved in understanding and analysing music, A level Music is held in high esteem by universities and employers. This qualification can open doors to careers in or out of the music industry, including performing, teaching, song writing/composing, media, conducting, music technology/sound engineering, production, musical theatre and music journalism. Many Music graduates go on to highly successful careers in various corners of commerce and industry!



Course Content and Assessment

We follow the AQA specification.

The AS course comprises three units:

- Unit 1: Influences on Music (1 hr 45 mins written/listening paper) - 30% of total AS marks. Students study music from 2 areas of study (The Western Classical Tradition & 1 other chosen by teacher – usually songs from musicals) and a famous set work. The exam involves some listening questions and essays.
- Unit 2: Composing - creating musical ideas (externally assessed coursework) - 30% of total AS marks. A choice of 3 options: compositional techniques exercises, free choice composition or an arrangement of a folk tune.

- Unit 3: Performing – interpreting musical ideas (internally assessed) - 40% of total AS marks. 2 performances (5-8 mins. each) recorded under controlled conditions. Any 2 of: solo instrument, second instrument, solo voice, ensemble performance or ICT-based (music technology) performance.

The A2 course is comprised of a further three units:

- Unit 4: Music in Context (2 hrs 15 mins written/listening paper) - 20% of total A Level marks. Students explore music from 2 areas of study (The Western Classical Tradition & 1 other chosen by teacher focusing on music in the 20th Century – usually Jazz) and a famous set work. The exam involves some listening questions and essays.
- Unit 5: Developing Musical Ideas (externally assessed coursework) - 15% of total A Level marks. A choice of 3 options: compositional techniques exercises, free composition/pastiche or arrangement.
- Unit 6: A Musical Performance (externally assessed) - 15% of total A Level marks. The student performs a programme of 10-15 minutes of music including 2 or more contrasting performances chosen from: solo acoustic performance, technology-based performance or a mixture of the two.

Progression Routes

This course will provide an essential basis for anyone wishing to study Music at university or music college / conservatoire. It is a preferred qualification for music technology, sound engineering/recording and broadcasting routes. It is also essential for those wanting to teach Music in any form. Music is highly valued by many institutions and employers because of the emphasis it places on development of skills, analysis and listening.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in Music at GCSE or will have studied Music Theory to around Grade 5 standard. It is essential that all students taking this course can perform on voice/instrument to Grade 3 standard or above.



Physical Education

Course Leader: Mrs S Grant

Why Study Physical Education?

If you are considering a course in sport or physical education at university and anticipate pursuing a career in either, then studying A Level PE will provide you with a sound base. As well as an in depth theory element, you will be able to develop your practical skills in a range of sporting roles.

The close link between the theory and the practical elements of the course will help you to develop your own performance as well as your ability to observe, analyse and correct other performers in a variety of physical activities.



Course Content and Assessment

The AS course is comprised of two modules:

Unit 1 – PHED1: Opportunities for and effects of leading a healthy and active lifestyle.

- Applied exercise physiology
- Skill acquisition
- Opportunities for participation

Unit 2 – PHED 2: Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

- Assessed in two roles/activities (performer/official/coach).
- Isolated practices and conditioned practices
- Analysis of performance

These are examined at the end of Year 12 by two Units of assessment:

- Unit 1: Written examination – 2 hours and worth 60% of the AS and 30% of the A2 award
- Unit 2: Internal assessment with external moderation – worth 40% of the AS and 20% of the A2 award

The A2 course comprises a further two Modules:

Unit 3 – PHED3: Optimising performance and evaluating contemporary issues within sport.

- Applied physiology to optimise performance
- Psychological aspects that optimise performance
- Evaluating contemporary issues.

Unit 4 – PHED 4: Optimising practical performance in a competitive situation.

- Assessed in one role (performer/official or coach)
- A season's worth of competitive situations.
- Project: Analysis of performance in relation to an elite performer.

