

This booklet provides outline information about the course content for all subjects offered at AS and A-level. In choosing subjects to study at this level, it is vital that choice is informed and considered.

In addition to choosing appropriate subjects, it is now also possible to choose the structure under which those subjects are to be studied. Able, motivated pupils with a range of interests may choose to aim for the new AQA Baccalaureate qualification, which increases the tariff of conventional A-levels by accrediting research and extra-curricular activity – see page 4 for further details.

We are very proud of our record of success at A-level, and the start of this success is in the matching of a pupil's interests, skills and aptitudes to those courses to which they will be best suited. If further clarification or guidance are needed, the school's staff will be happy to advise. In particular, the Director of Studies, Mrs Janet Mander, can be contacted by e-mail through jem@stedmunds.org.uk.

Please note that there are limits to the set sizes for some subjects, imposed by safety considerations or constraints of physical accommodation. Places will be allocated on a first-come-first-served basis.

The details in this booklet are correct at the time of publication, but we reserve the right to amend them should circumstances necessitate this.

Contents

Entry into the Sixth Form.....	2
AQA Baccalaureate.....	4
AS and A-Level.....	5
Being a Sixth Former.....	6
Higher Education.....	7
Sixth Form Curriculum.....	9
Advanced Level Subjects:	
Art.....	10
Biology.....	11
Business Studies.....	12
Chemistry.....	13
Design and Technology Product Design.....	14
Economics.....	15
English Literature.....	16
English as an Additional Language (EAL).....	16
Film Studies.....	17
French.....	18
Geography.....	20
History.....	21
Mathematics and Further Mathematics.....	22
Music.....	24
Music Technology.....	25
Philosophy and Ethics.....	27
Photography.....	29
Physical Education.....	30
Physics.....	31
Psychology.....	32
Spanish.....	33
Theatre Studies.....	35
Three-Dimensional Design.....	36
General Studies (non-examination course):	
Head's Time, Careers English, ICT, Personal Finance.....	37

Entry into the Sixth Form

AS and A-level work is considerably more demanding than that at GCSE level and in many subjects requires a greater range and depth of skills. Success in the Sixth Form is not possible without specific aptitude for, and considerable ability in, the subjects being studied.

Specific Requirements by Subject

Pupils wishing to follow a four-AS course should have a minimum of 6 GCSE passes at grade C or above, and must meet the following specific entrance requirements in each of their chosen subjects.

Pupils wishing to take the AQA Baccalaureate **must** have 6 GCSEs at grade C or better.

Pupils with slightly weaker qualifications may, at the discretion of the Head, negotiate a reduced curriculum of three subjects.

<i>Subject</i>	<i>Entry requirements</i>
Art	Normally, grade B or above in an Art-related GCSE.
Biology	Grade B or above in Biology (single subject).
Business Studies	A minimum of grade B in English (Language or Literature). Grade C or above in Mathematics is recommended.
Chemistry	Grade B or above in Chemistry (single subject).
Design and Technology	Grade B or above in Resistant Materials, Design Technology or Graphics.
Economics	Grade B or above in GCSE Mathematics and C or above in English.
English Literature	Grade B or above in English Literature.
Film Studies	Grade B or above in English Language or English Literature.
French	Grade B or above in the language to be studied is essential.
Further Mathematics	Further Mathematics is a higher level Mathematics course than the single subject. It will prove inaccessible to anyone who has not gained at least an A grade in GCSE or IGCSE Mathematics.
Geography	If Geography has been studied to GCSE, a grade of B or above is expected. For pupils who have not previously studied Geography, it may be possible to study the subject if qualifications across the board are strong. This should include at least grade B in English.

History	If History has been studied previously, a grade of B or better is required. It is possible to take History AS-level without having previously studied the subject provided GCSE performance in English is of grade B standard or better.
Mathematics	A grade B or above from the Higher Tier of GCSE or IGCSE Mathematics is essential.
Music	Grade B or above in GCSE Music is expected. In addition, pupils should have studied performance on at least one instrument, and should be expecting to achieve at least grade 6 standard by the end of the AS course, and grade 7 by the end of A-level.
Music Technology	Grade B or above in GCSE Music is expected, together with good basic music keyboard skills. You must be able to read and understand musical notation.
Philosophy and Ethics	There is no requirement to have studied RS to GCSE level, but a grade B or above in English Language or English Literature is expected.
Photography	No specific requirements, but an SLR camera is needed.
Physical Education	Recommended: a pass at grade B or above in GCSE PE. Exceptions may be made for pupils with very high practical skills whose GCSE performance in English and Science has been strong. You must be a player of school team standard in at least one sport.
Physics	Grade B or above in Physics (single subject).
Psychology	Grade B or above in GCSE English and grade C in GCSE Mathematics.
Spanish	Grade B or above in the language to be studied is essential.
Theatre Studies	Grade B or above in GCSE Drama is preferred, and at least grade B in English Language is required. Pupils are expected to have some experience of performance.
Three-Dimensional Design	Grade B or above in 3-Dimensional Design or Ceramics.

Candidates who do not meet these requirements should contact the school to see if a suitable alternative curriculum can be negotiated.

AQA Baccalaureate

The AQA Baccalaureate is a course which demands both academic depth and breadth; the academic depth is provided by 'normal' A-levels. Candidates must complete (and pass!) 3 full A-levels. These may be in any subject, and from any examination board - they do not have to be AQA qualifications. In addition, candidates must add AS Critical Thinking (part of the 'academic breadth' element). This will be taken at the end of the Lower Sixth year.

During the Upper Sixth year, candidates will complete a research project, on a subject of their own choosing. This provides an opportunity for pupils to follow their own interests, and to demonstrate their ability to work independently and autonomously. Successful completion of this 'extended project' is highly regarded by Universities in their admissions process, and carries a UCAS tariff, equivalent to an AS-level.

The final requirement for the Baccalaureate is a minimum of 100 hours spent over the two years in personal development. This can come from a wide range of the activities that most of our pupils do as a normal part of the curriculum, for example, participation in sports, musical or dramatic activities, CCF, Duke of Edinburgh Award schemes, Community Service or Young Enterprise schemes.

'Bacc' candidates should choose **either** three or four AS-levels plus Critical Thinking. These AS courses will be completed alongside non-Bacc candidates. Critical Thinking lessons will replace General Studies.

AS and A-Level

All A-levels are modular. Each A-level subject is divided into four or six modules, half of which are covered in the Lower Sixth Form and are designated AS units, and the other half of which constitute A2 units, studied in the Upper Sixth Form. Each unit is separately examined, and generates a numerical score. The scores for AS units are totalled to produce an AS grade, and the scores for all units are aggregated to make an overall A-level grade.

There are two 'sittings' for most units, namely in January and May/June each year. All units may be retaken, with the better (or best) mark counting. Higher Education institutions are increasingly taking note not just of overall grades, but of the individual module scores gained. It is therefore important that, despite the retaking potential, pupils prepare, and are prepared, to do their very best at the first time of asking.

At St Edmund's you will normally study four subjects at AS level, dropping one to continue with three subjects to A2. Although you will be asked part-way through the Lower Sixth Form to indicate which is the subject you are most likely to drop, final decisions are not taken until the AS examination results are published. Each subject occupies eight lessons per week. In addition, for non-Bacc candidates your L6 programme of study will include three lessons per week of General Studies, details of which can be found later in this booklet.

It is very important to get your choice of A- and AS-level subjects right. You need to choose subjects you enjoy, and in which you are likely to be successful, that provide an appropriate route to the career of your choice. Some pupils choose a package of four related subjects, while others use the opportunity to retain breadth in their curriculum. For some very competitive degree courses at popular universities, it can be advisable to include a contrasting subject, for example three sciences plus a modern foreign language, or three essay subjects plus Mathematics. Advice as to the best programme for you will be provided, or can be sought, from the Careers Adviser, the Higher Education Adviser, as well as from the Director of Studies, Heads of Department, your Housemaster, and your Tutor.