These are examined by two Units of assessment:

- Unit 3: Written examination – 2 hours and worth 20% of the A2 award
- Unit 4: Internal assessment with external moderation

Progression Routes

Studying A Level PE will prepare you for studying a wide variety of courses in higher education including sports science, sports studies, leisure management, qualified teacher status degrees, sports therapy, physiotherapy and many other combinations.

Many opportunities in the Sport and Fitness industry exist from working in a football club, working within a local gym, forming a career as a sports scientist or sports therapy

Entry Requirements

5 GCSEs at grade C or above, or an equivalent qualification, including grade B in GCSE PE and grade C in English. In addition, students need to be a good performer in at least one sport and participate on a regular basis.

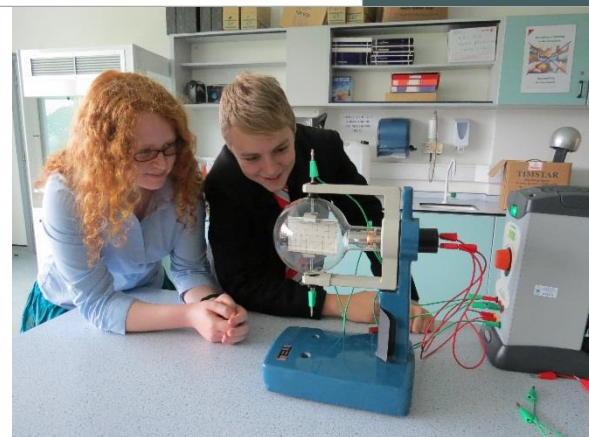


Physics

Course Leader: Mr D Dee

Why Study Physics?

The AS and A Level Physics courses are intended to encourage students to develop essential knowledge and understanding in Physics and, where appropriate, the applications of Physics. You will develop the skills needed to apply theory to new and changing situations. You will develop your practical skills to be able to accurately record, analyse and evaluate data. Students will recognise the quantitative nature of Physics and understand how mathematical expressions relate to physical principals.



Course Content and Assessment

The AS course is comprised of 3 units:

- Particles, Quantum Phenomena and Electricity (40% of the AS grade)
- Mechanics, Materials and Waves (40% of the AS grade)

These units are examined by a written exam.

- Centre Assessed Unit which tests practical and investigative skills. This is similar in format to the ISAs completed at GCSE (20% of the AS grade).

The A2 course comprises a further 3 units:

- Fields and Further Mechanics (20% of the A2 grade)
- Nuclear and Thermal Physics and an option (20% of the A2 grade)

These units are examined by a written exam.

- Centre Assessed Unit which tests practical and investigative skills. This is similar in format to the ISAs completed at GCSE (10% of the A2 grade).

Further details can be found on the AQA website (Physics A) www.AQA.org.uk

Progression Routes

A-level Physics is a good choice for students considering any Science-based course in higher education, including Physics, Mathematics and mechanical, civil or aeronautical engineering.

Mathematics is important to those students wishing to take Physics further. Other subjects which combine well with Physics are the other Sciences and Geography. Employers today respect and seek out people who have learnt to think logically and clearly, know how to solve problems, are creative and love a challenge. These are exactly the sort of qualities a student will develop through the study of Physics.

Entry Requirements

At least grade B in GCSE Physics.

At least grade C in GCSE Maths (high UMS score).

At least grade C in GCSE English.



Product Design

Course Leader: Mrs D Staniforth / Mr R Mathewson

Why Study Product Design?

Product designers have a huge influence on the form, function and style of many of the objects we use in our daily lives – everything from kettles to telephones to televisions. Product Design offers candidates the opportunity to acquire and broaden their knowledge and understanding of the world of designing and making and to demonstrate their own technological capabilities through the design and making of quality outcomes in a wide variety of materials and construction techniques including modelling, working prototypes and CAD/CAM. Students will also develop an appreciation of the complex relations between design materials, manufacture and marketing.



Course Content and Assessment

All candidates should be able to apply their knowledge and understanding to:

Designing – design a product to a specification

Making – use materials, components, processes and techniques and equipment to produce quality products to a specification.

The AS course is comprised of two units:

- **Unit 1:** Written Paper - 2 hours (50% of the total AS marks, 25% of the total A Level marks)
Students will investigate and work with a variety of resistant materials to gain a greater understanding of the properties, cost and availability which influence the choice of materials in design situations.
- **Unit 2:** Coursework (written or electronic) - approx. 50 hours (50% of total AS marks, 25% of total A Level marks). Either project work and/or a portfolio of coursework which will contain aspects of industrial and commercial practice.

Students develop a wider understanding of the designed world. The work will include an appreciation of line, shape, form, proportion, colour, movement and texture within a critical awareness of aesthetics. It will also include appraisals of manufactured goods. Students will create outcomes which display originality and excellence.

The A2 course is comprised of a further two units:

- **Unit 3:** Written Paper - 2 hours (25% of the total A Level marks)
Students will study Product Design in industry through a series of candidate selected case studies. The content is divided into three sections:
 - Section A: Materials and Components
 - Section B: Design and Market Influences
 - Section C: Processes and Manufacture
- **Unit 4:** Coursework (written or electronic) - approx 60 hours (25% of the total A Level marks)
This is a design and make unit where the knowledge and experience gained at AS are applied to a design and manufacture task of the candidate's own choice.

Progression Routes

Product Design is an excellent qualification in its own right. It can also be used as a stepping stone into Higher or Further Education to study the many and varied subjects within areas such as Industrial Design, Graphic Design, Web Design, Architecture, Arts or Engineering courses and many others.

Entry Requirements

Students should have completed a GCSE Design and Technology course, attaining grade C or above in any area of the subject. Candidates may also be considered without prior experience if they have achieved acceptable grades in GCSE Maths, English and Science.



Psychology

Course Leader: Ms H White

Why Study Psychology?

Psychology is a fascinating subject for anyone who is interested in how and why people behave as they do. Whether it is studied at school or university level, the content of the course is fully applicable to real life and, as a modern experimental science, research in the subject is also cutting edge. The content of this A level course is relevant to many higher education courses and careers as it focuses on applied psychology. It is also very broad and encompasses key topics in psychology, including child development and learning theories, memory and forgetting, explanations and treatments of antisocial behaviour, and clinical psychology, so is bound to interest a wide range of students.



Course Content and Assessment

The **AS course** is comprised of two units of study:

- **Social and Cognitive Psychology** (explanations of obedience and prejudice; explanations of memory and forgetting)
- **Understanding the Individual** (explanations of personality development from 3 perspectives: Learning, Biological and Psychodynamic approaches; explanations of gender role development from each approach)

These are examined at the end of Year 12 by 2 units of assessment:

- Unit 1: 1 hour 20 minutes
- Unit 2: 1 hour 40 minutes

The **A2 course** is comprised of a further two units of study:

- **Applications of Psychology** (Criminological psychology: explanations and treatments for antisocial behaviour, analysis of the effectiveness of eyewitness testimony. Health psychology: actions of psychoactive drugs, explanations and treatments for substance misuse)
- **How Psychology Works:** (Clinical Psychology: definitions of psychological abnormality; symptoms and features of schizophrenia and phobic disorders; explanations and treatments for psychological disorder. Issues and Debates in Psychology: nature-nurture debate, ethics of research, research methodology)

These are examined by two units of assessment:

- Unit 3: 1 hour 30 minutes
- Unit 4: 2 hours

Practical work is carried out throughout the course, and assessed in each of the unit examinations.

Progression Routes

Psychology is a very popular choice at university degree level, and is also included in many vocational courses, such as education, counselling, social work and nursing, so an understanding of the subject gained at advanced level is a good basis for progression to these and similar courses. Knowledge of psychology is also useful for many careers in business, such as human resources management, marketing and advertising. A higher degree is necessary to become a practising psychologist in areas such as educational psychology, clinical psychology, research psychology and teaching.