Being a Sixth Former

Sixth Form work is demanding, and is a significantly greater challenge than GCSE. The academic demands are higher, the pace of work is high, and many specifications are very full. Pupils have to master new approaches to working. They have fewer subjects to cope with, but each subject occupies a large proportion of their timetables — so they need to make sure they are interested enough in it to want eight lessons a week! Pupils are expected to do a great deal of work outside the classroom, but its nature will not be quite like the formal preps of GCSE. They are expected to produce longer pieces of work, carried out over longer periods of time — so being organised and being disciplined in meeting deadlines is very important. Pupils may be expected to do some independent research, or to read around a subject, not simply relying on information disseminated directly by teachers. Sixth-formers have some “study periods” on their timetables where no lessons are scheduled, to provide time that can be used to deal with some of this additional work.

Clearly, then, pupils need to acquire new habits of studying and personal organisation. They are helped in making this transition to a more independent mode of learning by teachers and by tutors; formal guidance on study skills is provided. The key factor is pupils’ preparedness to take responsibility for their own learning. Work and progress are regularly monitored through the Academic Review Card (ARC) system, which provides assessment and encouragement. If the ARC indicates that work is inadequate, the privileges of private study may be lost, and supervised study periods required in their place.

The Library and Information Resource Centre, together with the Sixth Form Resources Room, are available for learning. Pupils need to familiarise themselves with them, and learn how to use reference materials efficiently. Departmental clinics are available if individual help in a subject is needed. Tutors and subject teachers provide guidance on all academic matters.

The Sixth Form offers a wide variety of society meetings, open lectures, plays, concerts, debates, and other opportunities to take part in organized activities. Pupils are encouraged to open their minds to all these opportunities! Sixth Form life passes all too quickly, by and so it is important to try to achieve the right balance between the demands of academic work and sport, music, drama, community service, CCF, other school activities, and a social life. Sixth form pupils are guided into thinking about the medium and long-term, as well as about the present, and are well advised set themselves both short-term and long-term goals, which may range from the completion of the weekly workload to the achievement of the A-level grades needed for acceptance at the university of their choice.

Higher Education

Most St Edmund's pupils go on to Higher Education, and preparing for this is an important feature of Sixth Form life. In the Lower Sixth Form, visits to universities are encouraged; information and advice are provided. Those not wishing to enter the Higher Education process can discuss their career plans with the Careers Adviser (Ms Kathy Lloyd) or with Housemasters.

Entry requirements for particular university and college courses are available in the Resources Room, prospectuses and the Internet (www.ucas.com). The fact that only two offers can be held in the UCAS system means that there is a need for careful research and judicious choice of university.

Pupils are encouraged to make full use of the available resources as well as to seek advice from their subject teachers and the Higher Education Adviser. At the end of the Lower Sixth, specific advice is given. The UCAS scheme allows pupils to make five applications, either to different universities or colleges, or to different courses, or a mixture of both.

The completion of the UCAS application form is supervised by the Higher Education Adviser. Help and guidance with this is provided by Tutors and Housemasters. The applications are sent to UCAS as early as possible via the online admissions system. Between November and March the offers are received and, by May, each pupil must select no more than two. If an applicant has not received an offer by then, UCAS Extra can be used to send their application to other universities. After the publication of the A-level results in August, destinations are decided and advice is available for those who may narrowly miss their offer, or who enter the clearing process.

A-Level Choices

Some degree courses require candidates to have studied specific A-level subjects. For example, Biology and Chemistry are usually essential for medicine and veterinary science, and Mathematics is very valuable for entry to Architecture or Computer Science.

Pupils whose ambition is to study at the universities with the strongest academic reputations may find that their choice of A-level subject is an important factor when they make their application. The website http://russellgroup.org/Informed_Choices_final.pdf gives guidance about what are called "facilitating subjects" which are universally acceptable as qualifying A-levels. Including too many choices from outside this list can disadvantage applicants. "Facilitating subjects" are: Mathematics and Further Mathematics, English, Biology, Chemistry, Physics, History, Geography, and any language, whether modern or classical. Also deemed "hard" are Economics and Politics.

The best way to secure a university place is to secure high grades in the chosen A-levels, and the best way to achieve high grades is to choose subjects for which candidates have both a high level of aptitude and a high level of interest. Nevertheless, the guidance above represents the reality of the current position, and needs to be borne in mind when choices are made.

Advice can be sought from the Higher Education Adviser or the Careers Adviser.

Courses Requiring Prompt Applications

Pupils wishing to apply for medicine or dentistry, music (conservatoires) or to apply to Oxford or Cambridge Universities should complete their UCAS application at the beginning of the Upper Sixth year. Similarly, other applicants may need to register for additional tests during September (medicine and law, for example). Applicants for art or music courses should obtain additional advice from the relevant Head of Department.

Sixth Form Curriculum

AS and A2-level Subjects: - 8 periods per week each. Some subjects have 9 periods for A2.

Most pupils will study four AS-level subjects in the Lower Sixth Form and three A2-level subjects in the Upper Sixth Form. Subjects are selected by choosing one subject from each option block.

The provisional AS option blocks are shown below. Pupils should choose a maximum of one subject from each block. Critical Thinking is separately timetabled, independently of the blocks.

L6A	L6B	L6C	L6D
Biology	3-D Design	Art	Biology
Design & Technology	Economics	Business Studies	English
English	Chemistry	Chemistry	Further Mathematics
Mathematics	Film Studies	History	Geography
Music	French	Music Technology	Mathematics
Photography	Philosophy & Ethics	Psychology	Photography
Physical Education	Physics	Physics	Spanish
			Theatre Studies

AQA Baccalaureate candidates will take Critical Thinking (in place of General Studies) together with either 3 or 4 subjects chosen from the blocks above

Please note that pupils for whom English is not their native language may be directed to study English as an Additional Language. EAL lessons will be scheduled according to individual subject choices and may preclude some combinations of subjects.

Lower Sixth Form

Pupils in the Lower Sixth Form not taking Critical Thinking will also attend three lessons each week of General Studies. This is a 'carousel' of relevant but non-examined activities, which includes ICT, Careers English, Personal Finance and Head's Time.

Further Options

GCSE English and Mathematics: classes or individual tuition will be available for pupils needing to retake a GCSE in these subjects.

Course Availability

Pupils are accepted onto an AS course, subject to their meeting the school's and the subject's entrance requirements, and subject to the availability of a place. For some subjects, for example Photography, Art and the pure sciences, places are limited, and will be allocated on a first-come-first-served basis.

Art

Students explore ideas using a wide range of media, techniques and approaches, including new technologies to develop personal responses to given themes. The course offers the opportunity to produce work from many disciplines including drawing, painting, printmaking, sculpture, mixed media, textiles, digital photography and film. Students work on a variety of scales using a sketchbook as a visual resource in which they develop independent ideas and record responses to relevant images, artefacts and resources. Gallery trips are offered to provide inspiration and first-hand experience of the work of professionals. Ideas are realized in two or three dimensions, depending on the interests and strengths of the individual student. The AS course includes an introductory core project, providing increasing autonomy as pupils gain confidence and independent ideas. Students are given the opportunity to exhibit work both in school and within the wider community.

The course is assessed in four units as follows:

AS

Unit 1: Coursework Portfolio

50% of the AS mark and 25% of the final A-level mark.

Unit 2: Externally set assignment

Five hour controlled test and additional preparation studies

50% of the AS mark and 25% of the final A-level mark.

A2

Unit 3: Personal Investigation

A practical unit of coursework supported by a written investigation of 1000-3000 words.

50% of the A2 mark and 25% of the final A-level mark.

Unit 4: Externally set assignment

Fifteen hours with additional preparation studies. 50% of the AS mark and 25% of the final A-level mark.

The Art department has a highly successful entry rate to Higher education courses and students consistently achieve excellent grades. This course is not only directed at students who wish to pursue further study or a career in Art and Design but will also broaden students' perceptions of visual literacy. Learning opportunities in Art develop students' skills and creativity as well as gaining generic work related skills; particularly research, creative thinking, problem solving and independent learning which are highly valued by universities and employers.

A-level Art is an excellent foundation for the study of all Art and Design degree courses including Fine Art (drawing, painting, sculpture, printmaking, and lens based media), Textiles, Fashion, Graphic Design, Interior, Furniture, Jewellery design etc as well as Architecture.

This course is one of three options offered by the Art Department. Students may study any one or all three options. Due to the expensive nature of Art and Design, pupils will be charged £15.00 per term to make a small contribution to the cost of consumable materials. They will also be offered the opportunity to purchase other materials for their own personal use. These are charged at cost price.

Biology

The OCR Biology syllabus provides a smooth transition from GCSE. It builds upon, and extends, many familiar topics, as well as introducing some new ones. It has been selected to provide an enjoyable and rewarding course, which provides a wide breadth of knowledge. It touches on many varied aspects of Biology, from the internal workings of organisms in physiology and the interdependence of living things in ecology, to social issues, including human influence on the environment and the ethical considerations of genetics.

The exam consists of six units as follows:

AS	Syllabus code		AS	A2
Unit 1	F211	Cells, Exchange and Transport	30%	15%
Unit 2	F212	Molecules, Biodiversity, Food and Health	50%	25%
Unit 3	F213	Practical Skills in Biology	20%	10%
A2				
Unit 4	F214	Communication, Homeostasis and Energy		15%
Unit 5	F215	Controls, Genomes and Environment		25%
Unit 6	F216	Practical Skills in Biology		10%

Units 1 & 4 are designed to be examined in January of the Lower Sixth and Upper Sixth respectively, whilst Units 2 & 5 are taken in June.

While the ability to recall factual material and to learn new vocabulary is important, there is much emphasis on the application of knowledge and the understanding of how science works. Biology offers students the opportunity to develop their ability to express complex scientific ideas in structured extended answers. Practical work plays an important role throughout the course and several opportunities are offered for the assessment of practical skills. Students also visit the University of Kent to use the equipment and laboratories in the School of Biological Science.

In June of the Lower Sixth Form, students attend a three-day residential course on the Isle of Wight to study ecology. A variety of habitats are visited including rocky shore, estuary, salt marsh and woodland. The trip provides an opportunity to complete some of the A2 practical coursework. Students invariably find it to be an extremely valuable and enjoyable experience.

The study of Biology at AS and A2 level requires prior knowledge of biological concepts. In order to be able to develop the knowledge, understanding and skills, students need to have acquired mathematical competence in arithmetic, data handling, algebra and graphical representation of data. In addition, an understanding of some basic chemical concepts would be an advantage, although knowledge could be acquired during the teaching of the course. A good GCSE grade in Biology or Double Award Science (minimum B grade) is needed.

The excellent Biology A-level results in recent years have created a huge variety of career and further education opportunities. Pupils have gone on to study medicine, dentistry, pharmacology, physiotherapy, agriculture, forensic science, biochemistry, teaching and genetics at some top universities, including Cambridge, Oxford, Imperial, York, Nottingham and Southampton.

Business Studies

Business Studies is a contemporary and dynamic subject, combining a case study approach in the classroom with significant learning opportunities such as visits from real life businesses with input from their leaders and owners.

Business Studies literally does what it says: it studies business and how it operates within its environment. This involves studying in detail how today's businesses carry out their various functions, including marketing, finance, operations management (production), and people (human resources).

The course also looks at how outside activities affect businesses and in turn how businesses react to these; for example, the effect of changes in government policy, competition, demand, pressure groups and ethics.

In addition the A-level draws together the business functions and the external environment to study the objectives and strategies that businesses adopt, for example, recent merger activities and globalisation.

The exam consists of four units as follows:

			AS	A2
AS	Unit 1	An Introduction to Business	40%	
	Unit 2	Business Functions	60%	
A2	Unit 3	Further Human Resources, Operations Management, Marketing or Finance*		40%
	Unit 4	Corporate Strategy		60%

*Only one option to be taken

Skills

Business Studies requires a reasonable level of numeracy. The course is, however, testing Business Studies and not Mathematics, and the important skill is to understand and apply the figures to the business being studied. The ability to analyse, evaluate and write in good English is very important. Sources of information for Business Studies include textbooks, reference materials, government and business data, the world wide web, and a student's own experience.

AS Level Combinations

Business Studies will combine well with all other A-level subjects, be they arts, humanities, or science-based subjects; sooner or later the "artists" and "scientists" will end up working in business organisations of some description.

Career Progression

Business Studies can lead to opportunities in both the public and private sectors. There are now many degrees and sandwich courses which combine Business Studies or Management Studies with languages, IT, the arts and sciences, and there are career opportunities both inside and outside the UK.

Chemistry

Chemists are interested in the structure of matter, from the arrangement of atoms to the complex three-dimensional organisation of nucleic acids. They study chemical reactions and they design new materials, polymers for plastics, alloys for aero-engines and drugs against disease.

At St Edmund's, practical work is a fundamental part of the AQA A-level offered and early topics have been planned to provide a manageable transition from GCSE level.

In each year there are two taught units which may be examined in January or June, plus internal assessment of practical skills.

AS

Unit 1 Foundation Chemistry	33 $\frac{1}{3}$ %
Unit 2 Chemistry in Action	46 $\frac{2}{3}$ %
plus Controlled Assessment (Practical Skills)	20%

A2

Unit 4 Kinetics, Equilibria and Organic Chemistry	40%
Unit 5 Energetics, Redox and Inorganic Chemistry	40%
plus Controlled Assessment (Practical Skills)	20%

A good grade in AS-level Chemistry is highly regarded as it demonstrates the ability of a student to think in a logical way, to cope with numbers and to express ideas clearly. The vast majority of professions accept A-level Chemistry as a suitable entry qualification. Furthermore, A-level Chemistry is a very acceptable or, indeed, an essential entry requirement for many scientific courses including medicine, veterinary science, dentistry, all biological subjects, agriculture, biochemistry, geology, chemistry, physics, and all branches of engineering. Chemistry is often studied with two (or three) subjects selected from Mathematics, Biology and Physics, but increasingly Chemistry students have studied at least one non-scientific subject.

What are the requirements to enter the course?

First and foremost, a willingness to work consistently hard is essential. A good GCSE grade in Chemistry (minimum B grade) is needed. Chemistry also involves some Mathematics and at least a grade B in GCSE Mathematics is expected. Those students who have studied GCSE Mathematics at Higher Level will be at a distinct advantage, although this is not a prerequisite to study A-level Chemistry, and each student will be considered on his or her own merit.

Design and Technology Product Design

We live in a 3D world! Think about the objects that you love. Your mobile phone with its delicious curves was designed on a computer screen, the car you yearn for started life as a computer generated 3D model, and that building you admire sprang from the drawing board of an architect. 3D designers are at the crossroads of a number of skills. Of course they need to be creative in order to imagine the shape and function of the object, but they need to know about manufacturing processes, materials and marketing as well. 3D is an enormously satisfying career. You have an idea and with the use of tools like computers and laser cutters, it comes to life. Imagine how satisfying it must be for the person who designed the iPhone to hold the finished product in their hand.

Where will Product Design take me?

Undertaking an A-level in Product Design could take you into a number of exciting careers. Have you ever thought about being an Interior Designer or Architect or Fashion Designer? There are many interesting careers including car design, graphic design, jewellery design, exhibition design, web design, theatre set or costume design, games design, screen printer, illustrator – the list is endless! Achieving A-level Product Design will enable you to create a unique design portfolio that will help you gain a place at university and access a career within the creative industry.

What skills will I learn?

DT Product Design will help you develop a number of skills:

- How to assemble data and assess it
- How to investigate facts and use deduction
- How to put over your point of view fluently
- How to work as a team to achieve results
- How to take responsibility for your own learning

Ideally prospective students should have a grade B or above at GCSE in Resistant Materials, Graphics or Product Design. In addition to sound practical and creative abilities, students will also need a good standard of written English as the terminal examinations demand clear, well-argued and well-structured essays as well as a rapid, clear sketching ability. The course will build upon the knowledge gained at GCSE but with an increased emphasis on industrial and commercial manufacturing and design practices. 3D design goes well with other subjects and if you are interested in a career in design you might also consider taking A-levels in Art, Business Studies, Theatre Studies and Science.