Entry Requirements

Advanced level psychology should never be considered to be a 'soft option'. In order to succeed at this demanding course students will need good motivational and time-management skills, and the ability to analyse data using statistical tests. To get the most out of this subject, students will need to have achieved at least Grade B in both English and Maths at GCSE, and they must also be prepared to work hard.



Religious Studies: Philosophy & Ethics

Course Leaders: Mrs L Walsh / Dr R Clarkson

Why Study Religious Studies: Philosophy & Ethics?

Religious Studies is an engaging, stimulating and intellectually demanding course. It allows students the opportunity to think deeply, discuss, reflect, assess and critically analyse different viewpoints and beliefs about a wide range of issues in an atmosphere of mutual tolerance and respect.



Course Content and Assessment

Students follow the AQA GCE Specification in Religious Studies, focusing on the optional units which deal with Philosophy and Ethics.

The AS course comprises 2 units which address:

- **Philosophy**
 - An Introduction to Religious Experience - Visions, Mystical Experiences, Conversions.
 - Psychology & Religion - Is God and religion all in the mind?

- **Ethics**
 - Utilitarianism - How should we deal ethically with moral dilemmas?
 - Abortion & Euthanasia - Should we have the right to prevent or end a human life?

These topics are assessed through two examined units, each consisting of one 1 hour 15 minute written examination.

The **A2 course** comprises a further 2 units, which focus on:

- **Philosophy**
 - Body, Soul & Personal Identity - Who am I? Are we more than just physical beings? Do we continue to exist after death? What is this existence like? Studying ancient and modern philosophers who have tried to answer the above questions – Aristotle, Plato, Descartes, Dawkins, Hick. Investigating religious beliefs about the soul and the afterlife including resurrection, reincarnation and rebirth.
 - The Problem of Evil - What is evil? Are there different types of evil? Is it a challenge to faith in God? Exploring how religions explain and deal with the problem of evil in the world and the different opinions surrounding the reasons for natural and human caused evil.
 - Life, Death & Beyond - What is life? What is its value and purpose? Will we be judged on how we have lived? How will life on earth end? Do we only have one life or is death just another stage of existence? Is there a parallel existence with or without God? Investigating religious and secular views and attitudes about the meaning of life. Studying religious teachings and apocalyptic predictions in scripture that may be hidden or coded.

These topics are assessed through two examined units, each consisting of one 1 hour 30 minute written examination.

Progression Routes

Religious Studies is a well-established academic discipline, highly regarded by universities and professions including law, journalism, education, social and community work, the police, business and politics.

Entry Requirements

The course is suitable for all students who are interested in discussion and debate, and who have an open and enquiring mind. Grade B in GCSE Religious Studies and English is desirable due to the academic nature of the course. However, well-motivated and enthusiastic students without these requirements will be considered on individual merit.



Spanish

Course Leader: Mr B Konopinski

Why Study Spanish?

With over 400 million speakers, Spanish is one of the fastest growing languages in the world today. As the third most spoken language, travelling to Spanish speaking countries can take you as far afield as Argentina or as close to home as Spain. Authentic Spanish resources are readily available and are regularly used to supplement the course book and an online independent learning facility. Songs, films and online videos play a large part in the delivery of this course and a Spanish Exchange with our partner school in Madrid is offered to all students on the course.



Course Content and Assessment

Speaking and listening skills are partly developed through discussion work, to which students are expected to contribute, and through regular conversation classes with a native Spanish Language Assistant. By studying more advanced aspects of Spanish grammar, students are equipped with the necessary skills to understand more complex texts, and to write with greater fluency and accuracy.