The new AQA Design and Technology: Product Design course contains the following units:

		AS	A2
AS	Unit 1 Written Exam (2 hours)	50%	25%
	Unit 2 Coursework Portfolio	50%	25%
A2	Unit 3 Written Exam (2 hours)		25%
	Unit 4 Coursework Project		25%

Economics

Economics is a subject that equips the student with the ability to explain the ways in which markets function and national economies operate. Given the turbulent times we live in, there is, arguably, significant value in reaching adulthood with the economic awareness that this A-level will build.

Economics is often seen as one of the more challenging A-levels. If this is the case it is because it demands that the student think in abstract or theoretical ways in addition to taking a very real life perspective.

The more abstract parts of the course deal with the operation of individual markets and the forces of supply and demand that combine to deliver effective allocation of resources. These part of the course feature many diagrams, models and calculations and will suit those with a “mathematical” brain. We then address issues such as fluctuations in the fortunes of the economy itself and what both the private and public sector can do to deliver prosperity and progress for all sections of society. Here there is a body of theory to consider but weight can also be attached to ability to reason and argue as it is inevitably an aspect of study where there are different viewpoints to be examined and discussed.

The AQA GCE Economics syllabus is followed with the scheme of assessment as determined by the examination board.

The qualification consists of 4 units as follows

		AS	A2
AS	Unit 1 – Markets and market Failure	50%	25%
	Unit 2 – The National Economy	50%	25%
A2	Unit 3 – Business Economics and the Distribution of Income	-	25%
	Unit 4 – The National and International Economy	-	25%

Skills

This is an A-level that requires a strong level of numeracy. It is expected that candidates will be able to readily analyse and interpret data, make calculations and represent concepts diagrammatically. However, in addition, this A-level requires strong writing skills. There is a requirement to evaluate source material and comment effectively having balanced two opposing arguments. English language ability is therefore very important.

AS Level Combinations

Economics will combine well with a good range of other A-levels as it suits both the mathematical and creatively analytical types. As such, it is anticipated that Economists will also be likely to pursue Maths and Sciences but may just as well have taken a route to include subjects such as English and History.

English Literature

In the Sixth Form, the AS and A2 courses leading to A-level are literature-based and cover a variety of writing in the genres of poetry, prose and drama from Chaucer to the modern era. The department currently follows the OCR specification.

AS	% of A level
F661 <i>Poetry and Prose 1800-1945</i>	30%
F662 <i>Literature post-1900</i>	20%
A2	
F663 <i>Drama and Poetry pre-1800</i>	30%
F664 <i>Texts in Time</i>	20%

AS F661 *Poetry and Prose 1800-1945* is an externally assessed written 2 hour paper (without texts) and F662 *Literature post-1900* is internally assessed coursework which includes 2 essays and 3 texts one of which is post-1990.

A2 F663 *Drama and Poetry pre-1800* is an externally assessed written 2 hour paper (without texts) on Shakespeare (1 hour) and a comparison between two other texts (one drama; one poetry) and F664 *Texts in Time* is internally assessed coursework.

Sixth form life is a time for expanding horizons as well as for passing exams. The department's record at A-level is highly successful and attention is paid throughout the course to comparing texts and addressing both the critical and the historical context of each piece of literature. However, Sixth Formers are encouraged to read widely and trips are regularly made to attend performances of set plays for example to both local theatres and venues such as The Globe Theatre in London. The Literary Society, run by students in conjunction with staff, welcomes guest speakers as well as providing in-house presentations. Speakers in recent years have included academics from Kent, Leeds and Oxford. Recently, Extended Projects overseen by the department have explored the relation of Tyndale's Bible to Shakespeare and a creative-critical assignment on the art of the short story.

The available resources include departmental libraries, DVDs and other media. The School Library has an excellent reference section in addition to critical material and pupils subscribe to *The English Review*. The extensive resources of the University of Kent's Templeman Library can be accessed by the department.

English as an Additional Language

These classes provide students, whose first language is not English, with the opportunity to improve their skills. English is an essential requirement for university entrance and the course prepares pupils for the International English Language Testing System (IELTS) qualification which is recognised by UK and most international universities.

Film Studies

Film Studies aims to allow you to apply analytical skills, developed in the study of literature at GCSE, to a new type of text: the film text. The course aims to deepen your understanding, appreciation and enjoyment of this major art form. The course will involve you in developing new reading skills in your watching of a wide range of films, both in lessons and at a variety of cinemas. Through film study, students will have the opportunity to apply their critical analytic skills in a variety of coursework tasks such as: the writing of screenplays, the making of digital storyboards and short films, and through extensive research projects.

You will study both micro and macro aspects of film form. On the micro level you will learn how *mise-en-scene*, cinematography, editing and sound help to make meaning in short sequences from films. On the macro level you will look more particularly at how films make use of genre and narrative structuring devices in determining the way that audiences respond to and understand the meaning of a film.

The films for study will mainly be texts that have been in circulation in your lifetime so that you can make use of the expertise you already have. However, you will also engage with films from different cultures or different periods in order to gain an understanding of the development of technique, style, technology and artistic movement.

The specification is divided into a total of 4 units: 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification:

AS

Unit 1: FM1	Exploring film form	coursework	20%
	<ul style="list-style-type: none">• Micro essay• Creative project: Digital storyboarding, short filmmaking or screenwriting		
Unit 2: FM2	British and American Film	exam	30%
	Section A: Producers and Audiences		
	Section B: British Film Topics – Identity Study: Borders and Belonging		
	Section C: American Film – comparative study		

A2

Unit 3: FM3	Film research and creative project	coursework	25%
	<ul style="list-style-type: none">• Small-scale research project• Creative project: Screenwriting, filmmaking or documentary step-outline based on research project.		
Unit 4: FM4	Varieties of Film Experiences	exam	25%
	Section A: World Cinema topics: Specialist Study: Urban Stories – Power, Poverty and Conflict		
	Section B: Spectatorship topics – Popular Film and Emotional Response		
	Section C: Single film – Close Critical Study		

The demands of the specifications, especially at A2-level, are such that students should have at least grade B in GCSE English. As a course of study, Film Studies will provide a strong base for progression to undergraduate studies in literature, theatre, humanities subjects, the social sciences and modern foreign languages.

French

There are many good reasons to study a foreign language and in particular French at A-level. It allows students to develop their linguistic knowledge and broaden their cultural horizons whilst opening doors to worthwhile graduate courses in higher education and leading to a broad field of career paths. Indeed, French is the official working language of many international organisations such as the United Nations, UNESCO, NATO and the Olympic Committee, to name a few, and is currently the dominant language at the European Court of Justice. It is a known fact that in an increasingly global economy, employers tend to prefer candidates who offer the competitive advantage of one or more foreign languages.

The entry requirement to study French in the Sixth Form is at least a B at GCSE as the French AS course is designed to build upon the knowledge acquired at GCSE level. However, our entry requirements can be adjusted to accommodate students who already display an appropriate level of French language skills but have not taken GCSE examinations.

Students of French at A-level should appreciate and embrace the essential communicative nature of language learning. They should be prepared to open their minds to many aspects of the French-speaking world, be it historical, political, cultural or other areas.

Course outline

The course is topic based following the themes of the AQA syllabus. Grammar is incorporated into the topics in order to provide a context for applying the theory. The topics are as follows:

AS consists of 4 topics:

- | | |
|----------------------------|--|
| 1. Media: | Television, Advertising, ICT |
| 2. Popular Culture: | Cinema, Music, Fashion |
| 3. Healthy Living: | Sport & Exercise, Health, Holidays |
| 4. Family & Relationships: | Family, Friendships, Marriage & Partnerships |

A2 consists of 4 topics:

- | | |
|--------------------------------|--|
| 1. Environment: | Pollution, Energy, Protecting the Planet |
| 2. The Multicultural Society: | Immigration, Integration, Racism |
| 3. Contemporary Social issues: | Wealth & Poverty, Law & Order, Scientific & Technological Progress |
| 4. Cultural Topic: | A specific French-speaking Region & the work of a film director or an author |

In both the Lower and in the Upper Sixth, students have 8 periods a week of French. Each period lasts 35 minutes but lessons are often double periods.

Method of Assessment

The assessment consists of two examinations for AS-level and two examinations for A2-level.

Unit 1 – FRE1

Listening, Reading and Writing

70% of AS, 35% of A-level

2 hour written examination

110 marks

Available January & June

Unit 2 –FRE2T

Speaking Test

30% of AS, 15% of A-level

35 minutes speaking test (including 20 minutes preparation)

50 marks

Available January & June

Unit 3 –FRE3

Listening, Reading and Writing

35% of A-level

2 hours 30 minutes written examination

110 marks

Available in June only

Unit 4 –FRE4T

Speaking Test

15% of A-level

35 minutes speaking test (including 20 minutes preparation)

50 marks

Available in June only

Geography

Geography is a contemporary subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with their environment at a variety of scales from local to global. Studying at A-level allows you the opportunity to ask questions about global systems and the challenges faced by those trying to manage them. Geography is dynamic and through your studies you will gain an understanding of the factors affecting decision-makers at national and international levels and how geography impacts on people's daily lives.

We follow the AQA syllabus that follows an 'issues and impacts' approach throughout. It has a developmental structure designed to facilitate progression through the course and beyond to link with the demands of higher study.

AS

Unit 1: Physical & Human Geography – (70% of the AS and 35% of the full award)

This covers the study of core geographical concepts along with contrasting themes of contemporary or environmental impact, management and sustainability. The core topics are: Rivers, Floods & Management and Population Change. In addition two option topics of Cold Environments and Health Issues are studied

Unit 2: Geographical Skills – (30% of the AS and 15% of the full award)

This paper test skills based on the content of the core units above and includes investigative field work, cartographic, graphical, ICT and statistical. You will be expected to attend a residential field study week that currently takes place during the October half-term during which skills for this paper are undertaken (the course will also benefit A2 study units and Unit 4a below). There will be a charge for this activity.

A2

Unit 3: Contemporary Geographical Issues – (30% of the full award)

This is an issues-based approach to contemporary geographical themes. Students study at least 3 units, one from physical geography and one from human. Options include PlateTectonics & Hazards*; Weather & Climate and Associated Hazards*; Ecosystems: Change and Challenge; World Cities*; Development & Globalisation*; Contemporary Conflicts and Challenges. Topics with * indicate the most likely options.

Unit 4a: Geography Fieldwork Investigation – Fieldwork is an essential part of the course; remember you 'do' other subjects but you 'live' geography! Students analyse and evaluate their fieldwork in response to the questions set in an examination setting. This is based around the field study visit in AS and examined in the January of A2.

Regular work will include essays, short structured answers and data response questions. You will be expected to read widely around the subject, making use of ICT and quality newspapers. The more you participate in class the more you will enjoy the subject. The introduction of the Health Issues unit may be of benefit to those wishing to pursue a career in medicine.

At both levels you will want to find the answers but also generate ideas for the global future. You will acquire a wide range of skills, which have useful cross-curricular applications; Geography is often seen as the stepping stone between arts and pure science subjects. Geography will provide you with the foundation to pursue further study or a career in a very wide variety of fields.

History

History is our attempt to understand and explain the past. It is essentially the study of human experience, whether of great figures or the masses, and deals with human motivations and aspirations, triumphs and disasters. As such, History is a wide-ranging academic discipline which at A-level tries to foster a deeper awareness of factors which affect the course of human affairs, be they religious or cultural, political or philosophical, social or economic.

The Edexcel specification (8/9 HIO1) which we use has a vital objective, the development of students' interest in and enthusiasm for History. The four units that are currently offered are:

Unit 1 (6HIO1)	F6	Middle East, 1945-2001: The State of Israel and Arab Nationalism
	F7	From Second Reich to Third Reich: Germany 1918 – 1945
Unit 2 (6HIO2)	B1	Britain (1830-1885) Representation and Reform

The A2 section of the course consists of:

Unit 3 (6HIO3)	D2	Britain and the Challenge of Fascism: Saving Europe at a Cost? (c.1925-1960)
----------------	----	--

Unit 4 (6HIO4)		Roman Britain (c.60BC-400AD). Two pieces of coursework are required of 2000 words each.
----------------	--	---

The study of History is valuable in its own right, but it also imparts to pupils a unique set of intellectual skills which have a wide application in the workplace, be it business or other professions. Through wide reading, the discipline of essay writing and documentary analysis, students develop the ability to construct relevant, coherent, well-reasoned arguments, together with the capacity to handle complex issues in a meaningful way.

You develop a discriminatory eye for detail as you learn to explore texts in researching for essays, where you must evaluate conflicting or complementary evidence to support arguments. Via historiography, you come to appreciate that History is only man's interpretation of the past, and hopefully acquire a critical and questioning mind which is able to detect subjectivity in the written word and has a healthy scepticism for inequitable arguments. Above all, we hope that we will foster in you a lively and enquiring disposition backed up with serviceable intellectual skills.

History in the Sixth Form is a mind-broadening experience as well as a rigorous intellectual discipline and we try to provide you with stimulating extra-curricular activities. This is mainly done through the agency of the History Society, which has become a well attended forum for lively debate and discussion, where you are offered wider historical perspectives by guest speakers and by in-house presentations. There are a number of trips to London to hear professional historians speak on the topics that we cover.

History has always been a popular A-level subject at St Edmund's, and many of our students have gone on to study History at degree level with great success. They have discovered the benefits of pursuing an intellectually demanding course, whilst keeping their career options open, and have also discovered that they are very marketable as History graduates in a wide variety of occupations.

Mathematics and Further Mathematics

Galileo once said, in rough translation, "Mathematics is the language in which God has written the Universe". A-level Mathematics provides a tantalising glimpse of the glories of that language. It is potentially both the most rewarding and the most frustrating of all the A-level disciplines. Its joys are great: we study aspects of the worlds of number, algebra and logic, we learn how arguments hang together coherently, we master the skills of problem solving, and uncover unexpected links between the many strands of the subject. Where else can you get the thrill offered by Mathematics of completing a solution absolutely correctly, not just well, or even excellently: perfectly! Mathematics offers the "eureka!" tingle of success. On the other hand, no other subject is so unforgiving: no amount of waffling or fudging can mask a lack of comprehension or a lack of industry. Marks awarded in Mathematics span the full spectrum from 100 to 0!

Mathematics is a very useful and marketable A- or AS-level. It is essential for some Higher Education courses, and is very desirable for others. Engineers need it, as do many Computer Science courses, it is desirable for a potential accountant or actuary, and is very useful indeed for anyone interested in medicine or veterinary science, in pure sciences, psychology, business, economics or social science. It is also a helpful complement to any courses with a statistical or numerical component.

Studying both Mathematics and Further Mathematics leads to two A-levels, and provides a very powerful mathematical base. This double course is particularly attractive to potential mathematics specialists, or to those likely to study any aspect of engineering at University. Anyone interested in studying a mathematical or applied science/engineering course at Oxford or Cambridge would be well advised to consider including the double mathematics package in his or her AS-level options.

It is not enough, however, to recognise that a mathematics qualification would be useful to you. You need a real interest in the subject, coupled with tenacity and determination if you are to succeed. You are expected to work consistently hard throughout the course. Skills are built cumulatively, and it is essential to master new ideas as they are encountered in the course.

In order to have a reasonable chance of success at AS-level, you need to have shown evidence of good mathematical skills at GCSE. This should usually mean a grade of B or above which must come from a Higher Tier course, with a strong degree of competence in algebra. In addition, those who succeed must bring an interest in the subject, and inquiring, open mind and a willingness to explore new ideas and new approaches to old ones.

AS-level Mathematics comprises 3 units, and A-level Mathematics requires a further 3. AS-level Further Mathematics adds another 3 units; a further 3 complete the Mathematics and Further Mathematics course.