The AS course comprises four Modules:

- Media (Television/Advertising/Communication Technology)
- Popular Culture (Cinema/Music/Fashion Trends)
- Family/Relationships (Family Relationships/Friendships/Marriage)
- Healthy Living/Lifestyle (Sport/Health/Holidays)

These are examined at the end of Year 12 by two Units of assessment:

- Unit 1 Listening, Reading and Writing - 2 hours
- Unit 2 Speaking (with reference to topics studied) - 15 minutes

The A2 course comprises a further four Modules:

- Environment (Pollution/Energy/Protecting the planet)
- The multicultural society (Immigration/Integration/Racism)
- Contemporary social issues (Wealth and Poverty/Law and Order/Scientific Progress)
- Cultural topic (to be chosen from film/literature/research of an area/theatre/historical event)

These are examined by two Units of assessment:

- Unit 3 Listening, Reading and Writing - 2½ hours
- Unit 4 Speaking (with reference to topics studied) - 15 minutes

Progression Routes

This course will provide a sound basis for those who want to go on to study Spanish to degree level. However, A Level languages are highly regarded and consequently many employers actively look for candidates with an A Level language qualification. With opportunities for linguists within the business, finance, sales, manufacturing and hospitality industries, learning a language does not just lead to translating, the travel industry and teaching. Many Higher Education courses in subjects such as Marketing, Business, Science and Engineering now include an element of language study and/or period of work experience abroad.

Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade B in Spanish at GCSE, and should have taken the Higher Tier Papers.

Textiles

Course Leader: Mrs G Williams

Why Study Textiles?

At Prince Henry's we take a broad and varied approach to A level textiles. Opportunities within the textile industry are vast, and this subject has become an increasingly popular choice due to the rising conscious sense of 'fashion' that most people have nowadays.



Course Content and Assessment

The textiles' component of this course provides wide opportunities ranging from fashion and aesthetics to industrial uses of textiles, from creative and individual work to aspects of manufacturing and industry. The textiles component also includes working with a variety of materials and techniques. Students will work in both two- and three-dimensional forms. They will gain an understanding of industrial and commercial practices within this area of design and manufacture. We offer a wide range of enrichment activities in Years 12 and 13. These include visits to LCAD final shows, Clothes Show Live, the Knit and Stitch show in Harrogate, LCAD taster print days and also a trip to Paris in collaboration with the Art department in Year 12.

The AS course in Product Design: Textiles consists of 2 units:

- **Unit 1: Materials, components and applications**

Written paper: 50% of the total AS mark, 2 hours (25% of total A Level marks)

Students will investigate a wide range of components and materials used in the making of textile products. They will study a variety of materials focusing on the working characteristics, physical properties, cost and availability of materials.

- **Unit 2: Coursework**

Portfolio of work (written or electronic): 50 hours (25% of total A Level marks)

Students must produce a portfolio to evidence their development in investigation, designing and planning. They are required to manufacture prototypes that display understanding and appreciation of form, line, colour and proportion, industrial and commercial practice. These outcomes should display originality, flair and quality.

The A2 course in Product Design: Textiles comprises two further units:

- **Unit 3: Design and Manufacture**

Written paper: (25% of total A Level mark)

Students will study a wide range of the manufacturing systems to make, finish and decorate materials for use in apparel fabrics, household and industrial textiles. They will learn about product life cycles and fashion cycles. They will develop an understanding of commercial and industrial practice, and fabric manufacture.

- **Unit 4: Coursework**

Portfolio of work (written or electronic): 60 hours (25% of total A Level marks)

This is a unit where the student undertakes a 'design and make' task, where the knowledge and experience gained at AS is applied to a design and manufacture task of the candidate's own choice. The student's outcome will display excellence in production and originality of design.

Progression Routes

This course will provide a sound basis for those who want to go on to study Textiles/Fashion to degree level. New courses have been developed to appeal to students who would like to explore the designing element and allow them the flexibility to combine it with another related subject area. Career prospects are wide-ranging from fashion designers, range planning /forecasting, journalism and photography to pattern cutters, retail buying and visual merchandising.

Entry Requirements

Students should have completed a GCSE Design and Technology course attaining grade C or above in any area of the subject, although Textiles Technology would be preferred.