The course is a mixture of pure and applied mathematics. Pure mathematics involves the study of mathematical techniques. The content of the pure units follows on recognisably from the material of GCSE. Applied mathematics encompasses a range of mathematics disciplines (including statistics, mechanics and decision mathematics) where the emphasis is on the practical applications of mathematics to real-world problems. The choice of applied mathematics units is likely to include S1 together with either S2, or M1 (mechanics) or DI (decision mathematics). One of the compulsory mathematics units (C3)

includes a well-defined piece of coursework, and another (C4) includes a mathematical comprehension assessment. Students who opt to study Further Mathematics must include one more compulsory pure unit (FP1) in the AS package, and another (FP2) in the full A-level. The remaining four units will be applied units, chosen flexibly in line with the interests and abilities of the students in the set.

Students who have studied A-level Mathematics at St Edmund's will agree that they have had to work hard for their success, but our record of results is one of which we are proud. Students have progressed to a wide range of degree courses, including in each of the past three years those who have gone to Oxford or Cambridge to study courses with a strong mathematical component.

The units in the course are as follows:

Mathematics

C1 (AS)	Pure: Introduction to Advanced Mathematics
C2 (AS)	Pure: Concepts in Advanced Mathematics
SI (AS)	Statistics 1
C3 (A2)	Pure: Methods in Advanced Mathematics
C4 (A2)	Pure: Applications in Advanced Mathematics

plus one from:

S2 (A2)	Statistics 2
MI (AS)	Mechanics 1
DI (AS)	Decision and Discrete Mathematics

Note that, uniquely, A-level Mathematics may be obtained from 4 AS and 2 A2 units.

Further Mathematics

FPI (AS)	Pure: Further Pure Mathematics 1
FP2 (A2)	Pure: Further Pure Mathematics 2

plus 2 units for AS, or 4 units for A-level, chosen from M2, M3, M4, S2, S3, FP3, D2 depending on the units chosen for inclusion in the single Mathematics A-level.

Music

Music A-level is a valued subject for a wide variety of degree courses and is by no means solely vocational. The study of Music provides many of the personal qualities that universities and employers are looking for in young people; namely self-discipline, motivation, initiative, dedication, creativity, logical thinking and team work. Careers in music range from performing, teaching and composing to broadcasting and journalism, instrument technology, and music retailing.

A major attraction of the A-level Music course is its flexibility, and it can be weighted to the particular strengths and interests of individual students.

The units that make up the course are as follows:

AS

Unit 1 Performing: students take part in solo and ensemble performances. They should be able to perform to a minimum standard equivalent to grade 5 but preferably higher.

Unit 2 Composing: One composition is to be submitted in response to one of four briefs. Candidates are also required to answer questions akin to giving a full overview of their piece. Both sections are to be completed under controlled conditions.

Unit 3 Developing Musical Understanding: The investigation of musical styles through set works, score analysis and listening will be carried out. Students' knowledge will also be developed through the study of harmony.

A2

Unit 4 Extended Performance: A recital of a balanced programme including solo and/or ensemble works. Proficiency to at least grade 6 is necessary.

Unit 5 Composition and Technical Study: An additional composition is to be submitted, plus a choice of either further technical studies or composition(s).

Unit 6 Further Musical Understanding: This unit follows on from Unit 3, extending the students' knowledge and understanding through aural analysis, music in context, continuity and change in instrumental music.

The study of Listening and Composition involves the analytical and contextual study of musical extracts representative of the chosen areas of study. They are examined within terms of their broader style and importance within their genre. Students also undertake a weekly structured listening course which provides an all-round knowledge of the history of music from approximately 1545 to the present day.

Tuition is also provided in compositional techniques including harmony. The basic grammar of writing music, using the correct harmonies and textures, will encourage an awareness of style that complements pupils' work in listening and understanding. By the end of the course students will be able to complete short harmony exercises as exemplified by Bach, and a two-part piece in the style of Handel.

The department runs a huge variety of activities in addition to a wide range of choral and instrumental groups: there are music competitions and festivals, masterclasses, a lunchtime recital series, concert visits to London and elsewhere, staged musical productions, and major choral and instrumental concerts. Overseas tours take place every two years, and these have recently included Barcelona, Normandy and Germany.

The real joy of A-level Music is that the greater the natural ability, the keener the hobby, or the more professional the interest, the more rewarding the course becomes in its varied components.

Music Technology

The Department offers separate courses to A2-level in Music and Music Technology. It is possible to study both A-levels together, as each subject complements the other.

The Music Technology course is designed for musicians who wish to follow an academic programme incorporating popular styles, computer based music and recording work.

Students should have an open-minded attitude to a variety of styles such as jazz, rock, electronic, reggae etc. and have an interest in the scientific aspects of sound such as acoustics.

In order to begin Music Technology you must...

- Have a minimum of Grade 5 on your instrument (students who have not taken the Grade 5 exam but think they have attained this level will need to audition).
- Be able to read and write traditional musical notation fluently (treble and bass clefs).
- Be able to play the piano/keyboard to a level that allows one to access the necessary sequencers.

It is not necessary to have GCSE Music.

Content outline

AS - Practical work involves the production of a portfolio of three pieces of work: A sequenced performance, a multi-track recording and a sequenced arrangement.

There is a written exam at the end of the year – Listening and Analysing, based on popular music of the 20th century (with two set focus styles) and musical and technology questions.

A2 - Practical work: includes the above units with the addition of a second portfolio: sequenced performance, multi-track recording and sequenced composition. There is a written exam at the end of the course – Analysing and producing, which also includes the area of study "The History of Music Technology" and a practical mixing exam.

AS

Unit 1: Portfolio 1 - Unit code 6MT01

Students must complete three tasks in their Music Technology Portfolio 1.

Task 1A: Sequenced Realised Performance

Task 1B: Multi-track Recording

Task 1C: Creative Sequenced Arrangement.

Students will also submit a logbook that will provide information on the resources used in each task as well as assessed questions on their creative sequenced arrangement.

Unit 2: Listening and Analysing - Unit code 6MT02

This unit provides students with an opportunity to study the styles most common in popular music. Students will have the opportunity to demonstrate this knowledge using aural discrimination skills. Students are required to study the development of popular music styles from 1910 through to the present day. This is not intended to be a comprehensive and in-depth study of every popular, jazz or rock music style, but an overview of the main styles and trends during the development of popular music.

Two special focus styles will be selected each year for more in depth study. For the special focus styles, in addition to the main fingerprints of the style, students will be expected to have an extended knowledge and understanding of context.

A2

Unit 3: Music Technology Portfolio 2 Unit code 6MT03

Unit 3 builds on skills acquired in Unit 1, and extends these to include a composition task. It involves detailed study of Area of Study 3: The Development of Technology based Music. Students must complete three tasks which together make the Music Technology Portfolio 2:

Task 3A: Sequenced Integrated Performance

Task 3B: Multi-track Recording

Task 3C: Composing using Music Technology.

Students will also submit a logbook which will provide information on the resources used in each task.

Philosophy and Ethics

The aim of the course is to encourage students to develop an enquiring mind, to be able to comment on a wide range of philosophical and ethical dilemmas, to examine the origin and strength of their own views alongside those of established philosophers and ethicists such as Plato, Descartes and Kant as well as more modern writers such as Richard Dawkins and Peter Singer. It is an intellectually demanding course that requires students to tackle classic arguments including the problem of evil and the relationship between religion and morality, but also to engage with 21st century concerns of war and peace, sexual ethics and the impact of quantum physics on arguments for the existence of God, the nature of life after death and the notion of 'free will'.

No commitment to any of the Christian churches is presupposed or required by the syllabus, which is open to students of any religious persuasion, or none. The assessment will not be concerned with judging your personal beliefs; arguments about the issues raised will be judged solely on their own merit. To gain the most from the course you will need to enjoy questioning and arguing your point. You will need to be able to understand and evaluate the opinions of others as well as being able to formulate and argue your own opinions. Although the final qualification is an A-level in Philosophy and Ethics, the course assumes no prior knowledge and so pupils do not need to have taken Religious Studies GCSE. A good standard of written English is required.

The units in the course are as follows:

AS

Unit 1 Foundations: This unit is a study of philosophy of religion and of ethics. Ethics includes a study of the relationship between religion and morality, the ethical theories of Utilitarianism and situation ethics and Applied Ethics (sexual ethics and war and peace). Philosophy of religion includes a study of selected problems in the philosophy of religion, including the problem of evil and suffering, and a study of philosophical debates about miracles. The final examination accounts for 50% of the AS, is 1 hour 45 minutes long, and consists of a choice of three questions from six.

Unit 2 Investigations: This unit will be externally assessed and is enquiry-based. You will choose a topic area from an exam approved selection that interests you, you will then be able to decide on a specific focus e.g. within the topic of Medical Ethics, you might choose to focus in the issue of consent in cases of euthanasia and assisted suicide. You will be guided in production of an extended essay with a recommended length of 3000 words which you would then be expected to reproduce with some flexibility in response to the exam question. Students currently enjoy the use of the University of Kent's Templeman Library to aid their research, with a full induction built into the first term of the course.

Unit 3 Developments: This will build on previous knowledge of ethics and philosophy. Philosophy of religion will include a study of beliefs about life after death: reincarnation, rebirth, resurrection, immortality of the soul and a study of religious language. Ethics will include a study of ethical concepts including a critique of the relationship between religion and morality, natural moral law, and virtue ethics. Additional areas of Applied Ethics will also be considered.

Unit 4 Implications: This unit requires you to relate all of the individual areas that you have studied and also to relate your study of religion to human experience. In this unit, credit is given for the ability to relate the material that we have studied to everyday life and experience. You will face a question based around an extract from one of three academic essays that have been studied in class.

The two units of the **A2** are assessed by written examinations with a total examination time of 3 hours.

Photography

At the start of the course students follow an intensive introduction to Photography through a series of workshops exploring composition and light. They build an excellent understanding of the use of SLR cameras using traditional processes in a photographic darkroom as well as modern methods using digital cameras and industry standard editing software. As the course progresses students develop personal responses to project based work and have the opportunity to explore various photographic genres e.g. landscape, portrait, documentary and fashion photography, whilst experimenting with professional equipment. Gallery trips and visits by professional photographers inspire pupils to think creatively in producing highly refined, well considered and innovative outcomes. Pupils present their work in the form of an annotated work journal, whilst displaying professionally mounted prints in a portfolio. They are given the opportunity to exhibit work both in school and within the wider community.

The course is assessed in four units as follows:

AS

Unit 1: Coursework Portfolio

50% of the AS mark and 25% of the final A-level mark.

Unit 2: Externally set assignment

Five hour controlled test and additional preparation studies

50% of the AS mark and 25% of the final A-level mark.

A2

Unit 3: Personal Investigation

This is a practical unit of coursework supported by a written investigation of 1000-3000 words. 50% of the A2 mark and 25% of the final A-level mark.

Unit 4: Externally set assignment

Fifteen hours with additional preparation studies. 50% of the AS mark and 25% of the final A-level mark.

The Photography A-level has a highly successful entry rate to Higher Education courses and students consistently achieve excellent grades. The course is not only directed at students who wish to pursue further study or a related career but will also broaden students' perceptions of visual literacy. Learning opportunities in Photography develop student' skills and creativity as well as gaining generic work related skills; particularly research, creative thinking, problem solving and independent learning; which are highly valued by universities and employers.

A-level Photography is an excellent foundation for the study of Lens based media courses including Photography and Film as well as Graphic Design.

This course is one of three options offered by the Art Department. Students may study any one or all three options. Due to the expensive nature of Photography, students will be charged £15.00 per term to make a small contribution to the cost of consumable materials. There are other costs involved including framing and mounting and all students must have their own camera.

Physical Education

Sports and physical activity excite and stimulate us. They motivate, promote our health and make us feel good. Academic study within Physical Education can provide greater knowledge, insight and understanding of performance. The specification is based on an understanding of concepts and methods of enquiry drawn from a wide range of disciplines, with the focal point being the performer and the performance. Several topics covered in the course are developments of work covered at GCSE but others are new. Although a pass in GCSE PE is beneficial, what is more important is that you should have a lively and enquiring mind, a keen interest in physical education and sport, a willingness to explore new ideas and an ability to communicate ideas effectively. The synthesis of theory and practice is reflected in the aims and objectives of the specification. Throughout the course you will draw on, and apply, subject matter from physiological, psychological and socio-cultural disciplines in order to prescribe and prioritise strategies to improve your own, and others' performances.

The A-level is made up of two mandatory units at AS-level and two further units at A2-level. The AS-level is both a 'stand-alone' qualification and also the first half of the corresponding A-level.

The four units in the specification are as follows:

- | | |
|---------------------|---|
| AS Unit G451 | An Introduction to Physical Education <ul style="list-style-type: none">• Anatomy and Physiology (Section A)• Acquiring Movement Skills (Section B)• Socio-Cultural Studies (Section C) 2 hour written paper. 30% of total A2 mark. |
| AS Unit G452 | Acquiring, developing and evaluating practical skills in Physical Education. <ul style="list-style-type: none">• Performance• Evaluating and planning for the improvement of performance Candidates are assessed in two chosen activities from two different activity profiles and in response to a live performance. The Practical Component is worth 20% of the total A2 mark. |
| A2 Unit G453 | Principles and concepts across different areas of Physical Education. <ul style="list-style-type: none">• Section A1 – Historical Studies• Section B3 – Sports Psychology• Section B3 – Exercise and Sport Physiology 2½ hour written paper. 35% of total A2 mark. |
| A2 Unit G454 | The improvement of effective performance and critical evaluation of practical activities in Physical Education. <ul style="list-style-type: none">• Performance• Evaluation, appreciation and the improvement of performance Candidates are assessed in one chosen activity and in response to a live performance. The practical component is worth 15% of the total A2 mark. |

These specifications relate well to other A-levels in Business Studies, the social sciences and natural sciences. The course provides an excellent foundation for specialist study in Physical Education and Sport Studies in Higher Education, or if you are intending to pursue a career in teaching and coaching, the leisure industry, recreational management, the health and fitness industry, the armed forces, the Civil Service, or professional sport.

Physics

It is difficult to define Physics precisely, but its principles and applications underpin much of modern technological society. Electronic devices such as computers and lap-tops, iPhones and iPods, games consoles and digital cameras are obvious examples, but also consider nuclear fission and the ongoing efforts to tame nuclear fusion, space flight, telecommunications, medical scanners, and engineering projects such as the design and construction of a suspension bridge.

The AS course is designed to appeal to both physical scientists and non-scientists alike. It builds on and develops the key concepts of Newtonian mechanics, energy, current electricity and, oscillations and waves that are part of the GCSE Science course and introduces new topics such as particle and nuclear physics and wave-particle duality. Although you do not need a strong mathematical background to be able to tackle this subject with confidence, a GCSE grade C or better in Mathematics is essential.

The A2 course is designed to appeal to the physical scientist. The topics that are covered: Further Mechanics, electric, gravitational and magnetic fields, thermodynamics, radioactivity and nuclear physics, are conceptually demanding. We also study an interesting option described as 'turning points in physics' which places key moments in the development of the subject into an historical context – was Sir Isaac Newton an alchemist as well as a mathematical genius? If you wish to continue from AS to A2 in Physics, we recommend that you also study either Chemistry and/or Mathematics.

A good pass in AS or A-level Physics demonstrates that a student is numerate, literate, proficient in problem-solving and analysis, and has the ability to express difficult concepts in a logical and coherent manner. It is a useful qualification for entry into a wide range of scientific, technical, and engineering professions. The AS qualification may particularly appeal to Arts students wishing to add breadth to their curriculum.

It is recommended that a person wishing to study Physics at AS-level will have achieved at least a B grade in GCSE Physics. A student with qualifications in core and additional science should consider Physics as an AS option with caution.

Break down of the examination papers:

AS unit 1	1 hour 15 minute paper consisting of 6 to 7 structured questions, worth 120 UMS, 20% of A-level marks.
AS unit 2	1 hour 15 minute paper consisting of 6 to 7 structured questions, worth 120 UMS, 20% of A-level marks.
AS unit 3	Internally set and marked and externally moderated practical exercise worth 60 UMS, 10% of A-level marks.
A2 unit 4	1 hour 45 minute paper consisting of 25 multiple choice questions and 4 to 5 structured questions worth 120 UMS, 20% of A-level marks.
A2 unit 5	1 hour 45 minute paper consisting of 4 to 5 structured questions from the compulsory section of the specification and 4 to 5 structured questions from the optional topic – turning points in physics worth 120 UMS, 20% of the A-level marks.
A2 unit 6	Internally set and marked and externally moderated practical exercise worth 60 UMS, 10% of A-level marks.

Spanish

Studying Spanish in the Sixth Form provides an excellent opportunity to expand both linguistic and cultural knowledge of this language. Employers value language proficiency on several levels. To be able to communicate and conduct business in another language is an impressive skill in itself, and one which is becoming increasingly more important in the global workplace. The ability to master a foreign language at A-level is also an indicator of intellectual prowess and one which is valued, therefore, in many areas of employment.

Someone looking to study Spanish at A-level should genuinely enjoy language and the art of communication. The study is varied and requires a close study of the grammatical workings of the language as well as a real opportunity to explore interesting social topics and discuss them in Spanish.

The entry requirement to study Spanish at A-level is at least a grade B at GCSE.

Course Outline

For Spanish we follow the AQA specification for AS and A2-level.

AS-level consists of four topic areas:

- Media: Television, Advertising, ICT
- Popular Culture: Cinema, Music, Fashion
- Healthy Living: Sport/Exercise, Health, Holidays
- Family/Relationships: Family, Friendships, Marriage/Partnerships

A2 consists of four topic areas:

- Environment: Pollution, Energy, Protecting the Planet
- The Multicultural Society: Immigration, Integration, Racism
- Contemporary Social Issues: Wealth & Poverty, Law & Order, Scientific & Technological Progress
- Cultural Topic: A specific Region and the work of a film director.

Assessment

The assessment consists of two exams for AS-level and two exams for A2-level.

Unit 1 – SPAN1

Listening, Reading and Writing

70% of AS, 35% of A-level

2 hour written examination

110 marks

Unit 2 –SPAN2T

Speaking Test

30% of AS, 15% of A-level

35 minutes speaking test (including 20 minutes preparation)

50 marks

Unit 3 –SPAN3

Listening, Reading and Writing

35% of A-level

2 hours 30 minutes written examination

110 marks

Unit 4 –SPA4T

Speaking Test

15% of A-level

35 minutes speaking test (including 20 minutes preparation)

50 marks

Theatre Studies

This course provides opportunities for students to pursue particular aspects of study within the context of general knowledge and experience of theatre. It is designed to encourage theatrical artistry and technical skills, extend knowledge and understanding of theatre, and generate a critical and sensitive response to the complexities of theatrical production.

The AQA specification is designed for students who enjoy the creative process of bringing a piece of theatre from the 'page to the stage' and critically evaluating this from either the perspective of the director or performer.

The structure of the specification at each level, AS and A2, is one written unit (60%) and one practical unit (40%).

At AS, the written unit consists of the study of one set play, in terms of its performance potential, and of live productions seen during the course. At A2, the written unit requires the study of a further two set plays. In the practical units, both AS and A2, pupils present a performance, working in a group.

AS	Unit 1	Live Theatre Production seen and Prescribed play.
	Unit 2	Presentation of an Extract from a Play - Practical
A2	Unit 3	Further Prescribed Plays including Pre-Twentieth Century
	Unit 4	Presentation of Devised Drama - Practical

The school has excellent drama facilities and a wide variety of contacts in professional theatre. The course involves regular visits to theatrical productions which include local trips, as well as going further afield, including London's West End and, on occasion, Broadway. Recent productions seen by pupils include War Horse, Mother Courage and her Children, Six Characters in Search of an Author, Wicked and An Inspector Calls to name but a few. In New York, students have also had the opportunity to partake in workshops with actors from the shows we have seen during our stay.

The school has an enviable reputation for Drama. Major school productions over the past few years have included Remember, Beauty and the Beast, Return to the Forbidden Planet, A Midsummer Night's Dream, Godspell, and Daisy Pulls it Off. It is the ethos of the department to stage several plays and events throughout the year to ensure performance opportunities are available to as many students as possible.

AS and A2 practical performances attract large audiences and have drawn praise from visiting moderators. For the last few years, A2 students have all scored marks at the very top of Band One with the majority gaining full marks – an extraordinary accomplishment.

Three Dimensional Design

This course offers students the opportunity to work in a wide range of two and three dimensional media and techniques. It extends skills and experiences gained in prior study of Ceramics as well as introducing new methods and disciplines. Students work from a range of starting points, developing their own personal ideas and interpretations through drawings and design work. Initial ideas developed in sketchbooks are translated into three dimensional reality using a range of materials which may include clay, wood, metal, glass, plastics, willow and textile media. As well as the three dimensions of height, width and depth, students must also consider elements of line, texture and colour, all of which serve to enrich and compliment the final outcome and give students an ideal opportunity to experiment with different techniques of surface decoration. Three dimensional outcomes can take the form of sculptural items, decorative ware, textural wall hangings, contemporary furniture design, jewellery etc. Students are given the opportunity to exhibit work both in school and within the wider community.

The course is assessed in four units as follows:

AS

Unit 1: Coursework Portfolio

50% of the AS mark and 25% of the final A-level mark.

Unit 2: Externally set assignment

Five hour controlled test and additional preparation studies

50% of the AS mark and 25% of the final A-level mark.

A2

Unit 3: Personal Investigation

A practical unit of coursework supported by a written investigation of 1000-3000 words.

50% of the A2 mark and 25% of the final A-level mark.

Unit 4: Externally set assignment

Fifteen hours with additional preparation studies. 50% of the AS mark and 25% of the final A-level mark.

Three Dimensional Design has a highly successful entry rate to Higher education courses and students consistently achieve excellent grades. This course is not only directed at students who wish to pursue further study or a career in Three Dimensional Design but will also broaden students' perceptions of visual literacy. Learning opportunities develop students' skills and creativity as well as gaining generic work related skills; particularly research, creative thinking, problem solving and independent learning; which are highly valued by universities and employers.

A-level Three Dimensional Design is an excellent foundation for the study of a wide range of degree courses including Ceramics, Sculpture, Glass, Interior, Furniture, Product, Jewellery, Fashion Design etc.

This course is one of three options offered by the Art Department. Students may study any one or all three options. Due to the expensive nature of Three Dimensional Design, students will be charged £15.00 per term to make a small contribution to the cost of consumable materials.

General Studies

(non-examination course)

Head's Time

In Head's Time, you are encouraged to consider your philosophy and your beliefs. An autobiographical presentation by each student and an opportunity for questions from the group affords a sharing of your experiences of life, an honest appraisal of self and the development of a genuine interest in other people. If there is time, you also analyse and discuss the group's responses to a questionnaire on your beliefs under the following headings: Religion, Probity, Racial Attitudes, Education, Work, Sex, Family, Government, Sport, War and Peace, Crime and Punishment, Society, The Quality of Belief.

Careers English

Careers English helps you to develop skills of self-presentation, both in person and on paper, through the acquisition of polished language and a confident personal style. The researching of courses and jobs, the framing of letters of application, the creation of a good CV and the composition of business letters form the core of the written element. Preparation for interview, and the interview itself, is the second major element. Mock interviews in school are recorded on video and analysed with you individually.

ICT

Students are given the opportunity to brush up and to develop their IT skills, with the possibility of working towards the ECDL (European Computer Driving Licence).

Personal Finance

This course gives an insight into managing your money and investing for the future. The five main topic areas are Cards and Card Services, Credit-worthiness, It's Your Life, Fresher Finance and EMU. The course also considers up-to-the-minute developments in the financial world to assess their impact on your personal financial arrangements.